

# *Leadership Strategies*

---

# Engagement Strategies

From The Advanced  
Facilitators Workshop



56 Perimeter Center East #103  
Atlanta, Georgia 30346  
770.454.1440  
[www.leadstrat.com](http://www.leadstrat.com)

**Copyright (c) *Leadership Strategies, Inc.* 2007**

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of *Leadership Strategies, Inc.*

## Engagement Strategies Summary

Name	Purpose
Basic Brainstorming	To generate a large number of ideas
Brainstorming with Post-Its	To generate a large number of ideas
Brief Encounters	For participants to get feedback from others on their ideas
Dot Voting	To narrow a list or select items from a list
Dump and Clump	Gather information and then categorize that information.
Dyads/Triads	To generate ideas or answers in groups
Elevator Speech	Participant summary of content
Forced Analogies	To use once a group has brainstormed ideas, and the group is running out of ideas
Future Letter	To assure transfer of training
Group Questioning	Surfaces all the questions participants have after a presentation
Introductions	To open the class
Journaling	To encourage individual involvement and participation.
Last Person Standing	Identify the most unique information or ideas in a short and energy-filled period of time.
More Of or Less Of	Helps the participants evaluate an approach or a change
Rotating Flipcharts	Gather information with the ability to get input and/or review of content by other teams/individuals.
Start/Stop/Continue	Provide an opportunity for reflection and commitment to action by group and/or individual.
Talking Stick	Promote discussion and listening
Think-Pair-Share	Gather information in groups of two to three and share in a crisp, concise manner.
Whip	To determine whether individual participants are in favor of an idea or to allow participants to express their feelings about something.

<b>Name</b>	<b>Basic Brainstorming</b>
<b>Type</b>	Generating Ideas
<b>Purpose</b>	To generate a large number of ideas
<b>General Description</b>	<p>Brainstorming is a method used in groups or teams to generate large numbers of ideas. It is widely used in facilitation. The process prescribes a series of steps used to stimulate high levels of creativity.</p> <ul style="list-style-type: none"> <li>• Ways we can apply what we have just learned</li> <li>• Possible negative behaviors we might see from employees during change</li> <li>• Employee issues that should be referred to the EAP (Employee Assistance Program)</li> <li>• Types of conflict in the organization</li> </ul>
<b>Benefit</b>	<ul style="list-style-type: none"> <li>• Group involvement</li> <li>• Group generated ideas around the topic area specified</li> </ul>
<b>Sample Words</b> (purpose, example if necessary, general directions, specific instructions, questions, starting question)	<ul style="list-style-type: none"> <li>• Clearly identify the objective for the brainstorming session. “Today we are learning about how to improve communication. Since we all work together, let’s talk about how to improve communication between the branches. When you contribute an idea, be sure to clarify how your idea will improve communication. For example, don’t just say, ‘We should install a new phone system.’ Also add... ‘that will allow us to leave personal phone mail for each other.’”</li> <li>• Allow "think" time.</li> <li>• The more ideas the better.  This should be a fast-paced activity. Keep the process moving by asking for more ideas: “Who’s next? OK, give me another idea. What else?”</li> <li>• No judgment or criticism.  Remind participants of this rule as often as necessary. Do not let criticism go by without comment.</li> <li>• Hitchhike - build on ideas.  Encourage participants to use, modify, expand, etc. the ideas of other participants.</li> <li>• Post ideas.  Use all the ideas suggested for documenting lists.</li> </ul>

<b>Name</b>	<b>Basic Brainstorming</b>
	<ul style="list-style-type: none"><li>• After the brainstorming, group or prioritize the data.</li></ul>
<b>Other Tips</b>	<ul style="list-style-type: none"><li>• Use brainstorming instead of listing when it is necessary to stimulate creativity in the idea/thought process.</li><li>• The ideas collected can be used as part of a discussion, or they can be prioritized and used later as part of a formal or informal decision making process.</li></ul>

