

SIMAGES

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Watch Out World!



Designed by Jennifer McCann, courtesy of White Castle Management Co.

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Editorial Board: Judee Blohm, Liliane Lessard, & Brian Remer

From the NASAGA Board

We are truly looking forward to next year as we will be celebrating our 50th anniversary of simulation and gaming conferences. There are many conferences now that are trying to use activity-based learning as their theme, but NASAGA is the only one that has been doing this as its core for many, many years. (To learn of our origins, do the puzzle on page 22 of this issue of SIMAGES.)

Our anniversary conference will be in Columbus, Ohio, November 7-10th 2012. In addition to our standard certificate courses, pre-conferences, keynotes, concurrent sessions, and game night, we will be adding some different features, one of them being a track to help game enthusiasts turn their passion for games into learning events. NASAGA presentations at the BGG (Board Game Geek) and Origins conferences should inspire interest in this new NASAGA conference track. We will also be coordinating with teacher organizations to have a teacher's day track for local Columbus educators. See the information about the conference and Columbus, Ohio, as well as the call for proposals in this issue of SIMAGES. Mark these dates on your calendar now and plan on being there and celebrating with us!

The NASAGA book, our first compilation of training activities, will also be launched at the conference. By being there, you can meet many of the contributors and get a copy fresh off the press!

In addition to the conferences mentioned above, NASAGA will be presenting at the Intercultural Management Institute at the American University in Washington, DC, again next year. This has become an ongoing venue for NASAGA to promote interactive training and attract new members.

Are you associated with other groups that have conferences? Have you considered doing a presentation that focuses on interactive training techniques and promoting NASAGA there? If so, look up the examples we have published under "Networking" in issues of SIMAGES in the last few years. For example, Scott Nicholson described his presentation in detail in the last issue. Go to www.nasaga.org and click on the "Read SIMAGES" tab to access all past issues.

We are pleased to tell you that we are already working on the 2013 conference which will take place in Sarasota, Florida, and we are also exploring an exciting venue for 2014. If you haven't yet attended one of our conferences, start saving your pennies to do so, though you will find our conferences are quite inexpensive considering everything you will gain by participating as they are unique and valuable experiences. Just read what our scholarship winners from the Valley Forge conference have to say on pages 6 & 7!

Greg Koeser

Remember to check us out on the social networking sites: Facebook, Twitter, & Linked-In



NASAGA 2011-2012 Board

OFFICERS

Chair: Greg Koeser; gkoeser@gmail.com; cell 404.643.3778

Secretary: Kate Koski; kmkoski@cox.net; 860.670.4458

Treasurer: Dave Piltz; dpiltz@verizon.net; cell 814.883.0118

ELECTED IN 2010

Dave Piltz (re-elected): Associate, CapitolMed; dpiltz@verizon.net; cell 814.883.0118

Greg Koeser (re-elected): Senior Training Consultant at RWD Technologies; gkoeser@gmail.com; cell 404.643.3778

Brandon Carson (re-elected): Senior Manager, Learning and Development, Yahoo!; brandoncarson@gmail.com; 650.208.1442

Brian Remer: Director of Creative Learning, The Firefly Group; brian@thefirefly.org; 802.257.7247

Nikki Boeshansz: Training and Development Manager, White Castle; boeshann@whitecastle.com; office 614.559.2434

Scott Nicholson: Associate Professor, Syracuse University School of Information Studies; scottnicholson@gmail.com; 314.443.1640

Kate Koski: Consultant; kmkoski@cox.net; 860.670.4458

ELECTED IN 2011

Jen McCann: Training and Development, White Castle; mccannj@whitecastle.com; office 614.559.2423

Allan Fowler: Senior Lecturer, Waiariki Institute of Technology; Allan.Fowler@waiariki.ac.nz

Julia Feng: Consultant; jfengxyz@gmail.com; 408.203.4573

The board expresses its appreciation to Richard Vars and Chuck Needlman who rotated off the board in October.

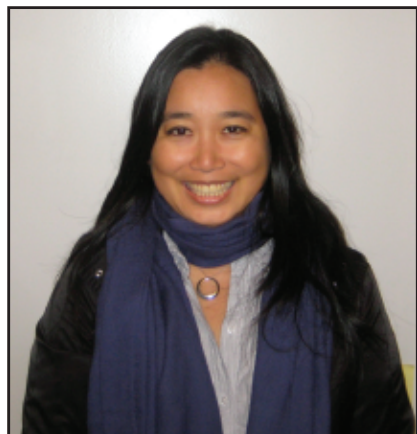
New Board Members

Jennifer (Jen) McCann has been part of the training and development group at the Columbus, OH, based quick-service restaurant, White Castle, for the past ten years. She enjoys helping White Castle's team members learn and grow as individuals and as business people.

Participating in and facilitating training sessions that are fun and engaging while still meeting the learning objectives is what Jen loves to do. When she became a member of NASAGA in 2008, she learned even more about the educational value of activities, games, and simulations while meeting NASAGAs who shared her passion. Jen rapidly became involved in the organization and has become a valued contributor.

Jen holds a bachelor's degree in human resources and a master's degree in business administration. She has been married to Dave for three years and is the proud mother of Jackson, their one year old son; they plan to have another child in the next year or two.

In her spare time, Jen enjoys anything that involves a good story — reading books, watching television, or watching movies. She can be reached at: mccannj@whitecastle.com



Often introduced as a "problem zapper", Julia relishes and focuses on discovering creative ways to tackle hairy, wicked problems. As a team facilitator, graphic recorder, and marketing consultant, Julia enables organizations to shortcut many months of "wandering in the desert" to breakthrough. Her problem-zapping ways integrate visual, kinesthetic, playful, and systematic approaches. Julia is also a certified Innovation Games facilitator and a passionate gamestormer.

