

Appendix

- Agenda samples
- Key points to meeting settings
 - Board etiquette
 - Conference Call etiquette
- Summary of processes
- How to run a successful team-building activity
- Top 10 Team Building Exercises
- Ice Breaker activities
- Team Building activities
- Meeting in a Bag
- Evaluation samples

Agendas

Virtual Team Meeting

9/26/2005

9:00 PM to 9:25 PM

ULV Conference Call Center

Meeting called by:

Type of meeting:

Facilitator:

Note taker:

Timekeeper:

Attendees:

Please read:

Please bring:

Agenda

Topic 1

Rico

5

Topic 2

Lafawnduh

10

Topic 3

Kip

10

Additional Information

Observers:

Resource persons:

Special notes:

Virtual Team Meeting

9/26/2005

9:00 PM to 9:25 PM

ULV Conference Call Center

Meeting called by:

Type of meeting:

Facilitator:

Note taker:

Timekeeper:

Attendees:

Please read:

Please bring:

Agenda

Topic 1

Rico

5

Discussion:

Conclusions:

Action items:

Person responsible:

Deadline:

Topic 2

Lafawnduh

10

Discussion:

Conclusions:

Action items:

Person responsible:

Deadline:

Topic 3	Kip	10
Discussion:		
Conclusions:		
Action items:	Person responsible:	Deadline:
Additional Information		
Observers:		
Resource persons:		
Special notes:		

AGENDA

Meeting Title

January 10, 2004

9:00 a.m. – 5:00 p.m.

Meeting called by **Name**

Attendees: Attendee List

Please read: Reading List

Please bring: Supplies List

9:00 a.m. – 10:00 a.m.	Introduction Continental Breakfast Welcome <i>Kari Hensien</i>	Rainier Room
10:00 a.m. – noon	Demos New Product Line <i>Jane Clayton</i> Sales Techniques <i>Jeff D. Henshaw</i>	Snoqualmie Room Rainier Room
noon – 4:00 p.m.	Instructions To insert a tab in a table cell, use CTRL+TAB. To insert or delete rows or columns, use the Table menu. To add or remove border lines, use the Borders and Shading command on the Format menu.	
4:00 p.m. – 5:00 p.m.	Wrap-up Q&A Panel <i>All speakers</i>	Rainier Room

Additional Instructions:

Use this section for additional instructions, comments, or directions.

YOUR LOGO
HERE

Conference Agenda

2004 Conference and Expo, New York

Track 1	Growth in the New Millennium
Track 2	Sales and Marketing
Track 3	Quality Assurance
Track 4	Tools and Resources

MONDAY, January 19, 2004

8:00 am - 4:00 pm	Registration			
9:00 am - 10:30 am	Exhibits Open	Opening Ceremonies Keynote Address: Steven H. Kastner, Breakthroughs for the Next Generation (Grand Ballroom)		
10:45 am - 12:00 pm		Managing and Motivating Employees (North Hall)	Tips for Increasing International Sales (South Hall)	Quality vs. Deadline (East Hall)
12:00 pm - 1:30 pm		Lunch Break		
1:30 pm - 3:00 pm		Maximizing Your Building Space (North Hall)	Competing with Big Corporations (South Hall)	Learning from Past Mistakes (East Hall)
3:15 pm - 5:00 pm		Afternoon Workshops		
		Build It or Buy It? (West Hall)	Managing Contract Work (West Hall)	

TUESDAY, January 20, 2004

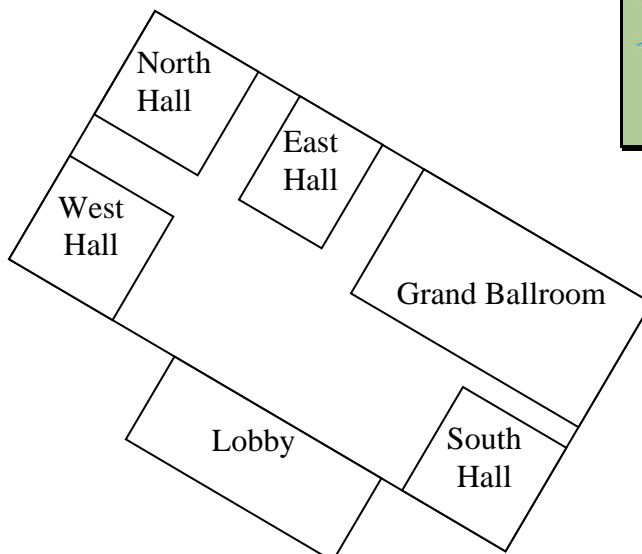
8:00 am - 4:00 pm	Registration			
8:00 am - 9:00 am	Continental Breakfast			
9:00 am - 10:30 am	Exhibits Open	Keynote Address: Linda Contreras, Improving on a Good Idea (Grand Ballroom)		
10:45 am - 12:00 pm		Recycling and Upgrading Your Equipment (North Hall)	The High Cost of Advertising (South Hall)	Delivering World-Class Products (East Hall)
12:00 pm - 1:30 pm		Lunch Break		
1:30 pm - 3:00 pm		Remodeling Within Your Budget (North Hall)	Sell, Sell, Sell! (South Hall)	Building In Quality from the Ground Up (East Hall)
3:00 pm - 3:30 pm		Afternoon Break		
		Keeping Up with Technology (West Hall)	Improving Performance (West Hall)	

3:30 pm - 5:00 pm		Raising Venture Capital (North Hall)	Marketing to Specific Demographics (South Hall)	Raising the Quality Bar (East Hall)	Deciding Whether to Update Your Tools or Build New Ones (West Hall)
5:15 pm - 7:00 pm		Evening Presentation and Dinner (Grand Ballroom)			

