

GETTING IT STARTED

Title: CREATING A VISION

Purpose: This activity is designed to better acquaint individuals as well as getting a glimpse of the values of each person.

Group Size:
6-8

Time Needed:
15-20 minutes

Room Arrangements:
Participants seated at tables

Materials: None

- Description:**
1. Instructor explains that this activity is a journey into the world of imagination. Participants will be creating a vision of the school (or school district) of their dreams using the following descriptors:
 - physical environment
 - parents
 - curriculum
 - staff development opportunities
 - trust among staff
 - availability of instructional materials
 - skill level of the staff
 2. Participants are given 5-7 minutes to reflect upon these criteria.
 3. Participants then share their vision in the small groups.
 4. Participants may be challenged by the instructor to consider what they could do to contribute to their vision becoming a reality.

Trainer Notes:

GETTING IT STARTED

Title: INTRODUCTION CIRCLE

Purpose: To help participants become better acquainted.

Group Size:
Up to 20

Time Needed:
15-20 minutes

Room Arrangements:
Participants will need space
to form a circle.

Materials: None

Description:

1. Participants should form a circle, from most experienced to least experienced in their current job. You should complete the circle with the most experienced person being adjacent to the least experienced.
2. Participants should meet the person on their left, finding out their name, job title, where they work and one personal or professional accomplishment they are proud of that has happened in the last year.
3. Participants should then meet the person on their right and receive some words of wisdom.
4. Go around the circle with each participant introducing the person on their left to the entire group, followed by the person on their right stating their words of wisdom.

Trainer Notes:

SUCCESS IS...

OBJECTIVE: To illustrate how values and concepts may change with maturity and experience.

PROCEDURE: In discussion of interpersonal or managerial skills (or any related topic), encourage participants to think about "success." Then ask them to write out or discuss their responses to these questions:

When you were in grade school, how did you define success (i.e., in terms of money, well-known celebrities, etc.)?

When you got out of school (college or high school), how did you define success?

Now--right now--how do you define or identify success?

DISCUSSION QUESTIONS:

How many of us--as children--identified success as "making \$____,000; becoming a movie star, celebrity, etc.

Did those answers change as you left school? Why or why not?

Why do most of us now look at success so differently? (In all likelihood, most participants will equate success in nonmonetary or nonmaterialistic terms.) Many will identify quality of life, peace of mind, excellent relationships, etc.

MATERIALS REQUIRED:

None.

APPROXIMATE

TIME REQUIRED: 10-15 minutes.

SOURCE:

Unknown.

A READ AND DO TEST

OBJECTIVE: To show, in a humorous way, that people often fail to read and/or follow directions.

PROCEDURE: Distribute a copy of the "Read and Do" test to each participant (see page 171). Ask them to keep the test face down until everyone has a copy. Explain this is a timed test with a maximum time of three minutes allowed to complete the task. Offer no further instructions of any kind. Then state "OK? Ready, set-go!"

**MATERIALS
REQUIRED:** Copies of the Read and Do test.

**APPROXIMATE
TIME REQUIRED:** Five minutes.

SOURCE: Unknown.

A READ AND DO TEST

TIME LIMIT: 3 MINUTES

CAN YOU FOLLOW INSTRUCTIONS?

1. Read all that follows before doing anything.
2. Write your name in the upper right-hand-corner of this page.
3. Circle the word "corner" in sentence two.
4. Draw five small squares in upper left hand corner of this page.
5. Put an "X" on each square.
6. Put a circle around each square.
7. Sign your name under line 5.
8. After your name, write "yes, yes, yes."
9. Put a circle around number 7.
10. Put an "X" in the lower-left-hand corner of this page.
11. Draw a triangle around the "X" you just made.
12. Call out your first name when you get to this point in the test.
13. If you think that you have followed directions carefully to this point, call out, "I have!"
14. On the reverse side of this paper add 6950 and 9805.
15. Put a circle around your answer.
16. Count out loud, in your normal speaking voice, from 10 to 1.
17. Put three small pin or pencil holes in the top of this page.
18. If you are the first person to get this far, yell out, "I am the first person to get to this spot and I am the leader in following directions."
19. Say out loud, "I am nearly finished. I have followed directions."
20. Now that you have finished reading carefully, do only those things called for in the sentences numbered 1 and 2. Did you read everything on this page before doing anything?

NOTE: PLEASE BE QUIET AND WATCH THE OTHERS FOLLOW DIRECTIONS.

PLENTIFULLY PROVERBS PREACH POETICALLY

OBJECTIVE: To impress upon participants the value of concise, cogent communications, and to provide opportunities to work in task-oriented teams.

PROCEDURE: Distribute to all participants copies of the exercise on page 177. Remind them that a proverb is defined as "a short, pithy saying in frequent and widespread use, expressing a well-known truth or fact."

Ask them to translate each "hidden proverb" into its more commonly known and poetic form. (This can be done individually, or in groups.)

When sufficient time has been provided, randomly call on individuals to disclose their interpretation of what each proverb says. (This can provide a substantial opportunity for levity.)

Engage the group in a debriefing session, in which these answers are shared, and some or all of the discussion questions are used.

1. A fool and his/her money are soon parted.
2. When the cat's away, the mice will play.
3. Too many cooks spoil the broth.
4. Haste makes waste.
5. Crime does not pay.
6. A bird in the hand is worth two in the bush.
7. The early bird gets the worm.
8. Give me liberty or give me death.
9. Better late than never.

DISCUSSION QUESTIONS:

Who talks/writes like this in your organization? Why?

What is the impact of such obfuscation (OK, we're guilty, too!) on effective communication?

MATERIALS REQUIRED:

Sufficient copies of the "Proverb Simplification Test" for all participants.

APPROXIMATE

TIME REQUIRED: 15-20 minutes, depending on the mental alertness of the group.

SOURCE:

Various books of common proverbs and folklore.

