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Editorial Board
Judee Blohm, Liliane Lessard, Brian Remer

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It’s Time to Let Go

By Dave Piltz

Vancouver 2010 is over and what an experience it was. For those who attended networking flourished, friendships were refueled or ignited, and professional growth peaked. Enough thanks cannot be given nor expressed to those who coordinated and implemented the conference—their tireless efforts and dedication are a tribute to what NASAGA has always been. And what has NASAGA always been? It’s been many things over the years but it will always be an organization where professionals committed to experiential learning can thrive, grow, challenge and be challenged.

At Vancouver 2010 the board said good-bye to many familiar faces who have served years crafting NASAGA into a viable and sustainable organization. Now it’s time for a new group to step into the shoes of the past and forge ahead. I don’t know about you but for me forging ahead is exciting but it’s also scary as one needs to let go of what was for what is to come.

In 2011 the board will be challenged with:
- Enhancing the website to serve everyone more efficiently
- Creating a sustainable on-line community
- Creating sustainable regional networking communities
- Enhancing NASAGA’s marketing reach

These challenges are in addition to those items the board and volunteers have been working on over the years.

The work cannot stop and it needs to continue knowing NASAGA has lost key leaders and members to let new leaders lead. Those who founded NASAGA were smart to cap tenures of board members. In this transition NASAGA will go through some growing pains but in the end I am confident that NASAGA will emerge stronger and more vibrant than ever before. But we can’t do this alone. We need your help in the areas of:

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 (2011)

One last thing to note. The 2011 conference will be in Philadelphia. The conference committee is close to finalizing the theme, dates, and keynotes. It is guaranteed to be an incredible experience. So watch for upcoming details.

I am looking forward to 2011 and with your help, support and involvement it can be an amazing year for NASAGA.

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

Dave Piltz
2010-2011 NASAGA Board

Thank You!

NASAGA expresses its appreciation to the following members who left the board in October 2010: Marla Allen, Ken Bellemare, Judee Blohm, Jimbo Clark, and Tracy Tagliati.
New Board Members

Nikki Boeshansz
Nikki Boeshansz is currently a Training and Development Manager working for White Castle, a quick service restaurant based in Columbus, Ohio. After her first conference and "night of gaming" with unique individuals from all over the world, she immediately got involved with the organization and has been a conference volunteer in marketing for the past two years. Nikki spends most of her free time supporting local and national educational organizations such as Council for Exceptional Children and Autism Speaks. She is a recovering ice cream addict, Cleveland Browns fan and a Buckeye fanatic! Nikki is a proud trainer and educator and looks forward to continuing the phenomenal traditions of NASAGA.

Scott Nicholson
Scott Nicholson, Ph.D. in Information Science, is an Associate Professor at the Syracuse University School of Information Studies and specializes in games in libraries and education through his Library Game Lab of Syracuse. He is the host of the free video series, Board Games with Scott, which explores modern board games of many types. He is a published recreational game designer; his most recently published game, Tulipmania 1637, was published in 2009 by JKLM Games. He looks forward to being a crusty old academic on the board!

Kate Koski
Kate Koski, Ed.D., is principle of CultureWorks Consulting and works with culture, communication and conflict resolution in community, business and educational settings. After living and working in Spain, Kate was in human resource management and labor relations in multicultural manufacturing companies in California and Massachusetts. She then worked with the University of Massachusetts’ University Without Walls program advising and instructing students from around the world. She holds a doctorate in education that focused on intercultural communication, an M.A. in intercultural management and a B.A. in conflict resolution. Kate has attended quite a few NASAGA conferences as an enthusiastic participant and resourceful presenter/facilitator.

Martin Delahoussaye
Martin has more than 25 years of experience in publishing, with a specific focus on training and development. As Vice President of Publishing for HRDQ, Martin leads the organization’s strategic content acquisition initiatives as well as the research and development of new products. Previously, Martin served as Senior Acquisitions Editor of Pfeiffer, Managing Editor of Training Magazine, and Editor of Training Journal. In addition, Martin held several operational positions at McGraw-Hill and Gower Publishing in Great Britain prior to becoming President of Orange House Publishing in Australia. At all the NASAGA conferences he has attended, Martin has charmed other participants with his wit and peculiar sense of humour!
This year’s conference was a blast! We had about 80 people participate with attendees and presenters coming from far and wide. One of the highlights for me was the awesome keynote speakers. Each day kicked off with brilliant insights in the value of play and games in learning and opportunities to reflect on our practice. At the end of her talk, keynoter Stephanie Pollock challenged participants to put their knowledge of games to work during the next year, and to state what they will do by leaving an Exit Ticket on their way out of the session. See what NASAGA ns wrote on page 5.

