## Editorial Board
Judee Blohm, Brian Remer, William Wake

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Answers from last issue
Being selected to chair the board of directors is an honor. Our fifteen-member board represents incredible diversity: long-time and new NASAGA members, types and levels of educational degrees, skills and experience, nationality, age range, corporate/non profit/government/educational institutions/self employed work, to name a few. We are researchers, inventors, and appliers. We design and deliver face-to-face and online training and education. We write, edit, analyze, evaluate, and create and publish products for our own businesses and for others. As a board, we are a microcosm of our organization. (See the list of current board members on page 4)

What brings us together is our commitment to NASAGA as a community of practice focused on games, simulations, and other experiential methods. We volunteer for our own professional development, to give back to the organization and others, and because we like being with each other.

I am also lucky. Lucky to have NASAGAns willing to step up and volunteer to do the work of the organization. Lucky to have the years’ of experience of long-time NASAGAns who are still involved and willing to share their experiences and suggestions. Lucky to be able to help the board begin acting on the strategic planning that has taken place in the past few years.

The 2007 board concentrated on strategic planning and set out some short term goals. The current board is working on these goals.

**Face to face gatherings:**
- Continue to provide a powerful, intimate and high quality conference each year, with attention to changing geographical location, providing more scholarships, encouraging more international participation, attracting more sponsors, and linking to other organizations.
- Encourage more local and regional gatherings to promote the use of simulations, games, and other experiential activities through the development of model programs and sources of activities that our members can use.

**On-line presence:**
- Explore avenues to make our website more dynamic and educational, including re-design, methods to support the website, links to similar organizations, more member benefits
- Investigate other on-line services to members

**Publications:**
- Continue producing SIMAGES with materials that support the mission of NASAGA; explore different distribution methods, linking with other organizations, and indexing activities and using articles from SIMAGES on the website.
- Continue to explore a NASAGA Handbook of Games and Simulations.
- Re-establish a link to the Simulations and Games Journal.

In addition, the board is looking at a number of ways to structure the organization to make its direction and activities more institutional and less board dependent.

I am indeed honored and lucky.

Are you feeling lucky? Lucky you found out about NASAGA? Lucky you read some great ideas on the ediscussion? Lucky you met interesting and inspiring people at the conferences? Have you considered volunteering for NASAGA?

At the Atlanta conference, Matt DeMarco introduced us to a game about working with volunteers. One of his
From the Chair, continued

points was that people volunteer for different reasons, which he called volunteer hot buttons. Which of these “volunteer hot buttons” would get you involved NASAGA?

Making a difference. Are you looking for ways to give back to your industry? How about promoting NASAGA to your professional colleagues or in your organization? Why not consider submitting an article or activity write-up to SIMAGES? Maybe you have an interest in being involved with online discussions? Add your thoughts to or start a question on NASAGA’s listserv.

Professional development. Are you interested in helping run a regional or local event to provide instruction in and exposure to games, simulations, and other activities? Consider honing your leadership skills by serving on NASAGA’s board of directors or volunteering to help with conference planning. Do you have a good idea to share as a presenter at the 2008 conference? Are you looking to be published? Submit an original article, activity or product review for an upcoming issue of SIMAGES.

Social. Are you interested in connecting with others who share your enthusiasm for games, simulations and active learning? Do you enjoy meeting people who do similar work in different settings? Would you like to help out with meet and greet functions at the annual conference or local meetings? Could you help with member outreach, sending emails or coordinating moderating online discussions? What about leading an opening activity or helping with a conference role like registration, the auction or providing a testimonial about your NASAGA experience?

To get more involved all you have to do is let us know you want to be. Send an email to me at chair@nasaga.org or to any of the board members listed on page 4, saying “Sign me up!” We look forward to hearing from you.

Conferences Magic in Atlanta, 2007

If you missed it, we’re sorry! There definitely was magic among the 100 participants and volunteers who engaged in pre-conference workshops, concurrent sessions, a games night, a technology-based learning day, and, of course, a great banquet and auction. Participants came from 22 states, Washington, DC, and Mexico, Canada, Hong Kong, Taiwan, Korea, Russia, and the Philippines. Several of our international participants presented sessions and many earned game design certificates.

Attendees received magic tee-shirts that are sun activated. When inside the hotel, the black outline design looked fun on a white tee-shirt. Once outside the colors appear!

Deborah Thomas, the conference chairperson, attracted numerous sponsors. Some sent participants, some made presentations, and others supported specific events, venues or provided receptions. Two offsite locations made the conference particularly interesting. Games night, including food and beverages, was held at the Knowledge Development Center. A jazz band played at the KDC Game night. Lead musician Joseph Saulter, who is also a video game designer and author of Introduction to Video Game Technology, works at the Video Game Design and Development Department at American InterContinental University in Atlanta.

The technology-based learning day was held at Echoeleven, a state of the art macromedia training center.

The banquet evening had several events beyond great food, awards, and a profitable auction. Ian Bogost made a presentation. He is a videogame researcher, critic, and designer, as well as an author, professor at the Georgia Institute of Technology, and entrepreneur (a founding partner at Persuasive Games, a videogame studio). His presentation tantalized us with the amazing training games that are being developed in the serious games arena.
After the banquet, participants got to explore Playmotion, magnifying their dance moves across the wall! Playmotion is the leading provider of immersive, motion-based interactive experiences. Using nothing but the human body, the technology allows the user or player to interact with games in the most natural way possible.

At our preconference reception, we had a chance to meet and learn from an eight-year-old game developer. Grace Griffin, who created her first game at age five, amazed us with descriptions of two of her games, The Mummy Hunt and The Candy Game. Move over game board designers.....you have competition!

*Thanks to Deborah and the conference committee for a great event.*

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**First-timers’ reactions to Atlanta Magic**

“The NASAGA 2007 conference was my first NASAGA conference. I met so many talented and creative people -- I was totally impressed by the attendees. There was [so much] sharing of great ideas and networking going on as well as fun interactive and engaging activities that I didn’t want the conference to end. I met so many great people. I highly recommend this conference for anyone interested in having fun, learning, and expanding your network of friends. It was an awesome experience.”

*Fran Weber, Performance Consultant, Talent Development and Learning, IHG*

“I traveled a long distance to join my first NASAGA conference. It was well worth it. I felt so welcomed and special. Board members and senior NASAGA members introduced themselves immediately and have been so generous with their knowledge and experience. The insights and connections have allowed me to create more success in my practice in the Philippines. I look forward to my next NASAGA conference.”

*Grace Orena, May K Learning Center, Philippines*

“Last year, I attended my first NASAGA conference and it was the single best conference that I have ever attended. I was most impressed with the enthusiasm, passion and excitement from the other participants, and I left with new tools and ideas that I could implement immediately back on the job. I am looking forward to returning this year and bringing my entire team with me.”

*Tracy Tagliati, CPLP, Corporate Trainer, Mercury Insurance Group*

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**PIT STOP FOR G.A.S. IN INDIANAPOLIS, 2008**

Don’t miss Pit Stop for G.A.S. (Games, Activities, Simulations), a great theme for a conference in the city at the crossroads and famous for the Indianapolis Speedway. Put the dates October 15-18, 2008, on your calendar now. Expect games and all types of interactivity from the minute you arrive, as the master of games, himself, Thiagi is the conference chairperson.

Two certificate programs will be available at this conference: **game design** and **facilitation**. It is not necessary to have taken the game design certificate to do the facilitation certificate. Keep you eye out for registration news, as these certificate programs will certainly fill up quickly.

A call for proposals has been made. If you haven’t seen it, go to the website or send an email to proposals@nasaga.org to get the details.

Watch for updates on the conference plans on the NASAGA website: [www.nasaga.org](http://www.nasaga.org)
# 2008 Board of Directors

Board members are elected for 3-year terms and may be re-elected for one additional term. Elections are held before or during each conference, and new board members begin their terms at the conference. Officers of the board are elected or re-elected at the first meeting of each new board.

