# Research Roundtable:
# Leadership Studies + RPGs

Fri, 2/4 2:13PM • 1:52:16

## SPEAKERS
Jamie Flecknoe, Antonio Ruiz Ezquerro, Garett Dworman, Susanne Jul, Amanda Giampetro, Joe Lasley, Tuomas Harviainen

**Susanne Jul**  00:05
And with that, I will turn it all over to our master of ceremonies, Joe.

**Joe Lasley**  00:45
You had to say the word, the master word, didn't you?

**Susanne Jul**  00:48
I did. I did!

**Joe Lasley**  00:51
... not a Dungeon Master. But a master of ceremonies. Hi, Happy Friday, everybody. Good afternoon, evening, night, is it hopefully not Saturday yet for someone.

01:10
I am Joe Lasley, and I'm an assistant professor of Leadership and Organizational Studies at the University of Southern Maine. I got my PhD at the University of San Diego in Leadership Studies. And my dissertation was about gaming environments. And I studied role playing games, and group dynamics, and leadership in role playing games. So that's, that's what I'm up to. And I found myself in so many different worlds, roleplay, theory, groups, game studies, groups and communications disciplines, leadership studies, organizations, nationally and internationally.

**Joe Lasley**  01:50
And, to my wonderful surprise, have found people like you all that are also uniquely interested in this particular combination of things. Because both leadership and role playing and role playing games are very entangled in everything else that is going on in the world, and many disciplines that could apply to them. These fields may not even be fields in themselves as much as they are spaces between multiple fields. And because we all have this unique, specific interest, I figured we should get together and ask some

questions of ourselves. And there's probably other people out there that we could meet, that have this specific combination of interests. And there's probably a lot more people that have adjacent interests that work really well with ours. And we may even approach this topic differently ourselves.

**Joe Lasley**  03:00
So let's get together and see what comes out of asking these questions of ourselves. And you know, something that I'm going to, so we're going to introduce ourselves to get started. And the question is what is intriguing you about, that brought you to this, right? So what is it that's exciting? What is it that's inspiring, or pulling, or igniting, or whatever it is about, what brought you to leadership plus RPG? As an intersection. And for me, I've always been a gamer and captivated by the social interactions that are happening in play in gaming. And to me, I see that and leadership as almost synonymous, but I realize other people don't get it that way. And so now I need to figure out what's really going on here. And so I love the connection, community, and collective creativity that comes out of both really meaningful group — or leadership experiences — and gaming experiences. So that's part of why I'm here. I'll turn it over to Jamie to go next.

**Jamie Flecknoe**  04:24
All right, Hi, I'm Jamie. I have my master's degree in Leadership from University of San Diego. So many years ago. And I got that, actually kind of just to focus in on higher education. And years later got into role playing games. And from there kind of actually very quickly saw the overlap between — Dungeons & Dragons is my role playing game of choice — and leadership development. And I decided to venture out into the world and I founded an organization called Roll Play Lead, where I work with teenagers to work on social skill development. So I, I found that using leadership development and talking to families and parents and teenagers was was a bit more, was a bit harder to chew. And so as I started looking at what I really wanted to do with role playing games, it was to really focus on communicating, and problem solving, and critical thinking. And all of that stuff, of course, to me, falls directly underneath the umbrella of leadership skills.

**Jamie Flecknoe**  05:31
But reframing them to work with teenagers as social skill development kind of became my area of expertise. I have given a TED talk on the topic. I write for, I write games, I have a published, oh my gosh, I've published module or adventure for teenagers, that is social skill developmental improved, it's got all these fun things kind of built into it, which is, you know, which we publish, which is really great. And I am actually in the process of developing an entire series that really uses D&D as its mechanics, but is is an entire series of adventures that are basically teenager approved kind of things for parents, and after school programs, therapists and, you know, folks to get their hands on and kind of incorporate into teenagers' lives, whoever these teenagers are in relation to them. So I've just really found that it the overlap is really beautiful. And when Joe was talking

about, how do you take leadership and kind of like parse it down and fit it into all these different categories? For me, it like I said, it really felt like social skill focused and that's kind of the part that I got into and really love.

**Joe Lasley**  06:59
Alright, Antonio.

**Antonio Ruiz Ezquerro**  07:00
Hi, everyone. My name is Antonio, I am a third year PhD student at FSU, Florida State University, in the Higher Education program. And I work for the Leadership Learning Research Center. So I guess, to back up a little, how I got involved with role playing games is, I got really into board games around late 2019. And then 2020 happened, and we were all isolating. And that kind of became like an opportunity for me to meet with friends that I met through a local board game library. And kind of create our COVID pocket in which we would not socialize with other people outside of our bubble. And this is like early 2020, where we're all like super paranoid about who we hang out with and all that stuff. So we developed this group that had a big range, and experience, and interest of different games. Among them were role playing games. At the same time. My my partner's best friend, her husband was also trying to start a D&D campaign. So — we got along — and that's how I got really involved with board games and role playing games. So (role-playing) it's pretty new to me. But I've been a gamer when it comes to video games and board games — maybe not so much board games, that's more recent — in general my entire life.

**Antonio Ruiz Ezquerro**  08:31
The cool thing is, after playing D&D, and starting to teach with the leadership learning office where I work, I saw a lot of connection between the two. I thought, what if we use role playing games as a way for the students to interact with the content that they're learning about, in a way that generates experiential learning? In a way that is just outside of just something they're reading and instead something they're practicing? So my research focus is the intersection between pedagogy and game design, that's kind of where I step in. I'm I was telling Joe earlier today that I woke up yesterday, early in the morning and I was just writing down ideas for a board game that I'm like trying to design — not related to education — more like just for the sake of a fun game. But game design pedagogy, that's really the the part where my research interests really fires off, and I'm excited about it. In leadership, I mean what a better way to merge those things in a way that is useful for students and and that they actually get something out of it that will be valuable for, and transferable regardless of where they come from.

**Joe Lasley**  09:49
Amanda.

**Amanda Giampetro**  09:53
Hi, I'm Amanda. I am a second year PhD student at USM. I actually had never thought of doing RPGs and leadership until I was part of the interview group for Joe, when he came to join us, and heard about his dissertation. At that time, I was writing my master's thesis and, in Leadership, on Harry Potter and leadership. So when I started my PhD program in the fall of 2020, I kind of wanted to figure out how to meld my love of fantasy with the fact that I work for a police department. And after discussing with Joe and one of our other professors, I decided to kind of lean towards the direction of group dynamics and culture in police departments, and trying to change that through RPGs. And that's the direction I'm going in with my dissertation. So, and I'm also currently in one of Joe's classes where we're designing a game for leadership, development. So that's kind of fun.

**Joe Lasley**  11:08
All right. Tuomas, did I say that correctly?

**Tuomas Harviainen**  11:12
Yes, it's easiest pronounced just as Thomas. There's just a slight difference. Greetings from Northern Europe. It's zero:fifty am at the moment. So Saturday already. Why I'm here, I've been a gamer for a very long time. Been role playing since I think '84 would be probably the right year. So you can imagine over the years, I've tried applying role playing to basically anything that I've encountered. And I'm here for various reasons. One of them is that I've formerly edited the International Journal of Role-Playing, and, later, been one of the co-editors of Simulation & Gaming. So seen a lot of the stuff about the use of games for serious purposes. And last year, we got our co-edited book about gamification for sustainability, one of the themes of which was organizations. So again, parallel interest there. We're doing a special issue on the topics right now. I've done one rather popular LARP, about the problems of leadership over the years and, well, similar experiments.

**Tuomas Harviainen**  12:42
My current interest is the use of design games, in organizations, especially for the purposes of breaking down management hierarchies for the purposes of co-design. But of course, what we see in those games is a kind of emerging leadership again, and I've been interested in how to foster it, and how to blunt and prevent it at times in order to keep give everyone a sufficient voice. So that sort of thing. Nice meeting you all.

**Joe Lasley**  13:20
Wonderful. Wow, we have, it's very exciting to see all the connections just even in our introductions, and I'm sure a lot more that we have to talk about.

**Susanne Jul**  13:31

Maybe give Garett a quick chance?

**Joe Lasley**  13:33
Oh, yeah. Yeah. Garett.

**Garett Dworman**  13:37
Thank you. Hi all. So, Garrett Dworman. I, I don't have a background too much in this area, rather new to this. I was a user experience researcher and designer for quite a long time. Before that, I did a PhD at the Wharton School, on decision theory in information science. And after a good 15 years as UX researcher and designer, I said, I want to do something that's less for the tech companies and more for the social good. Didn't know how to go about doing that. So I talked to a friend who I did know, who does a lot of work for social good, for the Red Cross, for example. That was Susanne, and I called her up and asked her if she knows any way I can find a way to apply my UX skills into something of a social good, and she's like, well, it happens to be, I'm doing this research project about COVID is very related to emergent leadership and the Creative Crisis Leadership mission. So I did that for her, and with her, and kind of got caught up into it.

**Garett Dworman**  14:52
I've always been fascinated by D&D. I have not been much of a player, but I have played some times, and recently I've actually been DMing a little game for my daughter, who, fascinated by it by five to six years old. I've been doing it for the past few years. But that's about the limit of my experience with RPGs. But the more I've gotten involved with this, with Susanne, it's been fascinating. And it harkens back to my doctorate days, when I was doing a lot of studies on decision theory. Both individual decision theory and social decision theory, how do groups come together to make decisions. And it's been lovely to bring that back into my career. So I've been fascinated by this, and really enjoying learning this new field, as I work with his head on this.

