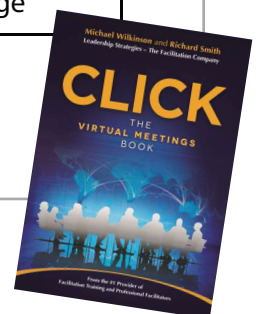


# Engagement Strategies - Ten Additions

We have included here ten additional engagement strategies not covered in **CLICK: The Virtual Meetings Book**. These tools are from our Advanced Facilitation Training class. They have been written for use in face-to-face meetings, but can be applied as well in virtual meetings.

Name	Type	Purpose
Appreciations	Closing	To close a session on a high positive by giving participants the opportunity to express appreciation
Elevator Speech	Reflecting	To have participants develop a short statement that summarizes the results of a session or other information
Forced Analogies	Generating Ideas	To provide a creative approach for a group to identify potential solutions to a problem
Future Letter	Closing	To encourage commitment to action
Introductions	Introduction	To have people become more familiar with one another
Journaling	Reflecting	To encourage individual involvement, engagement and learning transfer
Last Person Standing	Generating Ideas and Categorizing	To identify the most unique information or ideas in a short and energy filled period of time
More of/Less of	Generating Ideas	To help participants identify what is needed more of and less of from an organization in response to a likely change
Rotating Flip Charts	Reviewing	To review information that has been developed in breakout groups and have teams provide detailed feedback
Start/Stop/Continue	Generating Ideas	To help participants identify what they should start, stop or continue in response to a likely change



<b>Name</b>	<b>Appreciations</b>
<b>Type</b>	Closing
<b>Purpose</b>	To close a session on a high positive by giving participants the opportunity to express appreciation
<b>General Description</b>	In front of the entire group, the participants individually express appreciation by addressing another person in the second person (“I appreciate you for...”)
<b>Benefit</b>	<ul style="list-style-type: none"> <li>• Closes the session on a high positive note</li> <li>• Draws the team closer to one another through the expression of appreciation</li> </ul>
<b>Sample Words</b> (purpose, example if necessary, general directions, specific exceptions, questions, starting question)	<ul style="list-style-type: none"> <li>• <b>Clearly describe the purpose.</b> <i>We have come to the close of the session. Before we end, however, I would like to give everyone the opportunity to express appreciation to one person in the room. This will give the gift of acknowledgement in another what we see that he or she brings to the group.</i></li> <li>• <b>Give the instructions.</b> <i>I'm asking everyone to pick out one person in particular whose contributions during the session you very much appreciate. We will be starting with [Sean] and go around the room to the left. [Sean], you will call that person by name and then speak to that person in the second person. Avoid saying, “I want to appreciate [Doug] because <u>he</u>...” Instead, talk directly to the person as the feedback tends to be much more powerful that way – “[Doug], I want to appreciate <u>you</u> for...” Any questions?</i></li> <li>• <b>Ask your starting question and give reflection time.</b> <i>So, take 30 seconds to reflect back on the session. Perhaps think about that moment that you thought was most pivotal. Think about who was speaking or whose sharing you found most helpful or most significant. Take 30 seconds now to jot down that person's name and any notes about what you want to say.</i></li> <li>• <b>Get started.</b> <i>So, let's start with [Sean]. [Sean], call the name of the person you want to appreciate and tell that person directly what was helpful by saying, “You...”</i></li> </ul>
<b>Other Tips</b>	<ul style="list-style-type: none"> <li>• While you will be getting all views, it may be helpful to the group to start with someone who will readily have a response and who tends to be fairly positive in his/her reactions. This will allow the session to begin with a positive example.</li> </ul>