WEDNESDAY, January 21, 2004

8:00 am - 4:00 pm	Registration				
8:00 am - 9:00 am	Continental Breakfast				
9:00 am - 10:30 am	Exhibits Open	Keynote Address: Mandar Naik, Industry Trends for the Decade Ahead (Grand Ballroom)			
10:45 am - 12:00 pm		Outsourcing Your Work (North Hall)	Advertising on the Internet (South Hall)	Automation (East Hall)	Evaluating and Comparing Tools (West Hall)
12:00 pm - 1:30 pm		Lunch Break			
1:30 pm - 3:00 pm		Running a Tight Ship and Still Having Fun (North Hall)	Market Testing Your Products (South Hall)	Exceeding Industry Standards (East Hall)	Efficiency Is Key (West Hall)
3:15 pm - 5:00 pm		Closing Ceremonies			

Map of Conference Center Location and Floor Plan



Community Meeting

Wednesday, February 25, 2004

3:30 PM

Community Center

Agenda

- I. Call to Order
- II. Roll Call
- III. Approval of Last Meeting's Minutes
- IV. Chairperson's Report
 - a. Monthly status
 - b. Update on volunteer activities
- V. Treasurer's Report
 - a. Budget overview
 - b. Dues update
- VI. Old Business
 - a. Status of landscaping bids
 - b. Status of water quality control
- VII. New Business
 - a. Upcoming events
 - b. Other new business
- VIII. Calendar
- IX. Adjournment

Team Meeting

[Date]

[Time]

[Location]

Meeting called by:	Type of meeting:
Facilitator:	Note taker:
Timekeeper:	
Attendees:	
Please read:	
Please bring:	

Agenda Items

Topic	Presenter	Time allotted
✓		
✓		
✓		
✓		
✓		
✓		
✓		
✓		
✓		
✓		

Other Information

Observers:

Resources:

Special notes:

AGENDA

West School PTA Meeting Agenda

September 24, 2005

7:00 – 9:00 P.M.

Meeting called by Terry Adams

Board Members Terry Adams, Co-president; Jenni Merrifield, Co-president; Kim Ralls, Treasurer; Dean McCrae, Secretary; Erik Andersen, Volunteer coordinator; Angela Barbariol, Membership coordinator

Time	Item	Owner
7:00-7:05	Welcome	Terry
7:05-7:15	Old business and approval of last meeting's minutes	Jenni
7:15-7:30	Vote on new Secretary	Terry
7:30-7:40	Discuss parent openings on advisory committees - any response from newsletter?	Erik
7:40-7:45	Vote on proposed Budget	Kim
7:45-8:00	Principal's Report	Mr. Hay
8:00-8:05	Break	
8:05-8:30	New Business A. Recap of Back to School Night – Erik Andersen B. Parent Education Programs – Rachel Valdez, school counselor C. Teacher grants application process – Laura Giussani, Oakdale Schools Foundation	Various
8:30-8:50	Committee Reports A. Membership, Angela B. Volunteers, Erik C. Newsletter, Dean D. Computer Support, Terry	Various
8:50-9:00	Announcements	Various
9:00	Adjournment	Jenni



Meeting Settings – Key Points

- Team members need to spend “a lot of time together, scheduled and unscheduled, especially in the beginning”.
- Telepresence can be successful when the telecommunication medium produces a right environment for the senses.
- Morale - comfort builders include providing food to a work session
- Another way to build the staff morale is to vary meeting locations.

BASIC BOARD ROOM ETIQUETTE

- ✓ Arrive on time and stay until the end.
- ✓ Come prepared. Read material ahead of time, not while others are speaking.
- ✓ Do not use judgmental statements.
- ✓ Talk about issues, not about people.
- ✓ Listen to others and speak one at a time.
- ✓ Refrain from criticizing absent members.
- ✓ Be careful not to monopolize the conversation.
- ✓ Ask questions if you do not understand something.
- ✓ Keep confidential information confidential.
- ✓ Talk about board issues in the boardroom; do not save issues for gossip in the parking lot after the meeting.
- ✓ Recognize when you have a conflict of interest and disclose it to the group.
- ✓ Use “I” statements when speaking about opinions or feelings.

CONFERENCE CALL ETIQUETTE REMINDERS

- ✓ Call in before the scheduled time.
- ✓ Avoid call in from a cell phone.
- ✓ Use mute feature if you have background noise
- ✓ Put cell phones on silent mode, turn off, or put in another room.
- ✓ Close windows to prevent interference.
- ✓ If you take notes on a PC while on a speakerphone move your keyboard away from the speaker.
- ✓ Turn the sound down on your PC
- ✓ Put dogs in another room if they tend to bark.
- ✓ Do not put the call on hold if you have “music on hold feature.”
- ✓ Inactivate your call-waiting features.
- ✓ If using the headset instead of a speakerphone place the mouthpiece away from your mouth to minimize breathing sounds that interrupt the speaker.
- ✓ When speaking into a speakerphone step close to the phone so your voice comes across clear.

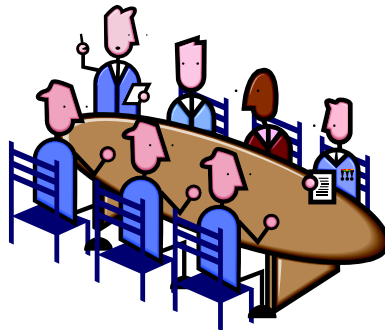
PROCESSES FOR AN EFFECTIVE MEETING



1. The roles in an effective meeting – these should be appointed in advance or selected at the beginning of the meeting
 - Leader – is in charge of leading the meeting
 - Facilitator – may be the leader, facilitates the discussion, decision making and group processes of the meeting
 - Reporter- records, either on paper, computer or chart paper (for group to view)
 - Timekeeper- keeps group on task, important when there's a timed agenda
2. The discussion processes – aides to the group discussion and decision making
 - Stack up- guides the several who will speak next by giving them an order in which to speak
 - Structured go-around - gives all a chance to speak or pass
 - Index card recording – the group members vote or give comments on index cards, and a facilitator may incorporate the comments into the meeting or the leader or a task force may review these ideas before the next meeting
 - Decision making approaches
 - *Consultative – one person has authority to make the decision
 - *Democratic – the group votes, with either a majority or more votes needed for approval
 - *Consensus-the group discusses the issue until all agree to accept it - all “can live with it”
3. The group dynamics – important for the facilitator to consider when leading a group with the goal of maximum group discussion and minimum disruption
 - In-out - be aware of who is “in” the group and who is “out, those within the circle versus those out
 - Up-down - likewise. be aware of who is “up” and who is down – who has the power and who is does not
 - The facilitator should build group trust and the ability to handle conflict with team-building exercises and the modeling of risk taking and vulnerability
 - Teams should combine problem solving or task behavior with relationship building activities – the facilitator is the key

