

High Value, Low Cost Team Building Activities

Sarah Simpson



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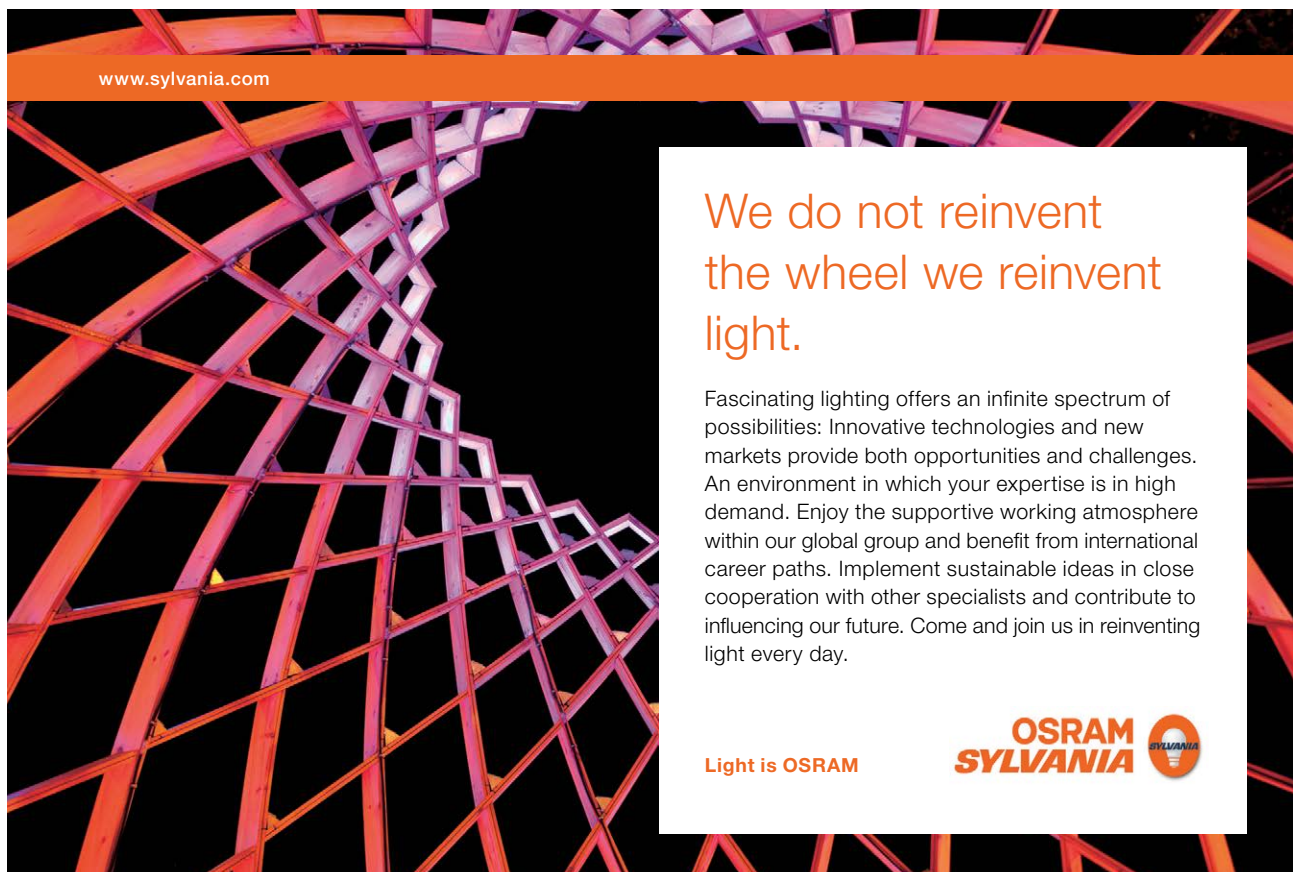
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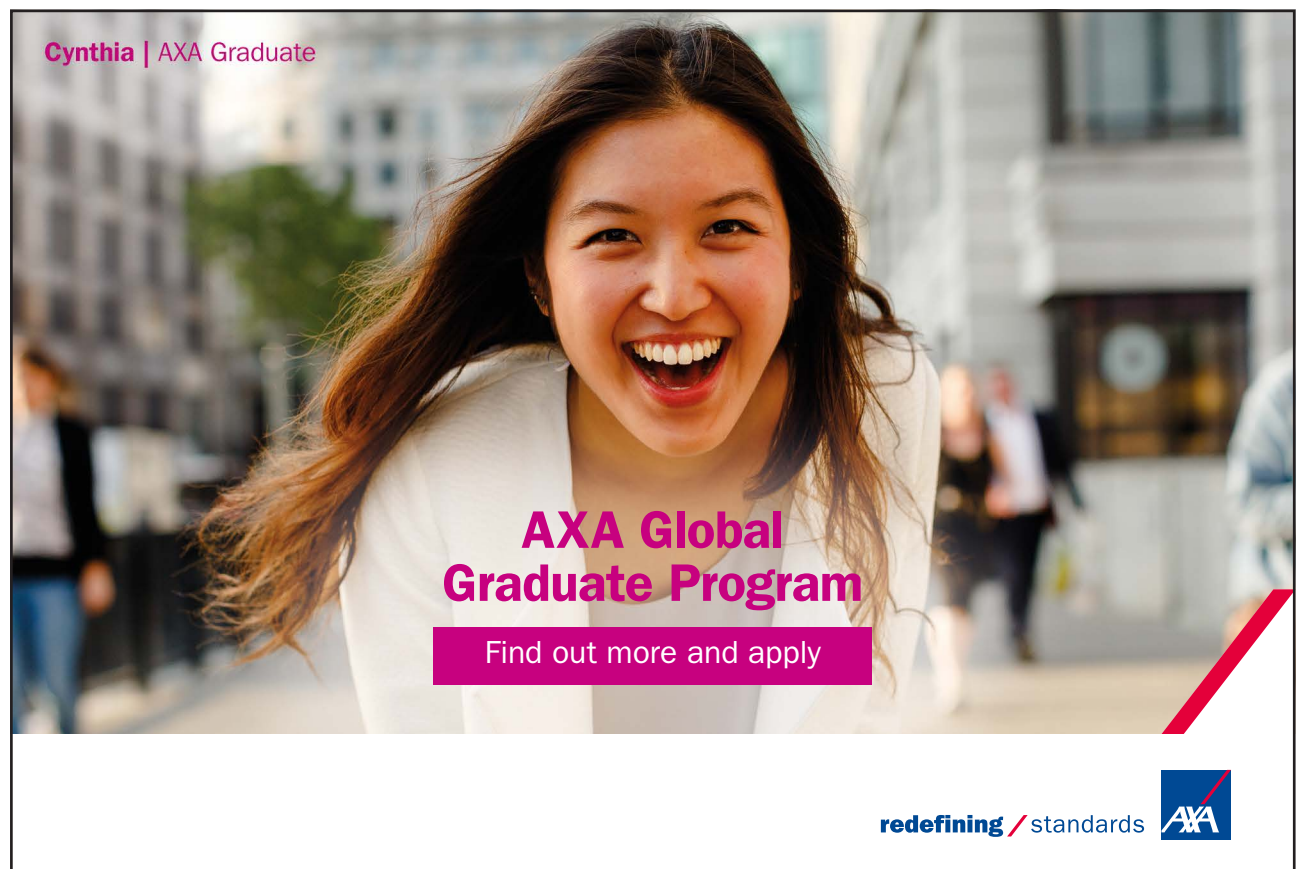
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1 Introduction

*“A group becomes a team when each member is sure enough of himself
and his contribution to praise the skills of others”*

Norman Shidle

I have seen team building activities elicit a whole host of responses which include:

- Enthusiasm – “fantastic, I really like these, let’s get started”
- Skepticism – “we’ve got too much to do to play games”
- Absolute horror
- Apprehension
- Embarrassment
- Gratefulness that an opportunity has been provided to explore issues outside the normal working environment

I’m sure you can think of and will have experienced many of these yourself. In my experience the way in which these activities are received is in no small part due to:

- The congruence between the activities and the required learning outcomes
- The environment and atmosphere the facilitator creates
- The enthusiasm shown by and created by the facilitator
- Acknowledgement that some people are more comfortable than others in undertaking activities
- How the teams are ‘made up’ (mix, size and method)
- The quality and way the debrief is run
- The post activity follow up

Whilst I do address in this book the critics and negative feelings that can be directed towards team building activities I believe that when appropriate and well facilitated they have the ability to provide numerous positive experiences that last well beyond the activity itself.

The activities in this book have been chosen for their simple, or even no equipment and shorter time scales.

I have also included several sections that details the models, theories and concepts that you may find useful in your debrief and follow up. Whilst this is not exhaustive it is certainly comprehensive enough to provide guidance, start debate, inform action plans and expand knowledge and understanding.

I hope you enjoy using and adapting these activities to your own unique situation and I wish you every success.

2 Planning, Facilitation & Follow-up

2.1 Before

- Ensure you have all the equipment you need. The games in this book have low cost, simple equipment or no equipment at all
- Make sure you are familiar with how to run the activities, any health and safety concerns and the learning objectives you want the session to ‘draw out’
- Set up your room to best run and facilitate the session
- Decide how you are going to split your group into teams (see Making Your Teams Section 6)
- I play music as participants enter the room. This has the effect of:
 - Breaking any silence
 - Setting a positive ‘up-beat’ atmosphere
 - Starting conversation, communication and debate
 - Making people feel less self conscious about speaking and being overheard

2.2 During

- Convey enthusiasm – nobody wants a lackluster facilitator! In my experience this results from:
 - A lack of experience
 - Not being confident (running and facilitation)
 - Someone who looks like they have run this 100 times before and is bored
 - Static body language and tone of voice
- Use open, approachable body language and tone of voice. Albert Mehrabian’s work has become known as the 7% – 38% – 55% rule. When a message is being conveyed words account for 7%, tone for 38% and body language for 55%. This is also known as the 3 V’s (verbal, vocal and visual)
- Explain the ‘rules’ in a simple, concise way. I often explain verbally but then provide teams / individuals with laminated instructions that they can refer to as required. I don’t use the word ‘rules’ as this can stifle creativity and discussion and it emphasizes any apprehension people might feel about getting an activity ‘right’ or ‘wrong’. Instead think about using “aim”, “goals”, or “stages”

- Check for understanding and answer any questions maintaining an approachable, friendly environment. I turn off my music during this stage and turn it back on again when the activity proper commences
- Ensure you 'visit' all the groups encouraging equal participation, being aware of submissive and aggressive personalities and making notes that you can use for the debrief. I personally take mental notes which I jot down in bullet point form away from the group. This ensures that people do not become self conscious that I am writing down their every word and they will be quoted later. It also allows me to use more open body language without the barrier of pens, paper, or electronic capture
- Give key timing checks. In addition I set the stop watch on my ipad and leave it at the front of the room so everyone is working to the same time
- I give each of my teams a bowl of 'retro' sweets (drumsticks, refreshers, love hearts etc). This gets everyone talking and smiling and is usually accompanied by lots of positive comments. If you separate the sweets out so each team has only one type they will start to negotiate, trade or swap them around, which encourages interaction and can even form part of the debrief (negotiation, cross team working etc). Please remember to include a diabetic or fruit alternative

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2.3 After – Debrief

- Draw out learning points and relate these back to your observations. This is one of the reasons for observing your participants at all stages of the activity
- If you are using ‘break out’ rooms you may need to use a second facilitator to ensure you are aware of all participants and their interactions
- Be aware of attributing what you have seen and heard to individuals – I prefer to use anonymity
- Utilize steering and guidance to draw out learning points rather than dismissing anyone's observations and comments such as ‘right’ or ‘wrong’. As far as team activities go all points raised provide a learning opportunity
- Remember to use open questions and active listening

Open questions

These are likely to provide a longer answer than those questions that are closed in nature.

- Open questions:
 - Provide opinions and feelings
 - Offer an opportunity for your participants to think and reflect
 - Allow participants to feel they are being listened to and have control in how they vocalize a situation

Remember it is imperative that you listen to these responses and conversation. They provide valuable information and areas for follow up debate and post delivery discussions or action plans.

For example

Closed question – “did you think this activity was hard?”

Open question – “what was it about this activity that was challenging?”

Active listening

This is an invaluable facilitator skill. Listening is an active process and is not just a gap between you talking. This process becomes particularly important if your participants have various primary languages, they have communication difficulties or show submissive or aggressive behavior.

Step 1 – look at and show responsive body language (eye contact, smiling, nodding)

Step 2 – repeat what they are saying in your own paraphrased language and check that their response indicates you have understood

Step 3 – respond in a non-judgmental respectful manner which opens debate and shows their opinions have been heard and understood

2.4 After – Follow-Up

- If you are working with a regular team or members of your own organization then you can arrange a follow up which looks at the sessions learning debrief and any action plans
- I like to use a stop, start, continue ‘traffic light system for participants to actively think about changing or reinforcing behaviors as a result of the activity, debrief and personal / organizational development / strategic plan. The stop, start continue is important as it not only provides the basis for follow up work but ensures that behaviors that are positive are acknowledged and built upon. The danger with debriefing activities is that too much emphasis can be put on things they are currently ‘doing wrong’ which can be demotivating. Activities should leave participants feeling positive, inspired and enthusiastic
- If you don’t regular work with this group i.e in the case of external facilitators, active follow up is still possible. The; stop, start, continue can be run via postcard. Ask the participants to write their ‘traffic lights’ on a postcard and complete their name and address (I let them choose whether this is work or home, but please be aware of any security concerns in giving out personal information). Two weeks later I post these cards out to them as a reminder of the need for ongoing learning and development
- If a picture, visual image or other creative element was produced during the game take a digital photo and either display it or email a copy to your participants. When I use this method I send one copy immediately and another two weeks later as a reminder. If you have a larger budget the photo can be made into a jigsaw (the wooden ones are more durable). This can then be used during follow up discussions or as a permanent reminder of the activity

3 Team Activity 'Challenges'

3.1 Preparation

- Although the activities in this book require little or no equipment it goes without saying that you should be familiar with any; preparation, running, potential challenges, the required learning outcomes and how these relate to the participants and their team or wider organization
- Instruction sheets are best if they are laminated for durability. In the long run this saves you time and money in reprinting
- Much time and consideration should be spent in ensuring that the activity is suitable and is tailored to the; learning required, group size, group dynamic, environment and venue
- Your activity should not be predictable. Many team building 'games' are well known by participants and the result may be; apathy, reluctance to participate and could ultimately undermine you as a facilitator

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3.2 A Slow Start

- Some participants by their very nature will want to 'get stuck in' straight away. Others plan, think and digest the instructions. Some lack of immediate direction and / or clarity is inevitable – this is another reason I provide laminated sheets for reference after I have provided verbal instructions
- Some activities are deliberately vague, especially those that examine; communication, problem solving, working across boundaries etc. How these are overcome and the observations you make forms part of the activity and debrief learning outcomes
- Ensure how you make up your teams forms part of the activity. This will have the effect of breaking down barriers and apprehension before the activity 'proper' gets underway (see section 6 Making Your Teams)

3.3 Cultural Considerations

- Some activities described in this book and indeed during any other interaction should be run with caution. This is especially true of those involving body contact
- You should also be mindful of organizational culture. Environments that operate using a structured hierarchy may have concerns about crossing unseen but real boundaries – indeed this may be a reason for running the activity in the first place! I like participants to attend 'out of uniform' or other 'symbols of authority' to start breaking these barriers down. Just remember to ensure that clothing does not cause any health and safety concerns or hamper the activities success
- You may wish to consider establishing group ground rules. Get the group to do this rather than you so that when they are 'broken' it is their rules and not yours and 'self regulation' is more likely. I find this approach works particularly well with older children and those groups with high levels of conflict
- If you have a mix of primary languages there is even more emphasis of ensuring instructions are; clear, concise, simple and free from local or regional 'slang'

3.4 Materials

- Always ensure you have more materials than you need to run your activity. It is amazing the numbers of times 'spares' come in use!
- I always bring alternative activities to a session in case a proportion of the participants have undertaken the activity before
- Check your materials before you need them **every time** as things often go missing or get mixed up with other activities if you are running multiple sessions. Facilitators that appear unprepared can undermine their professional image, credibility and influence
- If you are using a method of putting people into teams ensure you have these in your 'tool kit' (see Section 6 Making Up Your Teams)

- I like to put on music during the activities to 'break the ice' and prevent people from feeling they are having their every word listened to and noted. If you are going to use this pick your music carefully. Having experimented with many genres the ones least likely to cause offense or upset are classical or acoustic

3.5 Reward

- Decide if you are going to offer a prize and whether you will tell the teams this before hand
- The lack of a prize can be used as part of your debrief. Sometimes I tell participants there is a prize then don't give one, or conversely there isn't a prize and then give one anyway! The learning outcome can be very interesting doing this but be aware of any negative reactions
- As far as prizes go they are only limited by budget and your imagination. I have found you can't go wrong with stress 'balls' as these can be bought in a whole host of shapes that can match your learning outcomes. For example globes for working across boundaries and communication and light bulbs for creativity and problem solving

3.6 Participation

Common reasons that people give for not wanting to join in team activities are:

- Embarrassment
- They've done it before
- They think it's 'stupid'
- They think it's a 'waste of time'
- They don't want to 'get it wrong'
- They're not comfortable in their group
- They prefer working as an individual

These are all reasons you need great facilitator skills in order to overcome these apprehensions or objections – these include:

- Enthusiasm
- Assertiveness
- Optimism
- Great communication skills
- Splitting teams up effectively (see Making Your Teams)
- Creating the right environment
- Positive body language and tone of voice

- Knowing your audience and tailoring your activities. Even if you don't regular work with this group your pre delivery discussions should have established a baseline working knowledge. I never run a team activity without acquiring any background information. If nothing else you should be aware of the participants 'mindset' (are they experiencing high levels of change or flux), the organizational structure and any triggers for the activity being requested
- You should observe the activity in a non obtrusive manner using open body language. If you adopt a stance of 'policing' the activity in a fashion which conveys judgment or hostility your participants will not feel comfortable and may react with negativity or non-participation
- Address concerns 'head on' e.g. "when I have run this before some people feel..." this shows you recognize and acknowledge their concerns and you are creating an environment in which these can be overcome
- Don't force anyone or attempt to humiliate them into participation. Gentle persuasion works, aggressiveness and threats does not. "Join or else" doesn't work and is not appropriate in any setting



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3.7 Inclusion

As a facilitator you need to ensure that your activity includes all participants. You should therefore consider providing:

- Variations on your activities for those with mobility or disability concerns
- Large print format instructions
- Colored background instruction sheets – for those with dyslexia
- A mix of group seniority in order to address any 'power & politics' concerns and include all staff levels
- You should also ensure you give due consideration to cultural norms and acceptability

4 Critics of Team Building Activities

Any internet search will display a large number of articles and comments with a negative slant or even open hostility towards team building activities. Lets face it many of us will have taken time out during our busy working lives to take part in a so-called team building ‘game’. This may have been at best a bit of fun or a distraction from our normal duties but did it actually cause us to explore, think, discuss and plan for how we could actually change our practice or way of working?

Here for me lies the central issue surrounding this approach to team building. Activities should be a starting point for change and discussion not a one size fits all sticking plaster that attempts to fix fundamentally challenging and deep rooted issues. A 10 minute game cannot alone ‘fix’ a problem especially if the games isn’t even considered until a crisis point has been meet. Therefore, below I have tabled the concerns and criticism leveled at team activities and my response to prevent, negate or address these.

criticism / concern	how to prevent / address / negate
You don't learn anything	<p>Ensure your activity is carefully chosen to address the required and unique learning outcomes. Just because the activities are fun it doesn't mean that with the right follow up and facilitation they can't produce a change in process or way of working.</p> <p>Consider bringing in relevant; models theories and concepts (see section 9 onwards).</p> <p>Use Action Learning Sets (ALS) where possible and appropriate to ensure follow up learning and understanding (see section 10 ALS).</p>
Learning doesn't transfer into a change a attitude and / or practice	<p>All activities should be followed up. Possible methods include:</p> <ul style="list-style-type: none"> • ‘Traffic light system’ – stop, start, continue. This ensures that positive practice is acknowledged and built on and other areas are highlighted as ones for development • Postcards. At the end of the session participants write their ‘traffic lights’ or action plans (SMARTERS). These can then be posted out to them 2 weeks after the event. This can be to their home or work address but be mindful of any safety concerns • Captured images. These can be used to revisit the learning and discussions. I send one copy straight away and another 2 weeks later • Action plan • Action learning sets • As a facilitator you should acknowledge that change isn't always easy. Any reminder you send (postcards or digital images) together with any face-to-face follow up will help maintain this initial momentum

criticism / concern	how to prevent / address / negate
<p>They cost too much (£, time, productivity)</p>	<p>£ – ideas in this book are low or no cost.</p> <p>Time – many activities take less than 1 hour. If learning outcomes are met and followed up efficiency can increase and future time revisiting the same issues is saved. Correctly run activities are 'time in the bank'.</p> <p>Productivity – how many times do you hear "this is a waste of time" or, "we should be getting on with proper work". In this instance the point made above in 'time' is relevant here.</p>
<p>They are a distraction from the real issue and therefore a complete waste of time</p>	<p>I am certainly not suggesting a 10 minute team activity can 'cure all ills'. However, when run well it provides an invaluable opportunity to create an environment in which issues can be explored in a non-direct, non-hostile 'safe' manner.</p> <p>Follow up work could include a more direct acknowledgement and exploration of specific issues.</p> <p>To my way of thinking these activities are less of a 'quick fix' and more of a conduit for further exploration of issues that may be deep rooted and complex, or where levels of trust are low and conflict high.</p>
<p>One off 'games' can't make an impact</p>	<p>Activities are most effective when run on a continual, rolling basis which is more likely to ensure a positive culture is nurtured. This is clearly better than waiting for a 'tipping point' which you then have to try and 'fix' – to-little-to-late.</p> <p>Team activities should be proactive not reactive. They are not a 'plaster' to temporarily cover up an issue rather than actively dealing with the root cause.</p>

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criticism / concern	how to prevent / address / negate
We don't have the money for expensive days away	<p>Activities that have the power for positive impact do not need to cost a fortune. Of course days away have a place but not if budgets and time are not available or appropriate.</p> <p>For me an activities success is down to the game chosen, facilitation skills and follow up. There success is not proportional to the amount of money you throw at them.</p>
They are just embarrassing	<p>You need to ensure you:</p> <ul style="list-style-type: none"> • Set the scene / environment • Prepare and facilitate actively • Ensure an appropriate team mix (chance vs design. See also Making the Teams – Section 6) • Cultural concerns are acknowledged (including organizational culture) • Consider the use of music as a background 'noise'. This removes the feeling that you are being listened to and so can reduce embarrassment levels • Acknowledge that some people may be embarrassed. Don't single anyone out or highlight their discomfort in any way • Don't bully or humiliate anyone into participation. Everyone has their own comfort level and speed
Competition doesn't encourage co-operation	<p>Activities should be:</p> <ul style="list-style-type: none"> • Well constructed and bespoke • Correctly facilitated • Designed to meet the required learning outcomes. <p>They are not an opportunity for:</p> <ul style="list-style-type: none"> • 'Right' and 'wrong' • Staff humiliation • Aggressive posturing / language • Winners and losers • Win at all cost <p>As a facilitator you must ensure an assertive stance and focus on the process, debrief and positive outcomes.</p> <p>Remember not all activities are competitive, some focus more on creativity and expression.</p> <p>You should avoid competitive language which could inflame any tensions. For example "you lost this challenge" or "they won". Both "lost" and "you" are not helpful or constructive facilitator language.</p>

5 Team Activity Benefits

“there are three types of workers: those who get things done, those who watch things get done, and those who wonder how so much got done”!

Anon

In section 4 we looked at the criticisms and concerns leveled at team working activities.

To reiterate a successful activity comes when you:

- Prepare well
- Chose activities that are congruent with; the organization, culture, time and required learning outcomes, venue and participant mix
- Facilitate assertively and actively
- Debrief concisely
- Follow up
- Use activities as part of a proactive ongoing process of team and organizational development

The benefits of team activities can be summed up as follows:

- Time away from everyday work facilitates in gaining a new perspective and time and gives people space to think
- Opportunity for creative collaboration with colleagues who you may not interact with especially face-to-face , but with whom your job may rely or impact upon
- Increased confidence and self belief
- Increase in productivity and efficiency – if correctly followed up
- Learning can be greater if the environment is relaxed and away from your usual distractions – phone, email, interruptions etc
- Activities give people ‘permission’ to have fun without the presence of normal working boundaries (real or perceived)
- You can gain a greater and deeper understanding of colleagues, how they think, what makes them ‘tick’ and what their skills are
- It is possible to come away with an increased sense that $1 + 1 > 2$ (synergy)
- Activities often produce an immediate desire to help others and increase co-operation (internal customer service). This can be further enhanced by follow up activities
- If this activity is seen as beneficial and time well spent then any reluctance to participate in future events will be minimized

6 Making Your Teams

How many times do people enter a room to undertake a team activity and either i) cling onto their friend for dear life because it feels like the worst thing in the world to be separated from them, or ii) stands as far away from a colleague as possible in the hope that they will not have to work with them!

One of the skills which is often overlooked as far and running and facilitating activities is making up your teams. I avoid phrases such as:

“We are going to break the group up into teams”

“I am going to split you into teams so you aren’t working with people you know”

These phrases do not constitute positive language and can, albeit subconsciously increase apprehension, reduce participation and put negative thoughts into your participants – not the positive start you were looking for!

Making up your teams should be seen as an opportunity to start communication (verbal and non-verbal) and break down any nerves or apprehension anyone has. It should not be viewed as a ‘necessary evil’ to be overcome before the real activity starts.

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As a facilitator you need to create a comfortable environment in which people relish the thought of working away from familiar colleagues, friends and familiarity.

