



Teaching Public Administration
Conference



Joint University Council

Public Administration Committee

Reinforcing Leadership Theory with Computer-based Simulation

A cost effective approach to improve
essential leadership skills

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Background

- Why this topic?
 - Recent research emphasis on leadership in multiple player on-line gaming environments
 - The Electronic Journal of e-Learning (EJEL), (10) (2012)
 - The British Journal of Educational Technology (44) (2013)
 - Share information on the leadership simulator vLeader (www.simulearn.net)
 - Developed instructors manual on how to integrate with leadership and organizational behavior courses
 - Basic cost \$69.95 (£49.95)

Three Part Presentation

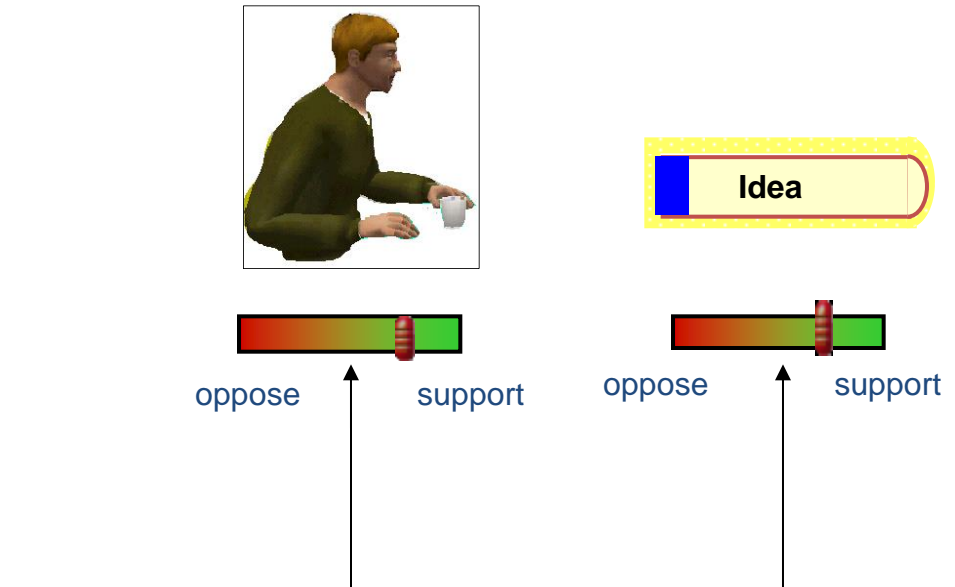
- Overview of vLeader
 - The Fundamental Frameworks
 - The Leadership Scenarios
- Course Integration
 - Leadership & Organizational Behavior
 - Some Research Findings
- Leadership Development Integration
 - 360° Assessment of 37 Competencies
 - Where vLeader can help

vLeader Overview

- Overview of vLeader 2007
 - The Fundamental Frameworks (how the simulation works)
 - Communications
 - Leadership
 - Business
 - The Leadership Scenarios

Five Communications Options

- Before we speak,
- we unconsciously choose to:
 - Support/oppose person
 - Support/oppose an idea
 - Switch topics – refocus the conversation
 - Ask a question or be neutral
 - Do nothing – listen

