Editorial Board
Judee Blohm, Brian Remer

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Change, Change, Change!

By Dave Piltz

C

hange, change, change. We’ve heard that word (or presented on the topic) many, many times. As trainers (no matter how interactive we are), we love to pontificate on the topics we train. Change theory tells us that change is a process not an event and that process may take four or five years to complete. We all know that to measure if a change occurred, you need to compare the culture of today with the culture of four years ago -- if there is a difference then change happened. From my experience, viewing change as a process is not natural - we tend to be preconditioned to view change as an event. If you think about it, changes in life are described and viewed as events, right? Birthdays, anniversaries, seasons, graduations, reunions, and so on are all events. We tend not to take time to think about the changes we experienced over a year from our last birthday to this one. But changing ages didn’t happen all at once - it took an entire year!

NASAGA ‘09 - ‘10 is no different. As an organization we are at the beginning, in the middle, and at the end (all at the same time) of change. The process has begun and will not end for several years. What is changing for NASAGA? Just about anything you can think of from how the board functions, to engaging volunteers, to current website vs. Ning sites, to creating collaborations, to .......

Being part of the NASAGA board for my third year, I have had the privilege to work under and with Judee Blohm who held the chair position for two years non stop. During that time Judee had the foresight to challenge the board and the organization to become stronger, more efficient, more agile, and meet more of the professional development needs of our members. I think you will agree with me that Judee’s work has accomplished many things including the success of our last conference under the leadership of Chuck Needlman.

The ‘09 - ‘10 year will be another year of change as the process unfolds. Many times ambiguity may exist for members, volunteers, and board members. NASAGA is being reshaped and refined as we speak. It’s up to all of us to help make that process the best it can be. Are you ready? If you are not connected but want to be there are opportunities to help in the areas of

- Publications (online newsletter SIMAGES, new NASAGA Activity Book with Wiley publishers)
- Public relations (NASAGA in general, conference)
- Technology (website, e-commerce/AV-podcast/video)
- Face-to-face local networking (meetings, events)
- Social network presence/membership (Facebook, Twitter, RSS)
- Conference (2010 in Vancouver, 2011 site yet undetermined)

This year is a chance for all of us to be part of the process to make NASAGA the premier professional association for gaming and simulations in learning. Will you be a part of the process? Feel free to share your ideas with me at chair@nasaga.com.

Dave Piltz
2009-2010 NASAGA Board

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The board expresses its appreciation to the following members who left the board during the past year:  
Sivasailam “Thiagi” Thiagarajan, David Gouthro, and Richard van Eck.
With 151 participants over a four-day fun-filled learning forum who were from a multitude of countries, including South Africa, Poland, Germany, Australia, Canada and the United States – YES, THE CONFERENCE WAS A RESOUNDING SUCCESS! The theme Laughter, Liberty and the Pursuit of Learning set the tone from the beginning of the pre-conference where we had 100 participants in four day-long workshops through the dynamic EXPO, fabulous sessions and the capstone banquet with a very funny improv skit. You could hear the laughter in the Presidential Hall during breaks where participants where hanging out, talking and laughing, and sharing stories from previous conferences and what their takeaways were from the workshops and sessions they were attending. Pursuit of learning was the purpose and laughter and liberty were the means for a successful conference, thanks to a great conference committee and terrific participants. I expect to see you all in Vancouver where we can do it all over again. Thanks!
Conferences, continued

What To Expect From NASAGA If You’re New Like Me
By Jesse Laird

To be clear, from the outset I had no idea what to expect from NASAGA. I may as well have been landing in the DoubleTree parking lot aboard a flying saucer. All I knew was that someone I respected immensely told me I needed to be there. I am glad I listened.

A pre-conference workshop on Game Design, led by Brain Remer, Tracy Tagliati and Raja Thiagarajan, was expertly facilitated, imaginative and genuinely fun. I learned several new games before lunch and several games after. Now I know that next year, when I present the game I developed at the conference this year, I can expect to learn, laugh and meet new people.

My motivation in coming to the conference was to spend a little time with my mentor, Richard Powers, and meet more people interested in games and simulations. Mission accomplished: I got to know more than a dozen people who shared similar interests and professional goals. In retrospect, the sheer variety of people at the conference made this inevitable. I met people working in the nuclear power industry, disaster management, corporate training, psychology, consulting and academia. I met a librarian that broke all the stereotypes of that profession.

There were a variety of interesting sessions. I had been re-reading Albert Camus on the plane from Portland, so I was naturally drawn to Rich McLaughlin’s session titled, “Experiencing Freedom and Accountability.” We had a provocative discussion following a classic game. Richard Powers delivered a high quality experience, as usual, with his session on Unfair Games. Thiagi drew such a crowd to his Jolts session we spilled out into the hallway.

The Game Design Certificate program offered as part of the conference logically required participants to create a game as they worked their way through the conference. The game I created by myself was okay to begin with. However, on the last day of the conference I ran the idea by a table full of like-minded people. Within fifteen minutes the game had been improved so dramatically I thought to myself, “Wow! I may have something here!”

As a 2009 conference scholarship recipient, I thank you. I intend to repay the favor by presenting at the next NASAGA conference in Vancouver, B.C. in 2010. I have also talked a friend into coming with me, and because the conference is close to home, we will not need a spaceship to get there. See you next year!

Changing Websites

Nasaga’s history is one of open sharing and collaboration. In support of that goal, NASAGA will be moving web platforms from its current one to a Ning site on March 1, 2010. The Ning site is up and running at http://nasaga.ning.com/

Join in the exciting discussions and help build the best online experience ever!