<b>Name</b>	<b>Elevator Speech*</b>
<b>Type</b>	Reflecting
<b>Purpose</b>	To have participants develop a short statement that summarizes the results of a session or other information
<b>General Description</b>	<p>An elevator speech is a short statement on a point you want to make presented in the time it takes an elevator to go from the first floor to the top floor of a building—about 30 seconds. The elevator speech should grab attention and deliver the key points in very few words.</p> <p>Participants develop their own elevator speech and share the speech in sub-groups.</p>
<b>Benefits</b>	<ul style="list-style-type: none"> <li>• Gets participants to focus on the most important information worth sharing</li> <li>• Prepares participants to share information with others following the session</li> </ul>
<b>Preparation</b>	Record on a flip chart, “Two things an elevator speech should do: inform and excite.”
<b>Sample Words</b> (purpose, example if necessary, general directions, specific exceptions, questions, starting question)	<ul style="list-style-type: none"> <li>• <b>Clearly describe the purpose.</b> <i>We are nearing the completion of our strategy session. Before we close out, however, it will be important for us to agree on what will be said to others following the session.</i></li> <li>• <b>Introduce the Elevator Speech.</b> <i>I would like to use the Elevator Speech process to help us define this. An elevator speech is a short statement on a point you want to make presented in the time it takes an elevator to go from the first floor to the top floor of a building—about 30 seconds. The elevator speech should grab attention and deliver your key points in very few words. Each one of us will create our own elevator speech.</i></li> <li>• <b>Define the key points.</b> <i>Before working individually, let’s together define the three, four or five key points that should be in the elevator speech. <b>Keep in mind that an elevator speech should do two things in particular: inform and excite.</b> In this case we should <b>inform</b> by telling people what happened at the retreat and <b>excite</b> by communicating what excites you most about what happened at the retreat. So, think about this retreat and what has occurred. Think about the things that excite you the most and the things that might excite people with whom you speak with about the retreat. What are the three-to-five points we might make in our elevator speeches.</i></li> <li>• <b>Give instructions.</b> <i>So, now that we have our key points, you are ready to work individually to develop your own elevator speech. Keep in mind that your elevator speech should be about 30 seconds and should</i></li> </ul>

Name	Elevator Speech*
	<p><i>focus on what happened and what excites you about it. You will have eight minutes. So, imagine that it's Monday morning, you get on the elevator, and someone on it who works for the company asks you, "How was the retreat?" Using the key points we identified, think about what you would say to that person and the words you would use to convey those points. Go ahead and get started now.</i></p> <ul style="list-style-type: none"> <li>• <b>Share the elevator speeches.</b> <i>Now that we have written our elevator speeches, let's review them in teams of four. Have all your team members read their elevator speech and pick one of the four to share with the entire group.</i></li> </ul>
<b>Other Tips</b>	<ul style="list-style-type: none"> <li>• As an alternative: following the Elevator Speech creation you can use Dyads/Triads or Think-Pair-Share as the vehicle for sharing the speeches.</li> <li>• Alternatively, you can have each participant stand in front of the group to give his/her elevator speech.</li> <li>• Be sure to have the group clap after each participant shares to keep the energy up.</li> </ul>

\*Adapted from, "How to Craft an Effective Elevator Speech" by Chris King

<b>Name</b>	<b>Forced Analogies</b>
<b>Type</b>	Generating Ideas
<b>Purpose</b>	To provide a creative approach for a group to identify potential solutions to a problem
<b>General Description</b>	The facilitator chooses an object that is completely unrelated to the issue under study. The facilitator asks the group to brainstorm ways that the issue is like the object. Once the brainstorm is complete, the participants go back to brainstorming solutions to the problem using the forced analogies as a starting point.
<b>Benefit</b>	<ul style="list-style-type: none"> <li>• Encourages groups to think outside the box and consider possibilities that might not be readily apparent</li> <li>• Provides a method to use to move groups or teams beyond the ideas they produced during basic brainstorming</li> </ul>
<b>Preparation</b>	Decide in advance the object you will use for the forced analogy.
<b>Sample Words</b> (purpose, example if necessary, general directions, specific exceptions, questions, starting question)	<ul style="list-style-type: none"> <li>• <b>Clearly describe the purpose.</b> <i>We have completed an initial brainstorm around ways to solve this problem. I would like to take a few minutes to see if we can help our minds think out of the box and, perhaps, come up with additional possibilities.</i></li> <li>• <b>Introduce Forced Analogies.</b> <i>The process I want to use is called Forced Analogies, where we compare our problem with an object. For example, if we were looking at ways to improve the hiring process, and the comparison object was hockey stick, I would ask, "How is our hiring process like a hockey stick?" And, someone might respond, "If we don't put the stick in the hands of people who know what they are doing, you will never score by getting the right people hired."</i></li> <li>• <b>Give directions.</b> <i>We will spend only about five minutes on this. I am going to ask the question, and we will go around the room answering. Feel free to pass, and we will go to the next person. I'll be scribbling down the answers as you give them.</i></li> <li>• <b>Start.</b> <i>[Jane], I am going to start with you. So, think about how this issue is like a [car]? In what ways is [issue] similar to a [car]? [Jane], get me started...</i></li> <li>• <b>Debrief.</b> <i>Now that we have finished our time, let's review our answers and see what other ideas occur to you for how we might address this issue. We said this issue is like a [car] in the follow ways...So, based on what we have said, what other ideas occur to you for solving this issue? Let's take five minutes in our groups to brainstorm additional ways to address this issue.</i></li> </ul>