How to Run a Successful Team-Building Activity

- **Before:** Select an activity that's good for your team
- **Before:** Prepare for you team-building activity
- **During:** Explain the activity to the team
- **During:** Check for understanding before beginning
- **During:** Run the activity
- **During:** Debrief the activity
- **After:** Reinforce the learning back on the job



TOP 10 TEAM BUILDING EXERCISE TIPS

Top 10 Reasons for Team Building:

1. To gain dynamic rapport among team members
2. To open the climate for streamlined communication
3. To stimulate creativity
4. To discover new ways of strategizing and solving challenges
5. To surface hidden problems & agendas
6. To appreciate individual differences and strengths
7. To learn trust
8. To welcome and handle change
9. To strengthen teamwork and motivation
10. To learn and have fun at the same time

Top 10 Tips for Outstanding Trainers:

1. Be flexible. The unexpected can be your greatest moments.
2. Be well-prepared. Back-up props, back-up activities, back-up agenda, back-up everything.
3. Leave your ego outside the room. Follow the flow of the group even when it goes off your course.
4. Tell personal stories that are true and make a point.
5. Ask outstanding questions (so that true learning and reflection abound).
6. Anticipate resistance, deviations, and mistakes. How you handle these impacts the whole day and is usually where the learning takes place.
7. Pause often. Whether after a sentence, after an activity, or after a debriefing, allow your participants to think and reflect. This is the time when they come up with their own solutions and lessons.
8. Take risks and try new things. We teach what we need to learn.
9. Involve the whole group. Design the learning so that the learners focus on themselves and each other. You create the learning experience – and then step back.
10. Keep the day fun, fun, fun. And always close with high impact.

Top 10 Tips for Outstanding Workshops:

1. Geography, geography, geography. Choose an off-site facility away from work.
2. Challenge by choice / Right to pass / Confidentiality.
3. Safety, safety, safety (physical & emotional).
4. Take lots of breaks. Experts advise at 1-hour intervals.
5. Use lots of variety in your presentation styles...to match all the different learning styles in your group (auditory, visual, kinesthetic).
6. Occasionally divide into sub-groups for maximum involvement.

7. Get up and move around. Change the seating assignments. Go outside. Human attention spans are short.
8. Make time for reflection and debrief time after activities to share the learnings.
9. Fun, fun, fun!
10. End on time.

Top 10 Worst Mistakes Trainers Make:

1. Forgetting to check the facility ahead of time for lighting, sound, audio-visual, room temperature, props, and overall participant comfort.
2. Starting late OR WORSE...running overtime.
3. Talking too much.
4. Forgetting break times.
5. Not laughing at yourself when the unexpected happens. And they will happen.
6. Giving unclear directions.
7. No smiling.
8. Not involving the participants.
9. Not reading the audience, and therefore, not knowing when to change strategies or pace.
10. The all-time worst mistake – not being real. Passion is everything. People remember the feeling they had with the trainer long after the content.

Top 10 Debriefing Tips for Facilitators:

1. Ask open-ended questions: What was your experience?, What did you learn?, How will you apply this new learning?
2. Involve the whole group. That may mean taking the quiet ones aside for a special moment or two.
3. Expect resistance. That's where much learning takes place.
4. Listen. Listen. Listen. Be invisible.
5. Allow emotions to surface. That's OK. Experts say that is where most behavioral change takes place.
6. Follow the group's lead, momentum, and topics, not yours.
7. Lead by example: facilitate without judgment or finger-pointing.
8. Say aloud participants' names, validate their thoughts, and allow discovery to be theirs, not yours.
9. Maintain an atmosphere of trust, safety, and confidentiality at all times.
10. Always end with closure.

Ice Breakers



MY N.A.M.E.

This is. . .	An Activity in which participants introduce themselves by presenting their first names as acronyms.
The purpose things is. . .	Everyone knows everyone else's name and some interesting about each other. That information may prompt some small talk later.
Use this when. . .	<ul style="list-style-type: none">▶ One or more of the individuals' names are not known.▶ Individuals do not know each other very well.▶ You don't have prep time and/or materials for anything more elaborate.
Materials you'll need. . .	<ul style="list-style-type: none">▶ No materials are necessary for this activity
Here's how. . .	<ol style="list-style-type: none">1. Give the group 5 minutes to think of interesting facts about themselves that correspond to the letters of their first name.2. Have each participant share his/her acronym.
For example. . .	"Hi, I'm Logan. L is for Led Zeppelin, one of my favorite rock groups. O is for Ohio, which is where I live. G is for German, the only foreign language I know. A is for Aunt Wendee, my favorite relative. And N is for Nice, because I am a nice guy!"
Ask these Questions. . .	<ul style="list-style-type: none">▶ Why is it important for us to know each other beyond a purely work-related context?▶ How difficult (or easy) was it to share information about yourself with others?▶ How can we learn more about each other back on the job?
Tips for success. . .	<ul style="list-style-type: none">▶ If participants get stuck, tell them they do not have to follow the rules strictly. For example, "L" can be for Loving chocolate, Loving chess, Loving snow, and so forth.

