

▶ Section 1

Group Process

Introduction to Group Process

Group process refers to the flow of behaviors in a group where the emphasis is on how things happen rather than on what is happening. The Group Process category encompasses the majority of the activities presented in this collection. There are a wide variety of activities that meet a number of purposes: icebreakers, getting acquainted, group norms, member roles, leadership, dimensions of group effectiveness, diversity, change management, organizational culture, and closure.

The use of these activities is dependent on the facilitator's assessment of the group's stage of development, its current structure, and the environment in which it functions. Wise choices of group process activities can help to facilitate group growth, to ease a group through a difficult period or process, and to lead to development of the individuals within the group. In addition, by participating in these kinds of activities, participants can learn what to expect in the ongoing development of their own groups and how to handle various situations that arise within those groups.

Icebreakers and *getting acquainted* activities help to "break the ice" at the beginning of a session or early in the stages of a newly formed group. Session beginnings are important because they set the stage and lay the groundwork for active participation in the experience that will follow. These activities also can be utilized to get participants to mix together and/or to form subgroups. *Closing* activities provide techniques to debrief a session or group experience through a structured exercise.

Activities addressing *group norms*, *member roles*, and *leadership* examine a group's fundamental structure, which is the underlying pattern of stable relationships among the group members. Group norms are social standards or guidelines that describe what behaviors should and should not be performed. If written down, they can become the formal rules of the group. Member roles are sets of behaviors that are characteristic of persons within a particular group context; that is, group members tend to perform certain actions and interact with other group members in a particular way concerning both task and relationship dimensions. Group structure is influenced by *organizational culture*—the expectations and practices of the organization, including shared philosophy, attitudes, rituals and ceremonies, and belief about the direction of the organization. Activities that assess such conditions can help a group define its own structure more clearly.

Since groups are inherently dynamic in nature, it is critical that effective change management become an integral part of a group's function. Activities dealing with *change management* examine the ability for group members to accept and make changes in a planned and managed or systematic fashion; that is, to plan, initiate, realize, control, and stabilize change.

The ability for group members to expand their thinking in new and innovative ways can take a group to a more competitive level of performance. *Diversity* activities encourage participants to accept and celebrate differences and to recognize the contribution of diverse thoughts and ideas to the group effort.

► Alternative Solutions

Goals

1. To examine how individual values affect decision making.
2. To practice searching for alternative solutions to problems.
3. To examine the process by which a group makes decisions and discusses problems.

Group Size Several groups of five or six persons each, preferably from the same organization.

Time Required Approximately 1 hour.

Materials

1. Paper and a pencil for each participant.
2. A newsprint sheet and a felt-tipped marker for each group.
3. Masking tape.
4. A newsprint flip chart sheet showing a specific values issue or general problem statement for discussion. Some suggestions are listed below:
 - Ways to save time
 - Ways to make work more fun
 - Creative ways to reward employees
 - Ways to give your boss some negative feedback
 - Ways to settle arguments
 - Ways to be more assertive

Physical Setting A room large enough for groups to work without disturbing one another. Writing surfaces should be provided.

Process

1. Introduce the activity by stating the following:

“For many people, personal behaviors are often a result of accumulated habits (for example, arriving late, reading while eating, or even wearing blue on Mondays). More importantly, behaviors

and ideas are influenced by personal value systems and these values can differ from person to person. Because a group is comprised of separate individuals who can become entrenched in old habits and ideas, a group often makes decisions and does things the same way time after time without looking at all the possible options available."

2. Distribute paper and a pencil to each participant.
3. Present the participants with the specific values issue or general problem statement listed on the prepared flip chart sheet. Ask participants to individually list as many alternatives as possible to address the issue or problem. Encourage them to be specific in stating the alternatives. Allow approximately 5 minutes, and then tell participants to stop.
4. Direct participants to form groups of five or six persons each, preferably from the same work team. Acting as a team (preferably their normal work group), they will have 15 minutes to develop a list of alternative solutions by combining their individual lists and by adding any solutions generated in the group setting.
5. After approximately 15 minutes, stop the discussion. Distribute a newsprint sheet and a felt-tipped marker to each group.
6. Instruct the groups to choose the three alternatives that are best suited to addressing the issue or problem and rank order them. The results are to be listed on the sheet provided. Allow approximately 8 minutes, and then tell participants to stop. Provide masking tape and ask each group to post its newsprint sheet.
7. Ask each group in turn to make a report on its solutions list to the class as a whole. If anyone wants to hear more about a given alternative, he or she may ask for further information.
8. Using a flip chart sheet, lead a concluding discussion based on the following questions:
 - How well did group members work together during the activity? Did all members participate? Why or why not? Did any one person take the lead? If so, how did that happen? How did other members react to this?

- What approach did your group take to identify all possible alternatives to the problem? Did synergy (that is, the group as a whole performing better than the sum of all individuals acting alone) occur during the process? Why or why not? How did this influence the quality of the possible solutions offered?
- How likely would it be to successfully implement these ideas in your workplace? Why or why not?
- How do our personal values impact the decisions we make as individuals? What impact do individual values have on group problem solving and decision making?
- How can a group improve its problem-solving and decision-making processes?

Variations

1. If working with an intact work group, actual problems facing the group or organization may be discussed.
2. Rather than have all groups discuss the same topic, each one may be assigned a different issue or problem.
3. Two or more values issues or problem statements may be assigned to the groups. If this is done, additional time will be required for individual work, group work, and reports.

Note to the Facilitator: When participants are presenting alternatives, do not criticize their contributions but be sure that specific and complete information is provided for each. For example, on a list of ways to reward workers, rather than "give out gifts for extra work," a stronger statement would be "give a \$10 gift certificate every time an employee works two hours of unpaid overtime."

Anecdotal Appreciation

Goals

1. To utilize individual group member input for a collective product.
2. To enhance creativity through storytelling.
3. To make the best use of available resources.

Group Size Several groups of four or five persons each.

Time Required 20 to 30 minutes.

Materials

1. Anecdotal Appreciation cards.
2. Paper and a pencil for each participant.
3. A container (for example, a paper bag or box).

Physical Setting A room large enough for groups to work without disturbing one another. Writing surfaces should be provided.

Process

1. Prior to the session, prepare the Anecdotal Appreciation cards by writing each of the words provided (or others of your choosing) on a slip of paper or card stock. You should have at least twice as many cards as participants. Place the cards in a container that allows participants to select them easily.
2. At the session, direct the participants to form groups of four or five persons each.
3. Distribute paper and a pencil to each participant. Present the container of cards to the participants and instruct each one to select two cards.
4. Explain that each group will have 10 minutes to combine its words in writing a cohesive, collective story. Each individual is responsible for using the words he or she selected to add to the story.

5. Signal for the task to begin, and then stop the groups after approximately 10 minutes. Ask a representative from each group to read aloud the story that was created.
6. Lead a concluding discussion based on the following questions:
 - How did you feel as an individual member of the group during the activity? Why?
 - What factors hindered the group's ability to accomplish the task? What factors helped the process?
 - How did the group decide the best way to use the resources available (words and individual group members)? Was this an effective plan? Why or why not?
 - Did the group need to make adjustments as the task progressed? Why or why not? Was the final product complete?
 - Why was creativity a factor in this task? Which group had the most creative story? What made it the most creative?
 - What role did individual input have in the collective group effort? How does this relate to teamwork in general?

Variation Provide each group with a newsprint sheet and felt-tipped markers and have members draw a composite picture representing all the words. The picture must be complete and logical, not eight to ten separate pictures or drawings.

Anecdotal Appreciation Cards

bean	rose	thirsty	tornado
tree	disappear	mad	tide
beaver	volcano	heat	desert
plane	run	hurricane	sugar
love	tattle	beach	empty
brother	shadow	light	sing
spring	tale	cry	ocean
winner	surprise	odor	monster
mistake	friend	mother	fear
eagle	home	laughter	quick
gone	sister	moon	apron
star	baby	dinosaur	sorry
building	error		

► At the Movies

Goals

1. To identify the individual traits and contributions of group members.
2. To review group performance at the end of a session.
3. To reach a consensus decision.

Group Size Several groups of six to eight persons each; works best with groups of seven.

Time Required 40 minutes.

Materials

1. A copy of the At the Movies Worksheet for each group.
2. A copy of the At the Movies Resource Sheet for each participant.
3. Pencils for all participants.

Physical Setting A room large enough for groups to work without disturbing one another. Writing surfaces should be provided.

Process

1. Direct the participants to form groups of six to eight persons each. Ask the groups to select one member to act as recorder.
2. Distribute a copy of the At the Movies Worksheet and a pencil to each group recorder. Provide a copy of the At the Movies Resource Sheet to each participant.
3. Explain that the groups are to select one of the three movies listed on the worksheet whose theme best represents them as a team. Based on their selection, the groups will then cast each member as one of the seven characters from that movie. If the group has only six members, one character will be left uncast; if there are eight members, one character will have an understudy. Groups will have approximately 20 minutes before they will be

asked to report back on the movie title, cast members, and reasons why the choices were made.

4. Allow approximately 20 minutes, giving a 2-minute warning before time expires, and then stop the discussion.
5. Ask each group in turn to present its report, having each person stand as his or her role is announced. Be sure that the reasons for the choices are explained.
6. Lead a concluding discussion based on the following questions:
 - What impressions and insights did you gain from this activity?
 - How did your group select the representative movie? What approach did your group take to cast the various roles?
 - How difficult was it to obtain a group consensus on these decisions? Why?
 - How was the role of the “dark character” (Wicked Witch, Darth Vader, Gollum) treated? Why was that?
 - What was the outcome of the activity in objective terms?

Variations

1. Distribute a copy of the worksheet and a pencil to each participant and have individual group members decide on the casting of roles. Group members then discuss the choices and reasons, with the group report eliminated.
2. Offer each group the opportunity to select its own movie and cast group members as characters from the chosen movie.
3. Rather than a movie, ask groups to select a book or play from which to cast group members as characters.

At the Movies Worksheet

Instructions: Select one of the movies from the At the Movies Resource Sheet whose theme best represents your group. Cast each group member as one of the story's characters. Explain the reasons for your choices. Fill in the roles and reasons below.

Movie Title and Reason		
Role	Cast Member	Reason

At the Movies Resource Sheet

Wizard of Oz

Dorothy
Scarecrow
Tin Man
Lion
The Wizard
Wicked Witch of the West
Good Witch of the East

Star Wars

Luke Skywalker
Han Solo
Princess Leia
Obi-wan Kenobi
Yoda
Darth Vader
C3PO

Lord of the Rings

Bilbo Baggins
Frodo
Gandalf
Gollum
Aragorn (Strider)
Legolas the Elf
Gimli the Dwarf

► At Wit's End

Goals

1. To communicate thoughts and feelings about a group through humor.
2. To envision a group's future state.

Group Size An intact work group divided into several groups of three or four persons each.

Time Required 1½ to 2 hours.

Materials

1. A set of the five At Wit's End Cartoon pages for each group.
2. Two newsprint sheets and several felt-tipped markers for each group.
3. Masking tape.
4. A newsprint flip chart and felt-tipped markers for recording.

Physical Setting A room large enough for groups to work without disturbing one another. Writing surfaces should be provided. Wall space is needed for posting newsprint sheets.

Process

1. Begin the session by discussing how laughter can improve group relationships. A humorous approach may help relieve tension and stress as well as improve problem solving and creativity. The use of cartoons to express the thoughts and feelings of group members can help reveal group strengths as well as limitations. Explain that the work group will explore its strengths as well as limitations through a light-hearted approach by becoming cartoonists for the day.
2. Direct the participants to form groups of three or four persons each. Distribute a set of the five At Wit's End Cartoon pages and several felt-tipped markers to each group. Instruct group

members to write a humorous caption for each cartoon provided. Participants should select a humorous phrase that pertains to the work group *as a whole*. Allow approximately 20 minutes.

3. Have the subgroups use masking tape to post their pictures around the room and then allow sufficient time for the participants to walk around and view them.
4. Facilitate a discussion on the general themes of the comments. Discuss ways that the work group can reinforce the positive feelings or change the negative feelings expressed in the thought balloons and captions.
5. Distribute two newsprint sheets to each group. Instruct them to draw two original cartoons—one with a caption or thought balloon that reflects a *positive* aspect of the group 6 months from now and another one for 1 year from now. Allow 30 minutes for the task.
6. Have the subgroups post the sheets and then take turns presenting their cartoons.
7. Convene the total group and discuss ways in which the group can support actions to fulfill these “visions.” Record the ideas on the flip chart as they are presented.

At Wit's End Cartoon 1



At Wit's End Cartoon 2



At Wit's End Cartoon 3



At Wit's End Cartoon 4



At Wit's End Cartoon 5



Back to the Future

Goals

1. To promote creativity through imaginative writing.
2. To encourage a sense of group belonging.
3. To explore group issues that may be hidden beneath the surface.

Group Size Several groups of three to five persons each, from an intact work group or participants who have worked together for some time.

Time Required 30 to 40 minutes.

Materials Several sheets of paper and a pencil for each group.

Physical Setting A room large enough for groups to work without disturbing one another. Writing surfaces should be provided.

Process

1. Direct the participants to form groups of three to five persons each. Ask the groups to select one person to act in the role of recorder.
2. Distribute several sheets of paper and a pencil to each group.
3. Explain that the groups will have 15 minutes to write about an imaginary get-together of this whole work group at some future date, in some other location. The story may be in outline form, but the story will be related to the larger group, so notes should be clear enough for that to occur. Tell the participants:
"Let your imaginations run free as to when and where the group will meet, what group members will look like, and what the group will do. You should write the story without attributing any specific conversations taking place, but include lots of action and activity. The stories should have a definite ending or conclusion."

4. Time the activity for approximately 15 minutes, providing a 2-minute warning before asking the groups to stop.
5. Ask each group in turn to recount its story.
6. Lead a concluding discussion based on the following questions:
 - How were the locations for the future get-together chosen? Did the various locations have anything in common?
 - Did the members of the group stay the same? If not, how did they change?
 - Did relationships among members change? In what ways?
 - What conditions about the group changed the most? What changed the least?

Variation Have each participant write an individual account of the future get-together and ask for volunteers to share stories with the group.

***Note to the Facilitator** It is best not to over-structure the discussion following the activity to allow for the sharing of deeper issues that may be at work within the larger group. Do not drive the group toward explorations of particular elements in which you are interested if the group discussion goes in a different but more insightful direction.*

Beam Bounce*

Goals

1. To examine the role of the leader in the group process.
2. To observe how the collaboration of individual efforts contribute to the team effort.
3. To build cohesion within a group.
4. To discuss the vision of an organization.
5. To use as an icebreaker activity at the beginning of a session.

Group Size Several groups of six to ten persons each.

Time Required 20 to 30 minutes.

Materials

1. A laser pointer for each group.
2. A small pocket mirror for each participant.

Physical Setting A large open space.

Process

1. Direct the participants to form groups of six to ten persons each. Select one person from each group to act as the group leader.
2. Distribute a laser pointer to each group leader and a mirror to all remaining participants.
3. Explain that the goal of the activity is for the group members to use the mirrors to transmit the laser beam from person to person until all the mirrors are reflecting the beam, which will be started by the leader shining the laser pointer onto the mirror of the first person.

Note to the Facilitator *Stress the importance of safety in directing the laser beam so that it does not shine into anyone's eyes. To prevent this from occurring, the mirrors should be held at waist level.*

*Adapted from Ukens, L. (1997). Reflections. In *Working together: 55 team games*. San Francisco: Pfeiffer.

