

We Work As We Play, And We Play As We Work

**Games That Increase Your
Team's Efficiency**

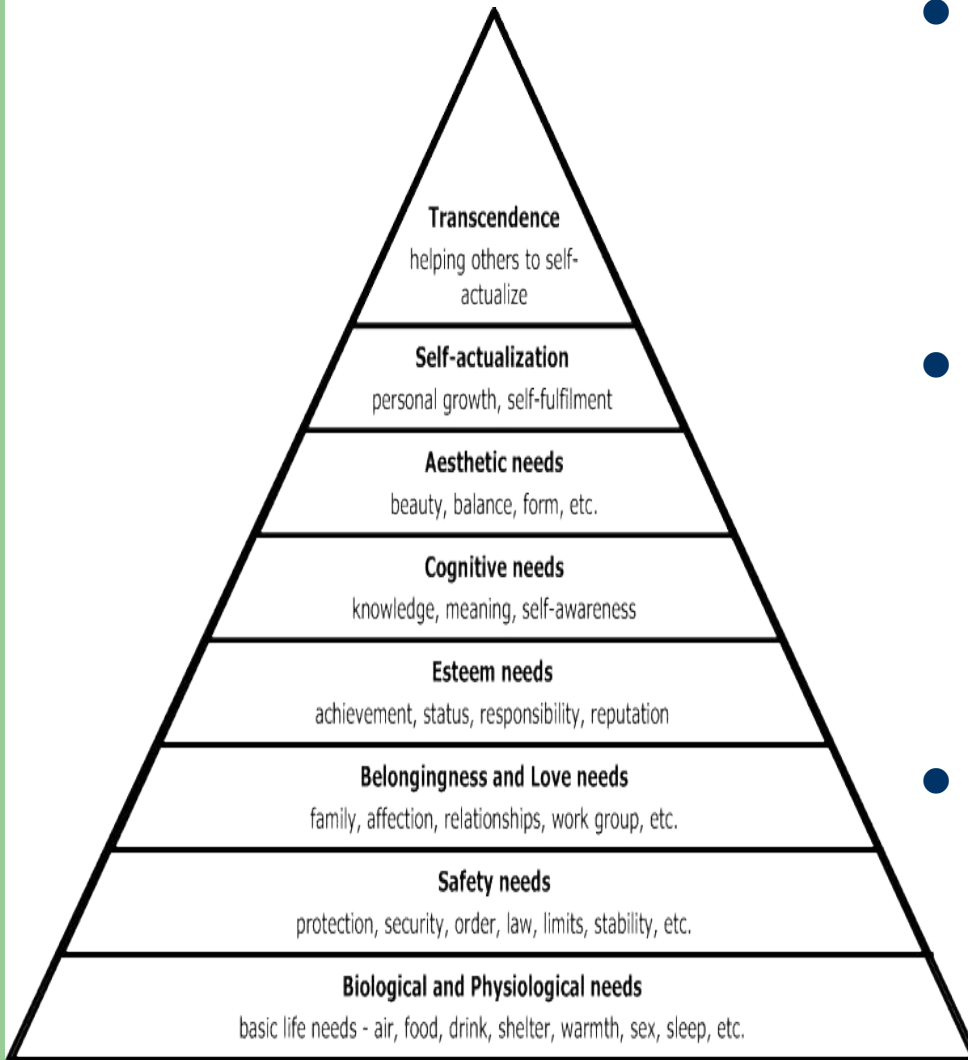
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The Basics



