



# SIMAGES

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

Volume 5, Issue 1

2005

## NASAGA 2005

Annual Conference



**INNOVATIVE  
WAYS  
TO IMPROVE  
PERFORMANCE  
BY MAKING  
LEARNING FUN!**

### Editorial Board

Les Lauber, Brian Remer, Matthew Richter,  
Raja Thiagarajan, Sivasailam Thiagarajan

### Table of Contents

#### Column:

A Message from the Chair 2  
*By Brian Remer*

#### NASAGA 2005 Conference:

Announcing the NASAGA 2005 Conference 3  
*By Brian Remer*

Call for Proposals 4

#### Reports:

A New Party Came to Washington, DC 5  
*By Chris Saeger & Becky Saeger*

Financial Report 6  
*By Charles Dupont*

First Impressions 7  
*By Marc Shiman*

#### Interviews:

Interview with Rising Star Awards Winners 8  
*By Dave Matte*

Student Scholarships 9  
*By Sonia Ribaux*

#### Practical Ideas:

By Book (Story) 10  
*By Judee Blohm*

A Hitchhiker's Guide to Simulations and Games 12  
*By Chris Saeger*

Play Their Games Your Way 14  
*By Bill Wake & Les Lauber*

Thoughts on Building a Business 16  
*By Scott Simmerman*

#### Articles:

Games and Androgogy 19  
*By Les Lauber*

Using Simulations and Games in Intercultural Training 21  
*By Judee Blohm*

#### Department:

Corner Corral 23  
*By Ellen Gehrke & The Rolling Horse Ranch Horses*

A MESSAGE FROM THE CHAIR

# MAKING OF A COMMUNITY

BY BRIAN REMER, CHAIR NASAGA BOARD

With all the activity of our conference to digest, the celebration of my birthday, and a new year approaching, I've been in a reflective mood. And it happens my thoughts have revolved around community.

I live in a small town in rural New England. The town center consists of only a few buildings including a one-room library, town offices, school, and a Grange Hall. Mostly, however, the houses and farms are strung out along the main highway and the gravel roads that wind through the wooded hills.

I have come to enjoy the many connections to other people in this community that I have developed over time. One of my neighbors just delivered a supply of cordwood to heat our home. Another plows and sands my driveway in winter. I drive past the home of the Chief of the volunteer fire department every day. At the grocery store, I often see the woman who drives my daughter's school bus. And it has been wonderful to see how people can help each other. When the boiler blew up at the elementary school last year, the community worked together to hold classes in the church, Grange Hall, and fire department for six weeks while repairs were being made!

Now, as nice as this bucolic lifestyle may sound, I have not always been a part of this community even though I have lived here for over ten years. I drove to and from work and occupied myself at home with house and family. I didn't feel that I fit in very well. True, I was initially

seen as a "flat-lander," an outsider, someone inexperienced in the ways of the New England woods and winters. That made it hard to get to know people. But I also was not very involved, myself. It has only been in the last few years that I have attended the annual town meeting, joined the church, gone to the fire department's chicken barbecue, attended a historical society lecture, or sat in on a school board budget meeting.

When I began participating, I began meeting people – and I began to take some ownership. As I participated more, I found even more to like and much less to complain about in this little town. I have learned a lot about what community is and for me it is mostly about participation and contribution. That's where things come alive and the spirit of a community is at its best.

Sometimes I hear people talking about the importance of "giving back" to the community. I think this comes from a sense that people have received so much that they feel obligated to reciprocate. Now, reciprocity is a very important element in every community. It is both the grease that helps get things done and the glue that holds people together. But sometimes I wonder whether there are people who don't participate, who don't "give something back," because they don't think they have received much in the first place. They are waiting for someone *else* to give them something first.

There are some interesting parallels between my New England town and NASAGA. Here we have a wonderful community with connections that meander through the gamut of learning activities including games, simulations, improvisation, magic, e-learning, juggling, and more. You can attend a conference, get suggestions for one of your projects, participate in an e-conference, check a reference, learn where to buy a product, or dispense your own sage advice. You can even join others you have met along the way and co-create a workshop or invent a business. The glue and grease of reciprocity are plentiful!

Like the first few years I spent in New England, however, you can benefit from the NASAGA community from the privacy of your own home, simply watching and taking it all in. And, as I've learned, you don't really become a part of a community until you help create it by participating, by making a contribution, by becoming a player.

With this, my first message as Chair of NASAGA, I encourage you to find a way to participate. Make a contribution, establish a connection, offer something of your own.

Don't worry about being seen as a "flat-lander." Just share something. Let the community see who you are. Every game needs players and every community needs people. So come play along and let's watch our simulation and gaming community grow! ■

NASAGA 2005 CONFERENCE:

# PLAY LEARN PERFORM INNOVATIVE WAYS TO IMPROVE PERFORMANCE BY MAKING LEARNING FUN!

BY BRIAN REMER, NASAGA 2005 CONFERENCE PRESIDENT



NASAGA 2005

Annual Conference

October 5 to 8 at the

Radisson Hotel Manchester in

Manchester, New Hampshire



Experience the finest of New England hospitality during peak foliage season! If you've ever wanted to see the spectacular colors of a New England autumn, this is your chance. "Play Learn Perform" is the theme for next year's conference – a blend of interactive activities and fun designed to help everyone be more productive on the job, in teams, and within their community. Come to Manchester and experience 36 workshops, a pre-conference, foliage tour, and banquet, as well as informal networking and professional development!

Plans are in the works for three tracks for the various sessions. The e-learning track will feature e-mail games, e-conferencing, and ways to increase the interactivity of distance learning. The games track will focus on traditional learning games, participatory strategies, and simulations. Finally, an edutainment track will highlight the use of magic, improvisation, and storytelling techniques to enhance learning. All tracks are designed to offer you the maximum opportunity to expand your horizons and develop your professional capabilities.

You'll enjoy Manchester, New Hampshire, a mid-sized New England city just one hour north of Boston. It offers historical landmarks, scenic beauty, and cultural charm. Flights to Manchester are competitive with flights to other major urban centers and the airport is just a five-minute shuttle ride from the Radisson Hotel. Once a great mill city of the northeast, Manchester has The Currier Museum of Art, Frank Lloyd Wright's Zimmerman House, a Farmer's Market, and the SEE Science Museum among the many sites of interest within walking distance of our conference venue.

Marking your calendar, adjusting your departmental budget, watching your favorite airline for special flights, planning the session you will present, making a list of colleagues you can invite to come along — you have a lot to do to prepare for next year's conference! So keep your To Do List handy over the next several months and make plans to connect with all your NASAGA colleagues next October in Manchester!

For more information contact Brian Remer, [brian@thefirefly.org](mailto:brian@thefirefly.org). ■

# NASAGA2005 Annual Conference

## CALL FOR PROPOSALS



**INNOVATIVE WAYS TO IMPROVE PERFORMANCE BY MAKING LEARNING FUN!**

Radisson Hotel Manchester ♦ Manchester, New Hampshire

Proposals are now being accepted for the NASAGA 2005 Annual Conference to be held October 5 to 8. Deadline for proposals is March 15, 2005 at 12:17 PM Eastern Standard Time.

Proposals may be for a 90-minute session or an all-day pre-conference workshop. Your session or workshop should reinforce the conference theme of “Play Learn Perform” and may address any one of the three conference tracks: e-learning, traditional games and simulations, or edutainment. Submissions must include the complete information as listed below. Send your proposal as an MS Word document to Brian Remer at [brian@thefirefly.org](mailto:brian@thefirefly.org).

### **All proposals must include the following information:**

#### **Contact information for LEAD presenter and ALL co-presenters:**

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

#### **Session or Workshop information:**

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

## REPORT:

# A NEW PARTY CAME TO WASHINGTON, DC

BY CHRIS SAEGER & BECKY SAEGER,  
NASAGA 2004 CONFERENCE CO-PRESIDENTS

At this year's conference, newcomers to the world of gaming and simulation for learning got an opportunity to interact with seasoned pros in an atmosphere that was warm, open and generous. Everyone came away with new ideas for creating active learning in the classroom.

