

(FINAL DRAFT)

**Integrating Leadership Theory and Practice Through Computer-
based Simulation:**

A Guide to Integrating vLeader 2007

with

The Leadership Experience (4th Ed)

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Preface

This guide is designed to support instructors that use *The Leadership Experience, 4th Edition* and desire to augment the course with the computer-based simulation vLeader 2007 from SimuLearn, Inc. Currently most instructors use the vLeader simulation as “an add on” to their course and run it as a parallel activity. When used in this manner only several of the leadership theories are identified and reinforced. This guide provides a sequential interface between the material covered in the text and the five progressive vLeader 2007 scenarios. By following this guide, theory and practice can be integrated.

This guide utilizes the four stages of experiential learning (Conceptualize, Plan, Experience, and Reflect) as the framework for course design. The course material is organized into five learning cycles to be compatible with the five vLeader 2007 scenarios. The sample course syllabi contain the detailed class activities to support this approach to learning. PowerPoint presentations are available for the introduction to this guide and for the class activities supporting each learning cycle. Instructors should consider providing a copy of this guide to their students to facilitate the team planning and reflection sessions.

The majority of the slides and handouts used in this guide were provided by SimuLearn. Instructors can obtain a demonstration copy of vLeader 2007 for evaluation. Instructors are also encouraged to participate in a “Webinar” training session provided by SimuLearn. Visit their web site www.simulearn.net or contact one of the consultants at consultants@simulearn.net to set up your training.

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Part One: Using Simulations to Reinforce Leadership Theory

Introduction to the vLeader 2007 Simulation

The use of simulations provides the opportunity to fully employ the concept of experiential learning. Students are provided the opportunity to observe theory in practice and to develop new skills and attitudes in a risk free environment. The purpose of this guide is to provide a link between the theories and concepts discussed in *The Leadership Experience*, 4th edition by Richard L. Daft and the “vLeader 2007” simulation by SimuLearn Inc.

The vLeader 2007 simulation is built on an artificial intelligence platform that utilizes three fundamental frameworks (1) A Communication Framework, (2) The Leadership Framework, and (3) The Business Framework.

The Communications Framework: a pragmatic approach to communications which utilizes the fact that in everything we say and do we either support, oppose or is neutral toward either people or ideas (or both).

The Leadership Framework: a pragmatic way of considering the core principles of leadership – power, tension, ideas in order to productively mobilize people to do the right work.

The Business Framework: a pragmatic approach to assessing which ideas are worth working on and which are not. In vLeader 2007 an idea has values that contribute to the three fundamental stakeholders of the business – the employees, the customers and the shareholders (financial performance). You are challenged with assessing the right balance of ideas and getting them agreed upon.

The design of this simulation is based on current leadership and organizational behavior principles and theory. Information on this aspect can be found in *Simulations and the Future of Learning: An Innovative (and Perhaps Revolutionary) Approach to e-Learning*, (2004) by Clark Aldrich (Wiley & Sons, Inc). Clark Aldrich was the lead designer for the vLeader 2007 simulation. The book outlines the design principles and critical decisions around the interface, the animation system, the artificial intelligence, and various sets and figures.

In vLeader 2007 the students are placed in a situation where they have just joined a competitor. In the first hours on the job they realize that what they have been told is misleading. In the months that follow, the entire company is transformed in many ways. The student finds the need to challenge those above without getting fired and those below without being deserted. The student role plays in a series of key meetings. In each meeting there are many factors that determine their relationship with other characters and the ability to complete the right work. The greatest influence on the outcome of each scenario is the student’s ability to apply leadership principles in a way that achieves the mission while focusing on service to the customer and maintaining morale.

The vLeader 2007 simulation is presented in three parts. The first provides an introduction to the simulation, taking the student through a series of guided practices in

using the navigation tools and the controls to interact with the characters and concepts. The second part consists of practice sessions to learn the leadership principles using each of the five scenarios. The third part presents a series of meetings with several characters on different topics. These meetings test the student's ability to get the right work done, using the appropriate leadership concepts. A scoreboard is presented at the end of each scenario that measures how well the student performed using the principles of power, tension and ideas to get the right mix of ideas and in achieving the business objectives of financial performance, customer satisfaction and employee morale.

The Leadership Scenarios:

The simulation takes the students through the following meetings:

Meeting One – Your Office – Setting Expectations:

You are on the first day of your new job as manager of the call center. As you look around your small and stark basement office, you begin to realize you should have asked more questions about the job before accepting it. Your first meeting is with one of your subordinates. How do you make a good first impression to establish yourself as being friendly and as professional? Or, is it more important to get things moving and assert yourself?

Meeting Two – The Break Room – Team Building

As you have your first staff meeting you begin to realize one of the reasons for the depth of the morale problems in the call center. Very little effort has been made to disguise the fact that the break room is a cinderblock room in the bowels of the company. The drink machine is always broken, the coffee machine is erratic, and the cracks in the walls seem to grow day by day. As the new manager, you have all of the necessary formal authority, but no one knows, likes, or respects you yet. Furthermore, all of your new employees say the mission that management has given you is impossible. You are faced with seemingly contradictory information from senior management and your direct reports. How do you get every thing moving forward and for key direct reports to buy into critical ideas?

Meeting Three – The Conference Room – Challenging the Status Quo

It is time to discuss some of the company plans that will impact your call center. You meet with your immediate supervisor, the vice president and other key staff members. You also have a surprise participant in the room. Who is he and why is he there? You find out that your boss has some ideas that will perpetuate the current call center problems. How do you tell your boss that his or her priorities are wrong in front of two of your key staff members without losing your job or hurting your career, especially when it seems that others are trying to get on his good side?

Meeting Four – A Retreat – Merger of Cultures

You find out that your company is going through a merger. To facilitate the process your company rented out a local corporate retreat. Hopefully this will encourage fresh thinking and a positive perspective. You are the "lowest ranking person" in a room full of high-powered, opinionated people, who are very likely to make several critical errors in judgment. How do you positively influence the decision process with factions above you that clearly don't see eye to eye?

Meeting Five – The Board Room – Crisis Management

You are in a crisis meeting with the key officers of the company. Everything seems to be falling apart and there does not appear to be many satisfactory answers. How can you help the group think beyond themselves and help the company turn a disaster into an opportunity?

Key Simulation Leadership Principles

As the student goes through the series of meetings, they find that many factors influence their relationship with the other characters and their ability to complete the necessary work. However the greatest influences are the principles of “Three-to-One Leadership:” Power, Tension and Ideas to facilitate Focusing on the Right Work. The model below illustrates the principles.

Three-to-One Leadership Principles

Power	Formal Authority	Work	Complete the Right Work	
	Group’s Opinion			
	Personal Influence			
Ideas	Successfully Introduce Ideas			Prevent The Wrong Work
	Uncover Hidden Ideas			
Tension	Relax			
	Moderate			
	Excite			

Power

Power can be defined as the ability to influence other people to bring about desired outcomes, and in this model the ability to get a group of people to productively complete the right work. When those with power speak, others listen. When they support an idea, others support that idea. Power can be formal or informal. Formal power usually is understood by a job title, while informal power can be demonstrated by recognized expertise or alliances. *(This is consistent with leader power discussed in Chapter 12 of the Text)* Those who exercise power well do the following:

- Partner with authority
- Partner with competence
- Introduce ideas
- Challenge opponents
- Confer credibility to another person

Ideas

To foster creativity and innovation, leaders need to encourage active participation from all group members. New ideas can result in the improved efficiency and effectiveness

of the organization. *(This is consistent with leading for innovation discussed in Chapter 16 of the Text)* In the setting of a meeting, some general strategies for generating more ideas are:

- Significantly decreasing tension (some people are more creative when relaxed)
- Significantly increase tension (some people are more creative when tense)
- Listen to the discordant voice
- Listen to the quiet voice
- Uncover underlying issues