<b>Name</b>	<b>Forced Analogies</b>
<b>Other Tips</b>	<ul style="list-style-type: none"><li>• Consider using teams for Forced Analogies once you get the first few answers.</li><li>• During the session, be sure to keep repeating the question, “How is this issue like a...” to keep it moving.</li></ul>

<b>Name</b>	<b>Future Letter</b>
<b>Type</b>	Closing
<b>Purpose</b>	To encourage commitment to action
<b>General Description</b>	Participants write a letter to themselves committing to take a specific action.
<b>Benefit</b>	<ul style="list-style-type: none"> <li>• Knowing that this letter will arrive is often a sufficient inspiration to keep their commitment alive and well</li> <li>• Receiving the letter will often rekindle any commitments that have deteriorated</li> </ul>
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Record on a flip chart samples of what a future letter should do as follows. Display when appropriate.  <i>Write a letter to yourself describing one or more of the following:</i> <ul style="list-style-type: none"> <li>○ <i>The commitment that you are making and why it is important to you and to your organization</i></li> <li>○ <i>How you are feeling at this moment and why</i></li> <li>○ <i>Any obstacles you may face in fulfilling your commitment despite your determination to make it happen</i></li> </ul> </li> </ul>
<b>Sample Words</b> (purpose, example if necessary, general directions, specific exceptions, questions, starting question)	<ul style="list-style-type: none"> <li>• <b>Clearly describe the purpose.</b> <i>The training session is complete, and now, it is time to commit to action. Research shows that when people commit in writing to take an action following training and then share that commitment with another person, the likelihood of the action actually being taken increases significantly. We would like to harness this power of intention by having you do just this.</i></li> <li>• <b>Give directions.</b> <i>We have just reviewed the key tools from the course. From this tool list, pick one that you will commit to using in the next 30 days to ensure you and your organization benefits from this class. TAKE five minutes to write a letter to yourself describing one or more of the following:</i> <ul style="list-style-type: none"> <li>○ The commitment that you are making and why it is important to you and your organization</li> <li>○ How you are feeling at this moment and why</li> <li>○ Any obstacles you may face in fulfilling your commitment despite your determination to make it happen</li> </ul> <i>Be sure to put your name on your letter and your e-mail address.</i> </li> <li>• <b>Explain what will happen next.</b> <i>I will collect the letters and we will be emailing them back to you in three to four months after the workshop. When you receive the e-mail, please take a few minutes to write back to us letting us know what you did.</i></li> </ul>
<b>Other Tips</b>	<ul style="list-style-type: none"> <li>• As an option, have people share their letters with either a partner or a small group to further reinforce the commitment before you collect the letters.</li> </ul>

