

A Compendium for Trainers
Games & IceBreakers

Round Table India
Human Resources Development
2007

For Distribution to Participants

GAME: UNSCRAMBLING BANK ACCOUNTS

Facts of the Case:

1. The following 5 people have a bank accounts:
ROBIN, JAISIMHA, KHAN, LAMBA and PATTAMBI.
2. The names of their banks (in alphabetical order) is:
CENTRAL BANK, EASTERN BANK, NORTHERN BANK, SOUTHERN BANK AND WESTERN BANK.
3. The following account numbers are issued to account holders:
727253, 1799351, 4219530, 10429538 and 42911786.
4. The accounts contain the following balances (in Indian Rupees):
1347.50, 550.90, 222.12, 105.00, and 25.50.
5. The account holders have the following occupations (in alphabetical order):
ACCOUNTANT, ARCHITECT, LAWYER, DOCTOR and TEACHER.

Additional Data:

1. Pattambi's and Jaisimha's account numbers contain the same number of digits.
2. Lamba is a lawyer.
3. Jaisimha is not an accountant.
4. There is a balance of Rs.105 in the Doctor's account.
5. Western Bank accounts have six digits.
6. Pattambi does not have an account with Southern Bank.
7. The balance in the account with Eastern Bank is Rs.105.
8. Robin does not have an account with Southern Bank.
9. The Doctor's account number is 42911786.
10. The balance in the account number 4219530 is Rs.222.12
11. Pattambi is a teacher.
12. The balance in the Accountant's account is less than Rs.200
13. The balance in the Western Bank account is more than Rs.100.
14. The balance in Jaisimha's account is Rs.550.90
15. The teacher obtained a special overdraft facility with Central Bank.
16. Robin's account number is 10429538.
17. Pattambi drives a 1974 model Fiat.
18. Eastern Bank has very few branches in South India.
19. Western Bank does not maintain accounts with balances below Rs.100.
20. Central Bank gives overdraft facilities to account holders who maintain balances over Rs.2500.

The Task and Scoring pattern:

1. Match the Name of each person with their correct Occupation, Bank, Account number and Account Balance.
 2. If your team solves the problem correctly in all respects, your Team Score will be 100 points **minus** the number of minutes to find the correct answer.
 3. Each time a team returns an incorrect answer, 5 points will be deducted and the team can return to the game.
 4. Any single team member can work on the problem independently and propose the answer, which, if found correct, will get him/her 100 points minus the time taken to arrive at it.
 5. The individual has the right to retain his/her score or return to the team and propose it as a team score. If he/she retains his individual score, the team will then lose 10 points but can still continue to work towards the correct solution.
 6. If the individual returns to the team after giving an incorrect answer, the team will lose 15 points.
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For Faculty Only

ANSWERS TO: UNSCRAMBLING BANK ACCOUNTS

NAME	OCCUPATION	BANK	Bank A/C No.	ACCOUNT BALANCE
Robin	Accountant	Northern	10429538	25.50
Jaisimha	Architect	Southern	1799351	550.90
Khan	Doctor	Eastern	42911786	105.00
Lamba	Lawyer	Western	727253	1347.50
Pattambi	Teacher	Central	4219530	222.12

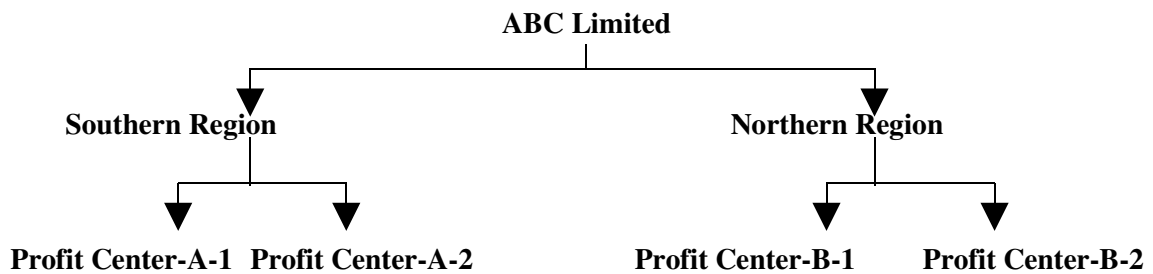
GAME: BLUE-GREEN

Objective: Establish a simulation involving competition and cooperation opportunities and analyze constructive/destructive behavior patterns in individuals and teams.