**Susanne Jul**  15:43
Yeah, and I'm gonna — thank you, Garrett — I'm gonna jump in for a minute here. Because, I didn't mention, I'm not a gamer. I'm very much not a gamer. But some of you may know, my nephew, my nephew is Claus Raasted, who is known in the Nordic LARPing communities. Quite well known. And I've been fascinated by the whole LARPing concept. And as an educator, a teacher, the themes that you've all talked about is, is really what attracts me and why I think it's such a powerful approach, which is the the enabling learning, the discovery-based learning. It's not about telling, it's about letting, empowering people to learn, and discover on their own, build it through that sense of community, using the social skills, and giving people the agency so that they can do that. And I'm hearing a lot all those themes here, the social development, the creativity, learning, a lot of you're talking about learning. So those, those are all the

things that completely attract me, because I think, to me, to me to this this area, because I think it's such a powerful means to get there.

**Garett Dworman**  16:49
I just want to throw out one little aside to Tuomas. I know you're at the University of Tampere, and one of my many consulting gigs was, I spent half a year in Tampere, working for Nokia, this goes back a while. I love Tampere. So I just want to say, shout out to Tampere.

**Joe Lasley**  17:11
Great. Okay. Um, so, you know, we have these questions, What is the frontier of leadership and role playing games? And I actually think that, you know, what to say, before we get started, I don't know exactly what's going to happen, we're going to we're going to see what emerges. And also that, I don't think the goal of this roundtable is to come anywhere close to forming the illusion of a consensus. That, actually, we have such diverse positionalities about this particular intersection. And yet it is about this particular intersection. And the boundaries are non-existent, or blurry at best, with other areas of applied role playing games, or leadership studies, or learning and pedagogy. Right? So, that's what we're dealing with, as far as I can tell, to get started, it's really hard to be clear about it. But we have this leadership and role playing games guide, North Star, if you will, to try and find in the sky.

**Joe Lasley**  18:28
So I'm interested in knowing from, from you all here, you know, what do you see, what is this frontier from where you view it? And if you want some time to think about that, I could give it a shot first, or, if somebody wants to go first., I don't have to be the person who goes first. So just gonna look and see. All right, I think they want me to go first. Oh, Jamie is, alright, Jamie's got it. Go ahead, Jamie.

**Jamie Flecknoe**  19:03
Let me think about it for a minute. Um, well, so I definitely come from a much different playing field than a lot of y'all because I have not really, I'm not studying it, I'm just using it, if that makes sense. And I think that one of the boundaries that I face and one of the directions that I that I foresee this going, in order to kind of overcome that boundary is is definitely the, the research. And so I think that there's an interesting balance that needs to occur between long-term large-scale research and the application of it. And I think it also depends a lot on on the direction we're all going. So for me, I really appreciate the — and I've heard y'all talk about the different ways you use it — I use fantasy roleplaying. I, like where we exist in a fantasy world. And I find that that is a great place when you're working with younger kids, and in particular teenagers, because the boundaries are all different. So when you look at that, and then you can switch gears, and go to working with older folks, or working with communities that have people of all

different ages, when you're working with diverse folks that changes, you know, that changes things.

**Jamie Flecknoe** 20:35
And I think finding a central point of like, how do we study this? How do we apply it? And then how do we really quantify the research that we have that proves that this is working? And what language are we going to use to share it with other people? Because as I said, I think the biggest obstacle we face in, in in that aspect is, well, the language of role playing games in and of itself can be a boundary, because I think that some folks can't always get in on that. But once you get there, how do we share this and say like, this is going to help your community get better, because you'll develop leadership skills. And I think that was the biggest thing I struggled in when I was in the PhD, or the master's program as well was, how do you take it from this bigger language, this this intricate, design in a way to like, hey, you're just an everyday person who's not really interested in all of this stuff? How do we make it make sense? So I think kind of bouncing between, how do we prove this works? Like, how do we really prove that this stuff makes a difference? And once we can do that, once we have the research to support it? How do we explain it to the everyday person that it is important and useful in their lives? So those are like the two big things that I see. As like, the directions this community needs to kind of come together on so that we can prove that we have like our legs to stand on, or really do cool and important things.

**Joe Lasley** 22:11
Go ahead.

**Antonio Ruiz Ezquerro** 22:12
Let me follow up on that. I agree with a lot of what Jamie was saying. I think — approaching it from more of a pedagogical slash game design lens — is that D&D is great as a tool, for what it is, but it's not a tool designed to teach leadership. Now, you can use it for that purpose. But it was not intended originally as that, it was a game more than anything before before anything else. And I think that this is such a new area that there's a need, and, and I say this carefully, because I don't want to give the impression that there's a "right" way. But there could be a better game system. That is, through research, that shows that it's efficient at teaching leadership, that it's something that works, because that out there doesn't really says, there's not like, oh, yeah, we already know this about X game, and that is just a technique that everybody uses worldwide or nationwide. No, it's like, it's such a new area that that tool needs to be designed in the first place. And I think, among the needs of that tool going, what Jamie was touching, is to make it accessible. Because you ask the average person what a role playing game is, and they might say, I think Dungeons and Dragons? But I don't know what that is either. Just like the connection, for the average person, most don't know what a role playing gaming intends. So I think by making a tool or a game system, that proves to be useful

at leadership teaching, having those skills be transferable, all those things, and also is easy for new people to grasp and use in their day to day practice and start playing with it. Then we're starting to talk about, I guess, the next stage of where a million possibilities all of a sudden open, improving that system, or not necessarily for leadership, but modifying that system to teach other things. But first you need to have something that we can all work with together and use so we can have a common language.

**Joe Lasley**  24:35
I straddle this line between scholar and practitioner because I do consulting work. And I design games and use games for leadership development with people who aren't scholars. And I am very much a scholar, and in academia, and going to scholarly conferences, and things like that. And I feel this tension, just in leadership studies too, even not related to role playing games of how do we measure what we're measuring? And what do we measure? How do we decide to do that? For leadership just in general?

**Joe Lasley**  25:11
And how do we translate any knowledge that we generate to, have it matter in practice? Like Jamie was saying, like leadership scholarship, in my mind, is not really leadership scholarship, if it's not practical in some way, that knowledge can't be understood by somebody in a way to actually be used. And I feel the same way as an academic about research. But I know there are some other humanities disciplines that might disagree with the way that I would use that. You know, but the point is, you know, leadership for what?

**Joe Lasley**  25:54
So, alright, what are we going to study? And how are we going to study it? I think, guided by what actually is going to matter, in real leadership contexts or real role playing context.

**Joe Lasley**  26:11
I don't know about designing tools, though. I love the idea as a consultant. But I, I don't think there's enough universality to create a tool, we might be able to create some principles or generate some, some guiding knowledge, you know, that eventually combines to create some sort of standard, or menu, or something like that. But you know, leadership is so varied and difficult to define that, I don't know, because at the same time, I'm thinking, okay, for teaching leadership, we need to, we need to actually establish a baseline. And in leadership studies, you know, Barbara Kellerman gave a rousing speech at the International Leadership Association a few years ago about how that, you know, doctors and lawyers have rigorous standardization and certification processes. You know, if you want to trust a doctor to do a doctor thing, you need to know, they're actually a doctor, you know — medical doctors is what I'm talking about —

and we don't have that for leaders, but they're making decisions that are impacting lives, you know, on a broad scale. So fascinating debates to have that I think we're going to have to contend with in our own way. So.

**Joe Lasley**  27:53
I do think, my piece of this is, you know, right now, I'm looking at leadership-as-practice. And that's hard to define, too. But I think we stand to learn some things about leadership-as-practice and role-playing-games-as-practice. And perhaps there is a, a particular instance where playing a role playing game and doing leadership is the same practice. Where we can learn things about both of those things. But I see more issues with studying this, being the levels of analysis because I could say leadership-as-practice, it's a really difficult process to define and then to research. And Jamie will say, "Well, I want to do skills development," and Antonio wants to measure learning outcomes. Right? And so we have individual skills development, we have adult development, and leadership development. We have skill development. We have team interaction development. And we have group level analysis and cultural analysis to do. So the level of analysis issue I think needs to be addressed, and I think we need to do all of it. So. Alright, yeah, go ahead.

**Susanne Jul**  29:29
Tuomas has got his finger up.

**Tuomas Harviainen**  29:31
Yeah. Several thoughts already came up and went with the previous comments, but something about doing the practices, and then being, sort of, coexisting at the same time. There's Mikko Vesa's doctoral dissertation called "There be Dragons," which is about leadership and organizations in World of Warcraft, where the digital environment made it possible for him to co-study this through different approaches. And he's using a strategy-as-practice framework for it. So it might be compatible for this.

**Tuomas Harviainen**  30:13
I tend to go away as much as possible from anything, even remotely like Dungeons & Dragons in these topics. Because, from my perspective, a lot of indie games that do not have a clear Game Master function are more interesting, because there you have to have negotiations on who's taking charge of what. And this is the same reason why I use a lot of live-action roleplaying sort of, like, fold the paper plane, i.e., do the game design, and throw it. Give the material deliberate, or whatever you want to call it, to the players, and then they make something out of it. And you stay the hell away from it as the designer/game organizer and see what happens.

**Tuomas Harviainen**  31:06

My most interesting example has been teaching a course that was about leadership management and behavioral economics. And then, during the last session, we deployed a small roleplaying scenario to show the players how quickly they devolved from all that they had learned during the course, to this sort of, yes/no, it is/it isn't, kind of bickering instead of using everything they'd been studying. at the masters level for the last few weeks. After that, we got to the real discussions on the skills that they were supposed to learn. So sometimes it works as a demonstration.

