

Ball Mania

Team Building Event



Repario

Developing People, Teams & Leaders

www.BuildingTeams.com

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Repario Ltd.

Introduction to Repario and www.BuildingTeams.com

Repario Ltd. was founded to help organizations build successful teams through individual discovery and experience.

A **real** team requires many attributes to be successfully implemented:

- Common Goals
- Leading and Leadership
- Communication
- Trust
- Accountability
- Problem Solving
- Decision Making

As a company, we focus on every aspect of a real team. We have developed team building products and workshops to help your team successfully implement the attributes we have listed above.

We created these products to be as easy as possible to facilitate, yet powerful enough for you to achieve your desired outcomes.

You could have purchased, or may even own, any number of books on team building activities with hundreds of exercises. But, if you are like most of our customers, after looking through the book, you are left more confused than ever, wringing your hands and wondering,

*'Which one of these activities is **actually** going to work!?'*

This is where we come in and we are here to help you every step of the way.

You did not simply purchase this activity; you purchased our professional expertise. You can call and speak with any one of our facilitators about your specific needs, group, and environment. We are here to help make sure this event will work for you and to provide suggestions for tailoring it to fit your team's needs.

There may be times when all you need is to talk to someone and be reassured that the activity **will work**. We are more than happy to do this as many times as necessary until you feel completely confident with your choice and with facilitating the exercise.

This is the same approach we take with our own workshops, so you may want to consider giving us a call for your next training event, retreat, meeting or conference to find out how we can help you.

Make it a great day!

Repario Facilitative Staff

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Complete Instructions to Run a Successful Event



Purpose

The purpose of this exercise is for a team to look at its current system of operating procedures and examine questions like:

- Quality vs. quantity
- Rewards or pitfalls of goal-setting
- Perceived and actual barriers existing between sub-parts of one team.

This can be a very powerful “nuts and bolts” self-examination tool for any team wishing to improve.



Length of Exercise and Short Agenda

Total time needed is approximately 30 to 45 minutes and should not exceed 60 minutes. The duration depends largely upon how quickly your group accomplishes the task and how much discussion is generated.

- 5 Min. Introduce activity & cover ground rules (if any)
- 15 Min. Activity
- 20 Min. Group discussion
- 5 Min. Wrap up and set expectations – Miracle 10%

The discussion is the most important piece of this agenda as that is where the knowledge learned in the activity is transferred back to life, work, etc.

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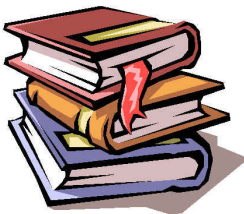
Safety Tips

- Remind the participants to throw the balls gently to one another.
- NO BALL WAR!



Equipment You Will Need

- 25 balls in two bags, 50 balls total
- Two dividing pieces of webbing



Storyline

I will be awarding one wish for each ball that is successfully passed through the system and placed safely into the bag.

I may give a bonus wish if you break the world record for the total number of balls passed successfully in the shortest amount of time. I will not tell you the record. Good Luck!

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Setup

1. Before the group arrives divide your space into three sections by hanging/placing the two pieces of webbing. Empty one of the ball bags and put it at one end of the space.
2. When the team arrives, divide members into three small subgroups and have one group stand in a circle in each of the three sections (front, center, and back).
3. Give each group a ball and have members create a sequence for themselves by throwing the ball to one another in this prescribed pattern. Have them practice this pattern a few times. Each person must touch the ball once and group members can't throw the ball to someone right next to them.
4. Collect the balls and pick up one ball from the bag at the front of the space. Send it into the first group. Have group ONE complete its pattern and toss the ball over the dividing webbing to the next group. Group TWO will pass the ball through their pattern and pass the ball on to the last group. Group THREE will complete their pattern and put the ball into the empty bag. This is the 'system'.
5. Ask the team to set a goal. How many balls can they pass through the 'system' in 5, 10 or 15 minutes? Any ball dropped must be left on the ground.



Variations

- ✓ Run the 'system' forward AND reverse to complete one cycle. This increases the difficulty dramatically as balls will be thrown each way. It also makes it MUCH more fun and chaotic.
- ✓ You may tell the group that each of the balls represents a percentage, so their goal may be 80% in fifteen minutes, or 100% in 10 minutes, etc
- ✓ Silence some or all of the group members.
- ✓ Blindfolds are always fun to mix it up.
- ✓ Use masking tape and assign a value to each ball to make it similar to your organization.
- ✓ Give each group a list of ways in which they can

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handle the balls. For example, in each group one person must only use their left hand, one person must stand on one foot, one person may not touch the ball at all (use their shirt is common), etc. This increases the creativity and fun for the group.