Tension

Closely related to the idea generating discussion above, tension, like stress needs to be moderated. The way a leader can moderate tension depends on the current level of tension, whether you want to surface new ideas or you want the group to work productively. One way to consider approaches to moderate tension is through the leadership styles of directing (authoritative, telling, autocratic), participating (selling, democratic, collaborative) and delegating (hands off, laissez-faire). *(This is consistent with the leadership continuum discussed in Chapter 2 of the text)* In a meeting, changing your style can change tension levels. Some tactics for changing tension include:

- Bring up a provocative idea
- Break up a faction by bringing up a diverse issue
- Be more extreme in all positions
- Disagree with the group
- Challenge someone
- Remain silent

Some tactics for reducing tension include:

- Bring up a calming idea
- Be less extreme in all positions
- Complete an easy task
- Agree with an idea that most of the group favors
- Support a person

Focus on the right work and preventing the wrong work

When the leader sees the group is on a positive course of action, they will use their influence to implement decisions, facilitate change, and pursue organizational goals. *(This is consistent with the discussion on tactics for asserting leader influence in Chapter 12 of the text)* In the setting of a meeting they will focus on completing the right work by:

- Supporting it directly
- Bringing in other people that support it
- Moderate the tension in the room to a productive level
- Avoid completing too many other items that can lead to a false sense of accomplishment
- Oppose competing ideas

To prevent the wrong work from being accomplished, leaders can:

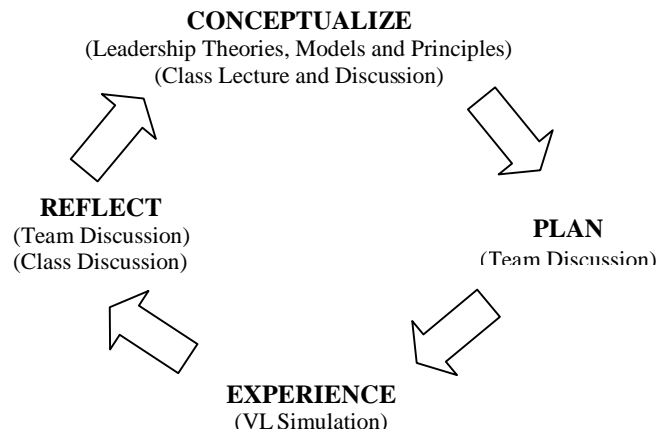
- Oppose it
- Refocus conversation on other ideas
- Support people who support the right work

In vLeader 2007, meetings are the forum for exercising the principles of Three-to-One Leadership. The premise is that leaders must practice the art of leadership more intensely in a meeting than other venues. vLeader 2007 meetings should be thought of as a series of interactions which could occur anywhere in the organization using all forms of communication (email, actions, telephone conference calls, even chance meetings in the corridor). The leader's goal is to achieve productive work from others through communication, by gaining or sharing power, adjusting tension of others to a productive level, and controlling the flow of ideas.

The information discussed in this introduction is intended to set a framework for using the simulation to (1) improve the leadership skills of your students, and (2) to reinforce the leadership theories and principles discussed in the text. The simulation comes with a library that includes a student workbook, start-up instructions, background articles and scoring sheets as well as comprehensive technical and Web support. Because of the support provided, the actual operation of the simulation will not be discussed in this instructor guide. A set of facilitator slides pertaining to the operation of the simulation is provided as an attachment to this guide. The primary focus of this guide will be on how to integrate the simulation into a leadership course using *The Leadership Experience*, 4th edition, by Richard L. Daft.

Strategy for integrating vLeader 2007

vLeader 2007 is used by over 100 different academic institutions in conjunction with a wide variety of courses and learning settings. This guide uses a concept of experiential learning that can be adapted for an in-class, on-line or hybrid delivery method. The experiential learning sequence uses four stages as illustrated below:



For each stage, there are five cycles that relate to the five scenarios in the vLeader 2007 Simulation. PowerPoint slides are available to guide students through each cycle. Each stage and cycle is explained below:

Stage One (Conceptualize: Theories, Models and Concepts)

Cycle 1: The sample course outlines have a weekly block of instruction for “*Theoretical Concepts – vLeader 2007 and the Text.*” In this block the Chapters and relevant theories and concepts are identified that relate to a particular vLeader 2007 Scenario. To facilitate this instruction the next section in this guide, “Integrating the Concepts and Theories,” provides a summary of how the text concepts relate to the vLeader 2007 scenarios. In the first cycle, the students review concepts from Chapters 1 & 2.

Cycles 2 – 5: A similar block of instruction is included in the weeks where there is a theoretical relationship between the text and the vLeader 2007 scenario.

Stage Two (Plan: Team Discussion)

Cycle 1: The sample course outlines have a weekly block of instruction` set aside for “*Simulation Exercise Planning – Team Activity.*” If possible the class should be divided into teams to plan on the experiential learning exercise. A Strategy and Tactics handout is available for each planning session. Each week the team will review a strategy for each scenario showing the most effective, ethical method to get the best possible business results. Tips and strategies for each session are also available. Team discussion of this material and the text concepts to be observed are designed to facilitate individual student scenario play and learning outcomes. In the first cycle the strategies and tactics for Scenario One and the text concepts from Chapter 1 and 2 that will be “in play” are reviewed and discussed. The team is also used as a support group to assist members that are encountering difficulties.

Cycles 2 - 5: A similar block of instruction is included in the weeks prior to a vLeader 2007 scenario play. Information for these sessions is available in the vLeader 2007 Workbook and from the resources that are part of this guide.

Stage Three (Experience: vLeader 2007 Simulation)

Cycle 1: As part of the homework assignment, the sample course outlines have a block of instruction called “*Simulation Exercise – Experience – Individual Activity.*” During this block the student plays one of the vLeader 2007 scenarios. Normally the student runs the simulation several times. First they conduct without experimenting with a particular leadership style. Then they experiment with a directive, participative and delegating style. Finally they play for best score. After completing the scenario play, the student completes a Key Learning Points questionnaire. During the first cycle, the student plays Scenario One.

Cycles 2 – 5: A similar block of instruction is included for each of the remaining four scenarios.

Stage Four (Reflect: Team Discussion)

Cycle 1: In the first class period following scenario play, the sample course outlines have a block of instruction called “*Simulation Reflection – Team Activity.*” During this session the teams review and discuss individual scores and compute a team average. They also discuss questions relating to the scenario play, possible work applications and text application. As an option to reinforce learning, a recorded session on the recently completed scenario can be played using the SimuLearn Web page.

Cycles 2 – 5: A similar block of instruction is included following each scenario play.

Integrated Learning Objectives

The following table illustrates the relative learning objectives from the leadership text and the desired vLeader 2007 skills related to each Cycle and Scenario

Cycle 1 (Scenario One)		
	Understand the full meaning of leadership and see the leadership potential in yourself and others	Chapter 1
	Recognize the traditional functions of management and the fundamental differences between leadership and management	Chapter 1
	Recognize autocratic versus democratic leadership behavior and the impact of each	Chapter 2
	Understand how the theory of individualized leadership has broadened the understanding of relationships between leaders and followers	Chapter 2
	Recognize how to build partnerships for greater effectiveness	Chapter 2
	Recognize how to assimilation new leaders	Experience
	Learn how to improving direct-report relationships	Experience
	Recognize how active listening increases employee satisfaction/performance	Experience
	Recognize how to foster creativity to increase productivity and business results	Experience

Cycle 2 (Scenario Two)		
	Understand how the theory of individualized leadership has broadened the understanding of relationships between leaders and followers (reinforced)	Chapter 2
	Understand how leadership is often contingent on people and situations	Chapter 3
	Apply Hersey and Blanchard's situational theory of leader style to the level of follower readiness	Chapter 3
	Explain the path-goal theory of leadership	Chapter 3
	Use the Vroom-Jago model to identify the correct amount of follower participation in specific decision situations.	Chapter 3
	Apply the concepts that distinguish transformational from transactional leadership	Chapter 4
	Recognize how to find common ground with others	Experience
	Recognize how to resolve conflict between two employees with different agendas	Experience
	Recognize the need to form an alliance with individuals to focus on the right work	Experience

