**Editorial Board**
Judee Blohm, Brian Remer

**Table of Contents**

**From the chair**
We Are Half Way There! By Dave Piltz 1

**Conference 2010**
Come to Vancouver! 2
Conference-at-a-glance 3
Certificates/Workshops 3
Registration 8
Hotel 9
Scholarships 9
Reproducible flyer 11

**News!**
NASAGA Has New Web Community 12
First Game Competition Winners 12
Land Publishing Contract 12

**Special Feature**
In Memoriam: Mel Silberman by Thiagi 14

**Article**
What Makes a Great Instructor? Eight NASAGAAns Respond. Compiled by Jon Nowick 17

**Interview**
Richard Powers by Brian Remer 21

**Networking**
Networking the NASAGA Way by Chuck Needlman 25

**Book Reviews**
The Rules of Engagement by Rich McLaughlin 26
Reviewed by Sheila Embry

**Game/puzzle**
Game Shows by Dave Matte 27
Answer from last issue – Ampersand Puzzle 29
We Are Half Way There!
By Dave Piltz

In the last issue of SIMAGES (January 2010) I wrote on change. NASAGA-years are from conference to conference or October to October. Now that we are half way through the year, I thought it would be appropriate to reflect on all the changes that have happened and mention those yet to come. Since the last conference, through the dedication of volunteer board members, committee chairs and members, and NASAGA members, we have

• transitioned to a new web platform and created a sustainable, engaging social environment.
• transformed a traditionally large virtual NASAGA board into a smaller highly efficient board that uses technology such as web-cams and Dropbox to stay in constant contact.
• engaged members who create, lead and implement many of the activities you currently experience or will experience between now and the conference.
• created an editorial group that is working on submissions for the first ever Wiley published NASAGA Activity Book.
• published a NASAGA promotional video created by a NASAGA member.
• partnered with other groups and associations to advertise and/or profit share on NASAGA approved programs.

When I sit back and look at this list I am amazed and humbled at the same time. The famous quote by Margeret Mead comes to the forefront of my mind:

“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever has.” NASAGA is lead by that small group of thoughtful, committed members who are ensuring that not only will NASAGA be around for decades to come but that it constantly and continually meets the current and future needs of its members.

I look around at the turmoil our world is in and the effect it has on our organizations in terms of lay-offs, hiring freezes, training departments being slashed, conference attendance down… on and on. It is wonderful that in the midst of all this, last year’s conference was a success and this year’s conference is shaping up to be another incredible experience in Vancouver. It can only be attributed to its leaders and members.

As always the work is not done. NASAGA still needs you to engage in an area of interest or expertise. Here are our committees:

Publications (online newsletter SIMAGES • 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)

As I stated in January: “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.” Half the year is gone and there is only one question left. What will you do to help make NASAGA the best it can be?

Feel free to share your ideas with me at chair@nasaga.com.

Dave Piltz
Come to Vancouver!!

Increase your knowledge of Games and Simulations!
  • Are you Smarter than a Fifth Grader?
  • Do you want to be a Millionaire?

Augment your Skills!
  • Otherwise... you may be in Jeopardy!

Integrate the right amount of Chance to keep your activities interesting!
  • It can be a Wheel of Fortune!

Come on down to NASAGA’s 2010 conference...
  • the Price is Right!

On the pages that follow, you will learn all you need to make your decision to come to Vancouver: the schedule, certificate programs and pre-conference workshops, registration information, scholarships, and the hotel. Use the reproducible flyer (page 11) to share information with friends.
### Conference-at-a-glance

<table>
<thead>
<tr>
<th>Tuesday October 12</th>
<th>Wednesday October 13</th>
<th>Thursday October 14</th>
<th>Friday October 15</th>
<th>Saturday, October 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>all day</td>
<td>all day</td>
<td>all day</td>
<td>morning</td>
<td>8:00</td>
</tr>
<tr>
<td>Preconference workshop and certificate attendees arrive</td>
<td>Registration; arrival of conference attendees</td>
<td>Registration</td>
<td>Breakfast</td>
<td>Breakfast</td>
</tr>
<tr>
<td>5pm-9pm</td>
<td>9:00 -12:00</td>
<td>8:00</td>
<td>9:00</td>
<td>9:00</td>
</tr>
<tr>
<td></td>
<td>Preconference workshops and certificate morning sessions</td>
<td>Welcome and opening keynote</td>
<td>Keynote 2</td>
<td>Keynote 3</td>
</tr>
<tr>
<td></td>
<td>Lunch on own</td>
<td>10:00 Break</td>
<td>10:00 Break</td>
<td>10:00</td>
</tr>
<tr>
<td></td>
<td>Preconference workshops and certificate afternoon sessions</td>
<td>Concurrent sessions 1</td>
<td>Concurrent sessions 4</td>
<td>Concurrent sessions 4</td>
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<tr>
<td></td>
<td>Newcomer orientation</td>
<td>12:00 Lunch on own</td>
<td>12:00 Lunch on own</td>
<td>12:00 Lunch on own</td>
</tr>
<tr>
<td></td>
<td>Opening reception with NASAGA fun</td>
<td>1:30-4:30 Concurrent sessions 2</td>
<td>1:30 Concurrent sessions 5</td>
<td>1:30 Concurrent sessions 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3:00 Break</td>
<td>3:00 Break</td>
<td>3:00 Break</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3:30 Concurrent sessions 3</td>
<td>3:30 Concurrent sessions 6</td>
<td>3:30 Concurrent sessions 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5:30 Expo with hors d’oeuvre and cash bar</td>
<td>6:00 Silent auction and cash bar</td>
<td>6:00 Silent auction and cash bar</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7:30 Free night</td>
<td>7:00 Banquet, live auction, game show extravaganza</td>
<td>7:00 Banquet, live auction, game show extravaganza</td>
</tr>
</tbody>
</table>

### Certificate Programs

**Certificate A**
The Design of Games, Activities, and Simulations
Tracy Tagliati, Brian Remer, Raja Thiagarajan

There are three required parts to this certificate program.

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

   It 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 including board games and online games. 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.
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.

Presentation of design plan
During the last day of the conference, participants will present their projects and plans in a wrap-up session.

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.

Goal
To design games, activities, and simulations for education and training by using field-tested approaches that produce high levels of instructional motivational effectiveness.

Objectives
By the end of the preconference workshop, participants will

1. Define games, activities, and simulations, specify their advantages and limitations in corporate training and education, and differentiate among simulation and non-simulation activities.

2. Briefly explore and experience different “frames” (templates) for designing non-simulation activities (such as board games, card games, improv games, online games, interactive lectures, and textra games) and different types of simulation activities (such as production simulations, interactive storytelling, cash games, and jolts).

3. Select the most appropriate frame (or type) of activity to suit their specific learning objectives and participant characteristics.

By the final day of the conference, participants will

Prepare a plan for the design, development, evaluation, and revision of the selected type of activity during the conference.

Present their design to peers and facilitators for critique on the final day of the conference.

Workshop materials
All participants will receive a copy of Design Your Own Games and Activities published by Jossey Bass. They will also have access to the resources at the NASAGA website and to another website with hundreds of training games and thousands of pages of materials on the design of learning activities.

Facilitators
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. Prior to that, Tracy was vice president of sales and training at Mindset Development, a training franchise of Crestcom International, and a corporate trainer at Mercury Insurance Group. Tracy is a trainer for the Thiagi Group. She is active in ASTD, both at the national and the local chapter levels, and is a member of the NASAGA Board of Directors.

