
INDEX

A

- Abelson, R. P., 45
- ABLA (assessment-based learning activities), 245
- Abma, T. A., 47
- Abrams, L., 47
- Abstract Conceptualization phase, 228
- Academy for Transformation, 295
- Action learning: applications of, 105–109; described, 95; emerging trends, 109; example of, 104–105; guiding principles of, 96–98; history of, 96; multiple-problem and single-problem groups, 100; questions used in, 97, 98–99; stages of, 100–104; technical training using, 244; theoretical foundations of, 95; two group norms/ground rules for, 98–99
- Action Learning in Action* (Marquardt), 94
- Action learning applications:
1. problem solving, 106; 2. leadership development, 106–107;
3. building teams, 107; 4. creating learning organizations, 107;
5. individual professional growth and development, 107–108
- Action learning coach, 98, 99
- Action Learning in Practice* (Pedler), 96
- Action learning problems: centering around, 96; experiential learning imbedded in, 6; reframing, 102; solving, 106; taking action on the, 97
- Action Learning Research and Practice* (journal), 96
- ACTION PLAN (example), 30–31
- Action Replay model, 69, 74–75
- Active Experimentation phase, 228
- Active Training* (Silberman), 13, 272
- Adams, L. T., 37, 38
- Adaptability Effectively to Change* (Gurvis), 307
- Adenzato, M., 37
- Adler, M., 368
- Adventure in the Amazon* workshop (Ukens), 127, 133
- Adventure learning: blending with other activities, 180–181; description of, 174–175; future of, 183; how it works, 176–178; making a difference on the individual level, 181–183; origins of, 175–176; processing experience of, 178–180. *See also* Project Adventure
- Affective learning, 8
- AFR Midnight Rambler* (1998 Sydney-Hobart sailing race winner), 181
- African American History Game* (video game), 51, 52–53fg
- African-American History Education and Culture, 52
- An Alien Among Us* (Powers), 126
- “All in the Family” (TV show), 339
- “All-2-1” debriefing pattern, 64
- Alpha testing simulation, 92–93
- American Psychologist* (journal), 341
- American Society for Training and Development (ASTD), 13, 94, 155, 202, 272, 288
- Analogy, 212
- Anand, R., 293
- Anderson, R., 322–323, 325, 333, 340

Annual Conference of the Certified Public Manager Academy (AACPM), 185
Apollo 13 (film), 339
 Applied Improv Network, 155
 Apprenticeship, 244
 ARCS model, 140
 Arenas of change list, 14–15
 Arvold, N., 296
 Asserting needs: checklists on improving, 286; experiential learning for, 278–279; as interpersonal skill, 273–274
 Assessment-based learning activities (ABLA), 245
 The Association for the Study of Play, 111
 Atherton, J. S., 238
 Attitudes: considering new, 17, 21–27; intercultural learning, 348; steps in changing, 15–18. *See also* Beliefs
 Audience (simulation), 147

B

BaFa BaFa (simulation game), 19, 85, 341, 347, 349, 350
 Bal, M., 40
 Bally, C., 41
 Bank of Canada, 40
 Barab, S., 52
 Bareket, T., 39
 Barid, N., 180
 Barker, R. G., 36
Barnga (simulation games), 345, 347
 BarOn EQi assessment, 362
 Barthes, R., 40
 Bartlett, F. C., 36, 45
 Basketball teams, 265
 Batchelder, D., 345
 Beard, C., 3
 Begg, I. M., 37
 Behavioral Event Interviewing, 188, 190, 192–193
 Behavioral learning, 8
 Behaviors: CARB model on, 264–265; congruence between your stories and, 209; considering new, 17, 21–27; epistemological relevance and ecological salience of, 36; situation

cognition approach to, 36–37; steps in changing, 15–18
 Beliefs: creating openness about, 15–16; promoting understanding about, 16–17. *See also* Attitudes
 Benchmark comparison, 199–200
 Bennhold-Samaan, L., 344, 351
Beyond Experience (Batchelder & Warner), 345
 Biases, 295–297
 Big Top: Serving Circus Performers (simulation), 336*t*–337*t*
 Blackburn, B., 297
 Blacken, C., 299
 Blaxton, T. A., 38
 Blended experiential learning/e-learning, 250–254
 “Blink” (Gladwell), 338
 Blohm, J. M., 341, 346, 349, 352, 354
 “Blue-eyed, brown-eyed experiment,” 291
 Boags, R., 298
 Board games (technical training), 245
 Booker, C., 42, 43
 Borton, T., 64, 65, 69
 Bower, G. H., 45
 Bowers, C. A., 39
 Branching scenario, 150
 Bransford, J. D., 37, 38, 45
Breaking the Glass Ceiling: (Morrison, White, & Van Velsor), 306
 Breakthrough learning, 108
 Briefing, 247
 Broken Squares (game), 19
 Bronson, J., 60
 Browning, B., 333
 Browning, H., 316
 Bruner, J., 44, 162–163
Building Business Acumen for Trainers: (Gargiulo), 202
 Bunker, K., 309
 Burke, S., 39

C

C Zone, 182*t*
 California State Automobile Association (CSAA), 291
 Cannon-Bowers, J. A., 53
 Canonicity and breach features, 44

Caplan, L. J., 38
 CARB model: on alignment and goal agreement, 260–262; on behaviors and skills, 264–265; on commitment to team and each other, 258–260; illustrated diagram of, 259*fig*; on relationships among team members, 262–264
 Card games (technical training), 245
 Case studies, 6
 Case of the Ugli Organes (exercise), 280
 Center for Creative Leadership (North Carolina), 306
 Challis, B. H., 38
 Change management: change effort success through, 324*fig*–326; competitive advantage of, 323–324; computer-based simulations on, 330–331; employee perspective on, 333–335; factors influencing success in, 338–340; Interface’s Global Village on, 333–334; leadership perspective on, 326–330; role play as live simulation of, 331–333
 Change management simulations: Big Top: Serving Circus Performers, 336*t*–337*t*; debate over use of, 330–331; ExperienceChange, 327–330, 328*fig*, 334; Park Li, 331–332; scenario-planning exercises, 332–333
 Change management success factors: creating dissonance, 338–339; enabling experimentation, 340; helping employees understand/manage reactions, 339; resilience, 338
 Change process: arenas of, 14–15; debriefing model that captures rhythm of, 64; DIKW framework on, 326–327*fig*; Lewin’s change model on, 325*fig*; Lewin’s force field model on, 326*fig*; role of experiential activity in, 18–32; steps in attitude and behavior, 15–18; successful efforts of, 324*fig*–326

