

Search & Rescue

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 art of cooperation is something we are taught as children but sometimes have a hard time accomplishing as adults.

The goal here is to have the entire team involved, demonstrate the power of teamwork and show the interdependence teams experience.

You may use many variations of this activity to achieve different outcomes.



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

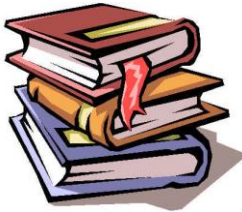
- Be sure people do not grip the rope too tightly or cut off the circulation by wrapping it around their hand.
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- ✓ Three 20 foot ropes
- ✓ Four Landing Pads
- ✓ One ring and hook
- ✓ One customized airplane
- ✓ One 60 foot circle

Equipment You Will Need



Storyline

You are on a rescue mission to the North Pole. There has been an accident and a fishing boat has overturned in the frigid waters of the North Atlantic.

Many of the fishermen have climbed onto the icebergs in the area and are freezing to death.

You must land your rescue plane on each of the icebergs and load the survivors. Ice storms, white out and extreme winds are common in this area.

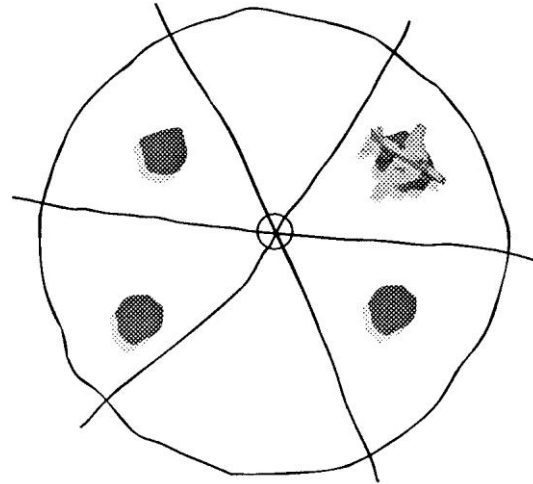


Setup

1. These props should already be in place:
 - ✓ Layout the 60-foot circle.
 - ✓ The three ropes are all threaded through the ring.
 - ✓ The ring is in the center of the circle and the ends of the ropes are extending out of the circle, in a wagon wheel shape.
 - ✓ The landing pads are spread out around it.
2. Have the team approach the circle and spread out around it.
3. When the team is around the circle, but not spread evenly around, yell “freeze!!”
4. The position of the team members will greatly affect the difficulty of the event.

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5. From this moment on, they cannot move their feet.
6. Instruct the people closest to the rope to pick it up.
7. Inform the team they need to lift the airplane and place it on all of the landing pads.
8. They must unhook and re-hook at each of the pads (You may want a time limit).
9. The event is completed when the airplane has been placed on all of the landing pads and returned to the starting position.



Variations

- You may have more strings going through the ring. This will confuse the system, but include more people at one time.
- Blindfolding or placing people on silence creates a new challenge
- Have them choose one person to be the leader, but the leader may not touch any of the props.
- Give them a time limit to strategize and complete the task such as 10 minutes. They need to rescue as many people as they can in that time frame. Give each one of the landing pads a different value (# of people) depending upon how difficult it is to land on it. It is more difficult toward the center. This time pressure will make the group decide if they want to go after the one site with the most people (and the hardest), or go after many of the smaller pads. With a short time frame, you can allow the group to run this more than once. Also, the shorter time frame simulates how little time we have to strategize, solve problems and execute the solution.
- If you have a larger group, tell the group that anyone touching the rescue ropes that guide the plane must be blindfolded. This will greatly increase the difficulty

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of the activity and help the group experience additional communication stumbling blocks as they try to accomplish their task. Be careful using this variation and the time variation above. You do not want to make it TOO difficult – simply allow more time if using both variations.



Dynamics to Watch For:

- People feeling like they cannot contribute because they do not hold a string or are not positioned in a key place.
- Frustration levels of the people who are coaching or waiting for the team to make a hookup.
- How they respond to changes you make in the game or extra challenges you throw in.
- The communication styles that everyone exhibits.



Questions for Group Discussion

1. Each of you find a partner and share with them your first reaction to this event and how that reaction influenced the way you participated.
2. What was the one moment during this event that stands out the most and what could you teach us about that moment.
3. How did the quality of your communication affect the outcome and how could it have been improved?
4. (To the individuals not positioned well) How did it feel being in a difficult position?
5. Are there situations at work/life that is similar to Search and Rescue?
6. How can we apply what we have learned in everyday life?

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Tips and Tricks from Our Professional Facilitators

1. Increase the difficulty by freezing the group while they are in odd positions.
 2. Have a pad of paper handy and write down some of the key statements people are making during the activity. Share them with the group during the debrief without identifying who said it to help stimulate discussion.
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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?"

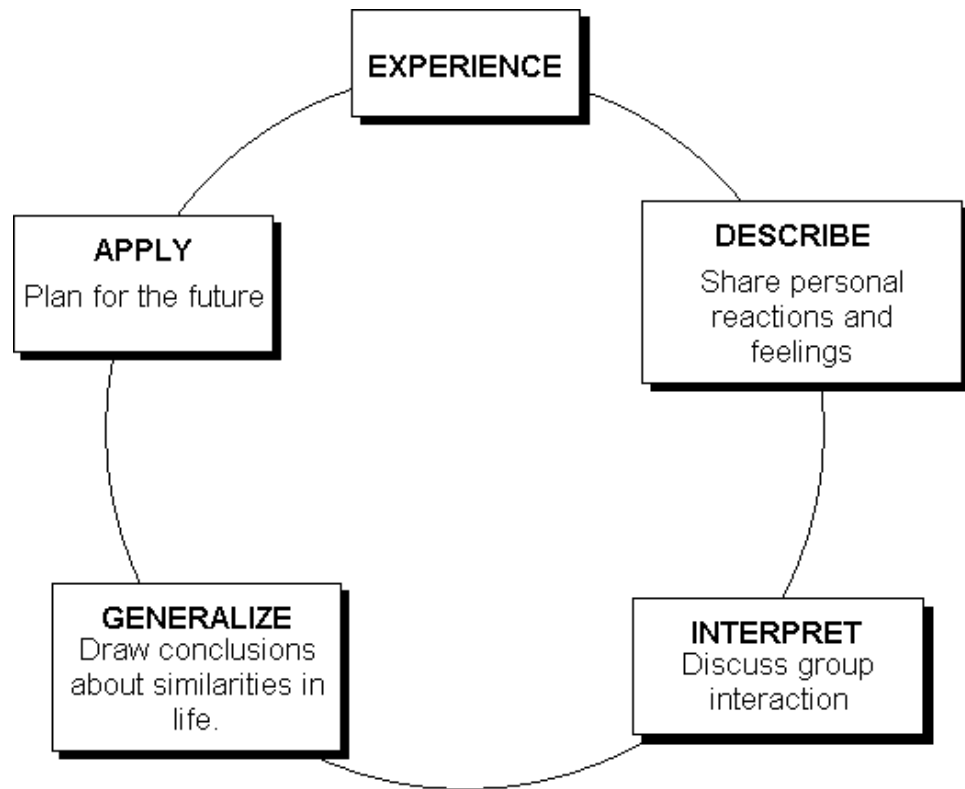
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Clarity Tools

	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.