

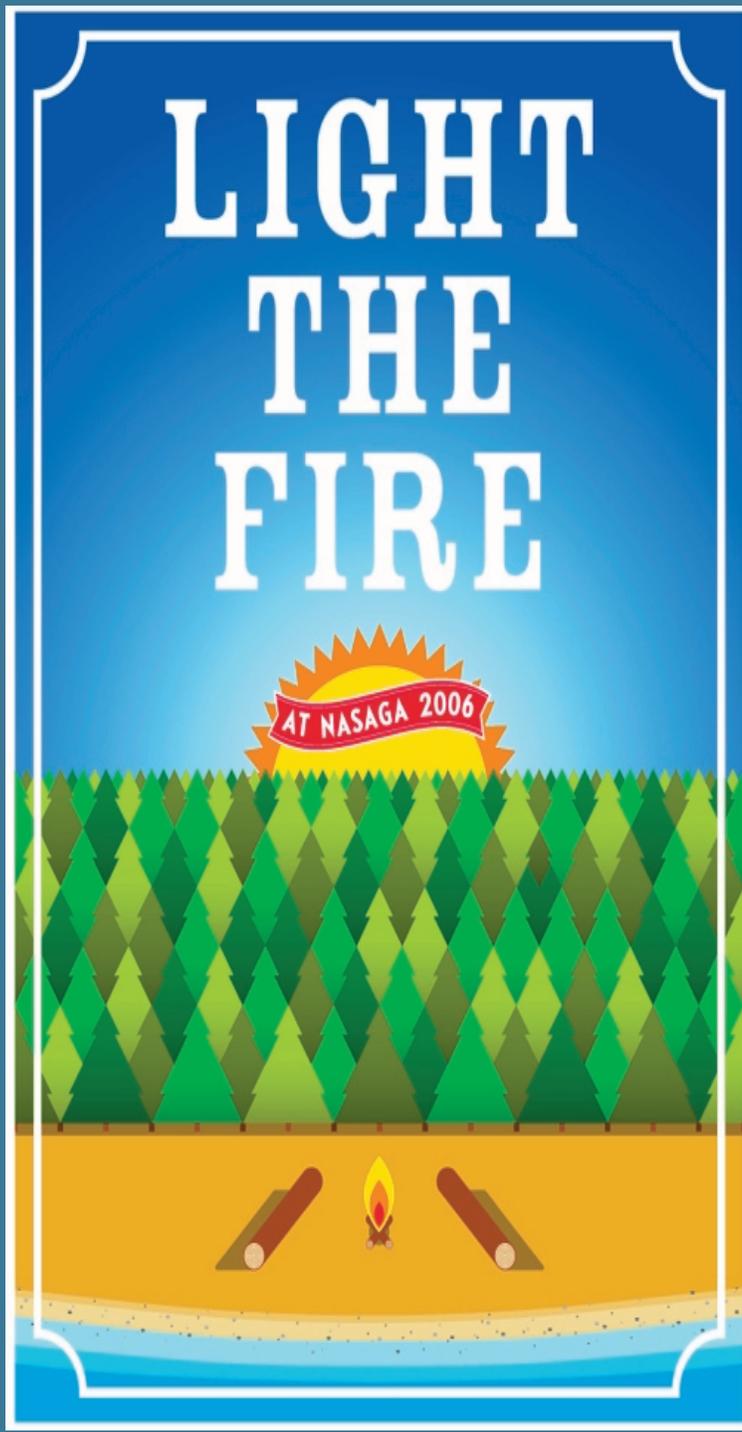


SIMAGES

The Official Online Newsletter of the North American Simulation and Gaming Association (NASAGA)

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2006



Editorial Board

Judee Blohm, Brian Remer, William Wake

Table of Contents

Column:

From the Chair 2
By Dave Matte

NASAGA 2006 Conference:

10 Official Reasons for Visiting Vancouver 3
By Dave Matte

Call for Proposals 4

Report:

Meet the New Board Members 5
By Bill Wake

Interview:

Chuck Needlman, New Board Member 6
By Judee Blohm

In Remembrance:

Barbara Steinwachs: Gamer Extraordinaire 8
By Sandy Fowler

Articles:

Training Game Design Certificate 9

Inside the Mind of a Game Designer 10
By Debi Bridle

RESILIA 11
By Debi Bridle, Edited by Judee Blohm

Gaming in Careers— 18
Getting to What is Deep Inside
By Marc Shiman

Department:

Do You Know this Resource? 19
An Alien Among Us:
A Diversity Game by Richard B. Powers
By Michael Berney

FROM THE CHAIR

WELCOME TO ANOTHER GREAT YEAR OF NASAGA!

BY DAVE MATTE

I am thrilled to have the chance to be both Chair and President of the Association for 2006. As Chair, I am working with the members of the Board to ensure we continue to grow as an organization in ways that are sustainable. The work of Board members is voluntary and each member of the Board has a busy and full life outside of their dedication to the goals of our organization. I would like to welcome our 5 brand new board members, Dave Blum, Matt DeMarco, Lilianne Lessard, Chuck Needlman and Deborah Thomas. I am in my fifth year on the Board and it is fantastic to have new members participating in the Board.

As President, I am organizing Light the Fire, NASAGA's 2006 conference in Vancouver, BC. We are hosting the conference at a fantastic hotel, The Pacific Palisades, in the heart of downtown. From the hotel, if you walk 15 minutes west, north or south, you arrive at the ocean. West – you will find Stanley Park which is about the same size as downtown Vancouver. North – there is the seawall and North Shore

mountains. South – the shore of False Creek is lined with beaches. It is a beautiful city and I can't wait to share it.

