Electric Maze

Rental Program

Questions → Ideas → Actions → Reflection → Meaning → Questions

The Systemic Approach To Organizational Growth & Sustainability

Organizational Change Through Continuous Learning

**Leadership Development - Systems Thinking
Team Building - Open Space Technology
Action Learning with The Electric Maze and Sentinel**

Workshops

**Bringing Systems Thinking To Life
Leadership Development
Teambuilding
The Tea (Beer) Game**

Action Learning

**The Electric Maze
The Sentinel
Training
Rental Program**

Open Space

**Facilitated Events
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Never doubt that a small group of thoughtful committed citizens can change the world. Indeed, it's the only thing that ever has.

Margaret Mead

Power Switch

Test Switch

Indicator LIght

Pins = Safe Path

Red Cable

Blue Cable
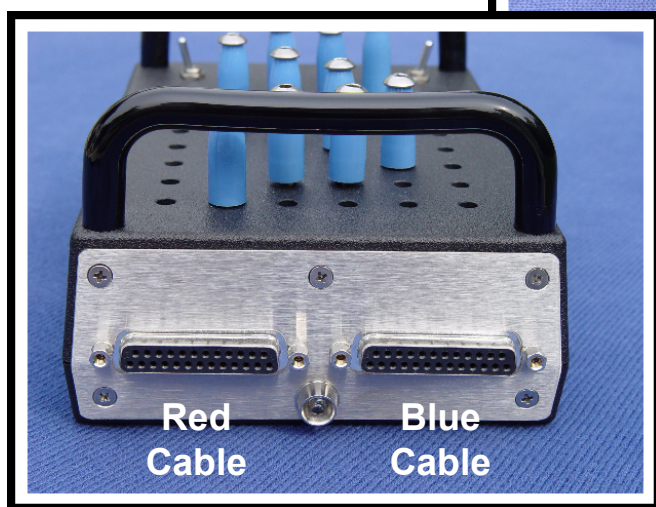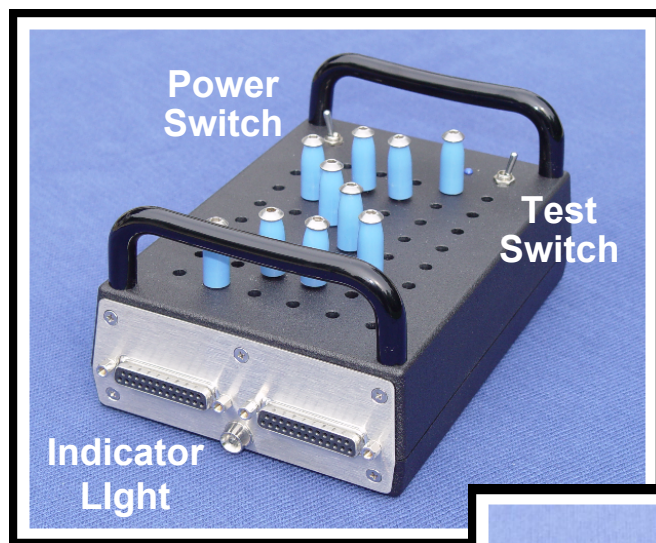
- To store, roll the Maze carpet-side-out only.

- Never roll or bend the Maze in a side-to-side manner.

- Store vertically when not in use... do not store horizontally.

- It is helpful to unroll the Maze about a hour before use so that it will lay more flatly on the floor.

- If carpet will not lay flat, you may roll it carpet-side-in for about an hour. Store vertically.

- Allow carpet to warm up if it has been stored in a cold location.

- Normal walking will not damage the Maze, nor will normal shoes of various types (including high heels).

- Jumping and stomping (though sometimes feel called for in the "heat" of learning) will damage the contacts in the Maze and must not be permitted.

- To set up an EM1, unroll face down on the floor. Then, with the assistance of a partner, take one end and walk it over itself until the Maze is face up on the floor. Be very careful to not induce any side-to-side bending. Do not walk on the back of the Maze.

- Turn off the Maze control box power switch when not in use to conserve the battery.

A pin in a hole on the control box renders the corresponding Maze square "safe" (no beep)
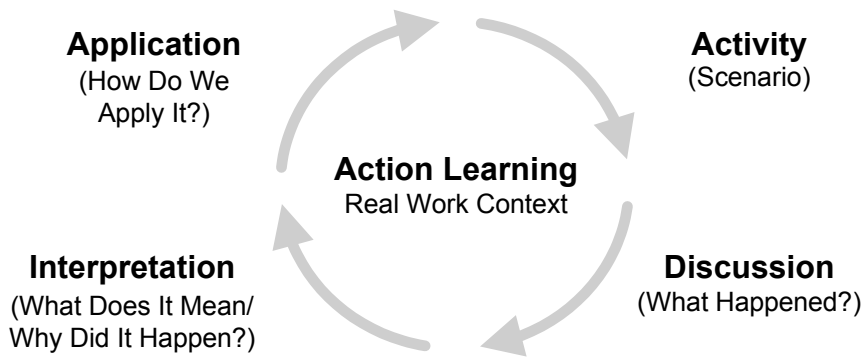
Red Cable

Blue Cable
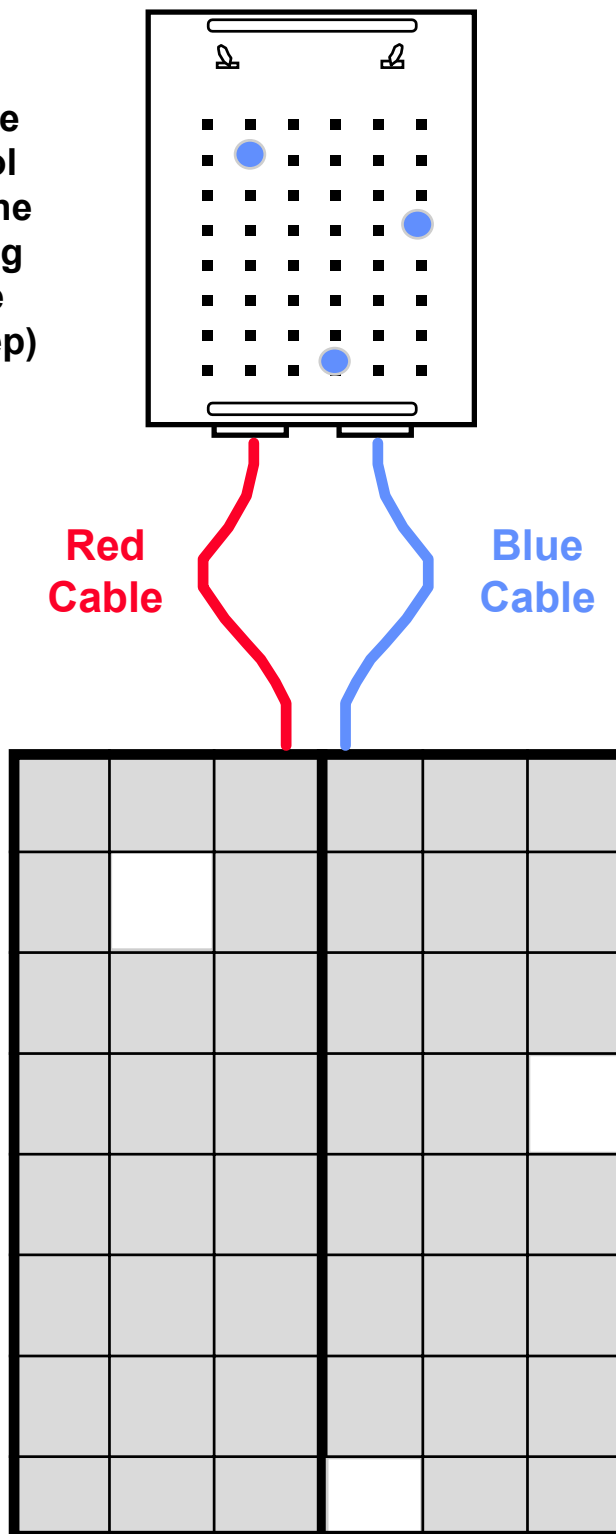
Action Learning

Anxiety is often produced by the rapid changes we face in today's' organizations. People are not sure where and how to begin making improvements. New ideas and terminology are not commonly understood. Managers are sometimes embarrassed to admit to their employees that they, too, are still learning their evolving roles. Many who have begun to better themselves have run into a wall of resistance and are unable to sustain forward progress.

Action Learning is sometimes referred to as "Active Learning," "Experiential Learning" or "Experimental Learning." Action Learning simply means that we create an inclusive learning environment that simulates real organizational dynamics. The truer the simulation, the clearer the meaning and relevance, avoiding abstract and "out-of-context" training that never gets used or does not stick. Creating a realistic environment requires careful attention to product design, skill in facilitation techniques, and systemic scenarios that provide connection to real world experiences and needs.

Action Learning permits people to learn together in a safe environment that does not put themselves or the organization at unnecessary risk. They experience new ways of leading and working together in a supportive and encouraging manner. They practice and master new skills as a system. Participants "save face" and are able to explore new techniques without having to know the latest "buzzwords," or terminology. They are surprised at how much they already know, both individually and collectively.

Action Learning is effective over the range of experience, responsibility and knowledge that typically exists within organizations. It provides a universal language that crosses organizational and cultural barriers. Commonalities and differences are surfaced, making it easy to discuss them. Conversations take place that may have never happened otherwise.

Application
(How Do We
Apply It?)

Activity
(Scenario)

Action Learning
Real Work Context

Interpretation
(What Does It Mean/
Why Did It Happen?)

Discussion
(What Happened?)

Participants actively engage their whole being in the learning process --
intellect, body, human spirit. They bring their own experiences and
accumulated wisdom into the process, making the session explicitly
relevant and highly effective. New understandings are incorporated into
the body as well as the mind, providing immediate and lasting application
in each persons' own sphere of action. Participants combine their
inherent strengths while beginning to make conscious choices with
balanced respect for both long and short term consequences.

Up to 90% of what we know is incorporated into our whole being at a
deep, tacit level. Up to 90% of what we communicate is non-verbal.
Whole being learning accesses "what we deeply know individually and
together." Brought to the surface from within during action learning
experiences, our inherent wisdom and interactions are made visible. Our
governing assumptions can be examined. Conscious behavioral choices
can be made with an understanding of systemic consequences. And,
very importantly, new learnings can be practiced and incorporated such
that they become an integral part of our way of life -- of our new way of
working together.

- If you've attempted numerous change programs yet have seen little, if any, lasting benefit.

- If you're seeking ways to organize more effectively.

- If you want to build teams that consistently find new solutions with ease.

- If you're overwhelmed by the seeming chaos in the workplace.

- If you want to learn how to tune your organizational system while it's in motion.

- If you'd like to experience what it's like to work in a Learning Organization.

- If you want to practice the new Systems Thinking, Leadership, and Teamwork skills required in today's flexible, adaptive organizations.

- If you need to take initiative in a constructive way, not waiting for others nor blaming them for not acting first.

- If you want to develop a "systems intuition" for addressing problems while there is enough time and leverage to make a difference.

- If you could benefit from a learning environment that consistently converts pressure into creative response rather than dysfunction.

