

ODN Facilitators Playground Showcase

January 8, 2020

“The Pencil Exercise”

Sarah Shively

The warmup exercise I shared is from Ideo.

This exercise is intended to get the creative juices flowing for an ideation jam.

1. Take a pencil, pen, other simple item and place it for all to observe.
2. Give people several minutes to ask questions about the pencil—no wrong questions, no goal, just ask away.
3. That’s it. Done.
4. Variations—give extra time to allow for late bloomers. Allow questions to be written for introverts. Can work in a chat room for Zoom meetings or similar.

Choose Happiness @ Work

Kim Menig

The resource I shared was the [Choose Happiness @ Work](#) card game & facilitation tool, created by Scott Crabtree at Happy Brain Science. If anyone from ODN would like to purchase Choose Happiness @ Work online, they're welcome to e-mail me at kim@happybrainscience.com to receive a **30% off** discount code. Additional info about the scientific sources for the game and instructions about how to play can be found [here](#), and info about how to use the cards to crowdsource organizational challenges & solutions can be found [here](#).

Know, Want to Know, Learned

Andrew Rose

<http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html>

Using Big Paper

Helen Spector

With the advent of White Boards and tablets for recording in meetings, I would like to make the case for using chart paper and markers in cases where you want to encourage broad thinking and deeper exploration of an issue or topic.

General rationale for paper recording:

- Any meeting can benefit from recording the “group memory” of what is said, both for reference and to support the unfolding discussion.
- The impact of recording what a person says as they say it allows that person to stay present to what comes after their contribution without worrying about whether anyone will remember it.
- It also builds trust in those waiting to speak that what they say will get posted.
- Once a white board gets full, it needs to be erased to make space for more recording. Taking a picture of it before erasing does not keep the contents

visible during subsequent discussion and makes it hard to retrieve or remember what was said earlier in the discussion.

- Recording on a tablet makes a good record for after the meeting but does not allow for easy reference back to what has been said.

For brainstorming, visioning and exploring a topic broadly and in depth, large paper—even huge pieces of paper—allow for ideas to continue to flow and depth to develop in the exploration, by making space available for whatever comes.

- As a discussion develops, smaller pieces of recording paper create an unconscious sense in the participants that there is limited “space” for additional input and they begin to self-censor.
- Large paper allows for spacing thoughts out and for adding additional elements to those thoughts as they emerge.
- Large paper enables the connection between thoughts to emerge and get shown without obscuring the words and images already recorded.
- Paper on the wall allows for participants to add their own input themselves, creating greater ownership of the final product.
- Recording on paper on the wall supports clustering of ideas and details around important items. (self-organizing clusters, as people offer up their thoughts and say where they want them placed, etc.)
- Paper recording supports prioritizing (with dots or other markers) by the entire group, so that a large and complex “Map” can become a document showing the level of importance the group holds for the various recorded elements and their connections.
- Paper recording on the wall makes carrying one segment’s development and thinking forward through several segments, helping to create a visual flow and showing development of ideas.

There is much more to this than these elements, but this is a good start

Logistical Tips for recording on the wall with BIG PAPER:

- If you have access to a roll of poster paper with a dimension of 4', use a piece at least 4'x6', and ideally 4' by 8' or 10'. You can usually find this paper at artist supply stores. Sometimes you can also find rolls at Teacher Supply stores and independent toy stores (rolls that go with kids' easels)
- If you only have standard chart paper, use 2, 3 or 4+ sheets to make a larger recording space.
- Painters' tape or Artists' tape will protect your painted walls and freshly opened rolls will have enough "stick" to hold for the duration of your activity.
- Use lots of tape, not just at the corners, and smooth the surface as you post. Pre-tear/cut the tape so you have it to use as you post the paper.
- If the paper is large, roll it onto the wall, taping as you go, first the initial side, then across the top, then down the sides and across the bottom.
- If possible, have a spotter who can tell you if the paper is posted level, or if you need to adjust it, within the first foot or 2 of posting, so you can adjust it before the whole piece is taped to the wall.
- Use Water-based markers if you can find them. They will not leak through the paper onto the wall, and you can wash the ink off your hands (and clothing) as needed.
- If you are using permanent markers, double post paper to protect the wall.
- If you will have several recording activities, plan the sequence of them and then post paper for them all at the beginning. Starting with the last activity, post that paper first on the wall, then the remaining papers in reverse order, so that you will have them ready and won't need to stop the meeting to hang more paper.
- If you have planned for breaks between segments of the meeting, only post the wall chart paper for each segment, and move them around during the break, so you can have paper prepared for each segment as you need it.
- Number each page in a segment in advance as you post them, so you will have the sequence information for reference.
- Erasers: Have a fresh page of Avery labels to use to "correct" spelling errors and to correct recording when someone asks you to change what you have posted. They come in many sizes and can make a big difference in how your charts look.

