



Game of Change

Implementation Guide

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Ecological Thinking!

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Let's protect our environment!





Game of Change



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Objectives of this guide and how to use it

This guide has been compiled to support trainers as Game of Change-facilitators in all phases of the Game - from planning and facilitating the individual game phases to reflecting with the participants - with all the important information and practical tips.

You may have already noticed from the table of contents that this guide is divided into many short chapters. This structure should make it easier for you to quickly find the section you need when working with the Game. However, if you are familiarising yourself with the Game of Change for the first time and want to try it out with your participants, you should read the guide from top to bottom before you start with the actual planning.

If you would like to deepen your knowledge and understanding of Theory U and Strategic Staging, you will find further information in the Textbook 'Conceptual Attunement'.

You can download a variety of methods and exercises from the Game of Change Platform. You'll find the links in the right spots in this guide.

This guide follows a practice-oriented approach and therefore only contains the most important basic information on the underlying concepts. An important component of the game is the Card Set, which is described in detail here. In the main section, the individual steps from preparation to post-processing of the Game are explained. The final section contains practical examples and also explains how to overcome potential challenges in the course of the Game.

At the top you will find an overview of the individual steps that you should consider when planning. Depending on the time available, the requirements and the independence of the group, you can set the appropriate priorities and choose the ingredients for your individual Game.

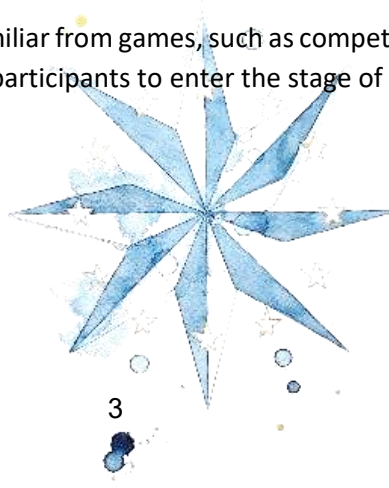
With this in mind, please do not expect a ready-made 'recipe' from this guide, but rather a wealth of tools and inspiration as well as encouragement to explore new paths.

Together with your participants, experience the joy and power that are activated when playing together!

FIRST OF ALL, LET'S START WITH A FEW WORDS ABOUT THE TERM "GAME":

The developers have chosen the form of the Game to invite the elements of curiosity, joy and fun. These elements are deliberately used to make it easier for participants to access their creativity, but also to remind them of their childlike playfulness and open, non-judgmental way of seeing things.

However, other elements that are also familiar from games, such as competition, strict rules, winning or losing, were avoided in order to allow participants to enter the stage of co-creation.



Overview of the Game, step-by-step

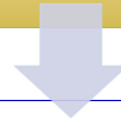
1) Arrival and introduction to the Game

- 1.1. **Arrival, attunement** with methods from Theory U.
- 1.2. **Introduction to the topic of change management and the concept of Theory U.** Explanation of why games and creativity are helpful in change processes.
- 1.3. **Introduction to the Game of Change and its components,** basic information on the card deck and strategic staging.
- 1.4. **Introduction to playing together and presentation of the rules.**
- 1.5. **Finding a common topic.**



2. Getting into the Game

- 2.1. **Choosing of Staging format and location.**
- 2.2. **Development of the gameplay:** How shall the staging start, which climax will the course lead to and how will the staging be completed?
- 2.3. **The participants prepare the staging together.**
- 2.4. **Teams are formed and tasks are assigned.**
- 2.5. **Tools from Theory U can be used** to promote the course of the Game.



3. During the Game

- 3.1. **The Role-Cards come into play.** Each participant chooses one card for the duration of the Game
- 3.2. **The participants deal with their roles,** then develop a role-character and story.
- 3.3. **Action Cards and Principle Cards are used** when individual participants need an impulse for the further course of the Game.
- 3.4. **The culmination of the strategic staging** is a jointly created product, such as a symbol, a celebration or a performance, which can be retrieved as a permanent, visible result (e.g. video).



4. After the Game

- 4.1. **Exiting the role and reflection:** The processual dimension of the Game is reflected upon in a guided manner, whereby both obstacles are recognised and resources can be found that will benefit future change processes.
- 4.2. **Transfer:** How can the experience be integrated into one's own life (or work) context?

Basic information

In this chapter you will find all the important information about the general framework of the Game as well as the concepts and methods on which the Game is based.

What and who is the Game suitable for?

The Game of Change has been developed for playing in groups. The aim is to make change processes tangible in a playful way. This opens up new opportunities and resources to better overcome potential obstacles. Consequently, it can be used whenever change processes need to be initiated and supported, or to revitalise them if they have become stagnant.

The Game of Change is designed in such a way that it can be used in a wide variety of contexts. The individual elements of the Game can be easily adapted to the size of the group and the time available by selecting the appropriate elements.

Group size:	8–30 Persons
Duration:	4 hours over a few days up to several weeks
Age of Participants:	Young persons aged 16 and over and adults

No prior knowledge of the participants is required, as you will provide them with all the necessary information before and during the Game. You will find all the materials you need on the Platform and in this guide.

The basic prerequisite for the success of the Game is the willingness of the participants to get involved. In this respect, it is largely up to you as the Game leader to provide supportive framework conditions.

“YOU YOURSELF MUST LIVE THE CHANGE YOU HOPE TO BRING ABOUT IN YOUR ENVIRONMENT”

Mahatma Gandhi

What are the goals of the Game of Change?

The Game of Change was developed to support individuals or groups in change processes to use the resulting co-creativity for developing new perspectives and opportunities and to (re-) activate access to their unconscious inner resources. It is a playful way of trying out how to create the desired change holistically - with heart, hand and brain.

By playing the Game of Change, participants experience and train:

- Gaining access to their subconscious mindsets and behaviours. This enables them to consciously decide which of these are useful for the change process and which they should replace.
- Using creativity as a method to strengthen contact with one's own intuition. This can open up previously unutilised resources and new opportunities.
- Inner-personal leadership: They activate specific personality aspects and inner strengths that are useful to them in their change process.
- Concretising and realising their vision of the desired new.

