"It is time to change the way we design, learn, lead and interact. It is time for Reverse!"

Andre A. Wiringa - Author of Reverse

7 STAR TRAINING
ICEBREAKERS & ENERGIZERS

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LEARNING GOALS
By challenging yourself and by practicing the more difficult steps from this energizer, you’ll find that the initial exercise becomes very easy. In addition, focus and fun ensure that things go more smoothly.

INTRODUCTION
Say: We are going to do a short exercise now that you will find very amusing and informative. Please stand up and choose a partner. Choose a partner that you don’t know very well. Then go to an open area where you can do this exercise. When everyone has formed pairs, you start the exercise by saying: I would like you to face each other and count from 1 to 3, and then start again from 1. This sounds easy, but you have to take turns. Let me show you what I mean.

Choose a partner and slowly demonstrate the exercise. You say 1, your partner says 2, you say 3, your partner says 1, etc. Say: Of course you can do this much quicker, so make it more challenging and speed things up. You can start now.

EXERCISE
Everyone will start the exercise now and find that it is both noisy and not easy at all. When they really speed up, they will start to make more and more mistakes. This will lead to surprise and excitement and make them try even harder. Encourage them to speed up again.

After 40 to 60 seconds, you end this session by thanking them. Ask: What did you experience? Have several participants share their experiences. Then you say: You seem to be a talented group! Let’s make it a bit harder for you. Please do the same exercise, but now rather than saying 1, clap your hands once. So what we want to hear is: clap- 2-3, clap-2-3, etc. You can start now.

After 30 to 45 seconds, you end this part and say: Let’s be ambitious and go to the next level. Please change the 2 into a little jump. So the exercise will be clap-jump-3, clap-jump-3, etc. You can start now.

After a minute, you end this part and say: Let’s change the 3 as well now. I want to see a sensual wiggle like this (shake your ‘behind’) instead of the 3. You can start now.

After 30 to 45 seconds, you end this part and say: You are a very talented group. Thank you. I have one final request. Please go back to the very first step again, where you say 1-2-3, 1-2-3, etc.

End the exercise by thanking them all for participating so enthusiastically. Ask: What did you experience during this exercise? Let a few participants share their experiences. Then ask: What can we learn from this?

Make sure that the group learns the following as a minimum: by challenging yourself and by practicing the more difficult steps, you find that the initial exercise becomes very easy. In addition, focus and fun ensure that things go more smoothly.
JUMP OUT
TRAINING ICEBREAKERS & ENERGIZERS

LEARNING GOALS
Besides boosting energy, this energizer shows who wants to be the best. Do the participants continue, or do they give up?

INTRODUCTION
Split up the group in duos (the most ideal would be to make couples of about the same height, gender does not play a role). Let the duos stand faced towards each other. Make sure all the couples have enough space to move around, and let them decide who is nr. 1 and who is nr. 2.

EXERCISE
Say: Put your hands on each other’s shoulders. While continuously holding the shoulders of your partner, it is nr. 1’s job to try to stand on nr. 2’s toes as many times as possible in 1 minute. Nr. 2 can defend his/herself to avoid nr. 1 stepping on his/her toes. As long as both partners keep their hands on each other’s shoulders!

You can let them switch roles.

Trainer note: Keep the time! After one minute the roles may be switched. The result of this energizer is that everyone will start jumping around very fanatically through the entire area.

REVERSE JOURNEY BY ANDRÉ A. WIRINGA
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B. Joseph Pine II
CO-AUTHOR OF BESTSELLER "THE EXPERIENCE ECONOMY"
LEARNING GOALS
To experience different feedback "styles" and get a feel for the effects that they have upon the receiver. The lesson that you’re trying to drive is how specific feedback that is delivered in a positive way really does impact someone’s performance.

INTRODUCTION
As a team you need each other to get better in things at work and other things you want to get better at. One way to learn from each other is to give feedback. We will now do an exercise and experience the effect of giving feedback in different ways.

EXERCISE
Ask for 4 volunteers from the group. Copy their names onto a flipchart or white board, then inform them that they will be called back into the room one at a time to search for a golf ball. Ask them to leave the room. Tell the remaining participants about the process and their roles at each stage:

1. Silent Feedback: when volunteer #1 enters the room, the participants are to remain completely silent and motionless.

2. Negative Feedback: when volunteer #2 enters the room, all participants should give negative feedback, no matter how close or far away the searcher is from the ball. Be sensitive to your group, but instruct them to give the kind of negative feedback that they might hear back in the workplace when someone is dissatisfied with their performance. Participants should NOT respond to any requests for direction or assistance (except with derision).

3. Positive Feedback: when volunteer #3 enters the room, all participants should give positive but non-specific feedback (e.g., "way to go," "I really like how you get after it," etc.), no matter how close or far away the searcher is from the ball. Participants should NOT respond to any requests for direction or assistance (except with further exclamations of "you can do it" or "we have faith in you").

4. Specific Feedback: when volunteer #4 enters the room, participants should provide specific hints and suggestions for finding the ball, without giving it away. They should respond to yes/no questions.

Ask the group to help you choose which of the volunteers will receive the different types of feedback.

Trainer note: some individuals get upset with the negative feedback, even though it is a simulation. Ask your group which of the volunteers would have the least difficulty with the ribbing involved.
EXERCISE

To do: Hide the golf ball. Invite the participants in one at a time. Each volunteer receives the prescribed feedback noted above.