PROVERB SIMPLIFICATION EXERCISE

1. An ignoramus and his/her lucre are readily disjoined.
2. In the absence of the feline race, certain small rodents will give themselves up to various pleasurable pastimes.
3. A plethora of culinary specialists vitiate the liquid in which a variety of nutritional substances have been simmered.
4. Impetuous celebrity engenders purposeless spoilage.
5. Illegal transgression has no remuneration for its perpetrators.
6. A winged and feathered animal in the digital limb is as valuable as duet in the shrubbery.
7. The warm-blooded class aves who is governed by promptitude can apprehend the small, elongated, and slender creeping animal.
8. Provide the privilege of affranchisement, or I will feel that life is not worth living.
9. A condition characterized by tardiness is more desirable than one that is systematically marked by eternal absenteeism.

GRUMBLE, GRUMBLE

OBJECTIVE: To provide an opportunity for release of tensions, and to encourage participants to surface negative feelings they may have in a safe way.

To sharpen members' needs for using their listening skills.

PROCEDURE: Pair up all participants.

Instruct participants to talk simultaneously, sharing any complaints, reservations, resentments, grievances, irritants, gripes, or concerns they have on their minds. When one member runs out of issues to disclose, s/he is then to say "grumble, grumble" until all participants are done.

Call a halt to the exercise when it is apparent that the negative energy has dissipated and only superficial "grumbling" is present.

DISCUSSION QUESTIONS:

How did you feel during the exercise? How do you feel now?

Did you feel that you were being "heard" during the exercise?

What are the benefits from this exercise?

What issues do you hear (not report) that you feel merit brief discussion?

Is there any potential application of this process in the workplace?

In what ways do we tend to fall into a "grumble, grumble" trap in our daily conversations? Are these productive?

How did this exercise test your listening skills?

MATERIALS REQUIRED:

None.

APPROXIMATE

TIME REQUIRED: 10 minutes, plus processing time for any issues to be discussed.

SOURCE:

Susan Scott, Lincoln, NB.

FUZZY MEANINGS

OBJECTIVE: To illustrate the wide range of meanings that are often attached to common words and phrases in our language.

PROCEDURE: Identify a list of words and phrases like the following that are commonly used to characterize different degrees or frequencies of events.

- a. Often
- b. Always
- c. Sometimes
- d. Never
- e. Usually
- f. Most of the time
- g. Occasionally
- h. Seldom
- i. A lot
- j. Almost always
- k. Rarely
- l. Frequently
- m. Quite often

Ask participants to specify a number between 0 and 100 that, to them, best indicates the amount (percentage) of time that each word conveys.

Collect the worksheets and tabulate them (e.g., during a break). Calculate the average responses, and note the smallest and highest figure (the range) for each.

Report the result to the group on a flip chart, overhead projector, or handout. Lead a discussion of the results.

DISCUSSION QUESTIONS:

What does the data tell you?

Which terms are the most, and least, subject to widely ranging interpretations?

What are the implications for effective communications?

GETTING IT STARTED

Title: PERSONALITY LINE-UP

Purpose: To help participants to become better acquainted.

Group Size:
Up to 30

Time Needed:
15-30 minutes

Room Arrangements:
Need wall space to post pictures. Participants need to be able to move around.

Materials: Provided by participants.

- Description:**
1. Ask each participant to bring a magazine picture illustrating his or her personality.
 2. Post all the pictures along the wall where they can be easily viewed.
 3. Ask a volunteer to place another participant under the picture they feel matches their personality and briefly explain why they made that match.
 4. Continue until everyone is matched with a picture.
 5. Ask everyone who is not under his or her own picture to sit down.
 6. Repeat the process until everyone is under the picture he or she brought.
 7. If the group does not know each other at all, you may want to use this activity in small groups rather than the entire group.

Trainer Notes:

THE 30-SECOND MONOLOGUE

OBJECTIVE: To allow attendees at meal functions or other events to become better acquainted.

PROCEDURE: The activity is designed to be used at the start of weekly or monthly organization meetings. After all participants are seated at their luncheon or dinner tables, announce it is time for the "30-Second Monologue." Each person will tell those at their table anything about her/himself that s/he wants to (name, position, hobby, avocation, etc.) in a 30 second time frame. The Program Chairperson calls time after exactly 30 seconds, at which time the second person speaks. Continue for 3-4 minutes in 30-second intervals or until each person has had her/his chance for self-introduction. (NOTE: Each table handles only those seated at that table, i.e., individuals do not speak to the entire room.)

MATERIALS

REQUIRED: None

APPROXIMATE

TIME REQUIRED: 5 minutes.

SOURCE: Deborah Dellis & Bobette Gordon, Arizona Sunbelt MPI Chapter.

JUST FOR FUN

OBJECTIVE: To inject humor in discussing problems of communication.

PROCEDURE: Identify that while communication is serious business, we often find humor in strange places. For example, these statements were actually sent to insurance companies:

"An invisible car came out of nowhere, struck my vehicle, and vanished."

"I was on the way to the doctor with rear-end trouble when my universal joint gave way, causing me to have an accident."

"The pedestrian had no idea which direction to go, so I ran over him."

"I collided with a stationary (sic) truck coming the other way."

"I pulled away from the side of the road, glanced at my mother-in-law, and headed over the embankment."

"I had been shopping for plants and was on my way home. As I reached an intersection, a hedge sprang up, obscuring my vision."

"I had been driving my car 40 years when I fell asleep at the wheel and had an accident."

"The other car collided with mine without giving warning of its intentions."

"I thought my window was down, but I found out it was up when I put my hand through it."

"My car was legally parked as it backed into the other vehicle."

"In my attempt to kill a fly, I drove into a telephone pole."

MATERIALS

REQUIRED: None.

APPROXIMATE

TIME REQUIRED: Three-five minutes.

SOURCE: Varied, including the Toronto Sun.

THE STANDING OVATION

OBJECTIVE: To provide a bit of levity to the beginning of a program.

PROCEDURE: Walk into the room in which the participants are assembled.

Invite everyone to stand up and spread out (approximately an arm's length apart).

Tell them that to make sure they are awake and receptive to the forthcoming material in your session, you will lead them in an exercise designed to help get their blood moving more rapidly, and stimulate the nerve endings in their hands.