### Highlights included:

- ◆ Two pre-conference workshops *Break the Safe* by Thiagi, Raja, and Matt Richter and *Build it Now: Designing Great Games and Simulations* with Kevin Eikenberry and Brian Remer.
- ◆ A three-day scavenger-hunt networking event. The winners expanded their networks, rode the Washington Metro (sometimes for free!) and discovered some unusual "landmarks" around Washington DC.
- ◆ A 99 Seconds Session — imagine distilling an entire presentation down to the essential core. Picture a steady stream of presenters, a 99-second timer, and a gong. This fun and fast-paced session provided a myriad of new ideas at breakneck speed. This version included a new twist— everyone in the room had an opportunity to give their own 99 second presentation to their table group.
- ◆ Classic Games Night — Sex on the Beach, The Cocktail Party and the Beer Game (lite) provided a little something for everyone.
- ◆ Concurrent sessions — People experienced, played and explored in depth in these 90-minute sessions. With six sets of four concurrent sessions, there was always plenty to do. Some unusual events included using robotic pets in therapy and exploring the immune system as a metaphor for learning.
- ◆ Cracker barrels — in this intimate session, there were three opportunities to choose from a variety of best practices and innovative topics with brief presentations and small group discussions.
- ◆ Free cell — During free times and in the evening participants brought out favorite games and simulations for impromptu playing and debriefing. Here are a few of emails that we received after the conference.

*"Just wanted you to know how terrific I thought the NASAGA Conference was in every way. I've gone to a lot of conferences and this was so smoothly run and so satisfying for me as an attendee. I thought the participants and the sessions were terrific. I'm emotionally drained from being so stimulated over a three-day period!"*

*"Thank you for a fantastic conference in Washington. It was quite a way to travel from the UK but more than worth the effort. I got some great ideas and met some wonderful people. I (or my business partner) will certainly be attending future conferences."*

*"I can only say fabulous! I have not been to a NASAGA Conference before. I found the free-wheeling sharing of ideas and information a refreshing break from other professional conferences I attend. I appreciate the thought put into both the interactive sessions and the overall conference environment that supported a close-knit community experience. I got much more than I expected, and am putting some of it into practice right away." ■*

**NASAGA**  
**Financial Statements as of September 30, 2004**  
**from the Treasurer : Charles Dupont**  
C.P. 160, Succ. NDG, Montreal, Quebec, H4A 3P5

**STATEMENT OF REVENUES AND EXPENDITURES**

From October 1, 2003 to September 30, 2004

REVENUES	\$	\$
2003 Conference income	6,160.18	
2003 Auction income at Conference	3,314.92	
Interest	52.16	
Subscription to <i>Simulation and Gaming Journal</i> .	135.00	
On-Line Conference income	3,842.48	
<b>Total Revenues</b>		<b>13,504.74</b>
EXPENSES		
ISAGA Registration for NASAGA representative	500.00	
Sage Publications (Journal subscription)	135.00	
Web Design (Common Craft)	4,468.50	
Web Site Maintenance (Brett Atkin )	2,400.00	
Web Crossing	870.00	
Videotaping of Elders' Meeting at 2003 Conferene	2,363.92	
Gifts and Trophy for 2003 Conference	746.33	
Corporate Fees	207.50	
Mid-year Meeting Expenses	3,389.50	
Conference Call Service	28.10	
<b>Total Expenses</b>		<b>15,108.85</b>
<b>Expenses</b> in excess of <b>Revenues</b> during period		<b>(1,604.11)</b>

**NASAGA**  
**Financial Statements as of Septembre 30, 2004**  
**from the Treasurer : Charles Dupont**  
C.P. 160, Succ. NDG, Montreal, Quebec, H4A 3P5

**BALANCE SHEET**

ASSETS	\$	\$
Fund Balance as of September 30, 2004		35,125.64

**CASH FLOW**

Fund Balance at Year-End September 30, 2003		\$ 36,729.75
<b>LESS</b> : Excess of <b>expenses</b> over <b>revenues</b> for current period		\$ 1,604.11
Fund Balance as of September 30, 2004		\$ 35,125.64
Less :		
Scholarship	\$ 5,641.58	
Donation Fund	\$ 700.00	
		\$ 6,341.58
Fund available for General NASAGA Operations		\$ 28,784.06

# FIRST IMPRESSIONS: FEEDBACK FROM A NEW NASAGA BOARD MEMBER

BY MARC SHIMAN

One year ago today, I was in Kazakhstan, running a game for city officials in the Uralsk Oblast attempting to have them see why it was that forcing a business person to fill out countless forms that nobody would ever likely read to be a non-value added activity. I had never heard of the various theories of game design, Sivasaliam Thiagarajan or NASAGA.

Today, I am very familiar with all three. And I am a much better game designer for it. From my preamble, however, I think I can refer to myself as a “recent outsider” with some degree of credibility.

My whirlwind tour associating myself with those engaged in the activity of helping adults learn began with an overseas membership in ASTD last year. Since that time, I’ve managed to participate in (and sometimes avoid) local chapter meetings, volunteer activities, and memberships in other related associations.

NASAGA represents to me exactly what an association of professionals

should be. The remarkable willingness on the part of the members, including highly successful recognized authors to humbly share tips and secrets with the newest of trainers either through a web forum or in a conference is absolutely remarkable.

I sense now that NASAGA is at a crossroads. The organization, in its attempts to remain virtual with the associated minimization of costs, seems to be at a point where it must decide whether it will grow, hire staff and charge fees to its members, or attempt to continue to operate as a small close knit community of game designers.

It would appear that there are tremendous opportunities to spread the word of what NASAGA is and who it helps. ISPI and ASTD have proclaimed themselves supporters of NASAGA, and this represents access to tens of thousands of potential members. But do we want that? Wouldn’t we need to have a small secretariat to accommodate this?

Wouldn’t we need to pay that secretariat? Wouldn’t we need to collect member dues if this is the case?

The answer to these questions will drive many different actions. My informal discussions with some of the conference attendees that appeared for the last day or two suggests that the name and the marketing really do not reveal what the organization is all about. In fact, when I write to my colleagues that I’ve been made a member of the Board of Directors, I tend to say North American Simulation and Gaming Association (for active learning). The contents of the parenthesis are my editorial because “NASAGA” by itself conjures up a completely different image of what the association is about to the uninformed.

Is this a bad thing? Do we want to keep this small, cheap, manageable, and collegial? Or do we want more members, more ideas, a broader base, and the issues of money and management that go with it?

Stay tuned – I intend to as well. ■

# INTERVIEW WITH RISING STAR AWARD WINNERS

BY DAVE MATTE

For this issue's member interview, I sent some questions to the winners of our Rising Star Award from the NASAGA 2004 conference – Denise Gorski and Edrenna Johnson. I hope you enjoy their witty answers to my 10 questions as much as I did. On a personal note, getting to know these two people was a definite highlight of the NASAGA 2004 conference. We are always lucky to have such energetic new people join our organization each year. Thanks to Becky for bringing them out!

## 1. How long have you been a NASAGA member and how did you get introduced to the organization?

*Denise:* I am a new NASAGA member. My colleague (ok... she's my boss) Becky Saeger offered me the chance to attend the 2004 conference and I'm glad I did. Since my experience in the training arena is limited, I found everything interesting and useful to my current position as a graphic designer in Training and Leadership Development at the American Red Cross.

## 2. What do you do to earn money?

*Denise:* I help create instructional design products, market them and in exchange, they pay me every other week. It's a pretty good deal for me because I enjoy doing it.

## 3. What do you do to sustain your energy?

*Denise:* I work out at the gym as often as I can and to balance that, I eat as much

candy as I can. I also have a wonderful husband and infant son that keep me busy and keep me going.

## 4. What's the most beautiful place on earth?

*Denise:* The physically most beautiful place I have ever been to is Hawaii. The second most beautiful place is my bed.

## 5. What was your favourite game growing up and why?

*Denise:* We used to play a card game named Liverpool Rummy. I have very fond memories sitting playing at my grandparent's house with tons of relatives just having a good time poking fun at each other and the like. The game itself wasn't the draw. It was the way that the game brought us all together. Times I will cherish forever.

## 6. What about your favourite game now?

*Denise:* I enjoy playing Balderdash – the game where you make up meanings for words you've likely never heard of, then read the various definitions and participants try to pick the correct definition. It's great being creative and trying to fool people into picking your definition. A good time is had by all every time it's played.

## 7. Has there been a book, film, or performance of any kind recently that you have really enjoyed?

*Edrenna:* I recently finished *The Time Traveler's Wife* by Audrey Niffenegger.