Competences that are improved and trained through the Game of Change

The competences that can be improved and trained by playing the Game of Change are closely linked to the European Framework for personal, social and learning key competences - LifeComp for short. In the Training Curriculum you will find a separate column with a reference to the respective competences.

in the Textbook 'Conceptual Attunement' you will find further information about LifeComp.

Methodology and the underlying concepts

The central element in Game of Change is change. In order to initiate the process toward the desired change, keep it alive, and integrate the experience, a special design was developed that combines the components of structure, creativity, and playful group interactions.

The playful element is stimulated by the card set.

The method of Strategic Staging provides the format for the interactions.

The entire experience is supported by various tools from Theory U and its concept of change processes.

The three pillars of the Game of Change - the Game of Change card set, Theory U and Strategic Staging - together form the structure of the Game. They do not stand alone, but relate to each other.

Game of Change Card Set	Strategic Stagings	Theorie U
contains role, principle and action cards.	create a framework in which the emerging future can be experienced and learnt from.	offers methods and exercises for learning from the emerging future.

Together, the three pillars of the Game of Change hold the space in which change processes can unfold. These three pillars make the Game of Change possible, but are not the Game itself. The Game - the lively, creative part of the change process - arises in the participants as they move together between the three pillars. Learning from the emerging future, the individual and collective experiences that are made in it, happen playfully within the framework of the structure.

Below you will find a brief introduction to the concepts and methodology mentioned.

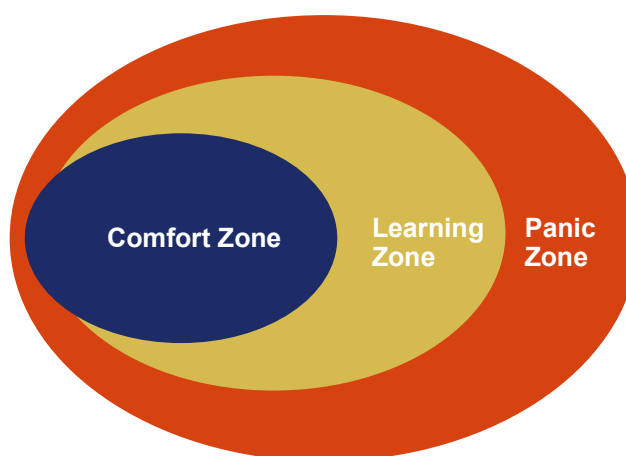
What do we mean by “change”?

Change is omnipresent. Even major change processes such as social change start with ourselves. Human habits and sticking to familiar patterns can make necessary change more difficult. The old no longer works and the new is not yet in sight? The Game of Change provides playful yet profound support for all change processes that a team or group is striving for.

The philosopher Heraclitus already knew: 'The only constant in the universe is change.' To this day, nothing has changed - and yet many people find it difficult to adapt. The Game of Change aims to counter this difficulty by emphasising the lightness of the Game, which is already a causal part of the change process.

Trying out new things can be exciting - but also exhausting or even frightening. If we are asked to do things that we may not want to do at first, it may be because they are outside our comfort zone. This can trigger anxiety (panic zone). In the Game of Change, however, we don't have to leave our comfort zone head over heels. Instead, we can consciously shape our path into the learning zone. And one thing is certain:

Venturing into the unknown - into the learning zone - can make us bolder, stronger and more flexible.



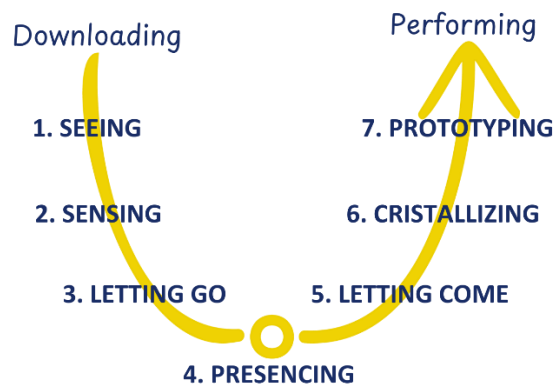
In the process of playing, obstacles can be recognised and resources can be found that will benefit future change processes.

About Theory U

According to Theory U, change is a creative process whose nature is to first lead from the old order into the unknown before the new order can be found. A process of change takes place between the old and the new order, which on the one hand follows clearly defined laws and on the other contains the freedom of creativity.

The shape of the letter U indicates the way in which attention is directed. In order to reach the point of transformation 'at the bottom of the U', attention must first move downwards. At the bottom of the U is the 'eye of the needle', which must be passed in order to be able to move upwards again on the right-hand side of the U to 'bring the new into the world'.

The structured and methodically supported process is designed to help overcome the barriers that many people experience when 'going down'. The focus is directed towards the desired new; this makes it easier to let go of what is keeping someone stuck in an undesirable situation.



Making inner knowledge accessible and 'future-proof' is the content of special individual and group exercises along a transformation process, the result of which leads to concrete options for action.

The transformation has seven phases:

1. **Seeing** - with fresh eyes
2. **Sensing** - into the field
3. **Letting go**
4. **Presencing** - connecting to source
5. **Letting come**
6. **Crystallizing** - vision and intention
7. **Prototyping** - by linking head, heart and hand

In the Textbook 'Conceptual Attunement' you can find out more about the concept and methodology of Theory U.

Theory U is related to the Game of Change. Both methods understand change as a process that combines structure and creativity. Together, these two elements of the change process open up spaces of possibility within which the participants can try out new attitudes and behaviours. It therefore makes sense to use the Theorie U toolbox, which has been developed over more than 20 years, to accompany the course of the Game of Change.

Tools and exercises that are described in Theory U and are used in the Game of Change:

Journaling	Journaling is a way of gaining emotional and mental clarity by putting your thoughts and feelings on paper through writing. By taking a mindful and conscious look inwards, it encourages self-reflection and supports positive inner experiences that can be used as a resource to achieve your own goals.
Story Sharing	Story Sharing invites participants to recall a moment when their sense of self changed and clarified and when they became more of who they are, and then to share that story if they feel comfortable doing so.