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<th>Officers</th>
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<tr>
<td><strong>Chair:</strong> Judee Blohm: <a href="mailto:chair@nasaga.org">chair@nasaga.org</a></td>
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<tr>
<td><strong>Vice chair:</strong> Dolly Joseph: <a href="mailto:dolly@dollyjoseph.com">dolly@dollyjoseph.com</a></td>
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| **Secretaries:** Greg Koeser: gkoeser@gmail.com  
Jimbo Clark: jclark@innogreat.com |
| **Treasurer:** Liliane Lessard, LLA, Inc, liliane.lessard@videotron.ca |
| **President (conference chair):**  
Sivasailam “Thiagi” Thiagarajan: thiagi@thiagi.com |

## Members elected in 2006

- Doug Nelson (re-elected), Kinection, doug@kinection.com
- Richard van Eck, Associate Professor/Graduate Director, Instructional Design and Technology, University of North Dakota, richard.vaneck@und.edu
- Richard Vars, E-learning Manager, Coca Cola Enterprises, rvars@cokecece.com

## Members elected in 2005

- Chuck Needlman, Training Specialist, cneedlman@mac.com
- David Blum, Dr. Clue, drclue@drclue.com
- Deborah Thomas, Sillymonkey, sillymonkey@mindspring.com
- Liliane Lessard, LLA, Inc, liliane.lessard@videotron.ca
- Matt DeMarco, Director of Leadership Development, American Farm Bureau Federation, mattd@fb.org

As a NASAGA member, you are invited to explore hundreds of training games in the current and back issues of the Thiagi GameLetter at [http://www.thiagi.com/pfp.html](http://www.thiagi.com/pfp.html)
At its conference each year, NASAGA presents a Rising Star award and the Ifill/Raynolds award. Occasionally, other special awards are made. This year three retiring board members received special awards.

**Rising Star Award**
The Rising Star Award recognizes a first time presenter who has done an outstanding session at a NASAGA conference. It is based on board members’ feedback to the award committee and is presented at the banquet at the end of the conference.

**2007 Rising Star Winner: Jimbo Clark**
Jimbo Clark owns a training company located in Taiwan. He works throughout Asia. The award-winning session Jim presented was his design project for the Game Design Certificate Program at the 2006 NASAGA conference in Vancouver. It is entitled “The Essential Elements of Designing Games and Simulations.” Here is an outline.

The Ancient Chinese believed that everything that exists can be represented by the interactions of five essential elements: water, wood, fire, earth, and metal. Prosperity came from having balance and harmony between these five, interdependent elements. Jim’s session uses the framework of the essential elements and applies it to designing games and simulations.

The session had five major steps.
1. Small groups looked at the five essential elements of traditional Chinese philosophy and did some activities around what these elements inspire in each person.
2. Then the whole group brainstormed what might be considered essential elements of game design.
3. Individuals then mapped the five most important game design elements to the five essential elements, and shared their insights with a partner.
4. The whole group played a game emphasizing the importance of not over relying on any one element, and created a plan for developing balance and harmony between the five elements.
5. Finally they closed with a conversation around what other applications there might be for this frame.

Jim stated, “What I particularly like about this process is that it is a facilitative frame that is not content driven. I have used it in a variety of situations, from discussions with bankers on the essential elements of leading change, to a session with university students on the essential elements of their future success. It inspires creative thinking and creates a powerful metaphor and anchor for future action.”

**Ifill/Raynolds Award**
The Ifill/Raynolds Award is a memorial award for outstanding contributions to simulation gaming. At its annual conference, NASAGA recognizes one of its members who develops and/or uses simulation games with joy and serious purpose, in the spirit which NASAGA’s dear and longtime friends and colleagues Don Ifill and Gennie Raynolds brought to all their work, and specifically to their work with simulation gaming. Gennie and Don, who died within two months of each other in 1995, were our first active members to die.

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

- Foster a sense of community among those who interact with it.
- Deepen understanding of a cultural, organizational, and/or global common good as it provides for interaction with the situation(s) and/or system(s) being modeled.
- Enable active, positive listening by participants to themselves and/or those different from themselves, enhancing their understanding of themselves and others.
• Contribute to strengthening and/or changing an organization’s or group’s climate and spirit while building a deeper understanding of its purpose.

Past Ifill/Raynolds Award winners can be found on the NASAGA website: http://nasaga.org/webx/about/ifill.wrp

2007 Ifill/Raynolds Award winner: Mel Silberman

Mel Silberman is an internationally known psychologist and pioneer in active learning and team development. As Professor of Adult and Organizational Development at Temple University, Mel has won two awards for his distinguished teaching. He is also president of Active Training, Princeton, N.J., a provider of products, seminars, and publications in interpersonal intelligence and experiential learning. He has more than 35 years experience creating and honing techniques that inspire learners to be people smart, learn faster, and collaborate effectively. Mel is a long-time NASAGA member and author and editor of many books in the field. His most recent book is The Handbook of Experiential Learning (Wiley & Sons 2007).

Special Certificates of Appreciation

NASAGA is run by a voluntary board of directors. Board members are elected for three years and may run for an additional three-year term. They not only donate their time throughout the year but also pay all of their own expenses. This year three board members, each of whom had served for six years and hosted conferences during their terms, retired from the board: Sonia Ribaux (Montreal conference, 2003), Brian Remer (New Hampshire conference, 2005), and Dave Matte (Vancouver conference, 2006). Each of these board members contributed to the association in many other ways during their terms. Their certificate citations read: “NASAGA expresses profound appreciation for outstanding service to the organization through six years as a board member and for hosting an annual conference.”

About the awards committee

Chris Saeger, a past Ifill/Raynolds award winner, is the current chairman of the NASAGA awards committee. He puts out a call for nominations of the Ifill/Raynolds award in the summer each year. However, nominations for the award may be submitted at any time to chris_saeger@yahoo.com.

Team Building Focus of This Issue

This issue of SIMAGES focuses on team building, from the articles and interview to the reviews, ready to use activities and puzzle.

• We hope you will find the two articles thought-provoking. If so, consider starting a discussion thread on them via the website.
• We know you will enjoy getting to know our fellow-NASAGAn Bernie DeKoven better, finding out some of the intriguing work he has done on games as well as his plans for future work.
• The reviews of activities and books on team building come from many sources, including an email game held prior to the Vancouver conference.
• If you are looking for a new team building activity, we hope this issue provides you with one or with a new source in which to find one.

We encourage to you to also look at the index of past issues of SIMAGES on the website to find references for other team building activities.

As always, we welcome your comments and contributions.

The editors
Healthy Competition -- an Oxymoron?

By David Blum

A few weeks back I was invited to observe a teambuilding session involving the cooking of a group meal -- call it “team cuisine.” Working in small groups, each team was assigned the task of preparing pizza, salad and dessert for the day’s lunch. The activity started with a food auction, with teams bidding for ingredients. It continued with an hour of food preparation, after which each of the team’s “culinary creations” were judged by a panel for both taste and presentation values. The winning team received a nice prize and bragging rights.

Sounds like fun, right?

Think again. On the surface, everyone’s energy and spirits seemed to be quite high. During the activity, teams were clearly enjoying teasing and taunting each other. In the spirit of camaraderie, they “circled the wagons” around their worktables, shooing away would-be spies and intruders. And in the end, the winning team received its prize to the accompaniment of enthusiastic cheers and ironic catcalls. Everyone appeared to be energized and bonded by the experience but something just wasn’t right. Although mouthing expressions of “good sportsmanship,” the losing participants clearly seemed to be disappointed. An undercurrent of murmurs could be detected, with expressions like “Geez, I can’t believe we lost to those jerks” and “The jury was rigged!”

What had been intended as a team “building” activity was devolving into an exercise in team “dis-empowering.” Only a small percentage of the participants—the winners—seemed truly satisfied with the event. The majority—pretty much everyone else—left the event feeling let down, disgruntled, and upset.

Did the cooking activity have to wind up this way? See the end of this article for my alternative solution.

We live in a competitive culture, of this there can be no doubt. We love our winners: our Superbowl champs, our victorious politicians, our spelling bee victors. And we vilify our losers: poor Michael Dukakis (beat out by George Bush Sr. in the 1988 election) and sad sap Bill Buckner (whose “unpardonable” fielding misplay allowed the Red Sox to lose to the Mets in the 1986 World Series), for example.

At nearly every level of our capitalistic democracy, we view competition as normal and natural, provided of course that we win. But is competition really inevitable? Is it healthy? Is it effective? Is it the only way? These are the questions I asked myself as I watched the negative fall-out from the team cooking competition. They are also the questions raised in Alfie Kohn’s controversial and fascinating work, No Contest: the Case Against Competition (Houghton Mifflin 1992).

In his book, Kohn looks at the mechanism of competition and investigates it from all angles, exploring just why it is that we turn most of our activities into competitions. His conclusions are worth examining.

1) Is competition more productive?

Supporters of competition argue that contests increase our focus and provide energy and motivation. Kohn proves that, to the contrary, our quality of work is poorer under competitive conditions. In study after study, children test lower in combative (rather than collaborative) classroom environments. Contestants in a student piano competition, wracked with anxiety and the desire to please judges, produce less inventive, less spontaneous music. Newspaper reporters rush articles to print without sufficient fact-checking, in a mad scramble to avoid being “scooped” by the competition. Pitting oneself against others for the sake of extrinsic rewards seems not to lead to higher productivity; rather, it results in dampened creativity, diminished accuracy and considerable anxiety.
Q: What kind of delicious and original meals might the cooking teams have concocted had they been freed of the need to please the judges?

