

Textra Game

(Content Source: Printed materials)

A *textra game* combines the effective organization of well-written documents with the motivational impact of games. Participants read a handout and play a game that uses peer pressure and peer support to encourage recall and transfer of what they read.

Sample Textra Game:

LEADERSHIP LIBRARY

The training objective for this activity is to apply leadership principles in a day-to-day setting.

Flow:

1. Collect several practical books on leadership.
2. Ask each participant to select and read one of the books, looking for six immediately applicable guidelines or principles.
3. After a suitable pause, ask each participant to find a partner and share the guidelines.
4. Ask each pair to join another pair and share the practical principles from different books.
5. Ask each team of four to select the most useful leadership principle and present it to the entire group.

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Replay Activity

(Content Source: Audio recordings)

A **replay activity** enhances the instructional value of audio recordings. In a typical replay activity, participants listen to an audio recording (for example, a podcast) and participate in an exercise that involves evaluation, analysis, synthesis, application, and similar processes.

Sample Replay Activity

EMPATHIC RESPONSES

The training objective for this replay activity is to respond with empathy and understanding during hostile telephone conversation with abusive customers.

Flow:

1. Assemble three or four different sets of empathic conversations with hostile customers. Set up listening stations with these sets of conversations.
2. Organize teams and assign each team to a workstation. Ask team members to carefully listen to the audio, replay it as needed, take notes, analyze the conversation, and come up with a checklist of effective empathic behaviors demonstrated by customer service representatives in these conversations.
3. Reorganize the teams in such a way that each new team includes a member from each of the original teams.
4. Ask members of the new teams to share their checklist items and develop an improved checklist.
5. Ask participants to prepare posters listing their checklist items and display them for review by other teams.
6. Invite participants to plan for personal application of selected checklist items.

Double Exposure Activity

(Content Source: Video recordings)

A *double exposure activity* enhances the instructional value of video recordings. In a typical double exposure activity, participants watch a video recording and play one or more games that help review and apply the new concepts and skills.

Sample Double Exposure Activity

DIVERSITY SOAP

The training objective for this double exposure activity is to gain empathy for alternative perceptions of people from other cultures.

Flow:

1. Select a short video segment (example: a soap opera) from some other country or culture.
2. Before showing the video, assign different key characters to each participant. Ask participants to pay particular attention to the behaviors of this character in the video.
3. After the video, assemble participants into same-character teams and have them rewrite the story from that character's point of view.
4. Ask teams to present the different versions.
5. Debrief by focusing on individual and cultural differences.

4-Door Approach

(Content Source: Online information)

The **4-door approach** uses four metaphorical doors: library, playground, café, and assessment center. This approach combines the effective organization of online documents (in the library), with the motivational impact of web-based games (in the playground), the power of collaborative learning (in the café), and authentic performance tests (in the assessment center).

Sample 4-D Approach Activity:

BUSINESS PROPOSAL

The training objective for this e-learning activity is to prepare a business proposal for a client.

Flow:

1. Ask participants to visit the online library and read articles about business proposals, review different sample proposals, and learn to use proposal templates.
2. Ask participants to visit the playground and play Flash-based games that test and improve their mastery of the principles and procedures that they learned in the library.
3. Ask participants to visit the café and discuss open-ended questions related to the content of the library materials.
4. Encourage participants to visit these three different locations (library, playground, and café) any number of times and in any sequence.
5. Ask participants to visit the assessment center and take a performance test to demonstrate their ability to write a business proposal for a real-world client.

Object Lesson

(Content Source: *Real Objects*)

An **object lesson** incorporates physical objects and equipment as a main source of training content. Working individually or in teams, participants explore the components and functions of the object. As a result, they master different motor skills and knowledge associated with effective use of the object.

Sample Object Lesson

MAKE A CALL

The training objective for this object lesson is for all team members to effectively use the new iPhone® device supplied to them.

