



Game Log

Your **Game Log** contains a record of all of the Information and Diffusion Activities you have chosen, all of the staff members you have targeted with each of these activities, and the feedback or outcome of each activity.

NO.	STRATEGY	STAFF MEMBER(S)	FEEDBACK (OUTCOME)	ADOPTERS
1	Personal Information	H (Science Teacher) K (Social Studies Teacher) N (Language Arts Teacher) W (Guidance Counselor) X (Library/AV Coordinator)		0
2	Committees			0
3	Talk To	K (Social Studies Teacher)	He/she sees no need within the school for innovation, but as a result of your talk will not stand in anyone else's way.	0
4	Talk To	K (Social Studies Teacher)	Without your attention to him/her this person would have become a vocal opponent of your efforts.	0
5	Talk To	N (Language Arts Teacher)	Your approach is right. He/she likes to feel that his/her professional standards are being appealed to and that his/her opinions are valued.	0
6	Talk To	P (Foreign Language Teacher)	If you gather some information about this person before you talk to him/her you can probably be much more effective in reaching him/her.	0

7	Talk To	F (Math Teacher)	If you gather some information about this person before you talk to him/her you can probably be much more effective in reaching him/her.	0
8	Personal Information	F (Math Teacher)		0
9	Personal Information	I (Science Teacher)		0
10	Talk To	F (Math Teacher)	Because you talk to him/her now, this person will mention peer tutoring at a social gathering.	0
11	Talk To	I (Science Teacher)	This person's motto is "Seeing is believing." He/she wants to see the innovation in use by others before leaping in.	0
12	Personal Information	G (Science Chairman) J (Social Studies Chairwoman) L (Social Studies Teacher) O (Language Arts Teacher) P (Foreign Language Teacher)		0
13	Talk To	K (Social Studies Teacher)	He/she sees no need within the school for innovation, but as a result of your talk will not stand in anyone else's way.	0
14	Talk To	P (Foreign Language Teacher)	Your discussion becomes a delighted sharing of enthusiasm, as this person is already convinced of the efficacy of peer tutoring.	0
15	Talk To	L (Social Studies Teacher)	Immediate rapport! He/she not only supports your ideas but offers to	1

			help spread the word to other staff members.	
16	Talk To	P (Foreign Language Teacher)	A most productive conversation. He/she likes innovative ideas and is willing to give yours a try.	2
17	Talk To	N (Language Arts Teacher)	Your approach is right. He/she likes to feel that his/her professional standards are being appealed to and that his/her opinions are valued.	2
18	Talk To	X (Library/AV Coordinator)	Although initially skeptical, this person is warming to the idea. He/she is willing to go along with it if others will.	2
19	Ask Help	O (Language Arts Teacher)	You happened to approach this person at a time when extracurricular demands were heaviest. Can't help right now.	2
20	Pilot Test	N (Language Arts Teacher)	This person will agree to the tryout only if previously interested.	2
21	Print	G (Science Chairman) J (Social Studies Chairwoman) M (Language Arts Chairman) N (Language Arts Teacher) X (Library/AV Coordinator)	Printed blurbs strike most people as impersonal, but your material is circulated and it arouses some mild interest.	2
22	Site Visit	J (Social Studies Chairwoman) K (Social Studies Teacher) L (Social Studies Teacher) M (Language	Your strategy will be more effective if you gather some information on all five persons who are to visit Lighthouse School.	2

		Arts Chairman) N (Language Arts Teacher)		
23	Personal Information	M (Language Arts Chairman)		2
24	Site Visit	J (Social Studies Chairwoman) K (Social Studies Teacher) L (Social Studies Teacher) N (Language Arts Teacher) O (Language Arts Teacher)	"We have seen the Lighthouse and it works!"	3
25	Presentation		You can't get time in a staff meeting without the Principal's approval. Talk to him first.	3
26	Demonstration	N (Language Arts Teacher)	The principal really needs to kept informed of events taking place in his school, so you'd better discuss this activity with him (besides that, he'd be a very influential supporter).	3
27	Personal Information	A (Principal)		3
28	Talk To	A (Principal)	STOP! The secretary says the principal is too busy to see you. You're not going to have access to him without her "approval." Have a talk with her.	3

