

**Leadership
Strategies** 

Level up.



The Engaging Trainer: Virtual Edition

EXERCISE PACKET

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Exercise Packet

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My Personal Feedback Log

Name _____

Exercise 1 – Experiential Learning

Things I Did Well	Things I Would Like to Do Better
	(Circle one for focus in the next exercise.)

Exercise 2 – Delivering Your Start

Things I Did Well	Things I Would Like to Do Better
	(Circle one for focus in the next exercise.)

Exercise 3 – Inviting Participation and Recording

Things I Did Well	Things I Would Like to Do Better
	(Circle one for focus in the next exercise.)

Exercise 4 – Redesigning Your Session for Results

Things I Did Well	Things I Would Like to Do Better
	(Circle one for focus in the next exercise.)



Guidelines for Exercise Sessions

1. Please use a training module/course that you brought from home. If you did not bring a module/course, notify the instructor.
2. Title and prepare all of your templates during the preparation time. You will be sharing your screen so make sure the documents and fonts are large enough for everyone to read. Be sure to order your templates as you will use them. Remember that all of the information needed for the exercise should be visible on the screen.
3. The instructor can add items to the parking boards for the group.
4. The instructor will introduce you.
5. You can conclude an agenda item early and move on if you would like to cover additional items.
6. You will have ____ minutes to facilitate. The instructor will advise you when there are two minutes left. As soon as practical after the two-minute warning, you should begin a partial close, assuming that the group will return the next day to complete any unfinished items.
7. Once you are finished, we will clap, and you will have a ____ minute group debrief followed by a five-minute private debrief with the instructor. During the session, all participants will have a feedback form to evaluate each participant.
8. Note: During Exercise 4, each person will be assigned one role play opportunity, and only one, to be dysfunctional. Once the facilitator addresses the dysfunction in any way, resume functional behavior. It is considered cruel and unusual punishment to be dysfunctional during someone's opening statement. Please don't do it.



Process for Providing Feedback

During session exercises, the instructor must focus on listening. Therefore, the participant scheduled to facilitate the next exercise will serve as leader for the review.

Typical Process

1. The leader asks the facilitator, “What was done well?”
 - The facilitator must identify **at least three** things that he/she did well.
2. The leader says to the rest of the group, “Tell (insert the facilitator’s name) what other things he/she did well.”
 - Indicate only NEW items that have not previously been discussed. Each person, including the leader and the recorder, should have the opportunity to provide at least one comment.
3. The leader asks the facilitator, “What could have made the session better?”
 - The facilitator is permitted to identify **no more than three** things he/she would like to do better next time.
4. The leader suggests to the rest of the group, “Tell (insert the facilitator’s name) what other things would have made it better for us as participants.”

*Make all comments specific! It is not enough to say, “Good job.” What **specifically** did the facilitator do well? Do not hold back on ideas for improvement. We are here to improve. Recommend specific ways to apply the feedback.*

Remember: Practice, Feedback, Application



Exercise 1. Experiential Learning

The objective of this session is to provide you practice applying the Principles of Engagement.

- You will be working in teams of two, three or four. All group presentations will be delivered in front of the whole class.
- You will use one of the training modules a participant brought to the class.
- Your group will have 10 minutes to plan how to present this material in the most experiential way possible. Use what you learned in Module B. Planning for Results.
- You will receive group feedback on your efforts.
- Immediately, prepare your templates, and get ready to share your screen and to present.
- You will work in groups of 2, 3, or 4 and have:
 - 10 minutes for planning
 - 5 minutes for group delivery
 - 5 minutes for feedback from the class
 - Be sure your entire group presentation does not exceed 5 minutes.
- Use the feedback sheets on the following pages to record your feedback for other groups that present.



Exercise 1 – Experiential Learning Feedback Sheet

Group # _____

Introduction (Did the group establish interest/need and/or gain the learner’s attention?)

Pace of Delivery (Did the group deliver the right amount of information within the appropriate time?)

Reinforcement (Did the group repeat important learning points?)

Visual Aids

Comments

	Appropriate	
	Legible	
	Not Distracting	
	Handled Well	

Learner-Centered (Did the group apply the Principles of Engagement and involve the audience?)

Conclusion (Did the group deliver an effective summary?)

What did the group do most effectively?

What could the group have done to make the presentation more effective?



Exercise 1 – Experiential Learning Feedback Sheet

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Conclusion (Did the group deliver an effective summary?)

What did the group do most effectively?

What could the group have done to make the presentation more effective?



