

# Learning

# Maze

## Team Building Event



*Creating Transformational Experiences*  
[www.BuildingTeams.com](http://www.BuildingTeams.com)  
800-513-8759

# Learning Maze

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## Be Legendary

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### Introduction to Be Legendary and [www.BuildingTeams.com](http://www.BuildingTeams.com)

Be Legendary was founded to help organizations build successful teams through individual discovery and experience.

A real team requires many attributes to be successfully implemented:

- Common Goals
- Leading and Leadership
- Communication
- Trust
- Accountability
- Problem Solving
- Decision Making

As a company, we focus on every aspect of a 'real' team. We have developed 'team building' products and workshops to help your team successfully implement the attributes we have listed above.

We have created these products to be as easy as possible to run and still achieve your desired outcomes. You could have purchased, or may own, any number of books on team building activities with hundreds

If you are like most of our customers, after looking through the team building activity book, you are wringing your hands and wondering,

*'Which one of these activities is ACTUALLY going to work!?'*

We are here to help.

You did not simply purchase this activity, you purchased our professional expertise. You can call and speak with any one of our facilitators about your specific needs, your group and your environment to make sure this event is going to work for you and how to possibly tailor it to fit your group.

Many times, we all simply need to talk to someone and be reassured that the activity IS going to work. We are more than happy to talk you through the activity as many times as necessary.

This the same approach we take with our workshops so you may want to consider giving us a call for your next workshop, event, retreat, meeting or conference and find out how we can help you.

Make it a great day!

Be Legendary Facilitative Staff.

# Learning Maze

## ***Complete Instructions to Run a Successful Event***



### **Purpose**

The application of the Learning Maze is in every area of our lives. The learning each group comes up with is always different.

The basic purpose of the maze comes down to identifying how the team is treating its 'mistakes' (beeps) and the people who are discovering them. Stepping into the unknown is necessary for any team to grow and move ahead, with the only question being how are they doing in the process?

This event will shed some light on the teams' process.

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### **Length of Exercise and Short Agenda**

Total time is roughly 30 to 45 minutes and should not exceed 60 minutes. This depends largely upon how quickly your group accomplishes the task and how much discussion is generated.

- 5 Min. Introduce Activity & Cover Ground Rules, if any
- 15 Min. Activity
- 20 Min. Group Discussion
- 5 Min. Wrap up and Set Expectations – Miracle 10%

The discussion is the most important piece of this agenda as that is where the knowledge learned in the activity is transferred back to life, work, etc.

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### **Safety Tips**

- If a person is going to fall, they may step off the stone and regain their balance.
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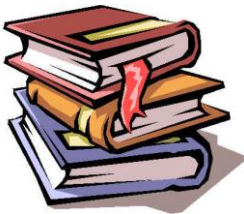
# Learning Maze



- 48 Learning Maze
- Answer Grids
- Horn or your voice

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## Equipment You Will Need



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## Storyline

You have decided to join Indiana Jones on his quest for the Golden Goose. You have found the secret temple and you must now make your way across the magic Learning Maze.

The path may only be found by one of you taking a step onto one of the stones. If the step makes a creaking sound you must quickly move back and someone new will try a stone. You may not skip stones or mark the stones in any way.

Once you have found the path you will all make your way across and on to a life of luxury.



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## Setup

1. Before the team arrives, lay the stones down in six rows with eight stones in each row. Use the answer grid to show you. You have the team to help you.
2. In this event must follow a certain path through the Learning Maze. The team starts at one side of the stones.
3. By trial and errors they must find the beeps and discover the path.

# Learning Maze

4. One person begins by stepping onto one of the stones. If there is no “beep”, the person continues until a beep is found.
5. If a person steps on a stone that beeps she/he must step back off the grid, being careful to follow the same path.
6. If the person accidentally steps on a “beep” on the bath back, they are frozen until the team sings them ‘happy birthday’ (or some other fast, known song or theme). Then they continue off the stones.
7. After one person has stepped on the grid, every person on the team must make an attempt before the rotation begins again.
8. Only one person may be touching the grid at a time.
9. When the entire path has been discovered, more than one person may be on the grid at a time.
10. No props or markers may be used to help group members remember the path.
11. The next stone on the path will always be one of the stones touching the last good stone. (It will not always be a forward step.)
12. The group will have a time limit, but will vary with the size of the group.