Tracy Tagliati
tracy.tagliati@gmail.com
772 Country Valley Road
Thousand Oaks, CA 91362-5628
805-494-0948

Brian Remer, Creative Learning Director of The Firefly Group, is a designer of interactive strategies for training, facilitation, and performance improvement. He blends information, discussion, games, and participant input to insure involvement and commitment from everyone. He has worked with businesses and organizations in Egypt, Africa, Ecuador, and throughout the United States. Brian is noted for his ability to create a low-pressure, high-impact learning environment. Brian has served on the NASAGA Board of Directors, including chairing the board, and has hosted a NASAGA conference.
Certificate B
The Facilitation of Games, Activities, and Simulations
Sivasailam “Thiagi” Thiagarajan

25 participant maximum

This certificate program provides an opportunity for NASAGA 2010 conference participants to gain professional credibility in the area of facilitation of games, activities, and simulations for education and training. This certificate program complements the Design Certificate Program as well as provides 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 want to build.

There are three required parts to this certificate program.

1 The 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.

3 Presentation of facilitation plan

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

4 Optional follow-up activity

Certificate program participants are strongly encouraged to submit a proposal for the NASAGA 2011 conference (or some other professional conference). The workshop team and the NASAGA conference committee will assist with suitable feedback.

Goal

To conduct games, activities, and simulations by using effective and flexible techniques that result in more
engaging activities, thoughtful reflection, and applicable learning.

Objectives

By the end of the preconference workshop, participants will

2. Identify critical dimensions of activities-based training (including pace, intensity, competition, and playfulness). Select, maintain, and balance appropriate intensities of these dimensions. Also make appropriate adjustments along these dimensions while facilitating a group.
3. Recall and implement improvisation principles that enable co-opting participants in the design and delivery of training.
4. Create instant training activities that incorporate existing sources of training content.
5. Recognize disruptive behavior patterns among participants. Reduce and eliminate these behaviors by transforming hostile participants into active collaborators.
6. Recognize the importance of the debriefing process for linking the training game or activity to the workplace reality. Apply a powerful six-phase model for maximizing learning from experience.

By the end of the conference, participants will

7. Observe facilitators of at least five concurrent sessions during the conference and record their behaviors on a systematic observation form.
8. Create and present their personal action plan for improving their facilitation skills for their peers and facilitators on the final day of the conference.

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 to another website with hundreds of training games and practical articles on facilitation skills.

Facilitator

For the past 40 years Sivasailam “Thiagi” Thiagarajan has been earning a fairly decent living by designing training games, activities, and simulations. He is currently the Resident Mad Scientist at the Thiagi Group, an organization that specializes in effective and enjoyable approaches for improving human performance. He produces a monthly online newsletter, Thiagi GameLetter, that is available on his website. Thiagi has hosted five NASAGA conferences and has been a board member and chairman of the board several times.

Sivasailam Thiagarajan
thiagi@thiagi.com
The Thiagi Group
4423 E Trailridge Road
Bloomington, IN 47408
812-332-1478

Preconference Workshops

Workshop A
Facilitating on the Fly
Dave Piltz and Chris Saeger

Training design and delivery is always a challenge for many reasons. Challenges may relate to the client, the audience, the workplace, or a whole host of other issues. Even the best designed plans never seem to go the way we hope. Regardless of the challenges, the training professional is tasked to exceed everyone’s expectations during the program — no matter how long the program is. Traditional training design and delivery provides some guidance to some of the challenges but not to all of them.

Join facilitators as we unfold, examine, and dissect essential components of creating learning activities, facilitating learning activities, and debriefing learning activities. We will delve into how the essential components solve any challenge you face as a trainer, facilitator, coach, and educator. This highly interactive workshop provides hands on experience creating, adapting, facilitating, and debriefing learning activities just in time with little to no “additional” props.
Objectives
At the successful completion of this workshop, participants will be able to:
1. Quickly develop learning activities with minimal props as part of the design process.
2. Adapt learning activities on the fly to meet the needs of the group.
3. Facilitate and debrief learning activities effectively to meet the goals of the program and the needs of the group.

Workshop materials
Course participants will receive a workbook packed full of checklists ready to be implemented immediately.

Facilitators
Dave Piltz has been offering experiential training programs in leadership, organizational and educational change, communication, teamwork, customer service, and personal and professional effectiveness for more than 14 years for a variety of audiences including but not limited to government, non-profit, manufacturing, union, staff, administrative professionals, and management. He is a specialist in instructional design and in developing, facilitating, and debriefing interactive learning tools. He has authored articles on the topics of creating interactive training and how to make training “stick.” Dave is currently serving as the chair of the NASAGA Board of Directors.

Chris Saeger helps organizations improve performance through active learning. He has been creating simulations and interactive learning experiences since 1985. His work has won awards from ASTD, Lakewood Publications, NASAGA, and the International Society for Performance Improvement—Potomac Chapter. He is a regular presenter at ISPI, the North American Simulation and Gaming Association and other conferences. He is a past chair and former president of NASAGA and an ISPI Certified Performance Technologist.

Workshop B
The Roots of Simulation
Bernie DeKoven

In this workshop, you will learn by participating how Bernie uses games to help people make things more fun: work, school, games (of course), marriage, parenthood, exercise, healing, toys, recovery, retirement. He does this by helping people look at things from a fun perspective, which usually turns out to be something people under stress would never think of.

By the end of the workshop, participants will have learned how to use games for
1. Connecting
2. Team-being
3. Leader-followership
4. Decision-making, and
5. Processing

Facilitator
Bernie DeKoven, funsmith
“I call myself a “funsmith” because it’s the easiest way I can define the last 40-plus years of my career.” From classroom elementary school teacher to curriculum developer, theater and media, creating The Games Preserve --a retreat center for the study of playing--in a barn on a farm, the new games (cooperative) movement, huge street game to end the Bicentennial, junkyard sports to publishing, Bernie has done it all with fun. Through workshops, presentations and publications on his DeepFUN.com website, Majorfun.com and Junkyard Sports, “I do what I can to help people from all over the world reclaim their playfulness.”

Bernie is a lifetime member of The Association for the Study of Play and the 2006 winner of the Ifill-Raynolds life time achievement award from the North American Simulation and Gaming Society.
NASAGA works hard to keep its annual conference fees low and to deliver great conference value. NASAGA conference fees are all inclusive: opening reception, breakfasts, breaks, Expo, the banquet, and all conference materials.

Any first time participant, including students, can apply for a scholarship. The process for applying for a scholarship is on page 9 of this issue and posted on the NASAGA website www.nasaga.org.

The conference day will begin at 8:00 am every morning with a continental breakfast. Please make your flight arrangements and room accommodations so that you can maximize your attendance at NASAGA 2010. If you register for five nights in the conference hotel, you will get your fifth night free! An extra afternoon and night in Vancouver for enjoying the food, sights, and entertainment.

- Wednesday, October 13th - All day - Pre-Conference Workshops; Certificate Programs begin
- Wednesday, October 13th - Evening - Opening Reception
- Thursday, October 14th - All day - Conference Sessions
- Thursday, October 14th – Evening – Expo and cocktail party; free night
- Friday, October 15th - All day - Conference Sessions
- Friday, October 15th - Evening - Banquet
- Saturday, October 16th - through 1 pm - Certificate Programs Wrap-up, Simulations and Games Sessions, and Conference Closure

**Fees**

All fees are in Canadian dollars. Save money by registering early. Our special early bird registration rates are available until June 30, 2010. After that the full registration rates apply. This is also the deadline for registering at the hotel to get a fifth night free.