Try these
participants
Variations. . .
the

- ▶ Be prepared to share your own acronym as an example for the group.
- ▶ You may use this activity to just get acquainted or get a meeting started without asking the Debrief questions afterwards.
- ▶ Instead of acronyms about themselves, have the participants make acronyms from their first names that correspond to the kind of work they do (customer service, research, etc.) or a current project they are working on or a problem they collectively face (you may be surprised at a few creative ideas for resolution!).

Cole Miller, Brian, (2004). Quick Team Building Activities for Busy Managers. New York, AMACOM.



A PENNY FOR YOUR THOUGHTS

- This is. . .** A light introduction activity that reveals a quick, personal fact about each participant.
- The purpose is. . .** Everyone knows everyone else's name and one interesting fact about each other. That information may prompt some small talk later.
- Use this when. . .**
- ▶ One or more of the individuals' names are not known.
 - ▶ Individuals do not know each other very well.
 - ▶ You don't have prep time and/or materials for anything more elaborate.
- Materials you'll need. . .**
- ▶ One penny for each participant. The best pennies are shiny, easy to read, and less than 20 years old.
- Here's how. . .**
1. Give a penny to each participant. (As you're doing this, jokingly ask if they realized that they were going to receive a "cash bonus" for attending today!).
 2. Ask them first to introduce themselves with their name and any other information you want shared with the group.
 3. Then ask them to share something significant or interesting about themselves from the year on their penny.
 4. You go first to set the example.
- For example. . .** "Hi, I'm Ruth. I've been at this company 14 years and in this department for 3 years. My penny says 1999, and that's the year I let my husband talk me into going skydiving with him."
- Ask these Questions. . .**
- ▶ Why is it important for us to know more about each other?
 - ▶ How difficult (or easy) was it to share information about yourself with others?
 - ▶ How can we learn more about each other back on the job?
- Tips for success. . .**
- ▶ Give them a moment to think of something to say before beginning.
 - ▶ When you want them to share more than two pieces of information besides their name, list what you want on a chart or board.
 - ▶ If someone says she can't remember anything significant from that year, encourage her to describe what was going on in her life at that time (where she was living, what job

she had, hobbies she was pursuing, etc.) OR, use one of the variations below.

- ▶ This activity can be used with the same group more than once (since participants) are unlikely to get the same year a second time).
- ▶ If you don't have pennies, participants can just pull coins out of their own pockets or purses.
- ▶ You may use this activity to just get acquainted or get a meeting started without asking the Debrief questions afterwards.

Try these variations. . .

- ▶ Have participants explain what would be different if they could relive that year OR how their lives would be different if that year never happened.
- ▶ Have participants tell what their favorite song, movie, TV show, or other entertainment was from that year.
- ▶ Don't use pennies; just have the participants tell what the Best year of their life was and why.
- ▶ If you have time, let the group ask questions after each participant shares their information. (*Had your husband been skydiving before? Where did you dive? Have you done it since? Would you even want to? And so on*).

Cole Miller, Brian, (2004). Quick Team Building Activities for Busy Managers. New York, AMACOM.



READY, SET, ORGANIZE

This is. . .

An Activity in which participants organize themselves based on various pieces of information about themselves.

The purpose is. . .

Participants learn new and interesting facts about each other. That information may then prompt some small talk later.

Use this when. . .

- ▶ One or more of the individuals are new to the team.
- ▶ Individuals do not know each other very well.
- ▶ You don't have prep time and/or materials for anything more elaborate.

Materials you'll need. . .

- ▶ No materials are necessary for this activity

Here's how. . .

1. Divide the group in half. Stand in lines facing each other.
2. Announce a category (for example, first name).
3. Both teams recognize themselves alphabetically by first name as quickly as possible.
4. Announce another category (for example, home street address name).
5. Both teams reorganize themselves in this new alphabetical order as quickly as possible.
6. Repeat for as many categories as you want.

For example. . .

Additional sorting categories could be last name, birthday (chronologically), favorite food, pet's name, length of time at current organization (numerically), birthplace (alphabetically or geographically from east to west), fantasy vacation destination, formal job title, number of USA states visited in lifetime (numerically), and so forth.

Ask these Questions. . .

- ▶ Why is it important for us to know each other beyond a purely work-related context?
- ▶ How difficult (or easy) was it to share information about yourself with others?
- ▶ What surprises did you have when reorganizing yourselves?
- ▶ How can we learn more about each other back on the job?

Tips for

- ▶ Think of more categories than you think you will need. It is

success. . .

- ▶ better to have too many than not enough.
- ▶ Stop the game when the energy or enthusiasm starts to fade.
- ▶ This game can be played again with different categories or when a new member joins the team.
- ▶ You may use this activity to just get acquainted or get a meeting started without asking the Debrief questions afterwards.

Try these variations. . .

- ▶ If the group is large (more than 24 participants), divide into three competing teams.
- ▶ Give small prizes for the team that is fastest.
- ▶ Halfway through the game, the teams combine into one line for a category. Once they have sorted themselves, divide them in half at the midpoint of the long line. They now are two new teams. Continue the game, and they get to know new participants on their team.
- ▶ Keep the group in one group for all sorting.
- ▶ If the enthusiasm is high, ask the group to come up with a category to try.

Cole Miller, Brian, (2004). Quick Team Building Activities for Busy Managers. New York, AMACOM.

TIP #1: The Other Half

Game	<input checked="" type="checkbox"/> Opener	<input type="checkbox"/> Team-building
Categories:	<input type="checkbox"/> Energizer	<input type="checkbox"/> Review
	<input type="checkbox"/> Communication	<input type="checkbox"/> Topical:

■ **Purpose:** To pair trainees for a series of personal introductions at the outset of class.

■ **Time Required:** Five minutes.

■ **Size of Group:** Unlimited (but since it calls for an even number of participants, you may have to take part in your own game).