I like the idea of time travel and I wonder if I would use the gift (or curse as it seems in the book sometimes) of time travel to do something significant to help others or to win the PowerBall lottery jackpot. It's up to \$220 Million today!

## 8. What was the highlight of the NASAGA 2004 conference for you?

*Edrenna:* I met so many interesting people and I learned several new things that will help me as I develop new training programs. Also, attending the conference made me want to join NASAGA.

## 9. If you could visit any period of time in history, what would you choose and why?

*Edrenna:* I think the 1920s during the Harlem Renaissance would be a great period. All of the art, music and literature that came out of that time are incredible and it would be fun to hang out with Langston Hughes and Zora Neale Hurston.

## 10. Sum up your philosophy for living in 20 words or less...

*Edrenna:* Smile—it's the second best thing you can do with your lips.

Edrenna thought her life philosophy might be a bit risqué for the article but I think it captures her essence as well as the spirit of our fun-loving organization! So, what is the best thing to do with your lips? Kissing? Complimenting? Consoling? Whistling? ■

# STUDENT SCHOLARSHIPS FOR THE 2004 CONFERENCE

BY SONIA RIBAUX

This year 8 students were awarded scholarships to enable them to participate in the annual conference held in Washington, D.C. Student scholarships are made available through funds collected at the annual auction. Thank you to everyone who has contributed to the auction.

Here are some of the students' comments about their experience at the conference.

*Travis Russ, Ph.D. Student, Rutgers University:* The 2004 NASAGA conference in Washington, DC was a wonderful experience. As a Ph.D. student, this conference served as an invaluable educational experience, helping me to put learning into practice. I gained a great understanding of how to enrich human development through simulation and gaming. In addition, I walked away with a deeper understanding of how to design and deliver sophisticated and educational experiences for the corporate and academic classrooms. This conference also expanded my professional network through direct and immediate contact with top practitioners in the field. Everyone at the conference, from veteran stars to the fresh new faces, was warm, welcoming, embracing, and encouraging. I am proud to be a member of NASAGA and look forward to future conference-going experiences.

*Jonathan Atleson, Rochester Institute of Technology:* I arrived at the conference not knowing anybody and

having no experience with corporate training, a dominant occupation among NASAGA members. Yet I was immediately welcomed and found myself participating from the beginning, as every session involved a high degree of audience participation. It was nothing like the academic conferences I had attended in the past. The ideas I had to share were appreciated despite my inexperience. What I learned about games and simulations could be applied to design problems in any training or educational area, not just within the dominant themes of team-building and leadership. In addition, I made valuable contacts in my own area of multimedia application development. I hope to attend future conferences, perhaps as a presenter.

*Dolly Joseph, Curry School of Education, University of Virginia:* I cannot tell you what a lovely time I had at NASAGA. The people that I met were so very nice. So often at conferences there is some unspoken boundary between those who are the most experienced, most published, and most famous and those who are not. At NASAGA I was treated as an equal by people who I slowly realized were extremely accomplished professionals in their respective fields. I was slow to realize this not because they were not intelligent or well spoken, but because of how incredibly welcoming and unassuming everyone was. I was made to feel like I had something valuable to contribute even

though I was in my own eyes merely a sponsored student. I left the conference feeling as if I had found a like-minded group with whom I could laugh and learn. Many of the sessions that I participated in made me reflect upon my own practices and experiences and reminded me that teaching and training can be fun. I returned home to Charlottesville re-energized, ready to do both restaurant work and research better. I so appreciate the scholarship committee for providing me with the opportunity to participate and to meet such fabulous people.

*Heather Van Gorp and Amy Siddens, Kali McCain, University of Southern Indiana:* We would like to thank you for your generous support and the wonderful opportunity you gave us for the NASAGA conference. It was a unique experience and we all learned so much that will help us in our future careers. Once again, thank you for this opportunity.

*Andrea Hill, University of Southern Indiana:* The NASAGA conference in Washington D.C. was a unique learning experience that taught me the advantages of experiential learning. Through the many sessions and presentations, I became aware of how learning becomes more effective and memorable when it is interactive. Not only do simulations and games make learning fun, they also make it operational. The lessons I took away from the conference are truly valuable and will help me in my future career. ■

# MY BOOK (STORY)

BY JUDEE BLOHM

## Editor's Note:

Judy Blohm demonstrated this intriguing activity during the 99 Seconds session at NASAGA 2005 conference. Since then I have successfully used it in one of my training sessions as a getting-acquainted icebreaker. The activity requires about 5 to 10 minutes and you can spend any amount of additional time for the participants to mingle and share their stories.

Participants take a sheet of blank paper (offer colors, if you want) and a few thin marking pens.

## Instructions

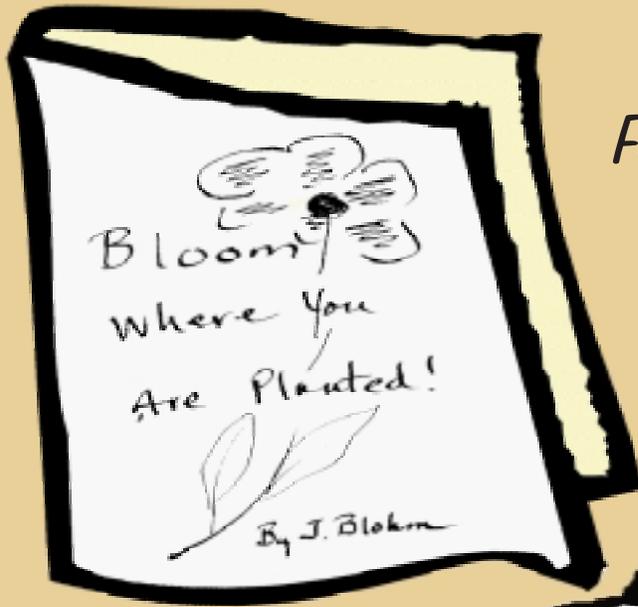
1. We all have a book in us. You are going to write your story in the next 10 minutes!
2. (Demonstrate or put on flip/screen): Fold your paper in half along the long side.
  - a. The front is the book cover. The title goes here.
  - b. The inside is for your story. Pick something you are particularly proud of — an accomplishment — to write about. You can write key words or sentences, draw pictures, or do a combination. Remember you only have a few minutes!

c. The back cover is for data about the author. You can write the things here you might use to introduce yourself.

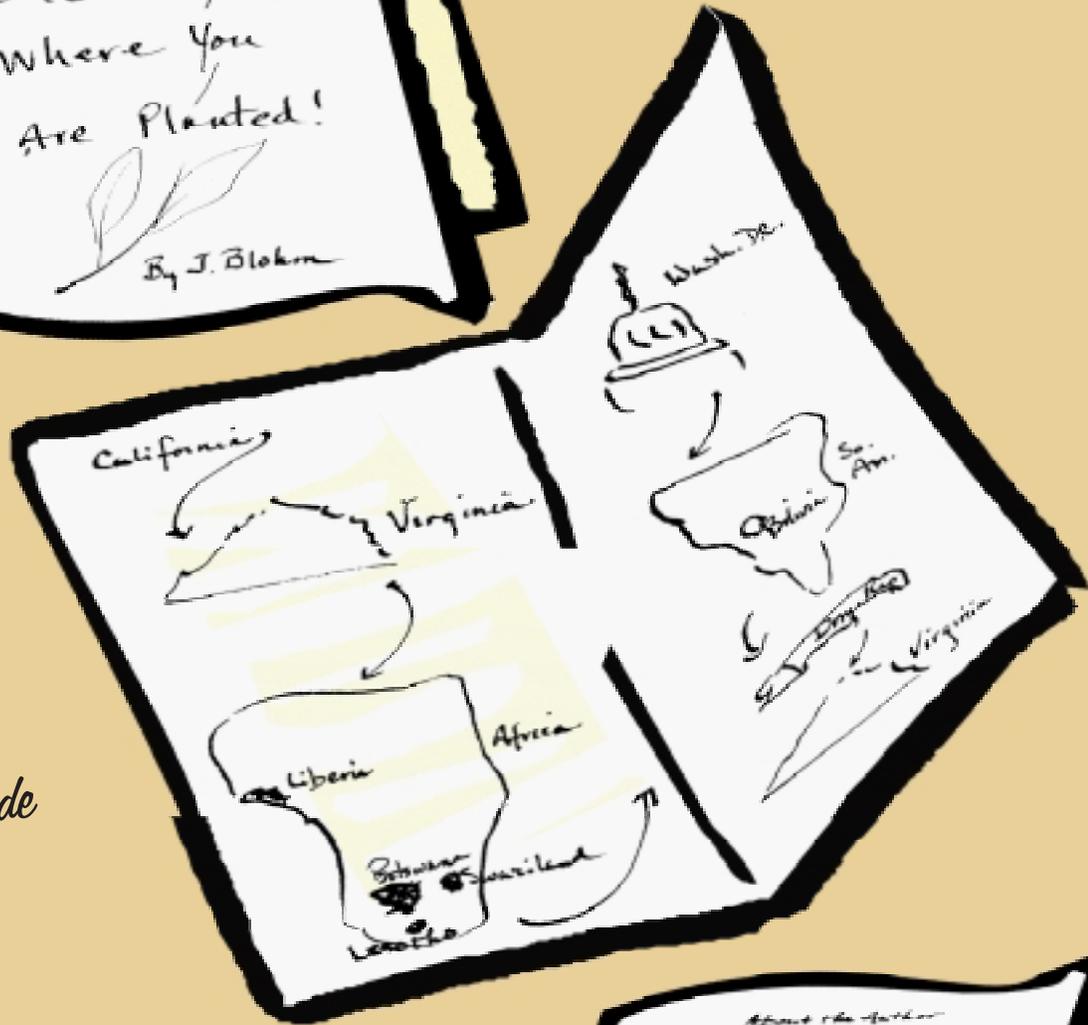
3. I'll give you a 2-minute warning when time is almost up.