Participants: Minimum 8. Divided into 4 teams of 2 or more participants.

Methodology:

1. Inform the participants that they are part of a large Company, with four distinct profit centers.



2. The objective of each Profit Center (and hence each team) is to accumulate net positive points.

The Game:

1. Each team will exchange with another BLUE or GREEN Cards.
2. A-1 will exchange cards only with B-1 and likewise A-2 with B-2 only.
3. There would be 8 rounds of transactions (exchanges) in all.
4. A Blue Card exchanged in return for a Blue Card will fetch +5 points.(Positive points)
5. A Green Card exchanged in return for a Green Card will fetch -5 points.(Negative points)
6. If Blue card is given and in return Green Card is received, the team receiving Blue Card will get +10 points and team receiving Green will get -10 points.
7. Teams have the liberty of negotiating/discussing from 4th Round onwards.
8. The points got are doubled in the 6th and 7th Round of the Game.
9. In the 8th and final round the points are squared.
10. Trainer to draw up a scoring table, as indicated below:

Game	SCORES					
Round	A - 1	B - 1	A - 2	B - 2	Points are	Negotiations
Round 1					Same	No
Round 2					Same	No
Round 3					Same	No
Round 4					Same	Yes
Round 5					Same	Yes
Round 6					Doubled	Yes
Round 7					Doubled	Yes
Round 8					Squared	Yes
TOTAL						

Game Analysis:

1. The range of individual team (or Profit Center, as in A-1, B-1 etc) scores can be between -70 to +70.
2. The range of Unit (Regional, as in Southern & Northern region) scores can be between -140 to +140.
3. The range of Total Company scores can be between -280 to +280.
4. The best-case situation is when the total company score is +280 points.

Game Interpretation:

1. Because of inter-team competition, very often the total company scores are pulled down. Did it happen in this case?
2. Did it happen because selfish/destructive competition at Profit Center level becomes so intense that everyone suffered?
3. Do people negotiate constructively to achieve targets?
4. Acknowledge that selfish behavior exists but needs to be curbed consciously for the greater good of the Company. This is especially true in a team situation.

Relating the Game to Tabling:

1. Imagine that the Company is Round Table India, the Regions as Areas and the Profit Centers as Tables.
2. How would the scores be attributed in a Tabling situation? Who suffers, ultimately?
3. Discuss with respect to diverse aspects of our movement where unhealthy competitive spirit can ruin what is essentially good.

GAME: LOST AT SEA (1)

INDIVIDUAL WORKSHEET

You are stranded somewhere in Pacific Ocean on a lifeboat. Because of an explosion in the mother ship, most of your belongings have been destroyed, along with a lot of people, who sank along with the ship. Just a few of you are on this lifeboat. Time is running out and you are not sure of your location, excepting that your best estimate tells you that you could be approximately 1000kms away from the nearest land. Below is the list of items you have on the lifeboat, in addition to personal belongings like currency notes, some cigarettes and matches. Among the 15 other items listed below you may have to throw a few overboard.

Your task is to rank the 15 items given below, in the order of their importance for survival. Assign No.1 to the Most Important and work your way through the items to No.15, which is the Least Important. You are to work individually. Do not consult anyone else.

- SEXTANT
- SHAVING MIRROR
- 5-LITRE CAN OF DRINKING WATER
- MOSQUITO NETTING
- ONE CARTON OF ARMY RATIONS
- MAP OF PACIFIC OCEAN
- SEAT-CUSHION (FLOATING TYPE)
- 2-LITRE CAN OF OIL-GAS MIXTURE
- SMALL AM-FM TRANSISTOR RADIO
- SHARK REPELLANT
- 20-SQ.FEET OF OPAQUE PLASTIC SHEET
- ONE LITRE BOTTLE OF PEURTO RICAN RUM (80% PROOF)
- 15-FEET OF NYLON ROPE
- TWO BOXES OF CHOCOLATES
- FISHING KIT.

GAME: LOST AT SEA (2)

GROUP WORKSHEET

You already know the story. Your group has to survive. You have now to approach the ranking of items, from a group perspective. This is an exercise in group-decision making. Each member of your group must agree to the ranking assigned, through consensus. Convince each other through logic and facts and not through emotions or personal judgments.

