

John's Pile
Of
Workshop Exercises

John's Pile

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5 Why s

Objectives: Brainstorming
Conflict Resolution
Issue Identification
Process Improvement
Quality

Length of Time:
5 minutes - On-going Technique

When to Use:
When you are dealing with symptoms and need to get to more causal issues.

Steps:
1. Ask 'why' a problem is occurring.
2. Ask 'why' four more times

Results:
A clearer statement of a possible causal problem.

Tips:
One interesting comment on the 5 W's, is that which is made in a great book I read about Lean Production as pioneered by a Mr. Toyota: That the final (5th) why almost always revealed a problem in COMMUNICATION.

EXAMPLE:

1. Why has the machine stopped?
 - A fuse blew because of an overload.
2. Why was there an overload?
 - There wasn't enough lubrication for the bearings.
3. Why wasn't there enough lubrication for the bearings?
 - The pump wasn't pumping enough.
4. Why wasn't lubrication being pumped?
 - The pump shaft was vibrating as a result of abrasion.
5. Why was there abrasion?
 - There was no filter, allowing chips of material into the pump.

Installation of a filter solves the problem.

Name:

A Moment of Pride

Objectives: Encouraging Change
Leadership
Motivation/Rewards
Personal Development
Team Building

Length of Time:

2 Minutes per Participant (e.g. 12 participants x 2 minutes each =24 minutes for the exercise)

Supplies:

1. Homework exercise completed
2. Awards (we have used 4" grapevine wreaths with a personalized ribbon)

When to Use:

1. To encourage the feelings of accomplishment and pride
2. To build self-affirmation
3. To build team spirit through public celebration of accomplishment and values
4. To discover personal values

Steps:

1. Have the participants complete the form and forward this information to you BEFORE the workshop.
2. Take the time to create an award for each individual based on the accomplishment that they are most proud of. In doing this pay special attention to the qualities that they have needed in order to achieve this.

For example;

- ⊕ The accomplishment may be to coach a child's baseball team and the quality may be the ability to recognize the importance of affirming youth and having their heart/values in the right place; or
- ⊕ The accomplishment may be the completion of a major project, however, the qualities that deserve recognition may be around vision, leadership, endurance.

3. At the completion of the workshop, have an awards ceremony and present each individual with their award. This allows the group to gain some profound insight into their team members as they get to know what each person is proud of. Most participants find these awards very fulfilling as they are for those events that have truly brought them satisfaction and the process has forced them to acknowledge their own sense of pride.

Results:

The group as a whole leaves this exercise on a high having been publicly acknowledged for an accomplishment that is meaningful to them. This also allows the group to communicate more openly and to appreciate different dimensions in each others lives.

Tips:

Our experience has been that the better you are able to read between the lines the more meaningful and profound the award to the participant.

Participants enjoy the opportunity to talk one-on-one with each other after this exercise.

exercise - A MOMENT OF PRIDE

This exercise is to be completed individually. Please return this exercise to _____ by _____. Thanks!



Life is a series of experiences and achievements. As we reflect on our accomplishments we feel a flush of warmth, a stirring in our heart and a puffing out of our chest. This is feeling pride; it is a natural high that we can revisit without side effects.

Name: _____

Take a moment to sit back and reflect on the past year. Think about your achievements. List below the one thing that you have accomplished in the past year that makes you the most proud. Review this accomplishment and indicate why it instills you with pride. Enjoy!

Accomplishment

Reasons why ?

Name:

A Toast to Remember

Objectives: Motivation/Rewards
Team Building

Length of Time:
15-20 Minutes

Supplies:
Champagne glasses and ginger-ale.

When to Use:
To get participants thinking about "team".

Steps:

"Every now and then we happen upon a great group of men and women, who really exemplify what being a team is all about. We can all name such a group of people, perhaps a team we were a part of at work or maybe it's a community group that we did a project with."

1. Ask the group to remember their best experience ever working with a group of people. Then ask them to compose a toast to this group highlighting the memories which stood out for them. Get them to respond to these questions:
 - A. What is an outstanding organization, team, group of people that you have worked with?
 - B. What was it about this group that causes you to still glow when you think about them?
 - C. If you were to offer a toast to this "special" group, what would you say?
2. Get the group to write out their responses.
3. Each participant stands up and makes a toast "to the best organization I have ever worked with/been a part of..."

Results:
Concept of "Team" is understood.

Name:

Active Listening

Objectives: Communication

Length of Time: 20 - 30 Minutes

Supplies: Newspaper or magazine articles as needed.

When to Use: When teaching Active Listening

Steps:

1. Select a controversial topic from a magazine or local paper (could be on Current Affairs, Politics, Labour/Management Relations, etc.).
2. Split the group into break-out-groups of 3.
3. Each group assigns a Speaker, Listener and Observer.
4. The Speaker and the Listener then discusses the Speaker's thoughts and feelings about the article. This takes place while the Listener demonstrates the skills of active listening.
5. After the Speaker has finished, the Listener summarizes (without notes) what was said on the subject. The Listener may also interpret the feelings that the Speaker expresses.
6. Following this the Speaker and the Observer correct or amplify any item stated by the Listener.
7. The Listener then reiterates what his/her new understanding is.
8. The Referee is the only person allowed to use notes.

After about 10 minutes of discussion, select a new topic and reverse roles, using the same procedure. Continue changing roles until everyone has had a chance to play each role.

DISCUSSION QUESTIONS

1. In your role as Speaker, did you sense any difficulties or experience any awkward moments?
2. How about as Listener or Observer?
3. Did you identify or observe any barriers that obstructed active listening?
4. In your role as Listener, why was it difficult to summarize and paraphrase the Speaker's comments?

Name:

An Open Mind?

Objectives: Communication
Conflict Resolution
Decision Making

Length of Time:
30 Minutes

When to Use:

To illustrate how some people take strong positions while others remain open.

Steps:

1. Have all the participants stand up.
2. Present them with a controversial statement. The state should legalize marijuana (you can find many other examples (prostitution, politics, and difficult moral decisions from films, history or real life events)
3. Identify each part of the room as a position of agreement (the four corners Strongly Agree, Agree, Disagree, Strongly Disagree with the centre being undecided or don't care)
4. Then have the whole group discuss the issue. People are free to move around the room as the discussion takes place.
5. You can ask for people to offer their reasons for remaining in a position to get the conversation going.

DISCUSSION QUESTIONS

How flexible are you on controversial issues? Are you truly open to new inputs and arguments? What kinds of arguments are most effective in swaying opinions? How can we discipline ourselves to become better listeners?

Name:

Are We Dialoguing Yet?

Objectives: Communication

Length of Time:

Approximately 15 minutes

Supplies:

1 Handout

When to Use:

Use this exercise during a regular meeting when you want to validate whether a group is exhibiting behaviours that create dialog. A controversial meeting subject will produce the best results.

Steps:

1. At the beginning of the meeting, explain that the frequent use of probing questions is a good measure of whether a group is engaging in dialog. Probing questions might include:
 - ★ "Could you describe how you arrived at that conclusion?"
 - ★ "Can you provide a bit more description of the situation?"
 - ★ "Can you describe why that's important to you?"
2. Have a designated observer note probing related group behaviour on the worksheet provided - *Are We Dialoguing Yet - Handout*. The role of observer can be fulfilled by a volunteer from the group, or an outsider that everyone in the group agrees to.
3. At the conclusion of the regular meeting, have the observer list their observations to the group, and solicit feedback on the observations from group members.

There are two likely outcomes.

- ⊞ If EVERYONE, including you, feels that effective probing took place throughout the meeting, offer congratulations to the team.
- ⊞ Most likely the team will recognize where poor probing resulted in lost opportunities to better understand each other and improve dialog. If this is the case, lead a brief discussion to identify what actions the group can take to improve probing and understanding.

Results:

- ✪ Better understanding of the active role participants need to play in improving their understanding of alternative views within a group.
- ✪ An understanding of the value of probing to increase understanding
- ✪ An understanding of the value of probing for collecting more information
- ✪ Gaining personal commitment to practice probing.

Are We Dialoging Yet?

Information Capture Tool for Observer

Instructions:

As the "observer", you are to closely follow the interaction and conversations between group members in order to determine if they are probing effectively. In the space provided below, identify each instance where probing was effectively used and generated a better understanding of a view point or issue. As well, identify any glaring opportunities for better dialog and understanding missed due to ineffective probing.

Observed Probing Behavior	Missed Opportunities for Understanding

Name: **Are You Listening?**

Objectives: Communication

Opening the Session/Energizers

Length of Time:

5 - 10 Minutes

Supplies:

- ★ Any newspaper article with several facts contained therein
- ★ Prepared questions.

When to Use:

To demonstrate that most adults listen at about a 25% level of efficiency.

Steps:

1. Clip a story from a newspaper or magazine that is approximately 2 or 3 paragraphs long.
2. With absolutely no instruction, casually mention to your group "... some of you probably saw the item in the paper the other day" and read aloud the entire 2 or 3 paragraphs.
3. When finished, you'll see a room of either bored or disinterested faces. Pull out a dollar and state, "OK, I've got a few questions for you based on the story you just heard, and whoever gets them all right wins this dollar."
4. Read 8-10 prepared questions (i.e. names, dates, places etc.). In all likelihood, not one person will be able to answer all questions correctly.

DISCUSSION QUESTIONS

1. You all heard that story, yet few could remember very much about it. Why? (Disinterest, no objective, no advance reward)
2. Why didn't we listen? Is this typical? What can we do to sharpen our listening skills? (See example section for a list of common suggestions)
3. If I had told you initially you could win some money, would you have listened more attentively? Why? How can we ensure better listening (without monetary rewards)?

Tips:

Common suggestions for Discussion Question #2 above:

- ♦ Find an area of interest
- ♦ Judge content, not delivery
- ♦ Delay evaluation
- ♦ Listen for ideas
- ♦ Be flexible
- ♦ Actively work at listening
- ♦ Resist distractions
- ♦ Exercise your mind
- ♦ Keep your mind open
- ♦ Capitalize on thought speed

Name:

Artifact Hunt

Objectives: Closing the Session
Team Building

Length of Time:

Keep it as short/detailed as you want it to be

Supplies:

3 Fun Prizes for the game.

When to Use:

At the end of a project to bring in a sense of closure

Steps:

1. 1 week or so prior to a scheduled debrief workshop, ask participants to gather as many artifacts as they would which are representative of things of significance to them from their experience on the project. Tell them it can be anything -- documents, personal items, etc. These are things that symbolize events or people that had an impact on them. Ask them to not show their artifacts to anyone else until the workshop event.
2. Tell them there will a reward ceremony after everyone has shared their artifacts. People will get a prize for:
 - ♦ most significant artifact
 - ♦ funniest artifact
 - ♦ most artifacts
3. Ask each person to share their artifacts and explain them and why they selected them.
4. After everyone has had their turn, select 'winners' for the 3 categories. Any process will work for this, for example multi-voting, a show of hands etc, for the 'most' artifacts, the winner will be obvious.

Results:

A sense of closure, appreciation for the team members' values and contribution to the project

Name:

Assessing and Influencing Other's Stories

Objectives: Communication

Length of Time:

45-60 minutes

When to Use:

Often when people are asked to share, the language that they use and the stories that they share hold clues to positive and productive "next steps". Too often however, these positive actions get lost in the negativity and the details of their story. As a part of communication, this exercise has the objective of redirecting the speaker to more productive information.

Steps:

1. Gather a group together, to share "stories". The stories should be contemporary and reflect the demands of their current situations and not past occurrences.
2. As you listen to their story (issue), keep your ears open for any of the following refrains and see if, by asking questions, you can get them to change their focus.

When a person's story reflects a limited or irrelevant view of what the marketplace demands - "Why do we need to change? Customer service is someone else's responsibility."

...influence it with images of what is needed by:

- ♦ Identifying the customers (internal and external) and how their work impacts the customer
- ♦ Linking them with customer feedback
- ♦ Having a 'come to reality' conversation to wake them up to the increasing demands of the changing marketplace
- ♦ Sharing company and industry information about competition and reflecting on the meaning of this in day-to-day activities

When a person's story reflects a limited or irrelevant view of their identity – "I wasn't hired to think." "Why are they asking me to do this, this isn't my job?"

..influence it with images of what is needed by:

- ♦ Helping them see the benefits of developing or expanding their story of who they are
- ♦ Providing the knowledge and training needed to support a new sense of 'who they are'
- ♦ Building mentoring relationships with people that see 'what is needed'
- ♦ Shaping a new understanding of what is valued and important, i.e. 'Risking a solution and learning' is valued, 'Passing the problem on to someone else' is not.
- ♦ Linking the new/expanded role with the value it adds to what the organization needs and the marketplace demands.

When a person's story reflects a limited or irrelevant view of the level of involvement the organization needs – “I wish someone would just tell me what to do.” Or “It doesn't matter what I think anyway.”

..influence it with images of what is needed by:

- ♦ asking for their input on issues that impact them
- ♦ encouraging them to THINK as well as DO, i.e. 'What do you think needs to be done?'
- ♦ assigning them responsibilities that reflect a new level of involvement and effort
- ♦ providing increased accessibility to relevant information
- ♦ putting them in positions where their wisdom is honoured and makes a difference, i.e. selecting them for a team that needs the talent they bring...and telling them this is why they were selected
- ♦ sending them to relevant training and asking that they 'share what they learned' when they get back

Results:

Through the stories people tell, a strong purpose is built which connects them to thousands of daily tasks and enables people to assume responsibility for those tasks

Tips:

Before entering a session that promises to be full of issues and stories, sit down and map out what you think you are likely to hear and some possible questions to help redirect the conversation. This will allow you to respond more quickly to the negativity as it occurs.

Name:

Assessing Meeting Effectiveness

Objectives: Leadership
Decision Making

Length of Time:
Approximately 20 minutes

Supplies:
One Handout

When to Use:

This brief exercise and accompanying tool will help you communicate the basic criteria of good meetings, facilitate the assessment of a meeting's effectiveness, and discuss actions to make improvements and improve meeting success.

Steps:

1. At the end of a meeting, distribute copies of the *Meeting Assessment Tool (Assessing Meeting Effectiveness-Handout 1)* and ask everyone in the meeting to complete it. Allow 3-5 minutes.
2. Progress through the list in the Handout, soliciting answers from each group member. For very high or very low ratings, ask the group member to specify what they observed to warrant the rating.
3. Once everyone has provided feedback, summarize the comments for the group.
4. Lead a brief discussion, asking the group to list the actions they should take to improve their meetings, focusing specifically on the characteristics that received a low rating during the assessment. Some possible actions include:
 - ♦ Start off each meeting by stating the objective and remain focused on it throughout the meeting.
 - ♦ Limit the time for each discussion.
 - ♦ Each member should speak up and identify when the discussions have strayed from the objective.
 - ♦ Always nominate a facilitator or leader for the discussion.

To make the link between this exercise and the workplace, recommend that:

- ➡ the list of actions above are quickly reviewed before each meeting
- ➡ take a few minutes at the end of each meeting to see if the actions took place
- ➡ the Meeting Assessment Tool be re-used occasionally to re-assess meeting effectiveness

Results:

Your meetings will be more effective, due to a greater understanding and shared responsibility making meetings successful.

Tips:

You may choose to also ask the group if there were any characteristics of good meetings not mentioned in the handout that should be discussed and assessed. Rather than make the recommendations for linking this exercise to the workplace, you may want to lead a quick discussion and ask participants to identify what they should do.

Meeting Assessment Tool

Assess your meeting by rating it against each of the 6 key criteria below. Be sure and described what you observed during the meeting to support the rating.

During your meeting, did the group:

	Very Poor 1	Poor 2	Good 3	Very Good 4	
<i>Meeting Criteria</i>					<i>Supporting Observations</i>
Confirm and agree to the objectives at the beginning of the meeting?					
Continuously focus on the objectives, or quickly return when discussions deviated?					
Encourage contributions from everyone in the meeting?					
Verify that all important or concluding points were clearly understood by all participants?					
Ensure that each discussion point was concluded with associated actions?					
Conclude the meeting by quickly reviewing and gaining consensus on the outcomes?					

Name:

At Work and Play

Objectives: Encouraging Change
Motivation/Rewards
Personal Development
Quality

Length of Time:

30 - 60 Minutes

When to Use:

To show how looking at a situation, problem, issue, etc. from a different perspective, or from a different point of reference, can assist in coming up with creative solutions to the task at hand. How using knowledge from one area can provide great value when dealing with problems in another domain.

To demonstrate how viewing something (work for example) in a non-traditional, or "out of the box", way can lead to a more constructive and objective way of approaching a task.

Steps:

Facilitate a group discussion on "work" vs. "play".

1. What are the different implications of each?

For example: What does it mean to "play the violin" for a beginner vs. a concert violinist? Or "playing hockey" for a recreation league player vs. a professional hockey player?

2. What are the key aspects of play that make it so stimulating to its participants? (Items generated by the group can be listed on a flip chart or overhead transparency).
3. Form small breakout groups of 2-5 persons each and provide each group with a copy of the handout for this exercise.
4. Assign each group a small number of the statements on the handout. Their task is to identify how "work" can be made more like the elements of "play" found on the handout.

For example: Work teams or departments can establish healthy competition (possibly even for prizes); or "winning" performers can be recognized with an "Employees of the Month" award.

DISCUSSION QUESTIONS

1. What should managers be taking from this exercise?
2. What is it that is blocking managers from structuring work more like play?
3. Are these road blocks real or imagined?
4. What could be gained by making work more like play?
5. What would be some of the negative affects of doing this?
6. How would such creativity and behaviour changes be regarded by others in the organization?

COMPARING WORK AND PLAY

FEATURES OF PLAY

Alternatives are available
New games can be played on different days.
Contact with equals, friends, peers.
Flexibility of choosing teammates.
Flexible duration of play.
Opportunity to be/express oneself.
Opportunity to use one's talents.
Skillful play brings applause, praise, and recognition from spectators.
Healthy competition, rivalry, and challenge exists.
Opportunity for social interaction.
Opportunity for on-going teams to develop.
Mechanisms for scoring one's performance are available (feedback).
Rules assure basic fairness & justice.
Playing involves experiences of achievement, thrill of winning, handling losing with grace, etc.

APPLICATIONS TO WORK

Name:

Bathroom of the Future

Objectives: Brainstorming
Learning/Continuous Improvement
Opening the Session/Energizers
Process Improvement

Length of Time:

20 - 30 minutes

Supplies:

1. Handout with the Bathroom of the Future Exercise
2. Solution to Bathroom Exercise for Facilitator use only

When to Use:

To open our eyes to the possibilities when we think creatively, without placing boundaries on our results.

Steps:

- ➡ Divide participants into 3 groups comprised of 4 participants each. Hand out the "Bathroom of the Future" exercise to each participant and read through the exercise with them.
- ➡ Allot 15 minutes for the groups to complete the exercise. At the end of 15 minutes bring the groups back to the Plenary group.
- ➡ A spokesperson for each group presents the ideas the group came up with.
- ➡ When each group has finished presenting, read the Solution to Bathroom Exercise sheet to the group.

Results:

This exercise generates high-energy levels and excitement. There is a lot of creativity that the brainstorming brings out.

BATHROOM OF THE FUTURE - HANDOUT

What will the bathroom of the future look like? Project out 10 years in the future and write a description of a bathroom in your home. Describe the features found in the bathroom. Specifically, describe the bathing device (tub or shower) and the commode. Be creative, use your imagination, and have fun!

P.S. This is a real exercise with known data and multibillion dollar solutions.

BATHROOM OF THE FUTURE - SOLUTION

Shower or Tub of the Future

American Standard has a "smart" bathtub where you can select the temperature, humidity, music, air flow, water flow, with the touch of electronic buttons. It has a communications linkage that allows its owner to contact the tub from a remote location and ask it to have the right environment ready at a certain hour.

Commode of the Future

Toto Limited now sells a paperless toilet which does the following:

- ➡ Sprays warm water like a bidet.
- ➡ Controls the water pressure, angle and temperature of the spray.
- ➡ Blows warm air to dry.
- ➡ Dispenses a scent.
- ➡ Keeps the seat warm in winter.
- ➡ Sanitizes the bowl after each use.
- ➡ Analyzes urine.
- ➡ Measures body temperature.
- ➡ Checks your weight.
- ➡ Takes your pulse.

Nippon Telegraph and Telephone Public Corporation cooperated in the development of a toilet that not only generates information but processes, stores and transmits it. You can view it yourself, you can store it for up to 130 days, you can transfer it to your personal computer, or you can transmit it via modem to your doctor for further analysis. In the works is "being able to differentiate one user's seat from another's".

Five million of these have been sold in Japan. They cost \$7,000 each for the high tech, no touch, automatic bottom washers. And there are toilet wars going on in Japan!!!

Name:

Bingo Game/Scavenger Hunt

Objectives: Opening the Session/Energizers

Length of Time:

20 Minutes for Bingo Game / 10 minutes for Scavenger Hunt

Supplies:

Bingo cards (1 per person) / Scavenger Hunt cards (1 per person)

When to Use:

To get people to meet each other and to get people moving around

Steps:

Bingo:

Using prepared bingo-type cards or sheets (see below), each person is asked to move around the room until they find a person who fits the description shown. That person then signs his or her name in the appropriate slot

Scavenger Hunt

Prepare your "scavenger hunt" sheet (see example below) in advance and pass it out to the participants. Give them 2 minutes to complete the hunt. At the end of two minutes (or when someone has completed the tasks) ask the person with the greatest number of completed tasks to read their results out loud.

Results:

A very lively few minutes where people rush to beat the clock or each other. It also introduces humour and energy into the group. It is a good way to get people to interact and a wonderful way to learn a few more tid-bits about your fellow participants.

Bingo

Each blank space identifies something about the people in this group. Go around the room and find people who agree with any of the statements in the boxes. Have them sign their initials in the line provided on the bingo card below. Even though more than one item may be relevant to any person, only one blank spot should be signed by each person. The first person to get to get a horizontal, vertical or diagonal line must yell BINGO!

PLAYS TENNIS _____	IS WEARING RED _____	SOCCER _____	CHAPTER OFFICER _____	HAS GRANDCHI LDREN _____
DRIVES A SPORTS CAR _____	HATES FOOTBALL _____	LOVES FOOTBALL _____	FLIES A PLANE _____	SPEAKS A FOREIGN LANGUAGE _____
PLAYS PIANO _____	HAS TROPICAL FISH _____	FREE	SKIS _____	COMMITTE E CHAIRPERS ON _____
HAS RED HAIR _____	HATES SPINACH _____	HAS 2 CHILDREN _____	LIKES CAMPING _____	HAS ATTENDED _____ NATIONAL CONF. _____
FIRST TIME ATTENDEE _____	DRIVES PICKUP _____	BROWN EYES _____	READS NEWSWEEK _____	VISITED FOREIGN COUNTRY _____

Scavenger Hunt

Get the signature of a person:

Who has the same zodiac sign as yours

Who has the same shoe-size as yours

Who has the letter "K" in their name

Who is wearing a brown shoe

Who has an HST pencil

Who is wearing a watch with a second hand

Who's favourite colour is yellow

Who owns a boat

Who is old

Who has a business card with four "F"s on it

Name:

Brainstorming with a twist

Objectives: Brainstorming

Length of Time:

30-60 minutes

Supplies:

Flip chart and marker

When to Use:

To add a different approach to basic brainstorming

Steps:

1. Choose a word or phrase related to the problem that you want to solve or to generate creative ideas around. Write it vertically down left hand side of flipchart.
 - ➡ VOLUNTEERS - for approaches to recruit new volunteers for organization
 - ➡ DIVERSIFICATION - for ideas to build the local economy
 - ➡ NAME of community - for ways to promote your community, attract visitors
2. Ask participants to come up with ideas, activities or actions that begin with each of the letters on the flipchart.

For example for the letter V in volunteer recruitment, "voucher coupons" about opportunities could be inserted in Welcome Wagon kits. Have participants individually write down their ideas. Remind them that all ideas count (the wilder the better!) and think of as many as possible.

3. Do a round robin and ask each participant for at least one of their suggestions. Write their suggestions beside the corresponding letter.
4. Move quickly to a "free for all" and capture everyone's ideas.
5. Depending on the end use of the ideas they can be expanded upon, grouped by similarity or prioritized. For prioritizing, participants can vote for 3 ideas using established criteria such as the activity in which they'd like to be involved, can be easily implemented with early results or will be the most cost effective etc.

Results:

In a short period of time, you will be surprised by the number and the uniqueness of the ideas. The list of ideas or suggestions developed by the group can be used for program planning, action planning, strategy development or decision making etc

Name:

Brainteasers

Objectives: Brainstorming
Team Building

Length of Time:
10 Minutes

Supplies:
Brainteasers on a handout

When to Use:

To provide a quick, fun exercise that will encourage:

- ➡ Creativity
- ➡ Right-brain thinking
- ➡ Humour
- ➡ Team building - see option 2

Steps:

This is strictly a "for fun" exercise.

Option One - post these Brainteasers on the door or in front of the coffee machine for participants to solve during breaks

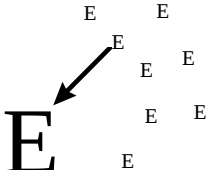
Option Two - Break out into small groups of 3-4 people. Ask them to solve as many of the questions as possible within the next 5 minutes

Option Three - hand out a sheet to each participant at the beginning of the session. Often participants will turn to the sheets when they need to be stimulated. Don't be surprised if they periodically look at their sheet and solve a question - in fact encourage it! A brief creative burst will energize them and get their creative juices flowing.

Results:

Lighten up the mood and keep things non-linear.

John's Pile

1. SEARCH AND	2. WHEATHER	3. OHOLENE	4. RAILROAD
5. END —— END	6. 1 at 3:46	7. OOO circus	8. HOROOMTEL MOROOMTEL INN
9. BREED BREED BREED BREED	10. 	11. the market	12. THE END
13. GETTING IT ALL	14. T O E A R T H	15. TRIUMPH	16. STEP —— STEP STEP STEP STEP

ANSWERS

1. search high and low
2. bad spell of weather
3. hole in one
4. elevated railroad
5. end over end
6. one at a time
7. three ring circus
8. no room at the inn
9. a breed apart
10. the greatest of ease
11. the corner market
12. beginning of the end
13. getting away from it all
14. down to earth
15. Arc de Triomphe
16. A step above the rest

Name:

Bridging cultural gaps

Objectives: Communication

Length of Time:

Depending on the situation, can take from 2 hrs or half a day

When to Use:

If you are training staff in the area of customer service, implement the following exercise prior to the start of training or after the 'customer service' component of your program.

Steps:

1. Prior to the workshop, ensure that the employees know about your company and do some research on the major competitors
2. Hand out the assignment on a piece of paper with the activity and worksheet. The participants pretend to be a customer and call two competitors
3. Each participant will play the role of a different type of customer (i.e. person A will be customer who just wants an estimate; person B wants to make an appointment; person C wants some hazardous products removed; person D is outraged by the prices. The role each one plays should be outlined clearly.
4. In the discussion that follows, questions will help the participants assess the type of customer service that was given (i.e. was the operator friendly, was the operator helpful, was the operator defensive, was the operator taking control of the conversation, etc.
5. As a part of the follow-up, the next day, participants return to discuss their "telephone" or "store" adventure. Comparisons can be made with the company they are now working for.

Results:

The goal is to better understand how the competitors operate, research different methods of selling products/services and to research different methods of dealing with customer complaints.

Tips:

The above can be changed to suit the industry

Name:

Building a Bottling Plant

Objectives: Opening the Session/Energizers
Team Building

Length of Time: 15 minutes

Supplies: Open Space

When to Use:

- ➡ To loosen things up and to add some movement to the session
- ➡ As an energizer
- ➡ To observe team dynamics and leadership

Steps:

This exercise is best explained "as you go". Too much explanation up front confuses people and makes them sceptical.

1. Ask the group to break out into pairs
2. Ask each pair to find a way to physically represent the object that you are about to tell them about. Tell them that they have 1 minute to make themselves into a Chair (you may have to give them a demonstration so be prepared!)
3. At the end of a minute, ask everyone to hold their positions as you view the furniture!
4. Ask 4 pairs to join into groups of 8 (or as many as is required to have 2 - 3 different groups)
5. Instruct them to take 3 minutes to make themselves into a Car. (remind them that they have a little time to figure things out!)
6. When the cars are made, have everyone look around the room. Ask them what kind of car they are.
7. Ask the entire group to take 78 minutes to create a Bottling Plant.

