



# Training Tips

Practical Ideas for Maximizing Your Investment In *Walking The Talk Together*

*Walking The Talk Together* is a powerful stand-alone development tool, and a high-impact accompaniment to you:

- New-hire orientation programs
- On-going employee training strategies
- Team-building activities
- Organizational change initiatives  
*and much more!*

The following exercises are designed to enhance participant learning when the handbook is used in a classroom or small group setting.

## Jump Start With Pre-Reading

Have participants read *Walking The Talk Together* prior to your session. Ask them to highlight 2-3 concepts or ideas that have particular significance for them.

Use the session time to discuss their findings and explore how that information can be used to benefit them and the organization.

## What Your Hero Would Say

Ask each participant to identify a personal hero – someone they admire and wish to be like. Have them list/describe the characteristics that make their heroes so admirable.

Then, randomly assign one of the **Fallacies** on handbook pages 7-19 to each participant and ask them to write a one-paragraph response to the fallacy – in the words of their hero. (“What would your hero say about it?”)

Process the results by asking each participant:

- Who is your hero? What characteristics make him/her so admirable?
- What fallacy were you assigned? How do you feel your hero would respond to the fallacy?
- To what degree do you agree/disagree with your hero’s response?

Finally, conduct a general discussion about what everyone can do to avoid falling into the traps the fallacies pose.

## Shameless Bragging

Here’s an exercise to help ensure you focus on, and learn from, the positives that are happening in your workplace:

Have participants review the “Joining The Journey” behaviors on pages 23-40 of *Walking The Talk Together*. Ask them to think of an example where they (or someone else) demonstrated one of the ten behaviors.

After everyone has identified their examples, proudly do some “shameless bragging” by having each participant describe:

- How (and by whom) the behavior was demonstrated
- Why it was good and important
- How it made the presenter feel
- How it affected others.

Note: This exercise can also be conducted by using the **Fallacies** (handbook pages 7-19). Ask participants to review the material and think of an example where they (or someone else) behaved in a way that was opposite to one of the fallacies. Then have each person present their positive example using the guidelines above.

## One Picture’s Worth . . .

Here’s a fun exercise to encourage people to practice values-driven behavior:

Divide participants into ten small table groups. Assign one of the ten “Joining The Journey” behaviors on handbook pages 23-40 to each group.

Ask the groups to create a “motivational” flip chart poster that promotes their assigned behavior. Inform participants that creativity and total group participation are important – artistic quality doesn’t matter.

After presenting their posters to the entire group, have participants sign their work. Collect the posters and display them throughout the facility . . . or publish them in your company newsletter.

## Strengths and Opportunities

Have participants review the ten “Joining The Journey” behaviors. Ask each person to identify one behavior they consider to be a personal *strength* and one they consider a *developmental opportunity*.

Then, ask participants to identify:

- A. One or two things they might do to use their *strength* to better benefit others
- B. One or two things they might do to improve upon their *developmental opportunity*.

Ask for volunteers to share their results with the entire group. Close by asking participants for their individual commitments to put their ideas into action immediately after the session. Consider asking participants to pair up as “commitment buddies” who will followup with each other in one month to check on each others’ progress and encourage continued activity.

## On The Radio

Build commitment for walking the talk by exploring the specific benefits to be gained by each employee.

On a flip chart, draw a large radio with the dial set to “WII-FM” (What’s In It For Me).

Then divide participants into small table groups. Instruct them to review the handbook and develop a mock radio broadcast segment (news bulletin, public service announcement, interview, etc.) that explains what’s in it for all employees to join the “Walk The Talk Journey.”

Have the groups role-play their broadcasts. Discuss the experience, results, and key learning.

## Opposites Detract

Focusing on what NOT to do can help reinforce what people should do. Try this exercise:

Randomly assign the ten “Joining The Journey” behaviors to table groups and ask them to . . .

1. Identify/describe what an opposite behavior would look like
2. List the various impacts they feel the opposite behavior would have on people within the organization.

Have participants present their results to the entire group. Conclude by discussing the importance of walking the talk.

## “What Else Can We Do?”

Looking for other ways to use *Walking The Talk Together?* Distribute the books to a small focus group of employees and managers. Ask them to brainstorm ways the book can be used to help bring positive change to your organization.

## Beyond The Book

Encourage participants to think beyond the book with this assignment:

“Using the material in *Walking The Talk Together* as an example, brainstorm in your table groups and come up with . . .

- A. One additional **Fallacy** – a flawed assumption (not mentioned in the handbook) that prevents people from accepting responsibility for bringing organizational values to life.
- B. One additional “Joining The Journey” **Behavior** – something (not mentioned in the handbook) that individuals can do to support a values-driven environment.

Have the table groups present their work to the entire group and discuss the results by asking questions such as:

- What might we conclude from this exercise?
- Was it easier to develop an additional **Fallacy** or a benchmark **Behavior**? Why do you suppose that was the case?
- How might we use this new information to help us all better walk our talk?

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