

QUICK START Icebreakers & Energizers

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Introduction

Welcome to *Quick Start Icebreakers & Energizers*, a series of short, fully reproducible exercises and role plays by Talico Inc. that are designed to help you "break the ice" in a new class or to give your training program a boost. This collection of short exercises is fun for participants, easy for you to administer, powerful enough to really motivate yet short enough so that the activities do not interfere with the main objectives of your training session. Equally important, *Quick Start Icebreakers & Energizers* have excellent technical content and they make their point clearly and dramatically -- experiential learning at its best!

In this volume the 25 exercises are first listed alphabetically by title. Then later, a convenient matrix lists them by subject or learning objective. The volume begins with a section titled *Tips for Trainers*. This is an important section to read before using any of the 25 exercises. It contains suggestions that will help you prepare your training session. This is followed by a *Standard Introductory* format that is applicable to all of the exercises. Be sure to study it carefully.

An Appendix section contains several checklists that can be used to help facilitate debriefing after an exercise is concluded. A recommended reading list is also included so that you can "beef up" your knowledge about any of the technical issues that are addressed in the series. If you need reinforcement in any of the subject areas, like conflict resolution, negotiating strategies, problem solving methods or similar subjects be sure that you take the time before class to increase your knowledge and understanding about relevant principles. Do not be caught unprepared!

Lastly, please read the following notice carefully.

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Tips for Trainers

The purpose of this section is to give you some guidelines and suggestions that can make facilitating the exercises in this series even easier. You can begin by reading this section thoroughly. Remember, your effectiveness as a facilitator will in large part determine the success of your program. Here are some tips that will help to make your job easier:

1. Commitment

The first step in the preparation phase is to ensure that you have the commitment of top management for your training. Management must set the stage by emphatically and enthusiastically expressing its position that the training program is both needed and desirable. Without this endorsement, acceptance and cooperation at lower levels may be only half-hearted.

2. Time

Each of the exercises in this series is designed to be presented in from 15 to 30 minutes. You can extend the time of each exercise as you may choose by adding other TALICO Inc. material or other material that you might design. Also, you can control the amount of time that you choose to allocate to an exercise by determining how much time you want to devote to introduce the exercise and how much debriefing time you want.

3. Physical Arrangements

- a. Where to hold the Training Meeting - Holding training meetings in-house saves money and travel time. On the other hand, being in the plant or office can result in disruptions, such as people being called out to answer the phone or handle problems. Also consider whether in-house facilities are conducive to learning; for example, are they clean, neat, and comfortable? Can the facility supply the audio/visual equipment that you will need? If not, you may want to arrange for course sessions to be held in other facilities. Motels or hotels often have comfortable meeting rooms which can be rented at nominal cost. Your area may have other suitable facilities, as well.

- b. The Meeting Room - Wherever you hold the training meeting, you will want to ensure that the room itself is suitable; large enough to accommodate everyone comfortably, well ventilated, heated or air conditioned, and well lit. Also, be sure that the room is located where it is free from distracting noise.
- c. Room Arrangement - You will need tables and chairs for all participants and for the instructor. If you plan to have the participants work on problems in teams, arrange for separate tables for each team. You also will need a table for refreshments, if you provide them.
- d. Equipment and Supplies - Be sure to have the required resource material, including pencils and paper for each participant, available for the training session. You may benefit by making overhead transparencies of key learning points developed in your sessions; in which case an overhead projector will also be needed. Also, a flip chart or chalkboard is useful for most sessions.

4. Methods of Instruction

The following alternative presentation methods are discussed for your general interest. It is possible to combine several methods in one session.

- a. Lecture - A very common teaching method, this involves the instructor making a one-way presentation to the group. Its advantage is that it involves a high amount of control over the communication process since communication is primarily in one direction, downward.

However one way communication also has certain disadvantages; you receive little, if any, feedback from the group and the process by its nature is non-participative. If you do lecture, do so sparingly. A lecture can be a boring method from the group's perspective.

- b. Lecturette - This is similar to a lecture but very brief, usually 5-10 minutes in duration. A lecturette can be most effective when used in conjunction with other methods.
- c. Group Discussion - This is a very good instructional method for actively involving the class. The leader functions primarily as a catalyst by introducing the subject, using questions to ensure group participation, keeping the discussion on track and, periodically,

summarizing and testing for the group's conclusions. Group discussion in conjunction with lecturattes can be an effective mix of teaching methods.

- d. Role Playing - Role playing is a proven method by which a person practices a skill he or she is learning. In role playing, each person is assigned a role (either prepared roles or ones that they write themselves) which describes a problem situation and provides information about the character to be played, all relating to the subject of the lesson. Usually two students role play together, one taking the role of an employee and the other that of a supervisor.

The role play participants act out the situation under the observation of their fellow participants. At the conclusion of the brief skit (usually 5-10 minutes), all parties critique the skills demonstrated.

Role playing is especially helpful when the demonstration of a skill will enhance the learning process. Performance appraisal and employee counseling skills are examples of subjects suitable for role playing.

- e. Team Activity - This method is very useful when you want the participants to work together cooperatively to make a decision or solve a problem. First, you should divide the class into teams of from 4 to 6 people each, and seat each team at a separate table. You then assign problems or situations to each team and let them collectively discuss, analyze, and solve it.

Next, you ask each team to appoint a spokesperson who reports the team's finding and discusses the problem solving or decision making process. This is followed by the rest of the group critiquing the team's work.

There is some question about the optimum size group for this type of activity. As a rule of thumb you should not have teams of less than 4 people each unless you intentionally are setting-up diads or triads (teams of two or three, respectively). Teams of less than 4 people are very easily dominated by only 1 or 2 people.

On the other hand, the maximum number of individuals on a team should be less than 10 or 12. Teams larger than this very often result in poor participation by several team members; the team is simply too cumbersome to actively involve all of the members.

Standard Introduction

Each exercise begins with a brief synopsis that is designed to provide you with a quick overview of the activity. A Presentation section then offers you suggestions for administering the exercise effectively. If you are an experienced platform trainer or facilitator you may choose to tailor the presentation to your personal instructional style. If facilitating exercises like these is new to you then you will probably benefit by following the presentation guidelines closely.

In any event, there is a standard way that you can begin each session. Because of this, and to avoid redundancy, we are including the guidelines for that standard introduction among these **Tips for Trainers**.

1. Read the entire exercise, including all exhibits, thoroughly. Make certain that you understand the learning principles that you want developed by administering the exercise and that you also understand any related technical concept. If you are not entirely clear about these principles consult the recommended reading list in the appendix or other related material of your own preference.
2. Begin the exercise session by explaining the purpose of the exercise and the specific learning objectives that you have determined for the group. Present a brief overview of the exercise concept; but be careful not to give away details that might be reserved for only part of the group.
3. Relate the exercise with the overall training module that you are conducting and explain its part in the learning process. Explain what is meant by experiential learning and tell the group how gaming simulations and role plays facilitate learning. This is necessary because sometimes students find it curious that a "game" is being made part of an instructional program.
4. Optional: if you are facilitating a session for a large group you may want to appoint one or two co-facilitators who will help you observe and record individual and team behavior during the exercise.
5. Optional: sometimes a good strategy for using an exercise is to begin without any explanation, administer the exercise, and then after experiential learning has taken place cover the issues in numbers 2 and 3 above. This "shock treatment" approach can be very useful when you want to dramatize certain points.

Activities Matrix

		Page	Communication	Conflict Management	Creativity	Diversity	Decision Making	Empowerment	Leadership	Problem Solving	Team Building
1	Crossword Puzzle	7	x				x			x	x
2	Earthquake	9	x		x			x	x	x	x
3	Esperanto	13				x	x			x	x
4	Generic	17	x	x	x	x	x	x	x	x	x
5	Humpty Dumpty's Wall	23	x								x
6	Lost Tribe	27	x			x	x				x
7	Muddled Meanings	30	x			x					
8	Negotiations	31		x	x		x			x	
9	Perceptions	39	x			x					
10	Pharaoh's Maze	44		x	x						x
11	Pilot	50	x				x		x		
12	Ploughshares	56		x	x	x	x	x	x	x	
13	Point of View	61	x			x					
14	Psst...Pass the Word	64	x	x							
15	Read Me	67	x			x					
16	Shattered Images	70		x		x					
17	Team or Group	72									x
18	Teams, Teams, Teams	76									x
19	The Bull and The Matador	77		x			x		x	x	
20	Unaccustomed as I am	84	x								
21	Vacation Time	88					x			x	x
22	Value analyze	93			x					x	x
23	We or Me?	100					x			x	x
24	Yea Team!	102	x								x
25	10 Little...Barriers	105	x	x							

1

Crossword Puzzle

Purpose

To demonstrate the synergistic potential of teamwork.