The concurrent conference sessions were wonderfully diverse. I heard many participants struggle to decide which of the sessions to attend. With NASAGA’s powerful roster of presenters, there was so much to gain! I very much appreciate the time and energy my speakers and presenters devoted to creating rich experiences.

The venue was perfect. All sessions were on one floor and we had the space to ourselves which fostered community and conversation. I have to thank my fantastic volunteers and the members of the board who so generously donated their time and allowed me to succeed in this fantastic endeavor. Also, thanks to my good friend David C. Jones for creating the improvised game show for our banquet. It was so hilarious!!

Make sure you attend next year’s conference in Philly. In fact, start thinking about what session you want to run and what tasks you can volunteer to take on! NASAGA is only possible through the effort of its members. I thank everyone who made the 2010 conference happen.

Your host,

Dave Matte
Exit Tickets from Stephanie Pollack’s Keynote

At the end of her keynote address, Stephanie challenged all NASAGAns to think of one gamey thing they’ll do between now and NASAGA 2011 to either help heal someone from trauma and/or make the world a better place. The responses:

- Use games to increase awareness of charity: water
- Teach people how to integrate accountability into their whole selves (work and personal)
- Demo the games and jolts to my colleagues for their own use
- Teach librarians to use big group social games to engage patrons and cross cultural and generational boundaries
- Adapt parent advisory training (public school parents) to include games
- Start an adult education program that gives adults the spirit, hope and skills to work towards their goals/dreams
- Convert individuals to become less fatalistic and more atheistic
- I’m gonna do Gary’s game for him : )
- I’m going to let you!
- Try some of this stuff with work colleagues
- I will check out theatre of the oppressed and consider how I can use it and with whom
- To make peace with discrimination
- Create a game for the survival of me!
- Change my “work” environment to provide/enable more completeness and harmony
- Create a cooperative board game for parents of out-of-control teens
- I am going to . . . use balloons + party games at the hospice + groups I’m involved with
- I will invite stories to be shared

First Time Attendee Gains International Professional Network, New Ideas, and Motivation

NASAGA was really helpful for me. It came at a time when I was a little stressed and I felt my creativity was drained in my current job. I felt I had exhausted all my support network in the workplace. The conference offered a release from the stress I was experiencing by allowing me to discuss the challenges I faced; get solutions from other training professionals; and build an international professional network of trainers. I learned from the other professionals that they faced similar issues whether they were consultants or worked for a private company. I shared my ideas with “NASAGA-ites” and they offered feedback on a daily basis. Really, NASAGA offered a place to generate and play with ideas with professional trainers from different industries. It also helped to build a social network of trainers from around the world that I can email, brainstorm with, share ideas, and provide assistance to. I left the conference rejuvenated and enthusiastic. For me, NASAGA was an investment in my future!

Brie
KUWAIT

What does NASAGA mean to you?

Write a testimonial that we can share.
Send to judeeblohm@msn.com.
Scholarship Winners Highlight Value and Express Gratitude

**A Chain of Events**

Thank you for the scholarship that made it possible for me to attend and present at NASAGA for the first time. I have been working with Dr. Richard Powers, whom you probably know from past conferences. We co-teach a class at Portland State University called Playing with Conflict where we use games and simulations to teach conflict resolution concepts and skills.

Richard has been encouraging me to attend NASAGA for the 3 years we’ve worked together, but I had no idea what I was missing. There’s a little game I brought to our class and Richard encouraged me to submit it to NASAGA’s recent book effort. I protested but Richard is stubborn and kept at me.

Then I was asked to present it at NASAGA. Again, I protested that I could not afford it, as much fun as it sounded, and Richard told me to apply for a scholarship. Good job, Richard! You got me there, and now I won’t need prompting to return!

There was such a wealth of things to learn at NASAGA that I felt downright silly teaching a workshop when there were so many people there with so much more experience and wisdom in the field to learn from. Working with people like Richard Powers and exposing myself to the amazing people contributing to NASAGA, I look forward to what might mature for me, in myself and in my career. Thanks again for such an inspirational conference.

Kat Kirkpatrick

**Once Upon A Time**

Once upon a time, Diana Ng received a group email message from Ken Bellemare describing the North American Simulation and Gaming Association (NASAGA) Conference. Diana was curious about the information. When Diana read the word simulation, she thought about mannequins with heart beats and arms that one could practice inserting intravenous needles into its forearms. You see, Diana has a nursing background. However, she became energized upon discovering the parts on storytelling and interactive learning activities. She was sold on the conference when she came to the part about a scholarship being available.

Diana thought she would complete and submit the scholarship application to see what would happen. She was told at the enthusiastic interview with Marla Allen that she was the successful candidate for the scholarship.