Previously, as a product manager and strategist, Julia led numerous projects and collaborations in Silicon Valley multinationals and startups. Her professional interests include innovative business models leveraging communities, Open Source, or bottom of the pyramid strategies. She is recognized for her high-impact innovative programs in professional environments and was awarded the Class MBA "Innovation Award" by her peers at the University of Michigan.

Outside of work, Julia is an avid dancer, traveler, and student of different cultures who has traveled to over 30 countries across six continents. She enjoys contributing to meaningful causes — she volunteers as an event manager for One Brick — and looks forward to collaborating with other Board members to taking NASAGA into 50 more years of service. She can be reached via: www.OhISeItNow.com

New Board Members, continued



Allan Fowler is a Senior Lecturer at Waiariki Institute of Technology who specializes in game development and design. Before joining Waiariki, Allan taught in China for seven years; he also has over ten years of industry experience.

Using games as educational tools in primary, secondary, and tertiary environments has been Allan's forte since 2002. He has published several academic papers on the use of video games in education and is totally convinced there are learning benefits to using these games in schooling environments. As a matter of fact, his current research focuses on the use of commercial video games (MMORPG) and their potential value in an educational context; in this research, he will also be addressing certain limitations of some of the previous studies.

Allan is actively involved in the New Zealand Chapter of the International Game Developers Association (IDGA) and has enjoyed establishing and managing regional game development competitions. He is totally convinced of the educational benefits of these programs.

Allan Fowler, B.Bus. (RMIT University), Grad. Dip. Teaching & Learning (CDU), MBA (RMIT University) MED (USQ), can be reached at: Allan.Fowler@waiariki.ac.nz

Conference 2011 Photos



2011 Scholarship Winners' Comments

NASAGA provides scholarships to each conference. The number of scholarships available depends upon how much money we raise on the silent and live auctions we hold at the conferences. Below and on the next page are comments from two scholarship winners who attended the 2011 conference. - Editors

My experience at NASAGA in October was incredible. I have never experienced such an intellectually-stimulating two and a half days, nor have I ever enjoyed meeting new people as much. Perhaps because this was one of the smaller NASAGA conferences, I got an opportunity to have a meaningful one-on-one conversation with nearly every other attendee. This is normally difficult for me as I am rather shy, but the conference is designed to enhance participation and encourage communication, both on a professional and a personal level. And while at other conferences I am impressed with some sessions/presenters and feel others are less than impressive, every session at NASAGA was well worth my time. I even wanted to be at multiple sessions at once, so the chance to talk with others afterwards meant I got a taste of the sessions I couldn't attend.

I was both inspired to be with so many creative, interesting, positive people interested in games and humbled. You should know that I work with fabulous people who have many creative ideas but, on my games, I mostly work alone. I am well-read on some aspects of games, but discovered many areas I know nothing about, all thanks to the conference participants who come from many professions in the corporate or non-profit world, and who bring a different specialization or interest. Many of these NASAGAns have been doing this for many years and their knowledge can be intimidating, but... it's the best kind of intimidation, one that inspires rather than stifles.

As a scholarship recipient, and because I can't be in a NASAGA environment every day, I tried to take advantage of every opportunity, for example, I was the first to get to breakfast every morning and participated in every evening activity. I was at first intimidated by Thursday night's game development activity, however, relying on the collective intelligence of the team led us to create a rather interesting game. I enjoyed playing Werewolf, Skulls and Roses, and other games led by Scott Nicholson. The banquet on the last evening allowed me to meet several other conference participants, or get to know some better, and I can't wait to wear the domino earrings I "won" in the silent auction.

"Mentally I'll be debriefing for a long time" declares one scholarship winner

I feel that my presentation contributed to the conference, though it might have been better had I known more about the conference. I am grateful though for the fantastic feedback I received on improving scoring and the suggestions for enhancing player satisfaction with additional bonus activities.

On a meta-level, I will be mentally debriefing those two and a half days for a long time: there was so much to be experienced without taking notes or really having an opportunity to realize what it fully meant or how it could be applied. I fell asleep Friday night wishing I could bring everyone home with me for continuous discussions and inspiration. While I can't do that, there are a number of persons I plan to contact soon and I do hope to make the best of the online community until my next NASAGA conference. I am very grateful for the scholarship that helped me attend this conference, it was a wonderful experience.

-Mary Broussar

2011 Scholarship Winners' Comments, continued

My experience at my first NASAGA conference was wonderful and would suggest that any faculty member, teacher, or trainer attend next year. The sessions were all excellent — Yes, every single one I attended! The people were outstanding and I made great friends that I look forward to seeing again! The conference was well run, the food was fabulous, and the mirth, camaraderie, and generosity of the participants and longtime members were priceless. I really felt that it was a worthwhile experience and have touted this conference to professionals whom I think could benefit from its instructional use of gaming in educational scenarios.

I learned several new techniques useful to my tenure-track coaching business and more ways to engage learners in exciting strategies that can strengthen new learning while linking it to prior experiences. I cannot thank the leaders and board members of NASAGA enough for this wonderful opportunity and hope my experience will be provocative to any of you out there that need some new ideas to spice up your teaching or training.

Here is what I said on the Website: My first NASAGA conference was a great success! I found the calibre of the presenters to be superior to many other conferences and congratulate the organizers on the choice of selections. If you have never had the opportunity to attend NASAGA, I suggest you make plans for next year. You will meet people from all over the world — I made friends with people from Asia, Europe, Africa, and around the US and Canada — who are dedicated to finding ways to make education and training more interesting and engaging. The ideas were flying and I left with a great sense of self-efficacy and inspiration with a boxload of strategies to improve instruction. Thank you to all who contributed their expertise and enthusiasm to make the conference so marvelous. I would also thank those who underwrote parts of it, and loved the idea of an auction to make money for scholarships! Everyone left enriched — that is a lot to say about a few days' experience!