Maslow's Hierarchy of Needs



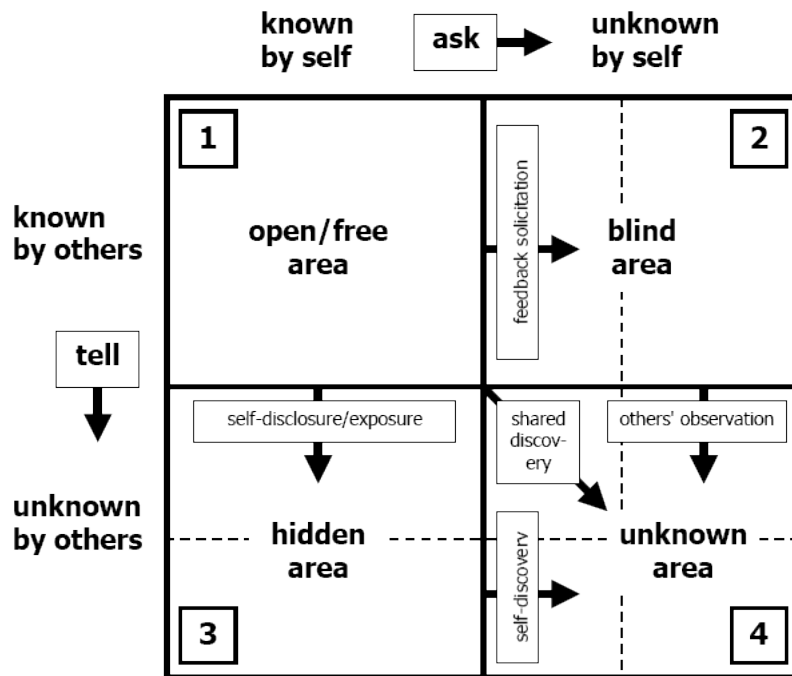
- Human needs are arranged in a hierarchy of importance. Needs emerge only when higher-priority needs have been satisfied.
- Satisfied needs no longer influence behaviour, e.g. money and other tangible incentives are not the only cures for morale and productivity problems.
- The need to participate, to be recognized, to be creative, and to experience a sense of worth are better motivators in an affluent society.

Johari Window

The Johari Window model is a simple and useful tool for illustrating and improving self-awareness, and mutual understanding between individuals within a group.

Johari window has four regions:

- known by the person about him/herself and is also known by others - **open area, open self, free area, free self, or 'the arena'**
- unknown by the person about him/herself but which others know - **blind area, blind self, or 'blindspot'**
- known by the person about him/herself that others do not know - **hidden area, hidden self, avoided area, avoided self or 'facade'**
- unknown by the person about him/herself and is also unknown by others - **unknown area, unknown self**



Triarchic Theory of Intelligence

Robert J. Sternberg - human intelligence is a “mental activity directed toward purposive adaptation to, selection and shaping of, real-world environments relevant to one’s life”

- Componential / Analytical

- **Metacomponents:** problem solving and decision making
- **Performance:** actually carry out actions
- **Knowledge-acquisition:** obtain new information

- Experiential / Creative

- **Novelty:** find new ways of solving a task
- **Automation:** the task can now be done with little thought

- Practical / Contextual

- **Adaptation:** change oneself to better adjust to surroundings
- **Shaping:** changing the environment to better suit the needs
- **Selection:** finding a completely new alternate environment

David Kolb's learning styles

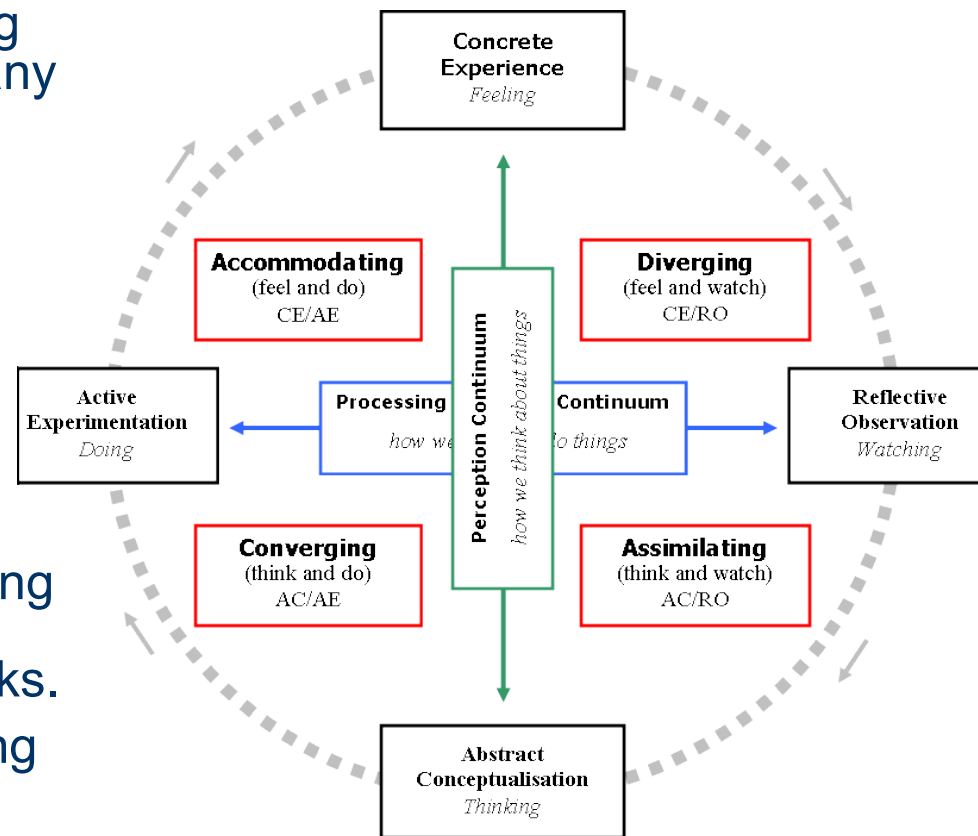
One of the most commonly used models of learning