<b>Name</b>	<b>Introductions</b>
<b>Type</b>	Introduction
<b>Purpose</b>	To have people become more familiar with one another
<b>General Description</b>	Near the beginning of the session, have people introduce themselves by giving answers to a series of questions. In advance of responding, give people a minute to record their responses to the questions so that they will be able to listen to others without being preoccupied with thinking about what they will say when it is their turn.
<b>Benefit</b>	<ul style="list-style-type: none"> <li>• Can serve to get people more comfortable with one another before engaging in the work of the session</li> </ul>
<b>Preparation</b>	<p>Have the questions you want answered on a flip chart and show the chart at the appropriate time. For example, your questions might be:</p> <ul style="list-style-type: none"> <li>○ Your name</li> <li>○ Your organization and role</li> <li>○ The most important thing you want to make sure happens in this session</li> </ul>
<p><b>Sample Words</b> (Purpose, example if necessary, general directions, specific exceptions, questions, starting question)</p>	<ul style="list-style-type: none"> <li>• <b>Clearly describe the purpose.</b> <i>We have gone over our session purpose, the key products we will be producing, the critical issues to be addressed, our agenda and ground rules. Let's take a few minutes now to find out who is in the room.</i></li> <li>• <b>Give general directions.</b> <i>In a minute, I would like to start with [Tom] and go around the room to [Tom's] left. We'll each have 30 seconds to answer the following questions:</i> <ul style="list-style-type: none"> <li>○ <i>Your name</i></li> <li>○ <i>Your organization and role</i></li> <li>○ <i>The most important thing you want to make sure happens in this session</i></li> </ul> </li> <li>• <b>Have people record their answers.</b> <i>I don't know about you, but in my experience, if I am the eighth person to do introductions, I will not hear anything the first seven people say because I will be busy thinking about what I will say when it's my turn! I don't want that to happen to any of you. I want you to be able to listen to everyone. So, take 30 seconds now to write down your answers to the questions that you see on the flip chart. And, then, we'll start with [Tom] and go forward.</i></li> <li>• <b>Give final directions and start.</b> <ul style="list-style-type: none"> <li>○ <i>Our time is up, so let's get started. Now, we want to hear from everyone. But, my experience with introductions has been that the first person typically takes about 15 seconds, and then, the time creeps. So, by the time it's the last person, it can be five minutes or so where we hear a life history, "I was born in a log cabin. At the age of six, I got my first bicycle..."</i></li> <li>○ <i>So, I'll use my trusty clock here. Let's see if we can limit the</i></li> </ul> </li> </ul>



Name	Introductions
	<p><i>introductions to 30 seconds. [Tom] is going to go first, and he'll have up to 30 seconds to introduce himself by answering the questions or saying whatever else he wants to say.</i></p> <ul style="list-style-type: none"> <li>○ <i>[Tom], if you hear the clock ring, that means you've gone over your time. Go ahead and finish your sentence, and we'll move on to the next person.</i></li> <li>○ <i>Any questions? Okay, let's get started...[Tom]?</i></li> </ul>
<b>Other Tips</b>	<ul style="list-style-type: none"> <li>• Consider answering the questions, yourself, either first or last.</li> <li>• As an alternative, you can do a form of Think-Pair-Share by having people pair up and share their introduction with their partner. Then, their partner introduces them to the rest of the group.</li> </ul>

<b>Name</b>	<b>Journaling</b>
<b>Type</b>	Reflecting
<b>Purpose</b>	To encourage individual involvement, engagement and learning transfer
<b>General Description</b>	While in class, participants keep a journal by recording notes about course content that is particularly significant to them.
<b>Benefit</b>	<ul style="list-style-type: none"> <li>• Participants document their thoughts and ideas throughout the class rather than waiting until the end, which encourages a more thoughtful experience of the session</li> <li>• The journal can be used for action planning after the course</li> <li>• The journal typically results in a more thoughtful response during the course evaluation because the participant is more inclined to remember impressions and experiences from early in the class</li> </ul>
<b>Sample Words</b> (purpose, example if necessary, general directions, specific exceptions, questions, starting question)	<ul style="list-style-type: none"> <li>• <b>Clearly describe the purpose.</b> <i>I don't know if you have had the experience that I have had, but there have been times when I was a student in a class and scribbled all my notes and key insights on the pages of the student manual; Then, several weeks after the class when I wanted to find a note that I had made, I had to go through the whole manual to find it. Let's not have this happen to you.</i></li> <li>• <b>Explain Journaling.</b> <ul style="list-style-type: none"> <li>○ <i>You have next to your manual something we call your Spring Forward Journal.</i></li> <li>○ <i>As we are going through the class, if a tool or technique in particular appeals to you, record it in your journal. If you have an idea about how you might use something, journal it. If a significant insight occurs to you about how you could have handled a prior situation differently, journal it. If there is something about the course you like, journal it. If you get someone's e-mail to follow up with, journal it. You get the point.</i></li> <li>○ <i>This way, all your important thoughts are in one place, and you know where to go to find them.</i></li> <li>○ <i>In addition, when it is time to evaluate the class and indicate what you liked about it and ways the class could have been improved, you will likely find answers in your journal. As well, if you are asked to identify an action you will take following the class, you will already likely have potential actions in your journal.</i></li> </ul> </li> </ul>
<b>Other Tips</b>	<ul style="list-style-type: none"> <li>• Physically, the journal can be the front and back of a single sheet, several sheets typed together, an 11x17 inch sheet folded in half or any other medium convenient for the participants.</li> </ul>