Questions

Reflection

Ideas

Actions
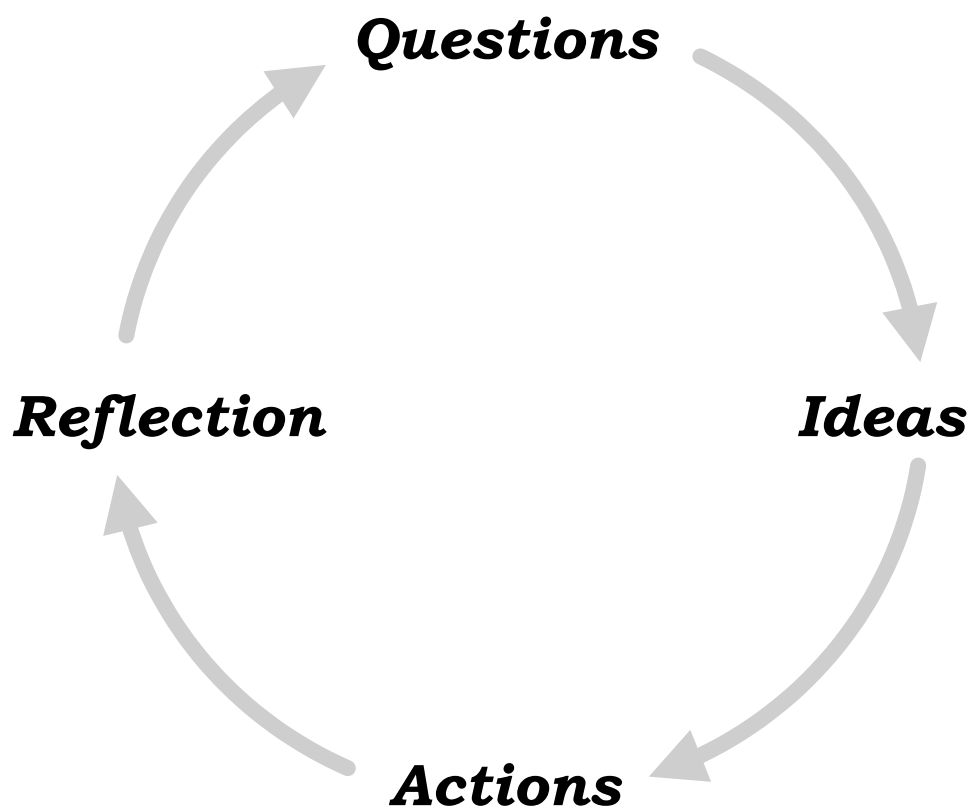
"The *Question* Is The Answer"

Exercise

A good exercise in preparation for working together on the Maze is to discuss the qualities of a work environment that would lubricate the Wheel Of Learning -- keeping the cycle going. You might also ask what types of environments inhibit the Wheel Of Learning.

Ask the group to list the behaviors that both lubricate the wheel and inhibit the wheel.
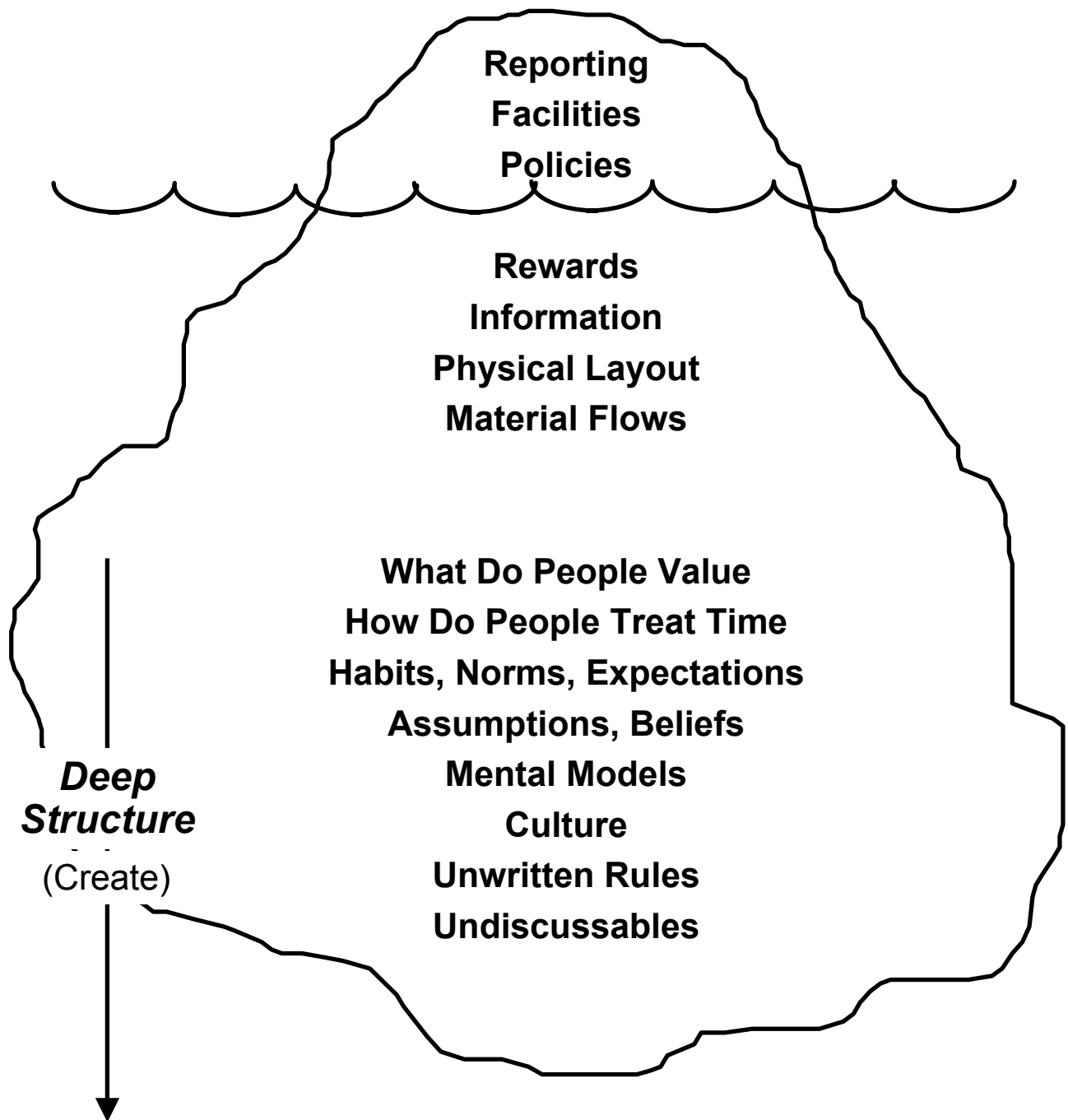
Ask questions such as:

• Does our organization allow questions?

• Are the questions we ask truly questions, or are they statements disguised as questions?

• How long is a question allowed to exist in our organization before it has to be answered? ("Decide" literally means "to kill the alternative.")

• Do ideas flourish?

• Do ideas come from organization-wide thinking?

• Do we take risks to put ideas to the test?

• Does the condition of "over-analysis-paralysis" exist?

• Do we allow "failure?"

• Do we make time for reflection?

• Is reflection rewarded or discouraged?

• Do we use dialogue to make shared meaning of what we're seeing and thinking?

• Do we ask better and better questions?

• Do we put what we've learned to work?

• Do we have the patience to wait for the long-term benefits to kick in?

A True Learning Environment

1) Freedom to question and disagree.

2) Having fun in the process.

3) What is learned is reinforced.

4) Experience meets individual's needs.

5) Participants use their own experiences to learn.

6) Instructors have genuine concern for learners.

7) Curiosity is encouraged and rewarded.

8) There is no doctrine of "one right way" in either how or what is learned.

9) Non-judgmental climate.

10) Tolerance for mistakes.

11) Acceptance of inherent knowledge and abilities.

12) Learners follow their inclinations.

13) A nurturing environment exists.

14) Tolerance of differences in learning styles.

15) Non-competitive climate exists.

16) Climate fosters creativity.

17) Subject matter is interdisciplinary.

18) Concern for attaining desired outcomes instead of simply meeting norms.

19) Cultural diversity among learners.

20) Variety of learning sources are used.

21) Genuine love and concern are present.

22) Learners have time to reflect.

23) Learners have opportunity to teach.

24) No one is made to feel stupid.

25) Learning is self-paced.

26) Everyone is stretched out of his/her comfort zone.

A Reflective Learner:

1) Is conscious of the learning process itself and is able to engage in a constant learning process about learning.

2) Is able to ask for help without embarrassment, and is non-resentful towards one who has more knowledge.

3) Is able to separate the overall feeling of self-worth from personal deficiencies pertaining to a certain subject.

4) Sees the learning process as continual experimentation instead of only getting one or two chances to get it right.

5) Understands how difficult communication is between "experts" and "non-experts."

6) Can recognize other reflective beginners and fall into an alliance with them by assuming a beginner's stance, instead of falling into competition with them.

7) Is able to keep a sense of humor about continually being a beginner.

8) Recognizes and avoids the dangers of wanting an "x-step" method or a "cook book."

9) Understands "one-day-at-a-time" and is willing to live through a process that, at times, seems to be going nowhere.

Reporting
Facilities
Policies

Rewards
Information
Physical Layout
Material Flows

What Do People Value
How Do People Treat Time
Habits, Norms, Expectations
Assumptions, Beliefs
Mental Models
Culture
Unwritten Rules
Undiscussables

Deep
Structure
(Create)

The further we go down the list, the deeper we go into causality

When People Focus On...	*They...*	*Because They Assume The Cause To Be...*
Events	**(React)**	People, Luck
Patterns	**(Predict)**	Outside Forces (ie Customer)
Structure	**(Create)**	Rules .... Beliefs

economics
technology
community
relationships
meaning
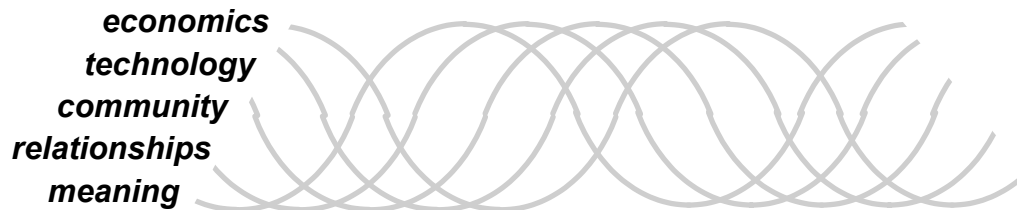
A Five-Dimensional Inter-Twined Stream

• The source of energy that keeps the organization alive and going.

• The energy comes from individual and joint actions of people as they work out their sense of what's important and what things they need to do fulfill and pursue their sense of who they are.

Economics
Acts of valuing having to do with resources, profits and costs.

Technology
Acts of valuing having to do with the way an organization does its work -- efficiency, craft, quality, state-of-the-art, innovation, new approaches, operations.

Community
Acts of valuing having to do with each other -- teamwork, spontaneous helping, managing conflict, respect of others, communicating clearly, family feeling.

Relationships
Acts of valuing having to do with the organizations' efforts to be a good citizen in it's environments -- the relationships it tends -- the time and energy devoted to managing it's boundaries -- using diplomacy in an ongoing interaction of interests and proposals

Meaning
Acts of valuing having to do with creating meaning for people -- meaning that is satisfying to human consciousness and human feeling. Truly transcendental because it goes way beyond the objective facts -- reflecting on hopes, yearnings and fears. We fight for the right to our meanings and to engage in the process of creating meaning with others.