- **Perception dimension**

- **Concrete experience:** Looking at things as they are, without any change, in raw detail.
- **Abstract conceptualization:** Looking at things as concepts and ideas, after a degree of processing that turns the raw detail into an internal model.

- **Processing dimension:**

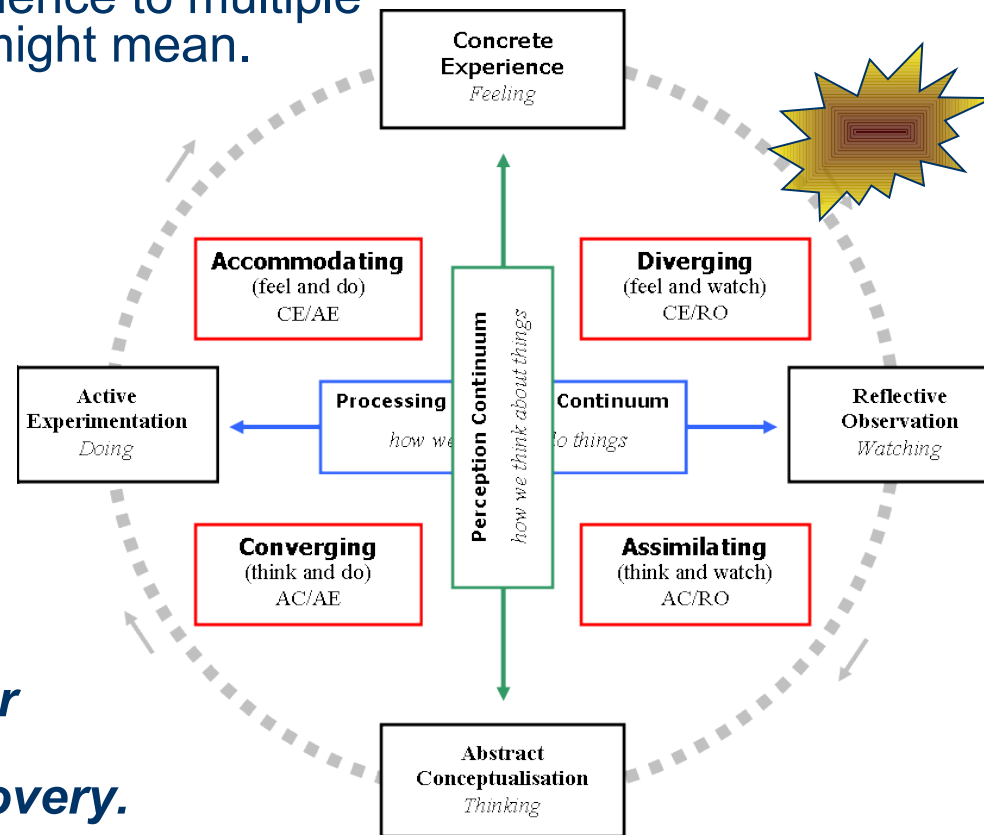
- **Active experimentation:** Taking what they have concluded and trying it out to prove that it works.
- **Reflective observation:** Taking what they have concluded and watching to see if it works.



