



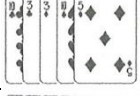



Five Tricks – TC

Tell students this is a game about **leadership** and **teamwork**.

6 sets of instructions & one pack of cards for each table (4 players per table = 24 players max in this version). Playing packs consist of *Ace through to 6* (24 cards – no royals) – if there are any groups of three players, reduce to 16 cards removing the 5 and 6 respectively. Do song and dance about this in front of class to reinforce that all rules are the same, with this one exception.

| | Trump | Ace |
|---|------------------|------|
|  | No | High |
|  | Spades | High |
|  | Spades | Low |
|  | Spades – anytime | High |
|  | Spades – anytime | Low |
|  | No | Low |

Note that there is a (deliberate) typo in **Winning tricks**:

“When all four cards have been played, the highest card wins the trick. The person who played this card gathers up the trick and places it face **DOWN** in front of him or her.”

This should again subliminally reinforce the idea that everyone has the same rules. Now you can run the game (→ PPT). Seating arrangement for 13 students (use rule sets 2, 3, 4 & 5):

| Table 1 | Table 2 | Table 3 | Table 4 |
|---------|---------|---------|---------|
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Stage 1: Ss read the rules together and play some practice hands. At this time they can talk to one another. While students play the practice hands they should be able to see the vocab slide. (10 mins)

Stage 2: impose gag order. Let the tournament begin. Stop after 5 minutes. Have winner on each table move up and loser move down a table.

Stage 3: second run of tournament play. Ensure no verbal communication takes place as chaos starts to reign. Play for 5 minutes, then declare winners and losers, move players for a final round.

Stage 4: third and final run through – 5 minutes. The close the game and move onto debrief.

Stage 5: debrief with students. Explain that each table essentially had its own little culture. Use reflection activities in Thiagarajan, S. (2006). *Barnaga: a simulation game on cultural clashes*. Boston: Intercultural Press, pp. 17 – 22. These pages have been copied 1:1 below.

BARNGA DEBRIEF

- **Phase 1.** How do you feel? This phase gives the players an opportunity to express their feelings and emotions so they can be more objective during the later phases.
- **Phase 2.** What happened? This phase compares and contrasts different players' experiences in BARNGA and identifies patterns of behaviors during the play of the game.
- **Phase 3.** What did you learn? This phase discusses general principles and insights from playing BARNGA.
- **Phase 4.** How does this relate? This phase examines the relevance of BARNGA to real-world situations.
- **Phase 5.** What if? This phase speculates about possible consequences of changing the context and rules of playing BARNGA.
- **Phase 6.** What next? This phase involves action planning based on insights gained from BARNGA.

Here are specific suggestions for conducting each of these phases.

Phase 1. How Do You Feel?

Explain the purpose of this phase: It gives participants an opportunity to vent their feelings about BARNGA. This phase makes it easier for participants to conduct an objective discussion during the later phases of debriefing.

Begin with these questions:

How did you feel about playing BARNGA?

How do you feel about its outcomes?

Invite participants to get in touch with their feelings. Point out that it is often difficult to reflect and talk at the same time. Observe a couple of minutes of silence to permit people to reflect on their emotional reactions to the play of BARNGA and its outcomes.

Invite participants to share their feelings. Encourage (but don't force) participants to express their feelings. Whenever a participant talks, ask others to listen in a nonjudgmental fashion.

Postpone intense conversations. While it is important for you to encourage free expression of emotions and feelings, make sure that this phase does not become a therapy session. If some overwhelmed participant has emotional needs beyond what can be met immediately, suggest an individual session at a later time.

Ask questions about different roles. Name each of these roles and ask participants to report their feelings toward the person in that role:

- Facilitator
- Partner
- Opponents during Round 1 (who played by the same rules)
- Opponents during Round 2 (who played by a different set of rules)
- Partners during Round 3 (who played by a different set of rules)
- Players at other tables

Suggest different feelings. Ask participants if they experienced these feelings during the play of BARNGA. Ask for specific details of what happened to cause these feelings:

- Anxiety
- Fear
- Friendliness
- Frustration
- Happiness
- Paranoia
- Satisfaction
- Stupidity
- Suspicion
- Sympathy
- Tension

Phase 2. What Happened?

Explain the purpose of this phase: You are collecting data from different participants about their experiences during the play of BARNGA. This phase makes it

possible for participants to compare and contrast their recollections and to draw some general conclusions.

Begin this phase with this broad question:

What important things happened during the game?

Follow up by using other adjectives:

What surprising things happened during the game?

What amusing things happened during the game?

What stressful things happened during the game?

Follow up with questions about specific events. Identify each event from the following list, and then ask participants to recall what happened during that event:

- Team formation
- Facilitator’s correction of the typographical error in the handout
- Learning FIVE TRICKS
- Practice play of FIVE TRICKS
- Competitive play during Round 1
- Being sent to the next table for Round 2
- Being left behind at the same table during Round 2
- Noticing “incorrect” play by the other players for the first time
- Trying to communicate nonverbally
- Agreeing on a new set of rules
- Conclusion of Round 2
- Switching partners in Round 3
- Conclusion of the session

Phase 3. What Did You Learn?

Explain the purpose of this phase: It encourages participants to state and to test different principles based on their play of BARNGA.

Ask participants to share the principles they discovered. Give an example, if necessary: *Always check your assumptions.*

Discuss the validity of each principle. Ask participants whether the principle should be accepted, rejected, or modified. Encourage participants to provide data

from the play of the BARNGA and from real-world experiences to back up their opinions. Encourage open discussion and inquiry.