<b>Name</b>	<b>Brainstorming with Post-Its</b>
<b>Type</b>	Generating Ideas
<b>Purpose</b>	To generate a large number of ideas
<b>General Description</b>	Same as Basic Brainstorming except that the ideas are collected in groups or teams
<b>Benefit</b>	<ul style="list-style-type: none"> <li>• Collect and document a lot of information in a short period of time</li> </ul>
<b>Sample Words</b> (purpose, example if necessary, general directions, specific instructions, questions, starting question)	<p>Now that it is clear what we are being asked to do, our next step is to focus on the area we will be addressing. (<i>Check off agenda</i>)</p> <p>(<i>Starting question</i>)                  We have already said that the purpose of our session is to _____. In a few minutes we will build a list of the key issues that need to be addressed in this session if we are going to achieve this objective. To do this, <b>let's use our teams</b>. For this meeting we have divided the group into ### teams. We have the RED team over here (Red team are you there?) , the Blue team...</p> <p>To help in the team process, I need a volunteer from each team to stand. Volunteer please grab the pad and colored marker in one hand, and with your other hand touch the shoulder of one of your teammates. Please hand this person the pad and marker. The person you are touching is the <b>TEAM LEADER</b> for this exercise. Volunteers you can sit down, thank you.</p> <p>I have instructions for Team Leaders and Team Members. <b>Team Leader instructions</b> first: You and your team will have two minutes to identify as many issues as you can related to our objective. There are only three rules.</p> <ol style="list-style-type: none"> <li>1. You must use the pen you have been given and the pad you have been given and only these.</li> <li>2. Only one item per post-it. You can have as many items as you please.</li> <li>3. When the two minutes is up and the clock rings, your pen must be capped, otherwise you will lose two issues.</li> </ol> <p><b>Team Member instructions:</b> Your job is to contribute. So, think about our objective for a minute, the things we are doing well, the things we need to do better. If we are going to improve things in this area, there are many issues we will have to address. We want to list these. Any questions? <b>Remember quantity and quality counts.</b> What are the key issues we need to address? Team Leaders, the clock is ticking...</p>

Name	Brainstorming with Post-Its
	<p>Now, let's see how many responses we have from each team and at the same time do introductions. Let's go first with the Red Team and start with the person who is on the Team Leader's left, and have each person on the team give his/her name and organization. After the Team Leader gives his/her name, let us know how many issues your team came up with... So it looks like our quantity award goes to the ...Team. Let's give them a hand!</p> <p>That's the QUANTITY award, now let's check the QUALITY award shall we? Let's start with the winning team. There first issue is _____. Let's put that in a category. What is a broad name that other similar issues might fall in? Let's move on the next item...Now that we have finished that team, let's move on to the next team...</p> <p>Now that all the post-its have been grouped, it looks like the RED Team shows up in __ groups, the BLUE Team in __ groups. So the quality award goes to the ____ Team. Let's give them a hand!</p>

<b>Name</b>	<b>Brief Encounters</b>
<b>Type</b>	Generating Ideas
<b>Purpose</b>	For participants to get feedback from others on their ideas
<b>General Description</b>	Brief Encounters is a fast-paced activity that pairs participants for brief periods of time. In the time allotted (usually 10 minutes), participants pose a prepared question to others in the class and record their answers.
<b>Benefit</b>	<ul style="list-style-type: none"> <li>• Gets participants up and moving</li> <li>• Allows participants to get considerable input into an idea</li> <li>• Gives participants an opportunity to hear about and make recommendations on the issues of others</li> </ul>
<b>Sample Words</b> (Purpose, example if necessary, general directions, specific instructions, questions, starting question)	<ul style="list-style-type: none"> <li>• The facilitator instructs the participants to develop a personal question (e.g., “How do I give constructive feedback without sounding judgmental.”)</li> <li>• In 10 minutes, the participants engage in as many one-on-one conversations as possible in which each asks and receives answers. Responding to the answers is specifically discouraged.</li> </ul>

