

Toobeez

Training with a Twist: Communication and Team Building



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Fostering Connections and Teamwork Through Fun!

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The authors would like to acknowledge **Tom Heck** for inspiring the ideas behind several activities, specifically: Drawbridge, Get Connected, and Modeling Success.



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INTRODUCTION

“To be an outstanding leader, one must first be an effective communicator.”
Michelle Tillis
Lederman

What is this book?

It is training with a twist. This book is about communication, leadership, teamwork, and fun ways to learn about the roles they play and the impact they have. Inside, you will find easy-to-follow facilitation guides for designing and delivering interactive and innovative training programs that encourage insights, increase learning, develop skills, inspire action, and always create a fun experience. While some of the activities may at first seem familiar, as they are adapted from common activities, the debriefs and applications are the interpretation and work of the authors.

“Leadership is having a vision and empowering others to join you in realizing it. It’s about knowing yourself, how your behavior affects others, and motivating action.”
Abigail R. Kies

Who is this book for?

You, of course! If you are in a Human Resources department, learning and development role, or are an independent corporate trainer, this book is full of ideas for you. Customize on or off-site workshops that incorporate fun with the specific skill development you desire.

How do you use the book?

With ease. Starting with the Activities Matrix, select an activity based on your learning goals and follow the guide through set up, facilitation, and most importantly, the debrief discussion. The debrief section of each activity provides you with opening, goal-specific, and concluding questions. We also threw in some tips and ideas for how to make each session your own.

So what are the results?

The possibilities are infinite. Our programs enhance communication, create leaders, and engage your workforce. The results – increased productivity, improved morale, and ultimately, higher profits.

HOW TO USE THIS BOOK

THE ACTIVITY MATRIX

The Activity Matrix on page 18 is designed to summarize the primary and secondary Learning Intentions for each activity. It allows you to quickly skim for the learning objectives you want to focus on and choose activities accordingly.

THE ACTIVITIES

The fun stuff. This book is organized by activities, which are the trainer's way of creating a learning environment while the participants think they are just having fun. The activities are designed for flexibility, and they guide the trainer through set up, facilitation, and discussion. Each one focuses on specific Learning Intentions, designated as Primary and Secondary. The matrix on page 18 will assist you in selecting activities to highlight the areas you're looking to impact. The structure of the activity section is described in detail below.

The Learning Intention (LI)

The point of the activity. The Primary Learning Intentions (LI) are what the activity requires in order to successfully complete the task. The Secondary LIs (S) are additional areas of expertise that may contribute to the outcome of the exercise and can be the focus of the debrief discussion as well. It is the facilitator's choices as to which ones and how many are used depending on how much time you have and how in depth you want to go on the topics.

Topics Include...

- Communications
- Cooperation
- Creative Thinking
- Decision Making
- Diversity
- Ethics
- Influence
- Leadership
- Negotiations
- People Development
- Project Management
- Strategic Thinking
- Teamwork

The Overview

A quick peek summarizing the activity, time, space and materials required, as well as the suggested group size.

The Activity/The Task

What you and the participants are doing – plain and simple. Along with the necessary set up, the activity provides the facilitator with directions for opening and closing the activity, optional variations, and observations to note during the exercise.

Setup

What to do before everyone shows up. Along with the materials noted in the Overview section, look here for how to prepare the space and supplies.

Instructions/Facilitator Script

What to say. This book provides you with specific language to kick off the activity.

Observations and Modifications

What keeps you, the facilitator, busy while the activity is underway. Often, your primary task will be to observe. This section not only tells you what to look for but how and when to modify the activity based on those observations.

Conclusion

Wrap it up. Should you abruptly end the activity or let it play out until the participants accomplish the task assigned? The best option is indicated in this section of the activity description.

Variations

The activity with a twist. Here is where you can have some fun with your participants - mute them, blindfold them, or make *them* decide the rules. Use variations to add new challenges to the activity and highlight additional Learning Intentions.

The Debrief

Where the work gets done. During the debriefing session, learning is achieved through directed questions and an open, guided discussion. Effectively using this section is your key to success. First, answer the following questions:

- How much time do you have for discussion?
- What do you want your participants to learn by the end of the session?
- What else do you want to accomplish?

The basic discussion consists of the **Opening** and **Closing** sections of the debriefing session. At the end of the activity, we also provide the **Key Take-Aways**. Depending on your answers to the above questions, you will determine which LIs to include and at what depth. Use the table as a guideline for how many brief or in-depth Learning Intentions (LI) can be included in addition to the Opening and Closing sections.

Brief LI: Pick one or two questions from the list.

In-Depth LI: Raise all of the questions for that topic.

Debrief Time Available	Number of Brief LIs	Number of In-Depth LIs
30 minutes	None	None
1 – 2 hours	2 – 3	1 – 2
2 – 4 hours	4 – 5	2 – 3
4+ hours	All	4 – 5

Tip

A heads up. These comments come from the experiences of seasoned trainers.

Facilitator’s Choice

Make it your own. How you implement the instructions is up to you, and here are a few more options.

Transitions

What’s next? The choice is yours. Look here for basic transitions to other discussion topics.

EXECUTING THE TRAINING

THE FACILITATOR'S ROLE

Facilitator – “*Someone who makes progress easier*”¹. Sounds simple, but to be a successful facilitator, you must manage many roles including...

The Motivator – Inspire your participants to engage in, value, and contribute to the experience. It is your energy that will elevate or deplete the energy in the room.

The Observer – Watch the interactions and modify the activity to create the greatest application of the learning.

The Discussion Leader – Ask the questions that will generate open discussion and highlight the Key Take-Aways when the opportunity arises.

The Safety Coordinator – Ensure the participants execute the task safely.

THE IMPORTANCE OF FOLLOW UP

Training day is day one. The results are immediate and short-lived. In order to create lasting results, make the follow-up an integral part of your training. Consider these five components of effective follow up when creating your plan.

1. Get feedback from participants
2. Communicate the desired long-term results
3. Develop and monitor progress on action plans
4. Create accountability to reinforce desired behaviors
5. Make timely corrections

In each activity you will find an opportunity for participants to create action steps and design their accountability plan within the workshop. Look for ways to support the follow-up. For example, pair people to work together as buddies/small groups that will meet or speak on a regular basis. Then have participants determine the changes they would like to implement after the program, and make sure they are specific, measurable and actionable.

¹ Source: WordNet ® 2.0, © 2003 Princeton University

Explain how to create goals with these criteria:

SPECIFIC – *The what, when, and how of what you want to accomplish.*

MEASURABLE - *How do you know if you have accomplished your goal? You measure it! Choose concrete criteria so you can track your progress.*

ACTION - ORIENTED – *What will you do to make it happen? These are the specific steps you will take to get it done.*

If your participants are challenged in creating specific action items, provide some ideas. See the following page for examples for the follow up.

ACTIVITY FOLLOW UP		Communication	Creative Thinking	Decision Making	Diversity	Ethics	Leadership	Negotiations and Influence	People Development	Project Management	Strategic Thinking	Teamwork and Cooperation
ACTION ITEMS												
1	Give credit to a member outside	X							X			X
2	Ask for feedback from your	X					X		X			X
3	Try a new influencing strategy	X									X	
4	Adopt one behavior you admire in		X				X		X			
5	Before reacting to something someone said, ask	X			X		X		X			X
6	Start a conversation with	X			X		X					X
7	Create a new format for a		X				X			X		
8	Choose a course of action for a			X	X		X			X		
9	Speak to strategic partners regarding	X						X			X	X
10	Incorporate a 10-minute		X						X	X	X	
11	Review company policies to ensure					X	X					
12	Accept responsibility for something that did		X	X		X	X					

THE CORPORATE ANGLE

While the lessons from these activities apply to all aspects of life, as a corporate trainer, it is your job to help the participants relate them to their professional lives. In each activity, we provide suggestions of the areas that may be impacted and raise questions to elicit this connection. Use the table below for examples.

TOPIC	IDEAS
Strategic Partnerships	<ol style="list-style-type: none"> 1. Are there new people/groups with whom you can now envision working in partnership? 2. How will you approach them?
Feedback and Performance	<ol style="list-style-type: none"> 3. Are there people you can ask for feedback? 4. Are there people you can give feedback to in a new way so they experience the maximum benefit?
Interviewing and Hiring	<ol style="list-style-type: none"> 5. How do you communicate with a candidate? 6. What biases do you bring to the interview? 7. What's important to you in a new employee and what questions can you ask to solicit that information?
Teams	<ol style="list-style-type: none"> 8. What new roles can you now assume when you work on teams? 9. How can you lead and influence others even when you're not in a "leadership" position?

A WORD ON SAFETY

Keeping the participants safe, both physically and emotionally, is critical to success. You should develop your own safety procedures with the following points in mind.

- Have participants engage at their own level
- Encourage participation, but do not force it
- Ensure the space is free of dangers
- Inspect all props before and after use
- Discuss safety before beginning the program
- Keep a First Aid kit accessible

You are responsible for the safety of everyone using these activities. Make safety a priority and manage the risk.

The authors and publisher of this book assume no responsibility or liability for the use of the information presented in this guide, including, but not limited to, errors due to misprinting or omission of detail.

**ABOUT THE
AUTHORS**

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Abigail R. Kies is the founder of Play To Win Coaching, a leadership development company committed to empowering people in all of their relationships - professional and personal - and contributing to businesses, communities, and families in an ongoing and results-driven basis. Combining her business background and powerful coaching skills, Abigail works closely with individuals, teams, and organizations from diverse backgrounds in varied situations... entrepreneurs, managers, Fortune 500 executives, artists, teachers, lawyers... to enhance communication, enrich relationships, develop leadership, and realize visions.

Prior to professional coaching, Abigail worked in investment management (Sanford C. Bernstein and Co., Inc.), management consulting (Mitchell Madison/marchFIRST and freelance), and marketing (Peaceworks LLC, American Express Company). She also has extensive volunteer experience including serving as Treasurer of her NYC co-op (243 unit apartment building), fundraising and event coordination for Project Sunshine, tutoring/mentoring with the East Harlem Tutorial Project, teaching with Junior Achievement, and building for Habitat for Humanity.

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Michelle Tillis Lederman is the founder of Executive Essentials, a training company that provides communications, leadership, and team building programs as well as executive coaching services. She has delivered seminars internationally for corporations, universities, high schools, and non-profit organizations including: JPMorgan Chase, Deutsche Bank, Columbia Business School, and The Museum of Modern Art. Michelle is an Adjunct Professor at NYU's Stern School of Business in the Management Communications department and serves on the faculty of the American Management Association.



Michelle spent ten years in finance, beginning her career as a Certified Public Accountant in Arthur Andersen's audit practice, and she later joined Primedia as a mergers and acquisitions analyst. Her experience ranges from venture capital to hedge funds and includes positions as a financial strategist with Deloitte Consulting and an alternative investment advisor for HypoVereins Bank.

Michelle is involved in extensive volunteer and community advocacy. She is developing a life skills curriculum for high school students to increase their likelihood of success. As an animal advocate, she has organized multiple benefits to raise awareness and donations for New York City animal rescue.

She received her BS, Summa Cum Laude, in Accounting and Communications from Lehigh University, her MBA, with honors, from Columbia Business School, and her coaching certification from the Institute for Professional Empowerment Coaching.

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“Teamwork is the ability to work together toward a common vision. The ability to direct individual accomplishments toward organizational objectives. It is the fuel that allows common people to attain uncommon results.”

Andrew Carnegie

ACTIVITY MATRIX

ACTION ITEMS		Communication	Creative Thinking	Decision Making	Diversity	Ethics	Leadership	Negotiations and Influence	People Development	Project Management	Strategic Thinking	Teamwork and Cooperation
1	Building Bridges	P	S	S	S			S	S			P
2	Drawbridge	S							S	P		P
3	Find Your Way	S										P
4	Get Connected	S	S							P		P
5	Homeland Security		S									P
6	Modeling Success	P					P		S		S	
7	Shape Up	P							S	P		
8	Trading Game		S			P		P			S	S
9	Unseen Obstacles	P					P		P		S	S

#1 BUILDING BRIDGES

THE LEARNING INTENTION

Primary **Teamwork and Cooperation**
Communication

Secondary **Influencing Others**
Decision Making
Creative Thinking
People Development
Diversity

THE OVERVIEW

“Keep away from people who try to belittle your ambitions. Small people always do that, but the really great make you feel that you, too, can become great.”
Mark Twain

Description	The group is split into two teams and instructed to build the longest bridge possible in the time allotted with the Toobeez provided.
Time Required	Setup: 10 minutes Activity: 20 minutes Debrief: 30 minutes (minimum)
Space	20 x 40 (minimum room size) Open space – no chairs, tables, etc.
Group Size	10 – 40 participants
Materials	<ul style="list-style-type: none"> ▪ One (or more) Toobeez set(s): split in two equal groups ▪ Blank nametags or stickers (for variations only) ▪ Flip chart

THE ACTIVITY
Instructions

Facilitator Script

In this activity, you will be divided into two teams, Team A and Team B (divide the room). Each team will be given a set of Toobeez. Your instructions are to win by building the longest bridge with the materials provided in the time allotted. You will have 20 minutes to complete this activity.

Any questions on the material covered? (Answer any questions, and get the teams situated with their Toobeez). Begin.