Generative
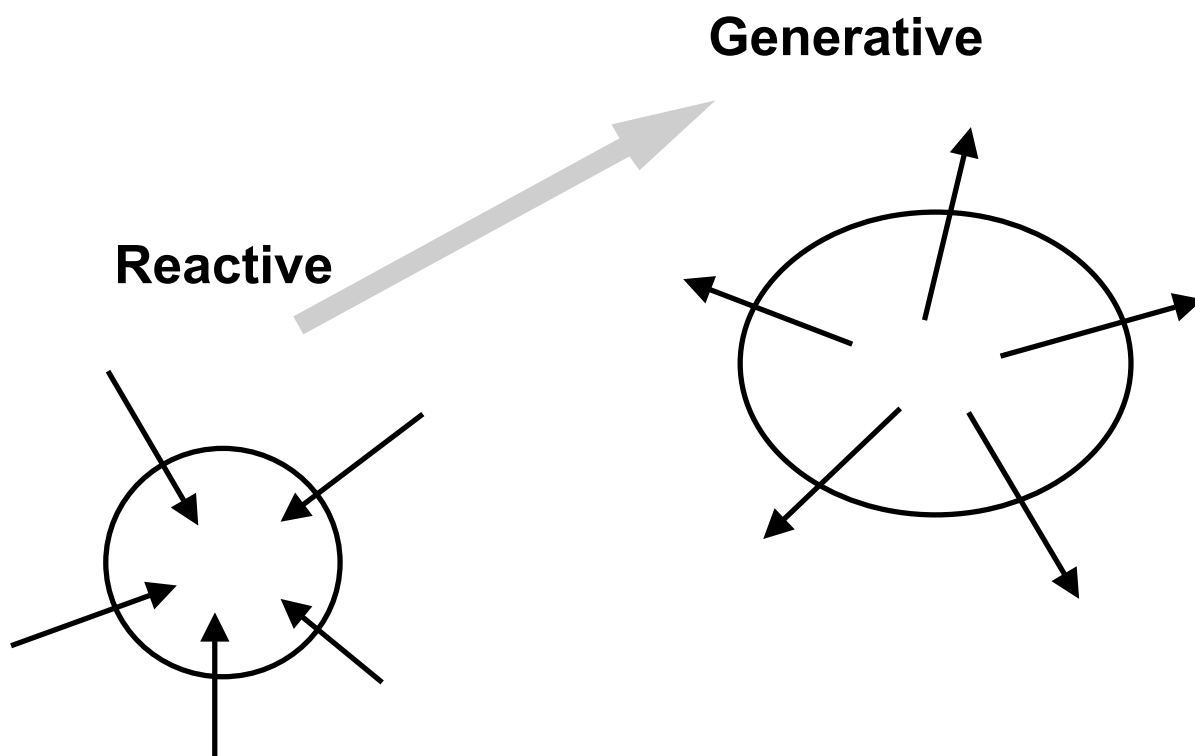
Reactive

We must move away from a *__reactive__* stance:

"They are to blame."

To a *__generative__* stance:

"We are responsible."

Your Duties To Support Collaborative Learning

Ask Yourself:

- Am I open to learning?

- Am I willing to discover the flaws in my approach as I uncover them?

- When advocating a position, do I reveal the data and assumptions that led to my position?

- Do I invite other's to test my assumptions?

- When faced with another's position with which I disagree, do I ask "What leads you to that view?

AND:

- Am I GENUINELY interested in knowing?

Advocacy:

- Give your opinion.
- Give facts and data you know and are of interest
 to you.
- Make your needs known.

Inquiry:

- Genuinely explore the other's mental models.
- Ask questions for clarification.
- Understand the other's line of reasoning.
- Seek information.
- Test your own generalizations and conclusions.

Silent Reflection:

- Be present with the other person.
- Listen without an agenda.
- Notice, then let go of your own inner dialogue
  and/or emotional reactions.

<u>Balanced</u> Advocacy and Inquiry
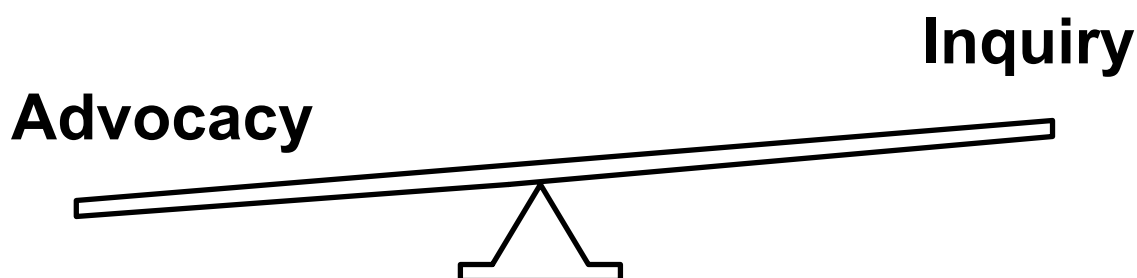
Inquiry

Advocacy

Advocacy:
Opening Up Your Side

Inquiry:
Opening Up The Other Person's Side

Respect and Caring

Respect:

- Don't challenge others on what you think they have decided.

- Do trust that the other is interested in learning. If they act otherwise, inquire about it.

Support and Caring:

- Don't give approval or praise to say what others want to hear.

- Do help others to become aware of their reasoning process.

- Do help others see the gaps and inconsistencies.

- Do help others to test the effectiveness of their actions.

Electric Maze Instructions

1) Divide the group into two (2) teams.
   - A natural division may present itself...
   - Or, count off: 1-2-1-2.

2) The Electric Maze is divided into 54 squares, six wide by nine deep, each of which may be set to sound an alarm when stepped on.
   - The alarm sounds like this. (Use the test switch to demonstrate the alarm.)
   - You may not walk on squares that alarm.

3) There is a safe path across the Electric Maze -- a path that will not set off any alarms. It is your job to find that path.

4) There is $40,000 allocated to this activity. Each team will begin play with half the total resources available -- $20,000 each.

5) The objective of this activity is to get both teams across the Electric Maze.
   - Twenty-four (24) minutes will be allotted for this activity.
   - The team on the North end must cross to the South end, while the South team must cross to the North. All team members must cross.
   - The team that gets all its members across first wins.
   - However, the activity does not come to a close until both teams have crossed.

6) The winning team will receive all of the remaining money.
   - If the activity ends in less than 24 minutes, the winning team will receive a $1,000 bonus incentive for each minute below 24 minutes.
   - If the activity extends beyond 24 minutes, the winning team will be assessed a $1,000 performance penalty for each minute above 24 minutes.
   - The exercise will end at 30 minutes regardless.

7) As you look for the safe path across the Maze, unsafe squares will be discovered.
   - The first time an unsafe square is discovered, it will be declared "new learning" and no penalty will be assessed.
   - If that square is stepped on again, that occurrence will be declared "old learning" and a $1,000 penalty will be assessed regardless of which team re-discovers the unsafe square.

8) There will be only one person on the Maze at a time. Play will alternate from one end (team) to the other. And each team member will attempt the crossing in rotation. Everyone will participate.

9) Play will proceed as follows:
   North end; player 1...
   South end; player 1...
   North end; player 2...
   South end, player 2...

10) I'll show you how to move on the Maze. (Demonstrate.)
    • Face the opposite end.
    • Walk slowly and normally.
    • Place both feet on a square.
    • Different shoe styles will not harm the Maze (even heels).
    • Please do not jump or stomp on the squares regardless of prevailing emotions.
    • Do not touch one another, for the sake of balance.
    • Do not touch the Maze with your hands to avoid false signals.

11) Except for the first row, you have eight choices for movement. You may move to any one of the eight adjacent squares.
    • Forward, backward, sideway, diagonally.
    • Do not skip over any square as this will cost you $1,000.

12) Each player will proceed until an unsafe square is stepped on; whether it be "new" or "old" learning. (Remember, "old" learning will cost $1,000.)
    • When an unsafe square is stepped on, the player must retreat, retracing their steps until they are clear of the Maze.
    • A $1,000 penalty will be assessed for any alarm sounding during the retreat, regardless of whether it is declared "new" or "old" learning.

13) There will be a $1,000 penalty assessed for stepping off of the Maze to either side.

14) Prior to the start of play, each team will be given ten (10) minutes to strategize. We suggest that the 10 minutes be allocated as follows:
    • Three (3) minutes to write your Vision Statement.
    • Three (3) minutes to determine your Mission, or Goal(s).
    • Four (4) minutes to determine your Tactics.

15) (Optional) We must see your written Vision Statement and Goals prior to start of play.
    • If not displayed, time will be deducted from the 24 minute play period to complete your Vision and Goal Statements.

16) If both teams are ready to begin play (consensus) before the ten minute strategy session expires, you may let us know and the 24 minute play session will begin immediately.
    • However, you may not talk once play begins.
    • A $1,000 penalty will be assessed for each incidence of talking.
    • You may communicate non-verbally, but not by mouthing words.
    • Once play begins, you may not write anything, or leave any "trails" on the Maze.

17) Once a member of a team finds a safe path across the Maze, the one-at-a-time rule for that team is waived.
    • The team in question is said to have "control of the field."
    • The team may elect to bring two or more of the remaining players (those not having made the crossing yet) onto the Maze at one time.
    • If an alarm sounds while attempting to cross, $1,000 will be assessed for each person on the Maze at the time of the alarm.
    • The team members must then retreat, retracing their steps, being careful not to sound further alarms.
    • The team may elect to stay with one person on the Maze at a time.
    • In any case, if an alarm sounds, the one-at-a-time rule goes back into effect, and play reverts to the other team.

18) Each team will designate a banker to handle the money ($20,000).
    • Each time a penalty is assessed, the offending team must crumple up a $1,000 bill and throw it into the "Spent Resources" bucket.

19) Since total funding for this project is limited to $40,000, a team running out of money must pay it's penalty out of the other team's resource pool. (Other deals may be negotiated.)

20) A reminder of time remaining will be given periodically.

21) Questions will be entertained at any time, but the clock will remain running, and all questions must be addressed to the process referee.

22) All proposals must be presented to, and agreed to by, the process referee. All decisions and judgments are the prerogative of the process referee.

General Debriefing Guidelines

Debriefing is an art-form. There are many ways to approach it. We favor making use of the principles of dialogue during the debrief. Use open-ended questions to expand the thinking of the participants.

Go into a debrief with a focussed set of learnings you want the participants to take away, but hold off until you see where their thinking is. Sometimes they will make all your points for you (which is the most desirable outcome), and sometimes you will have to add in a few points. Quite often the group will make points that no one had thought of going in. That's why it's necessary to be patient in the debrief. When you ask a leading question, it sometimes requires a lot of time for people to reflect and respond. Don't be afraid of a little silence -- it's a rare commodity these days.

Debriefs should be conducted in four phases. Stick to this pattern and try not to let the participants jump ahead.

What happened?
Just the facts -- the observations. Listen for all the different observations. Some are supporting -- some are conflicting.

Why did it happen?
What caused certain things to happen? What were the drivers? Why did we do what we did?

What does it mean?
How does it relate to our real work conditions? Where have we seen this before? Is it happening now?

What if?
Ask a number of questions as they relate both to the Maze experience and to the work application. What if we had twice the number of people? What if we had half the people? What if we had more/less time or money? What would happen if we had a different Mental Model of competition?

Debriefing

Bring everyone together. We suggest that you sit in a circle of chairs that encompasses the Electric Maze. The circle permits everyone to be seen and it places everyone on the "same level." It models the equality of contribution and the unity of purpose we hope to achieve, both on the Maze and in the organization itself.

