

W05 TEAM RHYTHM: INTERACTIVE OD THAT'S MORE THAN EDUTAINMENT

By Paul Cicco

What does operating in the high-performance zone look, sound and feel like? What moves individuals and organizations to go the extra mile towards achieving extraordinary results?

In his best seller *The Fifth Discipline*, management guru Peter Senge states:

When a team becomes more *aligned*, a commonality of direction emerges and individual energies harmonize. There is less wasted energy. In fact, a resonance or *synergy* develops, like the coherent light of a laser, rather than the incoherent and scattered light of a light bulb. There is commonality of purpose, a shared vision, and an understanding of how to complement one another's efforts. Individuals do not sacrifice their personal interests to the larger team vision; rather the shared vision becomes the extension of their personal vision.

Jazz musicians know about alignment. There is a phrase in jazz, "*being in the groove*" that suggests the state when an ensemble "plays as one". These experiences are very difficult to put into words – jazz musicians talk about them in almost mystical terms: the music flows through you rather than from you.

Helping teams to operate "in the groove" requires more than just describing how to reach alignment. It takes an *epiphany*, the kind that comes from experiencing a powerful event.

Facilitating interactive programs allows people to engage their *emotional intelligence* as well as their intellectual capability. Music is one of many mediums one can use to access this emotional/intellectual balance.

In Rhythm as in Life...

- Filling space makes a statement. How do you show up? How credible are you?
- Leaving space facilitates trust. How empathetic are you towards others?
- Trust = $\frac{\text{Credibility} \times \text{Empathy}}{\text{Risk}}$
- The space that one leaves open is often as important as the notes one chooses to play.

CHANGING ATTITUDES AND BEHAVIORS THROUGH EXPERIENTIAL ACTIVITY

By Mel Silberman, Active Training

Take participants through an experience that is appropriate to your topic. These experiences might include any of the following:

- Game or simulation
- Music, art or dance
- Field trip
- Video
- Debate or Role play
- Mental imagery exercise

What?

Ask participants to share what happened to them during the experience:

- What did they do?
- What did they observe or think about?
- What did they feel during the experience?

So What?

Next ask participants to ask themselves *so what?*

- What benefits did they get from the experience?
- What did they learn (or re-learn)?
- What are the implications of the activity?
- How does the experience relate to the real world?

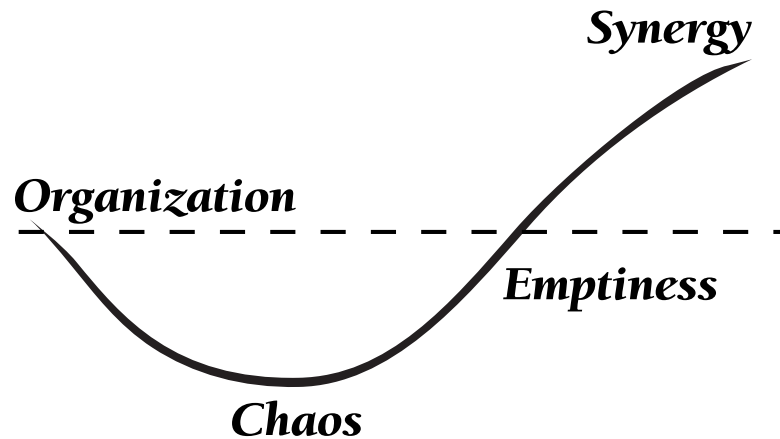
Now What?

Finally, ask the participants to consider *now what?*

- How do you want to do things differently in the future?
- How can you extend the learning you had?
- What steps can you take to apply what you've learned

FOUR PHASES OF TEAM BUILDING

Adapted from Different Drum by M. Scott Peck (1987) - Touchstone



Organization

- A new team forms, or new people join an existing team and search for appropriate ways to fit in
- Team members pretend that they are in alignment and deny or ignore their individual differences

Chaos

- Stronger personalities make misguided attempts to dominate and/or control
- Team members get sidetracked by interpersonal drama
- Peoples' attachments to their own ways keep them from seeking mutually beneficial solutions

Emptiness

- Team members share their vulnerabilities and face the unknown together
- Individuals let go of some measure of their personal attachments
- A meditative state of "beginner's mind" allows for the unexpected to emerge

Synergy

- Team members regard each other with greater trust, humility and respect
- Consensus happens without force or coercion
- The team becomes an inclusive community in which people feel safe to express their true selves and to explore new opportunities

APPRECIATIVE INQUIRY

By Diana Whitney and Amanda Trosten-Bloom

Appreciative Inquiry (AI) is a process for strengthening an organization's capacity to initiate positive change. It is based on these principles:

- **Constructionist:** Reality is socially created through language and conversations
- **Simultaneity:** The moment we ask a question, we begin to create a change
- **Poetic:** The stories we tell create the world we know
- **Anticipatory:** Human systems move in the direction of their images of the future
- **Positive:** Momentum for large scale change requires large amounts of positive affect and social bonding
- **Wholeness:** Bringing all stakeholders together stimulates creativity and builds collective capacity
- **Enactment:** Positive change occurs when the process used to create the change is a living model of the ideal future
- **Free Choice:** People are more committed and perform better when they have freedom to choose how and what they contribute

Appreciative Inquiry 4-D Model

Appreciative Inquiry generally moves through four primary stages:

Discovery:

- What past (individual and collective) successes can we appreciate and celebrate?
- What gives life to the organization?

Dream:

- What is the world calling for?
- What are we inspired to create?