## Uses

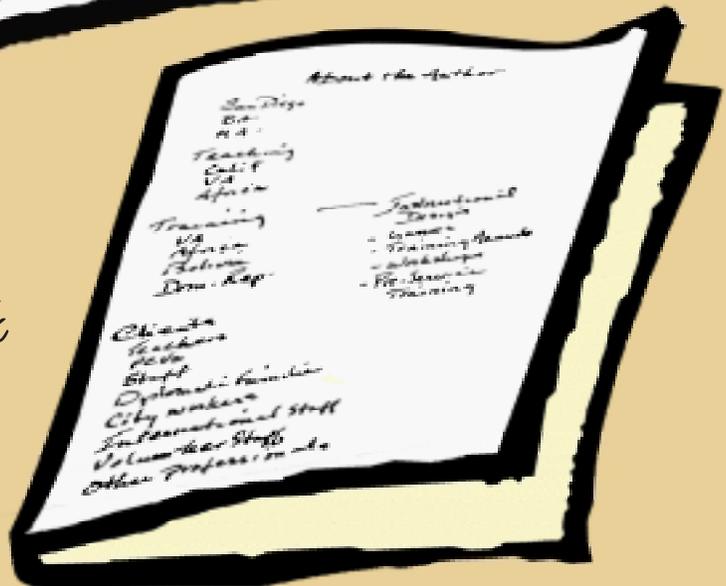
1. Powerful way for new group members to introduce themselves to each other. Start with some concrete knowledge about each other.
2. Motivational way to get participants thinking about topic of workshop.
3. Topic to write about can vary according to training purpose: conflict management, communication issues, international experience, supervisory challenge, etc.
4. Other? ■



Front



Inside



Back

# A HITCHHIKER'S GUIDE TO ONLINE SIMULATIONS AND GAMES

BY CHRIS SAEGER

I recently presented on resources for online games and simulations at the Fall Training conference in San Francisco. There were five NASAGA presenters in all at the conference. Here are the resources I shared at the presentation. All of the sites are also on my blog at [www.learninglandscapes.com](http://www.learninglandscapes.com).

## Games

### Email Games

I learned about email games from Thiagi. I have used variations of these games to do everything from management development to new employee orientation. An email game is the poor person's gateway to online learning. In this format, the facilitator and players communicate with each other by sending "electronic notes". Interactions can be limited to low-technology plain text messages. <http://www.thiagi.com/email.html>

### EclipseCrossword

Just give EclipseCrossword a list of words and clues, and it does the rest. In

seconds, you'll have a crossword puzzle with just the words you want. <http://www.greenclipsesoftware.com/eclipsecrossword/>

### OCSD Interactive Games

These Interactive Games, by way of the Oswego NY School District, allow you to create a variety of short games for reinforcing learning. The games are aimed at a K-12 audience, but I'm confident you can do more with them. <http://www.oswego.org/staff/cchamber/techno/games.htm>

### Hot Potatoes Suite

The Hot Potatoes Suite includes six applications, enabling you to create interactive multiple-choice, short-answer, jumbled-sentence, crossword,

matching/ordering and gap-fill exercises for the World Wide Web. <http://web.uvic.ca/hrd/hotpot/>

### Quandary

Quandary is an application for creating Web-based Action Mazes. An Action Maze is a kind of interactive case-study; the user is presented with a situation, and a number of choices as to a course of action to deal with it. On choosing one of the options, the resulting situation is then presented, again with a set of options. Working through this branching tree is like negotiating a maze, hence the name "Action Maze". <http://www.halfbakedsoftware.com/quandary.php>

## Role Play

### Web Exercise II

This emergency management center exercise used “live chat” technology to conduct a table-top exercise with the participation of individuals who are geographically dispersed. The objective is to provide participants with a challenging and enjoyable experience, while demonstrating the potential of this application for serious purposes. The site has an archive of the event.

<http://www.emforum.org/webX/webX2/>

### Chatzy – A Tool for Creating your own chat rooms

If you like the idea of the emergency management simulation, here is a tool to create your own chat rooms. Chatzy is a free private chat service. Fill out the form to create a chat room immediately — only for you and the people you invite!

<http://www.chatzy.com/>

### Online Role Play

This guide covers adopting, moderating and designing online role-play learning experiences. Case studies of several online role plays are underpinned by a number of linked, guides, templates, and checklists plus video clip testimonials from teachers and students.

<http://www.learningdesigns.uow.edu.au/guides/info/G1/index.htm>

### Fablusi

Fablusi™ is a role-play simulation environment. You don't need to know any web-programming in order to create an interactive and dynamic role play simulation. Albert Ip, the developer helped out with an online roleplay at NASAGA Online in March of 2004.

<http://www3.fablusi.com/demos/>

### Whyville

This is a virtual town where kids from all over the world come to learn, create, and have fun together. Whyville is a web-based educational community for children aged 9 to 15. More than 800,000 registered users log 40 million page views per month exploring topics in science, economics, and citizenship.

<http://www.whyville.net>

### There.com Game Engine

The original vision of There was to create a place for people to socialize with friends and meet people while doing things together. Now the US Army is working on a new military training sim built on the There engine. Called AWE, for Asymmetric Warfare Environment, the massively multiplayer simulation will be used by military personnel to train troops in urban situations before they are airlifted to a battle zone.

<http://www.there.com>

## Business Simulations

### The Beergame

The Beer Game is a logistics game that was originally developed by MIT in the 60s and has since been played all over the world by people at all levels, from students to presidents of big multinational groups. This online version by MA system has a nice visual interface.

<http://beergame.masystem.se:8000/beergame/>

### Vensim by Ventana Systems, Inc.

The Vensim Personal Learning Edition (PLE) is software that gets you started in system dynamics modeling and is free for educational use and inexpensive for commercial use. Vensim PLE is ideal for classroom use and personal learning of system

dynamics. These simulations can form the core of blended learning programs.

<http://www.vensim.com/software.html>

### Forio Broadcast Express— Web Based Sim Development

Forio Broadcast Express provides everything you need to get a simulation running on the web. Broadcast Express is a free entry level service. Other levels of service are available for a fee.

<http://www.forio.com/broadcast.htm>

### Hot Shot Business

The entrepreneurship experts at the Ewing Marion Kauffman Foundation and the creative team of Disney Online have joined forces on Hot Shot Business, an Internet simulation that allows kids to experience the adventure of starting and running their own businesses.

<http://www.disney.go.com/hotshot>

### Friends and Fortunes Online Game

As you proceed through life, you discover balancing cooperation and competition is complex. This online game is an opportunity to practice. Cooperation is usually your best bet; however, sometimes your best business move and theirs conflict. This requires some delicate decision-making. There is also a board game for in-person play.