29	Personal Information	B (Secretary)		3
30	Talk To	B (Secretary)	She now understand that your ideas (and you!) are worth bothering the Principal with.	3
31	Print	A (Principal) B (Secretary)	Your material is circulated but it competes with other items in the mail. Little notice is taken of it.	3
32	Talk To	A (Principal)	Unfortunately, you were hired by the district rather than by the school, so it's not going to be easy to get the principal on your side. However, if you do, your task will be much easier. He will not give you an appointment at this time, but your initiative is beginning to impress him.	3
33	Ask Help	B (Secretary)	This person wants to see your ideas have a chance, but is not willing to get too actively involved right now.	3
34	Training Workshop (Self)		The Janitor says you can't go moving classroom furniture around without written approval from the principal. Also, it is the Janitor's opinion that your activities will cause permanent damage to the facilities.	3
			You'd better have a good chat with him to get him on your side.	
35	Personal Information	C (Janitor)		3
36	Talk To	C (Janitor)	Now that the Janitor understands your intentions he's willing to help make the necessary arrangements.	3

37	Training Workshop (Self)		The training is welcomed by those who already have a strong interest. Your workshop is well-planned and comes off smoothly.	7
38	Training Workshop (Prof.)		Turns out to be preaching rather than practicing.	7
39	Mass Media		The TV story reached some the key communicators.	7
40	Materials Workshop		You end up tired but pleased by all the creativity generated by the teachers' development of their own materials.	8
41	Site Visit	A (Principal) G (Science Chairman) J (Social Studies Chairwoman) M (Language Arts Chairman) X (Library/AV Coordinator)	The team returns with eyes glowing like beacons.	9
42	Talk To	A (Principal)	Getting the Principal on your side is good strategy. Unfortunately, he has higher priority problems facing him today.	9
43	Ask Help	M (Language Arts Chairman)	By getting involved in the peer tutoring process this person begins to see its possibilities.	9
44	Ask Help	J (Social Studies Chairwoman)	Your request, although an imposition, is perceived as a desire to get better acquainted. He/she agrees to help.	9
45	Ask Help	X (Library/AV Coordinator)	You chose someone who is interested in new ideas and not afraid to pitch in and help it succeed	9

46	Presentation		Your presentation is a welcome change from the usual staff meeting trivia.	9
47	Talk To	A (Principal)	Getting the Principal on your side is good strategy. Unfortunately, he has higher priority problems facing him today.	9
48	Presentation		Your presentation is a welcome change from the usual staff meeting trivia.	9
49	Training Workshop (Prof.)		Portney, although recommended by the principal, draws a blank this time. Just too theoretical for this group.	9
50	Pilot Test	M (Language Arts Chairman)	This seems to have some practical applications in his/her teaching area and he/she is willing to go along at least as far as a tryout.	9
51	Talk To	A (Principal)	Just this morning two different teachers complained to the Principal that all their students were illiterate. He's very ready to hear about your ideas for improving reading skills.	9
52	Compulsion		<p>Although there is a surface display of willing acceptance, the principal's announcement polarizes the staff. Those who follow his lead closely become quite enthusiastic about peer tutoring; but the more independent ones become negative about the idea - even though some of them might have favored it initially.</p> <p>By the beginning of the next term you are left with the following adopters: A, G, H, I, J, K, N, O, and R.</p>	<p>Compulsion</p> <p>Although there is a surface display of willing acceptance, the principal's announcement polarizes the staff. Those who follow his lead closely become quite enthusiastic about peer tutoring; but the more independent ones become</p>

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[Learn more](#): brief summary of what 6,000+ research studies have found. This DSG [debriefing summary](#) may also be helpful on what it takes to be successful.

The *Diffusion Simulation Game* was created in the Department of Instructional Systems Technology at Indiana University. The Web version was led by Dr. Ted Frick with designers Barbara Ludwig, K. J. Kim and Rui Huang. The *DSG* is based on a board game originally developed by Dr. Michael Molenda and Patricia Young. Questions or Comments? Email the [Diffusion Simulation Team](#).

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