Dynamics to Watch For:

- Different styles of communication and how participants overcome the challenges you give them.
 - See if they walk across the lines/webbing you set up to strategize and plan with the other groups? Do they yell across the lines? You never told them they could not cross the lines!
 - Who emerges as the leader how does he or she include or exclude group members?
 - Does the group try different strategies if the first plan is not working?
-



Questions for Group Discussion

1. If you were to give the balls value, what would they represent to the group? What do you value?
 2. What were some of the assumptions made that inhibited your performance? Your communication?
 3. How did you feel when you realized you were going to, or not going to, reach your goal? Did the energy of the group change?
 4. What are some of the challenges you had to overcome individually and as a team to reach your goals?
 5. What was one of the team's wishes and why? (Relates to the story)
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Tips and Tricks from Our Professional Facilitators

- You can tie the webbing around two objects to make it even less likely they will cross the lines.
 - This event works best with larger groups of people.
 - Quantity vs quality is something that always comes up in the debriefing. Everyone assumes that more is better. If you have a quality initiative, this is a great activity to test the participants' preconceived notions and mind-sets.
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Facilitative Tools

The key to a good facilitation is to let **the group** discover and learn what is appropriate for them. As the facilitator, do not try to manipulate the questioning to get the group to observe what **you** feel is important.

Below are some tools to help you with your questioning of the group. These tips will allow the group to discover their own learning without you manipulating the conversation.

Maintenance Tools

Throw-Back:

Team Member: "How can we possibly get through this obstacle?"

Facilitator: *"If it were possible, what would need to happen?"*

Share Observations:

Facilitator: *"It is very quiet. What does the silence mean?"*

Facilitator: *"It seems that not everyone is actively participating. Is there a reason for this?"*

Review Group Agreements:

It is very important to review base rules when the group becomes disinterested, when rule violations are occurring without thought, and when the group is attacking each other personally.

Facilitator: *"Remember the ground rules we discussed as we began to talk about this event." (If there are any)*

Check-In:

If a group is really struggling or people are becoming very frustrated, interrupt the activity and ask:

Facilitator: *"So what are you doing right now that is working?"*

Facilitator: *"What is not working?" "Why?"*

Accept/Legitimize/Deal With or Defer:

Create a safe environment for participation by:

Accepting an idea: Respond neutrally to a participant whose ideas are "out of synch" with others in the group

Legitimizing an idea: Discover the relevance of all contributions

Dealing with an idea: Agree together about how to move forward

Defer an idea by saying:

Facilitator: *"You're not convinced we're not getting anywhere? That's OK, you may be right. Would you be willing to hang on for 15 more minutes and see what happens? Yes? Thanks."*

"The issue you just raised sounds like it is important to you. Can we finish debriefing this event before we move on to discuss your issue?"

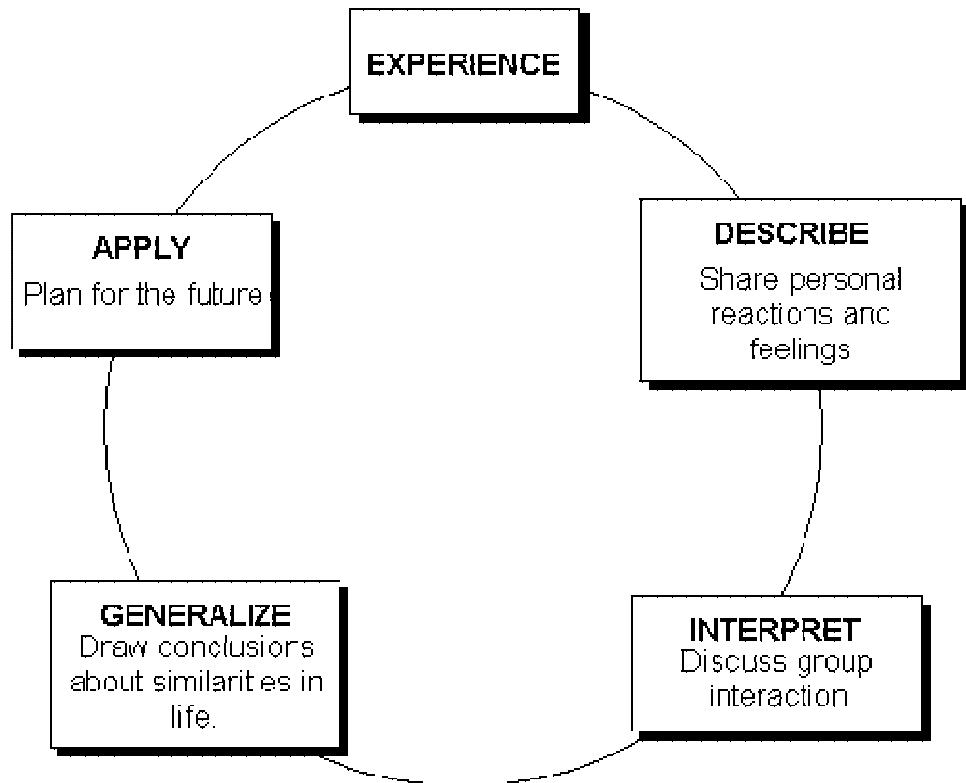
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Clarity Tools