Resources for further information:

- Flipchart recording: [Flipcharts: How to draw them and how to use them](#) Richard C. Brandt
- From the Guru: [Visual Meetings: how Graphics, Sticky Notes and Idea Mapping Can Transform Group Productivity](#) by Davie Sibbet
- Trainings: The Grove Consultants International www.thegrove.com

	“POWER OF WORDS”
Contributor	Nadine Ambrose
Source	Unknown (Possibly a cert workshop that I went to years ago.)
Time to facilitate	5 minutes Any size group
Materials Needed/participant	Pen or Pencil 3 small pieces of paper
Description	<p>Where they are seated, ASK each person to find three small pieces of paper that they can write on.</p> <p>EXPLAIN: “I will be asking you to write down three items, one on each piece of paper. These items are personal to you and do not need to be shared with others. So just play along with me and be honest in your answers.” <i>(Say the following with emphasis, maybe a bit of drama.)</i></p> <ol style="list-style-type: none"> 1. “On one piece of paper please write a food that you cannot eat, no matter how much you may try, it is absolutely not going to go down your throat. For whatever reason you do not like this food and/or it makes you sick just to think about it.” <i>(My example is Lima Beans! Yuck!!!) Make sure everyone has written this down.</i> “Please fold this into a smaller shape, write ‘#1’ on it and set it aside.” 2. “Next piece of paper, please write down a bug or critter that you are either terrified of or just detest, again for whatever reason. If you never see another one of these again it is perfectly alright for your existence. Absolutely CREEPS You Out! Got it? Please fold this piece up, write ‘#2’ on it and set it aside.” 3. “Great! Next, let’s change gears a bit and get into feeling good again. On this third piece of paper, please write down the name of someone VERY SPECIAL to you. This person has made an enormous difference in your life. When you think of them it is warm and loving thoughts that come to mind, or an immense amount of respect. This person is the most near and dear to your heart. OK, you know the drill, once done, fold it up, write ‘#3’ on it.” 4. “Ok, Now we will do a bit of therapy for ourselves. Take your #1 folded piece of paper. Remember this is the food that you detest. Place it on the floor and I am giving you permission to STOMP this food out of your life! You will never have to eat this food again! Enjoy and Stomp it well!” <i>(This should be done playfully and they should have a little fun. Make sure everyone does this.)</i> 5. “Next, #2, this creepy thing is something you now have control over, STOMP this bug/critter out of your life. It will never, ever come to scare you again! How does that feel? Feel good? Feeling relief??? Yay!” 6. “Last one, Take piece of paper #3, go ahead, STOMP, stomp on that piece of paper too!”... <i>(What usually happens here is the participants’ faces change to more serious and concerned expressions. Very few if any will do this step. Bingo! When they can’t stomp,) ASK:</i> Hey, what’s going on, why aren’t you stomping?” <i>This is the Aha! moment when they realize they cannot step on their loved one.</i> CONTINUE: “But it is only a piece of paper, why can’t you do the same stomp?” 7. DEBRIEF: Discuss the value of words. How the words carry meaning to each of us, as a group, individually, etc...
Concepts	<ul style="list-style-type: none"> • Communication, Honoring Others, How words do make a difference.
Tips for maximum effectiveness	<ul style="list-style-type: none"> • Keep it quick, no need to linger on any one step, just make sure everyone participates for the learning. • Be playful in the delivery. Seriousness comes in at the debrief. • Remember the debrief on communication is about two-way; what words mean to us and about how our words may affect others in/from their experiences.