As outlined in the general debriefing guidelines, begin with "What happened?" Then move to "why," "how does it apply," and "what if."

Take the time to let everyone have a voice. Some will take longer than others to speak. Note the differences in observations and perspective.

Suggested Questions

• What did you observe happening on the Maze?

• What feelings did you notice in yourself?

• Describe your planning sessions.

• How effective were your planning sessions? Did you have agreement?

• Were all voices heard in the planning?

• Did your plans hold up?

• Did you abandon your plans? When? Why?

• Did you talk about what it means to win?   To lose?

• Did you consider partnering with the other team? In planning? In play?

• Did you consider learning from the other team?

• Did you consider sharing what you've learned with the other team?

• Did you discuss any larger goals such as developing team skills?

• Did you discuss your individual or collective vision of working together?

• How did it feel when you stepped on an "unsafe square." Why?

• Did New Learning feel different from Old Learning? Why?

• Did you pay attention to the time? Why?

• Did you pay attention to the money? Why? (For a graphic representation, you might put some of the crumpled money on the squares that were costly.)

• What does New Learning and Old Learning mean, respectively?

• Why does Old Learning carry a penalty? Should it?

• Should New Learning carry a penalty? Why?

• What does the rule pertaining to not stepping over an adjacent square represent?

• What does the rule pertaining to not stepping off the side of the Maze represent?

• What do the rules pertaining to retreating (back tracking) represent?

• Was it hard to back up? Why?

• Why should everyone take a turn on the Maze?

• What did you notice about the way you positioned yourselves around the Maze? How did this change over time?

- Did you seem to work together?

- Was everyone equally "listened to" on the Maze? Why?

- Did some people's suggestions seem to carry more weight than others? Why? Did gender, organizational clout, age, department status, etc. seem to have any bearing on this?

- If a person made one or more mistakes on the Maze, did they lose credibility?

- Did you take a lot of time so as not to make many mistakes? If so, did you worry about the time limit?

- What is more important -- knowing the path or learning how to find the path? Why?

- If the path changes, why is the path important?

- Why did we disallow talking? How does this apply to our organization?

- What were the different skills/capabilities you saw demonstrated by the people on the Maze with you? Why are each of them important? Do you consistently respect the need for them even if they are different from your own?

- What assumptions did you begin with that held true?

- What assumptions did not hold up?

- Which influence is stronger -- assumptions or stated rules?

- How important is it for everyone to know the path?

- What effect did time and resource constraints have on you?

Reflections

The path, and learning to find the path, are both important. Organizations need to balance learning/discovery with production -- regardless of the type of output of the organization. The organization that finds new paths quickly will have an advantage.

It requires a balance of skills to build a high performing team -- a learning community that can accomplish complex tasks with ease.

People tend to avoid "failure" -- voicing that they consider it a "learning opportunity," but not really believing that to be so with any degree of conviction. What shifts in thinking will it require to accept the concept of "failing fast' when doing so is in our best interests? (Note that it is not always in our best interests.)

Team members find it difficult to engage in planning sessions that go beyond task details and logistics. It takes practice to engage in conversations about how they want (and need) to work together.

People pay attention to moving forward when working toward a goal, but discover that remembering the path is difficult. True learning entails not only knowing where you are and where you want to go, but also how you got to where you are. Some high performing companies will not reward employees simply for achieving a goal. To receive the incentive, team members must also be able to show how they accomplished the goal and be able to effectively share their learnings so that others may benefit from both the accomplishment and the process.

We impose a no talking rule for a number of reasons. One reason is that we want people to pay attention to the non-verbals that highly influence the way people work together. It has been said that about 85-90% of our communication is non-verbal. Another reason is that we want to simulate the lack of effective dialogue that is prevalent among members of organizations. Assumptions and individual Mental Models influence

group behavior more so than common-ground agreement reached through communication. We want people to begin "seeing" each other -- paying attention to the things that can knit them together into a group.

People may or may not challenge the initial guidelines. But give them latitude to do so. You may not agree to change a guideline, but thank them for taking the initiative to challenge. We cannot learn without guidelines -- without boundaries. The question is then -- which ones enable and which ones dis-enable?

Note the posture and position of the participants as the session commences. Typically they will start out as individuals watching from afar until it's their turn. As the session commences, they'll begin to cluster together and look into each other's eyes. Some groups will take longer than others to do this.

Take note of how the group behaves if they encounter some early successes. Do they expect things to come easily thereafter and get frustrated when the situation becomes more difficult? Also notice how they behave if there is little early success. Do they get frustrated if they can't make forward progress? If they can't find the path in 25-30 minutes, can they accept moving on without having found the path by themselves?

Do you notice any unspoken organizational dynamics playing out on the Maze? Hostility? Positional Jealousy? Perceived functional superiority?

Participants on a given team may decide that they want to cross the Maze from the opposite end. You might want to allow this or you might not. There is an advantage in letting them see how to solve the same problem from two perspectives. Often you'll see a person be able to traverse the Maze from one direction but not the other. In general, we suggest that you ask them to wait awhile before exercising these

options, but don't stop them if they spontaneously decide to do it on their own. Be prepared to deal with the consequences of a change in guidelines. Try to think ahead to understand how the change might help, or what problems it might cause downstream. It's a learning process for you as well.

Notice the group's non-linear progress with respect to time. You might find the group at the 20 minute mark with no idea of the path. And then, in the next few minutes, everyone is safely across. The group should take note of this phenomena. Things work this way more often than not. This should cause us to reflect on the linear way we track and reward performance. Not very often do we find ourselves half done when we've used half the available time and money. It takes experience to hang in there with patience. Team members and managers will soon learn to trust in the non-linear structures that prevail in organizational dynamics.

A few words about the path itself. We've found that the hardest paths to solve have about an equal amount of safe and unsafe squares. It seems counter-intuitive at first, but, in general, the paths that have the most unsafe squares are actually easier to solve.   This has a lot to do with the fewer number of "blind alleys" in such a pattern.

You might ask the group how they would perform if you patched the Maze pattern with the alarmed squares defined as the safe squares and the silent squares defined as the unsafe squares. How would the teams perform if their job was to find a path comprised of unsafe squares instead of the safe ones?

Ask the group if they can remember the path? If they say yes, ask them to demonstrate. Now ask them what they can tell you about the rest of the Maze (safe/unsafe). What are the consequences, both now and in the future, of not knowing much about the rest of the "learning field?" Does this suggest any new approaches to learning together? What changes in organizational culture would this require?

We gave you a lot of information. You don't need to use it all at once.

Watch the dynamics. We've seen teams come apart -- people sitting around the perimeter of the room just staring. <u>Do not</u> jump in and try to fix things -- let the participants handle the dilemma. Just be very patient and observe. Within a few moments they will re-engage one-by-one. Or, the group may move through this transition without a glitch.

At the conclusion of the action session, bring the group back into the circle. Remember, it's important to practice the concepts of dialogue. Slow down the inquiry. Give each person voice. Practice deep listening. People should ask themselves why they're feeling the way they do.

More Suggested Questions

• If you changed the pattern midstream, what does the pattern change represent? (Surprisingly, some groups believe they had the pattern wrong the first time and that it didn't change. Not everyone will agree.)

• When situations and challenges change on the job, how do you react?

• Whose fault is it that things change?

• How often do things change?

• How much of the pattern changed? Did it seem like it was worse than it really was?

• When situations change, do you assume the worst -- going back to the beginning and starting over? Or do you look for the simple changes first?

• Do changes energize you or fatigue you? Why?

• Do you expect circumstances to change or do you expect them to remain status-quo?

- What does the Maze pattern change represent on the job?

- Do you prepare for changes or are you surprised by change?

- Do you support others during change or do you withdraw?

- Does your organization support people who recognize things have changed -- requiring rework and re-strategizing?

- Does your organization reward people who want to know about the rest of the learning field as well as about the path?

- How did you handle a switchback in the pattern? Was it easy or difficult for you to go backward in order to go forward?

- Do you see this occur on the job?

- Do you think you're improving as a team?

- How many teams do you see on the Maze?

- Again, how productive was your planning session? What did you do different?   What will you do different in preparing for the next session?

- If you called for a "Talk" session -- Why? (Or, why didn't you call for a "Talk" session?) Is this the way you do things on the job? Are you satisfied with how you spent your "Talk" time? Did it help? Was everyone heard?

Reflections (Switch-Backs & Pattern Changes)

The path to the goal is a winding path. We sometimes must go back in order to go forward. The path to innovation is a "messy" path that leads to many unexpected places.

And the path is constantly changing. If we're open to where the path may lead, while at the same time we keep our eyes on the larger goal, we'll be well-served. When we expect straightforward solutions that remain constant, we set ourselves up for disappointment.

There is always a degree of simplicity in complexity -- pattern changes demonstrate a portion of that simplicity. Approximately 4% of the Maze changed. But to those out on the Maze, it seemed like a much larger change had occurred. We need to remember that little changes can seem much larger if we don't keep our heads. Trusting in the collective knowledge of the group will help in such times, because if you put everyone's knowledge together, you'll know more than you thought. You'll find out just how simple the change was.

The problem comes from fragmentation of the group in such circumstances. People withdraw, begin to mistrust, and refrain from sharing what they know to still be true. People are least prone to depend on one another at times when they need each other the most.

Another serious condition facing employees is the lack of reserves -- leading to a lack of resiliency. When people are "behind the curve, they see change as catastrophic. When people have time to reflect and make choices, they are more likely to see change as an exciting challenge.

The Electric Maze
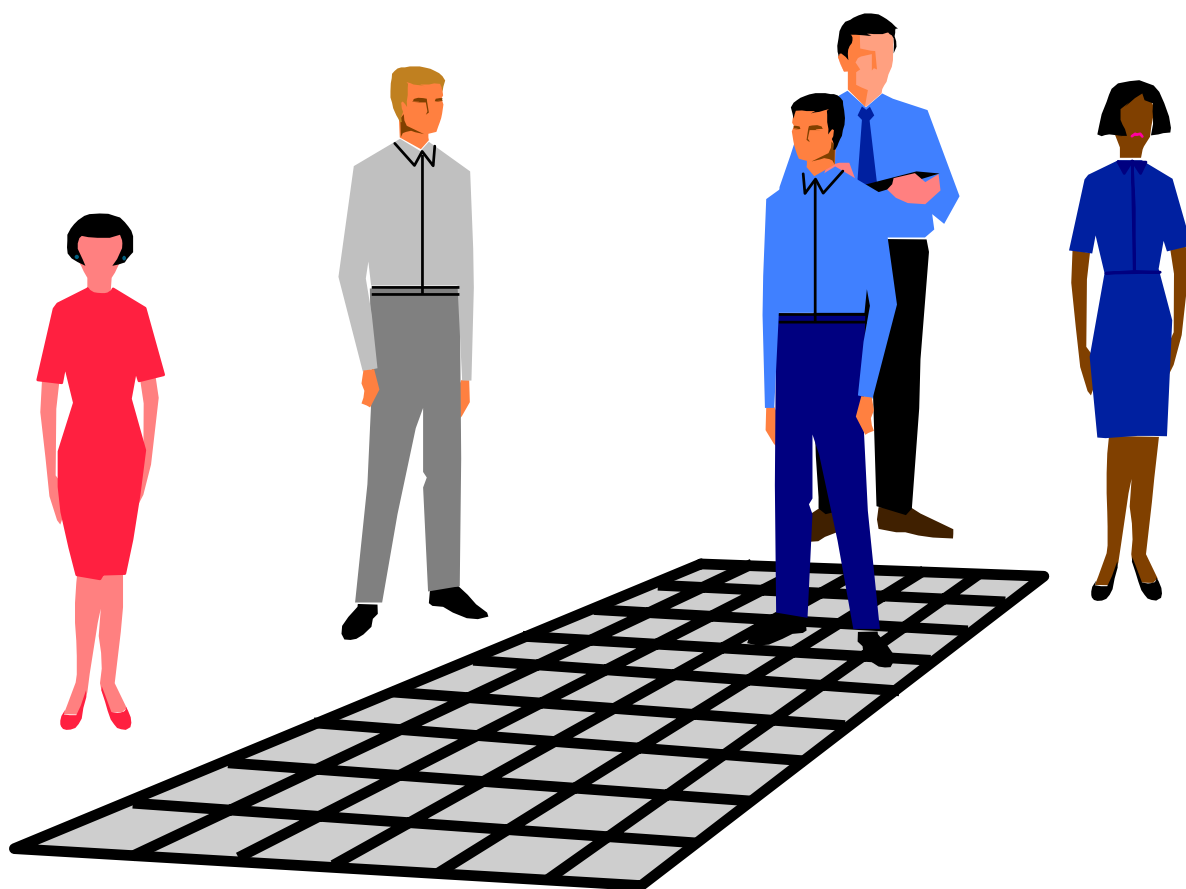
The Electric Maze
Rules