**Tuomas Harviainen**  31:54
And finally, one reason why I like using live-action roleplay is that I can there use something that my ex-wife, who uses live-action roleplay for teaching English as a second language, does that she just tells the students, "We're doing this Thing." And then they play, and then someone comments afterwards, "This was really like a live-action roleplay game. Well, but sort of selling it and not framing it, something, it's sometimes, for the easier access, where you don't have to learn the rules or think that there's a threshold I have to cross in order to be able to play this thing. It's just a thing that you do. That's my stream of thoughts for now.

**Susanne Jul**  32:44
I think these are, these are all really important. I have some underlying things here. Going back to what Jamie was mentioning that the, "How do we study it? How do we quantify it?" The language — and several of you have touched on that language issue. And I think that's actually an interesting starting point, or one of the interesting frontiers to be, to explore because it underlies, "How do we study it? How do we quantify? What levels of analysis?" If you can't talk about those, what you're talking about, then you can't get there.

**Susanne Jul**  33:17
And to Tuomas' point, I have the same problem. I'm talking to Office of Emergency Services. I'm talking to fire, fire chiefs, and police, I cannot use the, for most of them, I do not use the word "game." The minute you say "game," "Oh, it's not serious. We're talking disaster. This is serious stuff." So we talk about, "We create learning experiences." In-house we talk about LARPs. Because we know that's what we really are. But that that like that whole tension there, for, of people taking, taking it seriously, and saying that people will learn better through playing. I think that's a, there's a language issue there to be explored.

**Susanne Jul**  33:59
And how do you quantify when when you have to, you have to allow people to play. So you can't interrupt them, the team-in-the-loop research problem, levels of analysis. And I like Thomas' point there to, that then interacts with the in-game control. How much, how

much control do you, can you exert and still get reasonable results or understand what you're actually accomplished?

**Joe Lasley**  34:29
 Yeah, go ahead. Tuomas.

**Tuomas Harviainen**  34:32
And on the other hand, how much control can you give away and still guarantee your learning results? So in the, from the other perspective, keeping the Game Master or Dungeon Master present is completely logical because giving everyone the freedom means you're trusting sort of stealth learning, which we know doesn't actually work in a guided fashion. So there's a point to me being wrong, and Jamie being completely right in using something like Dungeons & Dragons is that.

**Jamie Flecknoe**  35:04
So, from listening to Tuomas and Antonio, one of the things that like, popped into my head, that seems like an awful lot of work, but really beautiful, is this, is this idea of like, maybe you can't... One of the things that I've always found is that you're going to get people who 100% do not need a specific game and want to, like, run in and do whatever. But for some folks, people are gonna want something that they know that feels familiar. And so in, when Antonio was kind of talking about either, like, just creating something from scratch, one of the things that kind of popped into my head was, what about instead of creating something from scratch, creating these, like guidelines for categories. So like, when Joe, I think, was talking about, you know, you're gonna treat working with this type, these types of people in this particular area differently than here. Instead of trying to do that we talk about like, "Okay, if you want to build in communication, so whatever your group of people you're working with, like here are tips in in LARP, or in roleplaying games, here's how you can build it in." So if you do, "Do you love Dungeons and Dragons? And the group of people you're working with are those type of nerds?" like, "Here is just how you take a game that's already built, and fold communication skills into it," specifically, or you like, you know, you're doing a LARP with a bunch of college kids in your class, and you're not calling it a LARP, because who the heck would want to do that? Nerds with nerds. Like, here's how you take this particular skill and build it into a LARP scenario. With the end goal of learning this. It's, I just started thinking about, like, instead of maybe a whole game that's designed for it coming up with like, categories, and how it how you can fold things in, and then you can start studying, is your group communicating? Do you feel like, "From when we started this particular experience to" where you are now, with your goal of communication, based on the things that, you know, we laid out for you that are available, "Do you feel like it has helped." And then kind of quantifying it better for people who study, that you can actually mark that information down and show the world. Because that's not my area of expertise. But kind of like imagining it in that aspect and kind of game design?

**Joe Lasley**  37:33
Yeah, I have a response to tie some of these together. But I saw Amanda's hand up. So Amanda, go go before me.

**Amanda Giampetro**  37:40
Um, so I was just, you know, thinking about how I'm trying to use this for, specifically for police departments. And Susanne mentioned, you know, you can't go in there and mention, it's a game because of the type of personalities that you're dealing with, when you're dealing with public safety people. And that's this thing that I keep running into, because that's a key part of what I'm trying to do, is get people to look at, kind of like how they see themselves as a character, a, you know, and how in D&D, you build your character. If you were to put yourself in that character, if you were going to build yourself as, you know, a barbarian, like, how do you see yourself, but how do you create that language? And so that you can bring it to people that are very practical and don't see games as a reasonable way to learn something.

**Joe Lasley**  38:29
So, I mean, that's excellent. In terms of you know, Antonio's idea of what if we had a system that did that, that translated these sigs, and I mean, he can say more about that. And I, and this relates to what I was connecting here about using roleplaying games as the context for studying, learning, experiencing, or understanding leadership. And I say that because leadership itself is contextual. And leadership is a process, at least the way I like to approach it and where a lot of the scholarship is going in terms of leadership. We still need the leadership system: leaders, followers and context, right? And I think design considerations like, should there be a DM or should there not be a DM in different systems will be useful for studying leadership in the context of roleplaying games, because, this was a, I kind of got this idea from one of my dissertation findings, but also just in leadership studies in general, you know, how do we study authority and the group dynamics about relating to authority and being creative? Well, we can do an RPG as a social interaction, as a process. And we can study the leadership and authority dynamics the same way we would study them in any other context.

**Joe Lasley**  40:14
But in this particular creative, interactive process, and I mean, it's so exploratory at this point, I'm not entirely sure what we'd find. I think we'd find some things that would be, well, of course, we expected this to happen, because that's how authority happens, right. And that's how creativity works. That's how group dynamics work. But I think we would also see some new nuances in how that happens.

**Joe Lasley**  40:40

And the other benefit, I think we were, spoken to a little bit is that, there's that. And then there's, D&D is super popular. So we need to deconstruct the, you know, racist and sexist origins of D&D and how that's still elements of the game system and in its design. And communication scholars are kind of starting to do that. And it's popular, so we could leverage it, right? And it resonates with something. And so, why does it resonate? And, and, you know, leadership is a universal human experience, too. So anyway, go ahead, Antonio.

**Antonio Ruiz Ezquerro**  41:25
We kind of touched on it a little bit already. But I sense a little bit of confusion, even in the last few ideas. I was not advocating for creating a game itself. But like you mentioned, creating a system, as if — D&D uses the D20 system — but it's really a system, like you said, that has a lot of controversies in it because of racism and misogynistic ideals, as well as it's a system really designed for combat in, from a play point standpoint. At the same time, you can have a system that, given the way the dice are rolled, decisions are made and all that, that it encourages an environment or fosters an environment that focuses more on the leadership process and decision making and the interactions that individuals have with each other, rather than combat or whatever. That system. The advantage of having a system that can be particularly universal is that anyone can adapt it to anything that they want to do. Any game, any any topic, any thing they're trying to teach, in general. So that's kind of like one of the things I wanted to touch on.

**Antonio Ruiz Ezquerro**  42:32
The second there was just a little side comment is like, I just realized what you're talking about not mentioning (the word) "game", in the articles I've written so far, have subconsciously, right learners as opposed to players. And that is something to the same thing, because I don't know who is reading my article, and I want to make it so that someone that is not familiar with games, does not feel threatened by it, but also not feel opposed to it just because it's a game as opposed to a learning activity.

**Antonio Ruiz Ezquerro**  43:01
The last thing I want to touch on and, I think it's more to push discussion forward, Is that all of this is great, however, it's little without the importance of a meaning-making activity that follows the roleplay. A discussion, a reflection, something. But I think that the the activity itself is only as powerful as the meaning that the students make out of that experience. If you just have the roleplay itself, and then everybody goes home, and there's not that point for deconstruction to happen, then I think 80% or more, I don't know, the exact percentage, but like 80% of the benefits that could be recovered from that experience or just being left over to wander.

**Joe Lasley**  43:47

Yeah, go ahead, Tuomas.

**Tuomas Harviainen**  43:49
Yes, I'm of the school of thought also that the proper debriefing and a guided debriefing — also sometimes, a controlled debriefing so that no one steals all of the time — is really necessary for any guaranteed learning results from these. And something that's not mentioned often enough is that also a good briefing before going in to the game is usually very necessary in order to prime it the right way. So the classical one-to-one learning model, or freeze/unfreeze structure, whatever you want to call it. It's very important here.

**Tuomas Harviainen**  44:36
As for not calling something a game. I also have sort of, in my memory, a prepared speech for certain audiences, where we go with the fact that, yes, learning games were first deployed by the military, and then in high risk business, and then usually for medical purposes. So basically, the more we are in fields where human lives are at stake, the more we have a history of actually using games for these purposes. And for certain audiences where the, "Let's to do this thing," kind of approach doesn't go, they're willing to take you seriously once you remind them of the facts. So it's a different sales pitch. But the same principle again.

**Susanne Jul**  45:27
Thank you, that's a very useful observation. Bringing that in.

**Susanne Jul**  45:34
So one of the things I'm hearing here is, is, you know, is learning and leadership development — those social skills development — are they qualitatively different using this format? That's what you're trying to convince people of. Those qualitative difference in, in the change that you get, and maybe the speed, the quality that you get. Do we get better leaders? Do they become better leaders faster? What is the difference this this makes?

**Joe Lasley**  46:02
I think that's an interesting question, because I think it's part of a series of questions. You know, is the roleplaying game context qualitatively different than another leadership context? It's worth asking. And how is it different? Both in good ways that help learning, or, you know, maybe not so good ways?

