**Lessons Learned from Incorporating Leadership Simulations in the Classroom**

ABSTRACT

The purpose of this session is to present and discuss the lessons learned from developing and incorporating a leadership simulation in an OB course. The simulation compliments leading OB textbooks and provides students with the chance to directly implement key OB concepts. The facilitators present how the simulation was developed and incorporated in a core undergraduate OB course, as well as reviewing the experience from both the students’ and instructor’s perspectives. The facilitators share how integrating simulation technology with other traditional learning methods improved the learning experience. The facilitators discuss how simulations can enhance current course models.

**Teaching Implications**

The presenters have incorporated four different simulations into courses at the graduate and undergraduate level. They have incorporated these simulations to provide more experiential opportunities. Additionally, the presenters have developed an interactive leadership simulation, and tested it in the classroom. The facilitators will overview the simulation and their experience in introducing it into an undergraduate OB course, review the lessons learned and discuss how others can learn from their successes and mistakes. Simulations are a great way to incorporate an experiential activities that provide students and instructors critical feedback. The scalability of simulations allows instructors to implement the simulation in small and large classrooms. Incorporating gamification provides the students with instant feedback that can make the course more fun. The simulation allows instructors to apply the Experiential Learning Model to large and online classrooms, by allowing students to experiment with the application of key OB concepts to a management situation in a 1:1 interactive relationship. Finally, the simulation framework allows the opportunity for instructors to create their own modules around core topics not yet represented in the simulation package.

**Innovative Pedagogy**

* Hands on application of OB knowledge, skills and abilities
* Technology allows for teaching OB and leadership skills in a large-scale classroom, through both in-class and online formats.
* The simulation provides immediate feedback for students on their performance
* The simulation provides feedback to instructors about individual student performance.
* Results orientation facilitates students’ development and growth
* Technology allows for cost-effective repetitions
* Game format provides a modern learning platform for students
* Simulation comes with approximately 10-12 modules already written, plus opportunities for instructors to create new ones.
* Simulation can be paired with all current OB textbooks, as well as a custom textbook being developed to pair with the simulation.

**Session Outline**

1. Discuss different types of simulations and how they are integrated into the classroom

2. Discuss the difficulties of creating and delivering simulated content

3. Introduce the creation of the simulation and why it was needed

4. Discuss lessons learned from the first year of testing the simulation

5. Discuss opportunities for simulation adoption and creating new modules

6. Demonstrate simulation and allow audience to interact with it

7.Question & answer from audience, encourage contributions from audience

**Application to *Reflective Reinvention: Harnessing our Heritage to Reshape Management Education***

Our journey developing an OB simulation has given us great insight into the future of management education. Students are increasingly adept at using technology. This proficiency provides instructors a way to meet their expectations and improve their experience. Improvements in technology have allowed instructors to provide experiential activities efficiently in classrooms (large and small). This provides instructors with a way to reinforce the lessons taught in class. The cost effectiveness of the simulation allows the instructor to provide more repetitions and practice for students. The simulation helps the instructor meet the learning expectations of the students. The future of developing leaders will be more “on demand” allowing leaders to get steady, constant development instead of large resource intensive leadership development activities.

This proposal is unique to the OBTC and has not been proposed elsewhere.

**Simulation Overview**

The simulation compliments the topics traditionally covered in most OB textbooks and courses, providing the student with the opportunity to address the topics experientially. The simulation is delivered through a web based platform. The first-person simulation allows students to practice the implementation of key OB topics such as performance management, teamwork, ethical decision making, motivation, leadership, conflict management and several other key areas. The simulation creates a safe environment that allows a student to gain invaluable experience. The simulation replicates person-to-person interactions allowing the student to make decisions and apply what they have learned in their course. Using gamification increases the ‘fun factor’ for the course and makes the learning experience more enjoyable for the student.

**Course Integration and Implementation**

The simulation was designed in modules which complement topics in traditional OB textbooks. The simulation is first-person, allowing each student to complete the module at their own pace. The game-play is designed to take 1-2 hours per module in order to align with a three credit hour course. The instructor interface allows the instructor to monitor each student’s progress and identify areas of concern. The simulation modules parallel the chapters of leading OB texts, to provide the instructor with a means to reinforce the lessons learned through the experiential learning model. Moreover, the simulation is designed to provide the student the opportunity with multiple repetitions, thus strengthening the learning dynamic. The instructor has the ability to pick and choose which modules to include, as well as customize the order in which they are completed.

**Impact to Students**

The facilitators will provide feedback from students to provide insight on their experience. The students were consistently consulted to provide feedback on what they liked and didn’t like about incorporating simulations into a course.