

NetWork™

User's Manual

Sivasailam Thiagarajan
with
Interel Associates

Interel, Inc.
140 Carl Street
San Francisco, CA 94117

Table of Contents

| | |
|--|----|
| 1. NetWork Activities: What, Why, and How? | 1 |
| 2. Setting Up the NetWork Apparatus | 5 |
| 3. Starting the Action Learning Process: Briefing the Participants | 9 |
| 4. Guiding the Learning Process: Challenge Arenas and Practice Fields | 13 |
| 5. Relating NetWork Learning to Workplace Situations: Debriefing the Participants | 17 |
| 6. Designing and Customizing NetWork Activities | 20 |
| 7. Using the NetWork Activities in this Manual | 26 |
| 8. COACH! | 30 |
| 9. EIGHT MARKS | 38 |
| 10. KSF OF HPT | 45 |
| 11. NETWORK DARTS | 53 |
| 12. CROSS-FUNCTIONAL TEAMS | 62 |
| 13. TEAM DESIGN | 72 |

1. The NetWork Apparatus: What, Why, and How?



What Is the NetWork Apparatus?

The NetWork apparatus is a compact tool that can be used by teams of two to eight participants working together. The apparatus has a felt pen that is used to mark different locations on reusable, laminated targets. The marker is attached to four cords that pass through loops. The participants position themselves around the apparatus and hold one or two rings attached to the ends of the cords. They coordinate their actions to move the marker over the target and to mark specific locations on the target.

There are two versions of the NetWork apparatus. NW1, designed for floor use, is 33 inches long, 33 inches wide, and 28 inches tall. NW2 occupies an 18-inch cube. It is designed for tabletop or floor use. This manual refers primarily to NW2. However, all the activities and information are equally applicable to NW1.

The NetWork apparatus (and the other learning devices produced by Interel) can be thought of as learning hardware. Using a computer analogy, NetWork can be programmed with learning software for different applications. This manual explains how to setup the hardware and provide software for a variety of learning applications.

**What Is the
NetWork
Apparatus Used
For?**

You can use the NetWork apparatus for a variety of human resource development purposes. The three T's of NetWork usage are training, teambuilding, and testing.

Training activities with the NetWork apparatus help learners master interpersonal principles and procedures. Through the use of this apparatus, participants actually experience abstract concepts like collaboration, support, trust, synergy, empowerment, and dependence at a concrete level. The NetWork activities also encourage the participants to experiment with such skills as collaborative planning, conducting dialogues, giving and receiving feedback, and resolving conflicts.

Teambuilding activities with the NetWork apparatus improve the performance and productivity of a team. In this type of activity, the team is given a challenge involving the use of the NetWork apparatus. Team members attempt to achieve a goal (*example: improving speed and accuracy by 50 per cent*) within specific constraints (*example: without talking to each other*). In the activity, the participants try out alternative strategies and explore different aspects of teamwork. They progress from defensiveness to trust and discover how the team can be more than a collection of individuals. Since the NetWork activities require commitment and common action, they serve as metaphors for team activities.

Testing activities with the NetWork apparatus involve the assessment of the strengths, weaknesses, preferences, and patterns of individuals and teams. NetWork activities so intensely involve the participants that they are caught in the act of being themselves. By observing the behaviors of individuals, we can assess such variables as the leadership potential, problem solving abilities, communication modes, and teaching styles. By observing the team as a whole, we can assess its cohesiveness, relationship patterns, and cross-gender communication modes.

Obviously, the three T's of NetWork activities are interrelated with each other. For example, we cannot use an activity as a testing strategy without the participants acquiring more effective problem-solving skills. All NetWork activities provide experiential data that can be used for a variety of training, teambuilding, and testing purposes. This fact increases the flexibility and the power of the NetWork apparatus.

Why Use the NetWork Apparatus?

Here is a list of benefits for different groups of end users:

Participants

- The NetWork apparatus provides totally absorbing activities that cause participants to exhibit characteristic behaviors.
- NetWork activities provide a holistic experience. Participants think, feel, and act at the same time. These activities take into account all avenues of learning and appeal to several intelligences.
- NetWork activities are highly motivating and engrossing. Participants easily lose themselves in the activity and reach a relaxed state of learning.

Facilitators

- The NetWork apparatus is easy to set up.
- NetWork activities serve a variety of teambuilding, training, and testing purposes. The same NetWork activity can be repeated with the same team—and still produce different results.
- NetWork activities require minimal physical effort, making them appropriate for all participants, including those with limited physical abilities.
- NetWork activities can be safely undertaken in an indoor setting. The only requirement is the availability of a tabletop or an approximately 6' x 6' clear area.
- Facilitators can easily explain the goals and procedures of the NetWork activity to the participants.
- Most NetWork activities can be completed in a short period of time. This allows ample time for debriefing and discussion.

- NetWork activities can be undertaken with a fairly small group of people. Even two people can use the NetWork apparatus to simulate a dialog.
- NetWork activities focus on kinesthetic learning. One of the ignored types of intelligence, body intelligence results in long-lasting memory storage. The participants literally get a feel for a variety of abstract topics.

Training Designers

- Instructional designers can customize NetWork activities to suit local resources and constraints. Guidelines for adjustments and variations are provided for each activity.
- Instructional designers can create NetWork activities to simulate different interpersonal principles and procedures. This manual contains several examples.

Administrators

- Compared to the benefits achieved, the NetWork apparatus is a highly cost-effective investment.
- The NetWork apparatus is portable and can be easily transported from place to place.
- With minimal care and attention, the NetWork apparatus will provide years of trouble-free use.

How To Use the NetWork Apparatus

The remaining chapters of this manual deal with the effective use of the NetWork apparatus.

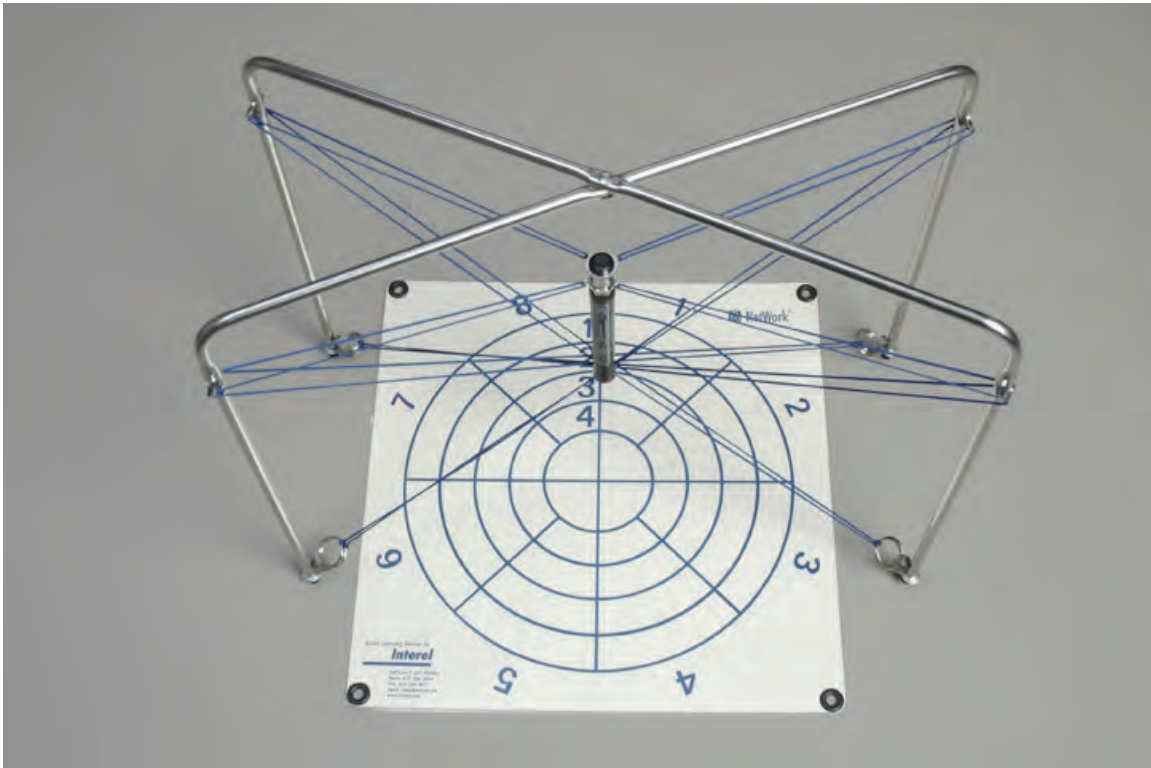
- Chapter 2 deals with the mechanics of setting up and taking down the NetWork apparatus.
- Chapters 3, 4, and 5 provide guidelines for facilitators before, during, and after the NetWork activity.
- Chapter 6 presents suggestions for designing and customizing NetWork activities.
- The remaining chapters provide detailed instructions for different NetWork activities.

2. Setting Up the Network Apparatus

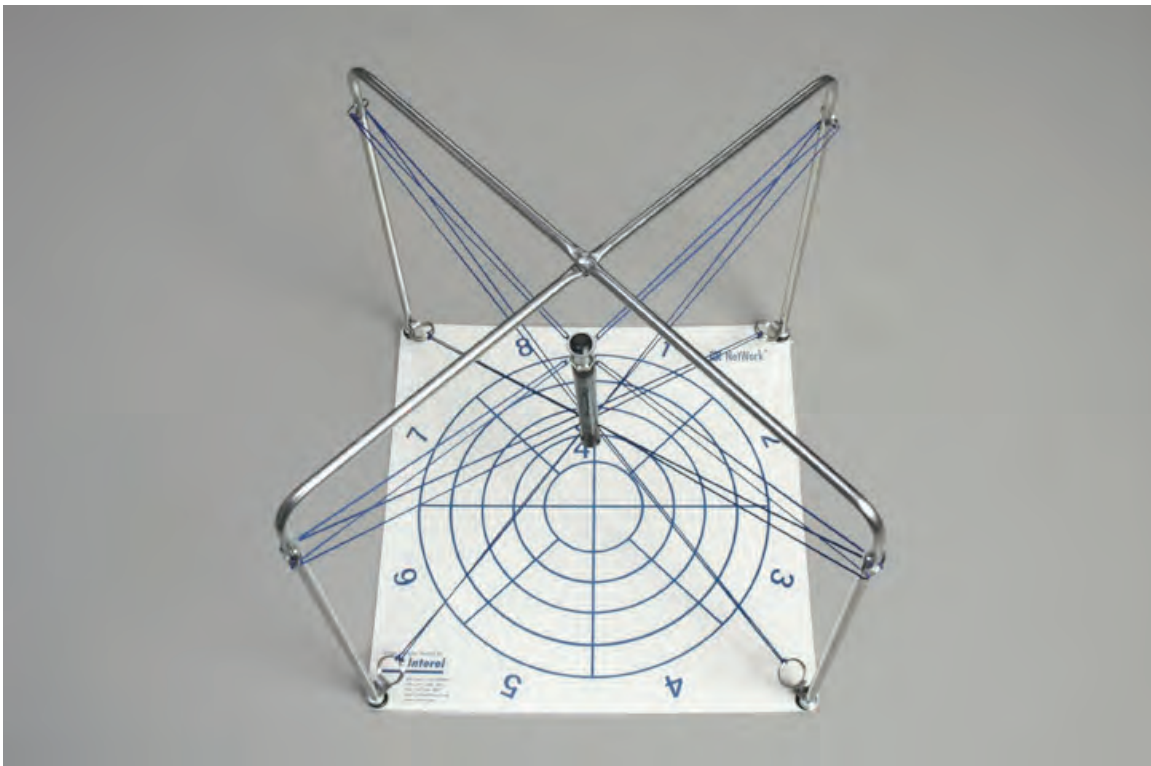
Remove the NetWork frame and targets from the carrying case and place the folded frame over the laminated target to be used for the activity



Open the hinged frame to a cross shape and place, rubber feet down on a flat surface, over the desired target



Insert the four rubber feet into a corresponding grommet reinforced hole in the target.