2) Is competition more enjoyable?
Advocates of the competitive structure contend that “a little competition never hurt anyone” and it’s fun to boot. Kohn takes issue with this, describing the unsavory side-effects of competition, namely, feelings of inadequacy, dissatisfaction, and isolation. In an intensely competitive environment, says Kohn, contestants are led to believe that winning makes them a “good” person (and by association, losing renders them “bad” people.)

The idea that “winners” are good and “losers” are bad is consistently reinforced by our culture and society. When a high school football team taunts their opponents and calls them “losers” (using thumb and fore finger to make an “L” on their foreheads), they’re saying, “You lost, therefore you are losers as human beings.” And many of the so-called “losers” will believe it!

Q: Could the “losing” cooking teams have been feeling a similar emotion — that because they’d lost, they were somehow diminished as people? What result might have felt more satisfying for all the teams?

3) Does competition build character?
Ask any Little League coach this question and she’ll answer, “Of course it does! Our kids develop self-discipline, intestinal fortitude, and team communication skills.” Kohn offers an alternative interpretation: that non-competitive team activities offer the same opportunity to set goals, display self-discipline and master skills. Trying to do well and beating others are two different things. One can develop the same elements of “character” —stretching one’s abilities to the utmost—in a collabora-
tive activity, without the necessity of trying to beat or dis-empower others. And again, posits Kohn, the fallout of competition is considerable. People learn to value the product rather than the process, missing much of the enjoyment of the activity. They see the world as a dichotomous place, populated only by winners and losers. And aggression and hostility are cultivated, as anyone who has sat through a British soccer can match can certainly attest. Competition builds character all right, but is it the kind of character we want for our youth?

Q: Did the cooking teams need to compete in order to build unity and camaraderie? Might not they have bonded just as well, if not better, in a collaborative setting?

4) Does competition build relationship?
The structure of competition, at its most elemental level, is such that a person (or group) can achieve his (or their) own goal only at the expense of others not reaching their goals. Your rival, in essence, becomes a “thing” rather than a person, deprived of subjectivity.

Kohn argues that competition not only discourages connection and relationship, it engenders envy, contempt and distrust. The strongest competitors, he asserts, lose their ability to empathize, a mindset that is remarkably difficult to keep limited to the playing field. But what about the camaraderie you share with your teammates? Isn’t that a collaborative relationship? Kohn concedes the point, but rues the fact that such intra-group cooperation is so often accompanied by inter-group competition. As a sales manager recently told me, “The fastest way to build a team is to rally them against a common enemy.” Kohn sees the price as too high, wondering “why not expand cooperation so as to include as many people as possible rather than restricting it to one’s in-group?”

Q: Did the cooking teams need to achieve their internal bonding at the expense of generating dislike for the other teams? How could they have structured the activity so that teams could cooperate not just within teams but across teams?

5) Is there a path beyond competition?
Instead of taking competition for granted, Kohn suggests we “ought to be asking what broader arrangements might be altered so as to present us with a structure that
does not require winners and losers.” Coaches could introduce collaborative games into their schools as a way of “reconceptualizing recreation.” Teachers could discuss methods for altering the current competitive grade structure. Politicians could emphasize “mutual security” rather than “national security.” Kohn sees the process as a collective effort, requiring a good deal of education and organization. It would be a difficult task, to be sure, but eminently possible and extremely worthwhile.

As I said, Kohn’s arguments are controversial. One might be tempted to argue that what in fact defines us as Americans is our “competitive spirit.” Nevertheless, I think Kohn’s points are worth at least considering. Is there a way beyond contests, competitions and prizes? Would there be benefit in shifting our business structures away from “relationship-busting” competition and toward “relationship-building” collaboration and cooperation?

My Alternative Cooking Activity—the Collaborative Way

Assume that the menu is the same as in the team building activity above: pizza, salad, dessert. Each team is given ingredients and told that their contribution will be rated on a scale of 1-10. Assuming that there are six teams, the cumulative score possible for the entire group is 60 points. Now here’s the twist: participants are informed that the only prize to be given out will be a group award, dependent on the teams achieving a cumulative total of at least 55 points. In short, there are no individual prizes, no individual winners. Teams will need to strive towards meeting an individual performance standard while simultaneously making sure that the other groups are reaching a satisfactory achievement level of their own. Only when all teams perform well and help each other—swapping recipes, sharing advice—does everyone win. Imagine the difference!

About the author
Dave Blum is Dr. Clue, owner of Dr. Clue Treasure Hunts. He creates city treasure hunts as team building activities throughout the world. He has been serving on the board of directors of NASAGA since 2005. He’s located in San Francisco and can be reached at drclue@drclue.com.
In all societies, people come together to form groups for collective purposes. How do these groups form? Are there predictable stages of group formation? Social scientists who have studied human group development have noticed general patterns, although they disagree on some of the important details of how groups develop.

In this paper we offer Tuckman’s Group Development Model and recent criticism of that model for failure to incorporate diverse preferences and perspectives.

Tuckman’s Group Development Model
In 1965, Bruce Tuckman proposed a developmental model of groups with four stages: forming, storming, norming, and performing. In 1977, a new stage, adjourning, was added.

Forming
When a group of people first comes together, members are primarily seeking structure, guidance, and a safe environment. They are usually polite and formal as they try to figure out who is similar to—or different from—them. The group issue at this stage is establishing common expectations. Members ask themselves, “Do I wish to be included here, and with these people? Will they accept me as I am? What do I risk by working with this group, and is it worth it?” At this stage, members look to the leader to satisfy their needs.

Storming
What emerges from the forming stage is the reality that people are different, with different needs, views, styles, and backgrounds. Individuals begin to challenge these differences, especially as they relate to power and decision making. The issue facing the team at this stage is how to manage conflicts. Behavior in the group may include verbal attacks on the leader or between members or sub-groups. Or conflicts may be addressed indirectly, with long inconclusive discussions or withdrawing behaviors. The issue at this point is that members felt dependent on the leader during the forming stage, and they now try to pull away from any kind of leadership, formal or informal.

Norming
As group members struggle to create an acceptable process for making decisions and dealing with conflict, they lead themselves into the norming stage. They accept rules, or norms of behavior (one person speaks at a time, every member’s opinion is valuable, members will solicit and give straight feedback to each other). Although the reasons for rules and norms are usually healthy, they are sometimes used in nonproductive ways. The expectation that members will be governed by the rules may be so powerful that the group stifles individual creativity and expression. The desire for group cohesion or consensus may be so strong that members feel they have to do everything together (eat, have fun, and so on), and individual members may be reluctant to express ideas that run counter to the expectations of the group.

Performing
Over time, members begin to relate more deeply to each other and to the group’s purpose and task. They come to recognize and acknowledge individuality, and tasks are accomplished by using the unique talents, skills, and abilities of each person on the team. One sign that the group has reached the performing stage is that members can disagree with the majority opinion of the group without being labeled as bad or disloyal. Leadership style at this stage is characterized by interdependence. Members feel free to develop their skills and learn from the actions and behaviors of their peers, and the leader is able to rely on members to perform consistently.
Adjourning
The adjourning stage happens when the group has achieved its original purpose or when the time for the group to be together has run out. Not surprisingly, high performance teams have a difficult time saying goodbye. Members who have learned how to make things happen out of the collective resources and skills of the group must now turn their attention to planning their future endeavors as individuals. Some may feel disoriented and need the group’s assistance as they begin their transition away from the group. Members should strategize to maintain contact with each other through email and other forms of communication. They will also need opportunities to celebrate their accomplishments, to reflect on and share their emotions concerning personal growth within the group, and to express their hopes and fears about the future.

Questions and Challenges
In recent years, social scientists have questioned and challenged Tuckman’s model. In particular, the model has been faulted for its failure to incorporate cultural and gender perspectives. Critics of Tuckman’s model argue that group development theory should incorporate particular masculine and feminine perspectives with regard to how people see themselves in relation to others, their sense of autonomy or connection with others, and the different ways that people interact.

Gender
Critics of Tuckman’s model argue that group development theory should incorporate particular masculine and feminine perspectives with regard to how people see themselves in relation to others, their sense of autonomy or connection with others, and the different ways that people interact. The women’s perspective can lead to different interpretations of group dynamics and suggest a more inclusive model of group development. According to sociolinguist Deborah Tannen, men and women communicate in different ways. The feminine perspective points out that women tend to communicate and interact in ways that create space for group members to express themselves. They tend to support one another, inquire and listen carefully, and find connection with others.