David Kolb's learning styles

Divergers (Concrete experienter / Reflective observer):

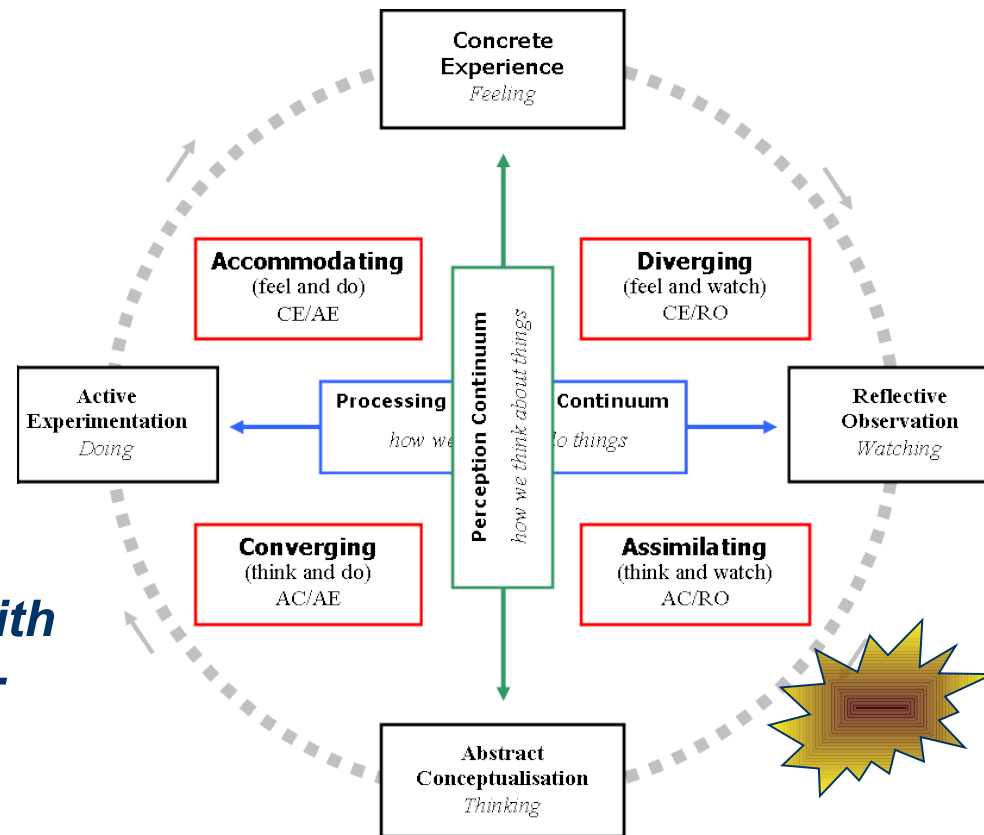
- Take experiences and think deeply about them, thus diverging from a single experience to multiple possibilities in terms of what this might mean.
- Ask 'why', and will start from detail to constructively work up to the big picture.
- Enjoy participating and working with others but they like a calm ship and fret over conflicts.
- Generally influenced by other people and like to receive constructive feedback.
- **Learn via logical instruction or hands-one exploration with conversations that lead to discovery.**



David Kolb's learning styles

Assimilators (Abstract conceptualizer/Reflective observer)