<table>
<thead>
<tr>
<th>Registration Type</th>
<th>Early Bird By June 30th</th>
<th>Regular After June 30th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference only (Wednesday evening through Saturday 1 pm)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular</td>
<td>CDN$550</td>
<td>CDN$700</td>
</tr>
<tr>
<td>Discount for speakers/presenters, students, non-profits, and groups of 4 from one organization *</td>
<td>CDN$450</td>
<td>CDN$550</td>
</tr>
<tr>
<td>Conference and pre-conference workshop (Wednesday through Saturday 1 pm)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular</td>
<td>CDN$650</td>
<td>CDN$800</td>
</tr>
<tr>
<td>Discount for speakers/presenters, students, non-profits, and groups of 4 from one organization</td>
<td>CDN$550</td>
<td>CDN$650</td>
</tr>
<tr>
<td>Certificate Program (includes pre-conference and conference registration – Wednesday through Saturday 1 pm)</td>
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<tr>
<td>Regular</td>
<td>CDN$750</td>
<td>CDN$900</td>
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<tr>
<td>Discount for speakers/presenters, students, non-profits, and groups of 4 from one organization</td>
<td>CDN$650</td>
<td>CDN$750</td>
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<tr>
<td>One Day Option</td>
<td></td>
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</tr>
<tr>
<td>Conference (any one individual day)</td>
<td>CDN$200</td>
<td>CDN$200</td>
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</table>

*You must currently be a full-time student to qualify for student registration. You will be asked to provide proof of full-time enrollment as defined by your institution.

*You must currently be a full-time employee of a non-profit group to qualify for this discounted registration fee. You will be asked to provide proof of full-time employment as defined by your employer.

*Group rate is available to groups of 4 or more from the same organization.
The metropolitan hotel is Vancouver’s boutique-styled four star four diamond hotel in downtown – walking distance to restaurants of varying flavors and costs, shopping, and museums and other sights. Modern in style and service, the hotel specializes in friendly hospitality and is home to the acclaimed restaurant, diva at the met.

Great accommodations for the NASAGA 2010 conference: we will fill the hotel and all its meeting rooms!! Not only do we have a special conference rate, we have a special promotion: book five nights at the hotel and get the fifth night free.

Don’t miss this fun part of the conference…being with all the other attendees and presenters. To take advantage of the extra night free, you must register with the hotel by **June 30, 2010**. Ask for the NASAGA group rate: CDN$175.

Check out the hotel website: [www.metropolitan.com](http://www.metropolitan.com).

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**Scholarships and First Time Attendee Incentive Awards for NASAGA Annual Conference**

**A Chance for Knowledge, Skill, & Learning**

Vancouver, BC, October 13-16, 2010

**Deadline for Application: July 31, 2010**

**NASAGA** is a network of professionals working on the design, implementation, and evaluation of games and simulations to improve learning results in education and training. Each year NASAGA holds an annual conference. The goal of the scholarships and first time incentive awards is to allow more to participate in the annual conference by paying for their part of their conference expenses.

**Description**

The scholarship covers the conference fee. The conference is from October 14 to 16, 2010. Those receiving awards...
are responsible for their travel and accommodations at the conference hotel. They are also responsible for paying for a preconference workshop or certificate program on October 13, if they wish to attend one.

Eligibility
Anyone is eligible who is a first time attendee. Priority, however, is given to:

- Students who study in the fields of education, educational technology, training, adult education, and related fields.
- Students presenting at the conference.
- Students or teachers who have designed games or simulations.
- Students or teachers who have a current project related to games or simulations.

Notification: All candidates will receive award decisions by August 31, 2010.

Application
Please provide the following information concisely in a word processing document.

Part one: Contact Information
Provide us with the following contact information:

- Your name
- Mailing address
- Phone
- Email address
- Name of organization or work affiliation, if applicable
- Educational institution or school district, if applicable
- Address of educational institution or school, if applicable
- Field of study (education, educational technology, etc.) or teaching disciplines
- Degree (undergraduate, graduate, or other; please specify)
- Student status (part-time or full-time), if applicable
- Indicate if you are interested in a full or partial incentive. If partial, what would you like covered?

Part two: Interest
Please include a short essay describing your interest in simulations, games, or other interactive learning. For example: Have you used games/simulations for education/training purposes? Have you developed games/simulations or other interactive training methods? How do you plan to use games/simulations in your work? Limit your essay to 500 words.

Part three: Attachments
Please include the following:

1) If applicable, provide a proof of your status as a student in a recognized institution (including your status as part-time or full-time). This should be on the letterhead of your school. A scanned copy is acceptable.

2) Two references
Please provide two reference letters explaining why you are a good candidate to receive this scholarship. Include their contact information. The letters are expected to come from professors if you are a student or current co-workers or supervisors if you are not a student.

3) Resume
Include your resume.

Part four: Send
Send by e-mail to: Marla Allen at marlaallen@aol.com. If you have questions, contact Marla at 704.957.1400.

Part five: Telephone Interview
You may receive a phone call regarding your application.
Win, win, win!

Expand your knowledge and hone your skills!

Are you a trainer, designer, coach or educator who uses games and simulations in your work? If so, you owe it to yourself to attend the 42nd annual NASAGA (North American Simulation and Gaming Association) conference. It is an intimate and inspiring conference where participants from education and industry share new games and interactive training techniques – both digital and face-to-face – play and debrief new and classic simulations, and discuss game and simulation design.

NASAGA sessions are participatory and interactive. Unlike most conferences you attend, you won’t find “death by PowerPoint” presentations or “sit and listen” panels.

Not sure your boss will send you to a “games” conference?

Check the www.nasaga.org for business case templates you can use to prove its value. We’re serious about games!

Features of the 2010 Conference

★ Certificate programs in the Design and Facilitation of games, activities and simulations
★ Welcome reception and networking
★ Over 25 concurrent sessions
★ Thrilling keynote speakers
★ Pre-conference workshops
★ EXPO of presenter’s services and product
★ Unparalleled opportunities to meet other trainers, designers, educators and coaches

New to NASAGA? Check the website for attendee testimonials and past conference programs.

Metropolitan Hotel, Vancouver, BC   |  October 13-16, 2010  |  Register online at: www.nasaga.org
News!

NASAGA Has a New Web Community!
(Same Old Address, Exciting New Site)
By Brandon Carson

Recently NASAGA transitioned to a vibrant new web presence. You can still reach us at www.nasaga.org, but instead of our old website, you’ll experience a whole new world of online fun. On our new community you can easily connect with other members, share your expertise, learn from others, make new friends, and even share photos and videos with the community.

As a member you can create your own blog posts, engage in our discussion forums, and even create your own special interest groups. Like always, joining NASAGA is free, so please join us online and let’s have fun!

First Game Competition Winners Land Publishing Contract!

The Strike Fighter Negotiation Game created by Nel Berezowska and Joanna Średnicka, which won the first game competition co-sponsored by NASAGA and HRDQ, will soon have a second prize as well: it will be published by HRDQ. HRDQ is a leading publisher of experiential resources for organizational learning. The game competition was started last year with the first award made at 2009 conference.