Multicultural
We operate in a multicultural world with different values, beliefs, and expectations that in turn affect how we behave in groups. Some cultures, for example, value individualism; others value collectivism. Norms of human behavior reflect concepts of the world and human experiences that are specific to the social and cultural context in which they were created. Consider how the basic assumptions listed below affect behaviors in your culture:

1. How open are groups to new members?
2. How easily do people accept cultural diversity?
3. How do people express caring emotions?
4. How do people express disagreement or deal with conflicts?
5. How are leaders selected?
6. How democratic is decision making?
7. How are women viewed? Do they have equal status and rights?
8. What percentage of political leaders are women?

Research suggests that women are more likely to see themselves in interdependent relationship with others. Women typically place a greater emphasis on relatedness and connection with others. They are more likely to accept emotional as well as cognitive experiences as valid ways of knowing. With greater value given to cooperation vs. competition, female groups may not experience the “storming” phase.

It is important to understand how these qualities affect group dynamics. Listening and empathy are qualities that come to the forefront during the forming stage of group development, and it is at this stage that the feminine perspective may be most significant.

The information in this paper has been drawn from the leadership experiences of grassroots women and men and from the following sources:


About the submitter
Judee Blohm, one of the editors of SIMAGES, is a cross-cultural educator and instructional designer in the Washington, DC area. She is currently the chair of the NASAGA board of directors. She can be reached at judeeblohm@msn.com.
Bernie DeKoven has been of playful spirit all his life, designing and playing games in every sort of interpersonal, business, and community setting. He was a pre-conference leader and keynote presenter at NASAGA’s 2007 and 2008 conferences and received its highest award, the Iffil-Raynolds, in 2006 for his contributions to the field of simulation and gaming. His latest book is *Junkyard Sports*, Human Kinetics, Champaign, IL, 2005.

**BR**: You’ve worked with children, children’s theater, adults, teachers of adults, commercial game developers, electronic games manufacturers, electronic meeting facilitation designers, and used all types of indoor and outdoor games. How have you been able to make the transitions between so many different fields within games?

**BD**: For me there are some logical similarities among all of these. If you know how to act in, direct, and write for improvisational theater, you know how to design and facilitate social games and you can do all the others. Everything else is improvisation.

I was asked to write a curriculum in children’s games. When I taught it to teachers, I discovered how badly adults needed to play with each other, how deeply they enjoyed the opportunity, when the excuse was good enough.

We had recently bought a farm so I turned the barn into what one might think of as the ultimate play room. I called it the Games Preserve. I was conducting adult workshops and retreats, researching, collecting and reviewing games of every type, and studying the anthropology, folklore, and psychology of play.

During this time, I wrote for *Games Magazine* and designed and trained facilitators for an event for one-quarter million people called “Playday on the Parkway,” to celebrate Philadelphia’s bicentennial. From there I became a co-director of the New Games Foundation.

Around 1980, Atari sent me their first video computer game console for review. And I realized that computer games were something that needed to be part of my repertoire and that in many ways they shared the very attributes that I found central to the design of good games of any ilk. I eventually found a job designing a whole line of wonderful computer games that I called “Mind Toys.” That success led to a chance to design games for Children’s Television Workshop.

Because I was looking for a tool that would help me list and play with the organization of a lot of details (this is the problem for any computer game designer, a lot of details) I got in touch with a programmer to make a prototype. One day, he brought over, to my very own house, the third Macintosh computer ever made!

Given the graphic capabilities of the Macintosh, the organizing power of the dynamic outliner, my having to talk to many different people and coordinate divergent creative input, and my understanding of how to facilitate a game, I found myself using the Mac to facilitate meetings. I wound up facilitating meetings all over Silicon Valley.

(In case you read all this and discover yourself suddenly and profoundly motivated to take up a life dedicated to fun, I just want to assure you that in making fun any kind of priority, the search for profitability sometimes leaves you with very, very little money.

“... even when materially profitable, it has been that experience of loving fun that has proven most profitable for me.”
The financial successes I managed to find came to me at random, between long stretches of earnest, but fruitless endeavors. And they were always ultimately only modest successes, and short-lived, materially speaking.

But always, even when materially profitable, it has been that experience of loving fun that has proven most profitable for me. And these are personal, those that I share with my family, my wife, my children, my grandchildren. Most of all, my wife.

I wouldn’t want you to think of my life as a career path, heaven forbid.)

BR: You have dedicated your life to making whatever you do more fun. Why do you think that so few people make the same commitment?

BD: Fun is too simple – it doesn’t even sound as deep as play or game. It gets no respect.

Fun is a promise that comes with hamburgers and casinos, toys and vacation packages, diversions and versions – a promise that almost consistently leads to disappointment

Fun, especially in the “first world,” is a consumer good. It is something to be consumed. Not produced.

Some fun isn’t good for you. In fact, a lot of the things we call fun are downright bad for you. Some fun is immoral. Some fun is amoral. People do mean things to each other, often for the fun of it.

So committing to fun means you have to commit to only some kinds of fun. Me, my commitment is to what I call “loving fun.” It’s only, really, that kind of fun that I am interested in. Loving, deep, intimate fun, like the fun described by the very being of a nine-month-old smiling grandson, and perhaps the biggest joke of all that seeking that kind of fun in professional or educational theater often proves to be a surprisingly unpopular, under-funded endeavor.

BR: What’s the biggest barrier that prevents people from having fun in educational settings?

BD: The curriculum. A curriculum that is incapable of affirming the reasoning skills involved in playing chess and shooting marbles. A curriculum that is unresponsive to the development of social skills and incapable of supporting creativity. A curriculum that urges children towards uniformity and predictability. A curriculum that separates learning from fun.

Models of success. Ask any elementary school teacher what makes a good elementary school teacher. If they’re honest, the first word that will come out of their collective mouth will be: discipline. Not inspiration. Not creativity. Not love, even. Not love of learning. Not love of children. But the ability to keep kids quiet, in-line.

BR: What makes something fun and are there any types of fun that you avoid?

BD: What makes something fun is you, because you enjoy doing it. What’s the reward for playing? Is playing its own reward? Or is it fun? What’s the value of a game if not the fun we’re having playing it?

There are a lot of kinds of fun I avoid. Fun that hurts. Fun that makes fun of people. This of course is very different from the kind of fun that makes fun with people, which is the kind of fun I’ve given my life to. Loving fun.

BR: What are the key elements of a game that make it fun?

BD: Being self-explanatory. The closer a game comes to being self-explanatory, the better. Plug’n Play games, as it were. One way to do this is to build a new game around a well-established game. Like putt-putt golf or arena football. People pretty much already know (or think they know) how to play your game.

Being collaboratively controlled and defined. Games where you can kind of cheat. I like these games especially because they tend to put the gameness of it all into perspective. As long as you kind of cheat. Not if you really cheat. Like cheating playing poker. But like you kind of cheat, like in dealer’s choice, where you get to tell everybody what kind of poker to play. Games where fun of playing is more important than the game that gets played. This was the gift of the New Games Foundation to the known universe – games that were open-ended invitations to playing together. With the idea of “junkyard sports” playing together with junk becomes key to a shared learning experience.

“What makes something fun is you, because you enjoy doing it.”
When there are learning experiences, I especially like games that somehow manage to facilitate a “learning conversation.” They give people something interesting, challenging, and engaging to talk about. On the other hand, I happen to think every game is an educational game. There’s a lot to learn from each other playing duck-duck-goose or marbles or Chinese checkers.

**BR:** What is a topic area or situation that you have had a difficult time turning into something fun?

**BD:** When people are insecure, they don’t play very well together. When they are afraid or sick or tired or worried they don’t play very well, either. When they’re part of an organization that in many ways is designed to keep its employees insecure, make them jealous, make them covet, make them profit from each other’s failures. It’s like working with a herd of frightened bison versus working with a herd of buffalo at play.

In other words, I’ve always had a difficult time turning something that’s really not fun into fun. I’ve become better, however, at turning things that are already fun into things that are more fun.

**BR:** What is your absolute favorite type of game and why?

**BD:** Frisbee. Because people make up ways to play together. Because it encourages collaboration and grace.

Cards. Because you can play so much with them in so any ways. A deck of playing cards is the Swiss army knife for games.

Shot Glass Checkers. Because losing is funny. In fact, all drinking games that let people lose themselves to laughter, together, at themselves and each other at the same time for the same reasons. Shot glasses because they can make such nice checker sets – different color drinks for each side. It’s kinda funny in the first place.

Street games, backyard games, parlor games, alley games, informal games, games that are played for the fun of it.