## Variations

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- Give the team time to plan but put them on silence.
  - Have some of the members blindfolded.
  - Have more than one team on the same stones moving in different directions (you will need other people helping you for this one.)
-

# Learning Maze



## Dynamics to Watch For:

- The way people get the group to vote or give them input about the next step.
  - Different ways people support the person on the Learning Maze and the trust developed.
  - Perspective issues that may arise. Be aware of the way it influences the tone of the team.
- 



## Questions for Group Discussion

1. Why did you try to avoid the beeps when the beeps are the only way to know the path? Where else do we do that and why?
  2. What was more important, the process or the result? Explain.
  3. What could the beeps represent and who makes them in your real life? Explain.
  4. View the people finding beeps and people making the beeps?
- 



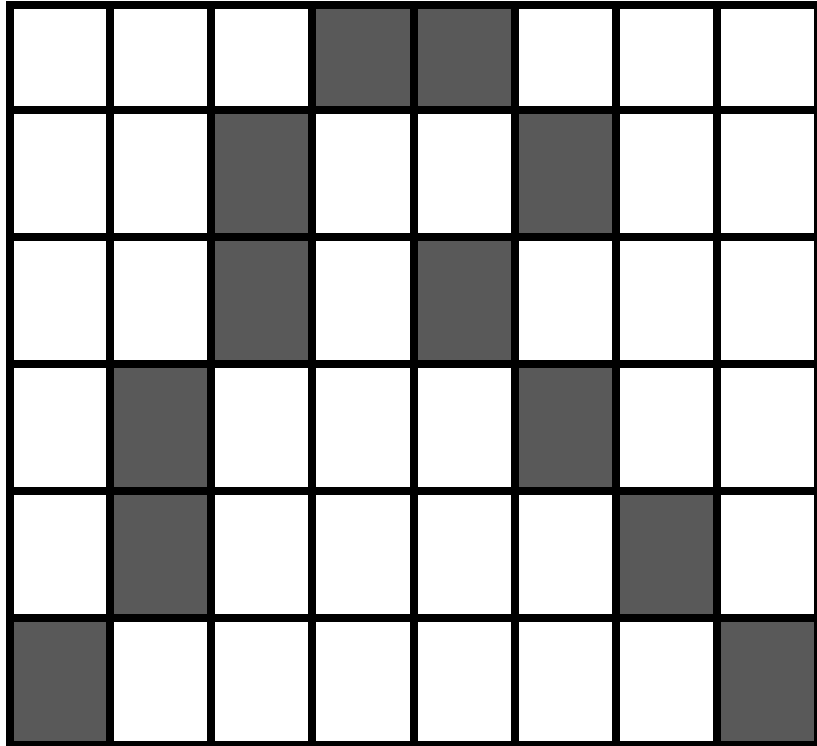
## Tips and Tricks from Our Professional Facilitators

You may want to not use a song or theme when someone gets 'beeped'. Instead, let them choose either the song, or they can take a time penalty. How far is the person/group willing to go to achieve their goal?

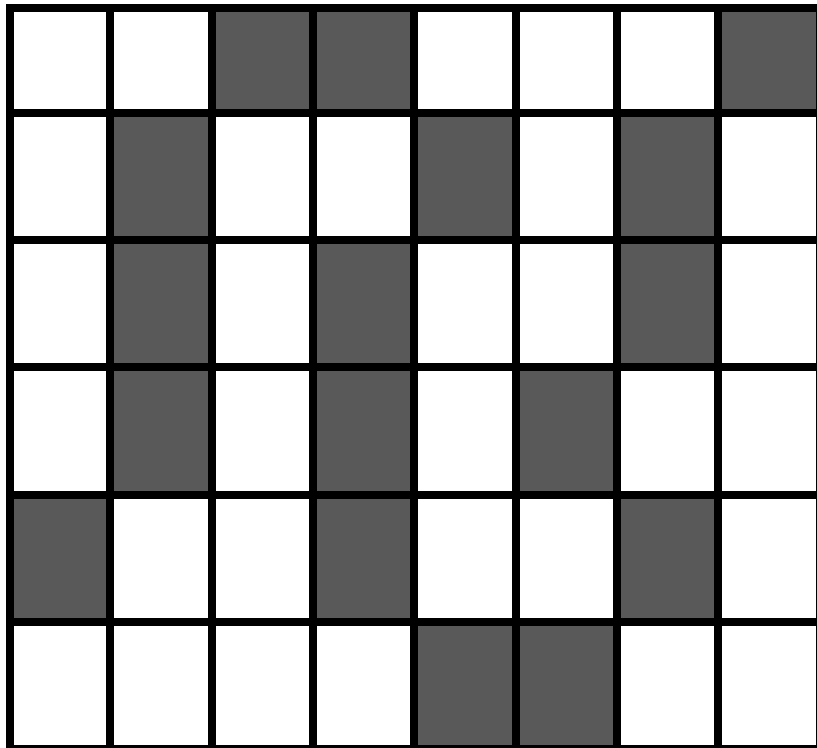
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# Learning Maze