Direct them to stretch their arms out at their sides (horizontally from their bodies). When they have all done so properly, then ask them to rapidly bring their hands together, then back to their sides (repeating the two-step sequence about 10 times in rapid succession).

Conclude by telling the group that you aren't sure how much better they feel now, but that you feel really good, because this is the first time in all your years of training/presenting that you have begun a session to a standing ovation!

MATERIALS

REQUIRED: None.

APPROXIMATE

TIME REQUIRED: Three-five minutes.

SOURCE: Lee Beckner, Provo, UT.

WRAPPING IT UP

Title: CELEBRATION QUILT

Purpose: To provide closure and celebration.

Group Size:
Any size

Time Needed:
45 minutes - 1 hour

Room Arrangements:
Need work space and wall space to display finished quilt.

Materials: A variety of art materials (yarn, material scraps, colored paper, felt tip pens, crayons, glitter, glue, etc) and a stiff "quilt square" for each person - a medium to heavy weight sheet of paper.

- Description:**
1. Invite each participant to create their own unique quilt square that will celebrate what they have learned, a goal they are setting, their contribution to the group, etc.
 2. Provide work time and encourage creativity and playfulness. It is helpful if everyone will work with their "quilt square" positioned in the same direction, either vertical or horizontal.
 3. Mount all the quilt squares on the wall or on a large piece of backing paper.
 4. Invite individuals to share their quilt square with the rest of the group.

Trainer Notes:

I'M GLAD I'M HERE

OBJECTIVE: To start the training program with a positive and humorous opening.

PROCEDURE: Immediately after the introduction, tell the group that you're glad to be there also! To prove that, go around the room asking, "If you weren't here today, what would you be doing that you're glad you don't have to?" Keep the answers light and fast moving.

**MATERIALS
REQUIRED:** 10 minutes.

SOURCE: Sue Hotchkiss, City of Phoenix, Phoenix, AZ.

AND YOUR RECORDER IS...

OBJECTIVE: To identify several ways the trainer can select a group recorder or reporter for small-group discussions.

PROCEDURE: Announce any date at random. The person whose birthday is closest to that date becomes the recorder.

Select a person who lives closest (or farthest) from the meeting site.

Select a person wearing red (or any other color).

Select a person with the most children.

Everyone puts his/her right forefinger in the air. At your signal, point to the person at your table you want to be the recorder. (The person with most "votes," wins.)

Select the person newest (or oldest) to the organization.

MATERIALS

REQUIRED: None.

APPROXIMATE

TIME REQUIRED: One minute.

SOURCE: Varied, including Bob Pike, Eden Prairie, MN.

BRAINSTORMING REVISITED

OBJECTIVE: To clear the cobwebs in group work and acclimate participants to a creative process.

PROCEDURE: Although "brainstorming" has been around since Alex Osborne's introduction of this technique in the 1950s, it seems now to be regaining popularity after many years of dormancy.

Since many participants have never been exposed to this novel approach to problem solving, review and describe the four rules of brainstorming:

No critical judgement is allowed.

Quantity, not quality, is desired.

The wilder the better!

Hitch-hiking (combination and improvement) are sought.

To get participants in a creative mode, it is suggested that a "warm-up" exercise be used. For example, small groups of 3-4 are formed and participants are asked to think of different uses for a paper-clip. Announce they have just 60 seconds, and have someone jot down the number of ideas their group suggests. (Don't write out the actual ideas.) Following this exercise, address the real-world problem to attack.

**MATERIALS
REQUIRED:** None.

**APPROXIMATE
TIME REQUIRED:** 12-15 minutes.

SOURCE: Unknown.

WHAT IF...

OBJECTIVE: To allow participants to prepare contingency plans for potentially serious or disastrous situations.

PROCEDURE: After a brief review of the rules of brainstorming (no criticism; quantity, not quality; etc.), tell the group they will now get some practice in handling future problems.

Ask the group to think of a recent situation they had either experienced or observed that featured "Murphy's Law." Form triads and have each group agree on one real-world problem (e.g., "the PA set didn't work; the handout materials didn't arrive; the airline lost all my overheads").

Select one group to pose their problem ("What if the speaker doesn't show up?") and throw the nerfball to another group. Whoever catches it must offer some possible solutions. (If necessary, allow other participants to also offer viable answers). That group then states its problem ("What If...") and tosses the ball to another group. Continue as time allows.

MATERIALS

REQUIRED: Nerfball.

APPROXIMATE

TIME REQUIRED: 15-25 minutes.

SOURCE: Unknown.

ALPHABET SOUP

OBJECTIVE: To allow participants some practice in simple problem solving.

PROCEDURE: Prepare the following questions as a quickie quiz. Ask participants to complete the exercise as quickly as possible.

1. What is the only letter open on all sides?
2. What is the only curved letter that is the same upside down?
3. What are the only letters containing one single horizontal line?
4. What is the only letter with two parallel horizontal lines?
5. What is the only letter with two diagonal straight lines?
6. Abecedarians who mind their P's and Q's should have little trouble with this puzzle: What letters of the alphabet are:
 - a. a bird?
 - b. part of your head?
 - c. an insect?
 - d. a drink?
 - e. a building extension?
 - f. a hint?
 - g. a vegetable?
 - h. a body of water?
 - i. a farm animal?

MATERIALS

REQUIRED: Handout sheets.

APPROXIMATE

TIME REQUIRED: Five minutes.

SOURCE: Varied.

ALPHABET SOUP

1. X
2. S
3. H, L and T
4. Z
5. X

- a. J
- b. I
- c. B
- d. T
- e. L
- f. Q
- g. P
- h. C
- i. U

PROBLEM SOLVING THROUGH SYNERGISM (Five-Square Configuration)

OBJECTIVE: To demonstrate that together there is greater total effect than the sum of the individual efforts.

PROCEDURE: Form teams of 5-8 participants. Each team is given a set of figures as shown on page 243. Their task is to arrange the figures into 5 squares so that at least one side of each square touches and is in line with one side of another square. Use 5 squares each time.