Flow:

1. Organize the participants into teams of three to five members.
2. Distribute an iPhone® to each team.
3. Distribute a printed assignment sheet to each participant. This assignment requires team members to browse the Internet, find the latest population figure for a specific city, and a call a telephone number, and present this information.
4. In each team, ask the tallest person to take hold of the iPhone and tries to figure out how to accomplish the task through trial and error. Prohibit other team members from touching the device but encourage them to offer suggestions to the person with the iPhone®.
5. At the end of 3 minutes, ask the team member to hand over the iPhone® to the next team member who continues to figure out how to accomplish the tasks. Repeat this procedure once every 3 minutes.
6. The phone number listed in the assignment sheet is your cell phone number. When a team succeeds in calling you, check the information they had retrieved from the Internet and congratulate them.
7. At the end of the activity, distribute copies of a job aid on how to use the iPhone®. Encourage participants to continue mastering the various uses of the device at their own pace.

Field Studies and Expeditions

(Content Source: *The environment that surrounds the participants*)

Field studies and expeditions require participants to explore the environment of another country, culture, or organization. Participants are given a set of objectives to achieve, information to collect, or objects to gather. In the process of completing these tasks, participants acquire new knowledge about the environment and new skills for relating to it.

Sample Field Study:

A FAST FIELD TRIP

The training objectives for this field study is to collect, analyze, and apply new employee orientation techniques.

1. Fast food franchises face the unique challenge of replacing their employees and training new ones, almost once every week. Make arrangements with local fast food restaurants to permit your participants to undergo a typical new-employee orientation session. Prepare a checklist of information to be collected (such as *What techniques are used to speed up the orientation process* and *How is on-the-job training integrated with the orientation session*) by each individual participant from the restaurant to which she is assigned.
2. Ask each participant to attend the orientation session behaving just like any other new employee.
3. After the orientation session, encourage your participants to collect additional information by interviewing the trainers, restaurant managers, and new employees.
3. Assemble all participants for a debriefing discussion. Encourage participants to share the best practices they discovered and experienced. Also invite everyone discuss how to adapt and apply different techniques.
4. Repeat this procedure by rotating the participants among different restaurants.

Interactive Lecture

(Content Source: Subject-matter experts)

An *interactive lecture* involves participants in the learning process while providing complete control to the facilitator. Typical interactive lectures include presentations that are interspersed with (or followed by) game-like activities (such as built-in quizzes, group tasks, and teamwork interludes). Some of these activities incorporate participant control of the lecture presentation.

Sample Interactive Lecture

TEAM QUIZ

The training objective for this interactive lecture is to recall the features and benefits of a product manufactured by the company.

Flow:

1. Begin presenting a lecture about the product. Stop after about 10 minutes of the lecture.
2. Organize participants into three to five teams.
3. Ask team members to compare their notes and come up with three closed questions (that have a single correct answer) and two open questions (that permit different acceptable answers).
4. After a suitable pause, randomly select a team and invite its spokesperson to read a question and select an individual from any other team to respond.
5. Repeat the procedure with questions from the other teams.
6. With open questions, have the questioning team listen to different answers from two teams and decide which one is better.
7. Discuss any errors or misconceptions revealed in participants' answers.
8. Return to your lecture and repeat the quiz procedure at appropriate intervals.

Coaching Activities

(Content Source: Coaches)

A **coaching activity** involves an individual coach supporting and improving the performance of a learner through questions, guidance, and feedback. Most coaching activities feature just-in-time and just-enough presentations and demonstrations.

Sample Coaching Activity

HEIMLICH

The training objective for this multilevel coaching activity is to administer the Heimlich maneuver to choking victims.

1. Assemble an initial group of four participants.
2. Demonstrate how to apply the Heimlich maneuver to save a choking victim. Coach participants as they learn the maneuver.
3. Test to make sure that the participants could correctly administer the maneuver. “Certify” the participants.
4. Divide the certified participants into two teams of two members each. Ask the team members to individually recruit and train other participants.
5. Ask each newly trained participant to be tested and certified by a member of the *other* team.
6. After certification, each participant becomes a member of the team that trained her.
7. Ask all certified participants to recruit others and train them.
8. Continue this process until all participants are trained. At this time, whichever team has the most certified members is the “winning” team.