**-Nancy Omaha Boy, President,
AcademicCareerSuccess.com**

Awards: 2011 Rising Star Award

Julia Feng's Bodystorming Session Captures the Rising Star Award

At the banquet on the third night of the conference, one presenter new to NASAGA's conferences is presented with the Rising Star Award. This award is to recognize and encourage excellent new presenters and game or simulation designers.

The conference program described Julia Feng's session this way:

Kinect It Up: Bodystorming for Insights

We are all innately creative. Yet, traditional education tends to make us forget this. Sometimes we even become convinced we are not creative.

This session will focus on bodystorming, a brainstorming method that uses the body. Although it was first introduced by Colin Burns at the Computer Human Interaction (CHI) conference in 1994, this highly informative method — of figuring things out and solving problems using iterative observation, trial, and experience — remains underutilized.

Sometimes inhibition, fear, or ingrained habits get in the way of a successful bodystorm. No worries. There is no prerequisite for this session, and we will make it fun and engaging!



Awards: 2011 Rising Star Award, continued

Julia described her session this way:

In what kind of world would we live if products such as perfume distilled from "l'essence de skunk" or "cocktails for kids" existed? These were just two of the zany, brain-twisting, and innovative ideas handily generated by attendees in my session at the NASAGA conference this year.

I gave my session attendees the Herculean task of coming up with some unlikely blue-ocean strategy products, and they all rose to beat the challenge. They worked freely and collaboratively within their respective teams, which were comprised of other unsuspecting attendees, many of whom they met only moments before. Each team generated, selected, and then bodystormed its own product concepts. In their team presentations, their well-formed product concepts and strategy included clear product positioning, target audience identification and messaging, deep customer/user/stakeholder understanding, user cases, customer testimonials, packaging and promotional strategy... among other things. All within 20 minutes.

How was all this possible? Though my participants were generally professional trainers and facilitators who were brave, open to trying and learning new methods, and eager to have fun in our 90 minutes together, it certainly wasn't magic.

You see, my session was on bodystorming, a very powerful brainstorming technique using your body. And from what I could discern, none of the participants had ever bodystormed before, nor had they heard of the technique.

Different practitioners will define bodystorming in different ways. Simply put, from my perspective, it's some parts improvisational acting and role playing, some parts simulation, and implicitly, many parts team building. While there are many uses of bodystorming, generally a group of people spontaneously improvise and enact out a scene of a situation in the topic they are interested in exploring further. Through this exploration, the group learns what types of interactions succeed or fail within the context of the topic. In a product or service design realm, the objective could be to explore what happens when a hospital creates an emergency service that caters to minors, or how customers interface with a new e-commerce website. The key to bodystorming is to explore the important interactions that the product or service has with stakeholders and other relevant inanimate objects through action and speech that take place within the scene.

The challenge for me was that, as a first-time presenter and also attendee at the NASAGA conference, I had an extremely limited understanding of who my audience would be. How much experience in bodystorming or other related physical problem-solving techniques could I expect from my participants? Would participants be willing to trust me and work with other strangers in scenes that might be personally risky or scary...

At the session, my participants surprised me in so many ways. Though I created the space, setting, and some loose rules that made bodystorming conducive, nevertheless, it was ultimately up to them to determine the nature of their bodystorming experience. And do you know what? They were totally amazing: they jumped in with both feet and never looked back...



Awards: 2011 Rising Star Award, continued

And what did some of her session participants say?

I love going to a conference session and walking out with something new and exciting that I can bring home and use right away. Julia's session did that for me this year. Kinesthetic Ideation is one of the three big ideas I brought home from the 2011 NASAGA Conference. She helped us experience this new approach to problem solving that yanked our thinking process right outside the box in a fun and playful way. - Linda Keller, Envision University



I really liked the body brainstorming session. I think what made it such a memorable experience is that it took me out of my comfort zone. I'm not an actor, I have no acting experience, and this really brought me out of my intrinsic disposition. - Nikki Boeshansz, Training and Development Manager



Loved working on creating something fun with others and participating in the amazing creativity was priceless. As an early workshop, the interactivity got us to know one another as well. Thanks, Julia, for a really fun event. - Kate Koski, Consultant



What was memorable for me is how integral it was. The activities presented in the session weren't just about our brain, but about our body and our emotions. A great combination for a both memorable session and a powerful technique. - Margee Wolff, Leadership Trainer, American Farm Bureau



As soon as I arrived in Julia's session, I felt I was in the hands of a professional. She smiled and warmly welcomed each and every one of us in a room which featured well designed flipcharts on the wall some revealed, others not, round tables with colorful objects, and an open area at the front that made me guess we were going to be moving around. I experienced her body brainstorming session as a willing participant... All in all, a pro worth seeing next year at our Columbus, OH, conference. - Liliane Lessard, Performance Improvement Consultant



Julia, why did you become the Rising Star? Well for one thing, there were the improv games especially the pairing up as Knife & Fork, Ham and Peas, etc. which helped engage us early on in the conference and early in the day. The final activity of improving the same scene a few times showed how those games could be used to debrief a real activity. As well Julia, your active participation throughout the conference and pre-conference, your fun booth at the evening event, the sessions where you overlapped as a participant showed your engagement to learn and apply games, activities, and simulations for learning. - Greg Koeser, Training Consultant and Chair, NASAGA Board



Announcing the 2011 Ifill-Raynolds Award:

It's a Surprise!

