

SESSION AT-A-GLANCE	WHO?	HOW LONG?
Introduction	Facilitator	5 minutes
The Game	Facilitator, audience	30 minutes
Debrief and Discussion	Facilitator, audience	15 minutes

Model Kichen Utensil Game

Why Use This Game

- To teach about people's reactions to dealing with change.
- To help groups develop strategies for making change more palatable.

Target Audience

QI team members who will be involved in testing changes with their colleagues. You may also include the people who will be testing the changes, as all are likely to benefit from a discussion of what it's like to deal with change.

Type of Game

A competition among teams.

Key Concepts

- People don't like to deal with change.
- Some strategies will make it more likely that the change you propose will be accepted.

Source, History and Resources for More Information

This game is very loosely based on "Paper Animals" from Chen & Roth's "The Big Book of Six Sigma Training Games," (McGraw-Hill, 2005, pp. 208-213. Another source for information about change is John Kotter's Leading Change, (Harvard Business School Press, 1996).

Materials

- For each team:
 - A large quantity of scrap paper: construction paper, newspaper, recycling paper. Use the same type of paper for each team
 - A roll of tape
 - A pair of scissors
 - Colored pens
 - Other supplies that might make things interesting: colored tape, glue, string
- Flip chart and markers to record the key points of the discussion
- If you want, a prize or prizes for the winning team(s)

Preparation

To prepare for this session:

- Familiarize yourself with the session's structure and content:
 - Read through the game instructions and key teaching points in their entirety.
 - Practice the game itself.
 - Practice presenting the key teaching points.
- Prepare the room:
 - Set up tables and chairs at which each team will work and distribute the supplies to each table.
 - Set up the flip chart at the front of the room.

Playing the Model Kitchen Utensils Game

Welcome and Introductions

To begin the game, welcome participants and thank them for their participation. If necessary, ask individuals to introduce themselves to the group.

Learning Objectives

Tell participants that by the end of the session they will:

- Understand how people may react to dealing with change.
- Develop ideas about how to present changes so people feel more willing to try them.

Agenda

Provide a brief description of the session's primary components:

1. Background to the Model Kitchen Utensil Game.
2. The game itself.
3. Debrief and discussion on what the game shows, and how its lessons can be applied to HIV care.
4. Feedback and close.

Background to the Game

Facilitator's note

The purpose of this game is to expose the participants to a situation where they will have to deal with an unexpected change in “the rules of the game.” When they have finished the game, you can then lead a discussion about how it was to cope with this unexpected change, and draw lessons out that the participants might apply as they begin to test the changes for improvement they have developed.

A commonly used saying about change is that “people don't object to change, they object to being changed.” This game seeks to show how to keep your change effort from being one where people feel they are “being changed.” Some effective strategies include:

- clear, consistent explanations of what the change involves.
- clear statement of the purpose of the change.
- use of the PDSA cycle: start small!
- helping people see how an earlier trial of the change has worked – don't just tell them about it.
- fairness in application of the new rules.
- an opportunity to participate in designing the change (PDSA helps here, too).
- communicating that you understand that making change is hard.

This game should be adaptable to many different scenarios. You could have the teams construct paper hats, for example. Chen & Roth suggest having the teams make paper animals. Building anything that is somewhat elaborate and that lends itself to changing criteria in the middle of the game can serve as the purpose of the team exercise.

Key points to explain to your audience:

- People embrace change at different rates.
- How they feel about change may vary depending on the specific innovation being proposed.
- Careful explanations around key attributes can help people become more open to change.

The Game Itself

1. The participants should work in groups of 6-8 people.
2. Explain the task:
 - a. The teams should use the materials provided to build a replica of any common kitchen utensil.
 - b. They may use only the materials provided.
 - c. There will be a prize at the end for the team with the utensil that:
 - I. looks the most like the utensil it is supposed to be, in, for example, size, shape and color.
 - II. is the most elaborately shaped (round cutting boards, for example, would not score high on this criterion).
 - d. Tell the teams they have 25 minutes to complete the task.
 - e. Tell the teams there will be a vote among participants at the end to determine the winner.
3. The teams begin work.
4. After 10 minutes, get the participants' attention. Tell them you "forgot" a third criterion. The utensils will also be judged on how functional they are, that is, whether they can in fact be used for the purpose they are intended (will a bowl really hold liquids? Will the spatula really flip a pancake?)
5. After 25 minutes, stop the teams. Have each team present its utensil. Vote for the winner by show of hands and present the prize to the winner.

Debrief and Discussion

Reconvene as a large group. Review results.

- Ask for a report from each group in turn:
 - How did they work together as a group? Were decisions made well? Were they able to be creative?
 - Were they pleased with their product? Why or why not?
- Then begin a general discussion of people's reaction to the change in instructions:
 - What did they think?
 - How did their team react?
 - Did the new instruction make their final product better or worse?
 - What would they have done differently if they'd know that criterion from the beginning?
 - If changes have to be made, how can they be done in a way that's easier to handle? (see the Facilitator's Note, above).
- Ask participants how they might apply what they learned from this game to their HIV programs.
 - How have changes been made in the past? What has worked, and what hasn't?
 - What should we do as we begin to test our changes? How can we help our colleagues deal with the changes we will make?
 - Develop, if appropriate, a simple work plan to make sure the suggestions get implemented.

Feedback and Close

- Ask your audience for feedback on whether this session met its objectives. Take notes of their response on a flip chart, and keep it for your use in the future.
- Schedule an informal follow-up session with any audience member who wants clarification or more information on the game or the concepts you discussed.
- Thank your audience and congratulate them on their hard work and success.