Strategy Session

(10 Minutes Total)

Vision Statement
(3 Minutes)

Mission / Goal Statement
(3 Minutes)

Tactics
(4 Minutes)

The Electric Maze

Rules

- 10 Minute Strategy Session

- 24 Minutes Crossing Time

- First Team Across Wins All Money

- Play Continues Until Both Teams Cross

- Alternate Teams (Ends)

- Rotate All Players On A Team

- Forward Progress Until Alarm Sounds
    - Then Must Retrace

- Per Team, One Player At A Time Until One Person Crosses

The Electric Maze

Rules

- During Crossing Period:
    - No Talking
    - No Writing or Leaving Trails

- $40K Total Resources Available
    - $20K Per Team

- Penalties:
    - $1K - Talking
    - $1K - Old Learning Alarm
    - $1K - Backtrack Alarm
    - $1K - Leaving By The Side
    - $1K - Skipping Squares
    - $1K / Person - Two Or More On Maze

- $1K Bonus For Each Minute Under 24

- $1K Penalty For Each Minute Over 24

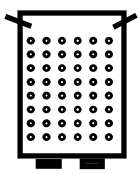**Pin = Safe (unshaded)**

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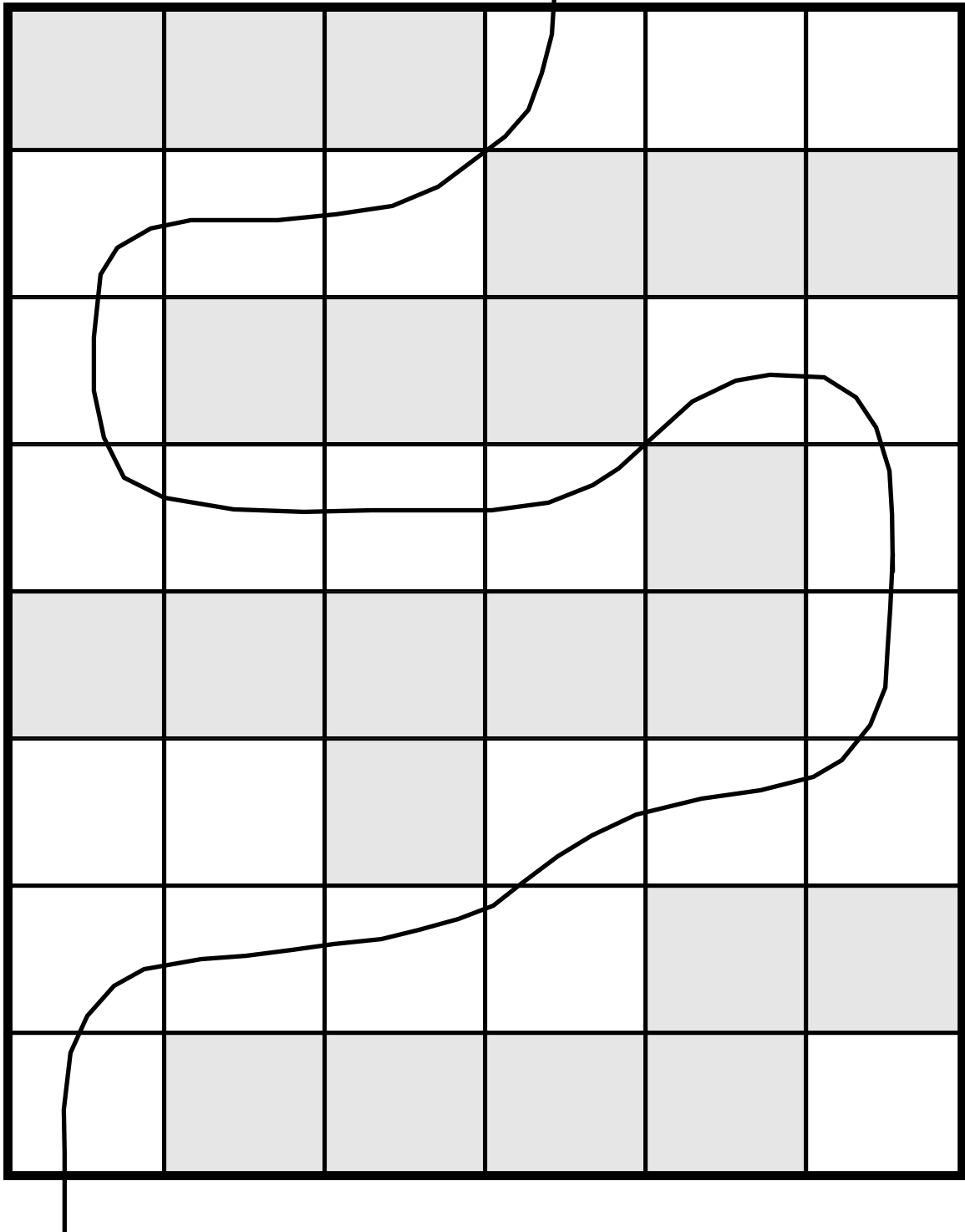
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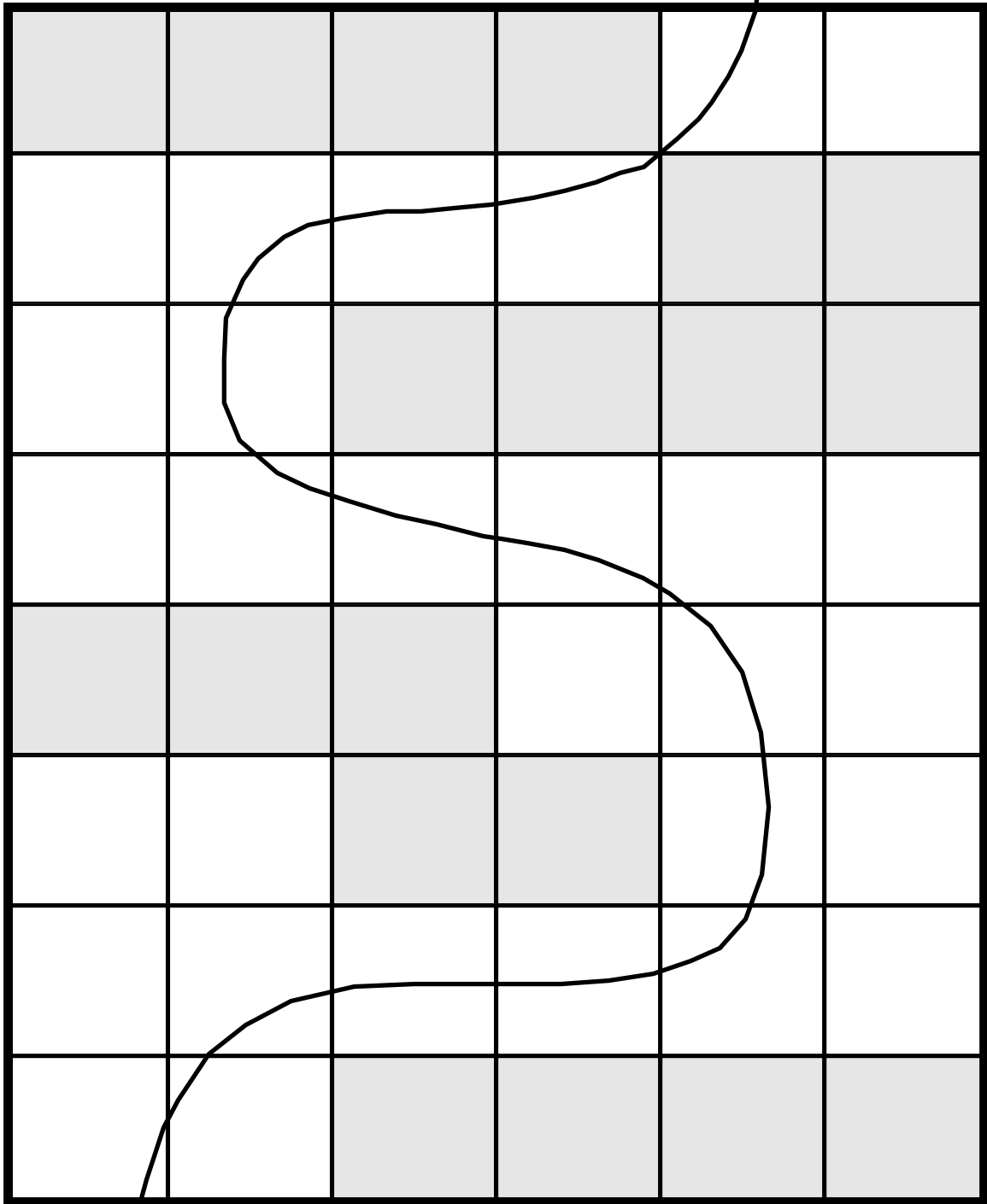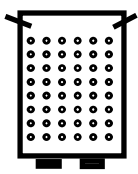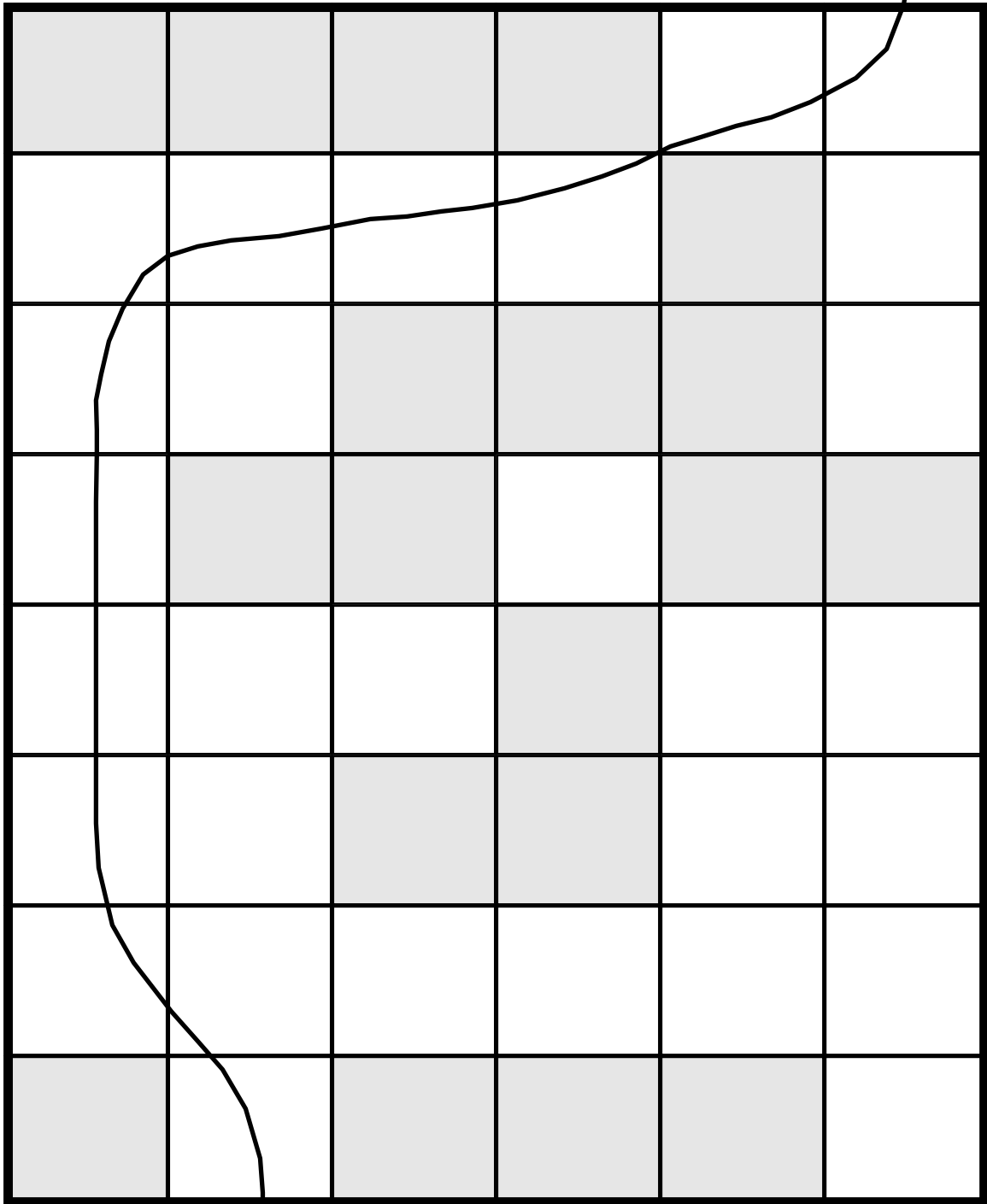Cable to Control Module
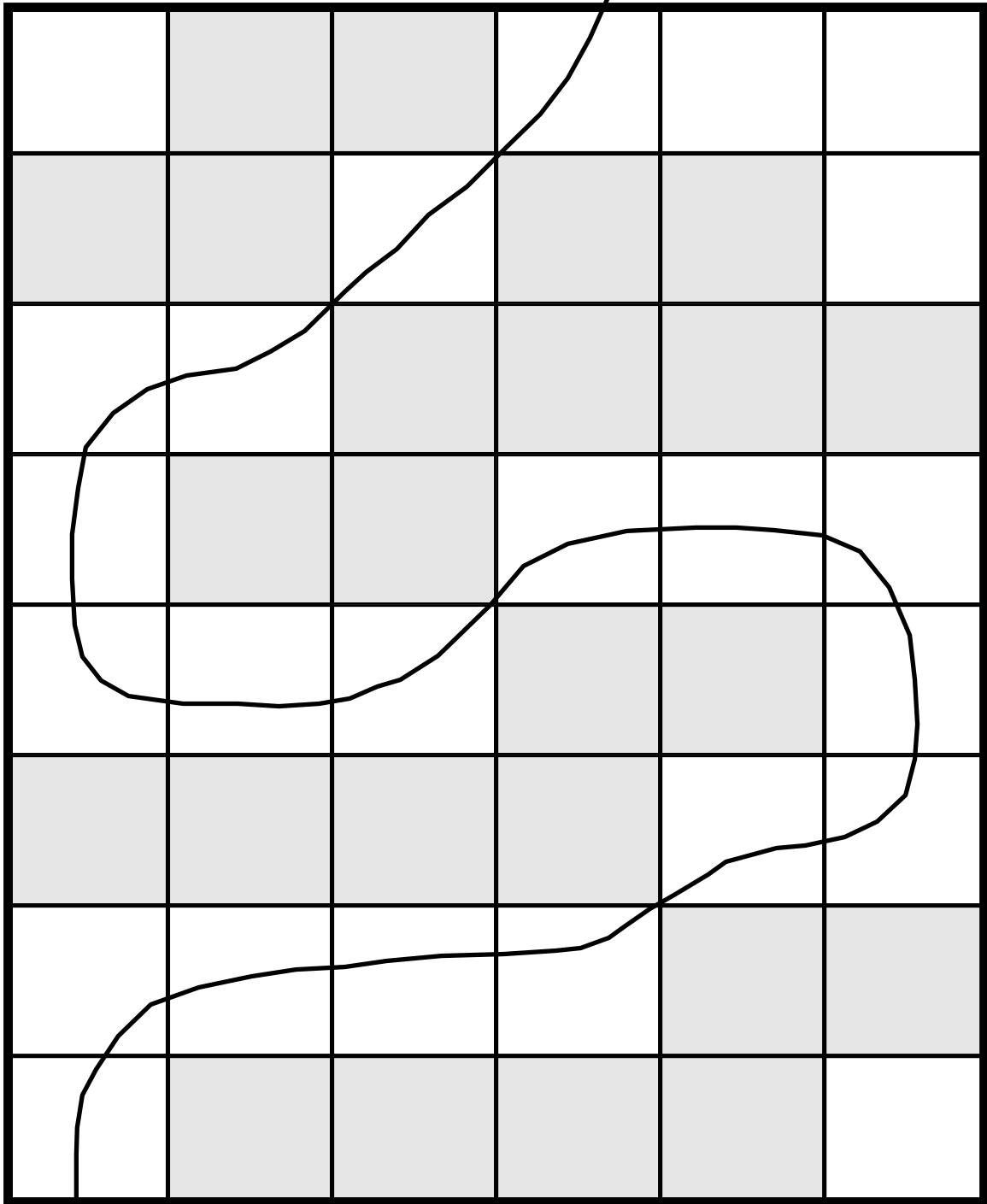
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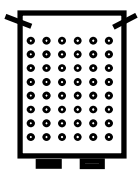
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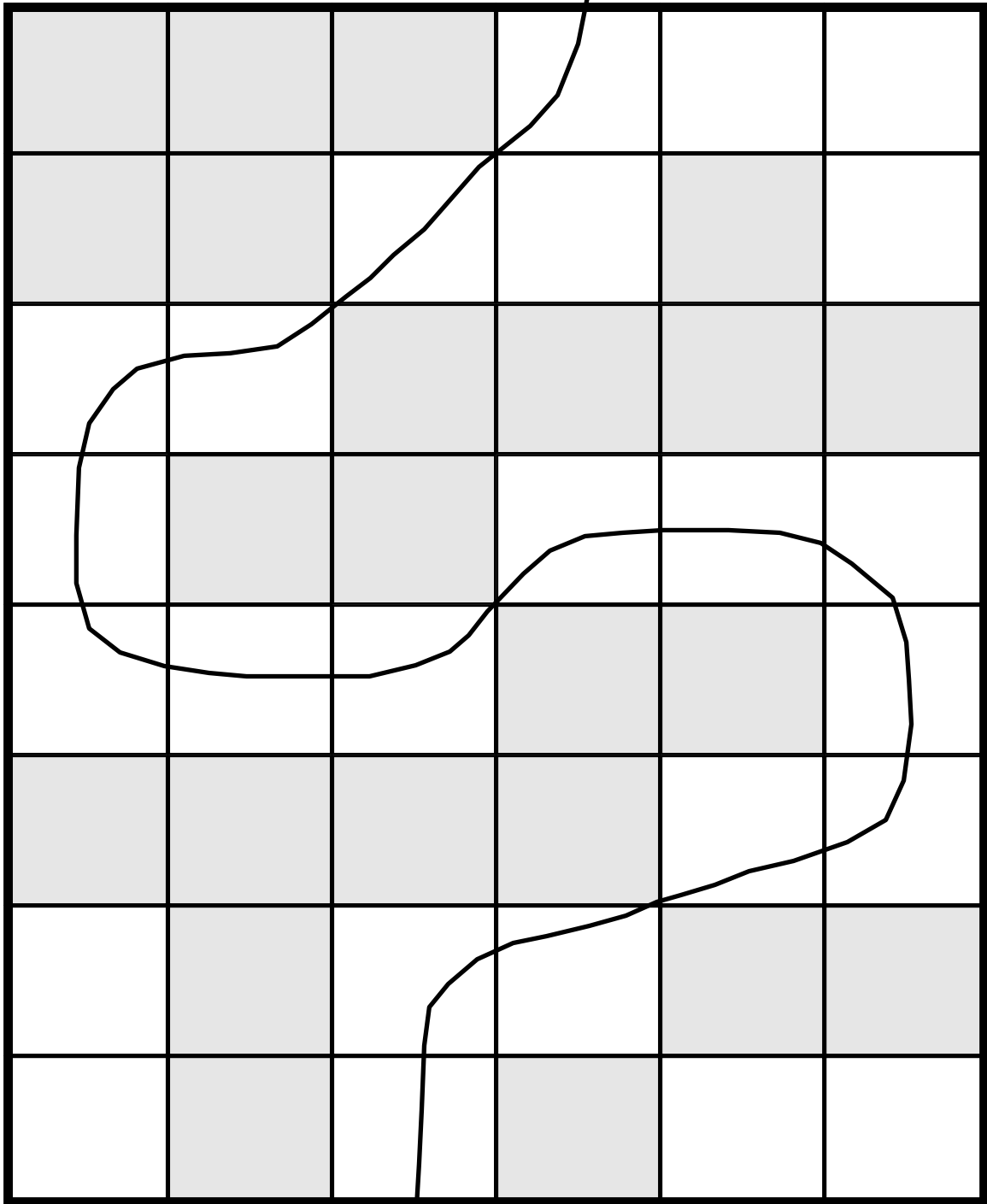
Maze Pattern #3 = Alarm active