Facilitator's Choice...

1) The language you choose may influence how the instructions are interpreted. Consider using "group" or no distinction, "A's over here, B's over there" instead of using the word "team".

2) How the teams are chosen may impact this activity. There are many ways to divide the room (i.e., counting off, using characterizations such as hair color, company level or division, gender, etc. or picking random individuals).

Observations and
Modifications

Once the time allotted begins, your role as facilitator is to observe until the time is up. During the activity, listen and look for the following: How people communicate, cooperate, and work in teams. The questions below, based on the primary Learning Intentions, are provided to guide your observations.

Communication

In this activity, people get to communicate with their body, as well as with language. People may have open discussions about what the point of the activity is, or they may jump right in without even questioning their interpretation of the instruction. Listen and watch to notice:

- How are people addressing, listening, and working with each other (orderly, respectfully, differentially, and/or confrontationally)?
- How have people interpreted the instructions and how to win?
- How do people influence each other?
- What tactics do they employ?

- What non-verbal communications do you notice – facial expressions, people stepping away or disengaging?

Teamwork and Cooperation

People will have different ideas of what their “team” is – whether it is the group they are in, a subgroup within that, or all of the people participating in the activity. The possibility here is for people to see that they can all work together creating a bigger possibility of “winning” than either team can create on its own. During the activity, observe:

- Levels of competitiveness – within teams and with the other team
- Roles and alliances
- Whether anyone mentions or approaches working with the other team
- Impact of the restrictions in the variations
- Variation 3: Whether everyone votes each time or if anyone stops the process by refusing to vote

Concluding the Activity

When the time has passed, stop the activity abruptly. If they have not yet used all their pieces and “completed” a bridge, stop them wherever they are and ask them to take a seat. If one or both teams have “completed” before the time, let the time pass and observe how participants use the time. Notice whether it occurs to anyone to join together with the other team.

Variations

Variations are optional and will highlight additional skill sets.

1. Highlighting: Creative Thinking, Diversity, Influencing Others, People Development

In addition to the instructions above, there will be limited communication for certain members of your team. Specifically, the designated group will be mute (that is, not able to speak throughout the entire exercise). They must participate fully and communicate without using spoken words.

TIP...

To see skills in others, choose individuals who have so far been talkative, outgoing, or emerged as leaders and mute them.

2. Highlighting: Creative Thinking, Decision Making

In addition to the instructions above, there will be limited direct contact with the Toobeez. Those individuals chosen on each team will be the only ones who may touch the round connector spheres. Everyone else may only touch the tubes. No one will be able to touch both the connector spheres and the tubes.

3. Highlighting: Decision Making, Influencing Others

In addition to the instructions above, as a team you must choose by vote a design/building strategy before putting the bridge together. The team must determine what guidelines (%) constitute a "passing" vote. You may not proceed with building until everyone votes. In order to change the design of the bridge once building has commenced, a new vote must be taken and counted – the same voting guidelines apply to any additional votes.

TIP...

By not voting, any individual may stop the process. This tool could empower an otherwise quiet person to be heard, but only if that person has listened carefully to the instructions.

4. Highlighting: Diversity, People Development

In addition to the instructions above, divide the room by age or gender.

TIP...

When using variations #1 and #2, use nametags or color stickers to differentiate people. For instance, put a sticker/nametag on the people who are mute or connector spheres, so everyone is clear as to who is in which category.

THE DEBRIEF

The debrief should be an interactive discussion. Lead it by offering a series of questions and soliciting responses from the participants. To begin, ask questions about the activity itself and continue with specifics related to the skills you want to address or highlight. You may stick to one area of focus or choose to cover many topics. Suggested questions are offered below to guide you as you facilitate this debrief.

The debrief is organized with an Opening and Closing and then by Learning Intention, and it may be used in a variety of ways. You may use just the Opening and Closing for a basic debrief or add the Learning Intention-specific debriefs in between. To include the Learning Intention specifics in your debrief, either pick one or two questions from each areas in order to touch on many topics or work in depth on one or more area of learning and go through all of the questions for that topic(s). Look through the questions, TIPs, FCs, and Transitions prior to the training session in order to choose which ones you will cover (See “How to Use this Book”).

Opening

The intention of this activity is to enhance communication among team members and encourage and realize the value of cooperation. This activity provides participants with an opportunity to see how they work together, whether they lead or follow, what roles they assume, how they influence and are influenced by others, and how they interact in a potentially competitive situation. The activity offers an alternative to competition - the win/win.

This activity offers many lessons, so let the participants share with you what they learned and think the activity is about. As you ask questions about the instructions, listen to the responses to be sure the participants understand the instructions (i.e., someone can repeat them word for word, answers precisely, or there are no hands remaining in the air.

- What was the point of this exercise?
- Who knows what the instructions were?
- What was the longest bridge possible?
- How did you play the game?

TIP...

People may use the restrictions in the variations as excuses or explanations for why they did what they did and their levels of leadership, cooperation, and communication. Challenge them on those assumptions. Ask: "Is there an alternative?"

Closing

This activity is a platform for new actions. In all variations, the way to build the longest bridge is for Team A and Team B to cooperate. Any other solution leaves both teams with, at most, half of what they could have created by working together.

Concluding Questions

- What did you learn about communication, cooperation, or teamwork?
- What could have been done differently?
- Where else in your professional life do you behave in a similar manner? Is it working?
- What traits or behaviors did you admire in your teammates?
- How will you apply what you learned from your teammates?

Action Plans

- How many ways can you apply what you learned in this activity to:
 - Strategic partnerships
 - Feedback and performance reviews
 - Interviewing and hiring decisions
- Based on your new experiences and insights, what could be different in going forward?
- Which skills will you now adopt and develop?
- What three action steps (with specific, measurable results) will you take this month to begin incorporating what you've learned into your daily routine?

LI:
Communication

People are always engaged in many levels of communication. The following questions offer participants the opportunity to become aware of their communication, the impact it has on others, and the results it creates. Through this awareness, people will then get to choose the alternatives that serve their goals.

Speaking

- How quickly did you speak up when you had ideas?
- Were you clear on the instructions and how to win?

Facilitator's Choice...

Anonymity may impact people's willingness to be open and honest. Have people close their eyes and ask them to raise their hands indicating their answers to questions regarding being listened to, satisfaction with the results, etc. Use a scale of 1-5 (represented by holding up fingers) as appropriate to facilitate this process.

Listening

- Who did you listen to or follow? Why?
- Who thinks they followed the instructions and came up with an acceptable result?

Non-verbal

- What body language did you notice in yourself and others?
- How did your body language change as decisions were made and actions were taken?

When using Variation #1

- If you were mute, how did you communicate? Was it effective? Did you participate fully?
- If you weren't mute, did you include the people who were? How?

Summary Script

We've just had the opportunity to recognize how each of us has been communicating as well as to identify role models and pitfalls. Now you can put that information into action to create clear and comprehensive mutual understanding. So, what do you think the results will be in your organization?

Transition to Cooperation and Teamwork...

"Now that we have an idea of the impact of our communications, we're going to get into more depth regarding how we work together by focusing on Cooperation and Teamwork."

Transition to Creative Thinking...

"One of the outcomes of excellent communication is an environment which fosters creativity and generates new ideas. Now that we've spent some time on the communication piece, let's turn our attention to creative thinking and what you've learned about yourself and others from this activity."

LI: Teamwork and Cooperation

Teamwork and cooperation includes how people interact with each other, the roles people take in group settings, and how people perceive situations – as competitive or collaborative.

Teamwork

- How did your team work together?
- What roles did you/people assume?
- If you didn't get your way, how did you participate?
- Where in your job and career do you limit your definition of "your team"? How else could it look?

Cooperation

- Did anyone consider working with the other team?
- What would it have taken to work together, and what's the possible impact?
- What is preventing or blocking you from expanding your idea of team, and how could you overcome it?

When Using Variation #2

- How did you coordinate putting the pieces together?
- Did the pieces you had affect the roles you took on?

Summary Script

When people work together in an empowering way – one in which everyone is listened to and respected as a contributing member of the team – results are impacted. We often interpret situations as "us versus them," when all parties would benefit by working together. As we expand our interpretation of "our team", we also expand the possibilities for success and achievement.

Transition to Influencing Others...

"What happens when we want to work in a cooperative manner and other people resist? How do you create a team amidst resistance? There are many ways to influence others. Think again about the activity we just completed, this time reflecting on what influenced you and how you influenced others in your group."

LI: Influencing
Others
(S)

It is useful to examine what influencing tactics you're currently using, what tactics you respond to in others, and expand the options to include other influencing strategies. (For a comprehensive discussion of specific influencing methods, see Activity 8: Trading Game.)

- Do you ever think about how you get your way?
- Are you aware of how you influence and are influenced by others and when and why it varies?
- How did you influence others in this activity?
- How does this impact your organization?

LI: Decision
Making
(S)

How we make decisions has an impact on others and the organization. Empowering decisions, those that value others' opinions and leadership abilities, allow you to collectively move forward with direction and purpose.

- Were decisions made in an efficient and/or empowering way?
- What criteria did you use?
- What decisions did you make as an individual versus as part of a group?

When Using Variation #3

- How did you decide what counts as a passing vote?

LI: Creative
Thinking
(S)

While we may share many similarities, each of us thinks in a unique way. Encouraging people to listen to and share their own ideas keeps organizations fresh and innovative. Use the following questions to generate a discussion about creativity, its value, and how to tap into each individual's creative ideas.

- How did you come up with ideas?
- Did you share all of your ideas? Why or why not?
- What behaviors contributed to/hindered creativity?
- How did you react to a "different" idea?

When Using Variation #3

- How did the voting work?
- What could you have done to stop everything and make people listen to you?

Transition to People Development...

“Whose creativity surprised you? Did you tell them? Why or why not? How would you feel if someone told you your thinking impressed them? How often do you share feedback with your colleagues?”

LI: People
Development
(S)

The fundamental tool for successful people development, including for ourselves, is feedback. Excellent managers carefully observe people and communicate clearly. Outstanding employees are those that look for and listen to feedback on their own as well.

- What did you notice about how other people participated in this activity?
- What did you admire and want to encourage?
- How can you support people to optimize what's working?
- How can you provide feedback and guidance effectively?
- What are personal pitfalls you discovered, and how can you avoid them?

LI: Diversity
(S)

The term diversity suggests a mix of people with perceived differences. There are many ways a group can be similar and many ways it can be diverse. For instance, a group of investment bankers may all have MBAs and six-figure salaries. At the same time, they may be different ages, different genders, different religions, different nationalities, have different likes and dislikes, and different political ideologies. Everyone interprets “diversity” a little differently; so begin by exploring what it means to this group. Encourage people to listen to each other openly as they consider differing points of view.

- What types of diversity were present?
- On what criteria are you basing being different?
- What assumptions did you have about the people with whom you were working?
- What was your initial reaction to being put in the group in which you were placed? Why?
- How did you work with people you thought were similar/different?
- What is the benefit of working in “mixed” teams?

When Using Variation #4

- What was your experience of initially being placed in a single gender group?
- Did your assumptions and preconceived notions support or inhibit your contribution?
- What is the risk here?

TIP...

It is valuable for people to recognize that, in general, groups of men and women have different dynamics. However, it is also important to caution people against over-generalizing. This is an opportunity to identify possible differences and explore ways to communicate with others, not an invitation to apply them to all individuals or groups of men or women.

Key Take-Aways

- **When people cooperate and work together, results are possible that individuals or individual teams could not produce on their own.**
- **Winning can include everyone – it doesn't have to be at the expense of another team or individual.**
- **Communication directly affects our results: clear, respectful communication encourages people to work together and creates a common understanding of a situation.**

**FACILITATOR
NOTES**

#2 DRAWBRIDGE

THE LEARNING INTENTION

Primary **Teamwork and Cooperation**
Project Management

Secondary **Communication**
People Development

THE OVERVIEW

“Everything that irritates us about others can lead us to an understanding of ourselves.”
 Carl Jung

Description	The group is split into two teams and instructed to build half a bridge on their respective sides of a visual divider. When the divider is removed at the end, the two teams must connect their bridges to complete a bridge with the addition of only one more Toobeez tube.
Time Required	Setup: 10 minutes Activity: 20 - 45 minutes Debrief: 30 minutes (minimum)
Space	20 x 20 (minimum room size) Open space – no chairs, tables, etc.
Group Size	4 - 10 participants per set of Toobeez
Materials	<ul style="list-style-type: none"> ▪ One Toobeez set, split in two equal piles ▪ Tarp, blanket, or opaque sheet to divide space ▪ Tape ▪ Flip chart

**THE ACTIVITY
Set Up**

Hang a large sheet, tarp, or curtain in the middle of the room. On each side, measure out the length of one long Toobeez plus one short Toobeez from the divider and mark the floor with a line of visible tape. Divide the Toobeez in half. Each team will have half a set.

NOTE: Since one piece is withheld as the connecting piece, divide the Toobeez into two identical piles of 25 pieces of Toobeez. You will have one piece leftover which is not used in this activity.



Instructions

Clearly outline the instructions and answer any questions before the activity begins. Once the time allotted begins, your role as facilitator is to observe until the time is up.