I called the conference "Light the Fire" for a few reasons. One of my first leadership roles was working with kids in summer camps. It was a perfect environment to explore games and simulations. We created a simulation to reinforce some basic first aid training. My group of 15 6-9 year olds bandaged and splinted stuffed animals in the middle of a field. We built scavenger hunts and capture the flag games. We created environments for play. I try to keep that creative fun spirit in the work that I do now.

Currently I am employed as an instructional designer and trainer for TELUS Mobility, a wireless service provider in Canada. I work with our retail partners to improve sales skills and product knowledge in retail. As many of the retailers carry multiple wireless providers, our training sessions need to be as fun as they are informative. We use a lot of games to keep the training

engaging and active. The creativity and effort we invest in themes and concepts helps to "Light the Fire" for our participants.

Sharing and storytelling also happen around the NASAGA campfire. I am always astounded at the amount of sharing that happens on NASAGA's active list serve. Our community is truly generous with ideas and support for members is readily available. Our members are truly diverse. There is a range of industries, consultants, public and private sector, facilitators, designers, improvisers, even magicians and jugglers.

If you would like to lend a hand with next year's conference, please send me an email. Also in this newsletter are the instructions for submitting a proposal for the conference – deadline is the first day of March so get your proposals in soon!

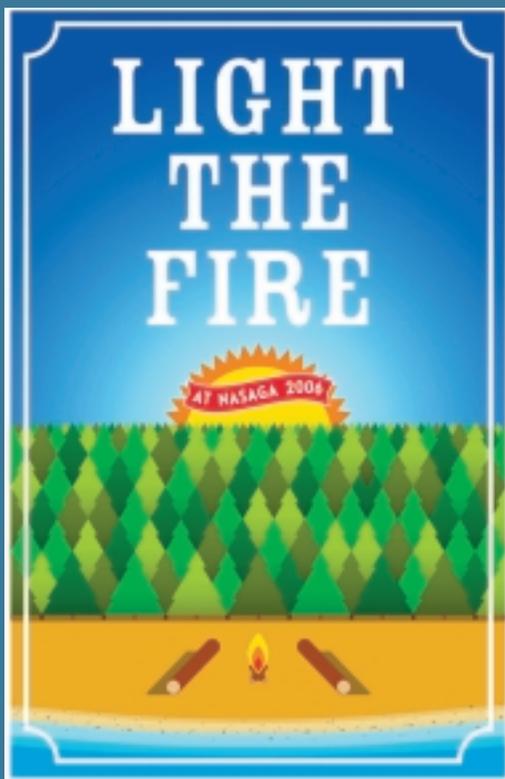
I hope to see many of you in Vancouver! ■

Dave Matte
dwmatte@gmail.com

NASAGA 2006 CONFERENCE:

10 OFFICIAL REASONS FOR VISITING VANCOUVER

BY DAVE MATTE, NASAGA 2006 CONFERENCE PRESIDENT



NASAGA 2006

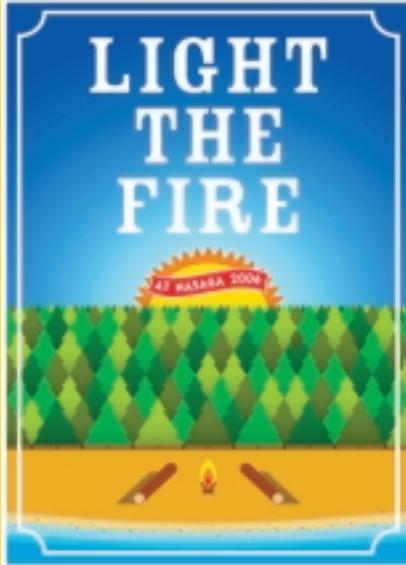
Annual Conference

October 11 to 14 at the

Pacific Palisades Hotel in

Vancouver, British Columbia

1. Jog the Stanley Park Seawall (10.5 kilometres; 6.5 miles.)
2. Brag about skiing, golfing, or sailing in the same day.
3. Stroll among the city's most fashionable shops on Robson Street.
4. Catch a play in one of five theatres on Granville Island.
5. Wander through a coastal virgin rainforest in West Vancouver's Lighthouse Park.
6. Bargain for bargains in Chinatown, the third largest in North America.
7. Walk along the cobblestone streets of Gastown and watch its famous Steam Clock hiss and toot.
8. Be a trendsetter in Yaletown, Vancouver's hip, renovated warehouse district and its fastest-growing neighbourhood.
9. Taste BC Ice Wine and contribute to the region's standing as the highest per-capita consumer of wine in North America.
10. Feast on alder-grilled salmon, smoked oolichans and bannock in Vancouver's only First Nations restaurant. ■



NASAGA 2006 Annual Conference

CALL FOR PROPOSALS

Pacific Palisades Hotel ♦ Vancouver, British Columbia

Proposals are now being accepted for the NASAGA 2006 Annual Conference to be held October 11 to 14 in Vancouver, BC. Deadline for proposals is March 15, 2006 at 12:02 AM Pacific Time.

Proposals may be for a 90-minute session, a 180-minute session, or an all-day pre-conference workshop. All presenters must register for the full conference and can take advantage of a discounted registration fee.

Your session or workshop may address any one of the three conference tracks: e-learning, traditional games and simulations, or edutainment. Submissions must include the complete information as listed below. Send your proposal as an MS Word document to Dave Matte at dwmatte@gmail.com.

