

A Social Privilege Simulation Game

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Abstract

This study introduces a game for social change designed to allow players to observe and understand the concept of gender privilege and its mechanisms. The game was developed in collaboration between Sapienza University of Rome and The Business Game srl, a company specialist in designing educational games and business simulations. The primary objective of this game is to enable managers and students to closely observe and reflect on the dynamics of gender privilege using a learning-by-doing approach grounded in empathy and critical thinking. Raising awareness about privilege dynamics is crucial for fostering a reconsideration of business activities from a social inclusion perspective, which holds significance for both current managers and the "managers of tomorrow" (i.e., the students). This article presents the rules, settings, and objectives of the game. Furthermore, it discusses the game's predicted outcomes considering relevant literature on privilege, the anticipated learning results and emerging dynamics during the game debriefing. Overall, the aim is to share this experiential learning opportunity and its related findings to encourage educational initiatives focused on sustainable business management and diversity management.

Keywords: Simulation Game, Diversity Management, Education, Privilege

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Introduction

In contemporary society, the intricate web of social dynamics perpetuates a dualistic structure wherein certain individuals benefit from inherent advantages while others groups face systemic disadvantages within the same societal rules (Kolan and Sullivan, 2014; Nixon, 2019). This phenomenon is encapsulated by the concept of social privilege (McIntosh, 1988), which underscores the disparities in power and opportunities that manifest across various strata of society (McIntosh, 1989; Geiger and Jordan, 2014). The delineation of privilege is often evident in gender roles, where individuals find themselves on the social privilege spectrum (Hearn and Morgan, 2010). This paper delves into the exploration of social privilege structures, emphasizing the dichotomy between those who, by virtue of their roles, wield greater influence and those who, under identical rules, face inherent disadvantages.

Navigating the landscape of social privilege is a complex endeavor, requiring a nuanced understanding of the multifaceted dimensions that contribute to its perpetuation (de Beauvoir, 1949). Educating individuals on social privilege necessitates a comprehensive exploration of the intricate interplay between societal norms, historical legacies, and individual experiences (Crenshaw, 1989). Recognizing the complexity inherent in addressing social privilege becomes imperative for creating effective educational strategies that promote awareness and foster meaningful change (Kimmel and Faber, 2010; Volpato, 2013; Gasparrini, 2020).

Against this backdrop, the integration of game-based learning emerges as a compelling solution to navigate the intricate terrain of social privilege. This study introduces a transformative educational game developed collaboratively by Sapienza University of Rome and The Business Game srl, aimed at providing managers and business students (future managers) with a unique opportunity to observe and comprehend the mechanisms of gender privilege. Grounded in a learning-by-doing approach (Kolb et al., 1999; Kolb et al, 2018) the game seeks to cultivate empathy and critical thinking among managers and students alike (Campos Moreirsa et al., 2014; Booker and Williams, 2022). By immersing participants in a simulated environment, the game facilitates a nuanced understanding of privilege dynamics, transcending theoretical knowledge to instill practical skills that can be applied in real-world scenarios (Baldissin et al. 2013).

This paper not only presents the rules, settings, and objectives of the game but also delves into the anticipated outcomes based on relevant literature on privilege. Moreover, it explores possible expected learning results and emergent dynamics during the game debriefing (the post-game phase in which the experience is analyzed and the learning happens; see Crookall, 2010), offering insights into the transformative potential of experiential learning in reshaping perspectives on social inclusion (Hunicke et al. 2004; Kolb, 2015). The ultimate goal is to share this innovative educational initiative, advocating for a paradigm shift in educational approaches towards sustainable business management and diversity management. Through the lens of this game-based learning experience, the paper contributes to the broader discourse on fostering social awareness and equity within contemporary organizational contexts.