By Jan Sage

The request to write this article came wrapped in a mystery. Judee intrigued me with this tidbit: “This year’s Ifill-Raynolds award winner may be unexpected for many NASAGAns because he (or she) is younger than past honorees.” And so I was left in suspense, adding an extra tingle to the conference experience this year in Valley Forge, PA. If you didn’t attend this year’s conference, I’ll offer you the fun of prolonging the mystery until the end of this article. Can you guess this year’s young(ish) Ifill-Raynolds award winner? And don’t cheat and look at the picture! (Here’s a hint: this year’s recipient is male; now you won’t have to stumble over “he/she” all the way through and we can get on with it.)

Chris Saeger will give you some clues: “As we thought about the award this year, we wanted to particularly recognize a contemporary contributor to the organization and field who has made a major difference to NASAGA as we navigate turbulent times. (His) contributions to the organization are outstanding. A member since 1997, over the years he has served as a member of the board, chair, SIMAGES newsletter editor, and conference host. Most recently he stepped up to return to the board and fill in for unexpected board vacancies. He has also facilitated the certificate program for the past few years. What makes his contributions to the field unique are the people served by his work. (He) has always been helping the people working with under-served populations. He worked with an organization serving people with developmental challenges and now a crisis suicide hotline. (His) work was recognized by NASAGA early on as a recipient of the Rising Star Award. He has been a presenter at ISPI and ASTD and Training Magazine’s online webinars. He is published in the ASTD Organizational Development and Leadership Sourcebook as well as his new book *Say it Quick*.”

More clues from my interview with the honoree:

How have his games helped to solve real-world problems? “I don’t feel like I’ve tackled any of the big issues like racism or world peace and understanding, but maybe my work has given people the skills to apply to larger issues.” A good example is The Cocktail Party simulation. “Instead of the usual surface exchange that happens when we ‘network,’ this game is a way for people to develop and deepen relationships.”

Let’s play a round: The champagne glass you’re holding is half filled with beads, but as you launch into the second round of simulated party banter, you notice that the Social Butterflies who have been awarding points as they listen in and drop beads into glasses are passing you by. Smiling and exchanging pleasantries was a winning strategy before, but now it takes a deeper and more probing conversation to earn points. It’s easy to forget it’s a game when you discover you have a really interesting partner and you’re actually making a new friend. The debrief confirms that the value in the experience was to use your social skills to find out about people and connect with them. A perfect fit for the Ifill-Raynolds criteria, to foster a sense of community and promote spiritual richness in practical settings.

Considering his influences, it’s no surprise that he views the world through a multicultural lens. Graduate work at the School for International Training where international students and many former Peace Corps volunteers study, teaching ESL in Egypt and Ecuador, working for Habitat for Humanity in Africa and on a Native American reservation in Nebraska, all have shaped his approach to simulation gaming. It’s a perspective that resonates with the Ifill-Raynolds award’s criteria to “. . . deepen understanding of a cultural, organizational or global common good.”



Announcing the 2011 Ifill-Raynolds Award: It's a Surprise! continued

His reaction to winning the Ifill-Raynolds? Surprise. "I don't really think I've done as much as I think one should do to deserve the award, but then I realized it's not up to me. It feels really good to have peers that I respect and look up to for many years value the work that I do." About NASAGA, he is baffled by what he calls an "inexplicable DNA pattern that seems to carry on from year to year. No matter who attends, the spirit is the same. It has something to do with the eagerness to play, putting people at ease with play, the openness to creative ideas, a willingness to experiment and create things spontaneously. I'm grateful for the personal and professional friendships made possible by NASAGA and the many small ways people have encouraged me although they may not know it."

If you've attended any conferences since 1997 when he joined NASAGA, you no doubt recognize all of the quiet but outstanding qualities that characterize our own Brian Remer. Congratulations, Brian. The Ifill-Raynolds Award for Outstanding Contributions to Simulation Gaming will doubtless be one among many well-deserved recognitions as you continue to make your unique contributions to cross-cultural understanding and simulation gaming.

About the author: A NASAGA member since 2008, Jan Sage is bringing fun and games to corporate training in her new position as Senior Learning and Development Specialist at Panduit Corporation in Tinley Park, Illinois.



Welcome to the Buckeye State!



We are so very excited to announce that our 50th Anniversary Conference will be held in Columbus, Ohio! This conference will prove to be one of the favorites among the NASAGA community as we celebrate our past and embrace our future. You'll enjoy a host of diverse certificate programs, remarkable keynote speakers, and brand new breakout sessions that will all keep your mind and body actively engaged throughout the entire conference.

While still in the planning stage, we can assure you that in 2012 we will celebrate our 50th anniversary in style. You are all cordially invited to attend the 50th anniversary bash, where we will honor our history as we launch our organization into the future. It's sure to be an exciting time to meet new people and have fun!

While our conference will keep you actively engaged, there are so many beautiful sights to see around downtown Columbus. Being in the heart of it all, you're sure to find shopping, eating, sightseeing, and much more within three short miles of the hotel! Guests of the Crowne Plaza Hotel, where the conference will be held, are welcome to use the hotel's van service to any location in the surrounding area free of charge! Of course, there is also a lighted walkway that can be taken at night. While you are in Columbus, make time to visit the Columbus Blue Jackets, Nationwide Arena, and the rest of the Arena District located a block from the hotel. Its night life is sure to keep you hopping.

With all of this in mind, we welcome you again to Columbus, Ohio!

By the way, if you are interested in volunteering to help with the conference, let one of us know.

