

Win Win

Win

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
Complete Instructions to Run a Successful Event	4
Purpose	4
Length of Exercise and Short Agenda	4
Safety Tips	4
Equipment You Will Need	5
Storyline	5
Setup	5
Variations	7
Dynamics to Watch For:	7
Questions for Group Discussion	8
Tips and Tricks from Our Professional Facilitators	8
Facilitative Tools	11
Maintenance Tools	11
Clarity Tools	12
Learning Cycle Stages	13
The Miracle 10% - One Idea for Closure	14

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

This event demonstrates the effects of competition within groups and the power of collaboration.

Unless the groups identify a common goal, they will compete against each other and ultimately fail as a group.

If the teams all collaborate instead of compete, they will be able to achieve the highest score possible each round (a full house).



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 – 3 minutes per round, including scoring
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

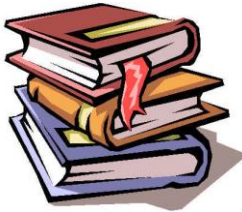
- People will tend to run in the beginning. Warn participants that this is a walking game only.
 - Sometimes people will bend down to take ball from the buckets at the same time and make contact with their heads – especially at the center circle. Simply warn them of the possibility and it reduces the probability if it happening.
-

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Equipment You Will Need

- ✓ 5 balls per team (25 balls total), three of one color and two of another (i.e. three blue, two red)
- ✓ 5 loops of rope as a 'team base'
- ✓ Center loop of rope to put the balls in between each round
- ✓ Stopwatch



Storyline

You have all been approached by the CEO/Executive Director of the organization (insert names here if possible) and have been told that you must maximize your profits over the next quarter.

Each team will have several chances to maximize profits (rounds).



Setup

1. Split the group into five teams. Feel free to rename the groups to reflect your organization -- administration, sales, operations, IT, etc.
2. Put the large loop in the center of the room and give a smaller loop to each team.
3. Arrange the five teams in a circle around the large loop.
4. Put the balls into the center loop of rope.
5. Give the teams the Rules and Profit sheet and explain the rules clearly so everyone understands. Answer questions by referring to the Win Win Win Handout.
6. Begin.

Rules:

Be absolutely clear about the rules and answer any questions they may have. If they ask if they can work

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together, simply tell them that is up to the group and then start the game immediately. DO NOT give them time to strategize.

1. The activity consists of 5 rounds. Each round lasts for 90 seconds. The facilitator will start and end the round with a verbal signal.
2. During each round, balls may be collected by any member of the team, but one member of the team must stay at the team 'base' at all times.
3. Balls may be collected from the center loop or from ANY other team, but you can only collect one ball at a time.
4. After you take a single ball from the center loop or another team, you must return to your base and place the ball in your loop.
5. No one is allowed to obstruct a ball collector in any way. Balls must be accessible to other collectors at all times.
6. ALL balls must be included in score determination.
7. In the event of a dispute, the facilitator's decision is final.
8. Any violation of these rules will result in the team being disqualified for the round and an automatic penalty of -3.

Put the scoring and the table below on a flipchart so everyone can see how points are scored and how many points each team has scored.

Scoring:

Maximize profits by scoring points.

Full House – 3 balls one color, 2 another color	+ 3
Four plus one – 4 of one color, one another	+ 3
Straight – 4 different colored balls	+ 2
Four of a kind – 4 of one color	+ 1
Three of a kind – 3 of one color	-- 1
Small straight – 3 different colored balls	-- 2
Any combination not listed	0

Be **VERY** clear about the scoring. ANY other combination besides the ones above is zero.

For example, an enterprising team may get two full

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houses and think they receive 6 points. NO! That is a different combination that what is above.

	Round 1	Round 2	Round 3	Round 4	Round 5
Team 1					
Team 2					
Team 3					
Team 4					
Team 5					



Variations

- Changing the story to make it more meaningful to the individuals tends to create a better response during the debrief and discussion after the event.
- If it is possible to run this outside, place the groups 15-20 yards away from each other to make the strategy more difficult and make it more of a running exercise.
- Use a bucket for the center repository for the balls so the participants cannot see which balls are in it.



Dynamics to Watch For:

- Safety of the individuals.
- Cheating. People will keep the balls in their hands during scoring or even during the round. Don't worry about stopping the team, just note it for later and ask the team about it.
- Teams will interpret the rules creatively, be sure to watch carefully for the interpretations and between rounds ask the rest of the groups if that interpretation is allowed.

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Questions for Group Discussion

1. Ask for observations from the group. What was happening during the exercise?
2. What was the goal of the activity?
3. There were 5 teams, but you all work for the same organizations (in the same department) right? So let's add these scores together.
4. How do you feel about the score for the entire group?
5. How would the CEO/Executive Director (name if possible) feel if these were the real profits for your organization (department, division, etc)?
6. The goal was to maximize profit, so what was the total potential profit?
7. What would happen if you received these results on a continual basis?
8. Why did this happen?
9. Common goal was missing (this is what they will tell you)
10. Diverse goals brings these kinds of results EVERY time.
11. Do we have a common goal?
12. Where is this happening in our organization right now? Are there projects right now that would benefit from more collaboration?