- Change steps: 1: creating openness, 15–16; 2: promoting understanding, 16–17; 3: considering new attitudes and behaviors, 17; 4: experimenting, 17; 5: obtaining support, 17–18
- Cherniss, C., 368
- “Chip In” activity, 134
- Chisholm, J., 321, 322
- Clancey, W. J., 36
- Coaches: action learning, 98, 99; executive, 31; role play, 197
- Coaching activities: apprenticeship, 244; technical training through, 245, 247
- Cognition: context and, 35–37; embodied, 37; intercultural training, 356; learning and situated, 8, 36–37
- Collaboration improv activities, 167
- Collaborative Growth, 360, 361
- Collaborator skills: checklist on improving, 287; experiential learning for improving, 281; as interpersonal skill, 274
- Colleague Commercials* (icebreaker), 164
- Color/Advance* (improv activity), 165–166
- Commitment, 258–260
- Common Currency* (Ukens), 132
- Communication: checklist on improving, 286; experiential learning for improving, 278; intercultural facilitation and styles of, 353–354; as interpersonal skill, 273; language differences and, 305, 355; reflective listening and, 97; setting diversity goals and increasing, 292–293
- Competency Map, 214–215*fig*, 216*t*
- Comprehensibility characteristic, 47
- Computer-based simulations: effective learning practices for, 140; engaged learning in, 143–145; engaging experience elements for, 140–142*t*; synergy of, 142–143; systematic design of, 146*fig*–152
- Conceptual Maps, 335
- Concrete Experience phase, 228
- Conflict resolution: checklist for improving, 287; experiential learning for, 280; as interpersonal skill, 274
- Confucius, 2
- Congress on Action Learning, 96
- Connectedness characteristic, 47
- Consensus survival simulations, 127
- Consortium for Research on Emotional Intelligence in Organizations, 368
- Content simulation, 127–128
- Context: definition of, 35–36; intercultural training, 350–352; learning and role of cognition and, 35–37; theoretical issues of TAP theory, simulations, and, 38–40; transfer and, 37–38
- Conversation Weave* (improv activity), 167
- Count the Squares (game), 19
- Craik, F. I. M., 38
- Creating openness: as changing attitudes and behavior step, 15–16; as experiential activity, 18–19
- Creativity improv activities, 166
- Cross-cultural training. *See* Intercultural training
- Csikszentmihalyi, M., 182
- Cultural differences: adjusting diversity training for, 305; intercultural training across, 348–349
- Customer service changes, 14
- Cynefin Sense Making Framework, 48*fig*
- ## D
- Davenport, T. H., 40
- A-Day-in-the-Life Simulations, 244
- De Bono, E., 66, 73
- Dealing with Difficult People (visualization), 22
- Debriefing: adventure learning experience, 179; described, 3, 60–61; dynamic, 61–62, 73–79; experience of, 66–69; funnel filters during, 64; *graffiti wall* technique used in, 314; importance of, 60; Looking Glass Inc. (LGI), 312–316; models of dynamic, 73–79; models of, 63–66, 73; role of facilitator in, 62–63; role play, 194–195, 200–201; sequencing in, 69–73; suggestions for Junkyard sports, 121–123; technical training, 247. *See also* Feedback
- Debriefing sequencing: agenda driving, 72; different theories on, 70–71; experiential learning and role of, 70; finding a starting point, 69–70; original experience role in, 72–73; “Six Thinking Hats” model on, 66, 73; timing of, 71–72
- Deffenbacher, K. A., 36
- DeKoven, B., 111–112
- Denning, S., 47
- Derrida, J., 41
- Designated observer feedback, 198
- Designing: computer-based simulations, 138–154; junkyard sports generalizations for, 119–121; simulated experiences, 146–152; your own game, 129–132
- Developing Effective Managers* (Revans), 96
- Dewey, J., 3, 36, 64
- DIKW (data, information, knowledge, wisdom) framework, 326–327*fig*
- Diversity: as arena of change, 15; impacting individuals, teams, and organizations, 289–290; making progress toward goals of, 291–292. *See also* Prejudice *Diversity Activities and Training Designs* (O’Mara), 288
- The Diversity Consulting Company, 299
- The Diversity Game, 299–301
- Diversity Index of Employee Engagement Survey, 291
- Diversity training: adjusting for cultural, personality, and language differences, 305; assuring full participation, 303–305; being aware of fine lines and limitations of, 303; creating epiphanies and diversity champions, 293–295; facilitating life-changing moments during, 299–301;