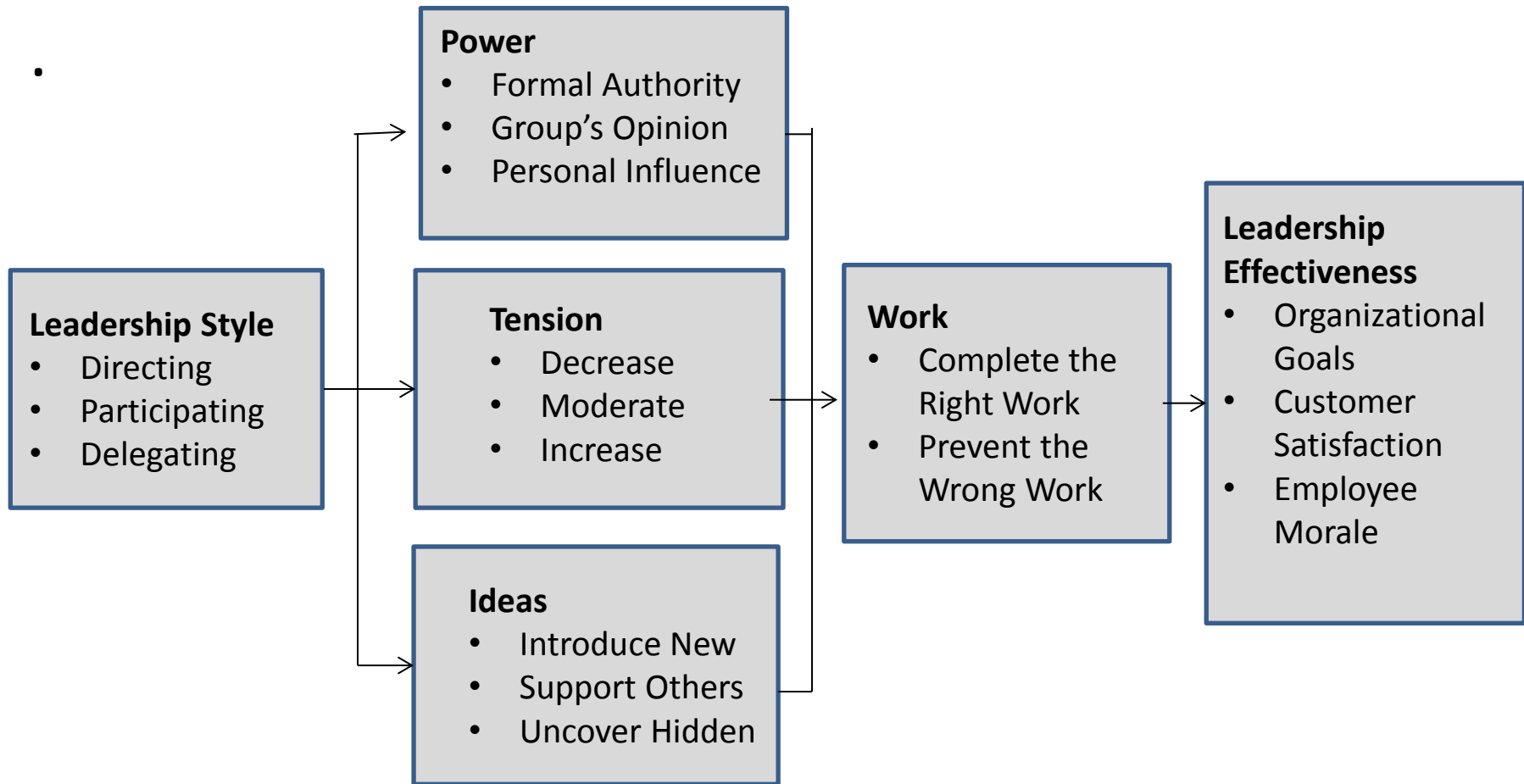


How and when you interact and react will affect the outcome

The Leadership Framework

- There are three core principles of leadership utilized to productively mobilize people to do the right work
 - Power
 - Tension
 - Ideas

Three-To-One Leadership



The Business Framework

- Assess the situation and characters
- Plan your work – Work your plan
 - Strategies & Tactics
 - Styles
 - Skills
- Make decisions aligned with your strategic goals:
 - Financial Performance
 - Customer Satisfaction
 - Employee Morale

Leadership Effectiveness

- At the conclusion of every meeting the student is provided with reports on:
 - Leadership effectiveness
 - Business Results that include
 - Employee Morale
 - Customer Service
 - Financial Performance
 - After meeting report (what others are saying)

Leadership Score

The Power, Tension and Idea charts are qualitative metrics/feedback that give you an assessment of how well you prepared and positioned your team to have a successful outcome. The Business Results metrics/feedback are communicated through the Storyline Continuation dialogue determined exclusively by the ideas that were passed. This screen offers a quantitative assessment of the performance of your organization over the next business quarter in the areas of Financial Performance, Customer Satisfaction and Employee Morale.

Leadership		73 %
Power	71 %	
Tension	83 %	
Ideas	66 %	
Business Results		86 %
Financial Performance	105 %	
Customer Satisfaction	105 %	
Employee Morale	50 %	
Total		79 %



Use the arrow keys on your keyboard to move between screens
Press the SPACE BAR to exit to the Main Menu

The Leadership Scenarios

- The simulation includes a series of practice meetings to learn the principles and five meetings to apply the principles:
 - Meeting One – Setting Expectations
 - Meeting Two – Team Building
 - Meeting Three – Challenging the Status-Quo
 - Meeting Four – Merger of Cultures
 - Meeting Five – Crisis Management

The Virtual Leader Perspective

These are not:

- real people
- real meetings
- real conversations
 - they don't talk like we do.....
 - dialogue is simplified to learn a “New Perspective”
 - ***But they do have real opinions, agendas and strategies***



However:

- Real scenarios do include the opinions, behaviors, agendas and strategies in Virtual Leader
- Real characters are affected by the ideas and people involved in the discussion
- Real conversations are supporting, opposing and neutral comments toward people and ideas



negative

positive

Meeting One - Setting Expectations



Meeting One – Setting Expectations

- Setting
 - Your first day in the office as a new manager of a Call Center
 - Things are not as they seemed
 - You should have asked more questions before taking the job
- Your first meeting is with one of your subordinates
 - How do you set expectations

Meeting Two - Team Building



Meeting Two – Team Building

- Setting
 - Your first staff meeting
 - You begin to realize the reasons for low morale
- The Challenge
 - You have seemingly contradictory information from your direct reports and top management
 - How do you get everything moving forward and get buy into critical ideas?

Meeting Three - Challenging the Status Quo



Meeting Three - Challenging the Status Quo

- Setting
 - You are in the conference room to discuss company plans that will impact your call center
 - The meeting is with your supervisor, the vice president and key staff members
- The Challenge
 - Your boss has ideas that will perpetuate the current problems
 - How do you tell your boss that he is wrong without losing support?

Meeting Four – Merger of Cultures



Meeting Four – Merger of Cultures

- Setting
 - You are a corporate retreat
 - You find out your company is going through a merger
 - You are the lowest ranking person in a room full of high powered opinionated people
- Your Challenge
 - How do you influence the decision process with those who don't have the same priorities?