1. Silent: Hide the golf ball in a not-too-difficult location within the room. Allow 2-3 minutes for the search.

2. Negative: choose a more difficult spot. Allow 2-3 minutes for the search.

3. Positive but General: choose a more difficult spot. Allow 2-3 minutes for the search.

4. Specific: choose a more difficult spot. Allow 2-3 minutes for the search.

WRAP UP

Ask: the volunteers, one person at a time, in the order in which they cam into the room:

- How did you feel while looking for the ball
- What did you think feel as a result of the feedback you received?
- How did the feedback you received affect your performance?
- What did the feedback your received prompt you to think/feel about the others in the room who were giving it?
- If this was the type of feedback that you received every day, how do you think it would impact your desire and/or ability to keep yourself and your co workers “safe”.

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LEARNING GOALS
This ice breaker helps the group explore their thoughts on a common issue. This ice breaker is a perfect segue into the topic of the meeting or training class.

INTRODUCTION
Divide the participants into groups of four or five people by having them number off. Say: We’re going to do an exercise related to one specific topic: <topic name>. Tell the newly formed groups that their assignment is to think for one minute and then to share with their group the one word that describes “X”.

EXERCISE
The group will be fascinated with the variety of the words chosen. Consequently, the ice breaker will provide the participants (and you!) a snapshot into the current thinking of the group about the specific topic. You can write all the words down on a flip chart or use post-its.

WRAP UP
Point at the flip chart and ask: What do you see? What does it say to us that we all have different words to describe <topic name>?
GUESS THE CELEBRITY
TRAINING ICEBREAKERS & ENERGIZERS

6 - 30 PARTICIPANTS
5 - 10 MINUTES

PREPARATION
Print the names of celebrities on a small notecards (the same as the total attendees). For example musicians, presidents, athletes, actors (dead or alive). You’ll also need some tape. Use paint tape to prevent damage to clothing.

LEARNING GOALS
This energizer will get the group excited and energized. People move around the room, they interact with different individuals.

INTRODUCTION
As everyone is seated before the day starts, introduce the activity. Have them stand up and form pairs, facing each other. Tape each notecard to the back of each attendee without showing them what’s on their notecard.

Say: You all have to guess which celebrity is on your back by asking your partner “yes or no” questions. For example “Am I a woman?”, “Do I play an instrument?” or “Am I alive?”. Once you’ve guessed your celebrity you need to sit down.

EXERCISE
Say: Guess your celebrity! You can only ask 3 closed questions to your partner. Take turns. After you’ve asked your three questions you move around to ask another participant. You have to move one to another participant after each question. Once you’ve guessed your celebrity you need to sit down. Good luck!

WRAP UP
This energizer will make everyone have to get up and move around the room instead of just asking questions to the attendee seated next to them. You can hand out a prize for the first one to guess or the last one to sit down.
SHOWER OF COMPLIMENTS
TRAINING ICEBREAKERS & ENERGIZERS

PREPARATION
Prepare blank sheets of paper, markers and tape for the amount of participants. Use paint tape to prevent damage to clothing,

LEARNING GOALS
Showing what positive attention can do to your colleague or customer relationships. Create positive energy and emotions within the group. You’ll notice that people might be actually touched and get emotional (depending on the questions you ask after finishing the energizer.

INTRODUCTION
Say: We will do this exercise to experience what it feels like to receive positive attention and discover what outcomes that has. I will give you an empty sheet of paper, stick this on the back of your colleague with tape.

Make sure that all of the participants have an empty sheet stuck on their back.

EXERCISE
Say: Walk around with your marker and write one personal and specific compliment about the person on all of the backs of your colleagues/participants. Go ahead!

Once everyone has received and written compliments, they may each remove their sheets and read their compliments.

Ask: See how simple and easy it is to give compliments?.
Say: It is quite simple to make the day of one of your colleagues and customers. We demonstrated how easy it is by giving everyone here a number of compliments in a matter of minutes! Let’s brainstorm how we can implement ways that we can make people’s day into our daily work routine? How can we compliment people, make their day, while still keeping it simple and personal?

WRAP UP
You can make this exercise more impactful by asking questions like:
• Which compliment touched you the most? And why?
• How did it feel to receive compliments?
• Which compliments do you recognize?

Trainer note: Play some calming music. Walk around, read what they are writing and give compliments (without saying what they are writing!) with a low tone of voice.
LEARNING GOALS

Experience how it feels to share and receive enthusiasm, positivity and energy. Stimulate each other to think and formulate creative ideas, which can be actionable in letting the guests feel enthusiastic.

INTRODUCTION

Split the group into pairs (A and B). Say: In a few moments you will do an exercise to inspire one another with ideas, so that you can let your partner feel enthusiastic. The A's will make a proposal to the B's. The B's react enthusiastically and together they will execute the idea/proposal. You will quickly complete this.

Give an example:

**A:** Let’s greet every customer that walks in the store.  
**B:** Yes, that sounds great! Let’s greet them by welcoming them.  
**A:** Yes, that’s even better, lets do that!

**A:** Let’s write a personal message and give it to every guest.  
**B:** Great idea...Let’s write it down on the check out bon!

EXERCISE

After giving the example let the participants try for themselves for 1 minute. Walk around en listen.

After round one you will reverse the roles of A and B. Now B must propose things to do to A. You can instruct participants that in round 2 everything needs to be about passionately with the result that you let the guest feel enthusiastic.

**Say:** Very well done. Now the A’s will provide another idea that you will both execute, the difference is that now B will be enthusiastic and add onto the idea.

**Note trainer**

Sharing your passion and enthusiasm is contagious; behavior is contagious, both amongst colleagues and amongst your customers. Within a team you can create a positive and passionate atmosphere, this will create desire and inspiration to present. This mirroring behavior also works towards the customer. The more convinced, and passionate you are in your conversations and interactions with the customer the more likely it is that your guest will react positively.

WRAP UP

- What was it like reacting positively to each other’s ideas?  
- What idea are you going to put into practice today?
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