<http://www.ozmioz.com/> ■

Be a presenter at  
the NASAGA 2005  
Conference.

See the Call for  
Proposals, page 4.

# PLAY THEIR GAMES YOUR WAY

BY BILL WAKE & LES LAUBER

## Flexibility

Thiagi has pointed out that the most crucial skill for facilitators is flexibility: the ability to adjust to circumstances in the moment. He also suggests the maxim “Don’t play within the rules; play *with* the rules.” Flexibility is important for games as well. Just as a facilitator might practice moving a meeting faster or slower, or a pianist might practice scales and chords, a game developer can practice adjusting games.

There are many dimensions along which you can modify games. Consider two commercial games: MONOPOLY and DINOSAUR MONOPOLY JUNIOR (both TM Parker Brothers). There are several ways that the designers of the children’s version adapted the classic original:

- ◆ A simpler and smaller board
- ◆ Only two properties of each color
- ◆ A theme popular with children (dinosaurs)
- ◆ Simpler rules with fewer special cases

The job aid PLAY THEIR GAMES YOUR WAY suggests more dimensions and ways to modify them.

## Adaptation

Check out the games on the right side of the job aid. Each is a very playable game. As game designers—no, as game adjusters—we play a lot of games to get a feel for how different rules change the way a game plays along the dimensions in the job aid.

Suppose you want to make CHESS be somewhat random. You could add a rule that a die is rolled at the beginning of each turn, and the player may move that many pieces every turn. Your next step is to play CHESS with the new rule. After three games, you realize that the rule has the randomness you want, but the rule feels tacked on (which it is). So you discard the dice idea, and instead write a number of “rule breaking” cards that change movement rules, capturing rules, and so forth. You allow the players to play cards each turn to bend the CHESS rules. You find that this process creates a better flow, increases the rate of capture of pieces, and yet still requires the strategic thinking of the original. (The card variant to CHESS was designed by Pierre Clequin and Bruno Faidutti and

published by Steve Jackson Games under the name KNIGHTMARE CHESS.)

There’s nothing more complex than that. Just look at the game, decide what direction you want it to move, and tinker until you get it there.

## Application

The same approach can be taken to games used in learning environments. We have used cards to introduce random events in role plays, which change the way the learners conduct the role play. In Montreal, Chris Saeger successfully adapted Thiagi’s ENVELOPES game into an activity played on flip chart paper for a group of 80. Simply think about the dimensions along which you can adjust the game. Ask yourself what rules govern that dimension, and what you can add, delete, or modify to change it. Then play it a couple of times to see what happens. Don’t be afraid of the changes, and don’t be afraid to discard them if they don’t work.

Let us know how it goes! Happy game modification, everyone! ■

# Play Their Games Your Way

## Decision Table Job Aid for Adapting Games Along Various Dimensions

*These dimensions represent ways to look at a game and provide some ways to change a game to meet your instructional goals.*

Dimension	Direction	Consider Adding/Deleting Rules to:	Examples
Players' Actions	Controlled	Structure Actions	Checkers, Go
	Player-Adjustable	Increase Player Options, Such as Passing	Bridge
	Flexible	Change Rules at Points	Fluxx
Game Pace	Slow	Impose No Time Limits	Chess
	Moderate	Impose a Time Limit on the Game	Basketball, Football
	Fast	Impose a Time Limit on Turns	Pictionary
Information	Omniscience	Make All Player Actions Open	Chess
	First Person	Hide Some Actions	Clue
	No Person	Hide All Actions	Rock-Paper-Scissors
	Active Deception	Allow or Reward Lying	Poker; I Doubt It
Competition	Cooperative	Punish Competition; Group Wins or Loses as a Whole; Everyone Can Win ("Victory Conditions")	Vanished Planet; Lord of the Rings
	Semi-Cooperative	Combine Competition and Cooperation; Require Pairs or Teams to Compete	Survivor; Bridge
	Competitive	Punish Cooperation; Only Individuals Win	Monopoly
Supplies	Pre-set	Include Pawns, Cards, Boards, etc.	Parcheesi
	None	Create all supplies new each game	Tic-Tac-Toe
Sequencing	Discrete Turns	Make Players Play In Sequence	Chess; Trivial Pursuit
	Multi-phase Turns	Break Turns Into Phases (Sub-Turns)	Magic: The Gathering
	Simultaneous Action	Make Each Player's Turns Occur or Resolve Simultaneously	Blink; Falling; Brawl
Recall	Complete	Hide Information After It Is Revealed	Memory
	Partial	Leave Information Visible After it is Revealed	Texas Hold'Em
	None	All Information is Visible at All Times	Checkers; Tic-Tac-Toe
Skill	Low	Increase Randomness Using Dice, Cards, etc.	Craps
	High	Remove/Replace Randomizers Such as Dice, Cards	Chess
End	Time	Set an Amount of Play Time or an Ending Time	Boggle
	Goal	End the Game When Player(s) Accomplish Something	Trivial Pursuit
	Condition	End the Game When an Event in the Game Happens	Kill Dr. Lucky; Falling; Once Upon A Time

# THOUGHTS ON BUILDING A BUSINESS

BY SCOTT J. SIMMERMAN, PH.D. CPF

While many readers may be working internally these days, the normal chaos of the marketplace and the issues and opportunities surrounding the achievement of “independence” can certainly be attractive. Going out on one’s own is certainly a viable option for many. And so is the opportunity to work from home, using the internet for distribution and marketing, and developing products.

Over the years, many of my heroes in the training and development community were “old geezers like me” who continued to contribute to the learning community as well as travel internationally on “other people’s money.” Not a bad idea since I do not think my social security money is going to fund a wonderful lifestyle 20 years from now. So it will be good to develop a steady stream of income. And I also burned out from continuous travel as a consultant — I am 56 now and enough is enough (travel, that is!).

Chris Saeger, a person who I greatly respect and admire for his lifelong contributions to NASAGA and other organizations, was speaking with me after

the 2003 conference and I mentioned a program I did at ASTD -1997 called, “*Working at Home, Selling Globally.*” Its purpose was to share some ideas about building a home-based international business. It was his thought that this might be an interesting subject for the 2004 conference so I agreed to update it and deliver. Thiagi then asked me to write something up for our newsletter so, here it is. If you want to download the complete article in pdf format, please [click here](http://www.squarewheels.com/content/workhome.html) (http://www.squarewheels.com/content/workhome.html).

So, here is some thinking about all this. I’ve been on my own continuously since 1984 (initially a traditional consulting and training business) and have been operating off the internet since 1998.

## The Answers

I *don’t* know the answers. But I think I can help you think through some of the questions you might have about moving out on your own and what you might do to build a global business. The downloadable

pdf file has some worksheets that are too extensive to include herein. As background, I design and sell team building games and use my Square Wheels® cartoons as tools for facilitating communications and ideas interactively.

It is possible to develop such a work-at-home business but in recently updating a lot of product links on my website, many of my “competitors” no longer seem to exist. To succeed, I think, you must have excellent products, high profit margins, good distribution and a sense of support from users who understand how things work. There is also no sense in “*re-inventing the wheel.*” There are a number of good role models out here and a good number of people who will collaborate with you.

There are many ways in which you can take the materials you own or develop and create a distribution system for them. Here are a few qualities of achievement motivation that seem common to many people who make it in this business. The following list is not complete but may assist your thinking

and reframing about developing a different business and better attaining your goals.

1. Do you prefer to work for yourself rather than for others?
2. Can you collaborate with others easily? Can you extend your trust readily?
3. Do you take advantage of opportunities when they appear?
4. Can you finish a job even when it is difficult or unpleasant?
5. Are you challenged by problems that need solutions?
6. Do you have a specific goal or goals you want to achieve?
7. Can you bounce back after defeat or self-perceived failure?
8. Can you respond to the needs of others? Can you listen to understand?
9. Do you believe in yourself and your abilities?
10. Can you make your own decisions?
11. Can you stand by your actions in spite of criticism? *More people believe you cannot than believe you can.*
12. Are you flexible in your approach and willing to try things differently?
13. Do you keep well informed on current business practices?