What are your chances? You can’t win if you don’t compete! Deadline for submissions for the 2010 competition is June 30, 2010. The rules and judging criteria are listed below.

ANNOUNCING THE 2nd ANNUAL NASAGA/HRDQ GAME DESIGN COMPETITION

The organizers of the NASAGA 2010 conference have teamed up with HRDQ, a leading publisher of experiential resources for organizational learning, to bring you the second annual NASAGA Game Design Competition. With the goal of encouraging and rewarding innovation in game design and application, the winning entries will be showcased at the annual NASAGA conference in Vancouver, October 13-16, 2010.

Competition Rules

1. This competition is open to members of NASAGA. Entries may be submitted by individuals, teams or organizations, and may include previously published games.

2. A game is defined as a structured learning activity designed for multiple players, with rules, competition or cooperation, and an outcome or goal that can be measured or scored.

3. Intellectual property rights (copyright) will remain the sole property of the authors.

4. The judging panel will comprise members of NASAGA selected by the 2010 NASAGA conference organizing committee and the publishing team of HRDQ. The decision of the judging panel is final.

5. Designs must be tested prior to submission. Ideally, test the game on a minimum of two independent peer or learning groups, and include in your submission any feedback or comments from this. If possible, have a third-party trainer deliver the game and record the results. Include with your submission the following information:

   ● Background for topic and training need.
   ● A brief description of the game and the mechanics of
News!, continued

- A brief description of the game and the mechanics of play.
- 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.

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

[HRDQ Logo]

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

Please direct questions to NASAGA at judeeblohm@msn.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
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.

Winning designs will be showcased at the NASAGA annual conference.
Dr. Mel Silberman, 67, Professor Emeritus at Temple University, died peacefully at home on Saturday, February 20, 2010, after a valiant 13-year battle with lung cancer. He is survived by his wife, Dr. Shoshana Silberman, three children, and six grandchildren.

For thousands of teachers and trainers, Mel was a source of idealism and ideas. As the popular professor of Adult and Organizational Development at Temple University, he taught for 41 years, winning two distinguished teaching awards including the Great Teacher Award in 2000.

He has been a highly rated presenter and facilitator at professional conferences, including ASTD, ISPI, Training, and NASAGA.

A prolific author with 34 books to his credit, Mel’s highly original and influential 1990 book, Active Training, introduced concepts related to acquiring learning rather than receiving it. He reinforced the concepts with the three volumes of 20 Active Training Programs. As the President of Active Training in Princeton, NJ, Mel produced and distributed several effective training activities that were used by teachers and trainers around the world. He also published annual sourcebooks on training, performance, and development with ready-to-use activities. Another influential book edited by Mel is the Handbook of Experiential Learning which contained chapters from thought leaders in the field with models, guidelines, and case examples that established the what, why, and how of using activities to improve training.

At NASAGA, Mel was a source of inspiration and information. Over the years, he has made several presentations at our conferences demonstrating his amazing ability to walk the talk and use activities and debriefing discussions to provide rich sources of engagement and education. In addition, as Chris Saeger reminds us, “Mel was a wonderful supporter of many NASAGANs. He provided publishing opportunities to many of us through his sourcebook series.” NASAGA honored Mel with its most prestigious award, the Ifill-Raynolds Life Time Achievement Award at our conference in Atlanta in 2007. The citation that accompanied the presentation emphasized Mel’s “years of experience creating and honing techniques that inspire learners to be people smart, learn faster, and collaborate effectively.”

Personally, Mel has been a wonderful friend, trusted colleague, and a great role model. Over the years, he and I had a playful sibling rivalry going. I have contributed to his edited publications and he has done the same for me.

I remember the shock I had when Mel told me that he had been diagnosed with lung cancer. But he did not let the cancer hamper his passion and productivity. He took the time to visit India and China with his wife Shoshana (whom he proudly referred to as his high school sweetheart). Shoshana told me that during his final year Mel continued writing and editing. He insisted that someone should push his wheelchair so he could facilitate a training workshop that was organized earlier.

There is a single word that captures the essence of Mel: mensch—a decent, upright, mature, and responsible person. All of us in the gaming community will miss you, Mel. And we will continue spreading the active
training revolution that you initiated.

An excerpt from an interview of Mel Silberman by Brian Remer in SIMAGES Volume 7, Issue 2, 2007, after the publication of his Handbook of Experiential Learning.

**BrianRemer:** How do you define experiential learning?

**Mel Silberman:** As I define it, experiential learning refers to the involvement of learners in concrete activities that enable them to “experience” what they are learning about and the opportunity to reflect on those experiences. Experiential learning can be based on both real work/life experiences (like working on a current project) and structured experiences that simulate or approximate real work/life (such as using a flight simulator or engaging in a sexual harassment exercise). Its range is enormous. It applies to content that is technical/hard (operating factory equipment) or non-technical/soft (selling or communication skills). Moreover, experiential activity can be used for learning that is cognitive (understanding information/concepts), behavioral (developing skills), and affective (examining beliefs).

I like Malcolm Gladwell’s use of the term “stickiness” to identify why some ideas, practices, and products capture the public’s imagination. (See The Tipping Point: How Little Things Can Make a Big Difference. Malcolm Galdwell. Little Brown and Co. 2000.) Experiential learning is “sticky.” When it is done well, it adheres to you. Participants will usually forget a great presentation but they often remember a great experience. What this also means is that many creative, interactive strategies are not truly “experiential.” Active learning activities, such as a great case study or a jigsaw learning activity, as useful as they are, should not be relied on exclusively by a trainer. Any training needs to be infused, from time to time, with “sticky,” concrete activities that are not just head-turners but heart-turners.

**BR:** What are some of the reasons you think people may be reluctant to use experiential activities and games?

**MS:** For some, it’s the usual concern of appearing like you’re a “fun and games guy,” as opposed to a “serious” trainer. They are also afraid of losing control of the group—who might experience the activities in a variety of ways, some not at all in line with the facilitator’s objectives.

**BR:** You’ve been using experiential learning for a long time. How has the field evolved?

**MS:** As I observe the field in the first decade of the 21st century, I see not just a steady use of experiential learning activities, but a virtual explosion. More sessions of major training conferences are devoted to experiential learning than ever before. There are also more providers of experiential learning than ever before.

Three major reasons for this tidal wave of experiential learning impress me. One is that new technology provides so many useful tools for experiential training. The experiences can be virtual as well as in physical time and place; some of them are so “high fidelity,” they feel just like the real thing. Games, designed for information acquisition, can be digitized and readily available on anyone’s desktop for individual or group play. Augmented reality role-playing exercises are now being designed so that skill practice can be both safe and challenging.

A second reason is that the youngest generations of employees prefer experiential learning hands down over anything didactic. For example, the average age of sales associates in most retail environments is in the early 20’s. These young people grew up on games and technology. Training them on everything from safety procedures, product knowledge, to
loss prevention can be done with hands-on methods they embrace.

A final reason is that the best minds in the field are increasingly its most creative people. (Especially, NASAGAN’S!) They have figured out how to bring high impact experiential learning into training in ways that are practical, doable, and affordable. In some cases, the front-end cost may still be high, but it pays off in the long run. In other cases, the immediate solutions are far less costly than traditional materials. Moreover, excellent guides now exist on how to create your own “home-grown” experiential activities so that thoughtful trainers can customize experiential strategies to their own unique training context.