4. Signal for the activity to begin and allow approximately 10 minutes for the groups to work on the task. Make note of which groups are able to accomplish the task and the various methods used.
5. Lead a concluding discussion based on the following questions:
 - What approach did your group take to accomplish the task? Was it successful? Why or why not?
 - What factors influenced a group's ability to succeed? How did the achievement of each individual contribute to the overall success of the group?
 - How important was the role of the leader? Why? What happens when the leader shifts position?
 - How can we relate what occurred in this activity to the overall concept of leadership within the group process? How does it relate to group member collaboration? To teamwork in general?
 - How is a laser beam like a company vision? Is the vision of your organization clear and straightforward or does it waver, dim, or extinguish? In what ways and why?
 - Does the organizational culture support the vision? In what ways? Why is that?

Variation Direct the members of each group to form a circle and relay the beam from person to person until it makes a complete circuit around the group.

Notes to the Facilitator 1. *Be aware of the safety issues of using laser pointers in this activity. There is very little danger as long as the beam is not pointed directly at someone's eyes. The majority of the laser pointers used in the U.S. use Class 2 or 3a diode lasers in the 630–680 nm wavelength (red), with a maximum power output of between 1 and 5 mW. The length of exposure to visible lasers is usually limited by the eye's blink reflex, which normally occurs within a quarter of a second. DO NOT use laser pointers that emit a green beam.*

2. *The most efficient way to accomplish the task is to have group members form two lines facing one another and spaced very close together, and then relay the beam back and forth from one person to the other.*

Change of Position

Goals

1. To examine the discussion behavior of a group as it is affected by changes in physical positioning.
2. To evaluate the effects of change on the individual as well as on the group as a whole.
3. To review the impact of leader control on a group.
4. To set group process guidelines for new teams.

Group Size Five to fifteen participants.

Time Required 45 minutes to 1 hour.

Materials A prepared newsprint flip chart with a discussion topic relating to a relevant issue, problem, or previous subject content pertinent to the group. (A discussion in which frequent reference must be made to books, slides or posted material would not be suitable.)

Physical Setting A large open space with enough movable chairs to accommodate all the participants and the facilitator. The chairs should be placed in a circular pattern.

Process

1. Direct the participants to be seated and take a seat among the participants.
2. Referring to the prepared flip chart, facilitate a general discussion based on the chosen topic.
3. After approximately 5 minutes of discussion, recommend a change in position, moving into the new situation and instructing the participants to follow as quickly and easily as possible.
Some possibilities to try:
 - Pull chairs closely together so that knees are touching.
 - Move chairs in a configuration of rows.
 - Stand, rather than sit, in the same locations.

- Stand facing outward, in a tight circle with backs touching.
 - Kneel, facing each other.
 - Sit on the floor, either in the same locations, farther apart, or closer together.
 - Hold hands while seated or standing.
 - During any of the position changes, have several people trade their relative positions.
4. Continue the discussion for approximately 5 minutes more, and then recommend a second change in position, moving into the new situation and instructing the participants to follow as quickly and easily as possible. Facilitate the discussion for another 5 minutes, and then recommend a third change in position for the final 5 minutes of discussion. Stop the activity and ask the participants to take comfortable seats.
 5. Lead a concluding discussion based on the following questions:
 - How did you feel during this exercise? When did you feel most comfortable? Least comfortable? Why?
 - Which position seemed to create the most disruption for the group? Why?
 - Did the patterns of communication change as the group changed positions? In what way?
 - Which position seemed to provide the “best” discussion? Why do you think that was? Did the quality or content of the discussion change in any way? If so, how did it change?
 - How did you feel about the leader having so much control of the group? What effect did this have on the discussion?
 - How are other group situations affected by seating arrangements, physical arrangement of the group, or physical positioning of the leader in relation to the group?

Variations

1. Instruct a group leader to perform the changes in position rather than you as the facilitator.
2. At the end of each 5-minute discussion period, select a different group member to take the center chair and select a new position

for others to follow. Explore issues of shared leadership during the concluding discussion.

3. In larger groups, one or two members may be asked to serve as observers, remaining outside the group during the content discussions. Prior to the concluding discussion, the observers should be asked to make general observations about the group and what happened, without referring to people by name.

Note to the Facilitator *This exercise may be introduced early in a group's life and may be used as one of the first experiences in creating group process guidelines.*

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▶ Chip In

Goals

1. To become acquainted with members of the group.
2. To discuss the influence of initial assumptions on behaviors.
3. To use as an icebreaker activity at the beginning of a session.
4. To support full participation of members during a session.

Group Size Eight to twenty participants.

Time Required 15 to 30 minutes.

Materials

1. A prepared newsprint flip chart with the following:
 - White = Hobbies and interests
 - Blue = Professional experience
 - Red = Memorable life event
2. Approximately three to five poker chips (in white, red, and blue) for each participant.
3. An open container such as a basket or coffee can.

Physical Setting Any room in which the group regularly meets.

Process

1. Prior to the session, conceal the prepared flip chart. Place the poker chips in an open container and situate the container at the entrance to the workshop room (for example, near the sign-in sheets).
2. At the session, as the participants arrive, invite individuals to select as many poker chips as desired.
3. After all the participants have been seated, tell them that each color represents a category. Reveal the information on the prepared flip chart.
4. In a round-robin fashion, ask each participant to share one fact for each poker chip selected, according to the color categories

listed on the chart. For example, someone with two white chips and one red chip would share two details about his or her hobbies and interests and one detail of a memorable life event.

5. Lead a concluding discussion based on the following questions:
 - Why is it important to get to know other members of a group? Does background knowledge of an individual influence initial acceptance or rejection within a group? Why is that?
 - What initial assumptions influenced how many poker chips you took? Were these assumptions supported when you were told the meaning of the chips?
 - How do initial assumptions influence our behaviors in the real world?

Variation After individuals share their information, provide masking tape or stickers to the participants to place their names on the poker chips. Collect all the chips and use these to select participants to answer questions or perform tasks during the workshop.

▶ Coming Together

Goals

1. To become better acquainted with other members of the group.
2. To compare and contrast the benefits of similarity and diversity within a group.
3. To provide an icebreaker activity at the beginning of a session.

Group Size Twelve to twenty participants.

Time Required 10 to 20 minutes.

Physical Setting A room large enough for all participants to form a large circle.

Process

1. Direct the participants to form a large circle, at least one arm's length apart.
2. Explain that each person, going in turn around the circle, must tell one thing about a personal characteristic or experience that is unique. If no one else in the group shares the same characteristic or experience, the speaker takes one step forward. If someone else DOES share the characteristic or experience, the speaker remains in place. Clarify that everyone understands the rules.
3. Select someone to begin and continue around the circle several times or until most people have moved closer to the center of the circle.
4. Lead a concluding discussion based on the following questions:
 - How difficult was it for you to come up with unique personal characteristics and experiences to share? Why?
 - Were you surprised to find others who shared characteristics or experiences that you considered "unique"? Why? Were there more similarities or more differences?
 - How did you feel about moving away from the rest of the group when you revealed something about yourself that no

one else shared? What impact does diversity have on group member relationships?

- How does sharing common characteristics and experiences among group members help a group function more effectively? How can perceived similarity cause stereotyping of people and groups?
- How does the combination of diverse group member characteristics and experiences help a group function more effectively?
- What specific things can group members do to “come together” to build a more cohesive group?

***Note to the Facilitator** In this activity, many people often come up with what they think—and that others might think—are unique experiences, only to find that someone else has that in common with them. This exercise shows not only how different we all are, and how our differences can enrich a group, but also that we have many things in common that we might not expect.*

Communal Cave

Goals

1. To examine the material and nonmaterial needs of the group.
2. To explore the various elements of group dynamics.
3. To build cohesion within a group.

Group Size Several groups of five to eight persons each, from an intact work group.

Time Required 45 minutes.

Materials

1. A medium-sized cardboard box for each group.
2. One dozen 3-inch by 5-inch index cards and several felt-tipped pens for each group.
3. Masking tape for each group.

Physical Setting A room with separate tables for each group.

Process

1. Direct the participants to form groups of five to eight persons each.
2. Talk briefly about how primitive man lived communally in caves that provided comfort and safety through both material and nonmaterial means. Say that a work group does a similar kind of thing in its own work environment. Participants will now have the opportunity to furnish communal caves for their current groups.
3. Distribute a cardboard box, one dozen 3-inch by 5-inch index cards, several felt-tipped pens, and masking tape to each group.
4. Explain that the members of each group are to decide on what "furnishings" (material or nonmaterial) they want to include in their cave, represented by the box. They are to print one item per

card and affix the card to the box with masking tape. Groups will have 20 minutes to complete the task.

5. Time the activity, giving the groups a 2-minute warning. End the group work when time has expired.
6. Ask each group in turn to share the “furnishings” of its cave with all the participants.
7. Lead a concluding discussion based on the following questions:
 - What personal impressions and insights did you gain as a result of this activity?
 - What underlying values came into play during the activity?
 - On what basis did your group select its furnishings for the cave? What factors of the group were considered? Did you include more material or nonmaterial items? Why?
 - Did all members of your group agree on the included items? If not, how were conflicts resolved?
 - Were future considerations of the group taken into account? Why or why not? If there were any changes to the current group composition, would you need to make any changes to the things included in your communal cave? If not, why? If so, what things might be different?
 - How can your cave “furnishings” guide the work group in setting its goals?

Variation Instead of boxes, provide each group with a newsprint sheet to represent the communal cave. Participants can attach the index cards to the sheet, or they can write their answers directly onto the sheet.

► Culture Connection

Goals

1. To define culture and identify its various components.
2. To list rules or norms of organizational and team cultures.
3. To compare organizational and team cultures.

Group Size Several groups of six persons each, from an intact work group.

Time Required 1 to 1½ hours.

Materials

1. A prepared newsprint flip chart with the following two definitions:
 - “Culture is the arts, beliefs, customs, institutions, and all other products of human work and thought created by people or a group at a particular time.”
 - “Culture is the rules for living created by a group of people based on who they are, where they are, and the perceived resources available.”
2. Paper and a pencil for each participant.
3. Two newsprint sheets and felt-tipped markers for each group.
4. Masking tape.

Physical Setting A room large enough for groups to work without disturbing one another. Writing surfaces should be provided. Wall space is required for posting newsprint sheets.

Process

1. Prior to the session, prepare a newsprint flip chart with the two definitions of culture. Conceal the contents of the flip chart.
2. At the session, distribute paper and a pencil to each participant.
3. Ask the individuals to write a personal definition of “culture.” Allow a few minutes, and then ask each person to share the

- definition with two other people. Using feedback from their partners, instruct the groups to discuss and rewrite their definition of culture to reflect all three of their views.
4. Allow approximately 5 minutes and then ask each triad to share their revised definition with the large group. After all the groups have reported, lead a discussion on the similarities and differences of the various definitions.
 5. Ask the groups to take another look at their definitions of culture and decide whether or not they want to make any changes in the way they are worded. Allow a few minutes for discussion.
 6. Reveal the definitions written on the prepared flip chart. Refer to the first one and explain that this is a dictionary definition, and then read it aloud. Refer to the second example and explain that this is an alternative definition, and then read it aloud. Ask:
 - Looking at these definitions of culture, how can we apply the definitions to the organization(s) in which we work?
 - How can we apply the definitions to the group(s) in which we work?
 7. Direct the participants to form groups of six persons each by combining two triads. Distribute a sheet of newsprint and a felt-tipped marker to each group. Ask the groups to list the characteristics of the organizational culture that exists within their company.
 8. After approximately 15 minutes, distribute another sheet of newsprint to each group. Ask the group members to list the characteristics of the group culture in which they work.
 9. After approximately 15 minutes, provide masking tape and instruct the groups to post their two lists side by side. Lead a discussion on how closely the group culture meshes with the organizational culture.
 10. Lead a concluding discussion based on the following questions:
 - What happens when the group culture does not mesh with the organizational culture?
 - What happens when individuals move from one group to another?

- How do established rules or norms for operation help group members work together more effectively?

Variation Provide the groups with a final newsprint sheet and ask them to generate a list of rules or norms for “living” within the group culture.

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Dingbats

Goals

1. To discuss the concepts of collaboration and competition.
2. To explore ways in which we express and perceive communication.
3. To apply creative thinking skills in solving problems.

Group Size Several groups of three to five persons each.

Time Required 45 minutes to 1 hour.

Materials

1. A set of twelve Dingbats Puzzle transparency units.
2. A newsprint flip chart and a felt-tipped pen for recording.
3. An overhead projector.
4. A clock or timer.
5. A prize for the winning team (optional).

Physical Setting A room large enough for groups to work without disturbing one another.

Process

1. Prior to the session, duplicate the Dingbats Puzzle Sheets 1 and 2 on transparency film and then cut into individual units.
2. At the session, direct the participants to form groups of three to five persons each. Assign a designation to each group (for example, letter, number, color, and so forth). Write the group designations in columnar format on the flip chart.
3. Explain that the groups will have 3 minutes in which to determine a commonly known word or phrase by viewing a visual riddle. The participants may ask any questions they wish that can be answered by "yes" or "no," and the groups may make as many guesses as they wish. The first group to solve the riddle

- will earn one point. Announce that the group earning the most points will be the winner (a prize may be awarded, if desired).
4. Display a Dingbats Puzzle transparency on the overhead projector, responding to any question with a "yes" or "no" answer, and record one point on the flip chart sheet for the group that guesses the puzzle correctly. After 3 minutes, announce the answer if it has not been guessed (*see Note to the Facilitator*). Repeat the process for as many of the remaining puzzles as desired, and then tally the scores.
 5. Lead a concluding discussion based on the following questions:
 - What factors influenced behaviors and outcomes in the activity?
 - How did individual perception and past experience play a role in solving these puzzles? How do they relate to our ability to communicate clearly? The puzzles represented one way of communicating ideas. What are some others? Which ways are most efficient and why?
 - How does creative "out of the box" thinking stimulate problem solving? How does time pressure impact creative thinking?
 - How can a group use creativity to improve its problem-solving process?
 - What were your reactions to being placed in competition with the other groups? How did this impact your group's willingness to share its ideas by asking questions or making guesses? Why was that true?
 - Is it possible to compete, yet still collaborate, with others? Why or why not? How does this relate to conditions in the work environment? What are some examples of situations that rely on both competition and collaboration?
 - How can we use the insights gained here to improve a group's ability to perform effectively?

Variation Duplicate the Dingbats Puzzle Sheet(s) on paper and allow approximately 20 minutes for the members of each group to collaborate in solving the puzzles. Give a prize to the group that solves the most puzzles correctly.

Note to the Facilitator Solutions: (1) backward glance; (2) in the thick of things; (3) bend over backwards; (4) someone to turn to; (5) mixed-up kid; (6) positive thinking (thin "king"); (7) fruit in season; (8) easy on the eyes; (9) foul ("fowl") language; (10) it's up to you; (11) down on your luck; (12) put two and two together.

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Dingbats Puzzle Sheet 1

ecnalg 1	SUM12^S 4
THINGS 2	DKI 5
BEND DRAW DRAW 3	+ king 6

Dingbats Puzzle Sheet 2

SfErAuSiOtN 7	U S T I 10
<u>ee e</u> iiiiii 8	feathers horoscope 11
Quack Quack Cluck Cluck 9	totoo 12

▶ Do or Taboo?

