

Traffic Jam

Team Building Event



Creating Transformational Experiences

www.BuildingTeams.com

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Table of Contents

Introduction to Be Legendary and www.BuildingTeams.com	3
Purpose	4
Length of Exercise and Short Agenda	4
Safety Tips	4
Equipment You Will Need	5
Storyline	5
Setup	6
Variations	6
Dynamics to Watch For:	7
Questions for Group Discussion	8
Tips and Tricks from Our Professional Facilitators	8
Facilitative Tools	10
Maintenance Tools	10
Clarity Tools	11
Learning Cycle Stages	12
The Miracle 10% - One Idea for Closure	13

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

When to use this activity?

Practice cycle time reduction.

To explore leadership issues within the group/team.

Communication difficulties inherent in how groups are structured (in a line).

Get group/team to think "in process."

Sensitize the team/group to communication challenges beyond simply structure.



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

- No safety tips.

Traffic Jam



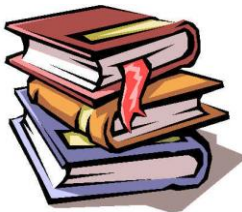
Equipment You Will Need

Grab mouse pads and use them for each person to stand upon, one for each person and an empty mouse pad, or space, in the middle

If you need more than 10 spaces, you can use masking tape to create spots on the floor. This takes a little time and make the squares BIG.

Alternatively, you can use:

1. Chairs, one for each individual and one extra. We like this A LOT!
2. Use the duct tape (or masking tape) to make a starting pattern on the floor. A big 'X' for each spot works just fine. The pattern must be enough squares for each person, plus one additional square on the floor.
3. No tape? You can use pieces of paper, business cards, quarters almost anything to designate a spot.



Storyline

There is no real story line for this activity. We set it up as a group challenge or simulation.



-
1. Have the participants stand in the boxes of the pattern: half of the group faces right, half of the group faces left. So the two groups are facing one another
 2. Explain the task: Using only legal rules, people on the left side must end up on the right side and the

Traffic Jam

Setup

- people on the right must end up on the left.
3. After the task is completed, ask the team/group if they can complete it again in half the time.

Legal Moves:

- Only one person on each spot.
- A person may only move into an empty space in front of them.
- You may only move past one person into an open spot.

Illegal Moves:

- No moving backward, or turning around.
- Move around someone facing the same way you are.
- Make any move that involves two people moving at once.

If you no legal moves are left, start over.

Solution on the last page of activity information.



Variations

Competition / Collaboration Variation

If you have enough people for two activities, you are presented with a unique competition / collaboration experience.

Split the group into two subgroups. Emphasize they are NOT in competition and very clearly state they can share information about how to best accomplish the task.

Regardless of your encouragement, the teams will compete.

Behavior changes depending upon the makeup for the

Traffic Jam

group. However, the first group to finish will usually gladly share their solution while the struggling group refuses the help, wanting to figure it out on their own.

Watch behavior very carefully as you may be able to use it in the debrief to illustrate how easy it is to not collaborate – for whatever reason!

A Second Time Through

If the team is particularly adept at this exercise and has successfully completed the task, ask them to complete the task while holding their breath. Allow them to appoint a coach who may breathe while assisting the team.

Learning Points:

- Teamwork and communication are essential to understanding complex processes.
- Teams can make significant process improvements in a short period of time by drawing on the expertise of all the team members.



**Dynamics
to Watch
For:**

The group attempting the same idea over and over without really trying anything new.

Groups will begin unorganized with no plan and will communicate poorly, but eventually a player will lead the team to the solution. Many times, this is not the 'leader', or manager, in the group. Asking how and why that occurred may be important during the debrief – shared leadership?

Stay out of the critical thinking process, unless the team has no cooperation or direction.

Make note of similarities between the planning and execution compared to scenarios that typically occurs for the group.

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Questions for Group Discussion

1. What was your first thought about this event and what do you think about it now?
2. What was the problem? How did you break it down?
3. How effective was the team at solving this problem? Why or why not?
4. What kind of leadership emerged?
5. If you were frustrated, what caused it and how did you overcome it?
6. Did the team stop to plan any strategy before attempting the task? Why or why not? Would that have helped? Do you see this same pattern at work, where we jump in too quickly without planning?
7. How does what happened relate back to your life at work?