Place the NetWork apparatus on a table and remove the eight rings from their storage clips prior to conducting a learning activity.



TAKING DOWN THE NETWORK DEVICE

Replace the eight rings – attached to the blue cords – onto the retaining clips at the bottom of each leg. To do this, grasp a pair of rings – attached to cords threaded by each side of one leg. Then, move them across to an opposite leg and slide them onto the retaining clips at the bottom of the opposite leg. Repeat this procedure with the remaining pairs of rings.

Remove the rubber feet from the target and pivot the two sections of the frame until the frame is flat.



Insert the frame and targets into the carrying case. To avoid potential shipping damage, be sure to place the supplied plastic divider between the targets and the frame.

ADJUSTING THE NETWORK FRAME

It may be necessary to make slight adjustment to the NetWork 2i frame, after a period of usage, to assure that the target is held securely and that the frame is stable during learning activities.

The stainless steel frame can be manually adjusted, when it is not attached to a target, by grasping the ends of each U shaped piece and increasing or reducing the distance between the ends of the piece.

If the target is not being held securely during learning activities, it will be necessary to increase the distance between the ends of one or both of the U shaped frame pieces.

If the frame is not steady during learning activities, it will be necessary to increase the distance between the ends of the U shaped piece that is not moving or decrease the distance between the ends of the U shaped piece that is moving.

3. Starting The Action Learning Process: Briefing The NetWork Participants

The first few minutes you spend in a NetWork activity are critical. During this period you can either excite your participants or confuse them. Here are some suggestions to ensure that you do the former and not the latter.

Positioning the Participants

Once the NetWork apparatus is set up (as explained in the previous chapter), ask the participants to stand around it, holding one or two rings attached to the ends of the cords. The figure on the next page shows how to position 2 to 8 participants around a NetWork apparatus.

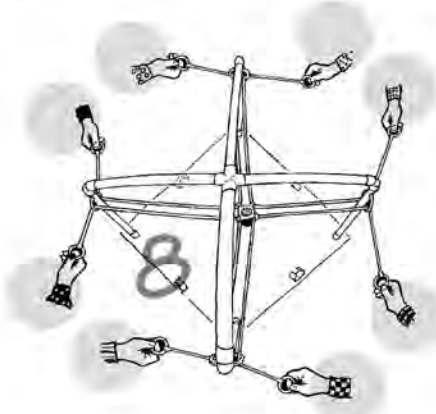
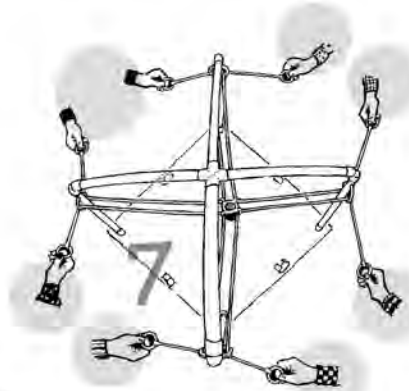
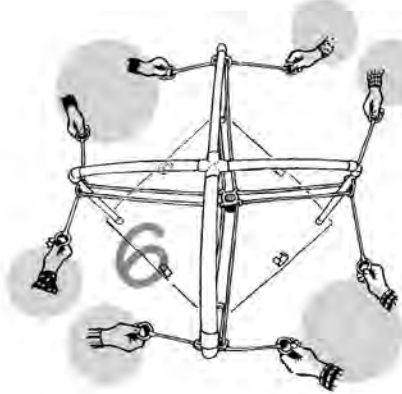
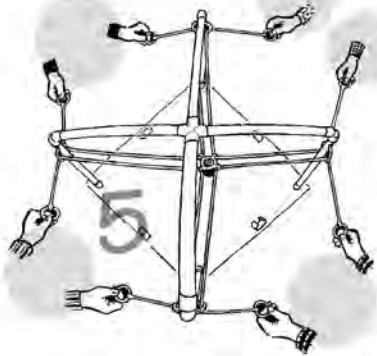
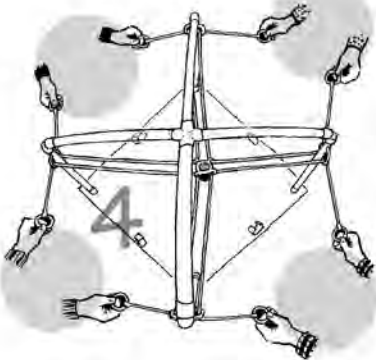
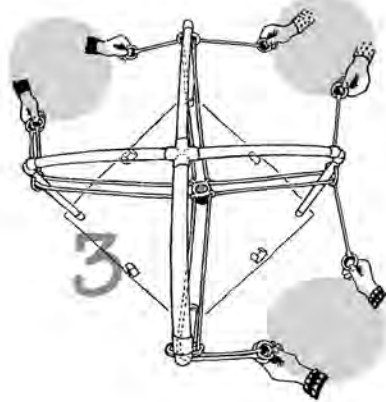
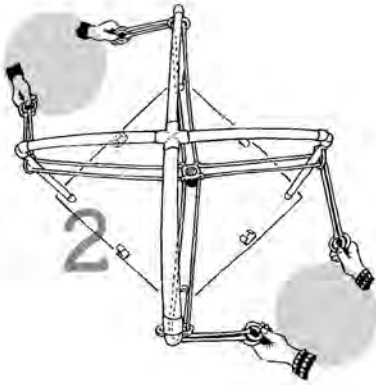
Explaining the Task

Emphasize that all participants standing around the NetWork apparatus belong to a single team. The team's goal is to mark different locations on the target. Point to the felt marker and show how it can be moved by the coordinated action of the team.

Keep the marker capped. Have the team practice moving the marker and lowering it to touch various locations on the target. Explain that when they actually do the activity, the marker will be uncapped and it will leave a mark on the target.

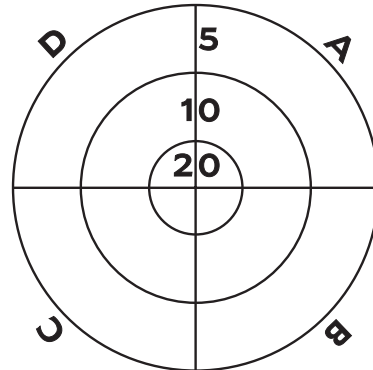
The Targets

Explain the differences among the three targets.



Target #1 This target has three concentric rings, which are called *tracks*. They are numbered 5, 10, and 20. The tracks are divided into four *sectors*, which are labeled A, B, C, and D. Locations on the target are specified by the sector letter followed by the track number.

The team should mark the locations on Target #1 in the following sequence: A-5, B-5, C-5, D-5; A-10, B-10, C-10, D-10; A-20, B-20, C-20, D-20.



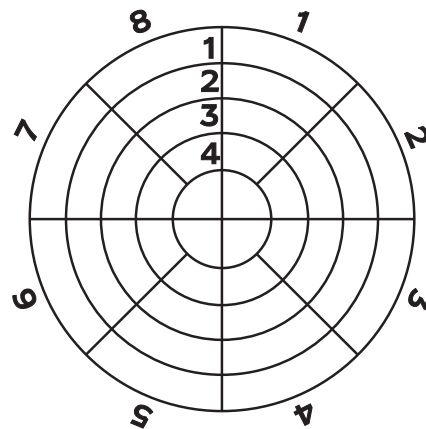
For marking each location, the team receives points equal to the track number. For example, the team receives 5 points for marking A-5, and 20 points for marking D-20.

The mark should not touch any lines. For touching a line, or for marking the wrong location, the team loses 10 points.

Usually, NetWork activities are conducted with a time limit, of 1 to 3 minutes. If you have completed the sequence of 12 marks, repeat the procedure, beginning with A-5.

Target #2 This target has four concentric rings, which are called *tracks*. They are numbered 1, 2, 3, and 4. The tracks are divided into eight *sectors*, which are numbered 1 - 8; the numbers are written outside the concentric circles. Locations on the target are specified by the sector number followed by the track number.

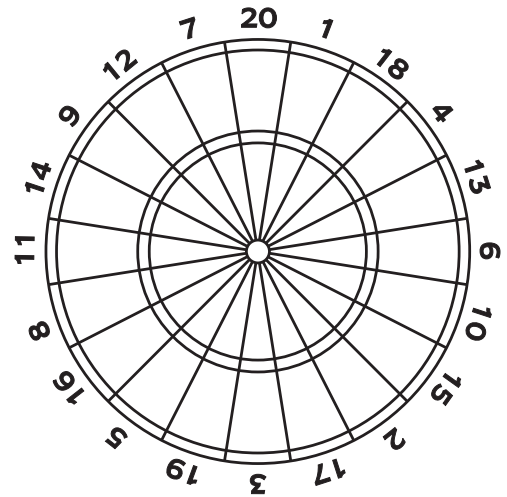
Explain that the facilitator will call out different locations to be marked. In some activities, the sequence of locations will be given in a handout or a flipchart. The team earns 1 point for marking each location correctly; the team loses 1 point for marking the wrong location or marking a line.



Target #3

This target resembles a dart board. The board is divided into 20 pie-shaped sectors. Each sector is numbered with a score value on the outside. There is a narrow outer circle.

When a team marks in this area, it gets double the usual value for the sector. For example, if the team marks the outermost ring in sector 12, it receives 24 points. There is also a narrow inner circle. When a team marks in this area, it gets triple the usual score. For example, if the team marks the inner ring of sector 15, it receives 45 points. Finally, the innermost circle (called the *bullseye*) is worth 50 points.



With target #3, the team marks as many locations as possible within a time limit. Only one legal mark can be made in each sector. Once a sector is marked (irrespective of whether it is marked in a single, double, or triple location), neither team can make another mark in that sector.

A Final Thought

The secret of effective *briefing* is to keep it *brief*. Avoid unnecessary explanations. Don't give any instructions to the participants until they need them.

4. Guiding the NetWork Learning Process: Challenge Arenas and Practice Fields

The final six chapters of this manual contain specific instructions for conducting six different NetWork activities. This chapter explores two general approaches.

The Challenge-Arena Approach

In this approach, teams of participants are given a challenge and supplied with appropriate resources. Team members attempt to overcome various obstacles and meet the challenge. At the end of the activity, they are debriefed to ensure appropriate learning.

Here are some details of this approach:

- Participants are organized into one or more teams. A real or imaginary situation is explained to them. They are given a goal, tools, and a time limit.
- The clear goal and the challenging obstacles bring the team members together. A combination of peer support and peer pressure galvanizes the teams into action.
- The participants combine their skills and knowledge to plan, act, evaluate, strategize, and achieve the goal. Very often, they flounder in their task because of their incompetencies and dysfunctional behaviors.
- The activity ends when the team achieves the goal or the time expires.
- The facilitator debriefs the participants to increase their awareness of inappropriate behaviors and consequences.
- The participants do action planning to apply their new awareness to future activities.

The challenge-arena approach provides a powerful tool. However, it is likely to have several limitations:

- The challenge-arena approach holds up a mirror to the participants. If the participants have communication problems in their workplace, they will likely have the same problems in the challenge activity. While it may be useful to entrap the participants into dysfunctional behaviors and to increase their awareness, this approach could demoralize them.
- The challenge-arena approach focuses on the results rather than the learning process. The participants are so engrossed in reaching the goal that they tend to ignore important learning points.
- In most challenge activities, learning discussions are postponed to the end. The participants do not have an immediate opportunity to apply what they learned.
- It is difficult to set the challenge at the optimum level. Very often, the participants fail to reach their goal, and the activity ends on a down note.