GROUP No. _____

- SEXTANT
- SHAVING MIRROR
- 5-LITRE CAN OF DRINKING WATER
- MOSQUITO NETTING
- ONE CARTON OF ARMY RATIONS
- MAP OF PACIFIC OCEAN
- SEAT-CUSHION (FLOATING TYPE)
- 2-LITRE CAN OF OIL-GAS MIXTURE
- SMALL AM-FM TRANSISTOR RADIO
- SHARK REPELLANT
- 20-SQ.FEET OF OPAQUE PLASTIC SHEET
- ONE LITRE BOTTLE OF PEURTO RICAN RUM (80% PROOF)
- 15-FEET OF NYLON ROPE
- TWO BOXES OF CHOCOLATES
- FISHING KIT.

GAME: LOST AT SEA (3)

SCORING SHEET

ITEMS	(A) YOUR RANK	(B) GROUP RANK	(C) EXPERT RANKING	(D) A - B (+)	(E) A - C (+)	(F) B - C (+)
SEXTANT						
SHAVING MIRROR						
5-LITRE OF DRINKING WATER						
MOSQUITO NETTING						
ONE CARTON OF ARMY RATIONS						
MAP OF PACIFIC OCEAN						
SEAT-CUSHION (FLOATING TYPE)						
2-LITRE OF OIL-GAS MIXTURE						
SMALL AM-FM RADIO						
SHARK REPELLANT						
20-SQ.FEET OF PLASTIC SHEET						
ONE LTR OF PEURTO RICAN RUM						
15-FEET OF NYLON ROPE						
TWO BOXES OF CHOCOLATES						
FISHING KIT						
TOTAL						

Note:

All differences in Col. (D), (E), and (F) are to be made +ve only (+).

Total of Col. (D) is the Group Influence score

Total of Col.(E) is the Individual accuracy score

Total of Col.(F) is the Group accuracy score.

GAME: LOST AT SEA (4)**EXPERT RANKING AND RATIONALE SHEET**

According to experts from the United States Marines, the basic supplies needed when a person/s are stranded in mid-ocean are articles needed to attract attention and articles needed to aid survival *until rescuers arrive*. Articles for navigation are of little importance; even if a small lifeboat were to reach land eventually it cannot carry enough food and water for its occupants to survive the ordeal of the journey. Without signaling devices there is little chance of being spotted and rescued, and most rescues occur within the first 36-48 hours and surviving this period requires essential food and water intake. Hence, the rationale for ranking. Here are the experts ranking with a rationale for each item.

RANK	ITEM	EXPERT'S RATIONALE
1	Shaving mirror	Critical for air-sea rescue
2	Oil-Gas Mixture	Critical for signaling, as the mixture can float on water and lit up.
3	Drinking water	Replenish water loss; more in the open sea.
4	Army Rations	Basic food intake for survival
5	Plastic Sheet	Collect rain water for drinking, and shelter from sun, rain etc.
6	Chocolates	Reserve food supply.
7	Fishing kit	Additional food, provided you are able to catch and eat raw fish.
8	Nylon rope	To lash equipment and people together in rough seas.
9	Seat Cushion	Life preserver in case somebody falls overboard.
10	Shark repellent	Reasons are obvious.
11	Strong Rum	Potential antiseptic. If ingested can cause dehydration.
12	Transistor Radio	Of little value as it is not a transmitter. AM stations are useless.
13	Maps of Pacific Ocean	Worthless without navigation equipment.
14	Mosquito Netting	There are no mosquitoes in mid-ocean.
15	Sextant	Without Tables, Charts and chronometer, it is useless.

Game: “What’s Communication”

Faculty announces that everybody is going to play a small game.

Instructions to participants:

Note: Faculty will also do the activity as per instructions, except Sl.No.3.

1. Pick up a sheet of paper. (Or tear a sheet from your pad)
2. Hold the sheet in front of you. Arms stretched away from body.
3. Close your eyes. Don’t open your eyes till you are told to do so.
4. Now follow the next few instructions carefully. (Faculty reads out)
5. FOLD YOUR SHEET IN HALF.
6. FOLD IT IN HALF ONCE AGAIN AND TEAR OFF THE UPPER LEFT CORNER OF YOUR SHEET.
7. FOLD IT HALF ONE MORE TIME AND THEN TEAR OFF THE LOWER RIGHT HAND CORNER OF YOUR SHEET.
8. Please open your eyes.
9. Unfold the sheet and lets see what we have all created.
10. Lets see how good we were all at communicating. Me in telling you what to do and you at listening what is to be done.