Mindful awareness	Mindful awareness is the basic attitude for the various exercises. It is about being present and noticing what is happening inside and outside. In this exercise, you push aside everyday thoughts and tune into the here and now.
Prototyping	Prototyping means testing a product or idea as early as the development phase and thus preparing it in the best possible way for later realisation.
Stuck Exercise	The 'Stuck Exercise' can be used when a situation seems hopeless or muddled. By using the body, we discover new directions or new insights that were not accessible through mere reflection.
3D-Modelling	3D modelling is an exercise in movement that can be used to explore a situation or system from different perspectives. Participants create a sculpture that represents their current situation and the possibilities that are developing for their lives.
Container Building	Container building is the process of creating a safe space for a group or team by establishing both trust and ground rules for engagement. A container encompasses three qualities: sight, feeling and intention and provides an atmosphere that supports growth and learning and risk-taking.
20 Minute Dance	The '20 Minute Dance' aims to promote mindfulness of one's own body. Repeated practice trains the ability to consciously direct attention away from thoughts and towards the perception of the present moment.

Detailed descriptions of these tools and exercises are available for download on the Game of Change Platform. Click on the name of the tool to access further information.

About Strategic Staging

“IN THE END, A STORY IS WHAT YOU HAVE TO TELL SO THAT OTHERS KNOW WHO YOU ARE.”

Hans Geißlinger und Stefan Raab

In the Game of Change, strategic staging is used to give the Game a plot and a framework. it enables the participants to feel their own future potential in the dynamics of the Game, to engage with it and to act from there. The participants develop their own production with the support of the trainers.

The choice of a suitable staging is based on the common topic identified. What would be a suitable format to promote the change process? The group works together to find a format that is best suited to give power to the intention for change and the chosen motto or topic. The path to the desired goal can be symbolically pictured, and any obstacles may playfully be circumvented, overcome, “attacked,” or changed.

A variety of formats is suitable as a framework for strategic staging. Cultural formats that can be used for the Game of Change include, for example

- Competitions, sporting events
- Cultural festivals
- Parades, processions
- (State) ceremonies
- Rituals

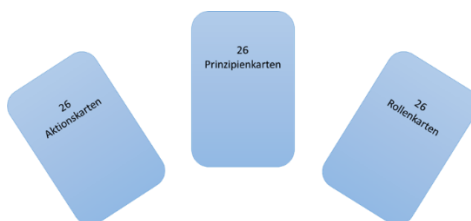
- Fairy tales, heroine epics
- Scientific investigations and expeditions
- And many more ...

In the Textbook “Conceptual Attunement” you can find out more about the theory and practice of strategic staging.

On the Game of Change Platform, you will find further information on how you can implement the strategic staging with your group.

The Game of Change-Card Set

The Game of Change card set consists of 78 cards that illustrate and briefly describe certain aspects of a change process.



The 78 cards each show the relevant picture of the aspect on the front and the corresponding short description is on the back. They are divided into 26 Role Cards, 26 Action Cards and 26 Principle Cards.

The role cards are a central element of the Game of Change. They enable the participants to break out of their usual roles and take on the play character for the duration of the Game. The course of the Game is changed by action cards, while principle cards formulate the principles that are relevant in change processes.

Role Cards

In the Game of Change, all participants act as the characters corresponding to their role cards. The following Role Cards are available:

53	Adventurer	66	Joker / Fool
54	Alchemist	67	King / Queen
55	Alien	68	Local/Guest
56	Artist	69	Lover
57	Bad Influence	70	Male / Female / Third
58	Bird of Paradise	71	Mythological Being

59	Caregiver	72	Rebel
60	Child	73	Superhero
61	Dictator	74	The Very Ordinary
62	Drunkard	75	The Wise One
63	Fictional Character	76	Warrior
64	Hermit	77	Werewolf
65	Historical Personality	78	Yourself

Action Cards

Action Cards indicate actions that you are asked to take in the Game in order to change the dynamic and open up new perspectives. The following Action Cards are available:

27	Awareness / Meditation	40	Intention / Creating a Vision
28	Boundaries	41	Journaling
29	Choice	42	Letting Come / Intuition
30	Confidence	43	Letting go / Holding on
31	Connection / Exchange	44	Patience
32	Creativity	45	Persistence
33	Crystallizing	46	Playfulness
34	Curiosity	47	Presencing
35	Embodiment / Movement	48	Prototyping
36	Empathy	49	Relaxation / Rest
37	Goal orientation	50	Showing up / Withdrawal
38	Humor	51	Beautiful gift
39	Integration	52	Willingness

Principle Cards

Change processes are characterised by certain principles that describe possible solutions to challenges. The following Principle Cards are available:

1	Abundance / Scarcity	14	Nature
2	Ambiguity	15	Non-Judgement
3	Beauty	16	Not-Knowing
4	Birth / The New	17	Openness (of Heart)
5	Courage / Fear	18	Personal Strength
6	Desire	19	Possibilities
7	Downloading (the old)	20	Safety
8	Ease / Pressure to perform	21	Silence
9	Emotional Fluidity	22	Theater of Life
10	Healing (old patterns)	23	Systemic Change
11	Here and Now	24	The Unspoken
12	Joy / Enthusiasm	25	Time
13	Make Mistakes / Perfectionism	26	Trust

The Game of Change card set is available for download on the online Platform.
A version is also available online, in which a random generator selects the cards.

Sequences of the Game of Change

As you have already seen in the chapter *Overview of the Game*, the Game of Change process can be divided into 4 phases:

- 1) Arrival and introduction to the Game
- 2) Getting into the Game
- 3) During the Game

4) After the Game

In Phase 1, **„Arrival and introduction to the Game‘**, the participants familiarise themselves with the Game and its methodology and enter into the topic of change. It is also important to create a favourable atmosphere that forms the basis for constructive interaction. If not already in place, the participants agree on a common topic, a motto for the Game.