<b>Name</b>	<b>Last Person Standing</b>
<b>Type</b>	Generating Ideas and Categorizing
<b>Purpose</b>	To identify the most unique information or ideas in a short and energy-filled period of time
<b>General Description</b>	Following a Brainstorming activity, the team leaders take part in a lively activity to post the ideas without having a duplicate.
<b>Benefit</b>	<ul style="list-style-type: none"> <li>• Competitive and energetic approach to generate a unique list of responses</li> <li>• Especially effective during lull times (after lunch, mid-afternoon)</li> </ul>
<b>Preparation</b>	Have a chart prepared for placing the sticky notes.
<b>Sample Words</b> (purpose, example if necessary, general directions, specific exceptions, questions, starting question)	<ul style="list-style-type: none"> <li>• <b>Clearly describe the purpose.</b> <i>The purpose of this exercise is for us to identify as many different characteristics of [an energetic speaker] as we can.</i></li> <li>• <b>Provide an example.</b> <i>For example, if we were looking for characteristics of a great car, the list might include: excellent acceleration, great responsiveness, comfortable seating, fuel efficient, low maintenance cost, and top safety ratings. But, we are not talking about characteristics of a car. We want to build a list of [the characteristics of a great speaker].</i></li> <li>• <b>Pick team leaders.</b> <i>To do this, we will be using team leaders. Current team leaders, please hand the marker and sticky note pad on to someone on your team who hasn't been a team leader already.</i></li> <li>• <b>Brainstorm responses.</b> <i>New team leaders, you and your team will have two minutes to record as many [characteristics of a great speaker] as you can. Please note:</i> <ul style="list-style-type: none"> <li>○ <i>You have to use the marker and pad you have been given, nothing else.</i></li> <li>○ <i>One item per sticky note; so, if your team comes out with seven [characteristics], you will have seven sticky notes.</i></li> <li>○ <i>And, when the two minutes is up, your pen should be capped and in the air; otherwise, your team loses one response.</i></li> <li>○ <i>Any questions, team leaders?</i></li> </ul> </li> <li>• <b>Ask your starting question.</b> <i>So, think about times you were at a presentation or meeting, and the speaker was fantastic. Think about what it was that made those speakers so great. Think about what the speakers did, how the speakers did it, or whatever it was that made those speakers great. What are the characteristics of a great speaker? Team leaders, let's get started.</i></li> <li>• <b>Get team leaders up front and in line.</b> <ul style="list-style-type: none"> <li>○ <i>Team leaders, please gather all the sticky notes and come to</i></li> </ul> </li> </ul>

Name	Last Person Standing
	<p><i>the front of the room. The sooner you get here, the faster, but no running – we don't want to lose anyone!</i></p> <ul style="list-style-type: none"> <li>○ <i>This activity is called Last Person Standing. The team whose leader is the last person standing is declared the winner.</i></li> <li>○ <i>There is an advantage to going last, so the person who arrived up here first, you get to be the last person in line. The person who arrived second, please step in front of the last person in line and so on until we get to the person who arrived up front last - you are going to be first person in line.</i></li> </ul> <ul style="list-style-type: none"> <li>• <b>Give instructions for Last Person Standing.</b> <ul style="list-style-type: none"> <li>○ <i>In a minute, the first person in line will read an idea on one of his/her sticky notes, hand it to me and then go to the back of the line. I will repeat his/her sticky note and post it.</i></li> <li>○ <i>Then, the next person in line will read a different idea, hand it to me and go to the back of the line. I will post the sticky note.</i></li> <li>○ <i>However, if a person comes up and reads a sticky note that is a duplicate of something already posted, the audience will let the person know it is a duplicate by making an X with their arms and making a loud buzzer noise.</i></li> <li>○ <i>When a person gets a first X, I will take that sticking note but will not post it, and you will remain in the competition and go to the back of the line.</i></li> <li>○ <i>However, if a team leader gives a second duplicate, the team is eliminated, and the team leader will have to sit down.</i></li> <li>○ <i>We will continue to rotate through the team leaders until we have only one person left – the last person standing. This team will have been the one with the most unique answers and will be declared the winner.</i></li> <li>○ <i>Any questions?</i></li> </ul> </li> <li>• <b>Get started.</b> <ul style="list-style-type: none"> <li>○ <i>Okay, let's get started. First person in line, read your sticky note, hand it to me and go to the back of the line.</i></li> </ul> </li> </ul>
<b>Other Tips</b>	<ul style="list-style-type: none"> <li>• As you post the sticky notes, consider repeating them, so the audience is hearing the information twice. This will help both the audience and you with identifying duplicates.</li> <li>• To help you more easily identify duplicates, you may also want to have already created three or four sections on the flip chart that you can use to group similar sticky notes when you post them. For example, if the exercise is related to characteristics of a great speaker, you might use one of the sections for ideas related to voice, another for body, another for words said, another for behaviors, etc. By having the groupings, you will be able to more quickly find possible duplicates. If you use this approach, avoid writing the names of the categories on the flip chart, as this can distract the audience—they might be focusing on if they agree with how you are categorizing as opposed to focusing on what is being said.</li> </ul>

