

Change Five

Team Building Event



Repario

Developing People, Teams & Leaders

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Change Five

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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

Are you ready for change?

This is a great game for helping people integrate change into their daily life and highlights the Fimage Factor (see below) along with change.

After this activity the group will be able to identify some of the resistance to change we all share.

Use this as an icebreaker before a change discussion.



Length of Exercise and Short Agenda

Total time needed is approximately 20 to 30 minutes and should not exceed 45 minutes. The duration depends largely upon how quickly your group accomplishes the task and how much discussion is generated.

- 2 Min. Introduce activity & cover ground rules
- 10 Min. Activity
- 5 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.



Safety Tips

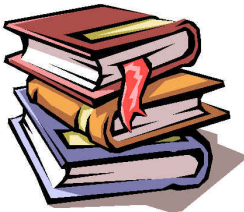
- Make sure the participants do not make any physical changes that could hurt themselves or others.
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Equipment You Will Need

- None – simply a good imagination.
- You will need an even number of people.



Storyline

We do not typically use a storyline with this activity and use it more as an icebreaker to get everyone up, having fun and laughing at each other and themselves.

Of course, the subject of change is the desired outcome for this 'silly' icebreaker and some great discussion can come from the participants.

You can also simply use it as an observation for everyone to keep in mind moving forward.



Setup

1. Have participants find a partner.
2. If they do not have a partner, have them raise their hands until they find a partner.
3. Position yourself so all the pairs can see you.
4. Give the group 15 seconds to look at their partner and remember as much detail about the way their partner looks as possible.
5. After 15 seconds is up, instruct them to stand back to back with their partner.
6. Give the group 30 seconds to change 5 things about their appearance with the backs to each other (take watch off, turn shirt around, switch shoes, etc)
7. After 30 seconds, have them turn around and tell their partner the five things they changed. Instruct

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- them not to change anything back yet.
8. Once they have found all five, repeat the process of having them stand back to back and changing five more things about their appearance for a total of 10 things changed.
 9. Continue with the process one last time so there are a total of 15 things changed.
 10. Discuss with the group what they noticed during this event. See Questions For The Group.
-



Variations

- ✓ Have them change more or less than five each time.
 - ✓ Make them keep changing items – up to 25. It becomes difficult for the pairs but really shows how much we can change.
 - ✓ Keep changing the same number of things about yourself as each group does so they can see what you look like at the end. Of course, you are going to look funny, which will give them ‘permission’ to stretch their Fimage (read about this at the end).
 - ✓ You can have them walk around and point out things their teammates have changed at the end. This can be fun and entertaining.
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Dynamics to Watch For:

- People making half-hearted attempts.
 - Fimage issues
 - Especially creative changes.
 - How quickly they change back to their original clothes after the activity is over, even though you did not tell them to change back. See Tips and Tricks below.
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Be sure to look at the additional pages for more ideas on good questions to ask. Have this material in front of you

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Questions for Group Discussion

when you are facilitating the debrief.

1. What did you notice in the group? Did you look around at other people?
2. Did you think you had to take five things off or did you add anything to your outfit?
3. Did you resist the changes? Why or why not?
4. Did the changes get easier or harder? Why?
5. Do you see this mentality or reality influencing other aspects of your life?
6. How do these realities change or influence our lives?
7. What can you do differently to be less resisting of change?



Tips and Tricks from Our Professional Facilitators

- At the end of the activity and before the questions, pretend to end the activity, “Great job everyone, go ahead and take your seat again.” At this point, they will put everything back to the way it was before they began the activity.

Why? Why not keep your outfit like they are after the 15 changes?

This is because we naturally tend to gravitate toward what is comfortable. This is exactly what we do when faced with change. We gravitate toward what we already know.

At this point, you can keep your clothes with the 15 changes and continue to stand in front of the group. You will feel silly and people will begin to look at you funny, especially if you made extreme changes to your outfit. Why?

At the end of the discussion, make the observation that everyone put their outfit back to the way it was before.

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Discuss the above with them and challenge them to make a single small change during today's activities and work on that one change. Have them write down the change.

- At this point, breaking the group into dyads to tell another person what the one change will be is a possibility. This will create buy-in for them. You only need a few short minutes to do this. If you do this as part of a larger program, be sure to come back to it at the end of the day and put the people back into dyads to check-in and see how they did throughout the day.
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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?"