Facilitator Script

In this activity, you will be divided into two teams and situated on either side of this divider. (Divide the room and keep teams separate for the remainder of instructions and activity.) Each team will be given the same number of Toobeez. Each team is to build half a bridge on their side of the divider. In order for the activity to be successfully completed, teams must be able to complete the bridge with only one additional Toobeez tube upon removing the divider. Following are some specific guidelines:

- *No supports may be on the ground between the tape and curtain*
- *Teams may not look at the other side of the curtain*
- *Nothing may touch or support the Toobeez (rope, divider, wall, etc.)*
- *Only verbal communication is allowed with the people on the other side of the divider*
- *The tape and curtain may not be moved or altered*
- *If any guidelines are broken, start over*

Any questions on the material covered? (Answer any questions and get teams situated with their Toobeez on separate sides of the divider). You will have approximately 30 minutes to complete this activity. Begin.

Observations and Modifications During the activity, listen and look for the following: How people work together, manage the project, and communicate. The questions below, based on the primary Learning Intentions, are provided to guide your observations.

LI: Teamwork and Cooperation

In this activity, people will have different ideas of what their “team” is – whether it is the group they are in, a subgroup within that, or all of the people on both sides of the divider. The only way to successfully complete this activity is to work together and communicate effectively with the other team. During the activity, observe:

- How are people working together (or not)?
- Are there roles and alliances?
- How do the teams interact with each other?

LI: Project Management (PM)

This activity provides two opportunities for people to assume project management responsibilities, a) managing the team on your side of the divider, and b) managing the overall project and coordination with the other team. During the activity, observe:

- Who (if anyone) steps into the Project Manager role? How is this decided?
- Is the PM doing everything or is he/she really managing the process and including others?
- How does the PM communicate with others to create results?

Concluding the Activity

After 30 minutes, regardless of where the team is, conclude the exercise.

Facilitator’s Choice...

You may choose to wait until there is a possible solution to test instead of going by time.

Variations

Variations are optional and will highlight additional skill sets.

1. Highlighting: Communication

In addition to the instructions above, both sides of the bridge must be exact mirror images of the other.

2. Highlighting: People Development

Assign particular people to be the Project Managers. Instruct the teams that only the Project Managers or other particular individuals can communicate with the other team so all other communications must go through those individuals.

Facilitator's Choice...

Role assignment may be based on developing specific people, selecting the "quiet" people, or in reverse of current positions. If there is no specific intention around roles, random or self-selection will also work.

THE DEBRIEF

The debrief should be an interactive discussion. Lead it by offering a series of questions and soliciting responses from the participants. To begin, ask questions about the activity itself and continue with specifics related to the skills you want to address or highlight. You may stick to one area of focus or choose to cover many topics. Suggested questions are offered below to guide you as you facilitate this debrief.

The debrief is organized with an Opening and Closing and then by Learning Intention, and it may be used in a variety of ways. You may use just the Opening and Closing for a basic debrief or add the Learning Intention-specific debriefs in between. To include the Learning Intention specifics in your debrief, either pick one or two questions from each area in order to touch on many topics or work in depth on one or more areas of learning and go through all of the questions for that topic(s). Look through the questions, TIPs, FCs, and Transitions prior to the training session in order to choose which ones you will cover (see "How to Use this Book").

Opening

The intention of this activity is to develop teamwork, cooperation, and project management skills. It requires extensive coordination among participants, and no one can do this one alone.

This activity offers many lessons. Let the participants share with you what they learned and think the activity is about.

- What was the point of this exercise?
- Where in your professional life are there dividers? How do you deal with them?
- What was the biggest challenge of this activity?
- What did you learn? How can you apply that to your professional life?

Closing

This activity is a platform for new actions. We work “blindly” across dividers (e.g., telephones, offices, geography) everyday. Sometimes we aren’t even aware of the dividers. Cooperation, teamwork, and effective project management are vital to successfully working together regardless of the barriers among us.

Concluding Questions

- What did you learn about trust, cooperation, teamwork, and project management?
- What could have been done differently?
- Where in your professional life are there barriers and dividers? What can you now do differently to overcome those challenges?

Action Plans

- How many ways can you apply what you’ve learned in this activity to:
 - Everyday management
 - Dealing with conflict
 - Business relationships
- Based on your new experiences and insights, what could be different in going forward?
- What three action steps (with specific, measurable results) will you take this month to begin incorporating what you’ve learned into your daily routine?

LI: Teamwork
and Cooperation

Teamwork and cooperation includes how people interact with each other, the roles people take in group settings, and how people perceive situations - as competitive or collaborative.

Teamwork

- How did your team work together?
- What roles did you/people assume?
- If you didn't get your way, how did you participate?
- As you were working, who did you consider to be on your team?
- Where in your job and career do you limit your definition of "your team"? How else could it look?

Cooperation

- How much did you work with the other team?
- What did it take to work together? What did it require from each side of the divider?
- How did you coordinate or assume leadership among your team and those on the other side of the divider?

When Using Variation #1

- How did you coordinate putting the pieces together?

When Using Variation #2

- What was the impact of assigned roles?
- How does your interpretation of reporting structures influence how you work with others or contribute your ideas?

Summary Script

When people work together in an empowering way – one in which everyone is listened to and respected as a contributing member of the team – results are impacted. We often interpret situations as us versus them, or our side and their side, when all parties would benefit by working together. As we expand our interpretation of "our team", we also expand the possibilities for success and achievement. By putting this expanded notion of cooperation and teamwork into action, what do you think the results will be in your organization?

LI: Project Management

Everyone working on a project uses “project management” skills. Sometimes people are in official PM roles. Other times, people are part of the project team. Regardless, learning to manage a project and your piece of it effectively impacts everyone and forwards your personal and collective results.

- What was the “project” in this activity?
- What role did you assume in relationship to others?
- How did you manage the project overall?
- What were the challenges in managing this project?
- How did you coordinate and share management with people on the other side of the divider?
- What tasks did you interpret to be the PM’s responsibility versus yours?
- If you did not take the PM role, how did you feel the PM did?

Summary Script

Project Management is both a set of skills and professional mannerisms that anyone in any role in a project can assume. When people take responsibility for the outcome of a project, clearly communicate steps and outcomes, keep track of the status, and empower others to continue working and meet commitments, they are managing the project regardless of their official role or title. Successful organizations cultivate project management in everyone while also supporting and empowering those in official project management roles. How would your organization be impacted if everyone took on project management while also accepting that only certain people have that official role?

Transition to People Development:

“Now that we have an idea of what project management is and how it affects results, we’re going to look more in depth at the people side of things. Specifically, we’re going to look at how we impact the performance and growth of others by focusing on their development.”

LI:
Communication
(S)

Communication impacts how people work together and the results they create. Use the following questions to begin a discussion on the role communication played in this activity, especially if teams used Variation #2.

- How did you communicate across the divider?
- What was the biggest challenge in creating mirror image bridges?
- What did you learn about assumptions you make and how your communication incorporates them?
- How can you enhance your clarity and effectiveness as a communicator based on what you've learned in this activity?

LI: People
Development
(S)

The fundamental tool for successful people development, including for ourselves, is feedback. Excellent managers carefully observe people and communicate clearly. Outstanding employees are those that look for and listen to feedback on their own as well.

- What did you notice about how other people participated in this activity?
- What did you admire and want to encourage?
- How can you support people to optimize what's working?
- How can you provide feedback and guidance effectively?
- How is asking for feedback a means of developing others?
- What are personal pitfalls you discovered, and how can you avoid them?

When Using Variation #2

- How did you react to the role you received? How did it impact your behavior and participation?
- What did it mean to you to be the Project Manager?
- What was it like to be in a new position (either managing or being managed by particular individuals)?

Key Take-Aways

- **It doesn't matter what role or position you have, you can manage a project from wherever you are.**
- **We don't need to see all sides of a project to work with others and reach our goals.**
- **When we expand our idea of "our team", we optimize results for everyone.**

DRAWBRIDGE

**FACILITATOR
NOTES**

#3 FIND YOUR WAY

THE LEARNING INTENTION

Primary **Teamwork and Cooperation**

Secondary **Communication**

THE OVERVIEW

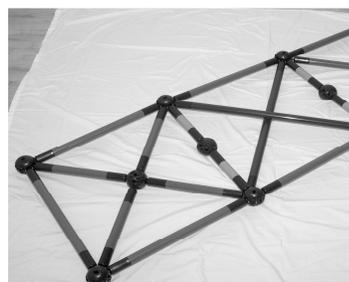
“Many attempts to communicate are nullified by saying too much.”

Robert Greenleaf

Description	The group must figure out the correct way through the maze and get as many participants through it in the time allotted.
Time Required	Setup: 10 minutes Activity: 25 - 45 minutes Debrief: 20 minutes (minimum)
Space	20 x 20 (minimum room size) Open space – no chairs, tables, etc.
Group Size	4 – 24 participants
Materials	<ul style="list-style-type: none"> ▪ One Toobeez set ▪ One maze map (included on page 45), ▪ Beeper or whistle

THE ACTIVITY Set Up

Place the Toobeez on the floor in the pattern indicated in the diagram. The Toobeez pieces will act as the frame. The maze is the path they must follow to navigate through it. See picture at left for the layout of frame. You will need:



- 8 green tubes on the outside
- 4 gold tubes for the inside
- 8 red tubes make the x's on the outer squares
- 2 blue tubes make the x on the middle square
- 12 connector spheres

Choose a maze map from page 45 (you will need to have a sketch or copy of the map maze in your hand during the activity).

Instructions

Clearly outline the instructions and answer any questions before the activity begins.

Facilitator Script

There is only one correct way through this Toobeez maze from point A to point B (indicate beginning and end to the participants). The object of the activity is for you to determine what that correct path is and then have as many of you go through the maze as possible in the time allotted.

You must adhere to the following guidelines:

- 1. You may not write anything down or mark the maze in any way during this activity.*
- 2. As a group, you will establish an order to go through the maze, one at a time, and that order will be set for the remainder of the activity.*
- 3. As participants move through the maze, a facilitator will be checking your movements against the maze map. If you make an incorrect move, the facilitator will “beep” or blow the whistle, indicating the incorrect movement. At this point, your turn is over and you will return to the back of the line.*
- 4. You will only go through the maze successfully once until everyone else has also successfully traversed the boxes. Form a new line of completed participants.*
- 5. You may speak only during the planning phase. Once people enter the maze, only nonverbal communication is permitted.*
- 6. Participants may not see the maze map (which will be held by a facilitator).*

You will have 30 minutes to complete this activity. As a group you may decide how much of that time to use for planning before the first person enters the maze. (Thirty (30) minutes is based on using a medium difficulty maze for 12 people)

*Any questions on the material covered? (Answer any questions).
Begin.*

Observations and Modifications

Once the activity begins, your role as facilitator is two-fold. For that reason, this activity works best with an assistant or co-facilitator in the room. One of you will observe behaviors while the other can hold the maze map and beeper. The person with the maze map and beeper needs to stand with a clear view of the map, the actual maze, and the participants as they work through the maze. Anytime you see someone make a move that is not in accordance with the maze map being used, beep that person and send them to the back of the line.

For the person observing, listen and look for the following: How people cooperate, work together, and communicate. The questions below, based on the primary Learning Intentions, are provided to guide your observations.

Teamwork and Cooperation

People will have different ideas of what their “team” is and whether they “need” a team. The possibility here is for people to see that they can all work together creating a bigger possibility of “winning” than any individual can create on his/her own.

During the activity, observe:

- Levels of competitiveness – are people more interested in getting through the maze themselves or assisting others?
- Do people take time in the beginning to coordinate or plan a group strategy?
- Whose advice are people following?

Communication

In this activity, communication is controlled by the guidelines of the exercise. People may strategize before beginning or they may jump right in. Once anyone has begun to go through the maze, everyone is limited to nonverbal communication. How do they exchange ideas with their teammates? Listen, watch, and notice:

- How are people communicating (orderly, respectfully, deferentially, or confrontationally)?
- How do people deal with and communicate around a failed attempt?
- Is there any discussion in the beginning regarding how they will communicate once they are silenced while in the maze?
- What nonverbal communication do you notice?

Concluding the Activity	When the time has elapsed, stop people where they are and bring the participants together to debrief.
THE DEBRIEF	<p>The debrief should be an interactive discussion. Lead it by offering a series of questions and soliciting responses from the participants. To begin, ask questions about the activity itself and continue with specifics related to the skills you want to address or highlight. You may stick to one area of focus or choose to cover many topics. Suggested questions are offered below to guide you as you facilitate this debrief.</p> <p>The debrief is organized with an Opening and Closing and then by Learning Intention, and it may be used in a variety of ways. You may use just the Opening and Closing for a basic debrief or add the Learning Intention-specific debriefs in between. To include the Learning Intention specifics in your debrief, either pick one or two questions from each area in order to touch on many topics, or work in depth on one or more areas of learning and go through all of the questions for that topic(s). Look through the questions, TIPs, FCs, and Transitions prior to the training session in order to choose which ones you will cover (see “How to Use this Book”).</p>
Opening	<p>The intention of this activity is to enhance communication, trust, and cooperation among the participants. However, this activity offers many lessons, so let the participants share with you what they learned and their comments as to the purpose of the activity.</p> <ul style="list-style-type: none"> ▪ What was the point of this exercise? ▪ Where was your focus during the activity? Was it on going through the maze yourself or getting everyone on your team through? ▪ Were you concerned with looking good or being right? ▪ What was the biggest challenge of this activity?
Closing	<p>This activity is a platform for new actions. We navigate “mazes” without maps all the time. Clear communication, a team focus, responsibility for everyone’s outcome, and openness to guidance are critical to everyone’s success.</p>

Concluding Questions

- What did you learn about teamwork or communication?
- What could have been done differently?
- Where in your professional life are you uncertain of your next step? What can you now do differently to address those challenges?