Social Privilege

Privilege in modern society is a multifaceted and deeply ingrained phenomenon shaped by historical and systemic structures. The definition of privilege, as posited by Sharma et al. (2018), encompasses a range of systemic advantages or disadvantages conferred upon

individuals based on factors such as gender, race, sexuality, ability, settler colonialism, and class. The concept of privilege, or more precisely, social privilege, originated in 1988 when Peggy McIntosh first used the term and defined privilege as the mechanism that allows a certain category of people to "be able to assume that one's own cultural norms are the norm" (McIntosh, 1988). Since then, various theories and ideas have developed around this theme. The history of the concept of privilege unveils its evolution as a pivotal aspect of social discourse. Over time, various social dualistic structures (such as sexism, heterosexism...) have contributed to the establishment of systemic forces that either privilege or disadvantage specific social groups. This historical context underscores that privilege and disadvantage are deeply rooted societal norms rather than personal developments or individual choices. (Sharma et al., 2018).

The concept of social privilege extends beyond individual behaviors, shedding light on ingrained social norms within various systems of inequality. Nixon's Coin Model (2019) offers a nuanced framework, likening social inequalities to a coin with oppression for disadvantaged groups on one side and privilege on the other. This model distinctly delineates the two facets, positioning them on opposite sides based on established societal rules. Analyzing the dynamics of privilege reveals unique experiences for diverse social groups, yet with a shared foundation, as articulated by M. Kolan and K. Sullivan (2014): privilege forms a self-reinforcing power structure wherein those in authority set the rules. These rules enable them to maintain a dominant position, perpetuating their structural advantage while concurrently exacerbating the structural disadvantage of marginalized counterparts. Illustrating this dynamic, Ferguson (2019) delves into heterosexism: some individuals, by virtue of their alignment with societal norms, openly express affection without fear of discrimination or violence, finding validation in legal frameworks and popular culture. Unlike straight individuals who naturally fit into this norm without choice, their advantage is inherited rather than earned. Often unaware of this unearned advantage, they continue to receive its benefits. In contrast, those identifying as gay, lesbian, bisexual, asexual, or two-spirit do not share the freedom from discrimination. Their natural preferences do not align with the dominant heterosexist norm, resulting in visible, unearned disadvantages. Despite not earning these disadvantages, non-straight individuals receive them nonetheless. The insights from Nixon's Coin Model and the reflections of Kolan and Sullivan collectively underscore the pervasive nature of privilege as a potent force shaping societal structures and reinforcing disparities. In essence, social privilege operates as a self-sustaining mechanism that not only maintains the status quo but also contributes to the perpetuation of systemic advantages and disadvantages among different social groups.

Moreover, to properly understand the concept of privilege, must be considered its intersectional impact, as emphasized by Aulenbacher and Innreiter-Moser (2013) and Fearfull and Kamenou (2010). Intersectionality considers a multitude of factors, including gender, ethnicity, age, disability, class, and sexuality, shaping the complex and interconnected nature of privilege (Williams and Mohammed, 2013; Bailey et al., 2017). Examining privilege through an intersectional lens further highlights the disparities experienced by different groups. While the dynamics of privilege affect men and women differently, black women, in particular, face compounded challenges resulting from the intersection of race and gender (Curti, 2007; Pepicelli, 2017). Similarly, non-binary individuals navigate unique challenges within the spectrum of privilege, emphasizing the need for a nuanced understanding of the intersections between various identity markers (Cancela et al., 2020).

To comprehend and address privilege effectively, individuals must cultivate specific skills such as empathy and critical thinking (Campos Moreirsa et al., 2014; Booker and Williams, 2022). Empathy enables individuals to understand and share the feelings of others, fostering a deeper connection with the experiences of those facing disadvantage (Ferdman, 2014). Critical thinking, on the other hand, allows individuals to deconstruct societal norms, question assumptions, and analyze the underlying structures that perpetuate privilege (Kanter, 1977; McIntosh, 1988; Minnich, 2005). Recognizing societal advantages not only requires an empathetic approach but also demands a critical examination of one's own beliefs and biases. The development of these skills is crucial for engaging in inclusive processes and practices, as well as for dismantling the myth of meritocracy, which assumes success is solely based on merit and ignores the privileges that accompany it (Sue, 2003). In essence, cultivating empathy and critical thinking is essential for navigating and challenging the systemic forces that underlie the concept of privilege in modern society.