6.1 Options

- Facilitator mixing the seniority, roles or departments (builds internal customer service)
- Self selection
- Number draws – same numbers work together
- Letter draws – same letters work together
- Gender – this may be appropriate if you are exploring equality and diversity but use with caution
- Order of month of birth – gets everyone talking and then you can ‘cut’ the line up into teams
- Colored balls in a bag – same colors work together
- Colored dot on any handouts – as above, same colors work together
- Sweets – by color or type. Remember to have a diabetic alternative. It is always best to let people eat what they have chosen as you may have a mutiny if you take the sweets away!
- Pairing i.e. Picture of a chicken needs to find the person with the egg – great for communication and breaking the ice
- Playing cards – picture cards work especially well – same cards i.e, jacks work together
- Animals – same animals work together. If you wish you can stipulate that people are to keep their cards hidden and use only the sound of the animal to find their team! But, be aware of any embarrassment issues using this method
- Famous couples – participants need to find their partner
- Famous groups – everyone should pick a card and find the other people that belong to that group i.e. The Beatles, ABBA. Ensure that the groups are matched to the participants knowledge and if appropriate age

Once my teams have been made up I always leave a blank name card and marker on each table or work area so they can give themselves a name. This builds team spirit, identity and bonding and if you observe how they go about this process it can be used during the debrief. Especially as some teams forget to do this because they are too much of a rush to start the task!

Whichever method you chose it should ensure the mix is appropriate to the activity and learning outcomes. For example if you are looking at cross departmental working you may wish to steer away from self selection in which people with tend to work with colleagues who are familiar to them.

7 The Activities

For ease of use I have split the activities described here up into the type of equipment required to run. All activities have been deliberately chosen for their limited or no equipment and wide range of learning outcomes possible.

You may find taking an image of the outcomes, structures and creations very beneficial. These can then be used as a follow up and aid to future discussions, reminders and action plans.

Where appropriate I have given suggestions of debrief models, theories and concepts you could use to inform your debrief, follow up work, action plans or action learning sets.

The activity debriefs contain many suggestions for questions that can be used to guide your discussions but your actual debrief should be organic and based on the participants needs, discussions and activity responses. They are not a comprehensive set of questions to be 'fired' at the participants without actively listening to and continuously developing.

7.1 Food

“One man can be a crucial ingredient on a team, but one man cannot make a team”

Kareem Abdul-Jabbar

Marshmallow Tower	
Examines	Teamwork Time keeping Creativity Problem solving
Equipment	20 strands of uncooked spaghetti 8 marshmallows
Participants	4–8 per team
Description	<ul style="list-style-type: none"> In 30 minutes each team has to build the highest free standing tower they can using only the spaghetti and marshmallows <p>Variations on this include:</p> <ul style="list-style-type: none"> Only 1 marshmallow 100cm of sticky tape 100cm string Take a digital image of all the towers as permanent reminder

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Marshmallow Tower	
Debrief	<ul style="list-style-type: none"> • Whose tower was the tallest and why? • Did anyone eat the resources – someone usually does or at least tries before the rest of the team stops them! – you could relate this to the notion of workplace sabotage, resource ‘hoarding’ and power and politics • What role did optimism and encouragement play? • What happened if any of the materials were ‘damaged’ e.g. The spaghetti snapped. Did the team panic or try and use it to adapt their design? • How might this relate to not always being able to have the resources we need or want (adaptability)? • Were you surprised by what you could design with limited resources? • Are there any elements from the other teams design that you would use if you ran this activity again? • This could bring in discussions around; feedback (redirection and re-enforcement), critical reflective learning, change management. This could also highlight how current practice is shared within the organization

Egg Drop	
Examines	Teamwork Creative thinking Problem solving Lateral thinking Challenging situations Failure (maybe!) Risk
Equipment	A raw egg Sellotape 2 sheets of newspaper Something to give you height for example; step ladder or chair (beware of health & safety concerns)
Participants	4–8 per team
Description	<ul style="list-style-type: none"> • Give each team 30 minutes to design a structure that will protect the egg from a height drop of your choosing • You could get the participants themselves to choose the height of the drop and this could be used to look at risk (assessment and risk adverse vs. risk seeking)
Debrief	<ul style="list-style-type: none"> • How did you decide on your design? • How did the limited 30 minutes impact? • Whose survived and why? • Whose broke and why? • How did you feel about the challenge? • For those who saw it as ‘impossible’ at the beginning did they remain pessimistic or get involved with everyone else’s enthusiasm? • How did you feel when you let go of your egg? • If your egg broke how did you feel? • If your egg survived how did you feel? • What is the role of optimism and pessimism at work? • How does failure and critical reflective learning shape our working environment and relationships? • What would you do differently if you did this activity again?

Egg Balance	
Examines	Patience Optimism Encouragement Organizational myth and stories
Equipment	An egg (raw is easier to balance but may make more mess!) Salt
Participants	2–4 per team, although this could be run as individuals
Description	<ul style="list-style-type: none"> • Ask the participants to balance an egg first large end down and then the harder small end down • If they manage the large end then the small will be 'mission impossible' – let them keep trying until signs of frustration, annoyance or apathy starts appearing (note examples of verbal and non-verbal body language that will be of use in the debrief) • Then introduce the idea of adding a few grains of salt to the surface of the table and ask them to try again • Raw eggs are easier as the mass within the shell aids balancing, but clearly there is a danger of spillage! • If you are playing in teams ensure everyone within the group has a go
Debrief	<ul style="list-style-type: none"> • How did everyone feel before the salt was introduced and the task seemed impossible? • How did you encourage each other to keep going? • What happened when a few grains of salt was added? • If something so small can make the difference between success and failure what does this mean for your working environment? • What role does optimism and positivity play? • Did you know that there is a theory that this 'trick' is easier to do on the spring Equinox. This is thought to do due to the change in gravitational pull? • Depending on the groups reaction to this last discussion point you could bring in the role of stories, myths and rituals within the workplace (Johnson and Scholes Cultural Web)

Egg Tower	
Examines	Team work Problem solving Time management
Equipment	1 Egg per team (raw or boiled depending on how much mess you want to make) Newspaper Sticky tape
Participants	4–8 per team
Description	<ul style="list-style-type: none"> • Give each team 30 minutes to make the tallest self supporting tower they can which can support an egg at the top • I stipulate that the egg must be supported for a count of 30 seconds but this is up to you
Debrief	<ul style="list-style-type: none"> • Which designs worked best? • Whose egg was supported without breakages for this allotted time? • Did teams spend time planning their approach and design first or get stuck in with no real design? • What was the result of only being given a 30 minute time frame? • Did everyone get a say in the design and were all ideas considered? • Did anyone 'take over' and why • What language did you hear during this activity – positive, encouraging, negative, dismissive?

Omelette (1)	
Examines	Teamwork Resources Time management
Equipment	Eggs Pan – greased Spatula Fork / whisk Bowl
Participants	4–8 per team
Description	<p>There are many variations on this activity, so pick the one which works best for your environment and your participants:</p> <ul style="list-style-type: none"> • Give the entire team all the ingredients and ask them to make an omelette – observe carefully the roles, who gives instructions and the outcome • Give each team all the ingredients but ask for a volunteer from each team to be blindfolded. The rest of the team then have to guide them through the process of using the right equipment in the right order. DO NOT keep the blindfold on if you are going to cook the mixture

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Omelette (1)	
Debrief	<p>The debrief will depend on the variation you use:</p> <ul style="list-style-type: none">• How did the teams decide who would do what?• How were roles assigned? – I often find someone brings up gender here so you can use this activity to look at equality and assumptions• If you blindfolded a member of your team were the instructions you gave clear or was it confused by too many people trying to give instructions? You can relate this to remote team working if this is a feature of your learning outcomes• How do complex or mixed messages impact your work?• How do the elements of a omelette have comparisons to our working environment – elements come together to produce a product / service?• What happens if one of these elements is missing?• Did anyone say they didn't like omelettes so didn't care if it turned out ok? Often someone will (even as a joke). This can be used to examine tasks we don't like doing

Omelette (2)	
Examines	Teamwork Resources Time management
Equipment	Eggs Pan – greased Fork / whisk bowl
Participants	4-8 per team
Description	<ul style="list-style-type: none"> Split the participants into teams of 4-8 and give them each an element of the omelette , but don't tell them what to do, or even that they are going to make an omelette They will look at you and each other with confusion until someone realizes they have to combine all their resources to make one product If they start to make something else...let them and adapt your debrief
Debrief	<ul style="list-style-type: none"> How did you feel when you were given resources but no instructions? <p>How does this relate to:</p> <ul style="list-style-type: none"> Autonomy Coaching mentoring Delegation (or abdication!) Workplace ambiguity <p>The above relates to job satisfaction and there are multiple models and theories that could help you structure your discussions or follow up work. These include:</p> <ul style="list-style-type: none"> Edwin Locke's Range of Affect Theory Herzberg's 2 Factor Theory (Motivator-Hygiene) Hackman and Oldham's Job Characteristics Model Dispositional Theory How does the balance between autonomy and the need for structure show itself in your organization? What happened when you realized you had to work together? Did one person take charge of bringing and working the teams together? How does this relate to the notion of remote working and keeping in contact with people you do not have face-to-face contact with? How do the elements of a omelette have comparisons to our working environment – elements come together to produce a product / service? What happens if one of these elements is missing, or is in short supply?

Biscuit Decoration	
Examines	Attitude Perceptions Creativity Awareness
Equipment	A plain biscuit per person Selection of decorations – icing, sweets etc.
Participants	4–20
Description	Give each participant a biscuit and selection of decorations and ask them to design a biscuit that represents: <ul style="list-style-type: none"> • Themselves • The organization • Their team / Department • The central theme of the session
Debrief	There are two options here: <ul style="list-style-type: none"> • Ask each individual to describe what they have designed and why • Ask the participants to swap their biscuits and get someone else to describe what is on it and everyone can discuss why they think that element is there • A personal development plan or 'stop', 'start', 'continue' can then be developed or the issues raised could be used in follow up Action Learning Sets A great resource can be found at www.actionlearningsets.com

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7.2 Laces, String and Rope

Form a Shape	
Examines	Communication Working with barriers Teamwork Collaboration
Equipment	Long length of rope
Participants	4–10 per team (more if you have enough space and more than one facilitator)
Description	<ul style="list-style-type: none"> • Ask the participants to form a circle using non verbal communication • Then ask them to form a triangle – again using non verbal communication • Next get them to either close their eyes or put on a blindfold and using verbal communication form a series of shapes of your choosing <p>Options could include:</p> <ul style="list-style-type: none"> • Square • Diamond • Rhomboid • Star • Rectangle <p>Be mindful of health and safety concerns and anyone who is not comfortable putting a blindfold on</p>
Debrief	<ul style="list-style-type: none"> • What were the pros and cons of verbal and non verbal communications? • What happens when you can no longer physically see your colleagues and how does this relate to your work? • Did anyone get frustrated and why? • Just because you don't see someone or hear them within your organization does that mean that your actions don't impact on them? • What can we do to ensure our actions have a positive impact on the rest of the team / organization? • You can use the work of Shannon and Weavers and their Transmission Model to examine a simple linear system of communication. This can then lead onto looking at reducing barriers and 'noise' and ensuring the communication medium is appropriate

The Spider	
Examines	Collaboration Team work Internal / external customer service Stakeholders Impact of actions
Equipment	Ball of string Sticky notes
Participants	4–20
Description	<p>There are 4 options for this activity. Ask participants to write on separate sticky notes all the:</p> <ul style="list-style-type: none"> • Teams / departments within an organization • People within a team • Stakeholders • Put one of these on the floor • The participants then look through their pile of sticky notes and decide who is connected to this first person / department / stakeholder • They are then linked to each other using lengths of string • This process is repeated until all the sticky notes have been used and all the string linkages made • You will now be left with a 'spiders web' of connections
Debrief	<ul style="list-style-type: none"> • What does this 'web' tell us about where we work? • What does this 'web' tell us about our connections and impact? • If we impact on more people or areas than we previously considered what could we do to ensure these relationships are maintained and cultivated? • What internal and external customer service do we have and how might this be improved? <p>Use can use open up your discussions to include:</p> <ul style="list-style-type: none"> • Customer satisfaction (RATER / SERVQUAL) • Gap Analysis – who do we impact on that we don't have a relationship with? <p>If you ran this activity looking at stakeholders or wanted to open up your discussions then you may find stakeholder Mapping & The Power Interest Grid useful</p>

Guide Me	
Examines	Trust Communication (non verbal) Dynamics Frustration
Equipment	Rope Blindfold
Participants	4–10 per team
Description	<ul style="list-style-type: none"> • Send the person who is to be 'lost' out of the room (this also works really well when run outside). I usually ask for volunteers as confidence and trust is key. If you run the activity more than once then other participants may be more willing to be led later on as their confidence grows • Mark out a course with the rope – a meandering style path works well • The others in the team are given 5 minutes to devise a way of communicating to the blindfolded team member without talking – they will not be able to tell the person in advance the communication plan they have devised. This 'code' will have to be communicated as the game starts! • The blindfolded person is led into the room and is told that they will have to negotiate a course without talking • The team must communicate a system of directing to ensure that the blindfolded person reaches the finish line safely • Be mindful of people who do not want to be blindfolded and any health and safety concerns



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Guide Me	
Debrief	<ul style="list-style-type: none"> • How well did you do? • What went well? • What hindered? • How frustrating was it to be able to see the direction you needed to go in but couldn't be clear in how to get there? • What does this mean for communicating long, medium and short term plans or strategic direction? • How does role or task ambiguity make you feel? Some people enjoy high levels of flexibility and autonomy, others like a more rigid structure • How does this relate to models of leadership – transactional vs. Transformational? • What would have sped the journey up and how does this relate to your working environment – what obstacles get in the way? • What role did trust play – especially for the person who was blindfolded? (You could bring in cognitive and game-theoretical conceptual models here) • What constitutes communication 'noise' in your work and how can you minimize its impact • You can use the work of Shannon and Weavers and their Transmission Model to examine a simple linear system of communication. This can then lead onto looking at reducing the 'noise' and ensuring the method of communication chosen is appropriate

Follow Me	
Examines	Working together Consideration of others Individual vs the team
Equipment	Length of string / ribbon 'obstacle' course
Participants	4–20 (if using more than 10 have two groups not one and consider having more than 1 facilitator)
Description	<ul style="list-style-type: none"> • Although I have put this activity in the 'rope' section I find using wide ribbon works best (you can get this online on a large reel) and prevents any rubbing that rope may cause • Design an obstacle course for your room i.e. around chairs, under tables, between two small desks etc. This activity works really well outside especially if you have natural obstacles • Tie your team together in a snake around the waist (be aware of anyone who is reluctant to join in, unsuitable clothing and health and safety concerns) • The leader of the snake has to make their way over all the obstacles on the route described by you. I often put someone who appears to be one of the fastest in the group at the front to highlight the fact you have to be mindful of your colleagues. But this is clearly up to you • Try variations. For example offering incentives to go fast, or get everyone round without someone shouting slow down! • If your group is suitable and it is safe you can do a simple course blindfolded – members of the team who are not tied together or blindfolded act as 'guides'
Debrief	<ul style="list-style-type: none"> • What did you find frustrating – people going too fast or too slow? • Did some behaviors hamper or hinder? Encourage people to be general rather than adopt an accusatory attitude towards individuals • What similarities are there with this game and team work in your organization or team? • What does it say about working to people strengths and weaknesses (Belbin's team roles) • What do you do when we reach a barrier – how can we react and what effect does this have? • You could also discuss the much used quote <i>"You are only as fast as the slowest person"</i> • Is fast always best?

Working As One	
Examines	Co-operation Team work Collaboration
Equipment	Lengths of ribbon, cord or rope
Participants	4–10 per team
Description	<ul style="list-style-type: none"> • Participants stand in a circle and they are tied to the person next to them in a circle at the wrist • They then have to complete a task of your choosing (but which is related to your learning outcomes) together <p>Ideas could include:</p> <ul style="list-style-type: none"> • A creative project • Making a sandwich • Pouring a drink for everyone or making a non alcoholic cocktail
Debrief	<ul style="list-style-type: none"> • How successful were you at completing the task? • What role did clear communication play? • You can use the work of Shannon and Weavers and their Transmission Model to examine a simple linear system of communication. This can then lead onto looking at reducing the 'noise' and ensuring the method of communication chosen is appropriate • If anyone 'gave up' what was the result? • What examples of positive or negative verbalization did you hear? • How does this activity relate to your normal working life? • How can we be more aware of those we impact on at work? • What happens if we turn a negative into a positive? • What is the role of Critical Reflective Learning (CRL)? Models you could use include: • Kolb (1984) • Argyris & Schon (1978) • Gibbs (1988) • Johns (1985) • Rolfe (2001) • If you take this concept a stage further then your follow up work could look further at CRL and how this can contribute to workplace learning and development

7.3 Balls

Pass Challenge	
Examines	Team work Efficiency Assumptions Creativity Problem solving Change
Equipment	3 soft balls (stress balls are good)
Participants	6–8 per team
Description	<ul style="list-style-type: none"> • Ask each team to stand in a rough circle so they are not touching anyone else in their team • Give the ball to someone in the group and tell them they are to throw it to another team member • Everyone should throw it to someone who has not had it before and this order should be remembered • Time how long it takes for one circle revolution • Ask them to repeat this several times so that the order can be remembered – time each one of these so you can show the improvement • Now give them 3 balls to throw in quick succession and repeat • Now ask them to come up with a process which will speed this ball passing. They will probably either stand in a small circle and presume they cant move outside the circle, or may stand in a line in order of ball receiving • Time each one of these and observe the discussions

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Pass Challenge	
Debrief	<p>What sped up your original process? They may say:</p> <ul style="list-style-type: none"> • Practice • Knowledge of the correct order • Concentration etc <p>• What happened when you introduced 3 balls?</p> <p>What happened when they were asked to move to make the process faster. Did they make presumptions?:</p> <ul style="list-style-type: none"> • They couldn't move out of the circle? – assumptions • Couldn't move into a line – assumptions / learnt behavior • Think it was a trick! – skepticism / pessimism • What does all this mean for changing the way we do things and making us more efficient / effective? <p>The ADKAR Model may be beneficial here (Prosci 1998):</p> <ul style="list-style-type: none"> • Awareness (of need to change) • Desire (to support & participate in the change) • Knowledge (what change looks like and how to do it) • Ability (how the change can be implemented) • Reinforcement (how can the change be maintained)

Multitasking	
Examines	Multitasking Complexity Concentration Communication Complacency
Equipment	4 soft balls (stress or foam balls are ideal)
Participants	6–10 per team
Description	<ul style="list-style-type: none"> • Get your participants standing in a circle • Introduce a ball and ask them to throw it to anyone else in the circle • Then add a second ball followed by balls 3 and 4 • Once these 4 balls are going round the circle ask them to complete a verbal task at the same time • I find asking them to count in 2's or 3's works well • Observe what happens when you add each task or element of complexity
Debrief	<ul style="list-style-type: none"> • How did you feel the task went? • What made it particularly complicated? • At what point did the multitasking become hard? • How many roles or tasks are we expected to carry out at work and what effect on efficiency or ourselves as individuals can this have? • What role does effective time management play? You could look at the idea of 'prime' and 'down' time and the 'ugly frog' by Brian Tracy • Did you feel any pressure to do well for your team, or not be the one that 'got it wrong'? Self monitoring behavior suggests that some people are more concerned with how others see themselves (high self monitors) than other people are (low self monitors) • How did this make you feel? • How are mistakes and learning development opportunities seen and made available in your organization?

7.4 Jigsaws

The Missing Piece	
Examines	Communication Problem solving Team work Frustration Positivity
Equipment	2–5 simple 15–24 piece jigsaws (children’s’ wooden ones with a simple bright design work best for me) If you want or require a longer game then use a jigsaw with more pieces
Participants	4–8 per team
Description	<ul style="list-style-type: none"> • Always ensure that before you run this game you have all the pieces you require. It does not look good if even after swapping pieces for the right ones there are still some missing! • Prior to running the game remove 2 pieces from each jigsaw and swap them with each other • You can either swap one puzzles two pieces for another puzzles two pieces or mix individual pieces up • Which ever way the jigsaw should not be able be solved in its current state • Give a jigsaw to each group and say nothing (I don’t give them the complete picture either) • Observe what happens when they realize they cannot complete the task • They will eventually work out that they have someone else’s pieces and vice versa • They must communicate and swap their pieces until they have all the bits they need to complete the task • If you run this as a race you will see people using all kinds of tactics in order to ensure they get their pieces before anyone else!

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The Missing Piece	
Debrief	<ul style="list-style-type: none">• How did you feel when you realized you couldn't complete the task?• Did you try to get your pieces before anyone else. If so what tactics did you use?• What happens in the workplace when you don't have all the information or resources you need?• If people withheld pieces how did you feel and how does this relate to your working environment? <p>You could bring in Sources of Power here (French and Raven's 5 Bases of Power):</p> <ul style="list-style-type: none">• Coercive power• Reward power• Legitimate power• Information power• Expert power• Referent power <ul style="list-style-type: none">• Game theory could also prove useful here depending on your required learning outcomes (co-operative vs. Un-cooperative game theory)

Breakdown	
Examines	Problem solving Project or task management Seeing the bigger picture
Equipment	A simple or well known image (I often a cartoon elephant) Paper Pens
Participants	4–8 per team
Description	<ul style="list-style-type: none"> • Before the activity select and cut your image into a number of pieces suitable for the group size you have • I laminate these pieces for durability • Give each individual or small team one piece of the puzzle without telling them what the whole picture looks like • Ask them to make a larger copy of their piece on the paper you give them (this could be anything from A4 to flip chart sized) • I usually give them 20 minutes to do this and instruct them that each person in the group must draw part of the image • I don't answer any questions at this point. Someone usually asks if they are just making it bigger or scaling it up. You can use this confusion or lack of clarity in the debrief • Once the time is up ask the teams to put their images on the floor so they form a larger image. Great hilarity usually ensues as they realize what it should look like and how it doesn't!
Debrief	<ul style="list-style-type: none"> • Why do the picture pieces not come together perfectly? • How does this relate to us completing tasks or projects at work? • What would have made the task easier – they will probably mention: • Seeing the completed image first • Being able to compare the other teams as they went along • Being able to ask questions and clarify the task e.g scale up vs making it bigger • What can happen when we break down tasks into their constituent parts and bring them together to create a product or service? • What is the result of working in 'silos' • I use a elephant as my image because this introduces the idea that when you are confronted with something large, like eating an elephant, you have to approach it piece by piece <p>What ways can staff see 'the bigger picture':</p> <ul style="list-style-type: none"> • What role do mission and vision statements play? • Strategic planning (I really like the work of Peter Schwartz – Art of the Long View). Although other models could be introduced that look at the wider 3 questions of strategic planning (where are we?, where do we want to be? how do we get there?). Examples might be; SWOT, IE Matrix, Porter's 5 Forces, PESTLE • Walk-a-day. Staff spend time in other areas of the organization in order to see beyond their own area and appreciate how their actions may impact on others • Communication. You can use the work of Shannon and Weavers and their Transmission Model to examine a simple linear system of communication. This can then lead onto looking at reducing the 'noise' and ensuring the method of communication chosen is appropriate

Draw-Your-Own	
Examines	Creativity Perspectives Any learning point of your choosing
Equipment	Blank 'draw your own' jigsaw – readily available online or in craft stores
Participants	4–20
Description	<ul style="list-style-type: none"> • Introduce your learning objectives or discussion points to the participants • Ask them to summarize this as an image they will draw onto the blank jigsaw – either as individuals or in small teams • Once completed ask them to describe it to the rest of the group • Take an image of each completed puzzle
Debrief	<ul style="list-style-type: none"> • What do the images tell us about how people see things the same and differently? <p>If you break each image down into its constituent parts can we then come up with one idea per piece as to how we could:</p> <ul style="list-style-type: none"> • Reframe • View • Remove (if -ve) • Reduce (if -ve) • Re-enforce (if +ve) • Where does our perspective come from (past experience, learned behavior, organizational norms and culture, the influence of others etc) • The images taken and action plan frame can form the basis of future follow up work

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7.5 Paper

Picture Perfect (1)	
Examines	Self awareness Image Relationships Attitude to work
Equipment	Piece of paper x 2 Colored pens / pencils
Participants	1–20
Description	<ul style="list-style-type: none"> • Ask each participant to draw a pictorial representation of themselves <i>outside work</i>. Explain that this is a representation and doesn't have to be actually of them. For example it could be symbolic – sun, flower, tree • Now ask them to draw a pictorial representation of themselves <i>at work</i> • They should <i>not</i> mark their images as 'home' or 'work' • After a designated period of time ask your participants to stop
Debrief	<ul style="list-style-type: none"> • When each participant holds up their two images can you tell which is 'home' and 'work' and why? • Is one more optimistic and one more pessimistic – why might this be the case? • What do peoples colors and symbols indicate? • If you had to attach words to the images what might they be? • How could you change any negative symbols into positive ones? • You could discuss the 'work-life balance', any work place health and well being strategies or provision and the role we all play in recognizing workplace distress <p>Theory and models that could be of use here include:</p> <ul style="list-style-type: none"> • Erikson's Life Stages Theory • Segmentation Model • Spillover Model

Picture Perfect (2)	
Examines	Participants view of their organization
Equipment	Piece of flip chart paper
Participants	1–20
Description	<ul style="list-style-type: none"> • This activity can be run in teams or as individuals • Ask each individual or team to draw a symbolic representation of their organization • Everyones ideas should be included and there are no right or wrong images • Assign a time frame of your choosing depending on group size and whether people are working as individuals or in teams
Debrief	<ul style="list-style-type: none"> • You can either ask the teams to describe their images or you can swap the images with another team and get them to describe what they see and why they think it might have been put there • What negative or pessimistic elements were there? • What positive or optimistic elements were there? • How could we reinforce the positive elements and redirect or reframe the negative ones. This action plan can be followed up in your post activity work and discussions <p>Psychological theory that looks at pessimism and optimism includes work by:</p> <ul style="list-style-type: none"> • Carver and Scheier • Seligman & Peterson • Shelley Taylor