**MATERIALS
REQUIRED:** One game sheet, for each team participant.

**APPROXIMATE
TIME REQUIRED:** 10-15 minutes.

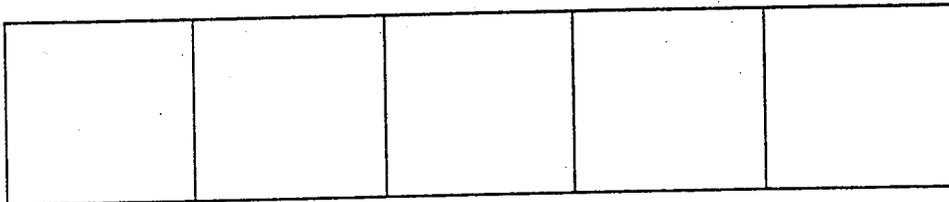
SOURCE: Joe Romiti, IBM, Charlotte, NC.

FIVE-SQUARE CONFIGURATION

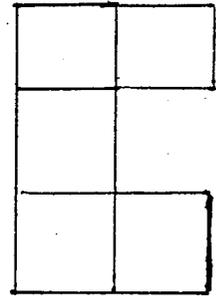
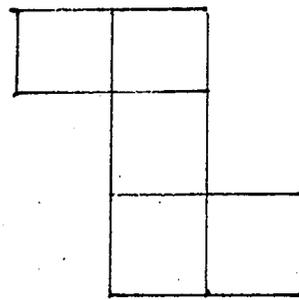
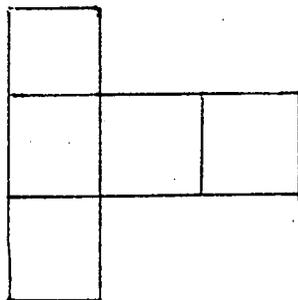
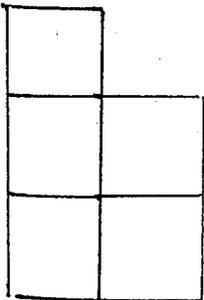
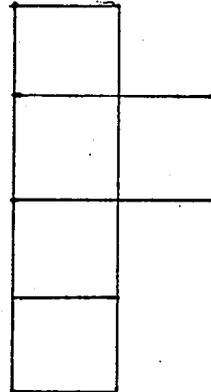
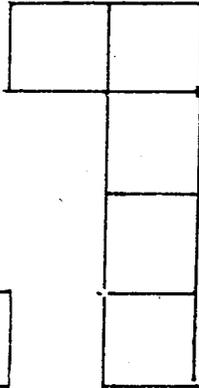
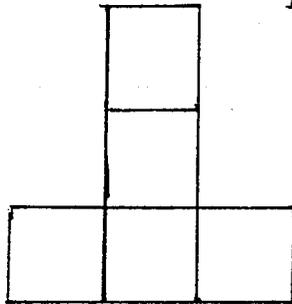
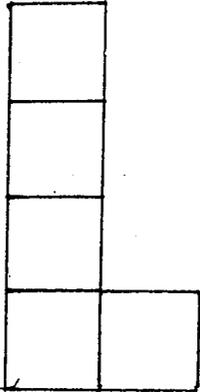
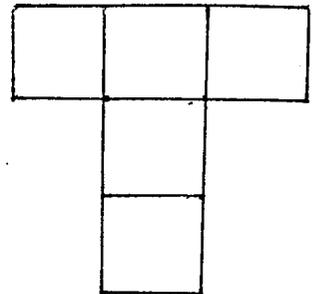
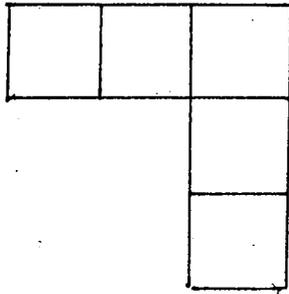
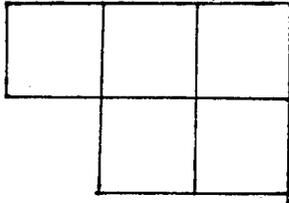
1. Arrange five squares so that at least one side of each square touches and is in line with one side of another square.
2. There are 12 possible configurations.
3. Utilize all five squares each time.
4. Mirror images are not acceptable.

EXAMPLE:

THERE ARE ELEVEN MORE..... GOOD LUCK!!!!!!!



5-SQUARE ANSWERS



TRIANGULATING ON TRIANGLES

OBJECTIVE: To discourage trainees from jumping to early conclusions before careful analysis of the total picture from many angles (pun intended).

PROCEDURE: Break the group into teams of three (basis for the ensuing process of "triangulating"--looking at something from three different directions in hopes of increasing the accuracy of the product.)

Instruct the teams to count the number of triangles portrayed in the figure (shown on page 251). After a few minutes, ask for teams to report on how many they found in the diagram, and an explanation of which ones they are.

Before disclosing the number of triangles, ask them to examine the effectiveness of their team experience. What did they do well, and what could they have improved upon?

Then proceed to inform them that there are a total of 47, as follows: ACE, FBD, AED, AEH, AEB, AFC, AFH, AFD, AFB, FEB, FCE, FEJ, FEH, DEA, DEB, DEH, DEG, DEF, DCH, DCA, DCB, ECH, ECB, ECF, ACH, ACD, AFC, ABG, ABH, ABD, BCI, BCH, BCF, BGH, BHI, HID, HJD, HJF, HFG, FED, FHD, FBJ, BJD, BFH, BHD, FID, FGD.

DISCUSSION QUESTIONS:

What factors inhibit you from seeing all 47 triangles?

How does a systematic approach to identifying the triangles help (e.g., the triangles originating from a single side; or first identifying the number of single triangles)?

How does working in a team of individuals help you to "see" things from different angles?