Cycle 3 (Scenario Three)		
	Apply the concepts that distinguish transformational from transactional leadership (reinforced)	Chapter 4
	Apply the principles of stewardship and servant leadership	Chapter 6
	Recognize your followership style and take steps to become a more effective follower	Chapter 7
	Apply the principles of effective followership including responsibility, service, challenging authority, participating in change, and knowing when to leave.	Chapter 7
	Apply the principles of managing up the organization	Experience
	Understand how to empower others by asserting controversial but best ideas	Experience
	Understand the technique of forming a team (an alliance) to increase productivity	Experience
	Apply influence and persuasion to focus on the right priorities	Experience

Cycle 4 (Scenario Four)		
	Apply the principles of effective followership including responsibility, service, challenging authority, participating in change, and knowing when to leave. (Reinforced)	Chapter 7
	Use key elements of effective listening and understand why listening is important to leader communication	Chapter 9
	Use communication to influence and persuade others	Chapter 9
	Effectively communicate during times of stress or crisis	Chapter 9
	Handle conflicts that inevitably arise among members of a team.	Chapter 10
	Adapt to and assess new priorities	Experience
	Assimilate new leadership	Experience
	Use conflict management techniques	Experience
	Influence and persuade the group to focus on the right priorities	Experience
	Manage tension to productive levels	Experience

Cycle 5 (Scenario Five)		
	Use communication to influence and persuade others (Reinforced)	Chapter 9
	Effectively communicate during times of stress or crisis (Reinforced)	Chapter 9
	Use power and politics to help accomplish important organizational goals	Chapter 12
	Identify types and sources of power in organizations and how to increase power through political activity	Chapter 12
	Influence and persuade the group to focus on the right priorities	Experience
	Manage tension to productive levels	Experience
	Use conflict resolution strategies	Experience

Part Two - Integrating Concepts and Theories

This section of the guide identifies and summaries a theory or concept from the text and ties it to the vLeader 2007 Simulation (vL). This discussion is intended to be used during the weekly classroom instruction block "Theoretical Concepts – vL and Chapters ..."

Chapter 1 – What Does It Mean to be a Leader

Learning Objectives:

- Understand the full meaning of leadership and see the leadership potential in yourself and others
- Recognize the traditional functions of management and the fundamental differences between leadership and management

• The Nature of Leadership

- **Text** - What Leadership Involves (Exhibit 1.1)
 - *Leadership is an influence relationship among leaders and followers who intend real changes and outcomes that reflect their shared purposes.*
- **vLeader 2007** – The assessment in the text examines the elements of leadership that are the easiest and hardest for the student (Leader's Self-Insight 1.2.) In conjunction with this assessment complete the "vLeader 2007 Planner." This worksheet asks the student to identify the most important areas of leadership/management that impact their job performance and career advancement. (vL Resources).
 - After completing the two leadership self-assessments, identify at least two challenging or frustrating things in your work-life. As you progress through the Cycles/Scenarios, reflect on how you might be able to deal with these things more effectively.
- **Text** - Comparing Management and Leadership (Exhibit 1.3)
 - This exhibit looks at five dimensions (direction, alignment, relationships, personal qualities and outcomes)
- **vLeader 2007** – Look at the role of Corey (role student plays) during the various scenarios. Is Corey a manager, a leader or both based on the five dimensions listed in the text?

Chapter 2 - The Leadership Continuum

Learning Objectives:

- Recognize autocratic versus democratic leadership behavior and the impact of each
- Understand how the theory of individualized leadership has broadened the understanding of relationships between leaders and followers
- Recognize how to build partnerships for greater effectiveness

- **Text** - Autocratic versus Democratic Leadership
 - Leadership Continuum (Exhibit 2.2). The discussion relating to the continuum suggests that the extent that a person should be autocratic (boss centered) or democratic (subordinate centered) depends on the circumstances, and that leaders need to adjust their behavior accordingly. The exhibit describes seven situations in the continuum. These can relate to the vL scenarios.

- **vLeader 2007** – During any one of the five scenarios, note those instances where an autocratic style was necessary because of time pressures. Look for times when it was necessary for Corey to sell an idea, present an idea, present a tentative idea, get suggestions on an idea, define limits but still allow the group to decide or just encourage the group to decide. These situations cover the continuum from autocratic to democratic leadership.

- **Text** - Individual Leadership
 - Stages of Development of Individualized Leadership (Exhibit 2.5). Individualized Leadership looks at the specific relationships between the leader and each member of the group. The leader develops a unique relationship with each individual and this determines how the leader behaves and the subordinate responds. Exhibit 2.5 identifies the five stages.

- **vLeader 2007** – The descriptions of each of the stages can be identified in the different scenarios. Look at the changing relationship between Corey and the other characters based upon how the interactions take place. The following stages of development provide insight into the relationship. Specifically: :
 - Vertical Dyad Linkage in Scenarios One and Two
 - Leader-Member Exchange in Scenarios Two and Three
 - Partnership Building in Scenario Four
 - Systems and Networks in Scenario Five

Chapter 3 – Contingency Approaches

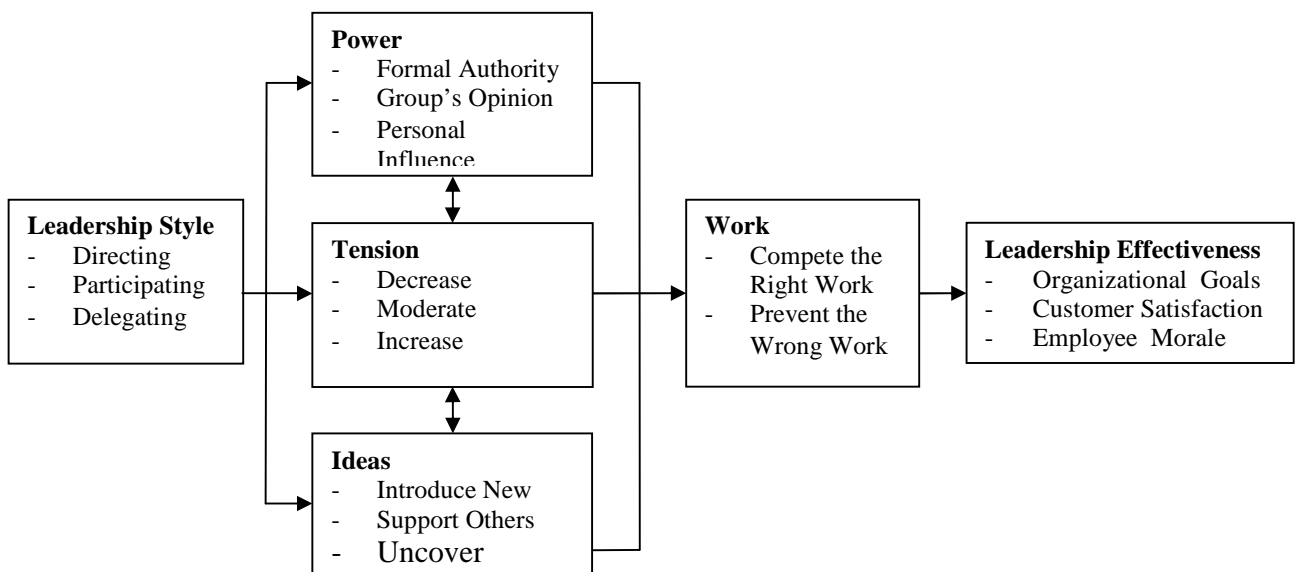
Learning Objectives:

- Understand how leadership is often contingent on people and situations
- Apply Hersey and Blanchard's situational theory of leader style to the level of follower readiness
- Explain the path-goal theory of leadership
- Use the Vroom-Jago model to identify the correct amount of follower participation in specific decision situations.