***** END HERE FOR ENERGIZER*****

8. Observe what happens in the group. How are they interacting? Do you notice any obvious role playing (leaders, devil's advocates etc.).
9. Ask the group to sit down and discuss what they observed in the way that they were working together. Prompt them with questions about whether someone naturally took charge? Was there a way of getting your

John's Pile

ideas heard? Were there any implicit rules that you felt you were following.

Results:

1. Greater energy and comfort between the participants
2. Some very good self-observations about their team

Tips:

Keep this exercise moving fairly quickly and try to do it where there is enough space!

Name: **Building a Straw House**

Objectives: Action, Communication, Planning

Length of Time: 15 minutes

Supplies:

Drinking straws and straight pins, about 50 of each

*** While the teams are planning, put the straws and pins in a neutral place (about the same distance from all the teams).

When to Use:

To illustrate the importance of knowing, and planning for the real issue(s).

Steps:

1. Arrange Break Out Groups of 5 ensuring that there are at least 3 teams.
2. Ask one representative from each group to go out into the hall and have the rest of the team huddle in a corner.
3. Provide the team representatives in the hall with the following instructions:
 - a. The challenge is to build the tallest free standing structure using straws and straight pins.
 - b. They will have 5 minutes to plan the structure.
 - c. They will not be allowed to touch the straws or pins at this point.
 - d. They will have 1 minute to build the structure.
4. Reassemble the groups and begin the exercise.
5. After 5 minutes yell out "Build!"
6. Announce the remaining time at 10 second intervals.
7. At one minute, call everyone off, no touching at all at the end of the time.
8. Select the tallest structure and return to your seats for debrief.

Results:

The real issue here is not how good or elaborate a structure you can design, but what can you actually build with the given time constraint. Ask for a show of hands for those people who identified time as the most important issue. You may want to discuss this point further. Tell them that usually each group gets entirely architectural and way too ambitious, the result is the tallest structure is usually 2 straws crossed on top of each other (one group, in a last grasp to create something, stuck a straw in a danish - they won!)

Tips: Have the groups pick up their own pins and straws!!

Name:

Bulls-eye

Objectives: Identify Business Objectives/Goals
Measurement

Length of Time: Ideal for multi-day workshops

Supplies: Poster with bulls-eye drawn on it (concentric circles)

When to Use:

To periodically review progress of activities. Most effective at workshops with complex deliverables

Steps:

1. Create a poster with a bulls-eye drawn on it
2. At appropriate times, possibly after an activity for which the group worked on the deliverable, at break, end of a day in a workshop, hand out "dots".
3. Have participants place their dot on the bulls-eye wherever they believe the group as a whole are for completing the deliverables i.e. how close or far they are from the bulls-eye
4. Ask the group to comment on the "dots"- observations.
5. Repeat with different coloured dots at different times.

Results:

The bulls-eye helps the team evaluate the progress towards the goal at different points in time.

Name:

But I've Always Done It That Way

Objectives: Encouraging Change
Process Improvement

Length of Time:
5 - 10 Minutes

When to Use:

To show that all of us need to break away from the old and change for the new.

Steps:

Example 1

Ask one or more participants (e.g. all those wearing a suit coat, sports jacket, or even a windbreaker or cardigan sweater) to stand and remove their coats. Then ask them to put the coats on, and to take note of which arm went in first. Finally, have them remove their coats and put them on again, except this time put the other arm in first.

Example 2

Ask the group to fold their arms in front of them. Then have them take note of which arm is crossed over which. Finally have them re-cross their arms with the opposite arm overlapping.

DISCUSSION QUESTIONS

1. How did it feel to reverse your normal pattern?
2. Why was it so tough (awkward) to do?
3. What prevents us from adopting new ways of doing things? How can we make changes without old habits interfering with them?
4. What can we apply to our current situation from this?

Name:

Buzz Zoom Pow

Objectives: Communication
Opening the Session/Energizers

Length of Time: 15 minutes

Supplies: none

When to Use:

This activity is fabulous to show the art of delegation as well as energizing the group.

Steps:

Participants must stand in a circle. One person starts out by saying Buzz. The person to the right says Buzz. This continues until someone chooses to reverse the flow of the buzz. That person may say Zoom. This reverses the flow and the person to their left must say buzz again. Buzz continues in the left direction until it is reversed. Ok, this is where a little delegation is fun. People may be nervous, or want to spice up the game. They may use Pow and another person's name in the circle. This mixes up the flow of buzz because the person who receives the Pow must say buzz and the buzz then flows to the right. Until reversed.....

An example of how this sounds and looks with five people. 1. Buzz (to the right), 2. Buzz (right), 3. Buzz (right) 4. Zoom (to the left) 3. Buzz (left) 2. Zoom (to the right) 3. Buzz (right) 4. Pow #6 (goes to #6) 6. Buzz (to the right) 7. Buzz (right) 8. Zoom (to the left)

And so on and so on....

People must use each other's names to play this game.

Results:

A lot of fun, but also the realization that communication requires both the giving of instruction and listening.

Name:

Celebration

Objectives: Motivation/Rewards

Length of Time: 30 Minutes

Supplies: Large post-it notes or 1/4 page adhesive labels.

When to Use:

To allow the group to share & celebrate their accomplishments.

To consolidate what it has been achieved and to reward the effort on what has already been accomplished by a group. Unfortunately, we remember our failures about three times as easily as our successes. We rarely take the time to explicitly and publicly celebrate our success, the success of our colleagues, or the success of our organization.

Steps:

Handout directions-- everyone gets 20 "I'm proud of" post-it notes/labels. Invite them to write down as many successes as they can think of and post them on the wall. Never before had these successes been collected in one place and at one time for all to see. Let them know that it's time for them to acknowledge how successful they are. Read Mandela's Inaugural Speech below or have it printed for the participants to read along with their instructions.

Write down accomplishments from work, life, volunteer, family, personal accomplishments, education on the post-it notes or labels beginning with the phrase "I'm proud of...".

Post them; get participants to read each other's accomplishments.

Get the group to form pairs so they can coach each other to bring out their accomplishments; explore and write down more.

Facilitate a discussion about success - possible discussion points:

We don't take time to feel good about our accomplishments

We do not take time to celebrate our success publicly.

Have the courage to share your feeling openly.

Name how you feel right now. (may need to pick individuals to speak.)

Do you want to create more of these feelings?

"Our deepest fear is not that we are inadequate, our deepest fear is that we are powerful beyond measure; it is our light not our darkness that frightens us. We ask ourselves, "Who am I to be brilliant, gorgeous, talented and fabulous?"

Actually, who are you not to be? You are a child of god; your playing small doesn't serve the world.

There is nothing enlightened about shrinking so that other people feel secure around you. You were born to manifest the glory of god within us. It is not in some of us, it is in everyone and as we let our light shine, we unconsciously give other people permission to do the same as we are liberated from our fear, our presence automatically liberates others."

Nelson Mandela
Inaugural Speech 1994

Results:

Acknowledges success and hard work already accomplished by a group/team/organization. When we celebrate our successes together, we are invited to share our creative energy. When we are exposed to the creative energy of others, we are inspired to seek more success, not only for ourselves, but for everyone in the team, and for the team as a whole.

Name:

Check-in / Check-out

Objectives: Closing the Session
Communication
Conflict Resolution
Opening the Session/Energizers

Length of Time: 5 minutes

When to Use:

When you want to get a quick gauge of how people are feeling about the session.

Steps:

1. Ask each person for a single word that best describes how they feel right now!
2. Point to a person and have them tell you the word. You should repeat the word aloud to ensure everyone hears all of the words. Go from one person to the next. Move quickly. If someone does not know or is hesitating, move on and come back to them at the end.
3. Do not allow people to provide an explanation of their word.

Results:

Give the group a common understanding of how people are feeling. Shows that the facilitator is open to hearing how people feel without having to explain or justify.

Tips:

Move fast or it gets tedious

Name:

Circles of Life

Objectives: Personal Development
Resource Allocation
Vision/Mission

Length of Time:
20-30 minutes

Supplies:

1. Big Sheets of paper
2. Crayons/markers for each participant

When to Use:

A life planning process to help individuals map out their life and consider what and how they would like to change

Steps:

1. Distribute crayons and paper to all participants
2. Ask them to visualise and identify all areas of their life.(work, family, health, spiritual, other interests...)
3. Sketch the areas identified into a map, with appropriate sizes of circles according to involvement levels and also identify degrees of overlap
4. Then have the whole group discuss their life maps as it is
5. Following this, redraw the ideal map
6. Get the participants to identify the changes that they want to make in their life

Results:

The mapping process would help individuals gain a better understanding about control of their time and life

Name:

Coloured consensus cards

Objectives: Conflict Resolution

Length of Time: 45-60 minutes

Supplies: Cards of 4 different colours - Green, Red, Yellow, Blue

When to Use: With groups working to make decisions by consensus

Steps:

1. Decide the topic or the issue to be discussed.
2. Give each participant a set of coloured index cards (typically green, red, yellow, and sometimes blue)
3. Encourage people to state proposals frequently that address the issue. (In traditional meetings, these would be motions. In consensus meetings, people learn to say "I propose" or " I make a proposal that..."
4. After appropriate consideration and conversation, the facilitator asks people to show cards to reveal their response to the proposal (you could assign meaning to the colours and post cards in the front of the room with their meaning printed on them in large print.

Classically, green means "I can support the proposal" , Red means " I cannot support it as is", yellow means " I have a concern but am not completely opposed", Blue if used, can mean, " I have a question", or " I have no strong feelings one way or the other".

5. Thank everyone, and focus on the people with the yellow and red cards. Ask what their concerns or objections are. Work with them to see what it would take for them to be able to support the proposal- what needs to change?

Results:

This helps the group in two ways. Often a group is at consensus but does not realize it, so people keep selling to others who are ready to go on. Also, people who support the proposal can stop making their case and really hear what modifications will be needed for a group consensus.

Tips: Repeat this process often.

Name:

Comic Relief: Performance Appraisal

Objectives: Learning/Continuous Improvement
Measurement
Opening the Session/Energizers

Length of Time:
5 Minutes

Supplies:
Handout sheets

When to Use:

1. To be used as a "tongue in cheek" handout for assessing or analyzing performance.
2. To humorously illustrate the different kinds of people in an organization.

Steps:

May be used as a form of comic relief at the end of an arduous session, or at any time when a break from routine is needed. Distribute copies of the form to participants. No comment is required but some categories may bring forth discussion of participants.

GUIDE TO EVALUATION OF PERSONNEL
PERFORMANCE DEGREES

Performance Factors	Far Exceeds Job Req'ments	Exceeds Job Req'ments	Meets Job Req'ments	Needs Some Improvement	Does Not Meet Minimum Req'ments
Quality	Leaps tall building with a single bound	Must take a running start to leap over tall buildings	Can only leap over a short building with no spires	Crashes into buildings when attempting to jump over them	Cannot recognize buildings at all - what's more, jump
Timeliness	Is faster than a speeding bullet	Is as fast as a speeding bullet	Not quite as fast as a speeding bullet	Would you believe a slow bullet	Wounds self with bullet when attempting to shoot
Initiative	Is stronger than a locomotive	Is stronger than a bull elephant	Is stronger than a bull	Shoots the bull	Smells like a bull
Adaptability	Walks on water consistently	Walks on water in emergencies	Washes with water	Drinks water	Passes water in emergencies
Communication	Talks with God	Talks with the angels	Talks to himself	Argues with himself	Loses those arguments

Name:

Compliments Galore (Sugar Grams)

Objectives: Closing the Session
Team Building

Length of Time:
15 - 20 Minutes

Supplies:
Paper, pencils or pens and some honest giving

When to Use:
To put individuals at ease with giving and receiving compliments.

Steps:

1. Give each individual approximately five minutes to write as many 'sugar grams' (i.e., positive honest compliments) to as many fellow participants as possible. Explain that these compliments can be simple 'surface' compliments (e.g., your tie goes very well with your shirt, your dress looks great on you etc...) or they can be more personal, whatever the giver feels comfortable giving.
2. Then ask them to deliver their compliments making sure that there is eye-contact when they are giving them to the receiver. The compliments cannot be anonymous or folded. Each person must look at the other when handing them out.
3. The recipients cannot open any sugar grams until everyone is finished handing them out. Then everyone sits down to "unwrap" their presents at the same time.
4. Facilitator (before group begins reading the grams):
 - ➡ Comment on the general mood present, the non-verbal signals being sent out, the smiles.
 - ➡ Ask: "How many of you received at least one gram from someone you did not write to?" "How did it make you feel?" Perhaps that is why so many of us disregard honest compliments -- because we respond by just giving out another one, etc..
5. Instruct all participants to open the grams. You'll notice that the mood is heightened even more and the socio-emotional climate will peak. Some

participants may even appear a bit embarrassed. However, most will agree that the experience was pleasurable.

Results:

In this exercise, the effects are realized in minutes resulting in an enhanced socio-emotional climate.

SUGGESTIONS FOR FURTHER DISCUSSION

1. Explore why we tend to give honest compliments only to those we care about, work with, or even observe.
2. Discuss how individual's felt when reading what people wrote about them.
3. How would participants feel about adapting and using this exercise as part of their style to become more aware, more receptive?
4. Did the anonymity of the messages impact their significance? Why?
5. Would they be able to match up those with whom they had eye contact and the compliments received? How would they go about it? What would that add to that relationship?
6. Do any participants feel that they would now like to write additional ones? Encourage them to continue doing it whenever the feeling strikes?

Tips:

This is great before a break or at the end of a session. Facilitator should prepare a few sugar grams in the event someone might not receive one.

Name:

Count the 'F' Exercise

Objectives: Communication
Conflict Resolution

Length of Time: 5 - 10 Minutes

Supplies: Sheet of paper with quote from example section.

When to Use:

To illustrate that people see what they want to see -- items of prominence catch our attention while seemingly less important items pass on by.

Steps:

1. Pass out face down copies of the quote from the example section to the group.
2. When everyone is ready, ask them to turn the paper over and simply count how many times the letter "f" appears on their sheet.
3. Allow only a minute, and then ask, "How many of you have the sheet with the 3 "f's"?" (roughly half the group can be expected to so indicate.)
"Who have 4 "f's" on their sheet? ...
How about 5? ...
Does anyone have 6?"

(About 50% of the group will see only 3 "f's", and approximately 10% will see all 6 "f's". The rest will see either 4 or 5.)

ALTERNATIVE:

Ask those with 4, 5, or 6 "f's" on their sheets to raise their hands and let those with 3 "f's" exchange papers so they too can "see" all 6 "f's". Most will still have a difficult time identifying all 6 of the "f's".

DISCUSSION QUESTIONS

1. Why can some people not see 6 "f's" at first?
2. Have you observed situations where you as an organization can't see things because you are so used to them?
3. What are things you can do to break people free from not seeing?

**FEATURE FILMS ARE THE RESULT OF YEARS OF SCIENTIFIC
STUDY COMBINED WITH THE EXPERIENCE OF YEARS**

Name:

Creating Buy in

Objectives: Identify User Requirements
Learning/Continuous Improvement
Planning

Length of Time: 15-20 minutes

Supplies: Flip charts and markers

When to Use:

To gain 'feed forward'

Steps:

1. In all our sessions it is important to determine participant expectations. This can be done by asking the following questions and asking the participants to think about /put down their answers to the following questions:
 - "Why do you think you are here? What would you like to gain from this session? What would you like to learn? When you leave this session, you will feel satisfied if you have learnt.....?"
 - Set up the activity with the participants by saying that "To ensure your expectations are met in this workshop, we would like each of you to volunteer at least one of your expectations of the workshop"
2. Record the responses on a flip chart labelled "Workshop expectations".
3. Continue until all expectations have been voiced.
4. Refer to this "Workshop Expectation" flipchart at the close of the day as a pulse check for the session

Results:

This is an effective strategy to keep the session on track. Participants feel a sense of ownership for the learning process when they participate in the development of the course expectations.

Name:

Creative Table Cloth

Objectives: Dysfunctional Behaviour
Encouraging Change
Motivation/Rewards
Personal Development

Length of Time:

Not applicable

Supplies:

Long strips or individual sheets of construction paper.

When to Use:

To stimulate creativity and keep minds from wandering too far!

Steps:

1. Set the paper on the table in front of each participant and place several coloured markers around the room.
2. Advise the group that they can individually "customize" their workspace.

Results:

This adds a creative component to the workshop. By occupying the left brain their creative side becomes free to offer creative solutions to the problem at hand.

Tips:

Make sure you have enough colours for everyone! Keep your eye on what they are drawing. Often their subconscious uses this opportunity to show their feelings or ideas.

Name:

Demonstrating The Effects of Positive Reinforcement

Objectives: Motivation/Rewards
Opening the Session/Energizers

Length of Time:

Less than 5 minutes to introduce, minimal time interspersed within the session.

Supplies:

Advance selection of re-enforcers (e.g. cans, slogan printed on Frisbees, baseball caps, T-shirts, pennants, etc.)

When to Use:

To illustrate that favourable behaviour will recur with greater frequency when positive reinforcement techniques are applied.

Steps:

The theory of Positive Reinforcement indicates that when a favourable action or behaviour is rewarded or followed by a positive reaction, the favourable action or behaviour will increase in frequency. The reward or positive reaction must be set to the level of performance (i.e. the higher the performance, the greater the reward).

Joel Weldon has perfected the process in his motivational presentations, and other trainers can borrow directly from his technique. Joel has produced stick-on labels for small cans which say "Success comes in cans, not in can-nots." When hearing the catchy little phrase and viewing the take-home reward that can be theirs for displaying appropriate behaviour, the participants enjoy the exercise and respond accordingly. Whenever a person contributes an insightful comment or breaks up the room with a humorous remark, Joel reinforces that person with a "can", and the remainder of the group tries that much harder to obtain their "cans".

Results:

DISCUSSION QUESTIONS

At the end of the session, a brief presentation can be made on positive reinforcement by focusing the discussion around the following questions:

John's Pile

1. Why did people participate so actively?
2. What would have happened if the trainer had withheld a reward one time?
3. What if the trainer had chosen the wrong reinforcement for the group?
4. What other applications of positive reinforcement can the group see?

Tips:

In general the key is to:

1. Identify something that will be generally desired (e.g. free drink tickets to the cocktail party).
2. Let the group know that these rewards are available (either through prior announcements or after the first appropriate behaviour).
3. Give the rewards out liberally, but conditionally.

Name:

Differences and Similarities

Objectives: Team Building

Length of Time:

30-45 minutes

Supplies:

1. Markers
2. Poster board
3. Handout to be completed

When to Use:

At the start of a session, when people need to get to know one another and establish some common ground

Steps:

1. Divide the individuals into small groups, no more than 7 in each group, and tell them that they are now a new company or a team and give them the handout.
2. Make their company's mission relevant to whatever you are working on,
3. Tell them that they must
 - a. Pick a name for the company
 - b. Design a logo
 - c. Discover 3 things that they all have in common
 - d. Identify 3 things that is unique about each team member
 - e. Present all this graphically on the posterboard.

Results:

Helps establish rapport, to discover new information about each other, value diversity, and have fun

Tips:

1. A lot of creativity emerges
2. We all bring a lot to the party

John's Pile

COMPANY NAME :

COMPANY LOGO :

NAME OF TEAM MEMBER	THREE THINGS IN COMMON	THREE THINGS UNIQUE ABOUT EACH ONE

Name:

Dividing and Grouping

Objectives: Decision Making
Prioritizing Information

Length of Time:
10 minutes

Supplies:
This exercise and some paper

When to Use:
Before a grouping exercise. This allows the participants to grasp and practice the grouping concept. (After Brainstorming and before prioritization)

Steps:

Categorization Exercise

How good are you at dividing & grouping? Let's find out.....

Prioritizing a long list of items can seem onerous. To simplify the task, it sometimes helps to categorize the items on the list by dividing and grouping them by commonalities. When doing this, keep in mind that there are no right or wrong answers. Different people will have different ways of grouping the same list of items.

In how many different ways can you divide the following list into two or more groups of related items? Try to have at least four of the items from the list in each of your groupings. Explain the pattern or rule that defines each grouping.

dog
umbrella
fish
car
toothpaste
desk
hat
money

John's Pile

Possible answers:

water	things that are made/manufactured
umbrella	car
fish	desk
toothpaste	umbrella
dog	toothpaste
Sports/leisure	things you bring to work
dog (dog races)	car
fish (fishing)	hat
money (gambling)	money
car (car races)	umbrella

Name:

Dot in a Circle

Objectives: Brainstorming
Decision Making

Length of Time: 5 - 10 Minutes

Supplies: Flipchart

When to Use:

To encourage participants to solve a task (an apparently impossible one) through the use of creativity.

Steps:

Participants are provided with a visual drawing of a circle with a dot in the middle. They are then directed to produce such a figure without lifting their pencil from the paper.

KEY:

1. Fold a corner of the paper up toward the middle.
2. Place the pencil lead against the edge of the fold and create a dot adjacent to the fold (and in the middle of the original sheet).
3. Without lifting the pencil to break contact with the paper, drag the point across the folded corner a few inches and then begin to sweep around the dot to create a circle.
4. As the pencil moves off the folded corner and onto the regular paper surface, unfold it to make room for a complete circle to be drawn.
5. Note that the pencil has remained in continuous contact with the paper.

Results:

DISCUSSION QUESTIONS

1. What prevented you from seeing the solution initially (e.g. a self-definition that "the problem is impossible")?
2. What rule of creativity is involved in the solution (e.g. redefinition of the problem)?
3. How could you use this creative principle at work?

Name:

Dots!

Objectives: Decision Making
Prioritizing Information

Length of Time: 20 Minutes

Supplies: Sticky dots/stars/animals

When to Use:

When you have a list of things that need to be prioritized (any number).

Steps:

1. Place the items to be prioritized on the wall (issues, goals, objectives, etc.).
2. Split the group into teams of 2 (this is important).
3. Give each team of 2 enough dots to represent one-third the number of issues (a minimum of 12 to a maximum of 30).
4. The participants will be placing the dots on the items that are of most importance to them. They will be able to place 1 dot on each item, all one item or any combination in between.
5. In their pairs, they must decide where they are going to place their dots.
6. Once all the groups have decided, instruct the group to place the dots. No one is to place any dots before everyone has decided where to put their dots.
7. Once all of the dots are on, write the number of votes received on each item (put a square around the number).
8. Then go through and write the priority number of the item on the item (circle the number).

Results:

An excellent first cut of the priority of the items.

Tips:

1. Always do in groups of 2 because it forces the discussion before the priority. To one individual the priorities are too flippant. You will often see one issue come to the front by a long shot with a natural break then three more issues in a group with another natural break.
2. You can experiment with giving varying numbers of dots depending on the participants - e.g. give twice the number of dots as there are items to be prioritized.

Name:

Dropping the Egg

Objectives: Brainstorming
Team Building

Length of Time:
15 minutes

Supplies:

Eggs, Jug of water, two balloons, a length of string, a length of cellotape, half a pack of bluetack, Five sheets of A4 paper for each team

When to Use:

As a Team Building exercise to get the team to put their heads together

Steps:

1. Divide the participants into 2-3 teams
2. Each team is given the above stated supplies, and the challenge to the team is to decide the best way of dropping the egg from a height of 10 feet without breaking it.
3. This exercise is followed by discussion. If they enjoyed it, ask they why they did enjoy it and what role they played. Ditto if they didn't.

Results:

This activity brings the team together. It also gives you a recognition of roles within the group and interaction and leadership patterns.

Name:

Effective Listening Exercise: Riddles

Objectives: Communication

Length of Time:

10 Minutes

Supplies:

None, or question in example section.

When to Use:

To introduce a session on communications or effective listening or by showing that few of us really are effective listeners. As a result of this exercise, participants will quickly realize that their own listening skills could be improved.

Steps:

1. Ask each participant write the numbers from 1 to 10 on a sheet of paper.
2. Tell them you are going to ask a series of questions, each requiring only a brief answer. They are to record their responses on their sheets.
3. Read each question only once.
4. Check their answers (see key in Results section). Ask "How many said 'yes' for number 12? How many said 'no'? (A few chuckles will prompt the group that something may be wrong.)
5. Then read the questions again, providing them with the appropriate commentary.
6. Repeat the process for the other nine questions.

RIDDLES:

1. Is there any law against a man marrying his widow's sister?
2. You have contracted with a vacation tour to visit Yellowknife in the Northwest Territories. On debarking the plane you notice a flock of penguins. Your guide tells you that Yellowknife is just a short drive from the airport. Is he right?
3. Do they have a 4th of July in England?
4. If you had only one match and entered a cold room that had a kerosene lamp, an oil heater, and a wood stove, which would you light first for maximum heat?
5. How many animals of each species did Moses take aboard the Ark with him during the great flood?
6. The Jays and the Expos play 5 baseball games. They each win 3 games. No ties and disputed games are involved. How come?
7. How many birthdays does the average man have? The average woman?
8. According to International Law, if an airplane should crash on the exact border between two countries, would unidentified survivors be buried in the country they were traveling to, or the country they were traveling from?
9. An archeologist claims he has dug up a coin that is clearly dated 46 B.C. Why is he a liar?
10. A man builds an ordinary house with four sides, except that each side has a southern exposure. A bear comes to the door and rings the bell. What colour is the bear?

ANSWERS:

1. There's no law against a man marrying his widow's sister, but it would be the neatest trick of the week. To have a widow, he would have to be dead.
2. No, there are no penguins in the Arctic.
3. Oh yes, they have a 1st of July in England. They also have a 5th, 6th, and so on.
4. First of all, you'd light the match.
5. Moses took no animals at all. It was Noah who took two of each.
6. Who said the Yankees and the Tigers were playing against each other in those games!
7. The average man has one birthday; so does the average woman. All the rest are birthday anniversaries. In fact, in France, birthdays are known as anniversaries.
8. You can't bury survivors under any law - especially if they still have enough strength to object.

John's Pile

9. The archeologist is a liar because B.C., of course, means Before Christ, and who could have guessed in advance when Christ would be born?
10. The bear who rang the doorbell would have to be a white bear. The only place you could build a house with four southern exposures is at the North Pole, where every direction is South.

Name:

Establishing Dialog in Team meetings

Objectives: Communication

Length of Time:

Approximately 1 hour

Supplies:

3 Overheads

2 Handouts

When to Use:

Dialog, which involves group members communicating harmoniously and working towards a common goal, is critical for solving problems and reaching consensus as a group. People who engage in dialog are open to other ideas, view points and perspectives and set aside any pre-existing ideas, biases or assumptions. They do not seek to influence outcomes, but instead help ensure that all aspects of the subject are raised, and regularly probe for greater understanding and more information. Dialog seeks to uncover the most effective solution, and not position a individual's "pet" solution.

Conversely, discussion is more competitive in nature, where participants typically begin with pre-conceived ideas, positions and opinions. They seek to influence the group towards their ideas, thoughts, solutions or conclusions.

Use this exercise when you want to help a team understand the differences between discussion and dialog, establish the extent to which they use dialog, and establishing more effective dialog in meetings.

Steps:

1. Assess whether the group already understands the difference between dialog and discussion. You can ask whether anyone can offer a definition, or ask the group to contribute characteristics of each while you write their contributions on a white board or flip chart.
2. Using the background information above, confirm that the group understands the difference, or share some of the background to focus them on the correct definitions. Use the *Establishing Dialog in Team Meetings -Slide 1* to lead the discussion.
3. Ask the group if they have seen examples of dialog at work in their workplace, and how they've seen it differ from discussion.

4. Present *Establishing Dialog in Team Meetings -Slide 2* and lead a discussion on the key components of effective dialog.
5. Introduce and facilitate the following group activity:
 - a. Distribute copies of *Establishing Dialog in Team Meetings -Handout 1*. If there is sufficient time, also distribute copies of *Establishing Dialog in Team Meetings -Handout 2*.
 - b. Review the handout(s) with the group.
 - c. If the group is larger than 8 participants, split the group into smaller groups of 4-5 participants. Allow 10 minutes for discussing Handout 1 and an additional 10 minutes for Handout 2 if it was distributed to the participants.
 - d. Once the time has concluded, rejoin the groups, and ask each to share their observations, and note consistent themes on the white board or flip chart.
 - e. Lead a group analysis discussion by asking "Based on what we've just noted, how would you assess this group's use of dialog?", followed by "What actions should the group take to improve the use of dialog?"
6. While the discussion is ongoing, note the use or absence of dialog, and raise your observation for group awareness and feedback as a method of reinforcing what they've learned in this exercise.
7. Conclude the exercise by recapping the accepted definitions and differences between dialog and discussion, and test for group and individual commitment to improve the use of dialog.