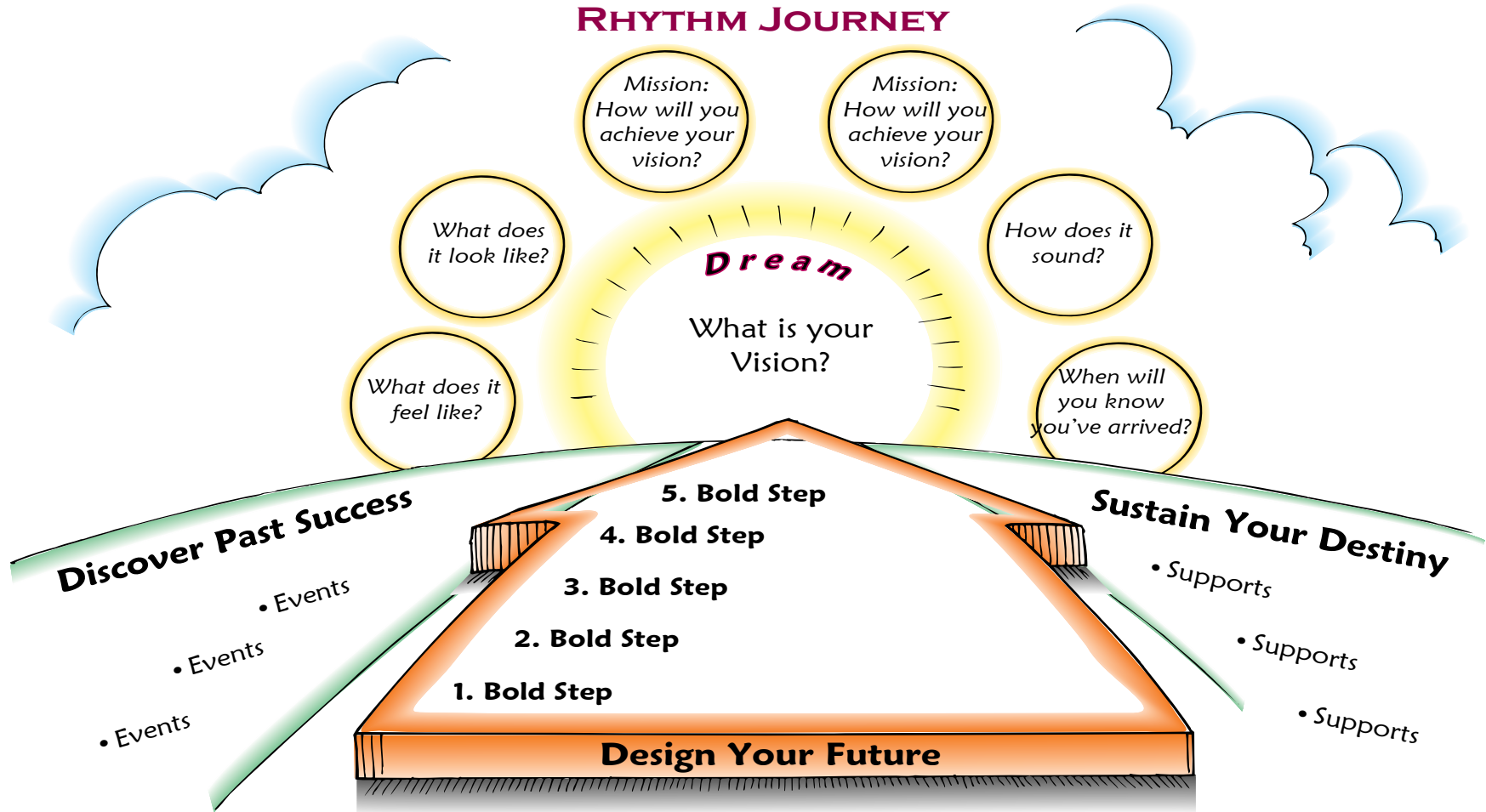
Design:

- How do we design the ideal?

Destiny:

- How can we empower, learn, adjust and improvise?
- How can we sustain our destiny?

RHYTHM JOURNEY



"THIRTY-FIVE"- SELECTING THE BEST IDEAS

By Sivasailam "Thiagi" Thiagarajan

Give each team member a 3" x 5" index card. Ask them to write the most potent idea they can think of for improving their circumstances. The ideas with the most impact will rise to the top.

Step One: Idea Generation

- Everyone writes a strategy on an index card (no more than 3 sentences)
- Write legibly so that everyone else can read it (give them 90 seconds)
- Then say: "Look at the card and note how brilliant your idea is".
- "Now detach yourself from your idea and send it into the real world."

Step Two: Shuffle the Deck

- Ask all participants to stand in an open space in the room
- When the whistle blows, turn the card face down and exchange cards with somebody else
- Continue exchanging cards rapidly until they are all mixed up

Step Three: Compare Ideas and Assign Relative Value

- When you hear the whistle blow again, stop and find a partner
- Each pair of people compares the two ideas on their cards (45 seconds)
- Distribute 7 points between these two ideas and write the point values on the back of the cards
- 6 or 7 points = very useful; 1 or 2 points = not very useful

Steps Four through Seven: Four More Rounds of Idea Comparison

- Swap cards as before
- Next time the whistle blows, form partners again
- Compare two ideas at a time for a total of five different rounds
- At the end of the fifth round, each card will have five numbers on the back

Step Eight: Identify Top 5 Ideas

- Have class members add up the numbers on the back of their cards and start counting down from 35 -- the maximum score an idea can get
- You keep counting down until someone has a card with that number of points, (e.g.: 27) and that's the top idea generated and evaluated by the group of people
- Keep counting down until you have identified the top 5 ideas

This activity lasts for about 20 minutes. The whole concept behind it is that participants bring their own ideas to any change effort. If you can structure the situation so as to get out of their way, they can learn a lot from each other.