- **Text** - Focus on the leader behaviors in each of the three models (Hersey-Blanchard, Path-Goal, and Vroom-Jago) described in the text:
 - Identify the similarity between the models.
 - Identify the primary difference.
 - Hersey and Blanchard's Situational Theory (Exhibit 3.4)
 - Path-Goal Theory

- Leader Roles (Exhibit 3.5)
 - Path-Goal Situations and Preferred Leader Behaviors (Exhibit 3.6).
 - Vroom-Jago Contingency Model (Exhibit 3.7)
- **vLeader 2007** - Select a scenario and test the three models as a strategy guide.
 - Based on Exhibits 3.5 and 3.6, can the Three-to-One Model shown below be accommodated by the Path-Goal Theory?

Three-to One Model (modified)



Chapter 4 - The Leader as an Individual

Learning Objective:

Apply the concepts that distinguish transformational from transactional leadership

- **Text** - Transactional Leaders clarify how a subordinate's needs can be satisfied in exchange for meeting organizational goals or objectives. To understand the nature of transactional leadership the text points out the following:
 - A focus on the present and keeping the organization running efficiently,
 - A focus on the interpersonal aspects of job performance,
 - Clarifying the expectations to build follower confidence
 - Satisfying individual needs to improve productivity and morale
 - Normally prefer stability over change.

- **vLeader 2007** – When developing the tactics for the first three scenarios consider the transactional leadership concepts, in particular, supporting the needs of your followers in exchange for a positive impact on business results.
 - Scenario One – If you allow Oli’s to bring up and then support his ideas of a team coffee break and looking for an apartment does it have a positive impact on the business objectives of computer set up and business cards?
 - Scenario Two – If you support Rosa’s ideas of fixing the environment and fixing morale, does it have a positive impact on your objectives of using automation and raising retention?
 - Scenario Three – What is the overall impact of supporting Rosa and Oli on the sales call idea?

Chapter 6 - Courage and Moral Leadership

Learning Objective:

- Apply the principles of stewardship and servant leadership
 - **Text** - The Continuum of Leader-follower Relationships (Exhibit 6.5), illustrates the four stages of control, participation, empowerment and service. Stage 1 shows the authoritarian manager and the obedient subordinate. Stage 2 depicts the participative manager and the team players. Stage 3 illustrates the leader as empowering and the self-responsible contributor. Stage 4 is classified as “Stewardship.” In this stage the focus is on those doing the work and providing the service to the customer. Stage 4 shifts the control to the followers with the leader as servant. The text identifies four principles as a framework for this stage:
 1. Power and control shift from the formal leaders to the core workers.
 2. Decision-making and the authority to act reside at the point where the work gets done.
 3. Reward systems are based on the individual’s contribution to the success of the organization.
 4. Self-managed teams build the success of the organization.
 - **vLeader 2007** – Scenarios Three, Four and Five provide an opportunity to analyze the continuum of leader-follower relationships for the virtual company Nortic. In the first two scenarios, the student (as Corey) operates in Stage 1 – Control. In Scenario Three the student (as Corey) moves to Stage 2 – Participation. In Scenarios Four and Five the student has the opportunity to act as a team player and as a self-responsible contributor. Some examples from the Scenarios:
 - In Scenario Three Cory is the participative manager. The primary challenge is uncovering hidden ideas from the group relating to the call center, disagree without alienating the boss, and identifying the critical work.
 - In Scenario Four Corey acts as a participative manager and team player. Corey must build factions and support to achieve team objectives of having more client contact, consolidating IT, keeping HR policies, keeping vendors, and combining sales.

- In Scenario Five Corey is a self-responsible contributor. Corey must generate new ideas with the objective of finding a low cost provider, the best products or best service, and to rebuild the facility of move to the states.
- As part of the reflection process students can complete the “Leader’s Self-Insight 6.1.”

Chapter 7 - Followership

Learning Objectives:

- Recognize your followership style and take steps to become a more effective follower
- Apply the principles of effective followership including responsibility, service, challenging authority, participating in change, and knowing when to leave.
- **Text** - Exhibit 7.3 Ways to Influence Your Leader - provides strategies to develop an effective relationship with the leader. Some of the strategies for managing up include working to improve their leader’s effectiveness by being a resource for the leader, helping the leader to improve their skills, abilities and value to the organization, building a relationship of trust, and viewing the leader realistically.
- **vLeader 2007** – Scenarios Three through Five provide the student the opportunity to build “managing up” skills. These three scenarios provide the following opportunities to manage up:
 - Scenario Three:
 - Help generate new ideas
 - Build factions and partner with authority
 - Challenge your manager’s favorite idea without alienating him/her
 - Help pass the right mix of ideas that best meet organizational objectives.
 - Scenario Four:
 - Build factions and partner with authority
 - Help pass the right mix of ideas that best meet organizational objectives
 - Scenario Five
 - Help generate new ideas
 - Help pass the right mix of ideas that best meet organizational objectives.
 - The simulation scoring as well as the worksheet, “Summary of Key Learning Points,” for each scenario provides an assessment of these skills.

Chapter 9 - Leadership Communication

Learning Objectives:

- Use key elements of effective listening and understand why listening is important to leader communication
- Use communication to influence and persuade others
- Effectively communicate during times of stress or crisis

- **Text** - Leaders communicate effectively by listening. Exhibit 9.4 gives 10 keys to effective listening and provides examples of bad and good listening. Good leaders ask a lot of questions and get people to participate, say what is on their minds and provide feedback. Effective listening is shown as a critical element in the model of “The Leader as Communications Champion,” Exhibit 9.2.
- **vLeader 2007** – During all of the scenarios the elements of effective communication are in play. As an example, to maximize your score and leadership ability, it is important to make sure you get as many ideas on the table as possible. You need to listen to the “quite voice” by engaging that character. You need to cultivate ideas by involving other characters. Only by being involved in the passing of an idea will the characters gain the personal influence needed to bring out their own ideas.
 - Leaders and followers use informal communication such as non-verbal actions. According to the text non-verbal communications account for over half of the communication in a personal encounter.
- **vLeader 2007** – During all of the scenarios the play allows for active opinions (verbal communication) or passive opinions (non-verbal communication). In addition to the idea bars, there is an opinion bar below each character. The opinion bar represents a range of all opinions: strongly oppose is on the red side and strongly support is on the green side. By left clicking on the mouse the player uses verbal communications to oppose, be neutral or support the character. By right clicking on the mouse, the player uses non-verbal communication to oppose, be neutral or support the character. For example, if you a right click on the positive side of an opinion or idea bar your character might smile or nod, alternatively if you right click on the negative side of the bar, the character might frown or shake their head. Recognizing the non-verbal communication in each scenario is key to effectively interacting with the characters to achieve the desired business results. Even when a character is not saying anything, their body language communicates how they feel about an idea or another character. The following non-verbal communication is built into the simulation:

Examples of tension based gestures

Tense	Neutral	Relaxed
Click pen quickly	Jot down notes	Yawn
Strum fingers on table	Pick up a cup	Examine pen
Look around jerkily	Rest chin in one hand	Slump in seat

Examples of approval based gestures

Disapproval	Neutral	Approve
Repeat head shaking side to side	Shrug	Smile broadly while looking around the room
Bang fist on table	Refill coffee	Thumbs up
Push chair away from table hard and fast	Scratch nose	Clasp hands together while looking around room

- **Text** - Communicating in a Crisis. The text discusses four skills for communicating in a crisis. (1) Stay calm (2) Be visible, (3) Tell the truth, and (4) Communicate a vision for the future.
- **vLeader 2007** – Scenario Five (Crisis and Opportunity) involves a true crisis situation. Because of a fire the future of the company is at stake. Some of the challenges relate directly to the four skills identified above. The student must listen to the fears and concerns of others in the room and exercise a calming effect, take an active, visible role to influence outcomes, ensure the truth is conveyed to the press, and communicate a positive vision by encouraging a decision to rebuild or move the facility to the states.