SIGN ON TODAY!
Scholarship Winners Reflect on Their Experiences

**Melissa Morales**

Presenting and being able to attend the many sessions was a treat! It was wonderful to get feedback from experienced game designers and educators on the game we presented. The tips from the sessions I attended were fun, engaging, and easy to adapt into my work. Because my focus is in developing online educational resources, the sessions on designing games, activities and simulations and learning more about game design principles made me consider another way to view the development process. I thoroughly enjoyed the presentations that touched on the concepts to captivate players and keep them engaged in the game, as well as incorporating jolts and using videos and images in storytelling. My take away is to figure out a way to translate the simulations/games concepts presented to us for use in group settings into online versions.... It’s a good challenge for me to find different ways to deliver online content.

Additionally, having a number of other staff members from the same agency attend was an added benefit. It was difficult to decide which of the many interesting sessions to attend, so we split off to different sessions and met up later to swap notes. It was great!

Thank you for organizing an inspiring and fun conference!

**Christina Hyde**

I walked away from the NASAGA Conference with numerous games, ideas, and a whole lot of inspiration. Marla’s session reminded me laugh is contagious and is good for the bottom line. Josh’s workshop challenged me to think about the kinds of questions I ask and what these questions say about who I am as a person. His hand-held video camera was pretty cool, too; I’ve added one to my Christmas wish list. Playing Wi$eMoney on game night inspired me to invest in a Suzie Orman book on financial literacy. Thiagi kept me laughing and smiling throughout the facilitator’s workshop and various sessions while keeping his mouth shut (most of the time). Julia reminded me how powerful images can be when revealing your stories. The Peace Corps gang had me considering what it would be like if I signed up for a 2-year stint. Sandy inspired me to speak my truth again in her workshop on creating a space for the soul. With all these experiences and a facilitation certificate, I’m ready to take on the training world!

Bigger than any specific session or reception was the warmth, openness, and genuine connections I made with people at the conference. Qualities like these are found in people who live life to the fullest and make an effort to see the potential in the people and projects around them. I’m inspired to finish the haiku I began in Julia’s session about my experience at NASAGA:

Laughter, games, and fun
NASAGA inspires all
Play, learn, reflection

Thank you again to all who made it possible for me to attend the NASAGA conference this year. I am incredibly grateful for the opportunity.

**Shannon Mason**

It has been three weeks since the NASAGA 2009 conference and just this week alone I have received an email or Facebook message from 11 NASAGA attendees. I say this because it is important to realize and share that what happens at NASAGA is far beyond networking--I made friends, friends who happen to enjoy playing games, sharing music, sharing jokes, and occasionally sharing some professional advice. For someone who is still in that odd young adult stage of life where you are trying to find a balance between the kid that you still want to be and the responsible adult that you think you’re supposed to be, this was a wonderful--I dare say life changing--opportunity. That being said I’d like to share with you the top 10 things I learned at NASAGA:

1. It is ok to play games and be silly; in fact it’s better than being serious and exceedingly professional.
2. You really can make a living doing something you love--playing, teaching and making games!

3. There even are names for such things: instructional design, game designer, interactive learning coordinator....

4. Brilliant and exciting people can be “excessively happy,” or a bit misanthropic, as long as they still know how to enjoy fun!

5. Repeating Sivasailam Thiagarajan out loud before speaking is a tremendous mental and vocal warm up.

6. Caution should be taken when performing the above as passersby tend to think you are hexing them.

7. Being successful doesn’t require you to hide your inner-child; you’re much more endearing when you don’t.

8. Marketing yourself is not about your ability to eloquently list off all of your many qualifications and accomplishments, but rather to grab your listener’s attention and tell them how you can make their life better. This is also a great way to make friends and genuinely learn about and show interest in others.

9. There are many, many people in this world who are amazingly talented, have awesome ideas, are from all different backgrounds and have many valuable approaches, ideas, and insights....and they love interactive learning!

10. I’m going to Vancouver next year!

So, to summarize my experience at NASAGA as a whole I will quote one of my brilliant teacher’s games and say, “It opened my eyes, turned me around completely, and touched my heart.” I’m very grateful to have had the opportunity to attend and I can’t wait for next year!

**Note:** Jessie Laird was also a scholarship winner. His reflections can be found on page 4)
Rising Star Award

By Marla Allen

The Rising Star Award is presented to a first-time presenter at a NASAGA Conference. The winner for 2009 was Scott Nicholson. Marla Allen interviewed Scott.

Marla: What was your motivation to attend the 2009 NASAGA Conference?
Scott: I was at the Serious Games conference in 2008 at Michigan State University and was presenting about libraries using recreational games in serious ways. One of the attendees told me about NASAGA and felt that I would be a good fit with the group. I then joined up with Greg Koeser and we developed a presentation that tapped into both my board game and teaching interests.

Marla: What was your overall experience attending the 2009 NASAGA Conference?
Scott: The most satisfying realization I had was that I was surrounded by people who felt it was acceptable to use games and have fun as a way of teaching and training. In most of my other academic settings, I spend considerable effort justifying why it is acceptable to seriously consider games as a useful tool. Even after this justification, there still is considerable concern about gaming research being perceived as trivial and opportunitistic.

The attitude at NASAGA that games are an appropriate, and even expected, way to teach was very refreshing. There was no justification presented about why gaming is important to consider; it was part of the accepted canon for attendees, so we could move past concern and focus on how to better use games. Once I got into the sessions, I realized that I was surrounded by people who understood the power of games and had all taken that understanding and used it in their own lives and pursuits in very different ways, just like I have always done. In this group, I did not stand out out in my views of the underlying nature of games in all that we do; the people at NASAGA embodied this underlying belief.