**Joe Lasley**  46:29
I don't know about the better piece, though. I don't think that will be the case. That would be you know, there's only been a little bit, studied, of research done about that. And some of the findings, they're very specific, but they are like, it wasn't better or worse, it

was just more fun. And just as good. Right? And there's probably more to the lit on that, that I'm not representing well. But that question of, is it different? I think the similar argument and questions to be asked, is it the same? Because that would be, that's kind of where I feel stuck actually a little bit is, okay, leadership and group interaction are human processes, human nature, and roleplaying games, you know, playing is human, human nature, human process. So my argument is based on this assumption that when we play a roleplaying game and study leadership in the, in a roleplaying game, that it's the same thing. Yet, there's all kinds of stuff about, in roleplay studies about in-game versus out-of-game, in-character versus out-of-character, and negotiating those boundaries, the magic circle, all this stuff. And I'm not so sure when you change levels of analysis, if that holds up, but I don't really have anything to go on yet in terms of research to back that up. So, sorry, to hijack your question, but it stumps me, Susanne.

**Susanne Jul**  48:14
Yeah, it's an important question. And I think what you're getting to there is the question of transfer of learning. Right? What, will people use what they got? And if they, did they learn it in in the one roleplaying game setting, do they actually practice it when they go out? Or is it, does it get contained? There's, I mean, there's a lot of expert, the transfer of expertise and transfer of learning questions there.

**Joe Lasley**  48:37
And I certainly see that as one of these frontiers, because it's about leadership learning. I also see a frontier about, what could we learn about leadership? And how could we come to understand leadership differently, as a result of studying how it exists in the context of a roleplaying game? That we might understand human interaction differently by studying it in this context, perhaps. Jamie, you're on mute.

**Susanne Jul**  49:13
And she had a hand up? So I thought you were ready to

**Joe Lasley**  49:15
know if you were gonna speak.

**Jamie Flecknoe**  49:17
I was I was just gonna, like add a question to your question, which was, what, are there significant... My, my guess is yes, but are there significant differences between, like a team building exercise that lasts one, you know, four hours a day, or having a group consistently work, you know, go through and continue together? And how does that change the outcomes of this leadership development? Do they become better or you know, more aware leaders, if they are together consistently working on something, or whatever. So that kind of the thoughts that popped in as well.

**Susanne Jul**  49:55

Which is an intersection that I've been thinking about. The leader, there are many different types of leadership, and leadership in different, is many, is interpreted in many ways or is defined in many ways. Because it is contextual. You know, one of the one of the things that we studied, what we're interested in is that improvised leadership. And what we found and seen is, the people who emerge in a crisis, as leaders do not want to be leaders, they do not call themselves leaders, when the crisis is over, they want to go back to what, being individual contributors doing what they do, they don't want to be leaders, which is very different from people who have positional leadership, and people you're training to, you think you're training to be leaders. So there's something, there's something different there.

**Antonio Ruiz Ezquerro**  49:59

I wonder, though, and this is just pushing, maybe more like a research question, something you were talking, Joe, is, when it comes to transferability, I wonder if it's a significant difference, and I lean towards a yes, between a one-shot activity, something you do for one session, and something that has multiple sessions. I think one of the limits of a one-shot, particularly in a, something like a classroom setting or a training is knowing that it's a one-shot can limit the engagement from learners, and the how much they care about what they're doing. Because they know that whatever they're doing, it really won't have ramifications that affect them tomorrow if the activity is going to be over in a couple hours, maybe a couple minutes, if it's like a short training, and they move on. Whereas if you have some sort of concept in which the decisions that you do today, affect you, they're part of your character tomorrow, well, engagement is gonna go up. The roleplay becomes something learners start thinking about when they go home in between sessions. They are actively reflecting on the content. So I think, if you do this for multiple sessions, it's more likely that it will resurface in a real life scenario, and be able to transfer those skills than something you did, you know, for a few minutes. It's, I think, like any other skill. It's like if you're learning math, and you practice 100 times to solve a specific kind of problem, years later, that problem can resurface and even if you haven't done it in a while, you might remember how to do it. But if it's something you did once in one training, or once, a classroom session, it was really interesting. But you didn't practice it after that session, you're probably going to forget it in a few days. Yeah. So I feel like there will be an interesting study or way to look at it. Garett, go ahead, please.

**Garett Dworman**  52:56

Yeah, it's a it's one of the things actually — Susanne, correct me if I'm wrong — everything that has motivated Susanne, and what we're doing is that, when going into a community and try and train them on disaster recovery, disaster preparation, it's gonna be very hard to get them for multiple sessions across days or weeks, something like that. Almost all training is people going in saying, "Okay, here's all the stuff they need to

learn." And people like, "Oh, gee, interesting." They watch the PowerPoint, and then they walk off and they forget everything. Maybe take the PowerPoint home, and look at it once, but then they forget it all. So, part of the question that we're trying to answer is, When you have these people for two to four hours, once every few years, what learning technique will sink in? And that's what kind of led us, I should say, Susanne, me following, to the idea of a roleplaying game that might engage them more, be more fun. And then just because the fun part of it is going to make them remember this stuff. And we don't give them all the details about what you have to do and learn. It's just getting the general principles of what they need to learn. And then they can go after the details themselves afterwards, if they've really gotten motivated.

**Joe Lasley**  54:23
And that issue is, also kind of what we're dealing with, with like organizational learning, and how is it a practice and not just a workshop you forget? And part of my motivation for trying to do leadership-as-practice thing. We do have a time boundary that we've crossed.

**Susanne Jul**  54:39
And Amanda had her hand up. Let's give her a chance.

**Joe Lasley**  54:43
Okay.

**Amanda Giampetro**  54:44
So going off of what Garett said, I think,` I read a paper for one of my classes where we had to, like, review a dissertation where they looked at the view of higher education in police departments. And I think that that's kind of one of those barriers to being able to do this in multiple sessions, is, How does the organization you're going into to use these, view education? Are they going to be somebody that is highly motivated by learning more? Or do they think, "Hey, I learned this, I use it, and that's it"? You know, are they going to continue searching for deeper meaning and more from it? Because if they don't, then, you know, they, that's not something that they're going to engage with as much. So like in police departments, you know, most people think that, you know, a high school education is enough, maybe an associate's degree, while the rest of the world is moving on, and, you know, getting masters and PhDs on a higher rate.

**Susanne Jul**  55:47
And, I'm going to let Joe wrap, start start a wrap up here, but I just want to mention that transformational learning, that concept of the Aha! moment, that Boom, this happened! and and once the game is over, I can't stop thinking about it. And that's what triggers the longer term learning. You know, there may be some skills that we can't train this way, if

it's a if it's a one-shot, short-term deal. And distinguishing between what is it you're trying to get them to do.

**Joe Lasley**  56:13
I'm really interested to see, when we do this research, we — and I say we, not even just the people here, but like we as a as whoever's doing the research — find, because these are challenges that leadership programs have, in general. And I'm really interested to see how they apply to this. Because it might be different, it might be the same, it might be different and the same. And that'll be really fascinating. That's why we're here.

**Joe Lasley**  56:41
Another reason why we're here is to actually see what happened here. And to do that, what we're going to, you know, our agenda here is to have a little bit of a generative discussion, transitioning out of what came out of this back and forth that we just had, and into what's next. So take a minute or two to think, to distill something — not everything — that you are taking away or saw differently now. Or an Aha! moment or lightbulb or something that stood out to you. Some nugget of yours that you've gotten out of this, or a question you have, or something. And we're going to go around and and share that to see what we're each taking away. But we don't have a lot of time. So that means each person's going to share for a few minutes only, not everything you've learned. But there distill something for us that captures what what you're noticing or what you're getting out of it.

**Joe Lasley**  58:39
Looks like a few people at least might be ready. Garett, what's up?

**Garett Dworman**  58:43
Oh, sorry, I thought you were asking for hands up. I'm ready.

**Joe Lasley**  58:46
Go. Yeah. Go for it.

**Garett Dworman**  58:48
Okay, I'm gonna bring in a concept from the user experience industry. It's the notion of a pattern library. When we want to design applications, sites, things like that. It's not that there is a guideline of exactly how you should go about doing it right. But there are patterns that have been highly recognized in our field. About how people interact with applications and software. With systems. And by identifying those patterns, we can then look at common ways to implement functionality within those pattern. It's actually an idea that comes out of architecture, it was an architect way back who created this idea of a pattern library. And this was going through my mind as I've been hearing several people in this group talk about, is there some way to create, you know, a system for producing

RPGs that apply to certain learnings or certain contexts. And the more I'm hearing the more I'm thinking, it's kind of like, we want a pattern library of learning objectives, and then how different gaming techniques would apply that. An example would be, I think, Tuomas, you mentioned, negotiation is better supported when there's no DM. So, possibly. So that might be the beginning of, you know, the pattern is how getting people to learn negotiation, and how we're going to interact in a game where they have to negotiate. Et cetera. I'll leave it at that.

**Joe Lasley**  1:00:40
Thank you. Excellent, first example, both in depth and brevity. And I'm very intrigued, but I can't talk about it. So who's next?

**Antonio Ruiz Ezquerro**  1:00:55
I'll say it again, this idea of a universal system, particularly from an area of research, if it's something that multiple scholars are using, then we can start having things that we can measure and compare. And that will be really, really interesting and helpful.