Description

A team of participants is pitted against several individuals in a race to accurately complete a common crossword puzzle.

Time

20 minutes

Resources

One team of from 4 to 6 people plus 4 to 6 additional individuals. Also needed is one copy of the same crossword puzzle (taken from a daily newspaper or other common source) for the team and one copy each of the additional individuals.

Presentation

1. Appoint a team of from 4 to 6 people from the group. Then ask for from 4 to 6 additional volunteers. Match the number of extra volunteers to the number of people on the team.
2. Arrange the team at a table so that they can work together on the task. However, seat the individual volunteers in such a way that they can work on the task individually -- not as part of a team.
3. Inform the team and the individuals that they will have 15 minutes to complete the crossword puzzle. Instruct the team that they are to make a team decision on each of the words. Instruct the individuals that they are to complete the crossword puzzle alone.
4. Commence the exercise and allow it to proceed for 15 minutes. Then call a halt.

5. Critique the product of the team versus the products of the individual contributors. Determine if the team produced a better quality product (based on accuracy and time) than the majority of individual contributors.
6. Conduct an exercise debriefing. What usually occurs is that the team will produce a better quality product than the average individual. Sometimes, though, it will take the team longer to complete the task than the "best" individual contributor. If the team was more accurate than all of the individual contributors a demonstration of synergy was achieved. Relate the results to the pros and cons of team problem solving in the work place.

Note: Refer to the appendixes and use any of the material in that section that will help you facilitate this activity effectively.

2

Earthquake!

Purpose

To assess how effectively participants process vital information and develop a workable plan of action when under severe time restraints.

Description

Participants assume the role of coworkers at a company located adjacent to the Los Angeles International Airport who are in a car pool. A mid-day 7.4 earthquake occurs and the employees rush to return home to ensure the safety of their families. The problem is that the earthquake has severely disrupted the highway infrastructure and the carpool participants must quickly find an alternate route home.

Time

25 minutes

Resources

One copy of Exhibits 2.1 and 2.2 for all participants, flip chart with pad and felt marker, paper and pencils or pens for all participants.

Presentation

1. Divide the group into teams of from 4 to 6 people each. Arrange seating so that the teams are at tables where they can conveniently lay out material and discuss the problem.
2. Distribute Exhibits 2.1 and 2.2 to all participants. Read the scenario in Exhibit 2.1 aloud and inform the teams that time is critical. They have only 10 minutes to find an alternative way back to their home area in West Covina.
3. Begin the activity and allow the teams ten minutes to work on it. During that time carefully observe the behavior of the various teams, especially with respect to the way that they process information and use it to formulate a plan of action.

4. At the end of 10 minutes halt the activity. Inform the teams that there are several possible routes that they could take to get home under the circumstances presented in the scenario. Tell them that the exact route they might take was not the principal focus of the activity. Instead, explain that what was most important was how they processed the information they had among themselves and how they used it to reach a decision.
5. Conduct an activity debriefing in which you call on teams at random and ask them diagnostic questions about their team process during the activity. Use checklists from the appendix section as appropriate to aid you in this discussion.

Note: Refer to the appendixes and use any of the material in that section that will help you facilitate this activity effectively.

Exhibit 2.1 -- Briefing Sheet

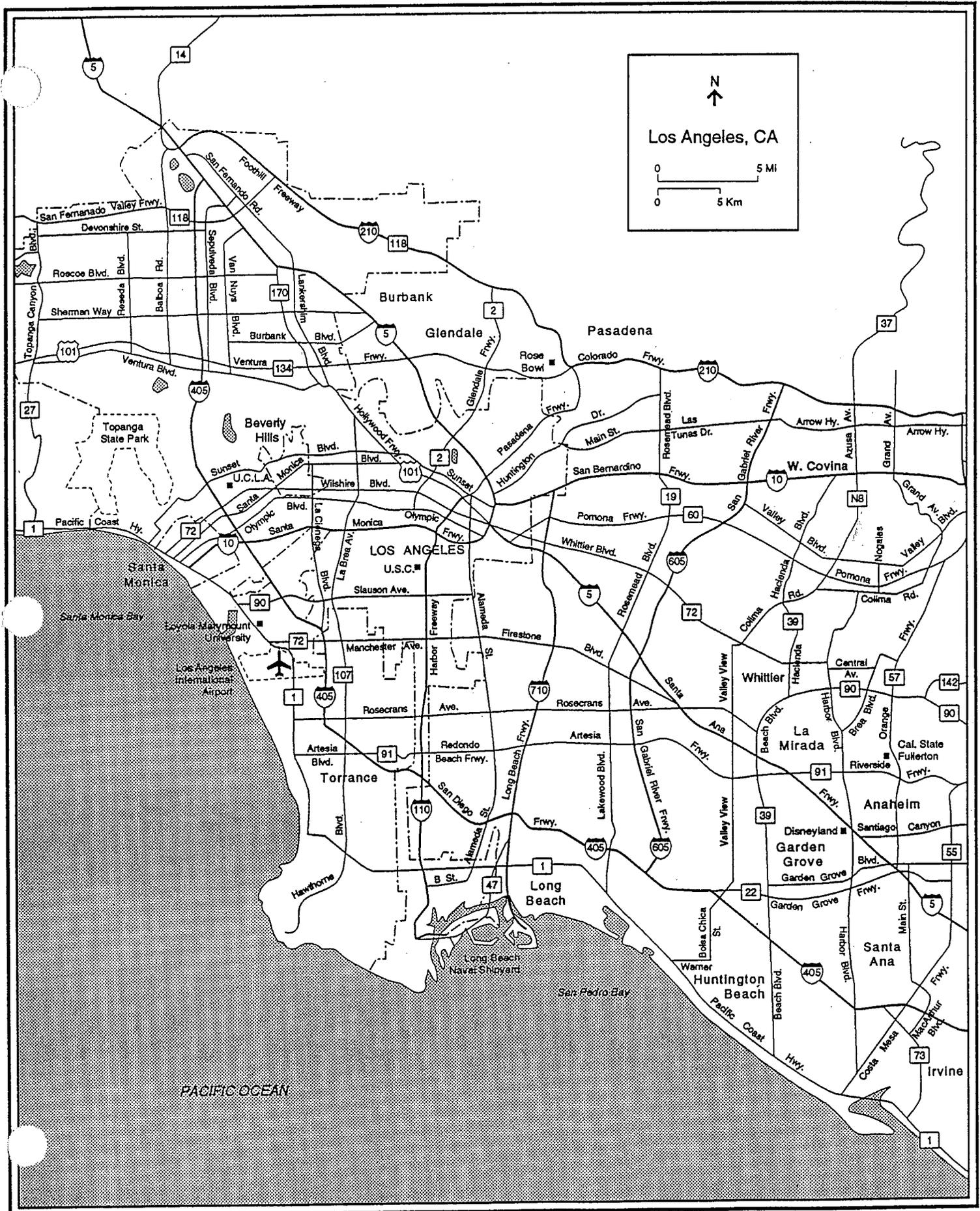
You and your family live in West Covina, California, a suburb of Los Angeles. You work at a company that is located adjacent to the Los Angeles International Airport. Every work day you travel to work in a carpool with four other employees of the same company. The driver of the carpool usually travels to and from work by getting on I-10 at Azusa Ave. and taking I-10 to I-110. He or she then takes I-110 to Manchester Avenue which leads right to the company where you are employed.

At 12:45 PM an earthquake in the magnitude of 7.4 on the Richter Scale strikes the area causing severe damage to buildings and to the highway infrastructure. Your company immediately closes the facility until further notice and the five of you, all uninjured, rush to the car so that you can return to your families. You turn on the car radio and catch the following News broadcast:

"... causing severe property damage and possible loss of life. All interstate highways north of Firestone Blvd. and west of I-605 and including I-605 are closed. The overpass at I-710 and Route 72 has collapsed. A five-car accident has blocked the Orange Freeway in Puente Hills and a fire with dense smoke is causing traffic on Lakewood Blvd. in the Bellflower area to come to a standstill. Beach Blvd., in the area of Disneyland, is nearly impassable with heavy traffic. More reports to follow shortly."

