



**OBTC 2016 at Walsh University**  
**June 8<sup>th</sup> – 11<sup>th</sup>, 2016**

**Submission Template**

**SUBMISSION GUIDANCE**

*\* Remove all identifying properties from this document \**

*\* All files must be saved in PDF format \**

*\*Please include ALL supplementary text at the end of this document\**

*\*Only one document should be submitted\**

## Submission Template for the 2016 OBTC Teaching Conference for Management Educators

### 1) Title, Abstract & Keywords

**TITLE:** Barnga: A simulation game to help teach cultural diversity in classrooms.

**ABSTRACT:** How can we effectively prepare students to meet the challenges of an increasingly cross-cultural interactivity and global business environment? In this experiential session, participants will learn how to use a simple but effective card game, Barnga, in their classrooms to simulate issues related to cultural differences such as culture shock, cultural conflict, and intercultural communication. Following the activity, participants will reflect on their experience and hear some of the reflections of previous students.

**KEYWORDS:** Intercultural, Culture, Diversity, Experiential

### 2) Format

- ☒ Activity or exercise
- ☐ Roundtable discussion (60 minute only)
- ☐ General discussion session

#### 2a) For activities and exercises only, is yours best suited for

- ☒ A traditional classroom
- ☐ An online class
- ☐ Either

#### 2b) For activities and exercises only, is yours best suited for

- ☐ Undergraduate students
- ☐ Graduate students
- ☒ Either

### 3) Time Requested:

- ☐ 30 Minutes
- ☒ 60 Minutes (*Roundtables must select 60 minutes*)
- ☐ 90 Minutes

#### 4) Planning Details:

No specific equipment is required, however, this activity requires enough space for groups of 4-5 participants to be able to sit around tables such that members of each group can communicate with their group members without being overheard by other groups.

#### 5) Teaching Implications:

*What is the contribution of your session to management pedagogy/andragogy? Specifically, please include your learning objectives, and describe what management and/or teaching topics are relevant to your session, and why. Also, include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.*

*"One must learn by doing the thing, for though you think you know it – you have no certainty until you try it." [Sophocles, 400 BC]*

Experiencing the challenges of intercultural interaction can be difficult, especially in a classroom setting where most of the students are from the U.S. and few of them have travelled abroad. For example, it is very difficult for such students to understand what a person arriving in a new culture, faced with a whole new cultural reality, experiences. Yet to be successful in today's culturally diverse and globalized workplace requires competency in intercultural skills. Not surprising, cultural diversity is an integral aspect of management education in most business schools.

Several approaches have emerged in the management and education literature on how to develop the intercultural competency of students (Hardy & Tolhurst, 2014). Specifically, methods such as experiential learning and reflective practice are gaining recognition as effective ways to assist students to develop skills that will help them interact more effectively with people from different cultures (Aten, Nardon, & Steers, 2009). Research has shown that experiential learning activities such as simulations (Thompson and Thompson, 1995) positively affect student's perceptions, cognition, and behavior (McCarthy, 2010; Hart & Mrad, 2013). Moreover, through experiential exercises and reflection students learn how theoretical concepts apply in real-world settings.

The objective of this session is to provide participants with an effective experiential and reflective exercise to use in the classroom for developing students' cultural awareness and sensitivity skills. Participants will:

- Experience the challenges of cultural differences through playing a simple card game.
- Reflect on their experience during the game
- Link their experience to issues related to intercultural interaction.

## 6) Session Description and Plan:

*What will you actually do in this session? If appropriate, please include a timeline estimating the activities will you facilitate: how long will they take, and how will participants be involved? Please remember that reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session.*

### *Introduction:*

Purpose of session and a brief overview of Barnga	3 minutes
Instructions for playing Barnga	5 minutes

### *Simulation*

Set up	2 minutes
Learn and practice game at table	10 minutes
Tournament (consists of 3-4 rounds)	20 minutes
Debrief	10 minutes
Sample reflections from students	5 minutes

### *Conclusion*

2 minutes

## 7) Application to Conference theme:

How does your session fit with the overall OBTC theme of *United in Service*?

This activity contributes to the OBTC theme of United in Service, since by understanding the effect of cultural differences participants learn how to unite with people from different cultural backgrounds.

## 8) Unique Contribution to OBTC:

*Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?*

This work has not been presented before. However, as part of a symposium at the 2015 Midwest Academy, I gave a brief overview/summary of Barnaga as an effective exercise for teaching cultural diversity in the classroom. The participants for the symposium did not have the opportunity to play the simulation game or reflect on their experiences as they will if this proposal is accepted for the OBTC.

## References

- Aten, K., Nardon, L., & Steers, R. M. (2009). Rethinking the role of management development in preparing global business leaders. In S.J. Armstrong, S. J. and C. V. Fukami (Eds.), *The Sage handbook of management learning, education and development*: 497-513.
- Hardy, C., & Tolhurst, D. (2014). Epistemological Beliefs and Cultural Diversity Matters in Management Education and Learning: A Critical Review and Future Directions. *Academy of Management Learning & Education*, 13(2), 265–289. <http://doi.org/10.5465/amle.2012.0063>
- Hart, L. K., & Mrad, S. B. (2013). Student-led Consulting Projects Succeed as Experiential Learning Tool for MBA Marketing Strategy. *Business Education Innovation Journal*, 5(2), 75–85.
- McCarthy, M. (2010), Experiential Learning Theory: From Theory to Practice, *Journal of Business and Economics Research*, 131-140.
- Tompson, G. H. & Thompson, H. B. (1995). Using Computer Simulations for Group Projects in Business School Education. *Journal of Education for Business* 71 (2): 97-115.