

Trust Walk

Team Building Event



Creating Transformational Experiences

www.BuildingTeams.com

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Trust Walk

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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.

Trust Walk

Complete Instructions to Run a Successful Event



Purpose

This is one of the most powerful and, ironically, one of the simplest events we offer. The Trust Walk is about leading, following and communication. Many leadership styles emerge during this event. Some find it difficult to be responsible for another person's safety and others find it exhilarating.

To trust or give up control can be very hard for some people. Whatever the experience, the Trust Walk is a powerful learning opportunity.



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.



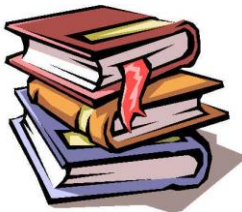
Safety Tips

- Make sure a sighted person is leading a blindfolded person.
- Look for dangerous obstacles, holes, etc.
- Warn the leaders of potential hazards.
- It may be necessary for you to “spot” at certain times.
- Point out poison oak/ivy.
- Be sure you feel good about each leader's ability to take care of their partner
- No climbing.

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Equipment You Will Need



Storyline



Setup

Enough blindfolds for half the group.

You have lost your sight in a plane crash. It is up to one of your fellow passengers to lead you to safety.

The problem is your fellow partner has lost their speech and hearing.

You must find other ways to communicate if either of you are to survive.

1. Describe the boundaries to all members of the team.
2. Have them find a partner.
3. One partner should put a blindfold on the other (this may not be the person they will lead).
4. **STRESS THE IMPORTANCE OF SAFETY AND CARE FOR THE PERSON BLINDFOLDED.** Remind team members it is their choice at what level they participate, and their choice will be positively supported. Specifically state that they may choose not to participate.
5. Create a mood of seriousness and have them take a deep breath. After the deep breath, there is to be no more talking.
6. Encourage them to resist the temptation to speak.
7. Challenge them to create a powerful level of communication without using their voices.
8. The sighted leader should give the blindfolded person as many different experiences as possible (a new touch, sound, smell, feeling, taste, etc).
9. Encourage safe creativity.

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10. At this point, have the leaders circle around the blindfolded people. Have them rotate around the group clockwise. When you say, 'Stop', they are to take one of the blindfolded people and begin leading them around.
11. The experience should be at least five minutes long and can be as long as 30 minutes per person.
12. Silently gather them back together and have the leaders remove the blindfolds at the same time. Give them one minute to talk about the experience together and have a short group debrief.
13. Switch the blindfolds.
14. After the second group goes, bring everyone back together and have a final debrief of the entire experience.



Variations



Dynamics to Watch For:

- ✓ Have most of the team members blindfolded and only one person leading.
 - ✓ You may have the entire team choose a destination and try to get to it with all of them blindfolded. You will need to be the safety for the blind blob.
 - ✓ Do not allow touching. This will ensure more verbal communication versus leading them around by the arm.
-
- Creative ways of leading and following. Be sure to share your observations of the creativity in the debrief, if you see any. If you do not, you may want to ask if anyone saw or experienced some creative leading and following.
 - People who are reluctant to trust.
 - Careless or insensitive people.
 - Unsafe activity.

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Questions for Group Discussion

1. Ask each person to share something they appreciated about the person they led or the person leading them.
2. How did you overcome the challenges you encountered and did you reach a level of complete trust?
3. How did it feel being a leader or a follower?
4. What can you learn from this experience?
5. Are there times (at work) when you must absolutely trust, put blind faith, in someone else? How does that feel?
6. How can we take what we have learned back to work and our daily lives?

Be sure to let everyone carry the discussion. Once someone makes a statement, there may be silence. If this happens, ask if anyone else agrees with the statement and/or ask for feedback on the statement.



Tips and Tricks from Our Professional Facilitators

Communication Activity:

These focus more on communication than leadership, but communication is a large part of the type of leader each person is, so it may fit very well into your plans. Also, this allows you to use the exercise more than once.

These Variations are best used after you have already run the original Trust Walk, although it is not absolutely necessary.

1. Let them speak, but set up an obstacle course that they must guide their partner through, around, under, etc. Combine this with not allowing them to speak and you have a very interesting activity.
2. For a loud, fun yet powerful event, create a circle and have the obstacle course inside the circle. If you are in a room, instruct the non-blindfolded partner that they must be touching a wall at all times. This will create a good space.

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- a. The partner is allowed to communicate from outside the circle while the blindfolded partner goes into the center.
 - b. If you send all pairs into the circle at the same time, you create absolute mayhem! The pairs do not strategize how to recognize instructions from the partner – everyone is yelling into the center.
 - c. This is very fun! However, be sure to let them choose to participate after you have told them what they will be doing.
 - d. Make sure everyone is safe!
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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?"

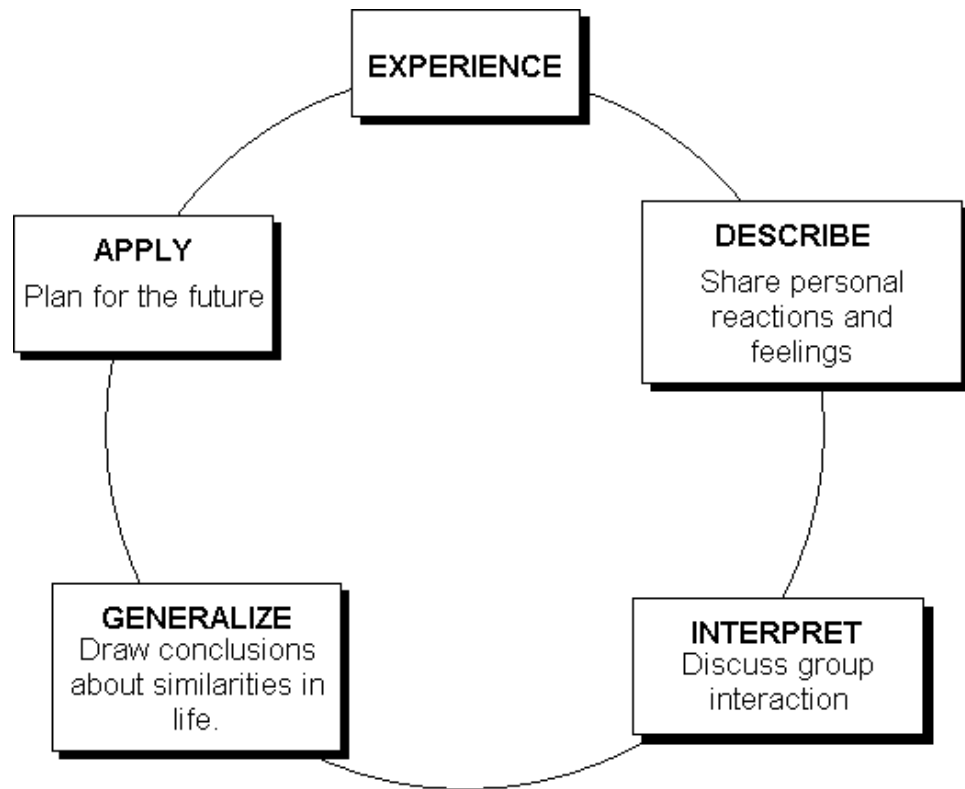
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Clarity Tools

	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.