In spite of these limitations, the challenge-arena approach is very effective for achieving some purposes:

- Challenges dramatically increase the awareness of inappropriate behaviors.
- Challenges allow the facilitator to enable the participants to see themselves in the act of being themselves.
- Challenges motivate teams to function at peak levels.
- Challenges provide a non-threatening approach to surfacing, analyzing, and discussing dysfunctional behaviors.

The challenge-arena approach to action learning is particularly powerful if the activity is of a short duration and the participants are willing and able to learn from each other.

Practice-Field Approach

In this approach, the activity begins the same way as in the challenge-arena approach. The major difference is that the practice-field approach involves continuous coaching by the facilitator.

Here are some details of this approach:

- Participants are organized into one or more teams. A real or imaginary situation is explained to them. They are given a goal, tools, and a time limit.
- Teams are galvanized into action due to a combination of peer support and peer pressure. The clear goal and the challenge make the teams cohesive and highly motivated.
- The participants combine their skills and knowledge to plan, act, evaluate, strategize, and achieve the goal.
- Periodically, when the participants are stymied or before they regress into dysfunctional and defensive behaviors, the facilitator stops the action. He or she acts as a coach and helps the participants analyze their behaviors and consequences, devise efficient strategies, and immediately apply them.

In the coaching role, the facilitator may use the following tactics:

- ask Socratic questions to focus the attention of the participants on their inappropriate behaviors
- surface the participants' mental models and hidden assumptions
- point out the differences between the participants' theories and their practice
- encourage the participants to align their walk with their talk
- propose that the participants think outside the box, and challenge any self-imposed constraints
- help the participants recall appropriate principles and procedures that can be applied to the situation
- work with the participants to devise strategies for overcoming the obstacles

- demonstrate appropriate problem-solving strategies
- return the participants to the activity so that they can apply their new strategies immediately

Your Choice You can conduct the six NetWork activities described in this manual in either of the two approaches. Your choice between the challenge arena or the practice field depends on your objective, your preference, and your participants. We have provided flexible instructions for the six activities to enable you to conduct them at the most appropriate level in the continuum between the challenge arena and the practice field. Feel free to experiment with alternative facilitation styles.

5. Relating NetWork Learning to Workplace Situations: Debriefing the Participants

The NetWork apparatus is an experiential learning device. Network activities provide intense and interesting experiences. The participants gain valuable learning insights by reflecting on these experiences and relating them to their workplace performance.

To ensure maximum learning, it is important for you to conduct a debriefing session after each NetWork activity. Debriefing is a process that helps the participants to reflect on their experiences, discover useful insights, and share them with each other. Without debriefing, participants may have a good time but not learn anything. In some situations, they may be confused, frustrated, or upset by the activity. Debriefing enables the participants to move beyond their emotional reactions and to rationally analyze what happened to them. Debriefing also multiplies learning insights by encouraging the participants to share their personal discoveries with each other.

As a facilitator, it is important for you to set aside ample time for debriefing after each NetWork activity and to conduct the debriefing session effectively.

Our experience with learning activities suggests that a structured approach to debriefing is more effective than an unstructured one. The exact structure for your debriefing session will vary depending on the nature of the activity, the type of learning outcomes, the characteristics of the participants, and the culture of the organization. However, the basic structure for all debriefing sessions should include these five phases: observation, interpretation, application, speculation, and correlation. Here are brief descriptions of these phases:

**Observation:
What Happened?**

The purpose of this phase is to review the NetWork activity and to share different perceptions. Begin this phase with an open-ended question such as “What interesting things happened during the NetWork activity?” Follow this with a review of decisions, actions, and consequences during each step of the activity. Encourage the participants to identify similarities and differences among their experiences.

**Interpretation:
Why Did it
Happen?**

The purpose of this phase is to make sense out of the earlier observations. To do this, encourage the participants to come up with some general principles that link their behaviors and outcomes in the activity. Ask the participants to discuss each principle by offering evidence from the NetWork activity (and from their workplace experiences) that supports or rejects the principle.

**Correlation:
What Are the
Parallels?**

The purpose of this phase is to relate the NetWork activity to workplace situations. Begin this phase with an open-ended question: “How does your experience in the NetWork activity remind you of similar experiences in your workplace?” Follow up with questions that attempt to relate the steps, rules, constraints, and components of the NetWork activity to their analogues in the workplace. Continue with questions that relate the principles discussed in the preceding phase to the participants’ workplace experiences.

**Speculation:
What If—?**

The purpose of this phase is to go beyond the limited data from a single NetWork activity to different conditions. Begin this phase with a series of what-if questions such as, “What if we had a tighter time limit?” Encourage the participants to speculate on possible outcomes. Ask the participants to come up with their own what-if scenarios and discuss them.

**Application:
How Can We
Apply What We
Learned?**

The purpose of this phase is to encourage the participants to develop effective strategies for future use. This is the key question for this phase: “How would you apply the insights gained from the NetWork activity to solving problems in your workplace?”

Debriefing Questions

Each NetWork activity described in the second part of this manual includes a series of debriefing questions organized around the five phases described above. Feel free to ignore or modify any of the questions—and to add new ones to suit your specific needs.

The five-phase debriefing sequence is a field-tested structure. During your actual debriefing session, however, spontaneous comments from the participants may direct the discussion along certain channels. It is important for you to go with the flow as long as the discussion generates learning insights. If it degenerates into a stream-of-consciousness rambling, you can gently redirect it with an appropriate question from the list. Also, when the discussion lapses into lengthy periods of silence, you can restart the conversation with another question from the list.

6. Designing and Customizing NetWork Activities

This chapter is not intended to make you an expert designer of NetWork activities but it does provide you with basic guidelines for designing your own NetWork activities and for customizing the activities described in this manual. The chapter lists questions to consider in designing or modifying a NetWork activity and offers alternative tactics associated with each question.

What Is the Purpose?

NetWork activities can be used for many purposes including:

- Training
- Teambuilding
- Testing

Before you design a new activity or customize an existing one, identify the primary purpose you want to achieve. For more details about these three purposes and the overlap among them, review Chapter 1 (pages 2 and 3).

What Is the Topic?

In the early stages of your design or modification project, specify one or two primary learning points, topics, or objectives. Without a clear specification of the topic, you may get carried away into creating an exciting activity that does not result in effective learning.

Here are the topics associated with the activities described in the final six chapters of this manual:

- COACH!: Coaching behaviors
- EIGHT MARKS: Goals for teamwork
- KSF OF HPT: Team effectiveness factors

- NETWORK DARTS: Leadership behaviors
- CROSS-FUNCTIONAL TEAMS: Cross-functional teams
- DESIGN: Conflicting values and procedures

The NetWork apparatus can simulate a variety of individual and group situations. Here is a list of topics for which we have designed NetWork activities at one time or another:

| | |
|-------------------------------|----------------------------|
| Active listening | Generating alternatives |
| Change management | Goal setting |
| Coaching | Leadership |
| Communication | Motivation |
| Competition and collaboration | Negotiation |
| Conflict resolution | Planning |
| Consulting | Problem solving |
| Creative problem solving | Risk taking |
| Cross-functional teams | Self esteem |
| Cultural diversity | Stages in team development |
| Decisionmaking | Stress |
| Escalation of conflicts | Systems thinking |
| Ethics | Team effectiveness |
| Facilitation | Team formation |
| Feedback | Trust |
| Gender differences | Work flow modification |

What's Your Approach?

Another preliminary choice that you have to make during the early stages of designing a NetWork activity is between the challenge-arena or the practice-field approach. Review Chapter 4 (pages 18-21) for more details about these two approaches.

What Is the Goal?

The goal for the NetWork activity should be aligned with a teamwork goal. Here are examples of different NetWork goals:

- **Speed.** To mark the locations as quickly as possible.
- **Accuracy.** To mark the locations as precisely as possible.
- **Flexibility.** To mark different locations, of different sizes, from different positions around the NetWork apparatus.
- **Teamwork improvement.** To achieve a better score than the team's previous scores or other teams' scores.

- **Individual performance improvement.** To achieve a higher score related to coaching or leadership performances.
- **Participation.** To ensure that all team members participate fully at all times.

What's the Score?

You operationalize the goal for the NetWork activity with an appropriate scoring system. Here are some alternative approaches:

- **Time scoring.** Your score equals the number of seconds required to achieve a goal (for example, *marking all target locations in a specific sequence*). The lower the score, the better your performance.
- **Time-limit scoring.** You mark as many target locations as possible, within a given time limit (for example, *3 minutes*). After marking all of the locations, you repeat the procedure in the correct sequence. Your score depends on the number of locations that you have marked. In *equal-value scoring*, each mark earns one point. In *differential-value scoring*, the marks earn different numbers of points depending on the difficulty level of the location. The smaller the area, the more points you score.
- **Penalties.** You may lose some points for marking incorrect locations or for making a mark on a line.

What About the Setup?

The way the NetWork apparatus is set up changes the nature of the activity. Here are some alternative approaches:

- **Number of apparatuses.** If your activity involves more than one team, you may set up one apparatus for each team or a single apparatus and ask the teams to take turns.
- **Targets.** You may use any one of the three different targets. You may also change the targets from one round of the activity to the next. You may modify the scoring system associated with the target.
- **No target.** You may use the blank side of target #3 or place a blank sheet of paper on the base sheet and ask the participants to write a word or draw a picture. You may throw a handful of coins on the base sheet and ask the team to touch different coins with the capped marker.

- **Sequence of locations.** You may specify the order in which different locations are to be marked. You may call out the locations in a random order. You may write down the location specifications on cards, shuffle them, and turn them over one at a time.
- **Setup by the participants.** Instead of setting up the NetWork apparatus before the activity, you may ask the participants to do their own setup as a preliminary task. You may provide them with instructions (Chapter 2, pages 5-9) or let them use a trial-and-error approach.

How Do You Schedule?

Time management is a major factor in designing or modifying a Network activity. Here are some alternative approaches:

- **Duration of the activity.** If speed is your primary goal, your activity should last for a short period; if accuracy or performance improvement is your goal, the activity should last for a longer period of time.
- **Planning and acting.** You may allocate a specific time period for planning and prohibit the participants from working on the NetWork apparatus until the end of this period. You may design an activity with several planning periods alternating with work periods.
- **Debriefing.** Instead of delaying the debriefing session to the end of the activity, you may schedule several time-out periods throughout the activity. During these periods, the participants review their progress and plan future strategies.

How Do You Organize the Participants?

How the participants are organized is another important element in the design (or modification) of NetWork activities. Here are some alternative approaches:

- **Number of participants.** You may conduct the NetWork activity with as few as two or as many as eight participants. You may even have more than eight participants and ask them to take turns at the apparatus or have eight “markers”, who do not speak, shadowed by eight “directors”.
- **Team formation.** You may assign all participants to the same team or you may divide them into two teams. The teams may be of equal or unequal sizes.

- **Assignment to apparatuses.** You may assign different teams to different NetWork apparatuses or to the same one. In the latter case, the teams may take turns at the apparatus. You may ask two different teams to work at the same apparatus at the same time, each trying to mark different target locations.
- **Team relationships.** The two teams may compete or cooperate with each other. In the latter case, you may ask one team to master the NetWork first, and then coach the other team. You may also organize two teams without defining their interrelationship.
- **Interactive patterns.** You may specify the same rules for the two different teams. Alternatively, you may have different rules for different teams.
- **Roles.** Usually, all participants in a NetWork activity have the same role. However, you may specify different roles. For example, you may have some of the participants turn their backs to the target so that they cannot see the marker. You may blindfold some participants. You may issue a gag order that prohibits some participants from talking. You may have some participants manipulate the cords without speaking and the other participants speak without manipulating the cords. You may assign different administrative roles (for example, *time keeper* or *score keeper*) or team roles (for example, *facilitator*, *coach*, or *leader*) to different participants.
- **Change of roles.** You may change the roles of the participants or their positions around the NetWork apparatus during an activity.