Name	Last Person Standing
	<ul style="list-style-type: none"> <li>• There will likely be times in Last Person Standing when the audience will buzz a duplicate, and the team will object. Consider using the following “appeal” process.               <ul style="list-style-type: none"> <li>○ Have someone from the team giving the response explain why it is not a duplicate, and then, have someone else explain why it is a duplicate.</li> <li>○ Ask for other comments if people have them (though you may have to limit the additional comments to two or three people to avoid taking too much time).</li> <li>○ Take a vote by raised voice (more energetic) or raised hand (more accurate). Let everyone know that people who are on the team with the possible duplicate answers are NOT permitted to vote.</li> <li>○ If raised voice is used, have those who think the answer is different and not a duplicate yell “Different;” then, have those who think the answer is a duplicate give the buzzer sound. The loudest group wins the appeal.</li> </ul> </li> </ul>

<b>Name</b>	<b>More of/Less of</b>
<b>Type</b>	Generating Ideas
<b>Purpose</b>	To help participants identify what is needed more of and less of from an organization in response to a likely change
<b>General Description</b>	Once a group defines a change (e.g., the creation of a new vision/mission, the development of operating norms, consensus on a strategic direction, decision to operate in a new market), the participants identify what the organization needs more of and less of to be successful in implementing the change.
<b>Benefit</b>	<ul style="list-style-type: none"> <li>• Defines changes in behaviors and attitudes required to implement a change</li> <li>• Helps identify key messages for communication strategies to influence outcomes</li> </ul>
<b>Preparation</b>	Title a flip chart page, "How We Must Change." Divide the chart into two by drawing a vertical line down the middle. Label one column "More of" and the other "Less of."
<b>Sample Words</b> (purpose, example if necessary, general directions, specific exceptions, questions, starting question)	<ul style="list-style-type: none"> <li>• <b>Clearly describe the purpose.</b> <i>Now that we have defined our new [vision], our next step is to define how we will need to change to make this new [vision] our reality. The way I would like to do this is to ask what we need more of and what we need less of if we are going to achieve our [vision].</i></li> <li>• <b>Provide an example.</b> <i>For example, if we were trying to become a nimble organization, in the "more of" category we might list, "delegated authority, continuous assessment of changes in customer needs," and the "less of" list might include, "requirement for multiple approvals, detailed studies before testing a concept."</i></li> <li>• <b>Provide directions.</b> <i>For our work, we want to understand what we must have more of and less of to achieve our [vision]. We will start by taking a minute for each person to record his/her own thoughts of what is needed more of and less of, and then, we will do a round-robin around the room to collect your thoughts.</i></li> <li>• <b>Ask the starting question.</b> <i>So, think about where we are today as an organization. Think about what we have to do differently to achieve our [vision]. Consider the things we will need to do more of and the things we will need to do less of. Go ahead now and write down what you believe we need more of and less of. Let's take two minutes to do this.</i></li> <li>• <b>Record responses.</b> <ul style="list-style-type: none"> <li>○ <i>Now that you have recorded your thoughts, let's hear them. I'm going to start with [Chris] and go around clockwise. If someone says one of your thoughts, just cross it from your</i></li> </ul> </li> </ul>