■ **Materials Required:** A number of small index cards, prepared in advance by the trainer.

■ **The Exercise in Action:**

Jeri Eberhardt, senior instructor for Computer Task Group, Buffalo, NY, shuffles a deck of prepared index cards and asks attendees to select one. Written on each card is a word that is one-half of a well-known or logical pair.

The participants' task is to move around the room and find their "other half." Here are some examples of words Eberhardt uses on the paired cards:

- ✓ Rise/ Shine
- ✓ Bacon/Eggs
- ✓ Mr. /Mrs.
- ✓ War/ Peace
- ✓ Trial/Error
- ✓ Pork chops /Applesauce

Once pairs are matched, trainees interview their partners and introduce each other to the class.

Pike, Bob. (1995). 101 Games for Trainers, A Collection of the Best Activities from Creative Training Techniques Newsletter. Minnesota, Philip Jones

TIP #57: What's My Line?

Game ☒ **Opener** ☐ **Team-building**
Categories: ☐ **Energizer** ☐ **Review**
☐ **Communication** ☐ **Topical:**

■ **Purpose:** To help break the ice during a two-day session with participants who *think* they know each other.

■ **Time Required:** 15 minutes.

■ **Size of Group:** Unlimited

■ **Materials Required:** Pen and paper for everyone.

■ **The Exercise in Action:**

Nancy Junion, director of education and development with BAICOP, Tempe, AZ, uses this ice breaker on the second morning of a two-day seminar.

She confidentially interviews two or three attendees and asks them to complete the following sentences:

- ✓ I started in this business in...
- ✓ My first position was as a...
- ✓ The best thing about me as an employee is...
- ✓ One thing my peers don't know about me is...
- ✓ Boy, was my face red when...

Armed with the information, Junion plays a version of "What's My Line?" with the class. She reads each person's individual responses one by one, and asks the class to guess who the mystery person might be. Incorrect guesses eliminate people from the game, but the first person with a correct answer wins a small prize. If the interviewee somehow "stumps" the group, he or she wins the prize.

Pike, Bob. (1995). 101 Games for Trainers, A Collection of the Best Activities from Creative Training Techniques Newsletter. Minnesota, Philip Jones

TIP #76: Representative Objects?

Game ☒ **Opener** ☐ **Team-building**
Categories: ☐ **Energizer** ☐ **Review**
☐ **Communication** ☐ **Topical:**

■ **Purpose:** To get participants to think creatively at the outset of class.

■ **Time Required:** 15 minutes.

■ **Size of Group:** Unlimited

■ **Materials Required:** Paper and pencil for each participant.

■ **The Exercise in Action:**

As participants enter Melanie Casipe's classes, they are given a sheet of paper and a pencil. When everyone is seated, Casipe, a computer-based training specialist at Hudson's Bay Retail Group, Toronto, Ontario, asks them to consider what object best represents them and to draw it.

After all participants have finished their drawings, Casipe asks them to show their drawings to the class and complete this phrase: "If I were an object, I would be a... I chose this object because of its strengths in the areas of... However, it also has some weaknesses such as ... And just like me, this object tends to be..."

As a variation, Casipe asks attendees to think of an animal instead of an object.

Pike, Bob. (1995). 101 Games for Trainers, A Collection of the Best Activities from Creative Training Techniques Newsletter. Minnesota, Philip Jones

Team Building Activities

KUDOS

This is. . .	A recognition activity in which their peers, not their boss, appreciate the participants.
The purpose is. . .	Participants receive recognition and appreciation from each other and have it reinforced by the whole team.
Use this when. . .	<ul style="list-style-type: none">▶ A significant project or work effort has been completed to celebrate the success.▶ Individuals are feeling down or less confident about themselves.▶ Individuals need to recognize and appreciate what's going right among themselves.▶ Individuals need to bond together.
Materials you'll need. . .	<ul style="list-style-type: none">▶ A box or two of Kudos® candy bars.
Here's how. . .	<ol style="list-style-type: none">1. Show a box of Kudos® bars to the group, and make sure everyone knows what the word kudos means.7. Explain that they are to use the candy bars to recognize each other for things they have accomplished.8. Anyone can give anyone else a candy bar. They can give more than one, if they like.9. The only stipulation is that it must be accompanied by a brief and specific explanation of why.10. Do not go in any order. Do not require anyone to give a candy bar. Let this be entirely voluntary.11. You go first. Give a Kudos® bar to a participant. As you do, explain what that person did to receive the bar.12. Encourage the participants to follow your lead—someone (anyone) can now give a candy bar to someone else.13. Initiate a short round of applause for the recipient after each award.14. Continue until the enthusiasm dies down, or until you run out of candy bars.
For example. . .	"Kudos to Vanessa for helping me research that billing error last Thursday. She helped me whittle down the possible causes for the error. I was able to get back to the customer with an answer much quicker than if I had worked on it by myself."
Ask these	<ul style="list-style-type: none">▶ How difficult (or easy) was it to give each other recognition?

Questions. . .

Why?

- ▶ How does recognition from your peers differ from recognition?
- ▶ What do you think would happen if we gave feedback like this to colleagues outside our group (vendors, internal clients, suppliers, customers, support staff, etc.)

Tips for success. . .

- ▶ The first participant to give a candy bar may be tentative, once the concept catches on, participants often start fighting over who gets to recognize whom next (and isn't that a wonderful "fight" to have?).
- ▶ The recipient of the candy bar is never expected to give one to someone else. Let whoever wants to give a candy bar give one. Do not worry about taking turns or going in order.
- ▶ You may want to tell one participant about the activity beforehand and ask him to be prepared to hand out a candy bar after you do, just to get the ball rolling.
- ▶ You can use this as a regular feature of your ongoing staff meetings. It never gets old, and the participants will never run out of things to recognize and appreciate in each other.
- ▶ Keep the recognition on par with the reward. If someone does something truly outstanding, perhaps something more than a candy bar is appropriate.
- ▶ Don't worry about everyone getting a candy bar. This is not about fairness. (Maybe those who do not get one this time will think about why they did not get reorganized, and change.) This especially OK if you make this activity a regular or semi-regular activity for the group.
- ▶ If someone gives a candy bar and is not specific, ask them to share an example (not to "test" them, but to give the rest of the group an idea of what specifically is being recognized.)