- helping participants to understand their prejudices/biases, 295–297; making progress towards goals of, 291–292; mentoring contributions to, 298–299; setting tougher stretch goals/increasing communication, 292–293; site visit as part of, 301–302; strengthening diversity leadership, 297–298. *See also* Intercultural training
- Douglas, C., 308
- Dramatic readings (role playing), 26
- Drath, W., 311, 313
- Drone Zone, 182*t*
- Drucker, P., 326
- Durlach, N. I., 39
- Dynamic debriefing: benefits of effective, 61–62; described, 61; methods of, 73–79
- Dynamic debriefing models: Action Replay, 69, 74–75; Horseshoe, 77–78; Metaphor Maps, 76–77; Missing Person, 77; Objective Line, 75–76; overview of, 73–74; Turntable, 78–79
- ## E
- E-learning, 250–254
- ECI assessment, 362
- Ecotons* (simulation game), 345
- EDNA-E (Event-Driven Narrative Analysis Engine), 50*fig*–51
- EEOC Notice N-915.022, 303
- Eikenberry, K., 119, 256
- Elimination Lists* (improv activity), 169
- Elliott, L. R., 39
- Email games, 245
- Embodied cognition, 37
- Emergenetics, 362
- Emotional Intelligence in Action* (Hughes, Patterson, & Terrell), 360, 362, 367, 371
- Emotional intelligence (EI): competencies of, 362–363; experiential applications of, 363–367; experiential training to support growth of, 367–373; importance of, 361; overview of, 361–363; training feedback on, 371
- Emotional intelligence (EI) skills: categories of competencies, 362–363; giving negative feedback, 365; positive emotions: happiness, 365–367; self-actualization, 362, 367; self-regard, 362, 363–364
- Employees: enabling experimentation by, 340; facilitating understanding/reactions to change, 339; leadership development of, 106–107, 297–298, 308–319; managing change perspective by, 333–337*t*; professional development by, 107–109, 230–231
- Engaging Learning, Designing e-Learning simulation Games* (Quinn), 138
- Entin, E. B., 39
- Epstein, S., 68
- Evaluating simulation design, 150–152
- Evolutionary prototyping, 149
- Exchange feedback skills: checklist for improving, 286; experiential learning for, 279; as interpersonal skill, 274
- Executive coaches. *See* Coaches
- Experience: action replay to rerun, 69, 74–75; debriefing, 65, 66–69, 72–73; learning role of, 2–3, 68–69, 308–309; link between stories and, 203–205; processing an adventure learning, 178–180; reflective learning from real-world, 224–238; systematic design of simulated, 146–153
- Experience economy, 154
- Experience and Education* (Dewey), 3
- ExperienceChange (simulation), 327–330, 328*fig*, 334
- ExperiencePoint, 321, 322, 334
- Experiential activities: considering new attitudes/behaviors through, 21–27; creating openness using, 18–19; examples of stories used as, 218–222; experimenting through, 27–28; improvisation, 24, 163–170; maximizing impact in interpersonal skill training, 282–283; obtaining support through, 28–32; promoting understanding through, 19–21. *See also* Games; Simulations
- Experiential Activities for Intercultural Learning* (Seelye), 345
- Experiential learning (EL): blending e-learning with, 250–254; change management, 323–340; description of, 6–9; diversity training for, 289–305; facilitating, 132–136; growth of, 3–4; intercultural training, 342–357; interpersonal skill development, 273–287; Kolb's cycle of, 226; leadership development, 308–319; methodologies used in, 8–9; role of debriefing in, 70; using stories to promote, 211–214; in team building, 257–271; technical training application of, 241–255. *See also* Learning
- Experiential Learning* (Kolb), 3
- Experiential simulation: learning benefits of, 84; ten secrets of, 84–93. *See also* Simulations
- Experiential simulation secrets:
 1. don't confuse replication with simulation, 84–85; 2. choose the right subject to simulate, 85–86;
 3. develop a design plan, 86–87;
 4. design simulation so participants take responsibility for actions, 87–90; 5. use symbols/metaphors for emotionally charged ideas, 90–91; 6. don't play games with participants, 91;
 7. use non-participants to add realism, 91–92; 8. develop appropriate performance assessment model, 92; 9. alpha test simulation in low-risk circumstances, 92–93; 10. set your own standards for success, 93
- Experiential training: adventure learning used for, 174–184; change management, 323–340; diversity, 289–305; for emotional intelligence growth, 367–373; improv contribution to art of, 24, 155–170; intercultural,

- 342–357; role playing used for, 24, 155–170, 186–201; storytelling used for, 41–43, 47–54, 162–163, 202–223; technical, 241–255. *See also* Facilitators
- Experiment in International Living (EIL), 345
- Experimenting: as changing attitudes and behavior step, 17; enabling and encouraging employee, 340; as experiential activity, 27–28
- Expert review, 150
- Experts* (improv activity), 165
- Expressing yourself clearly skill: checklist on improving, 286; experiential learning for, 278; as interpersonal skill, 273
- F**
- Fables, 339
- Fabula* (story), 41
- Facilitating: diversity life-changing, 299–301; intercultural training, 352–357
- Facilitators: Competency Map for competencies of, 214–215*fig*, 216*t*–218; debriefing role of, 62–63; emotional intelligence training best practices for, 368–369; learning facilitated by, 132–136; observation feedback from, 198; six dimensions of style by, 62–63. *See also* Experiential training
- Farnham, K., 292
- Feedback: emotional intelligence training, 371; giving negative, 365; immediate fishbowl role playing, 197; interpersonal skills in seeking/giving, 274, 279, 286; six types of role playing, 198–200. *See also* Debriefing
- Feedback types: benchmark comparison, 199–200; designated observers, 198; open audience discussion, 199; subgroup discussion, 199; trainer observation, 198; video, 200
- Fidelity notion, 39
- The Fifth Discipline Fieldbook* (Senge), 227
- Finding Nemo* (film), 339
- Finding Your Balance* (Gurvis), 307
- Finerty, E., 247
- Fiore, S. M., 33, 42, 44, 46, 53, 58
- The Firefly Group, 224
- Fishbowl (role play variation), 196–197
- Flexibility, 274–275
- Follow-up coaching, 31
- Forming, Storming, Norming, and Performing development model, 177
- Four-Door Approach* strategy, 250–254
- Fowler, S. M., 341, 344, 345, 346
- Franks, J. J., 37, 38, 45
- Frontline: A Class Divided* (film), 291, 292
- Fundamental Interpersonal Orientation—Behavior (FIRO-B), 319
- G**
- Gagne, R., 45
- Gallo, D. A., 39
- The Game of Life activity, 4–6
- Games: Broken Squares, 19; considering new attitudes/behaviors through, 21–27; Count the Squares, 19; designing your own, 129–132; The Diversity Game, 299–301; facilitating learning through, 132–136; facilitating the learning using, 132–136; four critical features of, 126; Got to Market, 22; *Haggle*, 131–132; HANGMAN, 251–252; integrated simulations and, 247–250; *Jeopardy* format for, 130; narrative storytelling applications in, 51–54*fig*; off-the-shelf board, 130; selecting appropriate, 125–129; selecting appropriate activities for, 125–129; simulations compared to, 88–89; technical training using, 245, 246, 247–250. *See also* Experiential activities; Simulations
- The Games Preserve (Pennsylvania), 111
- Gamson, W., 89
- Garbarini, F., 37
- Gardner, H., 68
- Gargiulo, T. L., 202–203
- Gass, M., 64, 69
- Genericness, 44
- GENESIS (Quest Diagnostics program), 299
- Genette, G., 40, 41
- Georges, R. A., 55
- Geraci, L., 39
- Gibson, J. J., 36
- Gilmore, J. H., 154
- Giving negative feedback, 365
- Gladwell, M., 4, 338, 339
- Glaser, R., 45
- Global Action Learning Forums, 96
- Global Institute for Action Learning, 96
- GM (General Motors), 49
- Goals: action learning, 102; attach role to learning objective or, 187–188; CARB model on aligning, 260–262; intercultural training, 349–350; making progress toward diversity, 291–292; setting tougher diversity stretch, 292–293
- “Golden Rule,” 158
- Goleman, D., 68
- Gopher, D., 39
- Got to Market (game), 22
- Graffiti wall* technique, 314
- Greenaway, R., 3, 65, 66, 69
- Greenwood-Ericksen, A., 53
- Ground questions (GURU process), 227–228, 229–230, 234–236
- Groups: action learning formation and use of, 97, 101–102, 104; action learning objective of building, 107; nine ground rules for working with stories and, 207–211; storytelling to change energy of, 212–213. *See also* Individuals; Teams
- Guetzkow, H., 88–89
- GURU process: benefits of, 236–237; creative uses of, 237–238; experiential teaching of, 231–233; personal learning through, 229–230; professional learning through, 230–231;