The big a-ha that I am taking back to my day job as a library educator is the importance of creating experiential and engaging training activities for library patrons. Librarians do teach on a regular basis, but many treat the classroom like a college classroom, giving a lecture with the same well-worn examples and having patrons follow along as they click through databases. As a professor preparing these future librarians, I now realize I have not done a good job in preparing students to do anything other than to mirror the way that I taught them in their graduate-level courses. Now that I have learned more about the role and importance of training I plan to change how I prepare students for their future as librarians and help them think more about interactive training and less about lecture-based pedagogy.

Marla: How did you feel when you won the Rising Star award at the 41st Annual NASAGA Conference, Laughter, Liberty, and the Pursuit of Learning?
Scott: Earlier in the evening, I was mentioning how I was surprised to find that NASAGA was a very strong match for my various backgrounds. My research on how libraries use recreational games in serious ways fits in quite well with the types of things explored at the conference. As an instructor, I’ve been teaching online for some time now and have pursued different models of online education, and give presentations and talks about distance education. My primary hobby is playing board games and I’m a published game designer. I was surprised how NASAGA sat at the intersection of the things that I have focused on during my life and career, so I found it very easy to get engaged with members of the organization; something that I had never done. I crossed paths with each person I was talking with. Some people were working with distance education, others liked to use or create board games, and there were even a few librarians in the mix. I was certainly surprised when I won the award (as I didn’t even know it existed), but upon reflection, it really cemented what I have been suspecting; NASAGA is a good place for me to call home!

About the author
Marla Allen is the Chief Engergizer Officer and Director of SUCCESS for her own company, Marla Allen & Team, LLC. She is a long-time NASAGA member, serving for the second time on the board. She is vice chair of the board of directors for 2009-2010. She can be reached at marlaallen@aol.com.
TIME: The present.

LOCALE: Heaven.

SCENE: Don Ifill and Gennie Raynolds take a breather after 14 years of facilitating games and activities among the residents of Heaven.

DON: Boy, time sure does fly when you’re having fun! I just looked in on what our old friends are up to down there. More than 150 attended a great conference in Washington, DC. Did you know those crazy NASAGAn’s give an annual award they named for us?

GENNIE: Now why would they want to do a fool thing like that?

DON: It’s a memorial award because they remember our work. The award recognizes “…outstanding contributions to simulation gaming.” Every year they honor a NASAGA member who is designing and using games like we do.

GENNIE: You mean with “joy and serious purpose?”

DON: Hey, you already know all about it!

GENNIE: Catch up, sweetheart! While you were playing BAFA BAFA with the Pakistanis back in 2001, I looked in on Garry Shirts getting the Ifill/Raynolds Award at the Bloomington conference. Sandy Fowler was part of the team that developed BAFA BAFA with Gary and she won in 1998.

DON: Great folks and a great game. Okay, bring me up to date! Spare me no detail!

GENNIE: Well, the award is given for the way the recipient’s work “… respect(s) and make(s) use of the power and spiritual richness within practical settings.”

DON: What does that mean?

GENNIE: If you’ll quit playing with your Nintendo and listen, I’ll tell you, silly. It means that the recipient’s work in games and simulations should help solve real world problems. For instance Allen Feldt, the 2003 winner, developed a Community Land Use Game. And with Chris Saeger’s simulations Red Cross volunteers can practice disaster management skills. He won the award in 2004. Barbara Steinwachs, the winner in 2000, was known for her simulation games for adult experiential learning.

DON: Very practical. I’d have nominated those three myself!

GENNIE: The recipients’ whole body of work is honored with the Ifill/Raynolds. The first criterion is that their work must “foster a sense of community among those who interact with it.”

DON: You mean like Thiagi’s game, BARNGA? I love that game! I think they should give him the award.

GENNIE: They did—in 1999. You also love THE DRINKING GAME and SEX ON THE BEACH.

DON: Let me guess: from another award winner?

GENNIE: Right. Those are Chuck Petranek’s games and he got the very first award in 1996. In 1997 it was Richard Powers. Remember VISIT TO AN ALIEN PLANET? That’s one of Richard’s many games.

DON: Wonderful! Excellent choices! Okay, what else?

GENNIE: Well, the work should “deepen understanding of a cultural, organizational, and/or global common good as it provides for interaction with the situation(s) and/or system(s) being modeled.”

DON: You know, I think I got something like that in a book I read a few years back. Do they give awards for writing books?
GENNIE: They certainly do. We both read Bernie DeKoven’s The Well-Played Game. That book revolutionized physical education worldwide and Bernie was awarded the Ifill/Raynolds in 2006. The 2005 winner, Dennis Meadows wrote The Limits to Growth, which was one of the ten most important environmental texts of this century.

DON: Didn’t Mel Silberman write a book?

GENNIE: Yes, Mel wrote The Handbook of Experiential Learning and he was honored with the award in 2007.

DON: NASAGAn’s have a nasty habit of writing books, don’t they?

GENNIE: Our award winners may know a lot but they’re all driven to help others learn. For example, the 2008 recipient was recognized for his work in war-gaming, historical games, intercultural games and games about entrepreneurship.

DON: Umm, let me think . . . must have been Pierre Corbeil.

GENNIE: So you have been paying attention. This year’s winner is also an intercultural specialist, which is one of the award’s main criteria. Their work must “enable active, positive listening by participants to themselves and/or those different from themselves, enhancing their understanding of themselves and others.”