<b>Name</b>	<b>Dot Voting</b>
<b>Type</b>	Categorizing
<b>Purpose</b>	To narrow a list or select items from a list
<b>General Description</b>	<p>Dot Voting is a way to conduct a straw poll or vote or select the most important or popular item from a list.</p> <p>Use it to narrow an original list to a workable number of items.</p>
<b>Benefit</b>	Fast, quick way to determine the most important items on a list
<b>Sample Words</b> (purpose, example if necessary, general directions, specific instructions, questions, starting question)	<p>Directions:</p> <ol style="list-style-type: none"> <li>1. Generate a list of items. Use a listing or brainstorming technique.</li> <li>2. Combine two or more similar items.</li> <li>3. Renumber items if necessary.</li> <li>4. Select several items from the list. (Each member gets multiple votes equal to 1/3 of the total number of items.) Use checks or colored, sticky-dots.</li> <li>5. Tally the votes.</li> <li>6. Eliminate items with the fewest votes.</li> <li>7. Repeat steps 3 through 6 with the remaining items on the list. Continue until the list is pared down to the desired size.</li> </ol>
<b>Other Tips</b>	<p>Variation:</p> <ul style="list-style-type: none"> <li>• The process described above allows the group to select the “best” item, solution, root cause, etc. You may also want to consider other characteristics such as: easiest to implement, cheapest, can be implemented without outside help.</li> <li>• Give participants another set of dots (in a different color), and let them vote on this second characteristic.</li> <li>• You may ultimately select items off the list by comparing votes for the “best” solution with votes for the “other” characteristic.</li> </ul>

<b>Name</b>	<b>Dump and Clump</b>
<b>Type</b>	Generating Ideas
<b>Purpose</b>	Gather information and then categorize that information.
<b>General Description</b>	Each individual or team prepares their items for a list (e.g., what are all of the steps in the hiring process; what are my objectives for this session) or a brainstorming activity (e.g., where we might plan our company outing). These items are collected (dumped) and then organized in categories (clumped).
<b>Benefit</b>	An approach to get many people involved, develop and organize a large amount of input in a timely and organized manner.
<b>Sample Words</b> (purpose, example if necessary, general directions, specific instructions, questions, starting question)	<p>You just heard about what our objectives of this session are; what is even more important are those key issues that you would like to cover so that we ensure this session will be a productive use of your time.</p> <p>So, while we are completing this Strategic Plan, I would like to get your input about those key issues that you would like to ensure we cover as a part of this Strategic Plan so that you will know it has addressed the areas you see as important to you.</p> <p>Any questions?</p> <p>OK, imagine it is Wednesday afternoon and we have just completed our session. You are on your way to your car to start on your way back home. One of your colleagues approaches you and says, “Well, what did you think about the Strategic Planning session?” You reflect and tell them, “Well I really enjoyed this new approach, It was engaging and the time really went by fast; but, you know there were a few items I really had hoped we would address that we really never got to.....”</p> <p>What are those items that you had hoped we would address?</p>

<b>Name</b>	<b>Dyads / Triads</b>
<b>Type</b>	Breakout Groups
<b>Purpose</b>	To generate ideas or answers in groups
<b>General Description</b>	<ul style="list-style-type: none"><li>• The facilitator asks a question.</li><li>• The participants have a few minutes to jot down their own responses.</li><li>• The participants, in groups of two or three, share their views with the others in their groups.</li></ul>
<b>Benefit</b>	<ul style="list-style-type: none"><li>• Provides an opportunity for each participant to share views, without requiring the time of going one participant at a time.</li></ul>
<b>Other Tips</b>	<ul style="list-style-type: none"><li>• In some cases, the facilitator might encourage further discussion in the small groups.</li></ul>