questions used in, 227–228, 229–230, 234–236; reflective practice using, 227–228; teaching on the job, 234–236
 Gurvis, J., 306–307
 Guthrie, V., 308

H

Haggle (game), 131–132
 Hahn, K., 176
 Hall, E. T., 344
 Hanamura Consulting, 291
 Hanamura, S., 291–292
 Hancock, T. W., 38
Handbook of Intercultural Training (Fowler & Blohm), 346
Handbook of Leadership Development (CCL), 306
 HANGMAN (game), 251–252
 Hansburg, F., 277
 Happiness, 365–367
 Harrison, C., 159
 Hartley, C., 347
 “H[]bertism,” 175
 Head-Heart-Hands Model, 302
 Hébert, G., 175
 Hermann Miller, 338–339
 Heron, J., 62, 63
 Hicks, J. L., 38
 Hmelo, C. E., 38
 Hodell, C., 211
 Hoffman, R. R., 36
 Holt, Sir L., 176
 Hoopes, D., 345
 Horseshoe model, 77–78
 Horton, R., 296
 “How to Contribute to Your Team’s Success” program, 27–28
HR Skills for Success (GM learning initiative), 49
 Hughes, M., 308, 360, 362, 367
 Hulin, C. L., 39
 Human Potential Research Project (University of Surrey), 62
 Human Resources Research Organization (HumRRO), 344
 Humor, 214
Hung Ho (video/film clip), 348
 Hunt, H., 339
 Hydra (mythological character), 20

I

IBM, 40, 48
 Icebreakers (improv), 164
 Improvisation applications: creativity, 166; icebreakers, 164; needs assessment, 165–166; presentation skills, 167–169; review and close, 169–170; teamwork and collaboration, 167
 Improvisation principles: accept and amplify, 160–162; be spontaneous, 159–160; build trust, 157–159; perform, 163; tell stories, 162–163
 Improvisation role playing: applications of, 163–170; principles of, 157–163; scripting, 24; *Soundball* exercise in, 159–160
 In-basket assignments, 22–24
Inc. magazine, 202
 Indiana University’s Center for Research on Learning and Technology, 51
 Individuals: action learning by, 107–108; diversity impacting, 289–290; training groups versus, 266–267. *See also* Groups
 Influencing others: checklist for improving, 286–287; experiential learning for, 280; as interpersonal skill, 274
 Inform Engine, 51
 Information technology, 243
 Instant Aging (simulation), 21
 Instructional puzzles, 245
 Integrating simulation/game approach, 247–250
 Inter-Nation Simulation (INS), 89
 Interactive lectures, 245
 Intercultural learning: acquisition of knowledge for, 346–347; attitudes required for, 348; essential skills, 347–348; facilitating, 352–357
 Intercultural learning facilitation: designing training, 353; process of, 355–357; selection of exercises, 353–355
Intercultural Sourcebook: (Fowler), 341
Intercultural Sourcebook (Fowler & Mumford), 344

Intercultural training: brief history of, 344–346; challenges of, 342–344; cognitive and behavioral domains of, 356; cross-cultural, 348–349; elements of context of, 350–352; using experiential methods for, 346–348; facilitating, 352–357; factors affecting, 354–355; goals of, 349–350; personal attributes factor of, 356; re-entry, 351–352. *See also* Diversity training
 Interface Flooring, 322, 333–334, 340
 Interface’s Global Village, 333–334
 International Institute of Performance Instruction (ISPI), 96
 International Society for Intercultural Education, Training, and Research (SI), 341
 International Society of Performance Improvement (ISPI), 13, 155
 Interpersonal skill development: challenging of, 275–276; eight skill areas of, 273–275; experiential learning role in, 277–281; four steps in, 276–277; job application of, 283–287; maximizing impact of experiential activities in, 282–283
Interplay Curriculum (DeKoven), 111
 IQ testing, 361
ISD from the Ground Up (Hodell), 211
IT Service Management course, 250–251