**BR:** What are junkyard games and how did the concept for them evolve in your mind.

**BD:** I was invited to write a book by a publisher for physical educators and youth leaders. I thought I’d use the opportunity to update *New Games*. I wanted to flesh out the part where players actually change the games they’re playing and they become a play community. The game becomes less important than the people playing it. The players become designers. It’s the way children play their games: open-ended, informal, backyard, player-designed games.

“Playday on the Parkway” was all about playing with junk. Cardboard cartons, carpet tubes, playing huge sidewalk games like giant hopscotch or backyard games like giant volleyball 4 square. By making the use of junk a part of a new kind of sports, I could make games out of old sports parts, not just equipment, but rules, inventing a game that combines soccer with marbles to create a new kind of junkyard soccer with a near-endless supply of dead tennis balls and golf balls, for example.

I very much liked how the idea of *Junkyard Sports* turned out to be something easy to understand, something that people already know how to do. Easier to understand even than *New Games*. Easy to understand that having fun, taking part in creating something fun, is more of an achievement than winning.

**BR:** What kind of process do you go through when you invent a new game?

**BD:** First, I think of something I want to make a game about, some central idea, narrative, drama, or field of inquiry. I look for a key relationship, a balance of collaborators and adversaries, principles and counter principles.

Then I play in my mind. I do a lot of “gedanken experiments”—thought experiments, ever more detailed imagination of relationships—ways of expressing and objectifying relationships between. I imagine strategies and counterstrategies, forms and objects of interaction. This way of imagining things, this focus on relationships, has always been of great interest to me. I remember when I learned European checkers, and had to revise my vision of checkers to incorporate pieces that moved like Kings that could not only go backwards or forwards, but all the way up and down the diagonals. And how I walked around the next two or three days, relating to the world in terms of who or what I could “jump.”

Then I make something I can play with. The process of making it happens while I’m very much still in the process of thinking about it. So the making informs the thinking and the thinking the making. I make it out of
all the junkish things in my life, from stuff that happens to be in my computer or on my desk or in my drawer or at the restaurant. I play with it most of the time as if I were whole teams and gifted adversaries playing with it. I play it with everyone within reach.

Then I make many prototypes and send them out to every game company I know. This is the great secret of success as a game designer – always have a few prototypes out at the same time – keep ahead of the rejection slips!

**BR:** Most NASAGA members would probably agree that learning should be playful. But to what degree do you believe that play should be educational?

**BD:** Play is educational. You don’t have to make play educational. It already is. The problem starts when people think they have to make play educational. Maybe it’s easier than trying to make education playful – maybe it’s why we ask a question like: to what degree should play be educational – even though we know what the answer is.

Games can provide contexts for play, for learning, for conversations with very focused dialog, spoken about and played about and with.

Games can demonstrate how education can become more playful.

**BR:** What is the next big thing on the games horizon?

**BD:** I can tell you what’s on my horizon:

Web 2.0, can you believe it? I think this interpenetration of technologies and social processes – from chat groups to whole city games, texting, GPS, smart mobs meeting virtually and in the flesh. This is the stuff of new kinds of simulation games, newer kinds of games than we are thinking about yet. Games that embrace new systems and ideas and express whole cultures.

Junkyard Sports: I think that Junkyard Sports will become a more popular and common phenomenon, in a wider variety of contexts than I have yet been able to imagine. In corporate team building and family gatherings and community celebrations. They are a powerful, experiential metaphor of the spirit that created New Games.

Games with Very Big Balls: Because I happen to be co-authoring a book on games that you can play with Very Big Balls – like 3-foot diameter Pilates balls and even 6-foot diameter Kin balls. And I’m writing about how these big ball games can become large scale, collaborative community events. Celebrations, even.

So this is very much on my personal games horizon – my thinking, for the moment, about the future of games you can play when you have big enough balls, and the various implications thereof.

**About the Interviewer**

**Brian Remer** is a designer of interactive strategies for training, facilitation, and performance improvement with The Firefly Group. He is a past president and board member of NASAGA and an editor of SIMAGES. He can be reached at brian@thefirefly.org.
CANOE (Capital Area Network for Organizational Excellence) is a networking group in the Washington, DC area. Members are federal government employees or organizations and individuals who consult with the government. Those who wish to join simply have to provide an email address; attend meetings of interest; and do a presentation (if interested) using a standard format. New members are recruited via word of mouth or invitations of meetings shared by members. There are no membership dues. CANOE has a huge mailing list – as many as 1000; usually about 40 attend meetings.

Meetings are held in different locations, usually hosted by the presenter’s agency. Meetings are held on work days, last about 3 hours, and follow this format: informal networking, introductions, program, announcements (of next meeting, other upcoming activities of interest).

I have hosted programs in each of the last two years promoting interactive learning and sharing information on NASAGA and its next conference. The program has involved attendees in various interactive learning techniques and provided discussion time after each to explore how they might be used. With Thiagi’s permission, I have used a number of techniques from his book *Interactive Lectures.* The participants get the instructions for using some of the techniques.

The most recent program was the following:

**Informal networking**

**Introduction:**
- Welcome from hosting agency
- Participant Introductions
- Overview of Agenda

**Activities:**
1. Thirty-five (20 minutes participate; 10 minute discussion/debrief)
2. Continuum (10 minutes participate; 5 minute discussion/debrief)
3. Lecture by invited specialist (10 minute lecture; 20 minute Team Quiz activity; 5 minute discussion/debrief)
4. Select a method using text (20 minute small group work; 20 minute report out; 5 minute discussion/debrief)
5. Words and Pictures evaluation of workshop (10 minute participate; 10 minutes discussion/debrief)

**Announcements and distribution of resources**

An activity that fellow NASAGAn Judee Blohm helped me develop for the program is called Select A Method. The purpose is to have small groups of participants read about several potential interactive ways to get across some pre-selected written content and select the technique they think will work the best. In the report out, all participants hear a quick overview of the written material, a description of the three potential interactive methods, and why the selected method was chosen. This is a quick way to have participants actually think through the process of selecting an interactive method rather than lecturing or having participants read text. And they hear about other methods and the rationale for using them for specific content from the other groups.

A sample of Select A Method and the job aid are attached to this article. Each group receives their text material, copies of the three choices of activity methods, and the job aid.
I do similar programs for employees of the Peace Corps who have to give presentations. I call it TOP (training of presenters) and it is primarily aimed at content specialists—budget people, medical services, administrative offices—who will have to present information about their area of expertise at the overseas staff training we do twice a year.

**About the contributor**
Chuck Needlman is currently the overseas staff training specialist for the Peace Corps. He has been an independent management consultant and held training positions with corporations. Chuck is currently serving on the NASAGA board and can be reached at cneedlman@mac.com

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### Select a Method

<table>
<thead>
<tr>
<th>Written Section of Volunteer Handbook</th>
<th>Potential Interactive Methods for Presenting the Material</th>
</tr>
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</table>
| Volunteer Safety and Security pages 17-19 | Words and Pictures, pages 33-35  
Best Summaries, pages 13-15  
Brainstorm, pages 92-94 |
| Pre-Service Training and Volunteer Selection pages 35-39 | Idea Map, pages 36-41  
EG Hunt, pages 70-72  
Questionnaire Analysis, pages 83-85 |
| Volunteer Assignments Overseas pages 43-49 | Intelligent Interruptions, pages 42-46  
Press Conference, pages 103-105  
Essence, pages 16-19 |
| Pre-Departure Information pages 31-34 | Item List, pages 98-102  
Press Conference, pages 103-105  
Best Summaries, pages 13-15 |
| Volunteer Life and Conduct pages 59-64 | Superlatives, pages 20-23  
Best Summaries, pages 13-15  
FAQs and Fakes, pages 80-82 |
| Early Termination pages 81-85 | Confusion, pages 77-79  
Item List, pages 98-102  
Team Teaching, pages 114-116 |

**Note:** Page numbers for methods are from the electronic file of Thiagi’s *Interactive Lectures*.

**Instructions:**
- Briefly review the section of the Volunteer Handbook you have been assigned.
- Review the three potential activities provided for presenting your assigned section, noting on your job aid the pros and cons of each activity for your content.
- Choose one of the activities that you think would be a good fit for interactively presenting the content you’ve been assigned.
- As a group, prepare a brief presentation for the whole group which includes 1) a brief description of the content; 2) a quick description of the three potential activities you received; and 3) which of the activities you choose and why.
**Networking, *continued***

*Topic: ______________________________*

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<thead>
<tr>
<th>Methods</th>
<th>Pros</th>
<th>Cons</th>
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<tbody>
<tr>
<td>Write the name of the activity in the box below.</td>
<td>State all the reasons why the activity is a fit for the topic.</td>
<td>State all the reasons why the activity is <em>not</em> a fit for the topic.</td>
</tr>
<tr>
<td>Activity Name:</td>
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<td>Activity Name:</td>
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<td>Activity Name:</td>
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Short Reviews of Team Building Resources

Note from editors: Instead of one long book review, we thought you might like to read short reviews of several different resources. We have also included Dave Piltz’s “Creative Thinking for Team Building” which suggests looking to totally different kinds of books to find important information about high performing teams.


