



# LEGO MAN

## FACILITATOR GUIDE





# Team-building Workshop: Lego Man

## Introduction

Team building is an important step each team should take to ensure success during the Toastmasters year. You will need to work with your team members by setting and accomplishing goals. The following activity will assist participants in building a strong, healthy team.

## Overview

This activity involves several teams competing to assemble a Lego model based on an example and strict guidelines. The process has two phases: the planning phase and the assembly phase. During the planning phase, team members spend as much time as desired to create a strategy for assembling the model. During the assembly phase, each team is timed to determine the length of time to accomplish the task.

## Objectives

After completing this session, participants will be able to do the following:

- Explain the importance of developing a proper plan prior to beginning a task
- Describe the importance of adapting quickly and developing alternative solutions to problems
- Explain the importance of distributing work and resources appropriately
- Analyze the dynamics of a healthy team

## Materials

- One Lego Man Kit per team, plus one set for the facilitator (48 pieces per set)
  - 11 red 8s
  - 12 white 8s
  - Three red 6s
  - Two white 6s
  - Six red 4s

- Six white 4s
- Three red 2s
- Three white 2s
- One red peg
- One white peg
- Participant Instructions for each team (see Appendix)
- Flip chart
- Markers
- Scratch paper
- Pencils
- PowerPoint

### Group Size

Teams of eight to 15 participants

### Setting

Large room with tables for each team placed approximately 15 feet apart

One table, displaying the Lego Man model, near the center of the room, equal distance from all teams tables

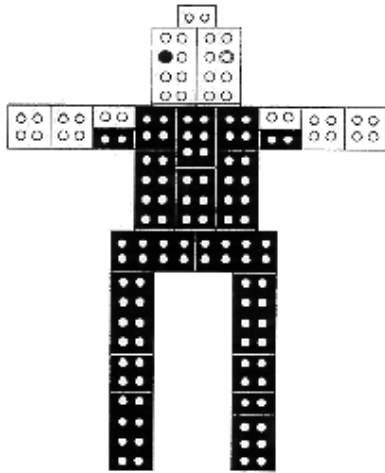
### Time

- Approximately 85 minutes

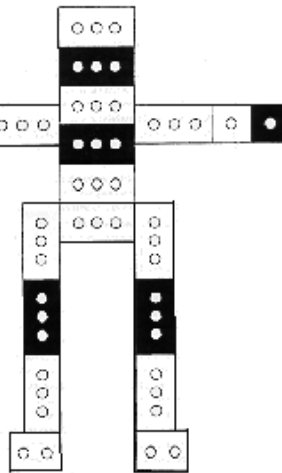
## Preparation

1. Prior to the beginning of the session, assemble the Lego Man model according to the diagrams below and place it on the table in the center of the room.

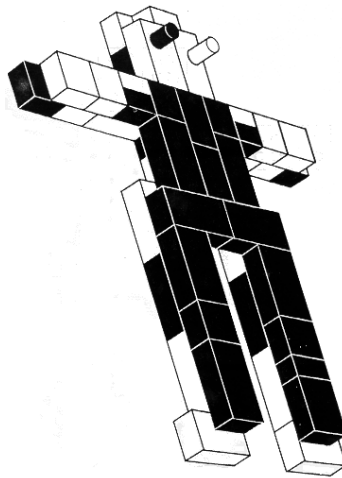
Top layer, face up



Bottom layer, face down



Composite view



2. Assemble one Lego Man Kit for each team and place on each table.
3. Copy Participant Instructions for each team and place one copy on each table.

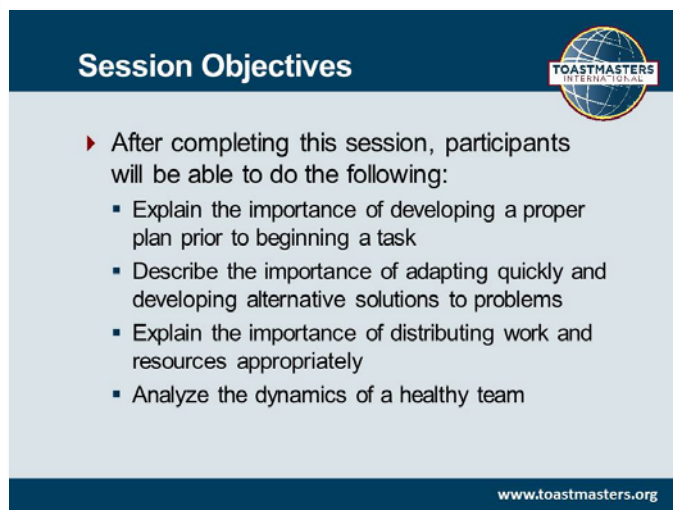
## Process



1. SHOW Lego Man Workshop slide as participants enter room.



2. SHOW Session Objectives slide.



3. PRESENT

- After completing this session, you will be able to do the following:
  - Explain the importance of developing a proper plan prior to beginning a task
  - Describe the importance of adapting quickly and developing alternative solutions to problems