Nikki Boeshansz (boeshann@whitecastle.com) and

Jen McCann (mccannj@whitecastle.com)

Co-conference Chairs

Stay up-to-date on the 2012 conference by visiting our website, www.NASAGA.org, and clicking on the Conference 2012 tab.



Call for Participation

NASAGA 2012 Conference

Boldly Launching into 50 More Years of Game-Based Learning!
November 7-10, 2012 Crowne Plaza Hotel, Columbus, Ohio

We are calling for proposals for our 50th anniversary conference! Proposals may be for either of two types of sessions: concurrent sessions are 90 minutes, interactive, energetic, lively, and original – typically PowerPoint-free; games' night sessions are two hours, held concurrently one evening, allowing time for playing and debriefing a complete game or simulation.

If you are interested in presenting either a concurrent or games' night session, send your conference proposal as a Word document on or before March 15, 2012. Be sure to include the following information on each proposal submitted.

If selected as a presenter, you are entitled to a free booth at the Expo -- a two-hour evening event!

Who Are You?

- Name (as you would like to see it in the program)
- Email address
- Mailing address
- Telephone number
- A brief 100-word bio

(Repeat the information for each co-presenter)

What's Your Session?

- Title (Make it informative and catchy. Limit to 40 characters, including spaces.)
- Session description (In 100 words or less, describe your session. This description should help participants make an informed choice.)
- Session objectives (List two or three bulleted items to specify what participants will achieve as a result of attending your session.)
- Session method (Identify whether your session will use demonstration, panel discussion, activity-and-debrief, etc. Keep it as interactive as possible.)
- Audio-visual requirements (All rooms will have one flip chart. Specify any other items you will need.)
- Time (Concurrent sessions will last 90 minutes; games' night sessions will be two hours and should include the full playing and debrief of a game or simulation.)

Who Should Attend Your Session?

- Level (Specify beginner, intermediate, or advanced)
- Job functions (Such as trainer, facilitator, consultant, or researcher)

Format

Send your proposal as a Word document to proposal@nasaga.org.

Deadline

Please ensure your proposal reaches us on or before March 15, 2012.

Chris Saeger's Critical Trainer Question: What do you want people TO DO?

By Brian Remer

Chris Saeger has been a NASAGA member since 1997, attending conferences, presenting, and serving on the Board of Directors as Chair. He also was President and host of the NASAGA conference of 2004 held in Washington D.C. Chris has worked as a trainer, facilitator, and instructional designer for the American Association of Retired Persons and the American Red Cross.

SIMAGES: How did you begin using games and simulations in your training design?

SAEGER: I have worked for many years in the field of disaster relief and emergency management: the concept of exercises has always been a part of this field and I applied these concepts to the classroom to create active learning.

SIMAGES: How do you decide whether to use a game as opposed to a more traditional teaching technique?

SAEGER: I don't think in terms of game vs. traditional. I start with the question, "What do you want people to do?" Not know but DO. These DO's become the objectives for the learning, but this is hard for clients to get their heads around. They want to start with content and use weak objectives like "understand." Plan to spend some time working with your clients on this.

After that I ask, "How can we create a way for them to DO in the classroom?" Sometimes it is by doing the actual work, sometimes it is by doing a simplified version of the work or using an analogy for the work.

After you have decided on what you want them to do and how, you can ask, "What is the minimum they need to know to get started?" This is the "content" for the course.

Finally, you can look at ways to explore the content using interactive lectures or what Thiagi calls Textra games.

"I start with the question, "What do you want people to do?" Not know but DO. These DO's become the objectives for the learning..."

SIMAGES: You have invented many games and simulations, of which one are you the most proud and what was the source of your creative ideas for that game or simulation?

SAEGER: I created a systems-based board game of a disaster relief operation. This simulation gave participants a big picture of the disaster relief operation. They were able to make management decisions and see the impact of those decisions in a short period of time. The inspiration was a manufacturing game that I experienced.

SIMAGES: What was one of your most challenging situations as a game facilitator?

SAEGER: While playing the disaster relief operation game, participants sometimes get deeply into the roles. One participant, a team leader, became very authoritarian during the activity. (This is not unusual on a relief operation.) Bringing this person "down" during the game required a very soft-spoken intervention by me to make a clear contrast to his tone and volume. He got the point and was more participatory in later play.

Chris Saeger's Critical Trainer Question, continued

SIMAGES: What advice do you have for game facilitators?

SAEGER: You heard my design ideas earlier, for facilitators, my advice is always the same: "Anything that happens is material for debriefing." It is usually best to go with the flow of the experience first and to debrief later.

SIMAGES: You organized NASAGA's first on-line conference. What made it unique and what did you learn from hosting it?

SAEGER: The online conference was a combination of live on-line sessions, recorded materials, discussion boards, and an instant messaging feature. We had 200 participants at the event. The evaluations were positive with most participants indicating they would attend such an event again. It does take a fair amount of time to set up an on-line conference. We had a good partner providing the technology, I think that was the key. This was back in 2005, the technology of Facebook, Twitter, and other social media was not around. I think that an on-line event today would be much different, possibly like a Massively Open Online Course (in a Massively Open Online Course, instructors, students, and resources are distributed across the web.) (http://en.wikipedia.org/wiki/Massive_open_online_course)

SIMAGES: You seem to be equally comfortable with groups whether meeting them face to face or on line. What suggestions do you have for people who don't have that equal comfort level but need to be proficient in both arenas?

SAEGER: For live on-line, you should first attend a live on-line session. There are many resources, Training Magazine Network (<http://www.trainingmagnetwork.com>) is a good example at no cost. Go to Meeting, a web conference provider, that also has free events (<http://news.citrixonline.com/resources/>). Two people that I particularly like are Wayne Turmel (<http://greatwebmeetings.com/>) and Roger Courville (<http://www.1080group.com/>).