Goals

1. To describe behaviors viewed as unacceptable or expected within the participants' own and other cultures.
2. To examine the impact of forbidden and expected behaviors within groups or organizations.
3. To establish rules for group or organizational behavior.

Group Size This activity works best with a group of up to twelve participants, preferably an intact work group. If there are more than twelve participants, form groups of four to six persons each, preferably mixing people of different cultures, if possible.

Time Required 1 to 1½ hours.

Materials

1. Four newsprint sheets and a felt-tipped marker for each group.
2. Masking tape.

Physical Setting Any room in which the group regularly meets. A writing surface should be provided. Wall space is needed for posting newsprint sheets.

Process

1. Introduce the session with the following:
"Every culture draws limits on what is acceptable behavior. At the same time, there are often some ritual behaviors that are expected to be followed. These 'social rules' can include both verbal and nonverbal behaviors. This session will examine some common (and maybe some not-so-common) cultural taboos and rituals as a means of provoking awareness of the influence of culture on behavior."

2. Give a few examples of some cultural taboos, such as:
 - Touching someone's head (Thailand)
 - Whistling in public places (Russia, Egypt)
 - Showing the sole of your shoe (Southeast Asia)
3. Give a few examples of some cultural rituals, such as:
 - Presenting gifts to business partners (Japan)
 - Giving flowers to a host (Eastern Europe)
 - Bowing to greet someone (Southeast Asia)
4. Distribute two sheets of newsprint and a felt-tipped marker. Instruct the group to title one sheet "DO" and the other one "TABOO."
5. Ask group members to make a list of cultural taboos and expected rituals, either from their own culture or organization (for example, closed doors, separate lunchrooms, formal or casual dress, and so forth) on the appropriate newsprint sheet. Allow approximately 10 minutes for completion of the task. Provide masking tape and instruct the group to post both sheets. Ask the group to share the information on the lists.
6. Distribute two additional sheets of newsprint. Instruct the group to title one sheet "GROUP DO" and the other one "GROUP TABOO."
7. Ask group members to make a list of prohibited and expected behaviors that they would like to establish for their own group. Allow approximately 10 minutes for completion of the task. Instruct the group to post both sheets. Ask the group to share the information on the lists.
8. Lead a concluding discussion with the following questions:
 - What did you learn from this activity?
 - How do we learn what is taboo and what is expected behavior in our own culture? In other cultures?
 - How do we learn what is taboo and what is expected behavior in a work group? In our organization? How effective is this?
 - How will the insights from this exercise help you in the workplace?

Variations

1. Have the group role play or dramatize a group setting using the GROUP DO and GROUP TABOO sheets that were prepared in step 6 above. Allow approximately 10 minutes for preparation, and then ask the group to present the role plays.
2. Have the group discuss the possible consequences of acting in a prohibited or undesirable manner or of ignoring an expected ritual, in terms of teamwork.
3. Ask the group to make a list of American taboos and rituals that would be useful for other cultures to know.
4. Direct participants to form groups of four to six persons each. Instruct the groups to define the terms "taboo," "culture," and "values." Compare the definitions and lead a discussion based on the following questions: "How do these concepts interrelate?" and "What role does perception play in understanding cultural differences?"

Note to the Facilitator *It is suggested that you gather some research information on various cultural taboos, customs, and rituals before conducting the activity.*

Early Dismissal

Goals

1. To simulate group-member acceptance or rejection.
2. To examine how physical characteristics lead to stereotyping.
3. To identify ways in which groups can become more inclusive.

Group Size A minimum of sixteen participants.

Time Required 20 to 30 minutes.

Physical Setting A room with plenty of space so that the participants can move about in an unrestricted fashion to form groups in four separate corners of the room.

Process

1. Select four participants to act as leaders. In private, assign each leader a different physical characteristic that will allow someone to join his or her group. The characteristic should be something very specific, quite obvious, and not too common; for example, glasses, hair color, tennis shoes, blue shirt, and so forth. After the information has been provided, send each leader to a separate corner of the room.
2. Tell the group:
"The remaining participants are to walk IN SILENCE and approach each of the leaders, extending a hand as if to shake with the leader. The leaders will shake their heads YES or NO to indicate whether or not the person will be able to join that particular group. When someone does join a group, he or she should stand behind the leader so that the next approaching individual can be seen by the leader."
3. Allow all the participants to pass by the leaders at least once. With some luck, a few of the people will not be chosen. Instruct these individuals to pass by each of the leaders at least once, so

that they are rejected by one or two of the leaders again. Then call an end to the game.

4. Ask the leaders only:

- As a leader, how did you feel about having to reject people?
- How did people react to being rejected? To being accepted?

5. Ask the other participants:

- How did you feel when you were accepted into a group? Why?
- For those rejected by all the groups, how did you feel about not being chosen? Why?
- Why do you think you were accepted into your particular group? (*Reveal the physical characteristic for each group if the participants do not guess it.*)

6. Lead a concluding discussion based on the following questions:

- What underlying personal values came into play during the activity?
- To what extent do physical characteristics contribute to group functioning? How can the physical characteristics of an individual lead to stereotyping? What impact does stereotyping have on personal interactions?
- How does your experience during this exercise relate to what happens in a real-world setting?
- What are some ways in which groups can become more inclusive rather than exclusive?

Final Debriefing

Goals

1. To provide a final debriefing session following one or more group activities.
2. To identify skills needed to cooperate as a group.

Group Size Groups of participants from previous activities.

Time Required 20 to 30 minutes.

Materials

1. A copy of the Final Debriefing Worksheet and a pencil for each participant.
2. A newsprint flip chart and felt-tipped markers for recording.

Physical Setting A room large enough for groups to work without disturbing one another. Writing surfaces should be provided.

Process

1. Once the activity or series of activities have been completed for the session, distribute a copy of the Final Debriefing Worksheet and a pencil to each participant.
2. Instruct group members to individually reflect on the questions and record a brief response to each. Allow approximately 5 minutes.
3. Instruct participants to discuss their responses to the questions within their groups. Allow approximately 10 to 15 minutes.
4. Ask for volunteers from the groups to provide responses to each of the questions.
5. Lead a concluding discussion based on the following questions, recording relevant issues on a flip chart:
 - Would you recommend group work for any task? Why? What are some examples of tasks that are best supported by group work?

- What is the value of group work? What are the problems with group work?
- What makes someone a good group member?
- How can groups apply these insights to the workplace environment?

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Final Debriefing Worksheet

Instructions: Based on your experiences during the previous group activity(ies), discuss the following questions within your group:

1. What kinds of thoughts did you have about other members of your group as you participated in today's activity(ies)?
2. What kinds of thoughts did you have about yourself as you participated in the activity(ies)?
3. What skills were needed to accomplish the activity(ies)? What are some other times in your life when you would need these skills?
4. Did any conflicts arise as the group members worked together? If so, how were the conflicts resolved?
5. What general insights did you gain in regard to working in groups?

► Fit Figure

Goals

1. To identify things that help and those that prevent individuals from working together effectively in a group setting.
2. To develop guidelines to help individuals work together more effectively.

Group Size Several groups of five or six persons each.

Time Required 30 to 45 minutes.

Materials

1. A newsprint sheet and felt-tipped markers for each group.
2. Masking tape.
3. A newsprint flip chart and felt-tipped markers for recording.

Physical Setting A room with separate tables for each group. Wall space is required for posting newsprint sheets.

Process

1. Direct the participants to form groups of five or six persons each.
2. Explain that, as the basic unit of a group, each individual has a deep impact on how effectively the group performs as a whole. This activity will provide an opportunity to take a look at those things that individuals do that can either help or hinder the group effort.
3. Distribute a newsprint sheet and felt-tipped markers to each group. Ask the groups to draw a large outline of a human figure on the sheet.
4. Tell the groups:
"Group members are to brainstorm all the things necessary for individuals to do to work well together. Write these inside the outline of the figure. Then discuss all the things that keep individuals from working as a group. Write these on the sheet

outside the outline of the figure. You will have 20 minutes to complete the task."

5. Time the activity, giving the groups a 5-minute and a 2-minute warning. End the group work when time has expired.
6. Provide masking tape and instruct the groups to post their sheets. Ask a representative from each group to make a report on their discussion.
7. Lead a concluding discussion by asking the following questions:
 - What general impressions and insights about group work did you gain from this activity?
 - What common issues were identified by the groups?
 - What basic guidelines can a group develop to help individuals work together more effectively? (Record responses on the flip chart.)
 - What things can a group do to help reinforce these guidelines in the workplace?

► Full Circle

Goals

1. To share personal information with other members of the group.
2. To become acquainted with other members of the group.
3. To examine the impact of stereotyping on an organization and on the group process.
4. To use as an icebreaker activity at the beginning of a session.

Group Size Eight to twenty participants.

Time Required 15 to 20 minutes.

Materials A list of directions to be read by the facilitator. For example:

- Anyone with one sister, move one seat clockwise. If two or more, move two seats.
- Anyone with red hair, move two seats clockwise.
- Anyone who is 40 years or older, move one seat counterclockwise.
- Anyone born in another country, move one seat in any direction.

Physical Setting A large open space, with one chair for each participant. The chairs should be arranged in a circle.

Process

1. Prior to the session, compile a list of directions for the participants to follow. Make sure that there are lots of categories so that everyone has lots of chances to move. Note that the larger the group, the more directions you will need to include.
2. At the session, instruct the participants to each take a seat. Say:
"The goal of this exercise is for you to move around the circle so that you end up back in the same seat as you started. How you move will be determined by a series of directions. As each item is read and it applies to you, move the appropriate

number of seats. If the seat is occupied, stand in front of the seat until it becomes available, or you move on."

3. Announce each direction on your list, allowing enough time between the announcements for the participants to make their moves. Continue until at least one member of the group returns to his or her original seat.
4. Lead a concluding discussion by asking the following questions:
 - How did you feel about participating in this activity? Why did you feel that way?
 - What kinds of things did you learn about other members of the group? Why might it be important to know these things?
 - Were you ever reluctant to respond to a direction because of what it would reveal about you (for example, age)? Why? How does this reflect situations in the work environment?
 - Did everyone in the group have an equal opportunity to accomplish the task? Why? How did this make you feel? How does this exercise relate to issues of group acceptance? How can we relate this to the workplace?
 - How does the use of certain categories of features or characteristics contribute to stereotyping? What implications does stereotyping have for an organization?
 - How does stereotyping have an effect on the group process? What are the implications within a group? How can we avoid negative labeling?

Gender Bender

Goals

1. To identify gender-related stereotypes.
2. To discuss the influence of gender-related stereotyping in the workplace.

Group Size Several same-gender groups of five to seven persons each.

Time Required 40 to 50 minutes.

Materials

1. A copy of the Gender Bender Worksheet and a pencil for each participant.
2. A newsprint flip chart and felt-tipped markers for recording.
3. Masking tape.

Physical Setting A room large enough for groups to work without disturbing one another. Writing surfaces should be provided. Wall space is needed for posting newsprint sheets.

Process

1. Explain that culture is defined as “the shared way of life of a group of people,” and this collectiveness can lead to the stereotyping of people within that culture. In the same way, men and women may hold stereotypical views of one another’s expected attitudes and behaviors. Say that this exercise will explore that tendency.
2. Direct the participants to form same-gender groups of five to seven persons each. Distribute a copy of the Gender Bender Worksheet and a pencil to each participant. Read the instructions at the top of the sheet. Allow approximately 15 minutes for groups to complete the task.
3. Tabulate the attributes of all groups using separate newsprint flip chart sheets headed “WOMEN” and “MEN.” Post the sheets

using masking tape. Compare and contrast the traits listed for both genders.

4. Lead a concluding discussion based on the following questions:
 - How does popular advertising treat gender-related stereotypes? Have these views evolved over the years? If so, in what way?
 - How do stereotypes lead to erroneous conclusions about groups of people? How can this influence our first impressions of individuals?
 - What impact can gender-related stereotyping have on task assignments in the workplace? How does it impact group member relationships? How does gender-related stereotyping relate to career development issues? What influence does organizational culture have on these issues?
 - What are some specific things that a group can do to alleviate stereotypical thinking in terms of group norms and roles?

Variation Run the activity using mixed-gender groups rather than gender-specific groups. As an alternative, use mixed-gender groups to complete a second worksheet before collecting data from both groupings.

Gender Bender Worksheet

Instructions: For each list below, select the top six attributes your group believes are most characteristic of that specific gender.

WOMEN are

- _____ analytical
- _____ assertive
- _____ competitive
- _____ dominant
- _____ empathetic
- _____ impulsive
- _____ independent
- _____ influential
- _____ inquisitive
- _____ moral
- _____ reactive
- _____ supportive

MEN are

- _____ analytical
- _____ assertive
- _____ competitive
- _____ dominant
- _____ empathetic
- _____ impulsive
- _____ independent
- _____ influential
- _____ inquisitive
- _____ moral
- _____ reactive
- _____ supportive

Give Me Shelter

Goals

1. To collaborate as a team in accomplishing a task.
2. To build cohesion in a group.
3. To apply creative problem-solving skills.
4. To develop a plan for use of available resources.

Group Size Several groups of four or five persons each.

Time Required 40 minutes.

Materials

1. Several sections of newspaper and a roll of masking tape for each group.
2. A clock or timer.

Physical Setting A room with plenty of space for the groups to construct tent structures.

Process

1. Direct the participants to form groups of four or five persons each.
2. Explain that each group will be using newspapers and masking tape to construct a tent that is large enough to shelter all the members of the group from an imaginary rainstorm. Only the materials provided may be a part of the structure; that is, it cannot be connected to or use any other item in its construction. Groups will have 20 minutes to complete the task.
3. Distribute several sections of newspaper and a roll of masking tape to each group.
4. Time the activity for 20 minutes, giving a 2-minute warning before time expires. Determine whether the structures meet the specifications by asking each group in turn to have its members enter their shelter.

5. Lead a concluding discussion based on the following questions:
 - What were your personal reactions to this activity? How did other group members react to it?
 - How well did group members work together during the activity? Why? Could you have interacted with greater harmony during the activity? If so, in what ways?
 - How did your group decide on a structural plan for the shelter? Were you able to build your shelter according to the original plan? Why or why not?
 - If you changed your plan, how well did group members make the adjustment?
 - What factors influenced the behaviors and outcomes in this activity? How are these factors logically related to one another?
 - How can we relate the group shelter to the concept of teamwork?

Variations

1. Ask the groups to judge the structures on the basis of creativity and usefulness.
2. Appoint observers to report back to the total group on task and relationship behaviors within each team.

Note to the Facilitator: *The tent structures are most easily made by using support "poles" made from rolled-up newspapers.*

Having a Ball

Goals

1. To demonstrate the need to coordinate individual efforts within a team.
2. To examine the contribution of each individual to the team effort.
3. To explore new ways to adjust to change.
4. To build cohesion within a group.

Group Size Eight to fifteen participants.

Time Required 15 minutes.

Materials Four to six small objects in a variety of shapes and sizes that can be easily thrown and caught, for example, rubber balls, Koosh™ balls, sponge balls, crushed paper balls, bean bags, hacky sacks, and so forth.

Physical Setting A room large enough to allow the participants to form a large circle.

