Editorial Board
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Fill Your Tank with G.A.S. in Indy!

By Judee Blohm

We are quickly approaching our 40th annual conference. Thiagi and his conference committee have developed an amazing program. It will be difficult to choose among the great learning events in the preconference workshops, the fabulous concurrent sessions, and the game night offerings. Our presenters include outstanding trainers from outside our region: Scotland, Switzerland, Asia, and Australia.

We started offering a certificate in design of games, activities, and simulations four years ago at our conference in New Hampshire. It has been very popular, growing from about ten applicants the first year to over 40. We will be offering an additional certificate opportunity this year: a certificate in facilitation of learning games and simulations. These certificate programs are independent of each other and either program can be completed by attending a preconference workshop, additional sessions during the conference, and a required final presentation/debrief on Saturday (See pages 4-5).

Another great opportunity for those of us who generally do face-to-face training is a preconference workshop, Digital Game-Based Learning Bootcamp: How to Integrate Games, Activities, and Simulations Into Your e-Learning Programs. This promises to be a workshop with lots of depth, with segments on how to build an elearning presence, digital tools (games and techniques), and using Multi-User Virtual Worlds (MUVEs) in our programs. Participants will also have a chance to work in a small group to design a game they can take home.

Under the leadership of NASAGAn Fran Kick, we will be reaching out to teachers at this conference with a special one-day teachers program. On Friday, teachers can attend a series of sessions developed specifically for them, or they can choose to attend one or more of the regular concurrent sessions that day. As Fran says, it will be the most fun professional development day teachers have ever attended. Teachers can earn professional development contact hours and credential renewal credits. (See page 6).

During the year, board members have worked on other initiatives that will help with the conference. A group took a hard look at our scholarship program which has been underutilized in recent years. They determined that while we will continue to give preference to students, we will also open up the scholarships to any first time attendees who can show a special interest in games and simulations. Look for the description on page 7).

Developing and sharing ways for NASAGAns to network and spread the good news of our mission has been another board initiative. Two examples of networking models – games and simulation nights for trainers at the local level and presenting sessions on interactive methods to training networks – have been featured in the last two issues of SIMAGES. A third model, making conference presentations on interactive methods, is featured in this issue. A lunch session at the conference will invite participants to learn more about these models and exchange ideas for networking. We expect to get lots of new ideas to share with you in future issues of SIMAGES.

We hope to see many of you at our conference in Indiana. And for those who can’t make it this year, start a little nest egg marked NASAGA 2009 and plan to be with us next year!

“I’m psyched to attend GAS 2008 because I am guaranteed to learn something new and practical from facilitators with real experience! This isn’t a conference where I sit passively by and listen to theories and case studies, I get to participate in the session and “live” the experience! Without a doubt, this is the most productive, intimate, bang for your buck, conference money can buy.”

Richard Vars, E-Learning Manager with Coca-Cola Enterprises Inc.
Three Keynotes Will Challenge and Motivate

Keynote speakers will start each conference day. Here is a short description and bio of each of them.

**Pierre Corbeil: Play Pride**

Based on his extensive experience with classic games (such as Dungeons and Dragons) and research, Pierre Corbeil exhorts us to take games seriously. He explores the impact of games on human behavior and encourages gamers and trainers not to apologize to clients and deans for taking up too much of the training or teaching time.

Pierre Corbeil is a long-time NASA-GA member, an editor of *Simulation & Gaming* journal, and a wise old guru of the gaming industry.

An interview with Pierre Corbeil appears on page 10 of this issue of *SIMAGES*.

**Scott Rigby: Motivational Roadmap of Players**

Games and simulations have a tremendous power to engage, energize, educate, and entertain. But how can we better understand (and assess) the critical elements of the player’s experience that contribute most strongly to these outcomes? More simply put, what is the deeper motivational power of fun?

For the past five years, Immersyve Inc. has been developing a motivational model of gaming – The Player Experience of Need Satisfaction (PENS) – that directly measures core elements of psychological satisfaction directly related to positive outcomes from game and simulation experiences, including increased value, energy, and sustained interest and engagement.

This keynote will review the PENS model in detail, along with applied research demonstrating its value in building optimal experiences for players, focusing specifically on interactive environments. By identifying the core needs good experiences fulfill, as well as how to measure them, attendees will take away new strategies for creating and using games and simulations to achieve educational and training goals. Understanding the motivational roadmap of players not only enhances your ability to increase valued outcomes, but also inspire new areas of innovation and creativity.