Game Based Learning

The choice of Game-Based Learning (GBL) as an approach to the theme of social and gender privilege is due to the engaging and participatory nature of this educational tool. Games and videogames have been recognized as powerful experiences for training, information, and inspiration (De Lope and Medina-Medina, 2017). Games are structured activities that involve players following rules and objectives to achieve outcomes. They usually include elements of competition, cooperation (sometimes), and interaction, and they most of the time have a win or loss condition (Juul, 2005). The MDA framework (Hunicke et al., 2004) describes how games are designed by breaking them into three components: Mechanics, Dynamics, and Aesthetics. Table 1 shows the definitions of these components and their design counterparts.

Component	Definition	Design counterpart
Mechanics	the particular components of the game, at the level of data representation and algorithms	Rules
Dynamics	the run-time behaviour of the mechanics acting on player inputs and each other's outputs over time	Systems
Aesthetics	the desirable emotional responses evoked in the player, when they interacts with the game system	Fun

Table 1: The MDA framework. Source: Hunicke et al., 2004

GBL is an educational approach merging gaming principles with teaching methods, engages and motivates students in learning (Plass et al., 2015). It integrates problem scenarios and playful contexts to create captivating learning environments (Csikszentmihalyi, 1991). The design process focuses on balancing subject matter and gameplay for an optimal learning experience. GBL transforms students into explorers, encouraging discovery of new concepts instead of memorization (Garris and Diskell, 2002). The key idea is to use games as a central medium for delivering educational content and enhancing the learning experience.

According to Alaswad & Nadolny (2015), the design of learning activities in the GBL framework is intrinsically linked to assessments, game elements, learning goals, and game attributes. Game attributes are features and characteristics that are inherent in the game structure and are likely to initiate and maintain interest in gaming activities. Game elements are common blocks shared by games, but they are not necessarily essential for a game (Deterding et al., 2011). In digital game-based learning, some game attributes (e.g., feedback,

goals, interaction) and game elements (e.g., badges and leaderboards) play a major role in engaging and motivating players (Alaswad & Nadolny, 2015).

GBL enhances engagement on multiple levels, fostering a holistic and immersive experience that supports cognitive engagement (Plass et al., 2015). Unlike traditional learning, GBL includes various forms of engagement, such as affective and behavioral, making it more effective and appealing (Kiili, 2005). Game-based learning, akin to active learning, encourages participation, discussion, collaboration, and problem-solving for higher engagement and knowledge retention. Designing serious game for GBL involves creating educational games, for multiple players on any platform with non-entertainment purposes (Ritterfeld, 2009). Unlike traditional games, serious games prioritize learning outcomes, providing a fun experience for participants to learn about themselves and their interaction with the world (Di Loreto et al., 2012).

GBL in business extends beyond knowledge acquisition, integrating it into business processes and fostering a "systemic perspective" where individuals or teams make choices within the complexity of a company (Goold and Campbell, 1998). The game emphasizes the need for departments to maintain balance internally and with other functions. In the fast-paced business environment, knowledge absorption for new competencies is crucial, necessitating innovative and effective managerial training methodologies such as GBL (Baldissin et al., 2013).

Game Design

1. *The Game*

The Social Privilege Simulation Game constitutes an innovative approach designed to address and illuminate societal inequalities through a structured three-step framework, as illustrated in Figure 1. This interactive experience unfolds in a manner that strategically mirrors real-world dynamics, thereby fostering a nuanced understanding of social privilege:

- *Step 1:* In the initial phase, participants are introduced to the game context, inherently instigating an awareness of the rules within the simulated society.
- *Step 2:* The subsequent step encourages participants to delve into the perspectives, thoughts, and emotions of the characters, thereby fostering empathy and facilitating identification with diverse viewpoints.
- *Step 3:* As the simulation progresses, participants are tasked with a comprehensive analysis of various events unfolding during the virtual festival. This critical examination enables players to discern the intricate ways in which these events can influence the participants and their likelihood of achieving success within the game's framework.