DON: Okay, the suspense is killing me, if you’ll pardon the expression. Who won the award this year?

GENNIE: Someone whose work meets all those criteria and she’s a superb Facilitator, an inventive Game Designer, an excellent Educator/Trainer as well as a Writer.

DON: Wow! The only one I know who fits that description is Judee . . .

GENNIE: Right! Judee Blohm! Judee’s nomination was well deserved and a very popular choice with her colleagues. That was obvious from the standing ovation she got at the conference.

DON: Wouldn’t she be pleased to know how often we play MARKHALL up here?

GENNIE: Even better, she’d get a kick out of knowing that after we played it, everyone agreed to make Heaven more intercultural. There’s no better example of “changing a group’s climate and spirit while building a deeper understanding of its purpose” than Heaven’s name change.

DON: Yes, but I bet it’ll take a while for the new name to catch on. We may have raised everyone’s intercultural awareness around here but “HEAVEN” is still easier to say than “Holding Everyone’s Afterlife Vision, Even Nasagan’s!”

GENNIE: Don’t worry. If our inter-dimensional communication skills aren’t too rusty, next year’s Ifill/Raynolds winner will be suddenly inspired to create a game that makes difficult names easy to remember!

DON: Sounds good. Let’s get to work on that. So . . . who’s it going to be?

Judee Blohm (far left) receives Ifill-Raynolds Award from four former winners: Thiagi, Sandy Fowler, Chuck Petranek, and Richard Powers

About the Author
Jan Sage is a freelance instructional designer currently working with Message Makers of Lansing, MI. She has a background in theater (MFA), music (MM) and media production. She is working on an Indiana University IST certification and joined NASAGA in 2008, attending the Indiana and DC conferences. She can be reached at sagejan@gmail.com.
Let the games go on!

The North American Simulation and Gaming Association (NASAGA) will host its next conference in Vancouver, British Columbia.

October 13-16, 2010

Metropolitan Hotel Vancouver
www.metropolitan.com/vanc

Expand your knowledge and hone your skills!
So come on down, try your luck, and win, win, win!

Your host,
Dave Matte

For more information email registration@nasaga.org
www.nasaga.org

Photo courtesy of Tourism Vancouver • www.tourismvancouver.com
The Strike Fighter Negotiation Game: Winner of the First Annual NASAGA/HRDQ Game Design Competition

By Liliane Lessard

“What new challenge or service could we offer to our NASAGA members?” is a question that arises regularly at NASAGA board meetings and at conference planning committees. The answer in 2009 came in the form of a game design competition co-sponsored by NASAGA and HRDQ. The rules were created and posted on NASAGA’s website, information was sent out to our members and other games and simulations organizations, four games were submitted (one from Canada, two from the US, and one from Poland), and a new tradition had begun!

The Strike Fighter Negotiation Game, presented by Nel Berezowska and Joanna Średnicka of the Pracownia Gier Szkoleniowych consulting group (www.pracownia.edu.pl/) in Warsaw, Poland, was our first ever winner. The game “is a realistic, highly engaging simulation that delivers relevant learning through stimulating and challenging game play,” said Chris Saeger, one of NASAGA’s game competition judges, who presented the award. “It is sophisticated in its underlying design, but easy-use,” added Brian Remer, a second NASAGA judge. In summary, “Strike Fighter is a very well done game.” See article on HRDQ’s website at www.hrdqstore.com/, click “partners” tab at bottom of page.

Discovering games and simulations
The Pracownia Gier Szkoleniowych was founded by four individuals – Nel Berezowska, Joanna Średnicka, Jagoda Gandziarowska and Filip Tomaszewski – all passionate about games and simulations, which they discovered as students or when performing professional activities. When the idea to establish a company specializing in games and simulations occurred, this training tool was not commonly known and used in Poland. The first simulation was created for a non-government organization as part of the educational United Nations Development Program (UNDP) projects.

After this first success, they were on a quest for inspirations and places where they could develop their skills and knowledge. This is how they discovered and joined the International Simulations and Gaming Association (ISAGA www.isaga.info). They met Vincent Peters, game master and president of ISAGA, who took them on as part of his team during the ISAGA summer school in Dornbirn, Austria. They started to attend annual ISAGA conferences and summer schools, where they were introduced to other mentors – Ivo Wenzler, Jan Klabbers and Dick Teach. They benefited from their experience and bought several simulations, among others The New Commons Game designed by Richard Powers, which they have been using for several years. (They were thrilled to meet Richard personally at the 2009 NASAGA Conference in Washington, DC. They loved the 2008 conference so much they came back for more!).

Great experiences lead to great companies
Learning from the pros, cooperating with the UN, and being part of ISAGA were powerful learning experiences which led the four game enthusiasts to start their own company in 2004. Since then, they have contributed to the design and development of eight serious yet playful simulations, lasting from a few hours to two full days, and experiential learning is at the basis of their programs and every day facilitation activities.

The story behind Strike Fighter
Strike Fighter was the first game officially produced by the Pracownia Gier Szkoleniowych consulting group. The need was identified by Witold Rychłowski, trainer
and negotiator. He wanted participants to experience and conclude how important it is to prepare for negotiations: this was and has remained the key purpose of the game, while other possible applications have since been discovered.

In ensuing working sessions, the team started thinking about other possible learning points, searching for the best metaphor, defining a plot, and outlining the scenario which is based on real negotiations between US armed forces that took place in the 1990s and are described in W. Chan Kim’s bestseller *Blue Ocean Strategy*. It took the group a few months to complete the process. Five tests were conducted with different groups before the designing phase was deemed complete.