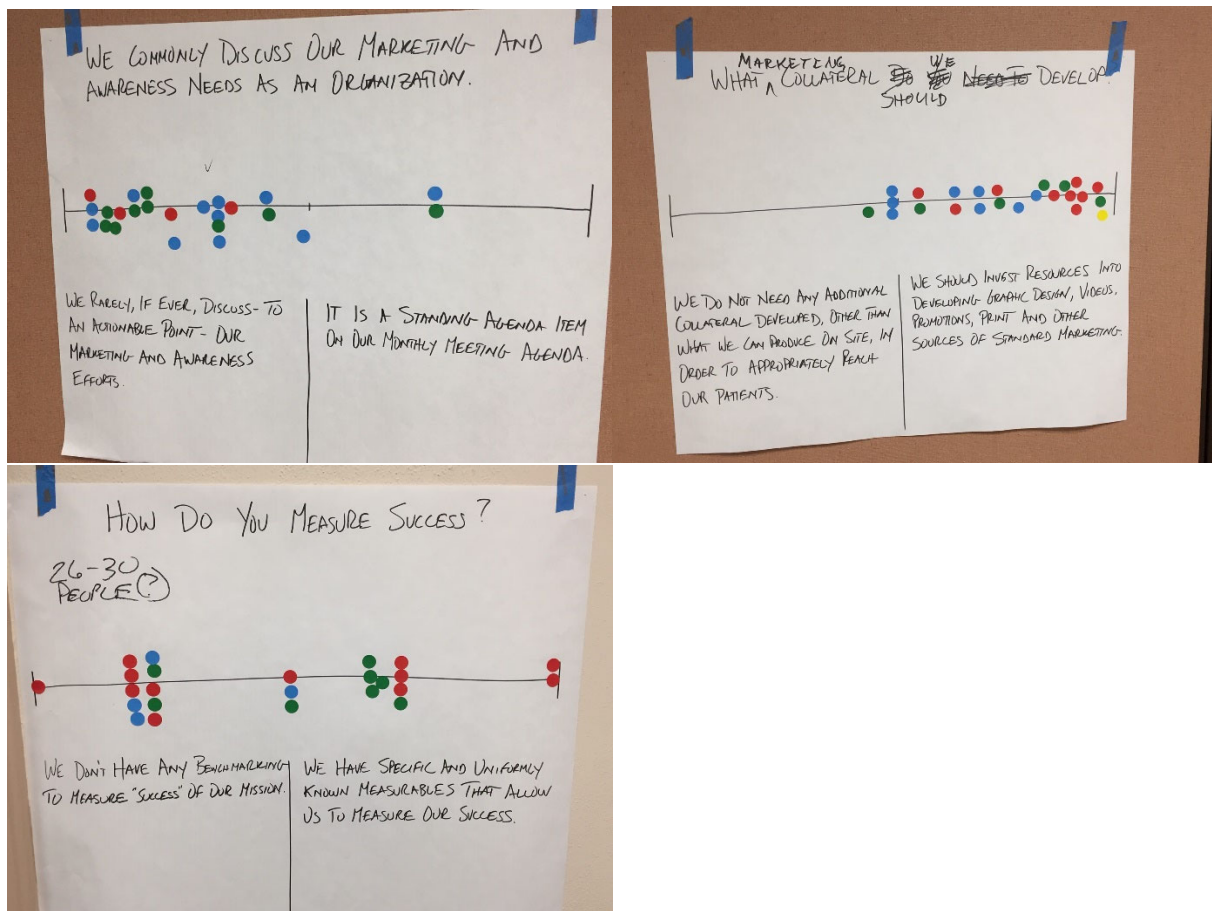
Spectrum Opinion Polling

Gary Langenwalter

Spectrum opinion polling is a tool to help a group see where their opinions converge and diverge on a given topic. To use it label the top of a flipchart pages with a topic, such as “Our onboarding process for new board members fully prepares them to be effective.” Then draw a horizontal line, putting a label on each end. For this example, the left side would be “Not at all”, and the right side would be “Completely”. Give each participant 3 dots and have them place the dots on the line. After all the dots are placed, facilitate discussion by the group:

1. What does this tell you? (concentrated, dispersed, etc.)
2. Are there any outliers? If so, would that person share why they placed their dot where they did? (For example, notice the outliers on the right side of the left flipchart. Each person had 3 dots, all of which were the same color, so 2 different people put dots on the right side.)
3. Are the dots where we want them to be?
4. Is there anything we should do to follow up on this topic?

You should probably use several questions. You can ask the same question in two different ways, and put other questions in between so that people will probably not realize that you’re doing it. Then observe whether the answers are consistent or not.



Interactive Practice Using a Performance Review Scale

Tim Eannarino

Below is a screenshot of the PowerPoint slide used to set up the activity.

ACHIEVEMENT LEVEL ACTIVITY

Four Employees

- Chris**
Administrative
- Angel**
Individual Contributor
- Jamie**
Manager/Supervisor
- Alex**
Individual Contributor

Sample quotes
from their year-end performance evaluation

1. SMART Goal Results
2. Competencies
3. Development Activities
4. Values

Two Activity Goals

1. Assign an Achievement Level to each item
2. Decide on an Overall Achievement Level

OVERALL ACHIEVEMENT LEVEL

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Following are screenshots of the Leader's Guide that explains how to facilitate the activity. Use the elements of your performance review system to customize this idea for your organization.

Important: Ask the participants, one at a time, to come to the front of the room, explain what rating they feel the person deserves based on the quote(s) they were given, see if everyone agrees, and then post it to the wall once they have agreement from the group. The facilitator guides the discussion and clarifies any policy points that come up.

The overall strategy in this approach is to help leaders understand the rating scale so they can easily explain it to their team members. It is also an opportunity for HR to hear their thinking and address any concerns or questions about the scale.

TRAINER NOTES: Activity summary

BEFORE CLASS

1. **Print** these pages, one-sided, and in color.
2. **Setup**

1. Before the class, tape these items to a large wall in your classroom. Allow for as much space between the items as possible. Refer to the setup photo.
 1. The name signs in a column on the left,
 2. The Achievement Levels across the top, and
 3. The Overall Achievement Level sign as the top of the right column.
2. Leave the performance review text signs and Achievement Levels in separate piles so you can easily access them when you need them in class.
3. Precut 28 balls of tape for use during the activity. This will speed up the process of placing items on the wall during the class.

MATERIALS:

- Color copies of the following pages
- Tape for posting items to the wall.

GOAL: Encourage discussion about the Achievement Levels, clarify the distinctions between the levels, make the point it is not a rating formula, and understand how to decide upon an Overall Achievement Level.

CONDUCT THE ACTIVITY *(This is a summary. Refer to the PowerPoint notes for full instructions.)*

1. Explain that this is an interactive activity to help leaders develop their understandings of the Achievement Levels and how to apply them to a performance evaluation.
2. Give participants one of the performance review text samples and encourage them to come and tape it to the wall where they feel it should go. Refer to the solution. Assist as needed.
3. Debrief by making sure all items are where they belong. Move items as needed and explain why you are moving it. Use this to create discussion.
4. Next, ask participants to look at the pattern (trend) of the performance text and Achievement levels and assign the Overall Achievement Levels. Encourage discussion.

TRAINER NOTES: Starting Setup



The evaluation text is now taped to the agreed upon spot in the grid. The quoted performance review text on each sheet exemplifies a well written entry that typifies the rating.

TRAINER NOTES: Correctly placed evaluation text

Exceeds Expectations, A Role Model

Met Expectations, Proficient, Completed

Partially Met Expectations, Developing, In Progress

Not Met Expectations, Inconsistent, Not Started, Needs Improvement

OVERALL ACHIEVEMENT LEVEL

Chris
Administrative

Chris was a role model in development.
Chris immediately adapts to changes in the job and the work environment as needed by effectively balancing demands and time on ever-changing priorities.
I can rely on Chris to take feedback well and to take a different work approach or style when it is needed to meet the needs of the situation.
Chris models Flexibility for the team.