It was an incredible experience for Diana meeting all the keen educators, trainers and facilitators with a love for active learning. Conference goers from America, Europe and Canada participated as both deliverers and recipients of the interactive exercises. They openly shared their experiences offering their insights and joy for knowledge.

The highlight of her four days’ event was learning and having fun with so many friendly and open people. It was really easy being with this group. Like-minded folks worked and conversed creating synergistic relationships, truly a sum more than its parts.

There cannot be enough said about the NASAGA board for the obvious hard work that went into organizing this spectacular conference. Service delivery at this venue was excellent, waiters were approachable. Food was fresh and delicious. The keynote speakers were provocative and “out of the box.” The auction and improv were delightfully entertaining. Thiagi and his team were truly magical with their presentations; they are clearly facilitation experts to emulate.

So thank you, a huge thank you to you all from the conference announcement writers to scholarship reviewers to global participants to workshop presenters to friendship offerers and more. A sincere thank you to you all for introducing and making this occasion one of a kind to be remembered.

Diana Ng
NASAGA presents two awards annually at its conference.

**Ifill-Raynolds Lifetime Achievement Award**
The Ifill/Raynolds Award is a memorial award for outstanding contributions to simulation gaming. Through it NASAGA recognizes one of its members who develops and/or uses simulation games with joy and serious purpose, in the spirit which NASAGA’s friends and colleagues Don Ifill and Gennie Raynolds brought to all their work, and specifically to their work with simulation gaming.

The award recipient’s work should respect and make use of the power and spiritual richness within practical settings. In an exemplary way, their work should:

1. Foster a sense of community among those who interact with it.
2. 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.
3. Enable active, positive listening by participants to themselves and/or those different from themselves, enhancing their understanding of themselves and others.
4. Contribute to strengthening and/or changing an organization’s or group’s climate and spirit while building a deeper understanding of its purpose.

They should be well rounded in simulation and gaming, with experience in several areas: facilitation, design, educator/trainer, researcher, writer.

This year’s Ifill-Raynolds winner was Fred Goodman. Participants at the 2010 conference had the good fortune to meet and learn from Fred Goodman as he was a keynoter at the conference. In his address, Chance, Choice and Change: The Joy of Learning, Fred speculated about why games may be useful in getting people to “change their minds” as contrasted to “preserving their beliefs.” The subtitle involves the kind of mind-changing Fred hopes for most – getting people who see learning as a necessary evil to change their minds and see learning as a never ending process that they look forward to with excitement and joy.

See the interview with Fred Goodman on page 15 to understand more about why we are proud to present him with NASAGA’s lifetime achievement award.

**Rising Star Award**
The Rising Star award is given to a first time presenter at NASAGA conference who embodies the enthusiasm, engagement, and values of NASAGA. The awardee of the 2010 award was Iraida Delgado.

Iraida Delgado has over 15 years as an educator and business consultant. Currently she is an account representative, trainer, and adjunct faculty at Holyoke Community College. She is also president of the board of directors for Girls Inc. of Holyoke and an associate of CultureWorks Consulting. She holds an MBA with research interests in intercultural communication and creative leadership within organizations. She is a seasoned trainer and presenter, and sincerely believes in the power of education to change lives and impact positively on society, and that NASAGA provides a learning venue for this change.

Iraida’s session at NASAGA 2010, Give it Up!, was a powerful simulation where participants have to make choices about leaving behind parts of their life in order to fit into a new culture, which is a challenge faced by anyone moving into a new environment. Her debriefing included debriefing conferees as participants in the simulation as well as debriefing from a trainer’s point of view. After presenting the activity and debriefing, Iraida presented her own personal challenges in facilitating the exercise, giving attendees a look into some of the problems faced when presenting an emotionally-charged simulation.

We congratulate Iraida on her award and look forward to many years of her future engagement with NASAGA.

*The Rising Star story was contributed by Scott Nicholson, last year’s Rising Star recipient and a new NASAGA board member. See his bio on page 3.*
Nasaga 2011
Coming to
Philadelphia, Pennsylvania

Watch for announcements for

- Dates
- Theme
- Call for proposals
- Hotel
Liliane Lessard Joins SIMAGES Editorial Board

We are pleased to announce that Liliane has joined the SIMAGES editorial board. Liliane served on the NASAGA board of directors and has been the treasurer for several years. Here is her statement about her work, interests, and reason for joining the SIMAGES staff.

As a senior consultant in the field of performance improvement, I have been working in different industries with a variety of clients for over 20 years. I love working in partnership with clients on projects that focus on performance improvement – hence enabling individuals to acquire knowledge and develop competencies linked to personal and corporate objectives.