Process

1. Direct the participants to form a circle in which persons stand approximately one arm's length apart.
2. Explain that they are to establish a pattern by throwing an object from member to member in any order so that it makes it way to everyone once, returning to the original person. Players are to remember to whom they throw the object. Once the pattern is set, it is never broken throughout the game.
3. Provide a player (leader) with one of the objects and signal for the task to begin. After the initial pattern has been established, instruct the group to continue passing the object for a few more rounds, and then stop the activity.
4. Explain that as the game continues in future rounds, new objects will be introduced until there are several being thrown at the

same time. Tell the participants to continue passing objects without interruption once the game begins. Remind the participants that they are to use the same throwing pattern set previously.

5. Start the game again with the original object, and after one or two rounds, provide the leader with another object to begin passing. As the rhythm of the pattern becomes smoother, add a third object, then a fourth one. Depending on the size of the group, it should be possible to have as many as six objects being thrown at once.
6. Allow the task to continue for several minutes, but stop the activity as the actions of the group begin to become too chaotic or overly frustrating.
7. Lead a concluding discussion with the following questions:
 - How did you feel during this activity? Why did you feel that way?
 - How does this activity relate to teamwork in general? How does it relate to our ability to deal with change?
 - How difficult was it to adjust your actions when a new object was introduced? Why?
 - What are some examples of specific contributions that individual members might make toward the group effort?
 - What are some suggestions to help a group “juggle” multiple responsibilities more effectively? Suggestions to help integrate additional responsibilities? Suggestions to help adjust to changes in procedures?

Variation Introduce only two or three objects during the game and instruct the participants to initiate a different pattern with each new object.

"Hip" Hop

Goals

1. To use creative thinking skills to produce a variation on a traditional process.
2. To generate clear and concise instructions for performing a task.
3. To examine the role of behavior modeling and leadership.
4. To discuss the process of introducing and managing change.
5. To provide an icebreaker activity at the beginning of a session.

Group Size Several groups of five to seven persons each.

Time Required 30 to 40 minutes.

Materials Paper and a pencil for each group.

Physical Setting A room large enough for groups to work without disturbing one another.

Process

1. Direct the participants to form one line, one person behind the other, and to perform the "line dance" known as the "Bunny Hop," according to the following instructions:
Right Foot: Heel, toe, heel, toe
Left Foot: Heel, toe, heel, toe
Hop forward, Hop backward
Hop forward three counts (hop, hop, hop)
Repeat once or twice
2. Direct the participants to form teams of five to seven persons each. Distribute paper and pencil to each group.
3. Explain that groups will now brainstorm other ways of doing the Bunny Hop by addressing the following questions:
 - What else could be hopping in this dance?
 - What other movements could be made besides hopping?
 - What other formation could this dance take besides a line?

4. Allow approximately 10 minutes for participants to design the movements and steps for a new dance. Encourage the groups to come up with a new and different approach. Stress that the groups are to provide clear and concise instructions for performing their new dances.
5. Ask each group to model its new version of the dance by reading the instructions aloud and then leading the other participants in trying the new dance creation.
6. Lead a concluding discussion based on the following questions:
 - Which was more helpful—the oral instructions or physically modeling the dance steps? Why? How could the instructions have been made clearer?
 - How would your group introduce the new dance to others who now do the traditional Bunny Hop? How do you think they would react to the change? Why?
 - Did you follow the lead of the person in front of you? Why or why not? How does role modeling influence our behavior? How does it aid in managing change? What role does the leader have in the change management process?
 - Why is it important to revisit traditional work processes? How does creativity impact the way in which we do things?

Variation Ask the participants to create a variation of the traditional “Hokey Pokey” dance.

Inner Circle

Goals

1. To demonstrate acceptance and rejection to group membership.
2. To investigate the impact of individual characteristics in gaining group membership.
3. To examine how individual acceptance affects participation levels in various groups.

Group Size Six to twelve participants.

Time Required 15 to 30 minutes.

Physical Setting A room with sufficient space to allow the participants to form a large circle.

Process

1. Direct the participants to form a circle. Sequentially assign a number to each participant.
2. Instruct participants that, as each person's number is called, the person will step outside the circle and then try to get back in to become a part of the group again. Members in the group are to form a tight circle and try to keep the person from "joining." Slight force may be used, but definitely not excessive force or violence.
3. Randomly announce a number, allow approximately 1 minute or less for the appropriate person to try to reenter the group, and then instruct the person to return to the group if he or she has been unsuccessful. Announce a new number and repeat the process several times. Call most of the numbers, but not all, and then stop the activity.
4. Lead a concluding discussion based on the following questions:
 - How did you feel about this activity in general? How did you feel if you were chosen to leave and then try to force your way

back into the group? How did you feel if you did not have to leave the group?

- What did this exercise tell us about acceptance? What did it tell us about rejection?
- What were the differences among the approaches people took to regain entrance to the group? What were the similarities?
- Did members of the group allow others back in without causing them to use much force? Why or why not? Did anyone use threats or trickery? If so, how did you feel about that approach?
- What characteristics of the individual may have impacted the reentry approach? How does individuality impact one's ability to gain acceptance to some groups?
- How did this activity relate to the amount of participation by individuals that occurs in various kinds of group? Are some groups easier to get into than others? Why is this?

Variation Rather than assign numbers to participants, ask for volunteers to leave and then try to reenter the group. Encourage people to volunteer, but do not insist that everyone take a turn at "breaking in."

***Note to the Facilitator** Monitor the interactions of the participants during the exercise to assure that there is no undue force employed. You may need to alter the amount of time allowed for "breaking in" depending on individual participant ability.*

Inside and Out

Goals

1. To become better acquainted with other members of the group.
2. To discover similarities and differences among group members.
3. To compare and contrast the benefits of similarity and diversity.
4. To provide an icebreaker at the beginning of a session.

Group Size Several groups of four persons each.

Time Required 20 to 30 minutes.

Materials A copy of the Inside and Out Worksheet and a pencil for each group.

Physical Setting A room large enough for groups to work without disturbing one another. Writing surfaces should be provided.

Process

1. Direct the participants to form groups of four persons each. Ask each group to select one person to act as its recorder/presenter.
2. Distribute a copy of the Inside and Out Worksheet and a pencil to each group. Ask the recorder to write the group members' names on the worksheet, one in each of the four outer segments of the square.
3. Explain that group members are to get to know one another by discussing their various backgrounds, experiences, and interests. The group recorder is to place any items that are shared by *all* group members in the center circle. Items that are true of *one* member only should be placed in the appropriate outside segment.
4. Allow approximately 10 to 15 minutes for completing the task, and then ask the recorder from each group to present some of the documented items.

5. Lead a concluding discussion based on the following questions:

- What did you personally learn from this activity?
- Did you find that others in your group had *more* or *less* in common with you than you expected? Give some examples.
- What are some examples of things that were shared by MOST group members, but not all? When an item was found to be the same for everyone in the group with the exception of one or two members, how did those individuals feel?
- What are the advantages of having things in common with other members of a group? What are the benefits of having different backgrounds, experiences, and interests?
- How can a work group use this information to improve its functioning?

Variations

1. Use this activity to compare and contrast elements of two concepts (for example, creativity and diversity).
2. This activity can be used in a problem-solving session to compare and contrast a list of possible solutions.

Note to the Facilitator *The main purpose of this activity is to get the group members to share information about themselves to become better acquainted. By recording only those items that ALL members share or those that belong to only ONE individual, there is an emphasis on the issues surrounding similarity and diversity.*

Inside and Out Worksheet

A square frame with a circle in the center. Four diagonal lines connect the corners of the square to the circle's circumference, dividing the square into four triangles. Each triangle contains the word "Name" in a vertical orientation. A large, light blue diagonal watermark reading "http://www.pbookshop.com" is overlaid across the entire diagram.

Lead On

Goals

1. To gain insight into leadership skills and actions.
2. To apply problem-solving and sequencing skills.

Group Size Three groups of four to seven persons each.

Time Required 45 to 50 minutes.

Materials

1. A copy of the Lead On Puzzle and a pencil for each participant.
2. A copy of the Lead On Answer Sheet for each participant.
3. A newsprint sheet and a felt-tipped marker for each group.
4. Masking tape.

Physical Setting A room large enough for groups to work without disturbing one another. Writing surfaces should be provided. Wall space is needed for posting newsprint sheets.

Process

1. Direct the participants to form three groups of four to seven persons each.
2. Explain that the groups will be working together to complete a word search puzzle that will reveal fourteen words. These words, when combined appropriately, will form three well-known proverbs or wise sayings. Groups will have approximately 10 minutes to solve the puzzle.
3. Distribute a copy of the Lead On Puzzle sheet and a pencil to each participant. Signal for the groups to begin and then call time after approximately 10 minutes or sooner if all the groups have completed the task.

4. Distribute a copy of the Lead On Answer Sheet to each participant. Allow several minutes for the group members to compare their answers. Ask:
 - How well did your group do in completing the puzzle? Why did you do well, if you did? Why did you do poorly, if you did?
 - How did your group approach the task? Was it an effective approach? Why or why not?
 - Did any one person in the group take a leadership role? If so, how did this occur? What specific role did the person play?
5. Explain that the three sayings can be viewed in terms of leadership. To that end, each group will discuss one of the sayings in relation to how a leader could apply the proverb.
6. Assign one saying to each of the three groups and ask that they spend approximately 10 to 15 minutes discussing how the proverb relates to the role of a leader, describing specific examples whenever possible. Distribute a newsprint sheet and a felt-tipped marker to each group for the purpose of recording key points of their discussions.
7. Ask a representative from each group to use masking tape to post the newsprint sheet and share the information from the group's discussion.
8. Lead a concluding discussion by asking:
 - What were some similarities among the three proverbs? Any differences?
 - What impressions and insights did you gain about leadership?

Lead On Puzzle

E	R	M	T	Y	F	T	H	A	N
A	C	S	P	L	E	Y	U	C	T
R	E	N	R	K	N	I	H	T	B
B	R	X	E	C	A	V	K	I	W
D	R	L	H	I	Z	E	X	O	O
J	E	V	C	U	R	G	P	N	R
C	D	I	A	Q	X	E	K	S	D
E	U	R	E	C	U	F	P	H	S
H	O	X	T	K	I	D	I	X	T
T	L	S	L	O	W	L	Y	S	E

WORDS:

SAYINGS:

1)

2)

3)

Lead On Answer Sheet

- 1. Experience is the best teacher.
- 2. Actions speak louder than words.
- 3. Act quickly, think slowly.

E	R	M	T	Y	F	T	H	A	N
A	C	S	P	L	E	Y	U	C	T
R	E	N	R	K	N	I	H	T	B
B	R	X	E	C	A	V	K	I	W
D	R	L	H	I	Z	E	X	O	O
J	E	V	C	U	R	G	P	N	R
C	D	I	A	Q	X	E	K	S	D
E	U	R	E	C	U	F	P	H	S
H	O	X	T	K	T	D	I	X	T
T	L	S	L	O	W	L	Y	S	E

► Lofty Goal

Goals

1. To examine the role of the individual in a group effort.
2. To build cohesion within a group.
3. To provide an icebreaker activity at the beginning of a session.

Group Size Several groups of five to eight persons each.

Time Required 10 to 15 minutes.

Materials

1. A balloon for each participant (use a variety of shapes but only one color per group).
2. Five to ten extra balloons and a marble for each balloon.

Physical Setting A room large enough so that the participants can move about in an unrestricted fashion.

Process

1. Prior to the session, prepare the extra balloons by inserting a marble into each, inflating them, and tying off the ends. These balloons will be used later in the activity.
2. At the session, direct the participants to form groups of five to eight persons each. Distribute a balloon to each participant, providing each group with a different color. Ask the participants to fully inflate the balloons and to tie them off securely.
3. Explain that each color set of balloons represents a team within an organization and that each balloon shape designates a particular role within each team. The goal of the activity is for all the teams to do their "jobs" by keeping their balloons in the air at all times.
4. Signal for the participants to bounce their balloons into the air and, after a minute, begin to add the extra weighted balloons into the larger group at various locations. Allow the activity to

continue for several minutes, and then call for the participants to stop.

5. Lead a concluding discussion based on the following questions:
 - What were your personal reactions to this activity? How did others seem to react to it?
 - How difficult was it to keep all the balloons in the air? Why? What happened when the extra balloons were introduced?
 - Did an individual maintain responsibility for the original balloon (team role) throughout the activity? Why did this happen?
 - How willing were others on your team to help you keep your balloon in the air?
 - Did members from other teams help you do your job? Who took responsibility for the additional balloons?
 - How does this activity relate to teamwork in general?

Variations

1. Use weighted balloons throughout the entire activity.
2. Assign a separate yet adjacent area of the room for each team to perform the activity. Include the following question in the discussion: How often did you need to move into another team's area to perform your job?
3. As you introduce the weighted balloons, name each one with a cultural or organizational challenge as you enter it into the group. During the concluding discussion, explore the impact of these challenges on the group and ways in which to handle the challenges.

Note to the Facilitator *Placing a marble in the balloon makes it bounce in all different directions and creates an interesting challenge to keep it afloat.*

▶ Mad Hatter's "Team" Party

Goals

1. To become acquainted with group members.
2. To provide an icebreaker activity at the beginning of a session.
3. To examine active listening skills.

Group Size Several groups of five or seven persons each (an odd number of people in each group is required).

Time Required 15 minutes.

Materials

1. A set of Mad Hatter's Question Cards for each group.
2. A timer or stopwatch (optional).

Physical Setting A large room equipped with a chair for each person. The chairs for each group should be arranged in two equal lines facing one another with one chair at the top or "head" of this arrangement.

Process

1. Instruct the participants to be seated in the prearranged chairs.
2. Explain that the participants are going to take part in a Mad Hatter's "team" party. The person occupying the seat at the "head" of each group is designated as the Mad Hatter. The Mad Hatter will start by reading a question card out loud to the group. Making eye contact with the person across from him or her, each person in the group will respond in turn, starting with the person to the right of the Mad Hatter and continuing down the line on the right and up the line on the left until everyone has answered. Then, everyone moves one chair clockwise, which puts a new Mad Hatter at the head of the group who will read the question on his or her card. This process will continue until all of the questions have been read and answered. Clarify these instructions to be sure that everyone understands the procedure.

3. Distribute a set of Mad Hatter's Question Cards to each group and instruct each person to take a card, setting aside any extras.
4. Signal for the task to begin. Stop the groups when everyone has had the opportunity to answer all the questions.
5. Lead a concluding discussion based on the following questions:
 - What kinds of things did you learn about other members of your group?
 - Was it difficult to answer some of the questions? Which ones? Why?
 - How difficult was it to actively listen to the answers made by your group members? Why was it difficult?
 - How does this activity relate to the communication process in general?

Variations

1. Time each question to be answered by all the group members within 30 seconds, then announce "Switch" for everyone to move one chair clockwise and a new Mad Hatter to ask his or her question.
2. Use the activity as a review of content presented during the session. To do so, make a set of question cards that requires each group member to list one applicable answer. For example, to the question "What factors contribute to effective communication?" possible answers might be "active listening," "no jargon," and so forth.

Note to the Facilitator *Be aware that this activity can become very noisy.*

Mad Hatter's Question Cards

I really hate it when	I really like it when
The best thing that happened to me this week was	The worst thing that happened to me this week was
My favorite thing to do is	My least favorite thing to do is
When I feel bad, I	When I feel good, I

Material Evidence

Goals

1. To communicate views of "group leader" and "group member" through representative items.
2. To compare and contrast perceptions of group leader and group member roles.
3. To examine how the leadership role is perceived.

Group Size Several groups of four or five persons each.

Time Required 45 minutes to 1 hour.