While working on the ABC project, Chris faced an unexpected technical challenge and demonstrated Adaptability by suggesting a new approach that met the customer's deadlines and needs.
This creative idea avoided a delay in the process.

The BX project was delayed due to a problem sourcing materials.
This goal was not started and will be added as a goal for the next fiscal year.

Angel
Individual Contributor

Angel successfully foresees our customers' needs.
This allows her to resolve situations in a timely manner and build customer loyalty.

Angel is always looking for ways to make improvements in interpersonal communication and is open to receiving feedback in this area of performance.
Angel read two books on communication and participated in an online class this year.

There are times when Angel hesitates to make challenging decisions.
Angel always ensures that the appropriate people are included in the decision making process, though her over-analyzed decisions and this caused delays.

Jamie
Manager/Supervisor

Jamie proactively took many steps to improve production processes for the team over the past year.
The steps were innovative and resulted in a 15% productivity gain for the team.

Jamie quickly assumes a strong leadership role when action is needed and influences others to perform better.
However, stronger leadership can be exhibited with more follow through. One occasion, delaying in responding to employee needs resulted in a lack of trust and inefficiencies in production.

This year there was a 5% increase in the number of reportable incidents on Jamie's team.
During investigations, it was learned that team members do not feel comfortable reporting their concerns about potential safety issues.
Jamie needs to take actions to improve this perception.

Alex
Individual Contributor

Alex is well liked by the members of our team and treats all employees and customers in a respectful manner.

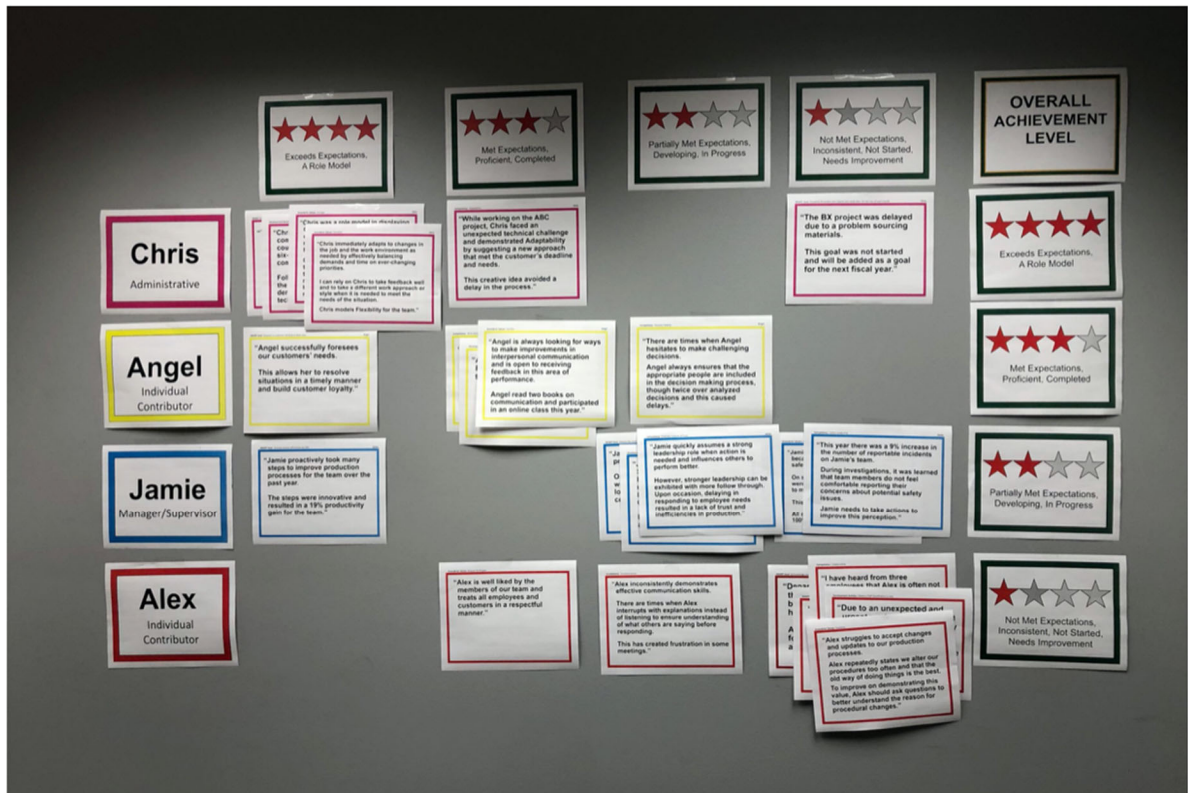
Alex inconsistently demonstrates effective communication skills.
There are times when Alex interrupts with explanations instead of listening to ensure understanding of what others are saying before responding.
This has created frustration in some meetings.