	When You Hear:	Respond With:
Universals	All Every Never	"All?" "Every?" "Never?"
Rules	Should Shouldn't Must Can't	"What would happen if...?": "What causes or prevents...?" "Must?" "Can't?"
Non-Specific Verbs		"How specifically?"
Non-Specific Nouns	We	"Who specifically?"
	It	"What specifically?"
Quantifiers	Too Much Too Many Too Expensive	"Compared to what?"
Statements	I Don't Know	"Well, if you did know, ..."
	That Is Impossible	"If it were possible, what would need to happen?"

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Learning Cycle Stages



1975 Annual Handbook for Group Facilitators, University Associates

Stage 1: Experience

The experience forms the basis for the rest of the cycle. The facilitator presents an activity or game, which is specifically structured to provide an experience from which to draw relevant learning.

Stage 2: Describe

In this stage, the facilitator asks the participants about their feelings and reactions to the experience. The focus in this stage is on the individuals' feelings and experiences. Ask questions such as:

"How did you feel?"

"What did you do?"

"What happened to you?"

Stage 3: Interpret

In this stage, participants discuss what went on between group members during the exercise. Good questions to ask to help process individual reactions into collective ideas include:

"Why do you feel the way you do?"

"What caused that particular result or feeling?"

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Stage 4: Generalize

In this stage, the group generalizes their experience from this exercise and explores how the lessons might be reflected in other areas of their lives. Participants are asked to focus on situations in their personal or professional lives that are similar to those in the activity. The task is to identify similarities and state principles that can be applied to other situations. Some questions to ask include:

"What did you learn from the experience?"

"What other similar situations have you experienced?"

"How does this relate to your work life?"

Stage 5: Apply

Finally, participants are encouraged to decide on a course of action for the future. As a facilitator, ask questions such as:

"What do you want to remember from this experience?"

"What would you do differently in a similar situation?"

The Miracle 10% - One Idea for Closure

The Miracle 10%

This is quite possibly the easiest method you have in your arsenal for assuring participant buy-in regarding the process of change.

In front of the group simply ask:

"Who feels they can improve <insert topic, i.e. communication> by 10%?"

99.9% of the time, everyone will raise their hand. (This is not to say that these people are not already trying as hard as they can. They probably are, but that does not mean there is no room for improvement. Sometimes you need to make the distinction.)

"Does everyone agree that improving 10% is a reasonable goal?"

Everyone will agree. After all you are not asking for a HUGE change, just a small one. Talk about how each person's small contribution adds up to an overall large change.

"There are 15 of you here. So if each person improved 10% that would amount to a 150% improvement. What would work be like with that kind of improvement? How much better would our communication be? (Open up for discussion and create a specific list)

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“So it sounds like everyone agrees that with just a small individual effort to improve, we would all be much happier.”

“Each person then will be responsible for their own improvement. You will each need to hold yourself accountable.”

Set the right expectation.

“We all agree 10% improvement is a reasonable goal but I want you to think for just a moment what that REALLY means.”

“After we leave today, we will be expecting to see a difference in <insert topic>. But a 10% improvement means that 9 times out of 10, you will see me (use yourself as an example) doing the same old stuff I always did.”

“And the one time I actually do the right thing, you may not be around. So you may see me do the same old stuff 15 or 20 times before you actually see me improving. It is important to have trust in me and the fact that I have agreed to work on improving and that I am consciously doing so.”

“Each person here must have that same expectation and when you do catch someone doing something right, make every effort to point it out to the person who did it and to everyone else. It is hard to become tired of praise, regardless of how well you handle it.”

At the end of the workshop, you can have everyone spend 15 minutes writing out how they will improve by 10%. Simply writing “improve communication” or some other generic description is not good enough – participants must describe a specific action they will take that will result in a 10% improvement.

For example, *“When talking with others I will focus on, and listen to, what the person is saying and not on how I will respond.”*

Help participants drill down their goal behavior until they have something specific that they can act upon every single day.