J

Jackson, C., 52
 Jentsch, F., 39
Jeopardy game format, 130
 Jigsaw learning, 6–7
 Johnson, S., 339
 Johnston, J., 42, 44, 46
 Johnstone, K., 161
 Jokes, 214
 Jones, M. O., 55
 June 16, 1976 (South Africa), 302
 Junkyard sports: elements of, 112–114; generalizing for experiential designers, 119–121;

- Junkyard Basketball example of, 117–119; Junkyard Golf example of, 114–117; specific debriefing suggestions for, 121–123
- K**
- Kansas Civil Service, 189–190
 Kaplan, R., 311, 313
 Kasserman, J. E., 37, 38
 Keller, J., 140
 Kelly, G., 64
 Kessler, P., 181
 The Kevin Eikenberry Group, 256
Kids Like Me: (Blohm & Lapinsky), 342
 King, M. L., Jr., 291
 King, S., 308
 Klein, A., 186
 Knowledge: intercultural learning and acquisition of, 346–347, 354; knowledge management (KM), 40. *See also* Learning; Skills
 Kolb, D., 3, 35, 64, 226, 228
 Kolb's Experiential Learning Cycle, 226
 Koppett, k., 155–157
 Kotter, J., 327, 339
- L**
- Lakoff, G., 37
 Lambach, R., 343
 Landa, J.A.G., 40
 Language differences, 305, 355
 Lapinsky, T., 347, 352
 Lauber, L., 185
 Leadership development: as action learning objective, 106–107; experiential learning in, 308–319; strengthening diversity, 297–298
Leadership Quarterly, 306
 Learning: action, 95–109, 244; breakthrough, 108; case studies used in, 6; debriefing model that captures rhythm of, 64; definition of, 35; experience-based, 2–3, 68–69, 308–309; facilitating experiential, 132–136; GURU for personal, 229–230; GURU for professional, 230–231; jigsaw, 6–7; pair, 245–246; reflective, 224–238; “Ripples on a Pond” model on, 64–65; Root, 49–50; “sticky,” 4–6. *See also* Experiential learning (EL); Knowledge
 Learning climate/environment: creating, 133–134; debriefing experience creating, 67–68; impregnating possibilities as part of, 209
 Learning games. *See* Games
 Learning Map process (GM), 49
 Learning organizations, 107
 Learning and transfer: narrative theory on, 40–47; role of context and cognition in, 35–40; TAP theory on, 38–40
 Lease, L., 180
 Leonard, D., 47
 Leslie, J., 319
 Levy, J., 346
 Lewin, K., 327
 Lewin's Change Model, 325*fig*
 Lewin's Force Field Model, 326*fig*
Life's 2Solution (Hughes), 360, 361, 367
 The Line (diversity activity), 304–305
 Lintern, G., 39
 Listening (reflective), 97
 Lockhart, R. S., 38
 Loden, M., 290
 Lombardo, M., 308, 309, 311
 The Looking Glass Experience, 307
 Looking Glass Inc. (LGI): context and function of, 309–312; debriefing, 312–316; described, 24, 308; roles of assessment, challenge, and support, 316–319
 Lord, M., 172
Lord of the Rings (Tolkien), 42–43
Lost in Cyberspace (Richter & Willett), 127
- M**
- McCall, M., 308, 309, 311
 McCauley, C., 309, 316
 McDaniel, R., 33, 34, 42, 44, 46, 53
 McHuron, C., 293
 McLeod, S., 302
 McQuillan, M., 40
 Mager, R., 147
 The Magic Three (story experiential activity), 218–221
Making Stories: (Gargiulo), 202
Management in Turbulent Times (Drucker), 326
Managing Workforce 2000: (Jamieson & O'Mara), 288
 Mandler, J., 45
Markhall (simulation game), 345
 Markman, A. B., 38
 Markulis, P. M., 60
 Marquardt, M., 94
 Marsh, R. L., 38
 “The Mary Tyler Moore Show” (TV show), 339
 Mass Narrative: Jumping Indicators, 49*fig*
 Matumelo (female African student), 360
 Mavor, A., 39
 “Meaning” dimension, 62, 63
 Medi-Legal Consulting, 307
 Mendez-Russell, A., 302
 Mentoring diversity changes, 298–299
 Metaphor Maps model, 76–77
 Metaphors: “Conceptual Map” visuals as, 335; experiential simulation use of, 90–91, 186; junkyard sports use of, 119; promoting experiential learning through story, 212
 Metcalf, D., II, 33–34
Mid-Course Correction (Anderson), 322
 Minsky, M., 45
 Missing Person model, 77
 Morris, C. D., 38
 Morrison, A., 308
 Morrow, D. G., 45
 Moxley, R., 309
 MSCEIT assessment, 362
 Multiple-problem action learning, 100
 Mumford, M. G., 344, 345
 Mundy, C., 52, 53
 Mundy Collection, 52–53
 Myers-Briggs Type Indicator, 319, 362

N

Nadler, D., 327
 Narrative applications: game-based, 51–54*fig*; organizational, 47–49*fig*; root learning, 49–50; test-based, 50*fig*–51
The Narrative Construction of Reality (Bruner), 44
Narrative Discourse (Genette), 41
 Narrative theory: linking learning and transfer with, 43–47; overview of, 40–43
 Narratology: elements of, 41–43; inquiry through, 40
 NASA, 40, 186, 187
 National Youth Development Policy Framework, 301–302
 Near-the-job training, 245
 Needham, D. R., 37
 Needs assessment improv activities, 165–166
 Neverwinter Nights (video game), 53
 New Games Foundation, 111
 Nipporica Associates, 345
 Normativeness, 44
El Norte (video/film clip), 348
 North American Simulation and Gaming Association (NASAGA), 13, 83, 155, 185, 224, 227, 241, 256, 272, 341, 342