Picture Perfect (3)	
Examines	Vision Mission
Equipment	Piece of flip chart paper
Participants	1–20
Description	<ul style="list-style-type: none"> This activity can be run in teams or as individuals. I find teams work best for me <p>Ask each individual or team to draw a 'vision picture.' This could be:</p> <ul style="list-style-type: none"> Organizational vision Departmental vision Project vision <p>Remember a vision statement defines the organizations, departments or projects purpose in terms of purpose and value. It should be inspirational and show customers why they should choose to do business with you</p> <p>A mission statement on the other hand defines purpose and objectives and the key measures of success. It is not primarily aimed at customers, bur rather its focus is on leadership and stockholders</p> <ul style="list-style-type: none"> Everyones ideas should be included 30 minutes should be sufficient but this is entirely up to you
Debrief	<ul style="list-style-type: none"> Did everyone know what the organizational vision statement was? If not how do staff know about the overarching organizational position? Did anyone 'make up' a vision statement? Does knowing the vision help or affect the way you work? Does it effect how customers or other stakeholders see the organization? What do the images created 'say' What negative or pessimistic elements were there? What positive or optimistic elements were there? How could we reinforce the positive elements and redirect or reframe the negative ones. This action plan can be followed up in your post activity work and discussions <p>Psychological theory that looks at pessimism and optimism includes work by:</p> <ul style="list-style-type: none"> Carver and Scheier Seligman & Peterson Shelley Taylor

Emotions	
Examines	Body language Non verbal communication Mis(interpretation) Self awareness
Equipment	Pieces of paper Pen / pencil
Participants	5-20
Description	<ul style="list-style-type: none"> • Give each participant a pile of blank slips of paper • Ask them to draw a face and an emotion (one on each piece of paper) • Collect all the slips up and put them in an opaque bag or box • You as the facilitator, or each participant in turn picks out a slip and the rest of the group has to decide what emotion is being shown

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Emotions	
Debrief	<ul style="list-style-type: none"> • Which emotions were easier to read? • What benefit do non verbal communications have in getting your message or point across? • What effect does someones facial expressions or non verbal body language have on us? • How aware are we of how our body language can be (mis)interpreted? • You could bring in here the work of Albert Mehrabian and his 7%, 38%, 55% rule (how we respond to someone = 7% words, 38% tone of voice, 55% body language) • You can use the work of Shannon and Weavers and their Transmission Model to examine a simple linear system of communication. This can then lead onto looking at reducing the 'noise' and ensuring the method of communication chosen is appropriate

Yes, Yes, No (truth, truth, lie)	
Examines	Assumptions Communication Team knowledge Creative thinking Awareness of others
Equipment	Slips of paper Pen / pencil
Participants	4-20
Description	<ul style="list-style-type: none"> • Everyone writes on a piece of paper two true facts about themselves and one false one • Option 1 – The participants read out the statements themselves and the rest of the group vote on which statement is false • Option 2 – you as the facilitator read out all the statements (which have been put in an opaque bag) and the rest of the group guess which is a lie • I personally prefer option 2 as it removes unconscious signs that the person reading out their statements gives out. It also allows you to put in a 'truth, truth lie' of your own which participants often don't expect you to do. It always takes a while for someone to work out you have put slips in (add these to the participants slips in the opaque bag before the activity starts, so no one sees you writing)
Debrief	<ul style="list-style-type: none"> • What did you find out about your colleagues you did not know or that surprised you? • What is the impact of knowing your teams strengths? • If participants read out their own statements did they give off any clues (non verbal body language) about which statements were true or false. If so what does this say about non-verbal workplace communication? • What are the potential benefits of knowing more about your colleagues? <p>Theory and models that you could use in this debrief include:</p> <ul style="list-style-type: none"> • Belbin's Team Roles (www.belbin.com) • Tuckman's Team Development (forming, storming, norming, performing, adjourning) • Maslow's Hierarchy of Needs <ul style="list-style-type: none"> • If you put statements in of your own and it took a while for the participants to realize, what does this tell us about work colleagues that we don't normally see. How can people be 'left out of the loop'?

Origami	
Examines	Listening Communication Misinterpretation Different perspectives
Equipment	1 sheet of A4 paper per person
Participants	2–25
Description	<ul style="list-style-type: none"> • Ensure each participant has a sheet of A4 paper • Your instruction should be given quickly and without clarity and discussion • Give a simple folding and tearing sequence and then compare all the different variations they came up with, even though everyone's instructions were the same <p>Examples of instructions could include:</p> <ul style="list-style-type: none"> • Fold the paper in half • Tear off the top corner • Fold it in half again • Tear off the top right • Turn the paper 180 degrees and open it up for everyone to see • Variations could include teaching them a simple origami fold or using a round piece of paper to make a 'snowflake'
Debrief	<ul style="list-style-type: none"> • Why did we end up with a variety of paper shapes? • How could communication and instructions have been improved? • Why did everyone do something different even though everyone had the same instructions given in the same method and at the same time? • What can you do if it becomes obvious people are seeing things in a different way to that which you intended? • How can you ensure clarity – remember here to look at open questions and active listening as well as seeking clarification and understanding • What did you find frustrating? • What methods of communication work in what instance – would written instructions and diagrams have helped? • How are messages sent and received – sender, message, noise, delivery method, receiver, interpretation • You can use the work of Shannon and Weavers and their Transmission Model to examine a simple linear system of communication. This can then lead onto looking at reducing the 'noise' and ensuring the method of communication chosen is appropriate

I'll Huff & I'll Puff	
Examines	Team work Working with limited resources Time management Problem solving
Equipment	2 large broad sheet style newspapers Roll of sticky tape
Participants	3–8 per team
Description	<ul style="list-style-type: none"> • Explain that each team must build a shelter big enough for one member to get inside • It must be strong enough to prevent the wolf from blowing it down (Little Red Riding Hood style!) • They will have up to 30 minutes to complete their structure (you decide the time) • After the time is up the team member chosen gets inside and you use a fan to try and 'blow' the shelter down or off the person inside • If you can get hold of an audio version of the Little Red Riding Hood story you can play this in the background to create atmosphere! Beware of any copyright issues

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I'll Huff & I'll Puff	
Debrief	<ul style="list-style-type: none"> • Did you all agree on a plan / design before construction started? • How did you assign roles? • Did you use all your resources? • What design worked best and why? • What body language did the person inside the shelter adopt and how does this relate to how we act in times of stress in our own organization • What would have helped and what would you do differently next time? • How can we all prepare ourselves for hard times and limited resources? <p>Reactions to limited resources include:</p> <ul style="list-style-type: none"> • Political 'power play' and posturing • Reduced levels of trust, respect and support • Resentment • Conflict • Reduction in communication • Making 'deals'

The Beginning	
Examines	Feelings towards the activity / activities at the start of the session
Equipment	Slips of paper Pens / pencils
Participants	However many participants you have on the session
Description	<ul style="list-style-type: none"> • Ask everyone to write their feelings towards the session on a slip of paper • They should write one thing per piece of paper • These can then be put in an opaque bag • Either you as the facilitator or each of the participants in turn can read out one of the slips. You can then discuss or alleviate any concerns or answer any questions posed. For example participants often express concern that they have to take part in 'role-play' style activities or undertake something in front of the rest of the group. In this instance you can confirm or dismiss that you will use role play and make it clear that no one will be forced or humiliated into participation
Debrief	<ul style="list-style-type: none"> • There is no debrief as such as each of the participants slips are dealt with in turn • What you can do however, is add a slip of your own. For example the participants don't join in. This makes you seem more approachable, makes people laugh and shows that even as the facilitator you can have understandable concerns • You could also put the slips of paper into two broad categories after discussion (positive and negative, or optimistic / pessimistic). These piles (or themes) can then be revisited in the 'The End' activity which is described next

The End	
Examines	Feelings towards the activity / activities at the end of the session
Equipment	Slips of paper Pens / pencils
Participants	However many participants you have on the session
Description	<ul style="list-style-type: none"> • Ask everyone to write their feelings towards the sessions events and discussions on a slip of paper • They should write one thing per piece of paper • These can then be put in an opaque bag • You as the facilitator or the participants in turn can then take it in turns to remove and read each one
Debrief	<ul style="list-style-type: none"> • What do the slips tell you about the activities and the debrief? • How do the end-of-session slips differ from the start-of-session ones? • Do people feel more optimistic when they have had the opportunity for discussion, make a action plan (if appropriate) and know there is going to be the opportunity for follow up? • What does this mean for developing your own 'localized' system of feedback, opportunities for debate and empowerment?

The Continuum	
Examines	The issue at hand
Equipment	Long roll of paper – lining wall paper is ideal
Participants	4–20
Description	<ul style="list-style-type: none"> • Roll out a long length of paper that reaches across the room • Put your current position at one end (i.e. Breakdown in communication and cooperation) and the ideal situation at the other • Ask the group to write on sticky notes the stages between the two ends of the continuum and crucially the changes in behavior, attitude, processes and approach that are required • Once the teams have added their sticky notes and placed them in a time line order you will have an outline action plan framework
Debrief	<ul style="list-style-type: none"> • How easy was the process in getting an outline framework from the current to the ideal situation? • How did you first feel when we looked at each end of the continuum – intimidated, too big a subject to tackle or glad that it was being looked at? • How did the gap between the two seem before breaking it down into its consistent parts? • How easy was it to too break the process down into stages? • How useful did you find this process and can you apply it to anything else? This could be personal goals or organizational ones • You can now look at putting these stages into SMARTERS objectives and the follow up can check progress and keep the process on track • Because everyone has been involved in its conceptualization they are all empowered to take responsibility for its success

Paper Planes	
Examines	Creativity Problem solving
Equipment	A4 piece of paper per person
Participants	4-20
Description	<ul style="list-style-type: none"> • Each participant writes something to do with the learning outcome and what they hope to get from the session on the flat piece of paper, then builds a paper plane • They should identify their plane by writing their name somewhere visible on it • Standing behind a line (imaginary is fine) and on your command the delegates all throw their plane • Many participants think that the idea of this activity is to see whose plane goes the furthest. In actual fact it is more do with getting their thoughts and ideas off the ground • After a few throws they can collect their plane, share their original writings and then ways in which they could achieve this. This could range from a simple idea to a much more in depth plan depending on your required learning outcomes and participants • The other participants can join in and help each other come up with an action plan (these should be specific not general). You could use the SMARTERS in the activity above as a guide if you wish • This process also gives you as the facilitator a great insight into what is important to the participants and what their general feelings towards the activity is

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Paper Planes	
Debrief	<ul style="list-style-type: none"> • Whose good at building planes!? • What ideas did everyone come up with and how can others help you in achieving this? • Did anyone have the same or complementary ideas. If so can they work together? • What stops ideas in general from 'getting off the ground'? • How can we best 'sell' our ideas to others? (see Sell it to Me section 8) • How do we make our goals and objectives a reality? • As well as the SMARTERS model detailed in the activity above you may like to introduce the GROW model; Goal, Reality, Options, Way forward

Targets	
Examines	Any element of your choosing Assumptions Feelings Action plan
Equipment	Flat paper or cardboard 'target' board divided up into sections (could be squares or concentric circles) Counters – could be children's style tidily winks or even rolled up paper
Participants	4–10 per team
Description	<ul style="list-style-type: none"> • Before the session starts make your 'target' board using categories that are congruent with the learning outcome(s) you require • Each member of the team takes it in turn to throw their 'counter' towards a category • When it lands the team is asked to come up with a set of statements that sum up how they feel about that issue
Debrief	<ul style="list-style-type: none"> • After the categories have all been landed on and a list of statements made about each element your discussions can begin <p>For each element examine through careful facilitation:</p> <ul style="list-style-type: none"> • The reasons behind the statements made • Why were any assumptions made? • What action plan can the participants come up with to keep positive elements of each category and negate, remove or reframe any destructive or negative elements • This action plan can then be built on in your post activity follow up session(s) <p>Models that could help inform your participants and your facilitation debrief include:</p> <ul style="list-style-type: none"> • SMARTERS • GROW Model • Strategic planning questions (where are we?, where do we want to be?, how will we get there?) • SWOT analysis • Porters 5 Forces • PESTLE

All Change!	
Examines	Change management Different perspectives Seeing things differently
Equipment	Paper Pen / pencil
Participants	4–20
Description	<ul style="list-style-type: none"> • Ask the participants to draw a simple image on their piece of paper • On a separate sheet draw the same image using your other hand • Compare the two images
Debrief	<ul style="list-style-type: none"> • What were peoples reactions when you asked then to use their other hand? • What body language did people display? • What language did people use – positive or negative? • How do we feel about learning new things – self development? • What is the benefit in being aware of the way you and those around you learn? <p>You could look at:</p> <ul style="list-style-type: none"> • VAK (Neil Flemming’s visual, auditory and kinesthetic) • Honey and Mumford Learning Styles • What is the role of the Conscious Competence Model? • <div style="text-align: center;"> <p style="text-align: center;">Unconscious incompetence: You Don't Know that You Don't Know</p> <p style="text-align: center;">Conscious incompetence: You Know that You Don't Know</p> <p style="text-align: center;">Conscious competence: You Know that You Know</p> <p style="text-align: center;">Unconscious competence: It Just seems Easy!</p> </div> <ul style="list-style-type: none"> • How do we feel when things change in our normal working environments?

Bin Targets	
Examines	Concentration Problem solving Team work
Equipment	One sheet of A4 colored paper per team
Participants	4–8 per team
Description	<ul style="list-style-type: none"> Put an open topped bin or container in the middle of the floor Specify the distance at which everyone must stay away from the bin. You may wish to have a forfeit for any incursions! Give each team a colored sheet of A4 paper Give the group 15 minutes in which to make and get as many paper 'balls' into the bin as possible Stipulate that everyone must have a go at throwing a ball The teams are not allowed anymore than one sheet of paper After 15 minutes count up how many balls each team got into the bin
Debrief	<ul style="list-style-type: none"> How many balls did each team get? Did anyone run out of balls before the end of the 15 minutes? What does this say about resource management and the possible consequences of limited resources? Did each team develop a strategy? Did you assume roles e.g. Making balls and throwing (remember they all had to have a go at throwing)? What does Belbin tell us about team roles and how relevant is this to you? Did anyone try to move forward in front of the throwing line. If so how did others react? If you ran the game again what would you do differently? – feedback and reflective learning

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Is This Ok?	
Examines	Acceptable behaviors Group norms Barriers Organizational culture
Equipment	Flip chart paper Sticky notes Pen / pencil
Participants	Up to 12 (if subjects are more controversial or may cause conflict you can reduce the numbers to 6–8)
Description	<ul style="list-style-type: none"> • Pick one of your learning outcomes that is behaviorally based e.g management (acceptable) vs. Bullying (unacceptable) • Ask individuals to put behaviors and actions which they think fall into each side of an invisible line between acceptable and unacceptable onto a separate sticky note (I give everyone the same colored notes so no one can be identified) • When everyone has written down all the behaviors they can think of they should put them on two flip charts papers (one labeled with acceptable behavior and the other labelled with the unacceptable one)

Is This Ok?	
Debrief	<ul style="list-style-type: none"> • What behaviors was there agreement on? • What differences were there? • What could these differences mean to how people interact with others? • What does this mean for working relationships and potential conflict? <p>During this discussion you could bring in:</p> <ul style="list-style-type: none"> • Thomas Kilmann conflict mode <div style="text-align: center;"> <p>The diagram shows five conflict modes arranged in a circle around a central box labeled 'Compromising (sharing)'. The modes are: Competing (domination) at the top-left, Collaborating (integration) at the top-right, Avoiding (neglect) at the bottom-left, and Accommodating (appeasement) at the bottom-right. A vertical double-headed arrow on the left indicates a spectrum from 'Non-assertive' at the bottom to 'Assertive' at the top. A horizontal double-headed arrow at the bottom indicates a spectrum from 'Uncooperative' on the left to 'Cooperative' on the right.</p> </div> <ul style="list-style-type: none"> • The stages of conflict <div style="text-align: center;"> <p>CONFLICT STAGES MODEL</p> <p>The graph plots 'Intensity' on the vertical axis against 'Time' on the horizontal axis. A bell-shaped curve represents the progression of conflict. The stages are labeled as follows: 'Latent Conflict' at the start (low intensity), 'Emergence' as the curve begins to rise, 'Escalation' as it rises steeply to a peak labeled 'Deadlock/Stalemate', 'De-Escalation' as it falls from the peak, 'Resolution' as it continues to fall towards the baseline, and 'Collaborative Action' at the end (low intensity).</p> </div> <ul style="list-style-type: none"> • Cultural and individual barriers and acceptability

Ground Rules	
Examines	Barriers Group norms Ground rules Acceptability
Equipment	Flip chart paper Pen
Participants	All your participants
Description	<ul style="list-style-type: none"> • Ask the group to decide what the rules of behavior are for the time you are together • This is of particular use if you have a group which has the potential to be unruly or volatile • When a rule is suggested which there is agreement on it goes on the flip chart paper – get the group to decide and write not you • If one of these rules is then 'broken' it is their rules not yours and the groups as a whole is likely to self 'police' behaviors
Debrief	<ul style="list-style-type: none"> • This activity doesn't really require a debrief as it is more of a prelude to the main activity • You may want to ask them at the end of the session how they felt about the process of setting their own boundaries especially if this is something they rarely get to do • NB this activity is of particular benefit in teams with low levels of trust, and honesty or high levels of conflict (this can be real or perceived)



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7.6 The Garden Shed

Parallel Walk	
Examines	Team work Co-operation Co-ordination Communication Adaptability Perseverance
Equipment	Two long parallel lengths of strong, wide tape (duct tape, carpet tape)
Participants	4–8 per team
Description	<ul style="list-style-type: none"> • Put two parallel lengths of tape on the floor, sticky side up and shoulder width apart • Each team member should face in the same direction and put one foot on one length of tape and the other foot on the other parallel length of tape • Using co-ordination and communication they need at walk in sync from one side of the room to the other with all participants staying taped together • If someone becomes unstuck the team must go back to the beginning • You can introduce an element of competition by having teams ‘race’ against each other • Please beware of health and safety concerns and differences in people’s mobility and agility
Debrief	<ul style="list-style-type: none"> • How easy was the task? • What helped or hindered? • What style of communication was most effective? • How easy is it to ensure that in the work environment you are all going in the same direction and at the same speed? • What helps instill a feeling of ‘all being in it together’ at work and how does this make you feel? • How can you instill a feeling of team spirit and unity? <p>You could look at:</p> <ul style="list-style-type: none"> • Trust • Positive and open communication • Giving recognition • Showing appreciation • Taking responsibility • Giving and receiving regular feedback

Wiggle Writer	
Examines	Communication Coordination Perseverance Teamwork
Equipment	Four long pieces of tape One think marker pen Large piece of card or paper
Participants	4–8 per team
Description	<ul style="list-style-type: none"> • Attach 4 long lengths of tape securely to a marker pen (don't obscure the nib) • Place the pen nib side down on a piece of paper and get each of your 4 (or 8) team members to hold onto one end of the tape • They then have to draw or write something simple of your choosing using only the tape to move the pen • The longer the pieces of tape the harder the co-ordination and the more teamwork is required • If you have multiple teams you can i) give each a different thing to draw and see if the other groups can guess what it is, or ii) give each team the same thing to draw and compare each one
Debrief	<ul style="list-style-type: none"> • If you draw different images could everyone guess what was being drawn? • If you drew the same which was 'the best' and what were the reasons for this? • What made this activity difficult? • What kind of language did the teams show in encouraging or discouraging each other • Did one person take the lead or did everyone try and do their own thing? • What happens if we don't pull together to reach a common goal but instead all do our own thing? • Do we need a workplace mix of strengths and abilities as well as a common goal? <p>You could use:</p> <ul style="list-style-type: none"> • Belbins Team Roles • Tuckman's Stages of Team Formation • Hersey and Blanchard's Situational Leadership Model

Nail Balance	
Examines	Problem solving Creative thinking Teamwork Perseverance
Equipment	14 nails, plus one nailed into a small block of wood
Participants	4–6 per team
Description	<ul style="list-style-type: none"> • Give each team a block of wood with a nail standing vertically in it • Ask them to balance the other 14 nails on it • The nails cannot touch anything other than each other • Give them 15 minutes to see if they can complete this task

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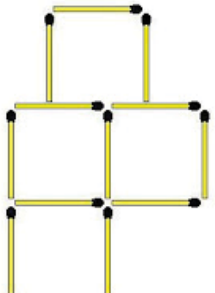
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Nail Balance	
Debrief	<ul style="list-style-type: none">• How many teams were successful?• If no team was able to complete the task it is likely someone will say it is impossible• If nobody completed it then show them the solution and let everyone try it for themselves until they have all succeeded  <ul style="list-style-type: none">• How do we feel if tasks appear too hard or impossible and what is the impact on motivation? – Hertzbergs Motivation and Hygiene factors• If one nail can hold up 14 what does this say about what we are capable of accomplishing? <p>Martin Seligman identified 3 elements that differentiates pessimists from optimists. Pessimists think when something goes wrong it is:</p> <ul style="list-style-type: none">• Permanent• Pervasive – undermines everything• Personal – <i>“it’s all my fault”</i> <p>(for further reading see <i>Learned Optimism: How to Change Your Mind and Your Life</i>)</p>

Garden Cane	
Examines	Team building Communication Cooperation Problem solving
Equipment	4 garden bamboo canes tied together (per team of 4)
Participants	4–20
Description	<ul style="list-style-type: none"> • Two people stand opposite each other (4 people per team) • Ask them to hold out one finger • Balance the bundle of sticks on their finger • Tell them their task is to lower the cane to the floor without anyones fingers coming out of contact with the stick • Sounds easy! • Once they have been in their teams for 15 minutes mix the teams up and see what happens
Debrief	<ul style="list-style-type: none"> • The chances are people did not get the stick to the floor (at least initially). In fact it will probably have lifted even higher rather than lower • Why did the stick go up instead of down? • What did you do in order to reverse this situation? • Did we try and pretend our finger had not lost contact with the stick? – Accountability, honesty and trust • How much pressure did you feel to complete a task which on the face of it looks easy? • Do we sometimes lose sight of the importance of the seemingly simple, or mundane workplace tasks? • What can be the result of apathy? • What happened when you moved teams? • What is the impact of uncertainty, flux and change at work?


3 square – 4 square	
Examines	Problem solving Logic Thinking Reasoning
Equipment	Sticks (cocktail sticks I think are better and safer thn matches, but this is up to you). You could also use pencils
Participants	3–18
Description	<ul style="list-style-type: none"> • Make sure you have practiced the solution to this without the need to refer to your notes • Participants can work as individuals or small teams of 3 • Set up your sticks or pencils as follows <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Participants must move 2 stick in order to create 4 equal sized squares • Set a time scale of your choice

Cynthia | AXA Graduate

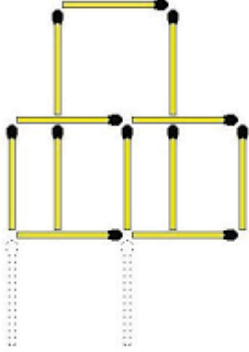


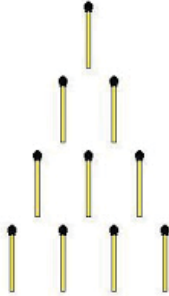
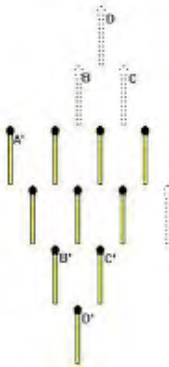
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3 square – 4 square	
Debrief	<ul style="list-style-type: none">• Who solved the puzzle?• How did everyone feel during the activity. Especially if you left enough time for frustration, apathy or anger to set in!• What problem solving and logical skills are essential in the workplace? 

Mirror Tower	
Examines	Problem solving Logic Thinking Reasoning
Equipment	Sticks (cocktail sticks I think are better and safer then matches, but this is up to you). You could also use pencils
Participants	3-18
Description	<ul style="list-style-type: none"> • Make sure you have practiced the solution to this without the need to refer to your notes • Participants can work as individuals or small teams of 3 • Set up your sticks or pencils as follows  <ul style="list-style-type: none"> • Participants must move 4 sticks in order to turn the tower upside down without changing the form • Set a time scale of your choice
Debrief	<ul style="list-style-type: none"> • Who solved the puzzle? • How did everyone feel during the activity. Especially if you left enough time for frustration, apathy or anger to set in! • What problem solving and logical skills are essential in the workplace? 

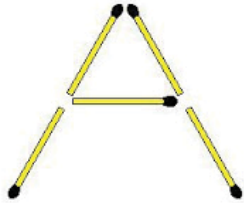
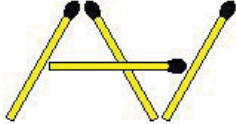
A'	
Examines	Problem solving Logic Thinking Reasoning
Equipment	Sticks (cocktail sticks I think are better and safer then matches, but this is up to you). You could also use pencils
Participants	3–18

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A'	
Description	<ul style="list-style-type: none"> • Make sure you have practiced the solution to this without the need to refer to your notes • Participants can work as individuals or small teams of 3 • Set up your sticks or pencils as follows • Set a time limit of your choosing <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • If the above was made by 5 sticks, how can use use 4 sticks to make 2 letters A's (the sticks do not all have to be flat)
Debrief	<ul style="list-style-type: none"> • Who solved the puzzle? • How did everyone feel during the activity. Especially if you left enough time for frustration, apathy or anger to set in! • What problem solving a logical skills are essential in the workplace? <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • How can we look at issues 'from all sides' in the workplace?