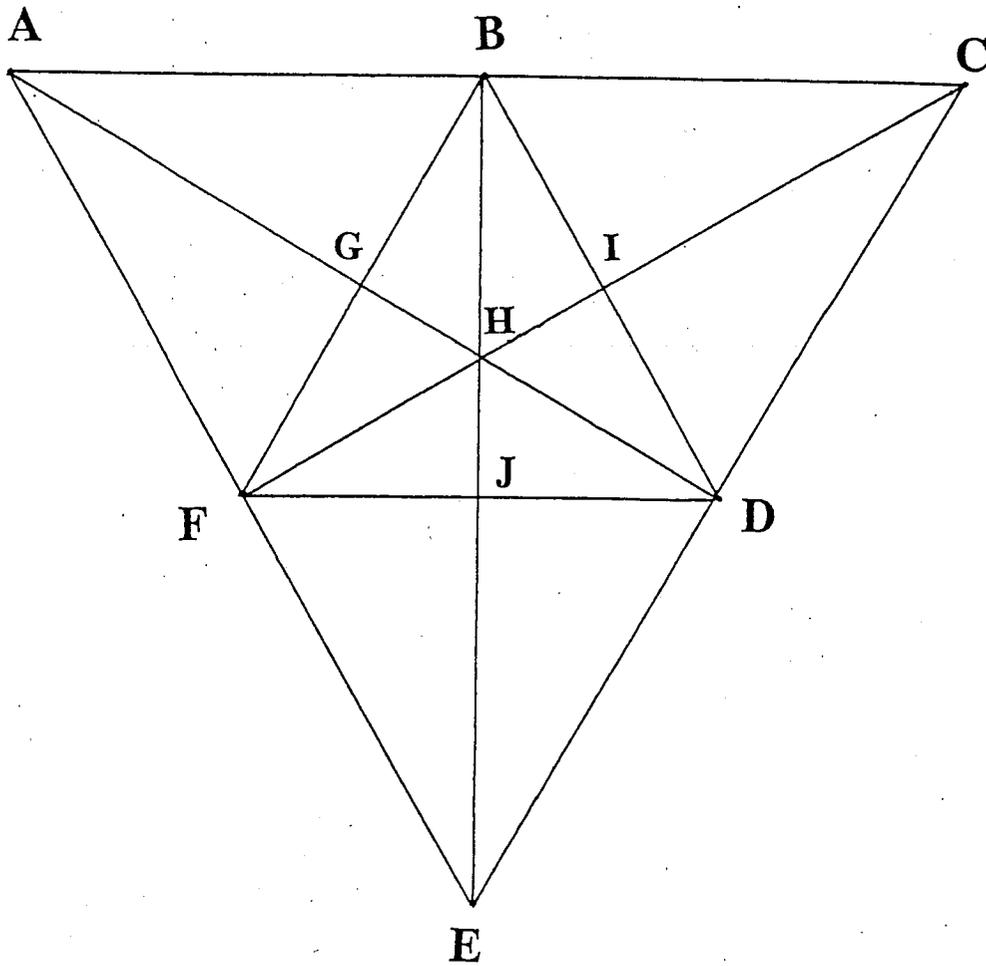
MATERIALS REQUIRED:

A copy of the diagram for each participant (or at least one for each team).

**APPROXIMATE
TIME REQUIRED:** 10-15 minutes.

SOURCE: Unknown.

THE HIDDEN TRIANGLES FIGURE



IT'LL NEVER FLY, WILBUR!

OBJECTIVE: To allow participants to identify possible roadblocks or barriers that might impede new policies or procedures.

PROCEDURE: In introducing a new concept, a plan of action, or a problem-solving session, the facilitator sets the stage by identifying the objectives of the session. For example, "Our task this morning is to identify ways to increase customer service in each of our departments."

Then participants are immediately asked to write out 4-5 problems they see that would possibly block the organization from achieving the goal. For example, "we don't have time to train our people," or "we can't take people off the line," or "we can't afford to bring in a Customer Service consultant."

Subdivide the audience into groups of 3-4 and ask them to discuss their concerns. Then, each subgroup writes out its 3 major roadblocks on a 3 x 5 card and reports them to the entire group. Facilitator acknowledges comments and redistributes the 3 x 5 cards so each subgroup receives a different card.

Subgroups' next task is to attack the problem roadblocks and creatively think of several ways to solve them. They then report back to the entire group.

MATERIALS

REQUIRED: Flip chart, 3 x 5 cards.

APPROXIMATE

TIME REQUIRED: 20-30 minutes.

SOURCE: Unknown.

POSITIVE STROKES

OBJECTIVE: To have the participants go home with positive affirmations. Primarily designed for workshop sessions (25 or fewer participants).

PROCEDURE: Two or three times during the session, each person fills out a 3 x 5 card about other participants, completing sentences such as **THE THING I LIKE BEST ABOUT (name) IS.** Or, **THE BIGGEST IMPROVEMENT I SAW IN (name) IS.** At the end of the day, the folded cards are passed out and read aloud and then given to the named person. He/she then goes home with 15 to 25 positive affirmations.

MATERIALS

REQUIRED: 3 x 5 index cards.

APPROXIMATE

TIME REQUIRED: 15 minutes.

SOURCE: Bob Bloch, Lenox, MA.

CONFRONTING THE BEAR

OBJECTIVE: To show that obstacles can be overcome. Designed for use in programs dealing with self-image or interpersonal skills.

PROCEDURE: Seminar leader describes a scene of walking alone in a forest and meeting a bear. Audience is asked to give one-word responses as to what they would do in the situation. Leader records those responses on a flip chart or an overhead projector. Leader then reveals that the answers given are also how we respond to the "bears" we meet everyday, the problems we face on a daily basis.

It is an excellent learning technique for self-image analyzing and provides a very positive and entertaining exercise.

**MATERIALS
REQUIRED:** Flip chart or overhead projector.

**APPROXIMATE
TIME REQUIRED:** 10 minutes.

SOURCE: Bill Edwards, Greenville, OH.

THE ONE-MINUTE PRAISE

OBJECTIVE: To give participants some positive feedback.

PROCEDURE: Describe the importance of positive stroking for behavior modification. Dr. Ken Blanchard (The One Minute Manager) suggests we "catch people doing something right." To quote Lord Chesterfield's advice: "Make a person like himself/herself a little better and I promise he/she will like you very well indeed."