Aftershocks are already being felt and you have only minutes to decide on a route that has the best chance of getting you safely home to your families.

EXHIBIT 2.2 - Map of Los Angeles and Vacinity



4

Generic

Purpose

The purpose of this exercise can be tailored to the particular needs of your organization.

Description

This activity can be either a role play exercise or a management problem/case study activity. Generic forms are provided so that tailoring to your particular needs can be accomplished.

Time

Open

Resources

Exhibits 4.1, 4.2, 4.3, 4.4, flip chart with pad and marker, paper and pencils or pens for participants.

Presentation

1. Either (a) select subjects that you believe are important and relevant to the group or (b) ask the group to make a list of subjects that they want to deal with in this session.
2. Determine if you want to use the role play or case study method for this session. If you plan to use role play divide the class into triads (teams of 3 people each). If you plan to use case study divide the class into teams of from 4 to 6 people each.
3. Distribute reproduced copies of either Exhibits 4.1 and 4.2 or 4.3 and 4.4 to the participants as may be appropriate. Instruct the teams to use the subject that they selected (or that you assigned) as the basis for the activity and have them complete the appropriate exhibits.
4. Facilitate either the role play exercises or the case study discussions among the teams as appropriate. In most cases from 15 to 30 minutes will be required for these activities.

5. Conduct a debriefing in which you focus both on the technical content of the activity (the subject issue) and also on the team process that you observed among participants. Use whatever material in the appendixes that you need to assist you in the debriefing and/or in the observation of the activities.

Note: Refer to the appendixes and use any of the material in that section that will help you facilitate this activity effectively.

Exhibit 4.1 -- Role Play Exercise Worksheet (1)

Describe a problem situation which has occurred or that could occur in your organization and that could affect you; i.e. dealing with difficult personalities, motivating employees, etc. Provide as much detail as possible. Be sure to specify who, what, when, where, how much, how often and other details that will help role participants understand the situation that you describe.

Explain how the situation that you have just described could have a negative effect on your own work performance or on the performance of your organization.

Exhibit 4.2 -- Role Play Exercise Worksheet (2)

Identify the roles of employees within your organization who either were or who could be involved in the above situation. Assign a fictitious name for each of the roles that you have identified. List both the roles and assigned fictitious names below.

NAME	POSITION
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

List the problem solving objectives that you believe should be established for the situation that you described.

1. _____
2. _____
3. _____

Determine role play assignments among the members of your class team. Then, follow the instructions of the class facilitator/instructor regarding procedures and time limits for conducting the role play exercise.

Exhibit 4.3 -- Case Study Worksheet (1)

Describe a problem situation which has occurred or that could occur in your organization and that could affect you; i.e. administering discipline, coaching employees to improve performance, etc. Provide as much detail as possible. Be sure to specify who, what, when, where, how much, how often and other details that will help participants understand the situation that you describe.

Explain how the situation that you have just described could have a negative effect on your own work performance or on the performance of your organization.

Exhibit 4.4 -- Case Study Worksheet (2)

List the problem solving objectives that you believe should be established for the situation that you described.

1. _____
2. _____
3. _____

Briefly explain how you would handle the situation or solve the problem that you described.

What obstacles might you encounter as you take the problem solving action that you have described above? How could you overcome these obstacles?

5

Humpty Dumpty's Wall

Purpose

To demonstrate the value of feedback in the communication process.

Description

Two teams (pairs) of participants race to repair a wall before it collapses and spills poor Humpty Dumpty on the ground (and we all know what happens then). The problem is that only one team is initially allowed the benefit of feedback.

Time

20 minutes

Resources

Two flip charts with pads and markers. One copy of Exhibit 5.1 for each participant and for the "builders" and one copy of Exhibit 5.2 for the "architect".

Presentation

1. Place each of the flip charts at opposite sides of the front of the group with the chart side facing the group. Draw a bold horizontal line from left to right across the top of each chart to simulate the top of a wall. (For fun draw an egg on top of the wall.)
2. Appoint two teams of two people each. One member of each team will be the builder and the other will be the architect.
3. Builders are to face the flip charts and under no circumstances are they to turn around. Each architect must stand at least 10 feet behind his/her builder. One architect must have his/her back to his/her builder and may not see the flip chart. But, the other architect may face his/her builder and see the chart.
4. When builders and architects are in place distribute one copy of Exhibit 5.1 to builders and one copy of Exhibit 5.2 to all participants except for the builders. Then begin the race by

instructing the architects to describe Exhibit 5.2 to their builder. Builders may not ask any questions. They are simply to do their best to replicate Exhibit 5.2 based on the instructions of their architect.

5. After 3 to 4 minutes allow the other architect to turn around and face his/her builder. Also allow both builders to ask questions. Halt the activity when one builder wins the race by being the first to correctly complete the repair.

Note: This exercise demonstrates the value of feedback. The architect who first was allowed visual feedback had a head start. Then, when both architects were allowed both visual and verbal feedback the pace of the race increased!