Action Plans

- How many ways can you relate what you learned in today's activity to:
 - Everyday management
 - Client relationships
 - Professional development
- Promotions/advancement
- Based on your new experiences and insights, what could be different in going forward?
- What three action steps (with specific, measurable results) will you take this month to begin incorporating what you've learned into your daily routine?

LI: Teamwork and Cooperation

Teamwork and cooperation includes how people interact with each other, the roles people take in group settings, and how people perceive situations - as competitive or collaborative.

Teamwork

- How did your team work together?
- What roles did you/people assume?
- How did you define success?
- If you knew how to get through the maze, how did you participate?
- How did you choose whose advice to follow? How did that impact the performance of your team?
- Where in your job and career does your resistance to trusting and working with others limit your performance? How else could it look?

Cooperation

- Were you more concerned with getting through the maze yourself or getting your teammates through it?
- What would it have taken to focus on team success first, and what's the possible impact?
- What is preventing or blocking you from expanding your idea of "team"? How could you overcome it?

Summary Script

When people work together in an empowering way – one in which everyone is listened to and respected as a contributing member of the team – results are impacted. We often interpret situations as us versus them, when all parties would benefit by working together. As we expand our interpretation of "team", we also expand the possibilities for success and achievement.

Transition to Communication...

"Now that we have an idea of the impact of Cooperation and Teamwork, we're going to look in depth at one of the main building blocks – excellent Communication."

LI:
Communication
(S)

People are always engaged in many levels of communication. The following questions offer participants the opportunity to become aware of their communication, the impact it has on others, and the results it creates. Through this awareness, people will then get to choose the alternatives that serve their goals.

Speaking

- During the planning phase, did you speak up?
- Were you clear and specific when describing or asking questions?

Listening

- How did you listen?
- To whom did you listen? Why?

Nonverbal

- What body language did you notice in yourself and others?
- How did your body language change as the activity progressed? How about with failed attempts?
- How did you communicate with the rest of your group once you were in the maze?

Summary Script

Research has shown that 90% of human communication is nonverbal, yet we rarely focus on it. This activity provides an in-depth look at nonverbal communication and how powerful and effective it can be. Now you can put that information into action to create clear and comprehensive mutual understanding. How will this impact your organization?

Key Take-Aways

- **Clear communication strategies support people working together through whatever obstacles come their way.**
- **Anyone, regardless of role or position, can be responsible for an outcome.**
- **A cooperative team focus enhances everyone's success.**

FIND YOUR WAY

**FACILITATOR
NOTES**

#4 GET CONNECTED

THE LEARNING INTENTION

Primary **Teamwork and Cooperation**
Project Management

Secondary **Communication**
Creative Thinking

THE OVERVIEW

“Individual commitment to a group effort – that is what makes a team work, a company work, a society work, a civilization work.”
Vince Lombardi

Description	Everyone is given a Toobeez, and the group is instructed to connect all the pieces, forming a single object with no loose ends. Each participant must hold his/her respective piece at all times.
Time Required	Activity: 10 - 45 minutes Debrief: 20 minutes (minimum)
Space	20 x 20 (minimum room size) Open space – no chairs, tables, etc.
Group Size	20 - 52 participants per set of Toobeez (NOTE: There are 52 pieces per set) For smaller groups, make sure to have at least one connector sphere for every three people.
Materials	<ul style="list-style-type: none"> ▪ One Toobeez set

THE ACTIVITY Set Up

Give each person one Toobeez piece.

Instructions

Clearly outline the instructions and answer any questions before the activity begins. Once started, your role as facilitator is to observe until the time is up.

Facilitator Script

In this activity, you will each be given one Toobeez. Work as a team to connect everyone together, creating a structure with no dead ends. You must follow these guidelines:

- *Everyone must be connected – no free-floating pieces are allowed in the solution.*
- *You must be touching your Toobeez at all times.*
- *To be complete, not only must you all be connected to each other, but also there may not be any dead ends. That is, everyone must be connected to at least two others.*
- *During the activity, if any rules are broken, everyone will break up and begin again.*

Any questions on the material covered? You will have 20 minutes to complete this activity. (Answer any questions and get teams situated with their Toobeez). Begin.

Observations and Modifications During the activity, listen and look for the following: How people work together, manage the project, and communicate. The questions below, based on the primary Learning Intentions, are provided to guide your observations.

Learning Intention: Teamwork and Cooperation

In this activity, people may focus on themselves or their piece, or they may focus on everyone else and the overall project. The only way to successfully complete this activity is to work together and communicate effectively with the other team members.

During the activity, observe:

- How are people working together (or not)?
- Are there roles and alliances?
- Are people looking at where their piece can go or how to make the whole project work for everyone?
- Did anyone break apart to make it work?

Learning Intention: Project Management

This activity is a great opportunity for people to assume project management responsibilities. Given that the participants may be under a time constraint, effective project management is crucial.

During the activity, observe:

- Who (if anyone) steps into the Project Manager role? How is this decided?
- Is the PM doing everything or really managing the process and including others?
- How does the PM communicate with others to create results?

Concluding the Activity

After 20 minutes, regardless of where the team is, conclude the exercise.

Facilitator's Choice...

You may choose to wait until there is a solution instead of being restricted by time.

Variations

Variations are optional and will highlight additional skill sets.

1. Highlighting: Communication

In addition to the instructions above, this exercise must be done in complete silence. Only nonverbal communication will be permitted.

2. Highlighting: Creative Thinking

In addition to the instructions above, each participant will be given two Toobeez (instead of one) for which to be responsible. Again, all pieces must be used and everyone must be touching both of his/her Toobeez at all times. You may not connect your two pieces to each other.

NOTE: If you have more than 26 people, you will need an additional set of Toobeez to execute this variation.

THE DEBRIEF

The debrief should be an interactive discussion. Lead it by offering a series of questions and soliciting responses from the participants. To begin, ask questions about the activity itself and continue with specifics related to the skills you want to address or highlight. You may stick to one area of focus or choose to cover many topics. Suggested questions are offered below to guide you as you facilitate this debrief.

The debrief is organized with an Opening and Closing and then by Learning Intention, and it may be used in a variety of ways. You may use just the Opening and Closing for a basic debrief or add the Learning Intention-specific debriefs in between. To include the Learning Intention specifics in your debrief, either pick one or two questions from each area in order to touch on many topics or work in depth on one or more areas of learning and go through all of the questions for that topic(s). Look through the questions, TIPs, FCs, and Transitions prior to the training session in order to choose which ones you will cover (see “How to Use this Book”).

Opening

The intention of this activity is to develop teamwork, cooperation, and project management skills. It requires extensive coordination among participants, and everyone must play an active role.

This activity offers many lessons, so let the participants share with you what they learned and their comments as to the purpose of the activity.

- What was the point of this exercise?
- Where in your professional life are you dependent on other people, and how do you deal with them?
- What was the biggest challenge of this activity?
- What did you learn? How can you apply that to your professional life?

Closing

This activity is a platform for new actions. There are many situations in which we are interdependent with others. Cooperation, teamwork, and effective project management skills are necessary to work together successfully, regardless of the restrictions put on each of us.

Concluding Questions

- What did you learn about trust, cooperation, teamwork, and project management?
- What could have been done differently?
- Where in your professional life are you dependent on others? What can you now do differently to overcome the challenges?

Action Plans

- How many ways can you apply what you've learned in this activity to:
 - Managing new projects
 - Client relationships
 - Professional development
- Based on your new experiences and insights, what could be different in going forward?
- What three action steps (with specific, measurable results) will you take this month to begin incorporating what you've learned into your daily routine?

LI: Teamwork
and Cooperation

Teamwork and cooperation includes how people interact with each other, the roles people take in group settings, and how people perceive situations - as competitive or collaborative. Use the following questions to generate a discussion about how people work together.

Teamwork

- How did your team work together?
- What roles did you/people assume?
- If you didn't get your way, how did you participate?
- Where in your job and career are you the same way?

Cooperation

- How much did you work with others?
- Were you most concerned that you knew where you and your Toobeez went or that the whole team was complete? Where did you focus your energy?
- How did you coordinate or assume leadership among your group?

When Using Variation #1

- How did not speaking affect how you worked with others?

When Using Variation #2

- How did having multiple pieces to manage impact how you worked with the group overall?

Summary Script

When people work together in an empowering way – one in which everyone is listened to and respected as a contributing member of the team – results are impacted. We often interpret situations as “us versus them,” or “mine first”, when all parties would benefit by working together. As we expand our interpretation of “team”, we also expand the possibilities for success and achievement. So, by putting cooperation and teamwork above our personal concerns and into action, what do you think the results would be in your organization?

LI: Project Management

Everyone working on a project uses “project management” skills. Sometimes people are in official PM roles. Other times, people are part of the project team. Regardless, learning to manage a project and your piece of it effectively impacts everyone and forwards your personal and collective results. Use the following questions to generate a discussion about how people manage projects and others, regardless of their official role.

- What was the “project” in this activity?
- What role did you assume in relationship to others?
- Regardless of which role that was, how did you manage the project overall?
- What were the challenges in managing this project?
- How did you coordinate and share management with people?

Summary Script

Project Management is a set of skills, a position, and ways of being that anyone in any role in a project can assume. When people take responsibility for the outcome of a project, clearly communicate steps and outcomes, keep track of the status, and empower others to continue working and meet commitments, they are managing the project, regardless of their official role or title. Successful organizations cultivate project management in everyone while also supporting and empowering those in official project management roles. How would your organization be impacted if everyone took on project management while also accepting that only certain people have that official role?

LI:
Communication
(S)

Communication determines how people work together and the results they create. Use the following questions to begin a discussion on the role communication played in this activity. If using Variation #1, emphasize the nonverbal.

- How did you communicate during this activity?
- What was the biggest challenge?
- What did you learn about assumptions you make and how your communication incorporates them?
- How can you enhance your clarity and effectiveness as a communicator based on what you've learned in this activity?

Variation #1

Ninety percent of our daily communication is nonverbal, yet we rarely focus on it. When speech is taken away from us, we get to highlight all of the other ways we're communicating with others and the ways others are communicating with us.

- How did not speaking impact this activity?
- How did you communicate with others?
- How did you deal with failed attempts to complete the activity?

LI: Creative
Thinking
(S)

Creative thinking supports everything from strategy to communication to implementation. Variation #2 is an opportunity to stretch people's thinking even further by having you "connected" to two separate pieces instead of one.

- What did you notice about how you and your teammates managed the two pieces?
- What did you do differently from others?
- How many different ways are there to complete this activity?

Key Take-Aways

- **In order to complete a project successfully, it is often necessary to focus on the whole picture and all of the team members rather than on any one particular piece.**
- **Regardless of your official role in a project, you can communicate clearly with others, manage effectively, and impact the end result.**
- **Regardless of whether “your piece” of a project is complete, your results affect others and you are not really complete until, as a team, you’ve achieved the goals you’ve set.**

GET CONNECTED

**FACILITATOR
NOTES**

#5 HOMELAND SECURITY

THE LEARNING INTENTION

Primary **Teamwork and Cooperation**

Secondary **Creative Thinking**

THE OVERVIEW

"It is amazing how much people can get done if they do not worry about who gets the credit."
Sandra Swinney

Description	There are four teams, each of which has to place all of the tennis balls from a central location in its team's square. Once all the balls are in a team's square, that team wins.
Time Required	Activity: 20 minutes Debrief: 20 minutes (minimum)
Space	A large, relatively flat open space at least 30 feet square. This activity is suitable for both indoors or outdoors.
Group Size	8 – 20 participants
Materials	<ul style="list-style-type: none"> ▪ One Toobeez set ▪ 60 - 70 tennis or ping pong balls

**THE ACTIVITY
Set Up**

1. Make five equal size triangles out of Toobeez. (Use two blue, one green, and three connector spheres for the four outer triangles. Use four red, one green, and five connector spheres for the middle triangle.)
2. Arrange the five Toobeez triangles on the ground, and arrange them in the shape similar to five dots on a side of dice. Spread them on the floor so the outer triangles are each at least ten feet from the center one.



3. Place all balls in the middle (neutral) triangle.
4. Divide into four even teams.
5. Have each team pick a triangle and gather by it.

Facilitator's Choice... Making Teams

This activity can be enriched by creating team identities which match your population. For example, if you're facilitating a corporate group, you might have a "design team" and an "engineering team," a "management team" and a "union team." Likewise, if you're facilitating a diverse group you may break out a team based on gender or age. Be creative.

NOTE: AVOID having four captains pick their people (were you ever picked last?).

Instructions

Facilitator Script

In this activity, your goal is to place all the tennis balls in your team's square. Once you have all the balls, you win. You must follow these rules:

- 1. There is no throwing or tossing of the balls.*
- 2. All the balls must be out of the middle before you can take them from other squares.*
- 3. No defending the squares.*

*Any questions on the material covered? (Answer any questions and get teams situated by their Toobeez Square). **Begin.***

Observations and Modifications

Once the activity begins, your role as facilitator is two-fold: 1) to time the rounds and provide suggestions after each round, and 2) to observe.