**Antonio Ruiz Ezquerro**  1:01:14
Another nugget that stuck with me was the idea of framing of what a game is, the different populations to increase accessibility, and more than accessibility, the likelyness of them engaging with it, and their openness to engage with it. I think it's something we all do, whether we do it subconsciously or not, because we know that we are nerds, just for being into this and not not everyone be open to it. It's funny, because I'll be playing my first LARP in a couple of weeks, ever. And I wanted my girlfriend to join me. And I told her, "it's kind of like a live-action escape room". Because I knew if I just told her it was just a LARP, the idea of it could be too much for her. And the last thing that I wrote about is the importance of intentional design. And with a focus on transferability, when we're designing those roleplays, when we're designing those activities, is not only the learning outcomes, but what else can I do so that they are able to implement these things in a real life scenario, outside of a game.

**Joe Lasley**  1:02:29
I have so many. And actually, I think I'm going to need to read the transcript a few times to remember them all. Thank you so much to CCL for doing that. And I gathered — from a lot of different angles — ways that the practice approach to studying leadership and RPGs could actually go somewhere. And that that is going to percolate with me and I'm going to take that and process it. But that's going to be really, really helpful. And part of that is how interconnected all of the different segments of how this issue or topic exist. Whether it's social skills, or using it for learning, or as a practice for development, or to design the system, or to use the act of designing the system as itself a leadership act. All of those things are all interconnected with each other, actually. As much as we have

these different ways to approach leadership, that leadership and RPGs is, it is deep, and there is a lot there to get into.

**Jamie Flecknoe**  1:04:00
I think for me — sorry — I think mine is a little, a little selfish, but like, I have already started writing things I already have stuff going. So for me, I'm kind of reframing it after this, into this idea of how can I use what's already out there to start gathering research? Is there a way that I can, as I'm starting to write up? Or like go to the next phase of this project, pulling in folks like you all who are much more experienced on that side of things and saying, "Where can we add parts where we can, you know, really look at this work, and start pulling it and showing you that's making a difference?" And how can we do that? And what are your suggestions on making that a little bit stronger? Because I, interesting as I, as I'm doing this, I'm thinking, I love all these questions, and I haven't been on the academia side of things in a long time. And I was like, why aren't we like doing something like, I just want to go write something and start going, because that's how I go, like, that's what I just did like, I would, I would have an idea in my head of a, you know, an issue my group was facing, I would pull this scenario into the into the story, and then kind of just shake it and move it around to fit the needs of the group. And so it's, having to come back this way has made me really mindful of the fact that I'm really fortunate to be where I was. And now what I want to do is pull both parts of this together, and find a middle ground where we are asking these questions, we are getting research, but also like I'm writing stuff and getting stuff going.

**Amanda Giampetro**  1:05:51
Kind of like Antonio, I took a lot away on the framing, because that was one of my issues going forward. And starting with, you know, kind of mentioning the war games, like Tuomas said, but all the way through to, you know, going to the reflection for them to try and take things away from it for a future, you know, calling it an action, an after-action report, that kind of thing can be so important, instead of calling it, like, "reflection." So that's just really central to me. And that really helps. So thank you.

**Tuomas Harviainen**  1:06:33
All of this has gotten me thinking about sort of how I've been practicing these things, lately. I'm in the privileged position of being a university professor. So I only deploy scenarios or like tools like this a couple of times a year, for specific clients for specific purposes, more to keep my hands in the proverbial play, than than actually, sort of for, for example, business reasons. And I realized, especially when I was listening to what Garett said about design that I've gone to the other end, where I sort of try to make everything tailor-made. And it's some, in some ways made me forget how to also think about things like design patterns, which are, of course, well known in also game design, and for learning purposes. So I think I need to go back to my books, and especially a certain old hard drive where I've stored stuff about this and need, maybe need to relearn

some of the basics and see if I can, not exactly mass produce things, but at least look into more cost effective practices and maybe wake up a bit from just trying to do as high end as possible.

**Susanne Jul**  1:08:07
Yeah, I think that some of the things that stand out for me is certainly at what, everything is circling around here is learning and serious gaming, right, using it, using gaming for a purpose to effect some kind of change either at at the individual or the social level, is really everything we've been talking about. Which of course is where am I interest in, interested in, but the one the one dimension that kind of stands out is, a couple of times we've talked about the time factor and the control factor. And thinking about those as, well, what how what role does time play? Whether it's time, duration of games and duration of the engagement, whether it's time familiarity, however time plays in. And that control question I find really intriguing to, is exerting control within the game outside the game. I think those are those are things I'll need to, think about, among all the other things we've been talking about, too.

**Joe Lasley**  1:09:08
Wonderful. So in terms of what next? We don't have a set plan, but we would like to do some sort of write up, you know, a summary of takeaways, or a, you know, at the more ambitious end, a white paper at the least ambitious end, maybe a proposal to do a similar kind of roundtable. And now that we've had this first one, how would we structure or provide questions, guiding questions for a roundtable about leadership and RPGs at the International Leadership Association or some other, you know, broader context than just the people gathered here? So I'm interested if anything's popping out to anybody, and what your interest is in participating in something like that in the, What's next? of what of what we're doing with this. Did I miss anything with that, Susanne?

**Susanne Jul**  1:10:12
I think it's good starting point.

**Joe Lasley**  1:10:14
Yeah. So I mean, we all have individual projects in various ways that we're going to be doing that we are learning from this. But, you know, is there something we can do to further — I don't even want to call it a field — but this particular intersection of leadership and RPGs?

**Susanne Jul**  1:10:40
Well, to start as a simple, proposing going off what Jamie was saying is looking for resources. We, CCL can certainly host an email group starting with this, this group here if you're interested, or idea exchange. And, as Jamie said, I'd love to be to be able to reach out and say, "Hey, anyone know if there's a paper on this or something about

this?" so I don't have to go do all the, you know, trolling the net to find them, see if anyone's worked on it. I'm seeing nodding. So it seems like that might be of interest.

**Joe Lasley**  1:11:10
I'm trying to think, because there might be overlap, too with like, is there a library or a bibliography or something that could exist of, you know, there might be with roleplaying games studies, but obviously, as interesting as all that stuff is to us is, is there a need or ability to do something specific to leadership and RPG scholarship and tools? Not yet, I don't think.

**Joe Lasley**  1:12:08
Would people be here, here be interested in doing a roundtable at a leadership conference?

**Antonio Ruiz Ezquerro**  1:12:18
I like that idea. I would even more interested in something like a white paper. And I guess, the conversation you know, I mean, I think this conversation is important and that we should continue having them, and a roundtable at a leadership conference is a great way to do so. But I also think that we also need to start advancing it based on what we already discussed, and exploring that through maybe a publication or something or research would be a great way to design and cooperate.

**Joe Lasley**  1:12:55
Would the, would would a topic or thesis for this white paper be, Introducing the frontiers of leadership and RPGs?"

**Susanne Jul**  1:13:08
Maybe, "exploring"?

**Joe Lasley**  1:13:09
Yeah.

**Antonio Ruiz Ezquerro**  1:13:14
Yeah, I like that.

**Joe Lasley**  1:13:21
At least it gives us a written starting point.

**Susanne Jul**  1:13:25
Well, I think a summary of this discussion is even the beginning of, is the beginning of that just you know, I can see pulling out the themes that we've talked about. Because

there's definitely some some structure here and over, some themes running through it, the conversation.

**Joe Lasley**  1:13:48
I'm interested in helping that with that, so we've got at least Antonio and I that can help with that, and of course, and Jamie and, or, Jamie, is that a new idea?

**Jamie Flecknoe**  1:13:59
I mean, no, I'd be willing to, I'd be willing to support, help.

**Joe Lasley**  1:14:04
Of course, we can pass it around, regardless, but you know, in terms of who wants to help write, and what sections, and all of that. You're, you're all welcome to help and it's understandable if, we've got a lot of projects going on in our lives so.

**Garett Dworman**  1:14:23
Yeah, I, for one, would be very interested in much of what you discussed so far. I have projects — time is limited — but I can be involved in some little way. That'd be, I'd very much enjoy that. And help me bring myself up into this world even more. So. Whether that's working on it, or helping a little bit of white paper, or preparing a proposal for the conference or something like that. All of the above sound interesting to me.

**Susanne Jul**  1:14:56
So I would suggest as a, as a, our next steps are 1) we'll get the transcript out — because I find it's hopeless to listen to a recording — and then simply put up a Google Doc or something, and start doing an outline, structure of the themes that we see and have everyone help contribute to what they find, and what they see.

**Garett Dworman**  1:15:18
I'll try to add some of those themes in this document I'm taking notes in. I'm not gonna change the notes I've taken, although, of course, there's a lot that I missed or got wrong. But, I think, you know, we can go through it — if anyone wants to go through it — and just try and pull up themes on top. Maybe that might help.

**Joe Lasley**  1:15:40
Yeah, you're welcome to add and comment on the Google Doc,

**Antonio Ruiz Ezquerro**  1:15:45
I had to request access. I'm sure all of us will have a similar issue.

**Susanne Jul**  1:15:50

Right, Garett, could you just open it up for, actually, we can add everyone, since it's a little late to add you right now. But we can get to your emails easily and get, and add them. If you hit Does anyone want to add it right now, because we just open up a public link.,

**Antonio Ruiz Ezquerro**  1:16:07
I'll give you my Gmail, because it's here.

**Garett Dworman**  1:16:11
Put your email just into the chat room. And I'll, how do I do this?

**Joe Lasley**  1:16:21
So I'm also interested in even while, this white paper, and summary is in a very rough draft format, submitting the, I think it's like a 500-word abstract to suggest a roundtable topic for the International Leadership Association conference, which happens both virtually, online, and in person in Washington, DC in October. So these two things could go together, because once we have just the main ideas of the white paper, I can throw it together or someone can help me throw together the 500-word abstract, basically describing how we're going to have this kind of a conversation with a much broader audience. And maybe whoever of us is able to participate can, we can all kind of play a role as the people who may or may not be more familiar with this particular topic, as the people who show up at the roundtable, because it could be any kind of leadership scholar, who may or may not have this, but might have something really useful to ask us.