All proposals must include the following information:

Contact information for LEAD presenter and ALL co-presenters:

- ♦ Name
- ♦ Title or Business Affiliation
- ♦ Street Address
- ♦ Daytime Phone
- ♦ Email
- ♦ Biographical Information (40 words or less for each presenter)

Session or Workshop information:

- ♦ Title
- ♦ Track (e-learning, traditional games, edutainment)
- ♦ Goal (the purpose of the e-learning, traditional game, or edutainment activity)
- ♦ Learning Objective (what NASAGA participants will gain from attending your session)
- ♦ Time (full-day pre-conference workshop, 90-minute session, or 180-minute session)
- ♦ Audience (best for new users of interactive strategies; best for advanced users of interactive strategies)
- ♦ Description (75 words or less)

MEET THE NEW BOARD MEMBERS

BY BILL WAKE

David Blum

Dave is a long-time NASAGA member. David is “Dr. Clue,” the proprietor of DR. CLUE™ Treasure Hunts. He lives in San Francisco, but has created treasure hunts all over the world. David presented at the 2005 conference on games built around puzzles. This is his first term as a board member.

Matt DeMarco

Matt joins the NASAGA board as a new member. Matt lives in Washington, DC, where he is the Director of Leadership Development for the American Farm Bureau Federation. He came to NASAGA in 2004 on a quest to fatten his toolbox of active training ideas to infuse in his work. Matt says, “The idea of learning new techniques and ideas lured me to NASAGA and the warm, playful spirit of the people encouraged me to get

more involved.” Before moving to Washington, Matt served as a high school science teacher with the Peace Corps in Western Samoa. As a teacher trainer with Peace Corps, he discovered his passion for professional development and helping others to stretch into their potential. The experience sparked his love of exploring new cultures. He enjoys traveling around the US and internationally as often as possible.

Liliane Lessard

Liliane likes including fun activities into her “performance enhancement solutions” and definitely fell under the charm of games and simulations when she attended a Thiagi session many years ago. She enjoys the NASAGA conferences as she finds they boost her creativity and her energy level! In fact she likes them so much she has committed to a three-year mandate on

the NASAGA board. Based in Montreal, Liliane, an ISPI CPT, likes to infuse interactiveness in every moment of her professional and personal life!

Chuck Needlman

Chuck is profiled on the next page.

Deborah Thomas

Deborah is an educational technologist with extensive experience in accelerated learning and educational games. As a certified designer she currently works as a consultant at The Coca-Cola Company. Deborah has developed training programs for Wachovia, Cushman and Wakefield, UPS, IBM, KPMG and McKinsey and Company. She is the owner of SillyMonkey, which specializes in educational games and communication services. ■

INTERVIEW:

CHUCK NEEDLMAN, NEW BOARD MEMBER

BY JUDEE BLOHM

Chuck served in Vietnam from 1967-1968, then finished his education at California State University at Long Beach, earning a business degree in human resource management. After working for the city manager of Manhattan Beach, California, he served in the Peace Corps in Liberia, West Africa. He was assigned to a United Nations small-business implementation project to work through a farmer's agriculture cooperative to set up small village based businesses to assist local people to supplement their income. Upon his return in 1977 he worked as a recruitment specialist and then as a training specialist, preparing Peace Corps trainees for overseas duty.

In 1986, he joined Marriott Corporation's lodging division as a trainer where he led teambuilding sessions, retreats, strategic planning meetings and large-scale merger acquisition sessions. He also designed and delivered a variety of cutting edge management training seminars. He left Marriott in 1991 as director of training for their Residence Inn division.

In 1991, he began his independent consulting practice, establishing Team Dynamics Inc. in 1995.

Chuck rejoined the Peace Corps in 2003 as the supervisor of the Staging Unit (pre-overseas assignment training

events for new Volunteers), and in 2004 he was promoted to the Overseas Staff Development Specialist position.

Interview

What is your philosophy about learning, and thus, about training?

Chuck: I believe in and use the adult learning model, in which participants are encouraged to immediately apply to their work what they learned during a workshop or retreat. In a four-phase model participants will perform a specific activity that provides a basis for observations, reflections on the experience, and responses to it. Observations are then assimilated into a conceptual framework or related to previous experiences from which actions can be derived, tested, and applied in different workplace or life situations.

I wholeheartedly believe in designing all phases of workshops or retreats around this model because it helps individuals and teams understand and use new knowledge and skills. By allowing participants to be actively engaged in their own learning process, they take more ownership of their actions because they become more self-aware and they modify their behavior.

I believe that we all have a responsibility to leave the world (workplace) better than we found it, because we leave a

legacy for our children who need to be a bit kinder and more affirming of who they are.

Who or what has been influential in your professional development?

Chuck: After hearing President Kennedy talk about the Peace Corps, I always had a dream to be a volunteer. In 1975 I realized that dream and served in Liberia. Upon my return I recruited for Peace Corps for about two years. Then I took a job in the Staging Office (pre-service orientation) where I met Joan Bordman, a consultant to Peace Corps. Joan was a true Native American having grown up on the Rose Bud Indian Reservation. Joan became my mentor. She told me that I had good instincts for training. Her message turned on a career switch that has resulted in a 26-year career odyssey filled with passion and fulfillment for me.

What are some examples of training activities that you have designed/planned that you particularly like? Why?

Chuck: When I lived and worked in Liberia, West Africa, for two years I consulted with a 1,000 member agriculture farmers cooperative to start new business ventures and grow existing businesses. My efforts created more jobs and income by developing a gas station, cement block factory, furniture

factory and a craft business. In addition to the positive economic impact of these projects, they also facilitated a consensus among the cooperative members to make decisions that would have an impact on the prosperity of their community and instill a stronger sense of pride in their community.

Over a nine-month period, I designed and conducted an intervention that used the “appreciative inquiry” methodology for 75 human resource staff members at Goddard Space Flight Center/NASA. For the staff, this led to a more cohesive community, demonstrated capacity for mutual understanding and enhanced creativity, and a collective ability to work through priorities to build consensus. Staff continued to become increasingly honest, and inclusive. The leadership team has been restructured and has adopted the change process, and staff now have a stronger customer-service orientation.