1) Running the Activity

1. After three to five minutes, stop the activity. Most likely, participants will be out of breath and no nearer to winning. Ask them to regroup with their teams and strategize for two minutes. After two minutes, signal time, and have the participants return to their starting positions. Place all the balls back in the middle square, and start again.

NOTE: After Round 1, one group may come up with the solution; however, most groups will try to position the people "strategically" and plan for faster ball transfers, etc.

2. After another three to five minutes, stop the activity. Most likely, participants will be no nearer to winning and are becoming frustrated. Ask them to circle up as a group and perhaps "learn from each other." This will usually produce better results. If they need prodding, restate the object of the game and the rules. Someone may suggest that the groups work together; another might ask if the squares can be moved (YES). In either event, you know that the teams are on the right track. After a few minutes, call time and start again.

3. With some planning and facilitator prodding, they should realize that the only way to win (other than all of the other groups agreeing to lose) is for them all to win (i.e., place all of the balls in the middle square, and then place their squares around the balls).

2) Observations

During the activity, listen and look for the following: How people work together, cooperate, and generate ideas. The questions below, based on the primary Learning Intentions, are provided to guide your observations.

Teamwork and Cooperation

There are many levels of teamwork and cooperation available in this activity. People may focus on themselves or their piece (how many balls they got), or they may focus on the team. People will have different ideas of what their “team” is – whether it is the group they are in, a subgroup within that, or all of the people participating in the activity. The possibility here is for people to see that the only way to successfully complete this activity is to work together and think outside of the box.

During the activity, observe:

- Levels of competitiveness both within teams and with the other team
- How are they interpreting “winning”
- Does anyone mention working with the other teams? Do they?
- How do people handle frustration?
- How are they generating and receiving new ideas?

Concluding the Activity

Most teams will “win” by the third round. You can choose to play until they meet the objective, or you can call time after a period of time and conclude the exercise.

THE DEBRIEF

The debrief should be an interactive discussion. Lead it by offering a series of questions and soliciting responses from the participants. To begin, ask questions about the activity itself and continue with specifics related to the skills you want to address or highlight. You may stick to one area of focus or choose to cover many topics. Suggested questions are offered below to guide you in facilitating this debrief.

The debrief is organized with an Opening and Closing and then by Learning Intention, and it may be used in a variety of ways. You may use just the Opening and Closing for a basic debrief or add the Learning Intention-specific debriefs in between. To include the Learning Intention specifics in your debrief, either pick one or two questions from each area in order to touch on many topics or work in depth on one or more areas of learning and go through all of the questions for that topic(s). Look through the questions, TIPs, FCs, and Transitions prior to the training session in order to choose which ones you will cover (see “How to Use this Book”).

Opening

The intention of this activity is to develop teamwork and cooperation. However, it offers many lessons, so let the participants share with you what they learned as well as their comments as to the purpose of the activity.

- What was the point of this exercise?
- Where in your professional life do you work on or with teams? How do you deal with them?
- What was the biggest challenge of this activity?
- What did you learn? How can you apply that to your professional life?

Closing

This activity is a platform for action. Teamwork is when your individual accomplishment contributes to the team objectives. To succeed, one must place the focus on the greater group's goal.

Concluding Questions

- What did you learn about teamwork, cooperation, and advancing creativity?
- What could have been done differently?
- Where in your professional life do you work with teams, and what can you now do differently to increase success?

Action Plans

- How many ways can you apply what you learned in this activity to:
 - Everyday management
 - Strategic partnerships
 - Meeting objectives
- Based on your new experiences and insights, what could be different in going forward?
- What three action steps (with specific, measurable results) will you take this month to begin incorporating what you've learned into your daily routine?

LI: Teamwork and Cooperation

Teamwork and cooperation includes how people interact with each other, the roles people take in group settings, and how people perceive situations - as competitive or collaborative.

Cooperation

- How much did you work with others?
- Were you more concerned with your contribution or with working as a team? Where did you focus your energy?
- How did you coordinate or assume leadership among your group?

Teamwork

- How did your team work together?
- What roles did you/people assume?
- If you didn't get your way, how did you participate?
- Where in your job and career are you the same way?
- What is preventing or blocking you from expanding your idea of team? How could you overcome it?

Summary Script

When people work together in an empowering way – one in which everyone is listened to and respected as a contributing member of the team – results are impacted. We often interpret situations as “us versus them,” or “mine first”, when all parties would benefit by working together. As we expand our interpretation of “team”, we also expand the possibilities for success and achievement. So, putting teamwork and cooperation above your personal concerns and into action, what do you think the results would be in your organization?

Transition to Creative Thinking...

“You have just discovered that finding a solution took teamwork and cooperation. What else did it take? Who came up with the idea? How did you encourage your teammates’ creativity?”

LI: Creative
Thinking
(S)

While we may share many similarities, each of us thinks in a unique way. Encouraging people to listen and to share their own ideas keeps organizations fresh and innovative. Use the following questions to generate a discussion about creativity, its value, and how to tap into the creative ideas in everyone.

- How were ideas generated and received?
- What did you do differently from others?
- How many different ways are there to complete this activity?

Key Take-Aways

- **With cooperation, everyone can win rather than someone having to lose.**
- **Being willing to share your ideas and be open to the ideas of others creates greater possibilities for solutions.**
- **When working in a team, look to redefine who is on your team.**

**FACILITATOR
NOTES**

#6 MODELING SUCCESS

THE LEARNING INTENTION

Primary

**Communication
Leadership**

Secondary

**Strategic Thinking
People Development**

THE OVERVIEW

“The task of the leader is to get his people from where they are to where they have not been.”
Henry A. Kissinger

Description	The group must duplicate a structure based on instructions from their team. The person building at any given time will have eyes closed and breath held.
Time Required	Set Up: 10 minutes Activity: 20 minutes Debrief: 20 minutes(minimum)
Space	20 x 40 (minimum room size) Open space – no chairs, tables, etc.
Group Size	5 – 20 participants
Materials	<ul style="list-style-type: none"> ▪ One Toobeez set ▪ 70 feet of rope ▪ Blindfolds (optional) ▪ Flip chart (for debrief)

**THE ACTIVITY
Set Up**

Using the long rope, create a circular space. Divide the Toobeez in half, creating two piles with exactly the same Toobeez pieces in each pile. Place one pile inside the rope circle. Use the other pile to build a structure outside the circle. This is what the group will be replicating during the activity. The more complex the structure, the more challenging the exercise will be.



Instructions

Facilitator Script

In this activity you will be working as a team to build an exact replicate of this structure (point to the structure you've built outside the circle) inside this circle. There are some restrictions on how this can be done.

- 1. You may only use the Toobeez that are inside the circle at the beginning of the activity.*
- 2. Only one person may be inside the circle at any given time.*
- 3. Each person may only enter the circle once.*
- 4. While inside the circle, you must remain blindfolded.*
- 5. While inside the circle, you must hold your breath. You may only remain inside the circle for as long as you can hold your breath.*
- 6. When you are on the outside, you may not touch the person inside the circle.*
- 7. The rope delineating the circle may not be moved.*
- 8. If any guidelines are broken, everyone will start over building the structure.*

You will have 20 minutes to complete this activity.

Any questions on the material covered? (Answer any questions and get teams situated). Begin.

Observations and
Modifications

Once the activity begins, your role as facilitator is primarily to observe. Listen and look for how people communicate and demonstrate leadership. The questions below, based on the primary Learning Intentions, are provided to guide your observations.

Communication

In this activity, communication is controlled by the guidelines of the exercise. People may strategize before entering the circle or they may jump right in. Regardless, observe how they exchange ideas with their team? Listen and notice:

- How are people addressing each other (orderly, respectfully, deferentially, or confrontationally)?
- How do people deal with and communicate around a failed attempt?
- How do people listen, and to whom do they listen?
- What non-verbal communication do you observe?

Leadership

This activity allows people to practice their leadership skills. During the activity, observe:

- How people lead in their roles both inside and outside the circle.
- How the roles people have in any given moment impact their ownership over the outcome.
- How people relate to time.
- Do they use the full 20 minutes?
- Do they complete the structure? What do they do with the remaining time?
- If everyone gets to go once and the structure is still not complete, what do they do with the remaining time?
- Regardless, do they even know where they are in regards to time?

TIP...

Use the complete 20 minutes. Even if everyone has gone and the structure is complete, let the team use that time; see what they do with it. Also, if everyone has gone once and the structure is still not complete, do not let them go again. Let them experience the missed opportunity.

Concluding the Activity After 20 minutes, regardless of how complete the structure is or how many people have gone, conclude the activity.

Variations Variations are optional and will highlight additional skill sets.

1. Highlighting: Strategic Thinking

In addition to the instructions above, before beginning, the team must spend ten minutes planning their strategy.

2. Highlighting: People Development

In addition to the instructions above, before beginning, the team will build the structure outside the circle as well.

3. Highlighting: People Development

Divide the room into two teams. One team will be instructed to build the structure on the outside while the other team is following the instructions above (with all the guidelines and limitations in place) to build an exact duplicate inside the circle. The goal is to create two identical structures.

THE DEBRIEF

The debrief should be an interactive discussion. Lead it by offering a series of questions and soliciting responses from the participants. To begin, ask questions about the activity itself and continue with specifics related to the skills you want to address or highlight. You may stick to one area of focus or choose to cover many topics. Suggested questions are offered below to guide you as you facilitate this debrief.

The debrief is organized with an Opening and Closing and then by Learning Intention, and it may be used in a variety of ways. You may use just the Opening and Closing for a basic debrief or add the Learning Intention-specific debriefs in between. To include the Learning Intention specifics in your debrief, either pick one or two questions from each area in order to touch on many topics or work in depth on one or more areas of learning and go through all of the questions for that topic(s). Look through the questions, TIPs, FCs, and Transitions prior to the training session in order to choose which ones you will cover (see “How to Use this Book”).

- Opening
- The intention of this activity is to enhance communication, trust, and leadership among the participants. However, it offers many lessons, so let the participants share with you what they learned and their comments as to the purpose of the activity.
- What was the point of this exercise?
 - If using Variation #3: How was it different being the team building versus being the team replicating?
 - What was the biggest challenge of this activity (the physical obstacles, behavioral ones, or communication)?
- Closing
- We work together and act on the advice and guidance of others all the time. Often we have no way of knowing how a situation will turn out until it does; we cannot see how what we're doing contributes to the outcome. Or, we have other limitations or distractions as we work on the project at hand. As in this activity, clear communication and a willingness to trust the guidance of teammates are both critical elements of effective leadership.
- Concluding Questions**
- What did you learn about communication or leadership?
 - What could have been done differently?
 - Where else in your professional life do you act with partial information, relying on those around you?
 - What can you now do differently to optimize those situations?
- Action Plans**
- How many ways can you apply what you learned in this activity to:
 - Client relationships
 - Interviewing/recruiting
 - Promotions/advancement
 - Based on your new experiences and insights, what could be different in going forward?
 - What three action steps (with specific, measurable results) will you take this month to begin incorporating what you've learned into your daily routine?

LI:
Communication

People are always engaged in many levels of communication. The following questions offer participants the opportunity to become aware of their communication, the impact it has on others, and the results it creates. Through this awareness people will then get to choose the alternatives that serve their goals.

Speaking

- Did you speak up when you had ideas?
- Were you clear and specific when describing or asking questions about the next move?

Listening

- How did you listen in each role?
- Did you exclusively listen to one or two people, or did you listen to everyone?

Non-verbal

- What body language did you notice in yourself and others, regardless of whether you could see at the time?
- How did your body language change as decisions were made and actions were taken?
- How did your position in your organization impact how you communicated with your team?

Summary Script

We've just had the opportunity to recognize how each of us has been communicating as well as to identify role models and pitfalls. Now you can put that information into action to create clear and comprehensive mutual understanding. So, what do you think the results will be in your organization?

LI: Leadership

Leadership includes communicating powerfully, motivating and empowering others, creating results, and being responsible for the outcome regardless of your role.

- How did your leadership and that of your teammates contribute to the outcome?
- What limited your willingness to be a leader in this activity?
- How were you participating when you were outside the circle?
- What is the difference between leading and managing?

Summary Script

Effective leaders communicate clearly, work with others, and get results. Some leaders are quiet while others are out in front where everyone can notice them. Regardless, leaders take responsibility and ownership over an outcome and have the communication, people development, and management skills to create the desired results. Not all great communicators are extraordinary leaders. However, all extraordinary leaders are great communicators.

Transition to Strategic Thinking...

"Part of being an effective leader is having a vision for your team's future and growth. Let's consider the behaviors that contribute to effective strategic thinking."

LI: Strategic
Thinking
(S)

Often we jump right into situations when taking some time to strategize would greatly increase our success and the speed at which we get there. Some smart planning often results in outcomes that would not be possible otherwise. Use the following questions to generate a discussion about strategic thinking, its value, and how to incorporate it into regular operations.