**What’s the game all about?**

Strike Fighter reflects different aspects of every day business and organizational reality and, as, such targets different audiences, be they managers from different levels, employees from different departments (within and between departments), or simply a group of individuals who need to negotiate or cooperate when using the same resources.

The structure of the game is fairly straightforward: the roles are similar, the scoring system works well (all three parties of the negotiation have equal starting points), as does the military metaphor.

Participants quickly become engaged in the activity and testify that experiencing the game helps them develop or enhance their negotiation skills - prepare, negotiate, close; communication skills; and management skills - facilitating difficult meetings and resolving conflict situations.

The game lasts approximately three to four hours, including the instructions, preparation, negotiation, and debriefing where application in real life is discussed.

The game components for the participants consist of role descriptions, contract forms for each of the three parties represented in the game card sets, airplane catalogues and additional forms and scorecards. The facilitator has access to a well designed and detailed guide book as well as a PowerPoint presentation.

**Lessons learned along the way?**

Joanna shares her greatest frustration with their company’s first official game. At the initial tryout, they used the preliminary version which they liked a lot and thought brilliant, yet the players just did not know what was going on. It simply didn’t work: no dynamics, no emotions, no fun, no learning. They feared it might be a total disaster but as good designers, they went back to the drawing board, rethought the concept, invented new components, and reduced the complexity. It took them some time to identify the elements that didn’t work but they did indeed.

Joanna reminds us that the point to always remember during the designing process, is the purpose, i.e., the raison d’être of the game. Designers should not panic if modifications are required; even complete changes should be seen as learning opportunities.

**Was submitting to the game competition worth the effort?**

Yes, say Joanna and Nel. They are very proud of Strike Fighter and quite pleased with the award. Joanna adds that they enjoyed preparing their submission package. “Truly speaking, we were sure we didn’t have any chance of winning. Nonetheless our goal was to see what we could improve, how people would react to our game, what they would like about it and like less, how our game compared to the other games submitted. That is why we decided to view the game competition as an opportunity to learn, like when one plays a card game and says, ‘I am just checking.’ And we were checking both, the competition yes, but mainly our game.”

“NASAGA members create a friendly environment, and,” says Joanna, “feedback received from friends is valuable.” Joanna advises other NASAGA members to never give up. “Even if you don’t win the first year, you might the next. The added value is that trying makes us weigh our work against other ideas and standards.”
Not only are Joanna and Nel willing to learn from others, but they indicated that if a NASAGA member developed a game and wanted to test it on someone, they would be keen to test it and provide feedback. That’s what’s nice about NASAGA members -- their willingness to share and help.

**Will you be submitting again?**

“Yes we might!” Joanna and Nel do have other games they have created or are planning on creating which they might consider submitting. The surprise, pride, and happiness they experienced when they learned that they were the NASAGA winners made this whole adventure a very satisfying experience worth repeating.

**Will the game be published?**

As stated in the first year competition rules, “HRDQ has the first option, for 12 months following the close of the competition, to publish any game submitted to the competition, subject to approval by the authors, under the terms of its standard publishing agreement.” Check the next issue of SIMAGES for the next chapter in the life of Strike Fighter.

*About the author*

Liliane Lessard is a senior consultant in the field of performance improvement, working out of Montreal, Quebec, Canada. She has been involved in all aspects of project management, from front-end analyses to the evaluation of performance improvement interventions. What she enjoys about her work is that by adopting a systemic and systematic approach, she ensures sustainability and a win-win situation for all involved. Liliane also likes to apply her know-how in professional organizations and has been a volunteer for many years for both ISPI and NASAGA. She can be reached at liliane.lessard@videotron.ca
Game components.

Expected learning outcomes.

The intended learning audience.

Clear and concise instructions for facilitator and participants.

Please indicate if you would like HRDQ to consider your entry for publication.

The closing date for submissions is June 30, 2010. Please mail your submissions to:

NASAGA Game Competition
2002 Renaissance Blvd. #100
King of Prussia, PA 19406

Please direct questions to NASAGA at proposals@nasaga.com. Put “Game Competition” in the subject line.

Judging Criteria
The judging panel will reward games where the following characteristics are present:

1. Original
   The game must be unique, and not derived from an existing or previously published game by a different author.

2. Real-World Relevance
   The game helps participants learn skills and concepts that are applicable to the workplace and the roles in the game relate to easily recognizable real-world counterparts.

3. Criterion Reference
   Any scoring system included in the game design rewards achievement of the performance objectives rather than chance occurrences. And mastery of useful skills and knowledge is apparent to the participants.

4. Effective Instructions
   Clear and concise instructions are provided for both facilitator and participant.

5. Ease-of-Use
   The game can be facilitated out-of-the box by trainers with experience facilitating interactive training.

6. Time-sensitive
   A trainer or facilitator of average ability should be able to use the game without having to devote excessive time to preparing the materials or learning the rules.

7. Appropriate Frame
   The design uses an appropriate structure for the instructional objectives, participant characteristics, type of learning, and intended use.

8. Flexible Format
   The game design permits easy modifications to suit local resources and constraints in terms of schedule, number and type of participants, and physical facilities.

9. Participant Involvement
   Participants are actively involved in the training game at all times.

10. Intellectual Stimulation
    Participants are engaged in challenging tasks rather than trivial rote memory activities. (It is unlikely that energizers, jolts, icebreakers or other similar methods will achieve this goal).

