

Get It Together

Team Building Event



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 have created these products to be as easy as possible to run and still achieve your desired outcomes. You could have purchased, or may own, any number of books on team building activities with hundreds

If you are like most of our customers, after looking through the team building activity book, you are wringing your hands and wondering,

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

We are here to help.

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, your group and your environment to make sure this event is going to work for you and how to possibly tailor it to fit your group.

Many times, we all simply need to talk to someone and be reassured that the activity IS going to work. We are more than happy to talk you through the activity as many times as necessary.

This the same approach we take with our workshops so you may want to consider giving us a call for your next workshop, event, retreat, meeting or conference and 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

The purpose of this exercise is to practice clear communication and develop keys to trust during challenging and confusing times.

In organizations, workers are often considered students and administrators are often coaches. This event will remind people in each position what the other role feels like and lend insights to improving relations between the two.



Length of Exercise and Short Agenda

Total time is roughly 30 to 45 minutes and should not exceed 60 minutes. This 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.



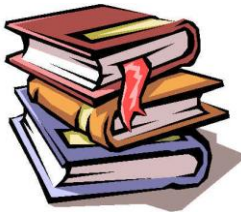
Safety Tips

Remind people to move slowly and carefully inside the circle and be aware of other moving bodies and any obstacles on the ground.

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Equipment You Will Need



Storyline



Setup

- One 60 foot circle
- 8 Blindfolds
- 8 colored circles and 8 matching colored balls.

You have been chosen to handle the finances of a large multi-national conglomerate.

You must consult with your guiding investors and consolidate their resources to get a better understanding of everything they have.

Once consolidated, you must reallocate the resources to the appropriate locations. Make sure your resources do not collide in the process.

1. Set out the 60-foot circle and place the stuff sack in the center.
2. Have the group partner off and ask one of each pair to put on the blindfold.
3. Put the balls in their matching webbing circles spread out in the circle.
4. Tell each sighted partner which ball they are sending their blindfolded partner to. For a more difficult activity, select a ball on the opposite side of the circle from the pair.
5. Only blindfolded people may enter the circle.
6. Give the team 10 minutes to complete two group tasks inside the circle.
7. First, the sighted people will talk their blindfolded partners into the circle, have them take a ball out of the webbing circle and place it in the stuff sack in the middle, then exit the circle. They must do all this without touching another person.

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8. The second challenge takes place after all the balls are in the stuff sack and all the people have left the circle. Partners are to switch blindfolds and be guided into the circle and remove a ball from the center circle and return it to the corresponding colored webbing loop, again without touching anyone. The ball should be random so the person obtaining the ball does not know where they are supposed to go before blindfolding themselves.



Variations

- Have each person place more than one ball.
- Make the circle REALLY big by tying the circle from another activity and this event circle together.
- Have each sighted person guiding more than one person.
- If inside, to make it more difficult, tell the sighted person that they may not move – their feet are planted -- at all times.
- To make it more difficult, tell the sighted persons that their feet are planted and they may not move from that spot.
- **Competition:** To create a competitive environment, tell the group time ends when someone exits the circle. Each pair will be competing to
- **Collaboration:** Tell the group the goal is to get all of the balls into the bag and then taken out of the bag and brought back to the outside of the circle. They must do this as fast as they can. Make sure the balls begin on the opposite side of the circle from each pair. What happens is that each pair will compete to be the first out of the circle. Of course, the clock does not stop until ALL people are out of the circle. Rather than help each other, they will complete their task and then sit back and wait for other pairs to finish. Suggesting they use all the resources at their disposal is a good hint. Although the coaches may not move, they can certainly help other people. If

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each coach helped the closest blindfolded person nearest them, everything would move more quickly. Of course, they need to plan on who is taking over communication and when.

- **Small groups:**
 - a. Have one person be the 'Manager' and the only one who is not blindfolded. The Manager must direct all of the people in the center of the circle. Change managers after the first collection of balls have been collected to give someone else the chance to understand the difficulties of managing everyone.
 - b. Put some background music on to increase the difficulty of communicating. The louder the more difficult.



Dynamics to Watch For:



Questions for Group Discussion

- Noise level and tone of voice.
- Frustration and commitment.
- Different styles each pair develops and what works and doesn't work.

1. What do you think was the most critical element to this experience?
2. What are some of the things that made this event challenging and how did you work around them?
3. Do you have any learning from this event you feel could help you be a better team member or improve the team itself?
4. Do you see any correlations between this activity and what the group faces on a regular basis?
- 5.

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Tips and Tricks from Our Professional Facilitators

If you have a smaller group and want to increase the difficulty, a few seconds after the blindfolded partners are sent into the middle, tell the coaches they have 5 seconds to memorize the layout and then they must turn around.

This will increase the difficulty of communication – As a coach, I now have to yell to be heard – and I must interact with you more and have you tell me where you are in relation to the colored balls.

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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?"

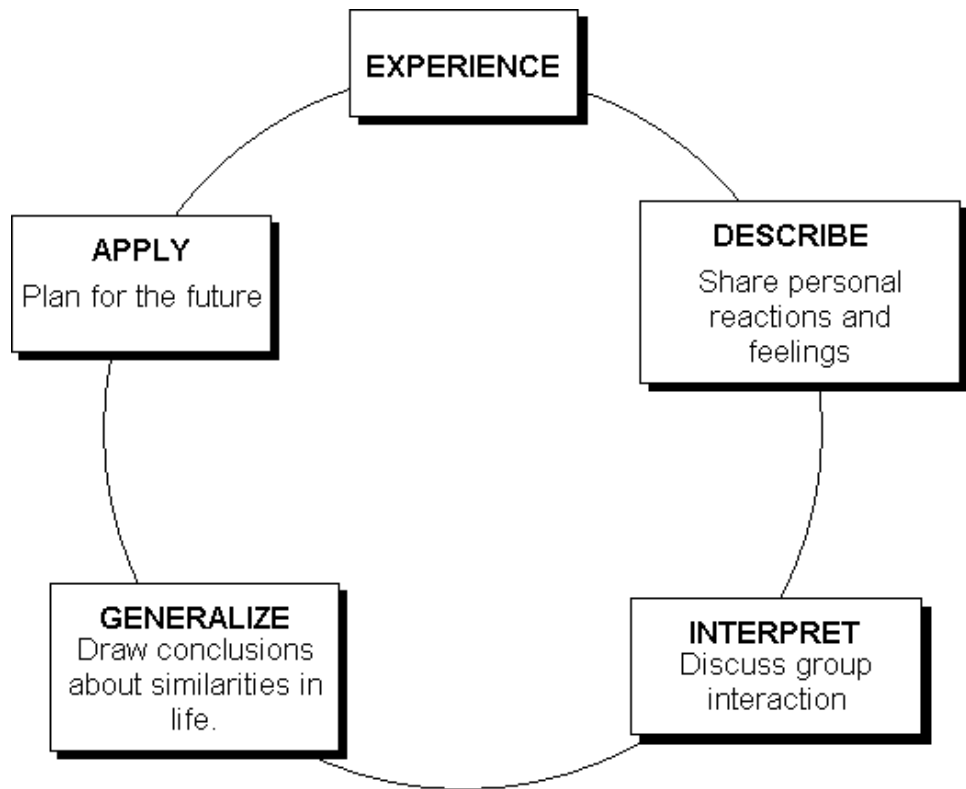
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Clarity Tools

	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? "

Stage 4: Generalize

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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.