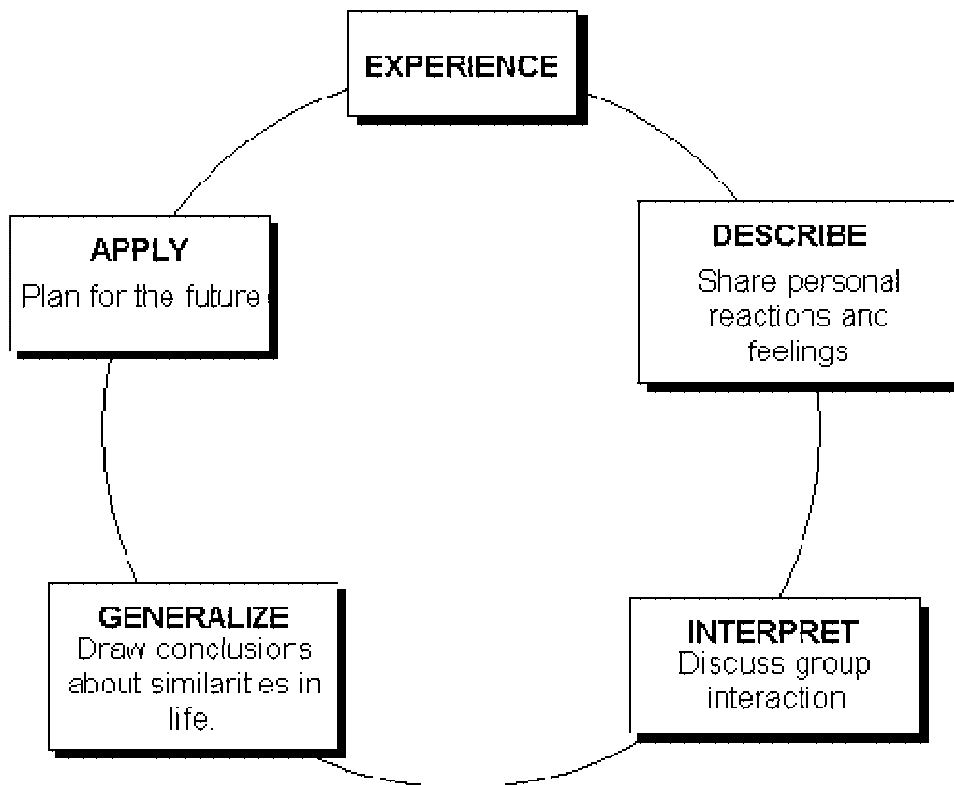
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Clarity Tools

	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 It	"Who specifically?" "What specifically?"
Quantifiers	Too Much Too Many Too Expensive	"Compared to what?"
Statements	I Don't Know That Is Impossible	"Well, if you did know, ..." "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.

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Fimage Factor

Adapted from Camp True North

The 'Fimage Factor' is Fear of Image.

If we were to summarize in a word why people wear masks, it would be FIMAGE.

People spend thousands of dollars and hours every year to cultivate their personal image. This image defines them. People begin to develop this image in early adolescence and by the time they are adults, they are heavily invested in this image.

This image can help us when it portrays confidences, competence and enthusiasm. In some cases it can also hold people back from reaching their potential.

How do you respond to your friends versus strangers? How do you act in new situations? Why? What do you do when you walk into a new place with people you don't know? What causes us to behave in this way?

Everyone has a little voice in their head. This voice talks to us and can help us make decisions. When we are in new situations this voice can become very loud. Your voice may be asking "What do people think of me?" "Where should I sit?" "Am I dressed all right?"

Humans are afraid of many different things. Some people are afraid of death. Others are afraid of snakes, or spiders or ghosts. One common fear relates to personal image.

Fear of Image is when maintaining the image becomes more important than learning. A person can be afraid of losing their image. They become afraid of looking silly or "un-cool". This is Fear of Image. People choose not to take a risk that may affect their image even though they know it may also lead to new learning and growth. Fear of Image can hold people back from making new friends. It can also prevent people from having fun and enjoying themselves in new situations.

What is your Fear of Image keeping you from doing?



Image courtesy of Camp True North