I successfully tailored a two-day workshop in two parts, “Tapping

the Power” and “Management Skills for a Diverse Work Force” for Marriott Corporation. These two workshops gave the participants concrete skills and realistic strategies to turn day to day issues into opportunities to learn about one another and strengthen their work teams. I facilitated the workshop for more than 1,400 managers during a two-year period.

What do you identify as important considerations when working with multicultural training audiences?

Chuck: Cultures like people are individual, distinct, with perspectives that are all “right” from different frames of reference. I always do my best to keep this in mind because it helps me with all aspects of facilitating training sessions and being responsive to the participants.

What are one or two of your most memorable training assignments and why?

Chuck: When I was with Marriott, I was asked to go to Panama for two weeks

to deliver a 5-day basic managers workshop and a two-day retreat for senior staff. The cross-cultural aspect of delivering both kinds of events in a different culture challenged me to make reasonable modifications and at the same time preserve the integrity of the designs. It worked out well.

What advice do you have for presenters or trainers who do not do interactive training?

Chuck: Go to the NASAGA annual conference and take an open mind.

What is it about NASAGA that interests you?

Chuck: NASAGA is a community that I have found to be congruent with many of my values for not only the work that I do but for my life. I find people to be open to new ideas, supportive of each other, fun with work and non-work related situations and interested in a non-intrusive way in new members. ■

PLEASE E-MAIL
YOUR IDEAS,
ARTICLES, AND
TIPS FOR
SIMAGES TO:

Brian Remer
brian@thefirefly.org

Bill Wake
william.wake@acm.org

or

Judee Blohm
judeeblohm@msn.com

ABOUT NASAGA:

The North American Simulation and Gaming Association (NASAGA) is a growing network of professionals working on the design, implementation, and evaluation of games and simulations to improve learning results in all types of organizations. We believe games and simulations are an extremely useful tool for creating rich learning.

If you would like to join NASAGA or are currently a member and have questions regarding your membership, visit www.nasaga.org.

IN REMEMBRANCE

BARBARA STEINWACHS: GAMER EXTRAORDINAIRE

BY SANDY FOWLER

Some people are larger than life; Barbara was one of those. Some people with crusty exteriors have warm, loving interiors; Barbara was one of those. Some people ask, what is in it for me? Barbara was not one of those. She always said, how can I help?

Barbara was a simulation gamer extraordinaire. She conducted, critiqued, designed, and redesigned a variety of experiential activities including many simulation games. Countless gamers—from the neophytes to old timers—went to her for advice. Her knowledge came from years of experience and serious thought about what learning is and how best to facilitate it. She used to say that game participants would learn what they wanted or needed to learn so her goal was always to start there and lead them gently but firmly to new learning.

Not afraid of risks, she would try new games with aplomb and design new ways of using both old favorites and newer games. Perhaps her years as a nun helped her develop her great faith in the power of simulation games. When game artifacts were not available, she was known to raid the supply closet for paper clips, erasers, and anything else that would lend itself to an impromptu run of BaFa BaFa.

Barbara was curious about so many things and she acted on her curiosity.

When she and her husband Art Bechhoefer moved from Washington, DC to their home, *risingmoon*, on the shores of Keuka Lake in upstate New York, Art bought her a telescope. Barbara set about learning about the stars she could see so clearly through the telescope set up on their dock. Barbara loved nature and she often introduced herself to game participants by telling them of the things she would see on her daily walks in the woods near her home. Art wrote that Barbara said “dying is just part of living.” That speaks eloquently of her belief in the natural world.

Barbara always seemed to be going the extra mile. When she became friends with Pierre Corbeil, she began to learn French so she could engage his wife, who spoke no English, in conversation. She did not need to learn to speak French because Pierre could easily translate, but she wanted to be able to communicate directly.

Barbara cared deeply for NASAGA: It was like an extended family to her. She was on the Board for decades and chaired a NASAGA conference in Washington, DC, in the 1980s. She opened the conference with one of her signature scavenger hunts—her first. She attended the conferences for many years, chairing

sessions, designing pre-conference workshops, and organizing the old timers to sit around a “campfire” and reminisce. She was also supportive of the *Simulation & Gaming Journal* and she was the simulation/game review editor for many years.

Politics ran a close second to simulation games in her life. She was Chair of the Democratic Committee for Yates County, the rural community where she lived. Upstate New York is a bastion of conservative Republicans but this daunted Barbara not at all. She loved the challenge and worked hard to get the Democratic candidates elected. Even though most of those candidates were defeated year after year, she fought on. Her battle with cancer was not to be won, but she gave it a good fight, which gave her quite a few good years. In November, as her strength faded and the hours were difficult to get through, she held on to hear the victorious election results (every one of the Democratic candidates won!) and was finally ready to move on.

Barbara will be remembered by those of us in the profession who knew her and the many, many participants who were lucky enough to experience a game run by one of the best. ■

TRAINING GAME DESIGN CERTIFICATE OFFERED AT 2005 NASAGA CONFERENCE

A special feature of the 2005 conference was the opportunity to earn a Training Game Design Certificate. The requirements could all be fulfilled at the conference with the possibility of post-conference online follow up as needed and desired.

Participants were required to complete all the following elements of the program:

Pre-Conference Workshop

Participants attended the pre-conference workshop “Faster, Cheaper, Better” offered by The Thiagi Group where they learned about design, experienced and discussed many different types of design formats and frames, received a textbook, and interacted with about 40 conference participants. They learned more about the requirements for the certificate, which included developing and presenting their own game design by the Saturday wrap-up session. Through the course of the workshop they learned some content on HIV/AIDS and the Peace Corps, and they were offered an opportunity to design a simulation for the Peace Corps as their project. Four participants at the confer-

ence were from the Peace Corps who provided technical information and help to those who chose this option.