Tell participants you're going to ask them to do something they may find awkward or even embarrassing. Ask them each to turn to the person next to them and say something nice to that person about that person (i.e., a "one-minute praise").

DISCUSSION QUESTIONS:

(After activity) "How do you feel right now? (Most will acknowledge a positive reaction.)

How many of you--having been given that perhaps embarrassing assignment--turned to the person on your left or right (pause) smiled (pause) and said "You go first?"

When was the last time someone gave you an honest compliment?

More importantly, when was the last time you gave someone else a word of praise?

MATERIALS REQUIRED:

None.

APPROXIMATE

TIME REQUIRED: Three-five minutes.

SOURCE: Adapted from "The One Minute Manager", Ken Blanchard.

A COAT OF ARMS

OBJECTIVE: To give participants the opportunity to describe qualities about themselves and to learn more about other attendees.

PROCEDURE: Reproduce the coat of arms as illustrated on page 291, or ask participants to draw a similar sketch.

In space 1, draw something that characterizes a recent "Peak Performance."

In space 2, sketch out something about yourself that very few people know.

Draw in space 3 a symbol of how you like to spend your spare time.

For space 4, fill in something you really are very good at.

In space 5, write or draw something that epitomizes your personal motto.

After each person finishes, form triads (preferably of attendees who don't know each other), and try to identify what the others' coats of arms signify.

Ask for several participants to describe their coats of arms to the group.

MATERIALS

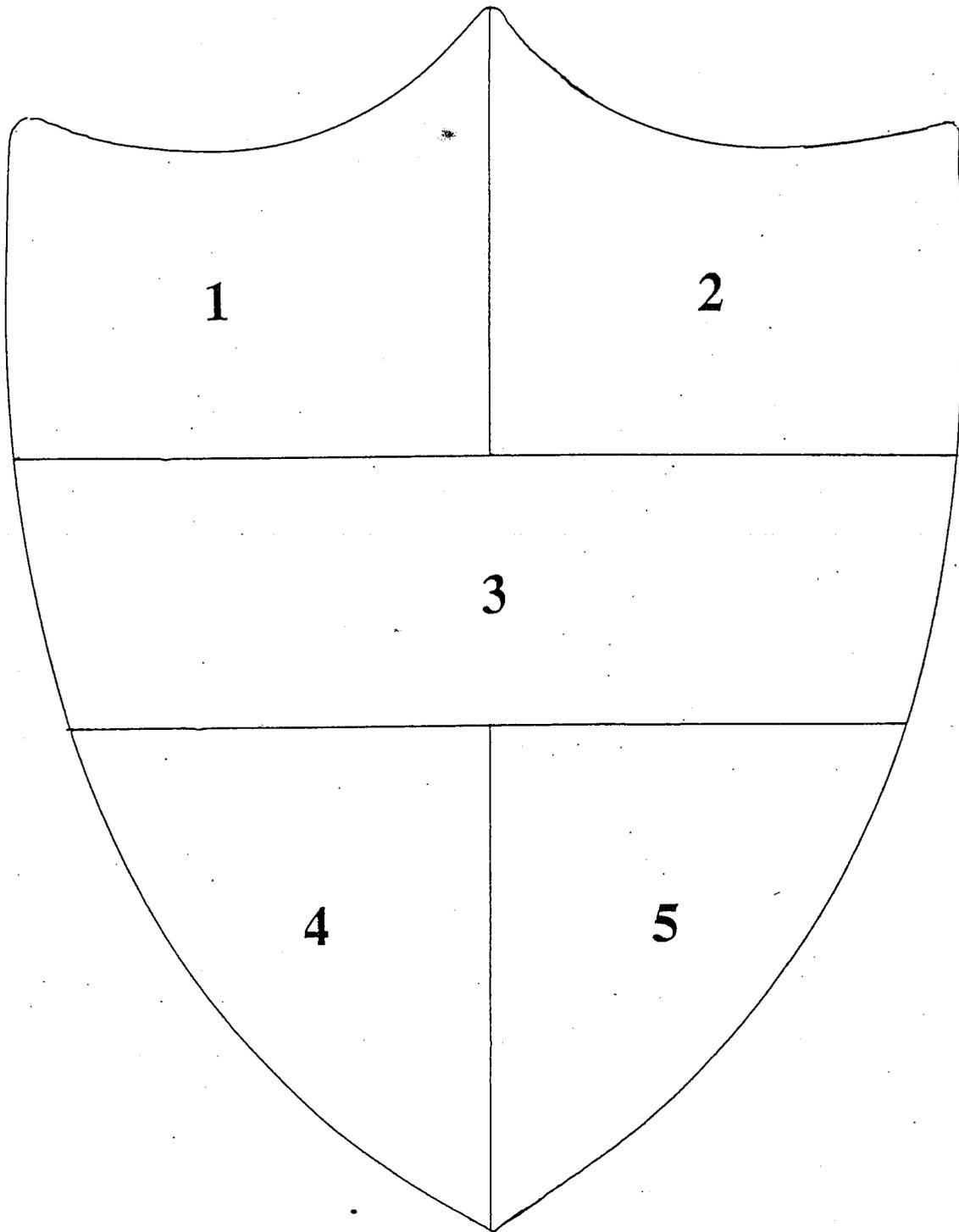
REQUIRED: None.

APPROXIMATE

TIME REQUIRED: 15-20 minutes.

SOURCE: Varied.

COAT OF ARMS



WHAT'S IN (ON) A PENNY?

OBJECTIVE: To highlight value of group (team) efforts; to demonstrate the importance of details.

PROCEDURE: Ask participants, working individually, to list all the distinguishable characteristics of a common penny.

Divide the participants into groups. Have them share their lists, check them for accuracy, and by brainstorming develop a new master list of characteristics.

Have them compare their individual and group lists with the master list (and/or the visual sketch) provided.

- a. Record, through a show of hands, how many individuals scored each item correctly.
- b. Record, through a show of hands of a spokesperson from each group, how many groups scored each item correctly.
- c. Compute the average individual score and the average group score.

DISCUSSION QUESTIONS:

What does this tell you about the value of team (at least of pooled individuals) efforts?