The authors (who are all experienced facilitators) explain how puzzle-based team activities provide opportunities for problem solving, decision making, consensus building, goal setting, work with limited resources, diversity, inclusion, giving directions, following guidelines and rules, dealing with change, clear communication, and many other skills and principles that are valuable in all types of teamwork. Most of the 100 puzzles in this book require no special supplies or simple items such paper-and-pencil and ropes. A few of the puzzles require some equipment. Instructions for conducting each activity highlight the teachable moments. Sample practical idea from the book: Require everyone in the team (rather than an individual member) demonstrate the solution to the puzzle.

Review provided by Thiagi of The Thiagi Group. He can be reached at thiagi@thiagi.com


The 7 Habits of Highly Effective People is a book about personal change. However, these seven habits also apply equally well to teams. The first three habits help you or your team move from dependence to independence and are critical habits for each team member to master as individuals. The second three habits will move your team from independence to interdependence. Now the team is fully functioning and working in concert with other teams by thinking win/win, seeking to understand the others’ needs, and acting synergistically. The seventh habit is appropriate for teams and individuals as well, where mental, emotional, physical, and spiritual renewal is practiced. Is your team dysfunctional? A quick review of this book will shed light on your challenges.

Review provided by Thiagi of The Thiagi Group. He can be reached at thiagi@thiagi.com


I like this book because it is very practical. It includes a CD-ROM with useful checklists and tables. The book also contains a chapter on crossing cultural boundaries which demonstrates that the authors are familiar with the field of intercultural communication.

Review provided by Thiagi of The Thiagi Group. He can be reached at thiagi@thiagi.com


My colleague Glenn Parker has created the most comprehensive and practical collection of teambuilding tools and techniques ever. Using the metaphor of a warehouse, he has organized 585 tools in such aisles as revisiting your team’s goals, redefining team member roles, reestablishing ground rules, rebuilding trust, and rewarding team success. Each tool is described in ready-to-apply terms. Several excellent indexes help you locate the right tool for different needs. All reproducible instruments are available on the included CD-ROM. Sample practical suggestion from the book: Appoint a parking lot attendant to record issues that come up during the meeting that the team does not want to discuss at the time. This team member parks the issue for consideration at a later time.

Review provided by Thiagi of The Thiagi Group. He can be reached at thiagi@thiagi.com
What do Leonardo da Vinci, Socrates, and Brunelleschi have in common? Well for me they all express the qualities of a high performing team. Yes, you just read that right. I am suggesting that the way da Vinci, Socrates, Brunelleschi, Plato, Columbus, Copernicus, Elizabeth I, Shakespeare, Jefferson, Darwin, Gandhi, and Einstein lived their lives is a formula for teams to become the most effective groups ever!

Michael Gelb, in his books *How to Think Like Leonardo da Vinci* (Dell Publishing 1998) and *Discover Your Genius: How to Think Like History’s Ten Most Revolutionary Minds* (HarperCollins 2002), explores the dynamics and essence of life. Ronald Gross in his book *Socrates’ Way: Seven Master Keys to Using Your Mind to the Utmost* (Penguin Putnam 2002) also explores the philosophy of life. Each of these books is a great source for personal development, motivation, and a guide to creating a successful life.

However, if the principles are combined and applied to group dynamics, they are a wonderful example of the two components that Beatrice Schultz in her book *Communicating in the Small Group: Theory and Practice* (HarperCollins 1996/2006) describes teams’ have. They are that
- members build relationships
- members are interdependent

For Schultz, interdependency is the interconnectedness that members have with each other. Sometimes they are independent, sometimes they are dependent, but all the time they are connected to each other. This concept of being connected to each member of the team seems to elude many team members. When I work with groups I usually provide this easy illustration of being connected.

There’s a 10-member team where many members are working together on projects and many members are working independently on projects. Gerry for example is working on a project independently and at every staff meeting the rest of the team zone out as Gerry gives a project update. What they fail to realize is if the project Gerry is working on fails, not only will Gerry feel the effects of that failure but the entire group of 10 will also.

Usually after an illustration like that, the group begins to realize the importance of interdependency. It is this interdependency that I focus on when working with groups. So, instead of self-awareness, it’s group awareness. Even though there are many tools that exist to help build self or group awareness, I find following in the footsteps of those that went before us provides insights and angles not easily achieved with modern day theories.

Da Vinci teaches us that:
- Curiosity is the beginning of all things
- Testing what you know follows
- Using your senses heightens your awareness
- With increased awareness, dealing with uncertainty is essential
- Balance is essential between science (logic) and art (harmony)
- Refining your body for ultimate grace and wellness is the second to the last step
- Finally appreciating the connections to all things develops

Socrates teaches us:
- Knowing thyself is the beginning
- Asking questions leads us to the skill of
• Thinking independently, which ultimately
• Challenges the mainstream.
• As we mature into who we are to become, we can
  not forget our friends who join us on the way; but
  at all times we can not forget the importance of
• Speaking from our heart the truth we know, so in
  the end our
• Soul is cultivated and flourishes.

In addition, we can learn from
• Plato how to develop our wisdom
• Brunelleschi how to expand our perspective
• Columbus how to use courage
• Copernicus how to create a new worldview
• Elizabeth I how to use our power effectively and
  in balance
• Shakespeare how to grow our emotional intelli-
  gence
• Jefferson how to celebrate our freedom
• Darwin how to cultivate our skill of observation
• Gandhi how to harmonize our mind, body, and
  spirit
• Einstein how to harness our imagination

For teams to flourish components of each of the lists above
need to be present and active. When that happens, teams
build the relationships necessary for interdependency to
thrive and prosper. Perhaps the lists merely provide a
road map to group effectiveness or a system of measuring
the effectiveness of the group. Perhaps they provide the
framework for a team workshop or the impetus to create a
new team building activity.

Regardless, the lists may provide insight into groups and
group behaviors that can be missed using mainstream
texts. I encourage each of you to challenge the groups
you work with to be more da Vincian, Socratic, or revo-
lutionary in their approach to both the relational and task
elements of the group!

About the author
Dave Piltz is Managing Partner of The Learning Key, Inc.
He is currently serving on the NASAGA board. He can be
reached at dpiltz@thelearningkey.com.
Favorite Team Building Activities

Compiled by Judee Blohm

Several years ago NASAGA put out a call for favorite activities for an email game. One topic was team building. Contributions came from NASAGAns and from friends of NASAGAns who received the call. Below is a compilation of 15 favorites. Some will be familiar but there are some different titles and sources than we usually see. We hope you’ll find something new! The editors.