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Homework Day 1

The objective of this homework assignment is to use what you learned in Module C. Starting with Impact to prepare a start for the material you brought from home. You will be delivering your opening and an engagement strategy tomorrow morning. Complete the following:

- Review Module C. Starting with Impact.
- Work with your training module and create your opening (I-E-E-I). Review section C2 carefully for an explanation and sample.
 - Prepare both content and process.
 - Develop how you will start; write it out and be prepared to deliver your start tomorrow morning.
- Review the Engagement Strategies in Appendix B.
- Choose an engagement strategy that would be appropriate for a class opening and prepare it for tomorrow. For example, you might choose an introduction activity from Appendix B, or you might request personal objectives. (See C3.)
- You will work in groups of four and have:
 - 8 minutes for individual delivery, and
 - 4 minutes for debrief

Be sure your entire presentation does not exceed 8 minutes.

- We will start first thing on Day 2 after a brief review.



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Exercise 2. Delivering Your Start

The objective of this exercise is to introduce and start a training session. You will deliver your opening and an engagement strategy. Complete the following:

- Create your opening (I-E-E-I).

Through your opening words, you must achieve several objectives:

- **Inform** participants about the session purpose – What is going to happen? What will they learn?
- **Excite** participants about benefits – What is the overall benefit of attending this training program? What will they know/be able to do as a result of attending?
- **Empower** participants by clarifying the importance of their role. What expertise and experience do they bring to the session? Are they willing to share this to enrich the session and enhance the learning of their classmates?
- **Involve** participants through personal objectives and participation - Have them speak as early as possible. What do they want to get out of the program?

- Choose an engagement strategy that would be appropriate for a class opening. For example, you might choose an introduction activity from Appendix B, or you might request personal objectives. (See C3.)
- After your involvement question, you can pretend to record responses.
- Use your reacting question techniques to keep the session going until the time is up.



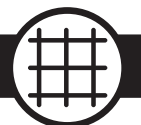
Exercise 2. Delivering Your Start

(Continued)

Timing

- You will work in groups of four and have:
 - 8 minutes for individual delivery, and
 - 4 minutes for debrief
 - Be sure your entire presentation does not exceed 8 minutes.
- Use the feedback forms on the following pages to record your feedback for other participants that present.

TABLE 1: I-E-E-I Template



Inform: (Purpose and Product)

I	
----------	--

Excite: (Benefits to them/WII-FM)

E	
----------	--

Empower: (Why they are attending this training? Why them?)

E	
----------	--

Involve: (Engage them early by collecting THEIR key topics)

I	
----------	--



Exercise 2. Delivering Your Start

(Continued)

Presenter's Name _____ Feedback From _____

Topic: _____

	GETTING STARTED		COMMENTS
+	Inform, Excite, Empower, Involve	*	
+	Session Objective, Agenda	*	
+	Ground Rules, Parking Boards	*	
+	Recharge	*	
	BODY		
+	Opening Moves	*	
+	Animation	*	
+	Movement	*	
+	Gestures	*	
+	Eye Contact	*	
+	Smiles	*	
	VOICE		
+	Animation	*	
+	Volume	*	
+	Speed	*	
+	Clarity	*	
+	Warmth	*	
+	Filler Words, Self-Talk	*	

<p>Strengths</p> 	<p>Areas for Focus</p>
---	---



Exercise 2. Delivering Your Start

(Continued)

Presenter's Name _____ Feedback From _____

Topic: _____

	GETTING STARTED		COMMENTS
+	Inform, Excite, Empower, Involve	*	
+	Session Objective, Agenda	*	
+	Ground Rules, Parking Boards	*	
+	Recharge	*	
	BODY		
+	Opening Moves	*	
+	Animation	*	
+	Movement	*	
+	Gestures	*	
+	Eye Contact	*	
+	Smiles	*	
	VOICE		
+	Animation	*	
+	Volume	*	
+	Speed	*	
+	Clarity	*	
+	Warmth	*	
+	Filler Words, Self-Talk	*	

Strengths

Areas for Focus



Exercise 2. Delivering Your Start

(Continued)

Presenter's Name _____ Feedback From _____

Topic: _____

	GETTING STARTED		COMMENTS
+	Inform, Excite, Empower, Involve	*	
+	Session Objective, Agenda	*	
+	Ground Rules, Parking Boards	*	
+	Recharge	*	
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+	Opening Moves	*	
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+	Eye Contact	*	
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+	Clarity	*	
+	Warmth	*	
+	Filler Words, Self-Talk	*	

Strengths

Areas for Focus



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Exercise 3. Inviting Participation and Recording

- **The objective of this exercise is to invite participation from the group and record information as required.**
- Use the material you brought from a training program you teach.
- Create an engagement question that fits some part of the material. Use the PeDeQS model for giving directions (make sure your Starting question is a Type B!):

Using PeDeQS for Giving Directions

1. Give the overall **PURPOSE** of the activity
2. Use an **EXAMPLE** if appropriate
3. Give general **DIRECTIONS**; use verbal pictures and gestures
4. Give specific **EXCEPTIONS** and special cases ("There are a few other things you need to know . . .")
5. Ask for **QUESTIONS**
6. Ask your **STARTING QUESTION**



Exercise 3. Inviting Participation and Recording (Continued)

Note:

- Create a starting question that is conducive to eliciting responses.
- Focus on the starting question and the recording.
- Create the flip charts you will need for the exercise.
- Manage the energy as needed.