Scott Rigby is co-founder and chief strategist at Wattage. He is also president of Wattage’s parent company, Immersyve Inc., a virtual environment think tank focusing on sustaining motivation, satisfaction, and impact within interactive applications and virtual environments. Scott is a veteran of both the ivory tower and interactive product development. After earning his Ph.D. as a clinical psychologist focusing on motivation, Scott founded and ran an agency in Manhattan that developed interactive applications and content for Citibank, Sony, Time Warner, and Viacom. He has hosted several television shows in the New York market on consumer technology, including Your Internet Show (TV-55) and Plugged In with Scott Rigby (Metro Channel). His company won numerous industry awards for innovative design, and was ranked by Deloitte and Touche as the 11th fastest growing company in New York’s metro area in 2000. His interactive work can also be seen as part of the Explore the Universe exhibit at the Smithsonian Institute in Washington, D.C. Scott is a former faculty member of the New York New Media Association, and is a sought after speaker and author on the topics of maximizing motivation through innovative interactive technology.
Rosalyn Chan: Art, Simulation, and the Work Environment

Relevance. A particularly interesting word when we look at all the rapid and radical changes that impact and transform our daily lives. What is relevant any more? Everyday, in an ever-accelerating pace, we are expected to deal with complex issues and come up with a relevant solution. Relevant answers require creative ideas. In both the academic and corporate work environment, training and development programs are progressively emphasizing the creative perspective, connecting seemingly disparate ideas together to create solutions that are unexpectedly elegant and simple. Simulations are the pathway for linking both creativity and relevance to performance. In this presentation, we will focus on how to transform the way people visualize possibilities, how to create venues that open up new ways of seeing relevance in business contexts, and how to develop new ways of showcasing imaginative thinking and innovative leadership. Ros will present the story of an art project that became a year-long simulation for enhancing the work environment, leading to some astounding results that even the business leaders thoroughly appreciated.

Rosalyn Chan has over 15 years of extensive human resources management experience in entrepreneurial corporate environments. In her current capacity as managing director of human resources with Redwood Trust, a NYSE financial services company, she participates and contributes to broader organizational management initiatives, and acts as an internal consultant to all levels of management to provide solutions to a variety of HR challenges facing a growth company. Previously Rosalyn worked as human resources director with Red Sail Merchandising (a Hyatt affiliate), a specialty advertising company, and as human resources manager with Landor Associates, an international corporate identity and brand design consulting firm.

Rosalyn’s peers and colleagues recognize her as a great coach, a leader who motivates others, and one who truly cares. Her peers report that her high positive energy is contagious.

PIT STOP FOR G.A.S. IN INDIANAPOLIS, 2008

How can we help YOU ATTEND our conference?

- Discount on registration fee
  - for groups of 5 or more from one organization
  - for participants from non-profit organizations
  - for students
- First time attendee incentive award (scholarship)
- Certificate programs for professional development
- One day teacher program that offers 6 hours of professional development contact time and 3 certification renewal credits
- Business case templates to submit for employer support

Go to www.nasaga.org/conference to get details.
Two Certificate Programs Offered at Conference

This year NASAGA will be offering two certificate programs in conjunction with the conference. The design of games, activities and simulation certificate has been offered in the past three conferences and is very popular. A certificate in facilitation of games, activities and simulations will be offered for the first time this year.

It is not necessary to have taken the design certificate before taking the facilitation certificate. Only one certificate can be gained at the conference as the programs will run simultaneously.

Both programs are described below. There is an extra fee to participate in a certificate program. See details on the NASAGA website.

DESIGN Certificate Program

Coordinated by Matthew Richter

This certificate program provides an opportunity for NASAGA 2008 conference participants to gain professional credibility in the area of design of games, activities, and simulations for education and training. Previous participants reported real value in working and learning with experienced game designers to focus their conference experience on the specific skills they wanted to build.

There are three parts to this certificate program.

1. A pre-conference workshop on the design of games, activities, and simulations

At this workshop, participants will explore basic concepts related to the design of educational and training activities. They will have hands-on experience in the design and development of games, activities, and simulations. At the end of the workshop, each participant will identify a specific design project to focus her or his work for the rest of the conference.

2. Five selected sessions

During the rest of the conference, participants will attend at least five concurrent sessions to acquire experiences and techniques to more effectively complete their design project.

There will also be opportunities to meet with others in the program as well as session presenters throughout the conference to share daily insights and discuss their design ideas.

3. Presentation of design plan

During the last day of the conference, participants will present their projects and plans for critique in a wrap-up session. This step is necessary to complete the certificate program.

Optional follow-up activity

Design certificate program participants are strongly encouraged to write up their game, activity, or simulation for publication in SIMAGES (or some other professional journal). The workshop team and the SIMAGES editorial board will assist with their editorial feedback.

Workshop materials

All participants in the design certificate program will receive a copy of Design Your Own Games and Activities (published by Jossey Bass and selling for $57). They will also have access to the resources at the NASAGA website and other websites with hundreds of training games and thousands of pages of materials on the design of learning activities.
Facilitation Certificate Program

Coordinated by Sivasailam “Thiagi” Thiagarajan
This certificate program provides an opportunity for NASAGA 2008 conference participants to gain professional credibility in the area of facilitation of games, activities, and simulations for education and training. Offered for the first time at NASAGA, this certificate program will complement the Design Certificate Program as well as provide the principles and procedures for participants who are interested in conducting training and educational activities that are more interactive, enjoyable, and effective. People enrolled in this certificate program will have the unique opportunity to work with and learn from experienced facilitators to focus their conference experience on the specific skills they wanted to build.