Using Variation #1:

- What was your strategy?
- What did you accomplish in the 20 minutes?
- What behaviors contributed to/hindered being strategic?
- How willing were you to take risks?
- Did you continue to strategize and tweak your plan after the 10 minutes once the activity began?
- How tied were you to the original plan? Where else does that show up?
- What's the value of thinking strategically?

LI: People
Development
(S)

The fundamental tool for successful people development, including for ourselves, is feedback. Excellent managers carefully observe people and communicate clearly. Outstanding employees are those that look for and listen to feedback on their own as well. Another important element is holding people to a higher level by both challenging them to grow and by giving them opportunities to do so.

- What did you notice about how you and your teammates participated in this activity?
- What did you admire and want to encourage?
- How can you support people to optimize what's working?
- How can you provide feedback and guidance effectively?
- What are some personal pitfalls you discovered? How can you avoid them?

Using Variation #2:

- Were you willing to construct a complex challenging structure, knowing that you and your teammates were going to have to replicate it inside the active zone?

Using Variation #3:

- How did people challenge each other? What was the opportunity here, and what did you do with it?
- What was “winning” in this activity? As someone building the outside structure, what or whom were you thinking about as you were building the structure? What were your concerns?
- Did you want to make the activity easier or harder? Why?

Key Take-Aways

- **Clear and precise communication has a direct impact on results.**
- **Active listening is as important to communication as what one says.**
- **There are ways to exert leadership and be responsible for an outcome regardless of where you are in a process or designated roles.**

**FACILITATOR
NOTES**

#7 SHAPE UP

THE LEARNING INTENTION

Primary **Communication**
Project Management

Secondary **People Development**

THE OVERVIEW

“The most important thing in communication is hearing what isn’t said.”

Peter F. Drucker

Description	A group of blindfolded people attempt to form a perfect square (or other shape) using Toobeez.
Time Required	Activity: 30 minutes Debrief: 30 minutes (minimum)
Space	20 x 40 (minimum room size) Open space – no chairs, tables, etc.
Group Size	10 – 30 participants
Materials	<ul style="list-style-type: none"> ▪ Toobeez (see chart on next page for details) ▪ Blindfolds (one per participant) ▪ Video camera (recommended) ▪ Flip chart

**THE ACTIVITY
Set Up**

Count out the Toobeez needed for the shape you have chosen (see chart below). Keep them out of sight of the participants until the activity begins.



Shape Options

SHAPE	MATERIALS
Square	4 of each color 16 connector spheres
Rectangle Option 1	2 red 2 gold 1 blue 1 green 6 connector spheres NOTE: Double pieces for larger group
Rectangle Option 2	6 red 2 gold 1 blue 3 green 13 connector spheres

Instructions

Facilitator Script

To begin, stand in a circle facing in. Now put a blindfold on so none of you will be able to see. When I ask you to begin, you will find something inside your circle. Keep your hands out in front of you and move slowly to avoid bumping into each other.

(Once everyone is blindfolded, quietly place the Toobeez inside the circle. Then continue with the instructions.)

Keeping your eyes closed and blindfolded at all times, find the objects in your midst. Make sure all of them are off the ground and in someone's hand.

(Once they find all the Toobeez, continue.)

Now, use the objects in your hands to make a perfect square (or other shape). Here are some guidelines:

- 1. You may only make one perfect shape, and you must use all the pieces.*
- 2. You may only use the objects inside the circle to form the square.*
- 3. Everyone must be standing along an edge and touching the shape for you to be complete.*

You will have 20 minutes to complete this activity.

Any questions on the material covered? (Answer any questions). Begin.

Observations and Modifications

Once the activity begins, your role as facilitator is to observe and watch for safety. You may need to remind people to move slowly with their hands out to avoid collisions.

Listen and look for the following: How people manage the project, work together, support each other, and communicate. The questions below, based on the primary Learning Intentions, are provided to guide your observations.

Project Management

This activity is a great opportunity for people to assume project management responsibilities. Everyone starts in the same position, and someone needs to take on the role of managing the process in order to have it work out. During the activity, observe:

- How people manage the task.
- How people support and encourage each other.
- How people demonstrate their sense of ownership over the outcome.
- Does anyone know how much time has elapsed?
- Do they complete the shape? What do they do with the remaining time?

Communication

In this activity, communication is key. People may be all speaking at once or not at all. They may be clearly articulating ideas or direction, or they may be speaking without any sense of how their team is hearing and comprehending what they're saying. Regardless, observe how they exchange ideas with their team. Listen and notice:

- How are people addressing each other (orderly, respectfully, deferentially, or confrontationally)?
- How do people deal with and communicate around a failed attempt?
- How do people listen, and to whom do they listen?
- What non-verbal communication do you observe?
- Does anybody "check out" and stop participating in the activity?

Concluding the Activity

After 20 minutes, regardless of how complete the shape is, conclude the activity.

Facilitators Choice...

In Ending the Activity, let the team choose when to open their eyes. Tell them they can open their eyes when there is agreement that they have successfully formed the shape requested.

NOTE: Use the complete 20 minutes. Even if the shape is complete, let the team use that time; see what they do with it.

Variations

Variations are optional and will highlight additional skill sets.

1. Highlighting: People Development

In addition to the instructions above, videotape the exercise to use during the debrief.

THE DEBRIEF

The debrief should be an interactive discussion. Lead it by offering a series of questions and soliciting responses from the participants. To begin, ask questions about the activity itself and continue with specifics related to the skills you want to address or highlight. You may stick to one area of focus or choose to cover many topics. Suggested questions are offered below to guide you as you facilitate this debrief.

The debrief is organized with an Opening and Closing and then by Learning Intention, and it may be used in a variety of ways. You may use just the Opening and Closing for a basic debrief or add the Learning Intention-specific debriefs in between. To include the Learning Intention specifics in your debrief, either pick one or two questions from each area in order to touch on many topics or work in depth on one or more areas of learning and go through all of the questions for that topic(s). Look through the questions, TIPs, FCs, and Transitions prior to the training session in order to choose which ones you will cover (see "How to Use this Book").

Opening

The intention of this activity is to develop project management skills and enhance communication among participants. However, this activity offers many lessons, so let the participants share with you what they learned and their comments as to the purpose of the activity.

- What was the point of this exercise?
- How did you handle the lack of control?
- What was the biggest challenge of this activity (being blindfolded, coordinating with the team, communication, or other)?

Closing

Project management includes planning, organizing, implementing, and measuring the results. When working on a project, determining the needs in each of these phases can be a great challenge. To succeed, you must communicate clearly and openly, define roles, support the contributions of the team, and accept responsibility for the project's outcome.

Concluding Questions

- What did you learn about communication and project management?
- What could have been done differently?
- Where else in your professional life do you act with partial information, relying on those around you?
- What can you now do differently to optimize those situations?

Action Plans

- How many ways can you apply what you've learned in this activity to:
 - Meeting team goals
 - Coworker relationships
 - Professional development
- Based on your new experiences and insights, what could be different in going forward?
- What three action steps (with specific, measurable results) will you take this month to begin incorporating what you've learned into your daily routine?

LI:
Communication

People are always engaged in many levels of communication. The following questions offer participants the opportunity to become aware of their communication, the impact it has on others, and the results it creates. Through this awareness people will then get to choose the alternatives that serve their goals.

Speaking

- Did you speak up when you had ideas?
- Were you clear and specific when describing or asking questions?
- What did your tone indicate about your mood, level of participation in, or acceptance of the project plan?
- How did your tone or participation change when your ideas were ignored?

Listening

- How did you listen throughout the activity?
- Did you exclusively listen to one or two people, or did you listen to everyone?
- How did your listening change when the speaker's tone changed?

Non-verbal

- What body language did you notice in yourself and others, regardless of whether you could see at the time?
- How did your body language change as decisions were made and actions were taken?
- How did your position in your organization impact how you communicated with your team?

When using Variation #1

- Now that you can see your own body language, what do you think it communicated about you?
- How would you respond if someone displayed that body language to you?
- Whose body language worked for you?
- What else do you see?

Summary Script

Observing your own verbal and non-verbal communication is an opportunity to recognize communication pitfalls and create awareness of what works, what doesn't, and how your communication is received. Use this awareness to identify role models and adapt your behavior, as well as to encourage an open, supportive communication style in others.

LI: Project Management

Successful project management means meeting stated objectives. However, even though the goal is clear, the means to achieve those goals usually is not. Determining project scope, gathering resources, planning, organizing, implementing and ultimately measuring and monitoring the project are all elements of project management. Use the following questions to generate a discussion about how people managed each other and the project of forming a perfect shape.

- What role did you assume in relationship to others?
- How did you manage the project overall?
- Who did you treat as the Project Manager? Why?
- What tasks did you interpret to be the PM's responsibility versus yours?
- What distinct stages of the project did your team work through?
- What could have been done differently?

LI: People
Development
(S)

Being a member of a team means contributing as well as supporting your teammates and empowering them to make their contribution. To continue to develop, you must not only accept feedback, but also be willing to provide it. You must challenge yourself and others to work outside your comfort zones. Using the following questions, generate a conversation to expand the participants' abilities to develop themselves and others.

- What did you notice about how you and your teammates participated in this activity?
- How can you support people to optimize what's working?
- How can you provide feedback and guidance effectively?

When using Variation #1

- What are some personal pitfalls you discovered? How can you avoid them?
- Whose actions did you admire and want to encourage?
- What feedback would you give yourself after viewing your actions?
- What feedback do you have for your team?

Key Take-Aways

- **You can effectively manage projects even when you cannot see everything going on.**
- **Constructive, sensitive, and supportive communication contributes to a team's success.**
- **Being an effective manager can mean supporting the contribution of your teammates as much as directly contributing to the project results.**

**FACILITATOR
NOTES**

#8 TRADING GAME

THE LEARNING INTENTION

Primary **Negotiations and Influence
Ethics**

Secondary **Teamwork and Cooperation
Strategic and Creative Thinking**

*This activity is adapted from one we participated in at Columbia Business School

THE OVERVIEW

“Sometimes the hardest decision made is the right thing to do...”
Yanny Natasha

Description	A group is split into twelve teams and instructed to trade in order to increase value.
Time Required	Setup: 15 minutes Activity: 60 minutes Debrief: 30 minutes (minimum)
Space	Any room large enough to fit the group and open enough to find the other teams. Tables and chairs are fine. You will want an open setting for the debrief session.
Group Size	12 participants (minimum) No maximum number of participants
Materials	<ul style="list-style-type: none"> ▪ 19 Toobeez connector spheres (Emeralds) ▪ 14 white beads (Pearls) ▪ 24 black beads (Onyx) ▪ 12 stickers numbered 1 - 12 ▪ \$10,000 of play money in varied denominations (\$5's to \$100's) ▪ 80 red, 80 blue, and 80 white poker chips ▪ 36 information cards (included at end of activity – copy & cut) ▪ 12 bags to fit the items ▪ Flip chart/poster board with bonus information posted (keep hidden) ▪ Timer

THE ACTIVITY
Set Up

Before the participants arrive, set up and number the 12 bags according to the table below. Prepare the flipchart or poster board with the scoring results for the end of the game (found in the chart on p. 106). Keep the poster hidden. When the participants arrive, divide them randomly into 12 teams. (See “Variations” for other ways to create teams.)

NOTE:

- It’s okay if one group is slightly bigger or smaller than others.
- With these distributions, every team begins with \$250 worth of value as measured by game end values.
- No team begins with chips that will later count as bonus chips for their team.

At the beginning of the game, bags should contain the complete list of items for their team number listed in the chart on Page 95.

Also, Pages 96 – 101 should be photocopied, cut up, and placed in the correct bag by the facilitator prior to the start of the activity.