What About Debriefing?

We recommend a five-phase debriefing model (Chapter 5, pages 22-24) as an essential follow-up activity. Within this framework, you may use alternative approaches:

- **Timing.** You may conduct the debriefing immediately at the end of the NetWork activity. This makes use of the participants' excitement and enthusiasm. Alternatively, you may postpone the debriefing until after a coffee break. This enables the participants to collect their thoughts. You may also conduct mini-debriefing session throughout the activity. This enables the participants to review their progress and to give feedback to each other. Such mini-debriefing sessions are critical components of the practice-field approach. You may

delay the debriefing for the next day or the next week. This enables the participants to reflect on their experiences and to become more objective.

- **Individual debriefing.** You may debrief the participants individually by using a questionnaire. You may also conduct individual debriefing by asking the participants to write a personal journal report about their experiences.
- **Partnership debriefing.** You may ask the participants to find a partner and interview each other.
- **Small-group debriefing.** You may organize the participants into groups and have them discuss the debriefing questions within the group.
- **Audiotape debriefing.** You may use an audiotape recording to give instructions, ask debriefing questions, run silently until the discussion time is over, and then present the next discussion question.
- **Videotape debriefing.** You may record the participants' NetWork activities on videotape and replay excerpts during the debriefing session to encourage discussion.

The Final Judge

Choose among the alternative approaches listed in this chapter and use them to design a new NetWork activity or to customize an existing one. Remember, however, that the way to ensure an interesting and effective activity is to try it out with some participants and to modify it on the basis of their feedback.

7. Using the NetWork Activities in this Manual

The final six chapters of this manual contain detailed instructions for conducting six different NetWork activities. Each chapter is presented in an easy-to-use structured-text format with these sections:

Synopsis. Provides an outline of the activity

Purpose. Specifies the instructional objective for the activity

Participants. Identifies the number of people needed for the activity

Time. Specifies the time required for the activity (broken down into time for briefing, time for conducting, and time for debriefing the activity).

Supplies. Lists the equipment and materials required for the activity

Setup. Explains how the NetWork apparatus should be set up and which target should be used

Briefing. Suggests guidelines for introducing the activity

Facilitation. Provides detailed directions for conducting the activity

Conclusion. Suggests procedures for terminating the activity

Debriefing. Lists appropriate questions for the debriefing discussion, based on the five-phase debriefing model (Chapter 5, pages 22-24)

Adjustments and Variations. Identifies optional constraints and suggests appropriate modifications to the activity.

Suggestions for the Practice-Field Approach.
Provides suggestions for continuous coaching.

Following are brief summaries of the purpose, time, participants, and supplies for each of the six activities. Use these summaries to select the appropriate activity for your needs.

COACH! **Purpose.** To explore the relationships among coaching behaviors, team performance, and popularity.

Time. With six participants, 45 minutes (5 minutes for briefing, 25 minutes for the activity, and 15 minutes for debriefing). Add 5 minutes for each additional participant.

Participants. 6 to 10.

Supplies. NetWork apparatus, Target #1, timer, voting counters (such as pennies or paper clips), voting containers (such as paper cups), and a record sheet.

EIGHT MARKS **Purpose.** To explore the impact of inconsistent or confusing goals on team performance.

Time. 20 minutes (5 minutes for briefing, 5 minutes for the activity, and 10 minutes for debriefing)

Participants. 4 to 8

Supplies. NetWork apparatus, Target #2, stopwatch, and handouts.

KSF OF HPT **Purpose.** To explore factors that contribute to high-performance teamwork.

Time. 50 minutes (5 minutes for briefing, 15 minutes for NetWork exploration, 15 minutes for preparing a checklist, and 15 minutes for debriefing)

Participants. 4 to 8

Supplies. NetWork apparatus, Targets #1, #2, and #3, handouts, flipchart, and timer.

NETWORK DARTS

Purpose. To explore effective leadership before, during, and after a task.

Time. 45 minutes (5 minutes for briefing, 10 minutes for briefing by leaders, 10 minutes for play, and 20 minutes for debriefing)

Participants. 6 to 18

Supplies. NetWork apparatus, Target #3, handouts, flipchart, and timer.

CROSS- FUNCTIONAL TEAMS

Purpose. To explore problems associated with cross-functional teams.

Time. 50 minutes (5 minutes for briefing, 30 minutes for the activity, and 15 minutes for debriefing)

Participants. 9 to 17

Supplies. 2 NetWork apparatuses, 2 Target #1s, timers, 2 sets of handouts.

TEAM DESIGN

Purpose. To explore factors that contribute to creative teamwork.

Time. 1 hour 30 minutes (5 minutes for briefing, 40 minutes for teamwork, 30 minutes for conducting the activities, and 15 minutes for debriefing)

Participants. 10 to 20

Supplies. 2 NetWork apparatuses, 2 sets of Targets #1, #2, and #3; handouts, and 2 timers.

A Suggested Action Plan

If you are a newcomer to NetWork activities, here are some suggestions for learning how to use them to your maximum advantage:

- Select a NetWork activity for your initial tryout.
- Review the early chapters on setting up, briefing, and debriefing. Incorporate the ideas from these chapters when planning your activity.
- Work with a co-facilitator, who need not be experienced with the NetWork apparatus.

- Read the chapter that describes the activity. Come up with ideas for customizing the activity to meet your needs and constraints. Discuss these modifications with your co-facilitator.
- Rehearse the NetWork activity with your co-facilitator. Work out a suitable division of labor.
- Conduct the NetWork activity and debrief the participants.
- Debrief yourself and your co-facilitator to discover your strengths and weaknesses. Build on your strengths.

Once you have successfully conducted your first NetWork activity, use the same procedure with other NetWork activities.

How May We Help You?

We at Interel, Inc., the manufacturers of the NetWork apparatus, support our customers in several ways:

- We periodically add field-tested NetWork activities to the collection.
- Our experienced facilitators can train people from your organization to use the NetWork as a flexible action learning device.
- Our experienced designers can assist you in the custom design of NetWork activities that suit your needs, constraints, and resources.
- In addition to the NetWork apparatus, we have other action learning devices (including the *Electric Maze* and the *Sentinel*) that can help you with your training, teambuilding, and testing needs. For more information write to Interel, Inc., 140 Carl Street, San Francisco, CA 94117 or call Boyd Watkins at (415) 566-0554.

8. COACH!

- Synopsis** Participants take turns coaching team members to complete a NetWork activity. Each coach gets a performance score and a popularity rating.
- Purpose** To explore the relationships among coaching behaviors, team performance, and popularity.
- Participants** The activity works best with 6 to 10 participants.
- Time** With six participants, 50 minutes (5 minutes for briefing, 30 minutes for the activity, and 15 minutes for debriefing). Add 5 minutes for each additional participant.
- Supplies**
- Network apparatus
 - Target #1
 - Timer
 - Voting counters (such as pennies or paper clips)
 - One voting container (such as a paper cup) for each participant
 - Record Sheet (reproduce page 42)
- Setup** Set up the NetWork apparatus (as explained on pages 5-9). Attach Target #1. Make sure that the marker is capped.

Briefing **Assign roles.** Select one participant to be the coach and another to be the referee. All other participants are team members.

Introduce the NetWork apparatus. Use the guidelines on pages 14-17.

Explain the task. The team members will stand around the NetWork apparatus *with their backs turned toward the target* and hold the rings. They will touch locations on the target in the following sequence:

A-5, B-5, C-5, D-5

A-10, B-10, C-10, D-10

A-20, B-20, C-20, D-20

After finishing one cycle, team members should immediately repeat the cycle, starting again from A-5. They continue this procedure for 2 minutes. The coach will prepare, direct, encourage, motivate, and do the other things coaches usually do. The referee will keep time and score.

Facilitation Tell the coach to spend 2 minutes giving preliminary instructions to the team members. Ask the referee to set the timer for 2 minutes and start it.

At the end of 2 minutes, ask the coach to assign team members to different positions around the NetWork apparatus.

Ask the team members to turn away from the target so that they cannot see it. Reassure them that their coach will take care of them by giving them appropriate directions.

Ask the referee to verify that the capped marker is above the center of the target. Ask the referee to set the timer for 2 minutes, say “start”, and start the timer. The team members touch different locations in the correct sequence following their coach’s directions. The referee verifies each touch and keeps track of how many touches were made.

The coach stands on the sidelines and continuously coaches the team members, using any suitable approach. The coach may make suggestions, shout encouragement, reprimand team members, or applaud their efforts.

When the timer goes off, the referee stops the activity. He or she calculates the score for the team, awarding 5 points for each time an outer location was touched, 10 points for each time a middle location was touched, and 20 points for each time an inner location was touched. The referee writes down the coach's name and the team score on the Record Sheet.

Continuation At the end of the round, reassign the roles. Ask the coach to take the place of one of the team members. The team member replaced by the coach becomes the referee for the next round. The previous referee now becomes the coach.

Repeat the same procedure as before.

Conclusion When all participants have had an opportunity to be the coach, announce the end of the activity.

Give each participant a voting container and 13 voting counters. Ask each participant to reflect on the coaches that he or she had. (If there were six participants, each would have had four different coaches.) Now ask the participants to distribute the voting counters to reflect how much they liked each of their coaches. They do this by dropping the appropriate number of counters in their coaches' voting containers. No participant can drop any voting counters in his or her own cup, or the cup of the person who acted as referee when he or she was the coach.

After the voting is completed, ask each participant to count the total number of voting counters in his or her container. Record this information in the last column of the Record Sheet.

Acknowledge the participant with the highest team performance score and the participant with the highest popularity score (that is, the most voting counters in his or her container).

Debriefing Use the guidelines for the five-phase debriefing procedure (see Chapter 5, pages 22-24). Here are suggested questions for debriefing:

- Observation**
- What was your reaction to not being able to see what you were doing?
 - What interesting things happened when you were a team member?
 - What were the differences among the coaches?
 - What did the coaches do that was helpful and effective?
 - What did the coaches do that was frustrating and useless?
 - What interesting things happened when you were the referee? What did you think of the coach's style?
 - What interesting things happened when you were the coach?
 - When it was your turn to coach, did you borrow any strategies from the other coaches?

Interpretation State the following general principles and ask the participants if they agree or disagree. Encourage the participants to provide supporting data from the NetWork activity and from their workplace experiences.

- Your experiences as a team member shape your coaching behaviors.
- Later coaches do a more effective job than earlier ones because they can borrow other people's strategies.
- Team scores keep increasing as team members gain more experience with the NetWork apparatus.
- Coaching has no significant impact on the team's behavior.
- Coaches motivate the team members even if they don't contribute in any other fashion.
- Most coaches behave in a similar fashion.
- The presence of the referee increases the team members' motivation.

- There is an inverse relationship between a coach's team score and popularity score.
- There are no significant differences in the coaches' popularity scores.

Encourage the participants to offer and discuss additional principles similar to these.

Correlation

- Did the coach behave like somebody in your workplace?
- Do you have similar coaching styles in your workplace and in this activity?

Follow up with specific questions related to each of the principles listed in the Interpretation section.

Speculation

What if—

- each round lasted for 3 minutes (instead of 2 minutes)?
- the team members did not have their backs turned toward the target?
- the coach with the highest team score received a cash prize?
- the most popular coach received a cash prize?
- there were twice as many team members?
- there were only two team members?
- there were no referee?

Application

- If we conducted the same NetWork activity again, how would you behave differently—knowing what you know now?
- Based on the insights you gained from this activity, how might you change your coaching behavior in your workplace?

Adjustments and Variations

Too few participants? You can conduct the activity with as few as three participants. Rotate coaching roles as before. You serve as the referee for all three rounds.