There are three parts to this certificate program.

1. A pre-conference workshop on the facilitation of games, activities, and simulations

At this workshop, participants will explore basic concepts related to instructional facilitation, handling different types of participants, and conducting debriefing discussions. They will gain hands-on experience in agile techniques for getting their participants ready for interactive learning, improvising just-in-time adjustments to the activities to increase their instructional and motivational effectiveness, and conduct after-activity reviews to encourage participants to reflect, gain insights, and share them. At the end of the workshop, each participant will develop a specific plan to improve her or his facilitation style and skills.

2. Five selected sessions

During the rest of the conference, participants will attend at least five concurrent sessions to acquire more experiences and techniques to increase and improve their facilitation skills. In addition to participating in these concurrent sessions, they will also record facilitator behaviors on a systematic observation form.

There will be opportunities to meet with others in the program as well as session facilitators throughout the conference to share daily insights and explore what they are learning about facilitation.

3. Presentation of facilitation plan

During the last day of the conference, participants will present their personal action plans with critique in a wrap-up session.

Optional follow-up activity
Certificate program participants are strongly encouraged to submit a proposal for the NASAGA 2009 conference (or some other professional conference). The workshop team and the NASAGA 2009 conference committee will assist with suitable feedback on session proposals.

Workshop materials
All participants will receive a copy of the book The Instructional Facilitator’s Toolkit. They will also have access to the resources at the NASAGA website and other websites with hundreds of training games and practical articles on facilitation skills.

Some of the best things in life are Free!

Becoming a member of NASAGA is free!
You will receive
no hassle
about having to renew each year.
Membership includes
full access to the web site,
use of the mailing list,
and an electronic copy of our newsletter,
SIMAGES.

If you would like to become a member, please complete the form at:
http://www.nasaga.org/become_member.wrp
One-day Teacher Program Offers Professional Development Time and Certification Renewal Units

A special track of the conference on Friday will focus on teachers and curriculum developers. These additional sessions will provide teachers with the research behind using games for education, the various types and formats of online and face-to-face games and simulations including those that use higher level thinking, and many sources of games and simulations for the classroom. Throughout the day they will have interactive activities that will help them get to know the conference presenters and participants.

Through participation in this one-day program, teachers can earn six hours of professional development contact time or three certification renewal units (CRU) credits approved by the Indiana Department of Education’s Office of Educator Licensing and Development and relates to the Interstate New Teacher Assessment and Support Consortium (INTASC) core principles.

For more information go to the NASAGA website, www.nasaga.org/conference2008
Scholarship Program Expanded to Include Any First Time Attendee

Based on the recommendations of a committee of board and non-board NASAGAns, in March the board voted to expand the focus of the scholarship program for the conference. While continuing to give preference to teachers and students who show special interest and work in using games, activities and simulations, the scholarships will now be open any to first time attendees who can show similar evidence of interest. The term scholarship was changed to incentive award.

The purpose of the awards is to promote the use of games and simulations and to support study and research in this field. A person may receive an incentive award only once.

The incentive awards cover the conference fee plus hotel costs for three nights.

- The conference fee includes access to the three days of the conference as well as the pre-conference workshop.*
- The banquet is also included.

Hotel costs are paid at the reduced conference rate at the conference hotel for those who have more than 30 minutes travel time to the conference site estimated by Google maps. If travel time is less than 30 minutes, the incentive award does not cover hotel costs.

*Note: The incentive award only covers the workshop fee, not the extra fee for the certificate programs. Anyone receiving an incentive award who wishes to participate in a certificate program has to pay the additional fee for the certificate.

Those receiving incentives are responsible for making their own travel and accommodation arrangements.

For more information, contact the incentive award coordinator, Dave Piltz, dpiltz@thelearningkey.com.

How can you HELP US PROMOTE our conference?

1. Send an informational email to coworkers, members of organizations

2. Inform trainers about our design and facilitation certificate programs

3. Tell teachers about the special teachers’ day

4. Tell people about our first time attendee incentive awards

5. Distribute a copy of the program

6. Share attendee testimonials

7. Share a copy of this September 2008 issue of SIMAGES which highlights the conference

Go to www.nasaga.org/conference to get details.
Training in Ethical Decision-Making

By Tim Gustafson

After a product recall, a manufacturing company wanted to reduce the risk of unethical decision-making within their company. This article describes the interactive, experiential activities used in a corporate setting to teach and discuss ethical decision-making. The active learning techniques involved problem solving and analysis so that the managers conceptually learned the process.

The training began with all company managers receiving the same case study challenge. In the challenge, managers were asked to respond to a situation where a drug company was about to launch a new prescription drug that could save and improve the quality of thousands of lives. A few weeks before the drug’s release, a researcher finds the drug to have caused fatalities in a percentage of those who have taken the drug. The managers were to assemble their work teams and reach consensus on what the company should do.

