NEBRASKA CHAPTER
Association for Talent Development

May 2016 Newsletter

May in Nebraska can mean many things—the end of school (and the finals that come with it); balancing sports practices with games while never quite knowing if you will be wearing a parka and covered in blankets or trying to park yourself under the one tree to avoid the heat; and probably being a bit exhausted from all the hustle and bustle of yard work, spring cleaning, and catching yourself coming and going.

Since May usually brings in more stable spring-like weather, it's also a great time to take a breather and remember to use the days to laugh, play, and learn. Those things really go together. When you can bring something fun to learning you may rekindle, or in some cases start, the love of learning in others. Join us for our May program, "Learning Through Gamification: Helping Learning Feel Like Play." Here you can get tips and tricks to help you refresh your learners and your own delivery!

There are many opportunities for you on our website. Check out the Career Resources section for Job Postings, Certification and Certificate Program information, Mentoring and Mock Interview services, as well as Resume Critique services. There are so many things that await you; take a look around and see what opportunities can work for you!

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Why is Professional Development Important?

Submitted by: June Kowalewski - Director of Programming

What is professional development? Professional development is the continuous process of acquiring new knowledge and skills that relate to one's profession, job responsibilities, or work environment. Why is professional development important? Professional development is important because it allows you to grow personally and professionally within your current role. Although there are many different avenues one can partake in for professional development, let ATD Nebraska help you gain insight on current trending topics and workshops.

Our next program centers on Leadership through Gamification. Michael Fryda is our presenter for the May program. Michael was the 2010 Nebraska Teacher of the Year and is Teacher Outreach Coordinator for Spielbound, a non-profit Board Game Library in Omaha . Gamification is important because it allows the user to utilize Gamification as a leadership strategy. Gamification also helps the user develop and support talent in their organization.

Our August program features Assessments Through the Learning Process presented by Eric Shepherd. Why are assessments important? Assessments are important because they allow measurement regarding employees' knowledge, skills, and attitudes. Assessments also allow an organization to help identify gaps in training, learning needs, performance, and compliance. Don't forget to look for more information on the ICE panel/ program for June and the Trainer's Institute coming this Fall.

ATD Nebraska Programming Team is in the process of starting to plan 2017, so if you have suggestions on what you would like to see for programs/ workshops in the coming year please to email vpprogramming@atdnebraska.org. As a Board member, professional development is not only important to me, but it's important to my peers and trusted colleagues as well.

Our Sponsors!

Gameplay in the Classroom

Submitted by: [Michael Fryda](#) (Reprinted with permission from Speilbound.org)

Happy Summer, readers of Spielbound.org! I hope that all of the teachers in the audience are recharging their batteries for next school year. But, if we're honest, many teachers are spending at least part of their summer making enhancements to their curricula. I'm no exception.

This summer I'm spending several weeks designing, writing, and building a game for my classroom. Why do this from scratch? I have several reasons that I want to share.

The beauty of incorporating gameplay into a classroom is that there is no one "right" way to do it, so long as a teacher has an educative rationale. Maybe you'll use a game purchased at a discount through Spielbound to help students keep their math proficiency sharp. Maybe you need a historical game to really help students do some deep thinking about the expansion of railroads during the Industrial Revolution or help them think about city planning. If a pre-existing game fits your objectives, go for it! Unfortunately, there aren't always games that fit all objectives, and this is where I am taking matters into my own hands. This helps me target the exact ideas that I need to make good use of my curricular time, and also gives me the freedom to write the game with the needs of my own students in mind.

I have a few objectives in my science classroom that I'm trying to help students meet and exceed. The topic is global climate change, a set of required Nebraska State Standards for my science class. Students need to understand the wide body of evidence and ethical dilemmas surrounding the study of this scientific fact. I also want to use this as an opportunity to practice rich thinking in cooperation with their peers. Students can use those interactions to develop breadth and depth in their construction of understanding. Those are big goals, to be sure, but calculated risks are what drive really rich learning. I've already put about ten days in. So where did I start?