What methods could be used to increase trainers' attention to important details for better recall of items?

How can individuals see almost daily something as common as a penny yet not "see " its characteristics?

To what degree is it true in your jobs that "it's the little things (like forgotten characteristics of a penny) that will get you"?

MATERIALS REQUIRED:

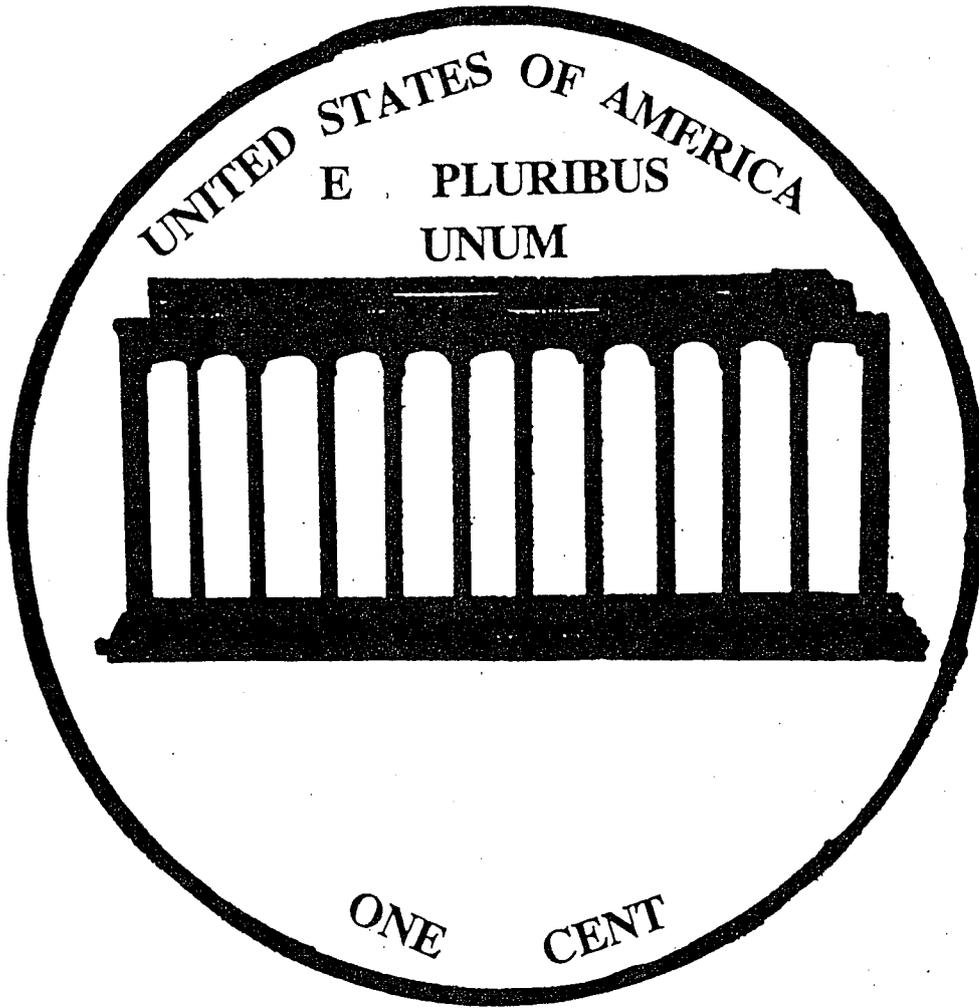
None, other than a list of characteristics and/or visual diagram of a penny to provide a visual standard to compare results against.

**APPROXIMATE
TIME REQUIRED:** 15 minutes.

FRONT VIEW



BACK VIEW



FEATURES OF A PENNY

FRONT SIDE:

1. "IN GOD WE TRUST"
2. "LIBERTY"
3. DATE
4. MINT MARK (under date, sometimes)
5. PRESIDENT LINCOLN'S PORTRAIT

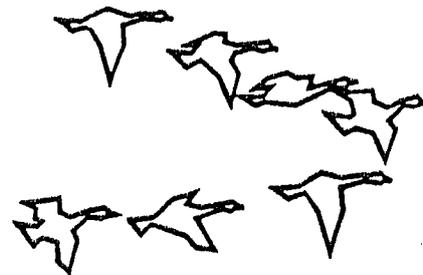
BACK SIDE:

6. "UNITED STATES OF AMERICA"
7. "ONE CENT"
8. "E PLURIBUS UNUM"
9. LINCOLN MEMORIAL (12 columns)

GENERAL:

10. COPPER COLORED
11. RAISED RIM AROUND EDGE ON BOTH SIDES
12. FRONT AND BACK ARE INVERTED FROM EACH OTHER
13. DIAMETER IS 3/4 OF AN INCH
14. THICKNESS IS APPROXIMATELY 1/16 OF AN INCH
15. WEIGHT IS APPROXIMATELY 1/6 OUNCE

TEAMWORK



When you see geese migrating in a "V" formation, you might pause and reflect on the meaning of natural design and structure.

Scientists have learned that as each bird flaps its wings, it creates a supporting lift of air for the bird immediately following. This makes it possible for the whole flock, by flying in a "V" formation, to add at least 71% flying range to each individual bird's capability.

BASIC TRUTH #1: *Those who share a common direction and sense of community can get where they are going more quickly and easily because they travel on the thrust of one another's effort.*

Whenever a goose falls out of formation, it suddenly feels drag and air resistance from trying it alone. It quickly gets back into formation to take advantage of the lifting power of the bird immediately in front.

BASIC TRUTH #2: *If we have as much sense as a goose, we will stay in formation with those who are headed the same way we are.*

When the lead goose gets tired, it voluntarily rotates back into the formation and another goose voluntarily moves in to fly point.

BASIC TRUTH #3: *It pays to take turns on hard jobs -- for people as well as for migrating geese.*

The geese honk from behind to encourage those up front to maintain their speed.