When I am not working with clients, I love to network and learn from my peers. One way to do this is to volunteer and that is why I focus my energies in the two professional associations I most prefer: ISPI and NASAGA. NASAGA has seen me as a board member, a treasurer, treasurer ex officio, and now co-editor of SIMAGES. I have always enjoyed writing and I do take pleasure in reviewing what others write, so I plan on giving as well as receiving when collaborating with Brian and Judee on the next issues of NASAGA’s online newsletter.

Liliane Lessard, M.Ed., ISPI CTP*


Over 30 activities are being considered for the first NASAGA Activity Book to be published by Wiley, an imprint of Pfeiffer. The final activities selected will be versatile, each being appropriate for a variety of training purposes.

The text will include a cross-reference chart which will indicate some of the purposes for which each activity might be used. For example,

- Cultural/cross-cultural training
- Creativity and innovation
- Communication
- Customer service
- Decision making/problem solving
- Organizational development
- Self-awareness/personal growth
- Team building
- Training of trainers

We hope the book will be available at the 2011 Conference.

Stay tuned.
A basic wish of every game designer is the desire to have their game played – and played often! Why invent a game if not to have it used and enjoyed by a wide audience? Yet for many, the opportunity to have one’s game reviewed by a publisher, let alone played by the public, seems nearly impossible. Fortunately, this is not the case for NASAGA members.

In 2008 Martin Delahoussaye of HRDQ approached NASAGA board members Judee Blohm and Chuck Needlman with the idea of creating a NASAGA game competition. The goals were to encourage NASAGAns to develop new games. HRDQ would sponsor the competition and review games for potential publication. Martin and Judee, with help from Thiagi, developed the competition rules and judging criteria.

The NASAGA game design competition, now in its third year, offers an opportunity for developers to showcase their best games. Participants are invited to submit their entry to a panel of judges made up of NASAGA gaming experts and members of the staff at HRDQ Publishing. Winners are announced at NASAGA’s annual conference and entries may be considered for publication by HRDQ.
First Year’s Game Competition Winner is Published!

Strike Fighter, designed by the Pracownia Gier Szkoleniowych consulting group in Warsaw Poland won the first NASAGA game competition sponsored by HRDQ. (See SIMAGES Volume 10, Issue 1, January 2010, for details about the winner and its developers). The winner was announced at the NASAGA conference in Washington, DC, in October, 2009. Less than a year later, the press release below announced the publishing of the game.

HRDQ Unveils the Powerful Negotiating Training Simulation Strike Fighter Winner of the 2009 NASAGA Game Design Competition

KING OF PRUSSIA, PA (September 1, 2010) -- HRDQ, a leading developer of soft-skills training resources, announced today the release of Strike Fighter, the collaborative negotiating training simulation and winner of the 2009 NASAGA Game Design Competition.

At the core of the simulation is a collaborative negotiating model that is based on the win-win approach presented by William Ury and Roger Fisher in their popular book Getting to Yes, as well as the highly respected Thomas-Kilmann conflict resolution model. Appropriate for employees, sales professionals, and managers at all levels, Strike Fighter offers an eye-opening training experience that demonstrates why it is vital to balance concern for the negotiation’s outcome and the relationship with the other party.

Strike Fighter uses an engaging military scenario to explore all phases of negotiating from planning through to the end result. “Strike Fighter is an effective learning tool because it uses role-based play to enable players to practice their skills,” says Martin Delahoussaye, HRDQ Vice President of Publishing. “No matter how hard players attempt to act like they can negotiate, the simulation naturally brings to the surface their preferred behaviors, approaches, and strategies.”

The team of judges at the NASAGA Game Design Competition, including Chris Seager of the American Red Cross and Brian Remer of the Firefly Group, were impressed with the simulation’s relevance and design. “Strike Fighter is a realistic, highly engaging simulation that delivers learning through stimulating and challenging game play,” said Seager. Remer added, “It is sophisticated in its underlying design, yet easy to use. The authors, Joanna Średnicka and Nel Berezowska of PGS, did an exceptional job.”

Strike Fighter provides approximately three to four hours of instructor-led training. The game kit comes equipped with enough materials to train up to 12 participants at one time, including a comprehensive Facilitator Guide, PowerPoint® presentation, and reproducible handouts. The majority of the components are reusable.
Second Year Game Competitors and Winner

By Brian Remer

The 2010 game competition entries included a project management simulation, the crunch of time, lots of swimming, and more than 10,000 marbles. Here’s a rundown.