Results:

1. Participants will be able to recognize dialog vs. discussion.
2. They will be aware of the current group's current use of dialog.
3. The group will have shared personal commitments to improve the use of dialog in their meetings.



Establishing Dialog in Team Meetings - Handout 1.doc



Establishing Dialog in Team Meetings - Handout 2.doc



Establishing Dialog in Team Meetings - Slide 1.ppt



Establishing Dialog in Team Meetings - Slide 2.ppt

Establishing Dialog in Team Meetings

Group Exercise 1 - Is It Dialog?

Dealing with Pre-Existing Barriers to Dialog

Timing: Approximately 25-30 minutes

Instructions:

1. Identify and select a leader for the discussion.
2. As a group, brainstorm a list of ideas or assumptions that have or may prevent effective dialog from taking place in your team. From the list generated, identify the top six based on impact and frequency, and write them in the left column below.
3. Of the top six, discuss recommended preventative actions for the top two, and write them in the column on the left.
4. Prepare to discuss with the reassembled group.

Ideas or Assumptions That Prohibit Dialog	Preventative Actions

Establishing Dialog in Team Meetings

Group Exercise 2 - Is It Dialog?

Targeting Real Understanding in Groups

Timing: Approximately 20-25 minutes

Instructions:

1. Identify and select a leader for the discussion.
2. How do you know when real understanding has take place. When participants leave a meeting and feel that everyone in the group has understood each other's ideas. To arrive at this state, a number of the group participants must have asked a number of probing questions to uncover sufficient details of each point of view.
3. As a group discuss whether:
 - a. you conclude your meetings with the firm belief that everyone fully understands each other's points of view, positions, concerns or issues
 - b. you are effective at probing to ensure complete understanding

The discussion will be more valuable if you provide examples of meetings which illustrate and describe your observations.

4. Should the group feel that effective probing is not taking place to build understanding and improve dialog, discuss potential actions to solve the problem and list them below.

Name:

Feedback for Growth

Objectives: Team Building

Length of Time: 45-60 minutes

When to Use:

To nurture growth and build relationships within teams

Steps:

1. Have participants facing each other in a circle.
2. Each participant gives oral feedback to other members of the team. To begin a sequence should be established, for example, person A receives feedback from person B, then person B gives feedback to person C and so on.
3. Guidelines should be given so that specific feedback can be provided along meaningful trains of thought. For example:
 - ➡ One or two things that the individuals are doing to contribute to the team's success
 - ➡ One of two things that the individuals need to start doing or stop doing in order to contribute even more to the team's success.

Note that the participants should be explicit about their intentions-why they are giving feedback, be open about their own needs when giving feedback and be simple and direct.

Results:

The exercise provides valuable feedback as to how one is perceived by others, resulting in a stronger bond.

Name:

Feedback is Fun

Objectives: Personal Development

Length of Time: 20 mins

Supplies: A sheet of paper, pens and scotch tape

When to Use:

To get people who are reluctant to give feedback to give it to each other, in a fun way.

Steps:

1. Ask the participants to attach the sheet of paper with the scotch tape on their backs.
2. Create two columns , positive and negative on the sheet of paper
3. Ask them to circulate around the room and offer their backs to the other team members
4. Instruct the participants to write down what they think is 'positive' and what is 'negative' , and also add other comments, feedback etc. on the paper on the backs of however many people they can get to
5. Once they have circulated around the room, ask them to take off the paper off their back and take a look at their comments
6. A couple of volunteers can read out their comments and say what they feel about it

Results:

It often happens that people express a lot of positive attributes, that they usually don't take out the time congratulate the other team members on. Also based on the feedback, the individual recognises the gap there is between his own perception of self and an outsider's perception of self. Sometimes, the anonymity of the exercise, can help bring out feedback that otherwise might not emerge.

Tips:

However, anonymity of the feedback source, in rare circumstances, could bring out some really negative criticisms. Thus, it helps if the group that is playing this game, is a fairly tight knit, openly communicative group or in other words does not have any hidden resentments towards each other.

FEEDBACK IS FUN

POSITIVE

NEGATIVE

Name:

Fist of Five

Objectives: Conflict Resolution
Decision Making
Team Building

Length of Time: 1 Minute

Supplies:

A six point scale drawn on a flip chart and posted on the wall or created as hand outs.

When to Use:

- When you are making decisions and you need to be able to assess how participants are feeling.
- Whenever you want to get a feel for the amount of support that a decision/issue has.

Steps:

1. Clearly state the decision to be made.
2. Ask the group to hold up the number of fingers that represents their level of support.

Fist: Great idea! I like the idea so much that I will champion it!

1 Finger: (Not the finger) I give it a first place rating and I'll work for it!

2 Fingers: It's not my first choice but I'll try.

3 Fingers: I'm neither here nor there.

4 Fingers: I don't agree but I won't stand in the way.

5 Fingers: I'm unhappy with it and I will drag it down.

Results:

A clear indication of how strong support is for a decision.

Tips:

Suggest that your clients may want to incorporate this into their day-to-day communications and meetings.

Name: **Five minute Brainstorming**

Objectives: Brainstorming

Length of Time:

5-10 minutes

Supplies:

1. Markers
2. Scratch pads
3. Post-it notes

When to Use:

For quick paced, intuitive idea generation, when parallel thinking is called for

Steps:

1. Clearly decide , as a group,, to ponder over a specific issue or question
2. Allow individuals think time of a minute or two to write ideas on a scratch pad, in silence.
3. Clarify, discuss and prioritize. Examine input, discuss relative merits. Have group decide on one or two most important issues.
4. Distill, capture and Post . Write best ideas on 6"x 8" post-it notes with marker. Any spelling allowed and all ideas accepted.
5. Post, categorize and prioritize results.

Results:

1. Ownership and involvement is prolific
2. A number of ideas come up in a very short time
2. Often leads to spontaneous consensus

Tips:

For best results, group should consist less than 7- 8 people

Source:

Maria Birkhead

Attachments/Handouts/Slides/Other:

Name:

Focus on the Past

Objectives: Critical Success Factors

Planning

Vision/Mission

Length of Time: 45 minutes

Supplies:

Big roll of white paper

Markers (1 per participant)

Masking tape

Handouts

When to Use: To build a history of an organization.

Steps:

1. Give a brief overview of the objectives of Focus on the Past
 - ➡ No one can argue that events of the past help shape the future - we often hear "we are prisoners of our past" therefore, before we start to look at where we are and where we want to be, we need to examine significant events that have helped bring us to this point.
 - ➡ Everyone here is the way they are because of past experiences - events have influenced and shaped our present - these events can be considered significant to us so too for an organization - certain events have shaped its present - events that were at personal, business and global level are all important.
 - ➡ In order to have a common understanding of our present in order to build our future, it helps to look at the big picture of what has led your organization to where it is today.
 - ➡ Everyone has different perspectives of things - events affect each of us in different ways - only by listening and understanding all of our perspectives do we get a good understanding of the journey that has led us to where we are today.
 - ➡ There are no right or wrong answers - if an event was significant for you, it deserves to go up on our history wall - it needs to be a part of your organization's big picture in order to get a better common appreciation and a complete picture of how the organization got to where it is - only when we consider everyone's perspective do we get the complete picture (refer to elephant quote)

Steps

- a. we will look at the past from 3 perspectives - personal view, from within your organization and external to your organization - worldwide and spanning over 3 decades
 - b. we will try to understand how each view or perspective has been influenced by the other - how have world events helped shape your organization? Have any of my organization's events had an impact on my life?
2. Distribute Handouts
 3. Instruct participants to reflect individually on the last three decades (and pre 1970s) and to capture memorable and significant events under the 3 categories (personal, world, organizational) on their handouts (15-20 minutes)
 4. Participants are then free to start recording their events on the appropriate time lines whenever they are ready.
 5. All have to have recorded their 'moments' on the wall after 45 minutes elapsed time from the start of the exercise
 6. Remind participants to write big and legibly
 7. Re-tape the time lines so they are parallel - one on top of the other on one wall (on an area approx. 9' x 24')

Preparation:

1. Prepare time lines on the wall - cover 3 separate areas on the walls with white paper, each area represents a different perspective or time line - personal, organizational, world
2. Distribute markers - ensure enough for each person to have a marker

Results:

An interesting perspective of the history of the organization. A good look at the impact of trends on our lives. A great way to create dialogue within a group.

Tips:

Taping the sheets of white paper one above each other provides for a really neat comparative view!

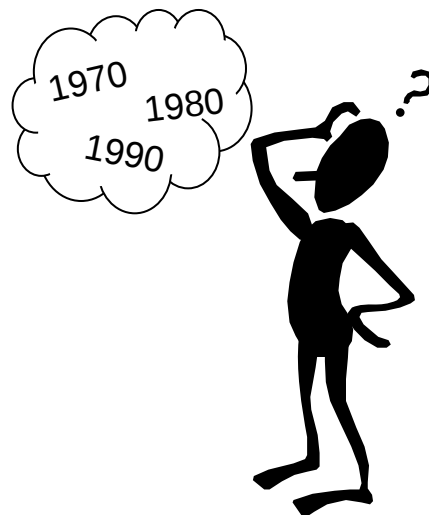
Follow this exercise with the exercise, "Focus on the Past II"

Focus on the Past

Instructions:

It would take an eternity to review all of the experiences we have all had. However, there are usually only a handful of significant and material events that have had the greatest impact on who we are as individuals.

Take 15 minutes to reflect on the past 3 decades and try to remember notable milestones and/or turning points. Look at it from 3 different perspectives - personal, organizational and world wide.



Ask yourself –

- What events, in my personal life, have been significant in getting me to where I am today?
- What about The Organization - what were the major milestones?
- What world wide event has had an impact on me and the organization?

Using the attached sheets, capture these memorable events and why they are important. When you are ready use a marker to transfer your events only (not why they are important) to the appropriate time lines on the wall. Make sure to write legibly and big enough so that your notes can be read from a distance. You will have 45 minutes to complete the whole exercise.

PERSONAL

What significant personal events happened to you during these time frames?
(Why are these important?)

Examples: I had my first child, I moved to Ontario, I left the Royal Bank, I was transferred from Company Y to the organization.

Pre-1970's

1970's

1980's

1990's

Name:

Focus on the Past II

Objectives: Critical Success Factors
Encouraging Change
Learning/Continuous Improvement
Planning
Vision/Mission

Length of Time:

45 minutes analysis

45 minutes presentation

Supplies:

- Flip chart

- Markers

When to Use:

Immediately following the "Focus on the Past" exercise.

Steps:

1. Participants are in their (table) groups
2. Assign specific tasks to each group (see handout)
3. Each table discusses their task and captures their findings on flip charts
4. Each table prepares a 3 minute summary on their findings and presents it to the rest of the group

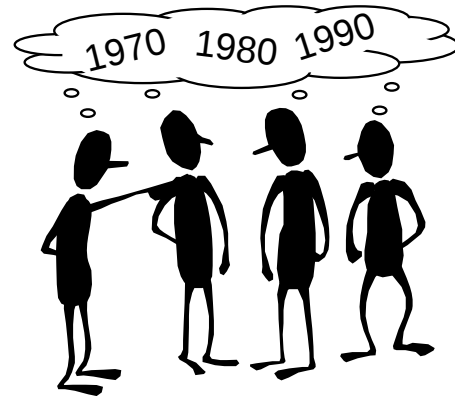
Results:

Participants learn about what has influenced them individually and as a group.
Usually offers some great insights.

Focus on the Past II

“The past is prelude...”

You have looked at the past as individuals. Now let's look at the 'collective' past - when considering all the events on the time lines, what does this tell us? Have world events had an impact on your organization? How? Have the combined personal events had an impact on your organization? How? These are the questions you will consider in this exercise.



Instructions:

1. Decide on the leadership roles for your group. Who will be facilitator? Time keeper? Scribe? Presenter?
2. Each table will view the 'history' time lines from a different perspective. Some tables will look at the personal time line. Some will examine the world time line and others the organizational one. The list on the back of this page will tell you which time line your table will be discussing specifically.
3. As a group, take the time to read the events on your assigned time line. Now discuss these events using the suggested questions on the back of this page. Tell the story that you see emerging about the people, the organization or the world the organization lives in and summarize this story in clear and complete thoughts on flip charts for presentation to the whole group. Remember to put your group id (table #) in the top right hand corner of the flip charts.
4. Now examine your assigned time line in relation to the other two time lines. What patterns do you see? Are there any connections between the events on the other time lines and yours? Again, summarize your insights in clear and complete thoughts on flip charts.
5. Each group will present their findings (3 minutes total maximum) from both of your discussions.

GROUP ASSIGNMENTS

TABLES 1, 4, 7

1. Looking at the PERSONAL time line, what does this tell you about the folks in THE ORGANIZATION?
2. How would you characterize the experience, backgrounds, skills of the people here?
3. How are we similar, different?
4. Look at the personal timeline in connection with the other two (i.e., THE ORGANIZATION, World). What connections/patterns do you see?

TABLES 2, 5, 8

1. Looking at THE ORGANIZATION's time line, what does this tell you about the organization's history? What stands out for you?
2. Look at the organization's timeline in connection with the other two (i.e., Personal, World). What connections/patterns do you see?

TABLES 3, 6, 9

1. Looking at the WORLD timeline, what does this tell you about the external environment in which the organization lives?
2. Look at the world timeline in connection with the other two (i.e., Personal, organizational). What connections/patterns do you see?

Name:

Following Oral Directions

Objectives: Communication

Personal Development

Length of Time:

5 - 10 Minutes

Supplies:

Questions found in example section.

When to Use:

To illustrate the difficulty of attentive listening even in simple exercises.

Steps:

Ask the group to take a sheet of blank paper and write down the numbers from 1-15. They are to listen carefully to each question and do all calculations mentally, writing only the answers down on the paper. Read the questions at a normal rate of speech.

DISCUSSION QUESTIONS:

1. How many of us just quit listening when we got confused or lost with a question?
2. Have you seen times when people seem to quit listening when you're giving instructions?
3. What can we do to prevent this loss of attention or to encourage active listening?

WORKSHEET: FOLLOWING ORAL DIRECTIONS

1. Start with 8; double it; add 4; divide by 5; the answer is ____ .
2. Start with 11; subtract 3; add 4; add 3; divide by 3; the answer is ____ .
3. Start with 15; add 10; divide by 5; multiply by 6; add 6; divide by 4; the answer is ____ .
4. From a number that is 4 larger than 13, add 5; divide by 2; subtract 3; the answer is ____ .
5. From a number that is 2 smaller than 9, add 6; add 5; multiply by 2; divide by 4; the answer is ____ .
6. Add 6 to 12; subtract 9; add 10; subtract 13; double it; the answer is ____ .
7. Add 4 to 5; add 6; add 7; add 9; divide by 4; the answer is ____ .
8. Subtract 6 from 11; add 5; multiply by 5; subtract 15; subtract 10; add 1; the answer is ____ .
9. From a number that is 6 larger than 6, add 3; divide by 5; multiply by 4; add 1; the answer is ____ .
10. Take the square root of 36; add 5; add 14; divide by 5; add 3; divide by 4; the answer is ____ .
11. From a number that is 5 larger than 6, subtract 3; add 2; add 3; add 9; divide by 2; the answer is ____ .
12. In the series of numbers 4-7-8-6-9-12, the first three numbers were ____ .
13. In the series of numbers 4-6-9-9-7-6-3, the sum of the first three numbers is ____ .
14. In the series of numbers 7-9-6-8-4-9-6-10 the lowest odd number is ____ .
15. In the series of numbers 4-5--8-2-1-9, the sum of these numbers is ____ .

ANSWERS

(1) 4; (2) 5; (3) 9; (4) 8; (5) 9; (6) 12; (7) 10; (8) 26; (9) 13; (10) 2; (11) 11; (12) 4-7-8; (13) 19; (14) 7; (15) 42.

Name:

Frozen Stiff

Objectives: Conflict Resolution

Length of Time:

Approximately 25 minutes

Supplies:

1. Two Overheads
2. Two Handouts

When to Use:

Group Problem Solving is a valuable process, but one with common pitfalls. This exercise will help improve a team's problem solving ability by increasing awareness of the unproductive nature of making assumptions, being swayed by personal biases, and not engaging in behaviour which supports the problem solving process.

Steps:

11. Break the group into smaller groups of 4 to 6 members, unless the overall group is less than 8.
12. Explain the purpose of the exercise, using a simplified objective statement such as "This exercise will help you understand some of the traps that occur when a group of people get together to solve a problem".
13. Explain the basic process - each group will be given a problem to solve. One person in each group will be given the solution. The groups must solve the problem by asking the person with the solution "yes" or "no" questions. Only one solution per group is allowed, so everyone must work collaboratively towards a common solution.
14. Present the attached *Frozen Stiff-Slide 1* to the entire group, describing the problem. Ensure it is visible throughout the exercise.

Problem: An explorer was found frozen to death on the ice in the Antarctic. Next to him on the ice lay a bundle. His death could have been prevented if he would have opened the bundle. What did it contain?

Solution: A parachute.

15. Ask if anyone recognizes the problem. Ask them to be an observer in their group. If there are more than one, adjust the groups so there is an observer in each group.
16. Select the person (or people) who will hold the solution and respond with "yes" or "no", and provide them a copy of the problem and the solution.
17. If you have divided the group into smaller groups:
 1. Ask the groups to break off, preferably out of ear shot of each other, and ask them to begin. Suggest that they keep their voices low so as not to disrupt other groups.
 2. Direct the groups to keep the solution to themselves, and simply announce when they have arrived at a group solution. Set a time limit of 7 minutes for the groups to come up with a solution.
18. Once the exercise is over, provide a copy of the *Frozen Stiff-Handout 1*, and ask everyone to spend 5 minutes and identify two actions or behaviours that helped the group arrive at the solution, and two that hindered.
19. After 5 minutes, ask the group to share what they've written.

<i>Possible Helping Actions</i>	<i>Possible Hindering Actions</i>
Carefully listening to questions asked	Lack of interest or involvement
User others ideas to generate new ones	Distracting the group with non-related ideas
Thinking creatively and non-linearly	Linear thinking
Asking good clarifying questions	Jumping to quick, convenient solutions
Carefully analyzing the problem	Not recognizing subtle clues in the problem statement (eg. the word "opened")

10. Lead a brief discussion to help the group link this exercise to the workplace as follows:

- ➡ Ask "You've seen some of the helping and hindering actions in group problem solving. How can you use this back at work?"
- ➡ Look for similar ideas and themes from the group contributions, and display the *Traps of Problem Solving (Frozen Stiff-Slide 2)*.
- ➡ Key Points to emphasize:
 - a) Jumping to conclusions or quick assumptions does not solve problems effectively. People will often assume that death is due to

freezing, and quickly ask questions like "was it a 2-way radio?" or "was it a blanket or sleeping bag?"

- b) Biases or filters will affect what people envision the bundle to be. Some may assume it is small, others large.
- c) Ask people if groups in their workplace stumble into these traps, and what they might do to prevent it from happening.

11. Give each group member a copy of the *Traps of Problem Solving (Frozen Stiff-Handout 2)*, and suggest its use as a job aid to help avoid falling into some of the traps.

Results:

Participants should have a better awareness and understanding of some of the components of effective group problem solving. They should also complete the exercise with a desire to contribute to better problem solving in the workplace.

Tips:

1. You can use observers to hold the solutions and respond to group questions, or you can use another participant, leaving the observers to note group behaviours.
2. You can conclude the solution discussions as soon as one group has the correct answer, provided the other groups have had 5 minutes or more of discussion time.

Source:

Calian Technologies Inc.

Frozen Stiff

Group Worksheet

Think about the discussions that evolved in the group as you were trying to solve the problem. List at least two actions that helped the group solve the problem or progress towards the solution. Also list at least two actions that hindered arriving at the solution or distracted the group from the right direction.

Actions that Hindered

Actions that Helped

Frozen Stiff

Traps in Problem Solving

Group Participant Notes

Group problem solving loses its effectiveness when:

Lack of interest or involvement

Distracting the group with non-related ideas

Linear thinking

Jumping to quick, convenient solutions

Not recognizing subtle clues in the problem statement (eg. the word "opened")

Name:

Fun With Paper

Objectives: Communication
Dysfunctional Behaviour

Length of Time:
5 Minutes

Supplies:

Several sheets of paper (square sheets are even more interesting, as ingenious participants could choose to fold it from corner to corner, thus creating a triangle).

When to Use:

To illustrate the importance of clear communications in even simple instructions and the importance of the following in minimizing being misinterpreted by the recipients of the instructions:

- a) Avoid ambiguous words; and
- b) Allow the recipient to ask for clarification.

Steps:

1. Discuss examples of times when the participants (e.g. managers) experienced giving simple instructions that were misinterpreted by an employee. Discuss how they felt at the time and explain that you will explore ways to avoid such problems in the future.
2. Ask four participants to stand at the front of the room and face the others. Give each of the four a sheet of paper. Explain that there are only two rules: each one must close his/her eyes during the exercise and not ask questions.
3. Instruct the participants to do as they are told with their piece of paper and then slowly read through the following instructions:
 - ➡ Fold the paper in half and then tear off the bottom right corner of the paper.
 - ➡ Fold the paper in half again and then tear off the upper right corner.
 - ➡ Fold the paper in half again and then tear off the lower left hand corner.

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4. Finally, ask the four to open their eyes, unfold their piece of paper and hold it up for all to see. (Chances are they will not all be the same.)

Results:

1. Explore with the group how the words in the directions could be misinterpreted or interpreted in different ways by the different individuals.
2. Have the group suggest ways in which the directions could have been better stated, so as to reduce the ambiguity involved.
3. Discuss ways to encourage employees to raise questions for clarification when they don't understand.

Name:

Gas Platform

Objectives: Team Building

Length of Time:

30 minutes

Supplies:

1. Thirty drinking straws
2. One cm box stick pins
3. One pair of scissors

When to Use:

As a team building tool to help introduce the collaborative learning model and to allow new team members to orient themselves in the team environment

Steps:

The exercise involves the building of a gas platform or a drilling platform. The construction is done using regular drinking straws, and stick pins. The objective is to build a platform that will hold the weight of one regular brick. The design is totally up to the team members. As long as the brick can be supported anything goes.

There are some restrictions placed on the teams. A cost is placed on each straw and pin. Straws cost \$1000.00 and pins cost \$500.00. Once this is introduced teams immediately attempt to build the most cost efficient platform. If teams cut straws then each piece still represents a \$1000.00 cost (i.e. cutting a full length straw in half does not qualify as 2 \$500.00 pieces).

Do not supply them with the brick. As they near completion, the teams can request a brick for testing. Allow them to test and then take the brick away.

After the exercise has ended, each team is allowed to test their design in front of the entire group.

Results:

The teams, that have just been formed, participate in this exercise and this provides a means for them to engage in collaborative work together.

Name:

Getting Acquainted

Objectives: Opening the Session/Energizers

Length of Time: Minimum 15 Minutes

Supplies: Blank name tags

When to Use:

When participants do not already know each other.

Steps:

1. Each person is given a blank name tag and asked to put his or her first name or nickname on it.
2. Then they are asked to list five bullets that describe something about themselves (examples could be where you are from, hobbies, children etc.).
3. Have everyone stand up and mill around meeting people. Every few minutes remind the participants to change people and keep moving around.

Eg Justin (Freckles)

1. From North Bay
2. Lived in Nassau Bahamas
3. Long Distance Runner
4. Political Junkie
5. Disco enthusiast

Alternative 1

Same as above but instead of bullets describing the individual have them write one question they would like answered and one question that they are able to answer.

Results:

Discussion Questions:

1. Was this exercise helpful to you in getting to know some other people?
2. What kinds of items made the greatest impact on you?
3. How do you now feel about your involvement in this group?

Name:

Getting To Know You #1

Objectives: Communication
Opening the Session/Energizers

Length of Time: 20 minutes

Supplies:

- Small strips of paper
- Tape
- A list of people/characters in a specific Category

When to Use:

When working with a group that has never really gotten to know each other beyond knowing each other's names.

Steps:

1. Write the names of famous people or fictional characters from a specific category on the small sheets (e.g. categories could be cartoon characters, politicians - living/dead, athletes etc. Refer to the Attachments Section of this exercise for a sample).
2. Each participant will have a person/character taped to his/her back.
3. The participants then have to try to figure out the character that is on their back. They will go around the room and ask questions that have a 'yes' or 'no' response, aimed at determining who their character is. They are only allowed to ask each person 2 questions. If they run out of people and still have not guessed their character, they can start again.
4. Give the exercise 15 - 20 minutes before starting to offer small hints to those who still haven't figured it out. As the participants guess who they are, put the names of their character on the wall.

Results:

Gets the participants interacting with one another in a FUN environment.

Tips:

Select a category of people or fictional characters who the participants should have some level of familiarity with (e.g. don't select famous 18th Century Painters for a detailed JAD session)

Cartoon Characters:

1. Bugs Bunny
2. Snoopy
3. Calvin
4. Herman
5. Charlie Brown
6. Spider Man
7. Garfield
8. Dilbert
9. Daffy Duck
10. Snow White
11. Cinderella
12. Aladdin
13. Beauty (from Beauty and the Beast)
14. Mickey Mouse
15. Elmer Fudd

Name:

Getting To Know You #2

Objectives: Communication
Opening the Session/Energizers

Length of Time:
30 Minutes depending on size of group.

When to Use:
When looking for a unique way of getting the group acquainted.

Steps:

1. Explain to the group that the purpose of this exercise is to provide them with the opportunity to get acquainted with each other. They will do this by using some near-by object as a vehicle for expressing themselves.
2. Give the group 10 - 15 minutes to search the surrounding area (inside and outside, if appropriate) to find something that they feel represents some of their qualities or expresses who they are. Ask them to bring their object back to the workshop room.
3. Call on each participant to show what he/she selected and explain what it represents (e.g. I picked a chair because it is stable, strong, supports and comforts others).

Discussion Questions:

1. What are some of the things that you learned about the other participants?
2. How well do you think the objects chosen express their character?
3. Do you feel that you now know the other participants better?

Name:

Glasses to Focus

Objectives: Communication
Dysfunctional Behaviour
Personal Development

Length of Time:
Anytime

Supplies:
A pair of eye glasses (fake or real)

When to Use:
With a group that has difficulty maintaining focus.

Steps:

1. Place a pair (or more with larger groups) of eye glasses on the table in an accessible position.
2. When any of the participants observe that the conversation is too detailed, out of focus or out of line, they pick up the glasses and hand them to the person who is losing focus.

Results:
A more humorous way for the participants to manage their focus on the issues.

Tips:
You can get a good pair of glasses at any drug store for \$20

Name:

Going Deep

Objectives: Issue Identification

Length of Time: 30min

Supplies:

- ➡ Identified Team Trend Categories. A few examples of Trend Categories are Technology, Professional Practices, Economy, Society, etc.
- ➡ Flip Charts
- ➡ Yellow and Green post-its

Steps:

FIRST STEP: Building on the Input of Staff and Your Own Insights

1. For each Trend Category identify up to three different trends that are part of this category and are of particular relevance to the team.
2. Record your trends on a flip chart. Write a bullet sentence for each trend. Record your responses on a flip chart.
3. Be prepared to present your results.

SECOND STEP: Events Likely to Occur?

1. With your partner, review all of the trends that have been identified. Once you have a handle of the forces impacting the team's path to the future, brainstorm the events that are likely as a result of the trends.
2. Capture each of the event ideas you and your partner have identified on a large yellow post-it (make sure the group and others in the team will understand your point). Put the post-it up near the trend it is related to.

THIRD STEP: Required Changes

1. Now, look at the events that have been identified. What are the likely changes that the team will need to make to respond effectively to the events that you and the leadership team have identified.
2. Capture the changes on large green post-its. Be prepared to share your thinking with the rest of the group.

Results:

This exercise should give the team a better understanding of the trends, events and changes impacting their future.

Name:

Golf in the Bag

Objectives: Brainstorming
Opening the Session/Energizers

Length of Time: 10 Minutes

Supplies:

None are necessary, however, props such as a golf ball, paper sack, and matches add realism to the exercise.

When to Use:

1. To promote new ways of thinking for the participants by taking a different view of the problem. (e.g. turning the problem around).
2. To stimulate creative thinking by using alternative approaches.

