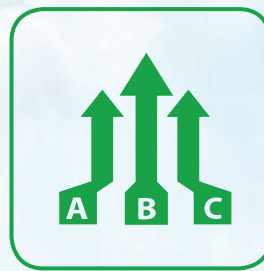
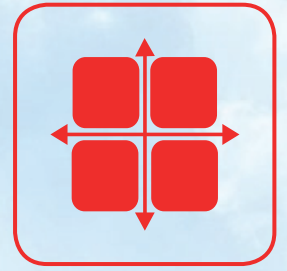
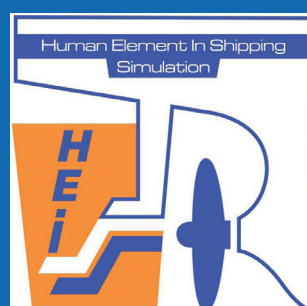




HOW DO YOU TURN 'UNDERSTANDING THE HUMAN ELEMENT' INTO HANDS-ON ACTIONS?



TURNING LEARNING INTO ACTIONS WITH TOPSIM – HEISS



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Using action-oriented elements in corporate learning is a highly promising approach. It holds the potential to motivate employees towards a longer lasting and more intense focus on learning content at hand. Management Simulations harness this high impact potential particularly well.

1

THE POTENTIAL OF ACTION-ORIENTED LEARNING

“Due to the positive behavioral impact, action-orientation already has an enormous influence on corporate training.”

Action-oriented learning can be seen as the application and combination of hands-on elements in the learning environment. In particular, the learners' increase in motivation is one of the main objectives of action-orientation. By facilitating behavioral changes, action-oriented learning fosters more sustainable and more effective learning outcomes in the targeted areas of behavioral change.

Companies are using action-oriented elements especially in the area of on-the-job training in order to achieve more impactful learning ex-

periences for employees as well as to increase their level of satisfaction, commitment and productivity – during the learning process and beyond. The success of action-oriented learning is based on the natural interest humans have in solving challenging tasks, and to do that in a competitive environment. Hereby, a user-friendly and consistent implementation of key action-oriented elements is one of the most important factors of success. Due to its positive behavioral impacts, action-oriented learning has an enormous potential to enrich corporate trainings.

2 | MANAGEMENT SIMULATIONS AS AN ENABLER FOR ACTION-ORIENTED LEARNING

Aiming to enrich their training concepts, the use of task-oriented bridge or engine simulators is already a common approach in the maritime industry. Management simulations like the 'Human Element In Shipping Simulation' use similar principles for its pedagogical value. A real-life, complex on board scenario with virtual crew provides a risk-free learning environment for challenging leadership tasks to be solved. Management simulations make sure that interdependencies are becoming transparent during the learning process. Predefined

rules determine which decisions a participant can make and how those will affect the virtual crew based on their current situation. The level of difficulty can be adjusted according to the individual needs of the participants. The real power of this training concept is that behaviors are directly tackled, and knowledge is applied immediately in a memorable and emotion-triggering situation.

3 | KEY ELEMENTS OF ACTION-ORIENTED LEARNING AND THEIR IMPLEMENTATION IN MANAGEMENT SIMULATIONS

The powerful effects of action-oriented learning can be summed up to five different element categories. All of these independently promote a thrill for the learning individual which results in the voluntary desire to improve the own performance. Therefore, the participants will repeat the action-oriented learning process over and over again.



“Each element by itself enriches the learning process and fascinates the participant” –
it creates attention and motivation to continue learning.

Action-oriented elements contain an immense potential of improving the learning process. Indeed, the listed elements are all having a positive effect on the motivation, endurance and passion of participants and thus on the sustainability of learning. Besides the focus of the aimed learning goals, elements of action-orientation are fostering enthusiasm, communication and collaboration within the learning process. By that, a great variety of training needs can be satisfied. Furthermore, not only the traditional theoretical learning objectives are promoted,

but also hands-on activities and best-practice sharing processes will be successfully supported and achieved.

The experience of TOPSIM, as a supplier with 30 years experience in management simulations development and trainings, with over one million participants, shows that action-oriented elements combine well in management simulations to guarantee a successful and longer lasting learning.

How do simulations tackle the elements and sub-elements of action orientation?

THRILLING CHALLENGE



NARRATIVE STORY

A frame story is given but participants continue developing it.

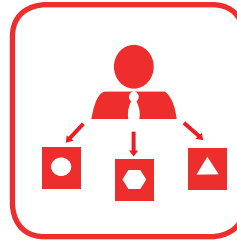
VARIOUS CHALLENGES

Through increasing complexity new problems have to be solved each decision phase, which is triggering motivation.



CURIOSITY TRIGGER

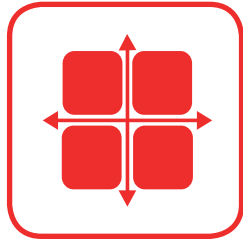
By receiving just enough information to understand the circumstances, participants have to discover the key clues themselves.

**INSPIRING
SUB-TASKS****COMPLEXITY OF TASKS**

Learners experience on board leadership challenges, and therefore need to take personality, group dynamics, informal networks and culture into account.

DIVISIBILITY OF REQUIREMENTS

Within groups, different roles with various responsibilities can be assigned.

**PROACTIVE RISK MANAGEMENT**

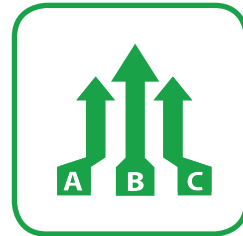
While acting in the simulation, the impact of behavior on operational costs. in terms of pro-active risk management can be pointed out using multiple scenarios of the simulation.

