

Zoom/Re-zoom

Objectives

- To explore how groups establish ways to deal with communication issues
- To kick-start groups from one stage to another in the group performance model
- To illustrate group problem-solving skills and offer opportunities for improvement
- To illuminate group communication challenges arising from assumptions made and differences in perspective
- To experience EQ elements or Type preferences in action when used in conjunction with such assessments.

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 Type or EQ-i training. This activity is about a group trying to create a unified story from a set of sequential pictures. The pictures are randomly ordered and handed out. Each person has a picture but cannot show it to the others. It requires patience, communication, and curiosity about other points of view in order to recreate the picture sequence/full story.

1. Give each participant a picture from the approximately 30 sequential pictures contained in either *Zoom* or *Re-zoom*. Each person receives a page and is instructed not to show it to anyone else.
2. Instruct the group that they are tasked to get the pictures in the correct order without looking at each other's pictures.
3. Instruct the group members that they cannot reproduce or trace any of pictures to communicate what they have. They can only communicate verbally.
4. At the end, the group needs to present the story by hanging up or laying down the pictures in sequential order. Allow the group members to walk through narrative and sort out any mistakes.

Category

To induce Storming Stage or to test a group's Performing Stage abilities. (However, this activity is very versatile and can be used at any stage of a group's development)

Group Problem Solving

Post Introduction to Type or post EQ-i Feedback

Exercise Stage

Advanced 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: 20 (possible for a small group to engage with this content—but the benefits of group-level interaction are missing)

Ideal: 31

Maximum: 35. If you have more people than pictures, assign the extra people the role of observing and giving the group feedback, during the debriefing.

Time Required

Minimum: 30 minutes

Maximum: 60 minutes

Materials Needed

- The children's picture book *Zoom* and/or *Re-zoom* by Istvan Banyai. (Removing the book pages and laminating or inserting each into plastic sleeves works well as the pages are black on the back side).



Processing Questions

- What types of communication were used?
- How were the types of communication decided upon?
- What might have worked better?
- In what ways does this exercise reflect your daily work?
- What worked well – what are best practices – in getting the sequenced figured out?
- What were inherent difficulties of sharing one’s unique perspective with the group?
- What kind of leadership was used to tackle problems? Who were the leaders? What kind of leadership might have worked best?

Debriefing Instructions

1. Ask the processing questions above at the end of the exercise. However, if the group struggles, do a process check and ask a couple of strategic questions to get them back on track.
2. Ask the group if everyone’s ideas were heard.
3. Ask how welcoming the group was to new ideas.

Debriefing Instructions If Activity is Used After Type Introduction

Note: This is a great activity to see how Extraverts and Introverts manage issues around communication as well as how Sensing and iNtuition issues surface around communication. This activity can highlight other issues around the Decision Making Function as well as the Outer World Orientation Attitude.

1. Was everyone heard?
2. Was there enough airtime management?
3. Was there a plan?
4. Did you notice a difference between how Ss and Ns went about communicating the “picture as they see it”?

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?



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4. Did anyone dominate the conversation?
 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?”