SIMAGES: What do you see as being the emerging trends or issues in the use of games for learning?

SAEGER: Time, distance, tools, and on-line social experience.

Time—everything needs to be shorter or faster. The long simulations like BaFa BaFa don't work as well as they did in the past.

Distance—I work with people scattered widely. Live on-line or self-paced on-line is more and more of a must.

Tools—On-line tools are getting easier to use. The upside is you can create things quickly; the downside is the PowerPoint syndrome. Just because you have the tool does not make you a good designer.

On-line Social Experience—Social media is making it easier to connect people with one another. The social media platforms can help you to turn the learning over to the participants.

SIMAGES: You have a blog in which you share links and references to training-related sources. How do you discover these references and how much energy does that consume out of your busy schedule?

SAEGER: I have not been attending to the blog they way I should; now that I am retired I will get back to it. It does take me at least 30 minutes on the days that I do post and my starting target will be weekly. I find the content through twitter, other social media, and Google searches using "instructional simulation," "classroom activities", "facilitator guide", and other search terms.

The North American Simulation and Gaming Association (NASAGA) Salutes Chris Saeger on his Retirement from the Red Cross

The Red Cross invited NASAGA to add its testimonials to Chris' retirement event. Below is the tribute we paid to Chris. - Editors



Chris has been a member extraordinaire of NASAGA. Who knows truly for how many years he has given, given, given to our organization whose mission is to help trainers and educators make their training more interactive and therefore more meaningful? He has been on the board, chairman of the board, president (conference chair), and presenter conference after conference. He has helped develop a website and email exchange, and done many other projects for this organization.

In 2004, Chris received NASAGA's highest award, the Ifill-Raynolds lifetime achievement award. This award is a memorial award for outstanding contribution to simulation gaming. Through it, NASAGA recognizes one of its members who develops and/or uses simulation games with joy and serious purpose. The award recipient's work respects and makes use of the power and spiritual richness within practical settings. In an exemplary way, the recipient's work:



- Fosters a sense of community among those who interact with it.
- Deepens 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.
- Enables active, positive listening by participants to themselves and/or those different from themselves, enhancing their understanding of themselves and others.
- Contributes to strengthening and/or changing an organization's or group's climate and spirit while building a deeper understanding of its purpose.

The Ifill/Raynolds recipients are well rounded in simulation and gaming, with experience in several areas: facilitation, design, education/training, research, and writing.

The tribute to Chris read:

Chris Saeger has been using simulations and games for learning since 1985. His simulations have helped volunteers at the American Red Cross practice and build disaster management skills. His work has won awards from ASTD, Lakewood Publications, and the International Society for Performance Improvement—Potomac Chapter. Chris is a regular presenter at ISPI, NASAGA, and other conferences. He is a past chair and former president of NASAGA and hosted the first all on-line NASAGA Conference and integrated the NASAGA website and discussion forums. Chris has been published in the ASTD Organization Development & Leadership Sourcebook edited by Mel Silberman.



NASAGA Salutes Chris Saeger, continued

In addition to his own creativity in designing games, simulations, and other interactive training activities, Chris is an invaluable resource for the history and sources of the interactive training field. Ask a question on our website and Chris will have a suggested source or a way to do what you are trying to do. Send him an email about a topic for which you are looking for a game or simulation and he'll give you the name of one or more or tell you when there was one published somewhere.

Where does he keep all that information, that is a mystery... What is known though is that he is infinitely generous with his knowledge!

I attended several of Chris' presentations and events at conferences before I joined the NASAGA board. I was so happy that both Chris and his wife Becky were members as it gave me the chance to learn from them. When I became board chair, I considered Chris my person to go to for questions I could not answer, or history on what the organization had done before. I am still asking Chris questions and am so grateful for his wise counsel.



Thanks, Chris, for being a mentor, tireless giver, historian, individual knowledge management system, and friend! I look for many more years of collaboration in NASAGA on our mission to improve training. Congratulations on your retirement!

Judee Blohm

Literally hundreds of trainers have benefitted from knowing Chris. Below are a few testimonials from NASAGA members.

There are many things about Chris that I admire. His creativity, his sharp mind, and his sense of humor are three that come to mind easily. But one quality that I admire above all is his capacity for and generosity in giving feedback. When people post questions on the NASAGA website, Chris is often the first, and sometimes the only, person to answer. His answers can be practical, funny, or insightful, depending on the question, but above all, they are thoughtful. I've received such helpful feedback from him many times over the years and I've seen him give it to others also. I've seen people beam from listening to Chris' feedback (I have beamed, too). There's a certain graciousness and generosity in his feedback that makes it delightful to hear. Thank you Chris for everything you give.

Sonia Ribaux

I consider Chris to be one of those genius guys when it comes to games. He has a great mind for it and a playful spirit to match. Whenever I'm with Chris, I get new ideas and I always know we'll have a great time. He has been so generous with his time and talents. I even got to observe the disaster preparation game he and Becky created for the Red Cross when they were in Portland. I was knocked over by how fabulous that game was and am still grateful for the invitation to come watch. I'm sure the Red Cross will miss him terribly as there is no one to fill those shoes. Much love and congratulations to Chris.

Leslie Brunker

NASAGA salutes Chris Saeger, continued

I sat at the table to play a game and soon people were passing me cards I didn't need and chips I didn't want. This was a session of OH NO, THE PLANNING GAME and I was the Customer that everyone wanted to please but no one wanted to pay attention to. It was a game that Chris and Becky had invented to simulate the pitfalls of planning and we were playing it at a conference of the North American Simulation and Gaming Association in 1997. The fact that I can recall anything about the game after 14 years is a testament to Chris' skill as a designer and facilitator of learning. He has a brilliant knack for understanding systems, distilling them to their essentials, and delivering them in a playful frame so that people can experience them and think about them in new ways.