**BR:** What is the most critical factor an experiential designer should keep in mind?

**MS:** Keep in mind that ultimately the “game” doesn’t count. It’s the conversation after the “game” is over that really matters. I have a ratio I use….no more than one-third of the time should be spent “playing the game.” Two-thirds of the time should be devoted to the debrief. I guess that’s why I prefer shorter rather than longer activities.

**BR:** What happened in your life, personally or professionally that convinced you of the importance of experiential learning?

**MS:** Long ago, I participated in an exercise where each person in a team was given three paper clips and told that you had to give up one of the paper clips whenever you choose to talk. (When you no longer had paper clips, you could no longer talk.) Well aware how important it was for me to conserve my paper clips, I still couldn’t resist talking and quickly was “out of the game.” I never forgot how the exercise revealed my desperate need to “weigh in on everything” and the realization that my ability to influence a group required listening and timing.

Thank you, Mel, from all of us.

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Get more involved with NASAGA!

1. Join a committee (see page 1)
2. Log on to our new web site (see page 12)
3. Share your work in SIMAGES (see page 24)
4. Come to our conference in Vancouver (see pages 2-11)
5. Submit a game to our game competition with HRDQ (see page 12)
What makes a great instructor is having current, relevant content with supporting activities that meet his or her learners’ needs. In other words, the instructor provides interactive training where the learners use their problem solving skills to assimilate the content and are given ample time to practice the new skills, attitudes, and behavior.

- **Starting the class with a “grab”** helps learners understand why they want to learn the new skills, attitudes, and behavior presented—why it is relevant to them...now!

- Using a variety of learning styles, particularly the perceptual modalities—visual, auditory, and kinesthetic—further enhances the learner’s retention of the skills, attitudes, and behaviors.

- Encouraging learners to **link their learning with their personal experience** further solidifies the application of the new skills, attitudes, and behavior to their work environment.

- How effectively the instructor can **reiterate the new skills, attitudes, and behavior through repetition**, without the learners realizing it, is critical.

If the instructor is unable to help the learners apply the skills, attitudes, and behavior to the work environment, the training is of no value.

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**Sébastien Meilleur**

Many things can make a great instructor. Some would say knowledge, communication skills, and an outgoing personality are among the requirements. I agree that they make a “good” instructor. To go from “good” to “great,” I say that you need **creativity and improvisational skills**.

Being able to improvise in face of a complex situation that occurs during training can save a class. Being able to improvise your speech as you go without having to prepare it all in advance gives the impression that you know your subject well and that being in front of a group is natural for you. Being able to improvise to adapt your speech and delivery to the class in front of you is what makes a great instructor in my eyes.

Improvisation is more than just “inventing” your speech as you go. It’s also being able to remodel your content on the fly to make sure you keep the interest of your class, for example.

To become a great instructor you need to master your subject enough to be able to improvise on it. Then you need to take chances and trust your instincts when training a group.

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**Brian Remer**

What makes a great instructor? **Humility.** Your job as an instructor is to establish and maintain an environment where people can learn at their best. This is more important than your expertise, your years of experience, your reputation in the field, or your winning smile and clever witticisms. Focus on how best
to impart what you have to offer rather than how you “look.”

What steps can we instructors take to become great? Before you enter the classroom, enter the bathroom. Look in the mirror and tell yourself, “This is not about me. This is about my students and bringing them something they need in a way they can use.” Then go to the classroom and use your expertise, experience, reputation, smile, and cleverness for them—not for yourself.

Rachael English

A great instructor demonstrates genuine care for his/her class. It all starts with building relationships. The key to success in training is establishing a relationship before the learners even take a class. Meet with them to determine needs and likes/dislikes. Develop relationships. Meet their learning styles, whether they be auditory, visual or kinesthetic. And most importantly, be deliberate with everything you do, from the introductory welcome to the scheduled break time to sharing as a group. Be strategic in the learning so it’s diversified and fun.

Look for ways to keep your learners engaged throughout the training. A few quick tips:

- Ask questions to generate involvement
- Conduct a poll
- Develop a handout outline of the presentation with space for notes—learners like to fill in the blanks so make it an active agenda
- Use graphics on power points as opposed to using long sentences—let your picture speak for you and use it to trigger thoughts

A great trainer uses the experiential learning model. Allow participants to have a shared experience together and then debrief it to come away with reactions and key learning points. The participants will generate more answers than you as the trainer may have thought of and that really shows an effective experience—when the learners are learning from one another, not just from you as the presenter.

And you can’t forget to have fun. A group that laughs together will learn more because they will become more comfortable. Always weave in some time for the group to just have fun and enjoy one another. If you do that, you can’t go wrong!

Chuck Needlman

A great instructor or facilitator has to have a passion for learning and training. If you are passionate about what you do and it shows, then you become a spark plug for your audience. The energy you generate is infectious and they jump onto the learning bandwagon.

A great facilitator also needs to have had many and varied experiences, both life and work experiences, where they have learned how the real world works and how a wide range of people relate to one another. These experiences help great facilitators relate to, empathize with, and understand their audiences.

The steps to becoming a great facilitator are simple: become as aware as you can of who you are. We all have some life luggage that we may be dragging around since we were kids based on experiences we’ve had. Death, divorce, the birth of a child, traumas, and many other episodes may continue to affect us, distorting our filters and inhibiting how we relate to other people—our audience.

Bottom line: If the training you’re delivering is not responsive to the participants’ needs, then it is not worth doing no matter how good a facilitator you are.

Stephanie Pollack

Great instructors use three things: connection, creativity, and passion.

Connection

Great instructors create A-Ha moments, connecting participants to ideas (the subject), each
other (through story sharing), and themselves (through critical thinking and applying new ideas to their real lives). To do this, great instructors create a safe learning environment. They provide new experiences and encourage sharing of past experiences. Great instructors are down to earth, approachable, personable, and have a sense of humor, especially toward themselves. They are acutely aware, use intuition, and engage in active listening—each participant has their full attention.

**Connection steps to take:** Use activities to establish a safe group environment together where sharing will flow naturally; do openers and closers to create a container in which everyone can engage. Pay attention to Maslow’s hierarchy of needs. Follow the Stages of a Group’s Life—forming, norming, storming, performing, mourning, transforming. Take a moment to get into the instructing space/mindset/heartset before beginning. Become a quality question asker. Hone your awareness skills—practice awareness everywhere you go, not just when you’re instructing. Encourage collaborative learning. Believe in your participants. Share smiles.

**Creativity**
Great instructors use as many instructional methods and teach to as many learning styles as possible in each session. This benefits you (excited/enthused by your work), your participants (engagement = better chance of learning), and the teaching field (no more death by PowerPoint). In addition to subject knowledge, great instructors also have theoretical knowledge and practical experience in group facilitation, psychology, intercultural communication, and instructional design; they continually draw from this always growing bag o’ tricks to make time fly. Great instructors can go with the flow, being flexible and adaptable to changing needs.

**Creativity steps to take:** Take risks, try new things outside your comfort zone, make mistakes and learn from them, raise your comfort with ambiguity, be playful. Work along the edges and intersections of disciplines. Take classes, watch other instructors and unabashedly steal from each other. Constantly build your bag o’ tricks: learning styles, multiple intelligences, and various instructional methods. Practice with a diversity of groups. Do the same curricula/activities multiple times to understand nuances and gain confidence to make changes on the fly. Remember that culture plays a role in everything. Encourage participants to try on the process.