All the Marbles, by Jim Clark, is a simulation designed to help people in sales, marketing, and the related support functions test both old and new strategies to improve results. This is a game with a lot of action and a lot of excitement. Players would find it immediately engaging. It’s colorful and has a wonderful yet simple theme and learning point that is effectively repeated throughout the game. By bouncing marbles into cups, players earn the right to access customers. In the process, this team-related learning mantra is reinforced:

We
Struggle
For the Honor
To Take our Best Shot
For a Fair Return

How to Run a Swim Meet without Water, by Alf Grigg, is an action-packed relay team building game with a creative twist. The goal of the game is to demonstrate five techniques for building an effective team, including creativity, problem solving, recognizing team member contributions, and positive competition. This game is a wonderful example of inventiveness. It uses imagination and a playful approach to engage participants in team building activities that they might otherwise not try. It’s physically active and involves all participants all the time.

In the game, players are challenged to compete at various swimming challenges – including diving – on dry ground! This is a game for imaginative facilitators who want to foster that quality among their participants.

Deliver, by Christiane Gresse von Wangenheim, focuses on project management, and more specifically, earned value management (EVM). The goal of the board game is to reinforce the basic concepts of EVM and enable participants to calculate and interpret basic EVM performance indexes. The game is well suited to teach the particular project management skills and the number crunching involved in those skills.

The materials are exceptionally well designed and well organized. The game has a lot of potential to be expanded and developed for other applications such as team building and project management.

The NASAGA game design competition is open to all NASAGA members. Look for your chance to shine in the rules for 2011.

A Matter of Time, by Pracownia Gier Szkolienowych (PGS), was the winner of the competition. A Matter of Time is a time management simulation that requires participants to coordinate with other teams. Players will find this game to be very engaging because of its similarities to real-world situations including the need to negotiate with other teams and the discovery of last minute constraints that effect deadlines. Tasks are well divided and they simulate true interdepartmental logistics and needs without being overly complex.

The NASAGA game design competition is open to all NASAGA members. Look for your chance to shine in the rules for 2011.
NASAGA and sponsor HRDQ announce the third annual 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 Philadelphia in October 2011.

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 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 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.

6. The closing date for submissions is June 30, 2011. 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.org. Put “Game Competition” in the subject line.

Judging Criteria

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.
Special Feature: NASAGA Game Competition

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.
Frederick L. Goodman is a Professor of Education Emeritus at the University of Michigan who has specialized in the design of information systems, simulations and academic games for close to five decades. In the 1960’s he was a consultant to the then U.S. Office of Education with responsibility for the design of the decentralized Educational Resources Information Center (ERIC).

In the late 1960’s and 70’s he created games as diverse as *They Shoot Marbles, Don’t They?* to teach Detroit area school children about police-community relations after the Detroit riots; *The End of the Line* to teach a variety of professionals about problems their patients and clients might experience as they age; a TV Game Show called *Decisions, Decisions* piloted by NBC aimed at weaning the public from Jeopardy-like trivia shows by focusing action on asking good questions and processing the answers logically; and LogiFax, a game that puts a premium on learners designing games rather than just playing them.

BR: Maybe this is a dumb question but why do you think it is important for people to change their minds rather than preserving their beliefs? Maybe their beliefs have been serving them well.

FG: Indeed many people’s beliefs do serve them well; I just think it’s important for people to look at the impact of their beliefs, especially in an era of strident partisanship.

BR: In your keynote at NASAGA’s Vancouver Conference you talked about how learning should be a joyful process. Why do you think some people don’t think of learning as joyful?

FG: The preoccupation that so many people have today with the idea that education is the key to monetary success, leads many students to see learning as just a necessary step to a higher paying job.

BR: Can you explain more about the TV Game Show you designed called *Decisions, Decisions* and the importance of asking and processing good questions?

FG: I wanted players to select elements of a list that might constitute a good question. The opponent would answer the player’s question, the correct answer to which
would inform both of them. They would switch roles until one of them was ready to bet that s/he had learned something s/he didn’t know at the outset.

BR: Tell us about your game LogiFax. How did you make a game out of designing a game?

FG: I created LogiFax as a way to get at “social studies” issues because I was so impressed with Layman Allen’s games dealing with math, language and science.

In Feature LogiFax, one player picks two items from a list of 5, each of which has or does not have a “feature,” (e.g. a city with an ocean-going seaport). Picking them poses a question that is to be answered BOTH, NEITHER, ONLY ONE of the items has that feature. Both players bet on the “Answerer’s” answer. An “authority” answers that question, revealing full or partial information to both players. Depending on the information (including erroneous information) that players enter the game with, they both can process the “feedback” that each answer yields until one bets s/he “knows all of them.”

Ordinal LogiFax operates the same way but instead of the questions emerging from the selection of two items being BOTH, NEITHER, or ONLY ONE, the question posed is “Which one is More Recent?” (or Farther West, Costs More, etc.).