Before revealing their responses to the case study, the managers attended an instructor-led training event which included another case study and exercises. They discussed a case based on the format of The Prisoner’s Dilemma which itself is based on an older but similar case called The Tragedy of the Commons, where players examine a difficult ethical problem that occurs when the interests of an individual may conflict with interests of the group. One source of information for The Prisoner’s Dilemma is the Stanford Encyclopedia of Philosophy http://plato.stanford.edu/entries/prisoner-dilemma/.

The case the managers studied is called the Trolley Problem, which involves a trolley with failing brakes. Managers must choose between causing the death of one person and causing the deaths of five people. Various characteristics about the people at risk are revealed as the case continues. Derived from Judith Jarvis Thomson’s 1985 article, this case is currently under discussion on http://en.wikipedia.org/wiki/Trolley_problem.

Managers then participated in an exercise called Both Sides. In this exercise, participants explored the advantages and disadvantages of conflicting guidelines. Conflicts that participants identified included getting work done vs. getting work done right, what’s best for stock owners vs. employees vs. customers vs. society, and outcomes vs. activities. A description of Both Sides is available from the website of a respected training professional, Thiagi: http://www.thiagi.com/pfp/IE4H/october2001.html#StructuredSharing.

After participating in the case study and completing the exercises, participants discussed their responses to the original case study challenge. During this review, participants were again asked to reach consensus on what the company should do. The outcome of this exercise was then reported to the managers’ original teams.

Along with providing training, the company used other
interventions to support the goal of ethical decision-making. It

- hung posters that describe risks that unethical decisions can have on an individual, the company, the industry, and the region.
- modified an intranet meeting-room scheduler so that the meeting organizer includes the meeting’s goals, agenda, and benefits -- for public display.
- placed decision-making process job aid cards in all meeting rooms.
- allowed meeting notes to be placed in the company’s document management system and made available for widespread review.

Evaluation of the training returned positive results. Participants liked the training, but reported a preference for the Both Sides exercise over the cases. They enjoyed the discussions around dichotomies presented in the Both Sides exercise. In early sessions, dichotomies were presented to participants, but soon, the delivery technique was changed to allow participants to determine their own list of dichotomies. The participant-generated lists were similar from class to class, and participants reported greater confidence that discussions were applicable to their working environments when they determined the list.

Participants reported liking the Trolley Problem. The most favorable aspect reported was the rich discussion that followed each time a new characteristic of the situation was revealed. Nearly all felt uncomfortable making someone-must-die decisions. Some thought there was insufficient detail about the problem for making valid decisions. Several were uncomfortable with the violent nature of the case study options (e.g., throwing someone to his death).

The review of the original case involving the drug company was liked the least, but the activity resulted in the greatest behavioral change. Many participants reported feeling that the exercise was a setup meant to show how little they knew about systematic methods for dealing with ethical decision-making, and articulated the desire to not express their lack of understanding in front of direct reports. Through the task of revising recommendations for the drug company case study within work teams, participants reported the greatest increase in awareness about how to avoid an unethical decision-making situation. After managers met with their direct reports, the direct reports (who did not attend the training) clearly expressed the importance of using systematic methods for making ethical decisions.

While no pre-test was given, participants’ knowledge of the methods discussed in the class (dealing with ethical decision-making) was tested. Learning objectives were not discussed with participants. However, it was easy to determine that as a result of their participation in the learning activities, participants were better able to demonstrate empathic methods of ethical decision-making, evaluate individual needs vs. group needs, document decision-making methods, gather input from a wide range of individuals before making decisions, and use transparent methods of decision-making.

As a result of the training, participants reported they were more likely to include a wider range of input before making decisions, use open meeting formats with their teams, distribute meeting notes to a wider range of people, and create and share documents describing how decisions were made.

The company never associated the product recall with a specific unethical decision. By framing the recall as an opportunity for reducing the risk of unethical decision-making and by having management participate in training, the company sent a strong message that ethical decision-making was an important corporate value.

About the author

Tim Gustafson was the instructional designer and one of the facilitators on this project. He is an independent training consultant with expertise in designing, developing, and implementing effective performance improvement programs. He can be reached at timgustafson@aol.com.
Games, Simulations, and the Ugly Duckling
An Interview with Pierre Corbeil
by Brian Remer

Pierre Corbeil is a game designer, researcher, and player as well as a long time NASAGA member. In this interview, he shares a preview of some of his remarks as a keynote speaker at NASAGA’s upcoming conference in Indianapolis this October.

Brian Remer: How did you get started using games and simulations for educational purposes? How has your involvement with games evolved over the years?

Pierre Corbeil: My first attempt at using a game was in 1972, when I tried to work the SPI game Dark Ages into a game on medieval history. The students were wary of change, as students always are, and the experiment did not go well. However, this was a first step to discovering the important fact that participants must be familiar with a game if they are going to use it for learning. I have been playing games since I was a child, with basic games like chess and primitive battle games. I remember one with little lead battleships and a little lead cannon, but I do not remember its name. I have played dozens of games, with favorites like Civilization and Kingmaker. My game universe expanded to intercultural games and games on entrepreneurship (not exactly business games) and naturally enough I play the computer games which are often easy-to-manage versions of the first games.