**Antonio Ruiz Ezquerro**  1:17:26
I mean, I'm happy to participate in either, I'll be at ILA regardless, my office goes yearly. So I mean, I'm happy to be there.

**Garett Dworman**  1:17:40
I mean, I'd be happy to help out.

**Susanne Jul**  1:17:46
And that is due fairly quickly here. The ILA proposal.

**Garett Dworman**  1:17:52
It's in two weeks, I believe. It was,

**Joe Lasley**  1:17:56
We'll see how we get with the, drafting the white paper and summary. If we're not there yet, we still might be able to put together an abstract for for ILA based on what we've done so far.

**Susanne Jul**  1:18:07
Yeah, I think if we could just get sort of an outline of the big, of some of the big themes, that that's enough to then hit the hit the ILA paper, hit the ILA. And then we can develop the white paper and the themes more deeply.

**Joe Lasley**  1:18:24
This is so exciting. I feel like this is part of history right now.

**Susanne Jul**  1:18:34
And I feel like I want to work with all you guys on all different, on lots of different points.

**Joe Lasley**  1:18:38
Yeah, I'm gonna need like six copies of me now to do all this, all these cool things. But well, we're getting pretty close to the to the wrap-up piece, and our last few minutes here together, so thank, I, this was super generative to me and and I'm really excited to see where we go, and to stay connected, and keep working together. So, to be continued, from me, and thank you. Susanne, do you have something to close us with, anything else that I forgot or anything before?

**Susanne Jul**  1:19:18
No, I just want to thank you all for joining. And I hope to see you again, we, this this is. We're hoping this will be the first of a series. As I say, we do roundtables on a broad variety of topics, but they are intended to be ongoing. And we will invite you to an email list for anyone who wants to participate, for this topic. We also have a general roundtable, but I'm not sure that's the way to go with those. We're still learning on these, how to how to make all of this work.

**Garett Dworman**  1:19:44
Susanne? Sorry, if I'm interrupted you. I was thinking, if, one thing we can consider doing is a follow-up roundtable to this, or maybe we all pick a topic and then dive into that topic. One of these themes, that is.

**Joe Lasley**  1:19:59
Yep, Yeah, yeah. Great idea. And on that note of when and how to expand the network, right, because, again, I have no delusion to think that other people don't have similar questions or, you know, that, you know, these five people or seven people have a lock on an entire field that doesn't exist yet. But I do think because we are so entangled with all of the interdisciplinary ways that leadership exists, and all of the interdisciplinary ways that roleplaying games exists, and the study of these things, that the one boundary that is, it will be important for us to make, at least make the connection to as an anchor, is

the specific or deliberate connection to leadership and roleplaying games. And that that is the, you know, because we could get into therapy roleplaying games, and we could get into a lot of things that are really relevant to this discussion that are kind of on the on the boundary and we're so new and unformed yet that we, that's the one thing that that we should keep as our North Star.

**Susanne Jul**  1:21:13
Yeah, I think that the real danger is the the education and leadership game and, and role playing games. We're learning you know.

**Joe Lasley**  1:21:26
So, having said that, if there are other people that do need brought in, we can have, like, we can, we can trend that in that direction, but let's do it cautiously and deliberately.

**Susanne Jul**  1:21:39
I think, for the next one finding who else we'd like to invite in in that space. Who are playing in that space.

**Joe Lasley**  1:21:47
And by no means gatekeeping, right? Like we really don't want to do that. It's really just about defining purpose.

**Joe Lasley**  1:21:59
All right. Well, if y'all want to say your your goodbye, you know, Susanne and I already got this to be continued So,

**Susanne Jul**  1:22:09
Yep, so thank you all very much. I usually end my classes with a dad joke. Does anyone have a good dad joke?

**Garett Dworman**  1:22:22
I feel like I should.

**Joe Lasley**  1:22:26
I usually let my dad jokes come out organically in regards to, it has to be in response to something you know, like chicken, but like so what? You know.

**Susanne Jul**  1:22:38
I usually have some student who loves to bring them up and we, it comes up. Yep. So So you know, a German, a Finn, an Argentinian, a Japanese, a Cambodian and a

Canadian try to go into a bar. But the bouncer stops them, going, "You can't come in without a Thai."

**Garett Dworman**  1:23:05
I like it.

**Joe Lasley**  1:23:13
Right, so we're gonna have hallway time, right? So well, we're not going to just cut the Zoom off right away. But you know, this is the end. And so if you want

**Susanne Jul**  1:23:23
to if anyone wants to keep talking, talking then Yep.

**Antonio Ruiz Ezquerro**  1:23:28
I gotta go. But it's been great meeting y'all. I look forward to working together. Take care.

**Susanne Jul**  1:23:31
Thank you, Antonia.

**Garett Dworman**  1:23:33
Thank you, Antonio

**Amanda Giampetro**  1:23:36
 I got to too. Good night everyone. Thank you.

**Susanne Jul**  1:23:38
Good night, Amanda.

**Garett Dworman**  1:23:39
Thank you, Amanda.

**Susanne Jul**  1:23:40
Thanks for joining.

**Susanne Jul**  1:23:43
Jamie, do you know, do you know The Game Academy, the folks from there?

**Susanne Jul**  1:23:51
Bye Tuomas.

**Tuomas Harviainen**  1:23:53

Bye. Good night.

**Susanne Jul**  1:23:55
Good morning whatever it is.

**Garett Dworman**  1:23:57
Good morning, Tuomas, sleep well.

**Joe Lasley**  1:24:01
Jamie, you're muted.

**Jamie Flecknoe**  1:24:04
I do not specifically know anyone there but I wonder if I could find someone there.

**Joe Lasley**  1:24:12
We met, right, Susanne. I was trying to remember at the beginning

**Susanne Jul**  1:24:14
Aaron Vanek connect was our connection. Yeah. do you know him, Jamie?

**Jamie Flecknoe**  1:24:22
I don't, I have, my world is very, very tiny. And slowly expanding,

**Susanne Jul**  1:24:30
Because Aaron is very much roleplaying games. And The Game Academy is a startup nonprofit, here in California that are trying to use games, just gaming for children's education. And they're they're all kinds of games. But Aaron is, Aaron is very much roleplaying games. So if, I can certainly introduce you if you if you'd like an introduction.

**Jamie Flecknoe**  1:24:51
Absolutely. That'd be amazing. Thank you. Yeah, yeah.

**Joe Lasley**  1:24:57
Well, the last I heard from The Game Academy, they were forming committees and they wanted me to be on the research committee. And then I never heard anything else. Because they're they're doing a lot of stuff. But I think there might be there might be room, Jamie, if you wanted to get involved with them, or at least know them. They're good people.

**Jamie Flecknoe**  1:25:20
Absolutely. Yeah. The more folks I know, the more fun life becomes.

**Susanne Jul**  1:25:24
Right. It's all about networking.

**Jamie Flecknoe**  1:25:29
Yeah.

**Susanne Jul**  1:25:29
And as you say, getting that knowledge, you know, getting those people out there, getting those connections and getting so they can. You don't have to go do it. We don't have to invent it all.

**Jamie Flecknoe**  1:25:39
Yeah, that's not, that's not fun. I mean, it's kind of fun. But sometimes you just want somebody to be like, "We already tried this. And it works. Here you go."

**Joe Lasley**  1:25:48
Sometimes I just want to mix water and put it on the stove. I don't want to add the eggs and the flour and yeast and whatever else goes into whatever I'm making.

**Jamie Flecknoe**  1:25:58
Yeah, absolutely.

**Susanne Jul**  1:26:00
Yeah. Or at least have someone give me a, here's a cookbook.

**Jamie Flecknoe**  1:26:06
And like, half the ingredients, like we have half of them. The other? You have to probably come up with. Yeah, I work with — and I think Joe, you've worked with Game to Grow, right?

**Joe Lasley**  1:26:17
Yeah.

**Jamie Flecknoe**  1:26:18
So I've, I've done work with them, a bit. And that's been very helpful.

**Joe Lasley**  1:26:26
Yeah, there's so many cool organizations popping up in the applied roleplay game space right now. And, you know, I just want to do it all.

**Jamie Flecknoe**  1:26:38
Yeah.

**Joe Lasley**  1:26:39
And I'd be an educator, and a therapist, and a professor, and a leadership consultant, and a game designer.

**Jamie Flecknoe**  1:26:48
Yeah, I'm veering towards game designer, now. It's, this is, this has been fun, or at least content designing. And I agree with when Antonio saying about D&D, like not being built for certain things. But I think, I've really just taken it upon myself to make it what I want. Like I started with a group of writers. And our whole goal is to add like diverse gaming into D&D, like just making it what we want it to be. And so I'm just like, oh, shoehorn my way in here and make it work.

**Susanne Jul**  1:27:26
To what Antonio was saying about, and the question of patterns is, even just finding guidelines for designing games, you know, we've been looking for that. And there, there's sort of not much, especially for education is, just, we've been looking for, okay, we just want examples. We have a narrative framework, how do you even format your narrative framework? Right, we need something because we're looking for reusability over time and structure and what even,

**Jamie Flecknoe**  1:27:53
Yeah.

**Susanne Jul**  1:27:54
it seems like that's that's so very idiosyncratic. Even having systems for, here's what this practice is.