Tips and Tricks from Our Professional Facilitators

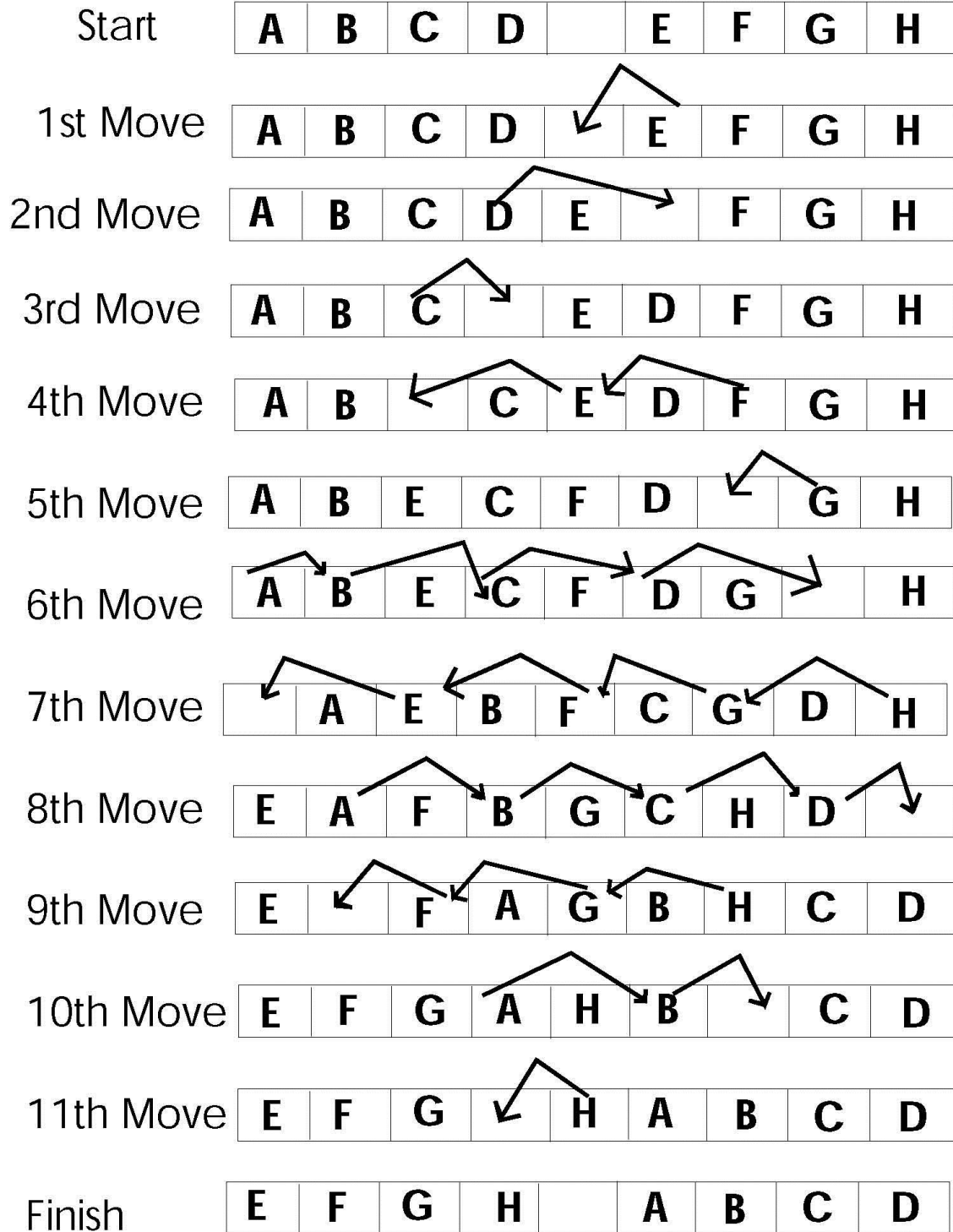
From time to time, a group will have an incredibly hard time 'getting' this exercise. Depending upon time constraints, you may want to let them go and see measure their level of commitment, or you can give them hints on how to solve it.

Notice the pattern L side- 1 move , R side-2 moves, L side-3 moves, R side 4 moves, L side 4 moves, R side 4 moves, L side 3 moves, R side 2 moves, L side 1 move.

If there is less than eight players to a group, use an inanimate object in the game to represent a player.

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TRAFFIC JAM ANSWER KEY



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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?"

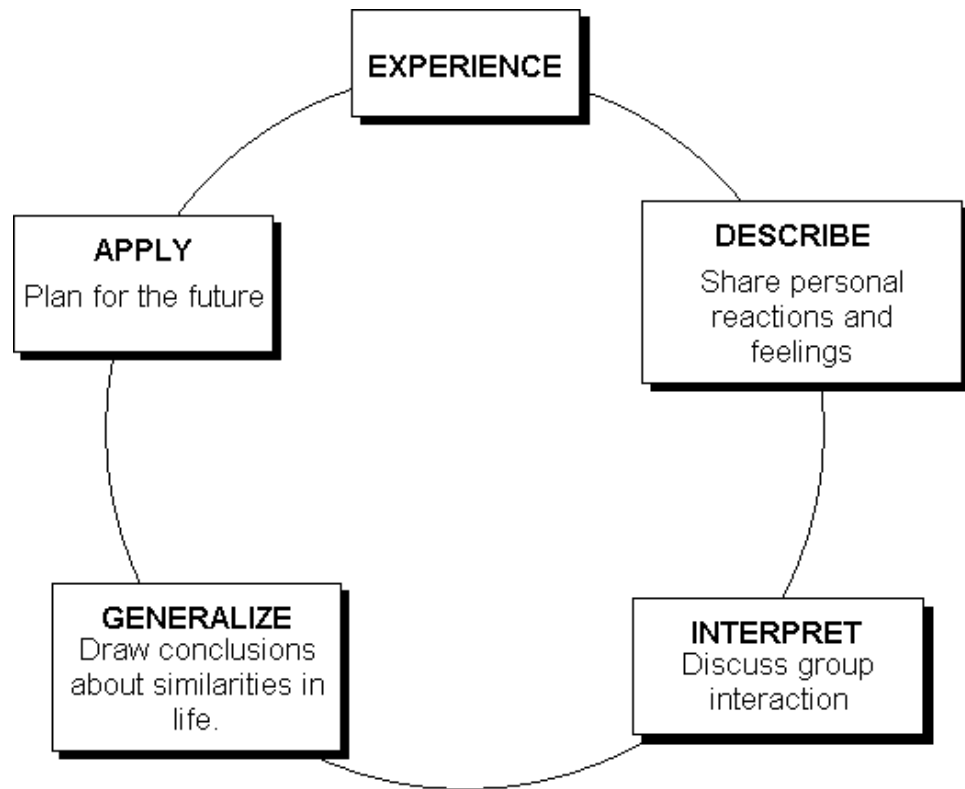
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Clarity Tools

	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? "

Stage 4: Generalize

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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)

"So it sounds like everyone agrees that with just a small

Traffic Jam

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.