EXHIBIT 5.1 - Repairing the Wall

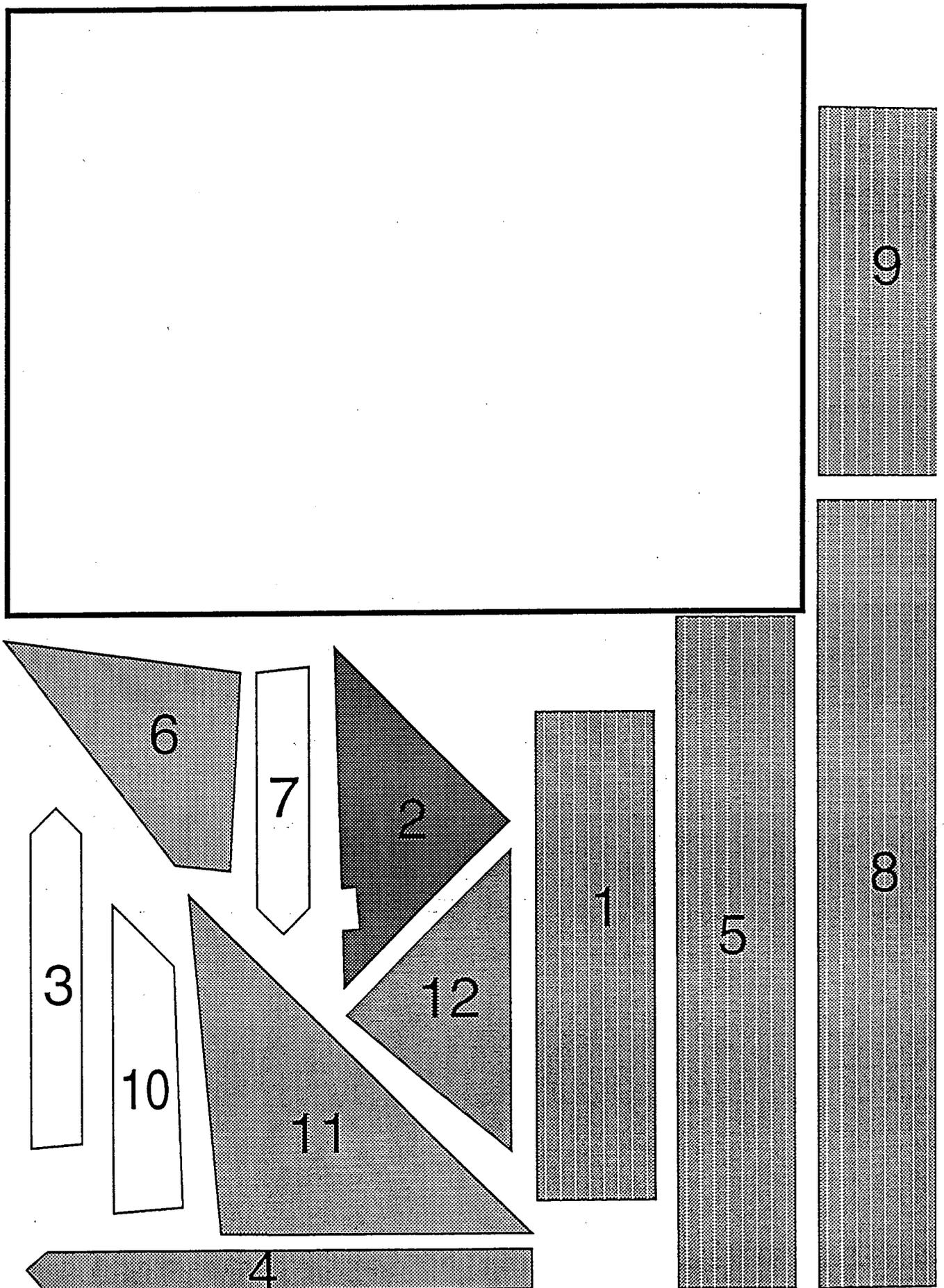
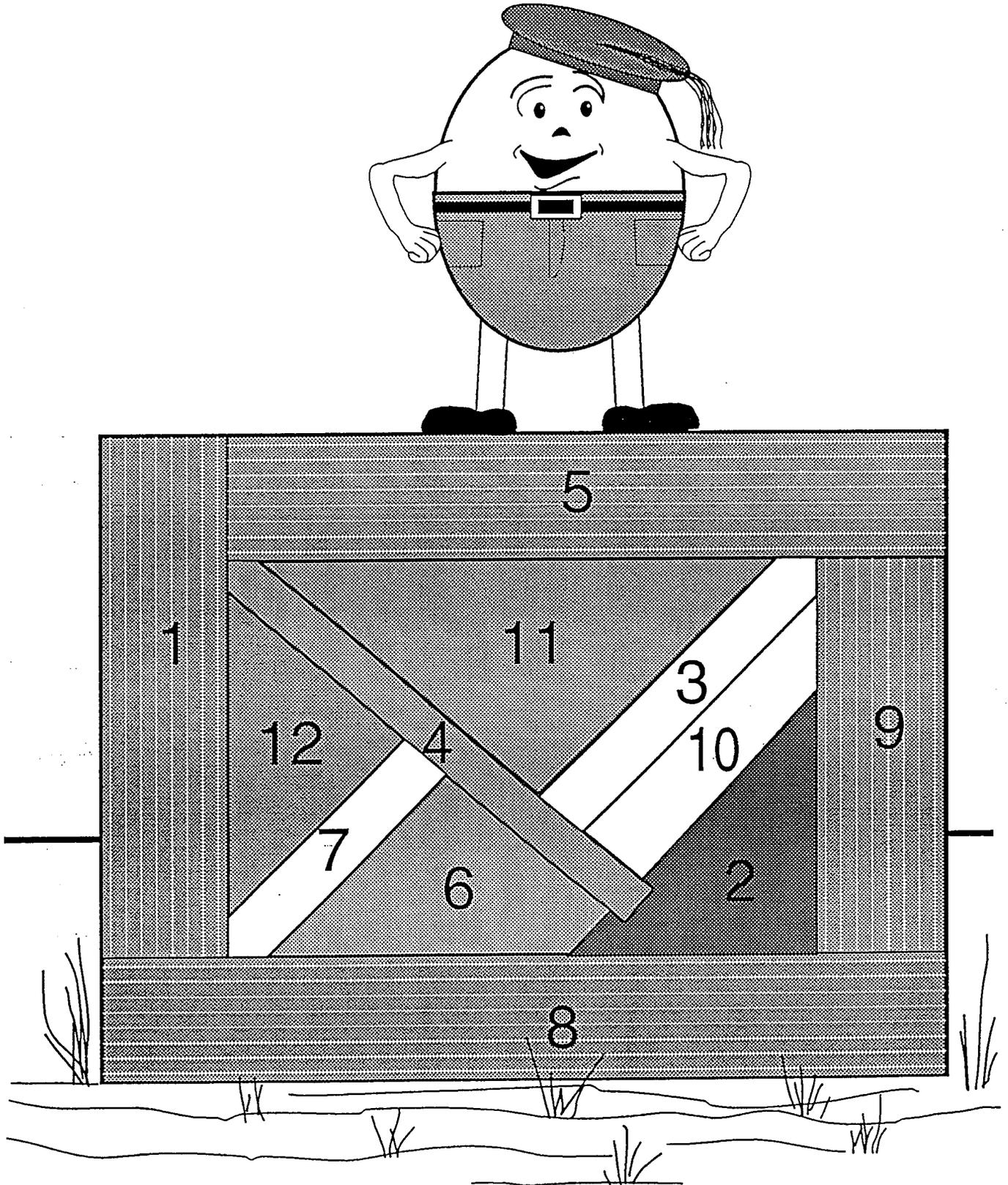


EXHIBIT 5.2 - Information for the Architect



6

Lost Tribe

Purpose

To familiarize participants with the process by which a message is transformed into symbols and with the means by which communication symbols can be transmitted to a receiver.

Description

This is a short simulation in which participants take the role of a team of explorers that is trying to determine how to communicate with a lost tribe that has just been discovered in a remote jungle.

Time

20 minutes

Resources

Flip chart with pad and marker. Note pads and pens or pencils for each team of participants. One copy of Exhibit 6.1 for each participant.

Presentation

1. Arrange participants in teams of from 4 to 6 people each at tables. Distribute one copy of Exhibit 6.1 to each participant.
2. Read Exhibit 6.1 aloud. Remind the group that they must think of all the ways by which the message might be conveyed to the tribe. Allow 10 minutes for this activity.
3. At the end of 10 minutes halt the exercise and call on the teams at random. Ask a spokesperson for the teams called to report their team's conclusions.
4. On the flip chart make a list of all of the ways suggested by the teams; i.e. using light flashes, hand signals, smoke patterns, graphic or pictorial symbols, etc.

5. Conduct a brief group discussion about the process of communication that occurs within your organization. Point out that there are many ways to convey a message from one person to another in addition to the traditional verbal process. Discuss the relative effectiveness of alternative ways by which messages are conveyed within organizations.

Note: Refer to the appendixes and use any of the material in that section that will help you facilitate this activity effectively.

Exhibit 6.1 -- Message to the Lost Tribe

You are a member of a team of explorers who are in search of the fabled "Lost Tribe" in the jungles of B'Nami. Excitement reigns high in your camp as one of your native guides returns from a scouting mission and reports that the tribe has just been found only a few miles away. There is a problem, though. The guide reports that there is ample evidence that according to the Lost Tribe's customs, verbal communication and even sign language with outsiders is strictly taboo.

Your task now is to determine how you can communicate with the Lost Tribe without using either verbal means or sign language. You have only ten minutes to think of alternative ways to convey a message to the Lost Tribe.

Muddled Meanings

Purpose

To show that what we say is not always what we mean to say.

Description

This is a short exercise in which group participants recall and write down things that they have said that were misinterpreted by others.

Time

15 Minutes

Resources

Note pads with pens or pencils for all members of the group.

Presentation

1. Ask each member of the group to write down 2 to 3 specific examples of situations when they said something that was misinterpreted by another person.

Example: "I want to make a reservation for a double room for next Saturday." In this case the reservation was made on Monday with the intent that the hotel would book a reservation for the following Saturday. However, the desk clerk interpreted the word "next" to mean the Saturday of the week next after the current week.

2. At random ask members of the group to present their examples and ask them to report what problems the misinterpretations caused.
3. Now, ask the group how the speaker might have communicated the message so that a misunderstanding could have been avoided.

Note: Refer to the appendixes and use any of the material in that section that will help you facilitate this activity effectively.

8

Negotiations

Purpose

To familiarize participants with alternative negotiating strategies.

Description

Three concurrent negotiating sessions take place among opposing triad teams. Each session is structured to result in one of three types of outcomes: win-win, win-lose or lose-lose.

Time

30 minutes

Resources

Exhibits 8.1a through 8.3b, paper with pencils or pens for all participants, flip chart with pad and marker.

Presentation

1. Divide the group into three pairs of triads (teams of three people each). Arrange the seating so that pairs of triads can confront each other across a negotiating table.
2. Pair the triads into opposing teams. Distribute one copy of Exhibit 8.1a to one triad and one copy of Exhibit 8.1b its opposing triad. Repeat this process with the balance of the exhibits for the remaining two sets of opposing triads.
3. Instruct the teams to read and study their respective information sheets. Then allow the teams 5 minutes to develop a negotiating position.
4. At the end of 5 minutes call for a pause. Inform the teams that for the next 15 minutes they are to negotiate the issue with their opposing triad. Inform them that they must reach a settlement by the end of that time or both triads will default.