**PRECISE DECISION
PATHWAYS****PURPOSE**

By explaining the cause-and-effect relationships, learners understand the scope of their decisions.

BRANCHING CHOICES

Despite precise decision pathways, participants have to develop their own strategy.

**LIMITED RESSOURCES**

By setting time limits, participants learn to manage their tasks with resource efficiency and reach decisions under pressure.

**CONTINUOUS SUCCESS
TRACKING****DIFFERENT FEEDBACK CRITERIA**

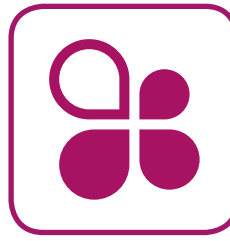
Through multidimensional target systems learners are made aware of different viewing perspectives of management success.

MULTIPLE FEEDBACKS

Due to multiple feedback rounds, participants understand the results of their actions and learning effects are guaranteed.

**COMPETITION**

Quantitative and qualitative feedback on performance show participants their current status compared to other participants, motivating them to improve their results.

**COLLABORATION
SYNERGIES****DIVERSIFICATION**

Through the cooperation of interdisciplinary teams exploratory solutions are promoted and risky decisions reduced.

TEAM DYNAMICS

Due to small groups, effective team dynamics can be created, thereby really experience the "Human Element" themselves.

**SHARING KNOWLEDGE**

While acting in the simulation, participants get the chance to contribute positively to the team performance by bringing in their personal strengths.

ABOUT THE AUTHORS

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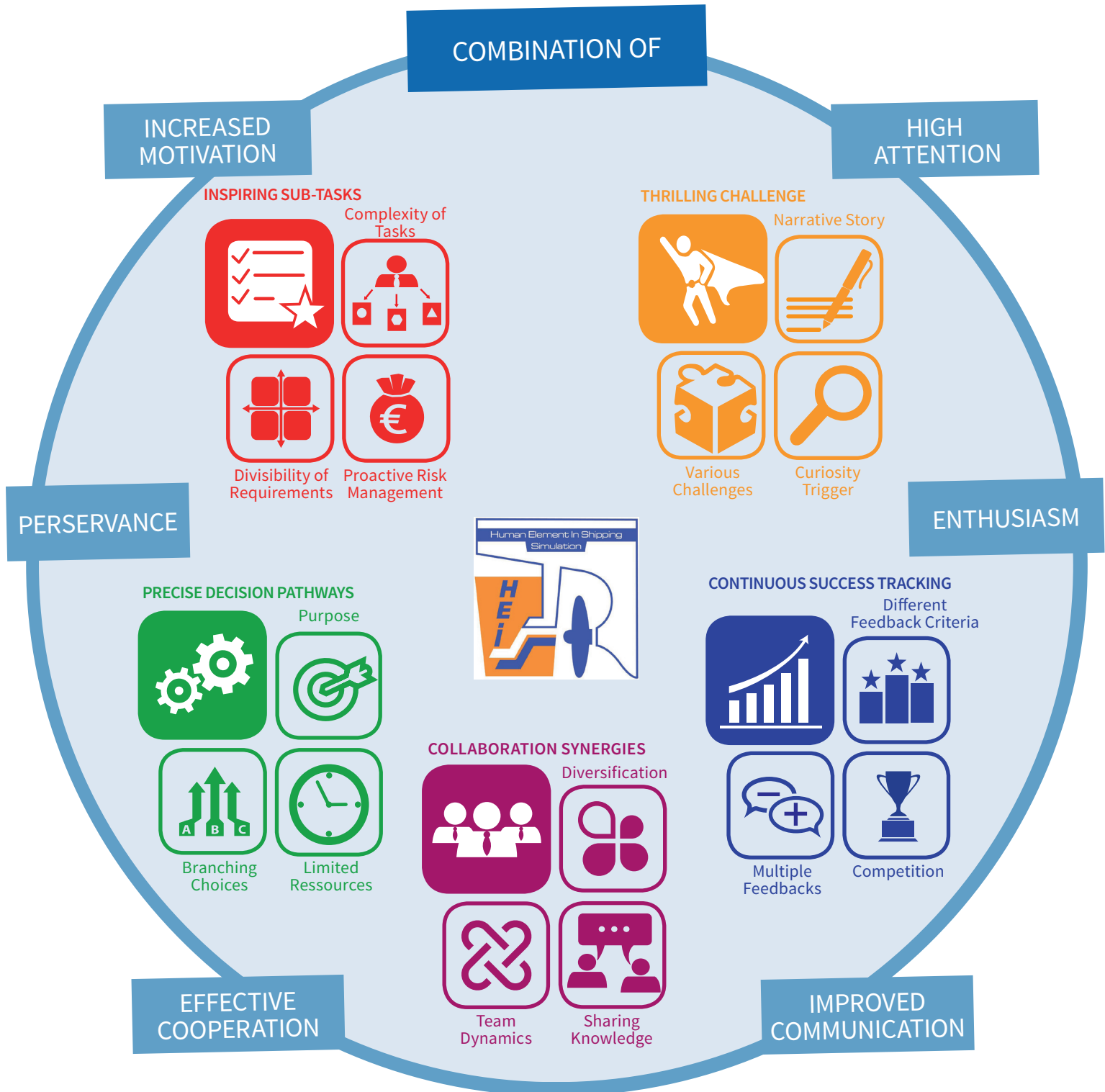


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TOPSIM – HEISS: APPROVED PLATTFORM FOR ACTION-ORIENTED LEARNING TRANSFER





WOULD YOU LIKE TO LEARN MORE ABOUT THIS TOPIC AND THE RESEARCH BEHIND?

Please feel free to contact us regarding all questions on **turning learning into actions**



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