In Phase 2, **„Getting into the Game‘**, the participants enter the Game. They engage intensively with the chosen topic of change and create the staging format for it. Important cornerstones of the staging are defined, the process is planned, and functions and tasks are distributed among the participants.

Phase 3, **„During the Game‘**, represents the actual course of the play. The participants slip into their roles with the role cards and make alive the prepared steps of their staging.

Phase 4, **„After the Game‘**, serves to reflect on and transfer the experience gained during the Game.

Let's get into practice!

Once you have familiarised yourself with the game and the approach behind it, you can now get creative and combine the individual elements in a way that best suits your individual game in terms of time constraints, setting and objectives. In each phase, you can of course also use your own methods from your repertoire to enrich the game!

Compose your individual Game Game of Change!

This chapter provides an overview of the methods and tools for each phase of the Game. They are all available on the platform. You will find further suggestions in the chapter *Practical Examples*.

Arrival and introduction to the Game

Content /Method	Tools
Arrival of the participants	Exercise on online Platform: >Finding your place<
Explanation of the Game	Video, PPT
Introducing the attitude and the rules	Video, PPT Exercises on online Platform: >Creating a save space< >Mindful awareness<
Introducing Theory U and its approach	Conceptual Attunement
Introducing the Card Set	Game of Change Card Set
Entering into the topic of change	Exercises on online Platform: >Story sharing< >Journaling<
Finding the common topic	Exercise on online Platform: >Find a topic< Card Set

Getting into the Game

Content /Method	Tools
Choosing the format of the strategic staging	Conceptual Attunement Exercise > Finding the best fitting staging format < on online Platform Action- and Principle-Cards
Preparing for playing the Game	Description of selected formats in Conceptual Attunement Staging planning Aid on online Platform
Warm-up exercises	Exercises on online Platform: > Giving presents < > Impro Warm-up <

During the Game

Content /Method	Tools
Allocating the roles	Role cards / online role generator
Familiarisation with the roles	Exercises on online Platform: > Role embodiment <
Development of a Game character	Exercise on online Platform: > Roots and Wings <
Warm-up exercise	Exercise on online Platform: > Stepping stones <
Accompanying and facilitating the Staging	Principle- and Action Cards Example videos Exercises on online Platform: > Stuck exercise < > 20 minutes Dance < > Journaling <

After the Game

Content /Method	Tools
Group reflection	Exercises on online Platform: > Reflection exercise < > Marking Moments < List of questions in Chapter <i>Reflexion on the process</i> in this Implementation Guide
Individual reflection	Exercise on online Platform: > Journaling < List of questions in Chapter <i>Reflexion on the process</i> in this Implementation Guide
Transfer of the experience to own life (or work) context	Exercise on online Platform: > Prototyping < > Roots and Wings <

Preparing for the Game

It is advisable to read the Implementation Guide carefully before starting the Game in order to be able to offer appropriate security in the event of questions arising or possible critical moments and to be able to point out perspectives and suggest suitable methods. You should also familiarise yourself with the Platform. It offers a wealth of additional information and exercises that you can use to support the course of the Game.

Planning the best fitting format

The Game of Change is made up of three main elements: the card set, Theory U and Strategic Staging. Depending on your needs, you can vary these main elements accordingly, for example by focusing more on the Game of Change card set and Theory U and less on the strategic staging, or by focusing almost exclusively on the strategic staging and only using the Game of Change card set or Theory U to support it.

Basically, the question is: What promotes the Game effect you are aiming for? The most important thing is always the change process that is to take place. The question is, how much of which of the Game elements is likely to be necessary in order to best support the group's specific change process?

The time frame available must be taken into consideration. The more time you have at your disposal, the more extensive the staging can be, the longer you can go into the theory or the more intensively you can reflect.

The participants' motivation or willingness to take risks is also crucial when deciding how to adapt the format so as not to overtax or under challenge the participants.

Preparing the space

The room itself does not need any special preparation, but should be large enough to ensure sufficient seating and space for movement exercises. It is always a good idea to create a friendly atmosphere where people feel welcome and are adequately supplied with drinking water, coffee, etc.

Technical requirements:

- Internet connection
- Beamer (if required)
- Screen/projection surface (if required)
- Loudspeaker

Preparing the materials

All Game materials are available for free download on the Game of Change online Platform.

In order to make the Game of Change card set suitable for analogue use, the Game of Change website offers the option of

- a homemade version that you can print out on your own printer and then cut out the cards yourself.

- a professional version in A7 for commissioning a corresponding print studio.

Further documents can also be printed out via the Game of Change website (online Platform):

- Exercises from the training curriculum
- Step by Step Guide
- The Conceptual Attunement (if required)
- Evaluation and feedback forms for the participants (if required)

For playing the Game, you will need:

- Flipchart or drawing paper and markers for designing the strategic staging
- Creativity materials such as coloured paper, building blocks, modelling clay, string and natural materials
- Simple notepads and pens for journaling
- Tape and scissors
- Various props for the staging (if required)

Arrival and introduction to the Game

At the beginning of a Game of Change training course, it is advisable to give the participants a theoretical overview of the background to the Game. Experience has shown that participants are better able to engage with the topic if they understand the creative approach to change management and why the Game of Change card set and the strategic staging help to make change a playful experience. Particular attention must be paid at the start to making the participants understand that the Game of Change brings personal benefits for them to the extent that they engage with it.

How to create a conductive game climate

A game is a phenomenon in which people immerse themselves in a shared experience, share something valuable with each other and emerge from it a little more alive. So, a game is something alive, you can't plan it through, because then you would just follow the plan and miss the essentials. The essential thing about creative play is that you find yourself in it. In creative activity, you really are yourself. Play is an encounter on an essential level with yourself and others.

This essence can hardly be put into words, but it can be made possible by creating a favourable climate.