## Sample Maps



Sample Map 2



# Learning Maze

## Facilitative Tools

The key to a good facilitation is to let the group discover the learning that is appropriate. As the facilitator, do not try to manipulate the questioning to get the group to discover what YOU feel is important.

Below are some tools to help you in your questioning to help the group discover their own learning without manipulating the conversation.

### Maintenance Tools

#### Throw-Back:

Team Member: *"How can we possibly get through this obstacle?"*  
Facilitator: *"If it was possible, what would need to happen?"*

#### Share Observations:

Facilitator: *"It is very quiet. What does the silence mean?"*

Facilitator: *"It seems that not everyone is actively participating. Is there a reason for this?"*

#### Review Group Agreements:

It is very important to review when the group becomes disinterested, when rule violations are occurring without thought, and if the group is attacking each other personally.

Facilitator: *"Remember the ground rules we discussed as we begin to talk about this event." (If there are any)*

#### Check-In:

If a group is really struggling or people are becoming very frustrated, interrupt the activity and ask:

*"So what are you doing right now that is working?"*

*"What is not working? Why?"*

#### Accept/Legitimize/Deal With or Defer:

Create a safe environment for participation by:

- Responding neutrally to a speaker whose ideas are "out of synch" with others in the group
- Legitimize his or her contribution
- Agree together how to move forward

#### Facilitator:

*"You're not convinced we're not getting anywhere? That's OK, you may be right. Would you be willing to hang on for fifteen more minutes and see what happens? Yes? Thanks."*

#### Facilitator:

*"The issue you just raised sounds like an important one to you. Can we finish debriefing this event, before we move on to discuss your issue?"*

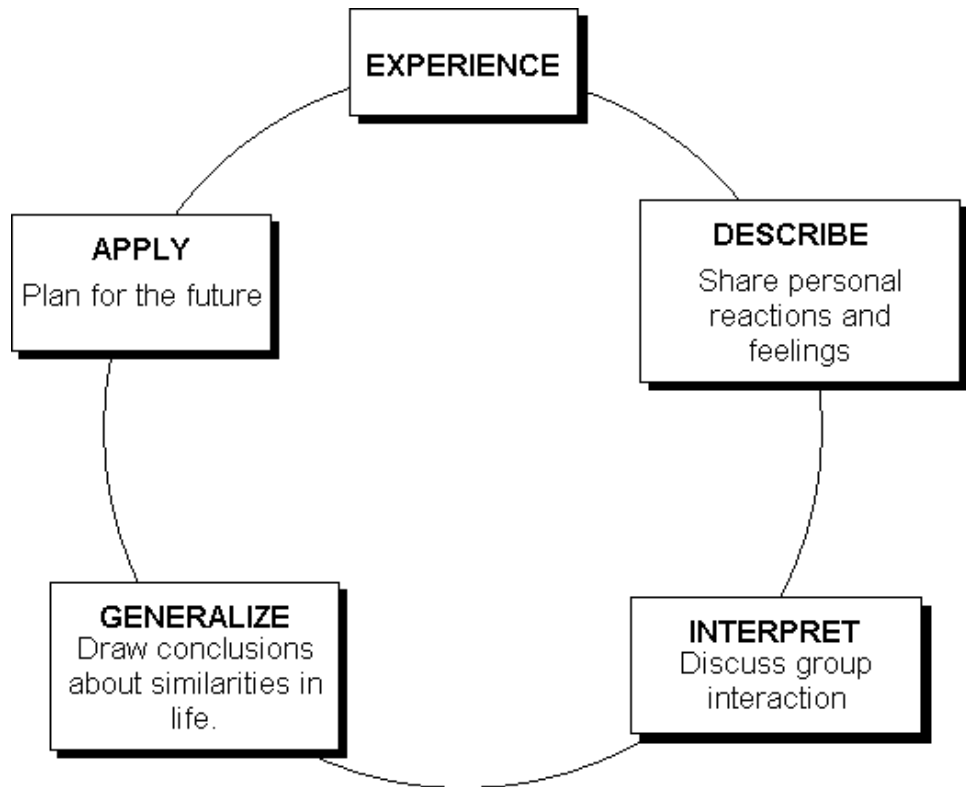
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## Clarity Tools