The game design element immediately came to the fore when I realized that selecting the list of five items and the criterion to “play with” was the real challenge. If the designer is scored by the sum of the number of points the two players bet (because the betting goes on longer when counter-intuitive material is involved), the designer becomes a form of player.

BR: What is an example of a time you were surprised at something you learned while facilitating one of your games?

FG: Perhaps the best example is the one I gave in my talk. As a Professor of the History and Philosophy of Education, I was very much impressed by the writings of John Dewey. I often supported my work with games as an example of a favorite Deweyism, “learning by doing,” and his criticism of a “spectator theory of knowledge.” But when people who refused to play They Shoot Marbles, Don’t They?, insisting on becoming spectators, sometimes emerged with more insight into “what happened” and “what it all meant” than folks immersed in the game, I changed my tune.

BR: If you were designing some of your most successful games today, how might they be different given our current digital learning environment, global work teams, and multigenerational workforce?

FG: I’m still very much involved in the field, especially with former grad students and colleagues as well my sons. We are still emphasizing learning by designing games and testing thinking by watching what happens when people play them. In the mid-1970’s a grad student of mine, Bob Parnes, designed CONFERENCE, a mainframe computer based “two-dimensional store and forward” program. Among other things this enabled us to offer “character-playing” games to classes throughout the U.S. and even around the world such as the Arab-Israeli Conflict and, more recently, many iterations of Place Out Of Time (POOT).

We’re working with the Ann Arbor based Community Systems Foundation and the United Nations on a project that involves kids throughout the world designing games using DevInfo generated data to illustrate progress, and lack of progress, on the UN’s Millennium Development Goals.

I tend to prototype all my games these days with FileMaker Pro even though my students and sons accuse me of “driving a fork lift on a superhighway.” Now that Apple owns FileMaker and has made it relatively easy to port my programs to IPads and IPhones, I may have the last laugh.

BR: What would you say is the biggest challenge faced by game designers and by game facilitators?

FG: I’ll resort to commenting on this by quoting a favorite author of mine, Sheldon Wolin:

“The greater problem, however, lay in Dewey’s...
assumption that a union of democracy with a scientific-technological culture would be a marriage of compatibles. Was the scientific community, with its free exchange of ideas and information, a version of a democratic society – or was it that the concepts and language of modern science had so exceeded the common understanding as to be incomprehensible to the vast majority of citizens? By Dewey’s account, technology had prepared the way for liberal institutions by breaking down the barriers to communication of knowledge and spreading the consequences of action throughout the length and breadth of society. An alternative account might argue that the modern citizen eagerly adopted the latest technology without truly understanding it and hence remained dependent on those who did. (Politics and Vision, p.517)

Thus the challenge is to find an appropriate blend of simplicity and complexity.

**BR:** What have you learned about games and simulations as a result of your work at Michigan School of Education in the ICS program?

**FG:** That many of my students are smarter and better educated than I.

*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

Some Quick and Creative Networking Ideas
By Chuck Needlman

Here are some easy ideas about getting the word out about NASAGA. Number the top 5 ideas to you. Pick one and do it before January 31, 2011. (An easy New Years’ Resolution you can keep!).

- Put NASAGA with the link as a tag line on your email signature.
- Link NASAGA in your personal/company newsletter.
- If you belong to a local professional organization: make an announcement, distribute a flyer, show the promotional video.
- Call five colleagues and explain NASAGA to them.
- Recommend the conference – and the scholarship – to trainers who could use the energy, motivation, and creative ideas (see examples in this issue of scholarship winners who heard about the conference from a member).

- Remind people that membership is still free.
- It’s the season for putting out lights: spell out NASAGA on your front lawn.
- NASAGA accepts donations: consider it in your end of year contributions. Paypal button is on the website landing page.
- If you work for an organization, put the NASAGA conference in your personal professional development plan.
- Refer a training colleague to one of the groups on the NASAGA website.
- Make some popcorn and invite some friends over for movies. Show the NASAGA promotion video from the website.

Get more involved with NASAGA!

1. Join a committee (see page 1)
2. Do a networking activity (see opposite column)
3. Contribute to SIMAGES (see page 17)
4. Present at next conference (see page 8)
5. Submit a game to the game competition (see page 12-13)
Geert Hofstede is an influential Dutch researcher who studied the interactions between national and organizational cultures. His pivotal study on cultural differences began in the 1960’s, while working for IBM as a trainer in the International Executive Development department. The findings from his study suggest that there are cultural groupings that affect the behavior of societies and organizations, and that these are consistent over time.

The results from his early research were published in 1980, in a scholarly book called *Culture’s Consequences*. This material was later adapted and made accessible to a larger audience in his follow-on book, *Cultures and Organizations Software of the Mind*, which he co-authored with his son, Gert Jan Hofstede.