Brian Remer: What were some of the benefits of being in NASAGA in its early days? What benefits do you derive from membership today?

Pierre Corbeil: I only joined NASAGA in 1985. The main benefit is what I call the Ugly Duckling experience, that is, discovering that one is not alone. I have also benefited from the possibility of publishing in Simulation & Gaming (an international journal of theory, practice and research published by Sage Periodicals Press), which has lead me to game reviews, editing game reviews and editing ready-to-use games. Without a publishing outlet, there is little point to writing articles. Since I was not in a university, the association and the publication were of no small matter towards promotion and such.

BR: How has NASAGA changed over the years in terms of its focus and the issues people are addressing?

PC: The war gamers left and then the social science gamers left, and I am not sure that the people remaining are gamers at all. A few years ago, in Montréal [at the NASA-GA Conference], I had the opportunity to ask participants what games they played. The answer seems to have been, not much, which is very discouraging. Military history is a hard science among the social sciences, and the absence of the war gamers seems to have led to a loss of rigor. This sounds like a pessimist talking and it is.

BR: Through the years you’ve worked with war games a lot. Describe what those were like, who used them, and for what purposes.

PC: The war games I learned with were built on paper maps and cardboard pieces representing units, both combat and administrative. The best games are rigorously researched and the scale and value of the units are carefully worked out. A good war game lasts about four or five hours, though there are games that last over 300 hours. The game and its scenarios provide a laboratory to experiment with the variables that explain outcomes, the most important one being, of course, the decisions of the commander. The military use war games for training, and also for analysis. The new computer games are very much driven by the desire to push the frontiers of the variables studied. Historians can use them for counter-factual analysis. A majority of war gamers play for the experience.

BR: In what ways do you think the study and invention of games and simulations has impacted other fields such as business, education, or politics?
PC: The games are clearly marginal in any field, except possibly the aforementioned military. Their use upsets hierarchies, disturbs long-standing habits (such as rows of desks in a classroom or teachers talking at students), and suggests that the authorities do not have all the answers. Since the function of any organization is primarily to protect the status of the top decisioners, games are essentially unwelcome. There is evidence, however, that the opportunity to play games makes a difference for many individuals. The networks of war gamers in colleges and universities play the role of ancient guilds for those who are involved.

BR: From your own experience, which do you think tends to have a bigger impact, a game or a simulation? How do you account for that difference, if one exists? How would you describe the difference between a game and a simulation?

PC: A puzzle is a problem that has only one solution like a crossword.

A game is a competition with rules for moving and for winning, in which the participants are opponents. A game is not necessarily fun and is not necessarily about anything — baseball comes to mind here. One participates in a game for the opportunity of trying to win.

A game is not a puzzle since there are many ways of winning.

A simulation is a model of a system that exists in reality like a flight simulator. It is not a game as such, because there is no competition and no winning, and it is not a puzzle, since reality does not have only one solution.

A game can be a simulation of something, like the war games mentioned earlier, but of course most games are not.

I hope this ends the confusion between two terms that are not at all of the same family. I mean here that some concepts can be grouped until they have a common root, like hares, chipmunks, and beavers all go back to the family rodent. Simulations are another family altogether, the canine family of foxes, wolves, and dogs, for example. Comparing games and simulations is like comparing foxes and beavers. Capice?

BR: How has your own definition of games and simulations evolved over the course of your career?

PC: Games are games, and this has not changed (and cannot, when you think about it). I discovered games about a subject with war games, then, later, games that were about something else: trying to sell things to foreigners. The clarification between games and simulations that I just spelled out dates from about twenty years ago, and has been satisfactory and robust ever since.

BR: Of the games and simulations you’ve created or helped develop, which are you most proud of and why?

PC: I designed a giant Gettysburg battle game before one was actually published, and I like mine better. My game The Clan of the Riversong al-
lows participants to be both the actors in the history of a group and historians of the same group, but it has had little success, likely because it requires too much investment in time. An off-the-wall game called Balls and Ribbons, designed with the late Barbara Steinwachs, has disappeared into the maw of SIETAR. With those willing to invest the time, The Snowball Project has many surprises on hierarchies. My advice: do not set out to play games and design them if you are trying to get rich.

BR: What makes a really good game or simulation from your perspective?

PC: A complex situation in which the outcome is not decided until the very end, with many moves and opportunities for adapting to the situation and trying new tactics.

BR: What's the most serious mistake a game designer might make?

PC: Desperately trying to be fun.

BR: Who are the people who have inspired you and what did you learn from them?

PC: The SPI games, with which I explored the structure and possibilities of games. My co-experimenter, Dany Laveault, who used his psychological tools to put concepts into words. Martin Campion, whose game Masters and Slaves is an example of how a simple structure can be used to explore complex issues. I presume you do not want me to name negative examples?

BR: What aspects of designing or using games are you planning to explore? What’s the next big thing on your horizon?

PC: Card games, like Magic or certain Decision Game games. Cards can carry much information so that complex tactics are possible with a minimum of material. I have ideas for computer games, but it is difficult for an individual author to develop, and the actual direction of games, high graphics and low content, is not what I have in mind.