Brain-Pick Activity

(Content Source: Informants)

A **brain-pick activity** involves one or more “informants” who share a common background. Participants interact with these informants (and with each other) to learn specific knowledge and skills.

Sample Brain-Pick Activity

PICKING SIX BRAINS

The training objective for this brain-pick activity is to improve the participant’s presentation skills.

Flow:

1. Recruit a panel of six experienced presenters.
2. Organize participants into six teams. Assign a topic related to presentation skills (such as *the use of slides, storytelling, or appealing to emotions*) to each team.
3. Send a panel member to each team. Ask team members to interview this expert, limiting their questions to the assigned topic.
4. After a suitable pause rotate the panel members to the next team. Repeat the process so each team interviews six different panel members on the same topic. (Each panel member is interviewed on six different topics by six different teams.)
5. Ask each team to prepare a list of practical guidelines based on the interviews.
6. Ask each team to present their guidelines to the entire group.

Structured Sharing

(Content Source: *Fellow Participants*)

A **structured sharing activity** facilitates mutual learning and teaching among participants. Typical structured sharing activities create a context for a dialogue among participants about their experiences, knowledge, and opinions. Structured sharing is particularly effective for sharing best practices among participants.

Sample Structured Sharing Activity

BOTH SIDES OF TEAMWORK

The training objective for this structured sharing activity is to use teamwork in an appropriate and effective fashion.

Flow:

1. Divide participants into three teams and assign these positions:
 - Highly *positive* attitude toward teamwork
 - Highly *negative* attitude toward teamwork
 - *Neutral* attitude toward teamwork
2. Ask the positive and negative teams to prepare lists of arguments in support of their positions while the neutral team prepares a two-column list of arguments on both sides.
3. Conduct a debate between the two opposing teams and ask the neutral team to decide which team presented the most persuasive arguments.
4. Correct any misconceptions revealed during the debate and provide objective information.

Mutual Learning Activity

(Content Source: Participants with different knowledge and skills.)

A **mutual learning activity** involves a group of participants among whom some have learned new and different knowledge and skills. Working in mixed teams, participants teach and learn from each other until everyone has acquired all the desired knowledge and skills.

Sample Mutual Learning Activity

A MAGICAL NETWORK

The training objective for this mutual learning activity is to perform four different types of close-up magic tricks.

Flow:

1. Divide participants into four teams.
2. Distribute the required props and instructions for a coin trick to the first team, a rope trick to the second team, a card trick to the third team, and a trick with colored blocks to the fourth team. Ask members of each team to collaboratively learn how to perform (and practice) the trick.
3. Visit each team and demonstrate a fluent way to perform the trick assigned to it. Emphasize the importance of key elements in the performance of the trick that are not covered in the instructions: timing, misdirection, and patter.
4. Ask members of each team to pair up with members of another team. In each pair, ask the participants to take turns to show off the trick and be amazed by the other person's trick.
5. Ask participants in each pair to teach each other how to do the trick that they had learned earlier.
6. Reward each participant who has learned a trick from his partner with the props for the trick.
7. Encourage participants to learn the remaining tricks by pairing up with new partners.

Debriefing Games

(Content Source: Participants who share a common experience)

A **debriefing game** is an interactive strategy that is used for encouraging reflection and dialogue about an earlier activity (such as a roleplay, a simulation game, or a workplace crisis). Debriefing games require processing of a common experience to extract key learning points from it. They encourage participants to identify and express their emotions, recall events and decisions, share the lessons they learned, relate insights to real-world events, speculate on how things could have been different, and plan for future action.

Sample Debriefing Activity

REACTION CHECK

The training objective for this debriefing game is to explore different reactions to the sudden announcement of a merger between two corporations:

Flow:

1. Assemble a group with equal number of employees from the two corporations.
2. Distribute a list of relevant reactions (such as *happy, tired, or depressed*). Include positive, negative, and neutral reactions.
3. Ask participants to think back on the announcement of the merger and circle three words that best describe their reaction.
4. Collect the lists of reactions (without looking at the circled items) from each participant and replace it with an unmarked copy.
5. Ask participants to make a prediction of the top three reactions selected by all the participants in the room.
6. Identify and announce the top three reactions.
7. Conduct a discussion about the intensity, cause, and consequence of each of the top three types of reactions.