**Passion**
Participants can feel instructors’ energy in two seconds. If an instructor is passionate—about the subject, purpose, methods, location, and most importantly the participants—the energy generated will inspire learning. Passionate instructors gratefully share their joy for their work, have fun, engage a room, and have a positive attitude. Great instructors are open-minded life-long-learners, honor their participants’ expertise, and desire to learn from them. Their passion naturally makes them generous with their time and energy.

**Passion steps to take:** Being passionate and enthusiastic enough for others to feed on involves a lot of inner work: being self-reflective and self-critical, being aware of the messages you’re trying to communicate vs. how you are perceived, and bringing your full self to your work. And, it’s worth it. Infecting everyone with your passion, and enthusiasm for learning will come right back atcha’. What did you do as a child that you were so enthralled by that no one could tear you away? Figure out how to bring that into the classroom. For instance, for me, it was acting and playing group games—I now use improvisation and group activities in my instruction no matter the subject.

**Chuck Petranek**
Great teachers and trainers go beyond presenting the subject matter and encourage learners themselves to experience and analyze the material. Our excitement will be their excitement, which in turn will persuade them to transform this knowledge into their own.

Experiential exercises and social simulations with oral and written debriefings are some of the best ways to accomplish these goals. I experienced the impact of such exercises teaching 23,000 students by creating social simulations for each class, so students could experience the major sociological concepts.
My philosophy of teaching started at summer camp when I was assigned to teach nature to city kids, who disliked nature, the woods, and animals. I knew I could turn that situation around because I had knowledge, enthusiasm, and respect for the campers.

I needed an assortment of teaching styles to present the material in an exciting and engaging way to make nature a part of their lives. As Piaget said, “to know something is not to copy it, but to work with it and transform it.” One has to see it, feel it, and know it. I created games to name flowers and trees. We ate berries and found water by digging holes. We climbed trees and swung from one to another. We examined animal tracks and discovered animal homes. Nature became part of us.

They were excited because I was excited, and we all experienced nature first hand. These first teaching lessons continued with me as a professor: know the material, logically present it, have various formats to accommodate visual, auditory, and tactile learners, allow them to experience it, and, above all, be enthusiastic.

Contributors to this article
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Rachael English is the Director of Envision University, a corporate university started at Envision EMI and located in Vienna, Virginia. Envision EMI is focused on creating unique experiences that provide a lifetime advantage to high achievers.

Chuck Needlman has been a management consultant, coach, and facilitator for more than 25 years, including with Marriott Corporation and the US government. He has developed and implemented programs for training and development, business planning, diversity, team building, and cross-cultural issues. He is currently the Program Manager, Supervisory Training, at DHS’s Citizenship and Immigration Services (CIS) Agency.

Stephanie Pollack, MA, (Stephanie@CreativeFacilitations.com) is an experiential instructor and consultant; she has worked on six continents specializing in innovative processes for learning. Clients with her business Creative Facilitations include Royal Caribbean Cruises, University of Virginia, Mercy Corps - Gaza, and Georgia O’Keeffe Museum.

Chuck Petranek is a professor emeritus of sociology who has taught 38 years in the college classroom, conducted corporate training, and earned three university-wide Teacher of the Year Awards. He also received the first Lifetime Achievement Award from the North American Simulation and Gaming Association (NASAGA) for excellence in teaching research and design of simulations. Currently with Petranek Consulting Services, Inc., he presents workshops and designs simulations with cutting edge themes of domestic abuse, Alzheimer’s disease, weight issues, and drug abuse.

Don’t miss the chance for knowledge, skills and fun in Vancouver, October 13-16!
See you there, gamers!!
Interest in Games Emerged from Prolonged Apprenticeship in Torture Method of Teaching: An Interview with Richard B. Powers.

By Brian Remer

Richard Powers received his degree in experimental psychology from Arizona State University. Though his training was heavily behavioral, he became more interested in social psychology. He concentrated on teaching and enjoyed creating conditions under which students were motivated to learn and discover what he had to teach. He found that if he was enthusiastic and having fun the students would be too.

In 1987, Powers took early retirement from Utah State and became involved in the Oregon Peace Institute where he used simulations and games to teach conflict resolution, prejudice reduction, understanding of different cultures, and related peace topics.

Brian Remer: What excites you most about using simulations and games?

Richard Powers: I find I have the most fun when I’m challenged and excited by the prospect of translating a hard-to-understand but important problem in some field into a game or exercise. So in addition to spreading the word about NASAGA, conflict resolution, simulation and gaming, and related topics, I like to be around people who value experimentation and who enjoy exploring an idea or concept without immediately judging its “rightness” or “wrongness.” I have less patience now with colleagues who have a doctrinaire approach to problems than I did earlier and have come to value those who are willing to wear their positions lightly and playfully.

BR: What is your area of specialty?

RP: Since I spent so much time designing and playing the COMMONS GAME, I could be considered as having a specialty in environmental issues. But my interests are wider than that. When I find myself caught up in a topic that presents an educational problem, I start thinking of game ideas that would help players understand the controversy or problem.

For example, I just read The Drunkard’s Walk by Leonard Mlodinow, a delightful book illustrating how difficult it is for all of us, even statisticians, to avoid making errors in judgment when dealing with probability. The book has examples that illustrate how many of us, even math professors, make these common errors. [So my mind asks,] could a game be constructed in which players confront probability problems but in a way that would allow them to discover techniques that lead to a correct analysis? Anyway, that’s an example of my rambling interests.

BR: How did you begin designing and using games?

RP: Part of my motivation for becoming interested in games was due to a prolonged apprenticeship in the torture method of teaching also known as “lecture and test.” There had to be better ways of getting ideas across and I began looking for others with interests in teaching and learning.

In 1975, I attended my first NASAGA conference and found a home. What makes this group special (in addition to the amount of fun we have at our annual meeting) is that since it is made up of people from a variety of disciplines, we have to speak plainly (no jargon, please). As a result, we actually talk to and learn from each other (as opposed to what goes on at most conventions).
BR: How long have you been designing and using games?
RP: Since that fateful NASAGA Conference of 1975, 34 years ago! Hmmm. That’s a lot of time for so few games produced. Maybe I should have designed more short games!

BR: Where do you use games and how do your participants respond?
RP: I’ve had clients for some of the games I’ve conducted but most often the players are students, high school or college. I think of persons who play my games as players, regardless of age or background. Most players, but never all, see the games I facilitate as fun and tell me they’ve gained an insight or two either about themselves or those they played with.

BR: What is the most horrible or embarrassing moment you had in conducting a game?
RP: At one ISAGA conference, I introduced the game GRAND DESIGN that I’d just developed. It’s a game for a large number of players in a setting such as an auditorium full of convention goers or students. Without getting into too much detail, the object for each group of ten or so was to create a beautiful design using a set of colored, two-inch cardboard squares.

When the groups finished, a person from each group held up their design and extolled its virtues. After that, a three person panel of judges selected the “best” design. When the winner was announced there were howls of protest as losing groups challenged the qualifications of the judges, the value of the game, and, in short, acted as if their life’s work had been called trash. The debriefing was intense and long. I had played the game before and didn’t get this reaction so was not prepared for the attacks on the game, the judges, nor me. Nor was I prepared for the intensity of the emotions expressed.