Steps: Relate the following problem to the participants:

It was the 17th hole in the annual Canadian Women's Open, and the tall, lithesome newcomer had an excellent chance of winning. Her second shot fell just short of the green, giving her a good chance for a birdie. Smiling confidently to the gallery, she strode down the fairway only to stop in amazement. Her ball had rolled into a small paper bag carelessly tossed on the ground by someone in the gallery.

If she removed the ball from the bag, it would cost her a penalty stroke. If she tried to hit the ball while it was in the bag, she would lose control over the shot. If you were she, what would you do?

Discussion Questions:

1. What is the problem? Ask the participants to state the problem. (It will probably be to "get the ball out of the bag.")
2. Ask them to view the problem from a different perspective. (Get the bag away from the ball).
3. Ask for suggestions to resolve the problem using this perspective. Disclose the answer (set fire to the bag).
4. Ask the participants for examples where reversing the problem or viewing the problem from a different perspective would assist in problem resolution. Examples: when the people resolving the problem are bogged down; when the problem cannot be clearly defined; when the resolution of the problem is time dependent; etc.

Name:

Group Juggle

Objectives: Opening the Session/Energizers
Team Building

Length of Time:

Depends on the number of people involved.

Supplies:

You will need an array of balls or other objects suitable for tossing (rubber snakes, Barbie dolls, etc.)

When to Use:

Use this exercise at the beginning of a team-building workshop to help participants get loose and prepare them for the remainder of the workshop.

Steps:

1. Arrange the team in a loose circle (preferably outside).
2. Hand the first ball to the leader of the group, and instruct them to say the name of a person and toss the ball to that person.
3. Person 2 then throws the ball to person 3, and so on, until everybody has had a chance to catch and toss the ball around the group.
4. Tell the group to follow the same pattern (i.e. toss to the same person each time) and continue tossing the ball around the group.
5. Once the group has the pattern and rhythm established, introduce a second ball by handing it to the leader.
6. Continue to introduce more balls (or other objects) into the flow so that multiple balls are being tossed simultaneously.
7. When the noise and activity reach chaos level, stop the juggle.
8. Then do a quick debrief:
 - ➡ How is this like your day-to-day work processes?
 - ➡ What did you learn about catching "work"?
 - ➡ What did you learn about throwing "work"?
 - ➡ What should we keep in mind as we continue to talk about team processes?

Name:

Group Picture Syndrome

Objectives: Encouraging Change
Risk

Length of Time: 10 Minutes

Supplies: Polaroid Camera

When to Use:

To illustrate natural human responses to change, especially in times of organisational change

Steps:

1. Explain to the group that you are going to take a group photograph as a record of the meeting. You may suggest that this is an exercise to teach people how to smile.
2. Organise the group ready for a group picture. Encourage people to change position and huddle up close. You might mention that you offer reasonable rates for weddings and barmitzvahs!
3. Take two or three photographs. Thank the group and ask the group to return to where they were sitting before.
4. Once the instant pictures are developed pass them around the group and ask everyone to look at a minimum of one photograph. When everyone has had an opportunity to look at a photograph, pose three questions to the group:

Question 1: When you first looked at the photograph, what did you look for first? (The answer is almost always that each person first looks to see "themselves")

Question 2: After locating yourself and probably thinking, "Hey I look great" or "Oh dear, I look terrible", what did you look for next? (The answer is usually but not always, that people look for others they know, their friends, colleagues, etc.)

Question 3: What does this exercise teach us?

5. Let participants come up with their own interpretation of this exercise. A key learning point may include recognising that during any change process it is natural to want to know how you will be effected and where you will be

positioned in relation to others. Another issue may be that we need to have a clear picture or vision of the future if we are going to lead others through change.

Results:

This is a quick and powerful exercise to illustrate natural responses to change. The process of getting the group to stand up and move about also has the added benefit of helping to break the ice and energise.

Tips:

It is particularly useful in working with team leaders during times of organisational change. You may include variations such as deliberately missing some people off the end of the photograph or decapitating the taller people in the image. Again, this raises other interesting responses from the group.

Name:

Group Resume

Objectives: Opening the Session/Energizers
Organizational Structure
Team Building

Length of Time: 25 Minutes

Supplies: Resume Preparation Sheet and Markers

When to Use:

To give a group a sense for the depth of the team as opposed to any one individual.

Steps:

1. Split the group into break-out-groups, 4-8 participants each.
2. Tell the teams that each team is being asked to bid as a team on a huge, and very lucrative project. In order to evaluate the submissions you need a single "Group Resume". Give the participants the basic categories to work with.
3. Have each individual briefly think over his/her own information. Then have the groups collectively create their resume. Have them record their answers on a flip chart.
4. Invite groups to share their resumes (this can become tedious in large groups, so we suggest asking groups to share one section of their resume that they feel is particularly impressive).

The Group Resume should have 6 sections as follows:

1. Experience
2. Education
3. Skills
4. Professional Affiliations
5. Hobbies
6. Other

Results:

This exercise generates a lot of excitement and pride. It's a great way to get a group feeling good about themselves. It sets the tone for group problem solving and for members regarding each other as resources.

Name:

Hand Massage

Objectives: Motivation/Rewards
Personal Development
Team Building

Length of Time:

one and a half hours

Supplies:

1. 2 pieces of paper per participant, large enough to outline two hands (11 by 8.5 works well) and coloring pencils or markers for everyone.
- one small bottle of hand lotion or massage oil for every pair of participants.

When to Use:

For relaxation, as a closing exercise, as a trust building or team building exercise. Use when your group members already know each other and feel comfortable giving each other massage; it can increase closeness within a group already comfortable with each other.

Steps:

1. Have each person draw the outline of their two hands on a piece of paper.
2. Have each person relax and become aware of their hands; color their drawings in according to how their hands are feeling. For example, they might feel warm, tingly, cool, numb - color what this feels like onto the drawing.
3. Have pairs exchange a hand massage. Give a few examples of motions that feel good, for example, squeezing your partner's palm between your two hands, rubbing the back of their hand with your thumbs, pulling on their fingers, but also emphasize that the important thing is to just do what comes naturally and feels good. There is no "right" way to massage.
4. After about 5 minutes, have them switch to the other hand.
5. When both hands are done, have the partners switch, and give the second person a massage.
6. When both are done, have both people draw their hands again on a different sheet of paper, and color them in according to how they feel now, after the massage.
7. Share in large group with the following questions as debriefing stimulus:
 1. What was it like to color in your drawings?

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2. Did you notice any difference between the before and after massage drawings?
3. Did you notice any similarities or differences between you and your partner's drawing?
4. Did you feel different before and after the massage? * What was it like to work with your partner?

Results:

1. Partners often realize how closely connected they are, especially when their drawings reflect similar colors or shapes after the massage.
2. Participants reflect on the importance of relaxation.
3. Participants leave with a relaxation tool.
4. Participants increase their physical awareness.

Tips:

1. Give permissions that lessen anxiety about doing the massage "right".
2. Explain the massage process but not the picture coloring at the start of the workshop.

Name:

Hand to Chin

Objectives: Communication
Dysfunctional Behaviour

Length of Time: 5 minutes

When to Use:

To illustrate that actions may speak louder than words.

Steps:

1. Stand at the front of the room (A la Simon Says).
2. Have the group extend their arms out in front of them (parallel to the floor).
3. Instruct them to watch you and to follow your instructions.
4. Tell them to cross their arms in front of them. As you say this cross your arms in front of you.
5. Instruct them to place their finger firmly on their chin. As you say the instruction, place your finger on your cheek.
6. Pause and wait. Some people will put it on their chin, some on their cheek. Wait to see how many people realize. After 5 - 10 seconds explain what you did and move on to the discussion.

Discussion Questions:

1. Do you believe that actions speak louder than words?
2. Can you think of a time when your actions contradicted your words?
What was the result?
3. Poor communication is often blamed for performance problems. What barriers to effective communication does this exercise suggest?

Name:

Handful of Icebreakers

Objectives: Opening the Session/Energizers

Length of Time: Varies depending on the alternative chosen

Supplies: Ball for #4 or form for #5

When to Use:

To help participants become acquainted with, and feel comfortable about, each other early in the session.

Steps:

1. Pair up the participants. Instruct them to interview each other considering the following:
 - a. Unusual things that have happened to them.
 - b. Special talents or hobbies.
 - c. Their most important job responsibilities.
 - d. The person they most admire (or despise) in the world.
 - e. A colour and an animal that best describe who they are and how they feel.
2. Ask the group to introduce themselves as they think a long time friend would (e.g. their likes and dislikes, interests, aspirations, etc.)
3. Ask the group to examine and describe what they see in the name. They should tell their full name, any nickname or abbreviation, who they were named after, and whether they should tell what other name they would choose if they had the opportunity (and why).
4. Procure a ball (or scrunched up paper). Have the participants get in a circle and throw the ball to each other asking that individuals disclose something unusual about him/herself. The key is that only upon second receipt of the ball should they disclose their first names.
5. Prior to the session, survey, by phone or letter, the participants to discover various information such as their hobbies, job titles, major accomplishments, self descriptive adjectives, etc. Then prepare a brief synopsis of each (excluding their name) and distribute to the group at the beginning of the session. After the first coffee break, invite everyone to fill in the names that they believe match the descriptions. Provide the "key" to help them complete the form.

Results:

High energy and a good comfort level with each other.

Name:

He Said, She Said

Objectives: Communication
Opening the Session/Energizers
Team Building

Length of Time:
15 minutes

When to Use:

To energize the group and to make a group aware of their communication tendencies.

Steps:

The objective of this exercise is for the group to count from 1 to 21 and then back down to 1 again. The Group stands in a large circle, close but not touching. The rules are as follows:

- ➡ Anyone may call out the next number at any time but,
- ➡ It's back to 1 when two people call a number simultaneously,
- ➡ No one may call out two numbers in a row - back to 1.
- ➡ Any obvious pattern (e.g. two people alternating, bouncing numbers between specific people,) and it's back to 1,
- ➡ No discussion beforehand,
- ➡ Silence apart from calling out numbers,
- ➡ Everyone must close their eyes.

Results:

This exercise requires sensitive listening, openness, an acceptance of giving and strong teamwork. Most groups don't get very far, particularly if one or more people attempt any form of control - trying to call out as many times .

Tips:

If the group gets stuck, you can give them a clue. Ask them to: "think about how many people are in the circle". If they still have a problem then add the point "What number are you trying to count up to?" The group should be able to complete the exercise after that. (Or at least make a significant improvement)

Name:

Hitting The Mark

Objectives: Action

Decision Making

Issue Identification

Prioritizing Information

Length of Time: 40 - 60 Minutes

Supplies: Flip chart

When to Use:

1. To encourage participants to identify obstacles in reaching the stated objectives for meetings, planning sessions, training sessions, etc.
2. To explore these obstacles in detail in an effort to understand how they can be overcome.

Steps:

1. Facilitate a group discussion which addresses the problem of too many training sessions or meetings missing the mark because participants either don't know the expected outcomes, have their own expected outcomes, or haven't really "bought" into the trainer's objectives. To prevent that from happening, explain that you're going to give everyone a chance to help clarify the objectives for this session and then come up with concrete ideas to reach these objectives or outcomes.
2. Set the stage by introducing the scheduled session or meeting topic, e.g., "Our objective today is to brainstorm ideas on how we can identify potential, and from this come up with at least 10 solid recommendations for moving forward on this ... " Make certain all attendees have the necessary background information or experience to contribute to this discussion.
3. Ask participants to think about the problem or topic for a few minutes and then give them 10 minutes to jot down the major obstacles, or road blocks, they can identify that might get in the way of reaching the stated objective.
4. Form break-out groups (4-5) and have them get a consensus on their group's top 5 obstacles. Ask each group to assign a scribe to record these on flip chart paper. After each group reports its findings, the consolidated problems list will become the agenda for the remainder of the session. The balance of the time is spent identifying solutions to these obstacles.

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5. An optional approach is to assign one or a series of the listed problems back to the groups and have the groups work on the assigned problems for 30-40 minutes. A representative from each group will then present their proposed solutions to the entire group.

Name:

House of Cards

Objectives: Team Building

Length of Time: 20 minutes

Supplies: Packs of cards, rolls of tape and boxes of paper clips

When to Use:

To demonstrate the importance of working together.

Steps:

1. Break the participants up into groups.
2. Give each team a deck of cards, a roll of tape and a box of paper clips.
3. Instruct the teams that their task (in 20 minutes or less) is to build the tallest free-standing structure they can using only the materials they were given.
4. Tell them that they must also come up with a name for their team.
5. Instruct each team to appoint an observer from their group to evaluate their ability to work together as a team by looking for what helped them, what hindered them, if any leadership emerged, who did the most/least, and what the observer felt as she/he was observing their team mates.
6. Upon completion of the task, get the observers to report on their findings.
7. Hold a group discussion on the subject of working together in teams.

Results:

Demonstrates the importance of team-cooperation and introduces concepts in group dynamics.

Name:

How many Trees are in an Apple?

Objectives: Brainstorming

Length of Time: 5 - 10 Minutes

Supplies: Picture of an apple tree and one apple per person.

When to Use:

To illustrate that some problems require you to get into rather than just observe.

Steps:

1. Display a picture of an apple tree to the group.
2. Suggest that it is a relatively easy task for anyone to determine the number of apples on a tree (through observation and careful counting). Consequently, the task lends itself to completion on an individual basis.
3. Explain that some task, however, require immersion into them before the answer can be obtained.
4. Distribute an apple to each participant.
5. Ask them to determine how many trees are (potentially) within each apple.
6. The solution, of course, lies in dissecting each apple (they may eat it, if they wish) and counting the number of seeds found.

Discussion Questions:

1. What kind of problems have you encountered that are of a similar nature?
2. What techniques have you found useful to aid you in the process of immersion?

Name:

How Observant Are We?

Objectives: Communication

Length of Time: 5 Minutes

Supplies: A non-digital watch

When to Use:

To demonstrate that people are often not observant about ordinary things.

Steps:

1. Ask someone in the group if you may borrow their watch for a moment. (Caution: Make certain that it is the non-digital type).
2. Tell that person (after you have been given the watch) that you would like to test his or her powers of observation, and ask the entire group to silently play along with the individual whose watch you are using.
3. Tell the individual to assume that the watch was lost and you found it but, before you can return it, you want to make certain the watch can be identified as being theirs. Some sample questions include, "What's the brand name?" "What colour is the face?" "Anything else printed on the face?" "Roman or Arabic numerals?" "All 12?" "Does the watch have the date and or day on it?" "Second hand?"

If the group is silently responding as the volunteer attempts to vocally answer the questions, the point is more easily made (i.e. most people cannot totally and accurately describe their own timepiece even if they look at it dozens of times a day).

Discussion Questions:

1. Besides me, who else flunked this test? Why?
2. Why aren't we more observant? (time pressure, lack of concern, taking things for granted, etc.)
3. Have you seen incidents where people have overlooked common place things and problems may have resulted?

Name:

How Trusting Are You?

Objectives: Team Building

Length of Time: Approximately 15 minutes

Supplies: Enough open space, 1 blindfold for every 7 to 9 people

When to Use:

1. When there appears to be a lack of trust amongst the group (to be used only if the facilitator has gained enough credibility amongst the group that the participants are willing to try it).
2. Can also be used in situations where the group already trusts and knows each other fairly well but want to, or need to, get energized.

Steps:

1. Break up the larger group into subgroups of 7 to 9 participants each.
2. One person from each subgroup will volunteer to go in the middle of a circle made up of the remaining members of their subgroup. The individuals forming the circle should be standing shoulder-to-shoulder, but with enough room to move arms up and down freely.
3. The person in the middle is blindfolded, and stands with feet together. Their arms may be crossed over their chest, or may be left at their sides.
4. The person in the middle then purposely loses their balance, and tips towards the people forming the circle. The person in the middle is to remain rigid at the knees and waist, only bending at the ankles. (Those on the outside should wait for the person to fall towards them. The person in the middle should not be pushed off balance.)
5. The people who make up the circle gently push the middle person back and forth, for about 30 seconds (without letting the middle person fall to the ground!).
6. Each person in the circle has a turn to be the person in the middle.

Results:

Ask the participants:

1. What was your reaction to this exercise when it was first explained to you?
2. How did you feel during the first 5 seconds of your time in the middle? During the last 5 seconds?

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3. When you were part of the circle did you feel that the person in the middle had complete trust in the circle not letting him/her hit the ground?

Name:

How Well Do You Know Me?

Objectives: Communication
Opening the Session/Energizers
Team Building

Length of Time: Approximately 5 minutes setup as a group, and then 3 minutes times the number of participants.

Supplies: A single piece of paper for each participant.

When to Use:

To illustrate how much we may not know about the people that we work with.

Steps:

1. Ask everyone to take out a piece of paper and a pencil.
2. Ask each participant to write down three (3) facts about themselves that no one else in the group knows. Qualifying instructions:
 - a. each fact will be a one sentence statement starting with the word "I";
 - b. two of the facts are true and one is a believable lie;
 - c. the lie can be written anywhere in the sequence of statements;
 - d. you have a total of five minutes to compose the statements.
3. The facilitator collects the sheets, shuffles them, and then reads the facts from the first page.
4. The group then guesses who belongs to that set of facts. The guesses are tabulated.
5. After the group is finished guessing, the author is asked to identify himself.
6. After the author identifies himself he may (or may not) share which of the facts is a lie.
7. The next sheet is read and the process continues until all participants are identified.

Results:

People feel as though they know each other a little better.

Tips:

Not all participants may feel comfortable with this exercise, especially if there are mixed peer groups in the workshop. Be sensitive to the introduction period and with the authors as they are being identified.

Name:

I'm Glad I'm Here

Objectives: Opening the Session/Energizers

Length of Time: 10 Minutes

When to Use:

To start the session with a positive and humorous opening.

Steps:

After the introductions, explain to the group that you are glad to be there because there are a few things back at the office that you would much rather not be doing! Then ask each participant to give an example of something they are glad they don't have to do today because of the session.

Remember, keep it light and fast moving.

Name:

I Bet I Know What You're Answer Will Be!

Objectives: Brainstorming
Opening the Session/Energizers

Length of Time: 5 - 10 minutes

Supplies: Handouts or Whiteboard/Flipchart

When to Use:

To stimulate some laughter, to break up a laborious exercise or to encourage participants to realize that often their answers are pre-determined by other stimuli.

Steps:

1. Hand out the instructions on a sheet or write the questions up on a whiteboard/flipchart.
2. Tell the participants to answer the math questions within 10 seconds (don't let them advance to the next step until they are finished).
3. Then get them to repeat the number 6 to themselves for 15 seconds (again they should finish this before seeing the next question).
4. Then ask them to think of a vegetable and jot it down.
5. Poll the room and see if their answers match the statistics below
6. Discuss why it is likely that people answer "carrot".

Results:

It's pretty accurate though I am not sure what makes it so....

What is:

$$1+5$$

$$2+4$$

$$3+3$$

$$4+2$$

$$5+1$$

Now repeat saying the number 6 to yourself as fast as you can for 15 seconds, then page down.

QUICK!!! THINK OF A VEGETABLE! Turn the page over now.

You're thinking of a carrot right?

If not, you're among the 2% of the population whose minds are free enough to think of something else. 98% of people will answer with carrot when given this exercise.

Name:

**I Know This Workshop has been a Success
When.....**

Objectives: Identify Business Objectives/Goals
Opening the Session/Energizers

Length of Time:
15 - 20 minutes

Supplies:
Blank 8.5 x 11 sheets, markers, and tape

When to Use:
To set expectations and to get a common understanding among the group about what will be accomplished in the session.

Steps:

1. Hand out blank sheets.
2. Ask participants to complete the sentence "I know this workshop has been a success when..." (post this phrase on the wall prior to the workshop).
3. Allow 2 minutes for participants to complete the sentence (1 response per participant).
4. Invite the participants to read their responses.
5. Others in the group must understand what is meant by the statements read.
6. Post responses on wall for entire workshop.
7. The facilitator will go through the list once more, confirming whether the participant expectations match the objectives of the workshop.
8. At the end of the workshop, the facilitator may want to review these to confirm accomplishment of the objectives.

Results:

The opportunity to align every participants expectations (say what you will accomplish as well as what you won't accomplish).

Name:

If I Had Three Other Lives....

Objectives: Encouraging Change
Organizational Structure
Personal Development
Vision/Mission

Length of Time: 30 - 60 minutes

Supplies:

1. Copies of "3 Other Lives" Template (see Example below) or blank sheets of 8.5 x 11 paper.
2. Completed "3 Other Lives" material if done as part of workshop pre-work.

When to Use:

Every individual on this planet has but one life to live. Although we may accomplish a lot in this life, we cannot escape the reality of only having one. This has forced us to make some decisions about who we are and what we do.

This exercise should be used when you want to get the workshop participants thinking "outside the box". You want them to envision a different reality for themselves, something very positive. Ideally suited for workshops where any kind of visioning or breakthrough thinking is going to be required (e.g. new organization structure, re-engineering processes, etc.).

Steps:

Have the participants imagine for a moment that they had the chance to experience additional lives. If you had 3 other lives to lead, what would you do in each of them? You could be anything, you could be a pilot, a cowhand, a physicist, a psychic or a monk! You might be a scuba diver, a cop, a writer of children's books, a football player, a belly dancer, a painter, a performance artist, a history teacher, a healer, a coach, a scientist, a doctor, a fisherman, a minister, an auto mechanic, a carpenter, a sculptor, a lawyer, a country singer...

You could be anything!

The point of these lives is to have fun in them - more fun than you might be having in this one!

Individually

The participants should jot down whatever occurs to them. Encourage them to not over-think this exercise. (Note: this may have been completed in advance if done as part of the workshop pre-work).

Results:

1. Have the participants form into break out groups of 3-4 in order to share their other lives with each other.
2. While in their break out groups the participants will decide whom in their group each person will introduce to the rest of the workshop participants.
3. Once the group has returned the participants will take turns introducing each other in one of their three other lives. The other life to be introduced to the group is at the discretion of the person making the introductions.

IF I HAD THREE OTHER LIVES...



Every individual on this planet has but one life to live. Although we may accomplish a lot in this life, we cannot escape the reality of only having one. This has forced us to make some decisions about who we are and what we do.

Imagine for a moment that you had the chance to experience additional lives. If you had 3 other lives to lead, what would you do in each of them? You could be anything, you could be a pilot, a cowhand, a physicist, a psychic or a monk! You might be a scuba diver, a cop, a writer of children's books, a football player, a belly dancer, a painter, a performance artist, a history teacher, a healer, a coach, a scientist, a doctor, a fisherman, a minister, an auto mechanic, a carpenter, a sculptor, a lawyer, a country singer...

You could be anything!

Whatever occurs to you, jot it down, do not over think this exercise.

The point of these lives is to have fun in them more fun than you might be having in this one!

★

★

★

Name:

Introduction by Disclosure

Objectives: Communication
Decision Making
Dysfunctional Behaviour
Leadership
Personal Development
Risk

Length of Time: 1.5 Minutes per person, per question

When to Use:

To get people to share things about themselves, build trust and get comfortable with the group.

Steps:

1. Ask each participant to stand and share with the group a personal response to any one (or more, as the instructor desires) of these questions.
 - a. What is your greatest accomplishment?
 - b. What is your most prized possession?
 - c. If you could have any saying printed on a T-shirt what would it be?
 - d. What is the most fun you ever had?
 - e. If you discovered that you had only one year to live, what would you do differently?
2. If you were stranded on a deserted island:
 - a. What 3 books would you like to have along?
 - b. What 3 people would you like to have there with you?
3. If you could have dinner with any person (dead or alive) who would it be?

Results:

An interesting way for everyone to get to know each other. This is especially great when people already have some knowledge of each other from the work environment.

Name:

It'll Never Fly, Wilbur

Objectives: Conflict Resolution
Critical Success Factors
Decision Making

Length of Time: 20 - 30 Minutes

Supplies: Flipchart, 3x5 cards

When to Use:

To allow participants to identify possible roadblocks or barriers that might impede new policies or procedures.

Steps:

1. In introducing a new concept, a plan of action, or a problem-solving session, the facilitator sets the stage by identifying the objectives of the session.
For example, "Our task this morning is to identify ways to increase customer service in each of our departments."
2. Then, participants are immediately asked to write out 4-5 problems they see that would possibly block the organization from achieving the goal.

For example, "We don't have time to train our people," or "We can't take people off the line" or "We can't afford to bring in a Customer Service consultant."

3. Subdivide the participants into break-out-groups of 3-4 and ask them to discuss their concerns.
4. Each break-out-group writes out 3 major roadblocks on a 3x5 card and reports them to the entire group.
5. The Facilitator acknowledges comments and redistributes the 3x5 cards so each break-out-group receives a different card.
6. The break-out-groups' next task is to attack the problem roadblocks and creatively think of several ways to solve them.
7. They then report back to the entire group.

Name:

It Is Better To Give Than To Receive

Objectives: Communication
Leadership
Personal Development
Team Building

Length of Time: 3 - 5 Minutes

When to Use: In order to demonstrate the power of positive feedback.

Steps:

1. Describe the importance of positive stroking. What a profound effect positive feedback can have on a person's behaviour and demeanour.

Dr. Ken Blanchard (The One Minute Manager) suggests we "catch people doing something right."

To quote Lord Chesterfield's advice: "Make a person like himself/herself a little better and I promise he/she will like you very well indeed."

2. Ask the participants to turn to the person next to them and say something nice to that person about that person (i.e. 'one minute praise').
3. Acknowledge that they may feel awkward, or even embarrassed, in doing this but to make an effort to overcome those feelings, and to be sincere in the praise they are giving.

Discussion Questions:

1. How do you feel right now? (Most participants will acknowledge a positive reaction from both receiving and giving praise).
2. How many of you - after having been given this perhaps embarrassing assignment - turned to the person on your left or right (pause) smiled (pause) and said "You go first?"
3. When was the last time someone gave you an honest compliment? How did it make you feel?
4. More importantly, when was the last time you gave someone else a word of praise?
5. Why is it so difficult to give praise to another individual?

Name:

Jar of the Past

Objectives: Dysfunctional Behaviour
Encouraging Change
Opening the Session/Energizers

Length of Time: 15 minutes

Supplies: Jar with lid and paper

When to Use:

When you want the participants to leave some information out of your discussion so that you can move forward. This is particularly useful if there is a lot of frustration surrounding an issue and you do not want to have a "this is everything that's wrong" session but rather a "this is what we could do" session.

Steps:

1. Each participant is given a couple of slips of paper at the beginning of the workshop.
2. Ask each person to write out whatever their frustration is with the current system/process etc. in question. *Be sure to tell them that no one will see this information so they are free to write whatever they want.*
3. As you go around the table and each participant introduces themselves, they crumple their frustration(s) and throw them into the Jar of the Past.
4. As they close the lid the facilitator announces that the frustration will no longer plague the participant or the conversation.
5. When a participant introduces a frustration with the current system/process remind them that "that is the past now". This can also introduce some humour into the situation by asking "if they need to spend time with the jar?"

Tips:

Keep this light and humorous and the participants will join in and self monitor the group on their own.

Name:

Just for Fun

Objectives: Communication

Length of Time: 3 - 5 Minutes

When to Use: To inject humour in discussing problems of communication

Steps:

Identify that while communication is serious business, we often find humour in strange places. For example, these statements were actually sent to insurance companies:

- ➡ "An invisible car came out of nowhere, struck my vehicle, and vanished."
- ➡ "I was on the way the doctor with rear-end trouble when my universal joint gave way, causing me to have an accident."
- ➡ "The pedestrian had no idea which direction to go, so I ran over him."
- ➡ "I collided with a stationary (sic) truck coming the other way."
- ➡ "I pulled away from the side of the road, glanced at my mother-in-law, and headed over the embankment."
- ➡ "I had been shopping for plants and was on my way home. As I reached an intersection, a hedge sprang up, obscuring my vision."
- ➡ "I had been driving my car for 40 years when I fell asleep at the wheel and had an accident."
- ➡ "The other car collided with mine without giving warning of its intentions."
- ➡ "I thought my window was down, but I found out it was up when I put my hand through it."
- ➡ "My car was legally parked as it backed into the other vehicle."
- ➡ "In my attempt to kill a fly, I drove into a telephone pole."

Name:

Know Your Dictionary!

Objectives: Team Building

Length of Time: 30 - 40 minutes plus discussion time

When to Use:

To demonstrate that there is often substantial benefit from collaborating in small groups to obtain the answers to certain types of questions.