The basic structure of the game needs to have a few elements that will help students to think within and beyond their own experience. One of my very first decisions was to make the game cooperative. This not only has the benefit of getting students to work together with ideas, but it also may prevent them from seeing global climate change as a mutual threat to all. One of the big downsides of group work is that certain personalities can tend to dominate the conversations. One of the most powerful tools in our toolbox for this, as teachers, is to define roles for students that both encourage and limit the extent to which students are part of a conversation. I want students to have a concrete focus for sharing their ideas, yet I don't want a student to drown out the voices of others. The roles I chose that are related to this particular concept are Education, Government, Industry, Public, and Research. Each role has aspects of the game that they are "in charge of," each has a discussion focus to help encourage students to find their voice, and each has a "Special Action" unique to them that logically follows what these real life "entities" have on global climate change. They will "win" or "lose" the game together and the more cooperation that happens the more likely victory can be achieved.
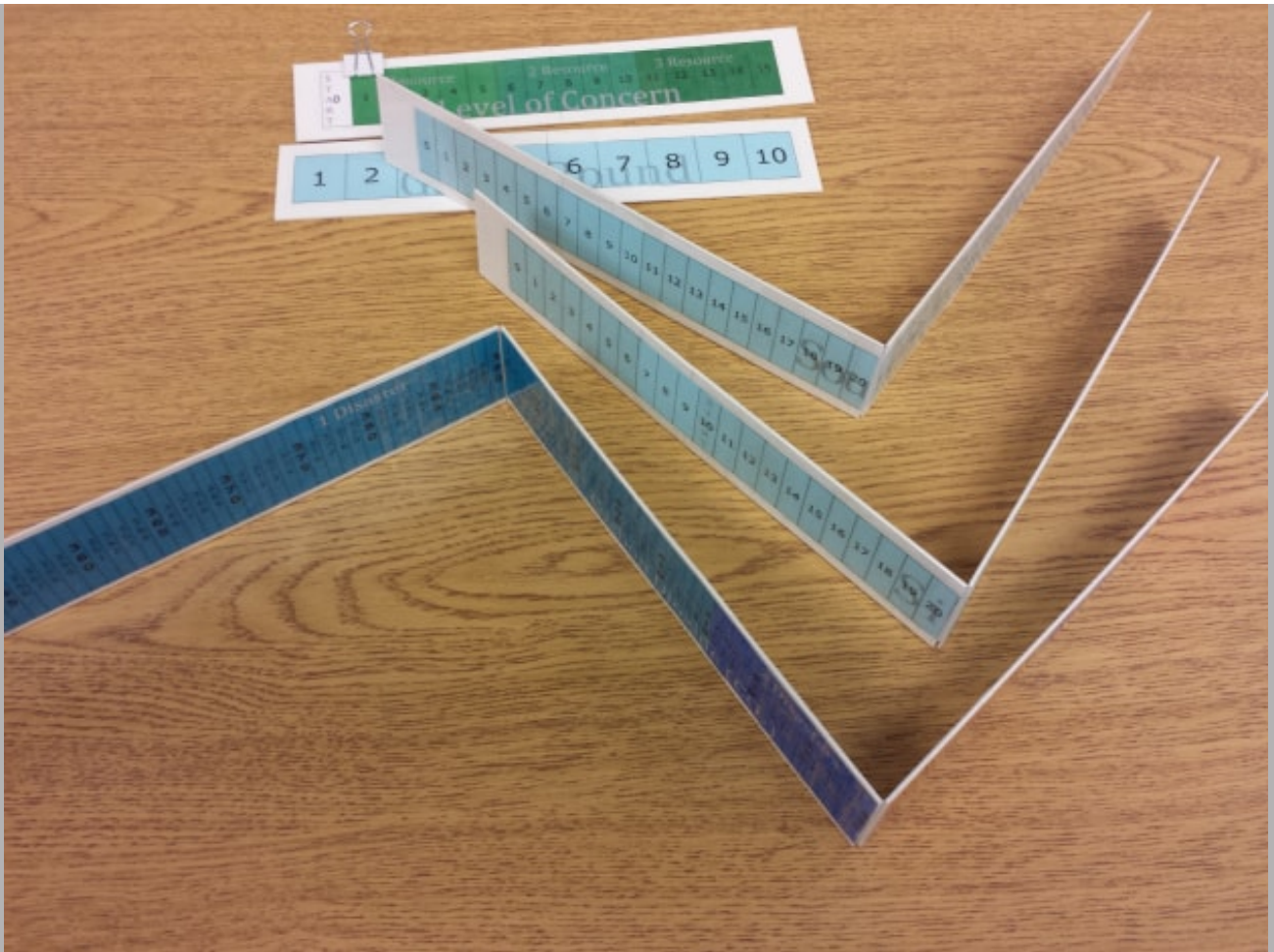
Prototype Meters: Game Round, Source, Sink, and Carbon Dioxide.

The game focuses on several data-based Meters-related to global climate change. The Carbon Dioxide Meter is the main aspect of the game that students are trying to lower. Carbon dioxide exacerbates the greenhouse effect and has been driving climate change since the Industrial Revolution. The Source Meter and Sink Meter play off of each other in the game, with Source representing human activity that increases atmospheric carbon dioxide and Sink being natural and human ways of "sucking up" that carbon dioxide so that the greenhouse effect is not as pronounced. The final two Meters track human levels of concern about the problem and the game rounds in which players get to make choices.