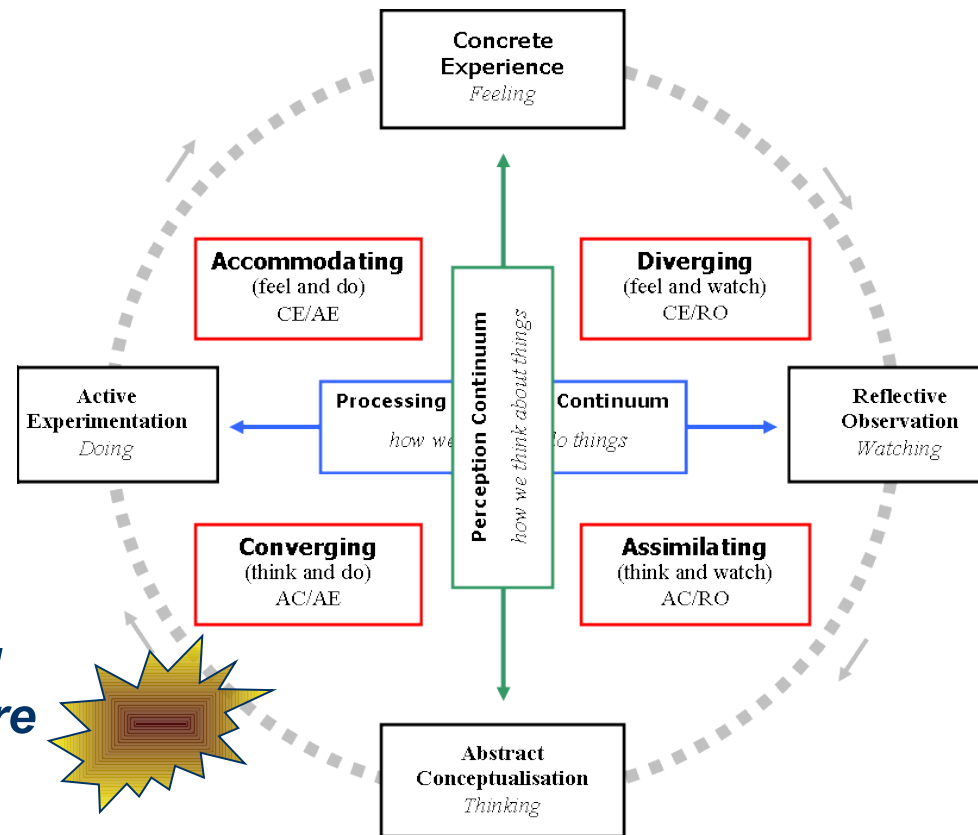
- Have the most cognitive approach, preferring to think than to act.
- Ask 'What is there I can know?' and like organized and structured understanding.
- Will respect the knowledge of experts
- Like conversations that take a logical and thoughtful approach.
- ***Prefer lectures for learning, with demonstrations where possible.***



David Kolb's learning styles

Convergers (Abstract conceptualization/Active experimenter)

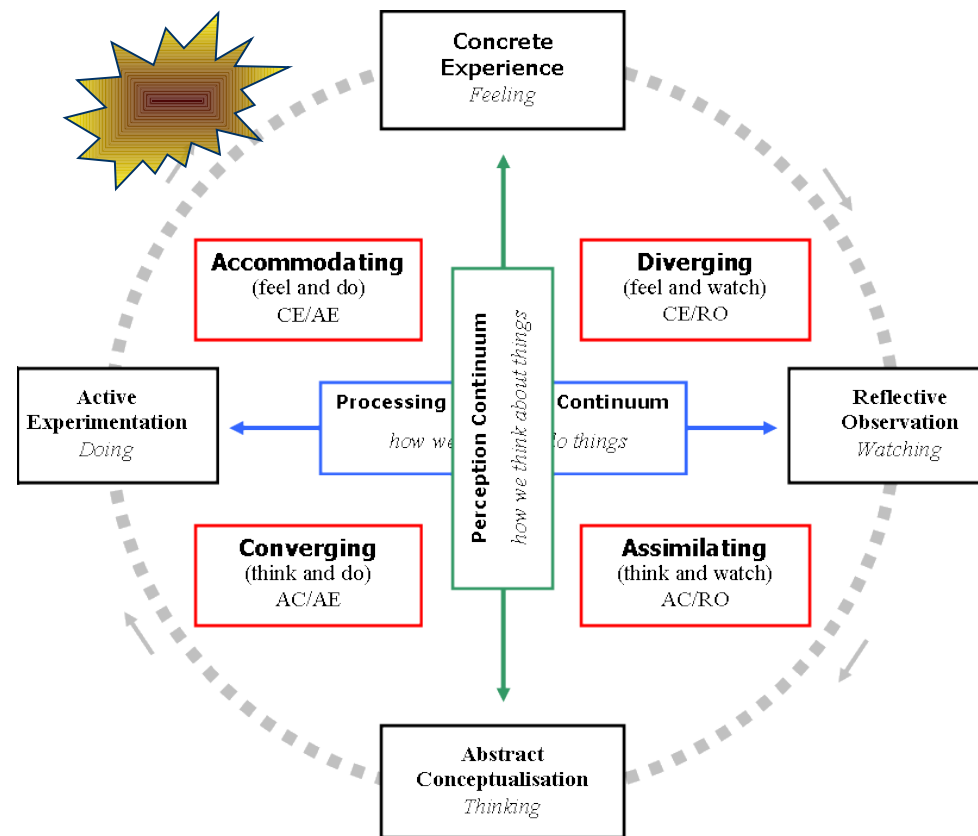
- Think about things and then try out their ideas to see if they work in practice.
- Like to ask 'how' about a situation, understanding how things work in practice.
- Like facts and will seek to make things efficient by making small and careful changes.
- Prefer to work by themselves, thinking carefully and acting independently.
- **Learn through interaction and computer-based learning is more effective with them than other methods.**