About the interviewer
Brian Remer is a designer of interactive strategies for training, facilitation, and performance improvement with The Firefly Group. He is a past present and board member of NASAGA and an editor of SIMAGES. He can be reached at brian@thefirefly.org.

Would you like to publish?

We are looking for:
- Articles
- Interviews
- Networking Ideas
- Book Reviews
- Resource Reviews
- Ready to Use Games/Techniques (complete delivery plans)
- Puzzles (with answer key for the next issue)

Submit your ideas for these, or other topics, to:
Brian Remer, brian@thefirefly.org,
Bill Wake, william.wake@acm.org, or
Judee Blohm, judeeblohm@msn.com
During the Spring of 2008, I had the opportunity to co-present a concurrent session on interactive training methods at two different local conferences.

American University’s Intercultural Management Institute’s annual conference in Washington, DC, has always included one session in its program on methodology. Over the years it has included sessions on intercultural games and activities – either a single game or technique presented and debriefed during the session or several interactive games and activities around a theme.

This year co-presenter Elizabeth Erickson and I presented a series of four activities in a session entitled Make It Stick: Interactive Learning in the Training Room. We began with an alternative method of doing introductions by using Thiagi’s Hello Game. Then using a question based on the conference theme, What is the most important issue in intercultural relations?, participants used the sorting and scoring exercise Thirty-five.

A technique called Each One Teach One was used to help participants learn more techniques. They were divided into seven small groups and each group read about and discussed a different technique. They then reassembled in groups where each group had a representative of each initial group. They shared the technique they had learned in the original group, providing the structure of seven more techniques to each other.

We closed by asking everyone to create a fact or fake statement about the session. Their statements were a sample review technique.

Our resources to the group included references to NASAGA and its website, as well as information on SIMAGES and the October conference in Indianapolis.

The second conference was an annual regional human resources conference. One of the conference organizers is a part of the CANOE trainers’ networking group (see SIMAGES Volume 9, Issue 1, 2008, pp.16) who had attended a program NASAGAn Chuck Needlman and I presented to them. Since human resources personnel frequently have to do presentations – and often of dry material – she thought many conference participants would be interested in a session on presentation skills. And she was right! We had to shoe-horn the last of over 30 participants into a small concurrent session room.

Chuck and I did a variation of the conference session described above, with topics refocused to address participant’s frame of reference. One different technique we used was a pre- and post true false test. This technique is useful for focusing participants on the topic at hand which often is quite different from where their minds’ are as they enter the room from other sessions or their place of work. It can also give a preview of what will be covered in the session and alerts participants to information they don’t know so they can listen for it. As a post test, it is a review and a chance to clarify any points.

For our session we created questions for this group based on the knowledge that few had prior training in giving presentations. Our focus was on getting them to understand some principles of adult education and how that helps them create and use participatory learning activities. A copy of the true false test we used with this conference group is at the end of this article.

The pre- and post true false test was a good technique for this group, as much of the content they present can be summarized in a test like this and it will help get their participants engaged before they have to listen. It is also a relatively easy activity for an inexperienced presenter to construct and use.

Resources for the conferees included...
outlines on how to use the techniques we demonstrated and resources on interactive training. Those resources included information on NASAGA, of course! As a result of the conference session, at least one conferee became a member of NASAGA and posted a question to the ediscussion within a month of the conference.

**About the author**

*Judee Blohm* is an independent consultant working in the Washington, DC area. She specializes in instructional design, writing and training for adults and children living and working in multicultural situations. She is one of the editors of *SIMAGES* and currently serves as chair of NASAGA’s board of directors.

**Sample pre-post test**

**Pre- and Post-Quiz**

Prior to the workshop, take a few minutes to answer these true-false questions. Use the first column after the question for a T or an F.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Pre-workshop</th>
<th>Post-workshop</th>
<th>Group (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adults learn best from lectures.</td>
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<tr>
<td>2. Adults have long attention spans so a 45-minute lecture is fine for them.</td>
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<td>3. Generally adults like activities where they can contribute their experience on the topic.</td>
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<td>4. There are unlimited ways to present any topic.</td>
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<td>5. From a presenter standpoint, it is easier to lecture than create some other type of learning activity.</td>
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<td>6. If you like a specific activity, you can use it successfully with any content.</td>
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<td>7. You should give a lecture if you are not a professional trainer.</td>
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<td>8. As the representative of your unit, you know more on the topic than any of your session participants.</td>
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<td>9. Participant discussions are just “sharing their ignorance.”</td>
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<td>10. It is reasonable to assume that generally participants know what they need to learn.</td>
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<td>11. Lectures are the best way to ensure participants get all the essential facts.</td>
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<td>12. “Interactive lectures” is an oxymoron.</td>
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<td>13. It is OK to have a few different activities in an hour presentation.</td>
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<tr>
<td>14. Decisions about what are appropriate activities to use are best made by personal preference.</td>
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<tr>
<td>15. Most activity-based learning is pretty childish.</td>
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</table>
More than twenty-five years ago, I stumbled upon the power of stories. I was giving a fundraising presentation for a non-profit youth organization when I happened to tell about the life of a belligerent eighth grade boy and how important it was for him to be able to come to our center. A light flickered in the eyes of the audience and the atmosphere in the room seemed to clear. Suddenly we were all connected.