O

Objective Line model, 75–76
 Objectives. *See* Goals
 Obtaining support: as changing attitudes and behavior step, 17–18; as experiential activity, 28–32
 O'Mara and Associates, 288, 289
 O'Mara, J., 288–289, 293
On Cloud Nine: (Gargiulo), 202
 On-the-job training: of GURU process, 234–236; technical training through, 244
 “1-2-All” debriefing pattern, 63–64
 “1-2-All-2-1” debriefing pattern, 64
101 Ways to Make Training Active (Silberman), 13, 272

Onega, S., 40
 Ong, W. J., 44
 Open audience feedback discussion, 199
Optimizing the Power of Action Learning (Marquardt), 94
 OQs (Open Questions) technique, 251, 253
 Organizational narratives, 47–49*fig*
 Organizations: change management capability of, 323–340; creating learning, 107; diversity impacting, 289–290
 Orr, J. E., 45
 “Other activities” learning events, 267, 268
 Outdoor learning events, 267–268
 Outward Bound, 176

P

Paige, R. M., 355
 Pair learning, 245–246
 Panic Zone, 182*t*
 Paolini, C., 43
 Parables, 339
 Park Li (simulation), 331–332
 Participant-prepared skits, 25–26
 Partnership for Research on Synthetic Experience (PROSE) lab, 52
 Patterson, B., 362, 367
Pax Warrior (video game), 51, 53–54*fig*
 Peace Corps, 344, 351
 Peak Teams (Australia), 183
 Pedler, M., 96
 Peer support groups, 32
PeopleSmart (Silberman), 13, 272, 273
PeopleSmart Workshop (Silberman & Hansburg), 277, 282
 Perfetto, G. A., 37, 38
 Performance, 163
 Performance assessment model, 92
 Personality differences, 305
 Phillips, D., 308
Picture/Math (impro activity), 166
Piglish (simulation game), 347, 348
 Pike, R. W., 136
 Polti, G., 42
 Positive emotions, 365–367

Post, T., 47
The Power of Experiential Learning (Beard and Wilson), 3
 Powers, R. B., 126
 Prejudice: *Frontline: A Class Divided* (film) on, 291, 292; helping participants understand their own, 295–297. *See also* Diversity
 Prep-Inc., 293
 Prescribed role playing, 24–25
 Presentation skills improv activities, 167–169
 Price, H., 299, 300
 Priest, S., 64, 69
 Prime-Learning, 288
 The Prisoner's Dilemma, 4
 Problem solving objective, 106
 Procedural simulations, 246
 Process improvement change, 14–15
 Process simulation activity, 126–127
 Production simulations, 246
 Professional actors (role playing), 196
 Professional development: action learning objective of, 107–109; GURU process used for, 230–231
 Project Adventure, 176. *See also* Adventure learning
Promoting Emotional Intelligence in Organizations (Cherniss & Adler), 368
 Promoting understanding: as changing attitudes and behavior step, 16–17; as experiential activity, 19–21
 Prouty, R., 61
 Prusak, L., 40
 Public Law 105–277, 303
 Pumping the Colors (simulation), 89, 91
 Pusch, M. D., 344, 345

Q

Quest Atlantis (video game), 51–52*fig*
 Quest Diagnostics, 298–299
 Questions: action learning, 97, 98–99; GURU Grounding, 227, 229–230, 234–236; GURU Revise, 227, 228, 234–236; GURU Understand, 227, 228,

- 231, 234–236; GURU Use, 227, 228, 234–236; OQs (Open Questions) technique, 251, 253; using stories to answer, 211–212; team building design, 269–271; team learning event design, 269–271
- Quinn, C. N., 138–139, 144
- Quinnovation, 138, 139
- R**
- The Race Game (simulation), 90
- Race, P., 64–65
- Radcliffe, P., 61
- Rathgeber, H., 339
- Re-entry intercultural training, 351–352
- Real work learning events, 267, 268
- Redundancia* (game simulation), 347
- Reflection about the moment, 225–227
- Reflection in the moment, 225–227
- Reflective listening, 97
- Reflective Observation phase, 228
- Reflective practice: GURU process for, 227–238; reviewing two types of, 225–227
- Remer, B., 224
- Replay of life (role playing), 25
- Resilience, 274–275, 338
- Resolving conflict: checklist for improving, 287; experiential learning for, 280; as interpersonal skill, 274
- Revans, R., 95, 96
- Review and close improv activities, 169–170
- Revise questions (GURU process), 227, 228, 234–236
- Revolutionary prototyping, 150
- Rhinesmith, S., 345
- Richter, A., 127, 300
- Riedlinger, A., 41
- “Ripples on a Pond” learning model, 64–65
- Roediger, H. L., 38, 39
- Role expectations, as arena of change, 15
- Role play coaches, 197
- Role play principles: 1. attach role play to learning objective, 187–188; 2. define the experience you want learners to have, 188–189; 3. make roles as natural as possible, 189–190; 4. build situations, not roles, 190–191; 5. create observation checklist, 191–192; 6. everyone has a role, 192–193; 7. give every role motivation, 193–194; 8. role play, debrief, repeat, 194–195; 9. approximate work settings, 195–196
- Role play variations: fishbowl, 196–197; round-robin, 197
- Role playing: change management, 331–333; debriefing, 194–195, 200–201; described, 24; ending the, 200–201; improving feedback on, 197–200; improvisation, 24, 155–170; principles for effective, 187–196; reflecting reality through, 186–187; scripting options listed for, 24–26, 196; selecting appropriate, 128; variations of, 196–197
- Root Learning, 49–50, 335
- Ross, B. H., 38
- Rotating players (role playing), 196
- Round-robin (role play variation), 197
- Rowling, J. K., 43
- Ruderman, M., 308
- Rumelhart, D. E., 45
- S**
- Saeger, C., 227
- Safety changes, 14
- Safeway, Inc., 291, 292
- Salas, E., 39
- Sanchez, A., 53
- Saphiere, D. H., 347
- Saussure, F. D., 41
- Scaffolding, 140
- Scenario-planning exercises, 332–333
- Scenarios: learning with, 153; planning exercises using, 332–333; when to use simulation, 153–154
- Schank, R. C., 45, 46
- Schein, E., 327
- Schiflett, S. G., 39
- Schoel, J., 61
- Schön, D. A., 225
- School for International Training (SIT), 345
- Schooler, C., 38
- Schubach, I., 183
- Scielzo, S., 53
- Scripting: described, 24; six options for role playing, 24–26, 196
- Secheyne, A., 41
- Seelye, H. N., 345
- Self-monitoring activity, 29
- Self-regard, 362, 363–364
- Semi-prescribed role playing, 25
- Senge, P., 227
- “Sensing, Transforming, Acting” debriefing model, 65
- Serfaty, D., 39
- Shackleton, Sir E., 181
- Shell Group, 332
- Shields, M., 47
- Shifting gears skill: checklist for improving, 287; experiential learning for, 281; as interpersonal skill, 274–275
- Shirts, R. G., 19, 83, 345, 350
- Show-and-tell demonstrations, 26
- SIETAR International, 342
- SIETAR USA, 341
- Signified, 41
- Signifier, 41
- Signs, 41
- Silberman, M., 13, 196, 197, 272, 277
- Silk Six Times activity, 291–292
- Simulated experience design: analysis phase of, 147–148; cycle of, 146/ig–147; evaluation of, 150–152; implementation phase of, 149–150; scenarios used in, 153–154; specification process of, 148–149
- Simulation of Society (Simsoc), 89
- Simulation Training Systems Inc., 83
- Simulations: *BaFa BaFA*, 19, 85, 341, 347, 349, 350; *Bangka*, 345, 347; *Big Top: Serving Circus Performers*, 336t–337t; computer-based, 138–154; considering