Materials

1. One prepared paper bag of ten items for each group.
2. A stapler and felt-tipped marker for preparing the bags.
3. A newsprint sheet and a felt-tipped marker for each group.
4. Masking tape.

Physical Setting

A room with a separate table for each group. Wall space is required for posting newsprint sheets.

Process

1. Prior to the session, collect several units (same as number of participating groups) each of ten objects that include such items as feathers, balls, coffee filters, corks, candles, matchbooks, paper cups, string, marbles, glue sticks, compact discs, erasers, bottles of Wite®Out fluid, and so forth. Using the felt-tipped marker, identify half of the bags as "Group Leader" and the other half as "Group Member." Place an identical set of ten items in each bag and staple the bags closed.
2. At the session, direct the participants to form groups of four or five persons each.
3. Distribute a prepared paper bag of items, a newsprint sheet, and a felt-tipped marker to each group.
4. Explain that each group has a bag containing items that represent certain characteristics of the specific role to which it

belongs, either "Group Leader" or "Group Member." Like archeologists, each group will construct a composite profile of the role identified on the bag by examining the material evidence inside and assigning detailed traits or characteristics that are representative of each object. For example, a rubber band might represent "flexibility" for some particular aspect of the role. Groups are to write the assigned role at the top of the newsprint sheet and list the assigned characteristic for each item. Groups will have 15 minutes to complete the task.

5. Signal for the activity to begin. After approximately 15 minutes, announce that the groups are to stop.
6. Provide masking tape and instruct the groups to post their newsprint sheets. Ask each group in turn to report the characteristics of its composite profile.
7. Lead a concluding discussion based on the following questions:
 - How did you feel about assigning traits to your designated role? Why did you feel that way?
 - How did perception play a part in this activity? Did all members of the group have similar ideas for what the items represented? If not, why?
 - Although each bag had the same contents, in what ways did the profiles differ? What were some of the same characteristics for both roles?
 - Comparing your lists for the two roles, what fundamental differences, if any, were perceived to exist between being a Group Leader and being a Group Member? Does this reflect our views on leadership in general? How do these views impact a group and its work?
 - How do the characteristics you identified for each role match the traits of the members of your current work group?
 - How might a role "profile" help clarify group expectations in the workplace?

Variation Provide each group with a *different* set of ten items, but do not designate roles on the bags. Have each group assemble a composite profile and indicate which role, Group Leader or Group Member, it feels the items would represent.

Mind Mingle

Goals

1. To provide a closing activity to review content or discussion ideas.
2. To look for common relationships among ideas.
3. To discuss the influence of perception on the interpretation of content information.

Group Size Unlimited participants.

Time Required 10 to 20 minutes.

Materials A 3-inch by 5-inch index card and a pencil for each participant.

Physical Setting A room large enough that the participants can move around freely in an unrestricted fashion. Writing surfaces should be provided.

Process

1. Distribute an index card and a pencil to each participant.
2. Ask each participant to write down one content item learned from the session (or alternatively, one idea from the group's previous discussion).
3. Explain that the participants are to walk around the room, mingling with others. On your signal, they are to form triads and discuss each person's item. They are to find a common relationship among all the ideas.
4. Signal for participants to mingle and, after a few seconds, signal for them to form the discussion triads. Allow approximately 3 to 5 minutes for discussion. Repeat the process as many times as

desired, then lead a concluding discussion based on the following questions:

- What were some of the main ideas presented on the cards? Did any individuals have different interpretations of the ideas presented? If so, why might this occur?
- How does individual perception influence the interpretation of content information? What are some examples of this occurring in the workplace?
- How difficult was it to find a common relationship among a variety of ideas? Why was this?
- How can groups use this type of process to make more effective decisions? How can this process help individuals gain a stronger commitment to group decisions?
- How can you use the information gained from this exercise to improve your own group's performance?

Variations

1. During an extended session, provide several index cards for each participant and have them form groups at intermediate times throughout the session and at the end.
2. Using the ideas written on their index cards, have participants mingle and find three or four others who share the same content item or idea. Then have small groups discuss the idea for expanded insights.

▶ New Twist on Things

Goals

1. To discuss the dimensions of task and relationship behaviors within the group process.
2. To list characteristics of task and relationship behaviors.
3. To discuss ways to facilitate effective group process behaviors.

Group Size Five to twenty participants.

Time Required 40 to 50 minutes.

Materials

1. A strip of 8½-inch × 14-inch paper and a pencil for each participant.
2. Tape and a pair of scissors for every five participants.
3. A newsprint flip chart and felt-tipped markers for recording.
4. Masking tape for posting.

Physical Setting Any room in which the group regularly meets. Writing surfaces should be provided. Wall space is required for posting newsprint sheets.

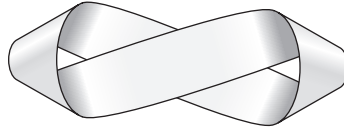
Process

1. Prior to the session, cut 8½ by 14-inch paper into strips 14 inches long and approximately 1½ inches wide. On each strip, write "A" on one end and then turn the paper over and write "B" at the opposite end, as shown below:

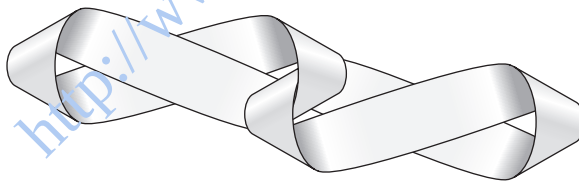


2. At the session, distribute a paper strip and a pencil to each participant. Provide tape to be shared by several participants.
3. Explain that participants are to hold the strips in their hands, give one end a double twist, and tape the ends of the strip

together so that the ends marked "A" and "B" are touching. View the strips to ensure that the results appear to be a figure 8, as illustrated below:



4. Direct the participants to use their pencils to draw a line lengthwise down the middle of the paper strip until the circle is complete. Ask:
 - What occurred? (*The line can be drawn without lifting the pencil from the paper.*)
 - Were your initial perceptions about the loop accurate? Why did this happen?
 - What do you predict will happen if the paper strip is cut along the line that has been drawn?
5. Distribute several pairs of scissors to be shared by groups of participants. Instruct each participant to carefully insert the tip of the scissors into the paper and cut the strip along the pencil line. The result is two connected loops, as illustrated below:



6. Ask the participants:
 - Did the result support your prediction? What was your prediction based on?
 - How do past experiences influence our expectations? How might this cause us to make false assumptions?
 - How might certain assumptions affect how work is accomplished within a group? How can these assumptions affect how group members interact with one another?

7. Explain that the two loops can represent the two basic dimensions of behaviors that exist within every group: *task behaviors* that involve doing the job and *relationship behaviors* that affect how members interact. These two aspects of the group process are equally important and one cannot be separated from the other in supporting the collaborative efforts of teamwork.
8. Ask the participants to identify various behaviors under the Task dimension (*goal setting, problem solving, decision making, strategic planning, resource use, time management*) and then behaviors for the Relationship dimension (*collaboration, conflict resolution, negotiation, leadership*). Use the flip chart to record feedback and then post the sheet.
9. Ask the participants to brainstorm guidelines that a group can use to help facilitate effective task and relationship behaviors. Use the flip chart to record feedback.

Variation Rather than have individual participants do their own bands, you can use just one strip to demonstrate the loop, pencil marking, and cutting steps.

Note to the Facilitator *The twisted strip that was created is called a double Mobius band. What is initially perceived as a band with an inner and outer surface is really a continuous one-sided loop. When it is formed, it takes on the shape of a figure 8, the symbol for infinity. Both of these concepts can be related to teamwork, which requires an ongoing effort to provide a link that connects group members. When the band is cut in half, it generates two separate, yet interconnected links. These constitute a systems view of task and relationship behaviors: both are equally important and together they comprise effective teamwork.*

▶ Oh, Domino

Goals

1. To provide an icebreaker activity at the beginning of a session.
2. To discover rules that can be applied to solving a problem.
3. To equate making connections to a variety of concepts (teamwork, change, problem solving, and interpersonal relationships).

Group Size Fifteen to twenty-eight participants.

Time Required 20 to 40 minutes.

Materials

1. A set of double six dominoes (twenty-eight tiles).
2. A clock or stop watch.

Physical Setting A room large enough that the participants can move about in an unrestricted fashion.

Process

1. Distribute a domino tile to each participant. Place any extra tiles aside.
2. Explain that the participants are to match the dots on the dominoes, connecting them from end to end. The goal of the activity is to make the longest series of connected domino tiles as possible in the shortest amount of time.
3. Allow the activity to run until it comes to a natural conclusion. Note the total number of connected dominoes and the time elapsed.
4. Lead a concluding discussion based on the following questions:
 - How successful were you in making the connections? What factors contributed to your success or lack thereof?
 - Were players willing to rearrange a sequence to accommodate additional tiles? Why or why not? How does this relate to the acceptance of change?

- What observations did you make about the way in which the dominoes connected to one another (that is, rules that might be applied)? If you were to go through the same activity again, would these “rules” help improve the group’s performance? Can certain “rules” help solve problems in the workplace? Give an example.
- How can we use this activity as an analogy for working together in groups in terms of teamwork? In terms of problem solving? In terms of introducing change? In terms of interpersonal connections?

Variations

1. An extended discussion can occur on how individuals make interpersonal connections in a variety of situations: between members, across teams, with customers, and so forth.
2. You can use this activity to form smaller groups. Ask the participants to connect the dots on their dominoes with those of other players to form the appropriate number of groups.

***Note to the Facilitator** Some of the observations that might be made during the concluding discussion include such things as: a single occurrence of a particular number will not connect; a “double” acts as a main connector and should be used to start; you may need to change a sequence in order to accommodate a better fit; you are more likely to make all possible connections when you have an even amount of like numbers occurring within the set; only the complete set of twenty-eight pieces assures a perfect connection.*

Oobleck

Goals

1. To investigate the effects of fast versus slow change.
2. To explore personal reactions to change.
3. To compare the impact of change on groups versus individual members.
4. To recommend ways for groups to handle change effectively.

Group Size Several groups of four persons each.

Time Required 30 minutes.

Materials

1. A large mixing bowl, 16 ounces cornstarch, and $\frac{1}{2}$ cup water to make the mixture.
2. A 6-ounce bathroom-size paper cup and sheet of waxed paper for each participant.
3. *Bartholomew and the Oobleck* book by Dr. Seuss (optional).
4. A wet hand towel for each participant.
5. A newsprint sheet and a felt-tipped marker for each group.
6. Masking tape.

Physical Setting A room with tables where four people can gather together in a group. Wall space is needed for posting newsprint sheets. Trash receptacles are necessary for proper clean-up.

Process

1. Prior to the session, you will need to make the Oobleck. Combine the cornstarch and water in a large mixing bowl about 45 minutes before the session starts. To mix, "lift" the mixture from the bottom of the bowl to the top by slipping your fingers under it, until an even consistency is reached. Just before the session, stir the mixture again, adjusting the amounts of water and cornstarch until the Oobleck flows when you tip the bowl and feels solid when you hit it. Fill the cups with only about half

- an inch of the mixture. (Oobleck comes from a Dr. Seuss book titled *Bartholomew and the Oobleck*. In that book, the Oobleck is green. You could make your Oobleck green by adding green food coloring, but this may become a little too messy.)
2. Begin the session by asking if anyone has heard of the Dr. Seuss book *Bartholomew and the Oobleck*. If you have a copy of the book, hold it up. If not, ask the group if anyone knows what Oobleck might be. Inform the group that they will be investigating some Oobleck (without it being green as in the Dr. Seuss book).
 3. Direct the participants to form groups of four persons each. Distribute a small cup of Oobleck and a small sheet of waxed paper to each participant.
 4. Tell the participants that they will have approximately 5 minutes to investigate the Oobleck by using their fingers and by pouring it onto the waxed paper. Have them make a mental note of the properties of Oobleck as they do their investigation.
 5. Observe the group investigations. If no one notices, suggest poking a finger into the Oobleck quickly versus poking a finger into the mixture slowly.
 6. After several minutes, stop the group activity. Instruct the participants to do a quick clean-up by wrapping the Oobleck mixture in the waxed paper and discarding it, along with the cups, in the trash receptacles provided. Be sure that a wet hand towel is available for each participant if wash facilities are not available.
 7. Distribute a newsprint sheet and a felt-tipped marker to each group. Explain that group members are to record all their observations about the Oobleck. Allow approximately 7 minutes for the task, and then instruct groups to post their sheets with the masking tape.
 8. Referring to the sheets, have the groups share their observations on the various properties of the Oobleck mixture.

Note to the Facilitator What you eventually are looking for is that someone discovers that the mixture behaves differently if you do something to it fast (like jabbing it with your finger) versus doing

something to it slowly (like slowly pushing into it with your finger). This should lead to a discussion of fast changes versus slow changes to Oobleck, and finally to fast changes versus slow changes in your organization.

9. Lead a concluding discussion by asking the following questions:
 - How are the changes that occurred in the Oobleck and those that occur in your organizations alike? How are they different?
 - How did the Oobleck react to change? How do you personally react to change?
 - Do you think quick changes or slow changes are best for you as an individual? For your company? For your colleagues? Why?
 - How do changes within a team impact the group as a whole? What about individual members of the group?
 - What recommendations would you make to a group that is undergoing change?

Variation Provide each group with only one cup of Oobleck and have the members of the group share it during the investigation.

Notes to the Facilitator 1. *While things may be a little messy during the investigation of Oobleck, the clean-up is easy because any excess can be cleaned with running water. WARNING: Oobleck will clog sinks if you pour it directly down the drain! Dispose of the mixture by placing in a trash receptacle. If any spills, it vacuums or sweeps up easily once it dries.*

2. *The mixture will flow like a liquid, will break into pieces like a solid, will powder when rubbed, and will withstand shocks but not support weight.*

3. *It is not necessary to discuss how the cornstarch and water work together. There have been numerous scientific models competing to explain this behavior. The models would have to explain why the particles of cornstarch behave as both a solid and a liquid. Perhaps it has to do with the time it takes the particles to move when you poke them rapidly as opposed to poking them slowly.*

Source: Sneider, C.I., Baker, L.H., & Bergman, L. (Eds.). (1999). *Oobleck: What do scientists do?* GEMS (Great Explorations in Math and Science).

► Organizational Pulse

Goals

1. To assess current conditions within an organization.
2. To introduce the concept of systems thinking.
3. To examine the influence of organizational factors on group performance.
4. To identify ways to counter negative organizational culture.

Group Size Several groups of four to six persons each from an intact work group, or from the same organization.

Time Required Approximately 1 hour.

Materials

1. A copy of the Organizational Pulse Survey and a pencil for each participant.
2. Two newsprint sheets and felt-tipped markers for each group.
3. Masking tape.

Physical Setting A room large enough for groups to work without disturbing one another. Writing surfaces should be provided. Wall space is required for posting newsprint sheets.