BASIC TRUTH #4: *When we honk from behind, we need to be careful we're providing encouragement, not criticism.*

Finally, when a goose gets sick, or is wounded by gunshot and falls out, two other geese leave formation and follow the disabled bird down. They stay with it, providing help and protection, until it is either able to fly or is dead. Then the two guardian geese, and the wounded goose if it has survived, set out flying in their own small unit or with another larger group until they catch up with their own flock.

FINAL TRUTH: *If we have the sense, the compassion, and the understanding of a goose, we will always stand by one another.*



PLAYING CARD MIXER

OBJECTIVE: To be used as a get-acquainted mixer in large (100+) groups.

PROCEDURE: As individuals enter the reception area or meeting room, they are handed a single playing card drawn randomly from 3-4 mixed decks. Their task is to assemble 3-4 other people to combine their cards for the best poker hand. The winning team is awarded an inexpensive prize.

**APPROXIMATE
TIME REQUIRED:** 10-15 minutes.

**MATERIALS
REQUIRED:** 3-4 decks of playing cards and nominal prizes (books, tapes, etc.).

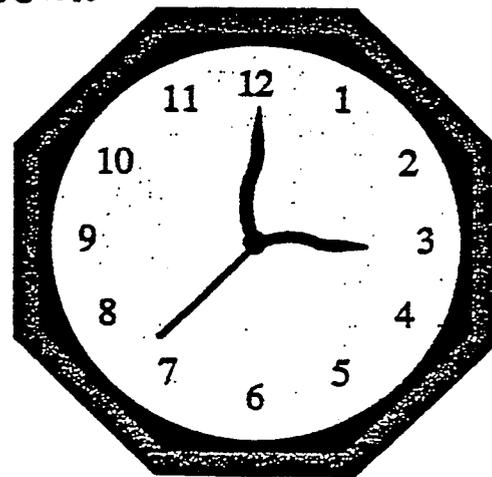
SOURCE: Unknown.

It's in the Cards

Clock Partners

- ▼ Distribute a handout with a clock on it.
- ▼ Next to each hour, ask participants to make "appointments" with colleagues. (You and I might sign each other up for a 9:00 appointment.)
- ▼ Periodically during the training, the trainer asks participants to find their ____ o'clock partner, meet and discuss what has been taught.

This activity is "brain compatible" because it facilitates rehearsal and provides opportunities for movement within the training room.



3

Esperanto

Purpose

To demonstrate the synergistic potential of effective teamwork.

Description

Individuals are presented with a list of words in the artificial language Esperanto which they are to match with English words. They then repeat the exercise as a team, this time making a consensus decision.

Time

30 minutes

Resources

Teams of 4 to 6 people each. One copy of Exhibit 3.1 for each participant. One copy of Exhibit 3.2 for the facilitator.

Presentation

1. Familiarize yourself with Exhibit 3.2. Be prepared to explain what Esperanto is.
2. Distribute one copy of Exhibit 3.1 to each participant. Recap the explanation of Esperanto in Exhibit 3.2 for the group. Then instruct the group to complete the task in Exhibit 3.1 and to mark their choices in the "Self" column. Allow 5 minutes for this activity.
3. At the end of 5 minutes halt the activity. Divide the group into teams of 4 to 6 people each. Arrange the teams around separate tables.
4. Tell the teams that they are now to repeat the matching exercise except this time they must reach a team consensus decision for each item. Instruct them to mark their team choice in the "Team" column. Allow 15 minutes for this activity.

5. At the end of 15 minutes halt the exercise. Have the teams score their product in the following manner:
 - a. Each person on the team is to determine how many items he/she got correct in the "Self" column.
 - b. Develop an average "Self" score for each team by adding the number of correct items for each individual on the team and then dividing the sum by the number of people on the team.
 - c. Determine the "Team" score for each team by simply adding the number of correct items in the "Team" column.
 - d. Compare the "Self" score and the "Team" score for each team. An effective team should have a higher "Team" score than their average "Self" score. Synergism will have occurred when the "Team" score is higher than the highest "Self" score of any individual on the team.
 - e. Optional: For added fun and interest you can list the products of all the teams on a flip chart and determine which is the winning team. The latter will have a combination of the highest score and/or the greatest improvement between their average "Self" and their "Team" scores.
6. Conduct a short debriefing in which you focus on the superior product that can be produced by effective teamwork versus through the efforts of individual contributors working alone.

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

Exhibit 3.1 -- The Esperanto Test

Esperanto is an artificial language that was developed in the late nineteenth century. The language is derived from the Romance languages and is built upon elements which those languages have in common. It was hoped that Esperanto would eventually become the common language of many countries, thereby helping to minimize or eliminate cultural misunderstandings. Unfortunately, this objective was never realized. However, even today Esperanto is kept alive in academic circles and, more recently, it is listed among available foreign languages to many users of information highway systems like CompuServe.

Column A	Column B
1. rizo	a. idea
2. peco	b. custom
3. bela	c. story
4. kanto	d. floor
5. laudo	e. year
6. granda	f. guest
7. historio	g. praise
8. planko	h. rice
9. jaro	i. song
10. ideo	j. piece
11. kutimo	k. pleased
12. patro	l. beautiful
13. domo	m. house
14. gasto	n. large
15. agrabla	o. father

Exhibit 3.2 -- Esperanto Test Answers

Esperanto is an artificial language that was developed in the late nineteenth century. The language is derived from the Romance languages and is built upon elements which those languages have in common. It was hoped that Esperanto would eventually become the common language of many countries, thereby helping to minimize or eliminate cultural misunderstandings. Unfortunately, this objective was never realized. However, even today Esperanto is kept alive in academic circles and, more recently, it is listed among available foreign languages to many users of information highway systems like CompuServe.

Column A

1. rizo
2. peco
3. bela
4. kanto
5. laudo
6. granda
7. historio
8. planko
9. jaro
10. ideo
11. kutimo
12. patro
13. domo
14. gasto
15. agrabla

Column B

- a. rice
- b. piece
- c. beautiful
- d. song
- e. praise
- f. large
- g. story
- h. floor
- i. year
- j. idea
- k. custom
- l. father
- m. house
- n. guest
- o. pleased