A favourable climate requires:

- Anything that appears in the game can also be integrated into the game. (Card no. 39, Integration)
- Follow the path of interest and joy. (Card no. 12, Joy)
- Mistakes are allowed (Card no. 13, Making mistakes)
- Beauty as a source of strength (Card no. 3, Beauty)
- Be curious about what unfolds (Card no. 42, Letting Come)

- Activate your open mind, your open heart and your open will (Card no. 15, Non-Judgement)
- Mindfulness - the ability to be present in the here and now (Card no. 27, Awareness)

How to explain the Game to the participants

The Game itself is self-explanatory. If you know too much about it during the Game, it is often more difficult to get involved in the direct experience. Nevertheless, some explanations are needed to provide sufficient security and orientation so that the participants know what they are doing and why. To do this, it is sufficient to point out the necessity of change processes and realistically hold out the prospect of expected individual and collective gains.

To motivate participants, you can point out the following benefits:

- They can try out new roles for themselves
- They can discover new strengths and resources in themselves and for themselves
- They will get to know a method with which they can strengthen access to their inner wisdom

It is also important to make it clear that

- Change has a certain course (Theory U),
- Certain challenges can be overcome in a playful way,
- That what is experienced in this way points to the new, emerging future,
- ... and that this future possibility can be realised in concrete actions.

One of the strengths of the Game of Change is to go into the unknown in order to discover something truly new that cannot be known beforehand, because then it would not be truly new. Since it is not about working through a previously known plan, it is advisable to present the Game structure only in broad outline and then explain the Game step by step - only as much as necessary - in order to guarantee the participants the greatest possible space for their own interpretation and improvisation.

Defining a common topic

The quest marks the beginning of the Game of Change. Which specific joint change process does the team want to go through in the Game? The decision as to which joint change process is chosen and the joint commitment to it sets the Game in motion.

Although the common goal is an inevitable part of the Game of Change, there is still enough room for the participants to examine their own personal change processes during the course of the Game. It is therefore advisable to not only focus on the common goal from the outset, but also to ask the participants about their personal wishes for change, which do not necessarily have to relate to the common goal. The feeling of being addressed personally also increases commitment to the common goal.

Introduce the process on finding a topic with an attunement. Refer to the topic of change, which can generally be described as 'From the old to the new'.

INDIVIDUAL TOPIC IDENTIFICATION

In a brief session, you can ask the question: 'What would you like to change in your life?' And then work with the group to find a topic that everyone can agree on. In this way, you can ensure that the topic found is not only relevant for the group, but that the individual participants can also identify with it.

FINDING A GENERAL TOPIC

A less personal approach to the topic can be introduced by asking: 'What needs to be changed?' In this way, you focus on the participants' living conditions and activate social or political commitment.

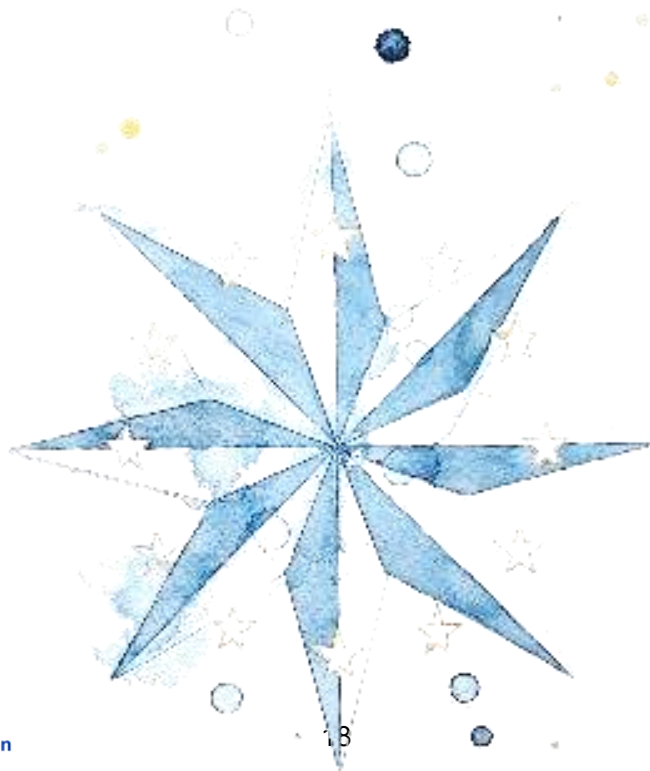
PRESET TOPIC

There is also the variant of the predefined topic, which is interesting for working groups, for example. In this case, you can work out the most suitable topic in a preliminary discussion with the person in charge.

On the Game of Change Platform, you will find a video on how to find a topic.

EXAMPLES FOR TOPICS:

- Find more joy/energy in life/work
- To respect more/better integrate the need for ...
- To approach challenges more confidently
- Image improvement
- Making internal communication more respectful
- To improve social interactions



Getting into the Game

The first step in getting into the Game is to jointly determine or develop the most suitable format for the staging. The whole group is involved in a creative process of developing the script and its individual steps. In this phase, various exercises and tools from Theory U can be used to support the entry into the Game.

On the Game of Change Platform, you will find a selection of exercises to support the entry into the game.

The strategic staging comes into play

There are three main ways to find the right format, depending on the objective and whether it is a beginner or advanced group.

1. The trainer sets the staging.
2. A staging from the selection of possible stagings can be adopted or adapted for a specific course of the Game. It is also possible to create a new strategic staging.
3. The participants develop a Game idea themselves. They can either adopt or adapt a staging from the selection of possible stagings for a specific course of the Game. It is also possible to create a new strategic staging.

In the Textbook 'Conceptual Attunement' you find a list of recommended staging formats and descriptions of the specifications of each format.

If the group chooses or develops its own staging format, the 3D modeling exercise has been shown to be ideally suited to support this creative group process. If you are leading a larger group, it is advisable to divide it into smaller groups with a maximum of 7 participants. All small groups work on their staging model first and then all the images are merged into a common format. It is advisable to moderate this process to help the group stay focused on the common topic.