Tips and Tricks from Our Professional Facilitators

1. DO NOT give them too much time for planning before the event or between rounds in Rounds, 1, 2 and 3. If you do, they may figure it out early. Keeping the time pressure on them is more like work as well.

If you want to be sure they experience the collaboration, between rounds 3 and 4, ask them why they are in the room together. Is it because they are 5 separate groups, or part of ABC Company and then immediately begin Round 4.

Alternatively, one or two of the participants may have tried to bring the group together in the early rounds but were ignored. Ask them what they were trying to say and then immediately begin round 4.

Between Rounds 4 and 5 ask them the question

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again, but this time give them the opportunity to plan and discuss how they can all win. Make sure they 'get' it before you begin the 5th round. It will take them roughly 15 seconds to complete the task and every group will have scored the maximum amount of points. MAKE THEM WAIT for the next 45 seconds. This will provide a sharp contrast between the 1st and 5th rounds. In the 1st early rounds, they were running around like mad, but had a TON of spare time in the 5th.

Ask: *“What could you have done with 300% more time at work?”* Many times the respondents find that the chaos was, although unproductive, was more fun. Is that happening at work? Probably.

2. If you want to have fewer teams, take away a Full House per team you want to take away.

Also, if you want to add teams, simply add a Full House, but make sure you add the exact same kinds of balls. You can find them at toy stores and are called 'Intex Fun Ballz'.

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Participant Handout

Goal: Score as many points as you can in the time allowed.

Rules:

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Maximize profits by scoring points.

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Small straight – 3 different colored balls	-- 2
Any combination not listed	0

	Round 1	Round 2	Round 3	Round 4	Round 5
Team 1					
Team 2					
Team 3					
Team 4					
Team 5					

Notes:

At the end of each round, each team will report their score to the facilitator and it will be recorded. Please have one team member from each team bring the balls back to the center loop for the next round.

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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?"

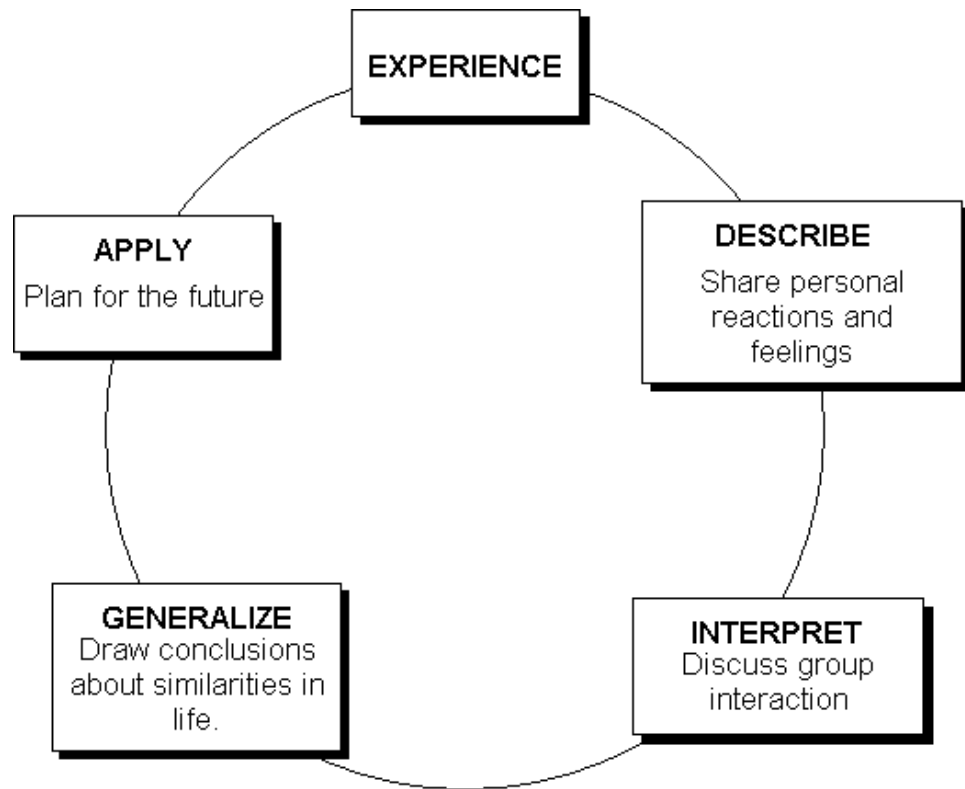
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Clarity Tools

	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.