<b>Name</b>	<b>Elevator Speech*</b>
<b>Type</b>	Individual Activity
<b>Purpose</b>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Participant summary of content</li> </ul>
<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 top floor to the first floor or vice versa.--- about 60 seconds. The presentation should grab attention and say a lot in a few words.</p> <p>It can be used to review content of a module or section. Assign each participant a different topic.</p> <p>It can be used to collect each participant’s opinion or understanding of the same concept or idea.</p>
<b>Benefit</b>	<ul style="list-style-type: none"> <li>• Takes very little time and gets all ideas or points of view on the table</li> <li>• Keeps participants from sharing too much information or being repetitive</li> </ul>
<b>Sample Words</b> (purpose, example if necessary, general directions, specific instructions, questions, starting question)	<p>Example...</p> <p>“We’ve just covered the nine principles of effective communication. I’d like each of you to choose one principle. Choose the one you think is most critical. Create a one-minute elevator speech to convince your classmates that you have picked the most important principle.”</p>
<b>Other Tips</b>	<ul style="list-style-type: none"> <li>• Have participants stand in front of the group to give their elevator speech.</li> <li>• Clap as each participant finishes.</li> </ul>

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 use once a group has brainstormed ideas, and the group is running out of ideas
<b>General Description</b>	A method used to move groups or teams beyond the ideas they produced during Basic Brainstorming.
<b>Benefit</b>	Forces groups to think out of the box and consider possibilities that might not be readily apparent.
<b>Sample Words</b> (purpose, example if necessary, general directions, specific instructions, questions, starting question)	<p>Choose an object, which does not seem to fit the problem.</p> <p>For example...</p> <ul style="list-style-type: none"> <li>• The facilitator might ask: “How is this problem like a parachute, hockey puck, a river, etc.”</li> <li>• An example of a response might include “like a river, all of our effort seems to be going downhill”.</li> </ul> <p>After you have produced these new analogies, return to your original list of ideas to look for new connections.</p>

<b>Name</b>	<b>Future Letter</b>
<b>Type</b>	Action Planning
<b>Purpose</b>	To assure transfer of training
<b>General Description</b>	Participants write a letter to themselves committing to use their new skills when they return to work.
<b>Benefit</b>	Trainees are inspired to use the training content back on the job.
<b>Sample Words</b> (purpose, example if necessary, general directions, specific instructions, questions, starting question)	<p>When a workshop or team building session is complete and people have developed an action or commitment on how they will change their behavior, have each person write a letter addressed to themselves that explains:</p> <ul style="list-style-type: none"> <li>- how they are feeling at the moment and why</li> <li>- the commitment that they have just made and why it is important to them and to their organization</li> <li>- their recognition of the obstacles that they may face to fulfilling their commitment but their determination to make it happen</li> </ul> <ul style="list-style-type: none"> <li>• Collect all of the self-addressed letters and tell everyone that you will mail them out to the participants three to four months after the workshop.</li> <li>• Despite the best of intentions, people often get buried when they return to the workplace and the positive vibes from the workshop wane with the passage of time.</li> <li>• Knowing that this letter will arrive is often a sufficient inspiration to keep their commitment alive and well. Receiving the letter will often rekindle any commitments that have deteriorated.</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 them.</li> </ul>

<b>Name</b>	<b>Group Questioning</b>
<b>Type</b>	Breakout Groups
<b>Purpose</b>	Surfaces all the questions participants have after a presentation
<b>General Description</b>	<ul style="list-style-type: none"><li>• Following a presentation, the facilitator asks tables to identify the questions they would like answered.</li><li>• The facilitator then gives each team 1-5 minutes to ask as many of the questions they would like.</li><li>• Alternatively, the facilitator can have each team ask one question.</li><li>• If time permits, another rotation is done.</li></ul>
<b>Benefit</b>	<ul style="list-style-type: none"><li>• Prevents one person's questions from dominating the discussion</li><li>• Empowers the group to ensure that the most important questions are being asked</li></ul>
<b>Other Tips</b>	<ul style="list-style-type: none"><li>• Take one question at a time from each group so that no group dominates the discussion.</li></ul>