5. At the end of 15 minutes halt the exercise and ask a representative from each pair of triads to report on their status.
6. Conduct a debriefing in which you focus on whether or not the teams reached a win-win, win-lose, or lose-lose negotiating conclusion and why.

Note: Refer to the appendixes and use any of the material in that section that will help you to facilitate this activity effectively.

Exhibit 8.1a

A commercial group is trying to build a strip shopping center near an exclusive residential area. The site is currently zoned for multi-family use (meaning that condominiums or apartments can be built there.) The residents of the area strongly oppose the shopping center claiming that it will destroy the aesthetics of their neighborhood and that there are already too many shopping strips in the area.

Although the county planning and zoning commission has tentatively approved the developers plans, the residents have formed a committee to oppose the development and they seem to have found strong leverage in the form of an environmental concern. Specifically, the only practicable site for the development would be in an area that borders protected wetlands.

A strip shopping center will require more space than apartments or condominiums and would require that the developers infringe into the wetlands. In order to proceed with the development the developers must obtain a permit to replace the disturbed part of the wetlands from the state environmental authority. However, the permit petition can be blocked by the residents if they choose.

You are a team of negotiators representing the developers. You are now preparing to meet with negotiators representing the residents in an attempt to resolve the problem. You are willing to make extensive additional investment in area beautification in order to obtain their agreement.

Exhibit 8.1b

A commercial group is trying to build a strip shopping center near an exclusive residential area. The site is currently zoned for multi-family use (meaning that condominiums or apartments can be built there.) The residents of the area strongly oppose the shopping center claiming that it will destroy the aesthetics of their neighborhood and that there are already too many shopping strips in the area.

Although the county planning and zoning commission has tentatively approved the developers plans, the residents have formed a committee to oppose the development and they seem to have found strong leverage in the form of an environmental concern. Specifically, the only practicable site for the development would be in an area that borders protected wetlands.

A strip shopping center will require more space than apartments or condominiums and would require that the developers infringe into the wetlands. In order to proceed with the development the developers must obtain a permit to replace the disturbed part of the wetlands from the state environmental authority. However, the permit petition can be blocked by the residents if they choose.

You are a team of negotiators representing the residents. You are now preparing to meet with negotiators representing the developers in an attempt to resolve the problem. Your main concern is to protect the aesthetics of the area and your property values.

Exhibit 8.2a

A commercial group is trying to build a strip shopping center near an exclusive residential area. The site is currently zoned for multi-family use (meaning that condominiums or apartments can be built there.) The residents of the area strongly oppose the shopping center claiming that it will destroy the aesthetics of their neighborhood and that there are already too many shopping strips in the area.

Although the county planning and zoning commission has tentatively approved the developers plans, the residents have formed a committee to oppose the development and they seem to have found strong leverage in the form of an environmental concern. Specifically, the only practicable site for the development would be in an area that borders protected wetlands.

A strip shopping center will require more space than apartments or condominiums and would require that the developers infringe into the wetlands. In order to proceed with the development the developers must obtain a permit to replace the disturbed part of the wetlands from the state environmental authority. However, the permit petition can be blocked by the residents if they choose.

You are a team of negotiators representing the developers. You are now preparing to meet with negotiators representing the residents in an attempt to resolve the problem. You are very angry that these hard-headed people are trying to block the project because if they are successful there is no way that the developers can recoup the substantial investment that they have already made and, in addition, they would lose the prospect of a very attractive profit on the property.

You have no intention of yielding to the residents. One strategy would be to threaten them with building cheap, low cost apartments instead of the shopping center. Let them chew on that possibility for a while!

Exhibit 8.2b

A commercial group is trying to build a strip shopping center near an exclusive residential area. The site is currently zoned for multi-family use (meaning that condominiums or apartments can be built there.) The residents of the area strongly oppose the shopping center claiming that it will destroy the aesthetics of their neighborhood and that there are already too many shopping strips in the area.

Although the county planning and zoning commission has tentatively approved the developers plans, the residents have formed a committee to oppose the development and they seem to have found strong leverage in the form of an environmental concern. Specifically, the only practicable site for the development would be in an area that borders protected wetlands.

A strip shopping center will require more space than apartments or condominiums and would require that the developers infringe into the wetlands. In order to proceed with the development the developers must obtain a permit to replace the disturbed part of the wetlands from the state environmental authority. However, the permit petition can be blocked by the residents if they choose.

You are a team of negotiators representing the residents. You are now preparing to meet with negotiators representing the developers in an attempt to resolve the problem.

Exhibit 8.3a

A commercial group is trying to build a strip shopping center near an exclusive residential area. The site is currently zoned for multi-family use (meaning that condominiums or apartments can be built there.) The residents of the area strongly oppose the shopping center claiming that it will destroy the aesthetics of their neighborhood and that there are already too many shopping strips in the area.

Although the county planning and zoning commission has tentatively approved the developers plans, the residents have formed a committee to oppose the development and they seem to have found strong leverage in the form of an environmental concern. Specifically, the only practicable site for the development would be in an area that borders protected wetlands.

A strip shopping center will require more space than apartments or condominiums and would require that the developers infringe into the wetlands. In order to proceed with the development the developers must obtain a permit to replace the disturbed part of the wetlands from the state environmental authority. However, the permit petition can be blocked by the residents if they choose.

You are a team of negotiators representing the developers. You are now preparing to meet with negotiators representing the residents in an attempt to resolve the problem. You are very angry that these hard-headed people are trying to block the project because, if they are successful, there is no way that the developers can recoup the substantial investment that they have already made and, in addition, they would lose the prospect of a very attractive profit on the property.

You have no intention of yielding to the residents. One strategy would be to threaten them with building cheap, low cost apartments instead of the shopping center. Let them chew on that possibility for a while! The only trouble is that such a venture would be totally unprofitable.

Exhibit 8.3b

A commercial group is trying to build a strip shopping center near an exclusive residential area. The site is currently zoned for multi-family use (meaning that condominiums or apartments can be built there.) The residents of the area strongly oppose the shopping center claiming that it will destroy the aesthetics of their neighborhood and that there are already too many shopping strips in the area.

Although the county planning and zoning commission has tentatively approved the developers plans, the residents have formed a committee to oppose the development and they seem to have found strong leverage in the form of an environmental concern. Specifically, the only practicable site for the development would be in an area that borders protected wetlands.

A strip shopping center will require more space than apartments or condominiums and would require that the developers infringe into the wetlands. In order to proceed with the development the developers must obtain a permit to replace the disturbed part of the wetlands from the state environmental authority. However, the permit petition can be blocked by the residents if they choose.

You are a team of negotiators representing the residents. You are now preparing to meet with negotiators representing the developers in an attempt to resolve the problem. There is no possible way that you will let the developers get that permit. Further, you anticipate that they may try to "play games" with you in some way concerning the current zoning of that site. Let them. Anything would be better than a strip mall!

9

Perceptions

Purpose

To dramatize how perceptual differences can inhibit understanding among individuals.

Description

A triad of participants attempts to reach consensus as they prepare a written description of an object. Unknown to the participants is that they have each seen three different views of the same object.

Time

25 minutes

Resources

Exhibits 9.1 through 9.3 and a note pad with pen or pencil.

Presentation

1. Divide the class into triads (groups of 3 people). Arrange for each triad to sit together around a small table or otherwise arrange their seating so that they can work conveniently together on the exercise.
2. Assign each individual in a triad an A or B or C letter code. Do not use a particular letter code more than once within each triad.
3. Call all of the "A" triad members to a private corner of the room and show them Exhibit 9.1. Allow them to see the exhibit for 30 seconds and tell them quietly that they may not discuss what they have seen with anyone else in their triad. They are not allowed to take a copy of what they saw back to their triad.
4. Repeat the process in Step 3 for other members of the triad, showing the "B" members Exhibit 9.2 and the "C" members Exhibit 9.3.

5. Instruct the triads to discuss the object that they saw among themselves and to prepare a written description of the object. They must achieve consensus as to the description. Allow the triads 15 minutes to complete the assignment.
6. At the end of 15 minutes halt the exercise and briefly ask the triads to report any difficulties they may have had reaching consensus. Show the class the 3 different views of the object. Briefly discuss how perceptual differences such as they have just experienced can adversely affect communication and interpersonal relations.