I have heard from three team members that Alex is often not listening.
Due to an unexpected audit, Alex struggles to accept changes and updates to our production processes.
Alex repeatedly states we alter our procedures too often and that the old way of doing things is the best. To improve on demonstrating this value, Alex should ask questions to better understand the reason for procedural changes.

Here is the solution including the assignment of an overall rating:

TRAINER NOTES: Adding in the Overall Achievement Levels

(This is the final act in this activity)



2) Software: GameShowPro - a Highly Interactive Way to Communicate Dull Content

I've used this easy-to-use software to build effective and crowd-pleasing classes on labor law and human resources procedures.

<http://learningware.com/gameshowpro/index.html>

Please include my contact information.

I welcome inquires on this and my methods.

- Tim Eannarino

- tim.eannarino@gmail.com

- 206 245-4322

Future Search Conference

Dan Vetter

Unfortunately I don't have any written documentation on the **Future Search Conference** method which features the *timeline* exercise that we tried out during our showcase, but there is a ton of information on the internet. A good place to start is: <http://futuresearch.net/about/methodology/> This walks through (at a very high level) the flow of a 3-day FS conference.

There is also a nice 5-page summary

here: http://collectivewisdominitiative.com/papers/pioneers_dialogue/08_future.pdf

Food Fight

DJ Jaeger

When you need to brainstorm or land on a final topic, this blended and engaging approach can help achieve quick group decision making.

1. Split the group into 2 or 3 teams
2. Assign a scribe for each team
3. Give teams 2 minutes to come up with a consensus for their idea (could be a fav food and why or a resolution to a problem at hand)
4. Have scribe or volunteer from each team come up and give them 1 to 2 minutes to present their best case/solution simultaneously to the greater group
5. Have the entire group vote on which of the ideas/topics/presentations "won"

The Neil Diamond Effect

Cathey Armillas

Whenever we speak to an audience we have to understand that there's an invisible wall between us and them. It's our job to break down that wall and one of the best ways to do that is to directly engage with the audience.

Neil Diamond was a pro at that. Not only is he one of the most talented singer/songwriters of all time, he's also a true performer at heart. I once saw him in concert on Mother's Day in Seattle and he blew the crowd away with a technique I never forget. In the middle of the concert, he stopped the show to talk about his Mom and his childhood growing up in Brooklyn. He talked fondly of his 96 year-old Mom and how she was a rock in his life. He then told the crowd, "My Mom said to blow you a kiss!" and he then got down on one knee and serenaded an older woman who was in the crowd. The entire arena reacted. You could feel the air getting sucked out and people emotionally connecting to Neil Diamond in this moment.

Witnessing this left me with 2 lessons that I learned to incorporate into my speaking:

1) Engage with your audience to emotionally connect with them. Don't leave that invisible wall up between you and them.

2) Speak to one, speak to all. Anything you do to 1 person in an audience, you are doing to everyone else. If you make them feel great, you'll make everyone feel great. If you embarrass them, you'll make everyone feel embarrassed, and more than likely, angry.

If you can engage your audience in a powerful way, they will be emotionally connected to you and therefore a lot more open to your content. And that is how you can incorporate the Neil Diamond Effect.