On the Game of Change Platform, you will find a selection of exercises to support the entry into the Game.

Once the right format has been found, the next step is to define the details. What result would the group like to achieve? Where and when should it take place? How long would it take? What fields of action and tasks result from the chosen format? How shall the staging start, which climax will the course lead to and how will the staging be completed?

The participants form teams to prepare and realise the chosen staging. Leading questions are: What would you like to experience? What about the fun factor? Do all teams have to fulfil logical functions? A further question could be: Could the task also be solved in a parallel universe?

Accompanying the participants during a Game of Change depends very much on the degree of independence of the group. If you can find a way to support less independent participants, it becomes even easier to deal with groups that like to organise certain parts of the Game themselves. Basically, the more independently a group acts, the better. You just need to make

sure that you do not deviate from the actual intended change process and answer any questions of understanding that the participants may have.

For beginner groups who are not familiar with the Game of Change, the individual steps are explained until no more questions arise. The structure (the Game of Change card set, Theory U and the Strategic Staging) is easy to explain, see the Step by Step Guide above. Additional materials and explanatory videos are available for download on the Platform.

If there is a lot of uncertainty in the group about how to proceed or what should be created in the individual Game phases, concrete examples can help.

During the Game

Once the staging format has been chosen and the participants have familiarised themselves with their roles, the next step is to prepare the staging.

IMPORTANT!

Basically, a mindful attitude is required when accompanying the Game, in which you keep a close eye on the course of the Game, including group behaviour, but only intervene as much as necessary.

The players get into their role characters

Now it is time for the players to get into their role characters. Each participant finds a role/game character that they would like to put themselves in. For this purpose, the Role Cards from the Game of Change Card Set are laid out on a table in a circle and the participants can draw one of them.

The cards can be used in different ways depending on the specific change process. For questions and decisions on how the cards should be used, e.g.

- Should the Role Cards be laid face down or face up?
- Should participants choose a role or be surprised and pick a card?

it's always about what best suits the specific content of the Game. A group of beginners who need more confidence may be more comfortable choosing the role cards. An experienced group that is plunging headlong into the adventure may prefer to be surprised. There is no right or wrong, it's always about what best creates the effect we want from the Game.

The pictures and short descriptions of the cards give an indication of the role. If it suits you, you can use them as given. However, you can also interpret them differently to find your own current truth in relation to the corresponding card. For example, the Local/Guest role card can be taken literally and you can either take on the role of migrant or native, or you can also interpret the card personally and perhaps feel foreign or not really at home in your professional field or in your relationship.

Accompanying the players into their role

When the participants draw or choose role cards, the aim is to give them room for interpretation. What do they see in the role? It is desirable that they find their own associations. What do they associate with the role? Can they recognise the role as a part of themselves?

The question: 'What should I do with my role in the play?' can be answered with an exemplary process:

- If I take on the role of the 'hermit', I can deal with the topic of withdrawal and being on my own. This might enable me to solve a challenge in the strategic staging.
- If I have drawn the card 'Werewolf', this could mean that I should listen to my instinctive, wild, free nature. This approach can give the production a lively twist when too much caution and consideration paralyse everything.
- Of course, you can also approach the roles differently, but sometimes an example helps to get a flavour for them.
- If you draw the 'Superhero' card, for example, the aim is to find the part of yourself that could become a superpower in order to overcome challenges. These can be unusual superpowers, such as spreading chaos or similar. Ultimately, anything can become a superpower in the Game. Perhaps it is precisely this superpower that is needed for a task in the strategic staging. Humour can also be part of the Game.
- The 'Historical Personality' card can evoke an association with a person who once really impressed you, e.g. Vincent van Gogh, Ghandi, Cleopatra or Joan of Arc. In the Game, you can find out which core characteristic of this person impressed you the most and embody it.

If participants have questions about the roles, they should also favour their own view of what this role could mean for them. There is no 'correct' version of how the roles can be played. The right one is how the participants recognise themselves in it. This expands the usual self-image to include a play or possibility space.

Sufficient time should be planned during the course of the Game to be able to support the participants if they are unclear about their roles. Simple exercises from theatre pedagogy can make this step into the role easier, e.g. inventing elements of dressing up or a background story for the character. How would he or she move, speak, etc.? The roles/play characters can be kept throughout the course of the Game, i.e. right up to the strategic staging at the end. If necessary, it is also possible to change roles during the course of the Game.

No real acting talent is required, it is more about being able to identify with the particular strength(s) of the role. A general description of the role can be read on the back of the role cards

After the roles have been assigned, the phase of familiarising oneself with the role begins. Depending on the time frame, you can either start straight away and familiarise yourself with the role in action or invest time beforehand to get to know it better. As the Game of Change benefits greatly from embodied experiences, it is worth advocating the embodiment of the role.

At the Game of Change-Platform you find **in the methods and exercises section**

- > An Exercise for the embodiment of the Game character (role)
- > An exercise to find a background story for the Game character (role)

Keeping the Game going

The Principle and Action cards are used to support the flow of the Game.

Place one circle with the Action Cards and one with the Principle Cards in the room so that they are easily accessible to everyone and explain their use to the participants:

If someone has the feeling that he or she is getting stuck or doesn't quite know what to do, the cards can be used to provide additional impetus for the Game.

- If you need input on understanding (what is it actually about?), choose a Principle Card.
- An Action Card is chosen if an instruction for action can help.

Players can use these cards whenever and as often as they like to get an impulse for the rest of the Game. Some of the 26 Principle Cards can also be used as Action Cards. The 'Here and now' principle, for example, helps to better understand the respective situation, but is even more effective if it can be directly experienced through an action - such as conscious presence in the here and now.

After the Game

Although the Game itself is over at this point, the final phase is essential to formulate the insights and to collect and preserve the treasures of the experience. The first step in this phase is the exit from the role.