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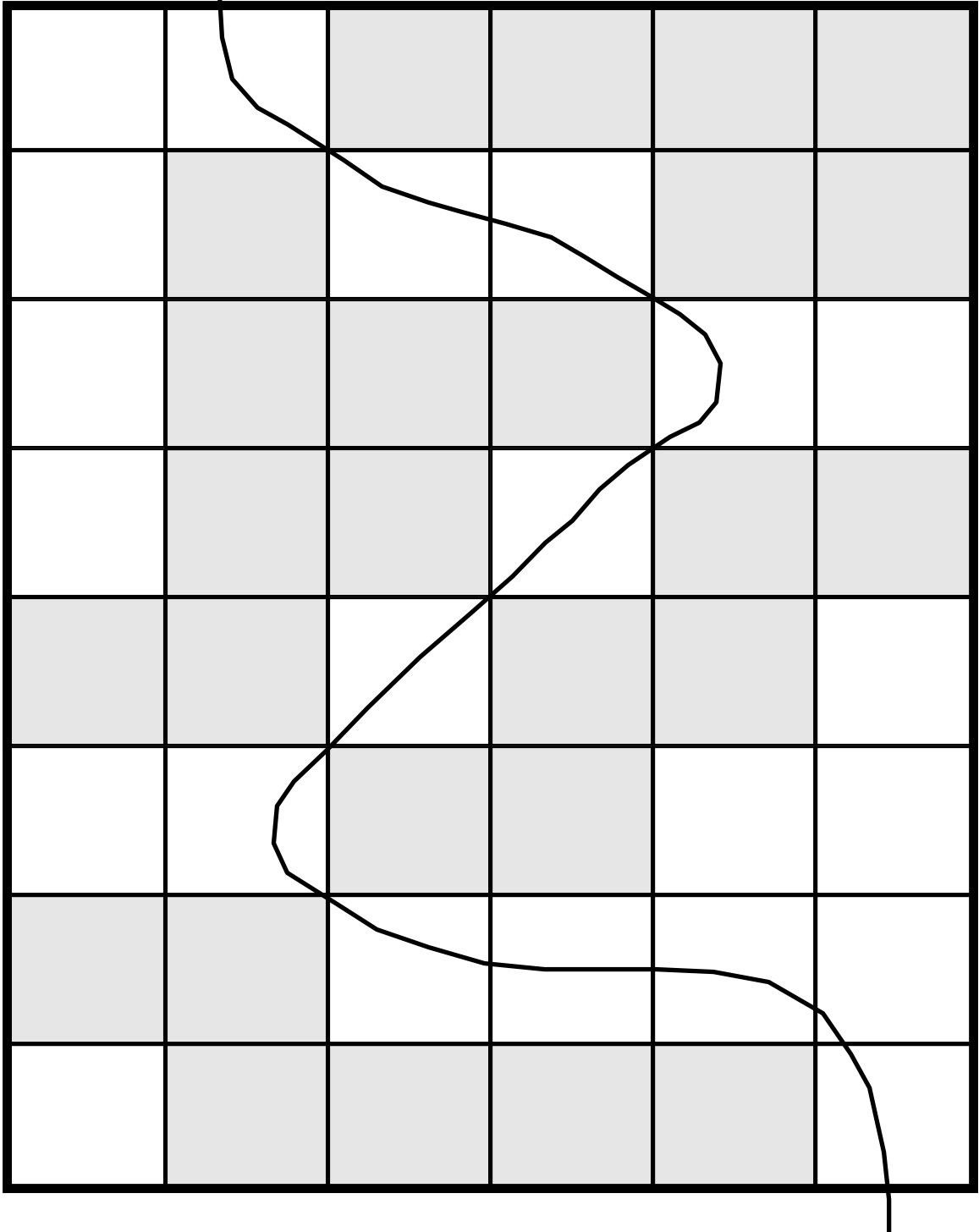
Maze Pattern #4   = Alarm active

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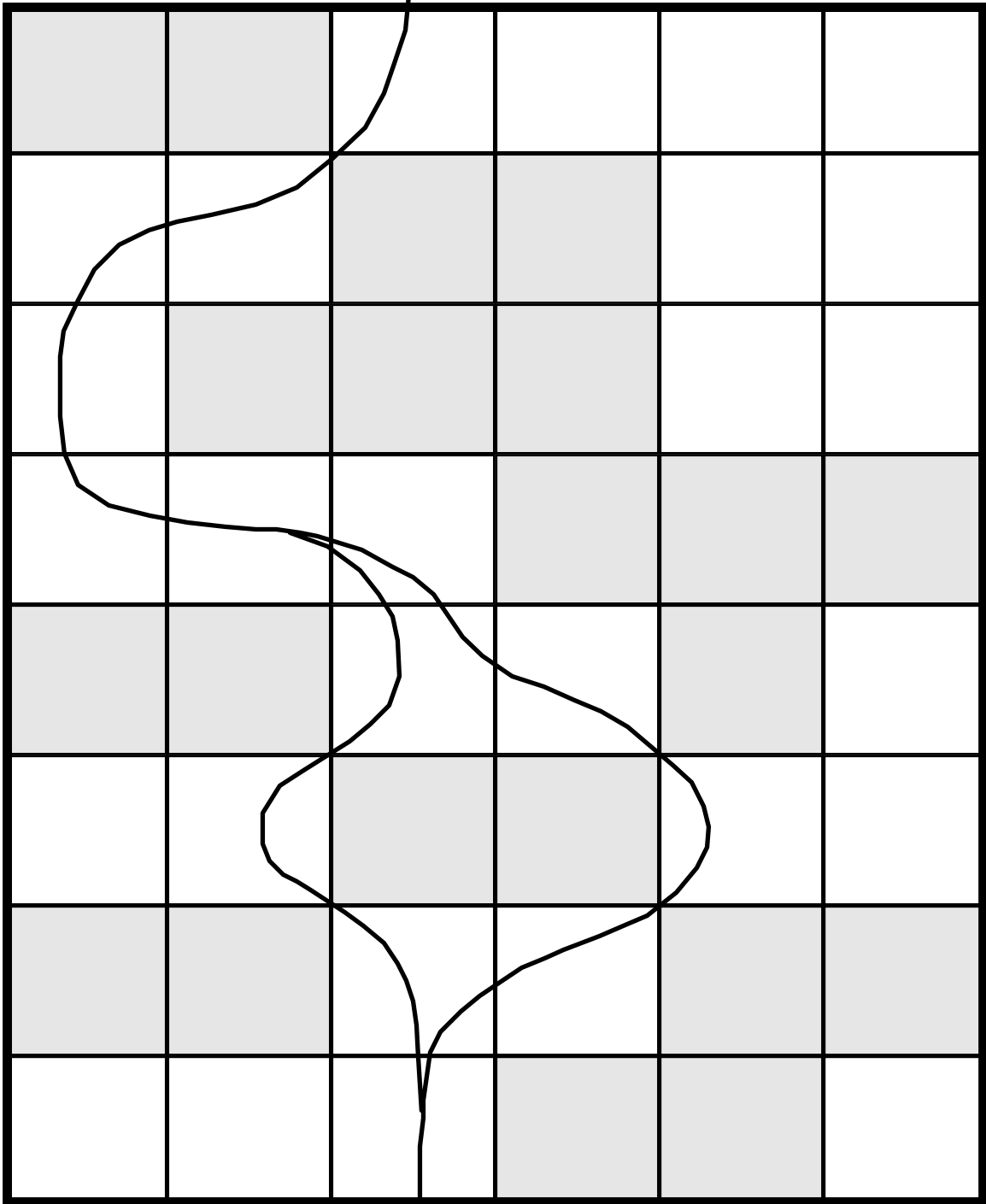
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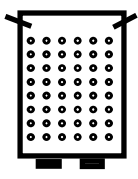
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Cable to Control Module