Name	More of/Less of
	<p><i>list. Feel free to pass when it comes to your turn. I'll be writing as we go.</i></p> <ul style="list-style-type: none"> <li>○ <i>Let's start first with the "more of" list. Get me started, [Chris] – what did you indicate as something we will need more of?</i></li> <li>○ <i>Since there are no additional "more of" thoughts, let's go to the "less of" list. Again, we'll start with [Chris], but let's go in the opposite direction this time. Get me started, [Chris] – what did you indicate as something we will need less of?</i></li> </ul>
<b>Other Tips</b>	<ul style="list-style-type: none"> <li>• As an alternative, consider using Dump and Clump or Last Person Standing to have participants work in breakout groups to identify the "more of" and "less of." With both of these methods, you will not have to record the responses since they will already be on sticky notes.</li> </ul>

<b>Name</b>	<b>Rotating Flip Charts</b>
<b>Type</b>	Reviewing
<b>Purpose</b>	To review information that has been developed in breakout groups and have teams provide detailed feedback
<b>General Description</b>	After teams have worked in breakout groups to record responses to a question on a flip chart, teams rotate to the next chart, identify what they like (by placing a check mark in their assigned pen color), and add recommendations for improvement (by marking an "X" and writing the improvement on a sticky note posted on the flip chart). After three-five minutes working on one chart, teams rotate to the next team's chart to do the same and so on. When teams reach their original chart, they reflect on the comments of others and decide which to incorporate.
<b>Benefit</b>	<ul style="list-style-type: none"> <li>• More feedback and better quality feedback than a standard process in which teams present their work because small groups tend to feel a greater responsibility to focus and provide comments than when a presentation is done in a large group</li> </ul>
<b>Preparation</b>	Have the flip charts for the breakout groups spaced evenly around the room to allow room for teams to work on them during the rotation.
<b>Sample Words</b> (purpose, example if necessary, general directions, specific exceptions, questions, starting question)	<ul style="list-style-type: none"> <li>• <b>Clearly describe the purpose.</b> <i>Now that we have completed the [draft of the objectives for each goal], it is time for us to review the work that was done. We will use a process called Rotating Flip Charts for this.</i></li> <li>• <b>Select team leaders and set up for the first rotation.</b> <ul style="list-style-type: none"> <li>○ <i>We will need new team leaders. So, current team leaders, please pass the pad and marker on to another member of your team who will serve as team leader for this activity.</i></li> <li>○ <i>I need all team members to stand and go to their own flip chart. Team leaders, you should bring your team's marker and sticky note pad with you.</i></li> <li>○ <i>Now, would each team rotate and move to the flip chart to your right.</i></li> </ul> </li> <li>• <b>Explain the process.</b> <ul style="list-style-type: none"> <li>○ <i>You will have [five] minutes at this chart to indicate what you like, add to it or make recommendations for changes.</i></li> <li>○ <i>If your team likes an objective, put a check mark next to it.</i></li> <li>○ <i>If your team doesn't like the objective or target, put an "X" mark next to it, write a sticky note that gives your team's recommendation for how to fix it, and place the sticky note next to the item you don't like. Writing a sticky note that explains what is wrong with the objective is NOT helpful. We want your note to explain how to fix it.</i></li> <li>○ <i>If you want to add an objective, do so.</i></li> <li>○ <i>At the end of the [five] minutes, every objective should have a check mark or an "X" mark next to it in your team's assigned</i></li> </ul> </li> </ul>



