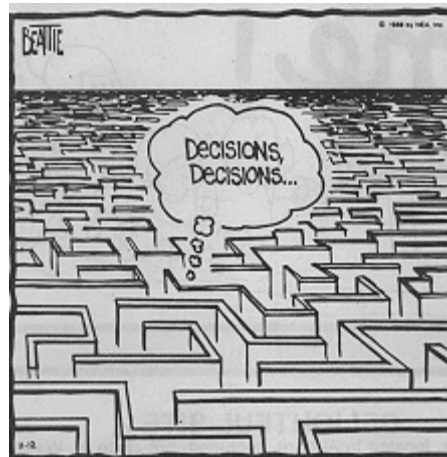


ADD TA Institute

NAVIGATING THE MAZE OF CHANGE



Participant Information

OVERVIEW

1. To experience one's own and others' reactions to disconcerting change.
2. To examine the role that emotion plays in response to change.
3. To identify and enhance change leadership skills
4. To apply the lessons discovered from the simulation

OBJECTIVE OF THE GETTYSBURG MAZE GAME

To get the group across and off the maze as quickly as possible, with as few “defects” as possible.

RULES OF ENGAGEMENT

1. Permission for facilitators to manipulate the situation.
2. Follow the game rules.
3. Go for it!
4. Disability accommodations are allowed.

RULES OF THE GAME

1. Take turns
2. Touching squares only
3. Signal alert = back off!
4. No drawing or using of objects
5. No pushing or shoving
6. 3 minutes allowed for planning
7. After planning, no talking (or ASL)!

KEY LEARNINGS

- Learn to **deal with unanticipated change**. Participants need to find new paradigms to deal with new situations.
- Discover the **importance of taking risks** when dealing with new situations. Participants hesitate in trying new squares when there is no penalty for going forward. This exercise is an example of how learning can come from failure.
- Learn that **cooperation** is essential in the changes. A natural tendency exists for the groups to compete when cooperation would not harm their own situation and would help others.
- Notice that **people tend to close in with their own group** and mistrust outsiders when threatened with change from the outside.
- Learn that **change is often an affective process**. Group members may need to attend to people's emotional reactions to the experience of change.
- Realize that **reactions to change are different**. Some people are resistant to change and tend to mistrust different ways of doing things; others are more flexible and open to it. People's experience with change may vary with the amount of control they have in the change process.
- Realize that people **need to reflect** critically on their own behavior and how they inadvertently contribute to the organization's problems. Solutions lie within themselves.
- Find new ways to **accommodate disability** in changing situations.
- Learn that clear **leadership can promote the acceptance of change**.
- Learn that clear **communication is essential** for a successful change process.
- Realize that **planning is needed** for change to be successful, but usually there's not enough time to plan.
- Discover that **humor eases the stress** associated with change.

DISCUSSION QUESTIONS

1. What happened in the simulation that has parallels situations you've faced in your life?
2. Think about some of the major changes you are currently facing or would like to make at your school or in your life.
3. Consider some of the less constructive ways you or others have dealt with changes or needs for change.
4. What are some positive options for dealing with changes?
5. How could you help others deal with changes or in effecting needed change?

Adapted from Project LEEDS, Disability Services, University of Minnesota. These materials were developed with funding from the Eisenhower Leadership Development Program, U.S. Department of Education.