## Some Characteristics of the Ideal Business

- ◆ *Sells to the World* rather than a neighborhood or even a single city or state. It has an unlimited global market and cross-cultural adaptability. A product focused on The American Disabilities Act has limited global possibilities; a program on improving safety or facilitation skills is much more cross-cultural; a program on tracking cost of quality is quite international but needs local translation. A toolkit for non-

profits misses the “profits.” Books on management sell worldwide. (*Who Moved My Cheese*, for example.) General is often better than specific.

- ◆ Offers a product with sustainable, long-term value, a product that people need or desire — almost regardless of price.
- ◆ Sells a product which cannot be easily replaced; the product is original, copyrighted, trademarked or patented and the intellectual property is basically protected.
- ◆ Requires minimal labor (the fewer personnel, the better). Today’s example of this is the much-talked about “virtual corporation.” The virtual corporation may consist of an office with three executives and manufacturing / services supported by other companies.
- ◆ Manages with very low overhead; inexpensive location, minimal inventory, minimal advertising, limited legal and accounting expenses, limited liability (product, safety, etc.) problems and costs. Can use referral or virus marketing to establish a brand name. CAN be in a desired location.
- ◆ Does not require big cash outlays or major investments in equipment. In other words, it does not tie up capital — one of the major reasons for new-business failure is under-capitalization.
- ◆ Enjoys cash billings. In other words, it does not tie up operating funds with lengthy or complex credit terms. Immediate payment or Net 10 days! VISA and other credit cards, international wire transfers.
- ◆ Is (relatively) free of all kinds of government and industry regulations and strictures. Low taxation rates. Few reporting requirements. Limited liability.

- ◆ Is portable or easily moveable. This means that you can take your business (and yourself) anywhere you want — Nevada, Florida, Texas, Washington, S. Dakota (none have state income taxes) or hey, maybe Monte Carlo or Switzerland or the south of France.
- ◆ Satisfies your intellectual, spiritual, family and emotional needs. There’s nothing like being fascinated with what you’re doing. When that happens, you’re not working, you’re having fun.
- ◆ Leaves you with some Free Time; it doesn’t require your labor and attention 12, 16, 18 hours a day, although it may and you can choose to put in the time when desired.
- ◆ Is one where income is not limited by your personal output. There is leverage gained from collaboration, cross-selling with others, etc. Could include wholesale sales to others.

Some of the above are from Richard Russell’s original thoughts, “Dow Theory Letters” (1996). Other ideas were adapted from a CompuServe “Working From Home” Forum posting of Rollyn Trueblood’s comments and ideas. Some ideas are my own.

## Some of Joan and Scott’s Round Wheel Ideas:

From the *simple* idea of using cartoons to illustrate key themes in management and working, we

- ◆ Were open to sharing the cartoons, initially published as a set of 13 transparencies. (The idea for a book or books was not in our original thinking, nor was PowerPoint even a program!)
- ◆ Looked toward reducing overhead and simplifying (cutting \$6,000 in office expenses, at least \$500 in laundry bills (!), and at least 6 hours of commuting time per week from our family time).
- ◆ Looked to working as a team, with me as the initially stronger partner but the

benefit of both people being active in the business (I can leave for a month and the business is basically maintained with a “business” phone call every two or three days).

- ◆ Were open to novel or unusual (in our minds) uses of the products and open to audience reactions.
- ◆ Took every opportunity to speak and present as we could arrange and manage. Proposed to present through the RFP process to numerous conferences and associations, globally.
- ◆ Joint-ventured with organizations whose goal was to support membership with new ideas and management development opportunities (not-for-profit institutes, associations, etc.) on a local, national and international basis. Collaboration worldwide with a variety of other organizations.
- ◆ Actively collaborated with other consultants, initially in the MidEast and then elsewhere such as Finland, Sweden, South Africa, Hong Kong, Singapore, Indonesia, Malaysia, Canada, Spain, Germany, The Netherlands, Denmark, Australia, Mauritius and elsewhere. Now we have an expanding and truly global network of associates and I have presented in 29 different countries and have materials locally translated into six languages.
- ◆ Traveled to support the products through public seminars; to support the local consultant and to generate interest in the products. Used other people’s money to travel.
- ◆ Took advantage of technologies and networking opportunities such as:
  - desktop publishing for customization of materials
  - toll-free 800 number for domestic (US / Canada) calls (that is transferable if we move locations)
  - brand name website access name (SquareWheels) (and easy global access to e-mail, Internet, etc.)

- “Learning Organization” TRDEV, NASAGA, and other List Serves on the Internet
- ◆ Use our own listserves to push email to others
- ◆ Shared FREE transparencies of the illustrations at various conferences and programs. Now I sometimes give away CDs of materials. We are now just starting to market PowerPoint versions of materials along with bundles of products.
- ◆ Cross-marketed the books with the games, cross-fertilized both products.
- ◆ Shared resources, ideas and innovations, *and people* (Roy Sabeen, our artist).
- ◆ Shared clients and suggested alternative delivery people *at no commission*.
- ◆ Work with internal trainers and external trainers in a non-licensing, sharing way and generate referrals worldwide.
- ◆ Maintain a global focus and a macro / synergistic view of how things really work.
- ◆ Continually simplified the business by maintaining focus and making all materials non-dependent on us for delivery, actively supporting a learning network of support.
- ◆ Continually recognize that our model of how things should work sometimes has others take advantage of us and that it will not *always* work. But the view is congruent with how we want things to operate and we maintain a wholesome, long-term, global view of collaboration as the key to success.
- ◆ Didn’t take the traditional approach and *license* our products (because I don’t want to be a lawyer or accountant or deal with them on a regular basis.) I now have a couple of licensing arrangements with consultants who I trust in Japan, China, Korea and elsewhere.

- ◆ Didn’t hire workers because I want to do things, not manage them.
- ◆ Didn’t initially take advantage of all the possibilities of Home Pages, electronic mail and electronic communications (pagers, cellular phones, etc.). We moved slowly on internet marketing, just adding a few pages on other websites and then slowly building our own websites. Now, we manage four sites, with a new one just now on line to sell downloadable product bundles.
- ◆ Redefined products for different marketplaces.

### Lastly...

We’re generally open to new ideas and potential new ventures with different people or organizations. We’ve established a global distribution network and we allow many consultants to translate materials for local use. We’ve partnered with others to co-market new products. So, we focus on collaboration for business development and program improvement purposes.

*After all, if we keep our overhead costs low, innovation continuous and maintain a niche focus, how does one have competition? We do not feel we compete with any organization, directly. The benefits are in collaboration with others because it IS a global marketplace.*

### In Conclusion

I hope that at least some of our ideas and experiences will be helpful to you as you consider how things work and what you might do differently. If you want to see the entire document, with worksheets, click on the link below to download. ■

(<http://www.squarewheels.com/content/workhome.html>)

# WHY GAMES MAKE GOOD ANDRAGOGY

BY LES LAUBER

Some time back I was asked to conduct a half-day training session. The topic was to be time-management-problem-solving-creative-thinking-and-self-motivation. I desperately covered my panic the way most trainers do: I asked what would be considered successful outcomes from this session. Getting the learners out ahead of schedule was number one, by the way. And that was from the event sponsors. So I pulled a book of framegames off the shelf, found some structured brainstorming games, packed my bags, and headed off to Dodge City, Kansas. (Note to self: a man who is six-foot-five should say “No, thank you” when the rental agent tries to give him a Plymouth Neon for a six-and-one-half hour trip.)

## What *IS* an dragogy, and why would I want one?

The concept of Andragogy first appeared in early 19<sup>th</sup> century Europe. Malcolm Knowles popularized

andragogy in the United States. Well, not popularized the way Spiderman and Luke Skywalker are popular. Very few people walking down the street will recognize the word. But andragogy became a Big Thing in the arena of adult education. Its central notion is that adults are independent beings that learn more for their own reasons than for the reasons others force on them.

Andragogy seems to have become less fashionable recently. I become slightly bored when people in training, performance improvement, adult basic education, and related fields start talking about whether Knowles and andragogy are dated. They argue over whether andragogy is specific to adults, or whether adults really act in a self-directed manner when they have no existing knowledge of what they’re learning, or why not every adult fits every assumption perfectly. Here’s what I find: when I pay attention to Knowles’ ideas about how

adults learn, I do a better job of training adults. When I overlook them, I find less success for myself and—worse—for them.

