

Don't Touch Me!

Team Building Event

BE LEGENDARY

The logo consists of a dark red snail with a spiral shell on the left and a dark red stick figure with two antennae on the right, appearing to be walking or running.

Creating Transformational Experiences

www.BuildingTeams.com

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Be Legendary.

Introduction to Be Legendary and www.BuildingTeams.com

Be Legendary. 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!

Be Legendary Facilitative Staff

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Complete Instructions to Run a Successful Event



Purpose

Don't Touch Me will challenge the team to think outside the box and challenge the actual and implied rules.

Don't Touch Me also helps the participants see what is truly possible if you challenge your self.

Warning: this event can lead to major paradigm shift. Once a team discovers the self-imposed rules they will begin to see solutions.



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.



Safety Tips

- Be sure the area is safe for running and large enough to try different techniques.
 - Make sure people are not agreeing to a solution that is not safe.
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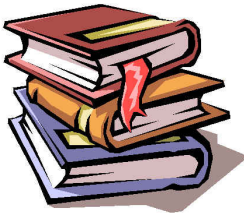
Equipment You Will Need

Don't Touch Me Pad

Materials that will work:

- ✓ Mouse pad – circle is better
- ✓ Coin
- ✓ Coaster
- ✓ CD or DVD – be careful it will not slip if someone steps on it.

Even something as small as a paper clip can be used and, in fact, may help the group realize it is placing restrictions upon itself.



Storyline

As systems experts, you are paid \$1,000,000 each year to look at systems and make them faster and better. The Don't Touch Me Pad factory needs you and your teams help designing a new production system.

Each step in the production of the Pad is critical. They need a system to get the Pad to each step in production faster without any collisions between departments.



Setup

1. Have the team form a circle in a large open space.
2. Place the Don't Touch Me Pad in the middle of the circle on the ground.
3. Have each person find a partner, preferably someone on the opposing side of the circle.
4. This is a timed event. You will need to be or choose a timer.
5. The object is for everyone to touch the Don't Touch Me Pad and switch positions with their partner as quickly as possible.
6. They may not cut the pad into small pieces.
7. Time will start when the team asks the timekeeper if

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they are ready. Time Keeper will respond, "Timer ready, set, go!" Time will stop when everyone has touched the Don't Touch Me pad, switched positions with their partner and the team says stop.

8. Let the team try to decrease their time until they are satisfied.
9. **Answer any and all questions by simply repeating the instructions:**
 - ✓ "The rules are to touch the pad and
 - ✓ switch positions with your partner."(FYI: a team of 20 can easily do this in under five seconds with several different solutions)



Variations

- ✓ You may have some people blindfolded.
- ✓ Silence some of the people.
- ✓ Silence the first person to speak, which is many times the leader of the group.
- ✓ Choosing a leader before the event starts can lead to interesting decision processes.
- ✓ Have two people from the team observe the group and take notes on what they see.



Dynamics to Watch For:

- Teams trying the same bad idea over and over.
- Good ideas that are shot down before they are given a chance. How does the person respond to being shot down? Does anyone in the group speak up?
- Increasing levels of creativity.

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Questions for Group Discussion

1. What process did you use to arrive at it?
2. Were some good ideas overlooked?
 - a. Are there other areas in life where you think good ideas are being overlooked or not even considered?
3. How do you feel about your final time compared to your first time, and what does it take for a team to improve so much?
4. What was the single greatest challenge you (or the group) faced in this activity?
5. What implied rules kept you from finding the best solution?
 - a. What are other implied rules at work and in your home life that prevent you from being your best?
6. How can you take what you have learned and apply it back to daily life situations?



Tips and Tricks from Our Professional Facilitators

- 1.) The team WILL ask you to give them direction and ask you for permission to do certain things. For example, "Do we have to stand in a circle?" **DO NOT give any other direction other than the two rules.** Make the group think outside the box on their own.
- 2.) If they ask what is the fastest you have ever seen, tell them under 10 seconds with a group of 35. See if the group then measures themselves against that 'record' of 10 seconds. Who are they comparing themselves to and why?

If they come in under 10 seconds they will get very excited and claim to have set a new 'World Record'. When you tell them that, while they have not set a new 'World Record', it is a new record for them. Why must they compare themselves to the entire world to be satisfied? This opens a whole area for dialogue should you wish to discuss it.

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In fact, we have seen a group now do this in less than 1 second. A third grade elementary class, working within the parameters of the rules that realized the 'switching positions' did not have to mean 'changing places'. See below.

- 3.) How do groups do this so quickly?
- i. The fastest solution is to have everyone hold the Don't Touch Me pad and simply change positions, i.e. thumbs up vs. thumbs down. If your partner is thumbs up, then you are thumbs down. Then 'switch positions' at the same time.
 - ii. Another fast way to do it is to have the group stand in two lines facing each other. One person runs down the center holding the pad while everyone touches it as they run past. Then they change spots by stepping across to the other line. This can be done.
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Facilitative Tools

The key to a good facilitation is to let the group discover the learning that is appropriate. As the facilitator, do not try to manipulate the questioning to get the group to discover what YOU feel is important.