Passed these, the gameplay culminates in a pivotal moment of parallelism, drawing explicit connections between the simulated society and the real world. This final phase serves as a catalyst for profound reflection, prompting participants to confront the implications of the game in relation to broader societal structures.

The game incorporates two debriefing moments to facilitate reflection. The first, after Step 3, initiates participants' exploration of their experiences among the simulated society. The second, post-parallelism, delves deeper into the intricacies of social privilege, focusing on introduced categories. This deliberate sequencing enables a gradual unpacking of the concept,

ensuring a nuanced understanding. The Social Privilege Simulation Game not only engages participants in exploring societal inequalities but also strategically scaffolds reflection, offering a multifaceted lens to critically examine privilege within the simulated society and our broader reality.

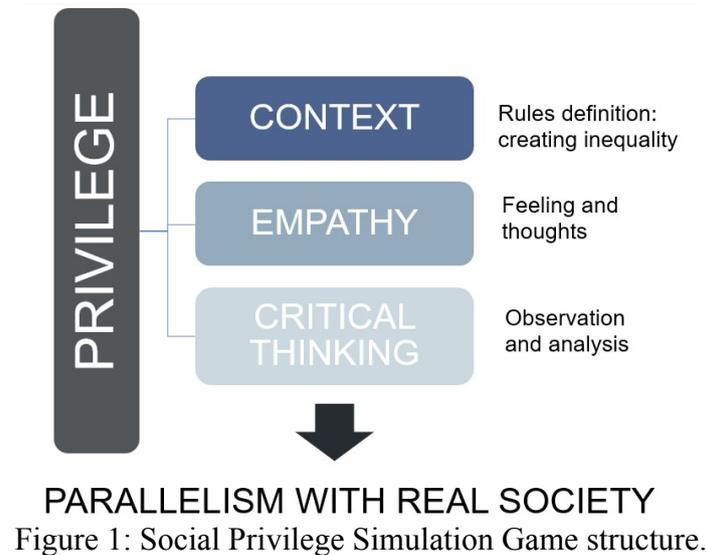


Figure 1: Social Privilege Simulation Game structure.

2. *The Application of the MDA Model*

The game is designed in order to reflect the MDA (Mechanics, Dynamics, Aesthetics) model by Hunicke et al. (2004), which is explicitly outlined in Table 2.

Component	Design counterpart	Social Privilege Simulation Game
Mechanics	Rules	<ul style="list-style-type: none"> To have Unbiased/unjudged reflection, we decided for a single player game To have a community reflection, we decided for a group debriefing To overcome the need time to reflect, we opted for multiple steps To have variegated reflections, we decided to have alternance of multiple-choice questions and open reflections
Dynamics	Systems	<ul style="list-style-type: none"> Wanted: empathetic perspective and reflections so Dynamic: focusing on characters emotions and perceptions Wanted: critical thinking so Dynamic: observation and analysis on unequal situations
Aesthetics	Fun	<ul style="list-style-type: none"> Engaging and fantasy storytelling Different way and moment of reflection and to express thoughts and feelings Revelation afterwords

Table 2: The MDA framework by Hunicke et al. (2004) applied to the Social Privilege Simulation Game

2.1. Mechanics

In the Mechanics section, we addressed the rules governing the gameplay experience. In order to foster unbiased and unjudged reflection, we intentionally designed the game as a single-player experience. For community reflection, a crucial element of our design, we opted for a group debriefing, ensuring a collaborative and shared experience. Recognizing the challenge of allocating sufficient time for reflection, we strategically incorporated multiple steps within the gameplay. Finally, to enhance a diversity of reflections, we implemented a combination of multiple-choice questions and open-ended reflections, promoting a rich and varied player experience.

2.2. Dynamics

Moving on to the Dynamics aspect of our game, we focused on creating systems that would elicit specific player behaviors and emotions. Our primary objective was to cultivate an empathetic perspective, and to achieve this, we emphasized dynamics that centered on characters' emotions and perceptions. Additionally, we sought to encourage critical thinking by designing dynamics that prompted players to observe and analyze unequal situations within the game environment. By integrating these dynamics, we aimed to create a nuanced and thought-provoking gameplay experience.