	When You Hear:	Respond With:
<b>Universals</b>	All Every Never	"All?" "Every?" "Never?"
<b>Rules</b>	Should Shouldn't Must Can't	"What would happen if...?": "What causes or prevents...?" "Must?" "Can't?"
<b>Non-Specific Verbs</b>		"How specifically?"
<b>Non-Specific Nouns</b>	We  It	"Who specifically?"  "What specifically?"
<b>Quantifiers</b>	Too Much Too Many Too Expensive	"Compared to what?"
<b>Statements</b>	I Don't Know That Is Impossible	"Well, if you did know, ..."  "If it were possible, what would need to happen?"

# Learning Maze

## Learning Cycle Stages



*1975 Annual Handbook for Group Facilitators, University Associates*

### Stage 1: Experience

The experience forms the basis for the rest of the cycle. A structured activity, new game, or community service project can all be good experiences from which to draw learning.

### Stage 2: Describe

In this stage, the facilitator asks the participants about their feelings and reactions to the experience. The focus in this stage is on the individuals' feelings and experiences. Ask questions such as:

*"How did you feel?"*

*"What did you do?"*

*"What happened to you?"*

### Stage 3: Interpret

In this stage, participants discuss what went on between group members during the exercise. To process individual reactions into collective ideas, good questions to ask include:

*"Why do you feel the way you do? "*

*"What caused that particular result or feeling? "*

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## Stage 4: Generalize

In this stage, the group generalizes from this experience to see how it might be reflected in other areas of their lives. Participants are asked to focus on situations in their personal or work lives that are similar to those in the activity. The task is to identify similarities and state principles that they can apply to other situations. Some questions that could be asked are:

*"What did you learn from the experience?"*

*"What other similar situations have you experienced?"*

*"How does this relate to your work life?"*

## Stage 5: Apply

Finally, participants can decide on a course of action for the future. As a facilitator, ask questions such as:

*"What do you want to remember from this experience?"*

*"What would you do differently in a similar situation?"*

## The Miracle 10% - One Idea for Closure

### The Miracle 10%

This is quite possibly the easiest method of participant buy-in for change we have in our arsenal.

In front of the group simply ask:

*"Who feels they cannot improve <insert topic, i.e. communication> 10%?"*

99.9% of the time, everyone will raise their hand. (This is not saying that the same people are not trying as hard as they can. Many are giving the 100% effort, but that does not mean they cannot improve. Sometimes you need to make the distinction.)

*"Does everyone agree that improving 10% is a reasonable goal?"*

Everyone will agree. After all we are not asking for a HUGE change, just a small one.

*"There are 'X' (i.e. 15 in the workshop) number of you here. So if each person improved 10% that is a 150% improvement. What would work be like with that improvement? How much better would our communication be? (Open up for discussion and create a specific list)*

*"So it sounds like everyone agrees that with just a small effort to improve from each person, we would all be much happier."*

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*“Each person will be responsible for their own improvement.  
You will each need to hold yourself accountable.”*

Set the right expectation.

*“We all agree 10% improvement is a reasonable goal but I want you to think for just a moment what that REALLY means.”*

*“After we leave today, we will be expecting to see a difference in <insert topic>. But a 10% improvement means that 9 times out of 10, you will see me (use yourself as an example) doing the same old crap I always did.”*

*“And the one time I actually do the right thing, you may not be around. So you may see me do the same old crap 15 or 20 times before you actually see me improving. It is important to have trust in me and the fact that I have agreed to work on improving and that I am consciously doing so.”*

*“Each person here must have that expectation and when you do see the right change, make every effort to point it out to the person who did it and to everyone else. It is hard to become tired of praise, regardless of how well you handle it.”*

At the end of the workshop, you can have everyone spend 15 minutes and write out how they will improve the 10%. Not simply “improve communication” or something generic, but the behaviors that will improve communication.

For example, ***“I will focus on and listen to what the other person is saying and not on how I will respond”***.

Help them drill it down until they have something that they can act upon every single day.