1. **Mind Mapping**

Mind mapping is an effective process that can be used to take notes, recall information, problem solve, and prepare for workshops. Mind mapping helps you learn because it works the same way as your brain thinks.

Mind maps are individual and to be meaningful, need to be constructed by the facilitator – live in the training.

**How to use it**

* Start in the middle with your main topic
* Draw a branch for each key heading/topic
* Write one or two key words per branch
* Add sub-branches
* Print in lower case for clarity
* Use color, symbols, signs and images
* Use arrows and lines to show relationships  
  between topics

1. **Sticky-Note Brainstorm**/ **Idea Generation**

A good brainstorming session produces a long list of innovative ideas and creative solutions which involves all group members. Sticky notes are best – One idea per note!

**How to use it**

* Define the problem or issue to be considered.
* Before the brainstorming begins, brief everyone by stating that for X minutes the group is to suggest ways in which the defined topic/ problem can  
  be tackled.
* Invite everyone to share his or her ideas using sticky-notes. Alternatively, the facilitator can record them directly on the flipchart exactly as they are spoken.
* Stop the session when no one has any more ideas. Be willing to wait through several silent periods so people can think. Do not cut them off too soon.
* Evaluate the ideas.

1. **Affinity Diagram**

The affinity diagram is used to organize many things – e.g. thoughts, ideas, and concepts - into various categories. It is especially useful for organizing lists of 30 or more items.

**How to use it**

1. The group first begins by individually brainstorming and writing on small Post-it-Notes (sticky notes) all variables related to topic.
2. The notes are then placed all together on the table OR wall where each group member begins a period of silent arrangement.
3. When all notes have been categorized to the satisfaction of all participants, the categories are studied. Some notes may be found to be redundant and should be combined with others. Others may be unclear and be rewritten to give better explanation of the idea. This stage requires discussion until participants are satisfied with the description of the ideas under each category.
4. As a final task, each of the categories is named by consensus of the group.

**4.Process Mapping**

Process mapping is an easy-to-visualize method that allows people to analyze and agree on the most efficient routes for re-engineering or improving a process.

**How to use it**

* Facilitate discussion using the following:
* Identify the beginning and end points of the process.
* Identify the component parts of the process-people involved and information systems.
* Have owners map their part of the process in front of the group.
* Confirm that the process has been accurately mapped with the consensus tool.
* Look at the entire process and determine the next steps.
* Confirm how the process map will be used.

1. **Fishbone Diagram**

The cause-effect (fishbone) diagram illustrates a desired outcome. Arranging information using this tool leads to a better understanding of the factors contributing to an observed effect (problem). This ‘better’ understanding helps the group evaluate a number of factors before jumping to solutions too quickly.

**How to use it**

* Draw a fish (vertically) with its head and spine.
* List the problem(s) on the extreme right of the worksheet (fish). The reasons of this problem are listed as "bones" off the spine of the fish.
* The group now has a fish head with a problem written within and a spine drawn from the head with bones protruding from the spine each labelled with a reason or cause of the problem.
* Next, ask the group ‘Why’ 5 times to bring out the smaller secondary causes or "bones" that lead to the major causes or "bones."
* Discuss "root" causes of the overall problem.

1. **Force Field Analysis**

A force field analysis is a good place to start when considering less concrete or tangible situations. Moving from the current state to a new state requires an understanding of forces for change and forces for stability.

**How to use it**

* Write at the top of the worksheet the change that is to be implemented.
* Draw a vertical line down the middle of the paper with the top of each half labelled driving forces - those forces in support of the change, and restraining forces - those forces inhibiting the change.
* Brainstorm items that fall under each  
  category (force).
* Discuss the items listed under each category until consensus is reached. Time allowing, the team should brainstorm strategies useful in overcoming the restraining forces

1. **SWOT Analysis**

SWOT is a way to analyze a particular matter and can be applied at any level within the firm (team, departmental, divisional or organizational level).

**How to use it**

* Define the scope of the area that needs to be addressed.
* Write the category headings on a flipchart.
* Facilitate discussion - Alternatively, you may allocate each component to a small group.
* Once all views are gathered, the information needs to be labelled in terms of whether or not the item is under our control and/or can be influenced.
* From this, draw up an action plan for those items which are under our control/ can be influenced

1. **Debrief**

Debriefing is a process that encourages participants to reflect on a situation, make some conclusions and then identify a plan to implement such actions in practice**.**

**How to use it**

* The debriefing process is conducted by facilitating discussion on the following questions:
* What was your experience when you were working on this task?
* What went well?
* What is not working?
* How can you do things differently next time?

1. **Gaining Consensus**

A tool to help the group make a decision if they are getting ‘stuck’ in endless discussion.

**How to use it**: Ask the group the following questions:

* Can you live with this action?
* Will you support this action within the group?
* Will you support this action outside of the group?
* If anyone is unable to answer “yes” to any of the questions, than ask him or her, to answer the following question:
* What has to change in order for you to support this action?
* Confirm that the group has reached consensus.

1. **Parking Lot**

The “parking lot” (also known as ‘Concerns, Issues & Questions – CIQs’) is a list of items that will be dealt with at a later time.

**How to use it**

* Put the words “Parking Lot” at the top of a flipchart and post somewhere in the room where it is in the group’s view at all times.
* Explain how the parking lot is used, if the group does not already know.
* Place appropriate items on the parking lot and be sure to use the words of the person – not your own interpretation. Alternatively, you may choose to invite members from the group to place items on the parking lot.
* At the end of the meeting, specify a later time to deal with items from the parking lot. Alternatively, if time permits, open the discussion to the group to discuss the items.

1. **Role Playing**

Role plays can be very effective as training tools. They can also be amongst the most complex activities to plan and run. When it is well run, a role play will have a strong impact, but a poor one is likely to result in criticism and frustration. There is a potential complication in the case of facilitators who may be implementing role plays that they have not developed, and so they must think very carefully about how relevant or effective they will be. This should include careful consideration of any cultural aspects that might affect the running of the role play.

**How to use it**

* The role play centres on recreating an actual, anticipated, or imaginary scene. This scene would probably involve dialogue and/or action. The script for a role play involves two elements:
* A clear description of the starting point, for example, what is the context, what led up to the point where the role play starts, who are involved, in what capacity?
* An indication of how each person might react or behave after the role play begins – this is often referred to as their brief.