Steps:

1. Explain that in dictionaries, each letter contains vastly different numbers of words. The task today is to rank ten letters by number of words the letters have in the dictionary.
2. Working individually, have them rank order from 1-10 the following letters with 1 designated as the letter with the most words, 2 as the next most, etc. O,X,M,S,Z,P,J,T,Q,W.
3. Now split them into break-out-groups of 3-5 persons. Working collaboratively, have them rank order the same 10 letters through the use of the collective wisdom of their group.
4. Now have them score both themselves as individuals, and their groups, by computing their ranking and "key" for each letter and totaling that set of 10 numbers. The correct rank is: 1=S, 2=P, 3=T, 4=M, 5=W, 6=O, 7=J, 8=Q, 9=Z, 10=X.

Results:

1. How many persons had a group score better than their individual score?
2. Why?

Name:

Leader of the Band

Objectives: Opening the Session/Energizers

Length of Time: 5 Minutes

Supplies: Tape / CD player

When to Use:

To provide an opportunity for participants to loosen up after a period of intense activity, discussion, or passive absorption of a lecture or video.

Steps:

1. Pick a time when the group's energy seems particularly low.
2. Call for a unique (non-coffee, non-use of bathroom) break. Ask all of them to stand up and make sufficient room around themselves so as not to interfere with free movement of their arms.
3. Tell them that they have won the right to be "The Leader of the Band" and therefore direct the world-famous Philadelphia Orchestra (for the next 5 minutes). You might also wish to tell them that mock-direction of an orchestra is believed to be excellent emotional release and physical (cardiovascular) exercise. Then play a selection and ask them all to simultaneously lead the orchestra.

Discussion Questions:

1. How do you feel?
2. What is there about the activity of orchestra-directing that gives us permission to wave our arms and move our bodies in a refreshing way -- something we would otherwise not be inclined to do?

Tips:

This works best if you have carefully selected the music. We recommend that the music be familiar to all, so they will know what is coming next. The music should be relatively fast-paced to stimulate energetic directing (Sousa marches, or even Strauss waltzes work well); also, music with a variety of speeds and volumes also tends to elicit different directing styles.

Name:

Learning - Using New Directions

Objectives: Brainstorming
Communication
Encouraging Change

Length of Time:

10 Minutes plus discussion time.

Supplies:

The handout on visual showing the old and the new directions (see example section)

When to Use:

1. To demonstrate to the group that prior learning (knowledge, skills and attitudes) has a direct and sometimes negative impact on their capacity and willingness to adapt to change.
2. To explore ways to facilitate the "unlearning process".

Steps:

1. Provide the group with a handout or visual display showing the old directions and the new directions they must now learn to use. Allow them several minutes to absorb the connection between the "old" way and the "new" way.
2. Have them set aside their handouts and stand up facing the front of the room. Test them on their "new directions" by calling out the old directions and seeing how many of them successfully point in the new directions.
(NOTE: If you wish to confound them further, line them up in two rows facing each other!) Give them ten commands, and ask them to keep score of their accuracy.
3. Ask them "what can you do to help your trainees to unlearn the old, thus better preparing them to learn the new?" and record their responses.

Results:

1. An appreciation for the extent to which prior learning may effect the ability to learn new things.
2. Suggestions for assisting trainees to adapt to change.

NEW DIRECTIONS TO LEARNING

<u>OLD DIRECTIONS</u>	<u>NEW DIRECTIONS</u>
UP	RIGHT
DOWN	REAR
LEFT	DOWN
RIGHT	FRONT
FRONT	UP
REAR	LEFT

Name:

Learning the Do's and Don'ts

Objectives: Brainstorming
Decision Making
Issue Identification

Length of Time: 20 Minutes

Supplies: Flipchart

When to Use:

To get a group to identify and structure what they already know.

Steps:

1. Ask participants to say the best and worst examples of the topic of discussion. For instance, if you are teaching a group about public speaking, you would ask participants to identify the best and worst characteristics of public speakers they know. Write the 2 lists on the flip chart.
2. For each item on each list ask participants to share reasons for placing that item on their list.
3. After discussing each item, have participants work in break-out-groups to answer the discussion questions below.
4. Have each break-out-group report answers to the total group for discussion.

Discussion Questions:

1. Form a list of 7 "Do's" based on our discussion of the "Best" list.
2. Form a list of 7 "Don'ts" based on our discussion of the "Worst" list.
3. Alternatively: Based on our discussion of the 2 lists, what should our focus be for the remainder of this discussion.

Name:

Legitimizing Levity

Objectives: Decision Making
Encouraging Change
Learning/Continuous Improvement
Planning
Process Improvement
Team Building

Length of Time: 15 Minutes

When to Use:

1. To stimulate people's creativity about the subject at hand.
2. To legitimize the use of humour within a workshop setting.

Steps:

1. Briefly introduce or provide an overview of a topic. Outline the key points to be covered, but don't get into any details.
2. Before getting specific on policy, procedures or recommendations about how to do something, ask the participants to brainstorm all the humorous/impractical or unwise ways of achieving the desired goal.

In a seminar on time management, participants may offer suggestions for saving time such as these:

- ➡ Cut your phone cord
- ➡ Shorten the front legs of your office's visitor's chair so guests will unconsciously feel uncomfortable (like sliding off) and leave sooner.
- ➡ Burn all but the first pieces of mail to arrive daily.
- ➡ Have Domino's Pizza deliver lunch to you in your office.
- ➡ Get an unlisted phone number.

Once everyone has had a few good laughs, you can easily make a transition to your regular and more serious agenda for the day.

Results:

A good laugh that will stimulate some creative thinking!

Name:

Let's Talk

Objectives: Communication

Length of Time: 10-15 Minutes

When to Use:

To break the ice in a group of strangers, or merely to illustrate one's use of gestures and how natural these gestures are to us in verbal communication. This exercise can also demonstrate that verbal communication may become awkward for us when nonverbal gestures or actions are prohibited.

Steps:

1. Tell the group that the next few minutes will be devoted to a simple activity wherein they will turn to a person seated nearby and just talk for 2-3 minutes. The subject matter is unimportant; you would merely like them to converse with someone else (2 to a group) for a few minutes.
2. After a 2-3 minute period, ask them to stop and tell their partners what they noticed about the other's nonverbal behaviour; for example, the person kept fiddling with a pencil, or continually was tapping their fingers, etc. After these gestures have been identified acknowledge that most of us do these movements almost unknowingly.

After each person has received a "critique" from their partner, tell the group to resume their conversations, but now they must make a conscious effort to use absolutely no nonverbal movements.

3. Have them continue their conversations for 2-3 more minutes.

Discussion Question:

1. Were most of us really aware or cognizant of our nonverbal movements in the first conversation?
2. Did you find any of your partner's gestures distracting or even annoying?
3. How did it "feel" when we were forced into a strictly verbal discussion?
4. Was the communication as effective without our gestures?

Name:

Level 10 conversations

Objectives: Communication

Team Building

Length of Time: 1-2 hours

When to Use:

When there is a need for members of a team to be more open and comfortable with each other. Leaders of today need to have Level 10 conversations. Level 10 conversations mean no pretend games, everything is out in the open and honest. These conversations allow people to become fully engaged and move beyond the "Power-ego" thing. If possible, conduct the session in a place away from the work place, which could help the participants to be more relaxed.

Steps:

1. Pair each member of a group with another member that ideally they are not overly familiar with at either the professional or personal level. This can even be done by drawing lots.
2. Allow them to spend a certain amount of time for a joint sharing to take place the purpose being to get to know the other person better.
3. Follow this up with a post activity discussion focused on the overall value of the process and not the particulars of the individual exchanges.
4. Discuss the need for getting to know other members apart from casual pieces of information that are obtained over the courses of daily business life.

Results:

Clear communication, the development of a common agenda and accomplishment.

Discussion Questions - Can a self-managed team be effective without having an open, trusting and caring relationship with each other. In other words, whether level 10 issues can ever hope to be addressed without level 10 conversations ?

Tips - You may wish to include a list of topics which will direct conversation away from impersonal topics like "the weather". There is a general growing realization that the success of the team depends largely on having the type of relationships in place that will allow frank and open discussions.

Name:

Mental Imagery - The Aardvark

Objectives: Communication

Length of Time: 5 - 10 Minutes

Supplies: Cards or paper with the description written on it.

When to Use:

To illustrate the importance of mental imagery or visual aids in strongly increasing common understanding when communicating or training.

Steps:

1. Give each participant a card with the description (see handout). Note that the description is abstracted from an encyclopaedia.
2. Instruct each participant to review the description.
3. Instruct them to illustrate whatever image the text invoked for them. Do not identify the object for them yet. Do not be surprised if the group draws alligators, pigs, giraffes, elephants. Normally, a portion of the group (about $1/4$ - $1/3$) are able to identify the animal as the aardvark (or an anteater.)
4. Announce the correct answer 'aardvark'.
5. Invite each to now reread the text and compare their interpretation of the words now that they have a mental picture of the animal in their mind. The words will now reinforce that mental image even more.

Discussion Questions:

1. Why are visual aids not used more often given their power to enhance the learning endeavour?
2. What do you feel are common problems inherent in written communication?
3. Written text can lead to misinterpretation or misunderstandings. Can you give examples from your experiences when this has occurred?

Draw Me

The body is stout, with arched back; the limbs are short and stout, armed with strong, blunt claws; the ears long; the tail thick at the base and tapering gradually. The elongated head is set on a short thick neck, and at the extremity of the snout is a disc in which the nostrils open. The mouth is small and tubular, furnished with a long extensile tongue. A large individual can measure 6ft., 8 in. In colour it is pale, sandy or yellow, the hair being scanty and allowing the skin to show.

What am I?

Name:

My Leadership Role

Objectives: Leadership
Personal Development

Length of Time:
2 hours

Supplies:
This exercise, paper and enough space for pairs to break out and discuss

When to Use:
To allow each person to discover and become accountable for a leadership role in a transforming organization.

Steps:

"But when it comes to transformation of any significance inside an organization the process demands that you motivate many people to play a leadership role in their own domain - and that includes creating a vision and strategy for that domain, one that is consistent with the overall effort."

John Potter, Leading Change

As John Potter suggests, there is a place for the leadership of many in order to make transformation a success. Leadership is both an implicit position that is given by the supporters, as well as an explicit action in the form of 'intentional leadership'.

1. Pass out the following questions to each participant.

In light of what you know about:

- ➡ your organization's direction
- ➡ your abilities and natural leadership type (and strengths/weaknesses)
- ➡ the different models of leadership
- ➡ intentional and 'elected' leadership
- ➡ the answers to your homework questions #1 and #2
- ➡ the qualities that you feel make a good leader

Take some time to identify one area in which you feel that you could bring change to your organization through your leadership. Make some notes as to:

- ➡ the need that you would be fulfilling,
 - ➡ the outcome that you would like to reach
 - ➡ how it fits into your organization's vision
 - ➡ the leadership that you could offer
2. Break out participants into pairs.
 3. Share your 'leadership dream' with your partner.
 4. Get some honest feedback.
 - Does it sound needed?
 - Feasible? Possible?
 - Does your partner see you in this role? Elsewhere?
 5. Come to a consensus in regards to each of your leadership roles this means that Person 1 would be comfortable leading in this initiative and Person 2 would be comfortable supporting this initiative - and visa versa.
 6. With your partner, develop a vision, a strategy and a plan in which you lead a part of your organization's transformation. (this should be done for each person so that each person is a leader).
 7. Be prepared to present your leadership initiative to the group. Both people should present each initiative. The group will give feedback to each person in regards to their proposal (this step is dependent on time and on the purpose of this exercise).

We are all leaders, if only we step up to the mark.

Results:

Participants will have increased awareness in regards to the leadership abilities around them and increased accountability for their leadership.

Name:

My Personal Objectives/Expectations

Objectives: Opening the Session/Energizers
Personal Development

Length of Time: 20-30 Minutes

Supplies: Handout Sheets (optional)

When to Use:

To be used at the very start of a training program or session in order to allow individuals a chance to express their personal feelings and expectations on the outcomes of this program.

Steps:

1. Display or distribute copies of "Expectations" questions to the group.
2. Ask each person to write out his/her response to each question. Give an example or two to set the group at ease.
3. Ask the participants to relate their responses to the group. Record the responses on a flipchart
4. At the close of the session, review the objectives and expectations with the group. Did the session meet their objectives? Their expectations?

Results:

A "heads-up" to the facilitator to manage expectations and focus the session accordingly.

Tips:

Be prepared to respond if attendees' expectations differ markedly from the session objectives. If possible, some alteration or change may be reached as a compromise if the majority of the group so suggests.

EXPECTATIONS

- 1 What do I see as my personal goals for this session?
- 2 What do I expect to get out of this session?
- 3 What are some things I hope will not happen in this session?
- 4 What are my feelings right now about this experience?

Name:

Name Tag Mixer

Objectives: Communication
Opening the Session/Energizers

Length of Time:
15 - 20 Minutes

Supplies:
Name Tags

When to Use:
As an initial get-to-know-you exercise for participants who have not met previously.

Steps:
Upon their initial arrival to the session provide each participant with the name tag of another participant. Explain that they must find the person belonging to the name tag they have been given and gather enough information from that person to introduce him or her to rest of the group.

Results:
Participants become familiar with other members of the group.

Name:

Nominal Group Technique

Objectives: Brainstorming
Communication
Team Building

Length of Time: 30 - 60 Minutes

Supplies: A problem and a flip chart per group

When to Use:

To obtain multiple inputs from several persons on a problem/issue in a structured format.

Steps:

This technique is a structured variation of small-group discussion methods. The process prevents the domination of discussion by a single person, encourages the more passive persons to participate and results in a set of prioritized solutions or recommendations.

1. Divide the participants into small groups of 5 or 6 members, preferably seated at a table.
2. State an open-ended task (e.g. What are some ways we could encourage employees to carpool?)
3. Have each person spend several minutes in silence individually brainstorming all the possible ideas they can generate, and jot these ideas down
4. Have the groups collect the ideas by having the ideas shared in a round robin fashion (one response per person each time), while all are recorded in key terms on flip charts. No criticism is allowed, but clarification in response to questions is encouraged
5. Then have each person evaluate the ideas and individually vote for the best ones (e.g. the best idea gets 5 points, the next 4 points, etc.)
6. Votes are shared within the group and tabulated. A group report is prepared, showing the ideas receiving the most points.
7. Allow time for brief group presentations on their conclusions.

Name: **One Way Communication**

Objectives: Communication
Personal Development

Length of Time: 10 - 20 Minutes

Supplies: Diagram below

When to Use:

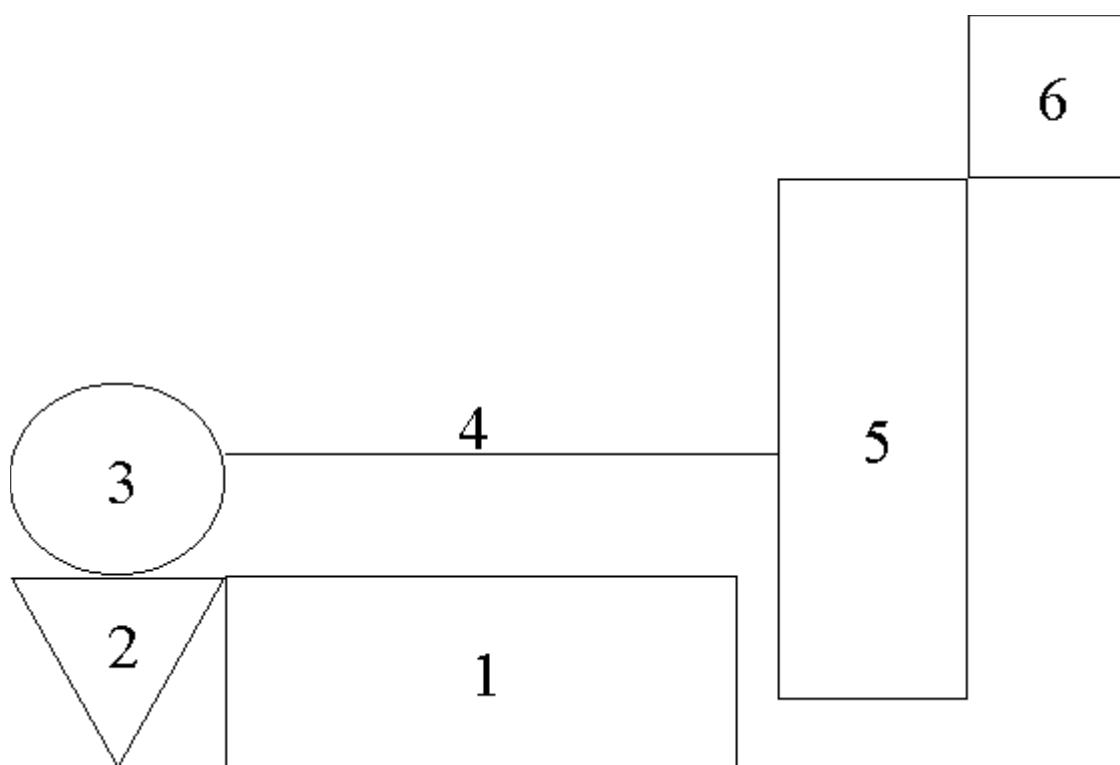
To demonstrate the many problems resulting from one way communication.

Steps:

1. Ask for a volunteer from the group and provide him/her with the diagram attached below.
2. Explain to the audience that the volunteer is going to describe the diagram to them and their task is to simply follow instructions to reproduce the diagram on their own paper.
3. Have the volunteer turn his or her back to the audience allowing no eye contact.
4. The volunteer can use only verbal communication, (i.e. no gestures, hand signals etc.) Further, no questions are allowed on the part of the audience.
5. When the exercise is completed, project the correct figure on the overhead projector and ask participants to judge whether their drawings are at all similar to it.
6. (If time permits, this activity can be immediately followed with another volunteer using a comparable illustration but allowing for full and free two way communication.)

Discussion Questions:

1. How many of us got confused and just "quit" listening? Why?
2. Why was the one way communication so difficult to follow?
3. Even two way communication cannot ensure complete understanding. How can we make our communication efforts more effective?



Name:

Our Next Guest is...

Objectives: Opening the Session/Energizers
Team Building

Length of Time: 45-60 minutes

Supplies: Flip charts and markers, Portable audio system

When to Use:

To introduce the group to each other, break the fear of public speaking and foster an environment of team membership

Steps:

1. Instruct individuals to pair up and interview their partner as if they had a job opening.
2. Let them know that when they are finished, they will be able to come up front, take center stage and introduce their partner from their notes taken.
3. Handouts should be provided to help them collect information. They may include such items as:
 - Name, Job classification, Years worked in the company
 - What they did before current position, what they like about what they do, the quirkiest personality trait that their job requires of them, what their team mates would say about them when asked to describe their sense of humour.
4. 2. Now have the FUN. Reassemble everyone and choose who will present first. Have music playing cued up to a theme show, for e.g. theme music from the 'Tonight' show.
5. When the first volunteers make their way to the front, play the 'Theme Song' from the show, and Announce 'Live from.....' and have the group applaud. Do this for a few seconds as they come up and pause the track for use of subsequent pairs.

Results:

It's a hoot and they end up loving it. The Applause, music.... breaks the walls and they actually have fun and are ready for your session. It also loosens up the atmosphere and increases participation.

Tips:

Change the questions to reflect your group and your objectives. Try and include a mix of useful/practical knowledge as well as some fun questions.

Our Next Guest is....

Full
Name _____

Current Job: _____

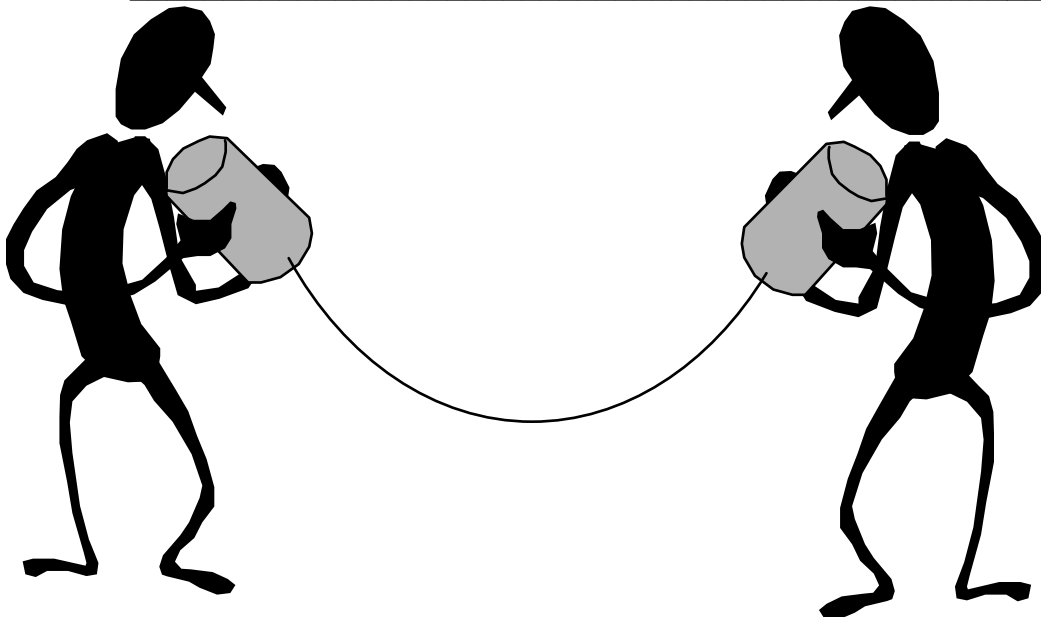
Years worked in the company: _____

What they did before their current position:

What they love about what they do:

The quirkiest personality trait that their job requires of them:

What their team mates would say to describe their sense of
humour: _____



Name:

Paper Clip Creativity

Objectives: Brainstorming
Learning/Continuous Improvement
Opening the Session/Energizers

Length of Time: 10 Minutes

Supplies: A paper clip for display at each table

When to Use:

To give participants an opportunity to engage in a creative problem-solving exercise.

Steps:

Research indicates that creativity can be cultivated by the use of a simple and practical exercise. All too often, however, the spark of innovative thinking is dampened by killer phrases like "We tried that last year," "We've always done it that way," and a host of similar comments.

To acclimate participants by flicking on their innate green light of creativity, a sample brainstorm session should be used. The basic ground rules of brainstorming are:

1. No critical judgments are permitted
2. Free wheeling is welcome (i.e. the wilder the idea, the better)
3. Quantity not quality is desired
4. Combination and improvement of ideas are sought

VERSION 1

1. With these four basic rules in mind, divide the participants into groups of 4-6 people.
2. Their task for 60 seconds will be to suggest all the ways they can think of for using a paper clip.
3. Have someone in each group merely tally the number of ideas, not necessarily the ideas themselves.
4. At the end of the one minute, ask the groups to report first the number of ideas they generated, and then get a sampling of some of the seemingly "crazy" or "far out" ideas. Suggest that sometimes these "silly" ideas may well turn out to be very workable.

VERSION 2

1. Give each person a paper clip, "the object", and ask them to look at it as though they had never seen it before.
2. Ask them to list as many ways that they think they could use it (approx 3 minutes).
3. When they've finished ask each person how many answers they came up with individually and record the greatest number.
4. Then go around the room and record all of the different answers on a flip chart. Tally the total number of answers. This number will no doubt be larger than the greatest number of answers that any individual came up with.

This suggests the power of working together as a team. It also has the side benefit of stimulating creative juices!

Try:

1. Imagine you are a five year old. What would you use this object (paperclip) for?
2. Imagine you were working on the space station, what could you use this object (paperclip) for.

Alternative Method:

The problem may be to think of ways to improve the standard (non-mechanical) lead pencil.

Discussion Questions:

1. What reservations do you have about the technique?
2. What kinds of problems is brainstorming best suited for?
3. What potential applications at work can you see for brainstorming?

Name:

Participant Diaries

Objectives: Opening the Session/Energizers
Personal Development

Length of Time: 5 minutes for every 'diary moment'

Supplies:

'Diary' or small notebook for each participant (notebook should be small enough to fit in a pocket or purse to ensure confidentiality)

When to Use:

At appropriate moments during the workshop identified by flashing the "Diary Moment" sign.

Steps:

1. Explain purpose of the diaries and that they will never have to share their diary entries - they are for their eyes only.
2. At appropriate moment, flash the "Diary Moment" sign
3. Instruct participants to take a few moments to capture the following in their 'diaries'
 - a. key feelings/insights/points of interest
 - b. something that they have learned about themselves, their colleagues or their organization
 - c. something that will have an impact on how they will behave/work/relate to others in the future
 - d. something that has made this a memorable moment/event for you

Preparation:

1. Get the diaries/notebooks
2. Copy diary instructions

Results:

Participants are often amazed at the clarity that they gain in writing down their thoughts. Additionally this is a great way to allow the introverts to capture their thoughts before they need to share/use them in an exercise.

Tips: Have participants voluntarily share diary moments.

Name:

Participant Diaries (1-3)

Objectives: Encouraging Change
Learning/Continuous Improvement
Personal Development

Length of Time: 5 minutes for every 'diary moment'

Supplies:

'diary' or small notebook for each participant (notebook should be small enough to fit in a pocket or purse to ensure confidentiality)

When to Use:

1. To enable participants to capture key lessons learned.
2. To deepen the experience by enabling participants to relive certain key moments of the workshop through their own descriptions/comments/notes.

Steps:

1. Explain purpose of the diaries and that they will never have to share their diary entries - they are for their eyes only.
2. At appropriate moment, flash the "Diary Moment" sign.
3. Instruct participants to take a few moments to capture the following in their 'diaries':
 - a. key feelings/insights/points of interest
 - b. something that they have learned about themselves, their colleagues or their department
 - c. something that will have an impact on how they will behave/work/relate to others in the future
 - d. something that has made this a memorable moment/event for you

Preparation:

1. get the diaries/notebooks
2. copy diary instructions

Tips:

1. Have participants voluntarily share diary moments

2. (SPEAKER NOTES ONLY - not to be handed out)

The workshop will take you through various steps. First you will examine the past - yours and your organization's. Then, you will look at where your organization is today and, lastly and most importantly, you will help shape your organization's future. There will be times when you will find yourself reflecting "I never knew that about " or "I never realized what happened when". You may even experience some "AH HA!" moments. It is our belief that these are moments that will make this session unforgettable and will be instrumental in creating the spirit of kinship that will be key to your organization being able to face the challenges of the future.

At key points during the session, the diary moments, you will be instructed to reflect upon the exercise the group has just completed and to take a few moments to capture

- ➡ your feelings
- ➡ any insights you may have about what just happened
- ➡ points of interest about the particular exercise results
- ➡ something that you have learned about yourself, your colleagues or <your organization> as a whole
- ➡ something that will have an impact on how you will behave, work, or relate to others in the future
- ➡ something that has made this a memorable event for you

You will never be required to share these thoughts although some participants may volunteer to share their observations with the rest of the group at certain points during or after the workshop.

Use the small notebook provided to document your thoughts.

Name:

Peak Performance

Objectives: Learning/Continuous Improvement
Personal Development
Quality

Length of Time: 15 - 20 Minutes

When to Use:

1. To illustrate that we have all experienced a period of peak performance at one time or another.
2. To engender a sense of accomplishment based on previous experience.

Steps:

1. In a discussion of "excellence" or "quality service" (or other relevant topics), comment that we've all experienced those "special moments" of peak performance.
2. Break out into groups of 3 to 4 and instruct each participant to relate to the other members of his/her group an example of peak performance from their past.
3. Instruct each group to select one person to report his/her peak performance to the overall group.
4. Have the group identify the key elements which fostered the peak performance, and the feelings resulting from the experience (e.g. self-satisfaction, enhanced self esteem, etc.)

Results:

An understanding of the components of peak performance and the benefits (personal and otherwise) resulting from the experience.

Name:

Plus Minus Interesting (PMI)

Objectives: Brainstorming
Communication
Decision Making

Length of Time:

A specific, short time (usually one minute each) should be given to exploring each heading in turn.

Supplies: Flip charts or white boards and markers

When to Use:

PMI - is a thinking technique used to obtain a broad scan or overview of a topic. P stands for Pluses (or the good points); M stands for Minuses (or the bad points); and I stands for Interesting (or the points of interest, i.e., those with a neutral emotional or consequential value; points that don't come up under P or M and comments about the topic). Specifically, the technique is to have the team explore a topic or issue under the three headings Pluses, Minus and Interesting Points.