<b>Name</b>	<b>Introductions</b>
<b>Type</b>	Individual Activity
<b>Purpose</b>	To open the class
<b>General Description</b>	Participants introduce themselves to the class.
<b>Benefit</b>	<ul style="list-style-type: none"> <li>• Class bonding</li> <li>• Participants can better understand questions other participants ask and comments they make.</li> </ul>
<b>Sample Words</b> (purpose, example if necessary, general directions, specific instructions, questions, starting question)	<p style="text-align: center;"><b>INTRODUCE YOUR NEIGHBOR</b></p> <p>Hello, I'm _____ from _____ . What most people don't know about me, but should, is _____ . Do you remember _____ (name of person just before you)? S/he is from _____ (company/department name) and feels you should know _____ .</p> <p style="text-align: center;"><b>TWO TRUTHS AND A LIE</b></p> <ol style="list-style-type: none"> <li>1. Giving your name _____ .</li> <li>2. Telling the group three things about yourself (two of these are true, one is a lie).                  _____                  _____                  _____</li> <li>3. The group guesses which is the lie.</li> </ol>

<b>Name</b>	<b>Journaling</b>
<b>Type</b>	Action Planning
<b>Purpose</b>	To encourage individual involvement and participation.
<b>General Description</b>	Participants keep a journal during the class, recording 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 program.</li> <li>• The journal can be used for action planning after the course.</li> </ul>
<b>Sample Words</b> (purpose, example if necessary, general directions, specific instructions, questions, starting question)	<p>Ask each participant to keep a journal about the subject matter of the workshop that extends for more than one day.</p> <p>In the evenings new awareness could be recorded and any other thoughts about the day's proceedings. These notes would stimulate thinking and discussion in the subsequent sessions.</p>

<b>Name</b>	<b>Last Person Standing</b>
<b>Type</b>	Gather information; generating unique items for a list or ideas.
<b>Purpose</b>	Identify the most unique information or ideas in a short and energy-filled period of time.
<b>General Description</b>	Teams (or individuals) are asked to gather as much input as they can. Then the Team Leader has a competition with other Team Leaders to determine which team has the most number of unique ideas. (All other participants act as the judges to help identify the duplicates.)
<b>Benefit</b>	Competitive and energetic approach to infuse energy into the session. Especially good during those lull times of the day.
<b>Sample Words</b> (purpose, example if necessary, general directions, specific instructions, questions, starting question)	<p>The purpose of this exercise is for us to identify as many different characteristics of (an energetic speaker) as we can.</p> <p>For example, if we were looking for a list of all of the automobile models that we could think of, we would be looking for a list that would include items like Taurus, Impala, Escort, Escalade, Jetta, 626, etc. But we are not.....</p> <p>What we are doing is identifying the characteristics of an energetic speaker. So, think about the last time you were at a meeting or presentation and a speaker began his presentation. Right away he simply “got you!” I mean he captured you attention, you were almost on the edge of your chair because of his approach.</p> <p>Let’s write each of those characteristics, one per post-it note that just made the speaker make you just listen to what he/she was saying....</p>
<b>Other Tips</b>	<p>Each team leader is asked to come to the front of the room and one-by-one, team-by-team they post their answers to a flip chart. For example, Team Leader #1 posts one answer and moves to the back of the line, then Team Leader #2 posts one answer and moves to the back of the line, etc. While the Team Leaders are posting their answers, ask the audience to identify duplicates by raising crossed arms and saying “oonk.” This helps to keep the entire group engaged.</p> <p>When a duplicate is identified, the facilitator collects that post-it and the Team Leader goes to the back of the line. The second duplicate eliminates that team. By using color post-its by team, it is clear when the 2<sup>nd</sup> duplicate is identified.</p>

Name	More Of / Less Of
<b>Type</b>	Generating Ideas
<b>Purpose</b>	Helps the participants evaluate an approach or a change
<b>General Description</b>	<p>This exercise is a good companion to Visioning activities. The group should have already generated a good description of what a desired state would look and feel like they are ready to get more specific as to the types of mindsets and behaviors needed to create the desired state and the ones that would be barriers.</p> <p><i>Example...</i></p> <p>The course content teaches Job Enrichment techniques that push decision-making authority down to the employee level.</p>
<b>Benefit</b>	<ul style="list-style-type: none"> <li>• It helps identify key messages for communication strategies to influence outcomes.</li> <li>• It also helps identify evaluation criteria for measuring success of an initiative.</li> </ul>
<b>Sample Words</b> (purpose, example if necessary, general directions, specific instructions, questions, starting question)	<p>Divide a flipchart into two by drawing a vertical line down the middle. Title the chart “Mindsets &amp; Attitudes” and one column “More of” and the other “Less of” then ask the group to brainstorm answers to the following question:</p> <p>“Now that we have in our minds the picture of what (desired state) looks like, what attitudes and mindsets would we need more of or less of in order to get there?”</p> <ul style="list-style-type: none"> <li>• Be sure to help participants focus on attitudes and mindsets, not policies, practices, or other things that would go into some other category.</li> <li>• Generate a similar list of behaviors using the same technique. Be sure to help participants focus on behaviors (action + object).</li> </ul>