7.7 Straws

Tallest Tower (1)	
Examines	Teamwork Creativity Problem solving Working with limited resources Testing assumptions
Equipment	25 straws per team Small length of sticky tape (I find 8cm good)
Participants	4–8 per team
Description	<ul style="list-style-type: none"> • Each team has to build a self supporting structure in 10 minutes using only the straws and tape provided • Do not tell them what criteria you will be using to decide the winner • After the 10 minutes (or whatever allotted time you give them) is up you can choose a 'winner' <p>You can assign 'winners' based on:</p> <ul style="list-style-type: none"> • Creativity • Design features • Height • Straw manipulation for example trying to tie or split the straws!
Debrief	<ul style="list-style-type: none"> • What did you think was the aim of this activity – most people will presume it is to build the highest tower • What happens when we make assumptions – you could bring in here the psychological iceberg and the notion of written and unwritten expectations • How did you plan your structure, or did you just get building straight away? • Were everyones ideas and concepts listened to equally? • How did you chose what design would work best and how does this link to work? • Models you could use in this debrief include Johnson and Scholes option appraisal (suitability, feasibility and acceptability), and De Bono's 6 Hats • What would have made the structure easier to build? – they will probably say "more tape". This then opens up a discussion about limited resources and the conflict and frustration this can create • What can be the result of limited resources?

Tallest Tower (2)	
Examines	Teamwork Creativity Problem solving Working with limited resources Testing assumptions Options appraisal Failure Prioritization
Equipment	25 straws per team Small length of sticky tape (I find 8cm good) 1 egg (raw or cooked)
Participants	4–8 per team
Description	<ul style="list-style-type: none"> The team has to build the highest self supporting structure possible that can support an egg at the top After 15 minutes the egg must be on top of the tower and remain there for a count of 30 seconds

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Tallest Tower (2)	
Debrief	<ul style="list-style-type: none"> • What factor did you place the greatest significance on e.g. Keeping the egg safe or building the tallest structure? • What does this tell us about prioritization? • Did you plan in advance what you would build and were everyone's ideas taken on board and given equal consideration? • How did you feel when you put the egg on the top (especially if using a raw egg)? <p>People will often say they felt:</p> <ul style="list-style-type: none"> • Apprehensive • Anxious • Embarrassed in case it fell and cracked • Conscious that other people towers looked 'better' <p>All of these feelings can open up discussions about:</p> <ul style="list-style-type: none"> • Failure • Optimism / pessimism • Support • Personal development • Creative thinking

Famous Landscape	
Examines	Problem solving Creativity
Equipment	25 straws Length of tape (of your choosing)
Participants	4–8 per team
Description	Each team must build a famous landmark of your choosing using only the straws and tape provided You may wish to provide an image of the landmark (I don't!)
Debrief	<ul style="list-style-type: none"> • Whose looks most like the original (show an image)? • What happens when we try and recall something? • If everyone in the team recalls something differently how did you decide what design to build? • What effect did language have e.g. <i>"we can do this"</i>, <i>"how should I know I've never been"</i>!

7.8 Money

Coin Tower	
Examines	Problem solving Optimism Challenging assumptions Fear of failure
Equipment	Bag of various sized coins (more small diameter than large)
Participants	4–8 per team
Description	Ask each team to build the tallest tower of coins possible within 10 minutes
Debrief	<ul style="list-style-type: none"> Whose tower was the tallest and why, given that each team had the same number of coins? Did anyone stack their coins on the side / edge to give extra height? If your team didn't try this why?: <ul style="list-style-type: none"> Didn't think of it (creativity and problem solving) Didn't think we were allowed (challenging assumptions) Didn't think it would work (pessimism, fear of failure and risk)

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The Coin Organization	
Examines	Participants view of the organization Organizational hierarchy Personal development Aspirations
Equipment	Coins of various size, denomination and color
Participants	2–20
Description	<ul style="list-style-type: none"> • Participants work as individuals • Give each person the same number, value and color of coins • Ask the participants to create a structure (2 or 3D) of how they see their organization or department • Don't give them any other instructions. Some will place more significance in the value of the coins and others on the size or even color • Once they have all completed the task ask them to describe their structure • An alternative is to work in small teams and observe carefully their interactions as they try to come to a consensus about how they see their organization • You can also add in a coin that represents them. I find a child's plastic coin which is clearly identified as being different to the other coins works really well. They can then describe why they have put themselves in the position they have. • You can then go even further and ask them to show what their ideal organization or department would look like and where they would like to be within it. This can then be expanded to examine and how they would get there e.g. Setting goals, personal development
Debrief	<ul style="list-style-type: none"> • Why did they create the structure they did? • If working in teams how hard was it to reach a consensus? • Why do we all see the organization or department in a different way? • Where and why do you see yourself in the position you put your coin? • How would your version of the ideal organization / department work in practice – what would be the pros and cons? • How can you take control of your own development in order to move from your current position to the one you desire? – this brings in almost endless discussion possibilities including: <ul style="list-style-type: none"> • Reflective learning • Personal development • Appraisal • Feedback • Development • Coaching • Mentoring • Goal setting • You can also bring in SMARTERS objectives and the GROW Model

The Giveaway	
Examines	Negotiation Persuasion Trust Truthfulness Power & politics Credibility
Equipment	Selection of coins (real or 'toy')
Participants	4–20
Description	<ul style="list-style-type: none"> • Give all the participants the same number and value of coins • They are then given a set amount of time – 10–30 minutes works well depending on your group size • During this time they have to persuade each other to give them their coins • They may not use pressure, force or bribery! • At the end of the task count up how much money each participant has
Debrief	<ul style="list-style-type: none"> • Who 'won' • Is the winner the one with the most money, or could there be other criteria? For example who used this activity as an opportunity to interact with new people? • What does this say about reward and motivation? • What tactics did people use. What worked and failed? • How do we or can we motivate people at work (Hertzberg's Hygiene – Motivation Factors) • Did anyone try to use their position within the organization, undue pressure or unfair tactics. If so was this successful? • What role does power and politics play at work? – French and Raven's Sources of power • What is the role of transactional and transformational leadership? • What is the affect of leadership on motivation and reward (perceived or 'real')

What's On It?	
Examines	Familiarity Taking things for granted Awareness
Equipment	Large value banknote
Participants	5–20
Description	<ul style="list-style-type: none"> • Without showing the high value note ask your participants to tell you what image (may be a place, structure or person) is on both sides of your banknote • Surprisingly no one I have tried this with can answer accurately • If you are very confident that no-one will know you can offer to give them the note if they can tell you correctly!
Debrief	<ul style="list-style-type: none"> • Why could no-one (if no one could of course) describe what was on the bank note? • What does this say about what we take notice of and the impact of familiarity? • We will all be familiar with the quote "familiarity breeds contempt" by Mark Twain how do the participants feel about this? • What could be the impact of taking things for granted? • What is the impact of presuming something or someone will always be there? • Why do we need to stay alert and interested in our environment? • What is the role of strategic planning, Porters 5 Forces or having a competitive edge?

7.9 Others of Note

Hoop Pass	
Examines	Problem solving Team work Cooperation
Equipment	A hula hoop per team
Participants	5–10 per team
Description	<ul style="list-style-type: none"> • Everyone in the team stands in a circle holding hands • You 'break' the circle and add a hoop over someones wrist • The hands are then rejoined • The hoop must then be passed all the way around the circle until it is back at the beginning without anyone letting go of their partners hand • Be aware of any mobility or health and safety concerns • If you have more than one team you can time them against each other • If you want you can ask 1 person from each team (prior to the game starting and without the others knowing – coffee breaks are good) to be deliberately slow and seemingly uncoordinated. This tests frustration levels and how supportive people are of others
Debrief	<ul style="list-style-type: none"> • If playing in teams against others what worked well and what didn't? • How did you encourage or conversely discourage each other? • What kind of behaviors added to your success? • What happens when outcomes are dependent on others? • If you 'planted' a slow person in each team how did this make the team react? Did they rally around and use encouraging constructive language or were they easily frustrated and discouraging • Can you use the metaphor of 'jumping through hoops' to open up the discussion into organizational hoops and how they impact in a positive or negative fashion?

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Problem solving
Communication
Working with limited resources
Time management

Examines

Equipment

Participants

Description

Debrief

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Who Stays?	
Examines	Emotions Persuasion Negotiation Credibility Power and politics
Equipment	None
Participants	5–15
Description	<ul style="list-style-type: none"> • The story you give can relate to a plane, boat or hot air balloon • Each person is assigned, or can assign themselves an identity – this is often someone famous or in need of protection (I have had pregnant females and endangered animals to name but a few! – please be aware of cultural, political or gender sensitivity) • Then tell them that because there is a problem with the mode of travel and you are sinking/ falling people are going to have to be ‘sacrificed’ for the greater good • Each team member is given 5 minutes to plan a defense for why they should be allowed to stay and is given 45 seconds to deliver it • I usually ‘evict’ two people on the first round so no one goes alone! • After each round the remaining people can again put forward their argument for staying – 45 seconds each. Those that have been evicted already can also have a say in who stays and who goes, but this must be reasoned • This continues until 1 person remains and is brought safely back to shore / the ground
Debrief	<ul style="list-style-type: none"> • How did you decide who to be and why? • What makes a persuasive argument? • What factors did you consider in deciding who to evict? • Could you have solved this problem in another way? • What does this mean for negotiations back in the workplace e.g. Options appraisals, feelings • Did anyone sacrifice themselves for ‘the greater good’? • How does this activity relate to limited resources in the working environment?

Foil Sculpture	
Examines	Creativity Examination of any learning outcome
Equipment	Roll of cheap tin / aluminum foil
Participants	3–20
Description	<p>Each participant or team makes a model using tin foil.</p> <p>This can represent:</p> <ul style="list-style-type: none"> • Themselves • Work area / department • Their organization • A learning outcome • Anything else of your choosing <p>At the end take a image of their creations for follow up work and a permanent record.</p>
Debrief	<ul style="list-style-type: none"> • What did everyone make and why? • What do the models ‘say’? • How did it feel to work with a material many of us will not have used for modeling before? • How can a ‘non threatening’ media help when looking at subjects which may be uncomfortable or unfamiliar? • Could you use this technique back in the workplace?

Design your Own	
Examines	Any of your learning outcomes Frustration Change Time management Creativity Problem solving
Equipment	Anything of your choosing
Participants	4–8 per team
Description	<ul style="list-style-type: none"> • Tell your participants you will all be undertaking an activity to look at...(insert here your unique learning outcomes here) • But explain that you have forgotten to bring the activity with you – you will usually be met with rolling of eyes and a look of amazement or annoyance • Explain that their team will therefore need to design a 10 minute activity which examines this learning outcome. They will have 30 minutes using only the equipment provided • When they have all finished run each teams activity
Debrief	<ul style="list-style-type: none"> • How did you feel when I said I had forgotten my activity? • What ideas did you have for your activity before deciding on the final idea – option appraisals? • Option appraisal models include Johnson and Scholes and De Bono's 6 Hats • Did everyone have a say and were listened to? • Having run the activity what do you think about the effectiveness of your design? • How would you change it? • How do we and can we initiate change in our organization? • What is the role of critical reflective learning (CRL) • What is the role of creativity in the workplace?

Cup Pyramid	
Examines	Team working Communication Problem solving creativity
Equipment	10 plastic cups Length of string (2 meters)
Participants	2–4 per team
Description	<ul style="list-style-type: none"> • Stack the cups in a pyramid without touching them with your hands • You have 20 minutes
Debrief	<ul style="list-style-type: none"> • Who was successful? • How did you feel if you were successful or unsuccessful? • What role did communication play – non verbal and verbal? • Did one person take charge? • If so was this decided or did it just evolve?

What's Missing?	
Examines	Concentration Resources Recall Memory
Equipment	Tray with several small items Cover i.e. Sheet
Participants	2-10
Description	<ul style="list-style-type: none"> Place up to 10 small items on a tray (options could include; coin, pen, stamp, spoon, sticky note) Get the team to turn around and then remove an item, change the position of the remaining items and replace the sheet Once the team are all looking at the covered tray remove the sheet and see who can name the missing item Variations – remove more than one, cover one with another and insist there is nothing missing, don't remove anything
Debrief	<ul style="list-style-type: none"> What made the game easy / hard? What caused frustration? e.g moving, covering, hiding resources How does fluctuating or limited resources impact your work?

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8 No Equipment

Chinese Whispers	
Examines	Communication Listening Accuracy
Equipment	None unless you use a variation (paper, email, telephone)
Participants	5–20
Description	<ul style="list-style-type: none"> • Ask your team to stand in a circle • Remove one person from the circle and give them a phrase to remember • Introduce this person back into the circle and ask them to whisper this to the next person who in turn passes it on • When the whisper reaches the last person in the circle ask them to say the phrase out aloud and compare it with the original • Variations include introducing email or telephones into the 'circle' to explore the effect of other forms of communication, remote working, globalization and internationalization
Debrief	<ul style="list-style-type: none"> • How did the message get transformed as it was passed around the circle? • What methods of and how many different types of communication do we have? • What is the effect of communicating through long 'strings' of people • How do we know our messages have been understood (noise, clarification, active listening, open questions)? • What could improve the way we communicate. Shannon and Weavers work on communication is useful here • What effect does working in remote teams or offices have? • Can we devise an action plan for better communication overall. Might SMARTERS and The GROW Model be useful?

Sell It To Me	
Examines	Persuasion Influence Credibility Change management
Equipment	None
Participants	4-15
Description	<ul style="list-style-type: none"> Give participants an idea to 'sell' to the rest of the group which is based on your learning outcomes and organizational context Explain this will be based on the idea of the 'lift' or 'elevator' speech in which you have only 30 seconds to persuade someone of the benefits your idea, change or project will provide Give the participants either individually or in small teams 20 - 30 minutes to develop their 'pitch'
Debrief	<ul style="list-style-type: none"> Did everyone stick to the 30 second time? How effective is your time management? You could look at Brian Tracy's 'Ugly Frog', the zero inbox and prime / down time How persuasive was everyone? Did you believe what they were saying - if yes why and if no why? Did tone of voice and body language play a part? You could bring in here the work of Albert Mehrabian and his 7%, 38%, 55% rule (how we respond to someone = 7% words, 38% tone of voice, 55% body language) What pitches worked the best and why? What does this mean for ensuring you are; credible, persuasive and prepared in your working environment? I really like the yacht 'Credibility' model. Unfortunately I don't know whose model it is so I am unable to give them due credit, but it looks like this

Something in Common	
Examines	Communication Interactions
Equipment	None
Participants	4–20
Description	<ul style="list-style-type: none"> As facilitator you are going to shout out a series of statements which will result in your participants having to come together to be the first to finish an instruction <p>You can decide on whatever statements you want but these work well for me:</p> <ul style="list-style-type: none"> Find other people in the group who: <ul style="list-style-type: none"> Have the same eye color Have the same hair color Drive to work Get public transport Eat in the canteen Have a dog Live in an apartment The possible statements are endless but they are all guaranteed to get people talking and interacting. It also means people find out things about their colleagues they didn't know and start conversations which will continue after the activity has finished
Debrief	<ul style="list-style-type: none"> Not much of a debrief needed here. The benefit is in the participant interactions <p>You could ask:</p> <ul style="list-style-type: none"> Who found out something surprising? Did you have things in common with people you didn't think you would? This can be especially true if you mix role and seniority What are the potential benefits of knowing more about your colleagues?

Line Up	
Examines	Communication (verbal and non verbal)
Equipment	None
Participants	5-20
Description	<p>Ask the participants to line up in order of:</p> <ul style="list-style-type: none"> • Birthday month (I don't use year of birth in case people are not comfortable in disclosing their age) • Distance they live from work • Height etc • They can either do this using verbal communication or if you want to make it harder using non-verbal language • I often run one round using verbal and one using non verbal so we can compare the two during the debrief
Debrief	<ul style="list-style-type: none"> • How did the communication method (verbal or non verbal) used help or hinder this task? • What types and examples of non verbal communication helped? • How did anyone feel about any group negativity or pessimistic statements? • What types of communication do we have? • How can messages be misunderstood and how can we prevent this from happening? • You can use the work of Shannon and Weavers and their Transmission Model to examine a simple linear system of communication. This can then lead onto looking at reducing barriers and 'noise' and ensuring the method of communication chosen is appropriate • You could bring in here the work of Albert Mehrabian and his 7%, 38%, 55% rule (how we respond to someone = 7% words, 38% tone of voice, 55% body language)

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Mirroring	
Examines	Body language Leader – follower role Emotional Intelligence
Equipment	None
Participants	Pairs up to 20 (10 pairs). You can have more if you have a second facilitator
Description	<ul style="list-style-type: none"> • Participants should sit or stand in pairs facing each other and close enough so that their palms can touch • Ask each pair to put their hand up in front of them with their palms facing towards their partner at shoulder height • With their palms touching ask one person from each pair to move their hands in a slow smooth pattern • Their partner has to follow whilst keeping in contact • The pairs can then swap leader and follower roles • You can then run this again asking the pairs to make fast-slow-jerking movement • You can then go back to the slow movement and ask them to follow their partners move but without touching • Be aware of anyones reluctance to touch other people and adapt and necessary • You could also use palms touching but eyes closed
Debrief	<ul style="list-style-type: none"> • Did you feel the need to talk during this activity? The vast majority of people don't especially during the slower movements • What does this tell us about the power of non verbal communication? • If you used 'eyes closed' does this have any parallels for remote working? • How did this activity make you feel? • What role do emotions play at work? • What is the role and place of Emotional Intelligence (EI) <p>The EI models and work of the following may be of use:</p> <ul style="list-style-type: none"> • Daniel Goleman • Howard Gardner • Johari Window

Reframing	
Examines	Optimism Positivity Critical reflective learning
Equipment	None
Participants	3–4 per team
Description	<ul style="list-style-type: none"> Split your group into teams of 3 or 4 One person in the group describes a negative experience that they encountered where something 'went wrong'. This does not have to be work related The other 2 or 3 people reframe this in order to draw out all the positive slants that this situation provided, or could have provided Turning pessimism into optimism and seeing the positive in everything is key
Debrief	<ul style="list-style-type: none"> What happens if you reframe a situation? Does optimism impact motivation? What are the benefits of motivated, optimistic staff? How can this process be used within your day to day work? Martin Seligman identified 3 elements that differentiates pessimists from optimists. Pessimists think when something goes wrong it is: <ul style="list-style-type: none"> Permanent Pervasive – undermines everything Personal – <i>"it's all my fault"</i> <p>(for further reading see Learned Optimism: How to Change Your Mind and Your Life)</p> <ul style="list-style-type: none"> Hertzbergs hygiene – motivation (2 factor theory) is also relevant here

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9 Debrief Models, Theories and Concepts

The post activity debrief and follow up is, as I have already stated crucial in:

- Ensuring learning and action plans are ongoing
- Activities are a conduit for wider discussions
- Providing a 'safe' environment in which issues can be explored in a well facilitated setting
- Ensuring that the activities are more than a stand alone 'game'

Each activity I have described earlier has a debrief which includes a series of questions and areas that you can consider. The actual discussions you have should be organic, responsive and flexible and relate to:

- The outcome of the activity
- The required learning points
- The participant discussions
- The type of follow up you propose to have

So, in this respect the sample questions are a guide and certainly not a prescriptive list for you to work through in sequence.

The debrief guide also contains common models, concepts and theories that you may find useful in your discussions and follow-up. Below I have explained these in greater detail should you wish to use them as a recap or basis for further discussion, development or Action Learning Sets.

10 Action learning sets (ALS)

ALS's are an invaluable tool in ensuring the discussions and action plans from your days activities are followed up. The participants (or groups of participants) meet regularly in order to explore issues further and plan a course of action. There are 5 main stages:

Stage	Event / action
1	What is the problem that we see?
2	Ask questions
3	Reflect on what you have discussed and decide on an action plan
4	Report back to the group on what the result of this action plan was
5	Reflection on how well this ALS process works

Please note that ALS's are cyclical in nature and not linear

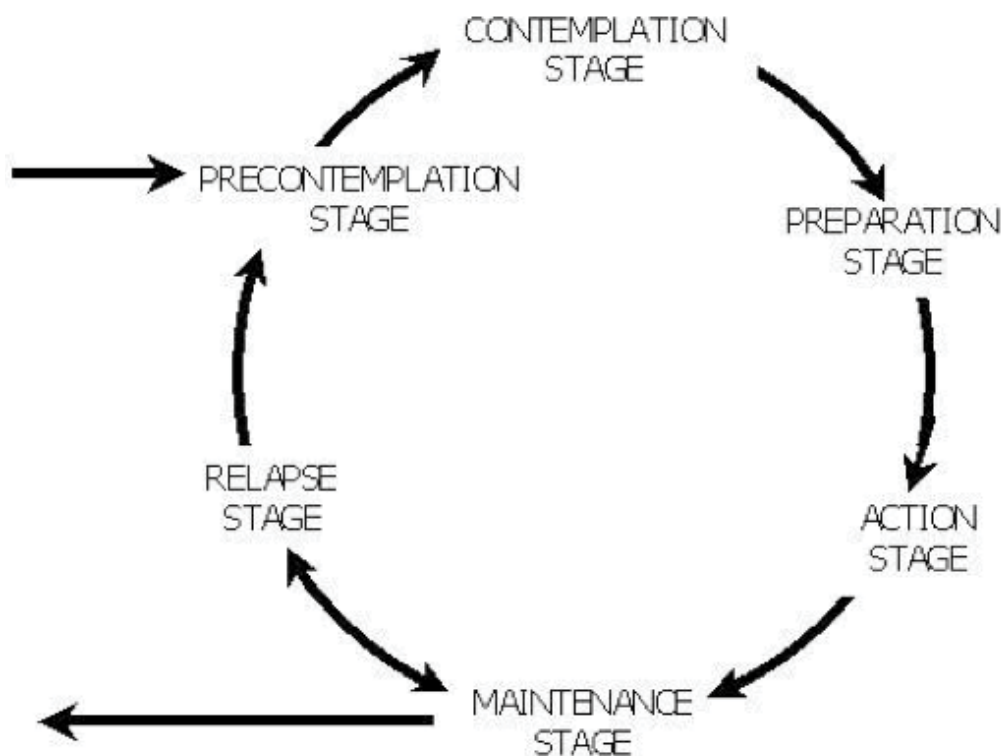
A further source of ALS information can be found at www.actionlearning.com

11 Change

“there is nothing wrong with change, if it is in the right direction”

Winston Churchill

Common reactions to change have been described in terms of 6 stages



How and when people display reactions to change can be dependent upon:

- The extent of the change
- Their previous experiences of change and how it was handled
- The support systems in place
- How ‘in control’ they feel
- Their perceived level of autonomy and empowerment
- The clarity of the vision
- Communication type, timing and level
- Their comfort with where they currently are
- The perceived ‘threat’ (could be to position, power, role, status or resources)

11.1 The ADKAR Model

This was developed by Prosci in 1999 in order to help facilitate individual change. The 5 key stages are:

- Awareness (of need to change)
- Desire (to support & participate in the change)
- Knowledge (what change looks like and how to do it)
- Ability (how the change can be implemented)
- Reinforcement (how can the change be maintained)



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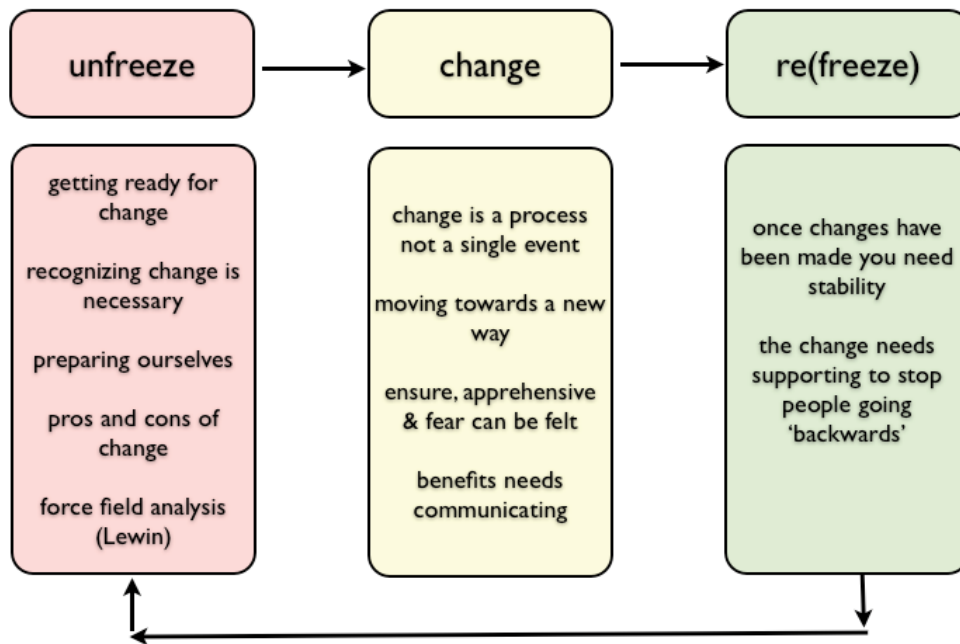


ADKAR Elements	Factors Influencing Success
Awareness of the need for change	<ul style="list-style-type: none"> • A person's view of the current state • How a person perceives problems • Credibility of the sender of awareness messages • Circulation of misinformation or rumors • Contestability of the reasons for change
Desire to support and participate in the change	<ul style="list-style-type: none"> • The nature of the change (what change is and how it will impact each person) • The organizational or environmental context for the change (his or her perception of the organization or environment that is subject for change) • Each individual person's situation • What motivates a person (those intrinsic motivators that are unique to an individual)
Knowledge of how to change	<ul style="list-style-type: none"> • The current knowledge base of an individual • The capability of this person to gain additional knowledge • Resources available for education and training • Access to or existence of the required knowledge
Ability to implement required skills and behavior	<ul style="list-style-type: none"> • Psychological blocks • Physical capabilities • Intellectual capability • The time available to develop the needed skills • The availability of resources to support the development of new abilities
Reinforcement to sustain the change	<ul style="list-style-type: none"> • The degree to which reinforcement is meaningful and specific to the person impacted by the change • The association of the reinforcement with actual demonstrated progress or accomplishment • The absence of negative consequences • An accountability system that creates an ongoing mechanism to reinforce the change

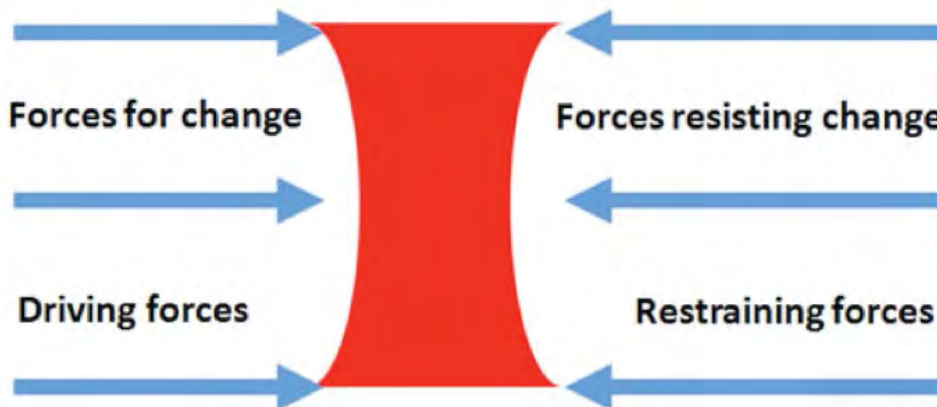
www.prosci.com

11.2 Kurt Lewin's Model

Lewin proposed a simple model of change which is often referred to as the; unfreeze, change and re(freeze)



11.3 Lewin's Force Field Analysis (see 'unfreeze' above)



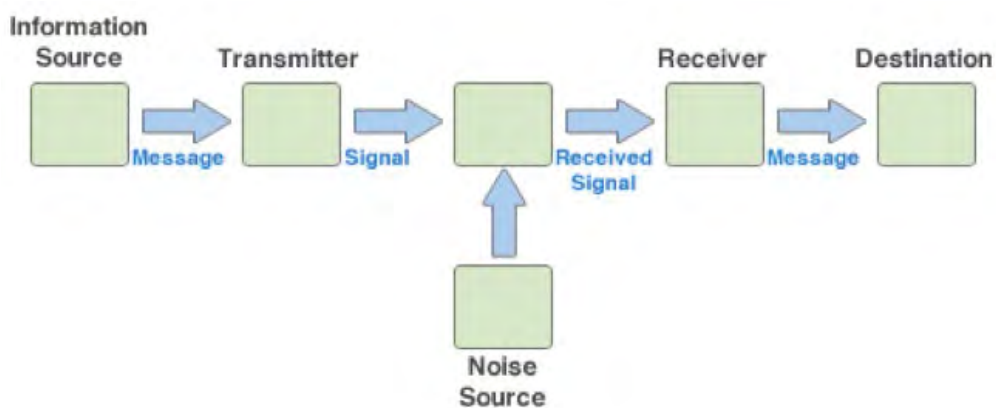
12 Communication

“the single biggest problem with communication is the illusion that it has taken place”

George Bernard Shaw

12.1 Shannon Weaver Transmission Model

The diagram below shows the 8 elements that Claude Shannon and Warren Weaver said were required in order that communication could take place. By understanding and applying this model to your own situation you can examine and make necessary changes to each element.