PMI is an attention-directing tool. It deliberately directs the team's attention in each of those three directions and very specifically takes no note of any given member's opinion on the topic at the beginning of the exercise (it is common for up to $\frac{3}{4}$ of the participants to reverse their initial view during the exercise). Regardless of how strong a given person's initial opinion is on the topic, the effort of seeing both the pluses and the minuses and of hearing each team member's points will cause each participant to view the topic in a more objective and creative way.

Steps:

Make it very clear to the participants that you are *not* placing a value judgment on each point as it is raised (so as to decide whether it is a P, an M or an I). Rather you are scanning in one direction at a time and noting down *everything* that you see. In other words, the PMI headings merely indicate a general direction or point of view -- not some arbitrary judgment. It is evident that a thought, once voiced, cannot be 'un-thought' and cannot help but become part of the team's image of the topic or issue. Hence (as with Mind-Mapping), the important thing is to get down as many relevant points as possible -- not

whether those points are listed under P, or M or I.

Note that PMI is of the most value in situations where everyone 'knows' the answer (e.g., where, "Its always been done that way." or "Everybody knows that"). In other words, where most (or all) of the people involved have never really thought about the situation or about alternatives. Of course, the group may end up with the same view of the topic as they started with, but the fact that alternatives have not been looked for, makes the topic fertile ground from which a break-through concept may emerge.

Results:

After exploring a topic or issue with PMI, emotions and feelings can be used to come to a decision on the topic rather than allowing emotions (prejudice, bias, etc.) to be used at the beginning to jump to conclusions or to pre-judge the topic, thereby, preventing exploration rather than fostering it.

Tips:

Before using this technique on a topic or issue that is part of the workshop content, PMI should be used in a brief exercise on one or two non-threatening topics (e.g., Should school children be given free milk with their school lunches? Should women all wear the same color of clothing on each day of the week? Should window-washers wash the inside of windows as well as the outside?). These warm-ups should be used to ensure that the participants have the *will* and the mental flexibility to explore in directions that they would perhaps normally be disinclined to even consider.

While explaining and using PMI, the following points should be noted:

- ➡ Reassure the participants that their feelings will be taken into account when making a decision on the topic or issue.
- ➡ Make it very clear to the participants that this emotional input will be applied only *after* the PMI exercise—not before.
- ➡ When exploring under the I heading (while, of course, remaining focused on the topic or issue being explored), encourage input by suggesting that the participants think about, "It would be interesting to see if" or "It would be interesting to see what this idea leads to"
- ➡ PMI may be done as a round-robin or in break-out groups to ensure full participation.
- ➡ As in Mind-Mapping, keep the tone, up-beat; the pace, brisk; and the atmosphere, non-judgmental.

- ➡ Ensure that you have essentially unlimited writing space on whiteboards or on flipcharts -- the last thing you want to do is to interrupt a good creative flow because you've run out of space to write down the points raised.

Name:

Portraying Ideas Through Art

Objectives: Brainstorming
Opening the Session/Energizers

Length of Time: 30 - 60 Minutes

Supplies: Large sheets of paper, crayons, and felt tipped pens.

When to Use:

To introduce topics and generate ideas in a creative manner.

Steps:

1. Prior to the session decide on a theme (relevant to the topic of the session) that participants may represent pictorially to generate thought about the topic. For example, in a training development session, participants might draw pictures representing the components of their organization which will be involved in training and showing how the training can be accomplished (e.g. classroom, video, etc.).
2. Have the participants draw the picture early in the session. Advise participants that it is the content or idea that counts, not the quality of the artwork.
3. Have each person exchange his or her drawing with someone else.
4. Ask each participant to "grade" the drawing he or she just received by assigning an A,B,C, etc. to the drawing based upon how effectively the drawing illustrates the intended ideas or the overall theme. Artistic quality is not a factor in the grading!
5. Ask several of the participants whose drawings were graded A (most of the drawings will be "A's") to present their drawings and their ideas to the entire group. Involve the group in the presentations by soliciting new ideas or emphasizing key ideas portrayed in the drawings.

Alternative Method:

Provide a broad array of pictorial magazines, and let the participants cut out items of their choice and glue them on paper to create collages that communicate their story. Or, if you wish, steps 3 and 4 may be skipped to save time.

Name:

Positive Self Talk

Objectives: Opening the Session/Energizers
Personal Development

Length of Time: 10 Minutes

When to Use:

When you become aware that people's negative self-talk is affecting their self image. When you want to encourage the sharing of positive qualities.

Steps:

Most of us have been taught that pride and self-flattery shouldn't be a part of the understanding of ourselves. We are often more comfortable sharing a negative image of ourselves than we are sharing a positive one. This exercise strives to encourage people to identify a few positive aspects of themselves and to share these in a safe and encouraging environment.

1. Explain that this exercise is going to happen in pairs and that the answers that they come up with *will not* be shared in the plenary group. This is very important as it provides a sense of comfort and of a trusting environment to the participants.
2. Ask each person to find a partner.
3. Write the questions below up on the whiteboard/flipchart and ask the participants to answer the questions individually and then share the answers with their partner.
4. After the exercise, discuss the experience only if you get the sense that there is a need. It is quite possible that people will want to digest the experience first without discussion as talking about the positive is usually a new and somewhat uncomfortable experience for many.
5. In this exercise, each person provides his or her partner with the response to one, two, or all three of the following:
 - ➡ Two professional attributes I like in myself
 - ➡ One personality quality I like in myself
 - ➡ One thing that I'm really good at
 - ➡ One thing that most people like about me
6. Explain that each comment must be a positive one. No negative comments are allowed! (Since most people will not have experienced such a positive encounter, it may take some gentle nudging on your part to get them started.)

Discussion Questions:

1. How many of you, on hearing the assignment, smiled slightly, looked at your partner, and said "You go first"?
2. Did you find this to be a difficult assignment to start on?
3. How do you feel about it now?

Tips:

Don't give the participants too much time to answer the questions. Often too much time gives them a chance to talk themselves out of their answers!

Name:

Post Project Debriefing Exercise

Objectives: Learning/Continuous Improvement

Length of Time: 1- 1.5 hours

Supplies: Post-it notes, Flip charts and pens

When to Use:

At the completion of a project to sum up the learnings. Allow 20 minutes per round up to 3-4 rounds depending on time or the categories for discussion

Steps:

1. Have participants sign-in as they arrive
2. Provide each person large post-it notes in various colours. Instruct them that they will be recording their learnings on these notes
3. Explain that this is a 1:1 interview technique to debrief WHAT WAS LEARNED through the course of the project
4. The facilitator should pick an aspect to focus the discussion in each round. For example, the first round could be about the project in general, the second round about the team and the third round about personal learnings and areas for development
5. 5. Divide the groups into pairs
6. Give them 20 minutes to capture what they have learned, allow about 5 minutes of discussion from one person in the pair and the next five minutes summarizing and recording key points on the post-it notes- after this 10 minutes, switch to the other participant and repeat the process.
7. Post all the learning on blank pieces of flipchart paper labeled PROJECT , TEAM and PERSONAL (or whatever categories you have suggested)
8. Using the sign-in sheet, rotate the pairs by moving the right hand column up or down by one space to create a new pair. Repeat the process for 3 or so rounds and then allow time for everyone to read/review all the learnings
9. Reconvene with the entire group and after some discussion
10. Get the group to brainstorm who and how these learnings should be shared with others outside the team.
11. Encourage participants to use their personal learnings to build their resumes and for personal developments plans.

Results:

Learnings during the project are brought out and shared. The personal learnings, help the individuals towards assessing their personal goals.

Name:

Problem Reversal

Objectives: Brainstorming
Conflict Resolution
Encouraging Change
Learning/Continuous Improvement

Length of Time: 10 minutes

When to Use:

When you are stuck for new ideas or solutions to difficult problems.

Steps:

Choose one or more of the following depending on the situation:

1. Flip-Flop Results (If you want to increase sales, think about decreasing them - What would you have to do?)
2. Doing what everyone else doesn't (e.g. Apple Computers did what IBM didn't. Look at what your competitors do and make a list of everything that is different).
3. Ask "what if". Ask the group "What if I ...
 - a. Stretched it/Shrunk it
 - b. Centralized it/Decentralized it
 - c. Personalised it/De-personalised it
4. Change the Direction or Location of your Perspective (Physical change of perspective). Have participants walk around the room, the building etc., asking them to observe different things or think of solutions while physically being in a different position than usual (e.g. standing on a chair)
5. Turn defeat into victory or victory into defeat. If something turns out bad, think about the positive aspects of the situation. If I lost all of the files off this computer, what good would come from it?

Results:

A very humorous way to get to the central issues or key ideas as it activates the creative (right) side of your brain.

Tips:

Don't give the participants too much time to think....this will take away from the exercise!

Name:

Provocative Operation

Objectives: Brainstorming
Encouraging Change

Length of Time: Incidental

When to Use:

To generate creative, innovative ideas and approaches. By altering our thought patterns from linear to non-linear, we enable ourselves to make connections which might otherwise be overlooked. Roger van Oech calls this approach a "Whack on the Side of the Head", and Edward de Bono coined a new phrase, "PO", which stands for "Provocative Operation".

Steps:

Use manipulation verbs to analyse the problem or ideas: Enlarge, Reduce, Reverse, Combine, Adapt, Eliminate, Rearrange, Compare, and Fantasize, Substitute, Modify, Magnify, Put to Other Uses. Think of how many new ideas are based on the verb "Combine", e.g. Clock-Radio, and the Printing Press which was based on a combination of the wine-press and coin-punch.

eg What if all planes landed upside down?

Results:

More Creative Ideas, or creative versions of old ideas.

Name:

Quality of Work Life

Objectives: Critical Success Factors
Measurement

Length of Time: 30 minutes

Supplies: Handout

When to Use:

The Quality of Work life can detract or add greatly to the success of an organization. Thus this can be used to measure what the individual considers as characteristics of an ideal work life.

Steps:

1. Ask the participants to identify their best and worst jobs held to date
2. On the basis of this list the reasons/parameters according to which it is rated the jobs 'best' and 'worst'
3. Apply these criterion, and other common job characteristics to their current job. If the current job happens to be the 'best'/'worst' job , then what they think should remain the same, change or what else needs to be done in an average work environment to create an 'ideal' working life
4. Once they have thought out these ideas, ask them to list down five things (or more) that could be done in order to reach a better quality of work life
5. At the end of the session, volunteers could be called upon to share their ideas

Results:

This not only sets them thinking as to what they lack or what they are currently happy about, but also makes them identify and be aware of the things they have the power to change.

Tips:

This activity can also be conducted in organizations undergoing restructuring changes both on an individual or team level.

Name:

Reading Exercise

Objectives: Communication
Dysfunctional Behaviour

Length of Time: 10 Minutes

Supplies: See handouts

When to Use:

Demonstrate how easily miscommunications happens.

Steps:

1. Prepare a card or sheet of paper with the phrases "Paris in the the spring"; "Bird in the the hand"; "Once in a a lifetime".
2. Hand the sheets face down and tell the group, "When I instruct you to turn the sheet over quickly, memorize the three phrases in these triangles, turn your paper back over, and then write, in reverse order, what you have read."
3. Tell them to begin, give them only a few seconds then instruct them to turn their sheets over and write what they can remember.
4. Have them check their work.
5. See how many people realize the mistakes.

Discussion Questions:

1. How could you have interpreted my instructions? (Note: there are several different ways.)
 - a. Spring the in Paris; Hand the in bird; Lifetime a in Once
 - b. Lifetime a in Once; Hand the in bird; Spring the in Paris
 - c. "In reverse order, what you have read."
2. Why didn't you read the statements correctly? (Familiarity, plus time pressure)
3. Can you see why orders and trainer's instructions to trainees can be misinterpreted?

READING EXERCISE



Name:

Recipes for team success

Objectives: Critical Success Factors

Length of Time:

20 minutes

Supplies:

Blank recipe cards and pens

When to Use:

When measuring critical success factors for the team/organization or project

Steps:

1. Hand out the blank recipe cards to the team members
2. Ask each team member to write down the various ingredients for the dish "team success"
3. The ingredients could be quantifiable like more work stations etc, or could be intangible factors like loyalty.
4. After the team members have put down their recipes, call on a few volunteers to read out their recipes.

Results:

Usually there is a overlap between the ingredients that the team members list down, and hence helps in creating consensus about the critical success factors. A lot of creativity in the way of making the dish or the cooking process also emerges.

Tips:

This can also be during an actual organizational picnic or cook-out to bring out the analogy.

Name:

Recycle bin your issues

Objectives: Encouraging Change
Issue Identification

Length of Time:
30 minutes

Supplies:

A big waste paper basket, Note papers and pens, whiteboard and markers

When to Use:

When issues have to be identified and brought out into the open

Steps:

1. Place the waste paper basket in the centre of the room and ask the team to gather around it
2. Hand out the note papers and instruct the team members to identify items that they would like to do away with in the organizational set-up.
3. Ask them to write down each item that they would like to do away with, be it something that annoys them, or some activity they think is redundant or such and crumple it and put it into the waste paper basket.
4. Each team member can write as many items, but limit it to one item per note paper.
5. After about 15 minutes, pull out the items thrown into the waste basket and put it down on the whiteboard. As items repeat, put tally marks to count the number of people who want to do away with that item.
6. By team consensus, call for a vote as to whether the majority of the team want to do away with the item or keep it.

Results:

Processes and items that irk the team members are brought out in the open, and the views of the other team members are shared. Once the team has openly admitted their problems, the path to the solution seems clearer.

Name:

Reflection Time

Objectives: Encouraging Change
Learning/Continuous Improvement

Length of Time:
2 Minutes for each iteration

When to Use:
To encourage participants to use an overlooked learning style.

Steps:

1. Instructors should pause periodically (especially following the introduction of new material) and direct the trainees to spend the next 1-2 minutes quietly reflecting on what they recently heard or experienced. During this silent time, participants should:
 - a. Mentally summarize the highlights of the last module.
 - b. Search for applications in their own jobs.
 - c. Generate questions to direct back to the speaker.
2. Prior to the spontaneous usage of this approach, participants should be briefed on the nature and value of reflection as a learning style.

This can also be done in pairs. At an appropriate time the participants should break-out into "Learning Partners" to discuss and reflect on the above questions.

Discussion Questions:

1. What major insights did you develop during the process of reflection?
2. In what ways will you apply your new knowledge to the job?
3. What questions are running through your mind?

Name:

Relaxation Time

Objectives: Closing the Session
Conflict Resolution
Dysfunctional Behaviour
Opening the Session/Energizers
Personal Development

Length of Time: 5 - 10 Minutes

When to Use:

1. When there is the need to reduce the level of stress amongst the participants.
2. To provide a relaxed environment which allows the participants to become more in tune with themselves, and to share feelings and emotions in a non-threatening, rational manner.

Steps:

1. Ask participants to get themselves into a comfortable position. Tell them to sit back, relax, and follow these suggestions that you will read to them:
 - a. Close your eyes
 - b. Get in tune with yourself
 - c. Become aware of your body
 - d. Become aware of your senses
 - e. Become aware of your breathing
 - f. Feel the air come into your lungs -- trace the oxygen through your body until you exhale it
 - g. Take three deep slow breaths and feel your body become more relaxed with each breath
 - h. Feel your hair -- try to sense the actual spot where the hair enters your scalp
 - i. Become aware of your hands -- are they dry, cold, warm, tense, relaxed?
 - j. Tense up your hands -- relax them
 - k. Take three more deep slow breaths and feel your body relax with each breath
 - l. Become aware of your big toe. What is it feeling right now? Tighten your toe -- relax it
 - m. Become aware of your entire body -- feel the clothes draped around your body -- feel the air around you

John's Pile

- n. Tense up your entire body -- hold it -- make it tighter -- hold it -- relax -- take three more breaths
- o. Tense up your entire body again -- hold it -- tighter -- hold it -- tighter -- hold it -- take three deep breaths
- p. Tense up your entire body again -- hold it -- tighter -- hold it -- tighter -- hold it -- your tightest -- relax and take three deep breaths -- relaxing more with each breath.

Tips:

Make sure that your voice stays at a consistent and calm level, one which promotes a relaxed state.

Name:

Resistance to Change

Objectives: Encouraging Change
Learning/Continuous Improvement

Length of Time: 5 - 20 Minutes.

Supplies: Overhead transparency of the Dvorak keyboard

When to Use:

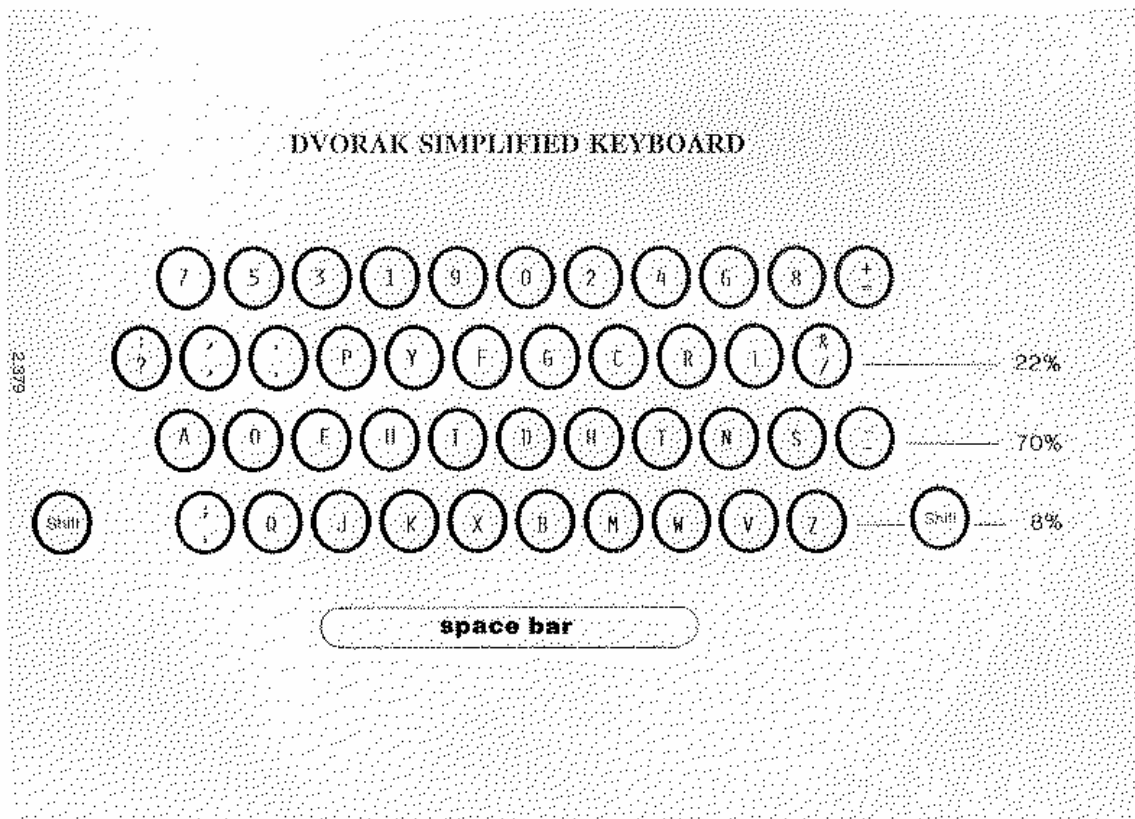
To demonstrate to participants that they need to confront their own resistance to change before they can achieve the greatest learning.

Steps:

1. Tell the group to assume that you have developed a new product that has tremendous potential organizational benefits. (A good example is the Dvorak Simplified Keyboard for typewriters and word processors, which allegedly had potential to increase operator efficiency by over 40%)
2. Ask the group to list all the positive reasons why people should discontinue using the old "QWERTY" keyboards and adapt the new Dvorak system.
3. Now ask the group to predict all the reasons why people will resist using the new keyboard. Then ask them to categorize those reasons as primarily *rational* (e.g. too costly, too bulky, wrong size) or primarily *emotional* (e.g. "I'd have to learn something new").
4. Now tell them that you will be inviting them to create and work with new ideas;
5. Ask them to predict why they and others will resist embracing the new ideas. Which of these factors are rational, and which are emotional?
6. Ask them to list the positive reasons why they should be open to the new ideas.

Discussion Questions:

1. Why do we tend to think that other people (but not us) resist change?
2. What can we do to better facilitate change in other people?
3. What can I do in this program to make it more likely that you will accept the changes I offer to you?



Name:

Role Clarification

Objectives: Communication
Conflict Resolution
Team Building

Length of Time:
25 Minutes

Supplies:
3" x 5" cards, markers and tape

When to Use:
When there is confusion about roles and responsibilities.

- Steps:
1. Put a large sheet of paper on the wall, each headed with a job title.
 2. Every participant is given 3" x 5" cards and a marker.
 3. Participants write attributes, tasks, etc. of each job title - one to a card.
 4. Participants tape the cards under appropriate titled paper.
 5. Groups with like job titles take specific paper with cards, discuss and reach consensus on roles.
 6. Member of one job group can ask for clarification from another job group.

Results:
Consensus on roles for members of interdependent groups; better understanding; mis-perceptions clarified.

Tips:
No larger than 10 people

Name:

Round Tuit

Objectives: Action

Length of Time:

5 minutes

Supplies:

Round coins or card board shapes of coins, with the word 'tuit' printed on it

When to Use:

At the end of a workshop or a session, when people have listed objectives and action is needed, this helps draw focus to the task on hand.

Steps:

1. Hand out a round tuit to everyone in the workshop. A round tuit, is a round card board cut-out or even a coin, with the word 'tuit' written on it.
2. When the participants ask what it is, tell them that it is for when they say they will get around to. (get around to it : get a 'round tuit')
3. Tell everyone that a round tuit in their pocket means NO more procrastination.

Results:

This participants consciously carry the round tuit around, and are motivated to accomplish their tasks at hand or working towards their long term goals

Tips:

This can even be used at the workplace, to keep focus on a particular goal.

Name:

Saying Hello, Yes and No

Objectives: Communication
Opening the Session/Energizers

Length of Time:
10 minutes

When to Use:

To explore 1) that we use our body language in communication 2) the subtle effects of the choice of language and attitude has on our conversation.

Steps:

1. Instruct everyone to mill about and greet each other by shaking hands and saying hello.
2. After everyone has greeted each other repeat the exercise with
3. the "hello" greeting changed to a positive "Yes!"
4. Discuss the (fairly obvious) differences and
5. repeat with a definite No! Discuss again and see how people felt about the differences in feeling (emotion) and body language.

You can (if time permits) extend the exercise to saying Hello but with different emphasis (change the underlying emphasis by giving them an adverb (and/or emotion) to package the greeting in - sad, happy, angry, sly, sexy, forgetful, evasive, etc..).

Results:

I find this works at getting people to think about how they approach others and the intentions and objectives involved - some overt, some covert.

Name:

Screening beliefs

Objectives: Team Building

Length of Time: 1-2 hours

Supplies: Pieces of paper and Pens

When to Use:

To establish specific steps and hence establish new beliefs as Known Truths. Once we lock-on to an opinion, belief or attitude about ourselves, our team or our organization, we find it difficult to see or understand new truths about the world around us. This is because we are not open to information that allows us to see new truths.

Steps:

1. Invite the team to identify beliefs/known truths about the team and its functioning. Ask each participant to make a list of those beliefs individually. (These can be we work well together, we are disorganized, we don't stick to your decisions)
2. Make a list of those beliefs that need to be discarded because they get in the way. (for example we are disorganized) Also identify key new beliefs that are needed to work on to turn into known truths. (we are well organized and operate efficiently)
3. Discuss the above as a team
4. To this end, ask the team to identify a series of specific steps (pathways) that would establish the new beliefs as known truths.

Results:

We all have beliefs, known truths, that blind us, that limit us. We make decisions based on what has happened in the past, not on what could be. The team discovers the beliefs that are obsolete, i.e. no longer known truths, and forms a new belief structure, evolving ways that the team can work together by formulating new pathways.

Name:

Six Insights To Our Inner Self

Objectives: Communication
Dysfunctional Behaviour
Opening the Session/Energizers

Length of Time:

Group setup time is approximately 10 minutes and each participant will then need 3 minutes.

Supplies:

An 8.5 x 11 piece of paper divided into 6 equal size rectangles with the rectangles numbered 1 through 6 in a corner.

When to Use:

In any type of group setting where the participants will have to workshop together and the facilitator wants to start by breaking down some of the "I don't want you to know me" attitudes in the group.

Steps:

1. Begin by asking the participants to take a piece of 8.5 x 11 piece of paper and divide it into 6 equal size rectangles and to number the rectangles 1 through 6 in the corner of each rectangle.
2. Explain that each participant is going to be asked to draw 6 pictures (1 topic/rectangle.) All participants will be asked to draw the same topics. Advise them that we are looking for content, not quality artwork.
3. Ask the participants to think of a person, alive or dead, they would most like to meet. They have 3 minutes to draw this picture in rectangle #1.
4. After 3 minutes have elapsed move on to the next topic. Ask them to draw a picture of the place on this planet they would most like to visit if money and travel was not an issue. This will be rectangle #2. Allow 3 minutes for this and each of the remaining pictures.
5. For rectangle #3 draw the picture that represents their first memory as a child.
6. For rectangle #4 draw the picture that represents something of which they are very proud.
7. For rectangle #5 draw the picture that represents the saddest event in their life.
8. For rectangle #6 draw a picture of a tombstone with the 3 words that they want to be most representative of their life on earth.

9. After this step is completed ask for a volunteer to talk through his pictures.
10. Don't outline what can or cannot be said. If they just want to describe the picture that's fine, but if they want to give a brief explanation behind the picture all the better.
11. Continue this process (3 min. for each participant) until all participants who wish to do so have shared their drawings.
12. Take a short break after the last participant completes his talk. Let them mull and mix. There may have been some issues/ facts that have been shared for the first time.
13. When you get back together you can ask how everyone felt about the exercise, but there are no conclusions that need to be drawn. Everyone will probably come to the realization that each of their worker associates are human with their own fears, joys and aspirations.

Tips:

Don't force participation -- especially in the presentation. Don't tell the group that they will be sharing this after the pictures are drawn. Keep the process moving so they will be thinking about the event/picture rather than where this exercise is going. Please take some liberties with the pictures you ask to be drawn, but think them through and be sensitive to the possible outcomes. If someone really pushes back on the "drawing" aspect, then "words" in the rectangles will be fine.

Name:

Stand up and energize

Objectives: Communication
Opening the Session/Energizers

Length of Time:
1 minute per break

When to Use:
To re-energize the participants at any time

Steps:

1. Explain to the participants that a part of your responsibility is to monitor the energy in the room and to make sure that it never goes below the critical point. In order to do this you are going to ask them to do a few energizer exercises when you feel that they need it most.
2. Have the participants stand up and practice whatever energizer you have chose. Some may like to incorporate a "team slogan" into a stretch. Others may want to do the wave. Others pull a train whistle cord and say "choo choo"
3. Whenever you believe the participants are getting a bit tired, or that you are getting a bit boring!, they are to stand up. and take a 30 second stretch break (or do whatever energizer that you have chosen). This generally creates a lot of humor and goodwill with the group and sometimes gives them a chance to tell you, or each other, (in a good natured way) they think you are on a tangent.

Results:

As corny as this exercise sounds, it does achieve its objective and energizes the group. They may groan as they stand up but usually end up laughing!

Tips:

If you have repeated this several times in a row and you notice that the energy is still low, don't hesitate to take a real break.

Name:

Story Boarding

Objectives: Brainstorming
Communication
Issue Identification

Length of Time:
40 minutes

Supplies:
Large surface to attach 3 x 5 cards (cork, paper with Post-it Glue, Post-it notes)

When to Use:
To collect, sort and flesh-out new ideas.

- Steps:
1. Create a blank wall.
 2. Put a topic at the top of the board (e.g. low profits).
 3. Put headings under the topic (e.g. costs, sales, employee morale).
 4. Put out markers and 3 x 5 card with tape or Post-it glue.
 5. Then instruct people to start writing their ideas down with a statement on the front and further description (if necessary) on the back and then post them on the wall.
 6. Once you have plenty of ideas, stand back and group "like ideas".
 7. Establish sub-headings, categories and other considerations.
 8. Then re-open the group to flesh out any areas that need more details.

Results:
A large, visible board with many ideas grouped in logical pieces, with descriptions of each bullet. This really gets the energy and the creativity flowing.

Name:

Strength Wheel

Objectives: Team Building

Length of Time:

30min

Supplies:

Job Interview Forms

When to Use:

This exercise is useful at the beginning of a workshop as a way of everyone getting to know one another and in everyone becoming aware of the skills that each person brings to the team.

