

# Group Juggle/Warp Speed

Activity



OKA

# Group Juggle/Warp Speed

## Objectives

- To energize and engage your group
- To learn each others' names
- To kick-start group forming stage
- To illustrate group problem-solving skills and offer opportunities for improvement
- To experience EQ elements or MBTI preferences in action when used in conjunction with those tools

## Trainer Instructions

**Note:** This exercise is best done with a group at the early portion of a half day or full day of experiential activities or at the beginning of the afternoon session of a day of MBTI or EQ-i training. The first part of the activity (Group Juggle) can be done by itself or followed by second part (Warp Speed), but the depth of debriefing can be enhanced by transitioning into Warp Speed.

1. Have participants stand in a circle facing the center of the circle with a couple of feet between each person.
2. Give one participant an object with the instruction to pass it to another person, but **not** the person on either side of him/her (an option is to have the participant say the name of the person to whom he/she is passing the object, which reinforces name learning and remembrance).
3. This passing continues until everyone has gotten the object once. The last person to receive the object passes it back to the first person. This establishes the sequence.
4. The facilitator will have the participants pass the object again, cementing the order/sequence and continuing to call out names if desired.
5. Once there is some skill in passing the object around, introduce new objects into the group – one at a time – so that there are multiple objects being passed. It helps in making this exercise more relevant to refer to each object as a task, a message or data being transferred. As the exercise continues, the number of tasks/messages/data increases. It is also helpful if the objects you choose are of differing sizes, shapes and weights.
6. Establish that the goal is **quality** and **accuracy**, which means that the order must be correct and that no task is dropped.

## Category

Group Intro/Forming Stage

Group Energizer

Post Introduction to [MBTI](#) or post [EQ-i](#) Feedback

## Exercise Stage

Basic stand alone, as part of a half day to a full day of experiential activities

Post-intro to an organization development instrument

## Number of Participants

Minimum: 6 (possible for a small group to engage with this content—but the benefits of group-level interaction are missing)

Ideal: 8 - 15

Maximum: 20

## Time Required

Minimum: 20 minutes

Maximum: 45 minutes

(larger groups need more sub-groups, which takes more time, and the amount of discussion/process of exercise output is a variable affecting time)

## Materials Needed

- 10 – 30 throwable objects (safe to toss around without injuring anyone)
- Stopwatch



7. Ask the group the following questions:

#### Processing Questions

- In what ways does this exercise reflect your daily work?
- What works well – what are best practices – in getting “tasks” around the circle?
- What happened to your focus when I introduced multiple objects into the sequence?
- What does that remind us of, if we put it in work context?

8. Take all objects away but one (preferably a ball) – and tell the group that the focus is changing from quality and accuracy to speed. In the next step, volume will decrease (only one object or “task”), but transfer speed is stressed in addition to quality and accuracy. Tell them the instructions as follows: “The instructions are: Using our sequence, I’m interested in seeing how fast we can pass this information (one object) so that everyone receives it independently and in the correct order. So, pass the object in the given order (the one you came up with) through the entire group as fast as humanly possible; each person must have exclusive access to the object before that exclusive access is then given/transferred to the next person. Any questions?” Let them know that you are the time keeper.
9. Time the group passing the object through the same order, starting and stopping the clock with the first person to have the object. Whatever time the group achieves, challenge them to lower it significantly. As facilitator, you can frame it that the order came from the boss or that a competitor was able to demonstrate the task in half the time they have achieved.

#### Processing Questions

- In what ways does this exercise reflect your daily work?
- What could you do as a group to lower your time?
- Whatever ideas came about to lower the time, ask what prevented these ideas from being adopted sooner.

### Debriefing Instructions

1. Ask the processing questions above throughout the exercise.
2. Ask the group if everyone’s ideas were heard.
3. Ask how welcoming the group was to new ideas.
4. Ask questions about the group’s ability to listen carefully to the change in the rules that took place the second time around – the key being that the second set of rules did **not** prohibit them passing the object to the person next to them.
5. How willing were they to shift their paradigm once they realize that standing in a circle was not necessary and that they were not restricted from passing

the object to the people on either side of them?

## **Debriefing Instructions If Activity is Used After MBTI Introduction**

**Note:** This is a great activity to see how Extraverts and Introverts manage issues around communication as well as how J and P issues surface around planning. This activity can highlight other issues around the Data Gathering Function and around the Decision Making Function.

1. Was everyone heard?
2. Was there enough airtime management?
3. Was there a plan?
4. Did you notice a difference between how Js and Ps went into the implementation phase?

## **Debriefing Instruction If Activity is Used After EQ-i Introduction**

**Note:** This is a great activity to see how behaviors associated with many EQ elements manifest. Most commonly encountered behaviors associated with EQ elements on this activity are: Emotional Self Awareness, Emotional Expression, Assertiveness, Independence, Empathy, Problem Solving, Impulse Control and Flexibility. The list of questions to ask around EQ elements are numerous, but some common ones are:

1. Did anyone feel frustrated at some point?
2. Were you able to identify the feelings experienced and what was causing them?
3. How did you express or deal with that?
4. Did anyone dominate the conversation or speak incessantly?
5. Was anyone inhibited from voicing their opinion about how you should solve this problem?
6. How assertive were you?
7. Did people think of new ideas that had not been brought up before?
8. Did you voice that?
9. How did your emotions, as you experienced them, help or get in the way of working together on solving the challenging environment of varying opinions and perspectives?
10. How flexible were you in adopting an idea and changing your views/emotions about it?
11. Were you able to approach the changing directions with an open mind or were you stuck on the “old way of doing things?”