The lesson I took away from the experience was that judging players or a product of players’ work should not be undertaken without considerable thought. Ask yourself if judging needs to be part of the game or exercise. It’s enough in most games where feelings are shared to let players express feelings in an atmosphere of respectful listening and without comment.

The need to judge may be relevant in some tasks, as in a training exercise, but it’s too easy for the judgment to be perceived as going beyond “the work” and targeting the person who did the work.

BR: What advice do you have for newcomers about designing and using games.
RP: Here are some things I’d suggest to a newcomer.

Rule #1: Play a lot of games even in fields which are not your specialty.
I’d especially encourage you to play some “classic” games, such as Garry Shirts’ BAFA, BAFA and STARPOWER, Thiagi’s BARNGA, Alan Feldt’s CLUG, William Gamsion’s SIM SOC, Fred Goodman’s THEY SHOOT MARBLES, DON’T THEY?, and Martin Shubik’s, DOLLAR AUCTION.

At NASAGA conferences, seek out seasoned gamers and ask them what their favorite game is and then play it. Typically, at a NASAGA conference there’s an evening given over to playing well-known games. Make sure to attend that session.

Rule #2: Modify a game.
In my classes I suggest students start with a game they have played a few times and re-design it by changing one or two parts so that it’s a better fit for their particular interest. With enough experience playing and facilitating a game, you will reach a point where you feel you “own” the game and are no longer afraid to change it.

Rule #3: Design a game.
Newcomers will discover what games they like and what they might learn by playing games such as the ones listed above. They’ll also acquire a background and language, which will enable them to communicate more effectively with other gamers. I find that playing a well-designed game stimulates my thinking about how to incorporate features of that game into my next game. Once you’ve played some of these games and tried to design your own game, you’ll be hooked and from then on you’ll always be designing your next game, which will be better than your last!

Having said that, I seem to be urging newcomers to go out and start designing games as if the field is short of games and is desperate for more game designers. Not so. There
are lots of excellent games out there and more than a few good ones are gathering dust in the library of forgotten games. GHETTO, designed by Dove Toll, is one such.

Rule #4: Any game can be improved. The rules of a game, even a “classic,” are not set in stone. After you think you understand what the designer of a game was trying to do, feel free to experiment to make the game fit your needs.

BR: What games do you use most frequently? RP: My interests determine the game or simulation I use or decide to design. Here are some games I use regularly.

The NEW COMMONS GAME, an environmental resource game where if greed rather than cooperation dominates play, the resource will be exhausted.

AN ALIEN AMONG US, a diversity game which illustrates how wildly diverse we humans are. It also prods players to examine their stereotypes and prejudices.

BAFA BAFA illustrates the need for patience and a willingness to learn the basics of a host culture before attempting to interact with the natives.

STARPOWER demonstrates how quickly a psychology of “we-they” develops between groups who are competing and, more importantly, how those in power invariably design rules to hold on to power.

WILDFIRE II shows how easy it is for two nuclear-armed nations to stumble into a nuclear war.

ROADBLOCKS illustrates the twelve barriers to communication--made popular by Thomas Gordon in Parent Effectiveness Training and People Skills by Robert Bolton.

CONCENTRIC CIRCLES. from the excellent basic manual published by the Alternatives to Violence Program, is a listening-speaking exercise especially valuable for the first session of a workshop or class. Students are often surprised by how good they felt when others gave them undivided attention.

BR: What book recommendations do you have? RP: My favorite game book is The Grasshopper: Games, Life, and Utopia by Bernard Suits, a Canadian philosopher. It’s a lighthearted but serious exploration of a theory of games told in the form of a Socratic dialogue between the Grasshopper, a game loving idler, and two of his serious and “ant like” disciples, Prudence and Skepticus. Suits argues that playing and designing games is how we would spend our time in any utopia since there is no need to work in a utopia. He posits a theory of utopia that requires a theory of games. The pen and ink drawings by Frank Newman are exquisite. It’s an original work and a delight to read.

I also recommend newcomers get a copy of Robert Horn and Anne Cleaves, The Guide to Simulation/Games for Education and Training [4th edition]. Besides the excellent evaluative essays, there’s a listing and brief description of simulations, games, and exercises by topic. Many of these games are no longer available but the size of the collection will indicate the breadth of the field, give an idea of what has been done, and be a rich source of ideas.

BR: What is your prediction about the future of games? RP: The NASAGA webpage is a marvelous addition to our [gaming] toolbox. I expect any growth in NASAGA will be in the number of online users because it’s so easy and quick to ask and get answers from a spate of knowledgeable gamers. I’m heartened and pleased by the spirit of generosity in our ready response to requests for help and our willingness to explore ideas with other gamers. The result is a quantum jump in our collective expertise. Occasionally, I drop in on a discussion and invariably learn something useful.

Recently, I followed a discussion on disruptive participants and what might be done about them. Several good ideas were advanced and Thiagi provided a list of more than a dozen productive ideas. But I found most intriguing an email from a Brazilian woman who suggested that the “disruptive participant” can be an asset—an instance of turning a problem into an opportunity and an example of how creative gamers are.

BR: Who are your favorite game designers? RP: Listed alphabetically: Alan Feldt, Fred Goodman, Cathy Stein Greenblat, Garry Shirts, the late Barbara Steinwachs, and Thiagi.

A Partial Game-ography of Richard Powers
- (1977) STOP! An Analog to Sheriff’s Robber’s Cave Experiments.
• (1991) GRAND DESIGN: Art for the Masses
• (1994) ELBOW’S METHODOLOGICAL BELIEF: Believing Difficult Issues—A Role Play Exercise
• (1995) DISCOVER ME: A Game of Self-Disclosure
• (1999) AN ALIEN AMONG US: A Diversity game.
• (2005) COMMUNICATION ROADBLOCKS: A Role Play Exercise.
• (2005) UNFAIR GAME: An Exploration of John Rawls’ Theory of Justice

Three of Richard’s well-known games are available for purchase.
• NEW COMMONS GAME [from Educational Simulations, PO Box 276, Oceanside, OR 97134. Email: rpowers@oregon-coast.com].
• AN ALIEN AMONG US [from Intercultural Press].
• COMMUNICATION ROADBLOCKS [in the 2005 ASTD Training & Performance Sourcebook, Mel Silberman [Ed]. ASTD Press.]

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 president and chair of the NASAGA board of directors, and currently an editor of SIMAGES. He can be reached at brian@thefirefly.org.
Networking the NASAGA Way

By Chuck Needlman

The NASAGA board has established committees to carry out the work of the organization. Board members Chuck Needlman (cneedlman@mac.com) and Jimbo Clark (jclark@innogreat.com) are responsible for promoting networking activities for NASAGA. Contact either of them for ideas or help with your networking plans. The article below will get you started and give a concrete example. -Editors

Networking brings up many thoughts: social networking, career networking, networking your computer, etc. These are not the types of networking that will be covered in this article. What will be covered is one proven approach to touching the most number of people in the shortest amount of time with positive results. If you’re interested, read on.

First, however, grab a pad of paper and a pen. Now write, don’t think too much! List all the sponsors of events you have been to in the last five years. These sponsors could be universities or colleges, professional organizations, businesses, non-profit groups, associations, etc.

Next, ask the following questions of each entry on your list.

1. Are you a member of this organization?
2. Did you ever deliver a session/workshop for them?
3. Do they have pre-conference workshops?
4. Do you have a personal contact with one of the officials of this organization?