<b>Name</b>	<b>Rotating Flip Charts</b>
<b>Type</b>	Breakout Groups
<b>Purpose</b>	Gather information with the ability to get input and/or review of content by other teams/individuals.
<b>General Description</b>	Groups prepare a flip chart. After initial information is completed teams rotate amongst flip charts to provide their feedback and recommendations on other team's information.
<b>Benefit</b>	Sharing information in a crisp and concise manner. Allows many participants/teams to provide and review/revise information.
<b>Sample Words</b> (purpose, example if necessary, general directions, specific instructions, questions, starting question)	<p>Next, we are going to determine our recommended yardsticks for each goal area that we just agreed upon. In other words, we will determine how we want to measure our progress against these goals (e.g., dollars of revenue, % increase of revenue, market share, etc.)</p> <p>Example...</p> <p>If we were going to decide what yardstick we would use to measure our progress on a car trip from Boston to Miami, we might suggest to measure that progress by miles traveled or hours in the car; either would be yardsticks on which to measure or track our progress.</p> <p>But we are not planning a trip. We have just identified the ("x") goal areas that we have agreed to consider our broad areas on which to focus for our planning horizon. What we are going to do is ask Team #1 to identify their recommended yardsticks for (goal area #1; e.g., Products); Team #2 will be identifying yardsticks for goal area #2; e.g., employees); Team # 3.....</p> <p>Any questions?</p> <p>OK, if each team will move to their flip chart with their marker and post-its, I would like you to think about the goal area you have been assigned. Think about the different approaches you might be able to use to track progress against this goal....the things you would look at and say, "Yes, we are on the right track..."or that you would be able to comment on as follows, "Hey, you know this is telling us that we need to make adjustments to achieve this goal...." What are the tools you would use to clearly measure where you are against this goal?</p>
<b>Other Tips</b>	Allow between five to ten minutes for each team to build their initial lists (based on complexity, team size, etc.). At the end of the building of this initial list, ask each team to rotate to the next flip chart with their marker and post-its. Then have that team indicate that they agree with the prior teams list by placing a check by that item or, if they do not agree, place a post-it by that item and enhance/revise it so that

Name	<b>Rotating Flip Charts</b>
	<p>they would agree.. (By using the team markers and post-its it is clear which team provide their feedback on each item.)</p> <p>Rotate as many times as necessary. By providing one complete rotation, all teams/individuals will have had the opportunity to provide their input on all items.</p> <p>This is another fast-paced, comprehensive way to get all participants involved in a meaningful way.</p>

<b>Name</b>	<b>Start/Stop/Continue</b>
<b>Type</b>	Review and action planning.
<b>Purpose</b>	Provide an opportunity for reflection and commitment to action by group and/or individual.
<b>General Description</b>	After a meeting or training session, facilitator asks each team/individual to reflect upon what was discussed or topic covered in that session. Each group/individual is then asked to compile a list of those things they plan to Start (things they commit to start doing, based on the session), Stop (things they commit to stop doing, based on the session), and Continue (things they commit to continue doing, based on the session).
<b>Benefit</b>	An approach to introspectively or collectively plan action based on items discussed in a session.
<b>Sample Words</b> (purpose, example if necessary, general directions, specific instructions, questions, starting question)	<p>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 one thing that each of us will commit to Start/Stop and Continue based on this session.</p> <p>For example, if we had just listened to a presentation on physical fitness, one of us might commit to Start exercising each day; to Stop eating that candy bar each day; and to Continue the time we spend each day tracking our caloric input.</p> <p>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 one thing that we will each Start/Stop/Continue to improve our individual leadership skills in the next six months.</p> <p>Any questions?</p> <p>OK, think about each presentation we listened to over the course of the afternoon. From John’s discussion to ways leaders make a difference to Sally’s talk about the Ten Commandments for Managers.....what are those things that resonated for you personally? Those things that you will make a personal commitment to Start doing? To Stop doing? And to Continue doing?....that will make each of us a better leader and move our organization forward in an exciting way?</p>
<b>Other Tips</b>	This exercise can be done individually and then shared with the entire audience. Or shared by smaller teams once the individual lists are compiled. If time is short, these lists can be used for a future one-on-one with each individual’s manager.