Too many participants? Use more than one NetWork apparatus. If you have only one apparatus, have the additional participants act as observers.

Not enough time? Reduce each round to 1 minute. Conduct three rounds of the activity, have participants vote on their coaches, and then proceed to debriefing.

No time for debriefing? Prepare and distribute a list of debriefing questions. Ask the participants to respond to these questions and compare their answers with each other.

Too much time? Allow more time for each coach's preliminary instructions. Give team members 5 minutes for each round.

Team members too sloppy? Ask the referees to subtract 5 points for touching the wrong location on the board.

Suggestions for the Practice-Field Approach

Stand near the coach as he or she gives preliminary instructions to the team members. Coach the coach whenever appropriate with suggestions like these:

- Get the team members more involved.
- Ask them if they have any questions.
- Don't lecture to them.
- Communicate your vision.
- Be optimistic and realistic.
- Don't spend too much time explaining what to do.
- Inspire and motivate them.
- Don't worry about making mistakes.
- Affirm the team's potential.
- Set a target score.
- Get people involved.

You may coach the coach as he or she coaches the team members. Stand near the coach and whisper appropriate suggestions:

- Let the team members work on their own.
- You are talking too much.
- They are not listening to you.
- Are you giving them enough encouragement?
- Put yourself in the place of team members.
- Keep silent for a few moments.
- Focus on a specific team member.
- They are discouraged!
- Get them to synchronize their movements.

Between one round and the next, probe the team members. Ask questions like these:

- What did you like about the coaching strategy?
- Did you listen to your coach?
- What should the next coach do more of?
- What should the next coach do less of?
- What advice do you have for the next coach?

Record Sheet

| Coach's Name | Team Score | Voting Counters |
|--------------|------------|-----------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

9. EIGHT MARKS

| | |
|---------------------|---|
| Synopsis | Participants independently read a set of directions and carry out a NetWork activity without talking to each other. Unknown to them, there are two different sets of directions. The resulting confusion reflects problems due to conflicting goals in the workplace. |
| Purpose | To explore the impact of inconsistent or confusing goals on team performance. |
| Participants | The activity works best with 4 to 8 participants. |
| Time | 20 minutes (5 minutes for briefing, 5 minutes for the activity, and 10 minutes for debriefing) |
| Supplies | <ul style="list-style-type: none">■ NetWork apparatus■ Target #2■ Stopwatch■ Handouts, EIGHT MARKS: Instructions to Participants, (pages 48 and 49) |
| Setup | <p>Set up the NetWork apparatus (as explained on pages 5-9). Attach Target #2. Make sure the marker is uncapped.</p> <p>Reproduce copies of pages 48 and 49. Although these two handouts look exactly the same, there is a subtle difference. The first handout asks the team to mark this sequence of locations: 1-1, 2-1, 3-1, 4-1, 5-1, 6-1, 7-1, and 8-1. The second handout uses this sequence: 1-1, 2-1, 3-1, 4-1, 5-2, 6-2, 7-2, and 8-2. Arrange the handouts so that the two versions alternate.</p> |

Briefing Explain that this activity requires the team to mark eight locations on the target in the correct sequence and as quickly as possible.

Position this activity as a simulation of reading, remembering, and following instructions.

Explain the constraints: Before the activity, participants should independently read and remember the directions given in a handout. Participants will have to turn in their handouts before the activity and will not be permitted to refer to them. The second constraint is that participants may not speak to each other during the activity.

Introduce the NetWork apparatus. Use the guidelines on pages 14-17.

Facilitation Give a handout to each participant, making sure that approximately equal numbers of the two versions are distributed. Tell the participants that they have 2 minutes to read the handout and remember the key points. Ask the participants to study the handout independently, without talking to each other or sharing the handouts.

After 2 minutes, collect the handouts from the participants.

Assign the participants to different positions around the network apparatus.

Ask the participants to get ready. Remind the participants that they should not talk to each other and should mark the target locations in the correct sequence. Say “start” and start the stopwatch.

Observe the participants. They are likely to hesitate and get confused after marking 4-1. If they attempt to talk to each other, remind them of the “gag order.” If the participants don’t figure out a compromise solution, encourage them to continue the activity and to do their best.

Conclusion End the activity if eight locations get marked, or if the participants are completely stymied.

Debriefing Use the guidelines for the five-phase debriefing procedure (see Chapter 5, pages 22-24). Here are suggested questions for debriefing:

- Observation**
- What interesting things happened at the beginning of the activity?
 - Did your speed increase as you progressed along the first four locations?
 - What happened when you reached the fifth location?
 - What was your initial reaction to not being able to talk? How did you feel about this constraint when you reached the fifth location?
 - When did you realize that some participants were trying to mark a different location?
 - What did you think when you noticed that some participants were trying to mark a different location?
 - How did you resolve the problem with different locations?

Interpretation State the following general principles and ask the participants if they agree or disagree. Encourage the participants to provide supporting data from the network activity and from their workplace experiences.

- The same organization may have different policies.
- When co-workers behave differently from what you expect, you assume that they have misunderstood or forgotten the procedure.
- When co-workers behave differently from what you expect, you assume that they are incompetent.
- Members of a team may use different procedures.
- You cannot believe everything you read.
- Lack of communication aggravates problems due to inconsistent goals.
- In confusing situations, people look for external guidance.
- In confusing situations, people tend to blame the others rather than checking their assumptions.

- In a conflict, some people give up rather than trying to persuade the others.
- Once co-workers have made a compromise between conflicting procedures, it becomes easier for them to make additional compromises.

Encourage the participants to offer and discuss additional principles similar to these.

Correlation

- Does your experience in this activity remind you of similar experiences in your workplace?
- Have you been in a situation where your co-workers behaved differently from what you expected? How did you react?
- How are the handouts in this activity similar to your company's policy manual?
- You were not permitted to talk in this activity. What are similar situations in your workplace?

Follow up with specific questions related to each of the principles listed in the Interpretation section.

Speculation

What if—

- the participants were permitted to talk to each other?
- there were only two participants?
- there were many more participants?
- only one participant had a different handout?
- one participant had been identified as the leader?
- the participants received a cash prize if they made the 8 marks within 30 seconds?
- the participants were told that some handouts were different?

Application

- If we conducted the same activity again (but with different sets of handouts) how would you behave differently—knowing what you know now?
- Based on the insights you gained from this activity, how might you behave differently in your workplace?

Adjustments and Variations

Too few participants? You can conduct this activity with as few as two participants. In this case, you may also want to act as a participant.

Too many participants? Use more than one NetWork apparatus. If you only have one apparatus, take eight participants at a time, and let the others keep studying their handout. Make sure that they do not talk to each other or share handouts.

Not enough time for debriefing? Prepare and distribute a selected list of debriefing questions. Ask the participants to respond to these questions and to compare their answers with each other.

Suggestions for the Practice- Field Approach

When the participants hesitate at the fifth location, wait for a few moments to see if they can figure out what is happening and arrive at a compromise solution. Remind the participants not to talk, but prompt them with leading questions and/or instructions such the following:

- What do you think is happening now?
- Are all of you trying to mark the same location?
- Is it possible that you misread your handouts?
- If there is a conflict, what should we do?
- How can we decide where to make the next four marks — without talking to each other?
- Should we communicate through gestures?
- Should we write notes to each other?
- Should one person take charge and the rest of us follow his or her lead?
- Should we disregard the constraints imposed on us and talk to each other anyway?
- Assign one of the participants to act as leader. The leader can talk, but other participants must remain silent.

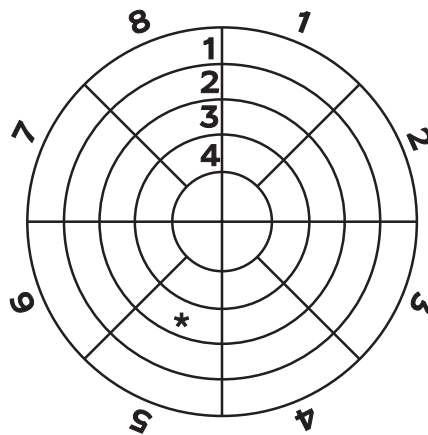
EIGHT MARKS

Instructions for Participants

You and the other participants will use the network apparatus to mark different locations on a target. The facilitator will assign you to a specific position around the apparatus and give you one or two rings that control a cord. All of the cords are attached to a single marker, so you will have to coordinate your motions with the other participants. You will *not* be allowed to talk during the activity.

The Target

The target has four concentric circles called tracks. The tracks are labelled 1, 2, 3, and 4. The tracks are divided into eight sectors, which are numbered 1 through 8. The sector numbers are written outside the concentric circles. Locations on the target are specified by the sector number followed by the track number. Thus, 5-3 is the location with an asterisk in the diagram.



Sequence of Locations

In this activity, you mark eight locations in the following order:

1-1, 2-1, 3-1, 4-1, 5-1, 6-1, 7-1, 8-1

Notice that all eight marks are placed in the outermost track of the target.

Remember this sequence because you will not be able to refer back to this handout during the activity.

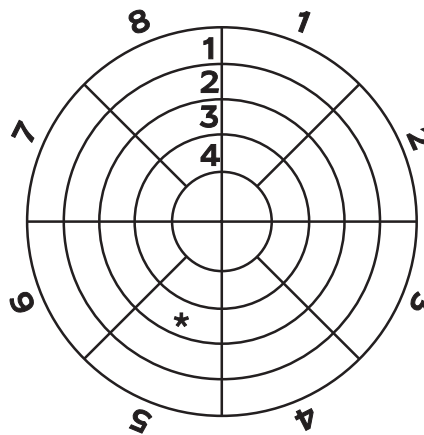
EIGHT MARKS

Instructions for Participants

You and the other participants will use the network apparatus to mark different locations on a target. The facilitator will assign you to a specific position around the apparatus and give you one or two rings that control a cord. All of the cords are attached to a single marker, so you will have to coordinate your motions with the other participants. You will *not* be allowed to talk during the activity.

The Target

The target has four concentric circles called tracks. The tracks are labelled 1, 2, 3, and 4. The tracks are divided into eight sectors, which are numbered 1 through 8. The sector numbers are written outside the concentric circles. Locations on the target are specified by the sector number followed by the track number. Thus, 5-3 is the location with an asterisk in the diagram.



Sequence of Locations

In this activity, you mark eight locations in the following order:

1-1, 2-1, 3-1, 4-1, 5-2, 6-2, 7-2, 8-2

Notice that the first four marks go in the outermost track of the target, and the last four marks go one track inwards.

Remember this sequence because you will not be able to refer back to this handout during the activity.

10. KSF OF HPT

| | |
|---------------------|---|
| Synopsis | The participants explore the NetWork apparatus and prepare a list of key success factors for high performance NetWork teams. During debriefing, they relate these key success factors to different types of teamwork in their workplace. |
| Purpose | To explore factors that contribute to high performance teamwork. |
| Participants | This activity works best with four to eight participants. |
| Time | 50 minutes (5 minutes for briefing, 15 minutes for NetWork exploration, 15 minutes for preparing and revising the key success factors checklist, and 15 minutes for debriefing). |
| Supplies | <ul style="list-style-type: none">■ NetWork Apparatus■ Three different targets■ Three or four copies of <i>Chapter 3. Starting the Action Learning Process: Briefing the Participants</i> (reproduce pages 14-17)■ One copy of the handout, <i>High Performance NetWork Teams: Key Success Factors</i>, for each participant (reproduce pages 56-57)■ Timer■ Flipchart |
| Setup | Set up the NetWork apparatus (as explained on pages 5-9). Do not attach any targets. |

Briefing Explain that the participants will explore different NetWork activities and try to achieve a high level of team performance. The team members will prepare a checklist of factors that contribute to high performance teamwork.

Introduce the NetWork apparatus. Use the guidelines on pages 14-17.