Note: Refer to the appendixes and use any of the material in that section that will help you facilitate this activity effectively.

EXHIBIT 9.1

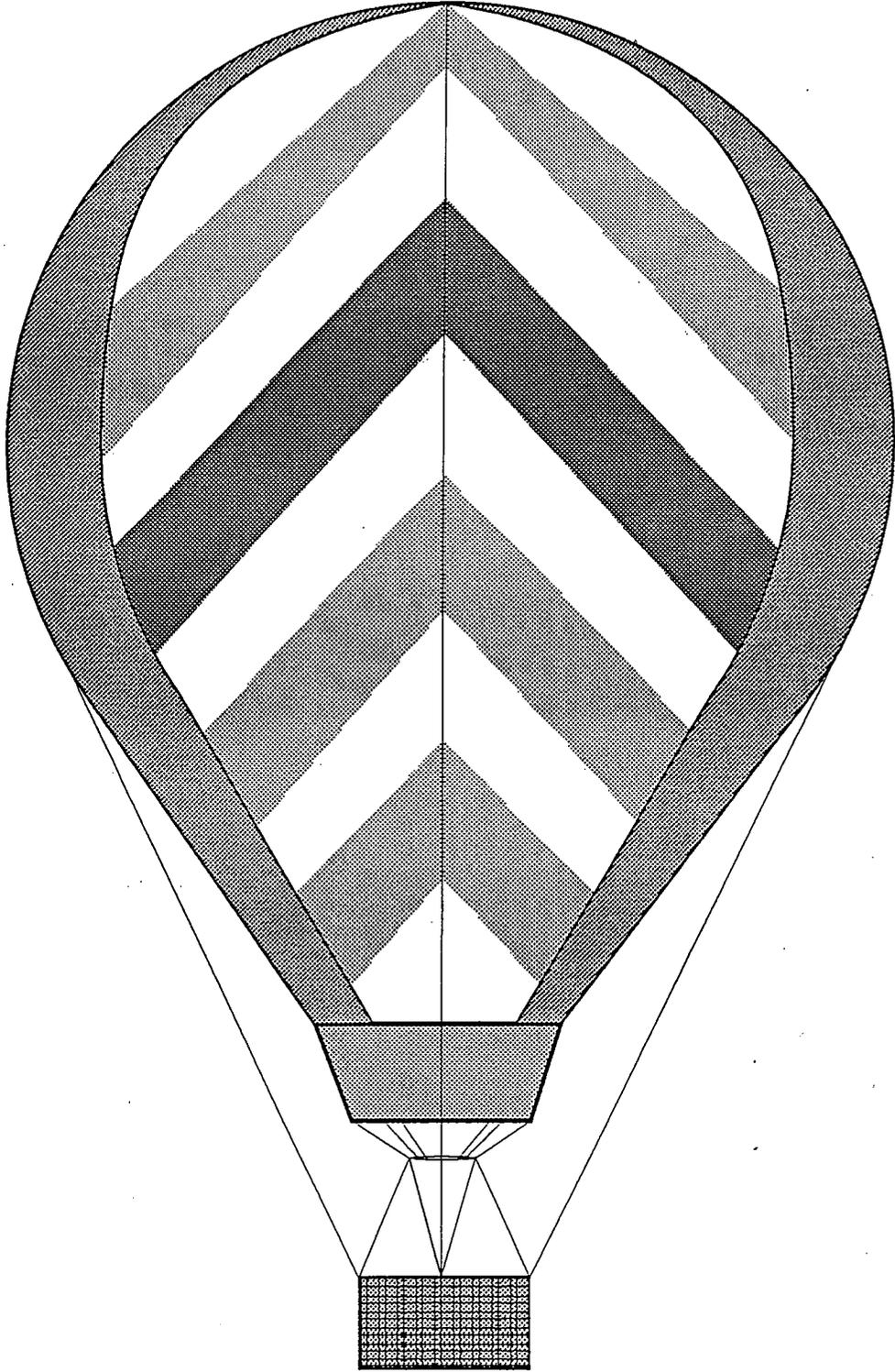


EXHIBIT 9.2

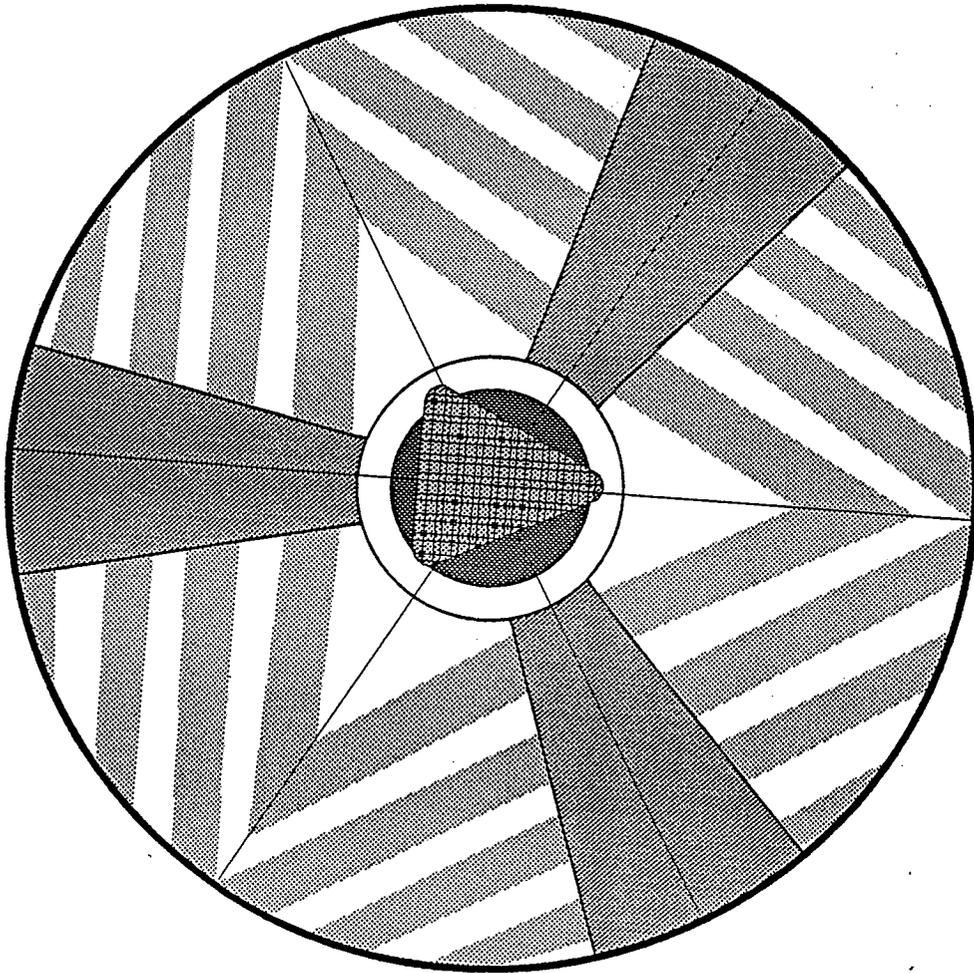
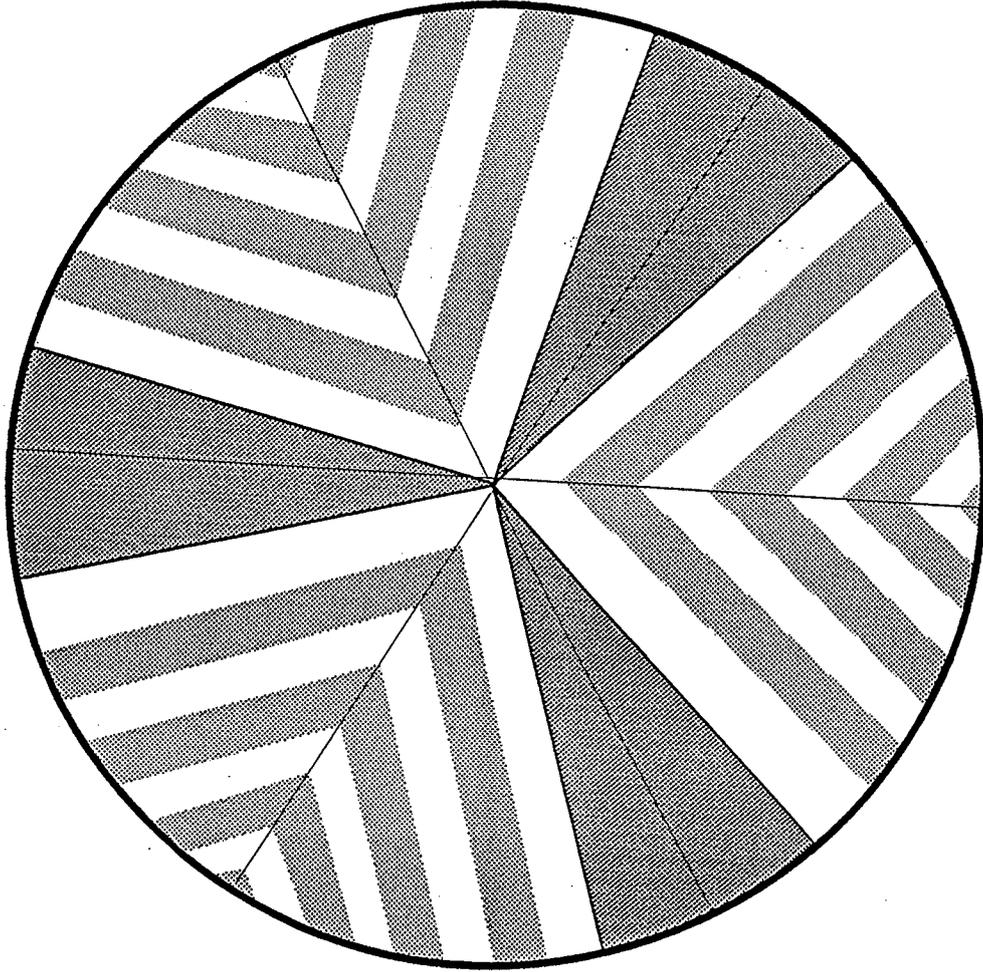