- new attitudes/behaviors through, 21–27; continuum of low and high sophistication of, 187*fig*; A-Day-in-the-Life Simulations approach to, 244; *Ecotonos*, 345; ExperienceChange, 327–330, 328*fig*, 334; games compared to, 88–89; Instant Aging, 21; integrated game and, 247–250; Inter-Nation Simulation (INS), 89; Looking Glass Inc. (LGI), 24, 309–319; low fidelity PC-based, 39; *Markhall*, 345; “metaphorical,” 90–91, 186; Park Li, 331–332; *Piglish*, 347, 348; Pumping the Colors, 89, 91; The Race Game, 90; *Redundancia*, 347; selecting appropriate, 126–128; Simulation of Society (Simsoc), 89; Starpower, 90, 91; technical training using, 246, 247–250. *See also* Experiential activities; Experiential simulation; Games
- Simulators, 246
- Single-problem action learning, 100
- Situation cognition, 36–37
- “Six Thinking Hats” debriefing model, 66, 73
- Sjuzhet* (telling), 41
- Skills: asserting needs, 273–274, 278–279, 286; CARB model on, 264–265; Competency Map on facilitator, 214–215*fig*, 216*t*; conflict resolution, 274, 280, 287; developing interpersonal, 273–287; emotional intelligence (EI), 362–367; essential for intercultural learning, 347–348; expressing yourself clearly, 273, 278, 286; feedback, 274, 279, 286; influencing others, 274, 280, 286–287; shifting gears, 274–275, 281, 287; understanding people, 273, 277–278, 286. *See also* Knowledge
- SMEs (subject-matter-experts), 147–148, 149
- Smith, J., 339
- Snowden, D., 47, 48
- Sodexo Inc., 293
- Solem, L., 136
- Soundball* (improv exercise), 159–160
- South Africa: diversity site visit in, 301–302; facilitating life-changing moments in, 299–301
- “Spaceship earth” story, 333
- Sperry, L. L., 45
- Sperry, R. W., 68
- “Spinning plates” debriefing metaphor, 65
- The Springboard* (Denning), 47
- Springboard* (leadership program), 180–181
- Squirrel Inc.* (Denning), 47
- Stage-as-simulator (role playing), 196
- Stanford Programs on Intercultural and Cross-Cultural Education (SPICE), 345
- Starpower (simulation), 90, 91
- Stats* (icebreaker), 164
- Status Games (improv activity), 168–169
- Steinwachs, B., 345, 347
- “Sticky” learning, 4–6
- Stories: facilitating change through, 339; facilitator competencies essential for working with, 214–218; link between experience and, 203–205; nine functions of, 205*t*–207; nine ground rules for working with, 207–211; path of, 204*fig*; promoting experiential learning through, 211–214; sample experiential activity with, 218–222
- Stories at Work*: (Gargiulo), 202, 210
- Story Collaging technique, 210
- Story ground rules: 1. be able to expand or collapse a story, 207; 2. incorporate material relevant to group into stories, 207–208; 3. be willing to be vulnerable with a group, 208; 4. be authentic, 208–209; 5. ensure congruence between stories and your behavior, 209; 6. elicit more stories than you tell, 209; 7. be open, respectful, and nonjudgmental of shared stories, 210; 8. connect stories to one another, 210–211; 9. build in more room for story sharing when designing learning, 211
- Story Seeds* (improv activity), 169–170
- Storytelling: characteristics of springboard, 47; improvisation and art of, 162–163; *Lord of the Rings* example of plot types of, 42–43; narrative theory on, 40–41; narratology of, 41–43; “pseudo-mathematical formulas” of, 41–42
- Storytelling applications: game-based, 51–54*fig*; organizational narrative, 47–49; root learning, 49–50; text-based, 50*fig*–51
- Strang, D. R., 60
- Strangeness characteristic, 47
- The Strategic Use of Stories in Organizational Communication and Learning* (Gargiulo), 202, 214, 218
- Structured sharing, 246
- Subgroup feedback discussion, 199
- Summer Institute for Intercultural Communication, 341
- Swap, W., 47
- Swedish Management Institute, 96
- Symbols, 90–91
- Syncretics Group, 181
- Synergy (computer-based simulations), 142–143
- Synergy Learning Systems, Inc., 172
- T**
- TAP (transfer appropriate process): context and, 37–38; theoretical issues of context, simulations and, 38–40
- Taylor, H. L., 39
- Team building: action learning objective of, 107; considering type of team, 265–267; design questions for, 269–271; experiential team learning events and, 267–269; organization demand for, 257; understanding the real situation, 258–265

