

Example of a Train-the-Trainer Program

“Behavioural & Organizational Change - The Serious Business of Games”

0 - 15 mins

Introduction

0 - 5 mins Introduction to experiential learning

5 - 10 mins The history of WorldGAMES games development

10 - 15 mins The power of games in adult education (as training in its own right, to reinforce a message or to maintain participant involvement during a data dump)

15 - 25 mins

Aeroplane Game

(Using icebreakers)

Task: Make a paper aeroplane that goes further than anyone else's paper aeroplane

A short, high energy game that challenges participants' assumptions and the mental models that inhibit their ability to reach innovative solutions that dramatically improve performance

Anatomy of a good game:

- It's fun
- It's simple
- It encourages participation
- It appeals to all learning styles
- It delivers a personal message
- It's memorable - provides an anchor for the message
- It has a clear, easily understood point to make
- As a metaphor, it can be directly related to other (workplace) behaviour
- Has the potential to change habits and behaviour and/or increase options

25 - 40 mins

Getting everyone to play

The frame-up

- Create a safe environment
- Earning the right as facilitator
- Acknowledge participants
- 3 Rules - Participate, Take Responsibility, Be Willing to Learn
- Acknowledge emotion

Appealing to all styles:

- **4mat** - Why, What, How, What If ... ?
- **VAK** - Visual, Kinesthetic and Auditory information processing modalities
- **LSQ** - The Experiential Learning Cycle

45 - 75 mins **Getting What You Want** (Participant practice and how to debrief)

Task: Getting what you want by winning an arm-wrestle with a partner

A game that introduces the WorldGAMES methodology and looks at the benefits of collaborative teamwork rather than an individual winning at all costs. Identifies the common communication styles that split teams apart and the different approach required to pull teams together

Debriefing behaviour

- making it safe for participants to look at their own behaviour
- honouring the experience participants had in the game
- asking questions - drawing out the learning and experience (no telling!)
- keeping on track (using debrief sheets, team debrief and room debrief)
- linking it to participants work place behaviour
- 95% correlation between behaviour in games and behaviour in the workplace

75 - 85 mins **Off My Back**

Task: Participants write down their three key barriers to team performance, select the most emotive one to them and stick it on another participant's back. They remove the sticker on their own back by asking laser-like questions

Communicating and overcoming the key barriers to improved team performance in a lively game, followed by a problem solving exercise. A quick and safe way to discover the real issues on a team and how to lessen or eliminate the problem

85- 90 mins **Games, Exercises, Case Studies and Scenarios**
- when and how to use them

90 - 95 mins **Red Dot Exercise**

Exercise: Use the red dots provided to vote for the biggest barriers to performance

Prioritising barriers to performance confronting this group and how to overcome them. This session will also provide the priorities for planning action

95 - 110 mins **Break**

110 - 115 mins **Getting and keeping participant buy-in to the process**

115 - 145 mins **Basket Ball Bonus** (How to overcome barriers to performance)

Task: Teams help their best thrower to get balls into a bucket whilst overcoming a series of barriers

High energy problem solving game challenging participants to adopt a creative orientation when confronted by barriers to team performance and in so doing improve results despite the apparent handicap

145 - 155 mins **Personal Action Planning Exercise** (Getting commitment to change)

Exercise: Plan action to reduce or completely overcome the identified barriers

What are participants going to do differently on their return to the office? What is the one thing they can do that will have a positive impact, no matter how small?

155 - 170 mins **Integrating the games with current training**

170 - 180 mins **All Aboard** (Ending on a high note)

Task: Teams of participants try to fit into rope boats that are too small for them long enough to sing a full chorus of “Row, row, row your boat ...”.

Final team game that illustrates the benefits and synergy of teams in action and working collaboratively

End of Part 1: Allow several weeks for practise and integration before running Part II

“Behavioural & Organizational Change - The Serious Business of Games II”

0 - 15 mins **Introduction**

0 - 5 mins Introduction to experiential learning

5 - 10 mins The importance of setting a context - rules

10 - 15 mins Participant objectives

15 - 25 mins **Active Listening Game** (Using metaphors)

Exercise: Participants test the effects of not listening at all and listening actively on their partner’s ability to communicate with them

A simple, effective introduction to active listening and how to do it

Recap - Anatomy of a good game:

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- It’s simple
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- It’s memorable - provides an anchor for the message
- It has a clear, easily understood point to make
- As a metaphor, it can be directly related to other (workplace) behaviour
- Has the potential to change habits and behaviour and/or increase options

25 - 35 mins **Games in Recruitment**

For the interviewer:

- Creating Rapport
- Making the candidate feel safe
- Listening
- Asking open questions
- Past and present behaviour the best predictor of future behaviour

For the interviewee:

- **Games** - as a predictor of behaviour
- **Recruitment tools** - the use of psychometric tools
- **4mat** - Why, What, How, What If ... ?
- **VAK** - Visual, Kinesthetic and Auditory information processing modalities
- **LSQ** - The Experiential Learning Cycle

35 - 95 mins Telephone Communication

Exercise: Blindfold participants role play simulated telephone communications that identify the relative importance of words, tone and body language and how to build rapport by matching the other party to the phone call.

Identifying and practicing the keys to building rapport on the phone.

Debriefing behaviour

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95 - 110 mins Break**110 - 150 mins Leading Coaches (Coaching to maximise performance)**

Task: Teams design an educational children's board game in two blocks of 5 minutes each and present their game. At the half way point they lose their leader to be coach of a different team

Emphasises the incredible creativity of teams when set a demanding task. Usually produces some amazing results as well as comparing leadership and coaching styles

Leading and Coaching Others

Identifying what it takes to be a good coach and a good leader and the essential difference between the two

150 - 160 mins Balls in a Bucket (Customer Service as it is often practiced)

Task: Teams collect their colour of randomly distributed ping pong balls faster than any other team whilst staying physically connected to each other

Fast and furious team game that is bound to bring up sabotage and win/lose or lose/lose strategies in a highly competitive environment

Facilitating Active Games - keeping a safe environment for all participants

160 - 180 mins **Dinoplex Customers** (More Customer Service as it is often practiced)

Task: Teams create their own dinosaur from lego blocks, to customer specifications, ready to bring the design to market.

An active product design game that challenges teams to build a dinosaur from blocks and prepare their product for the market place, taking account of consumer needs and preferences

180 - 210 mins **Integrating the games with current training**

What's working and what's not. Corrections, additions and discussion on TTT1 games

210 - 240 mins **Cartoon Characters**

Task: Teams make their designated cartoon characters out of Play Doh, but how do you do Snow White with no white ... or Red Riding Hood with green and blue?

A wonderfully kinaesthetic game that will stretch the inventiveness of participants in a team challenge environment

Total session time, including breaks, eight hours.