<table>
<thead>
<tr>
<th>Name</th>
<th>Availability</th>
<th>Contributor</th>
</tr>
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<tbody>
<tr>
<td>Barnga by Thiagi</td>
<td><a href="http://www.thiagi.com/barnga">www.thiagi.com/barnga</a>, book published by Intercultural Press</td>
<td>Debi Bridle <a href="mailto:debi.bridle@cnsc-ccsn.gc.ca">debi.bridle@cnsc-ccsn.gc.ca</a></td>
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<tr>
<td><strong>Short Description:</strong></td>
<td>Barnga is a simulation game that explores communication challenges. The $35 book contains complete instructions for facilitating and debriefing the activity.</td>
<td></td>
</tr>
<tr>
<td>Emotional Meeting by Kat Koppet</td>
<td>SIMAGES, Volume 6, Issue 3, 2006 available at <a href="http://www.NASAGA.org">www.NASAGA.org</a></td>
<td>Judee Blohm <a href="mailto:judeeblohm@msn.com">judeeblohm@msn.com</a></td>
</tr>
<tr>
<td><strong>Short Description:</strong></td>
<td>Highlights role emotions can play in interactions and how teams may learn to manage emotions and their effects.</td>
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<tr>
<td>Group Juggling</td>
<td><a href="http://www.deepfun.com/juggle.htm">http://www.deepfun.com/juggle.htm</a></td>
<td>Bernie DeKoven <a href="mailto:bernie@deepfun.com">bernie@deepfun.com</a></td>
</tr>
<tr>
<td><strong>Short Description:</strong></td>
<td>For exercising close collaboration</td>
<td></td>
</tr>
<tr>
<td>Human Cards</td>
<td><a href="http://www.deepfun.com/humancards.html">http://www.deepfun.com/humancards.html</a></td>
<td>Bernie DeKoven <a href="mailto:bernie@deepfun.com">bernie@deepfun.com</a></td>
</tr>
<tr>
<td><strong>Short Description:</strong></td>
<td>A great mixer/team building for around 52 people.</td>
<td></td>
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<tr>
<td>If Eggs Could Fly</td>
<td>The Encyclopedia of Games for Trainers, by Andy Kirby, published by HRD</td>
<td>Debi Bridle <a href="mailto:debi.bridle@cnsc-ccsn.gc.ca">debi.bridle@cnsc-ccsn.gc.ca</a></td>
</tr>
<tr>
<td><strong>Short Description:</strong></td>
<td>Teams compete to drop an egg at least ten feet directly to the floor without damaging the egg.</td>
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<tr>
<td>(Also referred to as The Flashlight Game)</td>
<td><strong>Short Description:</strong> Teams have to organize and make decisions quickly to negotiate with others to meet their needs. Many options for debriefing.</td>
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<tr>
<td>Name</td>
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<tr>
<td>Pamoja</td>
<td>Available to download from The University of Illinois Urbana-Champaign, Mortenson Center for International Library Programs <a href="http://www.library.uiuc.edu/mortenson/pamoja.htm">http://www.library.uiuc.edu/mortenson/pamoja.htm</a></td>
<td>Gail Wadsworth <a href="mailto:gwadsworth@aerialmail.net">gwadsworth@aerialmail.net</a></td>
</tr>
<tr>
<td><strong>Short Description</strong>: Pamoja is a simulation that is used to explore many issues and skills such as team building, negotiation, cultural sensitivity, diversity, policy development, and the value of information</td>
<td></td>
<td></td>
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<tr>
<td>Pick up Cup</td>
<td><a href="http://www.peacegames.org/Resources_community_and_teambldng_games.shtml">http://www.peacegames.org/Resources_community_and_teambldng_games.shtml</a></td>
<td>Sharon Forrence Sharonwdc@yahoo dot com</td>
</tr>
<tr>
<td><strong>Short Description</strong>: Although designed for children, this activity has been successfully used in cross-cultural environments to illustrate teamwork and team roles and responsibilities. Process questions are not included.</td>
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<tr>
<td>Prui</td>
<td><a href="http://www.deepfun.com/fun-e-arch.htm#prui">http://www.deepfun.com/fun-e-arch.htm#prui</a></td>
<td>Bernie DeKoven <a href="mailto:bernie@deepfun.com">bernie@deepfun.com</a></td>
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<td><strong>Short Description</strong>: A blindfold milling about and being one kind of team building game</td>
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<tr>
<td>Puzzled by Lisa Lovegrove</td>
<td>Quick Team-Building Activities for Busy Managers by Brian Miller, AMACOM</td>
<td>Lisa Lovegrove <a href="mailto:llovegrove@carilion.com">llovegrove@carilion.com</a></td>
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<tr>
<td><strong>Short Description</strong>: Puzzled is an activity where participants learn, as they assemble puzzles, that other teams or team members have pieces they need, and they have pieces others need. Only through cooperation among members and across teams can everyone be successful.</td>
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<td>Rock-Paper-Scissors Tag</td>
<td><a href="http://www.deepfun.com/rps.html">http://www.deepfun.com/rps.html</a></td>
<td>Bernie DeKoven <a href="mailto:bernie@deepfun.com">bernie@deepfun.com</a></td>
</tr>
<tr>
<td><strong>Short Description</strong>: A great, energetic game involving decision making and changing sides. The decision making part of it becomes more or less complex as the size of the team changes. The changing sides more or less challenging. The result is an experience of team that transcends what sides people have to play.</td>
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<td>Starpower</td>
<td>Simulation Training Systems <a href="http://www.stsintl.com/schools-charities/star_power.html">http://www.stsintl.com/schools-charities/star_power.html</a></td>
<td>John Zeglin <a href="mailto:zeglin@earthlink.net">zeglin@earthlink.net</a></td>
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<td><strong>Short Description</strong>: Participants form groups with different economic statuses and learn to trade with each other as a way to improve their economic status. The most economically viable group is allowed to alter the rules. Alliances quickly form and ingroup-outgroup dynamics become evident as well as assumptions about the uses and abuses of power.</td>
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**Activity Reviews, continued**

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<th>Name</th>
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</table>
| Talking Rocks by Robert F. Vernon | Robert F. Vernon, 1829 Kessler Boulevard West Drive, Indianapolis, IN 46208 | Monica Mumford
mgmumford@fastmail.net |

**Short Description:** Participants are divided into bands of nomadic people. The tribe must survive by each band leaving survival messages regarding safe water and food to the band that follows them. Bands who do not decipher the messages correctly die. Participants learn about communication skills and team work to keep the band and the whole tribe alive.

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| The Game of Rollover          | http://www.deepfun.com /rollover.html                  | Bernie DeKoven
bernie@deepfun.com          |

**Short Description:** A variation of a game called "Numbers" which is similar to many drinking games using a variety of expletives, and to the children’s game Who Stole the Cookie from the Coo-Cookie Jar -- great fun and undeserved repute.

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<th>Contributor</th>
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</table>
judeeblohm@msn.com          |

**Short Description:** In small groups or teams, participants act out a topic with only a few minutes preparation. Can use for organizational issues.

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If you have any questions concerning memberships, please send an e-mail to info@nasaga.org
Activity Reviews, continued

PLAYING JUNKYARD GOLF
AT A CONFERENCE
By Becky Saeger

Preparation
I got some volunteers to set up 4 holes before the session and we invited people to play as they came into the room. Each volunteer manned a hole and explained how to play. Most people got to play a couple of holes before we started, but they were so intrigued that we got off to a late start.

Next I explained the concept of junkyard sports and plugged Bernie DeKoven’s book of the same title. They described the most salient elements of golf: a ball, a hole, and an object to move one into the other (although frustration and alcohol were also mentioned as keys to the game.) Then I invited them to form teams of five to seven members. Each team sent a member to the front of the room to pick up a “flag” (a big number printed on a colored piece of paper.) Each team was to create at least one hole. They could do a second one if they had time. The goal for the whole group was to design a creative 18-hole golf course with the junk I had provided or anything else they could find in the room.

Debriefing
We debriefed to talk about the different elements they added to create fun for one another—ensuring the hole was really achievable, adding complexity and the unexpected, etc. We also started getting into an interesting discussion about working as a team and limited resources leading to greater creativity. Frankly, we probably needed another 20-30 minutes to fully debrief!

Time and Space
Anyway, they loved it! It was a great way to get people up and talking and working together first thing in the morning. I think it would also be an awesome session right after lunch at any conference. It was very easy to implement. Golf was also a great game for a large ballroom—it worked well for the space we had.

P.S.: don’t forget the cameras!

The Tournament
I gave them 15 minutes for hole design. They dove right in! We had a slingshot made of pantyhose to shoot a ball from the tabletop into a box six feet away. We had an elaborate system of ramps to drop the ball into a hidden hole between the stairs and the stage. There was an orange juice hazard on one, candy traps on another, and a very tough plastic wrap hill built over an overturned chair on yet a third hole. I asked teams to record the par for their hole on their flag.

Then some of the players on each team took about 10 minutes to play as many holes as they could. Others of their team remained behind to coach new players. After 10 minutes they switched so that every one had a chance to play and to coach.

Related Activities
We ran a scavenger hunt throughout the conference. Two of the items on their scavenger list were to create a NASAGA golf team fight song and a golf team mascot. There were some very creative entries!! Also, Kevin Eikenberry gathered up all the golf clubs and put them together in one shopping bag. Saturday night he auctioned off the “golf bag and a custom set of clubs” as the last item in the auction. The $25 he sold it for put us over the $3000 mark for funds raised!

About the author
Becky Saeger is an instructional designer at Carilion Health Care in Roanoke, Virginia, and past board member of NASAGA. She can be reached at rsaeger@carilion.com.
Thinking about Our Team

By Matt DeMarco

Here is a short and easy activity I have used to introduce the topic of working in teams. The images suggested can be changed to be relevant to participants.

Objectives
1. To analyze how “famous” teams work.
2. To discuss team design and development.

Time
45-60 minutes

Materials
Images of several different kinds of well-known teams, for example television commentators (“60 Minutes” team), sports teams (U.S. Olympic “Dream Team”) government (the President’s cabinet), film characters (Wizard of Oz)

Description

Analyze famous teams
1) Break participants into groups of three or four.
2) Display images of well-known teams. Ask participants to look at the people in the picture as a team. Have participants choose one of the teams they would like to look at more closely.
3) Ask groups to analyze the team they chose and complete the following statements:
   - Characteristics that make this team strong are…
   - Ways this team works together are…
   - Challenges this team faces are…
   - Reasons this team is successful are…
4) Have the small groups introduce their teams to the full group and share their responses to the team analysis.