- Team learning events: design questions for planning, 269–271; four categories listed, 267; other activities, 268; outdoor, 267–268; real work, 268; traditional, 267
- Team members: CARB model on commitment of, 258–260; CARB model on relationships among, 262–264
- Team players: checklist on improving as, 287; experiential learning for, 281; as interpersonal skill, 274
- Teams: action learning formation and use of, 97, 101–102, 104; basketball, 265; CARB model on effectiveness of, 258–265; diversity impacting, 289–290; improv activities for, 167; nine ground rules for working with stories and, 207–211; storytelling to change energy of, 212–213; track and field, 266; training individuals versus, 266–267. *See also* Groups
- Teamwork changes, 14
- Technical Manual* (Bar-On), 362
- Technical training: blending experiential learning with e-learning, 250–254; characteristics of, 242–243; different experiential approaches to, 244–246; *Four-Door Approach* strategy, 250–254; integrated simulation game, 247–250; integrating content and activity in, 246–247; key principles of effective experiential learning for, 254–255
- Teller, T. C., 295, 296, 301
- Terrell, J., 362, 367
- Tetra games, 246
- Theories: narrative, 40–47; TAP (transfer appropriate process), 37–40
- Thiagarajan, R., 64, 69
- Thiagarajan, S., 64, 69, 129, 131, 186, 241, 345, 347
- The Thiagi Group, 155, 156, 241, 347
- The Tipping Point* (Gladwell), 4
- Tolkien, J.R.R., 42
- Toohy, S., 183
- Trabasso, T., 45
- Track and field teams, 266
- Traditional learning events, 267
- Trainer-takes-lead (role playing), 196
- Trainers. *See* Facilitators
- Training the Active Training Way* (Silberman), 6, 13, 272
- Training. *See* Experiential training
- Training to Imagine*: (Koppett), 155
- Transfer Vehicle* (Pike & Solem), 136
- Transformation economy, 154
- Triple-role playing (role playing), 196–197
- Trouble on the Inca Trail* (Ukens), 127
- Troubleshooting simulations, 246
- Trust: ability to, 264; building, 157–159; commitment and, 259
- Tshabalala, N., 301
- Tuckman, B., 177
- Tulving, E., 38
- Turntable model, 78–79
- Tyler, S., 37
- “Tyranny of the urgent,” 99

U

- Ukens, L. L., 124, 127, 131, 132, 133, 134
- Umsobomvu Youth Fund (UYF), 301–302
- Understanding people skill: checklist on improving, 286; experiential learning for, 277–278; as interpersonal skill, 273
- Understanding questions (GURU process), 227, 228, 231, 234–236
- Uniformed Services University of the Health Sciences, 349
- University of Central Florida’s Institute for Simulation and Training, 52
- University of Pretoria (South Africa), 299
- University of Surrey, 62
- UNtraining: Untraining White Liberal Racism, 296–297
- “Urgent drowns out the important” axiom, 99
- U.S. Peace Corps, 344, 351
- Use questions (GURU process), 227, 228, 234–236
- User testing, 150–151

V

- Van Merriënboer, J.J.G., 144
- Van Velsor, E., 306, 307, 308, 309, 316, 319
- Vantagepoints on Learning and Life* (Eikenberry), 256
- Video feedback, 200
- Visualization (Dealing with Difficult People), 22
- Vitale, P., 291

W

- Warman, G., 321–322
- Warner, E. G., 345
- Web-based games, 246
- Websites: *African American History Game* (video game), 52; African-American History Education and Culture, 52; Bernie DeKoven, 112; Brian Remer, 224; Clark Quinn, 139; Consortium for Research on Emotional Intelligence, 368; Cynefin, 48; David Metcalf, 34; The Diversity Consulting Company, 299; EDNA-E (Event-Driven Narrative Analysis Engine), 50; Ellen Van Velsor, 307; Garry Shirts, 83; Greg Warman, 322; Indiana University’s Center for Research on Learning and Technology, 51; James Chisholm, 322; Joan Gurvis, 307; Judith M. Blohm, 342; Julie O’Mara, 289; Kat Koppett, 156; Kevin Eikenberry, 256; Les Lauber, 185; Lorraine Ukens, 124; Marcia Hughes, 360; Mark Lord, 172; Mel Silberman, 13, 272; Michael Marquardt, 94; *Quest Atlantis* (video game), 51; Roger Greenaway, 59; Root Learning, 49, 335; Rudy McDaniel, 34; Sandra M. Fowler, 342; Sivasailam

- Thiagarajan, 241; Stephen M. Fiore, 34; Terrence L. Gargiulo, 203; University of Central Florida's Institute for Simulation and Training, 52; UNtraining: Untraining White Liberal Racism, 296; XPLANE, 335
- Wechsler Adult Intelligence Scale, 361
- Wechsler, D., 361
- Weil, M., 39
- Weldon, M. S., 38
- The Well-Played Game* (DeKoven), 111
- Wells Fargo Card Services, 292, 293
- What Would ____Do?* (impro activity), 166
- What You Herd* activity, 133
- “What? So What? Now What” debriefing model, 64, 66
- When I Felt Different* activity, 289
- Where in the World Are You Going?* (Blohm), 342
- White, R., 308
- “Why Executives Derail: A Cross-Cultural Perspective” (Van Velsor), 306
- Wight, A., 72
- Willett, C., 127
- Wilson, J., 3
- Winter Survival (exercise), 281
- The Wizard of Oz*, 206
- Working PeopleSmart* (Silberman), 13, 272
- World Bank, 40
- X**
- XPLANE, 335
- Y**
- Yearwood, A. A., 38
- Yes, and Stories* (improv activity), 167
- Youth for Understanding International Exchange (YFU), 345
- Youthbuild USA (YB), 295–296
- Z**
- Zones Model (Adventure Learning), 182*t*
- Zork (video game), 51