11. Effective Packaging
    Winning designs will be showcased at the NASAGA annual conference. Aesthetics do play a part in helping participants engage with a game. Consider, therefore, game components that are conveniently packaged, attractive and, above all, durable.
NASAGA Activities Book
By Judee Blohm and Dave Piltz

The NASAGA Activities Book is a new project that NASAGA is undertaking with Wiley, an imprint of Pfeiffer. It will be a “first of its kind” book for two reasons. First, the book will be written by NASAGAns for NASAGA and will be sold to anyone who trains, facilitates, coaches, or considers themselves an educator. Secondly, the book’s focus will not only be on the activity itself but on at least two variations of the activity and an extensive debriefing of the activity and its variations.

Judee Blohm and Dave Piltz are the volume editors. Associate editors are Liliane Lessard (Canada), Jan Klabbers (Netherlands), Brian Remer (U.S.), Sonia Ribaux (Canada), and Tracy Tagliati (U.S.). All royalties will go to NASAGA.

We are seeking contributions of activities to publish. Contributors can submit one or more activity(s) to be considered for the book. Activities may be directed toward various topics, such as

1. **Skill Building:**
   Communication (oral and written), Conflict Management, Career Management, Coaching and Feedback, Customer Service, Diversity, Leadership and Management, Organizing and Managing Time, Personal Effectiveness, Personalities, Performance Management, etc.

2. **Group Focus:** Team building, Decision making/problem solving, Strategic Planning, Mission, Vision, Goal Development, etc.

3. **Specialty Topics:** Train the Trainer, Instructional Design, Game Design, E-learning, Social Networking, Virtual Activities, etc.

Other topics will be considered, as well. The topic should fit within the format of activities described below.

In order to have an idea of the final range of activities, the editors would like to receive proposals by the end of January, if possible. Proposals (of not more than 400 words) should address the following points:

1. **Purpose** (This should be a statement that describes the activity.)
2. **Goals and objectives**
3. **Primary target audience**
4. **Debriefing main points** (What are the main questions or activities that can be used for debriefing?)

Proposals are not required for submitting an activity to the book. Submissions of activities must be received by February 28, 2010. All activities will be reviewed by at least two editors, and contributors will be informed whether their activity will be included once all activities are reviewed and the final content of the book is determined.

All contributors must sign a contributors’ agreement which grants the copyright of their contribution to Pfeiffer/Wiley. As many NASAGAns want to use their activities in their own work, we sought clarifications from the publisher for the kinds of questions we all have about assigning copyright to someone else. See box on page 16.

We expect activities submitted are original. However, if they contain copyrighted materials, contributors are responsible for getting any permissions to reprint copyrighted materials used in their activity.

**Final contributions must include**

1. **Purpose** (This should be a concise statement that accurately describes the activity and includes the name of the activity.)
2. **Goals and objectives**
   i. Goal: major statement of learning
   ii. Objectives: behavioral statements of what participants will be able to do after the session
3. **Target audience**
4. **Group size** (especially any maximum/minimum requirements for being able to
What does signing the copyright for my activity to Pfeiffer/Wiley mean?

**Under the 1976 copyright law, authors always own the copyright to anything they write (unless it is initially written as a “work made for hire,” which we will not be doing in this case. What we are asking authors to do is “grant” the copyright to Pfeiffer/Wiley, which gives Pfeiffer the exclusive right to exercise the copyright, except as stated in the contract, for as long as the contract is in force.**

What does the copyright cover? When do I need expressed written permission to use my own or another activity from the book?

**Can I still use my activity that is published:**
- *in my own training delivery? Yes.*
- *in my own training designs and produced for in-house clients? Yes.*
- *in additional works that will be published for general public sale? No.*
- *in additional works that will be published for specific client sale? Yes, if “specific client sale” means not through public sales channels.*

**Can I use other activities in the book**
- *in my own training delivery? Yes, under whatever specific terms are stated in the book for anyone (author of another activity or not) to use.*
- *in my own training designs and produced for in-house clients? Same answer as above.*

**Can I submit activities that also carry Creative Commons licenses?**

No. Creative Commons exists very specifically and intentionally to provide a different model than the copyright/publishing model for the management of intellectual property. As such, Creative Commons and publishers’ approach are at odds to one another. **Neither Creative Commons nor Wiley (nor any other major publisher) will be interested in a fusion of the publisher/copyright model and the CC model.**

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5. Duration: the total time to carry out the activity from introduction through debrief
6. Physical setting (room set up requirements or recommendations)
7. Materials and equipment (list of everything needed to carry out the session)
8. Facilitator comments (typical participant reactions, facilitator do’s and don’ts, facilitator tips)
9. Facilitator preparation (any specific or unusual preparation, including reading particular materials, inserting company-specific examples, creating some of the artifacts used in the session)
10. Process (step by step sequence necessary to complete the activity successfully, indicating what the facilitator does and what the participants do. **Write in second person.**)
11. A complete debriefing section that outlines a typical debrief for your activity starting with general debriefing reactions to debriefing particular experiences to debriefing the connections to daily work life applications.
12. Two variations to the original activity. (Variations may not change the goals and objectives of the activity but may change points 4 -12. Sometimes the changes will be significant and sometimes they will be slight. Either way, the debriefing section needs to show how the variation provides for a different debriefing series of questions.)

All worksheets, role-play instructions, and other materials to be handed out to participants must be included with the activity. Worksheets and other handouts should be typed or printed on separate sheets of paper following the description of the activity (as listed previously). Do not incorporate as handouts any previously published University Associates/Pfeiffer material (instruments, worksheets, etc.). If an activity calls for presenting a lecturette, the content must be provided in the form of a handout.