Item / Team	1	2	3	4	5	6	7	8	9	10	11	12
CHIPS												
Red	*	10	10	*	10	10	*	10	10	*	10	10
White	10	*	10	10	*	10	10	*	10	10	*	10
Blue	10	10	*	10	10	*	10	10	*	10	10	*
GEMS												
Onyx	4	3	1	3	1	1	5	0	0	4	2	0
Emeralds	1	0	2	3	2	2	0	2	3	1	2	1
Pearls	2	3	1	1	1	1	1	2	2	0	0	0
MONEY	110	80	60	110	100	60	110	110	60	120	90	90
INFORMATION CARD #'s	1 21 25	2 11 26	3 14 27	4 18 34	5 12 35	6 15 36	7 19 31	8 13 32	9 16 33	20 22 28	10 23 29	17 24 30

<p>Clue # 1 A bonus of \$5 will be paid for every white chip a team has at the end of the second quarter.</p>	<p>Clue # 2 A bonus of \$5 will be paid for every blue chip a team has at the end of the third quarter.</p>
<p>Clue # 3 A bonus of \$5 will be paid for every red chip a team has at the end of the first quarter.</p>	<p>Clue # 4 Blue chips represent power.</p>
<p>Clue # 5 Onyx is not equal to blue chips.</p>	<p>Clue # 6 Red chips represent power.</p>

<p>Clue # 7 Pearls are different than blue chips.</p>	<p>Clue # 8 White chips represent power.</p>
<p>Clue # 9 Pearls represent prestige.</p>	<p>Clue # 10 At the end of the game, Team 1 will receive an extra \$5 for every red chip they have.</p>
<p>Clue # 11 At the end of the game, Team 4 will receive an extra \$5 for every red chip they have.</p>	<p>Clue # 12 At the end of the game, Team 7 will receive an extra \$5 for every red chip they have.</p>

<p>Clue # 13 At the end of the game, Team 10 will receive an extra \$5 for every red chip they have.</p>	<p>Clue # 14 At the end of the game, Team 2 will receive an extra \$5 for every white chip they have.</p>
<p>Clue # 15 At the end of the game, Team 5 will receive an extra \$10 for every white chip they have.</p>	<p>Clue # 16 At the end of the game, Team 8 will receive an extra \$10 for every white chip they have.</p>
<p>Clue # 17 At the end of the game, Team 11 will receive an extra \$10 for every white chip they have.</p>	<p>Clue # 18 At the end of the game, Team 3 will receive an extra \$10 for every blue chip they have.</p>

<p>Clue # 19 At the end of the game, Team 6 will receive an extra \$10 for every blue chip they have.</p>	<p>Clue # 20 At the end of the game, Team 9 will receive an extra \$10 for every blue chip they have.</p>
<p>Clue # 21 At the end of the game, Team 12 will receive \$10 for every blue chip they have.</p>	<p>Clue # 22 If a team has no gems at the end of the game, they will receive a \$200 bonus.</p>
<p>Clue # 23 If a team has over \$200 cash at the end of the game, they will receive a \$100 bonus.</p>	<p>Clue #24 If a team does not have at least one poker chip of each color at the end of the game, they will be penalized \$200.</p>

<p>Clue # 25 Red chips are worth \$1 when the game begins.</p>	<p>Clue # 26 White chips are worth \$2 when the game begins.</p>
<p>Clue #27 Blue chips are worth \$5 when the game begins.</p>	<p>Clue #28 Onyx are worth \$5 when the game begins.</p>
<p>Clue # 29 Pearls are worth \$10 when the game begins.</p>	<p>Clue # 30 Emeralds are worth \$25 when the game begins.</p>

<p>Clue # 31 Red chips are worth \$10 when the game ends.</p>	<p>Clue # 32 White chips are worth \$5 more when the game ends.</p>
<p>Clue # 33 Blue chips are worth \$1 when the game ends.</p>	<p>Clue # 34 Onyx is worth \$15 when the game ends.</p>
<p>Clue # 35 Pearls are worth \$5 when the game ends.</p>	<p>Clue # 36 Emeralds are worth \$10 when the game ends.</p>

Instructions

Facilitator Script

In this activity you will be working with a team (unless you have only one participant per bag). As a team, your objective is to have the most worth at the end of the game. All items will be converted to cash and thus a score will be determined.

The rules:

- *There will be four rounds of trading. The rounds will be of an equal, undisclosed length. There will be a two-minute warning prior to the end of each round. When the round ends, all trading and conversation must stop and players must return to their seats.*
- *There are four items in each bag: money, gems (black beads for Onyx, white beads for Pearls and Toobeez spheres for Emerald), colored chips, and information cards. All are valuable and can be traded to increase a team's final value at the end of the game.*
- *Anything can be traded or negotiated.*
- *All information that you need has been provided.*
- *No questions will be answered during the game.*

Any questions on the material covered? (Answer any questions and get teams situated). Begin.

Observations and Modifications Once the activity begins, your role as facilitator is to 1) observe, 2) time the trading rounds, and 3) provide payouts after each round.

1) Observations

The questions below, based on the primary Learning Intentions, are provided to guide your observations.

Learning Intention: Ethics

This activity is an opportunity for people to look at their own and others' behavior in business interactions. By putting the mirror up, you provide the opportunity for participants to see the choices that they're currently making – allowing each person to determine what behaviors he/she defines as ethical.

During the activity, observe:

- Do people lie, cheat or steal?
- Does anyone trade something not from the bag?
- How do people react to “unethical” behavior?
- Do people retaliate?

Learning Intention: Negotiation and Influence

Influencing and negotiating with people can be about just getting what you want or creating the win/win so all parties get what they want. No one strategy will work in every situation or with every person. To be most effective, you must choose the negotiating tactic considering the person, your relationship with him/her, and the values at play in the situation. This exercise is designed to raise awareness of the strategies people tend to rely on and expand participants' toolbox of tactics and understanding of how to select the appropriate approach. The shaded box on the following pages contains ten influencing strategies. Listen and notice:

- Which strategies are people using?
- Are they working?
- How are people reacting to different strategies?

**INFLUENCING
STRATEGIES*****Relationship-Focused Strategies*****Empower**

Asking for input and ideas to make someone feel included and valued. This is a collaborative approach which credits a person's contribution and incorporates his/her ideas into the solution to create buy-in. This strategy is particularly useful with someone who values recognition.

Build Relationships

Taking time to be friendly, build rapport, learn about someone's interests or preferences and identify commonalities. People are more inclined to do things for people they like. For social people, this tactic will be easier to employ.

Interpersonal Awareness

Tuning in to others' concerns by observing non-verbal behavior such as facial expression, body stance, and eye contact, and using that awareness to identify and address those concerns.

Trade

Seeking to understand what is preventing someone from the "yes" and suggesting a solution to both problems. "I'll scratch your back if you scratch mine," is the foundation for this strategy.

Organization-Awareness Strategies**Common Vision**

Establishing a common vision by first determining the motivators of the target audience. Using that information, this approach shows how the plan or idea supports the broader goals or encompasses the stated values.

Center of Influence

Building support for ideas by first getting the support of those people that influence others. A person's influence can be based on social status, level in the company, or other criteria.

Power by Proxy

Power by proxy is a strategy of enrolling assistance by leveraging someone else's belief in the goal. This is sometimes also referred to as legitimizing when an established procedure or legal authority is the reference. This method is useful when addressing someone with higher authority.

Information-Based Strategies**Logical Persuasion**

This tactic relies on knowledge, expertise and a logical presentation of the information to persuade. It is most productive when there is sound reasoning, statistics, and other irrefutable information, and it is most effective when dealing with left-brain thinkers who appreciate organization, information, and logic.

Dramatic Impact

This strategy plays to emotions by presenting information in a dramatic way. A bold statistic, an unexpected question, a shocking revelation or a personal story are methods of grabbing attention and creating an impact.

Power-Based Strategy**Coercion**

This tactic uses threats or pressures to “force” the desired behavior. It is effective from a position of power and only when all else fails. It should be considered a last resort.

2) Trading Round Payouts

Be precise when timing the activity. Each round will last ten minutes. Give a two-minute warning after eight minutes. You will have five minutes to payout before beginning the next round. The payout after each round is noted below:

Round	Payout	
1	\$5 for every red chip	
2	\$5 for every white chip	
3	\$5 for every blue chip	
4 Game End	Chips:	Gems:
	Red \$10 White \$5 Blue \$1	Onyx \$15 Emeralds \$10 Pearls \$5
Bonuses and Penalties (post all game end information on boards)	Teams: 1, 4, 7, 10	\$5 per red
	Teams: 2, 5, 8, 11	\$10 per white
	Teams: 3, 6, 9, 12	\$10 per blue
	No gems	Add \$200
	More than \$200 cash	Add \$100
	If you do NOT have at least one chip of each color	Subtract \$200

Concluding the Activity

The activity will end after the fourth round of trading and the objects are converted to cash and bonuses are paid out. Post the results by team on a flip chart.

THE DEBRIEF

The debrief should be an interactive discussion. Lead it by offering a series of questions and soliciting responses from the participants. To begin, ask questions about the activity itself and continue with specifics related to the skills you want to address or highlight. You may stick to one area of focus or choose to cover many topics. Suggested questions are offered below to guide you as you facilitate this debrief.

The debrief is organized with an Opening and Closing and then by Learning Intention, and it may be used in a variety of ways. You may use just the Opening and Closing for a basic debrief or add the Learning Intention-specific debriefs in between. To include the Learning Intention specifics in your debrief, either pick one or two questions from each area in order to touch on many topics or work in depth on one or more areas of learning and go through all of the questions for that topic(s). Look through the questions, TIPs, FCs, and Transitions prior to the training session in order to choose which ones you will cover (see “How to Use this Book”).

Opening

The intention of this activity is to enhance your ability to negotiate and influence others and to explore, challenge, and heighten your awareness of your definition of ethical behavior. Therefore, this activity offers many lessons, so let the participants share with you what they learned and their comments as to the purpose of the activity. Use the following questions to open a discussion.

- What was the point of this exercise?
- Who knows what the instructions were?
- What rules did you create for your team that were not stated?
- How did you play the game?
- How did you feel about how others played the game?

Closing

In business we can win by having the largest paycheck, getting what we want, standing in integrity, or creating alliances. In all cases, we define what winning is.

Concluding Questions

- What did you learn about influence and negotiations?
- What did you learn from your teammates about effective influence?
- What is the role of ethics in business?
- What impact does your interpretation of ethics have in your organization?

Action Plans

- How many ways can you apply what you learned in this activity to:
 - Sales process
 - Strategic partnerships
 - Promotions and compensation
- Based on your new experiences and insights, what could be different in going forward?
- What three action steps (with specific, measurable results) will you take this month to begin incorporating what you've learned into your daily routine?

LI: Negotiation and Influence

It is useful to examine what influencing tactics you're currently using, understand what tactics you respond to in others, and expand the options of influencing strategies you can utilize. Use the following questions to generate a discussion about the strategies available and how to select a strategy based on situation, person, and personal strengths.

- Do you ever think about how you get your way?
- Are you aware of how you influence, how you are influenced by others, and how this varies?
- How did you influence others in this activity?
- Who did you respond to and why?
- How does this impact your organization?
- What is the long-term impact of the strategies you use?

Summary Script

When you negotiate or attempt to influence others, you must select your approach considering not only the current situations and needs, but also the long-term impact on the relationship. Influence and negotiations can just be about getting your way. Alternatively, it can be about getting your way by serving the needs of the other people involved – by creating the win/win.

LI: Ethics

While everyone has a different interpretation of ethics, there are some ethical norms that we agree to adopt in organizations and business dealings. Using the following questions, generate a discussion about how people view ethics in this activity and how that applies to business.

- How do you define ethical?
- How did you define unethical behavior in this activity?
- What behaviors did you witness?
- How did you feel about/react to unethical behavior?
- How did this change your transactions/interactions with the people involved thereafter?
- Did anyone trade something you didn't have in the bag?
- Was there lying, cheating, stealing, or bribery?
- Did anyone inflate his/her holdings?

Summary Script

Ethics and integrity are key components to building relationships and are critical to success in business. With every decision, one must evaluate the business results as well as the consequences

to relationships. By staying in integrity, one can build professional success while also creating respect.

LI: Teamwork and Cooperation
(S)

Teamwork and cooperation includes how people interact with each other, the roles people take in group settings, and how people perceive situations - as competitive or collaborative.

Teamwork

- How did your team work together?
- How did you form roles in your group?
- If you didn't get your way, how did you participate?
- How did you handle conflict or disagreement?
- Where in your job and career do you limit your definition of "your team"? How else could it look?

Cooperation

- Did anyone consider forming strategic alliances with other teams?
- What would it have taken to work together, and what's the possible impact?
- What is preventing or blocking you from expanding your idea of team, and how could you overcome it?

Summary Script

When people work together in an empowering way – one in which everyone is listened to and respected as a contributing member of the team – results are impacted. We often interpret situations as "us versus them," when all parties would benefit by working together. As we expand our interpretation of "our team", we also expand the possibilities for success and achievement.

LI: Strategic and Creative Thinking
(S)

Developing a strategic plan is a critical element to success, and fostering creativity is necessary to develop an optimal plan. Use the following questions to generate a discussion about planning, strategic thinking, and creativity.

Strategic Thinking

- Did you develop a strategy? How?
- Ask the highest scoring group, did you follow a plan? How did it work?
- Ask the lowest scoring group, what sort of plan did you follow? How did that work?

- Did your plan or strategy change with each round of trading?
- How did interactions with other teams impact your strategy?
- Did everyone stick to the strategy and follow the plan?

Creative Thinking

- How were ideas solicited and received?
- Did you share all of your ideas? Why or why not?
- What behaviors contributed to/hindered creativity?
- How did you react to a “different” idea?

Key Take-Aways

- **Success in business is self-defined.**
- **One must consider ethical implications when making decisions.**
- **In negotiations, look for the win/win – not just getting your way.**
- **Influence strategies have a long-term impact on relationships.**

**FACILITATOR
NOTES**

#9 UNSEEN OBSTACLES

THE LEARNING INTENTIONS

Primary **Communication**
Leadership
People Development

Secondary **Teamwork and Cooperation**
Strategic Thinking

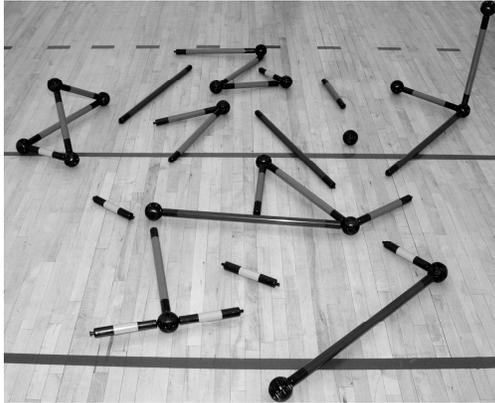
THE OVERVIEW

“Leaders are more powerful role models when they learn than when they teach.”
 Rosabeth Moss Kantor

Description	The group is split into pairs and instructed to guide each other through a delineated area filled with obstacles.
Time Required	Set Up: 10 minutes Activity: 25 - 45 minutes Debrief: 20 minutes (minimum)
Space	20 x 40 (minimum room size) Open space – no chairs, tables, etc.
Group Size	4 – 24 participants
Materials	<ul style="list-style-type: none"> ▪ One Toobeez set ▪ 70 feet of rope ▪ Wide color 12-inch ribbons (one color for every team; three pieces in each color) ▪ Flip chart

**THE ACTIVITY
Set Up**

Using the long rope, create a round space with squiggly sides (so participants cannot easily send their partners along the border). Inside the space created by that border, now referred to as the “active zone”, place a complete Toobeez set (52 pieces) randomly. As you layout the Toobeez, avoid leaving direct walkways through the active zone. For a more challenging activity, make some three-dimensional obstacles by connecting multiple Toobeez. Once the activity zone is set, tie the color ribbons along the border so that two ribbons of the same color are across the zone from each other. The third is to mark the participant in the active zone with his/her team color.