**Joe Lasley**  1:28:04
Yeah, like facilitation advice.

**Jamie Flecknoe**  1:28:07
Well, so I, when I wrote — and again, this is, like, I'm very aware that my my stuff doesn't come with a ton of research — but like, when I wrote my stuff, when I wrote this, we had, I literally have an appendix on, like, why things are written the way they are, and how you can use them in your game. Like, you know, why do you have NPCs? What are the points of them? What do you, like, how do you use the NPC, like, so. Assuming the game goes this way, this is the purpose of this NPC. However, if your group doesn't fit that bill, or have gone in a different way, here's how you can still change, like, feel free to

change the personality and goals of this NPC to help the group, you know. And so that's sort of like, when I was, Joe and me were talking, and when Antonio was talking about like, a system, that's what I was thinking, like, I don't think that there's going to be a one size fits all because you're working on crisis management, and I'm working with, you know, teenagers and trying to get them to understand that like, they can be leaders, and here are some skills for it. But if we can say like, hey, when you're using a roleplaying game, that involves like, a bigger story with like, an NPC, is like, here's how you use NPCs. So whether you're using Pathfinder, D&D, you know, Critical Core, you know, whatever other game that is out there, here's the purpose of an NPC and why you would use them, and how you can help them, how they can help your players develop leadership.

**Susanne Jul**  1:29:50
Right, and that would be that would be really helpful to us, even some, some that kind of thing is, you know, our goal is put the game in a box, help train the trainer, and help communities adapt them to their local needs. You know what works for you, what doesn't work, create that it's not a throw it over the wall and you can just use it. But obviously all, some some of that has to be codified, and we're learning on some of that. So one of the things is, we don't have observers. If someone needs to come observe — because it is a disaster thing, you're talking about funding, and people want to see what's going on — give them some NPC role. Right? So that, those, having, you know, a lot of this, I feel like we're, we have, we're making it up. Just going, "But what makes sense?" Right?

**Jamie Flecknoe**  1:30:38
Absolutely, I'm, I am happy to send you the Dropbox of the, I mean, again, it's built for teenagers, but, you know, I think it can be universal. So

**Susanne Jul**  1:30:52
I think, to the to the leadership study intersection is, you know, having these kinds of structures for, "How do you work in this space?" Even before you get to setting up metrics and measures, and defining, quantifying, just the hands on practical.

**Jamie Flecknoe**  1:31:10
And I think, I think part of this, I think one of the scary parts, but like, the best parts, in my opinion is, we're never going to be able to write a list of rules or like absolute, like, you're going to have like, you have to adapt. And that's one of the harder things about leading, you know, leading that particular space, but you have to be able to change it. If your group is going in a different direction. I mean, I always anticipate that my, the kids that I work with are always going to want to steal something. And like it's just the boundary within the game. And my rule of, my rule is consequences are important. Because, I think, as you learn about the world around you, and how your actions have impact, as a leader, as a person, there have to be consequences, as well as rewards,

like if you do something, well, those people better come back and be your allies later, you know, down the line, or whatever it looks like. They better be there to help you when the proverbial stuff hits the fan, you want people to show up and help you out. So

**Susanne Jul**  1:32:17
Right, and I think that's exactly, I mean, that point of the co-creation, that, which is the essence of LARPing, right, is the co-creation of the narrative. And for us, that's, you know, we're talking, okay, we throw people into a disaster. If we start controlling it, we're back to conventional disaster training, where there is a strict narrative, and we know what we want people to do, and we're training them to follow certain procedures. And it's like, that's the opposite of what I'm trying to do, is that people need to improvise, people need to be creative. And discover what they can do. Because they're not going to be that, you're not going to, help isn't going to be there. That structure, that stuff you taught them five years ago, they're not going to remember. So having, building that into, as you say, that control and how do you? I think there's a whole big question there around controlling the game. You know, time and control. The game of the game.

**Jamie Flecknoe**  1:33:14
Right. And it also depends on who you're working with, as well. I mean, people will, in my experience, people will push boundaries as far as they can, in some aspects, and, How we manage that? And how do you manage the learning that, what you're taking home from from that? So. Yeah, I think that this is awesome. I'm really excited about the direction this can go.

**Susanne Jul**  1:33:41
Yeah, I'd love I'd love to to keep going. And maybe we should have, we could have a conversation, Jamie, about just how you structure stuff. You know, we're writing learning objectives, right now, and moving into the narrative framework, but we don't, we are not experts in this by any stretch of the imagination. But know the theory, I can I can see how, "Okay, we have to have clear learning objectives," and then, how we have to build them in, because, eventually, we're gonna have to measure, "Did we actually get these changes? Did we get that learning, some some of these changes?"

**Jamie Flecknoe**  1:34:09
Yeah. And that's, yeah, that's important to see if, yeah, are people learning. One of the things, and I forget what it's called right now, but I will look it up and send it to y'all. And I don't know how useful it would be, but like talking about kind of following up or coming into things with a little bit more preparation? Are these like journal RPGs, I think, or RPG journaling, or journaling RPG, some some form of those words. And it's basically, you play it, you get you get a character, and then you get a scenario, and your goal is to journal. So you're writing about it. You have cards, I think it's like a deck of cards, or like a die, like a dice that you roll. And there's like, basically, based on whatever card you

pull or whatever dice you roll. When you get to like the end of that particular prompt, determines what might happen next. You know, a curveball that might get thrown your way or, you know, a complication or whatever. And then, you know, you journal again, and I was thinking as you guys, as y'all were talking about, like, you only get them for two to four hours, how do you help, you know, how do you continue implementing that? Well, maybe if you get a company that's interested and wants to, you start doing these, like journaling RPG is where we write those prompts that continue the disaster effects like and how you think about it. And, you know, maybe the company implements that, or whatever.

**Susanne Jul**  1:35:32
Right, exactly. And that's that time we've talked, we've talked about that. How do you, how do you Disneyfy? Right? The the experience at Disney, any of the Disney theme parks, starts the minute you even think about buying a ticket, right? And they have it planned, when you walk into that park, you're you're already on a ride. Right? So the minute you say, you're going to be part of that, how do you continue it on? Right now we're focused on the in-person, and how do we prime prime before, and how do we keep it going, as you know, do something follow up after. But even, could that transition into a different delivery model where you maybe don't have as much, have to do as much in-person, especially with a younger generation that is much more amenable to, okay, we're just gonna play this digitally over a week or two weeks, or whatever it is.

**Jamie Flecknoe**  1:36:16
Yeah, absolutely. And, you know, with COVID, being as wonderful as it is, also making a lot more challenging to be in the same space as people for any length of time as well.

**Susanne Jul**  1:36:31
So, and without taking it back to, I mean, everything we've talked about is that social social processes. So I don't want to, I don't want to create a game platform, people go, "Oh, you're writing a software game." No, that doesn't get at the social stuff.

**Jamie Flecknoe**  1:36:47
Yeah, absolutely.

**Joe Lasley**  1:36:49
It's fascinating to think about how you can do design, mechanics and systems that will prime or prompt social interaction, without facilitation. Like, that's why the, to me that's why the facilitation is so key, because that is the link between the design and the social interaction that emerges.

**Susanne Jul**  1:37:16

I think you're right, I think there is, what we're trying to do is making the injects and the prompts set up for creating some of those social interactions. You know, so if we say, "You're smelling gas." And they say, "I shut my gas off." And we say, "You're still smelling gas." Because it's at a neighbor's house. Exactly. That's one of the things we're not at yet. But how do we get interaction across households, by, without saying, "You should do this"? No, we want them to say, "Oh, I need to go check my neighbors. Oh, I'm still, hey, I'm." Knock knock on their door, "Hey, I'm smelling gas." Because one household was smelling gas, and the household that was actually affected was not smelling it. So we have to get, if that situation is going to be resolved, we have to get that social interaction going. So designing it, designing it for, to trigger those social interactions we're looking for and get them to go engage.

**Joe Lasley**  1:38:12
What we deal, we've been dealing with this with, like, teaching adaptive leadership online, because there is an element of over-designing that's actually necessary for teaching online. And designing online experiences that is even more, I guess, upfront and comprehensive, in terms of what design is required to create the experience. But the facilitation is, like this equal part of the equation still. That's been an interesting balance, because the balance has shifted. Not in importance, but in just the sheer amount of content that's involved in design now.

**Susanne Jul**  1:38:56
Yeah.

**Jamie Flecknoe**  1:38:58
Yeah.

**Susanne Jul**  1:38:59
Yeah. And then you're back to the, in terms of quantifying — you know, for research purposes — now, now that becomes an intervention. Is it because of the intervention? Or is it actually the experience? Right? Now you have that ambiguity and conflicting, multiple factors.

**Joe Lasley**  1:39:24
I don't know if we're ever going to get away from facilitation, but we might be able to zero in on some of the design elements within/without facilitation or different kinds.

**Jamie Flecknoe**  1:39:35
Yeah, and it also sounds, seems like something that maybe could be like — again, I've no idea what it looks like, like what a process might look like — but potentially, like, even beforehand, just kind of like setting up and being like, "Hey, this is social. This is meant to be something you're working as a community to do, and keeping in mind that like, you

can't can't go at it alone." You know, I'm not sure how that would look, which, really remind me, I don't know, reminding folks that you can rely on each other and that not everyone is going to know all the information in like, by working together, that's how you.

**Susanne Jul**  1:40:16
Right. And what we're trying to, what we're looking for is, what's the balance between telling them that and having them discover it and go, "Oh, wow! I can do this! This is so cool!" Right?

