



HOW TO...

BRING MODELS, PRINCIPLES AND LISTS TO LIFE

As training designers, we know (and refer to) a lot of models and lists of principles. But we know that simply presenting models and explaining them doesn't stick. Lists can be useful, but how do we get delegates to really explore what's under the headline?

It isn't always possible to bring them to life in the same way as you would a structure (think GROW for Coaching or UHT for feedback) as you can't physically work through them in sequence. So how DO you bring them life to enable delegates to relate to the concepts and identify how they can be applied?

Well, there are two basic approaches: **Build it up or Break it Down.**

1) Build it up

This is where you start with the generic and refine to something more specific, allowing delegates to 'discover' the model themselves. Here are three ways we can build it up.

a) Brainstorm - Introduce the topic – let's say it's the ABCD of TRUST. Split delegates into groups and ask them to brainstorm all the behaviours they associate with trust.

Get the ideas on post-it notes and then introduce the 4 categories - ask them to decide which the examples fit under and then fill in any gaps.

b) Get visual - Use Picture cards to draw out the behaviours. Give each group a pack of picture cards and ask them to select (a specific number) that they associate with this behaviour. Each group to share what they've chosen and why. Write down the words, then introduce the categories and match them up as before.

c) Reflection – Ask delegates to identify a person who they trust (or a time when... depending on what you are exploring). Get them to interview each other in pairs, using carefully selected questions that should bring out the words you're looking for. E.g. what did this person say to make you trust them? What did they do when there was a problem?

Then ask the pairs to summarise their key findings – what do both of their examples have in common?

Ask pairs to feedback their summaries and write them on the flipchart either straight into 4 (as yet unnamed columns) or just as a list.

Then introduce the model and either title the 4 columns (in this case) or ask them to work through the list and decide which category each behaviour falls under.

You can then ask them what ELSE they might see in those categories to provide a more complete presentation of the model.





2) Break it down

This where you give them the top-line and get them to fill in the details. There are three tried and tested ways to do this.

a) Free form - Give delegates the headings and then ask them what each would look like in an every-day situation. What specific behaviours would they see? You can do in pairs or in groups (with each group having 1 or 2 headings).

OR you could create a poster/flipchart for each heading and ask each person (or pair) to add a practical behaviour to each in turn.

Then add in KEY missing examples as part of the debriefing.

b) Structured - Create cards with examples of the behaviours on them and ask them to sort them to fit under the right heading.

OR ask them to pick a behaviour from the cards that particularly appeals to them, explain why, how they could bring it to life and which principle/factor they think it relates to.

OR they could select a behaviour that they've seen a really good example of and discuss that. And of course, this can be done in groups too (maybe people could pick 3 that particularly appeal).

c) Tell a Story – Ask delegates to work in groups and create a story that illustrates the principles/factors in practice. You may have to limit the number of factors (depending on what you're covering), but in our ABCD of Trust example, you could ask each group to describe how a manager would demonstrate each of the principles when dealing with different scenarios that are relevant to THEIR role/environment.

Describing a 'day in the life' helps people to visualise how they might apply the principles in specific situations.

Developing the idea...

No matter what approach you choose, you can explore the model/principles further by asking them to explore the factors in relation to themselves (or their culture) and identify what they already do well, and what they can work on.