- Explain the importance of distributing work and resources appropriately
  - Analyze the dynamics of a healthy team
4. INSTRUCT participants to form teams of eight to 15 participants.
  5. INSTRUCT participants to assemble by team at each table.
  6. INSTRUCT participants to wait for further instructions before handling materials.
  7. PRESENT
    - Teams compete with each other to assemble an exact replica of the Lego Man model on the center table.
    - You may structure your time and resources in any way you find useful.
  8. READ Participant Instructions aloud.
    - Your team has a set of 48 Lego bricks on the table. The team is to assemble the Legos exactly like the Lego Man model in the center of the room. You may spend as much time as you wish preparing to assemble your Legos. You may work together as a group in the way you find most helpful to prepare for and accomplish the task. This is a competition. Your goal is to achieve the quickest assembly time.
    - Instructions
      - Until your team advises the facilitator that you are ready to begin assembly, you may not touch your Legos, connect any two Legos, or arrange them in any order.
      - When your team is ready to start assembling, advise the facilitator so he or she may begin timing.
      - Tell the facilitator when your team finishes assembling. Your time will not be reported until all teams have completed the task.
      - Only one person may leave your table at a time to view the model.
      - You may not touch the Lego Man model.
      - You may not remove Legos from your table.



- Take your assembled Lego Man to the facilitator to determine whether it has been assembled exactly like the model.
- If it is determined that your Lego Man does not replicate the model, the facilitator will advise your team but will not specify the error. Your team must find the error and correct it. The facilitator will start timing again, adding to your original time until your team completes the Lego Man.
- You may not take photos of the Lego Man model, or use smartphones or computers to assist in the completion of this task.
- Remember, your team may spend as much time as needed to prepare for assembly. Advise your facilitator when your team is ready to assemble.

#### 9. PRESENT

- This activity has two phases: a planning phase and assembly phase.
- You will be timed on the assembly phase.

#### **NOTE TO FACILITATOR**

While you should only announce that teams will be timed during the assembly phase, time both the planning phase and the assembly phase for each team to allow comparison later in the session. Once you have collected the timing, input the data in the PowerPoint. Navigate to the charts in the PowerPoint, right click on the chart, select "Edit data," and enter the updated numbers for each team.

#### 10. MONITOR behavior as teams work.



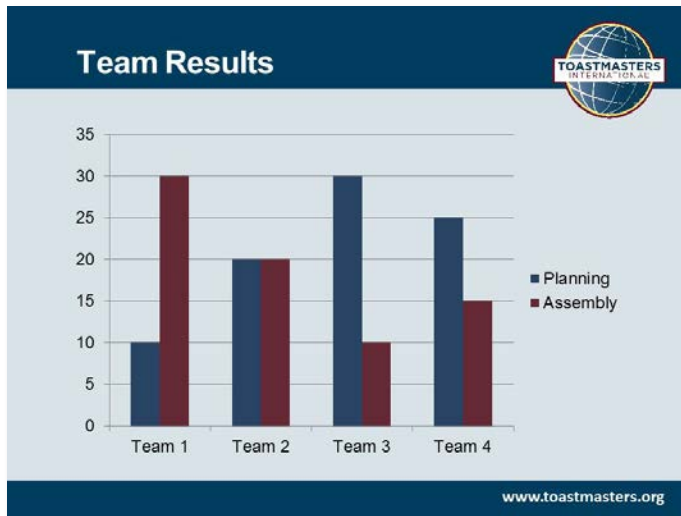
#### 11. TIME

- Each team's planning phase
- Each team's assembly phase



12. ANNOUNCE the winning team when all teams have completed their models.

13. SHOW Team Results slide.



14. PRESENT

- Each team's planning and assembly time

15. SHOW Planning and Assembly slide.

**Planning and Assembly**

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Group	Activity	Minutes
<b>Total</b> (N=110 groups)	Planning	53.46
	Assembly	11.04
<b>Managers</b> (N=14 groups)	Planning	63.28
	Assembly	6.41
<b>Teachers</b> (N=11 groups)	Planning	35.06
	Assembly	17.53
<b>Administrators</b> (N=11 groups)	Planning	24.72
	Assembly	27.98

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16. PRESENT

- This exercise was conducted with 110 groups.
- Out of the 110 groups, 14 groups were managers, 11 groups were teachers, and 11 groups were administrators.

- The entire group averaged 53.46 minutes for the planning phase and 11.04 minutes for the assembly phase.
- For manager groups, the planning phase averaged 63.28 minutes and the assembly phase averaged 6.41 minutes.
- For teacher groups, the planning phase averaged 35.06 minutes and the assembly phase averaged 17.53 minutes.
- For administrator groups, the planning phase averaged 24.72 minutes and the assembly phase averaged 27.98 minutes.
- The record for the activity was a planning phase of 93 minutes and an assembly phase of 38 seconds.



#### 17. ASK

- Which group shows the best results?
- Why?