Steps:

This is a role-playing exercise. One person plays a potential employee and a second person plays the agent trying to sell the first person's skills. The instructions are below.

INSTRUCTIONS:

You have each hired an agent to represent you in your application to become a member of the team.

1. The agent's job is to draw out the applicant's unique attributes as well as the tangible skills and contributions that will make a difference in the team.
2. The agent lists the applicant's top 3 strengths on the Job Interview Form.
3. When you return to the main group, each agent will stand and present each applicant to the whole group, identifying the applicant's strengths and making the case for his or her entry on to the team.

Results:

The agent has the responsibility of making the team aware of the valuable contribution that his/her candidate brings to the team.

As the agent - your success will come from helping people appreciate and acknowledge you client's talent.

Name:

Structured feedback

Objectives: Communication
Encouraging Change
Personal Development

Length of Time:

Varies: 30 minutes minimum

Supplies:

4" x 6" narrow-ruled cards

When to Use:

At the end of a fairly lengthy leadership, role-playing, or problem-solving workshop, when feedback on personal traits and identification of areas for personal growth are desired.

The group must be open to receiving feedback and constructive criticism.

Steps:

1. Each participant must fill out a card about each other person.
 - a. On one side, the card must contain a sentence that starts with "I liked the way you..."
 - b. On the other side, the card must contain a sentence that starts with "I wish you had..."
2. Participants are informed up front that they will be reading these statements aloud to the group.
3. Allow 2 minutes times the number of people in the group for filling out the cards.
4. Once all the cards are filled out, sit the group in a circle. Ask for someone to volunteer to be the first to receive feedback.
5. Start with the person to the left of the volunteer, and ask him to read his cards. The person providing feedback should make eye contact with the volunteer and read the "I liked the way you.." sentence first, then the "I wish you had.." sentence.
6. Move around the circle, repeating this process.
7. After everyone has read their cards, they are handed to the volunteer.
8. Allow time for clarification, but avoid discussion of the results until all cards are read.
9. Move clockwise around the circle, repeating the process, until everyone has received feedback.

Results:

Constructive feedback; individuals are told how they appear to others, and can learn how others see their strengths and weaknesses in a team situation. Can be used as the basis for designing a personal development plan.

Tips:

Do not allow individuals to respond to comments until all feedback cards regarding his/her performance have been read...otherwise, you may get stuck on one card and never finish.

Name:

Success Is...

Objectives: Encouraging Change
Motivation/Rewards
Personal Development

Length of Time: 10 - 15 Minutes

When to Use:

1. To illustrate to participants that we create our own belief structure and even though it may feel rigid, we do change it according to our perspective.
2. To explain why quality measures or targets must be continually adjusted.

Steps:

1. Ask participants to think about the term "success" and what it means to them. Ask them to reflect on their successes. How do they know when they have achieved success?
2. Distribute the handouts
3. In column one participants should write out the things that would have defined success for them when they were in school.
4. In the second column have people write out the things that would have defined success for them after they had finished their schooling.
5. In the third column ask participants to write out the things that define success for them today.
6. When they have finished ask them to reflect on why their ideas of success were different in their different stages of life?

Discussion Question:

Success is a target that we set for ourselves based on the environment that we are in. Our understanding and appreciation of success will differ as a result of our experiences. It is the same for businesses. How does this knowledge relate to your business objectives?

John's Pile

Success to me when I was in grade school was:

Success to me when I finished my education was:

Success to me now is:

Name:

Success Stories

Objectives: Personal Development

Length of Time:

30 minutes

Supplies:

Success Story handouts and pens

When to Use:

This exercise helps one feel good about oneself. Helps the individuals in reflecting about what accomplishments they are proud of.

Steps:

1. Ask the participants to review their life in 5-year segments, right from the first five years of their life.
2. For each segment, the participants are to make a list of things that they feel they have done well. The critical word here is 'feel'. This should not be a listing of what other people think that they have done well.

It is not often that one actually reflects on one's past successes and achievements. While growing up one learns not to talk about one's successes not realising that reliving the feeling brings back a sense of accomplishment and confidence in self. It brings a warm smile in to 'the mind'.

Results:

It is not often that one actually reflects on one's past successes and achievements. While growing up one learns not to talk about one's successes not realising that reliving the feeling brings back a sense of accomplishment and confidence in self. It brings a warm smile in to 'the mind'.

John's Pile

My Successes

Age 0-5	
Age 5-10	
Age 10-15	
Age 15-20	
Age 20-25	
Age 25-30	
Age 30-35	

Name:

Swamp Exercise

Objectives: Team Building

Length of Time:

2 hours

Supplies:

Tape measure, masking tape, 3 manila folders per team , and a blindfold for each team.

When to Use:

For increased learning about teams and diversity

Steps:

1. Prior to members being in the room, place 3-foot strips of masking tape on the floor, 12-feet apart.
2. Ask for a volunteer from each group - someone that does not mind being blindfolded. Ask that person to put the blindfold on.
3. Then embellish a scenario that may be similar to the following:

The team is responsible for development, testing and deployment of a new equipment to be fielded in the desert. They've been working diligently toward accomplishment of their mission. They've overcome many obstacles: kimono dragon infested sands, extreme heat and cold, and minimal levels of nourishment. They've slayed dragons, braved the elements, and persevered through hunger and thirst. They have one remaining obstacle. All team members must get from point A to point B. In between these points is wall to wall quicksand. They cannot step in the quicksand or they are lost. They need wooden pallets (folders to help. These can go only in the forward direction, and there is no time limit.

4. Accompany the group to point A carrying a roll of masking tape. This is an additional resource they may use, but only if they ask. The facilitator parallels the role of the manager giving the group a task to solve. The manager can answer any of the team's questions if they ask: yes, they may use the tape: yes, the folders can be torn.
5. One person in the team is blindfolded, the observers watch the participants.

6. At the end, ask the blindfolded participants how they felt. Some responses may be: they were left out of the decision-making process, they were put up against the wall and told not to move until the team came over and got them, they felt protected, they were asked for input, I trusted them completely.
7. Ask the observers to give the team feedback. The observers, because they are a real part of the working group, may be able to draw analogies between the way the team operated in this activity and ways they operate on the job.

Results:

1. Stimulates discussion of the advantages and disadvantages of teamwork
2. Stimulates discussion of how new members or team members with less knowledge can be supported
3. Stimulates discussion of how a singled out person feels around diversity issues

DISCUSSION POINTS

Some points for the facilitator to point out

1. The blindfolded person is representative of a person that doesn't have as much data as the rest of the group. They should not be excluded. When team members are left out of the decision-making process, anger and feelings of not being trusted may result.
2. A plan that all members agreed upon was necessary
3. Those members that do not understand as much as the rest should be given additional time to catch up
4. The team's behaviour during this exercise is usually characteristic of the way they operate in real situations
5. Creativity, problem solving, and leadership are other aspects of the exercise that can be processed

Name:

Synectics

Objectives: Decision Making
Encouraging Change
Issue Identification

Length of Time:

No set time

When to Use:

To generate an extensive list of ideas for problem solving.

Steps:

1. Clearly identify the problem or area for which ideas are required.
2. Randomly select an object (e.g. any object in the room) and ask the participants to list the characteristics that describe the object on a flip chart or white board
3. Instruct the participants to use this list in order to identify how each item is like the problem or idea.
4. Record these new ideas on another flip chart or white board.

Results:

A list of creative descriptions, perceptions of the problem or idea that will help in its resolution/development.

Tips:

The synectics method is fully treated in "Synectics" by W. J. Gordon (possibly out of print) and "The Practice of Creativity" by Gordon Prince.

Example: Comparing a Match Box to an organization could produce the following ideas:

Description of the Match Box could yield the following ideas:

6 sides
sliding middle piece
matches inside
2 striking edges
made of cardboard

How can this compare to an organization?

- ➡ An organization has different parts of different sizes and shapes but all equally necessary.
- ➡ The organization holds the products/services until they are needed like just-in-time warehousing.
- ➡ The highest value part is inside the organization - i.e. the organizations staff are the most important part of the product/service delivery process.
- ➡ The organization has to provide the capability to effectively use the products/services, they can't just be partial suppliers or straight product push.
- ➡ The organization has to be housed in an appropriate way to suit the need it is filling (i.e. it need not be over elaborate).

Name:

Team Name/Logo/Slogan

Objectives: Closing the Session
Opening the Session/Energizers
Team Building

Length of Time: 30 Minutes

Supplies: Flip chart paper and markers for each group.

When to Use:

To provide participants with the opportunity to build a team identity and working relationships prior to addressing the "real" tasks at hand.

Steps:

1. Split up the participants into small groups that they will remain in for the entire workshop.
2. Give the groups a few minutes to get acquainted.
3. The first activity for the groups is for each of them to select a simple team name. This should take no more than 5 minutes.
4. Next, ask them to develop a graphic logo that will symbolically portray the essence of their team, who and what they are, to the rest of the world.
5. Allow 10 minutes for this activity, and then ask each group to show their product to the others, with a brief explanation of what the logo represents (if it is not clear). The logos should be drawn on the flip chart paper.
6. Finally, ask each group to develop a team slogan or motto (e.g., 15 words or less) that they could use in advertising their team to the public. This slogan should identify the group's essential assets or attributes, those qualities they have which are the most important.
7. Allow 10 minutes for this activity, and then ask each group to present their slogan to the others.

Discussion Questions:

1. Which team has come up with the best name? The best logo? The best advertising slogan? What criteria are you using to judge the quality of each of those three tasks?
2. What are your feelings towards your group? Will it be successful in its future tasks? Will you derive personal satisfaction from being a part of this team?
3. Do you see any value in spending time creating a group identity at the start of a group task? What is the cost of doing this?

Name:

Teams That Fly High

Objectives: Team Building

Length of Time:

20 minutes

Supplies:

2' x 2' box and 50 sheets of 8.5" x 11" paper

When to Use:

This exercise is useful when establishing new teams or cross-functional teams.
(Best used in groups of 20 or more participants)

Steps:

1. Ask all the individual participants to make a paper airplane with no help from anyone else. Then ask each participant to fly their plane into the box.
2. Ask participants to pair up and make their plane fly into the box.
3. Ask people to form teams of 4's and make their plane fly into the box.
4. Then divide the group into 10 people each and make their plane fly into the box.

Results:

It will become very obvious that the larger the group, the more successful the planes are in landing in the box. It shows the value that individuals bring to the larger group because of their unique knowledge or skill set.

Name:

Test Your Limits

Objectives: Action

Conflict Resolution

Encouraging Change

Vision/Mission

Length of Time:

From 30 minutes to 3 hours, depending on the amount of group discussion and degree of workshop orientation that you wish to take.

When to Use:

To encourage participants to examine, classify, and mentally challenge which factors most often keep them from starting or stopping an activity.

Steps:

1. Give a brief introduction explaining that individuals often feel they are limited by various constraints. However, the barriers are often as a result of their perception of these limitations. These are what will be explored further in this exercise.
2. Instruct each participant to come up with an activity that he or she would either like to start doing or stop doing.
3. Have them list all that is preventing them from achieving these things. Then ask them to categorize these barriers as follows:
 - a. Realistic and fixed (e.g. ordered by law)
 - b. Somewhat entrenched (e.g. standard procedures that are usually untouchable)
 - c. Adaptable (implicit procedures or interpersonal/intergroup relations)
 - d. Imagined (only partially based on facts, but mostly exaggerated by our imagination).
4. Many organizations discover that a great portion of the barriers perceived by employees are either adaptable or imagined (e.g. General Electric discovered that over 95% of the constraints identified by its foremen and first-line supervisors fell into the last two categories).
5. Lesson to be learned: Test your limits -- experiment -- take a risk and see what happens.

Discussion Questions:

1. Let's review the kinds of things that you identified as something you would like to start or stop doing.
2. Now let's look at some of the imagined barriers that you identified.
3. Develop an action plan to conquer one of the barriers.

Name: **Thanks for your Leadership**

Objectives: Communication
Leadership
Motivation/Rewards
Team Building

Length of Time: 20 - 30 minutes

Supplies: Handout

When to Use:

After a discussion/workshop on Leadership - to acknowledge or reward leadership. Often there are many "unofficial leaders" in our organizations that are not recognized. This exercise allows all participants to reflect on the leadership that they have seen around them and to show recognition to those individuals.

Steps:

1. Ask all participants to think of as many different leadership styles as they can. (you can do this as a group or individually - this is just to get the creative juices flowing).
2. Ask participants to reflect on whether they have seen any demonstration of leadership from the people in the room. Explain that quite often 'Unofficial leadership' exists within organizations and that it often goes unrecognized.
3. Pass out the "thank you notes" and ask each participant to fill out as many as they wish. It is not mandatory that every participant receive one.

****In fact, the time that you allow the participants to complete this should be less than the time that they would need to write a thank you for everyone. (This prevents "blanket" or insincere thank yous and also means that there are no hurt feelings as no one will expect to receive a note from everyone.)**

4. Distribute the notes at lunch or break or at the end of the session.

John's Pile

Example of note:

To:_____ From:_____

I just wanted to let you know that I think that you show leadership in

because,_____

Results:

Often participants receive notes that thank them for acts of leadership that they either had not recognized in themselves, or saw as very important. This also encourages the group to develop stronger lines of feedback communication.

John's Pile

To:_____ From:_____

I just wanted to let you know that I think that you show leadership in

because,

To:_____ From:_____

I just wanted to let you know that I think that you show leadership in

because,

To:_____ From:_____

I just wanted to let you know that I think that you show leadership in

because,

Name:

That Answer is Worth 50 Bucks

Objectives: Action

Encouraging Change

Motivation/Rewards

Opening the Session/Energizers

Team Building

Length of Time:

5 - 10 minutes for exercise set-up

30 - 60 minutes for auction, (this number will depend on number of items, minimum raises of bids, number of participants, and intensity of bidding.)

Supplies:

Play money in large denominations... to make it more interesting use unusual denominations (e.g. \$300)

or

Dots of different colours with a legend made up on a flip chart indicating the value of each colour

or

Lots and lots of dots (this is easier to hand out but more laborious to count out after)

and

Prizes

When to Use:

To encourage participation and leadership.

Steps:

Prior to the workshop collect prizes from the organization or from other sponsoring businesses. The prizes may be marketing items with the company logo on it (pens, caps etc.) or items related to the nature of the session (if it is a workshop on team building, it may be a best seller about teams). Gag gifts are also a lot of fun! If the relationship permits, you may ask the project sponsor to provide services as prizes (such as a "coupon" for coffee brought to their desk for a week or one hour of photocopying)

Prior to the arrival to the participants, place some of the money (an equal amount per person) on their chairs or hand it out to them as you greet them

at the door. (This will pique their curiosity). In your introduction explain the process to them:

1. Participants are told that there are prizes that have already been donated.
2. Announce that additional money can be earned throughout the session by active participation in meeting the objectives.
3. As this happens, reward participation by spontaneously distributing play money to those who become involved as the day progresses. (Don't worry if you forget, they'll no doubt start reminding you that you owe them money)
4. Place all the items at the front of the room and one by one allow participants to bid on the prizes. To add a little bit of fun, hide some of the gifts in brown paper bags so that participants don't know what they are bidding on.

Variation: If there isn't enough time for the bidding at the end of the day, simply have the participants total up their money and hand out the prizes to those that have collected the most.

Results:

Despite the simplicity of the game (as we all played versions of this in grade school), participants generally are amused and do react positively to being rewarded for their participation. It can also encourage those who may be more shy to participate.

Name:

The Drycleaner

Objectives: Identify User Requirements

Length of Time:

20 minutes

Supplies:

Marker and flipchart

When to Use:

To start a conversation about what customers value by getting a group to focus on customer requirements

Steps:

1. Ask a group (large or small) - " Why do you use the particular dry cleaner they use, Dry cleaners are all over the place. So why use the one you use ?"
2. Post the answers that the group comes up with on a flip chart. Most answers always are "location", "hours", "price", "quality", "they know my name", "they have parking", " they replace buttons", "they are located near where I have other business", etc.
3. Discuss the answers on the flip chart.

Discussion questions:

1. Are you saying that doing a great job of cleaning and pressing isn't enough to get your business ?
2. Does the dry cleaner also have to extend his hours, provide parking, know you by name, offer shoe repair, replace buttons, offer specials, etc etc ?
3. What are the things you offer customers besides the main product/service you provide?
4. Offering the core product or service is just the common denominator -- the bare minimum. It doesn't do a thing to engender loyalty. Have you asked your customers what they value?

Name:

The Environment You Work & Play In

Objectives: Encouraging Change
Leadership
Personal Development
Team Building

Length of Time:
30 - 40 Minutes

Supplies:

Flip chart paper, 3 or 4 different colored magic markers, preprinted instructions, if desired.

When to Use:

To illustrate the major and minor external influences of each participant.

Steps:

Explain how our actions are influenced by the environment we live and work in. Our reactions to people, events, information, and ideas is directly correlated to the degree of influence we allow these stimuli have on our lives, the level of importance we place on them within our personal and professional environment.

Have each participant draw his or her working environment. Using the instructions listed below, depict the people, events or things which have a major or minor influence over the work you do, the way you work, how you feel about work, etc. Follow each step in the order given and graphically illustrate your feelings about your work environment.

INSTRUCTIONS:

1. Using your flip chart paper and a colored marker, draw a square in the center of the paper. This will represent you. Write your name in the square.
2. In the area around your square, draw other squares representing people, events or things that have an impact on you. Label these squares. Use the size of the squares, and their distance from your square, to indicate the degree to which that person, event or thing impacts you (e.g. smaller squares, or those placed further away from you, indicates little impact. Large

squares, or those in close proximity to you, indicate a large degree of impact.)

3. Choose another colored marker.
4. Next to each of the squares impacting you, indicate whether the impact is Good or Bad. Some squares may have only one impact, while others may have both. The size of the symbol (e.g. "G" or "B"; "+" or "-") used will indicate the strength of the Good or Bad influence. Example: If a square has a primarily Good influence, and a minor though irritating, Bad influence, you would place a large "G" or "+" and a small "B" or "-" next to that square.
5. Select another color marker that has not been used before.
6. Draw arrows between you and the squares impacting you. These will indicate whether the influence of the impact squares is getting stronger or is diminishing. For example: if you have recently joined a new team, then the influence of your new team members over your working environment is going to be getting stronger. You would draw the arrow pointing towards you. If a square has an influence in your environment that is shrinking, the arrow would be pointing away from you. There may be cases where an arrow will point in both directions.
7. Now that you have drawn your working environment, here are some suggestions for review:
 - a. Take another look at the squares which influence you. Is everyone and everything depicted?
 - b. Take another look at the arrows drawn between your square and the squares in your environment. Do the arrows that point towards you stop at the edge of your square, inside the boundary of your square, or do they pass right through your square? What is the shape of the arrows? Are they long or short? Are they straight or do they have curves or angles in them? Why have you drawn them this way?
 - c. Use a pencil or pen, and partition your paper into quarters. Is there any clustering of the squares in particular quadrants? Are the squares fairly spread out?
 - d. Take a look at the size of the squares on the flip chart. Are any of the influencing squares larger than your square? Do any of the influencing squares touch or overlap your square?
 - e. Is there any other factors you would like to show on your illustration which were not in the instructions? If so, make up a symbol to depict this factor and add it to your drawing!
 - f. Now that you have played with and thought about your working environment; how does it look to you? How does it feel and sound to you right now?

Name:

The Exchange Game

Objectives: Brainstorming
Communication
Team Building

Length of Time: 5 - 10 Minutes

Supplies:

None, under the first procedure. Play money under Scenario #2.

When to Use:

To establish a climate where participants are will want to exchange ideas openly amongst themselves, where they will see the value of this conduct.

Steps:

SCENARIO #1:

Ask for the loan of a Loonie from a member of the group. Displaying it prominently in one hand, proceed to ask for the loan of a second dollar for another participant. Then proceed to repay the first loaner with the second dollar and repay the second loaner with the first dollar.

Next, ask the rhetorical question "Is either of these people now better off than they were before this transaction took place?" (Of course the answer is NO.) Then point out to the group that by contrast, had two ideas been shared as readily as those two dollars, not only would the two individuals directly involved in the "transaction" be richer for the experience, but all participants would be better off than they were previously.

SCENARIO #2:

Give each participant one (or more) pieces of play money. Let them exchange the money first to experience the lack of enrichment that ensues. Then have each person write an idea on the play money and either circulate the bills, or post them in a conspicuous place where members may inspect them during breaks.

Discussion Questions:

1. What factors prevent us from sharing useful ideas and insights with others?

2. What forces encourage us to share ideas with others in training and workshop settings?
3. How can we apply these encouraging forces in our regular day to day activities so that the sharing of ideas becomes something we naturally do?

Name:

The Jacket

Objectives: Communication
Learning/Continuous Improvement

Length of Time:
15 - 20 Minutes

Supplies:
A jacket, a match box or other suitable prop.

When to Use:

1. To demonstrate the effectiveness (or lack thereof) of different communication approaches.
2. To also demonstrate the danger of assumptions about the background knowledge and common vocabulary of the communication receiver.
3. To illustrate the advantage of modeling, demonstration, and interaction vs. one-way verbal communication.

Steps:

1. Lay a jacket on the table.
2. Select a "volunteer" and inform them that to you this jacket is a foreign object, you don't know what it is or what to do with it. The volunteer's task is to train you in the jacket's use as quickly as possible.

The "trainer" will often attempt to train you by way of one-way verbal communication (i.e. explaining what to do with it). The effectiveness of this mode of communication can be distorted by slow learner behaviours by the trainee (e.g. grabbing the sleeve when told to grab the collar, or putting the jacket on up-side-down). The difficulty of completing the assignment can be further exaggerated by depriving the trainer of feedback by having them not watch the trainee as he/she "follows" the instructions.

3. After a brief time period of minimal progress, the rest of the group can be asked for their assistance.

A recommended alternative, of course, is for the trainer to show the trainee how to do it. This can effectively illustrate the benefits of the classic Job Instruction Training J.I.T. approach, which is to:

1. Explain how to do it
2. Demonstrate how to do it
3. Request an explanation of how to do it
4. Invite the trainee to do it

Alternative Method:

The same process can be used with other articles of clothing or even a box of wooden matches (with the goal of lighting one).

Discussion Questions:

1. Why did the trainer initially have a difficult time with the task of training?
Was it because of the assumptions about prior knowledge and common vocabulary, because of limited patience for slow learners on a "simple" task, or because of one-way communication?
2. What are the benefits of demonstrating an activity or a task? (Add the sense of sight, and the words take on additional meaning)
3. What are the benefits of the trainer being able to gauge the reactions of the trainee? (through feedback he/she can gauge progress, understanding and satisfaction of trainees)

Name:

The missing piece

Objectives: Team Building

Length of Time:

15-20 minutes

Supplies:

2 jigsaw puzzles

When to Use:

To understand that the whole is greater than the sum of parts - practical experience in a light hearted, participative way. Achieving recognition of the whole versus the part dilemma

Steps:

1. Divide the group into 2 smaller teams, and hand over a jigsaw puzzle to each group
2. Take away one puzzle piece from each group and mix it with the other puzzle or you can provide the puzzle in the wrong box, so that another group has their puzzle box top with picture.
3. State the assignment to the whole group of participants as "complete your puzzles as quickly as possible". This is the only rule and if asked just repeat it.

Results:

The goal is for all of the puzzles to be completed as quickly as possible - however you intentionally give directions which you know can be misconstrued so that you have a springboard to discuss departmental co-operation vs. whole organization co-operation etc.

Tips:

Most people believe you have directed the groups to compete against each other to see which group can finish first- so they hide the box top or the piece which doesn't belong to them, won't help each other , etc.

Name:

The Moose

Objectives: Action
Conflict Resolution
Dysfunctional Behaviour
Issue Identification

Length of Time: 15 minutes

Supplies:

Moose flipchart
Blank 8.5x11 paper
Masking tape or gum stick

When to Use:

The objective of this exercise is to gather and post issues that arise during the workshop so that they can be dealt with at the end of the proceedings.

Steps:

Introduction/Background

You don't want ideas/issues/concerns to be lost during the course of the workshop. You also don't want these to derail the workshop process. Therefore, the way to handle these situations is to place these in a 'parking lot' at the time they arise and deal with them during the Action Planning stage of the workshop.

The Moose concept comes from a facilitator in Thunder Bay Ontario, some years ago. Thunder Bay has a very unique culture, quite different than most parts of Canada. In Thunder Bay, people work to live, most people own a house and a "Camp" (or Cottage). They hunt and they fish and they partake in the great outdoors.

Anyway, he was giving a workshop up in Thunder Bay and was talking about issues that live below the surface. Ones that if not addressed will rise to derail you later on. As he went on with his explanation, one of the participants exclaimed "like a moose under the table". You see moose are huge. People spend all kinds of time planning and working and arranging and setting up things on the table. But when the moose stands up, everything goes flying and all the work is lost. If you chase the moose out from under the table, set him out to pasture, you have a chance of making lasting change.

So, our parking lot is the Moose. Throughout the Workshop if you have issues or concerns you may write them down and post them on the Moose wall.

Note to Facilitator: Through the course of the workshop, if an issue comes up keep asking yourself - should this issue go on the Moose wall or be dealt with right now? Encourage the participants to write down their issues and concerns as they arise and stick them to the Moose wall. This ensures that nothing is left 'under the table' by the end of the workshop and keeps the workshop from getting off track.

Name:

The Name Story

Objectives: Opening the Session/Energizers

Length of Time:

20-30 minutes

Supplies:

none

When to Use:

To use as an opening/introductory exercise

Steps:

1. Divide the participants into couples.
2. The partners to tell each other something about their name, its origin, why they were given this name, a special nickname, the meaning of the name, etc.
3. Ask the participants to come back after the short 2-5 minute exchange and share with the group by presenting the story of his/her partner's name.

Results:

An easy way to get people to introduce themselves to each other. There are always some surprises, even among people who know each other well.

For the facilitator, the story that the participant is telling about himself indicates the way he/she presents himself/herself.

Tips:

This could also be used as a good exercise in active listening

Name:

The Orange Swap

Objectives: Conflict Resolution
Personal Development

Length of Time: 20 - 30 Minutes

Supplies:

A sufficient quantity of oranges (or other appropriate substitute)

When to Use:

To illustrate the importance of individual differences, how astute we are at observing physical differences, and our degree of sensitivity to personal characteristics.

Steps: - Bring an adequate supply of oranges (or almost any fruit)

1. Distribute one to each member of the group. Direct each person to examine their orange carefully by holding it, rolling it, gently squeezing it, fondling it, inspecting it, etc. Ask them to "get to know" their orange (laughter). Tell them name their orange. Encourage them to visualize the positive and negative attributes of their orange.
2. Collect all the oranges and mix them up in front of the group.
3. Spread out all the oranges on a table, and invite all of the participants to come forward and find their original orange. If conflicts develop over their choices, assist the parties in resolving their differences, or simply note the failure to agree and use that as a basis for later discussion.

Discussion Questions:

1. How many of you are very sure they reclaimed their original orange? What makes you so sure about this?
2. What parallels are there between making a distinction between many oranges and differentiating many people? What differences are there?
3. What prevents us from getting to know people just as rapidly as we did our oranges? What role does skin play (for oranges and for people)?
4. What principles of human behaviour does this bring to light?

Tips:

In smaller groups (25 persons or less) the vast majority are able to successfully identify their own orange.

Name:

The Reminder Card

Objectives: Action

Closing the Session

Length of Time:

5 Minutes

Supplies:

Printed wallet-sized cards, plastic enclosures

When to Use:

To provide a simple tool which will remind participants of the need to practice a newly acquired behaviour until that behaviour becomes implicit.

Steps:

1. At the end of a significant training module, workshop segment or session, ask the participants these questions:
 - a. What are the three main things that you see yourself doing differently (or that you want to accomplish) over the next month as a result of this program?
 - b. Would your chances of accomplishing these objectives increase if you could be reminded of them frequently during the course of a day?
 - c. How often do you open your wallet or purse on a daily basis?
2. Distribute the reminder cards. These will have space on them for the participants to describe their three objectives.
3. After they have filled in their cards, instruct them to carry the plastic-enclosed card with them at all times as an explicit reminder of the behaviours they are trying to acquire.
4. Tell them to review the objectives and their progress towards them each time their hands or eyes make contact with the card.