2.3 Aesthetics

In the Aesthetics section, we concentrated on ensuring an enjoyable and engaging experience for players. The storytelling aspect of our game was designed to be captivating, embracing elements of fantasy to immerse players in a compelling narrative. We introduced various ways and moments for reflection and expression of thoughts and feelings, contributing to the overall aesthetic appeal. Furthermore, we incorporated a revelation element after the gameplay, adding an extra layer of enjoyment and surprise for players.

Social Privilege Simulation Game

Participants find themselves situated amidst the intricate societal landscape of Privinia, an imaginary world all based around Gritte fruits cultivation and harvesting, where its serenity is currently disrupted by the onset of several social controversies linked to the planet's paramount cultural event: The Gritte Harvest Festival. In this nuanced setting, the participants are entrusted with the pivotal task of delving into the complexities of these emerging issues. Their overarching objective is not merely to witness but to comprehensively analyze the multifaceted aspects of these controversies from a spectrum of perspectives. The resultant analysis aims to furnish a report that will serve as an invaluable resource for the planetary government.

1. Step 1 - Game Context

1.1. Privinia Planet

On the planet Privinia is divided into three regions—the Windy Lands of the North, the Western Isles, and the Lava Lands of the South; moreover, the convergence of these regions at the orchard area, a supposed common ground, is led by the team that actually wins the Gritte Harvest Festival, a particular celebration that sees the three lands compete to each

other in order to define which one of them will be the head and manager of cultivation and harvest for the following year. This event is the main reason for the controversies of the past years, and the planet activities that participants will be asked to analyze and observe.

To understand better the festival's dynamics it is important to take a step back and consider the Privinian society, operating under the guise of specific roles determined by lineage: a four-tiered system—Emini, Abem, Alit, and Sabi—exists and defines anyone's place in the society. Emini, the supposed epitome of industriousness, are tasked with Gritte harvesting, dedicating their lives to the laborious activity. In contrast, Abem, responsible for orchard maintenance, face a structural slowdown, losing at least an hour of their daily time during the Gritte Harvest Festival (Gritte Harvest rules). The introduction of Alit, a subgroup of Abem admired for their attractiveness, further accentuates the disparity as they endure a significant loss of time due to societal expectations and reactions. The recent recognition of Sabi by the Council, those who do not recognize either in Emini or Abem/Alit, only serves to perpetuate the existing issues. Privinu categorically dismisses Sabi as lazy—an arbitrary classification assigned to those who refuse the roles of Abem or Emini. During the festival, Sabi face ostracization, relegated to higher branches to avoid encounters, limiting their harvesting opportunities to a mere two hours a day (Sabi festival constraints).

Regional distributions are also important to understand the Planet and its life. In the Windy Lands, the majority comprises Emini and Abem, with Alit and Sabi relegated to statistical anomalies (Windy distribution: 48% Emini, 48% Abem, 2% Alit, 2% Sabi). The Western Isles, while ostensibly diverse, is marred by a prevalence of Abem and Alit, with Emini and Sabi relegated to mere glimpses of beauty and laziness (Water distribution: 40% Abem, 35% Alit, 15% Emini, 10% Sabi). The Lava Lands of the South, touted as a haven for diversity, only serves to underscore the pervasive inequality—Sabi form a slight majority, while Emini, Abem, and Alit share an almost equal but marginalized presence (Lava distribution: 30% Sabi, 23% Emini, 23% Abem, and 24% Alit).

1.2. The Gritte Harvest

As the Gritte Harvest Festival approaches, the team lineups mirror the differences in societal distribution. The North Winds, a seemingly balanced team, masks the reality with eight Emini and only two Abem (North Winds lineup: 8 Emini + 2 Abem). West Waters, flaunting an alluring combination of Abem, Alit, and Sabi, further accentuates the pronounced social hierarchy (West Waters lineup: 4 Abem + 4 Alit + 2 Sabi). South Lavas, despite its diverse lineup, mirrors the societal distribution, emphasizing the prevalent differences (South Lavas lineup: 4 Sabi + 2 Emini + 2 Abem + 2 Alit).