Process

1. Begin the session by explaining that groups need to take a "systems" approach when examining their own effectiveness, that is, how the organizational environment influences a work group. Tell the participants:
"Organizations are very complex systems with a wide variety of interacting components. Systems thinking is a way of looking at the whole by seeing the interrelationships of the many dynamic components. An important part of systems thinking, then, is the examination of the organizational culture, which can be defined as a psychological state strongly affected by conditions within the organization. It includes the values, norms, beliefs,

- and practices that govern how an organization functions. You will now have an opportunity to look at some dimensions of your own organization."
2. Distribute a copy of the Organizational Pulse Survey and a pencil to each participant. Review the instructions at the top of the sheet and ask individuals to complete the survey.
 3. When everyone has completed the survey, direct the participants to form groups of four to six persons each. Ask the groups to discuss their overall ratings of the statements. Allow approximately 10 minutes.
 4. Explain that the results of the survey will help identify those areas of the organization that are perceived to show a negative trend. Distribute two newsprint sheets and felt-tipped markers to each group. Ask the group members to identify the statements that they agree occur *frequently* (indicated by a circled number) and to list these on a sheet marked "Frequent." The groups will then identify the statements that they agree occur *moderately* (indicated by an X) and to list these on a sheet marked "Moderate." Groups will have 20 minutes to complete the task.
 5. Time the activity for 20 minutes, giving a 2-minute warning before time expires. Provide masking tape and instruct the groups to post their sheets. Ask each group in turn to present its two lists.
 6. Lead a concluding discussion based on the following questions:
 - How do these negative organizational factors influence your own work group? How does this fit into the view of "systems thinking"?
 - What are the most critical conditions within your organization that need to be improved?
 - What do you think is the single most influential organizational characteristic? Why? How does this impact the functioning of your own group?
 - In general, how can a group counter some of the negative effects of its organizational culture? In working with other groups within the organization, what can your own group do to improve organizational conditions?

Variation Ask groups to make a list of specific things the organization can do to improve conditions in terms of the “frequently” and “moderately” occurring statements identified in step 4.

***Note to the Facilitator** This activity requires a higher level of facilitation skills and an overall understanding of the organizational culture. The debriefing session may uncover sensitive or controversial issues and you should have sufficient skill in opening up and closing down such discussions. This activity can be a powerful tool in opening up a discussion of topics in an environment that is currently experiencing a lot of negativity, but it should be conducted with care.*

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Organizational Pulse Survey

Instructions: Carefully consider each of the following factors as they pertain to your organization. The word "group" can apply at any level appropriate to your situation, from a project team or department to the company as a whole. Follow these directions:

- Circle the number of the statement if it occurs *frequently*.
 - Place an X in front of the statement if it occurs *moderately*.
 - Do nothing to the statement if it occurs *infrequently*.
1. Rivalry when one person or group gets closer to a common goal.
 2. One person or group obstructs or sabotages the progress of another person or group.
 3. Criticism and putdowns that show individuals and their contributions are not valued highly.
 4. Less coordination of efforts and less teamwork.
 5. Many individuals doing things their own way.
 6. Decreased group solidarity and loyalty among members.
 7. Organizational rigidity during times of change.
 8. Direction of group energy and activity is scattered and less organized.
 9. Communication breakdowns among group members.
 10. Conflicts, power jockeying, bickering, and insistence on being right.
 11. Decreased friendliness and increased suspicion; people feel they need to be on their guard.
 12. Difficulty in reaching consensus and moving toward goals.
 13. Expectation of receiving hostility or rejection from others in the work setting.
 14. "Goofing off" or working on personal business during available work time.
 15. Creativity, innovation, and risk taking are not encouraged.

Our Song

Goals

1. To provide an opening activity that predicts group performance for the entire session.
2. To provide a closing activity that evaluates group performance for the entire session.
3. To identify internal and external factors that influence group performance.
4. To apply creative thinking skills.

Group Size Several groups of four to seven persons each.

Time Required Approximately 10 minutes at the beginning of a session and 20 minutes at the end of the session.

Materials Paper and a pencil for each participant.

Physical Setting A room large enough for groups to work without disturbing one another. Writing surfaces should be provided.

Process

1. Direct the participants to form groups of four to seven persons each. (These groups will work together in terms of activities and discussions for the remainder of the session.) Distribute paper and a pencil to each participant.
2. Explain that the members of each group are to think of the title of a song that represents how they predict they will perform as a group for the remainder of the session. Allow approximately 5 minutes for discussion, and then ask each group for its song title. Instruct the participants to write the song title on the paper provided and to place it aside until the end of the session.
3. Run the planned activities for the remainder of the session.
4. At the end of the session, ask the groups to evaluate their overall performance by reflecting on the feelings, behaviors, and outcomes for the various activities and discussions. Each

member of the group is to think of a new song title that represents how that individual felt the group actually performed. Direct the participants to record the title of the song on the paper that contained the original song title selected by the group. Allow approximately 5 minutes for individual work.

5. Instruct group members to share their song titles with one another and to give a brief explanation of why they chose these songs.
6. Lead a concluding discussion based on the following questions:
 - Did individuals share perceptions of the group's expected performance? Did individual group members share similar perceptions of the group's overall performance? If not, why was that?
 - Did your group's actual performance during the session match the original expectations, as evidenced by the song chosen earlier? If not, in what way(s) did the performance differ?
 - What factors within a group influence its ability to perform? What external factors influence performance?
 - What could your group have done differently to improve its overall performance?

Variations

1. After individual group members share their song titles in step 5, ask each group to select the one title it feels best represents the group's actual performance for the session and share it with the larger group.
2. At the end of the workshop, have each group compose customized lyrics to the chosen song and then sing the final song to the larger group.

Patent Pending

Goals

1. To apply creative thinking skills by developing an invention.
2. To improve problem-solving skills.
3. To examine participant roles and group dynamics.
4. To demonstrate group interdependence by sharing resources.

Group Size Several groups of four to seven persons each.

Time Required 1 to 1½ hours.

Materials

1. A variety of materials, such as milk cartons, paper clips, modeling clay, Popsicle® sticks, foil, specks of thread, pipe cleaners, pins, brass fasteners, washers, buttons, hooks, yarn, rope, toothpicks, tape, clothespins, washers, rubber bands, plastic tubing, film canisters, screws, boxes, scissors, and so forth.
2. Paper and a pencil for each participant.

Physical Setting A room with separate tables for each group and a table for holding the materials.

Process

1. Prior to the session, set up a supply table containing all the materials.
2. At the session, direct the participants to form groups of four to seven persons each. Distribute paper and a pencil to each person.
3. Referring to the supply table, explain that the groups are to use any of the materials they wish to create something useful. They are to name their inventions and to make note of their functions on the paper provided. After completion of the projects, each group will give a report on its invention by telling or demonstrating how it is to be used. Allow 30 to 40 minutes for group work.

4. Have each group in turn show its invention, give its name, and tell or demonstrate how it is to be used.
5. Lead a concluding discussion based on the following questions:
 - How would you describe this activity in a step-by-step fashion?
 - How did your group decide on its invention? Did you select materials and then develop the idea, or did you develop an idea and then select the materials? Why? Was this an effective process? Why or why not?
 - Did your group encounter any problems while working on the invention? If so, what kind and how were they resolved?
 - How well did members of your group work together? What behaviors occurred? Did everyone participate equally in the task? If not, why not? How were various group roles "assigned"?
 - How well did you work with members of other groups in sharing resources? What behaviors occurred?
 - If you were to go through the same activity again, what would be a reasonable course of action?

Variations

1. Have each group develop a written sales advertisement for their invention and present it on a newsprint sheet.
2. Have each group develop a 2-minute "television" commercial about its invention and act it out for the class (see *Infomercial* in "Communication").

Personal Links

Goals

1. To give and receive compliments within a group.
2. To build cohesion within a group.
3. To provide a closing activity at the end of a session.

Group Size Several groups of five or six participants each who know one another or who have worked together previously.

Time Required 15 to 20 minutes.

Materials

1. Five or six paper strips (approximately 1 inch by 11 inches) and a felt-tipped pen for each participant.
2. A dispenser of transparent tape for each group.

Physical Setting A room large enough for the groups to work without disturbing one another. Writing surfaces should be provided.

Process

1. Direct the participants to form groups of five or six persons each.
2. Distribute five or six paper strips and a felt-tipped pen to each participant. Provide each group with a dispenser of transparent tape.
3. Instruct each participant to take one of the paper strips and write his or her name in large letters. Next, the participant is to form a link by taping both ends of the strip together to form an "O." Each individual will then pass the circle link to the person on his or her right. That person will take another strip of paper and write something positive about the individual whose name is on the first link. The new paper strip is to be inserted through the last link and taped to form a new link so that it begins to form a chain. This process is to be repeated until the chain passes

around to everyone in the group and finally ends up with the original owner.

4. When all the chains are complete, ask the group members to read silently the positive statements about them.
5. Lead a concluding discussion by asking the following questions:
 - How did you feel about giving compliments to others in your group? Why did you feel this way?
 - How did you feel about receiving the compliments? Why was that?
 - Why is it important to share “positive strokes” with team members?

Variation Provide colored markers, crayons, stickers, and other materials so that individuals can decorate their original name links before passing them around the group.

▶ Piecing It All Together

Goals

1. To stress the importance of each member's individual contributions to the group effort.
2. To explore the importance of working together effectively as a group.
3. To provide an icebreaker activity at the beginning of a session.

Group Size Ten to twenty participants.

Time Required 20 to 30 minutes.

Materials

1. A picture puzzle (approximately 75 to 100 pieces, depending on the number of participants).
2. An envelope for each participant.
3. A clock with a second hand or a stop watch.

Physical Setting A room with table space for each participant to assemble five to seven puzzle pieces and a centrally located table with space large enough to assemble the entire puzzle.

Process

1. Prior to the session, prepare one puzzle subset for each participant by breaking the puzzle into equal subsets of approximately five to seven *connectable* pieces each. Note that some participants may have an additional piece, depending on the total number of pieces in the puzzle and the number of participants. Place each puzzle subset into an envelope.
2. At the session, distribute an envelope of puzzle pieces to each participant. Explain that the group as a whole will be putting together a picture puzzle, but each person needs to assemble his or her own section of the puzzle first. Allow enough time for all individuals to complete the task.

3. Explain that the participants now will have 5 minutes to connect all the subsets appropriately until the total puzzle is solved. Designate the location where the puzzle will be assembled.
4. Time the activity for 5 minutes, giving a 2-minute warning. End the task when time has expired.
5. If the entire puzzle was not completed in the allotted time, explain to the participants that they will be allowed to continue until the puzzle is finished, but that you will be timing how long it takes to complete the task.
6. Time the activity until the puzzle is complete, noting the amount of time that elapses. Announce the additional time that was required.
7. Lead a concluding discussion based on the following questions:
 - What reactions did you have when you realized your individual importance to the overall group effort?
 - What impact did the time deadline have on your effectiveness?
 - What was the impact of having others available during the group activity to help you with your individual efforts? Did group members participate equally or did some people take control of the task? How does this reflect your past experience regarding how individuals actually work together as a team?
 - How does this activity relate to group efforts back in the workplace?
 - What are some specific ways that groups can improve the coordination of their individual efforts?

Variations

1. Play some energizing music (for example, the "William Tell Overture") during the group assembly task to create an additional sense of urgency. Add the following question to the discussion: What impact did the music have on your actions?
2. When preparing the envelopes with the puzzle subsets, make sure that participants receive different amounts of puzzle pieces to solve. Add the following questions to the discussion: How did you feel about group members who had more (or fewer) puzzle

pieces to put together? How did you react? How does this relate to individual workload assignments back on the job?

3. Don't tell participants that their pieces connect to form a whole. Let them discover that on their own and then discuss the dynamics later.

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▶ Rapid Fire

Goals

1. To evaluate individual comprehension of content matter as a closing activity.
2. To gauge individual concerns and interests about the session topic as an opening activity.
3. To gain insight into personal opinions on aspects of a specific content area.

Group Size Six to thirty participants.

Time Required 5 to 15 minutes.

Materials Prepared question(s) to be asked of the participants.

Physical Setting Any room in which the group regularly meets.

Process

1. Prior to the session, prepare question(s) that pertain to specific aspects of the training content (for example, "What is one indicator of shared leadership?"); that ask for topics to be covered within the session (for example, "What aspects of leadership would you like to discuss in this session?"); or that ask for personal opinions (for example, "What one quality would you want in a leader?").
2. Explain to the participants that you will be asking a question (or set of questions) to which they will respond as quickly as possible. They should keep their answers brief and to the point, although some background information may be provided if necessary.
3. Pose the same general content question to each group member or ask a different question of each individual, allowing only a few moments for participants to think about their answers. Move from person to person around the room until everyone has had

an opportunity to answer the question. Depending on the amount of time and the purpose of the activity, repeat the procedure as many times as desired.

4. Lead a concluding discussion based on the following questions:

- What were your personal reactions to responding to the question(s)? How did others seem to react to the process?
- Was this an effective technique to gain information? Why or why not?
- What new insights and ideas on the topic did you gain from the responses given?

Variation Rather than workshop content, focus on individual self-awareness by posing questions such as:

- What is one word that describes you best?
- What do you want to be doing five years from now?
- What animal do you think best represents your personality?

Note to the Facilitator Allow individuals to pass on a question if they seem reluctant or unable to answer it.

▶ Role Out

Goals

1. To observe how roles play out in a group situation.
2. To examine a variety of functional roles within a group.
3. To identify the positive and negative aspects of group roles.
4. To use creative thinking skills.

Group Size Several groups of five to seven persons each.

Time Required Approximately 1 hour.

Materials

1. Paper and a pencil for each participant.
2. A set of the Role Out Cards in an envelope for each group.
3. A newsprint flip chart with the following information:

TASK:

Provide information

Offer new ideas

Ask for information

Ask for opinions

Give your opinion

RELATIONSHIP:

Encourage others

Mediate conflicts

Equalize participation

SELF-ORIENTED:

Reject ideas

Dominate discussion

Physical Setting A room large enough to allow groups to work without disturbing one another. Writing surfaces should be provided.

Process

1. Direct the participants to form groups of five to seven persons each. Provide paper and a pencil to each participant.
2. Tell the groups that their assignment is to brainstorm ideas for a fun and innovative fundraising event. They will accomplish this task by following certain directions.
3. Distribute a set of Role Out Cards in an envelope to each group. Instruct the groups to pass the envelope so that each person can remove one card, keeping the information concealed from others. The envelope of remaining cards should be set aside.
4. Signal for the brainstorming discussion to begin and allow approximately 10 to 15 minutes for discussion. When the groups have stopped, instruct the members of each group to disclose the roles assigned and to spend a few minutes sharing reactions to the experience.
5. Allow approximately 10 minutes, and then address the groups. Explain that there are a variety of different functional roles individuals take on within a group and that they fall into three categories: task, relationship, and self-oriented functions. Ask:
 - Were you able to discern the various roles exhibited in your group? Why or why not?
 - What are some examples of the task-oriented roles used? Examples of relationship roles?
 - Do you think there were any self-oriented roles that occurred in your group? If so, what were they?
6. Referring to the prepared flip chart, reveal the range of functional roles that were assigned for this discussion.
7. Lead a concluding discussion based on the following questions:
 - How did your assigned role affect your participation in the group? How did it affect the group's ability to think creatively?
 - How did the self-oriented roles impact the group process? Besides the two identified on the flip chart, what other self-oriented roles can occur within a group? (*nonparticipation or avoidance, seeking recognition*)

- Besides the task roles listed on the chart, what are some others that can occur in groups? (*give examples, point out relevance, measure quality of methods or facts, take notes*)
- Besides the relationship roles listed on the chart, what are some others that can occur in groups? (*give alternatives to help gain compromise, strive for acceptance of ideas, reflect back on group dynamics*)
- Within your actual work groups, what are the most common roles played out? Are there any roles that are lacking? If so, which ones?