Certificate-Approved Concurrent Sessions

Participants were also required to attend at least five certificate-approved concurrent conference sessions, reflecting on what they learned and how it applied to their work and design needs.

Certificate Wrap Up Session

The last requirement was participation in the Certificate Wrap Up Session on Saturday afternoon to discuss what they had learned during the conference, and to present their training design for critique.

Eleven people completed the certificate program and were awarded the Training Game Design Certificate at the banquet and 30th anniversary celebration on Saturday night.

One of the certificate program participants, Debi Bridle, has provided *SIMAGES* with her experiences in the program. A shortened version of her training design for the Peace Corps simulation, *RESILIA*, follows. ■



RISING STAR AWARD

Congratulations to Debi Bridle who earned the Rising Star Award for the most outstanding training session at the 2005 NASAGA Conference. Debi earned the award for her design of *Resilia* in the Training Design Certificate program. *Resilia* is a simulation for the Peace Corps to help volunteers deal with unusual stress, particularly due to high HIV/AIDS prevalence in their country of service. The Rising Star Award is NASAGA's annual recognition of a participant or presenter who shows exceptional potential as a designer or facilitator.

INSIDE THE MIND OF A GAME DESIGNER

BY DEBI BRIDLE

How does a game or simulation get from concept to completion in less than four days? With the right inspiration and a few willing co-conspirators things can fall into place more easily than you might think. Here Debi Bridle describes the creative process she used when she stepped out of her field of expertise to invent the award-winning simulation RESILIA during NASAGA's 2005 conference. – The Editors

I was first introduced to the life of the Peace Corps volunteers who'd be going to the countries with AIDS and HIV+ epidemics at Sivasailam "Thiagi" Thiagarajan's pre-conference workshop, "Faster, Cheaper, Better." I was deeply moved by an exercise Thiagi facilitated, where we had to put ourselves in the place of a Peace Corps volunteer, writing a letter to a friend, describing our feelings. At the end of that workshop, we were invited to work on the design of a game for the Peace Corps. I expected to play a minor role on a design team led by Judee Blohm, Chuck Needlman, Chuck Petranek, and Thiagi, all of whom I'd seen at previous NASAGA conferences. I was looking forward to the opportunity to work with and learn from them.

The next morning, I attended Chuck Petranek's DESUBA, a simulation about the development of interpersonal relationships and how they evolve. I was inspired by how powerful it was, while being so simple. I wondered whether it's structure might be a good fit for a simulation for the Peace Corps project.

Later that day I learned that, though I'd be able to get information and feedback from the design team, I'd be designing the Peace Corps simulation mostly on my own! I almost bailed on the project, thinking I'd go to the local art gallery for awhile and then design a much simpler

game instead! But the team was so encouraging and accommodating. They convinced me to have lunch with them to get more information and then to go to the art gallery. I couldn't say no! So, over sandwiches with Judee Blohm, Chuck Needlman, and Bill Conn, I was touched by the stories they told about the conditions Peace Corps volunteers work under. Ideas started to form and kept flowing, even at night, when I'd wake up to jot down notes so that I wouldn't forget!

The next evening, after attending "Team Spirit", another simulation by Chuck Petranek, I gratefully accepted his offer to give feedback about my simulation. He patiently listened to my ideas about combining the structure of DESUBA with the information the Peace Corps folks gave me and he encouraged me to continue along my path. It was completely foreign to any learning activity I'd ever designed and to any learning content I'd ever worked with; but it seemed to be falling into place.

The next day, I described my simulation at Thiagi's "Game Certificate Wrap Up" session. Everyone was very supportive. Thiagi's advice to me was that the best way to test the effectiveness of a game or simulation is to play it, rather than to describe it and ask for feedback.

Wise words, I think. I haven't had the opportunity to facilitate my simulation as yet and don't know whether the Peace Corps has used part or all of it yet either. I hope they will be able to benefit from it. But, even if not, I enjoyed and learned a lot from the experience of designing it.

Just as the first time I attended a NASAGA conference (three years ago), I'm blown away by how supportive and helpful everyone is. I've got to confess that I'm in awe of Thiagi and Chuck Petranek. (both my heroes), who are gurus in designing and facilitating training games and simulations. I was thrilled not only to get to work closely with them, but to be recognized by them and the NASAGA Board of Directors. ■

About the Author

Debi Bridle is a Training Specialist with the Canadian Nuclear Safety Commission. She was a participant in the Game Design Certificate program at NASAGA 2005. For her work on RESILIA, Debi earned the Rising Star Award for the most outstanding training session. This is NASAGA's annual recognition of a participant or presenter who shows exceptional potential as a designer or facilitator. A complete write-up of RESILIA is featured in this issue of Simages.

RESILIA

A SIMULATION ABOUT WORKING WITH HOST COUNTERPARTS IN A THIRD WORLD COUNTRY

BY DEBI BRIDLE

EDITED BY JUDEE BLOHM

Information and Instructions for the Facilitator

This simulation will allow people who are training to become Peace Corps volunteers to experience the stresses they may encounter in order to explore the factors that may differ from past high stress situations and the support available that will enable them to become resilient and effective in their work.

Learning Objectives

By the end of the simulation (including the experience and debriefing), trainees will:

- ◆ Describe their personal reaction to a high stress situation and natural coping styles.
- ◆ Identify at least three factors in the simulation that caused them stress that could not be addressed by their natural coping styles.
- ◆ Describe at least five ways they can develop resilience by using resources available to them in their Peace Corps setting.

Approximate Duration

Six to seven hours, including lunch and breaks

Recommended Group Size

20, in multiples of four. If you do not have a multiple of four participants, some groups can have three, eliminating Peace Corps Volunteer #1.