*Cultures and Organizations Software of the Mind* is a worthwhile read for anybody who is impacted by cultures that span two or more countries, physically or virtually. If you have experienced the anxiety, frustration and uncertainty that comes from living and working across cultures, this book will aid you in relating better to people who have cultural norms different from your own. Also, if you want to gain more insight into yourself, Hofstede’s material serves as an intercultural guide or map. The cultural dimensions described in the book provide a useful framework for understanding how cultural differences may impact your professional life.

**The Five Dimensions of Culture**

In his book, Hofstede describes five dimensions of culture: Power Distance; Individualism vs. Collectivism; Masculinity vs. Femininity; Uncertainty Avoidance; and Long vs. Short Term Orientation.

Here we explain them briefly.

- **Power Distance**
  How much the less powerful members of institutions and organizations expect and accept that power is distributed unequally. In other words, the way people perceive power differences.

- **Individualism vs. Collectivism**
  How much members of the culture define themselves apart from their group memberships.

- **Masculinity vs. Femininity**
  The importance placed on competitive versus collaborative values.

- **Weak vs. Strong Uncertainty Avoidance**
  How much members of a society are anxious about the unknown, and as a consequence, attempt to cope with anxiety by minimizing uncertainty.

- **Long vs. Short Term Orientation**
  The importance attached to the future versus the past and present.

The 5 D model is similar to soccer in that it is popular and accepted as an international standard outside the United States. The terms that Hofstede uses are borrowed from social anthropology and were established before the political correctness movement of the 90s. If you can accept the terms at face value and recognize that the model does not claim to hold universal truth, we encourage you to appreciate and benefit from Hofstede’s findings.

You may wonder how recognizing these cultural dimensions can benefit you professionally. As technology brings geographically disbursed audiences together, people of different cultures must communicate more. Recognizing cultural differences can aid in reaching agreements or achieving goals. By using the cultural dimensions as a starting point, you can evaluate your design, your decisions, and your actions based on a general sense of how an audience might think and react to your material.

Let’s say you were building a game that was going to be played in a country that scored high on the *femininity*
scale, such as Sweden. Using Hofstede’s study, you can determine that the game should be designed so that the winner is the individual who most effectively collaborates with his or her opponents toward a socially responsible outcome, such as saving a forest.

Another example is if you were developing a case study for a training class in Belgium, a country who scored high on the uncertainty avoidance scale. Knowing this, you will want to present very detailed information and have a limited number of choices as possible answers.

**Recommendations**

We recommend you review the different scores each country has achieved for the various cultural dimensions identified by Hofstede. Pay particular attention to the countries of origin of the people you deal with on a day-by-day basis. Then prepare for the next time you intend to work with them personally.

We also recommend this book for:
- learning and development staff
- human resources staff
- executives
- world travelers

Pick up a copy today to gain key insight for your global training and gaming development projects.


**Additional Resources**

Books:
- Fons Trompenaars, Alfons Trompenaars, and Charles Hampden-Turner: *Riding the Waves of Culture: Understanding Cultural Diversity in Global Business*
- Mijnd Huijser: *The Cultural Advantage*
- Adler, Nancy J. with Allison Gundersen, *International Dimensions of Organizational Behavior*

Association websites:
- ISPI (International Society for Performance Improvement: http://www.ispi.org/)

Other resources:
- ITIM (www.itim.org/)
- Globe Smart (www.globesmart.com/)
- Aperian Global (http://www.aperianglobal.com/)
- ITAP International (http://www.itapintl.com/)
- Trompenaars Hampden-Turner Consulting (http://www.thtconsulting.com/)
- Geert Hofstede website: (http://www.geert-hofstede.com/)

**About the reviewers**

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 has a master’s degree in instructional systems development from the University of Maryland Baltimore County (UMBC). She can be reached at czaranis@managementconcepts.com.

Rosanna Alvarez, Senior Instructional Designer at Management Concepts, brings a high level of energy and creativity to her content development projects. Having had the opportunity to grow up overseas, she takes great interest in cultural awareness. She has a master’s degree in English from George Mason University. Rosanna can be reached at ralvarez@managementconcepts.com.

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**Read a good book? Used a great activity?**

**Write a review for SIMAGES**

**And send to Brian Remer**

brian@thefirefly.org
Whenever facilitators discuss Peter Drucker, they always mention his leadership theory of assisting employees to improve their strengths while managing their weaknesses. This sixty-page book from Harvard Business Review Classics instructs leaders on how to use feedback analysis to determine strengths so they can improve them. Also, using this analysis, gaps in knowledge, manners, expectations, and realities are determined.