## The six Knowlesian assumptions

Here are Knowles’ six assumptions about how adults learn best. These come from the 5<sup>th</sup> edition of his book, *The Adult Learner* with Elwood F. Holton III and Richard A. Swanson. While well-thought, keep in mind that it isn’t exactly a page-turner.

1. “Adults need to know why they need to learn something before undertaking to learn it.
2. “Adults...develop a deep psychological need to be seen by others and treated by others as being capable of self-direction.
3. “Adults come into educational activity with both a greater volume and a different quality of experi-

ences than youths...[meaning] the richest resource for learning reside in the adult learners themselves.

4. "Adults become ready to learn those things they need to know and be able to do in order to cope effectively with their real-life situations.
5. "...adults are life-centered (or task-centered or problem-centered) in their orientation to learning.
6. "While adults are responsive to some external motivators (better jobs, promotions, salaries, and the like), the most potent motivators are internal pressures (the desire for increased job satisfaction, self-esteem, quality of life, and the like)<sup>1</sup>.

## OK, so where do the games come in?

In other words, adults learn because they want to learn. Because they *need* to learn. But they learn for their reasons. Not mine, not yours, not their employer's, not because a federal regulation requires them to. They learn if they make the connection between the subject and what they want or need to learn.

My friends in Dodge City confessed that not every person they asked me to train needed training in time-management-problem-solving-creative-thinking-and-self-motivation. Some needed time management. Some needed problem-solving. The framegames were the ticket for getting each of the trainees the training they needed. The learners selected their own problems (meeting assumptions 1 and 2). The framegames asked participants to consider how they had approached similar

problems in the past (assumption 3). By focusing on real problems, the learners made the connection between the training and their learning needs (meeting assumptions 4 and 5). From all the brainstormed solutions and suggestions, the participants created individualized action plans that they thought best fit their own work conditions and styles. Their action plans included predictions about how applying those plans would improve their situations (assumption 6).

Sometimes people ask me if games and simulations don't demean learners. It's a pretty silly question since I wouldn't be using them if I believed that. In fact, the thinkers at the advancing edge of adult education say that the most effective teaching includes a variety of approaches including storytelling, small-group work, role playing, sharing ideas and experiences in pairs and trios, group processing, and problem-solving. They urge us to include experiential and affective approaches to our teaching<sup>2</sup>. Games and simulations provide exactly these sorts of activities.

## Aretha wants respect, and so do your learners

Certainly there are trainers, facilitators, professors and teachers, and instructional designers who "dumb down" content through games. Or they use the game as a lazy shortcut, not to spark thought and conversation on the topic. Or they distrust the learners' ability to learn, so they "idiot-proof" the game to make it inane simple and insult their learners' intelligences. In these cases, it is not the games that demean the learners—instead, it is the educator. I deeply believe that

learners sense these motivations, and respond accordingly.

For me, keeping Knowles' assumptions in mind forces me to respect those I train. They help me shift my focus from myself and the content to the trainees and how they can find ways to relate to the content. They remind me to help the trainees find applications to address real problems the trainees face. I find effective games do that. They help set a context for trainees to identify and solve problems, to learn content (even when required or mandated) for their reasons rather than mine, and even to share their experiences and feel valued for them. In other words, my training simulations and games make me follow Knowles' assumptions... and that's good andragogy. ■

## References

1. Knowles, M. S., Holton, E. F., & Swanson, R. A. (1998). *The adult learner, 5<sup>th</sup> ed.* Houston, TX: Gulf Publishing Co. pp. 64-68.
2. Tisdell, E. J. (1995). *Creating inclusive adult learning environments: Insights from multicultural education and feminist pedagogy.* (Information Series No. 361.) Columbus, OH: Center on Education and Training for Employment.



# USING SIMULATIONS AND GAMES IN INTERCULTURAL TRAINING

## PART I: DESIRED OUTCOMES AND CULTURAL NORMS

BY JUDEE BLOHM

Most desired outcomes of intercultural training are skills and attitudes, and therefore require practice and application of knowledge gained. Simulations and games, as well as other active training methods, are excellent techniques for these desired outcomes.

Designing intercultural training is like designing any effective training program. The design must take into account such factors as shown in the figure.

Of special interest to this discussion are desired outcomes, cultural norms and personal preferences.

### Desired Outcomes

In order to more closely determine the desired outcomes of a particular intercultural training program, a distinction should be made between training across cultures and training about cultures.

*Training across cultures* refers to situations where the trainer and trainees are of different cultures, or, most commonly, where trainees are a multicultural group, in and of themselves. A trainer from a parent or headquarters organization going to another country to work with national employees on project development or required report writing is an example. Another is training a

multinational staff in peer feedback.

*Training about cultures* refers to the preparation of trainees to encounter and function in a different culture. This may be culture-general (i.e. applicable to any culture) or culture-specific training. It

business manager working in a foreign environment, student exchange students living with host families, or development workers doing pre-service training after arriving in their country of assignment.

The desired outcomes of training

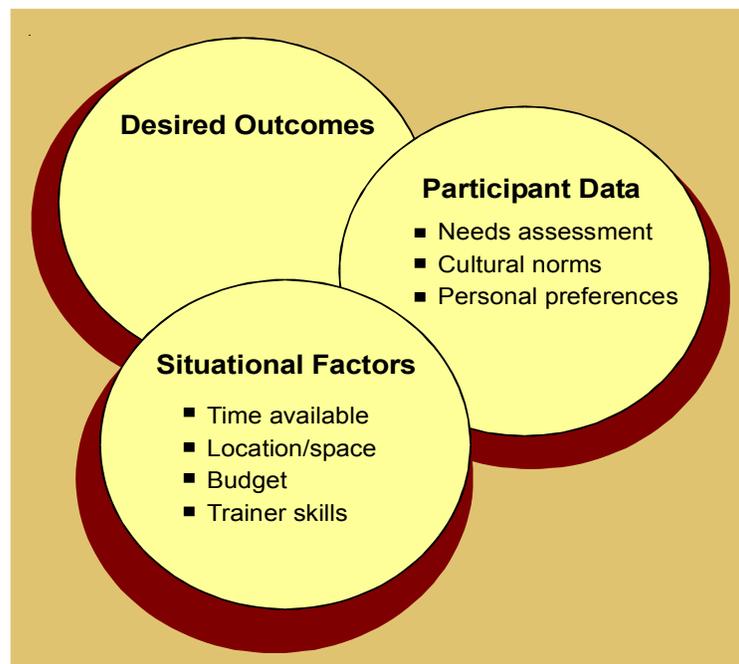
across cultures might be:

- ◆ Develop multicultural teams.
- ◆ Improve communication/decision making in multicultural work forces.
- ◆ Train HR personnel to recognize cultural biases in hiring and promotional processes (such as the requirement for candidates to self-promote by talking about their strengths).

Common training about cultures includes desired outcomes for trainees be able to:

- ◆ Become aware that different cultural systems produce different behaviors.

- ◆ Encounter different systems and learn about one's own reaction to differentness.
- ◆ Understand various aspects of intercultural communication and build skills in communicating across cultures.
- ◆ Anticipate the cross-cultural adaptation process and learn strategies that help overcome different periods.



may be preparation for future encounters, such as individuals or families from one culture moving into a different one, or medical students preparing to be a part of a “doctor culture” encountering a “patient culture.” Or, trainees may be already in a different cultural setting and the training would assist them in making sense of their surroundings and their roles there. Examples include a

- ◆ Manage psychological stress in self (and family) during cross-cultural sojourns.
- ◆ Know the history, geography, current political and economic situation, and some cultural norms of a target culture.

Matching desired outcomes to appropriate training methods is a critical decision in training design. The chart below provides some examples and options.

## Cultural Norms and Personal Preferences

The use of simulations and games has been effective in various cultural settings. However, where they are placed in the training sequence may determine their overall acceptance and effectiveness. For example, for trainees who by cultural background or personal preference are accustomed to learning theory and factual information, the use of games may be more effective *after* other methods. A game or simulation may be introduced as a way to

practice or apply what has been learned through lecture, reading, video or other method. For trainees who prefer interactive and experiential learning, using a game or simulation to start a session may be more energizing and encourage them to value the theoretical parts of the training to solve problems or explain what was not clear in the interactive activity. (Reference: Kolb's Learning Styles and the Experiential Learning Cycle)

Cultural differences occur not only because of ethnic or national boundaries, but also by occupations, age, gender, status, etc. The same preferences in learning styles may appear in functional groups, gender, or age groups. For example, diplomats or bankers may prefer more abstract theory to active learning. But, again, it is not necessarily either/or, rather the appropriate sequencing of activities that may determine the best results.