Since then I have learned that stories can be so much more than a way to get attention or transfer information. And, with Stephen Denning’s book, *The Secret Language of Leadership*, I have added several layers of complexity and value to my understanding of how and when to use stories for teaching and persuading.

Denning takes a broad view of what a story can be. He does not stick to a traditional definition of a story having a protagonist who works through a problem to end with a moral or lesson. Instead, Denning includes all types of narrative – especially the informal and often very short stories we tell on a daily basis around the water cooler or the copy machine.

The book begins with a description of the ten mistakes transformational leaders make when trying to convey an important idea for change. These include such goofs as an unclear, uninspiring goal, incongruent body language, and misreading the audience. These mistakes are worse when combined with what Denning calls the traditional approach to communication. That approach takes a simple format:

**Define the problem >> Analyze the problem >> Recommend a solution**

This formula, he says, is sure to result in an audience with glazed eyes, or worse. Yet it is a logical approach we have been conditioned to value.

Denning’s solution is to tap into the emotions and intuition of the audience. His formula puts tradition on its head:

**Get attention >> Stimulate desire >> Reinforce with reason**

He spends much of the book describing how stories can be used to fuel this alternative process of persuasion. A few stories from politics and business are told and referenced throughout the book. They become archetypes that illustrate what the author calls the key enablers and key steps for transformational stories.

Denning’s theories make sense and many readers will make connections to other books about persuasive communication such as *Made to Stick* by Chip and Dan Heath. However, I would have found the book more helpful if there were shorter stories and more of them to help me connect the techniques of storytelling to my own situation.

The author includes an extensive case study about how he led a change management initiative at the World Bank. In that example, Denning wanted the bank to “exploit the treasure house” of ideas and experiences it was accumulating through its global efforts. The stories used to “sell” the change initiative are annotated with references to Denning’s storytelling theory. It’s a helpful example of the importance of stories in motivating people to imagine an alternative vision of their shared future.

To teach others about how to tell transformational stories, the book includes templates for several types of persuasive stories. Giving readers this simple framework is a good reference but it is missing concrete examples. One or two short stories to illustrate each template would have gone a long way to encourage readers to do some experimental storytelling of their own.
Throughout the book, Denning talks about narrative intelligence. He makes the point that, like other types of intelligence, we can practice and fine tune our ability to convey meaning, inspire, and lead change through storytelling. The book ends with a Narrative Intelligence Quiz so that readers can assess their own storytelling talents. After reading the book, I found the “correct” answers to the true-false questions to be obvious. As a result, the quiz served as a better review of what narrative intelligence is than an assessment of my narrative abilities.

SIMAGES readers will find that The Secret Language of Leadership dovetails with many of the reasons they use games to teach. Both stories and games use the same strategy: get attention, stimulate desire, reinforce with reason. With that, a read of Denning’s book will give most gamers the impulse to examine their training games and simulations to insure they are taking full advantage of the powerful nature of stories.


About the Reviewer
Brian Remer is a designer of interactive strategies for training, facilitation, and performance improvement with The Firefly Group. He is a past present and board member of NASAGA and an editor of SIMAGES. He can be reached at brian@thefirefly.org.

SIMAGES Editorial Guidelines

SIMAGES is NASAGA’s online newsletter. The purpose of SIMAGES is to provide news of the organization and its conferences, and resources and information about the uses of games and simulations. It is published three times a year by a three-person editorial board.

Each issue contains the following types of materials*:
• Articles–maximum 2000 words
• Interviews–maximum 1500 words; should be of a person who uses or creates interactive training
• Book reviews–maximum 1000 words
• Reviews of interactive training materials–maximum 700 words; may not be submitted by creator or publisher of the materials
• Ready-to-use training activities, games, simulations–approximately 1000 words of text plus all necessary handouts; written as session plan with objectives, time, materials, audience, step-by-step instruction and debriefing
• Puzzles or games–description of type, puzzle or game to solve, with answer key for following issue; if possible, use NASAGA-related content in the puzzle or game

* Materials submitted should minimize personal promotion or the promotion of one’s products.

Materials used in SIMAGES may contain your copyright. In any case, you may publish your materials in other media as well as in SIMAGES.

Documents should be submitted in Word, pictures and graphics as jpeg.

Author must submit a 3-5 line description of where they work and what they do, and a contact email address or phone number. This will be published with the submission.

Submissions are subject to review and acceptance of the editorial board. If accepted, they may require revisions in terms of format, content clarification and length, and the board may edit the submission.