Chapter 10 - Leading Teams

Learning Objectives:

- Handle conflicts that inevitably arise among members of a team.
 - **Text** - Handling Team Conflict. Individuals develop specific styles for handling conflict. Exhibit 10.7, A Model of Styles to Handle Conflict identifies five styles for handling conflict, measured along two dimensions, assertiveness and cooperativeness. Assertiveness refers to the desire to satisfy one's own desires and cooperativeness refers to the attempt to satisfy the other party's concerns. The five styles are the competing style, the avoiding style, the compromising style the accommodating style and the collaborating style. Effective leaders vary their style to fit the situation.
 - **vLeader 2007** – All of the scenarios have some degree of conflict that must be resolved to achieve organizational objectives. However Scenario Two presents the best opportunity to directly practice conflict resolution as discussed in the text.
 - Scenario Two – A primary purpose of this meeting is to gain recognition of the looming crisis, focus on raise employee retention 65% and to resolve the conflict between Oli and Rosa and gain support for actions mentioned above. To achieve this, the student must adapt a “collaborating” style of conflict resolution balancing assertiveness (relates to directing leadership style) with cooperativeness (relates to delegating and participating leadership styles). In this scenario common ground must be found. The focus needs to be on ideas that unite versus those that divide. Specifically:
 - Avoid “Stop Complaining” idea in favor of in favor of “Fix Morale.”
 - Avoid “Coffee Break” idea in favor of “Fix Environment.”
 - Support the “Crisis Looming” idea when Oli and Rosa are not in conflict.
 - Strongly support the “Retention to 65%” idea.

Chapter 12 - Leadership Power and Influence

Learning Objectives:

- Use power and politics to help accomplish important organizational goals
 - Identify types and sources of power in organizations and how to increase power through political activity
- **Text** - Power may be the most important leadership concept. Each vLeader 2007 Scenario provides the opportunity to explore the power concepts discussed in this chapter. Rather than providing scenario based examples, the relations between the text and the model will be illustrated.
 - Five Types of Leader Power (Exhibit 12.2). The text provides definitions for the five types of power and classifies them into two categories – Position Power and Personal Power. vLeader 2007 equates Position Power to Formal Authority. Position power changes from scenario to scenario in vLeader 2007 but does not change within any given scenario. The text classifies Expert and Referent Power as Personal Power. vLeader 2007 breaks Personal Power into the categories of Group Opinion or Alignment with you and Personal Influence.

Text	vLeader 2007
Legitimate Authority (Position Power)	Formal Authority
Reward & Coercive (Position Power)	Formal Authority
Expert & Referent (Personal Power)	Group Opinion & Personal Influence

- Responses to the Use of Power (Exhibit 12.3). When the leader successfully uses position power or formal authority they achieve compliance. Subordinates may obey, but if they disagree with the situation, they may put forth minimum effort. Another response to position power is resistance. Under this response, subordinates may attempt to fully carry out the instructions. The response to the use of personal power is commitment. This equates to subordinates adapting to the leader's views and carrying out the instructions with enthusiasm. Of course, commitment is preferred to compliance or resistance.
- **vLeader 2007** – In each scenario the use of power is monitored and scored. At the end of each scenario, the Power Screen (Screen 4) monitors group alignment with the student, and the student's personal influence. It also shows how group alignment and personal influenced changed during the course of a scenario. A Personal Influence Screen (Screen 8) provides feedback on unusual changes in personal influence. Also after each scenario is completed a brief "After the Meeting Storyline" (Screen 2) is provided on the group's response and opinion regarding the use of power.
- **Text – vLeader 2007** - Seven Principles for Asserting Leader Influence (Exhibit 12.6,) Seven principles or tactics that leaders can use to increase their personal power are listed below along with instruction on how to implement these principles in the vLeader 2007 scenarios,

Seven Principles	Implementing the Principle in vLeader 2007
Use rational persuasion	Introduce an idea actively (left click) or passively (right click) and then provide a right click on the idea bar when being discussed by others, or left click on a character's opinion bar if they oppose the idea.
Make people like you	Support a person by clicking on the right side of the character's opinion bar, support ideas initiated a person by supporting their ideas by clicking on the right hand side of the idea bar. Oppose people that other's dont like.
Rely on the rule of reciprocity	Support an idea introduced by clicking on the right hand side of the idea bar they need passed to support your idea. Oppose an idea introduced negatively by left clicking.
Develop allies	Support a person by clicking on the right side of the character's opinion bar, support ideas initiated a person by supporting their ideas by clicking on the right hand side of the idea bar
Ask for what you want	Directly introduce an idea or strongly support your idea by clicking on the right side of an idea bar until it passes.
Remember the principle of scarcity	Do nothing. When people ask you for your opinion withhold it. See your influence rise as they ask you again.
Extend formal authority	Share influence when you have it. Sometimes influence simply comes from your formal position. Click on others personal opinion bars positively to ask them their thoughts.

Part Two: Suggested Course Outlines and Activities

Sample Course Outline Nine Week Term

Each weekly assignment is organized by (1) The Leadership Text covering suggested homework, class activities and a theoretical concepts discussion. (2) vLeader 2007 activities include Team Planning Sessions, Individual Scenario Play and Team Reflection.

In a standard face to face class the chapter readings and the individual scenario play would be accomplished outside of the classroom. For a hybrid or on-line course all activities for a particular week would be accomplished on Blackboard or a similar system, with the exception of the Individual Scenario Play.

Resources to support the text *The Leadership Experience, 4th Edition*, are found in the Instructor's Manual that accompanies the text.

Resources to support the vLeader 2007 activities are found in five locations. (1) The VLeader 2007 CD-ROM, (2) The vLeader 2007 Workbook, (3) Integrating The Concepts and Theories, which is part of this guide, (4) vLeader 2007 Resources which are also part of this manual, and (5) The SimuLearn vLeader 2007 Web Site.

Each week has a reference to a "Cycle." There are five learning cycles that relate to the five simulation scenarios. Each cycle involves a class theoretical discussion, team scenario planning, individual scenario play, and team scenario reflection. (Experiential Learning Stages). PowerPoint slides and Handouts are included in this guide to explain and summarize all activities.

Week 1

Topics: Introduction to Leadership and the vLeader 2007 Simulation

Homework

Chapter readings from the Daft Text:

- Chapter 1 - What Does It Mean to Be a Leader?
- Chapter 2 - Traits, Behaviors, and Relationships.
- vLeader 2007
 1. Load the CD-ROM
 2. Review the following articles for the "Pre-Work Folder" on the vLeader 2007 CD-ROM:
 - The New Core of Leadership <http://simulearn.net/pdf/tdmarch03.pdf>
 - Using Leadership to Implement Leadership <http://simulearn.net/pdf/Using%20Leadership%to%20Implement%20Leadership.pdf>
 3. Review the vLeader 2007 demo: www.simulearn.net/leadershipsimulationsdemo.html
 4. Complete the Self-Paced Introduction from the vLeader 2007 Workbook, pages 1-8.

Class Activities

1. See recommendations for discussion questions and case studies in the Text Instructor's Manual
2. Complete Leader's Self-Insight 1.2 and vLeader 2007 Planner (vLeader 2007 Resources)

Theoretical Concepts – vLeader 2007 and Chapters 1 & 2 (Cycle 1)

1. Integration Guide – page 12
2. Chapter 1 - The Nature of Leadership
 - What Leadership Involves (Exhibit 1.1)
 - Comparing Management and Leadership (Exhibit 1.3)
3. Chapter 2 – Traits, Behaviors, and Relationships
 - Autocratic versus Democratic Leadership
 - Leadership Continuum (Exhibit 2.2)
 - Stages of Development of Individualized Leadership (Exhibit 2.5).