Try these variations. . .

- ▶ You can use other small rewards besides Kudos® bars – perhaps something more relevant to your organization?
- ▶ Give a candy bar to each participant, and have each give it to someone else in recognition or appreciation.

Cole Miller, Brian, (2004). Quick Team Building Activities for Busy Managers. New York, AMACOM.

JUNK TO JEWELS

This is. . .	An activity in which participants take work-related items and show how those reflect what each participant brings to the strength of the team.
The purpose is. . .	Participants appreciate their own and each others' contribution to the team's success
Use this when. . .	<ul style="list-style-type: none">▶ A significant project or work effort is beginning.▶ Individuals are not feeling confident about their ability to get the job done.▶ Individuals need to bond together.
Materials you'll need. . .	<ul style="list-style-type: none">▶ An array of items commonly found in your work environment -- paper clips, pens, erasers, calculators, coffee mugs, staplers, sticky notes, rubber bands, and so forth.
Here's how. . .	<ol style="list-style-type: none">1. Have each participant select an item that best represents what he or she feels he or she has to contribute to the team's success.2. Have each participant share with the group why he or she chose the object they did.3. Give the team 5 minutes to now make a sculpture using their items. The final sculpture should show how the individual parts would come together to strengthen the team and ensure success.
For example. . .	<p>"I chose a calculator because I tend to be very analytical. I like to find solutions. I get more from the search for the answer than I do from the glory of having found it."</p> <p>"I also chose the calculator, but for me, it is because I am very detail focused. Approximations and guesses are not good enough for me. So I will attend to the details for this group."</p>
Ask these Questions. . .	<ul style="list-style-type: none">▶ Why is it that the same item meant different things to different people?▶ What were you thinking as you tried to incorporate everything into a sculpture? (<i>I wasn't sure how the stapler could be included; I wanted the pen to be more central; Some were more concerned about the finished product than others; etc.</i>)▶ What implications does this have for us back on the job?

**Tips for
group
success. . .**

- ▶ If the group is large (more than 15 people), divide the
- into teams that represent intact work groups.
- ▶ Have more than one of each item on the table so several participants can choose the same thing (for different reasons)?
- ▶ A formal Debrief may be unnecessary if you discuss as participants each share their strengths.

**Try these
variations. . .**

- ▶ You can make this activity more personal by having the participants select the item that best reflects their personality, and then explain why.
- ▶ Make this a development activity. Have the participants select the item that best represents what they want to develop in themselves. Invite the others to support and assist them.

Cole Miller, Brian, (2004). Quick Team Building Activities for Busy Managers. New York, AMACOM.



CATCH

This is. . .

A fast-paced ball-tossing game where participants are encouraged to improve the time it takes to pass the ball around the group.

The purpose is. . .

The group sees that improvements can always be made on a process, and that it takes the whole team to make process improvement work.

Use this when. . .

- ▶ The group needs to be looking to itself (rather than the boss) for ways to improve.
- ▶ A feeling of arrogance (“*We can’t get much better than this!*”) is strong in the group.
- ▶ Group members are not cooperating with each other as well as they should.

Materials you’ll need. . .

- ▶ A Koosh® ball, beanbag, or similar item that is safe to toss.
- ▶ A stopwatch, watch, or clock with a second hand.

Here’s how. . .

1. Arrange the group in a large circle with everyone standing .
2. Give the ball to anyone.
3. Ask him to throw the ball to anyone in the circle.
4. The catcher now throws the ball to someone else in the circle.
5. This continues as each participant always throws the ball to someone who has not had it yet.
6. The last one throws the ball back to the participant who had it first. The group has established their Pattern.
7. Have them repeat the same Pattern throwing the ball to the same person, in the same order as they did before. Time them.
8. If anyone drops the ball, it goes back to the first participant to start again. Time keeps ticking.
9. Announce the time, and ask them how much faster they think they can get.
10. Repeat the Pattern, and time them again.
11. Give them 3 minutes to create a strategy to vastly improve their time again.
12. Repeat the Pattern and time them again.

For example. . .

There is no appropriate example for this activity.

Ask these Questions. . .

- ▶ How did you feel the first time I timed you? On subsequent timings? (*Nervous, energized, competitive, pressured, etc.*)

- ▶ What strategies did you employ to improve your speed? How successful were they?
- ▶ What assumptions or limits did you impose on yourselves? (*We had to stay in the same circle order we were in. We had to catch with our hands [not laps, if sitting]; etc.*)
- ▶ How did you feel when participant X dropped the ball? (*Frustrated, angry, depressed, hopeless, empathetic, etc.*)
- ▶ What was the key to your success?
- ▶ What implication does this have for us back on our jobs?

Tips for success. . .

- ▶ Help them be successful. If they forget who gets the ball next, remind them. Just be careful not to take over leadership for the group.
- ▶ Be supportive of whoever drops the ball if the group is not.
- ▶ Do not offer suggestions on how to improve; let them struggle with it. One of the best ways is for them to rearrange their positions in the circle!
- ▶ Watch, and listen to their comments during the activity. Bring up relevant ones during the Debrief.
- ▶ Post the rules of the game so participants can refer to them while they play.

Try these variations. . .

- ▶ Establish two different patterns in the group with two different colored balls. Time them accomplishing both patterns at the same time.
- ▶ Form two groups (each with one ball), and do them simultaneously. See if the groups compete more against their own time (which is the stated objective) or against each other's times. Ask how the competitive pressure helps or hinders their efforts on the job.
- ▶ Make this more about dealing with change by asking them to reverse the flow of the ball after a round or two, but still maintain the same or better speed.
- ▶ For smaller groups, have them also say their name, a color, a company product, and so forth as they toss the ball.