Timing

- You will work in groups of four and have:
 - 20 minutes of prep time
 - 6 minutes for individual delivery
 - 4 minutes for debrief

Be sure your entire presentation does not exceed 6 minutes.

- Use the feedback forms on the following pages to record your feedback for other participants that present.



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Exercise 3. Inviting Participation and Recording (Continued)

Presenter's Name _____ Feedback From _____

Topic: _____

	GETTING STARTED		COMMENTS
+	Inform, Excite, Empower, Involve	*	
+	Session Objective, Agenda	*	
+	Ground Rules, Parking Boards	*	
+	Recharge	*	
	BODY		
+	Opening Moves	*	
+	Animation	*	
+	Movement	*	
+	Gestures	*	
+	Eye Contact	*	
+	Smiles		
	VOICE		
+	Animation	*	
+	Volume	*	
+	Speed	*	
+	Clarity	*	
+	Warmth	*	
+	Filler Words, Self-Talk	*	
+	QUESTIONING	*	
+	Starting Question	*	
+	Direct Probe	*	
+	Indirect Probe	*	
+	Redirection	*	



Exercise 3. Inviting Participation and Recording (Continued)

+	Playback	*	
+	Leading Question	*	
+	Prompt Question	*	
+	Tag Question	*	
+	Float an Idea	*	
	FOCUSING THE GROUP		
+	Checkpoint	*	
+	Warming-up the group	*	
+	Directions, Examples	*	
	POWER OF THE PEN		
+	Writing 1st/Discussing 2nd	*	
+	Writing What is Said	*	
+	Asking Versus Telling	*	
+	Writing Clarity	*	
+	Chart Labeling	*	
	INFO GATHERING		
+	Listing	*	
+	Brainstorming	*	
+	Grouping	*	
+	Ranking	*	
+	Consensus Check	*	

Strengths

Areas for Focus



Exercise 3. Inviting Participation and Recording (Continued)

Presenter's Name _____ Feedback From _____

Topic: _____

	GETTING STARTED		COMMENTS
+	Inform, Excite, Empower, Involve	*	
+	Session Objective, Agenda	*	
+	Ground Rules, Parking Boards	*	
+	Recharge	*	
	BODY		
+	Opening Moves	*	
+	Animation	*	
+	Movement	*	
+	Gestures	*	
+	Eye Contact	*	
+	Smiles		
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+	Volume	*	
+	Speed	*	
+	Clarity	*	
+	Warmth	*	
+	Filler Words, Self-Talk	*	
+	QUESTIONING	*	
+	Starting Question	*	
+	Direct Probe	*	
+	Indirect Probe	*	
+	Redirection	*	



Exercise 3. Inviting Participation and Recording (Continued)

+	Playback	*	
+	Leading Question	*	
+	Prompt Question	*	
+	Tag Question	*	
+	Float an Idea	*	
	FOCUSING THE GROUP		
+	Checkpoint	*	
+	Warming-up the group	*	
+	Directions, Examples	*	
	POWER OF THE PEN		
+	Writing 1st/Discussing 2nd	*	
+	Writing What is Said	*	
+	Asking Versus Telling	*	
+	Writing Clarity	*	
+	Chart Labeling	*	
	INFO GATHERING		
+	Listing	*	
+	Brainstorming	*	
+	Grouping	*	
+	Ranking	*	
+	Consensus Check	*	

Strengths

Areas for Focus



Exercise 3. Inviting Participation and Recording (Continued)

Presenter's Name _____ Feedback From _____

Topic: _____

	GETTING STARTED		COMMENTS
+	Inform, Excite, Empower, Involve	*	
+	Session Objective, Agenda	*	
+	Ground Rules, Parking Boards	*	
+	Recharge	*	
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+	QUESTIONING	*	
+	Starting Question	*	
+	Direct Probe	*	
+	Indirect Probe	*	
+	Redirection	*	



Exercise 3. Inviting Participation and Recording (Continued)