**Jamie Flecknoe**  1:40:28
Yeah. And that's, I think one of the biggest, like one of the biggest challenges of short, condensed work. Like for me, when I write an RPG, for new, particularly for new people, I always want the first interaction to be something that they learn that they can work together. So like, in the thing that I just sent y'all, the first interaction is that they get to this little like tavern pub type of thing. And it's raining, and the door has swelled shut, and they have to work together to get the door open. And like, they, basically, like one person will try and they won't roll, if they can't roll high enough to get the door open. And then another personal will try, and I'll be like, "Oh, you guys are having trouble working, you know, doing it by yourselves. But you think if you put your shoulders in it together," like and then that is my like introduction for the group to realize that like, "Hey, we can help each other out and combine our roles in order to, you know, move further into this process." So, but again, I have usually, this usually takes like 6-8 weeks to run, so I have that time to slow down with them and go over that. And, then I step back, right? And then I'm like, "Alright, now you guys know what you're doing. So I'm not going to give you that information again, when you get to the next challenge."

**Susanne Jul**  1:41:52
Yeah, that's, and that's an interesting approach. And we're also balancing that, you know, since we're in a working, in a real world context, right, not a fantasy, is how much fantasy can you introduce without reducing the transfer of learning? Or risking the transfer of learning?

**Joe Lasley**  1:42:15
Especially when the content is important, right, like. Because in D&D, you don't need to know which type of breath the, which color the dragon has in real life. But the content of the game isn't what you're learning. It's other stuff about the, that you're learning. But in a disaster situation, you have the process stuff, but you also have the content knowledge that you're trying to deliver.

**Susanne Jul**  1:42:41
Yeah, we have some content knowledge. And the key is, even if we're not trying to deliver specific content knowledge, we cannot introduce misconceptions.

**Joe Lasley**  1:42:50
Right.

**Jamie Flecknoe**  1:42:51
Right.

**Susanne Jul**  1:42:51
Right. So so Aaron, when we did, we did an earthquake, and he wanted to do, "Oh, a sinkhole has opened, and sewage has spilled, is blowing up out of it." Like that can't happen. That's not how the sewer system works.

**Joe Lasley**  1:43:03
Right. Yeah, you're gonna

**Susanne Jul**  1:43:04
I cannot, I cannot have them walk away thinking that that's a risk.

**Joe Lasley**  1:43:08
Right. Yeah, that's, well, this makes me think of like, the multi-modal stuff. And I think someone was mentioning it here. But, it was another conversation I was having recently, someone who teaches organizational change. And, the class has previously taken a different class about adaptive leadership. And then they have to take this class, and they're learning all about these group dynamics, and, you know, underlying issues in organizations and all of that, and then they have to form their own organization. And of course, they devolve to all of the nitpicking, you know, poor organization, and group functioning that they have been learning about for three semesters already. And so the learning still happens, but it's like, you've learned all this stuff already. And now here you are, and you're not using it. So that's the new piece of learning. And I think there's a lot of benefit to doing like an online module or a traditional kind of content download kind of, or even online discussions, right to do some of the content learning, and then reiterate that in practice when you're doing the LARP or the experimenting.

**Susanne Jul**  1:44:24
I think one of the big differences with the LARP approach is, I let them make mistakes.

**Joe Lasley**  1:44:30
Right.

**Susanne Jul**  1:44:31
Oh no, you didn't turn off the gas? Your house just blew up.

**Susanne Jul**  1:44:33
Yeah.

**Susanne Jul**  1:44:34
The consequences, but it's, because we learn from mistakes. If I can read, learn all that stuff about leadership in a conventional setting, but I have to go out and make the mistakes to really understand it.

**Joe Lasley**  1:44:46
Right.

**Susanne Jul**  1:44:46
So I am going to set up, Do it wrong first." And I'm going to set up that miserable, "Go through all the mistakes." Now the the I'm, when I make the mistakes, the hope is because I have studied it, I will recognize the mistake and be able to correct it faster. I don't have to figure out from first principles, what went wrong? I can sort of go, "Oh, wait, I know what's going on here." But I have to make the mistake.

**Joe Lasley**  1:45:07
It's also a rare, a rare case of a student, in the moment, saying, I recognize this, we should actually do this, but not really doing it anyway. But then immediately following in the debrief going, "I knew better. And I still acted like the, you know, like, I didn't know what I was doing."

**Susanne Jul**  1:45:27
Because you got to make the mistakes.

**Joe Lasley**  1:45:29
Yeah.

**Susanne Jul**  1:45:29
I really, I'm a firm believer in, you can tell people to you're blue in the face. But until they, they've got to try it. And once they hands got wet, they went, "Oh, my hands got wet. I can't open the door now."

**Joe Lasley**  1:45:41
Now, you've experiential learning.

**Susanne Jul**  1:45:43
It's experiential learning. And it's that emotional, it's that yeah, that's, and I think that's part of the big value here is,

**Jamie Flecknoe**  1:45:50
Yeah.

**Susanne Jul**  1:45:51
letting people discover it. I keep, when I teach it's, like — I teach adults — and so, "You guys are adults, you go figure it out. Make the mistakes." And come back, and we'll talk about them.

**Jamie Flecknoe**  1:46:07
I think we're really afraid of that. I think that's the first thing that like I've always discovered, when I'm, when we do these roleplaying games, as people are like, terrified or like they don't really understand that they can do anything. I know you can literally do anything you want. We're not in the real world here, like we are in the real world, but we're not. Like this is your opportunity to discover what you can and can't do. And you know, that moment when they do make that first mistake and realize that like, "Oh, thank goodness, I did it here and not in, you know, in an actual situation where things were really at risk." It's kind of nice, and then they get to play around with it a little.

**Susanne Jul**  1:46:48
And I think that the second part of that is the the thrill of discovery of something. So so, especially in the disaster world, everyone wants to tell you, this is what, this is what a wildfire warning means. This is what an alert means. If this is, this is how you're supposed to do this. It's like, well, let people have the pleasure of "Oh, I figured it out! What's, that was a different thing there. What's the difference? Oh, look!" And then they explain it to someone else. And they, actually, two people went away really remembering it? Because I didn't tell them. If I told them they would not remember it tomorrow. "What was it she said?" It's it's in the moment, there's a need for learning it right then. And the joy of, "I figured it out." And that's what's so important. And what's so different for me about this, this approach is I'm not there telling them what to do. You throw them in there and you try it. And when you come, I want you to come back and ask me. I'm not going to tell you you have to have an action, you should put together an action plan. It's after the LARP when they come back and say, "Well, I want to do this and this and, and what else should I be doing? Do you have some kind of, do you have some materials that tell me what I was?" Now they're asking for it, right? "As a matter of fact, here's some things to think about."

**Jamie Flecknoe**  1:47:59
Perfect.

**Susanne Jul**  1:48:00
But getting them to ask for it, right?

**Jamie Flecknoe**  1:48:05
Yeah, I think there's probably, yeah, like a series of guidelines or something that can be written up and created that will, kind of find that balance between like them just flailing around with no grasp on what they're supposed to be doing. And then like us, you know, sitting down and being like, "Hey, this is exactly what happens. A, B, C, and D and like, go at it." So.

**Susanne Jul**  1:48:35
Yeah, I mean, with the events we've run, it's it's that reflection when people come back and ask, "So this happened, what should I have done? What, oh, I could have done this or," and what's, and then we can give them sort of give them the here's the best practices, here's things to think about.

**Jamie Flecknoe**  1:48:48
Yeah,

**Susanne Jul**  1:48:51
Again that, I think that also, for me, goes back to the selling it as a game because what what is it you're teaching them? Well, depends on what they discover. Some processes we're trying to get at, and in some ways, but it's motivating and inspiring them to take action.

**Joe Lasley**  1:49:08
And that's so hard, like emergent learning and learning outcomes are oil and water in my in my book. I actually have this little soapbox that I get on where I say that learning outcomes are a form of oppression. And I have this whole thing about you know, Freirean philosophy about if you, the whole idea of learning outcomes is that somebody else knows better than you. And real emancipatory learning comes from the agent themselves. And so if you have learning outcomes, you're really just handing down what is to be learned. And it's not quite that simple, but it blows people, in, especially in a university when I'm like I don't think grades should exist, learning Outcomes are oppression and They just like, "Whoa, dude, calm down."

**Susanne Jul**  1:50:08
The Socratean university is what you're looking for you're looking for. I can't, you know, and then there's the getting funding to get people ready for wildfire. There are some specific learning outcomes we do want to look for.

**Joe Lasley**  1:50:18
Right, right.

**Jamie Flecknoe**  1:50:21
Yeah, and I think that like, there's, there's, so for me, like when I am advertising for, like, what parents can expect their kids to, like, get from this, I'll just put like, "communication," "problem solving." And I'm not specifically saying like, "Hey, this is how," like, this is exactly what's going to happen. But like, the end goal is, they are going to start learning how to communicate, or, you know, like, what problem solving is, even if they don't necessarily engage directly with it. And I can see there being like, practical, like, they will learn this knowledge about wildfire preparation, and like right after, and then like, in addition,

**Susanne Jul**  1:51:06
Well, actually, actually, it's for us, it's the other thing, it's we give them confidence. We give them peace of mind. We we motivate them and incentivize them to understand their you know, help them start understanding their risks, their household risks, their priorities. You know, I can't tell that they that they're worried about grandma, who's on oxygen. You know, that may be their top priority, I can't tell them that without that, they have to figure that out. So helping them discover that, and it motivates them then to take, to start looking at the conventional preparedness to understand what this is and do these things. That's how that's how we position it.

**Jamie Flecknoe**  1:51:43
Yeah. All right.

**Susanne Jul**  1:51:45
And then then just have to say, we can't, we do not go against the standard messaging of what you should and should not do.

**Jamie Flecknoe**  1:51:50
It's totally fair. My my partner has work at four in the morning, so I'm going to go say goodnight to him.

**Susanne Jul**  1:51:57
All right.

**Jamie Flecknoe**  1:51:58
He's going to bed now.

**Joe Lasley**  1:52:00
I'm really glad you came.