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Role Out Cards

PROVIDE INFORMATION	OFFER NEW IDEAS
ASK FOR INFORMATION	ASK FOR OPINIONS
GIVE YOUR OPINION	ENCOURAGE OTHERS
EQUALIZE PARTICIPATION	MEDIATE CONFLICTS
REJECT IDEAS	DOMINATE DISCUSSION

Rules

Goals

1. To identify reasons why groups need rules.
2. To list group rules for effective functioning.
3. To set boundaries for newly formed groups.

Group Size Several groups of four or five persons each, preferably from an intact work group.

Time Required Approximately 1 hour.

Materials

1. Paper and a pencil for each participant.
2. A newsprint flip chart and felt-tipped markers for recording.
3. Masking tape.
4. A newsprint sheet and a felt-tipped marker for each group.

Physical Setting A room large enough for the groups to work without disturbing one another. Writing surfaces should be provided. Wall space is required for posting newsprint sheets.

Process

1. Direct the participants to form groups of four or five persons each. Distribute paper and a pencil to each participant.
2. Explain that the groups will answer the question, "Why do groups need rules?" Each group should identify at least five reasons. Allow approximately 15 minutes for discussion, and then ask each group in turn to share its reasons. Record each new reason on a flip chart sheet and then post it with masking tape.
3. Distribute a newsprint sheet and a felt-tipped marker to each group. Ask each group to identify ten to twelve rules that they think are necessary for a group to function effectively. Allow approximately 20 minutes for the task.
4. Instruct the groups to post their sheets with masking tape. Ask each group in turn to review its rules.

5. Ask the groups to review all the lists and to narrow down the rules by combining similar ones. Allow approximately 10 minutes for discussion.
6. Use a round robin format to ask each group for one narrowed group rule until all have been identified. Record these on a flip chart sheet.
7. Lead a concluding discussion by asking the following questions:
 - How do you feel about the set of group rules that was established? Why are these rules important?
 - Would your group be willing to commit to this list as a functioning set of rules? Why or why not? What can group members do to gain commitment to rules?
 - What is the difference between rules and guidelines?
 - Why is it important for groups to examine their rules or guidelines at periodic intervals?

Variation After a set of group rules has been established, assign one or more rules to each group. Provide poster boards and various art supplies, and ask the groups to make display signs for posting in the workplace.

Rummage Sale

Goals

1. To provide an icebreaker activity at the beginning of a session.
2. To build cohesion within a group.
3. To introduce the concept of synergy.
4. To use creative thinking skills.

Group Size Several groups of five to eight persons each.

Time Required 20 to 30 minutes.

Materials

1. A copy of the Rummage Sale List for the facilitator.
2. A prepared set of numbered point slips.
3. A newsprint flip chart and felt-tipped markers for recording.
4. A prize for the winning group (optional).

Physical Setting A room with separate tables for each group.

Process

1. Prior to the session, use small pieces of card stock or paper and a felt-tipped pen to prepare point slips to be awarded to groups for finding the stated articles. You will need to make ten slips each of the numbers "5" and "3" and enough slips of the number "1" to equal approximately eight to ten times the number of participating groups. Keep the numbers separate.
2. At the session, direct the participants to form groups of five to eight persons each.
3. Explain that you will be reading a list of items that each group will try to locate from among the possessions of its members at the table. After each item is announced, the first group to have a representative stand *with the item in hand* will be awarded 5 points, the second group will receive 3 points, and all the other

groups will receive 1 point each. The group with the most points at the end of the game will be the winner.

4. Using the Rummage Sale List, announce each item and award a 5-point slip to the first group to produce the item, a 3-point slip to the second, and a 1-point slip to all other groups who have the item. Repeat the process for each of the remaining items. Make a point of acknowledging to the whole group any creative interpretations of an announced item (*see Note to the Facilitator*).
5. After the point slips have been awarded for the last announced item, instruct the groups to tally their point slips and record the final count for each group on the flip chart. Announce the winning group, and present a prize if you desire.
6. Ask the following questions and record the responses on the flip chart:
 - What made this activity difficult? (*limited resources, time pressure, unclear or variable definitions, need to think creatively*)
 - How did working together as a team impact your performance?
7. Using the recorded responses, lead a general discussion on "synergy." Explain that synergy occurs when a team uses its combined resources to create a "whole that is greater than the sum of its parts." That is, the group process offers results in gains in energy and effectiveness that go beyond what would be expected from the combined efforts of separate individuals. What energy is to the individual, synergy is to the group.

Note to the Facilitator Some of the items in the Rummage Sale List can represent different items or be interpreted in creative ways. For example, a "match" could be two items that are the same; a "hat" could be a fedora or a dunce cap made of paper; a "magnifying glass" could be eyeglasses or a beveled drinking-glass bottom; and a "picture of a man with a beard" could be a \$5 bill. The final item, "a sock with a hole in it," is any sock, since there must be a hole in it where the foot goes in.

Rummage Sale List

Award the following numbered point slips for producing each item listed:

1st = 5 2nd = 3 all others = 1

1. Calendar
2. Stamp
3. Mirror
4. Ruler
5. Hat
6. Tie
7. Picture of a man with a beard
8. Magnifying glass
9. Match
10. Sock with a hole in it

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Scrambler

Goals

1. To show the connection of individuals to the team effort.
2. To provide an icebreaker activity at the beginning of a session.
3. To practice giving verbal directions.
4. To apply problem-solving skills.

Group Size Several groups of seven or more persons each.

Time Required 20 to 30 minutes.

Physical Setting A large open space for groups to perform the activity without disturbing one another.

Process

1. Direct the participants to form groups of seven or more persons each, with two participants designated as “Unscramblers” for each group. Ask these participants to leave the room at this point.
2. Instruct the remaining members of each group to hold hands in a circle. Without letting go, the group members should twist about and step over and under arms to form a scrambled band of participants. When the groups are well mixed, call the “unscramblers” back into the room to do their work. Tell them to verbally direct the group members to move in ways to unscramble without having anyone let go of anyone else’s hand.
3. Lead a concluding discussion based on the following questions:
 - What was the outcome of the activity? How can we describe it in objective terms?
 - As an “unscrambler,” how difficult was it to uncouple the group? Why? What process did you use to unscramble the group? Was this process effective? Why was that?
 - How well were directions communicated to group members? What was ineffective? How could the directions have been improved to produce more effective results?
 - What skills did you learn that could help you in the future with challenges you encounter?

Secret Service

Goals

1. To coordinate the efforts of group members in performing a task.
2. To discuss the effects of intergroup competition.
3. To follow written instructions.

Group Size Six groups of three to five persons each.

Time Required 20 to 30 minutes.

Materials

1. Eighteen large envelopes and masking tape or tacks for posting.
2. Masking tape or tacks.
3. Six sets of 2-inch by 3-inch Secret Service Message Cards, made from 4-inch by 6-inch index cards.
4. One set of Secret Service Hazard Cards
5. One small envelope for each group

Physical Setting A large open-space room so that the participants can move about freely while carrying out their instructions. Wall space is required for posting the large envelopes.

Process

1. Prior to the session, prepare the large envelopes by printing on the backs of the envelopes (flap side) the names of the towns/countries shown in the chart below:

SUITA Japan	SERGIPE Brazil	SETUBAL Portugal
SURAT India	SHAOXING China	SERPUKHOV Russia
SPOLETO Italy	SZCZECIN Poland	SUVA Fiji
SOKOTO Nigeria	SPIEZ Switzerland	SEMARANG Indonesia
SUNDSVALL Sweden	SZOLNOK Hungary	STOLP Germany
SHIRAZ Iran	STEYR Austria	SALTA Argentina

2. Use masking tape or tacks to attach the envelopes in various places about the room, to act as receptacles for receiving the Secret Service Message Cards. Try to have them cover as wide an area as possible.
3. Prepare the Message Cards by cutting 4-inch by 6-inch index cards in half to create 4-inch by 3-inch sections. Print each town name (without the countries) on a separate card. Produce six copies of each town and shuffle the cards. Duplicate the Secret Service Hazard Card page on card stock and cut into separate cards. Place eighteen Message Cards plus two Hazard Cards intermixed among them for a total of twenty cards in each small envelope, and then seal the envelope. Prepare six envelopes.
4. At the session, direct the participants to form six groups of three to five persons each. Distribute one small envelope of cards to each group.
5. Explain that the participants are members of Secret Agent groups that will be required to carry dispatches to all parts of the world. Inside the envelopes are the Message Cards with the destination listed on each.
6. Referring to the large envelopes posted around the room, tell the participants that each group can deliver only ONE message at a time, placing it in the appropriate envelope. The group will decide which agent is in "play" at any one time, but the next message cannot be removed from the envelope until that person has been seated back in the group. Say that, in addition to the Message Cards, the envelopes also contain Hazard Cards that have instructions to be carried out by the player during the delivery of a message. When a Hazard Card is pulled from the envelope, the player also will select the next Message Card and faithfully carry out the conditions of the Hazard Card while the message is being delivered. The players must carry out the hazard without any explanation to the other agents in play. The winner will be the first group to deliver all of its Message Cards and submit its empty envelope to you.
7. Signal for the groups to open their envelopes and start the game. Stop the activity when the first group completes the task, or

allow all the groups to deliver their cards before announcing the winning team.

8. Lead a concluding discussion based on the following questions:

- What were your personal reactions to this activity? How did others react to it?
- How did you feel about competing against the other groups? How did you feel about performing the conditions on the Hazard Cards? Why did you feel that way?
- What factors affected your ability to complete the task?
- How did your group coordinate its efforts? Was this an effective approach? Why? Would your group have done anything differently? If so, what?
- How can we relate what occurred during the activity to what occurs in the workplace?

Variation Play the game with individuals delivering the Message Cards: Give each participant a message on the back of which each must write his or her name before delivering it to the destination. Issue new cards after participants return. The winner is the one who correctly delivers the most messages (checked later by their signatures). Every now and then hand out a Hazard Card together with a message. The player returns the Hazard Card when collecting the next assignment, and the Hazard Cards can be reused as often as you wish. When all the messages are delivered (or whenever you decide to stop), appoint two participants to help check the contents of the envelopes to find the winner.

Secret Service Hazard Cards

HAZARD NO. 1 You are endeavoring to contact another Agent who is unknown to you by using a password. Whisper to the female you know <i>least</i> well: "There is a ladder in your shoe."	HAZARD NO. 2 At lunch your coffee was drugged by an enemy agent. Stagger sleepily to your destination, bumping into at least three people on the way.
HAZARD NO. 3 You bail out from a plane, land in the water, and have to swim to your final destination. With the arm movements of the breaststroke and blowing out through puffed cheeks, carry on until your message is delivered.	HAZARD NO. 4 <i>Before delivering the message:</i> FEMALE: Select a male and whisper: "Are you Popoff?" If Yes, shake his hand and say "Good luck." If No, try again. MALE: Select a female, and ask "Are you Mata Hari?" If Yes, shake her hand and say "Good luck." If No, try again.
HAZARD NO. 5 Disguised as a doctor, take the pulse of every member of the opposite sex you pass on the way to your destination. Also ask each one to put out his or her tongue; then shake your head and say: "Tut-tut!"	HAZARD NO. 6 You have crossed a desert and are suffering heatstroke from the sun and are not really responsible for your actions. Take three steps forward, turn a complete circle, and howl like a dog. Continue like this to your destination.
HAZARD NO. 7 Due to a transport breakdown, you are obliged to cycle. Proceed to your destination holding imaginary handlebars, raising your knees high, and say "ting-a-ling" again and again.	HAZARD NO. 8 You must pass through a high-tech research laboratory that emits a constant blinding light. Make your way to your destination with your eyes closed, only opening them to take very quick looks at your whereabouts.
HAZARD NO. 9 You are disguised by wearing a giant pickle costume, but it limits your ability to walk. You must proceed to your destination while shuffling your feet the entire way.	HAZARD NO. 10 You are being followed by a barking dog. You decide the best way to discourage him is to bark back. Continue to do this until you have delivered your message.
HAZARD NO. 11 Your car has jammed in reverse gear. Continue to your destination <i>backwards</i>, sounding your horn as you go.	HAZARD NO. 12 You must make your way through a small tunnel. Place your right hand on your left knee and your left hand on your right knee. Proceed like this to your destination.

► Shake It Up

Goals

1. To coordinate individual efforts with other group members.
2. To examine the advantages and disadvantages of working with people who are similar to you.
3. To provide an icebreaker activity at the beginning of a session.
4. To divide participants into subgroups.

Group Size Twelve to thirty participants.

Time Required 10 to 15 minutes.

Physical Setting A room large enough that participants can move about in an unrestricted fashion.

Process

1. Direct the participants to each count off consecutively as numbers one, two, or three.
2. Explain that the participants will walk around shaking hands with whomever they meet. If your number is "one" you will shake the other player's hand once. If you are a "two" you will shake two times, and as a "three" you will shake three times, but NO TALKING is allowed. When you meet others with the same number, you will become "psychic teammates" and proceed through the game together, looking for other players with the same number. The game will end when everyone locates his or her number group.
3. Signal for the task to begin and observe the interactions that take place. Note what happens when different numbers meet and shake because each player will be shaking a different number of times, with one player wanting to stop shaking while the other player will want to continue. Stop the task when all participants have found their appropriate number groups.

4. Lead a concluding discussion based on the following questions:
 - How did you feel during this activity? How did others react to it?
 - What happened when you met someone with a different number? How did you resolve this “conflict”? What happens when group members have conflicting goals in the workplace? How does that apply to interdepartmental groups?
 - What are the advantages of working with people who are the same as you? What are the disadvantages?

Note to the Facilitator *If this activity is used to form subgroups, you can choose to have all the members of the same number group work together (three subgroups; emphasis on similarity) or you can have one member from each number group work together (three-member groups; emphasis on diversity).*

► Spin Off

Goals

1. To demonstrate the importance of each individual for the team effort.
2. To build cohesion within a group.
3. To provide an icebreaker activity at the beginning of a session.

Group Size Several groups of five to ten persons each.

Time Required 10 to 15 minutes.

Materials

1. A Frisbee® (or heavyweight plastic plate) for each group.
2. Prizes (optional).

Physical Setting A room large enough for each group to work at a separate round table.

Process

1. Direct the participants to form groups of five to ten persons each and to be seated in a circle around the tables. Ask the participants to count off so that each person has a number within the group. Place a Frisbee (or plate) in the center of each table.
2. Explain that the goal of the exercise is to keep the Frisbee (or plate) spinning at all times. The first player (#1) will stand, then turn the Frisbee on its edge and spin it as you would a coin. As the player sits down, he or she will call out the number of another player. The player whose number is called stands, gets to the Frisbee before it stops, gives it another spin, then calls out another player's number before sitting down. Players continue calling one another's numbers, keeping the Frisbee spinning. If the Frisbee stops spinning completely, a player starts it again, but the group is fined one penalty point for each restart. Assign one player in each group to keep track of any penalties.

3. Emphasize that the object is to cooperate in keeping the Frisbee spinning, not to trick other players. Signal for the groups to begin and allow approximately 5 minutes before stopping the activity.
4. Ask the groups how many penalties they were charged, if any. You may choose to award a prize to any group with zero penalties or to the group(s) with the lowest penalty score.
5. Lead a concluding discussion by asking the following questions:
 - How does group size affect doing this task?
 - Were the same people selected to perform repeatedly or were all members equally chosen to participate? Why did this occur?
 - How does this exercise relate to teamwork in general?

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Splits

Goals

1. To overcome perceptual sets and accept change.
2. To examine the roles of time pressure and mental flexibility in change management and problem solving.
3. To identify ways for groups to become more flexible.