Whether he invents a learning game himself or whether he modifies a well-known activity, Chris is able to make simulations more playful and easier to understand. He once facilitated his version of the classic BEER GAME in which he incorporated a unique system to help players keep their orders and inventory synchronized while playing. It worked great – until the person across from me made a preposterously large order of beer just to throw the game, and Chris, for a loop!

I have been able to experience Chris' creative process first hand when we collaborated to invent SHARKS AND DOLPHINS, a game to explore how reputations are built and maintained, and GURU, a game to increase one's ability for self-reflection. In both cases, we worked long distance and in person over several months to refine the games and include relevant information. I have always been impressed with Chris' ability to gather information from a wide variety of sources. I sometimes imagine him spending hours and hours glued to the internet researching work-related information. How can he know so much? How can he spend so much time learning and still be a fun person?

Chris' knowledge about learning games is vast and he always has a ready source for someone with a question. He is also very quick at being able to identify new applications for an activity. Early in our friendship, I was telling him about my efforts to teach people about systems thinking. He helped me see how I could apply my ideas to a broader spectrum of learners. From that conversation, I have fearlessly presented my own games and simulations at several conferences every year expanding the usefulness of these activities far beyond the purposes I originally intended for them.

Chris, thank you for all you have taught me, from your very practical perspective, about what will work in a simulation and where to look for learning in any situation. And thank you for your genuine friendship. If others have gained as much from knowing you as I have, then you have surely broadened the Learning Landscape for many people and your retirement is truly a time for celebration! I am all the more excited to see what new games you will be playing going forward!

Brian Remer

CONGRATULATIONS CHRIS!

Debriefing Oneself

By Dave Piltz

NASAGAn Brian Remer recently published, through the Thiagi Group, a book titled "Say It Quick! 99-Word Stories About Leadership, Learning and Life". Below is a sample of how much you can say in 99-words. - Editors

Taking the time to reflect, think, and review an experience is always time well spent. But how can you make the time the most effective? Well, instead of just spending time reviewing and thinking – actually take the time to debrief yourself. Start by asking what happened, what did I experience. Spend some time describing and journaling the answers. Next ask why did it happen that way. Finally end with what can I apply in my life right now from this experience. Using this structure helps apply how we work with groups to ourselves. So now – pick something and debrief!

Game Invention through Play: Team Task Sandwich

Imagine this situation: You go to a conference to learn about using games and simulations for education. Instead of listening to a lecture about how to design a game, the presenter invites you to invent your own and uses a game to show you how! This is exactly what happened in the Thursday evening session “Create a Game” led by Dave Piltz and Kevin Hall at NASAGA’s conference in Valley Forge, PA. Here’s how it was done.

Participants collectively decided upon the topic of teambuilding that everyone would use as the focus of their learning game. People were divided into teams and allowed 10 minutes for planning and brainstorming. They then were sent off to different rooms to continue their work.

There they found various resources such as sticky notes, colored cards, erasable dice, timers, colored pipe cleaners, markers, and other sundry items useful for invention and inclusion in their game. After 15 minutes, teams were sent to a new room where they found a new constellation of resource items. The challenge was to incorporate at least one resource from the new room into the design of their training game. Teams eventually visited four rooms which enabled them to bring their training game to deeper levels of complexity and refinement.

Surprisingly, each team ended the game with a highly usable activity worthy of inclusion in SIMAGES! Here we share one activity, Team Task Sandwich, designed by the team of Julia Feng, Linda Keller, Greg Koeser, Melissa Peterson, Chris Saeger, and Harrison Snow.





Game Invention through Play, continued

Team Task Sandwich

Sometimes we get so focused on the work that must be accomplished that we don't measure performance beyond the team deliverables related to product, time, and budget. However, without measures, team relationships may be taken for granted and begin to deteriorate. The Team Task Sandwich creates measures of team behaviors that will help groups build and sustain team performance.

The Team Task Sandwich is an activity that you can use in conjunction with any classroom teambuilding task or with the actual work of an intact team. The Sandwich consists of setting team behavior indicators at the outset of the project or classroom team task and using those indicators to debrief the task. The activity is described here with the addition of one variation at the end.

Objectives

- Identify behaviors that contribute to team performance.
- Use the identified behaviors to observe team performance in a simulated team task or an actual team project.
- Debrief the simulation or project using the team performance behaviors.
- Celebrate effective behaviors and identify behaviors needing development.

Materials

Red, Yellow, and Green index cards; flipchart pad and markers; a set of magnetic write-on wipe-off dice.

Process

“First slice of bread”

Ask team members to identify team behaviors and to write them down: effective team behaviors on Green cards, ineffective team behaviors on Red cards, “caution flag” team behaviors on Yellow cards. Write possible problems the team might face on the dice. For example, “Team member leaves.”

Working as a group, create an agreed upon list of the behaviors on a flipchart. Use three columns to reflect the Red, Yellow, and Green index cards. Refine the three lists to a manageable length.

Each player should use the agreed upon lists to make a deck of Red, Yellow, and Green cards, one item per card, to be used during and after the activity or project.

“Filling”

In a classroom setting, conduct the team activity following the set of instructions for that activity. In addition, the facilitator should periodically ask a team member to roll a dice to identify a situation that the team needs to handle while they continue the main activity. When working with an actual project, using the dice is omitted.

Team members can use the index cards, as needed, to give feedback on the team relationships as the task progresses. If working with an actual project team, the cards can be used in the same way during project meetings.