Simulation Exercise Planning – Team Activity (Cycle 1)

1. Review vLeader 2007 Workbook, vLeader 2007 Scoring Screens, and list of vLeader 2007 Resources
2. Discuss Cycle 1 - Scenario One Strategies and Tactics (Handouts)
3. Look for the application of Chapter 1 – Leadership versus Management. Is Corey a leader or manager? See Integration Guide discussion.

Week 2

Topics: Contingency Approaches to Leadership – The Leader as an Individual

Homework:

- Chapter readings from the Daft Text
 - Chapter 3 - Contingency Approaches.
 - Chapter 4 - The Leader as an Individual

Simulation Exercise – Experience – Individual Activity (Cycle 1) *outside of class*

1. Play Scenario One
2. Complete Cycle 1 - Scenario One – Key Learning Points (Handouts)

Simulation Reflection – Team Activity (Cycle 1)

1. Review and discuss individual scores and compute team average score
2. Discuss application of Exhibits 1.1, 2.2 and 2.5 to Scenario One
3. Discuss selected questions in Scenario Key Learning Points.
4. As an option review the recorded session on Scenario # 1
http://www.simulearn.net/video/Session_1/index.html

Class Activities

1. See recommendations for discussion questions and case studies in the Text Instructor's Manual
2. Compare and contrast the various contingency approaches to leadership and the Three-One-Model (see Integration Guide discussion)

Theoretical Concepts – vLeader 2007 and Chapters 3 & 4 (Cycle 2)

1. Integration Guide page13 - 14
2. Chapter 3 – Contingency Approaches
 - Hersey and Blanchard’s Situational Theory (Exhibit 3.4)
 - Path-Goal Theory
 - Leader Roles (Exhibit 3.5)
 - Path-Goal Situations and Preferred Leader Behaviors (Exhibit 3.6)
 - Vroom-Jago Contingency Model (Exhibit 3.7)
3. Chapter 4 - The Leader as an Individual
 - Transactional Leadership.

Simulation Exercise Planning – Team Activity (Cycle 2)

1. Discuss Cycle 2 - Scenario Two Strategies and Tactics (Handouts)
2. From previously assigned text chapters and Integration Guide:
 - Chapter 2 – From Stages of Leadership, look for the Vertical Dyad Linkage and Leader-Member Exchange
3. From this week’s assigned text chapters and Integration Guide discussion look for evidence of:
 - Chapter 3: The contingency models (Hersey & Blanchard, Path-Goal Vroom’s)
 - Chapter 4: Transactional Leadership

Week 3

Topics: Leadership Mind and Heart – Courage and Moral Leadership

Homework:

- Chapter readings from the Daft Text
 - Chapter 5 - Leadership Mind and Heart
 - Chapter 6 - Courage and Moral Leadership.

Simulation Exercise – Experience – Individual Activity (Cycle 2)

1. Play Scenario Two
2. Complete Cycle 2 - Scenario Two– Key Learning Points (Handouts)

Simulation Reflection – Team Activity (Cycle 2)

1. Review and discuss individual scores and compute team average score
2. Discuss application of the Vertical Dyad Linkage, Leader Member Exchange, the contingency models of leadership and transactional leadership.
3. Discuss selected questions from Key Learning Points
4. As an option review <http://www.simulearn.net/Sessions/Session2/index.html>

Class Activities

1. See recommendations for discussion questions and case studies in the Text Instructor’s Manual
2. Complete the Leader’s Self Insight 6.1 “Your Servant Leadership Orientation” and discuss the opportunity to “validate” their scores as they progress through Scenarios Three – Five. (see Integration Guidediscussion)

Theoretical Concepts – vLeader 2007 and Chapter 6 (Cycle 3)

- Integration Guide page 15
- Chapter 6 - Courage and Moral Leadership
 - Leadership Control versus Service - Continuum of Leader-follower Relationships (Exhibit 6.5)

Simulation Exercise Planning – Team Activity (Cycle 3)

1. Discuss Cycle 3 - Scenario Three Strategies and Tactics (Handouts)
2. From previous text chapters look for:
 - Chapter 4: Transactional Leadership – What is the overall impact of supporting Rosa and Oli on the sales call idea
3. From Chapter 6 look for:
 - The Continuum of Leader-Follower Relationships – Stage 2 Participation (See Integration Guide discussion)

Week 4

Topics: Followership – Motivation and Empowerment

Homework:

- Chapter readings from the Daft Text
 - Chapter 7 - Followership.
 - Chapter 8 - Motivation and Empowerment

Simulation Exercise – Experience – Individual Activity (Cycle 3)

1. Play Scenario Three
2. Complete Cycle 3 - Scenario Three– Key Learning Points (Handouts)

Simulation Reflection – Team Activity (Cycle 3)

1. Review and discuss individual scores and compute team average score
2. Discuss application of the Continuum of Leader-Follower Relationships.
3. Discuss selected questions from Key Learning Points
4. As an option review <http://www.simulearn.net/Sessions/Session3/index.html>

Class Activities

1. See recommendations for discussion questions and case studies in the Text Instructor's Manual
2. Complete the Leader's Self Insight 7.1 "The Power of Followership" and then discuss the followership styles of the characters in the VLeader 2007 Simulation.

Theoretical Concepts – vLeader 2007 and Chapter 7 (Cycle 4)

- Integration Guide page 16
- Chapter 7 - Followership
 - Strategies for Managing Up
 - Ways to Influence Your Leader (Exhibit 7.3)

Simulation Exercise Planning – Team Activity (Cycle 4) *Recommend delaying Scenario Play until Week 6 to allow for mid-term exam preparation*

1. Discuss Cycle 4 - Scenario Four Strategies and Tactics (Handouts)
2. From previous text chapters look for:

- Chapter 6: Continuum of Leader-Follower Relationships – Observe the role of Corey as Team Player and Self-responsible Contributor
- 3. From Chapter 7 look for the opportunity to manage up:
 - Help generate new ideas, build factions and partner with authority, challenge your manager's idea without alienating him and help pass the right mix of ideas that best meet organizational goals. (Integration Guide discussion)

Week 5

Topic: Leadership Communication – Leading Teams

Homework:

- Chapter 9 Leadership Communication
- Chapter 10 Leading Teams

Class Activities

1. See recommendations for discussion questions and case studies in the Text Instructor's Manual
2. Midterm Exam

Theoretical Concepts – vLeader 2007 and Chapters 9 and 10. (Cycle 5) *Linked to Cycle 5 planning*

- Integration Guide pages 16-18
- Chapter 9 Informal Communications
 - Non-verbal Communication - Discuss VLeader 2007 non-verbal communication play. (See Integrating Guide discussion)
- Chapter 10 - Leading Teams
 - Handling Team Conflict - A Model of Styles to Handle Conflict (Exhibit 10.6)
 - All of the scenarios have some degree of conflict that must be resolved to achieve organizational objectives. However Scenario Two presents the best opportunity to directly practice conflict resolution as discussed in the text. (See Integration Guide discussion)
 - As an option play the Scenario Two video:
<http://www.simulearn.net/Sessions/Session2/index.html>

Week 6

Topic: Developing Leadership Diversity – Leadership Power and Influence

Homework:

- Chapter 11 Developing Leadership Diversity
- Chapter 12 Leadership Power and Influence

Simulation Exercise – Experience – Individual Activity (Cycle 4)

1. Play Scenario Four,
2. Complete Cycle 4 - Scenario Four– Key Learning Points (Handouts)

Simulation Reflection – Team Activity (Cycle 4)

1. Review and discuss individual scores and compute team average score

2. Discuss application of the Ways to Influence Your Leader (Exhibit 7.3) and the impact of non-verbal communications.
3. Discuss selected questions from Key Learning Points
4. As an option review <http://www.simulearn.net/Sessions/Session4/index.html>

Class Activities

1. See recommendations for discussion questions and case studies in the Text Instructor's Manual
2. Complete the Leader's Self Insight 12.2 "Personal Power Profile" and discuss the five types of leader power and the seven principles for asserting leader influence to vLeader 2007 Power (Screen 4) and Personal Influence (Screen 8). (See Integration Guide discussion) .