David Kolb's learning styles

Accommodators (Concrete experienter/Active experimenter)

- Accommodators have the most hands-on approach, with a strong preference for doing rather than thinking.
- Like to ask 'what if?' and 'why not?' to support their action-first approach.
- Do not like routine and will take creative risks to see what happens.
- Like to explore complexity by direct interaction and learn better by themselves than with other people.
- **Like hands-on and practical learning rather than lectures.**



Why is this important?

- Teams members are diverse, at different career levels, different personalities, different backgrounds.
- Both individual and team improvement need to consider the variety of learning styles and target the specifics of each team member.
- Use multiple methods such as presentations, workshops, brainstorming, simulations in order to reach every team member.
- Games, exercises and simulations can be a fun but effective way to get your message across, by eliminating the stress of “real” work situations.

Project Management “games”

"Personally, I'm always ready to learn, although I do not always like being taught." - Winston Churchill

- **Icebreaker activities:** used to bond a group and initiate interactions between team members
- **Communication exercises:** improve team member's ability to interact with each other and with external parties
- **Team building exercises:** enhance team's efficiency through cooperation – the whole is greater than the sum of its parts
- **Simulation exercises:** used to form and practice work related skills in a stress-free environment

Icebreakers

Riyad Husein



What are They?

- The term "icebreaker" comes from "break the ice", mostly associated with special ships called "icebreakers" that are designed to break up ice in the arctic regions.
- Icebreakers are structured activities that are designed to relax participants, introduce them to each other, and energize them in what is normally an unduly formal atmosphere or situation.
- Just as these ships make it easier for other ships to travel, an icebreaker helps to clear the way for learning to occur, making the learners more comfortable by helping to bring about conversation.



Good Icebreakers

- When designing your ice breaker, think about the “ice” that needs to be broken.
 - **Best for the team:** If you are bringing together like-minded people, the “ice” may simply reflect the fact that people have not yet met.
 - **Best for Stakeholders:** If you are bringing together people of different grades and levels in your organization for an open discussion, the “ice” may come from the difference in status between participants.
- Icebreakers are not normally related to the subject matter, where as "openers" are related to the subject matter that is to be discussed.
- In addition, they often help to break up the cliques and invite people to form random groupings in a non-threatening and fun way.

Some Examples

- **All My Neighbours:** A fun, moving-around activity that breaks the ice, loosens people up, gets people alert and engaged. Good for a group just beginning to get to know one another.
- **Categories:** A fun, interactive get-to-known activity - ask a group to organize themselves into smaller groups, based on categories such as favorite color.
- **2 Truths & a Lie:** People write down two truths about themselves and a lie. Then introduce the three "facts" to the rest of the group who tries to guess which one is a lie.
- **Rotating line introductions:** Based on a "speed-dating" rotation, people introduce to each other on 1-on-1 short meetings.

5 Interesting Facts

- Each person will introduce itself to the others at the table in 30 seconds.
- The moderator will nominates one person at each table to present to the entire room 5 interesting facts about the other people at his table.



Communication Improvement

George Jucan



Characteristics of a Good Team

- Members:
 - Each member is willing to contribute
 - Member roles are defined
 - Each member knows he can influence the agenda
 - Leader has good people skills and is committed to team approach
 - Members develop a mutual trust
- Group:
 - A relaxed climate for communication
 - High level of interdependence among members
 - The group and individuals are prepared to take risks
 - Group is clear about goals and establishes targets
 - The group has capacity to create new ideas

Communication Goals

- Information exchange
 - Understand the exact meaning/intent of others
 - Be understood by others
 - Sell yourself and your ideas
 - Efficiently share information
 - Clarify directions and ambiguities
 - Develop your team members skills and knowledge

- Get things done
 - Initiate action or change
 - Coordinate project team efforts
 - Obtain feedback on project issues
 - Obtain agreement on solutions
 - Resolve conflicts
 - Manage stakeholders' expectations



Communication Exercises

- Individual
 - Following instructions
 - Speech exercises
- Person-to-person
 - Influencing exercises
 - Mumbler (non-verbal instructions)
 - Obstacle course navigation
- Group communication
 - 'Maps' activities
 - Autograph collecting exercise
 - “Getting to know you” exercises
 - Role-play exercises



“I keep six honest serving men,
(They taught me all I knew);
Their names are What and Why and When,
And How and Where and Who.”