“Closing the sandwich”

At the conclusion of the activity, each team member scores the activity based on the number of Red, Yellow, and Green behavior cards that they have observed. The dice can also be a part of the discussion to extend the debriefing with “what if” questions.

Game Invention through Play, continued

The team then creates a shared scorecard on the behaviors they observed. In addition, team members should give green cards to individuals in the team to reward supportive team behaviors. As an option, the team member with the most cards could be given a prize. When working with an intact team, members can use the feedback to make future plans for working together.

Variation

“The first slice of bread”—Identify behaviors that influence team dynamics. The focus of the activity is to create a shared mental model for the components that make us FEEL like a team.

(Red = Behaviors that divide a team or get in the way of stellar results; Yellow = Behaviors that cause the team to slow down, retreat, or feel frustrated; Green = Behaviors that help bring out the best in the team.)

“The Sandwich Filling”—Conduct the activity but omit the dice and other physical distractions from the sandwich filling. Ensure that the activity makes the participants leverage team dynamics. Ensure that a robust debriefing session is part of the activity – so that participants have the opportunity to act on all the qualities they have identified (for example, speaking the truth, evaluating the process, supporting others, etc.).

“Closing the Sandwich”—Evaluate: Refer to the earlier activity where they discussed how they FEEL like a team and ask them to evaluate how well they ACTED like a team during the activity they just completed. Do a full debriefing session, using the dice during the “what if...” portion of the debriefing. This is also the portion where rewards or levity could take place to create the desired tone, as you end the activity.

First Slice of Bread
FILLING
Closing the Sandwich



NASAGA's Origins

This is an “extra letter” puzzle. Words in the original sentences have an additional letter in each. And then each word is scrambled. This is what the sentences look like.

GNASAIA trnasce sitt ighinsor toe hmet atiionnal...

NASAGA _____

Your task is to solve the puzzle and discover the original sentences. Here's how you do it:

1. Unscramble the first set of letters to discover the first word. You will have one letter left over. Write this unused letter in the first blank under the heading Extra Letters. (The first one is done for you.)
2. Continue with each set of letters, discovering the other words and writing the extra letters in one blank at a time.

When you have finished solving the puzzle, you will have the complete sentence. In addition, the extra letters will spell out another sentence. Together these sentences trace the origins of NASAGA!

Puzzle:

GNASAIA trnasce sitt ighinsor toe hmet atiionnal dagming nouccils whhice velhd vseen naannul toncfeernsce foi

somtley eroducatss, sthoriians, tand sblioscioogts. meeos cof sait bersmemm chardetere at pehlan eto nattend ana

migsaa nefonerecce irm eribiln dacn yeath denlik seth gortaiinizaon's marchter. reusplyviou, helt lantionaa tamggin

iiounccl doah benen akownn san deth teasg astaco marw gaimes ounccinl whicgh daah slhed sisx anlonua

cnvencioos.

EXTRA Letters:

I _____

The Extra Letters puzzle format is from An Anthology of Instructional Puzzles, Sivasailam “Thiagi” Thiagarajan and Tracy Tagliati, Workshops by Thiagi, Inc.



Answers to The Value of Interactive Training Techniques

Using the numerical value of each letter and the total for each activity, figure out the names of these 12 well-known interactive training techniques. There are three bonus techniques: less well-known, perhaps.

A = 1	B = 2	C = 3	D = 4	E = 5	F = 6
G = 7	H = 8	I = 9	J = 10	K = 11	L = 12
M = 13	N = 14	O = 15	P = 16	Q = 17	R = 18
S = 19	T = 20	U = 21	V = 22	W = 23	X = 24
Y = 25	Z = 26				

Hint: It might help you to first list all of the interactive techniques you can think of. They may be two words. Then try to match them to the number of spaces provided for the techniques. To help you, when it is a two-word answer, the total value of the first word is given in parenthesis.

EXAMPLE: _ _ _ _ _ = 45

G A M E S

$$7+1+13+5+19 = 45$$

BOARD GAMES

$$2+15+1+18+4 (40)+ 7+1+13+5+19 = 85$$

BRAINSTORMING

$$2+18+1+9+14+19+20+15+18+13+9+14+7 = 159$$

CARD GAMES

$$3+1+18+4 (26)+ 7+1+13+5+19 = 71$$

CASE STUDIES

$$3+1+19+5 (28)+ 19+20+21+4+9+5+19 = 125$$

DISCUSSIONS

$$4+9+19+3+21+19+19+9+15+14+19 = 151$$

GROUP WORK

$$7+18+15+21+16 (77)+ 23+15+18+11 = 144$$



Answers to The Value of Interactive Training Techniques, continued

INTERACTIVE LECTURES

$9+14+20+5+18+1+3+20+9+22+5(126)+$
 $12+5+3+20+21+18+5+19 = \mathbf{229}$

PUZZLES

$16+21+26+26+12+5+19 = \mathbf{125}$

QUIZZES

$17+21+9+26+26+5+19 = \mathbf{123}$

ROLE PLAYS

$18+15+12+5(50)+ 10+12+1+25+19 = \mathbf{117}$

SIMULATIONS

$19+9+13+21+12+1+20+9+15+14+19 = \mathbf{152}$

STORYTELLING

$19+20+15+18+25+20+5+12+12+9+14+7 = \mathbf{176}$

BONUS

JIGSAW

$10+9+7+19+1+23 = \mathbf{69}$

JOLTS

$10+15+12+20+19 = \mathbf{76}$

VISUAL METAPHORS

$22+9+19+21+1+12(84)+ 13+5+20+1+16+8+$
 $15+18+19 = \mathbf{199}$