Discuss team design and development
Ask the whole group the following questions:
1. How are these teams similar?
2. How are these teams different?
3. Is there one team that is better than the others? Why or why not?
4. Can we model our team after one of these teams?
5. What do you think would happen if we standardized how all teams work?
6. What ideas of team design and development can we apply to our team?

About the author
Matt DeMarco is director of leadership development for the American Farm Bureau Federation. He is a current board member of NASAGA. He can be reached at mattd@fb.org.

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Brian Remer, brian@thefirefly.org,
Bill Wake, william.wake@acm.org, or
Judee Blohm, judeeblohm@msn.com
Spirited Role Clarification: A Team Activity

By Susan Otto

We’re a team. That’s what they say…but what does that really mean? For many, it means that they are part of a group of people…period.

Though some team members might say that the team was formed for a “purpose,” the purpose might actually mean different things to each individual. Some teams are formed to accomplish a task with each individual lending their area of expertise. And, who knows, they might actually work together to accomplish that task! Let’s face it; teams rarely perform seamlessly and with great success.

One activity that I have found to be very useful is Thiagi’s Spirited Role Clarification, described below. Why do I love this activity? Because it allows team members an opportunity not only to get some good ideas on and help with their roles and responsibilities, but also provides an opportunity for other team members to better understand each others’ roles, passions, and drudgeries. And finally, it helps you align your work with the team.

**Purpose**
To clarify roles and one’s view of those roles.

**Time**
About 45 minutes

**Materials**
- flip chart paper
- tape
- colored markers – 1 black, green, red, and blue for each team member

**Participants**
Individuals in the group are current team members.

**Description**
**Team activity**
1. Give each team member a piece of flip chart paper, two pieces of tape, and four colored markers – 1 each black, green, red, and blue.
2. With the black marker, have each team member write his/her name at the top of the flip chart paper. Then have them list all of their own roles and responsibilities on the team. Allow a few minutes.
3. Now, have the team members underline, with the green marker, those roles and responsibilities that provide them with their greatest passion and spirit. Allow a minute.
4. Next, have the team members underline, with the red marker, those roles and responsibilities that they would love to pass on to someone else. Allow a minute.
5. Finally, have the team members underline, with the blue marker, those roles and responsibilities with which they would appreciate assistance and/or training to help fulfill the task. Allow another minute.

**Gallery**
Have them hang the flip chart papers around the room. Ask the team member to circulate around the room, silently reading the roles and responsibilities on each flip chart. Ask them to make notes directly on the flip charts – adding constructive comments, raising questions, and adding ideas and suggestions. Allow about 20 minutes, depending on the number of team members.

**Full group discussion**
Once the team members have finished reading and making comments on the flip charts, discuss each of the roles and responsibilities and the comments that were received. This should take about 20 minutes, depending on the number of team members and the number of comments.

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**About the submitter**
Susan Otto, the president of Training-Modules.com, LLC, is committed to effectively partner with organizations and their employees to achieve strategic initiatives necessary for organizational success. Susan designs customized facilitator and participant guides for companies that want to do their own internal training. Contact her at 859.292.0095 or susan@training-moduls.com. For information about Susan’s training modules, visit her website at www.trainingmodules.com.
Game/ Puzzle

Use Magic Squares to Teach Teamwork
By Judee Blohm

Magic squares are squares of numbers where all rows, columns, and diagonals add up to the same number. To make a magic square, use any 25 consecutive numbers.

Can you make this a magic square beginning with the number 7?

Thiagi used the construction of magic squares in a workshop I attended to show how important the contribution of each person on a team is.

He got us going by creating several 5X5 magic squares using different starting numbers before our eyes – while chatting with us about how interesting magic squares are! We were stunned, of course!

He then taught us how to create magic squares by an “each one teach one” or team learning activity. This is how he did it.

He had four handouts with rules for different stages of creating magic squares:

1. The top row rule
2. The last column rule
3. The diagonal cell rule
4. Three simple rules

He distributed equal numbers of each handout to our full group and asked us to study whichever rule we got. Each handout had an example to study.

We then formed groups of four, each person with a different rule. He asked us to draw a 5X5 grid and construct a magic square starting with the number 8. Of course, the only way we could do it was to put our individual knowledge of different rules together. He revealed the correct answer and we checked to see if we got it.

He had us practice again. And we got faster and we all began to learn all of the rules.

I don’t recall exactly the sequence from there, except I do remember someone who didn’t know how to do magic squares was added to our group and we had to teach him or her how. It was interesting to see how our group responded to that challenge.

Thiagi shared his observations as our groups had worked to learn how to create magic squares. And we discussed how we could use magic square puzzles in different types of training situations.

How about you? Can you see some applications of this activity in your work with teams? Have you used other puzzles as team building activities? If you like puzzles and want to explore them for team building, be sure to read the short review of the book Teambuilding Puzzles on page 19.

Below, with Thiagi’s permission, are his four handouts of rules for making magic squares.
The Top Row Rule
Magic squares are squares of numbers where all rows, columns, and diagonals add up to the same number. To make a magic square, use any 25 consecutive numbers. For example, you can use the numbers 4 through 29.

Begin by placing the first number in its cell. Then place the next number in its cell, etc.

How do you find the cell for each number? You have to use six different rules.

Here is one of these six rules. You only use this rule four times during the construction of a magic square. You’ll learn the other rules later.

When do you use your rule? Not on a regular basis. You wait until some other rule places a number in any cell in the top row. This is when your rule kicks in.

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Study this example

Draw lines to connect 17 and 18; 24 and 25; 1 and 2; and 8 and 9. Study the relationship among these pairs of numbers. Notice that they all use your rule.

**Top row rule:**
For every number in the top row (except the last one), place the next number in the bottom row of the next column to the right.
The Last Column Rule
Magic squares are squares of numbers where all rows, columns, and diagonals add up to the same number. To make a magic square, use any 25 consecutive numbers. For example, you can use the numbers 4 through 29.

Begin by placing the first number in its cell. Then place the next number in its cell, etc.

How do you find the cell for each number? You have to use six different rules.

Here is one of these six rules. You only use this rule four times during the construction of a magic square. You’ll learn the other rules later.

When do you use your rule? Not on a regular basis. You wait until some other rule places a number in any cell in the last column. This is when your rule kicks in.

Study this example

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Draw lines to connect 16 and 17; 22 and 23; 3 and 4; and 9 and 10. Study the relationship among these pairs of numbers. Notice that they all use your rule.

Last column rule:
For every number in the last column (except the top one), place the next number in the first column of the row above.
The Diagonal Cell Rule

Magic squares are squares of numbers where all rows, columns, and diagonals add up to the same number. To make a magic square, use any 25 consecutive numbers. For example, you can use the numbers 4 through 29.

Begin by placing the first number in its cell. Then place the next number in its cell, etc.

How do you find the cell for each number? You have to use six different rules.

Here is one of these six rules. You use this rule 12 times during the construction of a magic square. It’s the most frequently used rule. You’ll learn the other rules later.

When do you use your rule? Not on a regular basis. You wait until some other rule places a number in any cell that has a blank cell diagonally above to the right. This is when your rule kicks in.

Study this example

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Draw lines to connect 23 and 24; 4 and 5 and 1; 6 and 7 and 8; 11, 12, 13, 14, and 15; 18, 19 and 20; 21 and 22; and 2 and 3. Do you see the diagonal pattern?

Diagonal cell rule:
If a number has a vacant cell diagonally above and to the right of it, place the next number in that cell.
Three Simple Rules

Magic squares are squares of numbers where all rows, columns, and diagonals add up to the same number. To make a magic square, use any 25 consecutive numbers. For example, you can use the numbers 4 through 29.

Begin by placing the first number in its cell. Then place the next number in its cell, etc.

How do you find the cell for each number? You have to use six different rules.

Here is are three of these six rules. You’ll learn the other rules later.

Rule 1:
Place the first number in the middle cell of the top row. (This rule is only used once.)

Rule 2:
When a number has been placed in the top-right cell, place the next number in the cell below. (This rule is only used once.)

Rule 3:
Whenever none of the other rules work, place the next number in the cell below. (This rule is used three times.)
Solutions to last issue’s cryptic cluster puzzles about the 2007 conference in Atlantic:

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RABBIT FROM A HAT
SAWING A WOMAN IN HALF
SLEIGHT OF HAND
SPELL
WIZARD

Special Appreciation in this Issue

NASAGA expresses its great appreciation to Brenda Mullins for many years of the creative formatting of SIMAGES and to Thiagi for his sponsorship of the newsletter.

Thank You!