(Rudyard Kipling, 'Just So Stories', 1902.)

Requirements Gathering

- 7 volunteers please: 1 Project Manager and 6 Team Members
- Everyone else represents the Project Stakeholders
- 15 “requirements” will be distributed to stakeholders
- Project scope: collect the requirements and bring them to the Project Sponsor



Team Building

Gina Berczi



Teams and team building

- What is a TEAM?
 - A team is a group of people who are jointly responsible for achieving a shared goal. If one member fails, then it can hinder the achievement of the collective goal. Even if the members fulfill their individual roles but they don't work synergistically, then they may not fulfill their potential or achieve as much as they could.
 - The most important foundation you can lay, when building better collective performance, is that of common understanding and commitment to the shared goal.
- What is TEAM building?
 - Team building is the process of building a good team, one that performs well together
 - Team-Building Activities can vary from a five minute agenda item (in a status review meeting), to a professionally facilitated experience
 - Team-Building strategies are particularly valuable when team members operate virtually from remote locations

Why build a GOOD TEAM ?

- Improve Interpersonal Skills
- Increase Team Cohesiveness
- Build Trust
- Establish Good Working Relationships
- Improve Team's Effectiveness

Collective performance sometimes falls short of what you might expect given the quality of individuals.

The Apollo Syndrome is a good example of this - where highly intelligent people often perform worse when working together than 'less able' members.

The Apollo Syndrome is just one of sixteen team complexes that can inhibit collective performance.

How to build a team?

- The best way to embark on a team building program is to see the difference between a group, a team and a good team.
- You can test your ability to see these differences by looking at the following terms that are associated with team building. Only one of these defines what a team is, can you spot it?
 - A group of people
 - Synergy
 - Whole > Sum
 - Co-operation
 - Flexibility
 - Working together
 - Reporting to one boss
 - Serving one customer
 - Sharing one aim

Vision, Commitment & Trust

- **Vision** - Means being able to excite the team with large, desired outcomes.
- **Commitment** - When expectations are defined, success rates soar.
- **Trust** - Means confidence in Team Leadership and Vision. It is the antidote to the fears and risk attendant to meaningful commitment.

Wilderness Survival

- The hand-out includes twelve questions concerning personal survival in a wilderness situation. Try to imagine yourself in the situation depicted. Assume you are alone and have a minimum of equipment, except where the question tells you differently. The season is fall - the days are warm and dry, but the nights are cold.
- Working alone, select what you believe is the best of the three choices given under each item. After you have completed this task individually, you will again consider each question as a member of your team. Your team will have the task of deciding by **consensus** the best answer for each question.
- Do not change your individual answers, even if you change your mind during the team discussions. Record the team decision next to your initial answer.



Simulations

George Jucan



Business Simulation Advantages

- **Complex systems interactions:**
 - Increase awareness of and understanding of complex systems, and unintended consequences of their actions.
 - Enables participants to experience the impact of their actions on a complex system in a low-risk environment.
- **Cross-group collaboration:**
 - Bridges differences in expertise and background by drawing on each individuals accumulated knowledge and skills.
 - Opportunity to reflect on and discuss the results, learning with colleagues from other backgrounds.
- **Consequence-free practice:**
 - Hypothetical context enables participants to disengage from their existing paradigms and open themselves to broader perspectives.
 - Opportunity to experiment and try new behaviours in a consequence-free environment, with immediate feedback on what is working and what is not.
 - Ability to practice to make the best decisions when it really “counts”

Experiential Learning Model

- **Act:** based on actions, and their observable results as the basis of improvement.
- **Reflect:** provides an opportunity for participants to get feedback on their actions and explore the results.
- **Reframe:** change the mental frames that prevent participants from achieving the desired results.
- **Apply:** clear linkages between the insights gained in the training process and real world challenges.