Faculty: “If my instructions were clear, then all our sheets must look alike. Let us compare our sheets. How different are your sheets from mine? How different are they from each of your sheets?”

“Why are there differences in our creations, if the instructions heard and followed were the same?”

Faculty leads group into discussing what are the reasons.

- Faculty was not clear in instructions?
- Did not understand instructions.
- Size of sheet differs?
- Instructions were misleading?
- Did not see what we were doing?

And so on. Lead discussion into topic of Communication.

Move into Slide-1, to display how the program is structured and how skills can be learnt.

THE NUMBER'S GAME

Objective:

1. To demonstrate that each time you practice doing the same thing it can improve performance.
2. To demonstrate that each new information can further improve performance of an activity.
3. To link the game with public speaking expertise gained through experience/practice.

Materials required:

1. 4 copies of "Number's sheet" for each participant. What is on one side can be photocopied on the reverse side.

The game:

1. Each participant is given one sheet -the Number's Sheet.
2. They are given 1 minute to draw a line between each number, linking 1 to 2 to 3 to 4.....and so on. Explain it if required, by demonstration.
3. At the end of 1 minute, they are asked to stop. Each participant calls out the highest number reached. Note it on the blackboard. Similarly the lowest number reached is also called out and noted. This is round one.
4. The game is repeated for round two on a fresh Number's sheet. Faculty tells participants that this time there should be improvement, as experience gained in the first round should make the same activity done better. Time is set for 1 minute and exercise begins. Each participant calls out the highest number reached. Note it on the blackboard. Similarly the lowest number reached is also called out and noted. This is round two.
5. On the third round, in a fresh sheet, the faculty asks the participants to draw a vertical line down the center of the page, separating ODD numbers to the LEFT of the page and EVEN numbers to the RIGHT of the page. The game is commenced for the third round. Time 1 minute. Each participant calls out the highest number reached. Note it on the blackboard. Similarly the lowest number reached is also called out and noted. This is round three.
6. On the fourth and final round, faculty tells the participants that a horizontal line is to drawn along the center of the page. A vertical line, as in Round 3, is once again drawn. Now the Number's sheet is divided into 4 halves.
7. Notice that the HORIZONTAL LINE separates into groups of 5 numbers as follows: ABOVE THE HORIZONTAL LINE:
1 to 5; 11 to 15; 21 to 25; 31 to 35; and 41 to 45
BELOW THE HORIZONTAL LINE:
6 to 10; 16 to 20; 26 to 30; and 46 to 50
8. Further numbers 51 to 55 and 56 to 60 can be matched diagonally.
9. The fourth round commences on the Number's Sheet with the additional information helping the participants to repeat the exercise faster. Time is again 1 minute. Each participant calls out the highest number reached. Note it on the blackboard. Similarly the lowest number reached is also called out and noted.
10. At the end of the game find out how each round progressed with increase in highest and lowest scores? Did everyone improve his or her individual lowest and highest scores? Was it additional information or was it practice alone or both that made this possible? Discuss for 5-10 minutes.
11. Does it confirm the axiom "Practice Makes Perfect"?
12. Put on Slide No.1 once again to reconfirm.

ICE-BREAKERS

Note: These can be 'played' in Table meetings/socials also.

1. LOGOS

Each person is given a blank nametag. Explain to the group that corporations are recognized by a specific logo or symbol. (McDonalds, Infosys, Wipro, Coco-Cola Pepsi, etc.) Participants are given 2 minutes to draw their personal logo. This logo should reflect their personality, their interests, major or any thing they would like other people to know about them. Then give the group time to mingle and see what each other's logo looks like. When the entire group has mixed around, instruct everybody with a similar logo to form a small group. You may be surprised at how many similarities there are in your group.

2. "DO YOU KNOW ME?"