Name	Rotating Flip Charts
	<p><i>pen color. And, each "X" mark must have a sticky note explaining how to fix it. You will then rotate to the next chart to the right.</i></p> <ul style="list-style-type: none"> <li>○ <i>Any questions? Okay, let's get started.</i></li> <li>• <b>Give instruction to rotate to the next chart and so on.</b> <ul style="list-style-type: none"> <li>○ <i>The [five] minutes is up. Teams, would you rotate to the next chart? Once more, you have [five] minutes. Be sure also to place a check mark or an "X" mark on anything on the chart including sticky notes and items written. And, remember, anytime you make an "X" mark, place a sticky note on the chart that explains how to fix it.</i></li> <li>○ <i>Now that the five minutes is up, time to rotate again...</i></li> </ul> </li> <li>• <b>Explain how to process the sticky notes on your team's chart.</b> <ul style="list-style-type: none"> <li>○ <i>Now that you have rotated back to your own chart, review each of the sticky notes. If you agree with the comment, mark it, "YES." This will tell the documenter to make this change. If you disagree, mark the sticking note "NO," and these will be the ones we will discuss as an entire group.</i></li> </ul> </li> <li>• <b>Decide on the NOs.</b> <ul style="list-style-type: none"> <li>○ <i>Since everyone has reviewed all the charts, all we need to do is resolve the differences.</i></li> <li>○ <i>Let's take the first goal area, which was done by the [RED] team. Any "NOs" from this team?</i></li> <li>○ <i>Okay, the first "NO" was to a comment made by the [GREEN] team. Listen closely, everyone, because we will have to decide whether to make the recommended change or not. [GREEN] team, please take just a few seconds to explain what you meant by the comment.</i></li> <li>○ <i>Now, [RED] team, you said, "NO," to this. I would like someone from your team to explain why.</i></li> <li>○ <i>So, we have heard from the team making the suggestion, and we heard why the suggestion was rejected. Any comments from anyone before we call the question and go with the majority of the group?</i></li> <li>○ <i>Those in favor of making the change suggested? Those in favor of not making the change? Okay, we've made a decision. Let's move on.</i></li> <li>○ <i>Any other "NOs" here? If not, let's give the team a hand and move on to the next team...</i></li> </ul> </li> </ul>
<b>Other Tips</b>	<p>There may be cases in which a team said, "NO," to a change, but the whole group voted "YES" and over-ruled the team. In these cases, be sure to change the "NO" on the sticky note to a "YES" for documentation purposes.</p>

<b>Name</b>	<b>Start/Stop/Continue</b>
<b>Type</b>	Generating Ideas
<b>Purpose</b>	To help participants identify what they should start, stop or continue in response to a likely change
<b>General Description</b>	<p>Similar to More of/Less of, once a group defines a change (e.g., the creation of a new vision/mission, the development of operating norms, consensus on a strategic direction, decision to operate in a new market), the participants identify what the organization, or what they, themselves, will:</p> <ul style="list-style-type: none"> <li>○ Start (things they commit to start doing based on the change),</li> <li>○ Stop (things they commit to stop doing), and</li> <li>○ Continue (things they commit to continue doing).</li> </ul>
<b>Benefit</b>	<ul style="list-style-type: none"> <li>• Defines changes in behaviors and attitudes required to implement a change</li> <li>• Helps identify key messages for communication strategies to influence outcomes</li> </ul>
<b>Sample Words</b> (purpose, example if necessary, general directions, specific exceptions, questions, starting question)	<ul style="list-style-type: none"> <li>• <b>Clearly describe the purpose.</b> <i>We have covered a lot of important items in this afternoon's session. What I would like us to do for the next few minutes is to each make a list of at least one thing that each of us will commit to start, stop and continue based on this session.</i></li> <li>• <b>Give an example.</b> <i>For example, if we had just listened to a presentation on physical fitness, one of us might commit to <b>start</b> exercising each day, to <b>stop</b> eating that candy bar each day, and to <b>continue</b> the time we spend each day tracking our caloric input.</i></li> <li>• <b>Give directions.</b> <i>Well, we did not talk about physical fitness today, but we discussed [how each of us will become more effective leaders of our respective teams.] So, for the next [five] minutes, I would like us to each take the time to comprise a list of at least one thing that we will start, at least one thing will stop and at least one thing we will continue to improve our individual leadership skills in the next six months. Any questions?</i></li> <li>• <b>Give the starting question.</b> <i>Okay, think about each presentation we listened to over the course of the afternoon. From [John's] discussion on ways leaders make a difference to [Sally's] talk about the Ten Commandments for Managers.....What are those things that resonated for you personally? What are those things that you will make a personal commitment to start doing? To stop doing? And, to continue doing?....What are the things that will make each of us a better leader and move our organization forward in an exciting way? Please identify now at least one item in each of our three categories: start/stop/continue.</i></li> </ul>

Name	Start/Stop/Continue
<b>Other Tips</b>	<ul style="list-style-type: none"><li>• This exercise can be done individually or in breakout groups.</li><li>• If the exercise is done individually, you can use Dyads/Triads to review the results.</li><li>• If the information is collected in groups, consider using Dump and Clump, Last Person Standing, Rotating Flip Charts, or the standard break out, report back process to review the information.</li></ul>