Types of Simulations

- **Project leadership simulation games:** This category covers simulation of the issues rising at the leadership level of project management, e.g. those concerning identification and selection of project execution strategy, optimal project work breakdown structure, optimal project organization structure and contract strategy.
- **Functional simulation games:** usually deal with isolated concepts (single or multiple) in order to practice decision making. Detailed project planning is not usually part of the game, that focuses on decision making during project execution in order to deliver the project plan within the specified constraints. The decision making is facilitated by providing feedback on indicators that are usually used in real-world.

Simulations at Work

- Simulation exercises model a common workplace scenario and allow for problem solving.
- Allow for “the application of skills, tools, knowledge and techniques to project work activities to meet project requirements”
- Simulations incorporate considerable subject knowledge: they can pose a problem, demand an answer, and respond to the answer, enabling learning by experience rather than by hearsay.
- Massive difference in participant motivation: participants are actively involved in the game; they are interested; and are doing rather than listening.
- Games provide an opportunity for group discussions and debates

PMO Initiation Exercise

- Each table represents a meeting room, discussing the introduction of a corporate PMO for the organization.
- Each people at the table will assume one of the following roles in the meeting:
 - Project Manager (external consultant)
 - IT Director
 - Operations Director
 - Finance Director
 - IT project manager reporting to the IT Director
 - Business Manager reporting to the Operations Director
 - Any remaining participants are observers
- Your goal is come up with an agreement about setting up a PMO:
 - If NO, provide justification to the CEO why not
 - If YES, describe in broad strokes its mandate and authority level



Conclusions



Multiple Levels of Learning

- **Personal:** participants learn about their own behaviour and the mental models it reflects, about their assumptions about how the world works, and about how they work in the world.
- **Interpersonal:** participants learn to relate with other individuals on the team, and how the interaction patterns support or hinder success.
- **Role:** participants to see a situation from a new perspective, understanding how an issue cuts across all functions.
- **Team/Organization:** learn how to work more effectively as a team by aligning individual practices to team's priorities.
- **Industry:** practice workplace skills and activities in a risk-free environment to get it right when it's real.

Kirkpatrick's training evaluation

Team members should ideally enjoy the activity, learn something from it which they can apply, and which will improve results.

level	evaluation type	evaluation description and characteristics	examples of evaluation tools and methods	relevance and practicability
1	reaction	<ul style="list-style-type: none"> reaction evaluation is how the delegates felt about the training or learning experience 	<ul style="list-style-type: none"> e.g., 'happy sheets', feedback forms also verbal reaction, post-training surveys or questionnaires 	<ul style="list-style-type: none"> quick and very easy to obtain not expensive to gather or to analyze
2	learning	<ul style="list-style-type: none"> learning evaluation is the measurement of the increase in knowledge - before and after 	<ul style="list-style-type: none"> typically assessments or tests before and after the training interview or observation can also be used 	<ul style="list-style-type: none"> relatively simple to set up; clear-cut for quantifiable skills less easy for complex learning
3	behavior	<ul style="list-style-type: none"> behavior evaluation is the extent of applied learning back on the job - implementation 	<ul style="list-style-type: none"> observation and interview over time are required to assess change, relevance of change, and sustainability of change 	<ul style="list-style-type: none"> measurement of behavior change typically requires cooperation and skill of line-managers
4	results	<ul style="list-style-type: none"> results evaluation is the effect on the business or environment by the trainee 	<ul style="list-style-type: none"> measures are already in place via normal management systems and reporting - the challenge is to relate to the trainee 	<ul style="list-style-type: none"> individually not difficult; unlike whole organization process must attribute clear accountabilities

Take-Away

- Use simulation games to investigate would-be behaviour of team members under simulated working conditions in order to reveal how these persons would react under certain conditions.
- Simulations games in combination with role-plays scenarios are also used as a training vehicle for increasing group effectiveness.
- Allows players to keep experimenting with actions and settings until their real-life results improve
- They are effective because they engage the whole person, involving the participant's mental, emotional, and somatic intelligence.

Useful links

<http://www.businessballs.com/>

<http://www.wilderdom.com/games/>

<http://www.residentassistant.com/games/index.htm>

<http://www.group-games.com/>

<http://www.community4me.com/>

<http://leadership.uoregon.edu/exercises>

<http://www.mwls.co.uk/icebreakers/>

<http://www.salto-youth.net/find-a-tool/>

<http://departments.oxy.edu/orgl/Manual/Teambuilders.htm>