Facilitation Show the participants the different targets and distribute copies of Chapter 4. Explain that this chapter describes the use of different targets.

Ask the participants to practice with the NetWork apparatus for the next 10 minutes. Encourage them to time their performance and award scores to themselves. The goal for the participants is to discover strategies for improving their team performance.

Answer all questions from the participants and coach them as needed.

After 10 minutes, ask the participants to come up with a checklist of key success factors that produce high levels of team performance at the NetWork apparatus. Suggest a 15-minute period for completing this task. Ask the team to record the checklist items on the flipchart. Encourage the participants to continuously experiment with the NetWork apparatus while developing this checklist.

After 15 minutes, announce the conclusion of the activity. Distribute copies of the handout, *High Performance NetWork Teams: Key Success Factors*. Explain that this checklist is a compilation of items from previous teams.

Ask the participants to compare the items in their checklist with the items in the handout. Encourage the participants to modify the items in their checklist. Announce a 5-minute time limit for this activity.

Conclusion Announce the end of the activity after 5 minutes—or earlier, if the team has completed its task.

Debriefing Use the guidelines for the five-phase debriefing procedure (see Chapter 5, pages 22-24). During the discussions, emphasize the correlation and application phases. Here are suggested questions for debriefing:

- Observation**
- What interesting things happened while you were exploring the NetWork apparatus?
 - How did your team go about the task of exploring the NetWork apparatus? What roles did different team members play? Who were the hands-on experimenters and who were the observers?
 - What happened during the checklist preparation activity? What roles did different team members play? How did these roles change from the roles played during the initial exploration?
 - How did you and your teammates react to the handout of key success factors for NetWork teams? What were the major differences between your checklist and the list in the handout?
 - How did your team go about modifying your checklist?

Interpretation State the following general principles and ask the participants if they agree or disagree. Encourage the participants to provide supporting data from the NetWork activity and from their workplace experiences.

- Some people don't like to explore things without a clear goal.
- Some people are impulsive and want to immediately play with the NetWork apparatus. Others are analytical and prefer to plan before acting.
- Some people prefer hands-on experimentation while others prefer to observe.
- The roles of team members change when the nature of the task changes. Different people become more or less active during different activities.

- It is impossible to identify all factors that produce high-performance teamwork.
- Different team members are influenced by different factors.

Encourage the participants to offer and discuss additional principles similar to these.

Correlation Ask the participants to review the checklist of key success factors on the flipchart. For each item, ask the participants to comment on its applicability to different types of teamwork situations in their workplace.

Speculation What if—

- you had a couple of hours to explore the NetWork apparatus?
- you were given the handout of key success factors before you began to develop your own checklist?
- the team had 25 members?
- the team had only two members?
- the team was asked to identify the top five key success factors?

Application

- If we asked you to assemble and coach a high-performance NetWork team, what would you do—knowing what you know now?
- Based on the insights you gained from this activity and based on your checklist, how would you go about facilitating high-performance teamwork in the workplace?
- What changes would you make in your personal teamwork behaviors?

Adjustments and Variations **Too few participants?** Participate in the activity as a team member.

Too many participants? Divide the participants into two or more groups and use a separate NetWork apparatus with each group. If you have only one apparatus, ask different groups to

take turns to conduct hands-on experiments at the NetWork apparatus.

Not enough time? Reduce the time allotted for different activities. For example, give 5 minutes for exploring the apparatus and 5 minutes for generating the checklist. Eliminate the distribution of the handout. After the team develops its handout, proceed directly to the debriefing session.

Too much time? Allow more time for each phase of the game. Ask the participants to arrange the items on their checklist in order of priority. Later, ask the participants to arrange the items in order of generalizability.

No time for debriefing? As a follow-up activity, ask the participants to reflect on how each item in the checklist of key success factors applies to teamwork in their workplace.

Suggestions for the Practice- Field Approach

While the participants explore the NetWork apparatus, help them in these ways:

- Answer all their questions.
- Refer them to the relevant sections of the handout.
- Demonstrate the use of the NetWork apparatus.
- Explain the use of different targets.
- Encourage them to get as much hands-on practice as possible.
- Encourage them to keep track of their score and time.

While the participants develop their checklist, make the following types of suggestions:

- Recall what helped and hindered while you were exploring the NetWork apparatus.
- Feel free to experiment with the NetWork apparatus to check out your ideas.
- Some of the high performance teamwork factors may be directly related to the apparatus and some may be related to the way the team is organized. Be sure to include both types of factors in your checklist.
- Think about what types of goals will motivate the team.

- Think about how the team should be organized.
- Think about different roles the team members should play.
- Does the team need a leader? If so, what should this leader do?
- What type of support should the team members give each other?
- How should team members communicate with each other?
- What should the team members do when they make mistakes?
- What should team members do when they succeed in establishing a new record?
- What is the effect of practice on the success of the team? What factors contribute to effective practice?
- If you were asked to form a new NetWork team and to train them, what factors would you take into account?
- What are some of the important factors before the team begins working with the NetWork apparatus? After the team finishes working with the NetWork apparatus?

High Performance NetWork Teams: Key Success Factors

- The team explores the situation without any preconceived assumptions or time pressure.
- Benchmarking information on other teams' performance levels is available.
- The team establishes a clear and measurable goal.
- The team's goal requires a stretch in their previous levels of performance.
- The NetWork apparatus is placed at a convenient level in a well-lighted area.
- The performance of the team is timed and measured in appropriate ways. A public record of the team's scores is maintained.
- Members are committed to continuously improving their team score.
- There is diversity among the team members. This diversity is respected by all team members. Differences of opinions are welcomed.
- All team members contribute suggestions for improving their performance.
- Disagreements and conflicts among the team members are openly and effectively resolved.
- Team members give, receive, and use feedback.
- Team members spend significant amounts of time practicing how to work together.
- Everyone in the team participates appropriately.
- Team members experiment with alternative strategies.
- The team has an external incentive (for example, bragging rights) for high performance.
- The team selects a leader.

- Team members have fun in playing with the NetWork apparatus.
- Team members accept each other's mistakes.
- Team members take specific roles. For example, each member has a designated position.
- Team members celebrate their successes in establishing new records.
- Team members are familiar with each others' strengths, weaknesses, and preferences.
- Team members share their ideas and thoughts without hesitation.
- The team performs better when they compete with other teams.
- The team uses a common and efficient language to give directions and feedback to each other.
- The team has a warm and accepting climate. Team members support and praise each other.

11. NETWORK DARTS

- Synopsis** Two leaders are taught to play a dart game using the NetWork apparatus. Each leader prepares to lead a team in a NetWork Darts tournament. The teams play three rounds of the dart game. After the tournament, team members pair up with a member of the other team and identify effective leadership behaviors.
- Purpose** To explore effective leadership before, during, and after a task.
- Participants** The activity works best with 6 to 18 participants.
- Time** 45 minutes (5 minutes for briefing by the facilitator, 10 minutes for briefing by leaders, 10 minutes for play, and 20 minutes for debriefing)

In addition, at least 30 minutes of preparation time for the leaders
- Supplies**
- NetWork apparatus
 - Target #3
 - One copy of the handout, *Playing NetWork Darts*, for each leader (reproduce pages 65 and 66)
 - A flipchart (to keep score)
 - Timer

| | |
|----------------------------------|--|
| Setup | Set up the NetWork apparatus (as explained on page 5-9). Attach Target #3. |
| Preparing the Leaders | <p>Select two participants to be leaders. These leaders have some homework activities. At least one hour (but preferably a couple of days) before the scheduled tournament, explain to the leaders that they will be asked to prepare their teams to play NetWork Darts against each other.</p> <p>Give each leader a copy of the <i>Playing NetWork Darts</i> handout. The leaders will not actually play the dart game but they will train, motivate, and coach their teams. The leaders should familiarize themselves with the NetWork apparatus and the rules of the darts game. Ask the leaders play a practice round of the darts game by pretending to be the two members of the same team.</p> <p>Tell the leaders that during the tournament they will have 10 minutes to explain the darts game to the teams assigned to them.</p> <p>Explain the details of the tournament: One team will be chosen at random to go first. This team will play for a 1-minute round. Then the other team will play its 1-minute round. The teams will continue to play alternatively for three rounds each.</p> |
| Briefing the Participants | <p>At the scheduled tournament time, assemble all participants and randomly divide them into two teams. It does not matter if one team has an extra player.</p> <p>Send the teams to their leaders for preliminary instructions and briefing. Set the timer for 10 minutes and start it.</p> |
| Facilitation | <p>At the end of 10 minutes, inform the teams that the briefing period is over. Ask both teams to come to the NetWork table. Toss a coin and ask one of the leaders to call <i>heads</i> or <i>tails</i>. If the leader calls correctly, his or her team will be the first to play. The team members should organize themselves around the NetWork apparatus, taking positions according to the number of players they have. Tell the team that they will have 1 minute to score as many points as possible, and then it will be the other team's turn. Set the timer for 1 minute, start the timer, and yell "start".</p> |

Stop the team at the end of a minute. Write the score for this round on the flipchart.

Ask the other team to get ready. Time their play for 1 minute, making sure that the team does not get points for marking any spaces that are already marked. At the end of the minute, write this team's score on the flipchart.

Repeat this process, alternating between teams, until each team has completed two rounds. Write the cumulative scores for the teams on the flipchart.

Conclusion At the end of the second round, announce the total scores and identify the winning team. Congratulate the winners. Ask the leaders to take their teams to different locations and conduct a debriefing discussion for 5 minutes.

Working with a Partner Bring both teams together. Ask members of each team (and the leaders) to select a partner from the other team. If there is one person left over, be his or her partner. Explain to the partners that they should spend the next 3 minutes discussing the behaviors of the team leaders. Each pair of partners should come up with a list of 5 effective leadership behaviors. Encourage the participants to include leaders' behaviors before, during, and after the dart game.

After 3 minutes, ask the participants to call out the leadership behaviors they have identified. Write these behaviors on the flipchart.

Conclude this activity by summarizing the leadership behaviors.

General Debriefing Use the guidelines for the five-phase debriefing procedure (see Chapter 5, pages 22-24). Here are suggested questions for debriefing:

- Observation**
- How did your leader prepare you for the tournament?
 - What background information did your leader provide during the briefing?
 - How did your leader motivate you before the tournament?

- Did the leader respond to your questions and concerns about the tournament?
- What happened during the first round of the tournament?
- If you were a member of the second team, how did you spend your time while waiting for the other team to complete its first round?
- What did your leader do while the other team was playing?
- What did your leader do while your team was playing?
- What did your leader do at the end of each round?
- Did your leader give you feedback? If so, what types of feedback?
- What happened during the later rounds of the tournament?
- What happened at the end of the tournament?
- What was your reaction toward winning or losing the tournament?

Interpretation

Refer to the list of leader behaviors on the flipchart. Ask the participants to discuss each behavior and explore whether that behavior contributed a lot or a little to the team's performance. Encourage the leaders to participate in this discussion—without dominating it.

Correlation

- Did your leader's behaviors remind you of other people's behaviors in your workplace? How so?
- This particular activity involved a competition between two teams. What similar competitions take place within your organization? Between your organization and other organizations?

Continue by referring to leader behaviors on the flipchart. Ask the participants to discuss how each of these behaviors are practiced in the workplace.

Speculation

What if—

- the leaders were not given any time to prepare?
- each round lasted 5 minutes?
- the leaders spent 15 minutes to get their teams ready for the tournament?
- each team had its own NetWork apparatus to practice with?
- the leader also participated in the game?
- the team had only two members?
- the team had more than 8 members, and the leader had to select some to sit out each round?
- there were six rounds in the tournament?
- the teams were allowed to mark segments that had already been marked?
- the teams had markers of different colors and each team could mark each segment once?
- the winning team received a cash prize (to be divided among the team members)?
- the leader of the winning team received a cash prize?