Special Materials

- ◆ One pad of 3" x 3" paper on each round table.
- ◆ Four pens on each round table.
- ◆ Document: "A Volunteer's Experience" (optional)
- ◆ A series of four labeled envelopes that each contains its own set of index cards:
 - Peace Corps volunteer #1
 - Peace Corps volunteer #2
 - Host counterpart #1
 - Host counterpart #2

Attached to the front of the index card for Round 6, in the envelope of Host Counterpart #1, is a sticky paper that says, "Lost 20 pounds in one month."

- ◆ One empty journal per participant.
- ◆ Handouts:
 - "Information and Instructions for Participants"
 - "Volunteers Working in High Stigma Communities"
 - "Resources for Volunteers"

Preparation

In order for this simulation to be most effective, the scenarios participants encounter should resemble those they are likely to encounter in their host country. For that reason, you will need to add realistic information to the index cards for rounds 2, 5 and 7. Review the "Volunteer Experience" to see if you want to use it;

adapt to make it applicable to your country. Develop the "Resources for Volunteers" handout for your situation.

Room Set-Up

- ◆ Round tables, each with chairs for four participants. Spread out tables as much as possible.
- ◆ Chairs at the back of the room so that there's one chair for each round table for small groups of participants. (For example, if there are five round tables, one for each of five small groups, there should be five chairs at the back of the room.)

Facilitating the Simulation

1. Begin by doing an activity to develop group norms about how *We Show Respect For Each Other*. Post them on a flip chart in full view of participants.
2. Explain the purpose of the session and set the tone for the simulation. If desired, read aloud "A Volunteer's Experience" or a similar account by a local volunteer.
3. Distribute a copy of "Information and Instructions for Participants" to each participant. Read it aloud and invite any questions of clarification.
4. Give one of each of the four labeled role envelopes of index cards to participants at each table. Tell them not to open the envelopes until directed.
5. Once all participants have an envelope, remind them not to read ahead to the

next round. Tell them to silently read Index Card #1 and to begin Round 1.

6. Conduct each round as follows (increase or decrease the time for each round, based on the energy you observe from participants):

Round 1: (15 minutes total)

- ◆ Do task outlined on 3x5 cards (5 minutes)
- ◆ Reflection (10 minutes)
 - Give each participant a blank journal.
 - Tell them to write their name on the front of it.
 - Tell them to reflect on what just happened and to privately write their thoughts and feelings in the journal. Tell them that they will not be asked to show their journal to anyone else.

Round 2: (10 minutes)

- ◆ Listen to and discuss information from 3x5 cards

Round 3: (15 minutes total)

- ◆ Do task on 3x5 cards (5 minutes)
 - After four minutes, tell each small group to shuffle the papers that contain the resources they identified.
 - Someone should hold their “deck” of papers face-down.
 - Then, tell them to count the resources they’d listed.
 - They should then calculate half the number of papers and remove the same number of pieces of paper from the top of their stack.
- ◆ Reflection (10 minutes)
 - Tell participants to reflect on what happened in the last two rounds and to write their thoughts and feelings in their journal. Remind them that they will not be asked to show their journal to anyone else.
 - After nine minutes, tell them to finish their journal entry by writing what they will do in their “downtime” after their “working day” today. (This is

still pretending they’re in the simulation.)

Round 4: (15 minutes total)

- ◆ Discuss information on 3x5 cards (5 minutes)
- ◆ Reflection (10 minutes)
 - Tell participants to reflect on what happened in this round and to write their thoughts and feelings in their journal. Remind them that they will not be asked to show their journal to anyone else.
 - After nine minutes, tell them to finish their journal entry by writing what they will do in their “downtime” after their “working day” today. (This is still pretending they’re in the simulation.)

Break (15 minutes)

- ◆ Tell participants to stay in character during the break. Encourage them to stretch, go to the washroom and have a snack.

Rounds 5-8 (15 minutes total, each)

- ◆ Do task on 3x5 cards (5 minutes)
- ◆ Reflection and journal writing as in Round 4 above (10 minutes)

Break (45 minutes)

- ◆ Tell participants to stay in character. Encourage them to stretch and go to the washroom. Provide lunch, that they can eat in the classroom or take outside. Remind them that they should stay in character during the break.

Debriefing

Debrief in a plenary discussion, inviting participants to share what they’re comfortable sharing. Remind them of the group norms (We Show Respect For Each Other By) they agreed to just before the simulation.

- ◆ Briefly review the steps we went through in this simulation.
- ◆ Ask participants how they felt during the simulation.
- ◆ Ask participants to read silently their first few journal entries and recall their thoughts and feelings. Ask the following questions:

- Were any parts of Rounds 1, 2 or 3 stressful to you? If yes:
 - What caused stress?
 - What did you do to cope with that stress?
 - Did it help to reduce your stress? Explain.
- If Rounds 1, 2 and 3 were not stressful to you, why do you think it wasn’t stressful to you, yet it was to others?
- ◆ Ask, “As the simulation continued, things got more stressful. What three factors were most stressful to you?”
- ◆ Ask, “What did you do to try to cope with those stressors? Did that help? Explain.”
- ◆ Ask, “What else could you do to try to help cope with those stressors?” If nobody has mentioned it yet, ask if writing in their journal affected their stress level.
- ◆ Distribute the handout, “Volunteers Working in High Stigma Communities.” Allow a few minutes for participants to silently read it. Describe and discuss activities that are considered “high risk” to volunteers’ health and safety in the host country.
- ◆ Tell participants to look at the sentence they wrote at the end of each of the entries in their journal. This should reflect what they would do in their “downtime”. Ask them to silently consider whether those activities might be categorized as “over-functioning”, “un-functioning” or “under-functioning” according to the handout. Invite any comments or questions.
- ◆ Give a handout that describes resources available to them in their Peace Corps setting that can help them develop resilience. Tell small groups to take ten minutes to write two questions they have about those resources. After ten minutes, answer those questions.
- ◆ Tell individuals to add to their journal at least five ways they are most likely to use to develop resilience.
- ◆ Invite questions and comments. ■

Handout

INFORMATION AND INSTRUCTIONS FOR PARTICIPANTS

During this simulation, you will be working in small teams of Peace Corps volunteers and their host country counterparts. You will develop relationships and will work together to solve problems. Your job will be to contribute as much as possible without jeopardizing your own health and well-being. Remember that you can leave the Peace Corps or quit your job at any time.