Send proposals or inquiries to book@nasaga.org with “book proposal” in the subject line. A full contributors’ packet will be sent upon receipt of inquiry.
Are you using your strengths at work? According to Buckingham and Clifton, most people are not. While working at Gallup they interviewed over 1.7 million employees representing 63 countries. They found that only 20 per cent of the employees interviewed reported using their strengths everyday. Recognizing that most individuals and organizations were only operating at a minimum capacity, they set out to start the Strengths Revolution. Now, Discover Your Strengths is the engine of the strengths movement.

The strengths movement is gaining interest. Buckingham has made appearances on Oprah, the Today Show and a PBS Special “Go Put Your Strengths to Work” – the title of his follow on book. Buckingham and Clifton advocate focusing on building strengths rather than focusing on weaknesses. The book is in effect a practical application of Appreciative Inquiry – appreciating what is best and finding more and more of what is good in an organization. The management philosophy they put forth suggests that “each person’s greatest room for growth is in the areas of his or her greatest strength.” By examining Bill Gates, Tiger Woods, and Collin Powell, they uncover the importance of managing around weaknesses and allowing time to hone strengths.

Discovering Your Strengths

A strength is described as something you do “consistently, derive satisfaction from and can envision yourself doing repeatedly, happily and successfully.” Readers are given access to an online assessment using a special code listed inside the book flap. (The access code in each book is for single use.) After completing 180 questions, you are provided with a report identifying your top five strengths along with a description of each. The strengths are categorized by 34 themes, such as achiever, communication, command, empathy, learner. These themes are reinforced in the book using case studies and tips for managers on how to handle various types.

Capitalizing Your Strengths

Once you discover what your strengths are, you can leverage them in your personal and professional life. By doing this, I was able to see myself and others in a new way. I learned that my affinity for meeting new people is a strength referred to as WOO (Winning Others Over). I finally understood why, at special family functions, I am often assigned to a table with guests or next to those who do not know anyone at the event. Members of my family recognized my WOO. By realizing WOO as a strength and not something that everyone does well, I am able to stop feeling like a family outcast when I am not seated at a table with my relatives!

Reading the book as a group is even more powerful because you are exposed to a larger pool of themes; it also may be easier to accept the themes when you see them in others. My group at Management Concepts read the book as a part of our weekly staff development meetings. After completing the assessment, we discovered that our five- person team had a range of strengths with few over-lapping themes. These findings served as the basis for a teambuilding exercise as we began to understand the strengths of each member on the team and could tap into them when needed.
Although the book and the strengths inventory were more meaningful to certain individuals, everyone appreciated hearing their co-workers strengths in that it provided key insights about roles and responsibilities and the value that each member brought to our work.

**Recommendations**

If you are looking for a prescriptive development plan, this book may not be for you. However, if you want to gain insight into yourself and your path, I recommend taking the initiative and doing the work to discover how to leverage your strong points. I would also recommend this book for:

- staff development,
- leadership and management development,
- human resources staff,
- mentoring/coaching, and as
- a graduation gift.

If you want to discover your strengths, pick up a new book and take the online assessment today.


About the reviewer

Catherine Zaranis, Client Engagement Manager at Management Concepts, focuses on cultivating peak performance and fostering leadership development. She nurtured future leaders as a Peace Corps Volunteer in Romania in 1995-1997 and trained for the Greek National Softball team from 2002-2004. She is currently finishing her Master’s Degree in Instructional Systems Design at University of Maryland Baltimore County (UMBC), an Honors College. She can be reached at czaranis@managementconcepts.com.

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**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.ning.com
Schuttler’s Laws of Communication is a joy to read! It delivers practical principles and techniques from 22 authors to improve your organization and its employees’ performance.

In an effort to explain the relationship between supervisor communication and employee performance, Dr. Schuttler created a model of the laws of communication. Law 1: Failure of supervisors to communicate effectively with subordinates results in poor employee performance. Law 2: Failure of the organization to communicate effectively results in poor organizational performance.

Instead of the known communication model—sender, message, receiver, and feedback—Dr. Schuttler offers us a two-dimensional grid that suggests supervisor leadership and communication predict employee behavior and organizational performance. He suggests a dynamic, relationship-driven approach is more effective. His analyses indicate that trust, morale, visibility, attentiveness, education, and change significantly influence employee and organizational performance.

Using a traffic light metaphor, Dr. Schuttler categorizes organizations into red, yellow, and green zones. The model’s framework allows managers to identify critical concerns related to their own communication (red), as well as elements needing to be watched (yellow), and other elements working well (green). By categorizing organizations into a red, yellow, or green performance zone, the model describes how supervisor communication influences employee and organizational performance.

Figure 1, Schuttler’s two-dimensional grid of organizational communication. Copyright 2008 Richard Schuttler. Reprinted with permission of the author.
In 2008, Dr. Ruby Rouse\(^1\) suggested that Dr. Schuttler’s traffic light classification system is intuitive and has a wide application for a variety of industries. The book’s 22 authors give examples of the use of the laws and the models in a variety of industries located within the 3 color zones. Dr. Schuttler’s model identifies specific, measurable supervisor communication behaviors used in development and training. For instance,  

1. Red zone leaders tended to be myopic, frequently micromanaging employees;  
2. Yellow leaders tended to ‘fight fires’ rather than functioning proactively;  
3. Green leaders ‘walked the talk’ with role modeling and mentoring.