How people learn, receive information, and perform is examined through leadership examples of Dwight Eisenhower, Franklin Roosevelt, Harry Truman, Winston Churchill, John Kennedy, Lyndon Johnson, George Patton, and Beethoven. The difference between being an advisor and a decision maker is explored, as is the importance of having values aligned between oneself and organizations. Self knowledge about knowing where you belong, what you have to contribute, and your responsibility in relationships is covered along with examples of how to create strategies and prepare for the second half of one’s life.

This small but mighty book is a great gift for facilitators and trainers to give as a door prize or activity prize. It is also a great supplemental book for supervisors to use for team building and personal or employee development.


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.
On the next page is a chunks puzzle. Chunks puzzles are created by taking a sentence or two and cutting them up into three-character chunks (including spaces and punctuation marks). The chunks are arranged in alphabetical order. Solve the puzzle by rearranging the chunks to form one or more sentences.

HINTS

- Locate the last chunk by the end of the sentence. This chunk will contain a period, a question mark, or an exclamation point. You can work backward from this chunk. Look for other chunks that could precede this chunk.
- Any chunk that begins with a space is the beginning of a new word. Look for other chunks that could follow this chunk.
- A three-letter chunk could be a complete word (such as and, are, the, but) or a part of a longer word. Try placing other chunks before and after the three-letter chunk.
- If you have discovered a chunk that looks like the beginning of a word, the chunk that comes before it should end with a space. Or the word should be the first word in the sentence.
- If a chunk ends with an apostrophe the next letter is most likely an S (as in LET’S) or a T (as in CAN’T). Sometimes the apostrophe may be followed by LL (as in WE’LL), or VE (as in I’VE).
- If a chunk ends with a comma or a semicolon, the next chunk should begin with a space.
- If the chunks puzzle has a title, it may provide a valuable clue. Use the title to guess the content of the message.
- When you have discovered a few words, use the context to suggest additional words. For example, if one of the words is play, you are likely to find the word game somewhere in the sentence.
- You may cut out the chunks and physically move them around. If you don’t want to cut the original puzzle, make a photocopy and cut the copy instead.
- If you don’t want to cut out the chunks, work out the solution on a separate piece of paper. Write down different words and phrases and rearrange them into a sentence later. Put a mark next to the chunks that you have already incorporated in your solution.

Work with a partner or a team. It’s amazing how different perspectives speed up the process of solving the puzzle.
Thanks to Thiagi for the description of the chunks puzzle and the hints for solving them.
What is the primary focus of the following game shows: knowledge, skills, or chance?

Primarily KNOWLEDGE:

Primarily SKILLS:

Primarily CHANCE:
1. Deal or No Deal  2. Let's Make a Deal  3. The Price is Right

Match of game shows, hosts, and game feature

<table>
<thead>
<tr>
<th>Game Show</th>
<th>Host</th>
<th>Game Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Card Sharks</td>
<td>Bob Eubanks</td>
<td>Freeze</td>
</tr>
<tr>
<td>The Price is Right</td>
<td>Bob Barker</td>
<td>Cliffhanger</td>
</tr>
<tr>
<td>Wheel of Fortune</td>
<td>Pat Sajak</td>
<td>Bankrupt</td>
</tr>
<tr>
<td>Jeopardy</td>
<td>Alex Trebek</td>
<td>Daily Double</td>
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<tr>
<td>Hollywood Squares</td>
<td>Tom Bergeron</td>
<td>Secret Square</td>
</tr>
<tr>
<td>Super Password</td>
<td>Bert Convy</td>
<td>Cashword</td>
</tr>
<tr>
<td>Family Feud</td>
<td>Richard Dawson</td>
<td>Survey says</td>
</tr>
<tr>
<td>Let’s Make a Deal</td>
<td>Monty Hall</td>
<td>Zonk</td>
</tr>
<tr>
<td>The Weakest Link</td>
<td>Anne Robinson</td>
<td>Bank</td>
</tr>
<tr>
<td>Deal or no Deal</td>
<td>Howie Mandel</td>
<td>The Banker</td>
</tr>
<tr>
<td>Are You Smarter than a 5th Grader?</td>
<td>Jeff Foxworthy</td>
<td>Peek</td>
</tr>
<tr>
<td>Who Wants to Be A Millionaire?</td>
<td>Regis Philbin</td>
<td>Final Answer</td>
</tr>
<tr>
<td>$100,000 Pyramid</td>
<td>Dick Clark</td>
<td>Winner's Circle</td>
</tr>
<tr>
<td>Joker's Wild</td>
<td>Jack Berry</td>
<td>Face the Devil</td>
</tr>
<tr>
<td>Tic Tac Dough</td>
<td>Wink Martindale</td>
<td>Beat the Dragon</td>
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</tbody>
</table>