#### 18. PRESENT

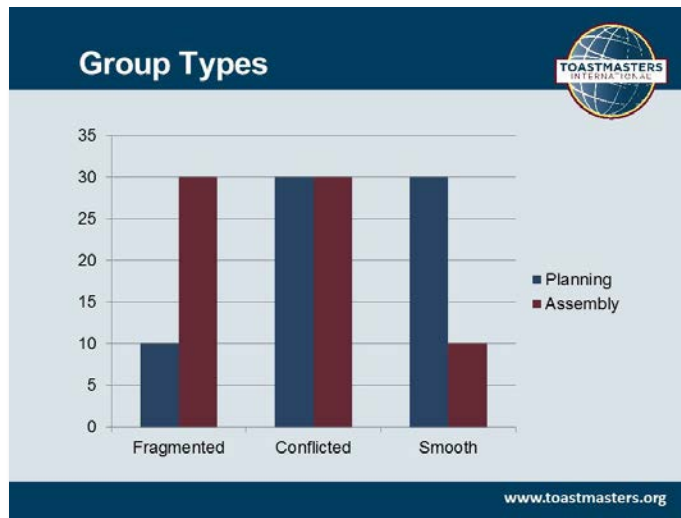
- This exercise and session apply to more than just our Toastmasters' lives.
- It branches into our personal lives and our work lives.
- We are not completing these sessions just to make ourselves better leaders in Toastmasters; these exercises are intended to make us better leaders in life.

#### **NOTE TO FACILITATOR**

If a participant points out that administrators achieved the goal in less time (total time), reiterate that the focus of this exercise is not total time, but the principle of how it was accomplished. It's not solely about getting completing the activity, but how we complete the activity.



### 19. SHOW Group Types slide.



### 20. PRESENT

- Ultimately, this exercise yields three possible outcomes:
  - The **fragmented group** invests little time in the plan and expends maximum time to assemble.
  - The **conflicted group** invests maximum time planning and maximum time assembling with little result and a lot of frustration.
    - On the last slide, the administrators would be put into this category.
  - The **smoothly functioning group** spends maximum time planning and achieves the assembly in minimal time.
    - The managers on the last slide fell into this group. For those of you who stated that the managers showed the best results, you are correct.
- The teachers are between smooth and conflicted.



21. SHOW Fragmented Groups slide.

## Fragmented Groups



- ▶ Autocratic leadership
- ▶ Sub groupings
- ▶ Quick decisions
- ▶ Do not consider quality alternatives
- ▶ Openness is not a norm
- ▶ Exhibit minimal effort and minimal gain

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22. PRESENT

- Fragmented groups typically reveal certain traits:
  - Autocratic leadership occurs.
    - One leader often dictates to others.
    - This one leader takes control.
- Subgroups form.
  - They often form because of disagreement with the "leader."
- Fragmented groups make quick decisions without considering quality alternatives.
  - Subgroups may cause fractures, which make it impossible to reach consensus.
  - Openness is not a norm because a lack of trust is apparent.
  - Minimal effort and minimal gain is exhibited.



### 23. SHOW Conflicted Groups slide.

## Conflicted Groups



- ▶ Cautious
- ▶ Suspicious
- ▶ Consider many alternative plans
- ▶ Use majority vote
- ▶ Exhibit maximum effort and minimal gain

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### 24. PRESENT

- Conflicted groups reveal other traits:
  - They are cautious.
  - They are suspicious.
  - They consider many alternative plans but are not able to move toward consensus.
  - They tend to use majority vote.
    - Typically, this is used in desperation.
    - However, there is little commitment to the plan or outcome.
  - They exhibit maximum effort and minimal gain.



## 25. SHOW Smoothly Functioning Groups slide.

## Smoothly Functioning Groups



- ▶ Trusting
- ▶ Cohesive
- ▶ Exhibit high interaction
- ▶ Test for consensus without threatening members
- ▶ Commit to the plan and outcome
- ▶ Minimal effort and maximum gain

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## 26. PRESENT

- Smoothly functioning groups reveal that they:
  - Tend to be trusting.
  - Are cohesive.
    - Are dependent on one another.
    - Team members bring out each other's strengths.
  - Exhibit high interaction and sharing.
  - Test for consensus without threatening members.
  - Commit to the plan and outcome.
  - Are characterized by minimal effort and maximum gain.



## 27. ASK

- Was there pressure to perform?
  - How did you experience pressure?
    - What was positive?
    - What was negative?
- How might this exercise match situations we face in our roles?
- What motivated you as a team? As individuals?
- Did team members support each other? How?

- What demotivated you as a team? As individuals?
- What communications systems did the team establish?
  - How successfully did they work?
- What group dynamics emerged?
- Did you notice anyone in your group express a strong feeling nonverbally?
  - How was it expressed?
  - How did others notice?
  - How are these nonverbal communications important to teamwork?
- What did you learn from this activity?
- How did you feel when you finished?
- What did you learn about teamwork?

28. DISCUSS for 20 minutes.

29. TIME 20 minutes.



20 minutes



## Conclusion



1. SHOW the Conclusion slide.



2. PRESENT
  - Working together will help your team achieve success.
  - Remember what you've learned today as you complete your term.
3. INSTRUCT participants to share something they learned from this session with another participant.

## Participant Instructions

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