EXHIBIT 9.3



10

Pharaoh's Maze

Purpose

To demonstrate the affect that teamwork versus competition can have on interpersonal attitudes within a group.

Description

Triads of participants try to work their way through Pharaoh's Maze in an attempt to reach the treasure room. Half of the triads are informed that when they reach it all members in the triad will share equally in the treasure. The other half of the triads are told that the first member of the triad who finds the correct route gets all of the treasure.

Time

20 minutes

Resources

One copy of Exhibit 10.1 for one half of the triads and one copy of Exhibit 10.2 for the other half. One copy of Exhibit 10.3 for all participants in the exercise.

Presentation

1. Form the group into triads situated around tables.
2. Distribute one copy of Exhibit 10.1 to one half of the triads and one copy of Exhibit 10.2 to the other half.
3. Instruct all triads to read the instructions themselves (do not read them aloud yourself). Allow 2 to 3 minutes for them to read the instructions and then instruct the triads to proceed with the exercise. Tell them that they must find the treasure within 5 minutes.
4. At the end of 5 minutes halt the exercise.
5. Distribute one copy of Exhibit 10.3 to all participants. Ask them to complete this form.

6. Conduct a short debriefing session in which you lead a group discussion about the issues raised in Exhibit 10.3. The main issue is the affect on behavior that is produced by competition versus collaboration.

Note: Before conducting the exercise make a timed "dry run" through the maze. Consider how long you believe it will take the average person in the planned group or class to go through the maze. Shorten or lengthen the time period accordingly.

EXHIBIT 10.1 - Pharaoh's Maze

You and the other members of your team are explorers who have discovered the fabled Pharaoh's Maze that is rumored to contain many riches in a secret treasure room. Your task now is to find a way through the maze that will lead to the treasure room. According to laws and customs, which cannot be broken under any circumstances, only the first one of your group that finds his/her way to the treasure room can claim the treasure. You have ___ minutes to work your way through the maze which is depicted below. Use a pencil to draw the correct route.

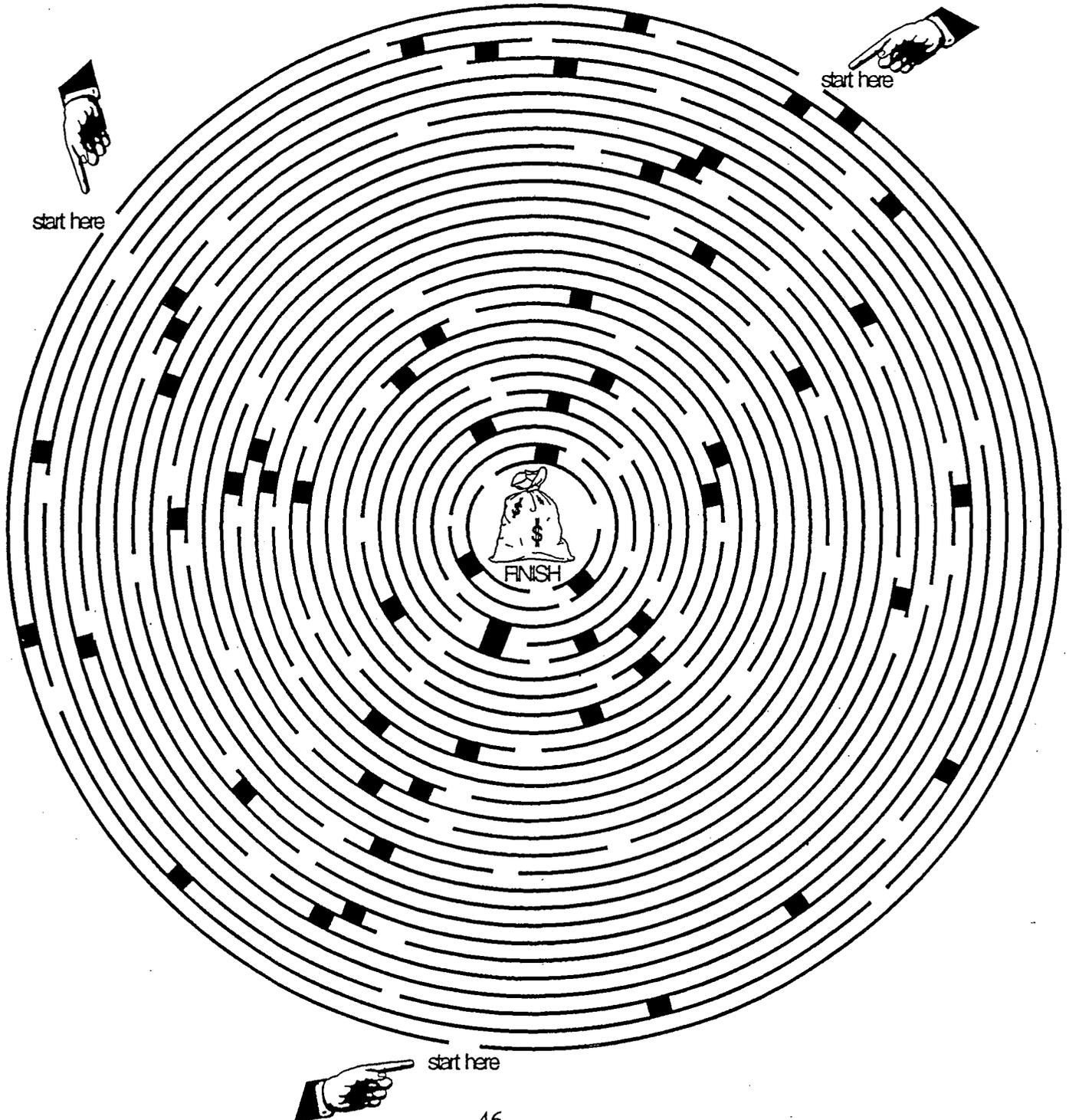
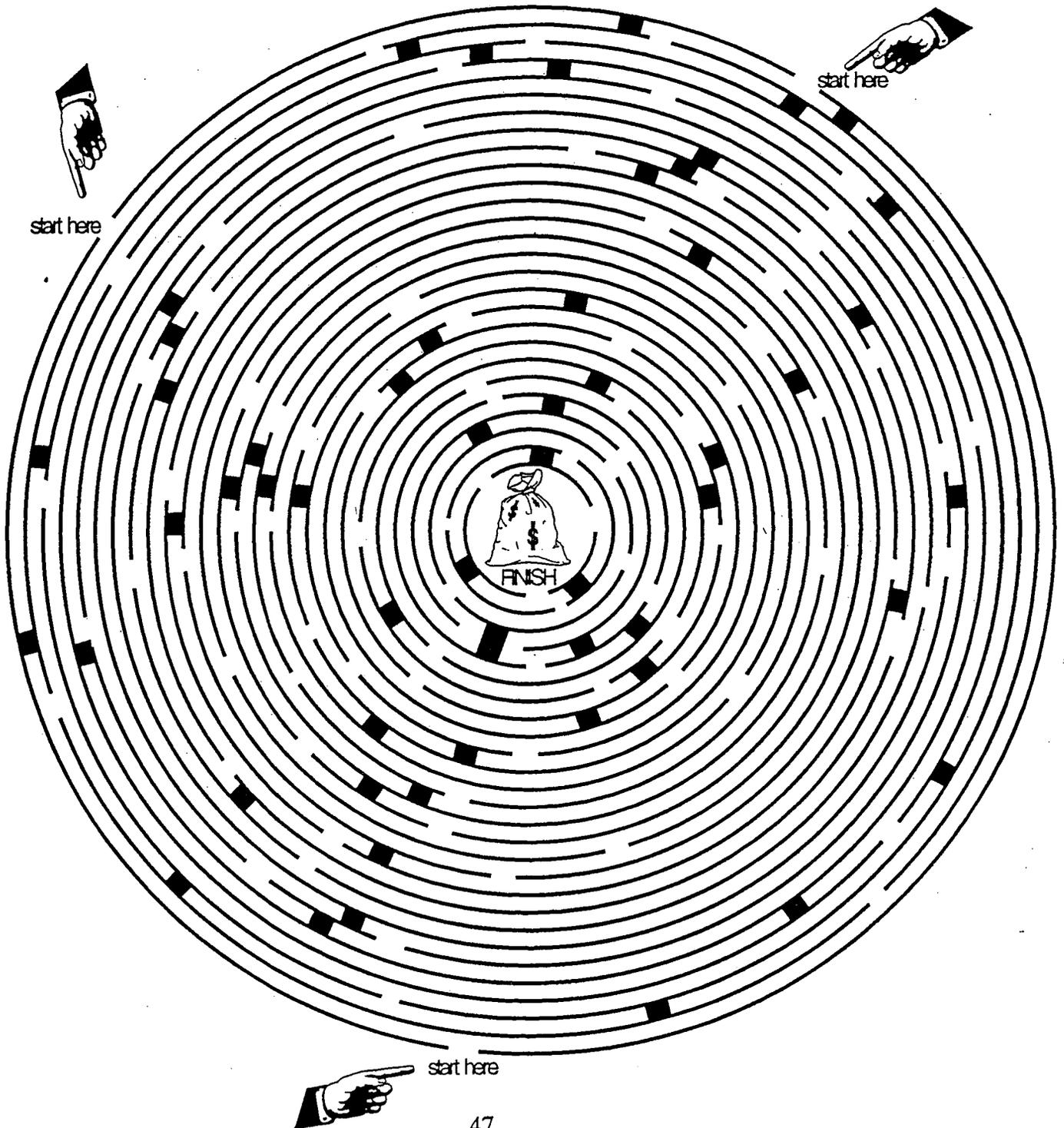