Instructions

Facilitator Script

In this activity, you will be working with a partner. As a team, both of you will need to get yourselves through the active zone, which is the area inside this rope border (indicate area). Only one of you may be in the active zone at any given time. Whenever you are in the active zone, you must be blindfolded.

It is your partner's job to navigate you safely through the active zone avoiding any objects or the rope edge. You will be going from endpoint to endpoint, as indicated by the color ribbons. Each pair will have its own color, and you will go through the space beginning at one of your ribbons and ending at the other. The person in the active zone must have your team ribbon on his/her wrist at all times.

If at anytime the person in the active zone touches anything (i.e., Toobeez, the rope border, or another person), you must go outside to one of your endpoints and begin again. You may either switch roles back and forth each time you begin again or wait to switch roles until one person has successfully traversed the active zone.

When you're in the active zone, remember to move slowly with your hands out in front of you to avoid bumping into each other or tripping over an obstacle. As the partner on the outside, watch to make sure your blindfolded partner in the active zone does not walk into someone else or fall over anything. He/she's relying on you to be safe.

Any questions on the material covered? (Answer any questions and get teams situated). Begin.

Facilitator's Choice...

You may have people remain in the same role for a certain amount of time and switch all teams at once, or you may leave it up to the participants to manage who's doing what at any given time.

Observations and Modifications

Once the activity begins, your role as facilitator is primarily to observe. As the activity progresses, if you find that the layout is too easy to navigate, you may choose to move the Toobeez midway through as well. If participants challenge you as you move objects around, comment that unexpected things come up everyday.

Listen and look for the following: How people communicate and demonstrate leadership. The questions below, based on the primary Learning Intentions, are provided to guide your observations.

Communication

In this activity, communication is controlled by the guidelines of the exercise. People may strategize before entering the active zone, or they may jump right in. Regardless, how do they exchange ideas with their partners? Listen and notice:

- How are people addressing each other (orderly,

- respectfully, deferentially, or confrontationally)?
- How does the role someone has influence how they communicate (being in the active zone versus navigating someone else through it)?
- How do people deal with and communicate around a failed attempt?

Leadership

This activity allows people to practice their leadership skills, primarily in a one-to-one interaction. During the activity, observe:

- How people lead in both roles.
- How the roles people have in any given moment impact their ownership over the outcome.

Concluding the Activity

There are two ways to complete this activity: 1) At a given time stop people wherever they are, or 2) Wait until everyone has successfully traversed the active zone.

Variations

Variations are optional and will highlight additional skill sets.

1. Highlighting: Teamwork and Cooperation, People Development

In addition to the instructions above, you will be paired according to your chain of reporting. Managers will be the ones blindfolded and a direct report will be the one guiding you through the active zone.

2. Highlighting: Strategic Thinking

In addition to the instructions above, teams will have five minutes to plan and strategize before they are allowed to enter the active zone.

THE DEBRIEF

The debrief should be an interactive discussion. Lead it by offering a series of questions and soliciting responses from the participants. To begin, ask questions about the activity itself and continue with specifics related to the skills you want to address or highlight. You may stick to one area of focus or choose to cover many topics. Suggested questions are offered below to guide you as you facilitate this debrief.

The debrief is organized with an Opening and Closing and then by Learning Intention, and it may be used in a variety of ways. You may use just the Opening and Closing for a basic debrief or add the Learning Intention-specific debriefs in between. To include the Learning Intention specifics in your debrief, either pick one or two questions from each area in order to touch on many topics or work in depth on one or more areas of learning and go through all of the questions for that topic(s). Look through the questions, TIPs, FCs, and Transitions prior to the training sessions in order to choose which ones you will cover (see “How to Use this Book”).

Opening

The intention of this activity is to enhance communication, trust, leadership, and people development among the participants. Since this activity offers many lessons, let the participants share with you what they learned and their comments as to the purpose of the activity.

- What do you think the exercise was about?
- How was it different being the person inside the active zone versus navigating your partner through?
- What was the biggest challenge of this activity (i.e. being blindfolded, working with your partner, working in a crowded active zone, listening to your partner and not someone else's, getting frustrated, communicating clearly, being understood, etc.)?

Closing

This activity is a platform for new actions. We face obstacles everyday. Sometimes we can see them, sometimes we can't, and sometimes when we can't see what's in our way, but someone else can. As in this activity, clear communication, an open mind, and a willingness to trust the guidance of others are critical elements of effective leadership.

Concluding Questions

- What did you learn about communication and leadership?
- What could have been done differently?
- Where else in your professional life are there obstacles blocking you? What can you now do differently to address them?

Action Plans

- How many ways can you apply what you learned in this activity to:
 - Everyday management
 - Sales process
 - Feedback and advancement
- Based on your new experiences and insights, what could be different in going forward?
- What three action steps (with specific, measurable results) will you take this month to begin incorporating what you've learned into your daily routine?

LI:
Communication

People are constantly engaged in multiple levels of communication. The following questions offer participants the opportunity to increase their awareness of their communication, the impact it has on others, and the results it creates. Through this awareness, people will then get to choose the alternatives that serve their goals.

Speaking

- Did you speak up regardless of which role you had?
- Were you clear and specific when describing or asking questions about the next move?
- Did you solicit information or ask for clarification?

Listening

- How did you listen in each role?
- Did you exclusively listen to your partner, or did you also listen to others to “check” the guidance you were receiving?

Non-verbal

- What body language did you notice in yourself and others regardless of whether you could see at the time?

- How did your body language change as decisions were made and actions taken?
- How does your position in your organization impact how you communicated to your partner?

Summary Script

We've just had the opportunity to recognize how each of us has been communicating, and to identify role models and pitfalls. Now you can put that information into action to create clear and comprehensive mutual understanding. So, what do you think the results will be in your organization?

LI: Leadership

Leadership is being responsible for an outcome regardless of your role or position in a situation. It includes communicating powerfully, motivating and empowering others, and creating results. Use the following questions to generate a discussion about leadership.

- How did your leadership and that of your partner contribute to your outcome?
- What limited your willingness to be a leader in this activity?
- What is the difference between leading and managing?
- What actions in others exemplifies leadership in your mind?

Summary Script

Effective leaders communicate clearly, work with others, and get results. Some leaders are quiet while others are out in front where everyone can notice them. Regardless, leaders have responsibility and ownership over an outcome and the communication, people development, and management skills to create the outcome desired. Not all great communicators are extraordinary leaders. However, all extraordinary leaders are great communicators.

LI: People Development

The fundamental tool for successful people development, including for ourselves, is feedback. Excellent managers carefully observe people and communicate clearly. Outstanding employees are those that look for and listen to feedback on their own as well.

- What did you notice about how your partner participated in this activity?
- What did you admire and want to encourage?
- How can you support people to optimize what's working?
- How can you provide feedback and guidance effectively?
- How often did you request feedback from your partner?
- What are some personal pitfalls you discovered, and how can you avoid them?

LI: Teamwork and Cooperation (S)

Teamwork and cooperation includes how people interact with each other, the roles people take in group settings, and how people perceive situations - as competitive or collaborative.

- How did you and your partner work together?
- How could you have been more effective? What limited or hindered your results?
- Where in your job and career does your resistance to trusting and working with others limit your performance? How else could it look?

LI: Strategic Thinking (S)

Often when given a task, we want to dive right in rather than develop a strategy and plan first. Encouraging people to listen to and share their ideas keeps organizations fresh and innovative. Strategizing takes time and is often viewed as “not doing anything.” However, planned projects are more likely to meet established goals. Use the following questions to generate a discussion about strategy and creativity, its value, and how to tap into the creative ideas in everyone.

- How did you come up with the path through the active zone?
- Did you plan the whole path before having your partner begin? Were you willing to make adjustments to your plan based on results?
- How willing were you to take risks?
- What actions did you take in prior to entering the active zone to enhance your communication?

- What obstacles did you anticipate and discuss before beginning?

Key Take-Aways

- **Communicating effectively includes asking clarifying questions and providing ongoing feedback.**
- **People can lead regardless of their roles or whether they can see everything going on.**
- **How we interact with others has a direct impact on our ability to develop co-workers.**

**FACILITATOR
NOTES**

Important Safety Information

Visit www.toobeez.com/safetyinfo.htm for the latest safety information and product updates.

ATTENTION ALL USERS OF THIS PRODUCT:

- This product has been tested and approved for use with participants 4+ years of age
- Please inform all users of this product of this very important information
- Failure to obey or understand these legal disclaimers could result in bodily injuries
- This product was not designed to be a “climb-on” that you may see in a playground or schoolyard
- Using excessive weight or force on a structure could cause it to break and may void the warranty
- It is highly recommended that all structures be built on a flat and even surface at all times
- Do not use this product as a baseball bat, sword or any type of weapon. Please inform all users of this information
- Do not use this product to harm other people, animals or other personal property
- This product was not designed or manufactured as a “water toy” or as a water-safety flotation device. The tubes on this product will absorb water which will cause it to sink. Use of product in water is at your OWN RISK
- Please use this product in a safe manner to ensure years of fun

Product Information

This product is made of a high quality polypropylene and ABS thermoplastic material. This product also includes an ultra violet (UV) stabilizer to help minimize color fading due to excessive and direct sunlight. It is not recommended to leave this product in direct sunlight over long periods of time.

Product Care

Outdoor use: It is not recommended to leave this product in direct sunlight over long periods of time. Doing so will shorten the life of the product and possibly cause the plastic to become brittle, in turn causing the plastic to break. If this product is left in direct sunlight for extended periods of time, thermoplastics will absorb the heat. This product could become too hot to handle with bare hands. Please be cautious.

Storage: It is not recommended to store this product in a place where the temperature is not regulated, such as in a car on a hot day for an extended period of time. To avoid injury, try to avoid storing this product in places where heat can build up and be absorbed by the product.

Do not climb: Toobeez were intentionally designed as a "non-climbable" structure/building product. It is primarily used for building framework. That is why the ends on the tubes may come apart if you stand on the product or try to bend the ends forcefully into a sphere. This is a built-in safety feature and is not advertised (it is our patent-pending "company secret").

First-time Use

When **using this product for the first time**, it is highly recommended that an adult instruct all users how to properly assemble and disassemble a structure. Start building from the bottom up to complete your structure. When you are ready to disassemble a structure, you must always begin by removing pieces from the top and working your way down to the bottom. Please review the set up and take down instructions for more information.

As an **educational tool**, it is suggested that teachers, parents or guardians work with and teach the children who use this product how to build safe structures and other creative forms.

Assembly

It is very important that every time a tube is inserted into a sphere, the rotating end of the tube should be turned to secure (or semi-lock) the tube to the inside of the sphere. This is accomplished by turning the rotating end of the tube $\frac{1}{4}$ of the way around (or 90 degrees) in either direction. You should feel the "key" (located on the end of the tube) roll over the speed bumps located inside of the sphere. **NOTE:** This is not a 100% secure lock, and therefore this product is marketed as a "do not climb construction/structure product." If you do not feel the "key" roll over the speed bumps (located inside of the sphere), try using another "key hole" on the sphere until you have achieved success. If you still cannot feel the speed bump "semi lock" into the sphere, please do not use that particular piece. It may still be under warranty or have reached the end of its product lifecycle.

Never attempt to remove the screws from the sphere(s), or the rotating ends from the tubes. This will permanently damage the product and will void the warranty. The ends of the tubes are to be used only at certain angles when in use with the spheres. If you try to force the tubes into a bad angle, this puts unwarranted stress on the sphere and on the tube ends and can cause one of the following actions:

SAFETY INSTRUCTIONS

- Pressure on the screws to become loose on the sphere (Screws can be re-tightened with a #10 Torx screwdriver (previous models) or by using a Phillips or flathead screwdriver – be careful not to over-tighten the screws)
- Pressure on the "T," located on the rotating tube ends, may become bent or damaged if excessive weight and pressure is applied. If this occurs when you are attempting to lock a tube into a sphere, you may not feel the "T" rollover the bumps inside of the sphere
- The rotating ends may become separated from the tube. To fix, simply re-insert it into the tube and be careful not to pinch your hand

If any of these actions occur, we will conclude the product was "possibly" being used in an inconsistent manner for which it was designed or manufactured.