By diagnosing what zone your employees are in, you can diagnosis what zone your organization is in. Once you’ve determined that, you can follow the assessment of the efficacy of leader communication to examine the relationship between supervisor leadership communication and employee job performance. By investigating the relationship between supervisory communication and employee performance to predict and increase employee performance, executives can be in a stronger position to make changes to positively influence employee morale, turnover, and productivity; thereby influencing organizational performance.

Effective communication skills positively influence employee performance and job satisfaction and are essential for the survival and growth of organizations. Emerson wrote, “Common sense is genius dressed up in its working clothes.” Dr. Schuttler delivers the genius in common sense ways that apply to everyone. If you are serious about wanting to improve your company’s communication and performance, give Laws of Communication a read!

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About the reviewer
Sheila Embry holds three accredited degrees, including Doctor of Management in Organizational Leadership. She is a long-term federal officer currently serving as program manager for supervisory training for one of the “alphabet agencies.” Sheila is an avid reader and has three books she wishes to write. She can be contacted at drembry@ymail.com or sheilaembry@embrygroup.ws.
Caught Between The Dog And The Fireplug or How to Survive Public Service By Ken Ashworth
Reviewed By Sheila Embry

This book is excellent for anyone starting in public service and/or working with public officials or representatives of government agencies. Advice from this author is written in letter form from Uncle Ken to an androgynous niece or nephew, Kim, who has chosen public service as an honorable career choice. In monthly letters to Kim, Uncle Ken tells stories of his years as a public servant.

Each monthly letter has a theme (see chapter headings below) on how to succeed in life in a fishbowl. The book is filled with personal stories of successes, failures and quotes from many notables and legends. If you often train public servants, or facilitate groups of public agency officials and staff, this book will give you an inside look at some of the pressures they are under and perhaps some of the thinking processes they go through on a regular basis.

Having been a public servant in both the legislative and executive branches of government, this book had the ability to make me smile, laugh, and shake my head at the same time. Many of the author’s experiences were similar to my own, while some of them were so outlandish I just had to shake my head. However, having a few outlandish events in my own public life, I have no doubt whatsoever that the stories are all true.

Anyone who has been in public service, worked with public officials, or been involved with them in any way will read the stories and say, “Yep, been there, done that, got that tee shirt.”

Anyone who has not but who wants to try to understand the mind of a public servant so they can communicate better with this group of people who live by sentences littered with acronyms and by a belief that their job is a calling, that they answer to the people and not just a boss or a bottom line, and that they must consider the impact on the public trust when making their decisions should read this book. It rolls back the curtain and allows you to take a look at the dynamics and dynamos that make us what we are. It’s a good book that I enjoyed. I think you will too.


About the reviewer
Sheila Embry holds three accredited degrees, including Doctor of Management in Organizational Leadership. She is a long-term federal officer currently serving as program manager for supervisory training for one of the “alphabet agencies.” Sheila is an avid reader and has three books she wishes to write. She can be contacted at drembry@ymail.com or sheilaembry@embrygroup.ws.
Ampersand Puzzle

By Judee Blohm

If you can solve the puzzle below, you will have the answer to this question:

What does NASAGA want you to do this year?

<table>
<thead>
<tr>
<th>Number</th>
<th>Missing Word</th>
<th>Clue</th>
<th>Number</th>
<th>Missing Word</th>
<th>Clue</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>O_________</td>
<td>pots &amp; _______</td>
<td>12</td>
<td>O_________</td>
<td>______ &amp; drink</td>
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<td>2</td>
<td>O_________</td>
<td>____ &amp; down</td>
<td>13</td>
<td>O_________</td>
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<tr>
<td>3</td>
<td>O_________</td>
<td>____ &amp; eggs</td>
<td>14</td>
<td>O_________</td>
<td>____ &amp; consent</td>
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<tr>
<td>4</td>
<td>O_________</td>
<td>_____ &amp; kisses</td>
<td>15</td>
<td>O_________</td>
<td>____ &amp; be counted</td>
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<td>5</td>
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<td>_____ &amp; exterior</td>
<td>16</td>
<td>O_________</td>
<td>shock &amp; _______</td>
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<td>6</td>
<td>O_________</td>
<td>scotch &amp; ______</td>
<td>17</td>
<td>O_________</td>
<td>_____ &amp; bear it</td>
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<td>7</td>
<td>O_________</td>
<td>scarf &amp; _____</td>
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<td>11</td>
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The ampersand --&-- is the symbol for and. In the puzzle there are word pairs that go together with & in between. Find each missing word in the clue and write it on the missing word line with the first letter in the circle. The letters in the circles, reading down, will answer the question.

Sometimes there is more than one possible word to complete the clue. Choose the right word once you have an idea what letter is needed to complete the answer.

According to Thiagi, “Ampersand puzzles are terrific for introducing or reviewing training information. You can also use them in groups as an opener that also introduces your participants to your training content.”

Answer to the last issue’s Spelling Quiz

By Judee Blohm

Each word has a spelling error: an incorrect letter, an extra letter, or is missing a letter. Identify the mistake in each and list either the letter changed (original or replacement), eliminated or added in the chart.

Then use all of those letters to identify where the NASAGA 2010 conference will be held and who will host the conference. Blanks help you know how many letters in each.

<table>
<thead>
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<th>Letter</th>
<th>Misspelled</th>
<th>Corrected</th>
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City: V A N C O U V E R
Host: D A V E M A T T E

Get more involved with NASAGA!

1. Join a committee (see page 1)
2. Log on to our new web site (see page 4)
3. Share your work in SIMAGES (see page 6)
4. Come to our conference in Vancouver (see page 10)
5. Submit a game to our game competition with HRDQ (Page 13)
6. Submit an activity for our new book (see page 15)