Cole Miller, Brian, (2004). Quick Team Building Activities for Busy Managers. New York, AMACOM.

PASS THE CARD

This is. . .

A quick moving activity in which participants pass cards from one to another in a relay.

The purpose is. . .

Teamwork and the competitive spirit energize participants during times of change.

Use this when. . .

- ▶ The group needs an energizer before or during a draining or very long meeting.
- ▶ Individuals would benefit from a shot of competitiveness.
- ▶ Group members are not cooperating with each other as well as they should.

Materials you'll need. . .

- ▶ One deck of playing cards for each team.
- ▶ A prize for the fastest team (optional).

Here's how. . .

1. Divide the group into teams of four to eight participants.
2. Each team sits on chairs in a line side by side.
3. Place a deck of cards on the floor next to the chair at the far right end of each team's line.
4. Give the instructions, and allow teams 5 minutes to plan their strategy.
5. To play, the participant nearest the deck picks up a card.
6. He then passes the card from his left hand to the right hand of the participant to his left.
7. The second participant passes that card to her left hand, then on to the right hand of the next participant.
8. Play continues like this until the last participant places the card in a pile on the floor next to her with her left hand.
9. No one may hold more than one card at a time.
10. The first team with all cards stacked at the end of their line wins.

For example. . .

As soon as the first participant gets rid of that first card, he can reach down and get the next one to start passing. He does not have to wait for the first card to travel all the way down his line.

Ask these Questions. . .

- ▶ How did you determine your strategy? Did it work?
- ▶ How did you feel when a participant dropped a card? (*Angry, worried about time, impatient, frustrated, empathetic, etc.?*)
- ▶ Which strategies worked best?
- ▶ When do we have to be this much in sync at work?
- ▶ What implications does this have for our team back on the job?

**Tips for
so
success. . .**

- ▶ Use this opportunity to mix the group up. Arrange teams that participants who do not normally work together are on the same team.
- ▶ As much as possible, have the teams lined up so they can easily see each other. This will increase the competitive nature and also provide distractions!
- ▶ Post game rules so participants can refer to them during play.

**Try these
variations. . .**

- ▶ Make this more difficult by blindfolding some (just the first and last?) or all participants.
- ▶ Items other than the cards may be used: pennies, paperclips, items unique to your workplace, and so forth.
- ▶ Make this more difficult by using pads of sticky notes. Require that the pad be reconstructed at the end of the

team

line!

Cole Miller, Brian, (2004). Quick Team Building Activities for Busy Managers. New York, AMACOM.

SILENCE IS GOLDEN

This is. . .	An activity in which small groups draw their vision of an ideal work environment without speaking to each other.
The purpose conveyed is. . .	Participants see how much of what they communicate is without words.
Use this when. . .	<ul style="list-style-type: none">▶ Individuals are not communicating well with customers, suppliers, partners, and so forth.▶ Minor conflict is arising in the group because of voice tone or nonverbal cues, not the actual words being used ("all I said was. . .").▶ Language barriers or hearing impairments confront the group.
Materials you'll need. . .	<ul style="list-style-type: none">▶ Colored markers for each group.▶ A piece of flipchart paper for each group.▶ Tape to post the drawings.
Here's how. . .	<ol style="list-style-type: none">1. Divide the group into teams of four to six participants.2. Give each group a piece of flipchart paper and some markers.3. Have each team draw a floor plan or a picture of the ideal work environment for the group. Money is no object, so be creative and have fun with this one!4. Participants may not talk to anyone while planning or drawing.5. After 10 minutes, have each team share their drawing with the group.
Ask these Questions. . .	<ul style="list-style-type: none">▶ What did the drawings have in common?▶ How did you communicate with each other? (<i>Acted things out, drew small pictures on scrap paper, wrote notes, etc.</i>)▶ How accurate were you in communicating with each other, even though you could not use words? (They will probably be surprised at how effectively they were able to communicate and work together without words.)▶ What implications does this have for us back on the job?
Tips for success. . .	<ul style="list-style-type: none">▶ Studies have shown that 7% of what is communicated is done with words, 38% with tone of voice, and 55% with nonverbal clues. For telephone conversations, 18% of the content is communicated through words and 82% through tone.▶ Decide before the activity if you will allow the group to write notes (using words) to communicate.

Try these variations. . .

- ▶ As they work, observe what they do that is effective, and bring them out during the Debrief.
- ▶ Give a 1-minute warning before time is up!
- ▶ Use molding clay or building blocks instead of the paper and markers.
- ▶ To emphasize the importance of tone of voice (for those who spend much time on phones), allow the participants to talk only with their mouths closed. Their lips will never open, but they can grunt and make other noises with their voice box. The tone will come through.
- ▶ Have them draw a solution to a problem your organization currently faces. This will be more difficult and may require more time.

Cole Miller, Brian, (2004). Quick Team Building Activities for Busy Managers. New York, AMACOM.

TIP #30: To Build a Car

Game ☐ **Opener** ☒ **Team-building**
Categories: ☐ **Energizer** ☐ **Review**
☐ **Communication** ☐ **Topical:**

■ **Purpose:** To help group members better understand the value of each others' contributions.

■ **Time Required:** 20-30 minutes.

■ **Size of Group:** Unlimited, but participants should work in small groups of four to six.

■ **Materials Required:** Flip-chart paper for each small group. Marker for each small group.

■ **The Exercise in Action:**

David Moorefield begins his car-building exercise by breaking the class into groups of four to six, and giving each group a sheet of flip-chart paper and some markers. Each group is instructed to draw the outline of a car on the paper. (To save time, the instructor may prepare the drawings in advance.)