Theoretical Concepts – vLeader 2007 and Chapter 12 (Cycle 5)

- Integration Guide page 19
- Chapter 12 - Leadership Power and Influence
 - Five Types of Leader Power (Exhibit 12.2)
 - Responses to the Use of Power (Exhibit 12.3)
 - Seven Principles for Asserting Leader Influence (Exhibit 12.6)

Simulation Exercise Planning – Team Activity (Cycle 5)

1. Discuss Cycle 5 - Scenario Five Strategies and Tactics (Handouts)
2. From previous Chapters look at:
 - Chapter 9 – Using key elements of effective listening, using non-verbal communications and effectively communicating during times of crisis
 - Chapter 10 – Review your balance between assertiveness and cooperativeness to resolve conflict and reach a collaborative solution
3. From Chapter 12 look at your use of position power and personal power and how this influences group opinion and personal influence.
 - Observe the results on Screens 2, 4 and 8

Week 7

Topics: Creating Vision and Strategic Direction

Homework

- Chapter 13 Creating Vision and Strategic Direction
- Chapter 14 Shaping Culture and Values.

Simulation Exercise – Experience – Individual Activity (Cycle 5)

1. Play Scenario Five
2. Complete Cycle 5 - Scenario Five– Key Learning Points (Handouts)

Simulation Reflection – Team Activity (Cycle 5)

1. Review and discuss individual scores and compute team average score
2. Discuss application of the position and personal power.
3. Discuss selected questions from Key Learning Points
4. As an option review <http://www.simulearn.net/Sessions/Session5/index.html>

Class Activities

- See recommendations for discussion questions and case studies in the Text Instructor's Manual

Simulation Exercise Planning – Team Activity (Summary)

1. Plan to play each scenario to obtain highest score
2. Review the following documents from the Insiders Guide found in vLeader 2007 CD-ROM Resources:
 - How do I get a higher leadership score?
 - How do I get a higher business results score?
 - What am I learning

Week 8

Topic – Leading Change

Homework:

- Chapter 15 Leading Change

Simulation Exercise – Experience – Individual Activity (Summary)

1. Replay Scenarios One through Five in a free play style basis trying to achieve a score of at least 90 for each scenario
2. Complete Strategic Action Plan to Use Your Leadership Skills on pages 39-40 of the vLeader 2007 Workbook.

Simulation Reflection – Team Activity (Summary)

1. Review team results for all five scenarios.
2. Discuss “Strategic Action Plan to use Your Leader Skills” in vLeader 2007 Workbook pages 39-40.

Class Activities

- See recommendations for discussion questions and case studies in the Text Instructor's Manual

Week 9

Topic - Leadership Review

Homework:

- Review Chapters 11-15 for Final Exam.

Class Activities

1. See recommendations for discussion questions the Text Instructor's Manual
2. Final Exam

Sample Course Outline Fifteen Week Semester

Each weekly assignment is organized by (1) The Leadership Text covering suggested homework, class activities and a theoretical concepts discussion. (2) vLeader 2007 activities include Team Planning Sessions, Individual Scenario Play and Team Reflection.

In a standard face to face class the chapter readings and the individual scenario play would be accomplished outside of the classroom. For a hybrid or on-line course all activities for a particular week would be accomplished on Blackboard or a similar system, with the exception of the Individual Scenario Play.

Resources to support the text *The Leadership Experience, 4th Edition*, are found in the Instructor's Manual that accompanies the text.

Resources to support the vLeader 2007 activities are found in five locations. (1) The vLeader 2007 CD-ROM, (2) The vLeader 2007 Workbook, (3) Integrating the Concepts and Theories, which is part of this guide, (4) vL Resources which are also part of this guide, and (5) The SimuLearn vLeader 2007 Web Site.

Each week has a reference to a "Cycle." There are five learning cycles that relate to the five simulation scenarios. Each cycle involves a class theoretical discussion, team scenario planning, individual scenario play, and team scenario reflection. (Experiential Learning Stages). PowerPoint slides and Handouts are included in this guide to explain and summarize all activities.

Week 1

Topics: Introduction to Leadership and the vLeader 2007 Simulation

Homework

Chapter readings from the Daft Text:

- Chapter 1 - What Does It Mean to Be a Leader?

vLeader 2007

1. Load the CD-ROM
2. Review the following articles from the "Pre-Work Folder" on the vLeader 2007 CD-ROM:
 - The New Core of Leadership <http://simulearn.net/pdf/tdmarch03.pdf>
 - Using Leadership to Implement Leadership <http://simulearn.net/pdf/Using%20Leadership%to%20Implement%20Leadership.pdf>
3. Review the vLeader 2007 demo: www.simulearn.net/leadershipsimulationsdemo.html

Class Activities

1. See recommendations for discussion questions and case studies in the Text Instructor's Manual
2. Complete Leader's Self-Insight 1.2 and vLeader 2007 Planner (vLeader 2007 Resources)

Theoretical Concepts – vLeader 2007 and Chapters 1 (Cycle 1)

- Integration Guide page 12
- Chapter 1 - The Nature of Leadership
 - What Leadership Involves (Exhibit 1.1)
 - Comparing Management and Leadership (Exhibit 1.3)

Week 2

Topic: Introduction to Leadership – Traits, Behaviors and Relationships

Homework

Chapter readings from the Daft Text:

- Chapter 2 - Traits, Behaviors, and Relationships.
vLeader 2007
- Complete the Self-Paced Introduction from the vLeader 2007 Workbook, pages 1-8.

Class Activities

1. See recommendations for discussion questions and case studies in the Text Instructor's Manual

Theoretical Concepts – vLeader 2007 and Chapters 2 (Cycle 1)

1. Integration Guide page 12
2. Chapter 1 – The Nature of Leadership (*Covered in Week 1*)
3. Chapter 2 – Traits, Behaviors, and Relationships
 - Autocratic versus Democratic Leadership
 - Leadership Continuum (Exhibit 2.2)
 - Stages of Development of Individualized Leadership (Exhibit 2.5)

Simulation Exercise Planning – Team Activity (Cycle 1)

1. Review vLeader 2007 Resources to include the vLeader 2007 Scoring Screens
2. Discuss Cycle 1 - Scenario One Strategies and Tactics (Handouts)
3. Look for the application of Chapter 1 – Leadership versus Management. Is Corey a leader or manager? See Integration Guide discussion.

Week 3

Topic: Contingency Approaches to Leadership

Homework:

- Chapter readings from the Daft Text
 - Chapter 3 - Contingency Approaches.

Simulation Exercise – Experience – Individual Activity (Cycle 1) *outside of class*

1. Play Scenario One
2. Complete Cycle 1 - Scenario One – Key Learning Points (Handouts)

Simulation Reflection – Team Activity (Cycle 1)

1. Review and discuss individual scores and compute team average score
2. Discuss application of Exhibits 1.1, 2.2 and 2.5 to Scenario One
3. Discuss selected questions in Key Learning Points
4. As an option review the recorded session on Scenario # 1
http://www.simulearn.net/video/Session_1/index.html

Class Activities

1. See recommendations for discussion questions and case studies in the Text Instructor's Manual
2. Compare and contrast the various contingency approaches to leadership and the Three-One-Model (Integration Guide page 13)

Theoretical Concepts – vLeader 2007 and Chapters 3 (Cycle 2)

- o Chapter 3 – Contingency Approaches
 - Hersey and Blanchard's Situational Theory (Exhibit 3.4)
 - Path-Goal Theory
 - Leader Roles (Exhibit 3.5)
 - Path-Goal Situations and Preferred Leader Behaviors (Exhibit 3.6)
 - Vroom-Jago Contingency Model (Exhibit 3.7)