<b>Name</b>	<b>Talking Stick</b>
<b>Type</b>	Action Planning
<b>Purpose</b>	Promote discussion and listening
<b>General Description</b>	Participants verbally commit to actions coming from what they have learned during the program.
<b>Benefit</b>	Encourages thoughtful consideration of ideas and a sense of community
<b>Sample Words</b> (purpose, example if necessary, general directions, specific instructions, questions, starting question)	<p>The facilitator asks a question. The participants stand in a circle, with a stick in the middle of the circle. One person starts by walking into the circle, picking up the stick and responds to the question, and hands the stick to the next person who steps in the circle.</p> <p>Possible Questions:</p> <ul style="list-style-type: none"> <li>• What are you taking away from this session?</li> <li>• What are you willing to commit to the group?</li> </ul>

<b>Name</b>	<b>Think-Pair-Share</b>
<b>Type</b>	Sharing information amongst participants.
<b>Purpose</b>	Gather information in groups of two to three and share in a crisp, concise manner.
<b>General Description</b>	The entire group is paired in smaller groups of two or three. Each pair/small group shares some information with each other and then participant #1 shares with the group at large the information participant #2 shared with them and vice versa.
<b>Benefit</b>	Crisp approach to have information concisely shared in smaller groups and then summarized for the entire group (e.g., introducing participants).
<b>Sample Words</b> (purpose, example if necessary, general directions, specific instructions, questions, starting question)	<p>The purpose of our next topic will be to go around the room and introduce ourselves to the group.</p> <p>We will do this a little differently – I have found this to be a very nice way to get the group to know one another as well as accomplish these introductions in a timely fashion. So if we can go around the room and pair off in (two’s or three’s etc.).....</p> <p>I am now going to give us two minutes to introduce ourselves to our partners. At the end of these two minutes, we will then go around the room and ask each participant to introduce their partner to the entire group – taking about one minute per introduction. Let’s see if we can’t include the following general information.....</p> <p>Any questions?</p> <p>Great, let’s get started .....</p>
<b>Other Tips</b>	<p>Provide guidance on information you would like to include in the introduction using a Flip Chart or Power Point slide. Items such as:</p> <ul style="list-style-type: none"> <li>• Current role</li> <li>• Length of time with organization</li> <li>• Biggest challenge</li> <li>• One little known fact about yourself</li> </ul>

<b>Name</b>	<b>Whip</b>
<b>Type</b>	Individual Activity
<b>Purpose</b>	To determine whether individual participants are in favor of an idea or to allow participants to express their feelings about something.
<b>General Description</b>	The facilitator rotates around the room to get short responses from each participant regarding some element of the training.
<b>Benefit</b>	<ul style="list-style-type: none"> <li>• Quick way to take the temperature of the group</li> <li>• Fast way to determine how a group feels about an idea or approach</li> </ul>
<b>Sample Words</b> (purpose, example if necessary, general directions, specific instructions, questions, starting question)	<p>“We have just discussed the new performance appraisal system. Let’s go around the room, and one-at-a-time, you can react to what you have just seen. Here are the rules:</p> <ul style="list-style-type: none"> <li>• You can only use one word or a short phrase to describe your reaction to the new system.</li> </ul> <p>Let’s start with Fred. Go.”</p>