All simulations and games have cultural factors built into them, through their premise, definitions, or artifacts. Games may be used for focusing on and

clarifying such issues. If a game or simulation is not used for that purpose, however, consider the possible effects (and potential modifications) of such factors when selecting or designing a game for use with any specific group, either mono-cultural or multi-cultural.

Exploring existing simulations and games for intercultural training, potential uses, and cultural biases will be the focus of an article in the next issue of *SIMAGES*. Contributions are welcome. Please provide name of game or simulation, short description, how it can be used, potential cultural biases, and how to procure it. Send to Judee Blohm [judeeblohm@msn.com](mailto:judeeblohm@msn.com), subject: *SIMAGES* Contribution. ■

### References:

- Blohm, J. Interactive Strategies for Intercultural Training Workshop, NASAGA 2003
- Fowler, S. M. and Blohm, J. "An Analysis of Methods for Intercultural Training," *Handbook for Intercultural Training*. Third Edition. Landis, D., Bennett, J., and Bennet, M. eds. (2004) Thousand Oaks, CA: Sage.
- Kolb, D.A. (1984). *Experiential Learning*. Englewood Cliffs: NJ: Prentice Hall.

Desired Outcomes	Training Methods and Activities	Evaluation Activities
<p><b>Knowledge:</b> Facts/information <i>Learner will understand</i></p> <p><i>Intercultural example:</i> Describe the results of a strong extended-family system on hiring practices.</p>	<p>Readings, songs, lectures, brainstorming, TV, radio, audio-tapes, video, computer, programmed instruction, debate, panel, interview, galleries-work stations, field trips</p>	<p>Written exams, oral exams, application in other training activities</p>
<p><b>Skills:</b> Manual, thinking, planning, etc. <i>Learner will be able to do something</i></p> <p><i>Intercultural example:</i> Demonstrate ability to learn about appropriate behavior in a different culture through interaction with members of it</p>	<p>Demonstration or instructions followed by practice with feedback to correct mistakes; role playing, in-basket exercises, drill, games, coaching, case studies, worksheets, simulations</p>	<p>Observation on the job or in practicum or role play; observation checklist might be useful; case studies with decision-making; development of product: training design, newsletter, media materials, drama</p>
<p><b>Attitudes:</b> <i>Learner will adopt new values, perspectives</i></p> <p><i>Intercultural example:</i> Identify one's own reaction to a frustrating situation in a different culture and develop a plan to improve one's ability to deal with it.</p>	<p>Discussion, role play, role-modeling, values clarification exercise, film/video, case study, critical incidents, debate, games, self-analysis, feedback, simulation, field trips</p>	<p>Indirectly, by observing behaviors: interpersonal relations, approaches to issues/problems, choices of activities</p>

## THE CORNER CORRAL:

# BEING THE DOMINANT HERD LEADER DOES NOT MEAN THAT YOU ARE THE REAL HERD LEADER

BY ELLEN KAYE GEHRKE & THE ROLLING HORSE RANCH HORSES

For those of you new to the Corner Corral, this is a regular column submitted by a herd of horses who are interested in exploring the dynamics of training and learning from the horse's point of view. As it turns out, the interpreter, Ellen Kaye Gehrke, noticed how her training and gentling of wild horses offered tremendous insights of when and how effective learning moments occur in the human classroom. Franklin, a Montana ranch horse, started this column about a year ago. However, he suddenly passed away on February 29th leaving a sorrowful gap in the herd. Tonopah, a wild mustang, gentled by Ellen, took over the column, Tonopah and Ellen went riding the other day and ended up discussing leadership and herd/group dynamics.

### **Lesson 4: Being the dominant herd leader does not mean that you are the real herd leader**

*Ellen:* The other day I fed the horses and stood around to observe their behavior as to who ate with whom and

who moved other horses away from flakes of hay. I had brought a new horse in from Montana a few weeks ago and had just introduced him in with the other ten horses. The horse who is usually the dominant or “alpha” horse, Cougar, was pushing all the other horses away from food and exerting his dominance. Then, the new horse, Rocket, challenged him and they turned rump to rump and began kicking at each other. It seemed to end in a draw, with Cougar settling on his hay and Rocket settling on a nearby flake...but with a constant pinning of ears at each other. Cougar has been an aggressive horse in the herd for the past few years, always exerting his will. The other horses yield to him and he gets his way almost all the time. He has definitely been the herd leader for quite some time. However, Rocket ate quietly with five of the other horses around him while Cougar ate, protective of his food, with two follower horses. Rocket's group was

peacefully eating, nuzzling in and sharing their food in a non-aggressive behavior. I was puzzled by all this and when Tonopah and I later headed out for a ride by ourselves I asked him about how the real leader is established in the herd. This is what he explained to me.

*Tonopah:* Well, Ellen, actually there tends to be different styles of leadership that take place in a herd. Cougar is a bully and he gets his way by pushing us around. We always do what he says because we don't want to fight with him. However, even if we are minding our own business, he still comes up and provokes confrontations with us — so we move away. We let Cougar dominate our herd because we are actually afraid of him. His leadership style is as a “force of intimidation” without any rhyme or reason behind it. As a result, even though he is dominant, the majority of the horses in the herd will actually avoid all contact with him throughout the day.

Hey, Ellen, does this sound like some of the stuff you have been telling me about at the workplace? There are some leaders who exert their dominance and you do what they ask just to avoid an unnecessary confrontation, yet, you always tell me that you like to avoid them if you can because you don't like the way they lead and you don't feel good about them...or safe!

*Ellen:* Yes, Tonopah, that kind of leader scares me. They get their way by exerting their will, but not necessarily because they have built a trusting relationship with others. So why do you hang out with Rocket and Shiloh? They seem dominant but you don't seem to mind?

*Tonopah:* Oh. (Tonopah, uses this opportunity on our ride to stop and munch a few blades of green grass). Well, Ellen. They tend to be less aggressive. I think you may even

use the term, passive leadership. These horses are quiet and consistent in their day-to-day behavior and don't appear to have much ambition to move up the "alpha" ladder. As a result, there appears to be no reason for them to use force to continually declare their position in our herd..like Cougar does. We follow the leader who uses the least amount of energy throughout the day ( and isn't forcing us to use ours) so we are not only able to stay quiet and content, but we are also helping to maintain our own survival. The "passive" leaders have earned the real leadership title with the other horses by showing us they can be dependable in their passive behavior from one day to the next. They lead by example and not force.

*Ellen:* Ok, Tonopah, is it safe to suggest that the leadership issue is more of an attitude than a tech-

nique? It seems that the rest of the herd has confidence that the passive leader will try and do things right for you, and you won't constantly get reprimanded for things done wrong? They lead by example, not force and tend to be more consistent from one day to the next.

*Tonopah:* Ellen, you are catching on about us horses. When we feel confident and safe about the leadership then we learn better and work more effectively. Aggressive behavior may get results but passive, confident leadership sustains results.

*Ellen:* Gosh, Tonopah, I think this is something I can use when I work with others. Developing that trust and consistency- is there a secret?

*Tonopah:* We can talk about it on another ride...I want to find some more grass to munch on right now..... ■

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

[thiagi@thiagi.com](mailto:thiagi@thiagi.com)

## ABOUT NASAGA:

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

If you would like to join NASAGA or are currently a member and have questions regarding your membership, visit [www.nasaga.org](http://www.nasaga.org).

# SOME OF THE BEST THINGS IN LIFE ARE FREE...

## EXAMPLE: NASAGA MEMBERSHIP

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

If you would like to become a member, please complete the form at:

[http://www.nasaga.org/become\\_member.asp](http://www.nasaga.org/become_member.asp)

If you have any questions concerning memberships, please send an email to:

[info@nasaga.org](mailto:info@nasaga.org)

## PLAY FOR PERFORMANCE

As a NASAGA member you are invited to the September issue of this newsletter. To access this issue point your browser to

<http://www.thiagi.com/pfp/IE4H/september2004.html>

Read, play, and enjoy!

# SIMAGES



NASAGA  
North American Simulation  
and Gaming Association  
[info@nasaga.org](mailto:info@nasaga.org)