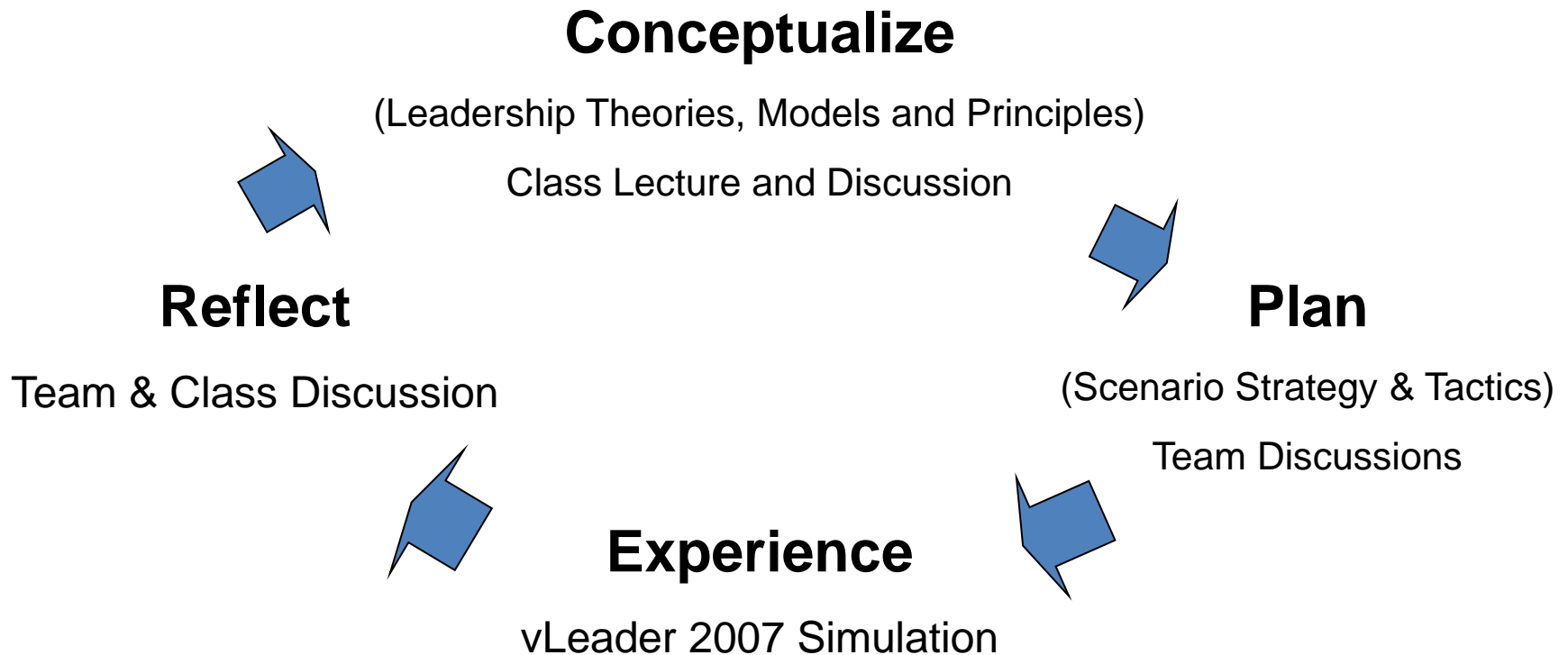
Meeting Five – Crisis Management



Meeting Five – Crisis Management

- Setting
 - You are in the corporate headquarters
 - A fire destroyed a major part of company overseas operations
 - The future direction of the company is at stake
- Your Challenge
 - How do you influence outcomes to ensure the truth is told to the press, and communicate a positive vision by encouraging a decision to rebuild and move the operation to the states?

The Four Experiential Learning Stages



Time Commitment

- Syllabus time span for coverage is 6 weeks
- Student time commitment is 15 hours
 - 2 hours for set-up and learning the program
 - 5 hours of team pre-meeting planning and post-meeting debriefing
 - 1 hour for each of the 5 meetings
 - 8 hours of self-paced practice/review/integration
 - 1 to 1 1/2 hours for each of the meetings

Selected Research

- Improves learning compared to traditional case study methods
- Improves leadership skills:
 - Collaboration and Team Skills
 - Emotional Intelligence (self-perception)
 - Reinforces prior leadership instruction
- Improves academic performance
 - Self-paced learning

Selected Research 2006-2014

Author	Date	Setting	Findings – Simulation versus Case Study
Truax	2006	USMA Leader Course	Use of VL increased ability to correctly apply theories taught in a course compared to traditional case study methods
Dunning	2006	MBA/MPA OB Course	Use of VL to reinforce OB concepts lead to greater occurrences of knowledge retention 6 months after course completion vs. traditional case study methods
Steward, et al.	2014	UG 2 day leader seminar	Use of VL increased quality of decision making and greater shared cognition than group trained by traditional case study

Selected Research 2006-2014

Author	Date	Setting	Findings – Simulation
Sidor	2007	UG Business	Participation in VL significantly increased scores for 3 of the 4 Emotional Intelligence scores (self-emotion appraisal, emotional appraisal, regulation of emotions)
Young	2012	UG Business	Student groups with prior leadership instruction were able to consistently obtain higher VL scores than student groups without prior leadership instruction
Johnson	2012	UG Chinese OB	Integration of VL with traditional classroom learning facilitated Kolb's 4 stages of experiential learning (Experience, Reflection, Conceptualization, Experimentation) had a positive impact on overall academic performance.

What About The Big Picture?

- Does this simulator help for overall leader development “outside” of classroom theory integration?
- Attempt to answer based on:
 - 37 Leadership Competencies
 - 360° Assessment to determine where “development” is needed

The 360° Survey

- Eight On-line MPA Leadership Classes
 - 8-10 students per class – taken as an elective
 - 44 surveys used for this presentation
 - Only in-service with peers and subordinate
 - Evaluation of Traits (9), Skills (7), Behaviors (21)
 - Task-oriented, People-oriented, Organization-oriented
- Questions base on a 5 point scale
 - 1=Strongly Disagree & 5=Strongly Agree
- Highlight the 10 lowest ranked competencies

Ten Lowest Ranked

Organization-Oriented Behaviors	Score	Rank	VP
Building & managing teams	3.89	1	✓
Monitoring & assessing tasks	3.86	2	✓
Managing conflict	3.85	3	✓
Clarifying roles & objectives	3.84	4	✓
Planning and organizational alignment	3.84	5	
Scanning the environment	3.83	6	
Managing personal change	3.81	7	
Performing general management functions	3.79	9	✓
Developing staff	3.68	10	
Managing organizational & cultural change	3.66	11	✓

Leader Style	Score	Rank	VL
Style Range	3.93	1	✓✓
Style Appropriateness	3.80	2	✓✓

Summary

- Effective classroom use in learning behavioral theories
 - Leadership Text – 8 of 12 chapters
 - Organizational Behavior text – 10 of 15 chapters
- Effective in general leadership development
 - Total Competencies – 17 of 37
 - Ten Lowest ranked Competencies – 6
 - Most effective – style range and appropriateness