12.1 Communication Barriers

Potential barriers and noise in your communication could be due to:

Barrier / noise	Description
Language	Jargon, terminology, 'shortcuts' Different primary languages Cultural differences
Physical time zones	Communicating cross-country, international time zones and delays in telephone or email
Distracting gestures	Fidgeting, playing with pens etc Gestures should add to and reinforce your communications not distract and take away
Hesitant speech	erm', 'er', 'hmm' Make sure you know what the goal of your communication is and how best to put this across
Distractions	Give your communication full attention. Don't answer phones, texts or emails when you are engaged in conversation
No focus	Don't use extraneous words Be specific and concise Stay on track and don't wander off topic
No eye contact	Use assertive eye contact – don't stare, glare or avoid looking at someone
Not listening	Employ the skills of active listening we discussed earlier. Remember there is a difference between hearing and listening
Too much information	Do not overload your messages with too much information otherwise you will lose the main points you wish to make
Emotions	Be aware of peoples emotional state and be confident and controlled in your use of body language and personal space
Media	Ensure your media enhances your message not detracts
Agendas	Do not focus on your agenda only as you will switch off to other view points and information
External noise	Try to limit physical noise – turn off phones and extraneous noise
Experience	Don't let your judgement be clouded by past experiences either regarding the subject you are discussing or the person you are discussing it with
Lack of confidence	Ensure you adopt an assertive stance to communication (not aggressive or submissive)

This list will provide a great starting point for debriefs which have improved communications as a learning outcome

12.3 Active listening

When you are waiting to speak or do you actually listen or are you just pausing before speaking again? Active listening is the process by which you listen and restate back to the speaker what you have heard. This listen, restate and speaker confirmation ensures that you have heard what is being said accurately rather than hearing what you think you have heard or 'filling in the blanks'.

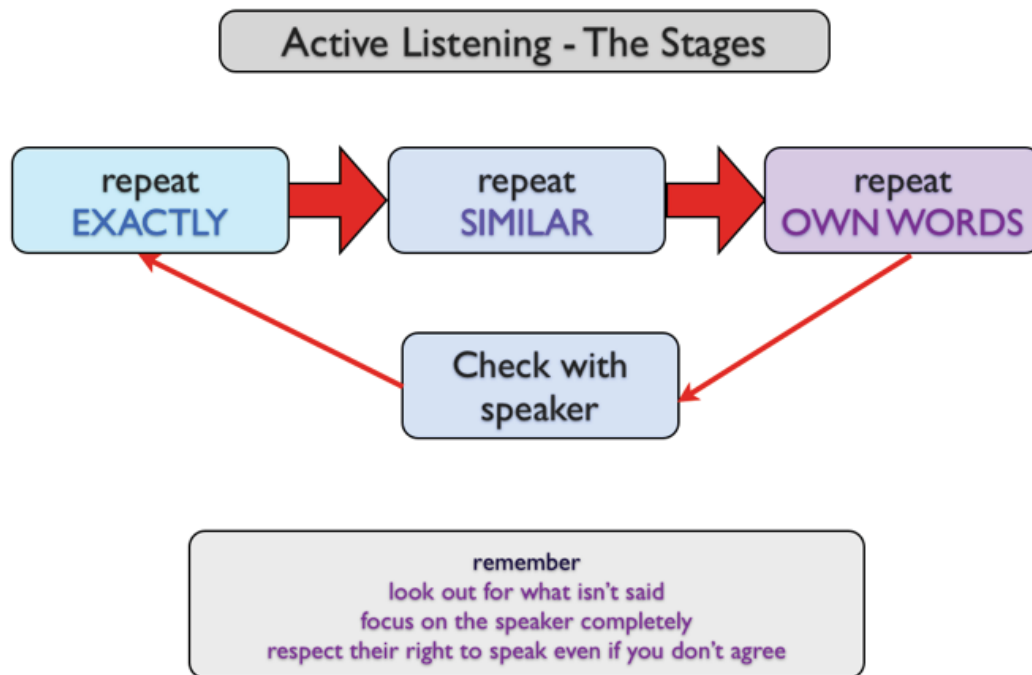
The stages in active listening are:

1. Repeating what has been said in the exact words

2. Repeating what has been said in similar words
3. Repeating what has been said in your own words
4. Checking with the speaker that you have heard correctly

You should also:

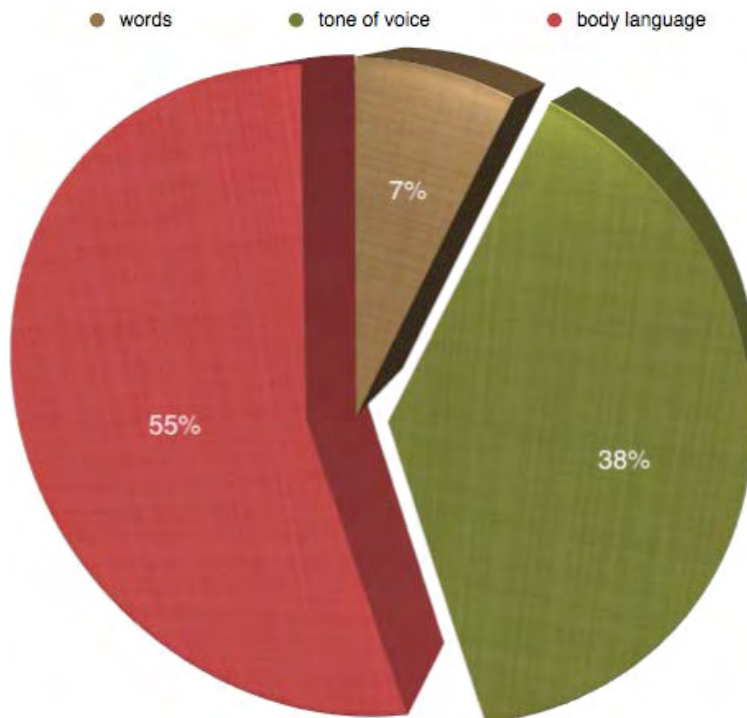
- Observe what is not said – body language
- Focus on them completely – don't 'fiddle', answer the phone, check emails or appear distracted.
- Respect their right to have their say even if you don't agree with what they are saying



12.4 7, 38, 55 Rule

Albert Mehrabian, a Professor at UCLA, proposed a 7%, 38%, 55% rule to describe how we respond to someone – 7% words, 38% tone of voice, 55% body language.

In order to respond and communicate effectively all three of these elements need to support each other. For example you should avoid giving off 'mixed messages' in which your words say one thing which your body language contradicts.



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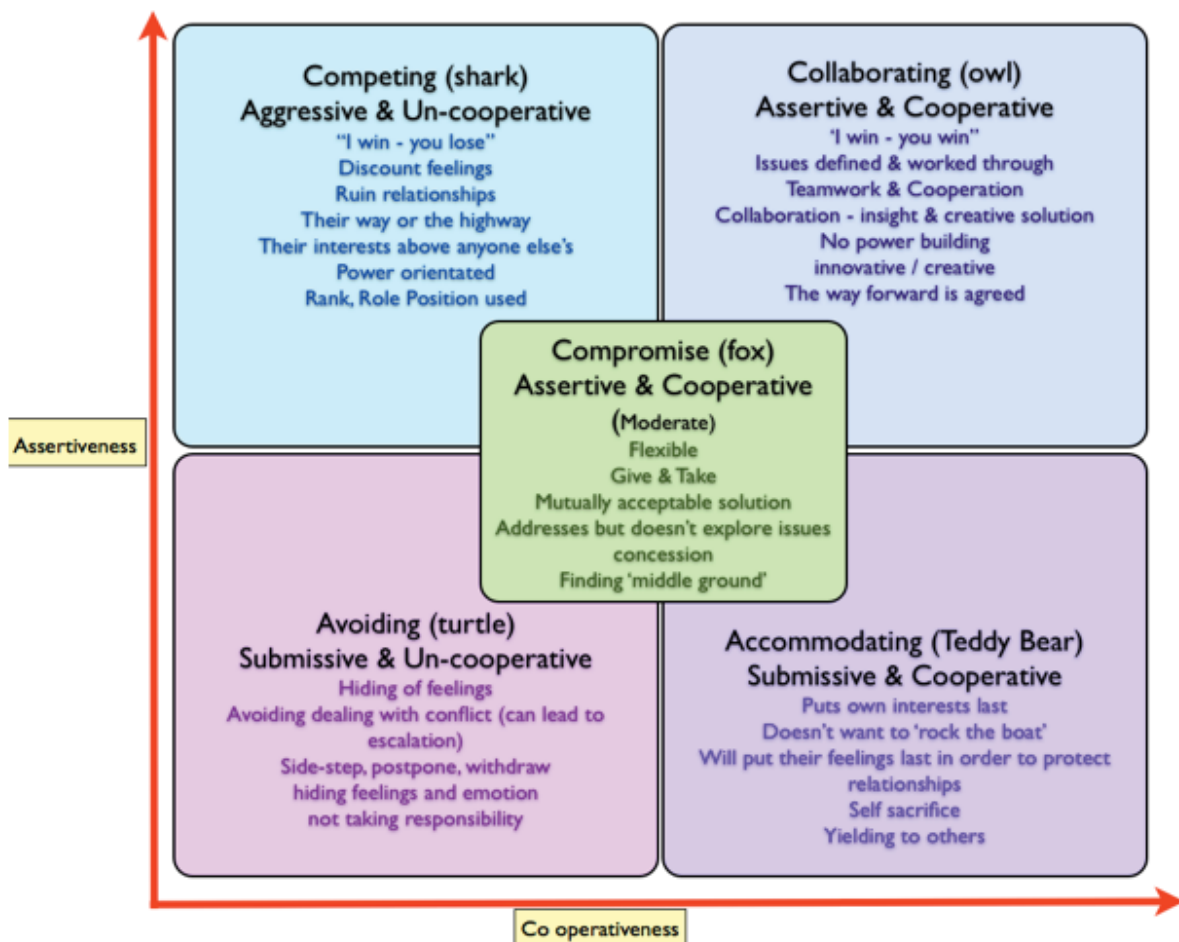
13 Conflict

“an eye for an eye will only make the whole world blind”

Mahatma Gandhi

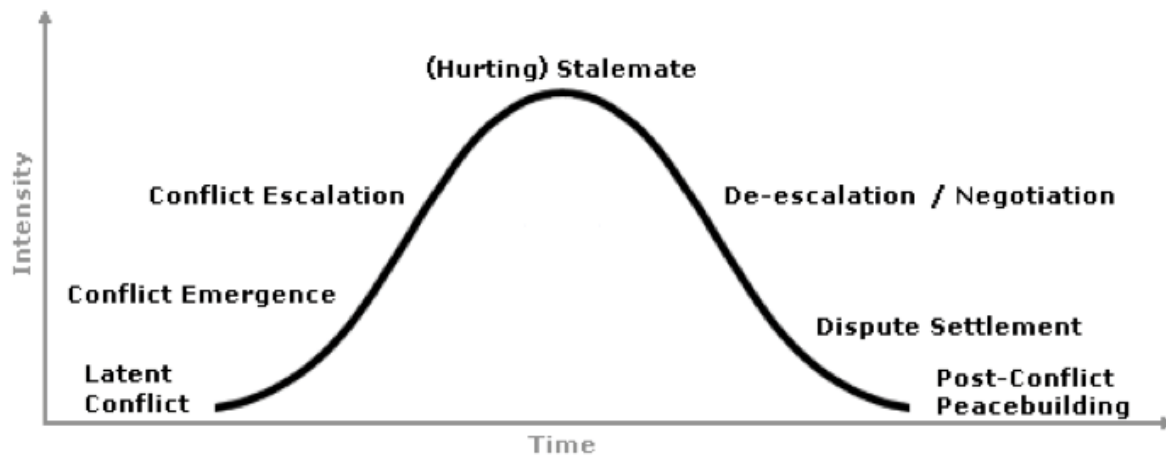
13.1 Thomas Kilmann Conflict Mode Instrument (TKI)

Kilmann’s model describes 5 styles of responding to and managing conflict. Each style has advantages and disadvantages and we will all have a natural tendency to prefer one over another. By recognizing these approaches and understanding the potential benefits of managing conflict teams become more emotionally intelligent and open in their interactions.



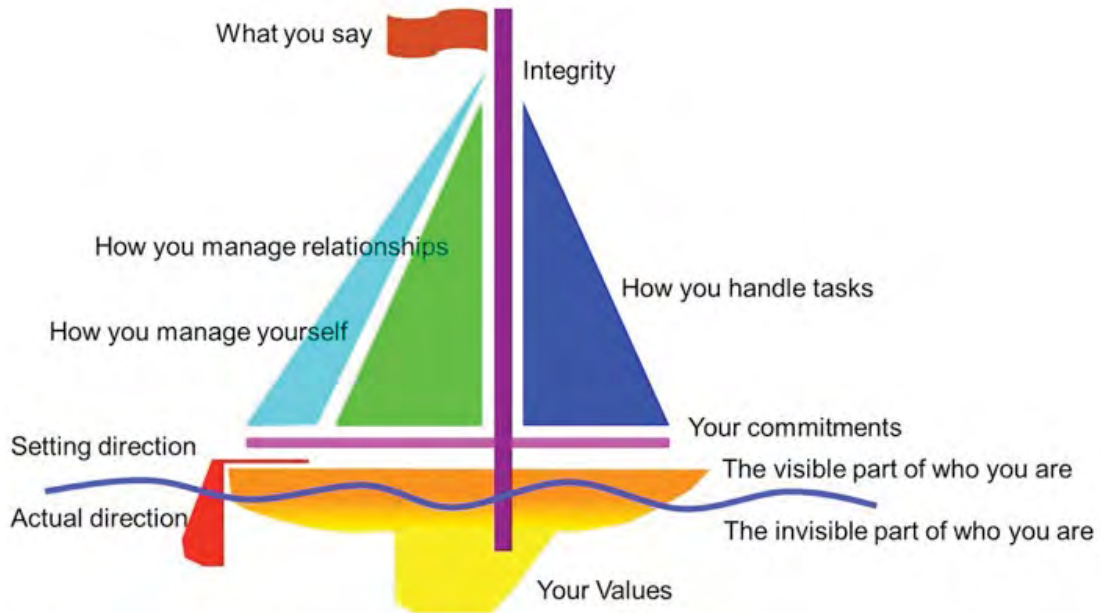
13.2 Conflict Stages Model


Conflict is an inevitable part of our environment and can, if successfully resolved be beneficial. The stages of conflict below shows how it can escalate. Therefore if we recognize its stages and the need to reach a resolution early on we are more likely to reduce the need for timely and more costly solutions later when performance, output and efficiency is suffering e.g. Mediation



14 Credibility

The yacht model is a fantastic for examining the elements that make up credibility. Unfortunately I don't know whose model it is so I am unable to give them due credit, but it looks like this....



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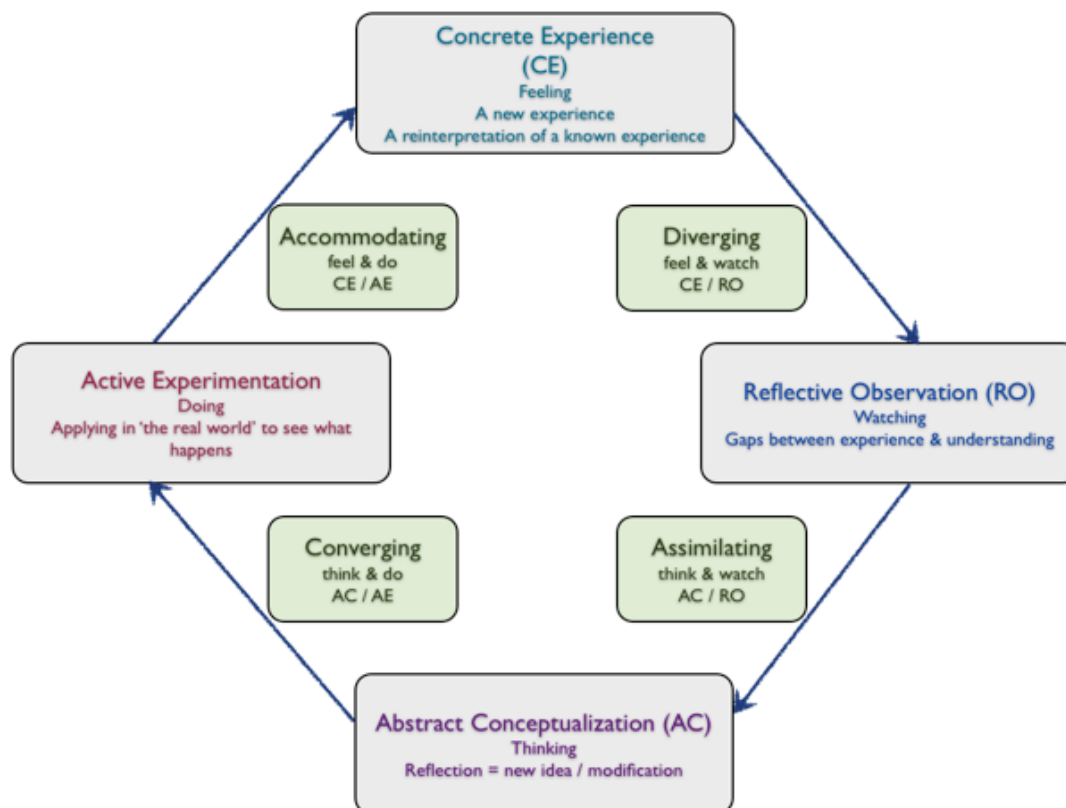


15 Critical Reflective Learning

In its simplest terms critical reflection is the process of looking back at what took place and what happened as a result.

15.1 Kolb (1984)

This is also known as; The Kolb Cycle, The Learning Cycle or The Experimental Learning Cycle. This 4 stage cycle shows the stages of learning and suggests that you can't just experience something in order to learn. You must reflect and form concepts which you can then apply to future events. In other words you must link theory, action and reflection in a continual cycle.



15.2 Gibbs (1988)

This reflective cycle pushes you to think about an activity or experience in a systematic fashion. In this way we can constantly question how effective or worthwhile our actions are.



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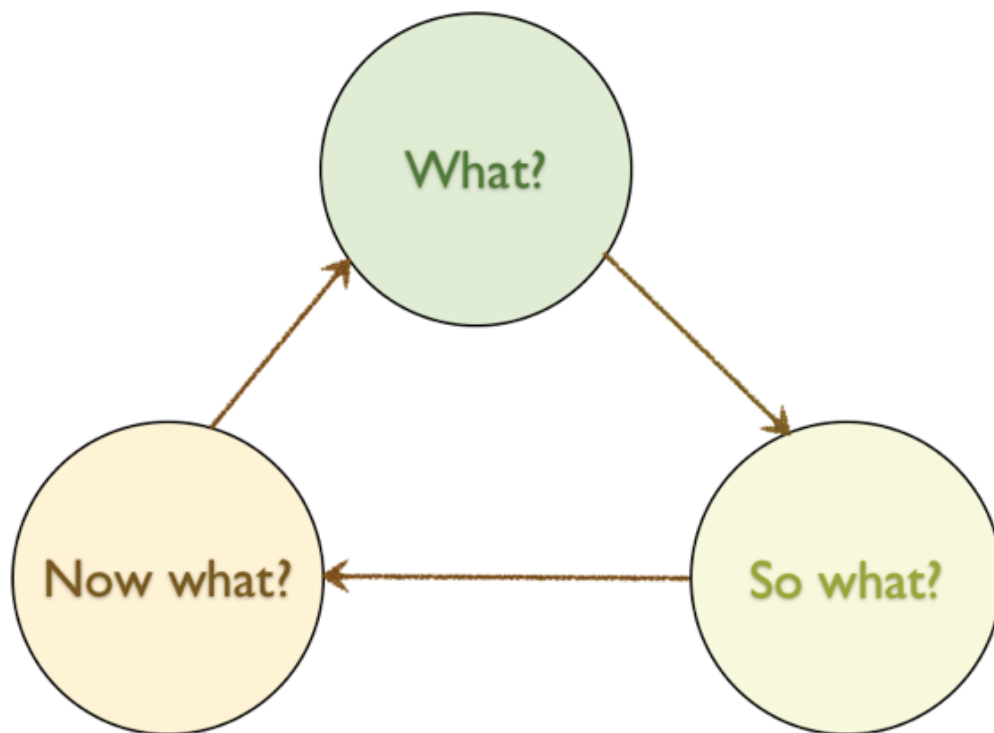
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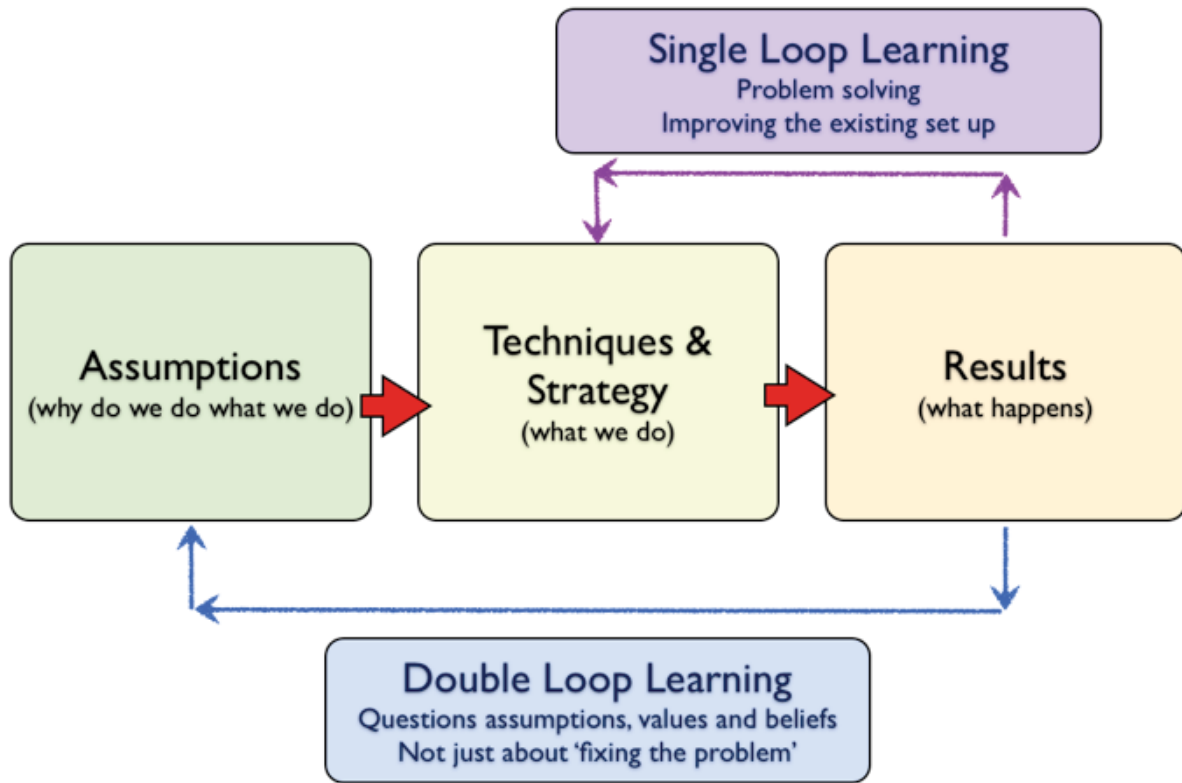
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15.4 Argyris and Schon Single / Double Loop Learning

Single loop learning is adaptive and looks at incremental change. This learning is focused on problem solving but not on why the problem arose in the first place. Single loop learning can lead to organizational stagnation.