During this simulation, each of you will be assigned to a different role. Half will be Peace Corps volunteers; half will be host country counterparts. Use your own name and as much real information as you're comfortable sharing.

You will be given an envelope that contains a series of index cards with information. At the beginning of each round, you will read the next index card. Do not read ahead to the next round. Do not show your index cards to anybody else.

RISILIA ROLE CARDS

PEACE CORPS VOLUNTEER #1

Round 1:

You are to introduce yourself. Reveal some ideas about yourself and tell a little about your background. You can mention activities you like to do. You can explain why you volunteered for the Peace Corps.

PCV1

Round 5:

You've heard a rumour that many of the volunteers in the next village are involved in risky sexual behaviors.

PCV1

Round 2:

Your host counterparts will describe some of the current problems and existing programs to deal with those problems.

PCV1

Round 6:

You just received mail from home, telling you there's been no change in your sick relative's health.

PCV1

Round 3:

In your small group, write a list of resources you'll need to deal with the problems described in Round 2. Write only one resource on each piece of paper.

PCV1

Round 7:

You've heard a rumour that *(facilitator inserts a realistic but very distressing rumor here. For example, a male teacher, who is HIV+, has raped one of the school girls.)*

PCV1

Round 4:

You just received mail from home, telling you your grandmother (or grandfather or favourite aunt or uncle) is ill in the hospital.

PCV1

Round 8:

You just received mail from home, telling you your relative seems to be doing well and has been released from the hospital.

PCV1

RISILIA ROLE CARDS

PEACE CORPS VOLUNTEER #2

Round 1:

You are to introduce yourself. Reveal some ideas about yourself and tell a little about your background. You can mention activities you like to do. You can explain why you volunteered for the Peace Corps.

PCV2

Round 5:

You've heard a rumour that some of volunteers in the next village are drunk often.

PCV2

Round 2:

Your host counterparts will describe some of the current problems and existing programs to deal with those problems.

PCV2

Round 6:

You just received mail from home, describing the fun surprise party you missed for your sibling's birthday.

PCV2

Round 3:

In your small group, write a list of resources you'll need to deal with the problems described in Round 2. Write only one resource on each piece of paper.

PCV2

Round 7:

You've heard a rumour that *(facilitator inserts a realistic but very distressing rumour here. For example, a male teacher, who is HIV+, has raped one of the school girls.)*

PCV2

Round 4:

You just received mail from your best friend, telling you they've just accepted an exciting job offer and will be starting work next week.

PCV2

Round 8:

You just received mail from your best friend, telling you their partner left them for someone else. They're devastated.

PCV2

RISILIA ROLE CARDS

HOST COUNTERPART #1

Round 1:

You are to introduce yourself. Reveal some ideas about yourself and tell a little about your background. You can mention activities you like to do. You can explain why you chose your job.

HC1

Round 5:

You've heard a rumour that some of the volunteers in the next village are having unsafe sex.

HC1

Round 2:

You and counterpart #2 will describe some of the current problems and existing programs to deal with those problems. Include the following:

Facilitator inserts information here. Examples are:

- ◆ *Women having premature or unhealthy babies. We are trying to teach them to eat healthy and balanced diets and to have regular check-ups.*
- ◆ *Malnourished children dying in the hospital. Program?*
- ◆ *AIDS patients need care. Program?*
- ◆ *AIDS is spreading. Program?*

HC1

Round 6:

Your next-door neighbour committed suicide because he couldn't handle the ostracism. You've been asked to dig his grave and bury him. You need one more person to help. You must wear the attached sticker that says, "Lost 20 pounds in one month."

HC1

Round 3:

In your small group, write a list of resources you'll need to deal with the problems described in Round 2. Write only one resource on each piece of paper.

HC1

Round 7:

You've heard a rumour that (*facilitator inserts a realistic but very distressing rumour here. For example, a male teacher who is HIV+ has raped one of the school girls.*)

HC1

Round 4:

Your next-door neighbour is distraught because word got out in the village that he has AIDS. He's being ostracized by everyone. You're worried about him. *Be sure to tell the others about this before anyone else speaks.*

HC1

Round 8:

You died last night. Move to a chair at the back of the room.

HC1

RISILIA ROLE CARDS

HOST COUNTERPART #2

Round 1:

You are to introduce yourself. Reveal some ideas about yourself and tell a little about your background. You can mention activities you like to do. You can explain why you chose your job.

HC2

Round 5:

You've heard a rumour that some of the volunteers in the next village are drunk often.

HC2

Round 2:

You and counterpart #1 will describe some of the current problems and existing programs to deal with those problems. Include the following:

Facilitator inserts information here. Examples are:

- ◆ *Women having premature or unhealthy babies. We are trying to teach them to eat healthy and balanced diets and to have regular check-ups.*
- ◆ *Malnourished children dying in the hospital. Program?*
- ◆ *AIDS patients need care. Program?*
- ◆ *AIDS is spreading. Program?*

HC2

Round 6:

Your 6-year old niece just died of AIDS.

HC2

Round 3:

In your small group, write a list of resources you'll need to deal with the problems described in Round 2. Write only one resource on each piece of paper.