Application

- If we conducted the same activity again, how would you behave differently—knowing what you know now?
- What would you do differently if you were the leader for the game?
- Based on the insights you gained from this activity, how might you behave differently in your workplace?

Adjustments and Variations

Too few participants? You can conduct this activity with as few as six participants: two leaders, each with teams of two members.

Too many participants? You can comfortably conduct this activity with up to 18 participants: two leaders, each with teams of eight members. If you have more participants, you can have teams of more than eight members. Warn the leaders

that they have more members than can participate in a round of the NetWork darts. The leaders have to decide what to do with the extra people. They can ask some team members to sit out during different rounds of the tournament.

Not enough time? Reduce the time allowed for different activities. Limit the leaders to 5 minutes of preliminary instructions. Play just one round of 1 minute.

Not enough time for debriefing? This activity has three debriefing sessions:

- The leaders debrief the team after the tournament
- The partners debrief each other
- The facilitator conducts a general debriefing

If you are pressed for time, eliminate the first debriefing session.

What if the teams have problems? If one or both teams end up with very low scores, use this situation as a major debriefing point. Observe and discuss how the leaders handled this demoralizing situation.

Suggestions for the Practice- Field Approach

Here are some suggestions for working with the leaders during the preparation stage:

- Stress the importance of hands-on practice, and ask the leaders to get a good feel for what is involved in playing the dart game.
- Ask prompting questions related to leadership behaviors.
- Discuss the leader's role. Help the two leaders identify their training, inspiring, and coaching roles. Encourage the leaders to attend to all different roles.
- Ask the leaders to anticipate different outcomes of the tournament: winning, losing, and/or getting totally dominated the other team. Discuss how to handle each of these situations.
- Ask the leaders to recall the behaviors of leaders in the sports arena and in the workplace. Brainstorm leadership strategies that can be borrowed from the others.

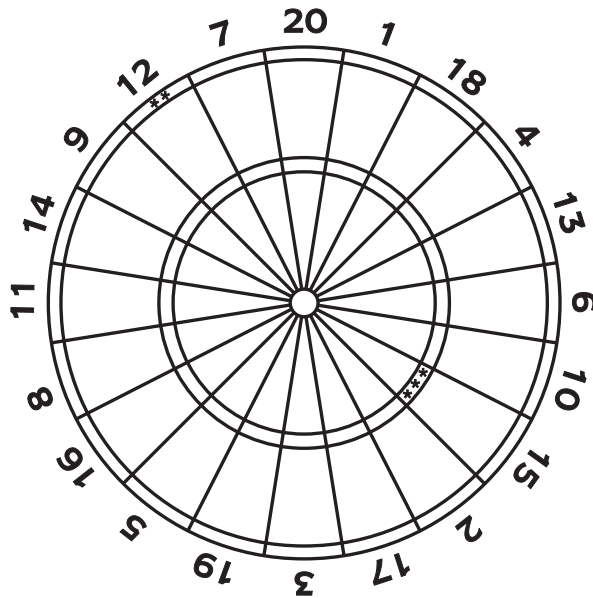
- Identify teambuilding as one of the leadership tasks. Ask the leaders to come up with strategies for the increasing the levels of commitment, trust, and cohesiveness among the team members.

Here are some suggestions for working with the participants during the tournament:

- Talk to the team that is waiting for its turn. Ask the leader and the members what they should be doing to get ready for their turn.
- Freeze the action in the middle of a round. Stop the timer. Ask the team at the NetWork apparatus for self-evaluation of their progress. Ask them how they could improve their performance. Ask the leader to give suggestions to the team members. Ask the team members to give suggestions to the leader.
- Encourage the participants to think out of the box. Don't exclude innovative ideas such as having the leader participate in the game or reducing the number of active players.
- If the team members come up with such wild ideas as unscrewing the marker, state that no one can alter the rule for moving the marker by manipulating the rings attached to the cords.

Playing NetWork Darts

The NetWork apparatus consists of a marker that is controlled by cords. Different participants position themselves around the apparatus and take hold of one or two rings attached to the cords. They coordinate their actions to move the marker over the target and to make marks on specific locations.



The Target

The target used in this game resembles the regulation dart board found in virtually every well-appointed British pub. As you can see in the illustration, the board is divided into 20 pie-shaped sectors. Each sector is numbered with its scoring value on the outside. There is a narrow outer circle. When you mark on this area, you get double the usual value of the segment. For example, if you mark the location indicated by the double asterisk, you get 24 points, which is twice the score of 12 points. There is also an inner circle that triples the score. For example, if you mark the location with the triple asterisk, you get 45 points (3 times the score of 15) for that segment. The innermost circle (the bull's eye) is worth 50 points.

Playing the Game

The game is played as a contest between two teams of the same size. (However, it does not matter if one team has an extra member.)

When it is one team's turn, all its members take hold of one or more rings attached to the cords and move the marker. All rings must be used.

One team plays first. It has 1 minute to mark as many different areas on the target as possible. To qualify, a mark must be completely inside a specific area and cannot touch the border lines of the area. The leader for the team will keep score, adding the points earned for each mark.

At the end of the 1 minute, the other team has its turn.

The game ends when both teams have completed two turns at the board.

There is one important rule that makes the NetWork dart game different from a regular dart game: Only one legal mark can be made in any sector. (Marks that cross a line do not count.)

Once a sector is marked (independent of whether it is a single, double, or triple location), neither team can earn points by making another mark in that sector.

12. CROSS-FUNCTIONAL TEAMS

- Synopsis** Two teams learn a NetWork activity, operating under different sets of instructions. The team members are reorganized into two cross-functional teams. The debriefing discussion focuses on initial problems associated with the use of cross-functional teams.
- Purpose** To explore problems associated with cross-functional teams.
- Participants** This activity works best with 9 to 17 players.
- Time** 50 minutes (5 minutes for briefing, 30 minutes for the activity, and 15 minutes for debriefing).
- Supplies**
- Two NetWork apparatuses, each with Target #1
 - Timer
 - Two sets of handouts, *Instructions for Team A* and *Instructions for Team B* (reproduce pages 73-74 and 75-76)
- Setup** Using the instructions on pages 5-9, set up the two NetWork apparatuses in different rooms or in different corners of the same room. Attach Target #1 to both NetWork apparatuses.
- Briefing** Divide the participants into two equal-sized teams. (It does not matter if one team has an extra member.) Send the teams to the different NetWork apparatuses.
- Distribute copies of the handout. Make sure that all the members of one team receive the handout for Team A and the other team, handout for Team B.

Ask the participants to read and follow the directions on their handout. Go to Team B and appoint a leader, selecting a participant at random. Explain that all members of the team should follow the leader's instructions.

Facilitation

Tell the teams that they have 15 minutes to develop their ability/master the NetWork device. Give each team a timer and suggest that the team members keep track of their scores.

Observe the team activities and give feedback to ensure that both teams are working according to the instructions in the handout. Encourage the members of Team A to behave in a participatory fashion and the members of Team B to behave in a follow-the-leader fashion.

Stop the activity after about 15 minutes.

Announce that you are going to administer a 1-minute performance test. Ask the members of each team to position themselves around the NetWork apparatus. Set the timer for 1 minute, yell "Go!", and start the timer. Both teams rapidly mark the locations on their target in the prescribed sequence. Stop the activity at the end of 1 minute. Ask the teams to announce their scores.

Announce that you are going to reorganize the participants into two cross-functional teams. Members of these cross-functional teams will continue to improve their ability/skill with the NetWork device for the next 10 minutes.

Switch half the members of Team A and Team B. Ask the newly-created teams to start.

Members of the newly created cross-functional teams are likely to be in conflict because of the differences in their participatory and follow-the-leader operating procedures. Observe the team activities and take notes for use during debriefing. If any participants ask you for guidance, ask them figure out their own strategies.

After 10 minutes, conclude the activity.

Repeat the 1-minute performance test as before.

Debriefing Use the guidelines for the five-phase debriefing procedure (Chapter 5, pages 22-24). Here are suggested questions for debriefing:

- Observation**
- How did the members of Team A learn and practice the NetWork activity? How did Team B learn and practice the NetWork activity?
 - What was your reaction to the way your team was organized?
 - At the end of the first 15 minutes, your team was given a 1-minute performance test. How did your scores turn out? What was your reaction to the score?
 - What was your reaction to being reorganized into a cross-functional team?
 - What happened when you began functioning as a cross-functional team?
 - During the reorganization, did you move to another location or stay at your original location?
 - How did you interact with the members of the other group during the cross-functional team formation?
 - During the cross-functional teamwork, members of which team had more influence and authority?
 - What happened to the leader of Team B when cross-functional teams were created?
 - What was your score at the final 1-minute performance test? Was it better or worse than the previous score?

Interpretation State the following general principles and ask the participants if they agree or disagree. Encourage them to provide supporting data from the NetWork activity and from their workplace experiences.

- The formation of cross-functional teams initially results in confusion and reduced productivity.
- Team members seldom question written directives.
- The presence of a leader makes the team stable and efficient.

- The absence of a leader increases participation among the team members.
- Too much participation reduces a team's productivity.
- Members of newly established cross-functional teams should spend some time in establishing a set of groundrules.
- People don't accept changes in work procedures even if these changes are more empowering.

Encourage the participants to offer and discuss additional principles similar to these.

Correlation

- Have you ever been a member of a team that was organized just like Team A? What are the advantages and disadvantages of this type of team operation?
- Have you ever been a member of a team that was organized just like Team B? What are the advantages and disadvantages of this type of team operation?
- Have you ever been a member of a cross-functional team? Did this team face the same type of problems that were faced by the cross-functional team in this activity?
- How does the Team A leader compare with some team leaders or managers in your workplace?

Follow up with each principle from the preceding *Interpretation* section. Ask the participants to discuss the application of the principle in their workplace.

Speculation

What if—

- both teams were organized in the same way?
- the leader was elected by the members of team A?
- we had an assistant leader along with the leader for Team A?
- Team B also had a leader, but followed a participatory approach?
- the first phase of the activity lasted for 30 minutes (instead of 15 minutes)?

- the cross-functional teams continued the NetWork activity for 30 minutes before the final 1-minute performance test?
- there were no 1-minute performance tests?
- members of Team A ignored their leader?
- members of Team B elected a leader?

Application

- If we conducted the same NetWork activity again, how would you behave differently—knowing what you know now?
- Based on the insights you gained from this activity, how would you change your teamwork behaviors in the workplace?

Adjustments and Variations

Only one NetWork apparatus available? Ask Team A and team B take turns working at the apparatus for 15 minutes each. Later, ask the two cross-functional teams to take turns. (This approach will require about double the amount of time compared to the two-NetWork version.)

Too few participants? You can conduct this activity with as few as five participants: Team A with a leader and two members and Team B with two members.

Too many participants? The two teams may have more than eight members. In Team A, ask the members to take turns at the NetWork apparatus. In Team B, ask the leader to decide what to do about the extra members. You can also give appoint a referee at each table and a non-playing observer at each table.

Not enough time? Reduce the time allotted for the two phases to 5 minutes each. Also reduce the performance test to 30 seconds.

Too much time? Allot more time for the two phases, up to 30 minutes each. Increase the time for the performance test to 2 minutes.

No time for debriefing? Prepare and distribute a list of selected debriefing questions. Ask the participants to respond to these questions and compare their answers with each other.

Alternatively, ask the participants to write their responses to the questions as a homework assignment.

**Suggestions for
the Practice-
Field Approach**

During the first phase, give suggestions to the teams on how to function more effectively—while following the instructions.