EXHIBIT 10.2 - Pharaoh's Maze

You and the other members of your team are explorers who have discovered the fabled Pharaoh's Maze that is rumored to contain many riches in a secret treasure room. Your task now is to find a way through the maze that will lead to the treasure room.

According to laws and customs, which cannot be broken under any circumstances, all members of your team must share the treasure equally if you can find it. You have _____ minutes to work your way through the maze which is depicted below. Use a pencil to draw the correct route.



SOLUTION - Pharaoh's Maze

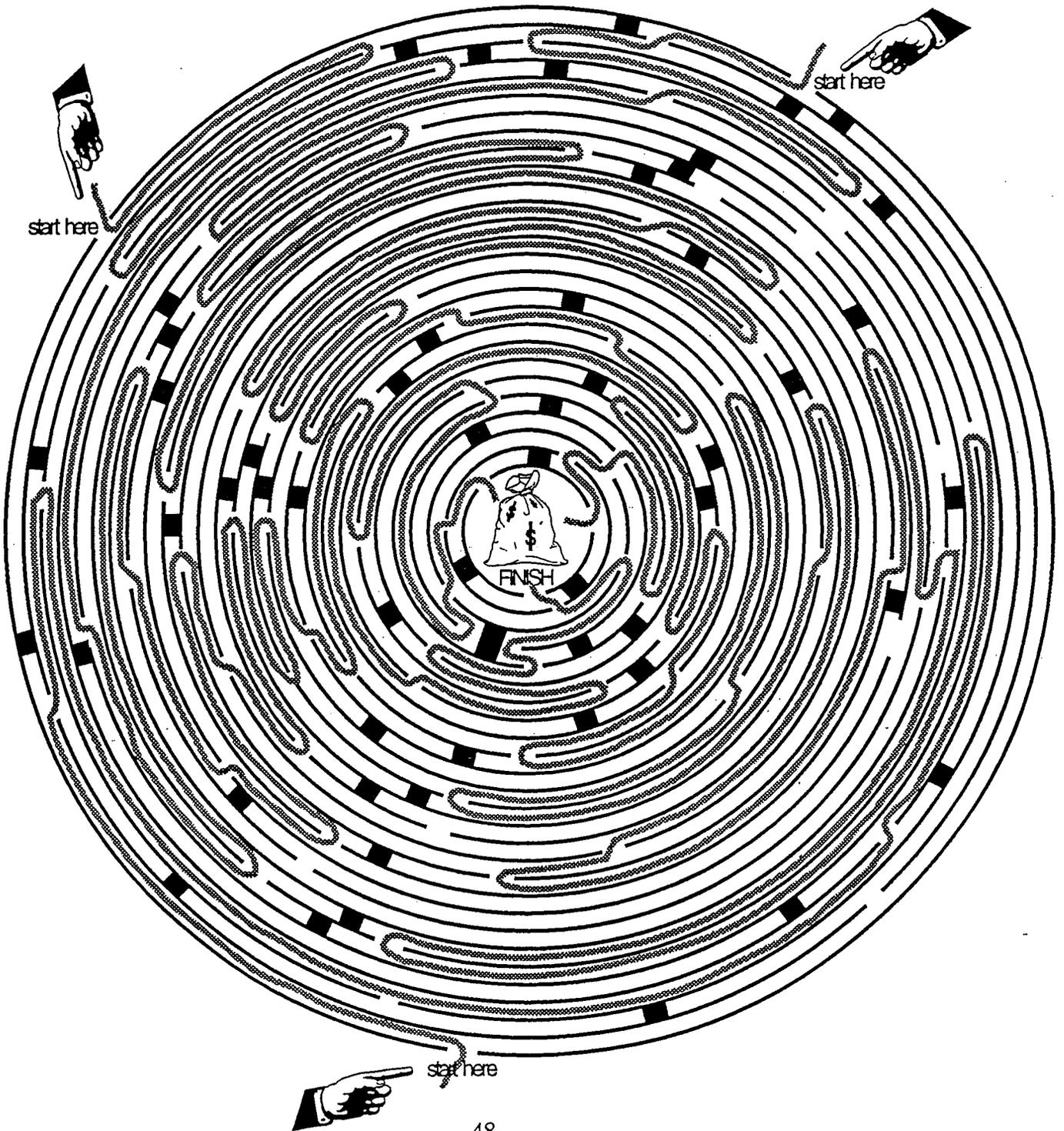


Exhibit 10.3 -- Pharaoh's Maze Debriefing Sheet

1. To what extent did you and the other members of your triad work collaboratively as a team to find the treasure?

2. How did the instructions given to you in your triad's version of the Pharaoh's Maze exhibit affect your attitude towards collaboration versus competition in this particular exercise?

3. Did you find yourself working through the maze individually or did all members of your triad discuss the situation together as a team?

4. How open was communication among the members of your triad during the exercise?

5. Did you personally find the treasure within the allotted time?

6. If you worked together as a team, did your team find the treasure within the allotted time?

7. What did you learn about competition versus collaboration as the result of this exercise? How can you apply what you learned to your job or to your personal life?