Exiting the role

The end of the Game is marked by the participants stepping out of their roles. Guide the participants to step out of their role, for example by taking a conscious step out of their role or by saying their name: I am ... (pronounce their own name). It is also possible to shake off the role. If someone does not want to step out of their role, perhaps because it felt so good, remind the person that even in the role he or she could only be what he or she already has inside and that these parts of the personality are always available to him or her.

Reflection on the process

When planning the Game of Change, it is advisable to dedicate a certain amount of time to the final reflection in order to maximise the benefits of the Game. The process and the participants' own behaviour are viewed from a meta-perspective, which provides them with additional insights and learnings.

Depending on the time available, the trainer can moderate a reflection round in the group, encourage the individual teams to reflect internally or guide individual reflection.

To stimulate reflection, you can prepare a few key questions and introduce your own observations during the moderation. Here are a few examples of questions:

Questions for teams

- What was helpful?
- What was a hindrance?
- What has changed in the Game / through the Game in relation to the topic?

Questions for individuals

- What surprised me positively?

- What was difficult?
- How much did I succeed in getting involved?
- Which sides of myself became visible in the Game that I don't usually show?
- Which parts of my personality / strengths helped me to bring about the change?
- What is the most important result for me?

On the Game of Change Platform, you will find further reflection questions for group and individual work in the **Methods and Exercises** section.

Transfer

In the final step of the Game of Change, the participants deal with the question:

How can what they have experienced in the Game be integrated into their own life (or work) context?

The question calls for specific steps: What of the learnt lessons can be put into practice over the next few days or weeks? Support the participants in identifying as many treasures as possible for themselves. If an understanding of a specific link to their own life (or work) world does not immediately emerge, it may be a question that they can take away with them after the end of the Game to ensure the necessary integration time and to see more clearly afterwards what the implementation could look like.

In any case, the recommendation is to put what you have learnt into practice. Doing is the next step.

In the **Methods and Exercises** section of the Game of Change Platform, you will find a description of the Case Clinic tool, which participants can use to support their personal transfer.

Challenges

It is important for you as a trainer to be familiar with the concepts, the methods and the process. It is also important to trust the group to be able to cope with the tasks and to be confident in the process itself. However, even with the best preparation, it is not always possible to avoid all obstacles and challenges. In this chapter, you will find some examples of the challenges that can occur and how you can deal with them.

Dealing with the element of unpredictability

Both the Game of Change and a genuine creative process literally provoke unpredictability. Unpredictability is the prize of the Game, so to speak. Embarking on change means embracing unpredictability. Recognising it in good time requires an open mind (mindfulness).

The Game of Change is a game, which means it offers a space to playfully do the best one can do right now. This best that one can do right now takes into account all the physical and

psychological components of the participant in the present moment. Perhaps they are exhausted or restless, etc. No matter what the participant's current situation is, he or she can do his or her best. There is no need to do more, but there is no need to do less either. The Game aims to neither overchallenge nor underchallenge.

This means that in many areas of the Game, such as dealing with unpredictability in general, the motto is 'do your best'. You don't have to be perfect and be able to do everything. The eye and touch of the absolute beginner are often worth their weight in gold. The Game of Change is a playful training ground for finding out about the important elements of a change process. One gets to know them better because they are made tangible. Afterwards, what is learned and reflected upon from the experience can be integrated into one's own practice.

Critical stages in the process and how to overcome them

In the Game of Change, as in Theory U, not knowing is a central element in achieving the truly new. Neither ignorance nor a genuine creative process can be conveyed in such a way that you can stick to old, familiar paths. What characterises the Game of Change is a structure in which you can leave familiar paths with the greatest possible safety.

Nevertheless, this can also lead to critical moments for the participants or in the group, for example because they get stuck in not knowing. There is a feeling of not knowing what to do next or going round in circles and the desire to fall back on the old familiar becomes strong. In the Game of Change, a culture is developed (see 'How to create a conducive game climate', p.12) in which the participants are able to playfully master the change process despite the critical moments that occur.

In a genuinely creative process, mistakes can happen or blockades can obstruct the path - that is part of the Game. The Game of Change does not exclude critical moments, but integrates them into the Game. It is often precisely these moments that give the Game decisive impetus. The secret to overcoming these critical situations is not to see them as wrong, but to work together as a team to identify the next step.

➔ What comes up in the Game can also be integrated into the Game.

As a trainer, you normally feel the requirement to relieve the participants from awkwardness. If you allow yourself to be completely with yourself part of the process of not knowing, something surprising will happen.

In the **Methods and Exercises** section of the Game of Change Platform, you find various tools and exercises that can be used to guide participants through critical phases of the Game.

Dealing with resistance

One inevitably encounters resistance and blockages on the path to the new. In creative processes, it is normal that you sometimes don't know what to do or don't want to do. The process feels blocked and frustration sets in. If you realise that this is a completely natural process, you have already gained a lot. There is nothing wrong with you or the task you are currently dealing with.

Resistance wants to maintain the status quo, it refuses change and rejects anything that could jeopardise the status quo. Conditioned thinking finds 1000s of plausible reasons to explain why it is better not to continue investing in change. Resistance has many faces, such as simply putting off the necessary change again and again. Behind this is often the deep-seated fear of being disappointed again, so we don't even get involved and fend off the change with untested assumptions that we use as a shield.

According to Otto Scharmer, there are three main types of blockages:

- The voice of judgement. Here you make judgements about something even before you have got to know it.
- The voice of cynicism. Cynicism is all forms of emotional behaviour that lead to a distancing from the current situation.
- The voice of fear. Fear prevents us from letting go of what we have and what we are. The emerging future can only begin to take shape and become future when we can overcome the fear of stepping into the unknown.

Resistance is legitimate, perhaps one is really not yet ready to actually tackle the change? But perhaps it is also time to question protective functions that are no longer valid. Ultimately, non-judgemental information that makes curious about the gains on the other side and mindfulness help. The decision is always up to the person; if they want to maintain resistance, there is nothing you can do about it. Sometimes a committed group dynamic also helps to motivate individuals who are resisting or blocked to get involved.