Use this list of principles. These are principles suggested by earlier participants in BARNGA sessions. Many of them may be rediscovered by your participants. If there are long periods of silence during this phase, select and present some principles from this list to keep the discussion going.

- In most interpersonal situations, we make several unwarranted assumptions.
- People engaged in the same activity may use different procedures.
- Not everyone may have the same set of rules.
- You can't believe everything you read.
- Communication problems exacerbate cross-cultural clashes.
- People with nonverbal communication skills have an advantage.
- Having a partner reduces the impact of a culture shock.
- People look for outside guidance and help during chaotic situations.
- During chaotic situations people tend to blame the “others.”
- In chaotic situations, unscrupulous people implement or make up rules that give them an advantage.
- Assertive people have an advantage.
- When other people behave differently from your expectations, you assume that they are dishonest or ignorant.
- Very few people consider the possibility that different people may have different rules.
- Whenever you learn a standard set of rules, you feel that they are the only correct set of rules.
- In a conflict situation, some people give up easily rather than explain their views.
- Some people are too embarrassed to communicate in unconventional ways.
- Different folks may have different strokes.
- The home team has an advantage in being able to impose its rules on people coming from the outside.
- After being through a culture shock, people find it easier to accept further shocks.
- People prefer opponents who play by the same rules to partners who play by different rules.

Phase 4. How Does This Relate to the Real World?

Explain the purpose of this phase: It deals with the relevance of BARNGA to participants’ real-world environment.

Ask participants to suggest everyday analogies. Also, suggest that BARNGA is a metaphor for some real-world event, and ask participants to speculate on what those events might be.

Present specific events from the simulation game. Use the list under Phase 2 and ask the players to come up with similar incidents from their workplace.

Relate different objects and procedures. Use the following list and ask participants to identify analogies in their workplace.

- FIVE TRICKS card game
- Handouts
- Players’ tables
- Score sheets
- Gag order
- Switching partners
- Being left behind

Relate specific roles. Use the list under Phase 1. Ask participants to identify similar people and roles in their organization.

Relate specific principles. Use the list from Phase 3. Ask participants to relate each principle to their workplace experiences.

Phase 5. What If?

Explain the purpose of this phase: It helps participants to speculate on alternative scenarios and to extrapolate the principles they discovered.

Present suggested scenarios. Use the items from the following list. Ask participants to suggest how it would have affected their behaviors during the play of BARNGA. Later, invite participants to present their own what-if scenarios.

- At the beginning of the session, participants are told that the rules of FIVE TRICKS are different at different tables.
- Participants are allowed to speak throughout the play of FIVE TRICKS.

- Partners are permitted to communicate with each other through notes, but they are not permitted to communicate with their opponents.
- A more complex card game (such as BRIDGE) is used instead of FIVE TRICKS.
- The winning partners receive a cash prize at the end of each round.
- FIVE TRICKS is played by individuals instead of partners.
- Partners spend 30 minutes playing the initial round of FIVE TRICKS.
- Each round of FIVE TRICKS lasts for 30 minutes.
- Before the game, some participants are warned that their opponents might cheat.
- Two more rounds of the FIVE TRICKS tournaments are played.

Phase 6. What Next?

Explain the purpose of this phase: It gives an opportunity to plan suitable strategies for replaying BARNGA—and for better communication in the workplace.

Ask for improved BARNGA strategies. Use these open-ended questions:

If we played BARNGA again with a new group, how would you behave differently—knowing what you know now?

What advice would you give to a friend who is about to play BARNGA for the first time?

Follow up with real-world action planning. Ask this question:

How will your workplace behavior change as a result of the insights gained from playing BARNGA?

Reminder

Remember that the debriefing phases and questions are presented as flexible suggestions and not as rigid requirements. Feel free to skip phases, ignore questions, return to previous phases, and rearrange the sequence. Don't be alarmed if the discussion jumps from one phase to another and revisits an earlier phase. As long as the important points are covered in the debriefing session, you have achieved your purpose.

FIVE TRICKS

| | |
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| Cards | Only 24 cards are used – ace, 2, 3, 4, 5 and 6 in each suit (hearts, diamonds, clubs, spades). Ace is the highest card. |
| Players | Four. Each player plays for himself or herself. |
| Deal | The tallest person is the dealer. The dealer shuffles the cards and deals them one at a time until each player has five cards. The remaining cards are not used in the game. These are placed to the side, face down. |
| Start | The player to the left of the dealer starts by leading (playing) any card. Other players take turns playing a card. The four cards played constitute a <i>trick</i> . |
| Winning tricks | When all four cards have been played, the highest card wins the trick. The person who played this card gathers up the trick and places it face in front of him or her. |
| Play | The winner of the trick plays the first card for the next round. |
| Following suit | The first player for each round may lead with any suit. All other players must follow suit (meaning they should play a card of the same suit as the first player – hearts, diamonds, clubs or spades). If that is not possible, then the player may play a card from any suit. |
| Trumps | In this game there are no trumps, so players must follow suit whenever possible. If you do not have a card of the first suit played, then you must play a card of any suit. You don't win the trick, even with the highest card, if you did not follow the suit of the first card played. |
| Continuation | The game ends when all five tricks have been played. Record the number of tricks won by each person. Immediately begin the game with a new dealer (the person to the left of the previous dealer). |
| Ending | |

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