You have now laid the groundwork for developing a network the NASAGA way. Here is a concrete example.

The International Management Institute (IMI) of American University (AU) in Washington, DC, puts on an annual conference with a focus on cross cultural studies and applications. NASAGA member Judee Blohm and I have facilitated sessions in many past conferences.

In 2009, at the invitation of two NASAGA members who work at AU, we delivered a half day pre-conference session for no personal fee that focused on making cross cultural training interactive. In return, IMI listed NASAGA on its conference website, put a flyer for the NASAGA DC conference in each participant’s bag, and listed NASAGA as Gold Level Sponsor in their conference booklet. Our session drew 28 participants and one quarter of them came to the NASAGA DC conference six months later -- an amazing success!

Fast forward to 2010. Judee and I proposed doing a full-day pre-conference workshop, again for no personal fee. The registration fee for the workshop (kept at a reasonable rate) would be split after expenses between IMI and NASAGA. The workshop extended the idea of the previous year with the morning experiencing and debriefing a series of interactive ways to present cross-cultural content. The added afternoon session was a practicum where groups of participants presented some cross-cultural content using an engaging activity and received critique. Again, NASAGA was listed prominently on the conference webpage and in the program, with publicity for our next conference. We not only made a profit for NASAGA, but also were able to continue our networking connection to the IMI community. Next year is looking good for an encore session!

If you are interested in the agenda or other networking ideas through conference presentations, contact Chuck Needlman or Jimbo Clark.

Your turn. Look back at the list of programs you attended and your answers to the questions. How might you approach one sponsor and present at their event, promoting NASAGA?

You have now created a blueprint for an enduring networking relationship the NASAGA way. Good luck! Thanks on behalf of NASAGA

Do you have an example of networking you have done on behalf of NASAGA? If so, please send it so we can share it.

By Chuck Needlman
Employee engagement is a hot topic these days. If we wish to increase our organizational performance, we must increase our employee engagement according to multiple studies and books. Some studies even provide helpful hints on how to engage them. However, most of the books I have read on the subject stop there. Not Rich McLaughlin who adds another layer to his book by delivering a narrative of a company applying the theories and tools mentioned in the book. For linear thinkers, the narrative makes all the difference.

One of the concerns I always hear when recommending theories and tools is, “Well that sounds good but it would never work here,” or, “I cannot imagine how to implement these ideas.” McLaughlin addresses these concerns and questions within his book. He even addresses how to rebuild employees’ trust after layoffs by empowering and providing a structure for them. McLaughlin offers steps for leaders to follow, too. He shares potential outcomes as well as examples in a narrative format so leaders can better understand the theories and applications discussed within the book.

This format, and McLaughlin’s light touch with theories—mentioning them without multiple dry pages on them—are the genius of this book. I’m recommending it as a staple for all my middle managers and my advanced first line managers. By understanding these theories and practicing them within their team settings, first line managers will be better able to transition into second level management.

This book is a must-have for every manager’s library. Facilitators should provide this book with their seminars or courses whenever the subject includes employee engagement, improving morale, improving performance, leadership, or managing change.


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.
What do you know about popular game shows? Here are two puzzles to test your knowledge.

Knowledge, skills and chance
All game shows include elements of knowledge, skills and chance. Most rely on one feature more than the others. Below are 10 popular game shows. Put them in the category that best represents their main K/S/C element.

The Price is Right       Super Password  Family Feud
Jeopardy                  Hollywood Squares  Card Sharks
Deal or No Deal           Wheel of Fortune  Let’s Make a Deal
Weakest Link

Primarily KNOWLEDGE:
1. ___________________ 2. ___________________ 3. ___________________

Primarily SKILLS:
1. ___________________ 2. ___________________
3. ___________________ 4. ___________________

Primarily CHANCE:
1. ___________________ 2. ___________________ 3. ___________________

Gameshow Hosts and Game Features
Can you match the game show host and game feature to the following 15 games? Give it a try!

<table>
<thead>
<tr>
<th>Game Show</th>
<th>Host</th>
<th>Game Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Card Sharks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Price is Right</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wheel of Fortune</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jeopardy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hollywood Squares</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Super Password</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Feud</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Game shows

<table>
<thead>
<tr>
<th>Game show</th>
<th>Host</th>
<th>Game feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let’s Make a Deal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Weakest Link</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deal or no Deal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are You Smarter than a 5th Grader?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who Wants to Be A Millionaire?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$100,000 Pyramid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joker’s Wild</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tic Tac Dough</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Game show hosts

- Dick Clark
- Pat Sajak
- Anne Robinson
- Howie Mandel
- Jack Berry
- Wink Martindale
- Jeff Foxworthy
- Bob Eubanks
- Richard Dawson
- Alex Trebek
- Bob Barker
- Tom Bergeron
- Regis Philbin
- Bert Convy
- Monty Hall

### Game features

- Secret Square
- Survey says!
- Freeze
- Zonk
- Daily Double
- Bank
- The Banker
- Peek
- Cliffhanger
- Final Answer
- Beat the Dragon
- Cashword
- Face the Devil
- Winner’s Circle
- Bankrupt
By Judee Blohm

Solving the ampersand puzzle from last issue involved thinking of the word in each pair that appears in parentheses, and then using the first letter of the missing words to answer 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>pans</td>
<td>pots &amp; (pans)</td>
<td>12</td>
<td>at</td>
<td>(eat) &amp; drink</td>
</tr>
<tr>
<td>2</td>
<td>up</td>
<td>(up) &amp; down</td>
<td>13</td>
<td>NASAGA</td>
<td>ISAGA &amp; (NASAGA)</td>
</tr>
<tr>
<td>3</td>
<td>bacon</td>
<td>(bacon) &amp; eggs</td>
<td>14</td>
<td>advice</td>
<td>(advice) &amp; consent</td>
</tr>
<tr>
<td>4</td>
<td>love</td>
<td>(love) &amp; kisses</td>
<td>15</td>
<td>stand</td>
<td>(stand) &amp; be counted</td>
</tr>
<tr>
<td>5</td>
<td>interior</td>
<td>(interior) &amp; exterior</td>
<td>16</td>
<td>we</td>
<td>shock &amp; (awe)</td>
</tr>
<tr>
<td>6</td>
<td>soda</td>
<td>scotch &amp; (soda)</td>
<td>17</td>
<td>grin</td>
<td>(grin) &amp; bear it</td>
</tr>
<tr>
<td>7</td>
<td>hat</td>
<td>scarf &amp; (hat)</td>
<td>18</td>
<td>athletic</td>
<td>fit &amp; (athletic)</td>
</tr>
<tr>
<td>8</td>
<td>income</td>
<td>(income) &amp; expenses</td>
<td>19</td>
<td>Burns</td>
<td>(Burns) &amp; Allen</td>
</tr>
<tr>
<td>9</td>
<td>night</td>
<td>day &amp; (night)</td>
<td>20</td>
<td>on</td>
<td>on &amp; (on)</td>
</tr>
<tr>
<td>10</td>
<td>surf</td>
<td>surf &amp; (turf)</td>
<td>21</td>
<td>open</td>
<td>(open) &amp; close</td>
</tr>
<tr>
<td>11</td>
<td>hand</td>
<td>(hand) &amp; glove</td>
<td>22</td>
<td>knock</td>
<td>(knock) &amp; enter</td>
</tr>
</tbody>
</table>

Answer: Publish in the NASAGA Book.