Current editorial board:
Judee Blohm, judeeblohm@msn.com
Brian Remer, brian@thefirefly.org
William Wake, william.wake@acm.org
Games/ Techniques

On The Spot: A Review Game
By Tracy Tagliati

Tracy Tagliati will be a presenter at the October conference. One of her sessions is Crafting Clever Closers. -Editors

Your session’s almost ending. Before your participants pack up all their stuff and say their goodbyes, remember to send them out the door on a high note with an energizing closing activity.

If you are looking for something tried and true, but with a new twist, consider using the On the Spot review game. Like other variations of this game, this version provides an opportunity for the participants to appreciate just how brilliant they have become after attending the training session. Just as important, it gives the participants the time to reconnect with each other and with the topic one more time so they leave upbeat, motivated, and excited to implement what they have learned.

Objectives
1. To review the content of the session.
2. To interact with other participants in the session.

Materials
Prepared index cards
Low adhesive colored dot labels
Pens or pencils

Participants
Minimum: 5
Maximum: Any number

Time
20-30 minutes

Preparation
1. Make a list of the key words that are most important to the training topic – enough words so each participant will get one.
2. Scramble the letters in each word, so “process” becomes “scopers” for example.
3. Write the letters of a scrambled word on the blank side of each index card, letters spaced apart. Tip: Consider using alphabet rubber stamps. They provide a uniform size and appearance. (see example on next page)
4. Cover each letter with a round colored dot. Tip: Low-adhesive 1/4 inch colored dots found in office supply stores work well.
Description

A. Individual review and reflect
   1. Ask the participants take 5 minutes to reflect on what they have learned during the session.
   2. Distribute an index card to each participant and ask him/her to write a review question related to the content presented on the lined side of the index card.

B. Time to Play
   1. Explain how they will play.
      a. They will move about the room and pair up with someone.
      b. One will read their review question to the other. If the participant answers correctly, s/he may reveal one of the letters on the front side of her/his card by pulling off a colored dot. If the answer is incorrect, the first player should give the correct answer.
      c. Then they switch roles with the other participant asking the question.
      d. Once they have both had a turn, they will find new partners and continue playing until they have removed all the spots from their cards.
      e. When all the spots are revealed, they should unscramble the word and shout it out.
   2. Ask participants to stand and begin finding partners.
   3. When all scrambled words have been revealed, the game is over.

C. Follow-up
   Ask questions to help the participants gain more from the activity. Here are some suggestions:
   - What was significant about the word revealed on the front of your card?
   - Of all the words revealed, which is the most meaningful to you? (You may ask each person to read off their word first.)
   - What was the most challenging question?
   - What question would you still like to ask?
   - What question would you still like answered?

About the submitter

Tracy Tagliati, CPLP, has led a nomadic life. Born in Mildenhall Hall, England, she grew up – as a military brat – in Europe, Japan, and throughout the United States. Settling in Los Angeles, California, she founded TNT, an organization that specializes in activities-based training for corporate clients. She has also worked in sales and training for several corporations. She is active in ASTD (both at the national and the local chapter level) as well as NASAGA. Contact her at 805 494-0498 or tracy.tagliati@gmail.com.
Drop-letter Puzzle: Indy Conference

By Bill Wake

To solve this puzzle, rearrange the letters from the upper part into the squares below. (For example, the standalone W can just move down. The letter after it must be C, H, or I, but C seems very unlikely.)

The answer will appear in the next issue of SIMAGES.

How to create drop-letter puzzles

I don’t know the official name for this puzzle or who created it. But I do know that a spreadsheet is an easy tool to help you create one.

1. Figure out the answer to your puzzle. Let’s use “TWO DICE”.

2. Put the letters one per cell, going across:

   \[
   \begin{array}{lllll}
   T & W & O & D & I & C & E \\
   \end{array}
   \]

3. Decide how many rows you want; fewer is easier. Three or four is typical. Divide up your text into that many rows. Don’t worry about splitting on exact word boundaries. Put some blanks at the end if you need to make things come out even.

   \[
   \begin{array}{llll}
   T & W & O \\
   D & I & C & E \\
   \end{array}
   \]
5. Make a copy of your whole grid and stack it on top:

<table>
<thead>
<tr>
<th>T</th>
<th>W</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>I</td>
<td>C</td>
</tr>
<tr>
<td>T</td>
<td>W</td>
<td>O</td>
</tr>
<tr>
<td>D</td>
<td>I</td>
<td>C</td>
</tr>
</tbody>
</table>

6. In the bottom copy, convert any spaces to a black square, and delete any letters. Leave punctuation where it is. (For a harder puzzle, you can delete the punctuation, too.)

<table>
<thead>
<tr>
<th>T</th>
<th>W</th>
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<tbody>
<tr>
<td>D</td>
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7. Within each column, rearrange the letters. It’s fine to just alphabetize them vertically; or you could put them in random order, if you want. If there are spaces or punctuation move them to the top of the column and then delete them.

<table>
<thead>
<tr>
<th>D</th>
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8. Format everything. It looks nice with bordered cells in the bottom, and a “tube” in the top:

<table>
<thead>
<tr>
<th>D</th>
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Answer to last issues’ challenge: create a magic square starting with the number 7.

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