During the second phase, give suggestions to the cross-functional teams: Encourage the team members to share their preferred modes of operation and to negotiate a set of groundrules. Prompt the participants with the following questions:

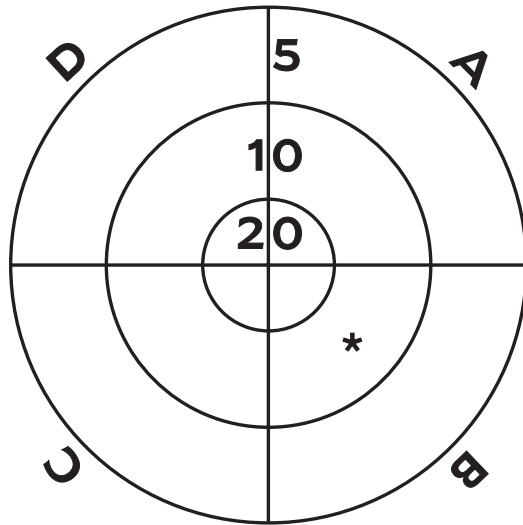
- How did you function as a team during the previous round?
- Which procedures do you want to continue using? Why?
- Which procedures do you want to discontinue? Why?
- Should we elect a leader for our cross-functional team? Why or why not?
- Should we encourage everyone to talk during the activity? Why or why not?
- Should we permit changes in our procedure as we continue the NetWork activity? How should we go about making these changes?

Instructions for Team A

The NetWork apparatus has a felt marker with several cords attached to it. These cords pass through loops in a metal framework and end in eight rings. Members of your team should stand around the apparatus and each member should hold one or two rings.

A target is attached to the base of your NetWork apparatus. Your goal is to mark different locations on the target, making as many marks within a minute as possible. Your score equals the number of marks you made in a minute.

The Target



The target has three concentric circles (called *tracks*) numbered 5, 10, and 20. The tracks are divided into four sectors labelled A, B, C, and D. Locations on the target are specified by the sector letter followed by the track number. For example, B-10 is the location with an asterisk in the diagram.

Sequence of Locations

In this activity, you should mark the locations on the target in the following sequence:

A-5, B-5, C-5, D-5

A-10, B-10, C-10, D-10

A-20, B-20, C-20, D-20

Once you have completed the cycle, repeat the procedure by beginning with A-5.

Scoring

For each correct mark, the team earns a number of points equal to the number of the sector. For example, for marking C-5, the team earns 5 points; for marking A-20, 20 points. For making marks in an incorrect location or on a line, the team loses 10 points.

Organization of the Team

All members of the team have the same status and responsibilities. They all participate in the NetWork activity unless there are more than eight members. In this case different members take turns working on the NetWork apparatus.

Here are some guidelines for your teamwork:

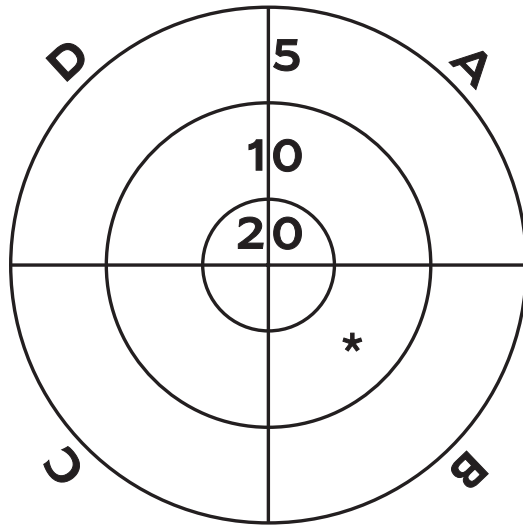
- During your initial learning and practice periods, work with the cap on the felt marker
- Create a supportive and accepting climate in your team.
- While learning and practicing the procedure, encourage everyone to share their thoughts and ideas.
- Keep a continuous conversation going, giving suggestions and feedback.
- Encourage experimentation and accept errors as a useful learning activity.
- Having fun at the activity is as important as scoring points.
- Be creative and come up with ingenious strategies.
- Keep on learning, experimenting, and having fun!

Instructions for Team B

The NetWork apparatus has a felt marker with several cords attached to it. These cords pass through loops in a metal framework and end in eight rings. Members of your team should stand around the apparatus and each member should hold one or two rings.

A target is attached to the base of your NetWork apparatus. Your goal is to mark different locations on the target, making as many marks within a minute as possible. Your score equals the number of marks you made in a minute.

The Target



The target has three concentric circles (called *tracks*) numbered 5, 10, and 20. The tracks are divided into four sectors labelled A, B, C, and D. Locations on the target are specified by the sector letter followed by the track number. For example, B-10 is the location with an asterisk in the diagram.

Sequence of Locations

In this activity, you should mark the locations on the target in the following sequence:

A-5, B-5, C-5, D-5

A-10, B-10, C-10, D-10

A-20, B-20, C-20, D-20

Once you have completed the cycle, repeat the procedure by beginning with A-5.

Scoring

For each correct mark, the team earns a number of points equal to the number of the sector. For example, for marking C-5, the team earns 5 points; for marking A-20, 20 points. For making marks in an incorrect location or on a line, the team loses 10 points.

Organization of the Team

Your team has a leader to increase its productivity and to assure efficient use of individual effort. Your leader will guide you, coach you, and tell you what to do. Be sure to follow the leader's instructions.

Here are some guidelines for your teamwork:

- During your initial learning and practice periods, work with the cap on the felt marker.
- Commit yourself to reaching the goals set by the leader.
- Work silently at the NetWork apparatus. Let the leader do the talking.
- Focus on getting the job done. Synchronize your movements by following the leader's instructions.
- If the leader asks you a question, respond immediately. Otherwise, avoid unnecessary conversations.
- Remember that your team is out to establish a new record. Do your part by efficiently following the leader's instructions.

13. TEAM DESIGN

| | |
|---------------------|--|
| Synopsis | The participants are divided into two teams. Each team selects a topic related to teamwork and designs a NetWork activity to explore it. Later, each team conducts the activity with members of the other team. |
| Purpose | To explore factors that contribute to creative teamwork. |
| Participants | This activity works best with 10 to 20 players who have some experience with NetWork activities. |
| Time | 1 hour 30 minutes (5 minutes for briefing, 40 minutes for designing the activities, 30 minutes for conducting the activities, and 15 minutes for debriefing) |
| Supplies | <ul style="list-style-type: none">■ 2 NetWork apparatuses■ 2 sets of targets■ Handout. <i>Designing and Customizing NetWork Activities</i> (reproduce Chapter 6, pages 25-30)■ 2 Timers |
| Setup | Using the instructions on pages 5-9, set up two NetWork apparatuses in different rooms (or in different corners of the same room). |
| Briefing | Divide the participants into two equal-sized teams. (It does not matter if one team has an extra member.) Assign each team to a different NetWork apparatus. |

Explain that each team will prepare a NetWork activity on a topic related to teamwork. Later, each team will take turns to conduct its activity with the members of the other team.

Facilitation Distribute the handout. Explain that it deals with the design of NetWork activities.

Ask each team to select a topic related to teamwork, using the list in the handout if necessary. Tell the team to design a NetWork activity to explore this topic.

Specify the time limit. Start the timer and announce that the teams have 30 minutes to come up with the activity. It is not necessary that the teams should write a complete set of instructions for the activity. However, they should have an outline of the steps.

Act as a technical facilitator for answers to questions related to the design of NetWork activity. Encourage the teams to try out the activity on the NetWork apparatus.

Monitor the timer and keep announcing the remaining time. Conclude the design phase after 30 minutes.

Select one of the teams to conduct its activity. Warn the team that you may stop the activity in the middle, after about 15 minutes.

Help the selected team to conduct its activity with the members of the other team acting as participants. Stop the activity after about 15 minutes.

Ask the other team to conduct its activity. Use the same procedure and stop the activity after 15 minutes.

Briefly elicit comments on the positive aspects of the two activities and/or offer constructive suggestions for their improvement.

Debriefing Use the guidelines for the five-phase debriefing procedure (Chapter 5, pages 22-24). Here are suggested questions for debriefing.

Observation

- How did the teams go about designing the activity?
- How did the team members select the topic for the activity? What factors influenced the selection of the topic?
- What role did different team members play in the design of the activity?
- How did you evaluate various design ideas and select the best ones?
- How did you conduct the activity?
- What roles did different team members play in conducting the activity?
- Did the role of the team members change between the design and the implementation phases?
- How did the participants from the other team react to your activity? How did their reactions compare to your expectations?
- What were the differences and similarities between the two activities?

Interpretation

State the following general principles and ask the participants if they agree or disagree with each. Encourage them to provide supporting data from the NetWork activity and from their workplace experiences.

- Almost any teamwork situation can be simulated by a NetWork activity.
- You learn more about your topic by designing an activity.
- Different skills are required for designing an activity and for conducting it.
- Effective facilitators make changes while conducting an activity.
- It is easier to improve other people's activities than it is to design an activity from scratch.
- Encourage the participants to offer and discuss additional principles similar to these.

- Correlation**
- Does your experience in this activity remind you of similar activities in your workplace?
 - The time limit for this activity puts pressure on your team. Do you have similar experiences with time limits in your workplace?
 - Working with a team on a design activity has several advantages and disadvantages. How does the teamwork in this activity compare with teamwork in your organization?

Follow up with specific questions related to the principles listed in the *Interpretation* section.

- Speculation** What if—
- your team had several days to design the NetWork activity?
 - your team had only 5 minutes to design the NetWork activity?
 - your team had only two members?
 - your team had 15 members?
 - your team had a leader?
 - nobody in your team had any experience with NetWork activities?
 - you did not receive the handout?
 - the best activity received a cash prize?

- Application**
- If we conducted the same activity again (but with a different team) how would you behave differently—knowing what you know now?
 - Using the insights you gained from this activity, how would you behave differently in future teamwork assignments in your organization?

Adjustments and Variations

Too few participants? You can conduct this activity with as few as four participants divided into two partnerships.

Too many participants? Divide the participants into three or more teams. Randomly select one or two teams to demonstrate their activities.

Not enough time? Reduce the amount of time given to the design phase. Instead of actually conducting the activities, give each team 2 or 3 minutes to make a presentation describing its activity.

Not enough time for debriefing? Prepare and distribute a selected list of debriefing questions. Ask the participants to respond to these questions at their leisure.

Too much time? Expand the activity to take up several hours or even several days. Give the teams ample time for the design activity. Let the teams conduct their activity for longer periods of time.

Only one NetWork apparatus? During the design phase, ask the teams to take turns at the apparatus.

Suggestions for the Practice-Field Approach

During the design phase, act as a consultant to the teams and offer various suggestions. Share your own design experiences. Visit each team and asking probing questions to help them in the design process. Here are some suggested questions:

- What is the primary purpose of your NetWork activity? Is it designed to train the participants or to test them?
- What is the topic (or the major learning point) of your NetWork activity? Why do you think this is an important topic?
- Which will be most appropriate for your NetWork activity: the challenge-arena approach or the practice-field approach?
- What is the goal of your NetWork activity? Does this goal focus on speed, accuracy, flexibility, or performance improvement?
- How do you score the team's performance in the NetWork activity? Does your scoring system include penalties?
- How many NetWork apparatuses do you want to use?

- Which target do you want to use in your NetWork activity?
How does this target relate to the topic you want to explore?
- How long does the NetWork activity last? Is this time period suitable for exploring the topic?
- How should you divide the NetWork activity into planning and implementation periods?
- How many people will participate in the NetWork activity?
What is the minimum required number of participants? What is the maximum number of participants the activity can handle?
- How do you want to organize the participants into teams?
- If you are planning to have more than one team, what is the relationship among these teams?
- Do you want to assign different roles to the participants?
What roles would be appropriate?
- How much time do you want to spend debriefing the participants after the NetWork activity?
- What questions will you ask during the different stages of debriefing?

While the teams conduct their NetWork activities, participate as a player. During and after the activity, encourage the teams to make suitable modifications based on participant feedback.