Double loop learning on the other hand is generative and is concerned with transformational change and challenging the status quo. This type of learning uses feedback and knowledge gained from other situations in order to question and challenge. This type of learning requires you to ask not only why you do what you do, but what you should do next and why alternative options are not being tested. This type of approach leads to a learning organization which is constantly adapting and changing – dynamic and proactive not reactive in nature.



15.5 Johns Model of Structured Reflection

John's built on the work of Carper (1978) to produce 5 questions that enable you to deconstruct and reflect on processes and outcomes.

Question	Expansion
Describe	What was the experience you had and what were the significant elements or factors involved? Are there any significant background factors?
Reflect	What were you trying to achieve? What were the consequences? Why did I act like I did? How did I feel as it was happening? How did those around me feel & how do I know this?
Influencers	What affected you decision making process? Knowledge Internal factors External factors
Better?	Could you have done it better? What other options did I have and what consequences and outcomes would these have produced?
Learning	Now you have had this experience what will you change? How do you feel now (after the event) about what happened? Has this experienced changed your level of knowledge?

16 Customer Satisfaction

16.1 RATER

This service delivery quality framework describes the 5 elements of:

- Reliability
- Assurance
- Tangibles
- Empathy
- Responsiveness

The Rater Model was developed after the more complex SERVQUAL model

16.2 SERVQUAL

- Service quality
- Reliability
- Responsiveness
- Competence



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Sources: Keuzegids Master ranking 2013; Elsevier 'Beste Studies' ranking 2012; Financial Times Global Masters in Management ranking 2012

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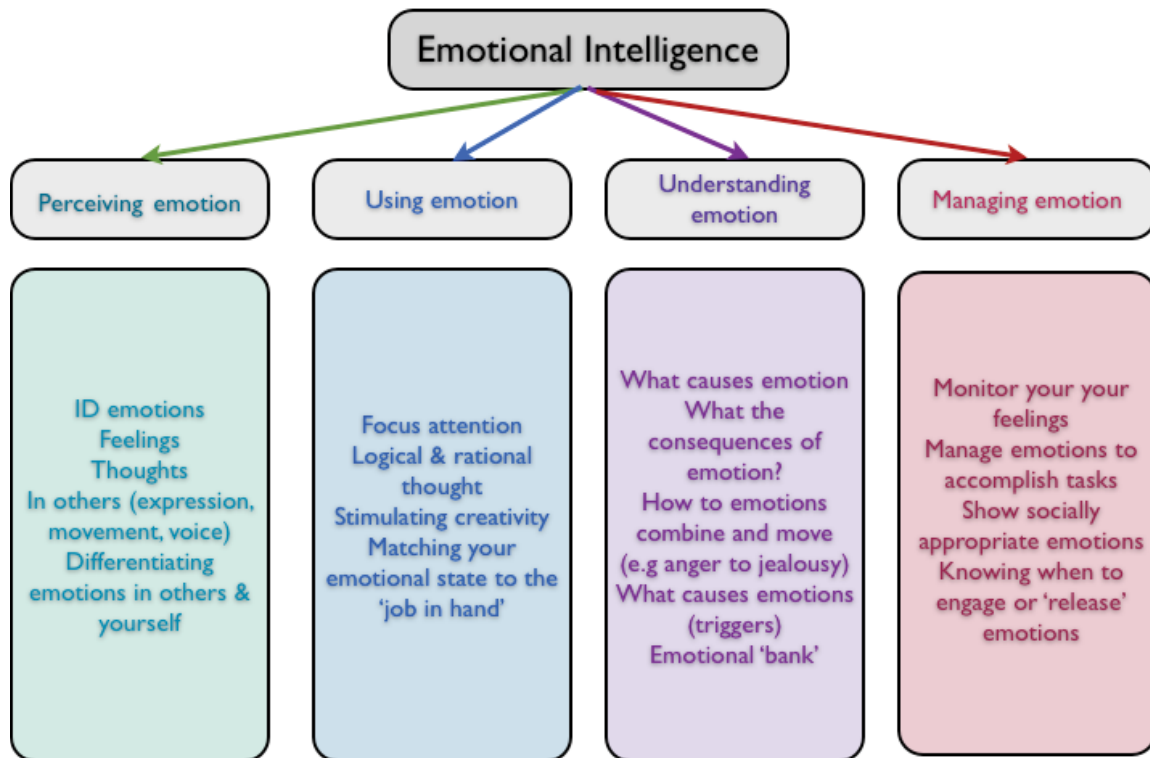
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- Access
- Courtesy
- Communication
- Credibility
- Security
- Understanding

17 Emotional Intelligence (EI)

Emotional intelligence describes your ability to perceive, evaluate and control emotions. Some people argue this skill is 'in born' and others that it can be learned and developed.

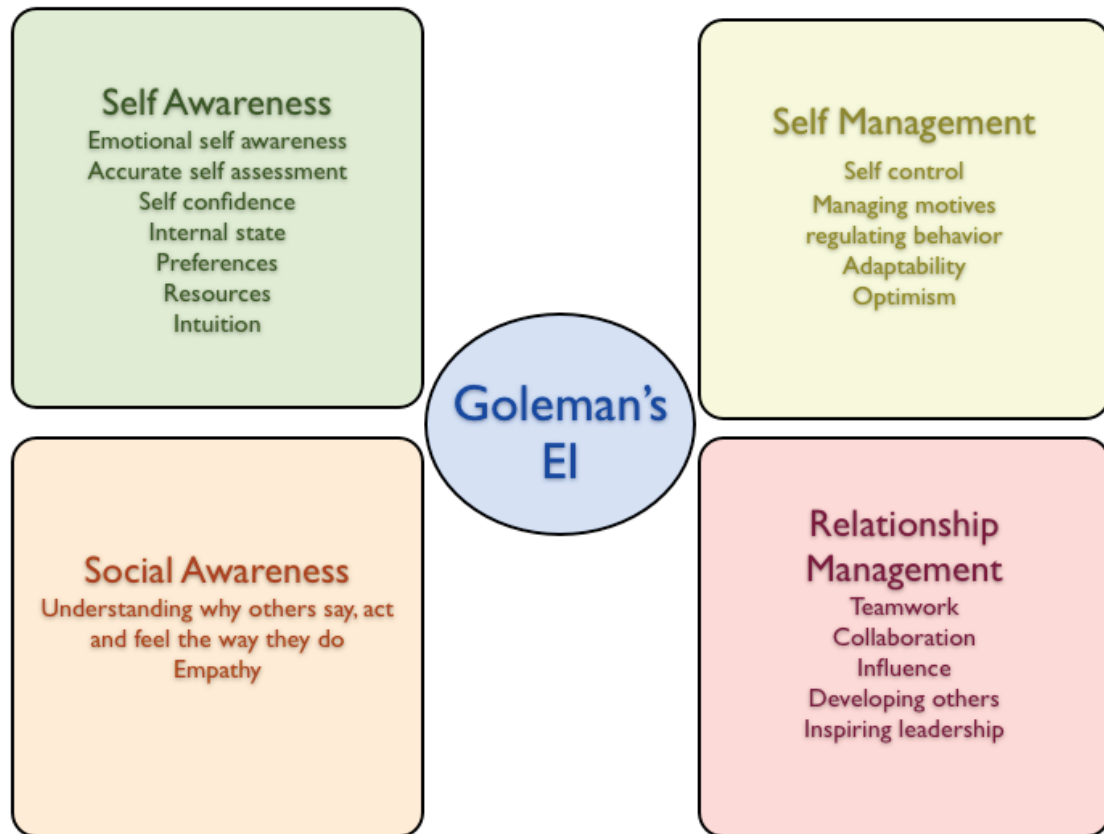


17.1 Daniel Goleman

In Daniel Golman's book 'Emotional Intelligence', he identified the EI domains of:

- Self awareness
- Self management
- Social awareness
- Social skills

The Goleman domains may seem to some to be soft or 'airy fairy' especially in today's highly competitive market but there is increasing evidence that organizations are linking EI to hard financial impact and growth. You will also no doubt have your own experiences of leaders or managers who are 'emotionless' and 'like a robot'. These individuals can be hard to connect with and share an empathetic exchange.



17.2 Johari Window

This was developed in 1955 by Luft and Ingham and is also known as the Disclosure / Feedback Model. It helps illustrate and improve self awareness as well as the understanding between groups and individuals.

The two key principles behind the window are:

- Trust can be built by the disclosure of personal information
- With appropriate feedback from others you can learn about yourself

Large hidden, blind or unknown areas reduces team and personal effectiveness.

Known self (Open)
What we know about ourselves
What others know about us
Work & group interaction is productive
good communication & cooperation

Hidden Self (Hidden)
What we know about ourselves that
others do not
This could include; fears, agendas, secrets

Blind Self (Blind)
What other people know about us that
we do not
We should aim to reduce this area &
increase self awareness

Unknown Self (Unknown)
Things that neither we or others know
about us
e.g. Un-realized talent or ability
Conditioned behavior
Unknown illness

18 Game Theory

Game theory is also known by the more descriptive Theory of Social Situations and can be used to look at how groups interact. The two main branches of game theory are co-operative and uncooperative (or non cooperative)

Non cooperative = individuals act independently for their own benefit

Cooperative = people come together to act 'for the common good'

Often quoted examples of game theory are:

- Zero sum
- Prisoners dilemma



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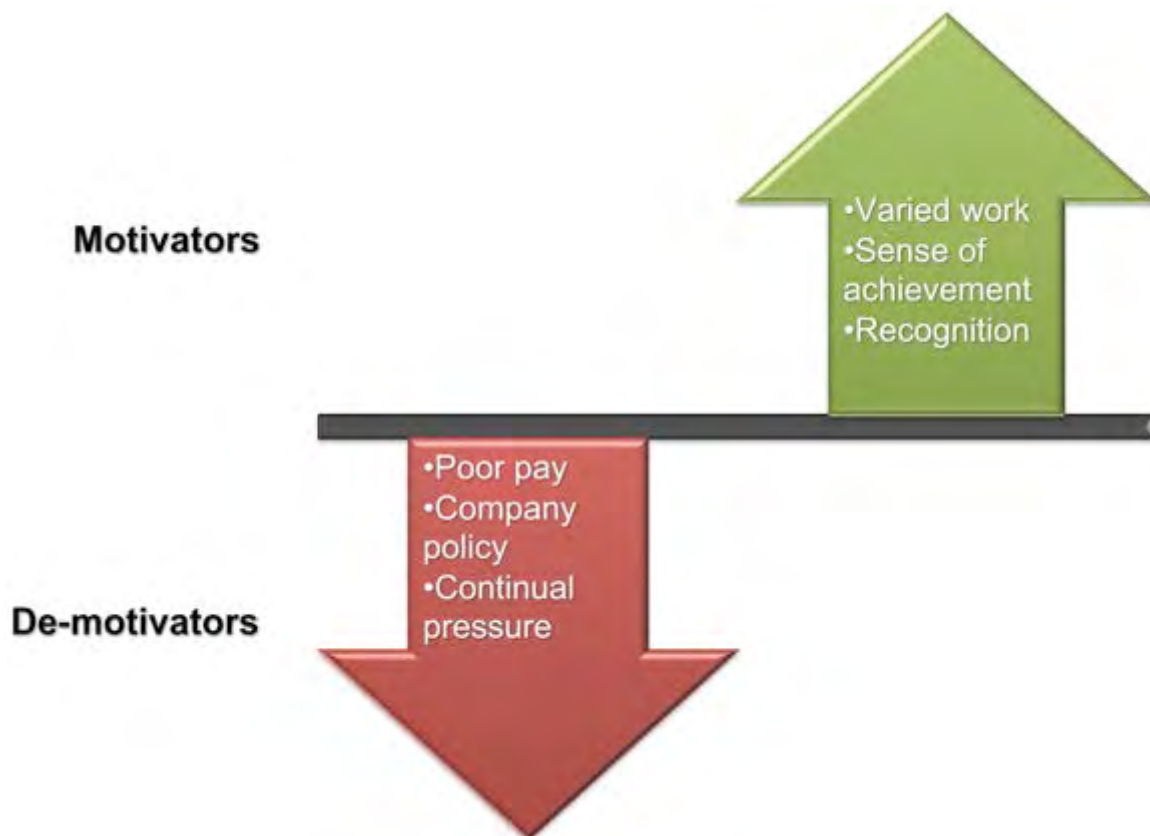
19 Job Satisfaction & Motivation

19.1 Edwin Locke's Range of Affect Theory (1976)

Locke suggested that the difference between what you want and what you actually get in a job determines your satisfaction level. It is heavily reliant on how are expectations are met and our level of autonomy (and whether we even want autonomy).

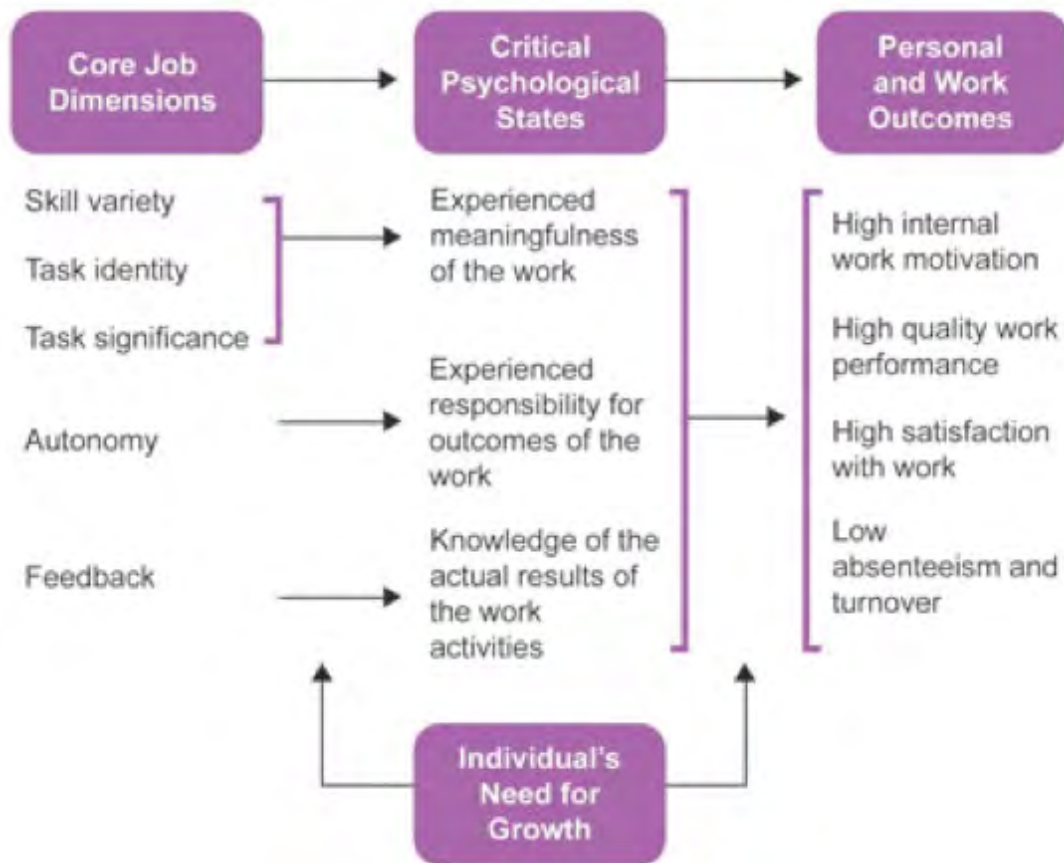
19.2 Herzberg's 2 Factor Theory (Motivator-Hygiene)

Hertzberg's two stage approach to understanding staff satisfaction and motivation was the result of surveying peoples reasons for feeling negative and / or positive at work.



19.3 Hackman and Oldham's Job Characteristics Model

This model describes 5 core job dimensions that result in 3 critical psychological states which in turn influences outcomes

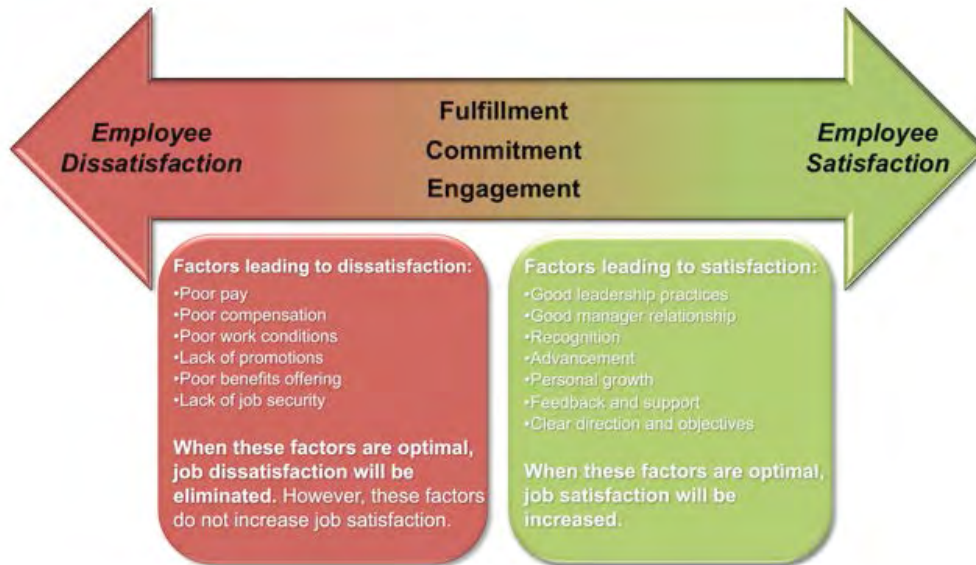


19.4 Dispositional Theory

This theory suggests that our level of satisfaction is ‘part of us’ and has very little to do with the job that we do. Those of us with high levels of self belief and low levels of neuroticism report higher levels of job satisfaction.

19.5 Field’s Job Satisfaction Model

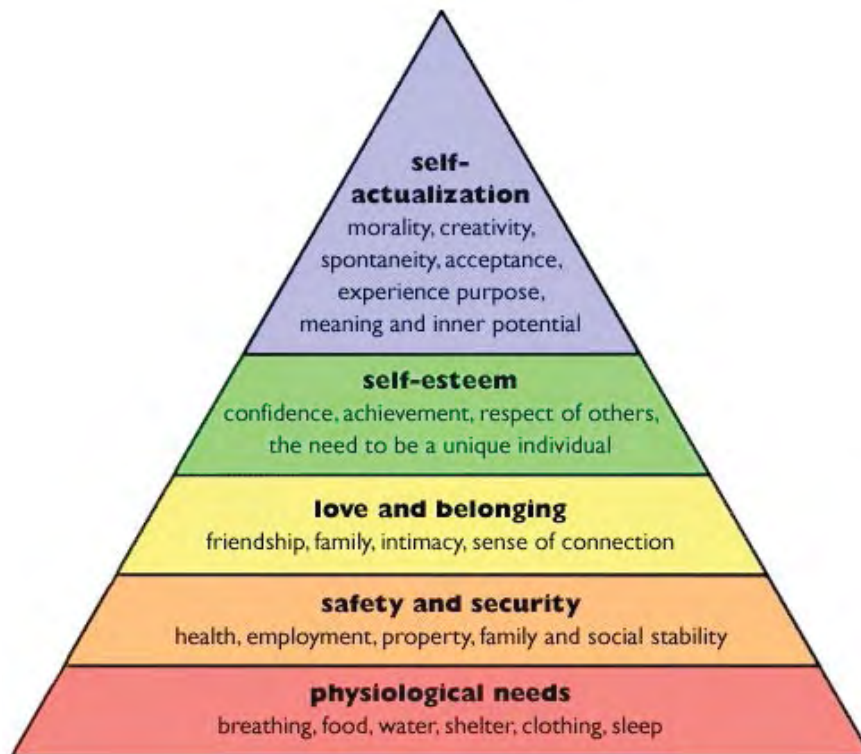
Field’s model describes ‘push’ factors that make staff dissatisfied and ‘pull’ factors that conversely make staff more satisfied. Given that the main reason staff leave an organization is due to their level of satisfaction this model can hold a great deal of personal and organizational significance.



<https://wikispaces.psu.edu/display/PSYCH484/11.+Job+Satisfaction>

19.6 Maslow’s Hierarchy of Needs – Motivational Model

Abraham Maslow’s Hierarchy of Needs shows the basic needs of; physiological, safety, love and esteem and the growth needs of; cognitive, aesthetics and self actualization. In order to move onto higher level needs the lower ones must first be met.



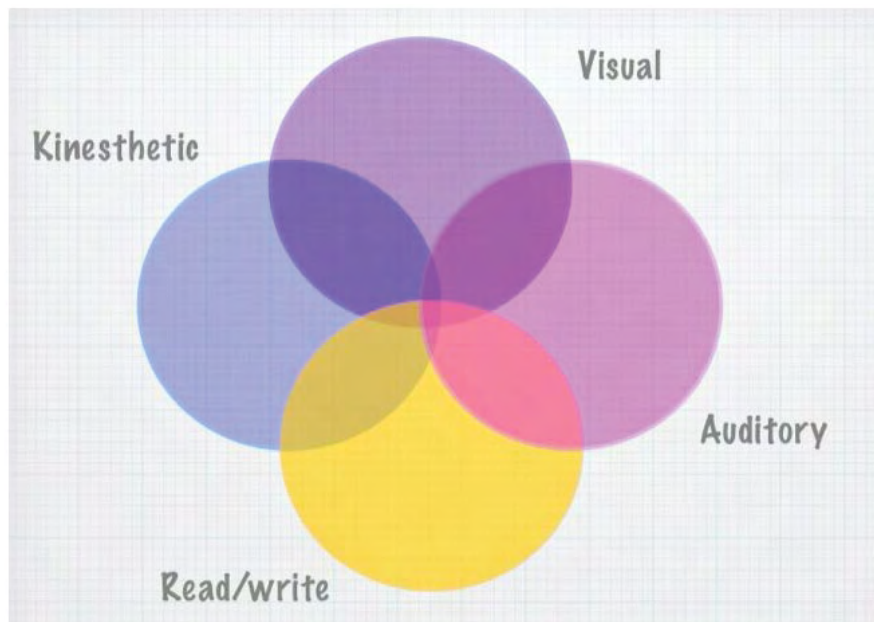
20 Learning Styles

20.1 VAK (or VARK)

Neil Fleming (1987) suggested that people learn through using a mixture of:

- Visual
- Auditory
- Read / write
- Kinesthetic

Therefore in order to provide an optimum basis for your activity (and follow up) a mix of approaches should be used.