+	Playback	*	
+	Leading Question	*	
+	Prompt Question	*	
+	Tag Question	*	
+	Float an Idea	*	
	FOCUSING THE GROUP		
+	Checkpoint	*	
+	Warming-up the group	*	
+	Directions, Examples	*	
	POWER OF THE PEN		
+	Writing 1st/Discussing 2nd	*	
+	Writing What is Said	*	
+	Asking Versus Telling	*	
+	Writing Clarity	*	
+	Chart Labeling	*	
	INFO GATHERING		
+	Listing	*	
+	Brainstorming	*	
+	Grouping	*	
+	Ranking	*	
+	Consensus Check	*	

Strengths

Areas for Focus



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Homework Day 2

The objective of this homework assignment is to provide you with time to redesign a part of the training module you brought with you so that you can present it using the facilitation techniques learned in the program.

- Choose a piece of material that can be presented in 10 minutes.
- Prepare an introduction and closing for the piece you prepare.
- You may want to choose something that you have primarily lectured on before. Don't prepare a lecture. Our objective in this program has been to introduce other, more engaging strategies.
- Read through Appendix A: Instructional Methods and Appendix B: Engagement Strategies for ideas.
- Pick something that enhances the material you are presenting.
- Review the feedback sheet on the following page. You will be critiqued on all the skills we have introduced in the program.
 - You may need to focus the group.
 - You may need to respond to dysfunctional behavior.
 - You may need to park issues.
 - Etc.
- **Suggestions: You may want to...**
 - Create an engagement strategy/game to introduce or review material.



- Conduct a discussion, ask visual questions, and use appropriate follow-up questions.
 - When introducing your 10-minute module, make a transition using a checkpoint.
 - When closing your 10-minute module, summarize.
 - Review using points or Backward Build-up.
- Tomorrow, during the exercise, you will work in groups of three and have:
 - 45 minutes for individual preparation
 - 10 minutes for individual delivery, and
 - 5 minutes for debrief

Be sure your entire presentation does not exceed 10 minutes.

- On Day 3, we will start the exercise mid-morning and continue in the afternoon.



Exercise 4. Redesigning Your Session for Results

The objective of this exercise is to present a redesigned piece of instruction from your current training material using the instructional methods, engagement strategies, and facilitation techniques presented in this program.

- You will be presenting a whole section of material that can be introduced, presented, and closed out in 10 minutes.
- Prepare an introduction and closing for the piece as well as the material itself.

Timing

- You will work in groups of 3 and have:
 - 45 minutes for individual preparation
 - 10 minutes for individual delivery
 - 5 minutes for debrief

Be sure your entire presentation does not exceed 10 minutes.

- Use the feedback forms on the following pages to record your feedback for other participants that present.



Exercise 4. Redesigning Your Session for Results (Continued)

Presenter's Name _____ Feedback From _____

Topic: _____

	GETTING STARTED		COMMENTS
+	Inform, Excite, Empower, Involve	*	
+	Session Objective, Agenda	*	
+	Ground Rules, Parking Boards	*	
+	Recharge	*	
	BODY		
+	Opening Moves	*	
+	Animation	*	
+	Movement	*	
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+	Clarity	*	
+	Warmth	*	
+	Filler Words, Self-Talk	*	
+	QUESTIONING	*	
+	Starting Question	*	
+	Direct Probe	*	
+	Indirect Probe	*	
+	Redirection	*	



Exercise 4. Redesigning Your Session for Results (Continued)

+	Playback	*	
+	Leading Question	*	
+	Prompt Question	*	
+	Tag Question	*	
+	Float an Idea	*	
	FOCUSING THE GROUP		
+	Checkpoint	*	
+	Warming-up the group	*	
+	Directions, Examples	*	
	POWER OF THE PEN		
+	Writing 1st/Discussing 2nd	*	
+	Writing What is Said	*	
+	Asking Versus Telling	*	
+	Writing Clarity	*	
+	Chart Labeling	*	
	INFO GATHERING		
+	Listing	*	
+	Brainstorming	*	
+	Grouping	*	
+	Ranking	*	
+	Consensus Check	*	

Strengths

Areas for Focus



Exercise 4. Redesigning Your Session for Results (Continued)

Presenter's Name _____ Feedback From _____

Topic: _____

	GETTING STARTED		COMMENTS
+	Inform, Excite, Empower, Involve	*	
+	Session Objective, Agenda	*	
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Exercise 4. Redesigning Your Session for Results (Continued)

+	Playback	*	
+	Leading Question	*	
+	Prompt Question	*	
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+	Grouping	*	
+	Ranking	*	
+	Consensus Check	*	

Strengths

Areas for Focus