Below are some tools to help you in your questioning to help the group discover their own learning without manipulating the conversation.

Maintenance Tools

Throw-Back:

Team Member: *"How can we possibly get through this obstacle?"*
Facilitator: *"If it was 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 when the group becomes disinterested, when rule violations are occurring without thought, and if the group is attacking each other personally.

Facilitator: *"Remember the ground rules we discussed as we begin 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:

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

"What is not working? Why?"

Accept/Legitimize/Deal With or Defer:

Create a safe environment for participation by:

- Responding neutrally to a speaker whose ideas are "out of synch" with others in the group
- Legitimize his or her contribution
- Agree together how to move forward

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 fifteen more minutes and see what happens? Yes? Thanks."

Facilitator:

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

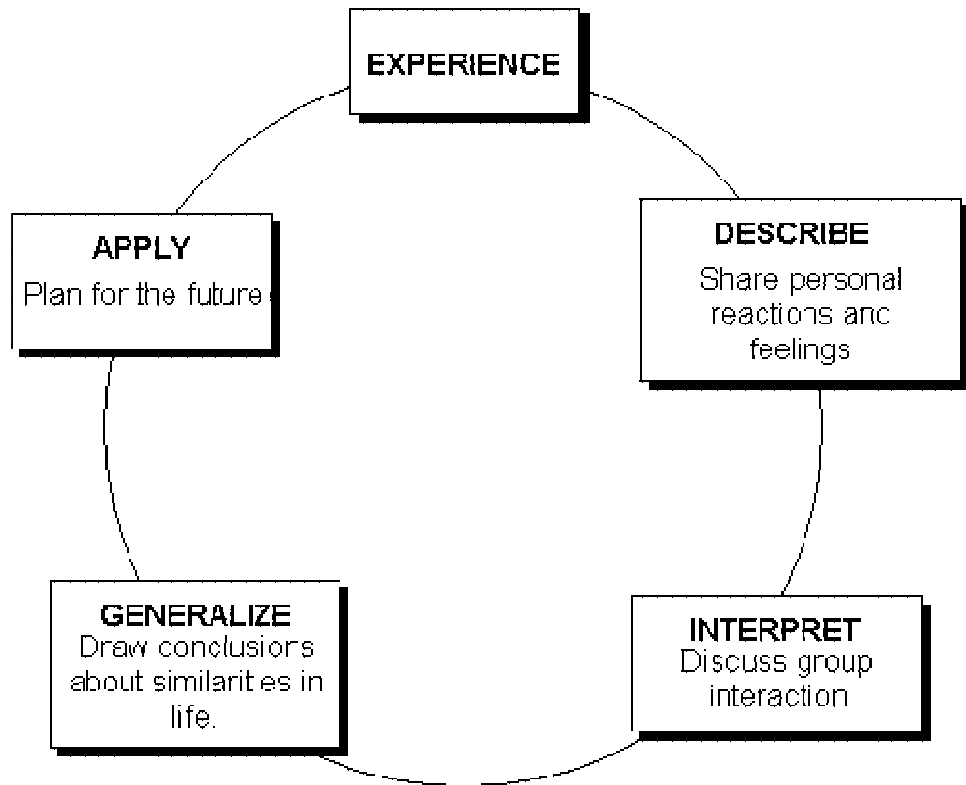
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Clarity Tools

	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. A structured activity, new game, or community service project can all be good experiences from which to draw 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. To process individual reactions into collective ideas, good questions to ask 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 from this experience to see how it might be reflected in other areas of their lives. Participants are asked to focus on situations in their personal or work lives that are similar to those in the activity. The task is to identify similarities and state principles that they can apply to other situations. Some questions that could be asked are:

"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 can 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 of participant buy-in for change we have in our arsenal.

In front of the group simply ask:

"Who feels they cannot improve <insert topic, i.e. communication> 10%?"

99.9% of the time, everyone will raise their hand. (This is not saying that the same people are not trying as hard as they can. Many are giving the 100% effort, but that does not mean they cannot improve. Sometimes you need to make the distinction.)

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

Everyone will agree. After all we are not asking for a HUGE change, just a small one.

"There are 'X' (i.e. 15 in the workshop) number of you here. So if each person improved 10% that is a 150% improvement. What would work be like with that improvement? How much better would our communication be? (Open up for discussion and create a specific list)

"So it sounds like everyone agrees that with just a small effort to improve from each person, we would all be much happier."

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"Each person 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 crap 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 crap 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 expectation and when you do see the right change, 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 and write out how they will improve the 10%. Not simply "improve communication" or something generic, but the behaviors that will improve communication.

For example, "***I will focus on and listen to what the other person is saying and not on how I will respond***".

Help them drill it down until they have something that they can act upon every single day.