Name:

The Standing "O"

Objectives: Motivation/Rewards

Opening the Session/Energizers

Length of Time:

3 - 5 Minutes

When to Use:

To lighten the mood and provide a bit of fun to the beginning of a workshop.

Steps:

1. Enter into the room in which the workshop participants are gathered.
2. Have the group get on their feet and spread out (so that they are approximately at arm's length apart).
3. Tell them that they are going to do an exercise designed to get their blood flowing and get them energized before getting down to the task at hand. This exercise will ensure that they are awake and ready to focus on the upcoming material.
4. Have them stretch their arms all the way out at their sides (so their bodies form a "T" shape). Then ask them to rapidly bring their hands together (making a cracking sound), and then bring their arms back to their sides.
5. Have them repeat this 2 step sequence around 10 times in rapid succession.
6. Finish up by telling the group that you're not sure how energized they feel right now, but that you feel really pumped up and ready to go, because this is the very first time in all your years of facilitating workshops or making presentations that you have started a session to a standing ovation. Tell them to feel free to repeat the standing "o" any time they feel inspired to do so!

Name:

The Truth will be Revealed!

Objectives: Opening the Session/Energizers

Length of Time:

5 Minutes

Supplies:

Blank paper and pencils

When to Use:

To use a quick demonstration to attract and focus the group's attention on you and the presentation to follow.

Steps:

1. Give each participant a piece of blank paper. Explain that they are going to know the person sitting next to them through an arithmetic exercise. (You may want to ensure people don't mind if their age is known!) Have each person:
 - a. On a blank piece of paper write the numerical part of their address;
 - b. Multiply the number by 2;
 - c. Add 5;
 - d. Multiply by 50;
 - e. Add their age;
 - f. Add 365;
 - g. Have each participant pick a partner and share only the total of this exercise with them.
2. After each has shown the number, have them subtract 615. The resulting total will give you the age (the last 2 numbers) and the address of the individual. Explain that they have just shared with their partner their address and age.

Tips:

Make sure you know the group you are using this with - some participants may not appreciate being 'tricked' into giving away their ages and their addresses. Substitute another two-digit number for age e.g., the last two digits of a phone number, a work extension number, years married, etc...

3202 ADDRESS

x2 MULTIPLY

6404

+5 ADD

6409

x50 MULTIPLY

320450

+45 ADD

320495

+365 ADD

320860 TOTAL GIVEN TO PARTNER

-615 SUBTRACTED BY PARTNER

320245

ADDRESS 3202

AGE 45

Name:

The Web

Objectives: Opening the Session/Energizers
Team Building

Length of Time:

15 Minutes plus discussion time

When to Use:

To get a new group warmed up, energized, and to break down their inhibitions.
To give the participants an opportunity to collaborate and to explore the different dimensions of teamwork.

Steps:

1. Divide the group into teams of 6 - 8 individuals.
2. Have each group move to a location that allows them to stand in a small circle.
3. Instruct members of each group to extend their left hands across the circle and grasp the left hands of the other members who are approximately opposite them.
4. Then have them extend their right hands across the circle and grasp the right hands of other individuals.
5. Inform them that their task is to unravel the spider web of interlocking arms without letting go of anyone's hands. You can choose to either time them (as a way of placing pressure on them), or make it a competition to see which group finishes the task first.

Discussion Questions:

1. What was your initial reaction when the task was described to you?
2. What behaviours amongst the team members detracted (or could detract) from the group's success in achieving its goal?
3. What behaviours improved the group's chances of success?
4. What lessons about team-building did this exercise bring out?

Name:

The Wreath Ceremony

Objectives: Motivation/Rewards

Length of Time:

20-30 Minutes

Supplies:

Paper

When to Use:

Can be used as a pre-workshop activity -- to recognize the individual skills and abilities that the group member possesses and to inject a feeling of self-pride as well as group-pride

Steps:

Tell participants: "Life is a series of experiences and achievements. All of us have achieved things large or small that we should take pride. As well, our colleagues should be aware of what we really hold as important in our lives."

Get participants to take the time to be recognized for their accomplishments over the past year that made them most proud.

1. Ask the participants to document any particular success or achievement that makes them particularly proud.
2. Display the testimonials on any results document that results from the workshop.
3. If exercise is used as a pre-workshop activity, document the testimonials on certificate paper or inside a graphic that resembles a wreath. Then hand them out individually to the recipient as you congratulate each person and read their testimonial to the group.

Results:

Each member is formally acknowledged for their particular achievement.

Name:

The Zoo

Objectives: Opening the Session/Energizers

Length of Time:

10 minutes

When to Use:

At the beginning of the session to help the team members to loosen up

Steps:

1. Ask the participants to take 2 minutes to think of 'what animal they would be' if they were in the zoo, that best represents them
2. Ask the participants to share their thoughts in the group and explain why they chose the animal they did and what qualities they find in common

Results:

This turns out to be a hilarious exercise, with a lot of noise and laughter, since many people choose animals which might be out of the way and for different reasons. This helps the group open up.

Tips:

1. To make the session more lighter, you could insist that the participants make a parody of the animals they choose.
2. During a lull later in the day, have everyone close their eyes and make the sound of their animal all together. I let my groups know that if I can't hear them I'll make them do it by themselves...this usually gets everyone making noise!

Name:

The "IX" Activity

Objectives: Communication

Opening the Session/Energizers

Length of Time:

5 Minutes

Supplies:

Chalkboard, flip chart or handout using the figure in the example section.

When to Use:

To show how a problem, when looked at from different perspectives, may not be as difficult as it initially may seem.

Steps:

1. First, 'Change the roman numeral VII (7) to 8 using a single line"
The correct answer is: VIII
2. Now, draw the symbol "IX". Make a 6 (six) out of this symbol, again using only a single line.
The correct answer is SIX.

Results:

Most people will assume the answer would be more difficult and are surprised to see such a simple solution. Further, most in the audience will assume the answer would have to do with the Roman Numeral IX (9) because of the first question posed. They will not see another kind of solution because they are looking at the problem from a single perspective.

Discussion Questions:

1. How many assumed the IX to be the Roman Numeral for "9"?
2. What is the impact of our assumptions about the nature of a problem?
3. What lessons for problem-solving and creativity can we draw from this exercise?

Name:

Title Jar

Objectives: Conflict Resolution

Leadership

Organizational Structure

Team Building

Length of Time:

10 Minutes

Supplies:

1. A large jar or container with a lid.
2. Pen and paper.

When to Use:

At the beginning of a session to have people check their titles at the door.

Steps:

1. Label a jar the "Title Jar".
2. Give the participants a piece of paper and something to write with.
3. Have the participants write their name and their current job title on the piece of paper.
4. Go around the room and have each participant crumble their paper and put it in the "Title Jar".
5. Once all of the titles are in the jar, seal it. Place the "Title Jar" at the front of the room so that it can be seen by all the participants.
6. Tell the participants that while they're in the workshop room, titles will remain in the "Title Jar". Everyone is equal and all comments carry the same weight.

Results:

Helps to drive home the concept that all participants' input is equally important and that participants should not use rank to shut down discussion or "get their way".

Name:

Tombstone Inscriptions

Objectives: Opening the Session/Energizers

Personal Development

Length of Time: 5 Minutes

Supplies:

Tent cards and magic markers; perhaps an illustration or two drawn on overhead projector slides.

When to Use:

To encourage participants to share something meaningful about themselves. Also, to encourage them to interact with other group members, and find out more about them, during breaks.

Steps:

1. Provide everyone with tent cards (e.g. 5x8 index cards folded in half) and a marker.
2. Have everyone print their name on the front side of the card. Tell them that they can write a nickname if appropriate (e.g. "Liz" instead of the formal "Elizabeth" that may have appeared on the registration materials).
3. Now instruct the group to "Design a fitting inscription for your future tombstone". This should be a brief phrase, slogan, or limerick that succinctly describes their lives, their achievements, their character, or their relationships. Have them write/draw this inscription on their tent card.
4. Now move on to your planned agenda for the session, encouraging the participants to roam around the room during breaks to inspect each others "tombstone inscriptions".

Discussion Questions:

1. Which inscriptions caught your attention the most? What, if anything, do these have in common?
2. What are the inscriptions telling you about the person?
3. If you could do your inscription over again, what would your design now be?

Tips:

In a 2 or 3 day workshop, you may wish to give people the chance to "start over" everyday. Give them the opportunity to send new signals to their fellow participants.

Name:

Uncertified Present Trends

Objectives: Critical Success Factors

Identify Business Objectives/Goals

Investment Opportunity Analysis

Learning/Continuous Improvement

Planning

Vision/Mission

Length of Time: 60 minutes

Supplies:

white paper

glue sticks

markers

When to Use:

To build a common understanding of the trends that have an impact on the organization.

Steps:

Explain the 'Focus on the Present' exercise

1. in order to start creating our future, we need to take a look at where we are today, at what could be influencing our future. We will look at the present from two aspects:
 - a. identify trends and discuss how they might impact our future - do this in small groups then as a whole group
 - b. opportunity to share those things we are proud of having done and those for which we are sorry to have done
 - c. objectives of the 'Focus on the Present' - to create a common understanding of where we are at
2. Objectives of this exercise - to 'prime the pump' for the group mind map exercise - initiate discussion in small groups on the trends and get ideas flowing with regards to potential trends
3. In each group, discussion proceeds in round robin style where each participant summarizes one of the articles she brought (2-3 minutes), what trend it exemplifies and why it is important to the organization's future.
4. The group then briefly explores the meaning of each article, identifies the trends it represents and how relevant it is to the organization

John's Pile

5. Each participant is responsible for taking his or her own notes (in workshop notebook provided) on the trends they are seeing and learning about and that they feel will have the most impact on the organization in the future
6. Activity continues until time or articles run out. Every participant should have presented at least one article.
7. At the end of the discussion post the article on the "Article Wall"

Preparation: Prepare "Article Wall" - title, white paper to stick articles to

Name:

Unscramble

Objectives: Motivation/Rewards

Length of Time: 15 minutes

Supplies:

Scrambled word work sheets- A set is provided below

Prizes - Small candies, etc

When to Use:

To explore the impact of progressively harder goals on goal attainment and to explore the effects of different types of reward on motivation.

Steps:

1. Split participants into 3 groups.
2. Explain that the groups will be asked to unscramble the words. Tell them that they must complete the words in the order that they appear. The objective is for each group to unscramble their words as soon as possible. As each group unscrambles a word, they must shout out "got one!". Let the groups know that one group will be rewarded for each unscrambled word and the other two will be rewarded when they have completed all of their words.
3. Each group is handed their word sheets. The first group is given a reward each time they unscramble a word. The second and third groups are not given any reward until they finish all of their words.
4. Once two groups are finished stop the game. Usually the third group, with the hardest word first, will be the last to finish.

Results:

1. The first groups' words were arranged from easy to hard while all the second groups words were all reasonably difficult. Discuss the pros and cons of building confidence by making goals progressively harder. Do individuals vary in their preferences? Could that impact how the group should set its goals?
2. The first group received a prize every time they completed a word while the second and third groups only received theirs upon completing the whole project. Discuss the pros and cons of the two approaches and what might work best for the group.

3. 'The first groups' words ascended from easy to difficult. The second groups' words were all of moderate difficulty, the third groups' words started with the most difficult. Discuss what effect being stumped at the beginning had on the third group. How did they feel when they saw the other two groups succeeding? What did it do to their motivation? Did they try harder or did they give up? How did the other groups feel knowing that one group was lagging behind? Did it effect their motivation?

Tips:

1. Make your own scrambled words using material from your workshop.

Scrambled Words

Group1:

erte -----tree
soheu -----house
rsaecm -----scream
deomwsa -----meadows
erihntte -----thirteen
ghaaarrpp -----paragraph

Group 2:

aeelpnth -----elephant
seenitn -----intense
opeveenl -----envelope
aaeiicfltt -----facilitate

Group 3:

mcbaebcrheo -----beachcomber
aaeoucknnrst -----cantankerous
erihntte -----thirteen
rsaecm -----scream

Name:

Using jokes

Objectives: Opening the Session/Energizers

Length of Time:

3-5 minutes

When to Use:

As energizers, tension breakers and examples

Steps:

1. Gauge the group before embarking on some humour. Different groups and cultures tend to have different humour styles
2. Never poke fun at race, colour, sex or creed

Results:

Laughter, a lighter atmosphere, humorous illustrations of what can go wrong!

Tips:

Never poke fun at race, colour, sex , creed, or any other topic deemed inappropriate

Name:

Viewing Historical Impact Factors

Objectives: Planning

Length of Time: Minimum of 60 minutes

Supplies: Pens, Paper and Cards

When to Use:

During any organizational planning function, to set the context of trend that got us to today's reality. When you have a minimum of 60 minutes and fewer than 20 participants.

Steps:

1. Ask participants to list ten events that have occurred over the past 25 years that have had a profound effect upon their organization today. This is done individually. Push them to get 10 events in no more than 10 minutes.
2. Have the individuals break up the list using these segments: G = Global effects, N= National, R=Regional means multi-state region, state or local. In the left hand column write a small letter beside each event. For example, Global warming has a "G" beside it. Now further mark each event in the right hand column. Write a small letter beside each event corresponding to the event or trend. This time use an E= economic, P=Political, and S= Social. This may be an issue... is global warming economic or social?
3. Break the group into teams of about 4 persons. Their assignment is to discuss each event or trend, and agree on what letters(identifiers) should be assigned to each event or trend.
4. While the group is conversing , you should be developing cards for a matrix on the wall.
5. Now, ask each group to make cards for the three most important events or trend for each box of the matrix. The usual instructions are announced: (1) One idea per card, (2) WRITE BIG LIKE THIS and (3) use only 4 to 5 words per event or trend.
6. Begin taking up and posting cards from each group. Start in the top left corner and continue until the each "box" in the matrix is filled.
7. Participants now have a visual on the wall. The facilitator provokes discussion merely by questioning if the cards are properly grouped, what is their significance, etc.

Results:

Participants build a wall of wonder using a matrix to organize events affecting

today situations. The matrix lets the participants view significant events in the context of different trends and impacts. It also lets participants quickly see the events that they feel have the most influence. It forms a good basis for the rest of the planning session.

MATRIX FORMAT

	Economic	Political	Social
Global			
National			
Regional			

Name:

Vision Speech

Objectives: Vision/Mission

Length of Time:

1 Hour

Supplies:

Flip Charts and Markers

When to Use:

As a first step towards building a vision - to set the group thinking about accomplishments in the future.

Steps:

1. Split the group into break out groups (3 overall)
2. Hand out the instructions for the groups to write an awards speech recognizing their accomplishments some year in the future (at least 5). See the attachment section below for an example.
3. Have them present the speech to the group.
4. Collect the speeches or have representatives put them in electronic format.

Results:

1. An idea of what the group wants to accomplish.
2. The group thinking about the future in a positive, accomplishments perspective.

Tips:

1. You may want to balance the groups.
2. Tell them how long the speech is going to be.
3. Make sure you collect the material, it works well in the results document.

The year is 2003. The AO-LAN Program has just completed phase IV, the final phase in the program. The program has been tremendously successful. So successful in fact, the committee responsible for this program, and the way in which it operates, is going to be used as a model for current and future committees. The Executive Committee has decided that the contribution to the operations of XYZ Company has been so significant that the committee that seized this opportunity and lead this change should be formally recognized and congratulated.

Every year XYZ Company brings its entire work force together for an awards banquet. This is a formal occasion (Black Tie) where outstanding performance is recognized and rewarded. The main honorees of this year's banquet are the AO-LAN Program Committee members.

On the evening of the banquet, the Chief Executive stands up to introduce and honor the committee members.

Her speech has 3 main parts:

- a) The Program Committee
- b) Their Accomplishments
- c) Their impact on the workings of the XYZ Company

Using an overhead, write her speech covering the three main parts listed above. You have 45 Minutes.

Name:

What's Our Slogan

Objectives: Closing the Session

Opening the Session/Energizers

Team Building

Length of Time:

15 - 20 minutes.

Supplies:

Flipcharts, markers

When to Use:

We've all heard 'em, those unforgettable tag lines such as "Just Do It!" From Nike, or Ford's "Quality is Job 1", or Molson Canadian's "I am...". These slogans identify the assets and/or attributes these organizations feel are the most important to them. This is how they wish to be identified. Every great company or team has a slogan - what's yours?

Your challenge is to define a slogan that identifies your team, business area, etc.

Steps:

1. In breakout groups, "brainstorm" as many slogans for your team, business area, etc., as you can within 5 minutes.
2. Record your slogans on a flip chart.
3. Appoint a spokesperson from your group to present your slogans.

Results:

Not only will your groups relax and enjoy the humour in the exercise but they will undoubtedly uncover some special traits about the group or organization that they had not taken note of before. This is a great exercise for teams to do as a warm up.

Tips:

1. Don't give them too much time to come up with their slogans and encourage everyone to come up with many. Have them write down everything they think of! That's where the funny (and revealing) stuff is.
2. I have used this right before a values session. Without making it obvious, I wanted to see whether they would pull out slogans that had to do with their

primary organizational values... surprisingly in all cases, when we reviewed the session and the slogan at the end there was always a match.

Name:

What do we accomplish first? GANT

Objectives: Prioritizing Information

Length of Time:

60 minutes

Supplies:

Whiteboard or long wall sheets of paper and markers

When to Use:

When items need to be prioritized for implementation/action plan and you want to steer the conversation away from "which item is the most important" to "what do we have to do first".

Steps:

1. After collecting your items in whatever format suits your workshop, explain to your participants that for the following exercise you will all assume that all the items are top priority. Under this assumption, you understand that they must all be completed by a certain target.
2. When everyone has agreed, examine the items in the context of sequence. The questions that you are asking the group are around dependency and sequence (does something have to be done first to ensure the success of this item?).
3. On the basis of this, create a Gant chart. A Gant chart shows the sequencing of these items and at the same time sets timelines for their implementation, assessing how much time each activity will take and in what order they will have to be accomplished.
4. During this process don't stray from the concept of "all are equal priority".
5. Slowly, as the Gant chart is built, there is a realization of what needs to be done first, second, third, in order to get it all done.

Results:

At the end of the process, the team has the "prioritized" list based on the sequence needed for implementation. Although the Gant chart is usually used to sequence items and perform typical "scheduling" functions, it should not be overlooked as a method of prioritization.

Name:

What Image Do You Send?

Objectives: Communication

Opening the Session/Energizers

Personal Development

Length of Time:

20 - 30 Minutes depending on method chosen and the number of participants.

Supplies:

Paper and pencils

When to Use:

To become more aware of the image you portray to the public through your actions and attitudes. Provides an opportunity to break the ice with other participants.

Steps:

1. Have each participant write on a sheet of paper 4 or 5 adjective words or phrases that best describe his/her public image. Tell them to look at themselves through the eyes of the public. Encourage creativity and the disclosure of significant thoughts.
2. Collect the sheets and mix them up.
3. Read the set of adjectives aloud to the group and have the group try to guess who is being described.

ALTERNATE

1. Following step 2, randomly distribute one sheet to each participant (not their own).
2. Give the participants 3 - 5 minutes to mill around the room, seeking to identify the person described on their sheet.

Discussion Questions:

1. What did you learn about the ways in which people see themselves? How they perceive that others see them?
2. What lessons in effective communication can we draw from this exercise?

Name: **What Motivates Employees?**

Objectives: Issue Identification
Motivation/Rewards
Quality

Length of Time:
20 Minutes

Supplies:
Sufficient copies of the "What Do People Want From Their Jobs?" handout referenced in the Handouts section below.

When to Use:
To give participants an opportunity to discuss what employees really want from their jobs.

- Steps:**
1. Distribute copies of the "What Do People Want From Their Jobs?" handout.
 2. Split the group into break out groups of 3-5 people each. Ask each person to first individually rank the 10 items listed as far as their level of importance in contributing to employee morale. Rank the items from 1-10, assigning 10 to the most important item, 9 for #2, and so on, until all numbers are used. Place this ranking in the column marked "Individual".
 3. Then have each break out group total the individual weights within their group. Based on the group weightings rank the 10 items again and place the results under the column marked "Group".
 4. Explain to the group that this same exercise has been given to thousands of workers around the country. A comparison has been made of the related rankings of both employees and supervisory level workers. The results for a typical supervisory group (from highest to lowest ranking) is the following (have the participants mark these in the "Supervisors" column):

10. High wages
9. Job security
8. Promotion in the company
7. Good working conditions
6. Interesting work
5. Personal loyalty of supervisor

4. Tactful discipline
3. Full appreciation of work done
2. Help on personal problems
1. Feeling of being in of things

However, when non-supervisory employees were asked what affects their morale the most, their responses resulted in this ranking (again, have the participants mark these in the "Employee" column).

10. Full appreciation of work done
9. Feeling of being in on things
8. Help on personal problems
7. Job security
6. High wages
5. Interesting work
4. Promotion in the company
3. Personal loyalty of supervisor
2. Good working conditions
1. Tactful discipline

Note that the top three morale builders identified by the employees are the last three felt to be important by their supervisors.

Discussion Questions:

1. In comparing your group's ratings with that of other employees, what factors might account for differences in opinion?
2. What might account for the differences between the supervisory level evaluations and those of their employees?
3. If this exercise was performed in your department do you think the results would be similar? Why would or wouldn't they be?

WHAT DO PEOPLE WANT FROM THEIR JOBS?

Individual	Group	Factors	Supervisors	Employees
		High Wages		
		Job Security		
		Promotion in the Company		
		Good Working Conditions		
		Interesting Work		
		Personal Loyalty of Supervisor		
		Tactful Discipline		
		Full Appreciation of Work Done		
		Help on Personal Problems		
		Feeling of Being in on Things		

Name:

Wisdom Wall

Objectives: Brainstorming

Identify Business Objectives/Goals

Issue Identification

Planning

Prioritizing Information

Length of Time:

Facilitator sets parameter.

Supplies:

8.5" x 11" plain white and colored paper, color markers and masking tape or other wall adhesive.

When to Use:

To capture ideas from participants to form a common understanding of a concept. The combined feed back is the "Group Wisdom."

Steps:

1. The group is asked a focus question, i.e. "What characteristics does a good Supervisor possess?"
2. Participants are split into small groups of 2 or 3 to generate conversation around the focus question. They may submit several answers as a group.
3. Participants are asked to take a plain sheet of paper and a marker to jot the answer(s) down individually and press them onto the "wisdom wall."
4. Once all the answers are up on the wall, the facilitator groups like answers together, eliminating duplicates and asks the group to categorize the responses.
5. The facilitator takes a piece of paper of another color to jot down the category name and places it over the corresponding responses.

Results:

The resulting "Wisom Wall" represents the combined understanding of the group and is a good starting point to begin the facilitated session. The Wisdom Wall may be revisited during the session for updates, mods and can be used to summarize and close out the session.

Name:

Working as a Group

Objectives: Leadership

Team Building

Length of Time:

Variable depending of the group's needs/objectives

Supplies:

A written statement of the problem or question that you will have the groups work on.

When to Use:

1. To encourage a group to work together on a relatively non-crucial task, allowing them to become comfortable with one another and more able to work together on more crucial or complex tasks.
2. To demonstrate their issues related to the group dynamics, team building, problem solving, time-management, organization, and leadership.

Steps:

1. Break out the plenary group into smaller groups of 5-7.
2. Tell the groups that their task for the next 30 minutes (time is variable) is to come up with a solution to the question that you will give them. Clearly define what you are looking for as a result (presentation, written report, flipcharts).
3. Remind the groups that they are free to organize the work and their team as they see fit.
4. Present the teams with their tasks. This exercise becomes particularly effective if the problem which they are solving has relevance to the objectives of the session. Caution: Do not make this question too onerous or the teams will get bogged down into the details or into turf wars.
5. Observe the interaction between the team members.
6. When they have finished ask them to reflect on their experience of working with their team.
7. Answer some of the following questions:
 - a. Did someone emerge as a leader? Why?
 - b. What other roles were played within the group? What other roles needed to be played but received low priority?

- c. What problems did the group encounter? How were they overcome?
8. Don't forget to take up their solutions to the problem!

Results:

This exercise provides some good insights for the participants in regards to their working dynamics.

Name:

Workshop Ground Rules

Objectives: Conflict Resolution

Dysfunctional Behaviour

Opening the Session/Energizers

Team Building

Length of Time:

5 minutes

Supplies:

Basic set of ground rules on a flipchart, markers

When to Use:

Our experience is that some basic ground rules are necessary to ensure a positive, nurturing, protective environment for all participants.

Examples:

No sarcasm, since sarcasm is a major defeator of creativity

One conversation at a time since each person's contribution is important.

Steps:

1. Facilitator presents a flipchart listing some basic ground rules. They are explained.
2. The participants are asked if they want to add any. These are added.
3. The rules are discussed.
4. The facilitator will ensure that the participants are aware that they are expected to operate as a self-monitoring group.
5. These rules are for them to enforce, not the facilitator.
6. These rules will apply for the duration of this particular workshop.
7. The rules are posted for the rest of the workshop.

Basic Ground Rules

- o Respect start/stop times
- o All contributions are welcome
- o Titles are to be left outside the door
- o No sarcasm or personal attacks
- o There are no dumb ideas
- o No sidebar conversations

Name:

Workshop Overview

Objectives: Opening the Session/Energizers

Length of Time:

20 minute

Supplies:

"Diary Moments" sign, flip chart with ground rules and leadership roles

Steps:

1. Give opening remarks
2. Walk through of the agenda
3. Present ground rules
4. Explain logistics of workshop - cell phones, start/stop times, smote breaks, washrooms
5. Explain leadership roles - just before first exercises

Preparation:

1. Create tent cards with ground rules
2. Create wall chart with agenda
3. Prepare handouts and flip chart of leadership roles and corresponding responsibilities (facilitator, time keeper, scribe, presenter)

Results:

To give participants an overview of how the session will unfold, review agenda and ground rules, etc....

Tips:

Though this seems really basic, this type of detailed agenda for the facilitator ensures that the session has begun on the right foot, giving the participants all of the information that they need.

Name:

Yes, Experience Needed

Objectives: Decision Making

Opening the Session/Energizers

Length of Time:

20 minutes

Supplies:

2 brown paper "lunch bags"

1 dollar bill

1 paper cut the same dimensions as dollar bill

When to Use:

1. Making decisions involves more than just what's "immediately visible". Use this exercise to get folks thinking about "all the parts" required to make an educated decision.
2. Use to open sessions up with some creative thinking

Steps:

1. Divide larger groups into smaller groups of 6-8 people
2. Each group gets a set of 2 paper bags. One bag has the dollar. One bag has the piece of paper.
3. Tell each group there is a dollar in one of the bags and that they can have it if they can decide which bag it's in.
4. Have one person in each group write down all the different methods they used to decide which bag to open.
5. After 10 minutes, ask groups to re-gather and share their different methods.

Results:

People will use different methods to make a decision. This exercise gets folks thinking about some of them.

You need SOME factual information and SOME experience to make a truly informed decision.

Name: **Your Future Environment**

Objectives: Action
 Personal Development
 Quality
 Vision/Mission

Length of Time:
30 - 40 Minutes

Supplies:
Flip chart paper, 3 or 4 different colored markers, preprinted instructions if desired

When to Use:
After completing "The Environment You Work & Play In" exercise.

Steps:
"Now that you have drawn your current working environment, and spent some time thinking about the implications of this environment, some opportunities for improvement should be quite evident to you. Using this drawing you should now be able to see the opportunities for enhancing your environment. Record these opportunities.

This will aid you in getting a better idea of what you want and how to go about attaining it. This information will be most beneficial as you pursue these opportunities in the future."

Suggest that the participants prepare an action plan as follows

OPPORTUNITIES...

An area I have the opportunity to improve is:
The prioritized actions needed to ensure improvement in this area are:
The assistance I need to accomplish these actions is:

Name:

Your Space or Mine

Objectives: Communication

Length of Time:

15 Minutes

Supplies:

None

When to Use:

Exercise in Non-Verbal Communication and Personal Space

Steps:

1. Have each participant partner up with someone they don't know well in the room. The partners should begin by standing 5 feet apart.
2. One partner then begins to move forward one step at a time. Once that partner begins to invade the other person's personal bubble, have the partner moving in read their body language and then take one more step forward and try holding an eye to eye conversation. Then the partners should take two steps back and try the conversation once again.
3. Each participant should describe how they felt when the other invaded their space and how it felt to try and hold a conversation at that distance. This is an activity which will add to any seminar or presentation on body language and communication.

Results:

It will prove how difficult it is to communicate well when one or both people are distracted and uncomfortable in the situation.

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