HC2

Round 7:

You've heard a rumour that (*facilitator inserts a realistic rumour here. For example, the male teacher, who is HIV+, has raped one of the school girls.*)

HC2

Round 4:

Your test results show that you are HIV+. Nobody else knows. You have the choice of whether or not to tell anyone.

HC2

Round 8:

You just found out that Counterpart #1 died last night.

HC2

GAMING IN CAREERS — GETTING TO WHAT IS DEEP INSIDE

BY MARC SHIMAN

As part of my career planning activities with young professionals and college students, I use games to help my clients truly understand the values that they keep inside. Young people rarely have exposure to the wide range of career opportunities that the world presents, and must look at driving forces such as skills, interests, and values when making their career decisions.

I am particularly fond of the use of values in making career choices; however, one's values are very easily masked by influential people in a person's life (parents, friends, and mentors). What *really* drives a person lies deep down inside and represents a challenge to a career coach to reach.

This is where gaming provides a valuable role. In an interview format, people are subconsciously very reluctant to state values that are not in harmony with what their parents (or other influencers) might have them say. "Values" are often mistaken in today's business literature for positive, non-monetary ideals — i.e., "money" is not a value, while "community service" is. In fact, both are values, as are "power," "recognition," and others that you might have been told are not proper motivations for work.

When I interview candidates about their values, I use a card sort: the candidate reviews 50 cards each with a single value on it and selects the cards that best represent their values. There are many ways to do this sort, the most popular being that the interviewee sorts the cards into three piles representing "important," "somewhat important," and "not important." I require the candidate to select

their top five, which means that sometimes they have to make choices between two values that the candidate both considers important.

This works very nicely, except often you don't get your interviewee's top values—you get their parents' values, professors' values, friends' values, or maybe even their dog's values (dedication, loyalty, teamwork, service, hard work?).

Gaming can provide a competitive environment which gets interviewees past their subconscious programming. First, let's describe how emotions can tell what we *really* value. Have you ever been to a reunion and met someone that you knew in high school and has really "made it"? (You define "made it.") Maybe that person has become rich, or powerful, or recognized worldwide. Have you felt that sensation of envy in the pit of your stomach? Unfortunately, that feeling is touching on what you truly value. And if you feel that envy over the fact that your classmate just drove up in the latest and most expensive car you can think of, you may value money more than you would be willing to admit in an interview.

Using a game called "Face Value," we assemble people in a room and hand them scenarios. Each scenario requires that the participant brag about a specific achievement. One person might be rich, one might be powerful, one might have a beautiful family, one might be at the center of their community, etc. Each scenario also requires the braggarts to have had to surrender values in order to achieve; the family achiever might have had to sacrifice career opportunities, the money achiever might have had to

abandon his/her community, and the powerful achiever might have had to compromise honesty.

Each participant then tries to make each of the others green with envy. They do it by bragging unabashedly about their life's achievements (some creativity is required here). They must admit to their shortcomings, but only if asked by the other participants.

At the end of the game, participants are asked to vote on who made them the most envious. The winner is the one who succeeded in drawing the most envy votes.

The learning outcome of this game depends on a strong debrief from the facilitator. The winner of the game is unimportant. Success from this game comes from those participants that found themselves envying those participants who have succeeded achieving in areas that did not match their initial chosen values.

Gaming provides that very important role of removing the subconscious influences through competition and creating a simulation which allows the participants to immerse themselves emotionally. These emotions are critical to reaching deep inside for a candidate's true values. ■

About the Author

Marc Shiman is an international management consultant who works with institutions in developing nations to enhance their performance. During his long-term overseas postings, he works with students in local graduate schools to help them identify their career interests. Credit goes to Steve Sugar who was instrumental in developing the game.

DO YOU KNOW THIS RESOURCE?

AN ALIEN AMONG US: A DIVERSITY GAME

BY RICHARD B. POWERS

DESCRIBED BY MICHAEL BERNEY

Description

Participants divide into small groups to select the best international candidates for a hypothetical interplanetary mission. Making the selections reveals stereotypes and attitudes held by the participants. That is, individuals—given only partial information about each candidate—project their assumptions and bias onto the candidates as they choose only six candidates from a field of 12. A system for having to “pay for” additional information about the candidates heightens decision-making discussions.

Debriefing includes a discussion of diversity issues raised by the game, insights about oneself, and the process of reaching a decision. Participants commonly reexamine their thinking and discover that a supposed “limitation” of a candidate should not be considered a liability.

How It Can Be Used

- ◆ Opening activity for general intercultural awareness

- ◆ Exploring reasons for cross-cultural differences
- ◆ Surfacing individuals’ bias or prejudice

Potential Cultural Biases and Other Cautions

- ◆ Some people may resist the gaming language.
- ◆ There may be some difficulty with the metaphor of an interplanetary mission. It helps to ask participants up front, “How might choosing individuals to go on a one-year mission to an alien planet be like decisions you make at (work)(school)(your organization)?”

Availability

Intercultural Press publishes the instruction manual:

<http://www.interculturalpress.com/shop/alientext.html> or 800-370-2665.

In Canada, use Masters & Scribes Bookshoppe:

<http://www.mastersandscribes.com/item134.htm> ■

DO YOU HAVE A RESOURCE TO SHARE?

If so, write a description, such as the one on this page and submit it to one of the co-editors of SIMAGES:

Brian Remer
brian@thefirefly.org

Bill Wake
william.wake@acm.org

or

Judee Blohm
judeeblohm@msn.com

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PLAY FOR PERFORMANCE

As a NASAGA member you are invited to the February issue of this newsletter.

To access this issue point your browser to

<http://www.thiagi.com/pfp/IE4H/february2006.html>

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