Each member adds one detail to the drawing, to illustrate a strength he or she brings to the group, and labels the relationship. For example, a participant might draw a headlight and write beside it, "I provide long-range vision."

The teams have 15 minutes to complete their cars, after which, groups take turns explaining their drawings to the class. Each member describes his own addition to the car.

The method is good for helping new team members learn one another's strengths, says Moorefield, a training specialist at EDS, Plano, TX. It also helps established teams gain an awareness of what various members contribute.

Pike, Bob. (1995). 101 Games for Trainers, A Collection of the Best Activities from Creative Training Techniques Newsletter. Minnesota, Philip Jones

TIP #47: The Paper Cup

Game	<input type="checkbox"/> Opener	<input checked="" type="checkbox"/> Team-building
Categories:	<input checked="" type="checkbox"/> Energizer	<input type="checkbox"/> Review
	<input type="checkbox"/> Communication	<input type="checkbox"/> Topical:

■ **Purpose:** To quickly demonstrate to trainees how teamwork can improve brainstorming sessions.

■ **Time Required:** 10 minutes.

■ **Size of Group:** Unlimited

■ **Materials Required:** A paper cup.

■ **The Exercise in Action:**

This simple exercise, suggested by Dan Griep, a plant manager of Ramaley Printing in St. Paul, MN, uses a single paper cup as a prop. Griep first asks everyone to think of as many uses for a paper cup as they can in 30 seconds. Most individuals will come up with four to six uses. Next, he has participants form small groups of two or three and gives them 30 seconds to think of uses for the paper cup. They can usually think of nine to 11 uses. Finally, Griep chooses several trainees to write on flip-chart pages all the ideas the entire group throws out in 30 seconds. The group together will typically come up with 20-30 uses.

Pike, Bob. (1995). 101 Games for Trainers, A Collection of the Best Activities from Creative Training Techniques Newsletter. Minnesota, Philip Jones

TIP #56: Division by Candy Bar

Game ☐ Opener ☒ Team-building
Categories: ☒ Energizer ☐ Review
☐ Communication ☐ Topical:

■ **Purpose:** To encourage trainees to meet more people and form small groups that *aren't* made up of their friends and acquaintances.

■ **Time Required:** Five minutes.

■ **Size of Group:** Unlimited

■ **Materials Required:** An assortment of candy bars.

■ **The Exercise in Action:**

Meeting people is one of the greatest side benefits of a training session. Participants, however, tend to stick close to friends and acquaintances.

To get around that, Darlene Smith, a family home developer with the Casey Family Program, Baton Rouge, LA places a bowl of miniature candy bars on each classroom table, with instructions for each attendee to take one. The number of candy choice is the same as the number of tables. If there are six tables, for example, there are six different candy bars in the mix.

After everyone has selected a treat, she asks participants to sort themselves according to the candy chosen— all Milky Ways in one group, all Butterfingers in another, and so on – and to sit with the others who chose likewise. (Note: It's important that the total number of any type of candy bar is not greater than the number of seats at a single table.)

Pike, Bob. (1995). 101 Games for Trainers, A Collection of the Best Activities from Creative Training Techniques Newsletter. Minnesota, Philip Jones

Meeting in a Bag

Materials

Dry erase markers
Easel-permanent markers
Highlighter pens
Masking tape
Scissors
Post it notes—various sizes and colors
Dots
Flags
Hole-punch
Paper clips
Glue stick
Rubber bands
Pointer for overhead
Push pins
Manipulatives for creative thinking: koosh balls, plastic jacks, play dough, hackie sack, etc
Stapler
Chimes

Container ideas:

Large zippered bag
File box
Tackle box
Craft box

Resources

For tackle or craft box ideas:

www.akromils.com (check craft boxes or scrapbook cases)
www.tackleogic.com (check surf bag 3344-10 or wraps 1497-00)
www.huntingfishinginc.com (check Plano cinch bag soft side tackle box)
www.keysan.com (check mobile manager personal file)

For chimes:

www.grothmusic.com (Zenergy Chime Trio \$19.95)

Evaluation

Evaluation Discussion

We will be having an informal evaluation discussion at the end of the meeting. Please write down a few ideas that you could share with the group about your experience. Please include things that worked for you and things that could improve. The following questions are prompts to start you thinking. Your feedback will be considered seriously as we continue to adapt and change our program to your needs.

What was your most valuable learning or experience?

What could we do to increase the value of these meetings for you?

Is there anything that we should do more or less of?

California and Nevada CCNA Regional WebEx
September 30, 2005
EVALUATION FORM

A. General Assessment

Please rate the following:	Excellent ----- Fair ----- Poor				
	5	4	3	2	1
1. The overall WebEx session	5	4	3	2	1
2. The usefulness of WebEx for update and innovation	5	4	3	2	1
3. The convenience and comfort level of WebEx	5	4	3	2	1
4. The WebEx time and length	5	4	3	2	1

B. Program Assessment

Please rate the following presentations:	Excellent ----- Fair ----- Poor				
	5	4	3	2	1
5. CATC Updates	5	4	3	2	1
6. Career Fair – Peter Joyce	5	4	3	2	1
7. SigmaNet – Brent Knox	5	4	3	2	1
8. Skills USA – Bob Schoenherr	5	4	3	2	1

9. What three areas would you like included at a future meeting/conference?

- a.
- b.
- c.

10. Most appropriate description of your position:

☐Administrative ☐Adjunct Faculty ☐Classified ☐Staff ☐Counselor ☐Teaching Faculty

11. Did this conference stimulate any ideas, changes, or improvements that you would like to implement upon return to your campus? If so, please describe your formative thoughts on the back of this evaluation. ☐Yes ☐No

12. Additional Comments:

13. What topics would you like included at the Academy Conference?

13. Name (Optional)_____

**PLEASE TURN IN YOUR SURVEY BY THURSDAY, OCTOBER 6, 2005
THANK YOU!**