Graphics Game

(Content Source: Illustrations or photographs)

A **graphics game** involves photographs, paintings, drawings, or cartoons as an essential element. In most of these games, participants review the graphic, analyze its elements, discover relationships, and discuss their findings.

Sample Graphic Game

PHOTO ANALYSIS

To training objective for this graphic game is to explore how being judgmental affects what we observe.

Flow:

1. Select a photo that shows a cluttered scene such as a busy street or crowded railway station.
2. Prepare two different questionnaires: One asking participants to write down *everything they see* and the other to write down the *interesting things they see*.
3. Begin the session by randomly distributing one of the questionnaires to each participant. Distribute equal numbers of the two questionnaires.
4. Ask each participant to read the instruction and write responses on the questionnaire.
5. Pause for about 2 minutes.
6. Ask participants to count the total number of responses they wrote down. Invite participants to announce these totals.
7. The results will fall into two groups. Those who were asked to write down *everything* will have a significantly longer list than those who were asked to write down the *interesting things*.
8. Debrief the participants by revealing the two different sets of instructions. Ask questions to emphasize the learning point that any type of judgment (such as looking for *interesting things*) reduces what you notice in a situation.

Application Activity

(Content Source: Job aids)

An **application activity** involves supplying participants with copies of a job aid. In a sample game, teams of participants learn different steps and reorganize themselves to master the other steps from each other.

Sample Application Activity

ROI

The training objective for this application activity is to compute the return on investment for a performance-improvement project.

Flow:

1. Prepare a step-by-step job aid on how to calculate the return on investment for a project.
2. Divide participants into as many teams as there are steps in the calculation procedure.
3. Distribute sections of the job aid to participants to enable equal numbers of participants to learn a different step.
4. Reorganize participants into mixed teams so that each person in this new team knows how to perform a different step and the team as a whole can perform all the steps.
5. Give data about different performance-improvement projects to each team. Ask team members to work collaboratively to compute the ROI for the project.
6. Encourage each participant to teach her step to the other participants in the team -- and to learn the other steps.
7. Give the final assignment to each participant. This assignment should require the participant to independently compute the ROI for a new project.

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Table Activity

(Content Source: Information tables)

A **table activity** helps participants to extract information from tables, and undertake such activities as discovering interesting relationships among variables, predicting what would happen beyond the current table, identifying key trends, and recalling useful facts.

Sample Table Activity

ROWS AND COLUMNS

The training objective for this table activity is to discover relationships among five corporate values.

Flow:

1. Create a table in which the columns and the rows have the same labels that refer to each of five corporate values.
2. Ask teams of participants fill in the boxes along the diagonal line (where the column and row labels are the same) with a brief definition of the value.
3. Ask teams to fill in the boxes *above* this diagonal with speculations on how the two values support and reinforce each other.
4. Ask teams to fill in the boxes *below* the diagonal with speculations on how the two values clash and weaken each other.
5. Ask different teams to compare their tables.

Assessment-Based Learning Activity (ABLA)

(Content Source: Test instruments)

An *assessment-based learning activity (ABLA)* involves participants taking a test (or completing an instrument) and receiving personalized feedback. Whenever appropriate, ABLAs encourage interaction and discussion among participants about their future action.

Sample Assessment-Based Learning Activity

TRUE OR FALSE?

The training objective for this activity is to replace common myths about customer focus with objective facts.

Flow:

1. Begin the session by distributing a test with true-false items related to customer service.
2. Ask participants to work individually, read each item, and decide whether it is true or false.
3. After a suitable pause, read the first item and ask participants to indicate their choice of *true* or *false*.
4. Randomly select participants and ask them to justify the *true* or *false* choices.
5. Present information related to the item so participants can make the correct choice.
6. Repeat the process with each item until the topic is thoroughly explored.

Sampling Activity

(Content Source: *Samples*)

The key element in a **sampling activity** is a collection of different samples. Participants analyze the samples, arrange them in different orders, identify key features, and list quality standards. Later, they apply their discoveries to create new products that meet their needs.