20.2 Honey and Mumford

The Honey and Mumford model is based on research suggesting that we have 4 learning styles:

Style	Description
Activist	Learn by doing Jump straight in
Pragmatist	Like to see how learning relates to the real world They may not like abstract concepts
Theorist	These people like to understand the theory of actions They like models, concepts and facts
Reflector	These people learn by observing and thinking about what happened They don't jump straight in



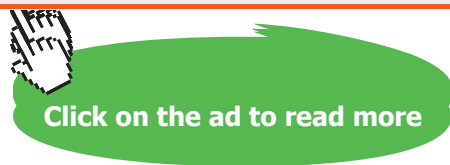
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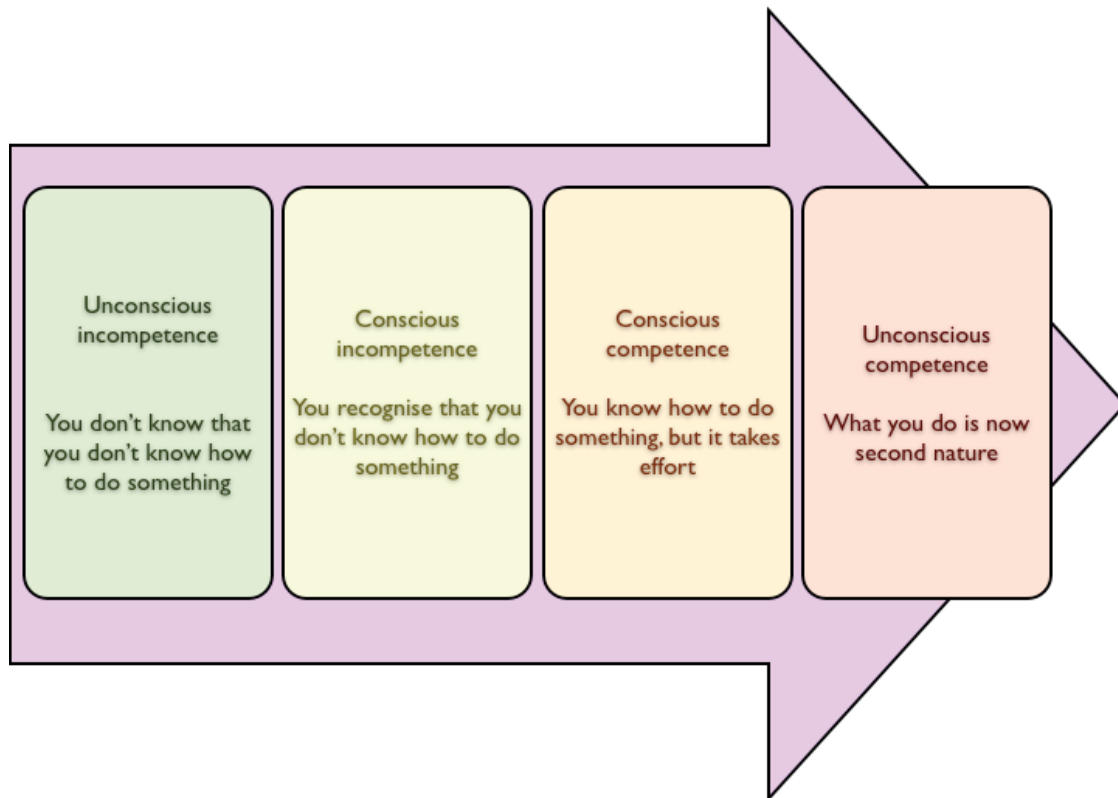


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20.3 Conscious Competence Model

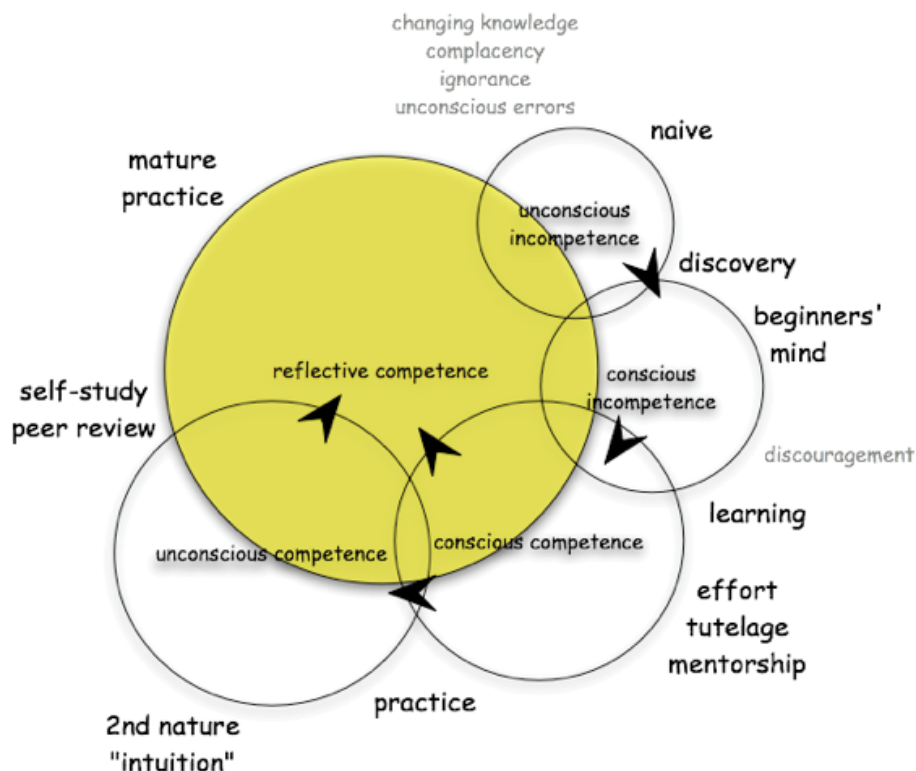
This model describes four psychological states (or stages of competence) that are involved in the process of moving from incompetence to competence when acquiring a new skill.



The Conscious Competence Model is used to highlight the importance of using a staged, logical, sequential approach to learning (hence why this model is sometimes represented by a ladder). This ensures that stages (in particular stage 1) is not missed out, or assumed to have already occurred. Remember an individual who is at stage 1 may not even see the need for learning and therefore there is a need to establish an awareness of this area for development before stage 2 can be instigated.

It is also worthwhile noting that whilst the stages are sequential and cannot be jumped, individuals may 'go back' to a previous stage in order to gain more insight and / or development

- There have been various proposals for a fifth stage of this model and suggestions have included:
- Conscious competence of unconscious competence – the ability to recognize and develop individuals who are stage 1
- Complacency – skills which are second nature and either complacent or not kept up to date
- Reflective competence – looking at your own conscious competence 'from the outside' or 'looking down' on yourself. This notion of self reflective competence in order to avoid unwanted automatic actions was described by Will Taylor in his 'spiral model'



Courtesy of Will Taylor, Chair, Department of Homeopathic Medicine, National College of Natural Medicine, Portland, Oregon, USA, March 2007

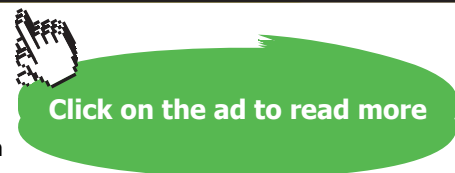






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21 Leadership

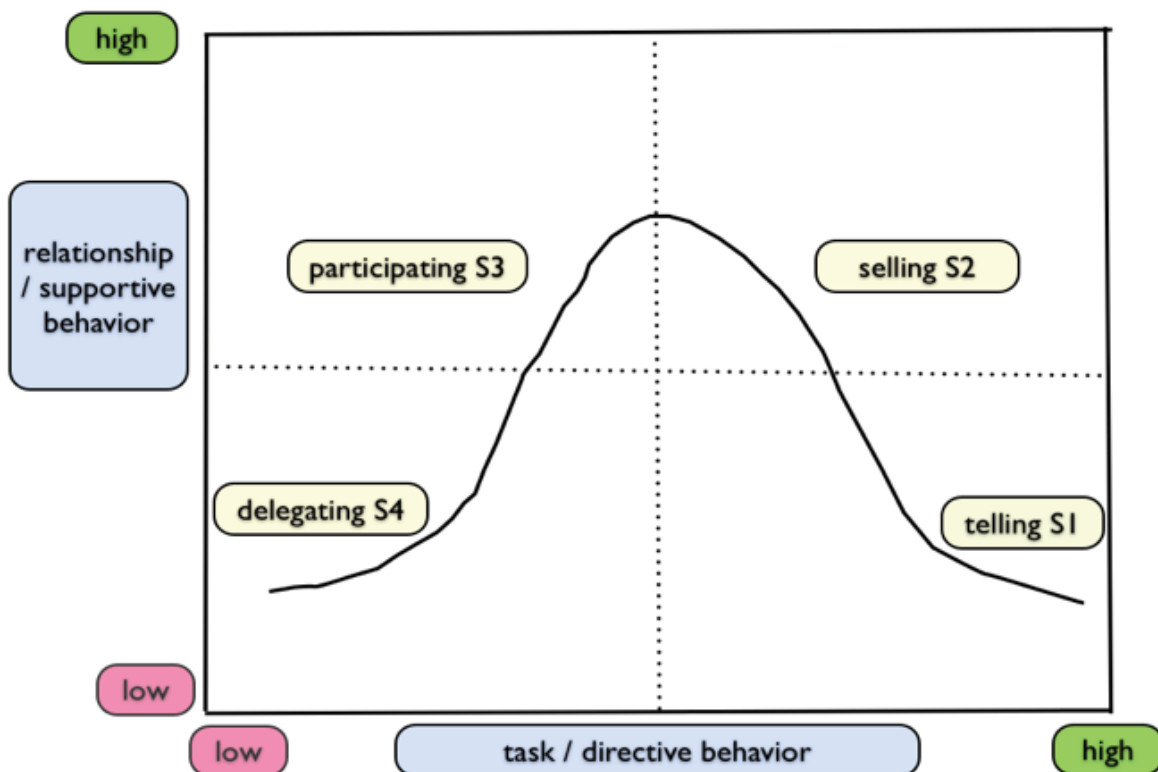
21.1 Hersey and Blanchard’s Situational Leadership Model

This model is based around the idea that there is not one optimum style of leadership, but that effective leaders adopt their style to the maturity of the group or team and the task that needs to be accomplished. They defined leadership style (S1–S4), maturity level (M1–M4) and development levels (D1–D4)

Leadership style – ‘S’

Hersey and Blanchard defined leadership style in terms of:

- Telling S1
- Selling S2
- Participating S3
- Delegating S4



Behavior S1–S4	Description
Telling (S1)	The leader defines roles One way communication Leader is prescriptive in telling; how, what, why, when and how
Selling (S2)	Two way communication Leader still provides direction Leader provides emotional support and people are influenced into 'buying in'
Participating (S3)	Shared decision making Leader provides less task behavior instruction
Delegating (S4)	Leader is still involved and monitors progress Individuals and groups now have responsibility for processes

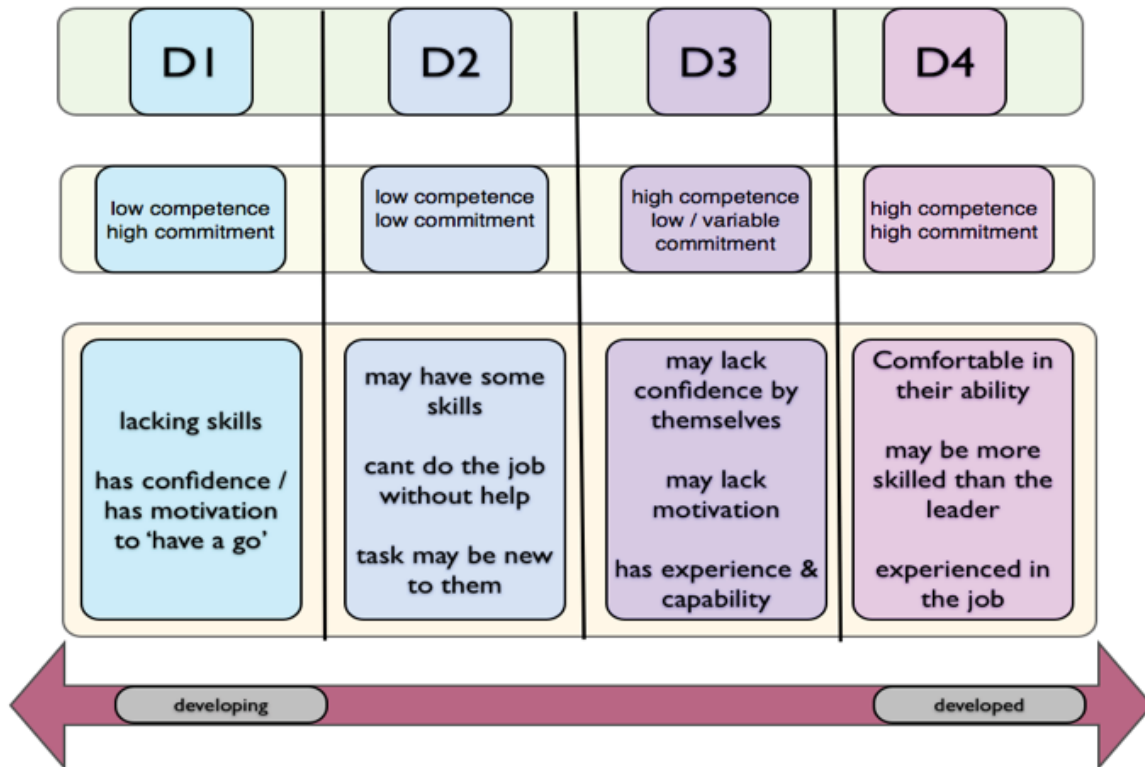
Maturity level – ‘M’

Knowing what leadership style to use is influenced by the maturity of the person or group you are leading

Maturity M1–M4	Maturity level	Description
M1	Low	Unable & insecure Lacking in skills Unable to take responsibility Unwilling to take responsibility
M2	Moderate	Unable to take responsibility Willing to work on tasks Enthusiastic novice
M3	Moderate	Experienced and able to do the task Lack confidence to take on responsibility Unwilling to take on responsibility
M4	High	Task experienced Comfortable in the knowledge they can do it well Able & willing to do the task Can take responsibility for the task

Development level – ‘D’

This looks at the commitment and competence of the people being led. A highly motivated leader with high but realistic expectations of their team produces staff with high levels of personal performance.



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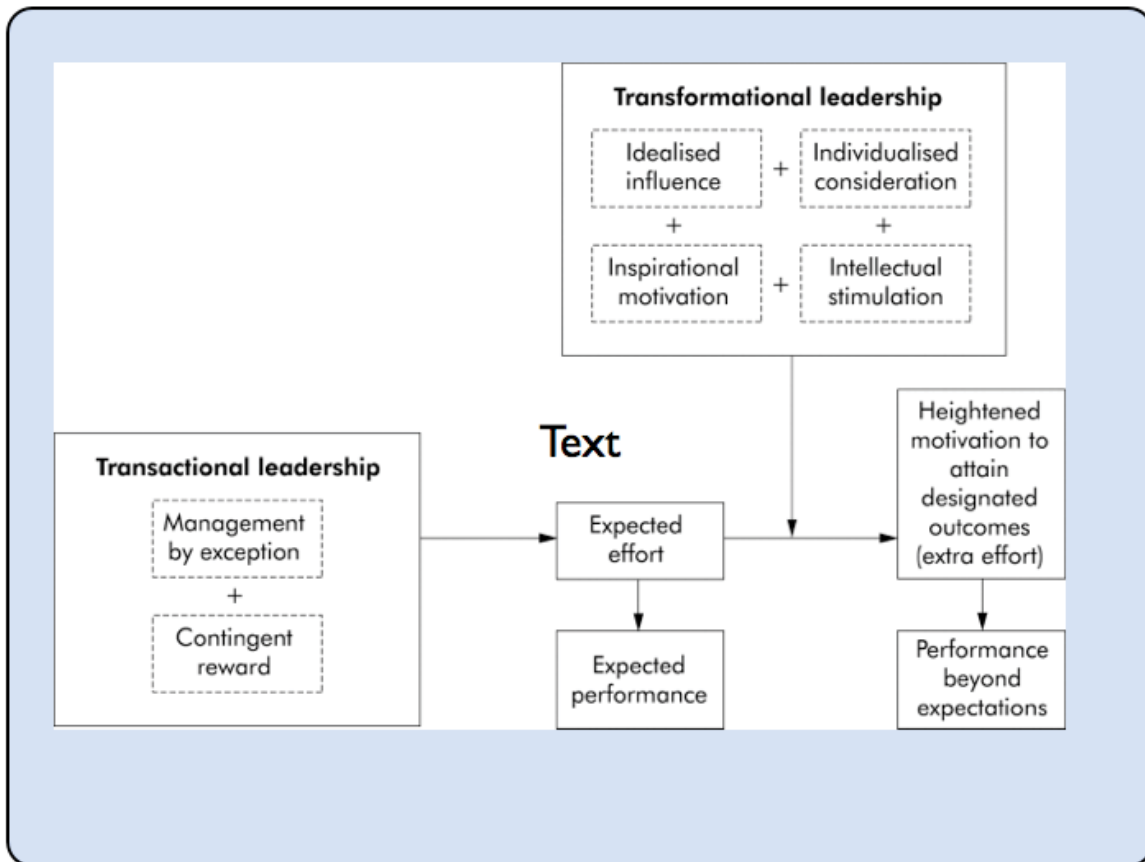
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21.2 Transactional vs. Transformational



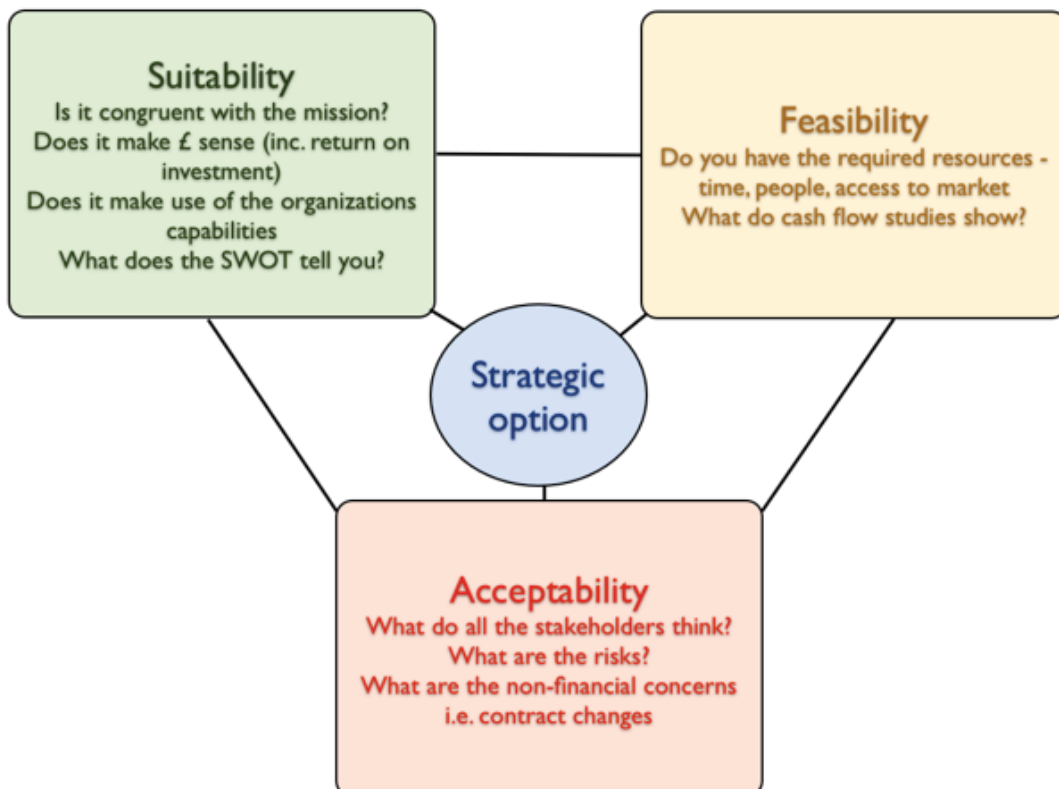
- All the different leadership models, theories and styles are in my book *The Styles, Models and Philosophy of Leadership* (available at bookboon.com)

22 Options Appraisal

22.1 Johnson and Scholes

Johnson and Scholes Model looks at evaluating against the three parameters of:

1. Suitability
2. Feasibility
3. Acceptability



22.2 De Bono's 6 Hats

The Six Thinking Hats describes a logical process for group discussion and individual thinking. It provides a framework for a detailed and cohesive method in which thinking can be ordered and options appraised. This process challenges our brain to think more consciously about issues or issues that are under consideration.

Each participant should wear each hat at the same time before moving onto the next. In this way focus is maintained and each option thoroughly investigated.

Hat	Hat 'type'
White	Information
Red	Emotions
Black	Discernment
Yellow	Optimism
Green	Creativity
Blue	Thinking (often worn by the facilitator)

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White Hat thinking focuses on data, facts, information known or needed.



The Black Hat
Black Hat thinking focuses on difficulties, potential problems. Why something may not work.



The Red Hat
Red Hat thinking focuses on feelings, hunches, gut instinct, and intuition.



The Green Hat
Green Hat thinking focuses on creativity: possibilities, alternatives, solutions, new ideas.



The Yellow Hat
Yellow Hat thinking focuses on values and benefits. Why something may work.



The Blue Hat
Blue Hat thinking focuses on manage the thinking process, focus, next steps, action plans.

23 Pessimism / Optimism

23.1 Carver and Scheier Dispositional Optimism

Dispositional Optimism describes an expectation that there will be more good things than bad things in the future. This optimistic outlook will result in the acquisition of more positive outcomes and the converse being true for pessimistic outlooks.

23.2 Seligman

Martin Seligman identified 3 elements that differentiates pessimists from optimists.

Pessimists think when something goes wrong it is:

- Permanent
- Pervasive – undermines everything
- Personal – *“it’s all my fault”*

(for further reading see *Learned Optimism: How to Change Your Mind and Your Life*)

For an overview of optimistic and pessimistic research see www.positivepsychology.org.uk

24 Power and Politics

The sources of Power according to French and Raven are:

- Coercive power
- Reward power
- Legitimate power
- Information power
- Expert power
- Referent power
- Resource
- Connection

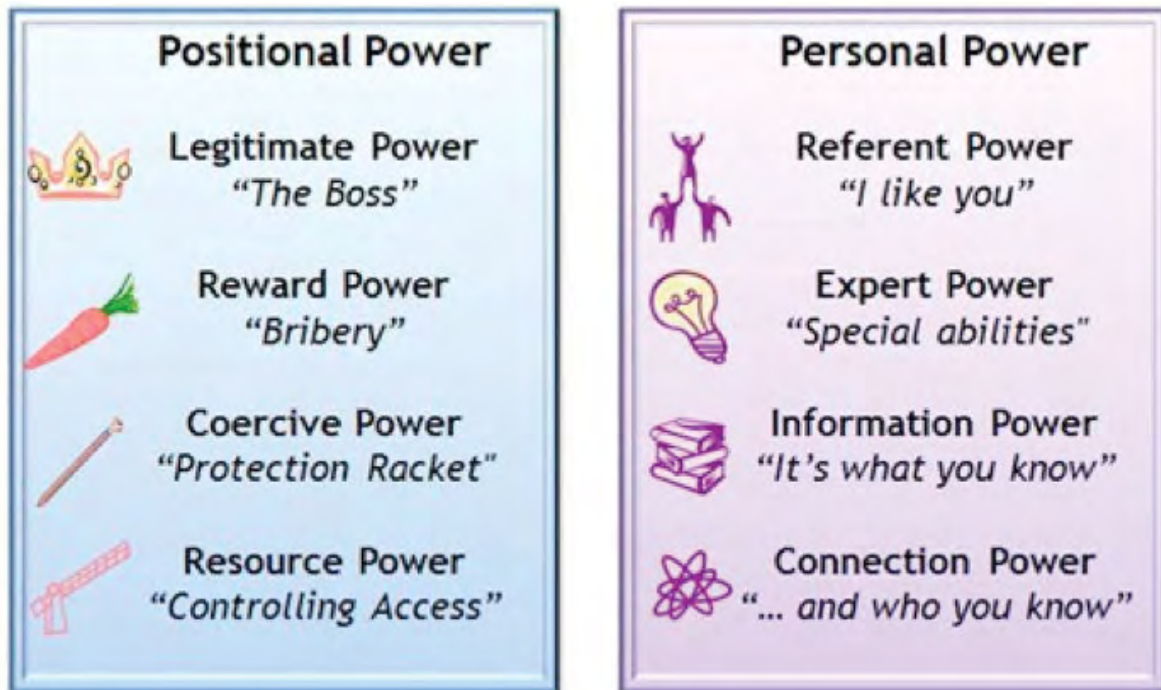


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By having an awareness of these power bases you are likely to be able to:

- Understand and appreciate why someone influences you and whether this is a position you accept or are comfortable with
- Be able to identify your own power source
- Have a basis for developing your 'weaker' base in an appropriate and effective direction

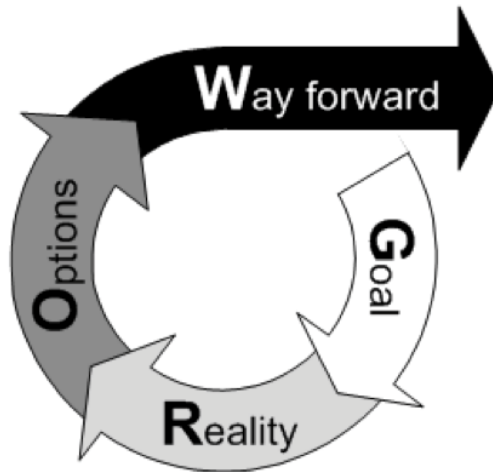
25 Setting Objectives and Goals

25.1 SMARTERS

letter	Element	description
S	Specific	<ul style="list-style-type: none"> As discussed in 'Goal Setting Theory' goals should be specific not vague. This ensures you know when they are reached Specifics usually include the 5 W's: What, why, who, where, which
M	Measurable	<ul style="list-style-type: none"> If you can't measure a goal then you don't know how you are doing in reaching it Keeps you on track How will you know when your goal is reached? What unit of measurement is appropriate?
A	Attainable / Achievable	<ul style="list-style-type: none"> Goals should be challenging not unattainable Goals should not be so easy that they do not require motivation Ask yourself – "how will I / we reach this goal"
R	Relevant / Realistic	<ul style="list-style-type: none"> Is the goal consistent with the short and longer term goals and strategic vision of you, the team and the organization? Do they contribute / do you need the assistance and input of others?
T	Timely / Time-bound	<ul style="list-style-type: none"> Allows you to set an end point and know how you are doing in reaching your goal within the timeframe Establishes urgency Focuses the mind
E	Evaluate	<ul style="list-style-type: none"> Adjustments Actual vs. Planned
R	Re-evaluate	<ul style="list-style-type: none"> Re-visit the SMART goals and learn and adjust
S	Satisfies (strategic vision)	<ul style="list-style-type: none"> Do the goals add to, or are they congruent with the organizational longer term strategic plan and 'bigger picture'? If you can see where 'your piece of the puzzle fits' then this is motivational

25.2 GROW

The GROW Model provides a framework for setting goals. It is used widely during coaching.



