

Strategy Scenario

Strategy: Gaming

Content: Interpersonal relationships

Title: Playing the Game

Time Required: 2 hours

Number of Participants: 20-200

Target Audience: Adults.

Goal of Activity: To have participants come to value outcomes of business or personal interactions where everybody wins.

Purpose of Script: To illustrate the use of gaming in experiential, self-actualization training or workshop

Learning Outcome(s), Gagne's Taxonomy: Attitude

Learning outcome(s), HEO Taxonomy: Comprehension

Learner Characteristics: Working adults, seeking self improvement.

Entry Skills: None.

Setting: Conference facilities with a central meeting room large enough to hold the audience and three break-out rooms.

Media: Flip charts.

Process:

1. The audience will be told by a facilitator that they are going to play a game. For the game, they will be divided into three equal teams. They are not told the rules of the game, or the desired outcome. They are told that winning is important.
2. The teams are sent into the three team rooms where the game is explained. They are to play rock, paper, scissors. As a team, they are to select a leader, discuss strategy, then select an object. They will then go back to the meeting room, where their leader will announce their first selection. They are asked not to communicate with members of other teams.
3. They are told that the object of the game is for as many to win as possible. They are to either elect to change their selection or leave it the same. They are then sent back into their team rooms.

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4. They can discuss strategy, clarify their understanding of the rules. The facilitator will visit each room to answer questions. After they make their selection, they return to the meeting room.
5. The selections are revealed and a discussion is conducted to assess the feelings of the individuals in the room during the process.

Strategy Assessment:

During the final discussion, the following questions can be asked by the facilitator and discussed at length by the audience.

1. During the first half, what were your natural assumptions about the goals of the game?
2. How do these relate to the way you approach any relationship or transaction in your life and work?
3. How did you feel about the change in goals to having as many people win as possible?
4. Were there any differences in your comfort level between the first and second sessions?
5. Do you always play the game to win or in such a way as everybody wins?

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References:

West, C., Farmer, J., & Wolff, P. (1991). *Instructional Design: implications from cognitive science*. Englewood Cliffs, NJ: Prentice Hall.