Group Size Several groups of three to five persons each.

Time Required 30 to 45 minutes.

Materials

1. An envelope of twenty-four Splits Cards for each group.
2. A prepared newsprint flip chart sheet with completed words (*see Answers in Note to the Facilitator*).
3. A clock or timer.
4. Masking tape.

Physical Setting A room with a separate table for each group. Wall space is required for posting newsprint sheets.

Process

1. Prior to the session, duplicate the Splits Cards page onto card stock, cut the sheet into twenty individual cards, and place the cards in an envelope. Prepare one set for each participating team. Record the completed words on a newsprint flip chart sheet; post the sheet, but keep it concealed.
2. At the session, direct the participants to form groups of three to five persons each.
3. Distribute a prepared envelope of Splits Cards to each group. Explain that the envelope contains twenty-four three-letter words that can be arranged so as to produce twelve six-letter words. The groups will have exactly 5 minutes in which to complete the task.

4. Time the activity for 5 minutes. Referring to the prepared flip chart sheet, reveal the correct answers.
5. Lead a discussion based on the following questions:
 - Were some words more difficult to arrange than others? Which ones? What made them more difficult?
 - What role did perception play in this?
6. Explain that the pronunciation and visual presentation of the three-letter words may have either helped or hindered the formation of the new words in this activity. For example: PEA-LED and RED-ONE may have been more difficult because the split did not occur where it was expected; whereas ROT-TEN and SON-NET may have been more obvious because of the double letters that joined them together. Perceptual sets are a person's tendency to see things in a certain way, do things a certain way, and stick to the familiar because it is more comfortable than changing. Ask:
 - How willing was your group to change its initial card combinations to get a more appropriate match as the activity progressed? Why was that?
 - Was the amount of time you had in which to complete the task a factor? Why or why not? How does time pressure impact change management issues in the workplace? How does time pressure impact a group's ability to solve problems? In general, what steps can a group take to facilitate changes when time is a factor?
 - What role does mental flexibility play in accepting change? How does mental flexibility influence problem solving within a group?
7. Lead a concluding discussion on what a group can do to become more flexible. Record the important issues on a flip chart.

Note to the Facilitator Answers: ACT-ION, BAR-BED, CAR-TON, FOR-EGO, MAR-GIN, PAL-ACE, PEA-LED, PER-SON, RAT-HER, RED-ONE, ROT-TEN, SON-NET

Splits Cards

ACT	ION
BAR	BED
CAR	TON
FOR	EGO
MAR	GIN
PAL	ACE
PEA	LED
PER	SON
RAT	HER
RED	ONE
ROT	TEN
SON	NET

Style

Goals

1. To compare two styles of leadership (participative and directive).
2. To examine the effects of leadership style on the group process.
3. To discuss factors influencing the choice of leadership style.

Group Size Several groups of five to seven persons each.

Time Required Approximately 1 hour.

Materials

1. A set of building supplies (3 feet of masking tape, twenty index cards, twenty paper clips, two rubber bands) for each group.
2. A copy of the Style Resource Sheet 1 or 2 for each group (alternate between groups).

Physical Setting A room with a separate table for each group.

Process

1. Explain that participants will become part of an architectural team to design and build a project.
2. Direct the participants to form groups of five to seven persons each and assign a number to each group. Distribute a set of building supplies to each group.
3. Select one member from each group to be the leader and call these individuals aside. Distribute a copy of the Style Resource Sheet 1 to some of the leaders and a copy of the Style Resource Sheet 2 to the others. Emphasize that they are not to reveal their roles to their group members.
4. After the leaders return to their groups, explain that each group is to build something using ALL the materials provided. They will have 30 minutes to plan and construct the design. Signal for the groups to begin.
5. Time the activity for 30 minutes, giving a 5-minute warning before time expires. Ask each group to give a brief presentation describing its project.

6. After all groups have made their presentation, ask:
 - How did your group decide what to build? How do you feel about the final product? Why is that?
 - Did you feel that your individual suggestions were supported? Why or why not?
 - Were you encouraged to participate? What behaviors supported this? How did you feel about your role in the group process?
 - How did the group leader affect the overall group process?
7. Reveal that the group leaders played the roles of two different leadership styles. Ask leaders to read aloud the instructions from Resource Sheet 1 and Resource Sheet 2. Tell the participants:

"Directive leaders inform group members what is expected of them, give specific guidance as to what is to be done, and show how to do it. Participative leaders consult with group members, solicit their suggestions, and take their ideas into consideration before making a decision."
8. Lead a concluding discussion by asking the following questions:
 - Are different leadership styles appropriate for certain situations? Why or why not?
 - What factors contribute to the choice of a leadership method? (*type of decision or task involved, amount of time, amount of group acceptance required, information available, group structure and performance level, organizational climate*)
 - How did these factors influence the effectiveness of the leadership style during the activity?
 - What is the preferred leadership style in your organization? Give some examples of when this style works well and examples of when it doesn't work.

Variation Set specific criteria (for example, height, sturdiness, attractiveness, creativity) for the construction projects and have each groups rate the other designs.

Style Resource Sheet 1

You are to be a *PARTICIPATIVE* (democratic) leader.

Your main purpose is to *encourage* the performance of the group.

1. Make certain that the entire group discusses all activities.
2. Encourage participation by all members, during both planning and construction.
3. Accept and support decisions promoted by the rest of the group members.
4. Promote an atmosphere of equality and participation.

DO NOT REVEAL YOUR LEADERSHIP STYLE TO OTHER GROUP MEMBERS.

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Style Resource Sheet 2

You are to be a *DIRECTIVE* (autocratic) leader.

Your main purpose is to *control* the performance of the group.

1. Take the dominant role during group discussion.
2. Take little or no input from group members into consideration and make your own decisions.
3. Assign tasks to individual group members.
4. Give specific directions and demonstrate exactly how things should be done throughout the activity.

DO NOT REVEAL YOUR LEADERSHIP STYLE TO OTHER GROUP MEMBERS.

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Taking the Lead

Goals

1. To experience being a group leader.
2. To introduce the concept of shared leadership.
3. To build cohesion within a group.

Group Size Several groups of five to seven persons each.

Time Required 15 to 20 minutes.

Physical Setting A room large enough that participants can move about in an unrestricted fashion.

Process

1. Direct the participants to form groups of five to seven persons each. Select one member from each group to act as the leader, with all members standing in a line behind that person.
2. Explain that the group members are to follow their leader, who may move about in any fashion (for example, skipping, bending, or hopping). The leader can choose at any time to rotate to the end of the line, to allow the next person in line to become the leader.
3. Signal for the groups to begin, and allow approximately 5 minutes for the activity to run before stopping the action.
4. Lead a concluding discussion based on the following questions:
 - Did each person have a chance to be leader of the group? Why did that happen? How did you feel when you were the leader?
 - How long did each leader of your group perform? Was the length of time fairly consistent? Was this a longer or shorter duration than that of the leaders of other groups? What factors may have contributed to how long the leaders chose to perform?
 - As a leader, did you model your behavior in terms of the leaders of other groups? Why or why not?

- Why is participative or shared leadership an important factor in the group process? In what situations might this kind of leadership be a hindrance?
- What things can a group do to support shared leadership in the workplace?

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Tale of the Tape

Goals

1. To utilize individual group member input for a collective product.
2. To examine the factors impacting the completion of a group project.
3. To explore the importance of communication and information sharing in group work.
4. To provide an icebreaker activity at the beginning of a session.

Group Size Six to twelve participants.

Time Required 15 minutes.

Materials

1. A pencil for each participant.
2. A roll of business machine paper (calculator, cash register).

Physical Setting A room with a long table or a series of smaller tables pushed together to create a continuous writing surface for all participants.

Process

1. Arrange players in a single line, side by side, along the length of a table or other continuous writing surface. Distribute a pencil to each participant. Roll out a ribbon of the paper in front of the players.
2. Explain that group members will be combining their efforts to create a story. Each person is limited to adding three words to the story line during each turn. One by one, participants will add their words, connecting them to the words of the last person. Players can read the last few words before making their additions, but they cannot go back to look at the previous story line.

3. Instruct the first person to begin the story and facilitate the addition of words by the other participants as needed in order to keep the task moving along.
4. When the last person in line has added three words, pull the next portion of blank tape back to the beginning and ask the group members to continue the story. Continue this process until the story is as long as you wish it to be. The last player to add something should make the last few words finish the sentence.
5. Several readers can take turns reading the story out loud.
6. Lead a concluding discussion based on the following questions:
 - What were your personal reactions to this activity? What approach did you take to accomplish your individual part of the task? How well did your efforts as an individual mesh with those of other group members?
 - Did the final story make sense? What factors influenced this outcome?
 - What can happen when only a linear line of communication exists within a group? How does this impact the sharing of information? How does it hinder a group's ability to complete a project?
 - How does this activity relate to the accomplishment of a group project in the workplace?

▶ Team Report Card

Goals

1. To identify characteristics of an effective team.
2. To assess a team's past performance in terms of the identified characteristics.
3. To create a basic plan to improve team performance.

Group Size An intact team or work group of up to twelve members.

Time Required 45 minutes.

Materials

1. A newsprint flip chart and felt-tipped markers for recording.
2. Masking tape.
3. A Team Report Card Worksheet and a pencil for each participant.
4. A calculator.

Physical Setting Any room in which the group regularly meets. Writing surfaces should be provided. Wall space is needed for posting newsprint sheets.

Process

1. Ask the participants to brainstorm a list of characteristics that they feel are important to the effective functioning of a group. Record the answers on the flip chart and use masking tape to post the sheet(s).
2. Distribute a copy of the Team Report Card Worksheet and a pencil to each participant.
3. Explain that the group will have 10 minutes to identify the six most important team characteristics (for example, communication, leadership, goal setting, decision making, problem solving, creativity, trust) that are agreed on by all members. These are to be listed on the worksheet in the section marked "Characteristics."

4. Allow approximately 10 minutes for the group to complete the task and then stop the discussion.
5. Record the six characteristics chosen by the group on the flip chart. Ask for some examples of how each characteristic is portrayed in the team setting.
6. Explain that individuals will now have the opportunity to rate the team's performance for each of the six characteristics in the past six months. Referring to the worksheet, explain the following grading system:
 - 5 = Exceptional: Always outperforms
 - 4 = Good: Usually high-performing, but some improvement can be made
 - 3 = Average: Meets basic requirement
 - 2 = Deficient: Needs improvement to meet basic requirement
 - 1 = Failing: Does not meet basic requirement
7. Allow approximately 5 minutes for individual participants to perform the task and then call time.
8. Collect the worksheets and record the grades for the six characteristics, using the flip chart page produced in step 5. Use a calculator to determine the average score (total of all scores divided by the number of group members) for each characteristic. Record the average score for each and circle the numbers on the flip chart.
9. Lead a concluding discussion based on the following questions:
 - Were your personal scores in line with the rest of the group members' scores? What are some factors that might have contributed to whether they were or not?
 - What area requires the most attention to improve the team's effectiveness?
 - What are some specific actions that the team can make to improve its future performance?
 - What factors outside the team must be addressed in order to improve its performance?

Team Report Card Worksheet

Instructions:

- 1. As a group, select the six most important of the team characteristics you came up with previously and list each one under the Characteristics heading. (10 minutes)
- 2. As an individual, use the scale provided to rate the team's performance in the past 6 months. Place the appropriate number in the Grade column. (5 minutes)

TEAM PERFORMANCE

5 = Exceptional
4 = Good
3 = Average
2 = Deficient
1 = Failing

CHARACTERISTICS	GRADE

► Where Are You?

Goals

1. To assess the feelings and reactions of individual members during a group session.
2. To relate the concept of perception to the outcomes of task and relationship processes.

Group Size Eight to twenty participants.

Time Required 5 to 15 minutes.

Materials A 5-inch by 8-inch index card and a felt-tipped marker for each individual.

Physical Setting Any room in which the group regularly meets. Writing surfaces should be provided.

Process

1. At the beginning of the session, distribute an index card and a felt-tipped marker to each participant. Explain that the materials will be used at a later time.
2. Sometime during the group session, stop and ask each individual to write on a card, in large letters, *one word* that describes how he or she is feeling right then. Next ask the participants to hold up their cards and to look around at the variety of responses.
3. Point out how rare it is for different people to bring the same feelings or reactions to an experience or situation. Invite the participants to share why they wrote down the words that they did.
4. Lead a discussion on perception in terms of how it defines an individual's concept of reality. Ask for examples of situations in which differing perceptions can impact the outcome of an event (for example, court trials, victim accounts, accident reports).

Direct the discussion to why it is important to be aware of individual feelings, reactions, and perceptions in order to facilitate the overall group process.

5. After continuing with the remainder of the session, relate the content topic to the issue of perception and its impact on both task and relationship processes.

Variation Keep an ongoing assessment of an extended group session by distributing several index cards and a felt-tipped marker to each participant at the beginning. Stop at desired intervals and ask the participants to write one word that describes a personal feeling or reaction at that time.

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► Why's Guise

Goals

1. To review previous group performance, as a closing activity.
2. To identify performance improvement strategies.

Group Size Any previously formed groups.

Time Required Approximately 1 hour.

Materials

1. Three index cards and a pencil for each participant.
2. A prepared flip chart sheet with the following statement:
"I wonder WHY the group . . ."
3. A newsprint flip chart and felt-tipped markers for recording.
4. Masking tape.

Physical Setting A room large enough for groups to work without disturbing one another. Writing surfaces should be provided. Wall space is required for posting newsprint sheets.

Process

1. Following a previously conducted group task or activity, explain that participants will have the opportunity to review their group's performance in terms of actions and outcomes.
2. Distribute three index cards and a pencil to each group member. Ask each group to select one member to act as facilitator.
3. Referring to the prepared flip chart, tell the participants:
"You are going to reflect on your group's performance during the previous activity. Think about the specific actions of the group members as well as what occurred in terms of the final results. Think about areas in which the group was not as effective as it could have been. Next, on each index card, write a phrase that completes the statement, 'I wonder why the group . . .'; for example, 'I wonder why the group did not get everyone's input before making a decision' or 'I wonder why

the group members argued.' When you are finished, please pass the completed cards to your group's facilitator."

4. When all participants have completed this task, ask group members to review the statements on the cards and have the facilitators lead a discussion within their groups on the various topics. After approximately 15 minutes, give a 2-minute warning, and then stop the group discussions.
5. Ask the groups to select one member to act as recorder for the next task. Distribute a newsprint sheet and a felt-tipped marker to each group. Explain that groups will now make a list of the *top three* (if time is limited, top one or two) general topics that were identified (for example, "communication," "decision making," and "teamwork"). These topics are to be listed at the top of the newsprint sheet. For multiple topics, each group should circle the topic that is MOST significant or use the single topic chosen. Group members should list suggested strategies that the group could use to improve its performance in this area.
6. Allow approximately 25 minutes, and then instruct the groups to post their sheets using the masking tape provided. Ask each group in turn to present its list.
7. Lead a concluding discussion based on the following questions:
 - What impressions and insights did you get from this closing activity?
 - What were some of the factors that influenced your group's performance today? How do similar factors in the workplace influence a group's ability to be effective?
 - How could the performance improvement strategies you identified be implemented in a workplace setting?

Variation Prepare a flip chart sheet with the statement, "I wonder WHY I . . ." and have individual participants review their personal actions and behaviors following an activity. Each person is to create and commit to an individual action plan for improved personal performance.