Element	Description
Goal	what do you want to achieve – what is your desired position?
Reality	what is your current environment. For example; resources, obstacles and circumstances
Options	how could you proceed (see also options appraisal section 22)
Way forward	what steps are required and what's your motivation level (this has links with SMARTERS objectives)

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26 Stakeholders

26.1 General 'Mapping'

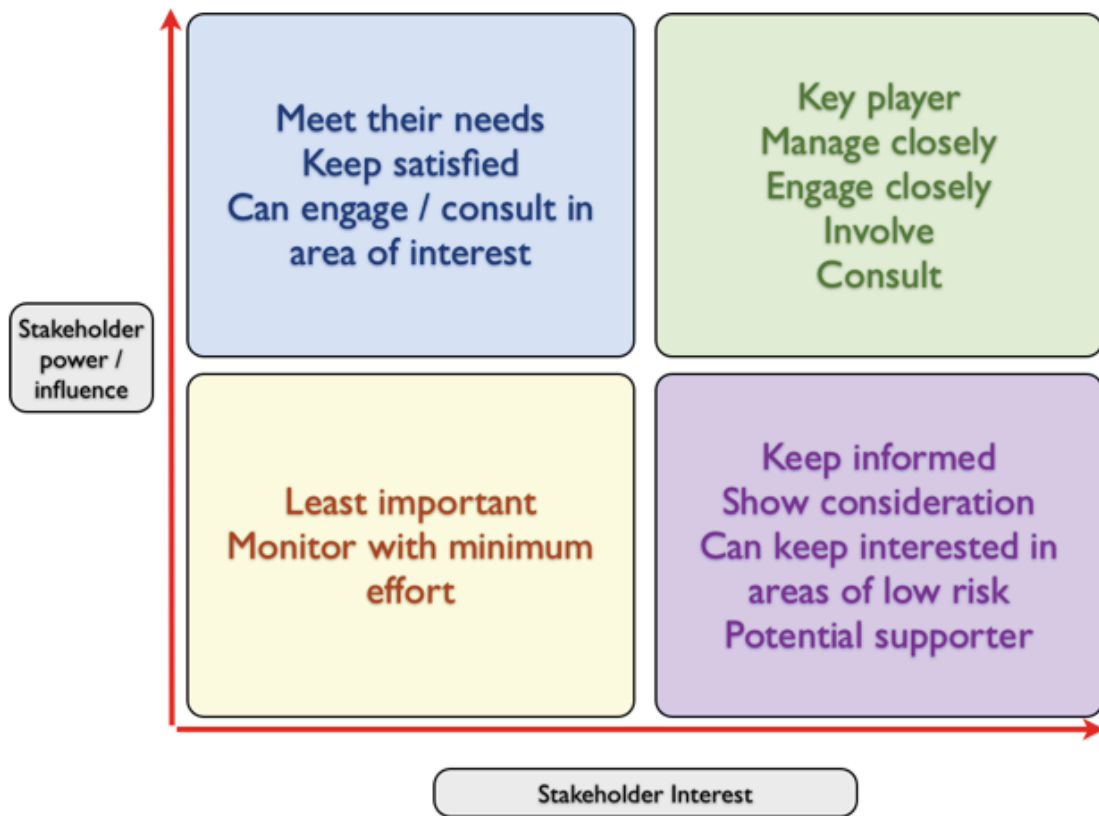
A general, overarching stakeholder map looks like the one below. Mapping is an invaluable process in thinking about who you impact on and where your influencers might come from.



26.2 Stakeholder Power – Interest Grid

Once your stakeholders have been mapped you can look at assigning them a place on the Power (influence) / Interest Grid and attaching an appropriate course of action.

Remember that stakeholder maps and positions on the grid are 'living' not static. Peoples' power and influence change over time and even over the course of say a project, change initiative or development plan.



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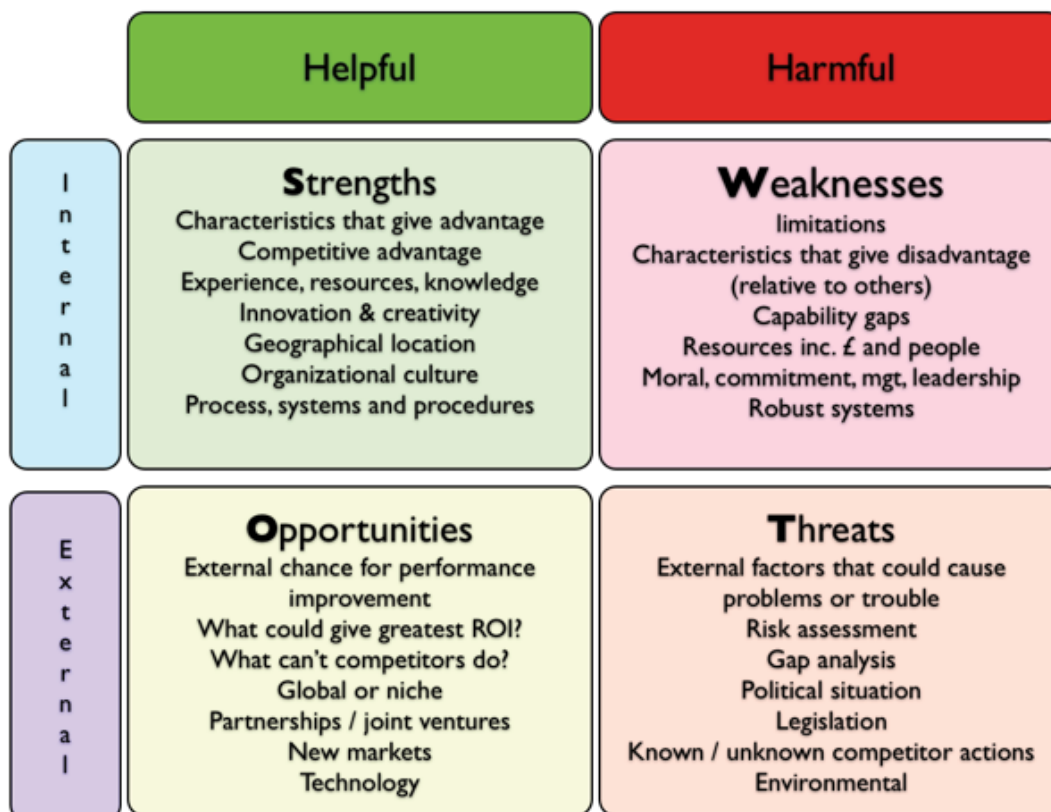
27 Strategic Planning

27.1 SWOT

SWOT analysis helps us to answer the first stage of strategic planning, namely:

Where are we?

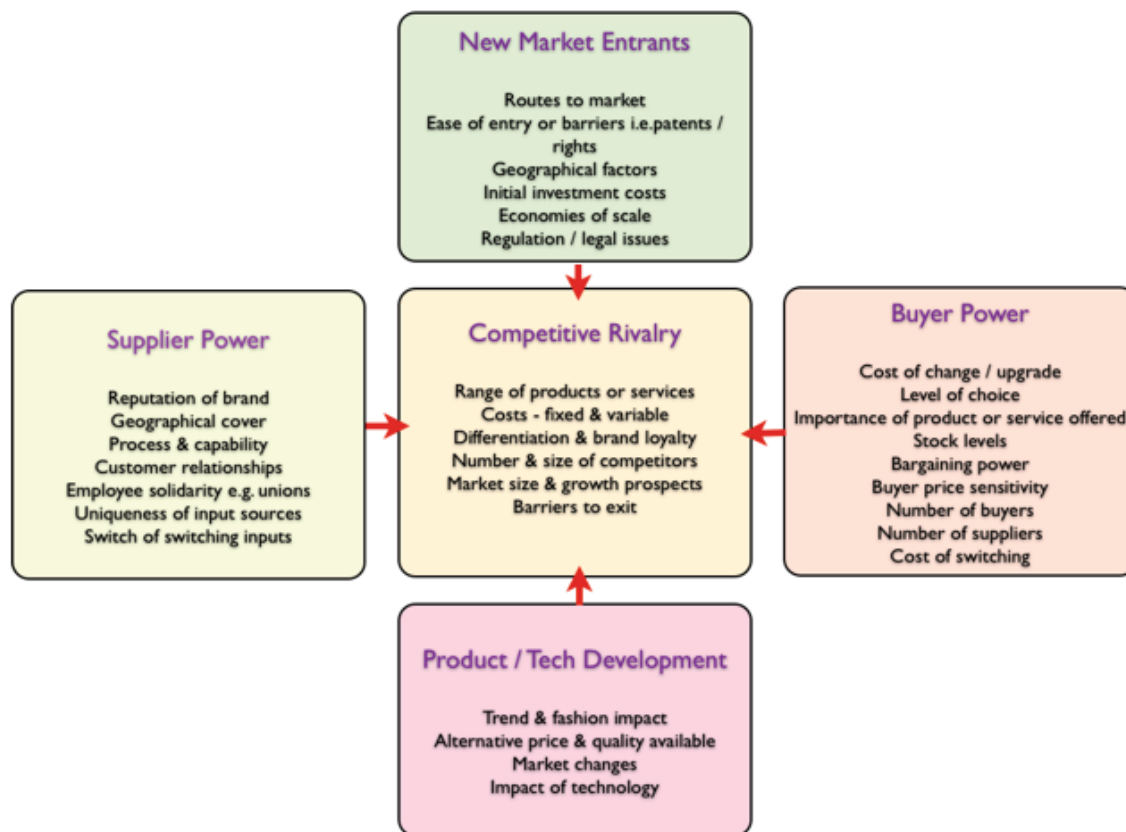
S & W are often internally focused and O & T externally focused.



27.2 Porter's 5 Forces

This model is also known as Porter's Five Forces of Competitive Position . It affords you a way of assessing and analyzing your competitive strength. It is made up of 5 elements or forces:

1. The existing rivalry between suppliers
2. The threat of new market entrants
3. The bargaining power of buyers
4. The power of suppliers
5. The threat of product substitutes



By understanding competitor dynamics you can:

- Assess potential opportunities
- Understand what differentiates you from the competition
- See the 'power' of the forces – a high power would suggest lower profit potential
- Understand a market in order to better direct strategy towards increasing your market share
- See how each force impacts on and is related to another – this holistic view can show changing dynamics and the linkages between the five forces. This prevents you from only looking at the positive

27.3 PEST(LE)

This analysis tool is designed to help you understand and appreciate market growth or decline. It enables you to see the potential, position and direction that could be taken.

The PESTLE model can be increased to STEEPLED to include ethical and demographic elements.

Element	Description
Political	Current & future legislation Government policy Conflict Environmental concerns / policy Trade barriers and policy Global trade legislation
Economic	State of home economy State of international economy Exchange and interest rates Tax
Social	Demographics Fashion and trends Advertising and publicity Ethical concerns Religious impact Media Brand image Buying patterns & trends Social media impact
Technological	How consumers buy Innovation Communication channels Technological 'age' Dependent technologies R & D
Legal	Consumer law & protection Employment law Health & safety International law Industry specific Competitive regulation
Environmental	Local, national and international environmental concerns & law Customer values Stakeholder attitude and consideration Staff engagement and moral Ecology

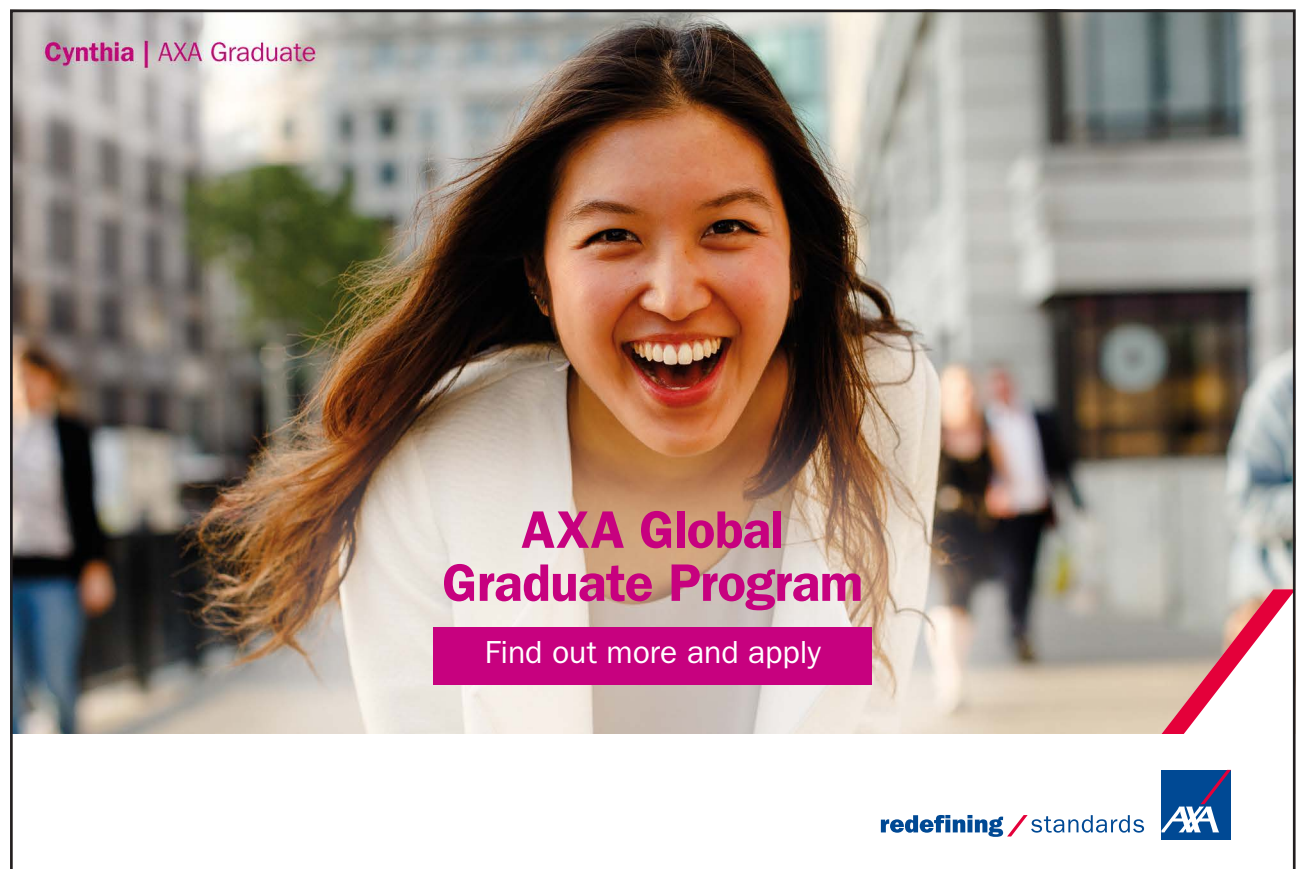
28 Teams

28.1 Belbin's team roles

Team roles (9 of them) are used to identify what peoples' workplace strengths and weaknesses are. You can then use this information to:

- Develop a team which is high performing
- Increase personal effectiveness
- Increase self awareness
- Construct productive working relationships

It is important to note that team roles do not look at personality but behavior and by acknowledging areas for improvement these can be more actively managed.




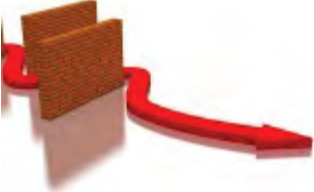







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Role	Team contribution	Weaknesses (allowable)
<p>Plant</p> 	<p>Problem solver Creative Imaginative Comes up with ideas Like to be praised Find criticism hard</p>	<p>Doesn't always communicate well Can be preoccupied Ignore parameters</p>
<p>Resource investigator</p> 	<p>Communicates well Explores opportunities Extroverted Enthusiastic</p>	<p>Loses interest after initial enthusiasm Can be over optimistic</p>
<p>Co-ordinator</p> 	<p>Good delegator Champions decision making Mature Confident Good chairperson Chairperson Good listeners Ability to see what skills the team has Calm</p>	<p>Offloads their own work onto others Manipulative</p>
<p>Shaper</p> 	<p>Loves pressure Has the drive to overcome obstacles Challenges Dynamic Extroverted Question the norm Pushes on when others want to quit</p>	<p>Can offend Argumentative</p>

Role	Team contribution	Weaknesses (allowable)
Monitor evaluator 	Can see all the options Has accurate judgement Thinks strategically	Doesn't inspire Lacks drive
Team worker 	Listens Builds Averts conflict Perceptive Diplomatic Supportive Negotiators	When the pressures on they can be indecisive 'fence sitters'
Implementor 	Converts ideas to action Reliable Disciplined Efficient They get things done You can count on them to 'get the job done'	Responds to new opportunities slowly
Completer finisher 	nit picking' Anxious Looks for errors and omissions Delivers on time Concerned with deadlines perfectionists	Worrier Doesn't like delegating
Specialist 	Dedicated Expertise Focused Take pride in their skills and abilities	Only contributes in a narrow field Gets bogged down in details Can't see the big picture

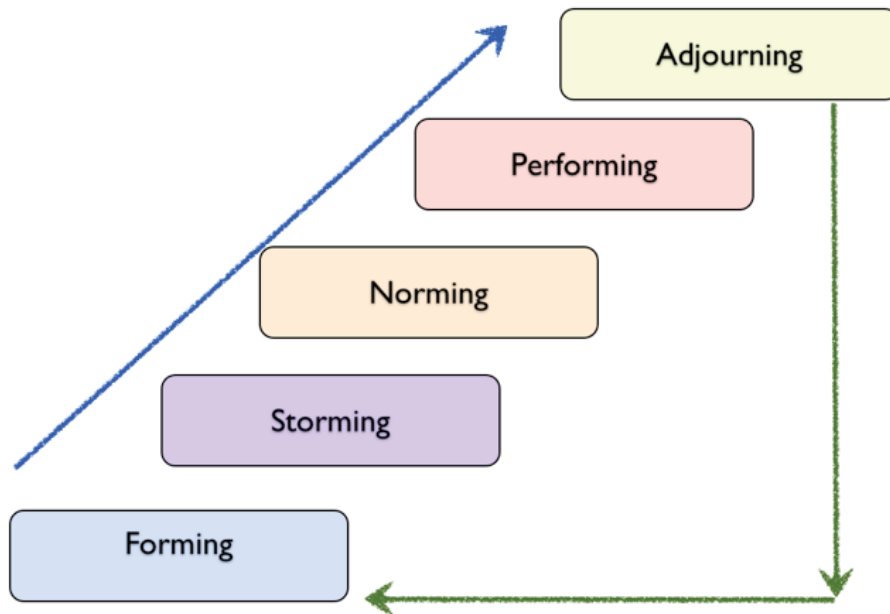
28.2 Tuckman's Team Development

The best known model of team formation is no doubt that of Bruce Tuckman (1965). He described team formation in terms of a series of stages that when completed result in:

- Growth
- Ability to face challenges
- Ability to tackle problems and find solutions
- Effective work planning
- Delivery of results

It is based on 5 stages:

- Forming
- Storming
- Norming
- Performing
- Adjourning



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Stage	Description
Forming	Members want to be accepted No one wants to 'rock the boat' People are weighing others up Routines are being established Low productivity Enthusiasm often high Members make contact and begin bonding Base level expectations are established People still act as individuals
Storming	Roles are clarified Trust is built Communication is effective Conflict arises as people vie for their position in the team Power and control is verified
Norming	Team is performing at a high level Problem solving processes are in place People start to verbalize their concerns Behaviors are constructive Decisions are made with consensus and negotiation
Performing	Effective results are achieved There is a clear strategy and shared vision Teams members act with independence The team now has a unique identity Members show concern for each other and can work collaboratively
Adjourning	Team is dismantled (after successful goal completion) People may feel insecure and threatened by the teams break up It is helpful to take time to celebrate your achievements

29 Time Management

29.1 Brian Tracy – Ugly Frog

The work of Brian Tracy (Eat That Frog!) includes reference to a Mark Twain quote, namely

“Eat a live frog first thing in the morning and nothing worse will happen to you the rest of the day.”

Mark Twain

Therefore according to Tracy if your least favorable, biggest task which will cause the most procrastination is ‘eaten’ first then it can impact positively on the rest of the day. This concept is simple and participants and course delegates like it as a metaphor.

29.2 Prime time & Down time

We all have time during the day (or night if night working) when we feel energized and ‘ready for anything’. Conversely there are other times when energy is low and tackling potentially challenging tasks maybe more daunting. Therefore, by coordinating tasks to be congruent with these time we can be more productive, efficient and time savvy.

29.3 The ‘Suitcase’



There are two ways to pack a suitcase and two main ways of approaching tasks. As far as time management goes if we undertake large tasks that we may procrastinate over first then we have time to ‘pack in’ all the smaller repetitive short time scale ones. This approach is more structured and ‘neater’ than a ‘do what you want when you feel like it’ approach.

30 Vision

30.1 Vision 'Wall'

How many times have you heard the phrases:

“you need to have vision”

“there is a copy of our vision on the wall for you all to read”

How many of us actually know what these statements mean, know what our organizations vision is, or recognize its impact on our normal working lives?

For me a successful vision connects people to a common goal, instills a sense of pride and empowers. A ‘catchy’ sentence or attainment is not in itself enough. It must be supported by; motivation, empowerment, alignment with goals and values, opportunities for development, creativity and innovation as well as energy and enthusiasm.

I have summarized what a vision should do below in my “Vision and Direction” wall.



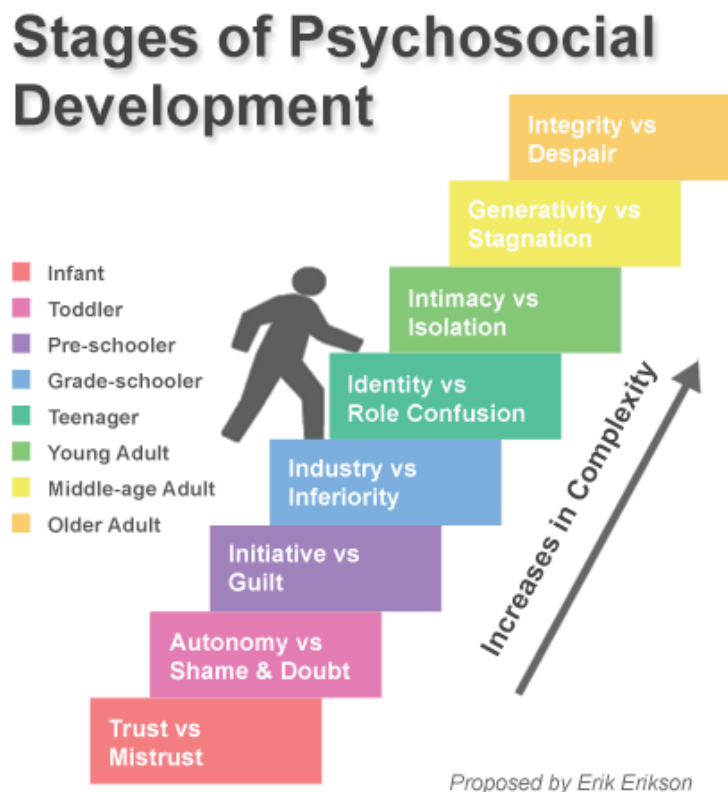
31 Work-life Balance

31.1 Erikson's Life Stages Theory

'work to live or live to work'?

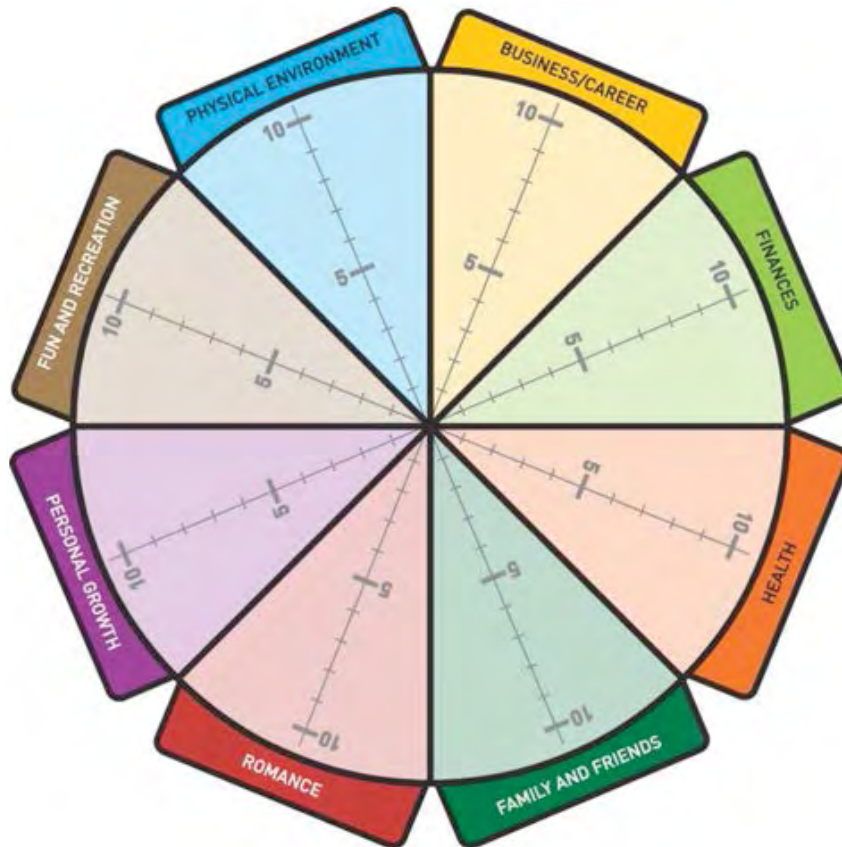
Erikson investigated the influence on a person's development from the; mind, culture and body. He assumed that the world gets bigger and failure is cumulative.

He proposed that the crucial stage of our development as far as work is concerned occurs at middle adulthood – self absorption & stagnation vs. generativity. Success during this period results in feelings of accomplishment and usefulness. Conversely failure can result in dissatisfaction or stagnation at our lack of productivity.



31.2 Work -Life Balance 'Wheel'

This piece of this wheel's 'pie' represents the elements in our life. When these elements require a disproportionate amount of our time and energy and you feel that other areas are being neglected or are suffering, your wheel can become 'unbalanced' leading to dissatisfaction and stress.



31.3 Spillover – Crossover Model

This model describes the impact on work of home and vice versa.

Many of us recognize the impact that work has on family life but this model looks at the impact that our family life has on our work. It recognizes that high job demands adversely affect staff well being and job resources (performance feedback, task identity etc.) positively affects staff. The spillage of work into home not only impacts on that member of staff but also onto their partner and other members of the household (crossover).

32 Summary

Remember the success of your activity will be influenced in no small part by:

- The congruence between the activities and the required learning outcomes
- The environment and atmosphere the facilitator creates
- The enthusiasm shown by and created by the facilitator
- Acknowledgement that some people are more comfortable than others in undertaking activities
- How the teams are 'made up' (mix, size and method)
- The quality and way the debrief is run
- The post activity follow up

I hope you have found the activities and debrief guide helpful and inspiring. By adapting these to your unique situation you can provide an environment which promotes; increased understanding, communication and learning which will continue to have impact long after the activity itself has ended.

"teamwork divides the task and doubles the success"

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