Sample Sampling Activity

THE BEST AND THE WORST

The training objective for this sampling activity is to write practical articles with how-to advice.

Flow:

1. Give a collection of short how-to pieces to each team. These items should contain practical advice on a variety of topics.
2. Ask members of each team to review and discuss the items, and select the two best and the two worst examples.
3. Ask the teams to prepare a checklist of dos and don'ts for writing how-to articles. The dos contain the features of the best examples and the don'ts contain the features of the worst examples.
4. Ask the teams to collaboratively rewrite the worst example by removing the features that make it ineffective and by adding the features from the best examples.

The Case Method

(Content Source: Cases)

The *case method* activity involves a written account of a real or fictional situation. Participants analyze, discuss, and recommend appropriate solutions. They also critique each other's work. The facilitator recounts the actual decisions in the real-world situation on which the case was based.

Sample Case Method Activity

CHARLIE IN CHENNAI

The training objective for this activity is to explore cultural values related to gender and age in South India.

Flow:

1. Prepare a case about a woman working as a technical trainer in a high-tech company in Chennai, India. Keep the narrative about a page in length and include critical incidents that relate to mixed reactions to the trainer's gender and age from local participants.
2. Distribute copies of the case to each participant. Ask everyone to read the case, analyze it, identify key issues, write down significant points, and get ready for a discussion.
3. After 15 minutes, invite a participant to present her analysis of the case. Later, ask for someone else to present an alternative analysis.
4. Invite participants to discuss these analyses and key issues from the case. Avoid sharing your opinions or steering the discussion toward any specific conclusion.
5. Conclude the discussion by suggesting that there are no correct answers in the analysis of intercultural interactions. Explain that everyone will experience a sense of frustration and a lack of closure in her overseas assignment because of multiple realities.

Interactive Storytelling

(Content Source: Stories)

An **interactive storytelling** activity involves fictional narratives in a variety of forms. Participants may listen to a story and make appropriate decisions at critical junctures. They may also create and share stories that illustrate key concepts, steps, or principles from the instructional content.

Sample Interactive Storytelling Activity

APPRECIATIVE ENCOUNTERS

The training objective for this interactive storytelling activity is to identify factors that contribute to positive cross-cultural interactions:

Flow:

1. Divide participants into two or more approximately equal-sized teams, each with 3-5 members.
2. Ask each participant to work independently to come up with a story related to a positive intercultural interaction. This story should be a personal anecdote that features a delightful encounter with one or more people from a different culture.
3. Invite participants to walk around the room and pair up with someone from a different team. The two participants should share their stories with each other. Ask participants to listen carefully to each other so they can repeat the other person's story at a later time.
4. After a suitable pause, make sure that both members of each pair have exchanged their stories. Ask participants to return to their teams and to take turns presenting two stories: their own story and the story they heard from their partner during the previous step. Each team member should present the stories in a random order without identifying which story belongs to whom. In other words, they should present the other person's story as if it were their own.
5. After each participant has finished presenting the two stories, other team members try to guess which one is the presenter's own story and which one is plagiarized from someone else. The presenter identifies her own story. This process is repeated until everyone in the team has presented two ideas.
6. Ask members of each team to think back on all the stories they heard and identify the common themes among them.

Item Processing

(Content Source: Unorganized information)

In an **item-processing activity** organizes bits of information, ideas, facts, questions, complaints, or suggestions. In some cases participants themselves generate these items. Item processing results in deeper understanding and easier recall of different types of information.

Sample Item Processing Activity

COMPLAINT CLUSTERS

The training objective for this item processing activity is to identify major categories of customer complaints and to come up with examples of each category:

Flow:

1. Collect several customer complaints and print each complaint on a separate card.
2. Lay out the cards on a table in a random order.
3. Ask participants to study the complaints and sort them into categories by moving the cards around. Impose a gag order: Tell participants not to talk to each other during this process.
4. Ask participants to continue silently rearranging the cards until consensus is reached.
5. Remove the gag order. Ask participants to study each cluster of cards and come up with a suitable label for the category.
6. Ask participants to study different categories and discuss similarities and differences among them.