With all this information, the objective of the game, therefore, is not merely to observe but to immerse oneself in the stark realities of the presented society, navigating the intricate web of social dynamics to bring to light the underlying issues that define life on Planet Privinia.

2. Game Activities

Once the participant is presented with the context and has time and opportunity to analyze it thoroughly, the practical part of the simulation activity begins. As previously mentioned, this part is mainly divided into two moments, aimed to help participants in writing a meticulous report.

2.1. Step 2 - Empathy

Thus begins the first phase of interactions, which consists of an initial analysis. The participant is presented with data collected from a preliminary survey conducted across the entire population of Privina regarding the Festival. What emerges is a general discontent due to the constant victories of the North Winds over the centuries, not attributed to superior abilities but rather to the absence of barriers or operational limitations. In addition, comes out a significant frustration among certain, more "slowed down" categories, unable to contribute effectively due to operational barriers imposed by social structures. Based on this, the participant is tasked with asking questions to a sample of targets, drawn from all categories of Privina and from every area of the planet. In this phase, the participant can choose from a set of questions, all focused on delving into the thoughts and feelings of the various interviewees. In this initial stage, the participant is encouraged to try to empathize with the characters through an analysis that goes from general to specific, almost like solving a mystery, to get to the heart of the matter.

2.2. Step 3- Critical Thinking

Once the investigation phase is complete, in order to finalize the report, the participant is asked to analyze some events that frequently occur during the festival. To do this, the player is presented with a typical situation and must answer specific questions that delve into:

- The impacts the event has on the various teams' chances of winning.
- The impacts the event has on individual players of each team in terms of participation in the harvest.
- Whether and which categories are limited or advantaged by the event.

On these three themes, the participant is presented with the following events:

1. A tornado, which uniformly interrupts collective harvesting efforts for everyone. However, this event, upon the resumption of harvesting, requires additional effort from some team members for maintenance and cleaning of the harvesting spaces. These two moments must be analyzed by the participant according to the points listed above.
2. At a certain stage of harvesting, a group, typically that of the North Winds (the favorites), completes their orchard area early and extends harvesting to other regions, introducing a dynamic that influences the tournament outcome and overall chances of winning. This is a very particular event because, once the participant's analysis is complete, unexpected feedback is provided: in past events, the team members that crossed boundaries experienced significant fatigue and discomfort, highlighting a negative impact on work capacity, even severe.
3. Towards the end of the festival, there is often the opportunity to introduce alliances. Typically, the last team can choose one of the teams to ally with. Here, the analysis requested from the participant is twofold: first, the impact of an alliance with the favorites is analyzed, and then with the other team. The aim in this case is to engage the participant in more complex considerations of impact not only on victory but also on the well-being and social capacity of the various team members.

2.3. General Reflection and Debriefing

At the end of these activities, participants are offered a moment of independent reflection on the dynamics of the game, which will serve as the basis for the first phase of collective

debriefing. The game dynamics aim to emphasize a specific concept: it is not necessarily the most skilled team that prevails, but rather the one that has fielded a team less disadvantaged by dominant social structures. These conclusions opens a spectrum of reflection for the participant, potentially prompting them to ask rudimentary questions about the concept of privilege: Is victory linked not to abilities but to the system of rules? Are there events that impact everyone in the same way? And events that impact differently are based on one's condition?