Each person is given a nametag and an index card. The nametag has the name of another person in the group on it. Everyone is told to circulate, meet, mix and mingle to gather information, insights or stories about the person whose name is on their tag from group members. The opening line "Do you know me?" is used to help generate clues and conversation. The index card is to be used to write down the information collected. At the end of a designated time - about 15 minutes, each participant introduces their "name tag" and its person to the group.

3. PERSONAL BINGO

The Trainer will need to do a little homework before the meeting to find out a few tidbits about each participant (favorite hobbies, books, vacation spots, number of children, favorite foods, etc). Prepare a bingo card (duplicate the card for all participants to have the same one) with one tid-bit for each square, and instruct the participants to mingle with the group to identify the person for each square. As the information is uncovered, they ask the participant to sign their corresponding square. Keep moving among the guests until all squares are filled. Rules: only open-ended questions may be used. First person who fills card wins a prize.

4. BIRTHDAY PARTNER

Have participants mingle in the group and identify the person whose birth date (not the year - but just month and date) is closest to their own. Find out two things they have in common. Let the introductions be made to the group.

5. DYADS

Participants get into groups of two and find out information about each other. Possible questions to ask/use. Use this information to introduce your partner and hi/her, you.

- Who do you think is the most important person who has lived in the past 100 years?
 - What is the best movie you have seen recently?
 - What is the title of the last book you have read?
 - If you could be any animal other than human, what would you be?
 - If you could travel to any place in the world, where would you go?
 - What is your favorite sport?
 - One adjective to describe me is...
 - The emotion I find most difficult to control is...
-

6. TRIAD ACTIVITY FOR SMALL-GROUP SESSIONS

Objective: Getting to know one another. Loosening up initial inertia of a training session. Starting off a training session with a socialization activity.

Ideal Number of Participants: 10-15

Total Time: 30 minutes

Step 1: Forms triads (threesomes) of participants. Each triad can be named A, B or C, or any other appropriate name.

Step 2: Each participant in a triad introduces himself by telling his name and as much about himself to the other two participants. This activity is repeated for the other two. Similarly all the triads finish this activity, taking a maximum of 15 minutes.

Step 3: Back to the full group, one nominated triad member introduces his teammates to the full group. The individual can add on any missed or new point. The entire activity of introductions takes another 15 minutes.

Variation to above.

The same triads can discuss a relevant issue or issues and get acquainted with each other in the process. This is also a good opening activity for generally known people coming together for an HRD session.

7. WHO AM I?

Objective: Getting to know one another. Loosening up initial inertia of a training session. Starting off a training session with a socialization activity. Making all the participants to react/speak.

Ideal Number of Participants: 10-15

Total Time: 45 minutes

Step 1: Each participant is given a sheet of paper and asked to write 10 points that answer the question "Who am I?". Each participant has 10 minutes to complete the task. No names are written on the sheet.

Step 2: After completing the task participants, fold the sheet and give it to the instructor/trainer. The instructor then shuffles the sheets in random order.

Step 3: Each participant has to pick up a sheet, preferably not his/her own, and read out the description of another participant, and introduce him/her, if he can. The concerned participant keeps silent, and it is seen by rotation if anyone can identify the participant whose description was read out. If the process fails, the participant identifies himself/herself.

Step 4: The activity is repeated for all the participants.

8. SUPERLATIVES

Objectives: Getting to know one another. Loosening up initial inertia of a training session. Starting off a training session with a socialization activity. Making all the participants to react/speak.

Ideal Number of participants: 10-15

Total Time: 45 minutes

Step 1: Participants after being seated in a circular or U-shaped seating arrangement, are asked to number themselves, 1,2,3,4 etc. Each member of the group knows the number he/she is assigned.

Step 2: All the members are now asked to take a sheet of paper and write three superlative words that describe each participant, against their allotted numbers. Guesses can be made, but will have to be explained to the group later on!!

E.g., No.4: Tall, 'looks like Shah Rukh Khan', well dressed.

No.7: Married, soft-spoken, possibly caring husband!

Step 3: After finishing the activity, each participant (by number) is then read out what the others 'superficially' think about him/her. At the rate of three superlatives, each person gets a lot of descriptive words about himself/herself. Enough to introspect, laugh and know what others think of them at first sight.

Step 4: The participant then introduces himself/herself, at the end of the superlative round.

Step 5: This activity is continued for all participants and all are introduced.