

Who Are You?

Team Building Event



Repario

Developing People, Teams & Leaders

www.BuildingTeams.com

800-513-8759

Who Are You?

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Who Are You?

Repario Ltd.

Introduction to Repario and www.BuildingTeams.com

Repario Ltd. 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!

Repario Facilitative Staff

Who Are You?

Complete Instructions to Run a Successful Event



Purpose

This activity is designed to help participants experience the different levels of communication.

The experience, while simplistic on paper, is incredibly powerful as the participants move through the levels of communication.

Do not be fooled by the seemingly childish aspects to this. This is an incredibly powerful activity that we use in many large conference settings to great effect.

Using this in the beginning is best.



Length of Exercise and Short Agenda

Total time is roughly 10 to 15 minutes and should not exceed 25 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
- 10 Min. Activity
- 5 Min. Group Discussion
- 5 Min. Wrap up / Set Expectations - Miracle 10%

The discussion is important here. Open up the discussion to everyone and let the group hear what the experience is like.

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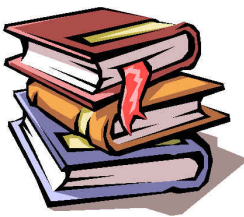
No real safety issues here as there is no movement to speak of.

Safety Tips



None, you only need to even number of people.

Equipment You Will Need



None

Storyline

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Setup

It is important to set this up correctly by telling the group what you will be doing. You will be moving from surface level communication to communicating about values and beliefs.

Here are the three levels:

Level 1 – What I Do

Level 2 – Who I Am

Level 3 – What I Believe

INSTRUCTIONS:

1. Pair people up.
2. Level 1 communication – describe what level 1 communication is.

Level 1 – What I Do

In level 1 communication we define who we are in terms of the external world. It is shaped by what is tangible to us and others. It's like a resume, outlining what we do; our titles, roles, etc.

For instance, "I am a parent".

Now, as they are paired up,

- a. Person A asks the person B "Who are you?"
 - b. Person B answers.
 - c. The question is then asked and answered over and over again until the round of 60 seconds is over.
 - d. Person A is only allowed to ask "Who are you?" They DO NOT discuss the answer!
 - e. The pairs then switch roles and repeat the process
3. Level 2 communication – describe Level 2 communication to the group:

When engaged in level 2 communication we engage more in terms of our internal world. It describes behaviors and actions we take

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when engaged in our titles, roles, etc.

For instance, “I am a patient parent”.

- a. Facilitator describes the difference between level 1 communication and level 2 communication
 - b. Find new pairs.
 - c. Repeat 60 second round. No roles or titles (parent, business owner, clerk, father, mother...)
4. Level 3 communication – describe Level 3 communication to the group:

At level 3 communication we describe ourselves with only intangibles. We speak about values and belief systems we hold that motivate us to behave in certain ways when engaged in our roles.

For instance, “I am a parent who believes every child should go to college”.

- a. Facilitator describes the difference between level 2 communication and level 3 communication
- b. Find new pairs.
- c. Repeat 60 second rounds. None of the answers you've previously given



Variations

Front-Load the Activity

One common variation is to front-load the event. Using this, you will tell the group that within 10 minutes, they will be telling a complete stranger more about your values and beliefs than you have told most of your friends. They will not believe you and yet, at the end, if you remind them about what you said, the group will agree and understand the power of this activity.

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Explain the Three Levels at the Start

Sometimes this is necessary to get buy-in with a difficult group. They need to know that the activity is going somewhere. The Level 1 communication is very superficial and that is how these groups may perceive the activity. Explaining the three levels up front may help them understand where they are going and get their participation in the beginning.



Dynamics to Watch For:

- Notice the energy of the group.
 - Type of answers from each of the different levels – write down examples.
 - Watch for people not following instructions and not really participating. If this is pervasive throughout the group, stop them and explain the three levels – look at variations above.
-



Questions for Group Discussion

1. What did you think about this activity and what do you think about it now?
 2. What were some of the topics covered?
 3. How did you feel during Level Three Communication?
 4. How often do you engage in Level Three communication in your daily life?
 5. What would happen if you spoke with your <insert here, i.e., customers, children> using Level Three communication on a more regular basis?
 6. What can you do to remind yourself to engage in more Level Three Communication?
-

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Tips and Tricks from Our Professional Facilitators

Once again, this is a GREAT activity. Many times the participants say they have said more about what they believe and value to 'strangers' in that were their partners than to some of their closest friends. What if we were at Level 3 communication with our customers (as salespeople)?

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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?"

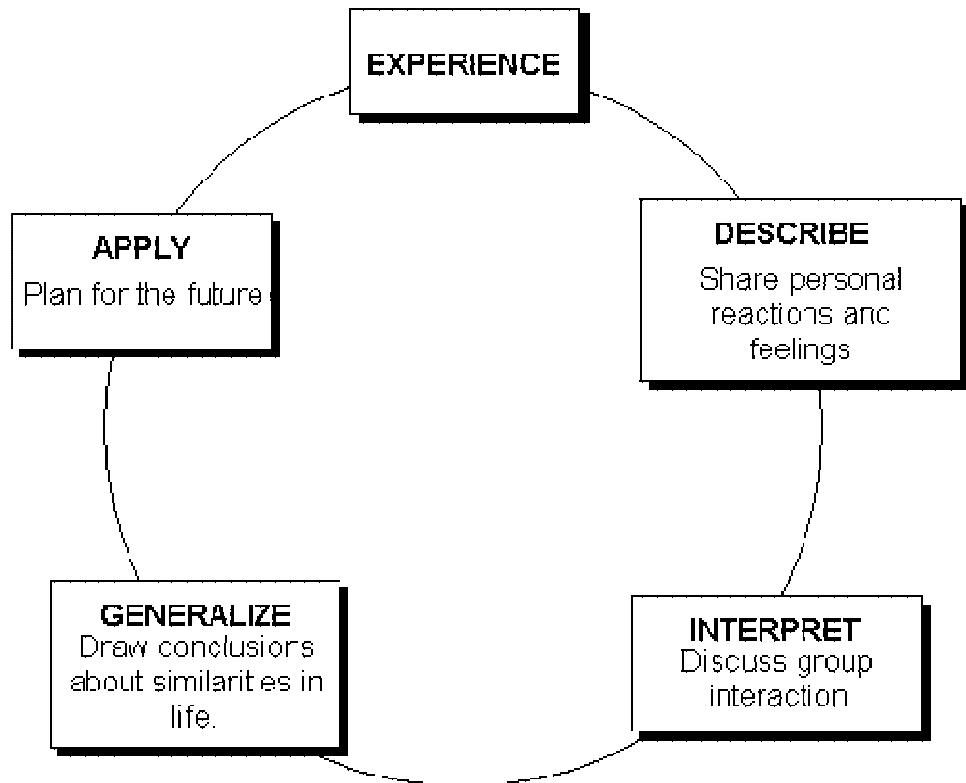
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Clarity Tools

	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?"

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Stage 4: Generalize

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)

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“So it sounds like everyone agrees that with just a small 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.