TIP

When planning the Game, leave time slots for Journaling. The method has proven as very valuable to save insights or take notes on questions arising. This ensures that the flow of the Game is not interrupted, especially in dense phases of the Game.

Practical examples

The Game of Change can be used very flexibly. Even if only half a day is available (at least 4 hours), elements of the Game can be used to convey new perspectives on the topic of change or exercises can be used specifically to stimulate creativity and intuition.

In this chapter, you will find examples of games that have already taken place with different priorities, durations, and target audiences. Get inspired and learn from the pros when putting together your own Game of Change.

Game elements in practice

In this chapter, you will find examples of games that have already taken place with different priorities, durations, and target audiences. Get inspired and learn from the pros when putting together your own Game of Change.

Short Unit

Duration	Participants	Setting	Priority
4-6 hours	Persons interested in professional change	Training for job-seekers	Identify, reflect on and creatively develop professional change goal

Phase	Content	Methods and tools
1) Arrival and introduction	Explanation of the Game	Video
	Introducing Theory U and its approach	Conceptual Attunement
	Identifying the individual change topic	Card Set
2) Getting into the Game	Warming up exercises	Exercises on online Platform: >Giving presents< >Impro Warm-up<
3) During the Game	Allocating the roles	Role cards / online role generator
	Familiarisation with the roles	Exercises on online Platform: >Role embodiment<
	Staging: Joint creative development of a symbol/scene that symbolises the shared goals for change or transformation.	Principle- and Action Cards
4) After the Game	Individual reflection	Exercise on online Platform: >Journaling< List of questions in Chapter <i>Reflexion on the process</i> in this Implementation Guide

One-day seminar

Duration	Participants	Setting	Priority
6-8 hours	Persons who want to make changes in their lives in line with the topic	Group training to a given topic. Example: Being better connected to own needs	Personal growth of the individual participants

Topic: Given.

Phase	Content	Methods and tools
1) Arrival and introduction	Arrival of the participants	>Finding your place<
	Introducing the attitude and the rules	Conceptual Attunement: Four levels of listening
	Entering into the topic of change: My vision of change	>Story sharing<
	Reflexion on the connection between individual change intention and topic	>Journaling<
2) Getting into the Game	Choosing the format of the strategic staging	>Finding the best fitting staging format<
	Preparing for playing the Game	Staging Planning Aid
3) During the Game	Allocating the roles	Card Set
	Familiarisation with the roles	>Role embodiment<
	Staging in Role-characters	Strategic Staging
4) After the Game	Group reflection	>Marking Moments<
	Individual reflection	>Journaling<
	Transfer of the experience to own life context	>Roots and Wings<

Multi-session training course

Duration	Participants	Setting	Priority
6-8 hours	counsellors	internal training for personnel development to bring the entire group together around the same topic to explore the wholeness of the work of counsellors.	Participants find their own position in the counseling system according to their own professional strengths.

Part 1

Phase	Content	Methods and tools
1) Arrival and introduction	Explanation of the Game	Video
	Introducing the attitude and the rules	Video >Creating a safe space<

	Introducing Theory U and its approach	Conceptual Attunement
	Introducing the attitude and the rules	>Mindful awareness<
	Finding the common topic	>Find a topic< Card Set
	Individual reflexion: thoughts to and insights of the experience	>Journaling<

Participants are given an interim assignment to work on between workshops 1 and 2. The goal is to examine their own work and identify opportunities to act differently and improve their own agency at work.

Part 2

2) Getting into the Game	Entering into the topic of change	>Story sharing< one's own counselor identity
	Individual reflection: thoughts to and insights of the experience	>Journaling<
3) During the Game	Allocating the roles	Role cards / online role generator
	Development of a Game character	>Roots and Wings<
	Warm-up exercise	>Stepping stones<
	Staging: drama and improvisation methods	Principle- and Action Cards
4) After the Game	Individual reflection on own counselor role and identity	>Journaling<
	Transfer of the experience to work context	Visualising a joint journey on the wall and marking own hot spots
	Introducing Theory U and its approach	What has been achieved during the Game, and what stage of the change process are we in?
	Transfer of the experience to work context	Exercise on online Platform: >Prototyping<

The inventors of the Game of Change



Briant Rokyta

runs Permanent Creation, an art studio represented internationally by createart GALLERIES and MAG Montreux Art Gallery. His work includes sculptures, paintings, texts and performances.

Briant Rokyta is a qualified holistic art therapist and has been in charge of the art therapy department of a rehabilitation clinic in Austria since 2009. In this therapeutic work, people with burnout, depression and loss of meaning are accompanied in change processes towards recovery.

Since 2020, he has been responsible for teaching at the Academy for Art Therapy in Vienna. As a lecturer, he uses the means of art to demonstrate practical methods of how its effects can be used for the benefit of the client.

Since 2019, he has been developing the interactive card game TINTENSTROM to support change processes in social and ecological areas with the means of art. The fourth edition of the card game, the "Game of Change", was developed together with Anne-Marie Ohnoutka and expanded with the "Theory U" method by O. Scharmer and "Strategic Staging" by H. Geißlinger and S. Raab in order to be used as an EU-funded project in the field of adult education.



AnneMarie Ohnoutka, MSc,

currently works as a consultant and coach for companies and employees. Her focus is on what people and systems need so that they can remain in a good, healthy condition for as long as possible. She is convinced that vitality and creativity are the basis for good health and is therefore interested in creating opportunities to make both accessible to people and systems so that access to vitality and dealing with change can be perceived more as an enrichment than a threat.

Over the last 20 years, she has developed a number of unusual formats with Briant Rokyta and others, such as ritual performances, workshops and staged festivals. One of the most valuable insights from this was how enormously important it is to create a space of possibility in which new attitudes and behaviours can be tried out in a playful way.

She found valuable approaches and tools in Theory U, which uniquely combines insights from systems science, consciousness research and management and makes them accessible for managing processes for sustainable change. Combined with her experience in theatre and consulting and years of staging themed festivals, the co-development of the Game of Change is her next exciting development step in terms of content.



Game of Change

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