Maze Pattern #6 = Alarm active
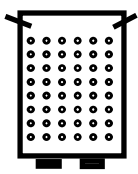
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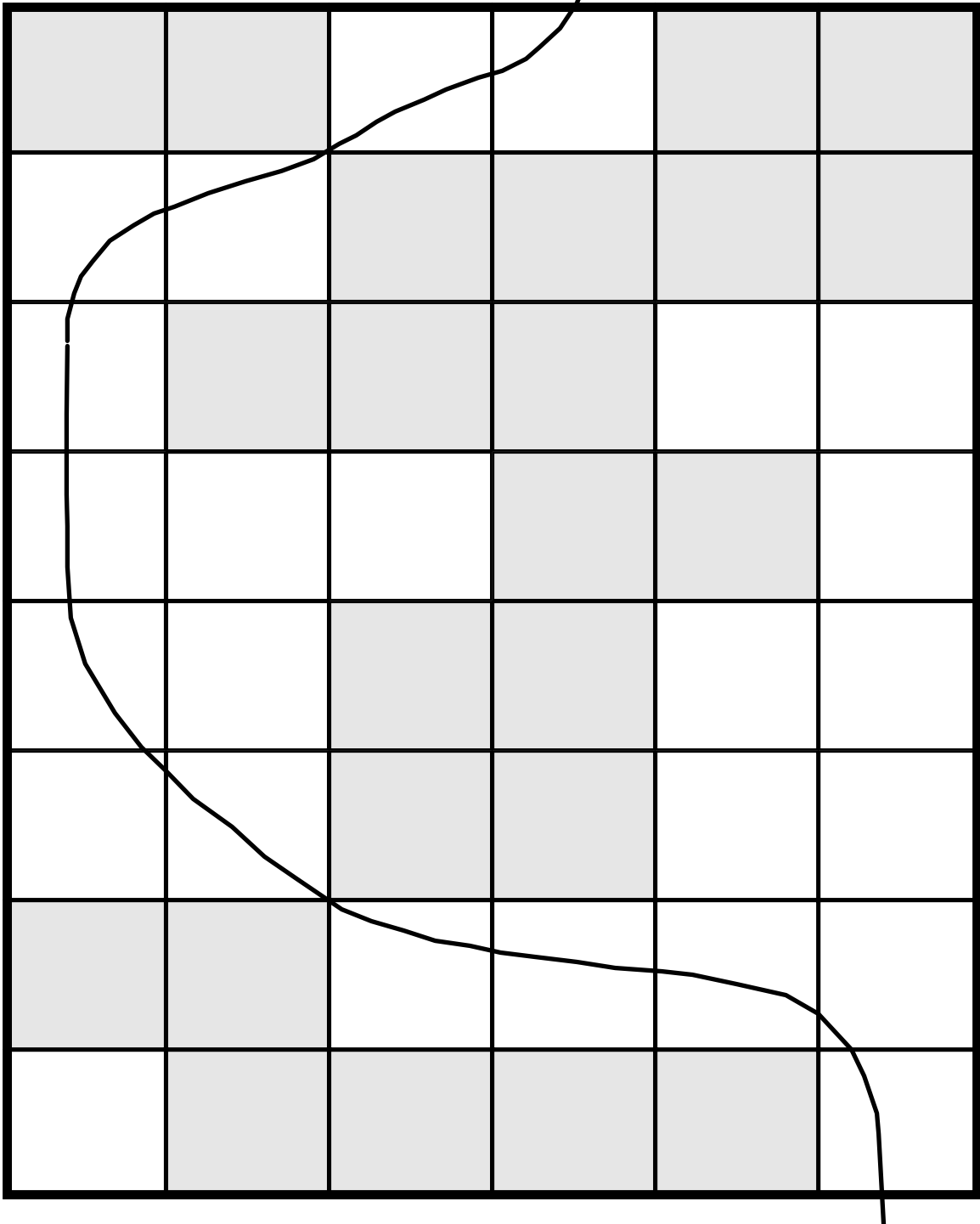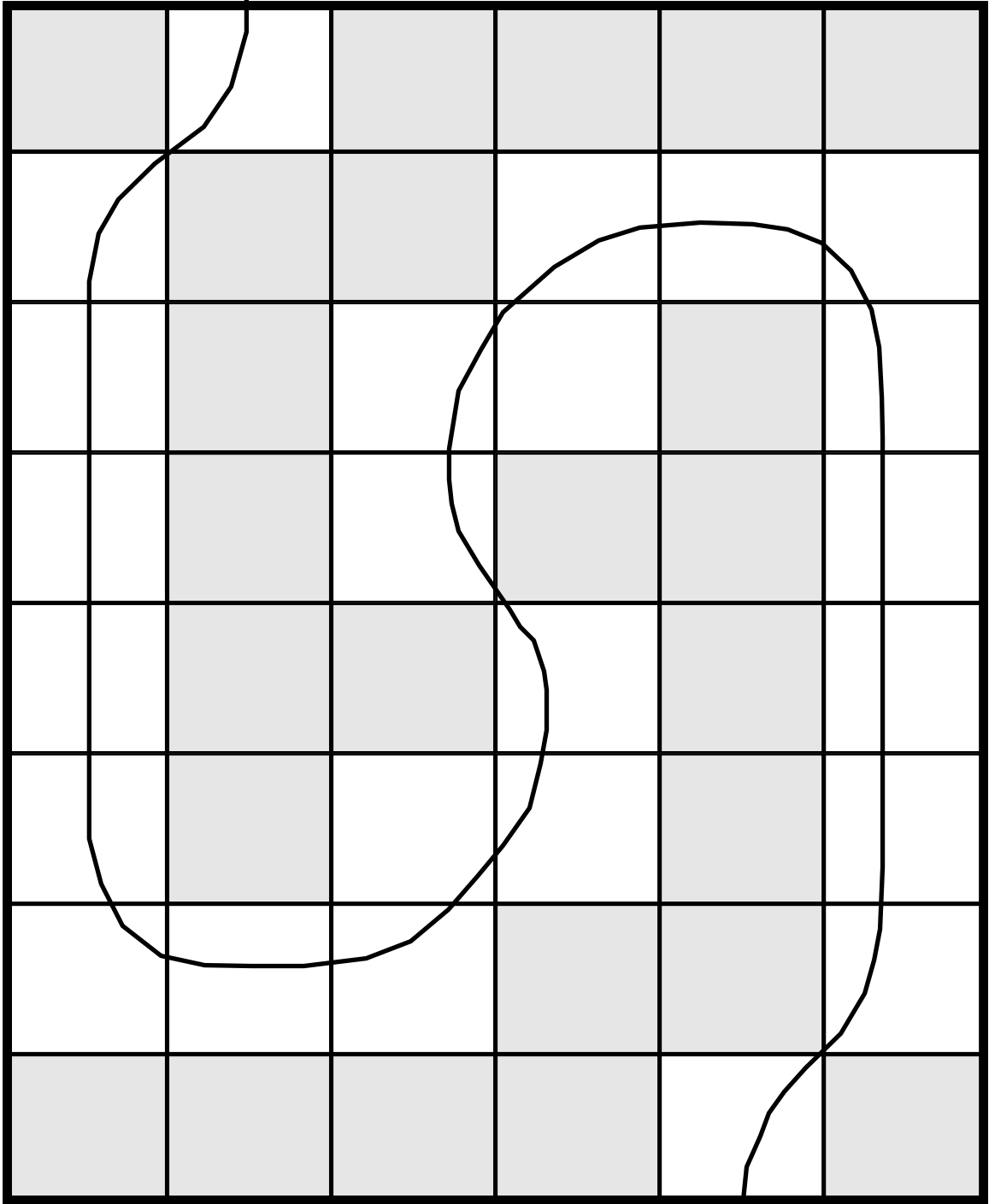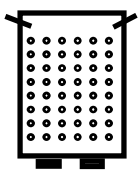**Maze Pattern #7**   = Alarm active
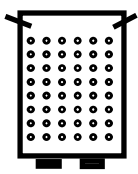
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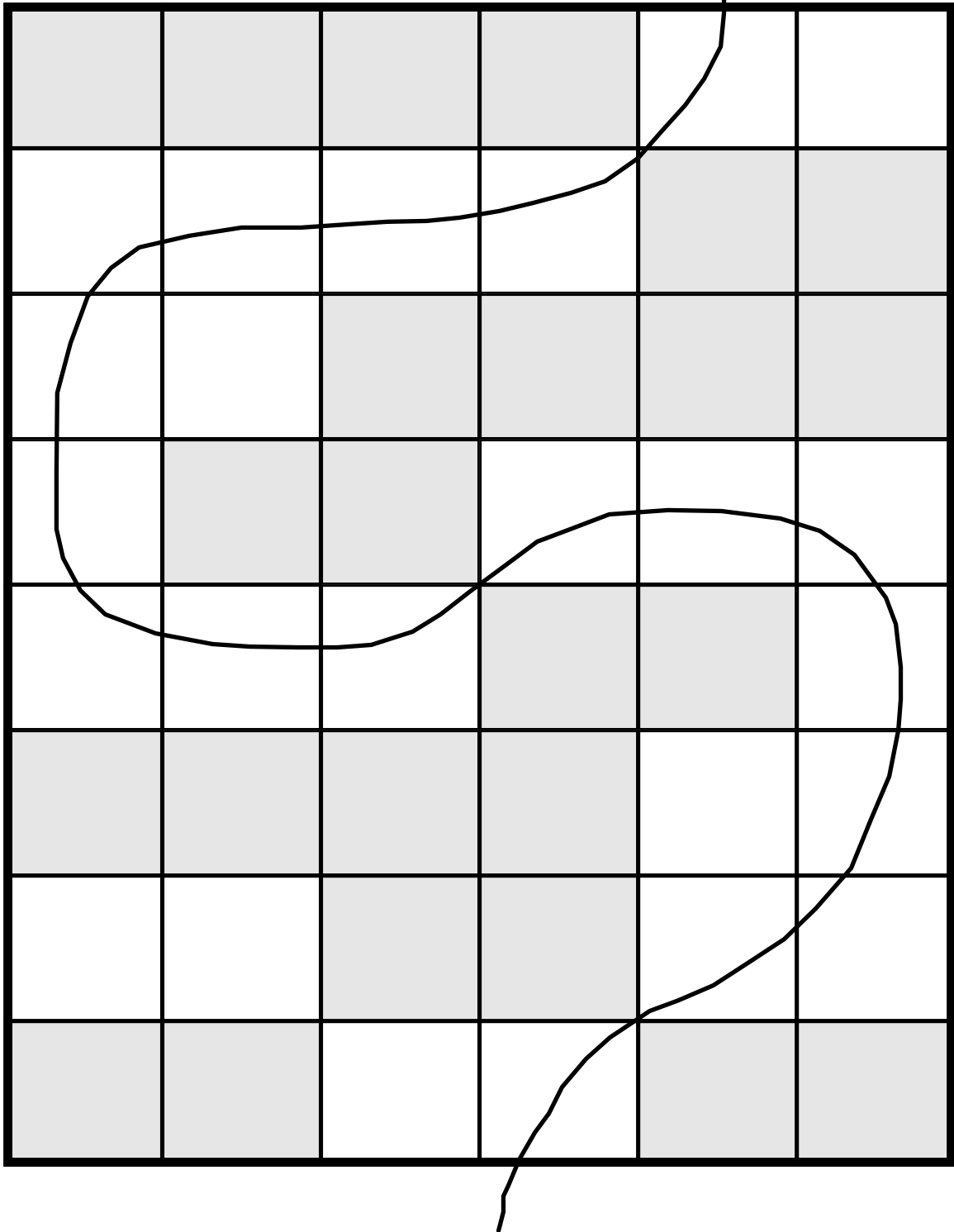
Maze Pattern #8

= Alarm active

Pin = Safe
(unshaded)

Cable to
Control Module

Maze Pattern #9

= Alarm active

Pin = Safe
(unshaded)

Cable to
Control Module

Maze Pattern #10   = Alarm active

Pin = Safe
(unshaded)

Cable to
Control Module

X

X

Maze Pattern #11   = Alarm active

Pin = Safe
(unshaded)

Cable to
Control Module
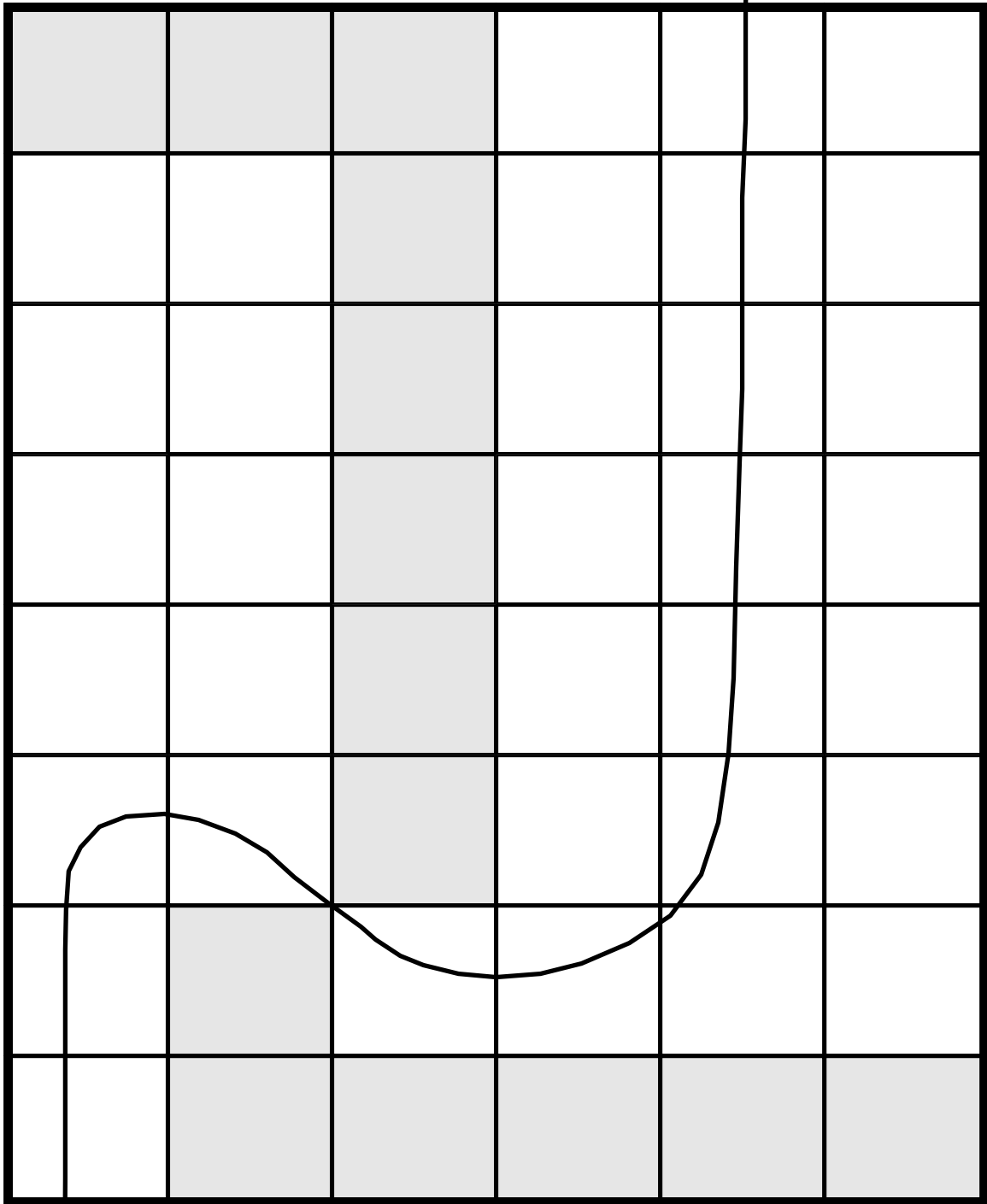
Maze Pattern #12　　　　　= Alarm active

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(unshaded)

Cable to
Control Module

Maze Pattern #13   = Alarm active

Copy & Enlarge