Speaking of those choices, the basic idea behind the game is that players can earn "action points" that they can spend on specific goals that will help influence the game Meters and slow or reverse climate change. I've decided that the group having a question-driven discussion will be the way to earn these action points. They can then spend those action points as a kind of currency to pursue goals that change the Meters.

- **CPLP Prep**
- **Job Postings**
- **Scholarship Application**
- **Private Member Directory**
- **Member Forum**

Playing Solitaire at Work
Submitted by: Jennifer Labrie Pereira - Vice President of Marketing and Communications

I was checking out Facebook last month and found a fascinating article about why Solitaire and Minesweeper were included on Windows operating systems. It wasn't to provide entertainment or value adds for their customers; it was to help teach computer users how to use different functions on a computer. Back when Solitaire was added, most users were familiar with command-line inputs. Solitaire taught them (us) how to drag and drop in a fun way.

I shared the article with my team, and one person said that they were encouraged to play Solitaire while at work to get used to the concepts. Ultimately, my goal is to create training that does what Solitaire does—makes my learners come in excited, not dreading the time. More importantly, it helps them learn!

Click here to read the whole article.

Tell Me A Story
Submitted by: Kathy Swensen - Director of Membership

Once upon a time, there was a trainer who wanted to connect with her audience. She attended an interesting ATD Nebraska program on the power of storytelling and wanted to know how she could use this technique in her work.

To take a page from a journalist's playbook, telling one person's story can make the audience care about an issue. A good article opens with one person's story and then steps back to show the broader view of an issue, using statistics and other data to show scope and impact. We trainers can use this technique to help our audience care about an issue and motivate them to learn more. Whether the topic is sales, product features, or workplace safety, we can tell someone's story to make our listeners care.

When I was invited to make a presentation to the annual meeting of the Nebraska Bar Association, on 'Making Your Presentations More Effective, Engaging, and Enjoyable,' I knew one of the points I wanted to make was how to use humor in a presentation. Humor can connect us with an audience, lighten them up and make them amenable to learning, but humor can also divide and alienate. So I told my participants a story about a workshop I'd attended on becoming an entrepreneur. The presenter started strong, told a couple of jokes that got everyone laughing, and presented some interesting material. But about halfway through, he disclosed that he had been a buyer for Sears, ordering women's swimsuits, and that's when he made his fatal misstep. "And I can tell you, there is nothing regular about women."

I looked at him, and then I looked around at the workshop attendees—a mix of ages, race, and gender—and my brain kicked in with an angry sputter. "Nothing regular about women? Are you kidding me? Most women are a mixture of sizes. Well there are a few women who are a perfect 8 or 10 and they model for the garment industry, but they are not typical. And if you have ever shopped for a swimsuit, first of all unless they are sold separately they never fit both top and bottom. Second, the lighting in the dressing rooms is horrible. And men are not regular either!! But they have the option of choosing pants with a waist size and an inseam size. Unlike the options for women. And even then, if a man's inseam is 31, he has to choose between a 30 or 32 inseam."

Well, the moral of that story is he completely lost me mid-presentation and never got me back. So I told that story to a group of lawyers, and it made my point exactly. Know your audience; use humor judicially; take care not to offend any particular group.

When a client hires me to develop an assessment center (complicated job simulations that measure candidates' supervisory and management skills), one of the phases of the project is to train a group of assessors to evaluate candidates' performance using pre-established behavioral benchmarks. My assessors are command-level public safety professionals, accustomed to command, but often new to the demands of being an assessor. As the administrator, I am responsible for ensuring that they are trained and ready to perform as an assessor. The success of the project relies on their performance. So while I set a relaxed tone for training, it is critical that they perform correctly.

In order to prevent them from making some of the mistakes assessors have made in the past, I tell them stories. "And once I had an assessor who was conducting an interview with a candidate, and mid-way through, said 'What do you have there?' The candidate said, 'My notes.' And the assessor said, 'Give me those!' And this was after a full day of training, during which I told the assessors that candidates had the questions ahead of time, they had time to prepare their answers, and they

were allowed to use their notes during the interview. So the candidate filed a grievance, and we were forced to surgically remove the last two questions from every candidate's interview when we compiled the scores—all because of that one assessor. So don't do that!!" My assessors laugh, but they also realize there is a potential consequence if they don't follow procedures exactly. The story makes them more compliant. They don't want to be the bad assessor.

Storytelling is a powerful communication technique: stories can connect us, illuminate commonalities, inspire and teach us. With a little preparation and practice, you can harness the power of storytelling in your next training.

Upcoming Opportunities!

CPLP Information & Orientation WebEx Session

Leadership Through Gamification: Helping Learning Feel Like Play

New and Renewing Members

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Katie Kuhl, Medical Solutions LLC
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Kami Morton, Hyatt Hotels and Resorts
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