3. *Parallelism: What if Privinia is not just an imaginary society?*

Closed the analysis phase of the game and its initial debriefing, it's time for the participant to discover the parallelism with reality. Also, for the discovery of information in the revelation, a mechanic in the form of an investigation is proposed to the participant: some statistics and sentences are presented, and participants try to guess the most realistic ones. Once the quest is completed, participants are prompted with the following reflections:

3.1. *Emini*

Within the framework of the hypothetical society of Privinu translated into our societal context, the revelations regarding Emini, analogous to white cisgender heterosexual Italian males, expose the complexities of workplace dynamics. These individuals confront positive discrimination but also contend with gender biases in hiring, wage disparities, and limited promotional opportunities. Traditional societal expectations press men to assume primary financial roles, contributing to stress and financial burdens. Moreover, the stereotype enforcing stoicism and the taboo surrounding mental health discourage men from seeking support, potentially leading to higher rates of male suicide (de Beauvoir, 1949; Volpato, 2013; Gasparrini, 2020).

3.2. *Abem*

The Abem, corresponding to white cisgender heterosexual Italian women, embody the historical burden placed on women concerning domestic responsibilities. This disproportionate burden, including cleaning and caregiving, constrains women's pursuit of careers and professional development. Gender stereotypes and biases affect workplace perceptions, with women facing challenges in promotions and career advancements due to assumed caregiving responsibilities. The unequal distribution of domestic duties perpetuates the gender pay gap, forcing women to make career sacrifices to meet familial caregiving needs (de Beauvoir, 1949; Volpato, 2013; Gasparrini, 2020).

3.3. *Alit*

The Alit, representative of black women, navigate a unique intersection of gender and racial discrimination. They encounter challenges related to traditional gender roles and expectations, compounded by racial stereotypes and biases. The intersectionality intensifies caregiving expectations and exposes black women to sexualization and objectification stereotypes. Media representations and societal attitudes contribute to these harmful stereotypes, impacting their self-esteem, mental health, well-being, and professional opportunities (Crenshaw, 1989; Curti, 2007; Pepicelli, 2017).

3.4. Sabi

Sabi, analogous to non-binary individuals, face discrimination and stigmatization based on their gender identity. This manifests as bias, harassment, or microaggressions, fostering a hostile environment. Concerns about mistreatment or job loss may lead some to conceal their gender identity in the workplace. Limited legal protections exacerbate challenges, making it difficult for non-binary individuals to seek remedies for discrimination. The stress and anxiety resulting from concealing their gender identity negatively impact mental and emotional well-being, fostering a sense of isolation and invisibility (Cancela et al., 2020).

3.5. General Reflection and Debriefing

As anticipated in the "game design" paragraph, at the end of this moment of revealing the game's intentions and its underlying theme, participants are reintroduced to the debriefing activity. This time, the focus is no longer on reasoning about the game itself but is concentrated on the new perspective offered. This moment serves even more to give space to the participants' growth and self-awareness journey. Having first experienced privilege in a simulated environment and then concretized its concept in everyday life, participants now have the opportunity to reflect deeply on the theme and consider questions of change: Am I aware of my privileges? Have I experienced situations of privilege? And non-privilege? Can I recognize it in the social mechanisms around me? These, along with many other similar questions, can be both reflections suggested by the trainer and emerging stimuli that each participant can take away after completing the simulation experience.

Conclusions

This research was undertaken with the primary objective of crafting an interactive learning experience dedicated to disseminating awareness and understanding of the intricate concept of social privilege. The resultant educational program, initially tailored for managers and subsequently extended to business and management students as aspiring future leaders, is strategically designed to influence participants' soft skills. This encompasses the elevation of listening potential, fostering empathetic behavior and leadership qualities, and strengthening critical thinking abilities, particularly in the context of decision-making processes. Beyond honing soft skills, the program also aims to instill a heightened sense of participant awareness. This involves promoting personal awareness concerning privilege and related topics, enhancing understanding of diversities within the workforce, and inspiring positive actions in response to newfound awareness of privilege-related matters.

In broader terms, the game aspires to contribute to the overarching goals of the Sustainable Development Goals (SDGs) of the Agenda 2030. Specifically, it seeks to align with Goal 5, championing gender equality as a symbol of profound societal transformation. Simultaneously, it actively participates in the pursuit of Goal 10, echoing a commitment to fostering an inclusive and equitable educational environment by reducing inequalities.

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