Week 4

Topic: The Leader as an Individual

Homework:

- Chapter readings from the Daft Text
 - Chapter 4 - The Leader as an Individual

Class Activities

1. See recommendations for discussion questions and case studies in the Text Instructor's Manual
2. Complete Leader's Self-Insight 4.5, Identifying Transformational Leadership Qualities

Theoretical Concepts – vLeader 2007 and Chapters 4 (Cycle 2)

- Chapter 4 - The Leader as an Individual
 - Transactional Leadership

Simulation Exercise Planning – Team Activity (Cycle 2)

1. Discuss Cycle 2 - Scenario Two Strategies and Tactics (Handouts)
2. From previously assigned text chapters and Integrating the Concepts and Theories discussion:
 - Chapter 2 – From Stages of Leadership, look for the Vertical Dyad Linkage and Leader-Member Exchange
 - Chapter 3: Look for application of the contingency models (Hersey & Blanchard, Path-Goal Vroom's)
3. From this week's assigned text chapters and Integrating vLeader 2007 discussion look for evidence of:
 - Chapter 4: Transactional Leadership

Week 5

Topics: Leadership Mind and Heart

Homework:

- Chapter readings from the Daft Text
 - Chapter 5 - Leadership Mind and Heart

Simulation Exercise – Experience – Individual Activity (Cycle 2)

1. Play Scenario Two
2. Complete Cycle 2 - Scenario Two– Key Learning Points (Handouts)

Simulation Reflection – Team Activity (Cycle 2)

1. Review and discuss individual scores and compute team average score
2. Discuss application of the Vertical Dyad Linkage, Leader Member Exchange, the contingency models of leadership and transactional leadership.
3. Discuss selected questions from Key Learning Points.
4. As an option review <http://www.simulearn.net/Sessions/Session2/index.html>

Class Activities

- See recommendations for discussion questions and case studies in the Text Instructor's Manual

Week 7

Topics: Courage and Moral Leadership

Homework:

- Chapter readings from the Daft Text
 - Chapter 6 - Courage and Moral Leadership.

Class Activities

1. See recommendations for discussion questions and case studies in the Text Instructor's Manual
2. Complete the Leader's Self Insight 6.1 "Your Servant Leadership Orientation" and discuss the opportunity to "validate" their scores as they progress through Scenarios Three – Five. (see Integration Guide discussion)

Theoretical Concepts – vLeader 2007 and Chapter 6 (Cycle 3)

- Integration Guide page 15.
- Chapter 6 - Courage and Moral Leadership
 - Leadership Control versus Service - Continuum of Leader-follower Relationships (Exhibit 6.5)

Simulation Exercise Planning – Team Activity (Cycle 3)

1. Discuss Cycle 3 - Scenario Three Strategies and Tactics (Handouts)
2. From previous text chapters look for:
 - Chapter 4: Transactional Leadership – What is the overall impact of supporting Rosa and Oli on the sales call idea
3. From Chapter 6 look for:
 - The Continuum of Leader-Follower Relationships – Stage 2 Participation (See Integration Guide discussion)

Week 8

Topics: Followership

Homework:

- Chapter readings from the Daft Text
 - Chapter 7 - Followership.

Simulation Exercise – Experience – Individual Activity (Cycle 3)

1. Play Scenario Three
2. Complete Cycle 3 - Scenario Three– Key Learning Points (Handouts)

Simulation Reflection – Team Activity (Cycle 3)

1. Review and discuss individual scores and compute team average score
2. Discuss application of the Continuum of Leader-Follower Relationships.
3. Discuss selected questions from Key Learning Points
4. As an option review <http://www.simulearn.net/Sessions/Session3/index.html>

Class Activities

1. See recommendations for discussion questions and case studies in the Text Instructor's Manual
2. Complete the Leader's Self Insight 7.1 "The Power of Followership" and then discuss the followership styles of the characters in vLeader 2007 Scenario Three.

Theoretical Concepts – vLeader 2007 and Chapter 7 (Cycle 4)

- Integration Guide page 16.
- Chapter 7 - Followership
 - Strategies for Managing Up
 - Ways to Influence Your Leader (Exhibit 7.3)

Week 9

Topics: Midterm Exam

Homework:

- Chapter readings from the Daft Text
 - Review Chapters 1-7

Class Activities

- Midterm Exam

Week 10

Topic: Motivation and Empowerment

Homework:

- Chapter readings from the Daft Text
 - Chapter 8 – Motivation and Empowerment

Class Activities

- See recommendations for discussion questions and case studies in the Text Instructor's Manual

Simulation Exercise Planning – Team Activity (Cycle 4)

Discuss Cycle 4 - Scenario Four Strategies and Tactics (Handouts)

- Chapter 6 - Continuum of Leader-Follower Relationships:
 - Observe the role of Corey as Team Player and Self-responsible Contributor
- Chapter 7 – Followership:
 - Look for the opportunity to manage up
 - Help generate new ideas, build factions and partner with authority, challenge your manager's idea without alienating him and help pass the right mix of ideas that best meet organizational goals. (See Integration Guide discussion)

Week 11

Topics: Leadership Communication – Leading Teams

Homework:

- Chapter 9 Leadership Communication
- Chapter 10 Leading Teams

Class Activities

1. See recommendations for discussion questions and case studies in the Text Instructor's Manual
2. Complete Leader's Self-Insight 9.2, Personal Assessment of Communication Apprehension and Leader's Self-Insight 10.3, How Do You Handle Team Conflict?

Theoretical Concepts – vLeader and Chapters 9 & 10 (Cycle 5) *Linked to Cycle 5 planning*

- Integration Guide pages 16-18.
- Chapter 9 Informal Communications
 - Non-verbal Communication. Discuss vLeader 2007 non-verbal communication play. (See Integration Guide discussion)
- Chapter 10 - Leading Teams
 - Handling Team Conflict - A Model of Styles to Handle Conflict (Exhibit 10.6)
 - All of the scenarios have some degree of conflict that must be resolved to achieve organizational objectives. However Scenario Two presents the best opportunity to directly practice conflict resolution as discussed in the text. (See Integrating the Concepts and Theories discussion) As an option play the Scenario Two video: <http://www.simulearn.net/Sessions/Session2/index.html>

Week 12

Topic: Developing Leadership Diversity – Leadership Power and Influence

Homework:

- Chapter 11 Developing Leadership Diversity
- Chapter 12 Leadership Power and Influence

Simulation Exercise – Experience – Individual Activity (Cycle 4)

1. Play Scenario Four
2. Complete Scenario Four– Key Learning Points (vLeader 2007 Resources)

Simulation Reflection – Team Activity (Cycle 4)

1. Review and discuss individual scores and compute team average score
2. Discuss application of the Ways to Influence Your Leader (Exhibit 7.3) and the impact of non-verbal communications.
3. Discuss selected questions from Scenario Four - Key Learning Points
4. As an option review <http://www.simulearn.net/Sessions/Session4/index.html>

Class Activities

1. See recommendations for discussion questions and case studies in the Text Instructor's Manual
2. Complete the Leader's Self Insight 12.2 "Personal Power Profile" and discuss the five types of leader power and the seven principles for asserting leader influence to vLeader 2007 Power (Screen 4) and Personal Influence (Screen 8). (See Integrating the Concepts and Theories discussion)

Theoretical Concepts – vLeader 2007 and Chapter 12 (Cycle 5)

- Integration Guide page 19
- Chapter 12 - Leadership Power and Influence
 - Five Types of Leader Power (Exhibit 12.2)
 - Responses to the Use of Power (Exhibit 12.3)
 - Seven Principles for Asserting Leader Influence (Exhibit 12.6)

Simulation Exercise Planning – Team Activity (Cycle 5)

1. Discuss Cycle 5 - Scenario Five Strategies and Tactics (Handouts)
2. From previous Chapters look at:
 - Chapter 9 – Using key elements of effective listening, using non-verbal communications and effectively communicating during times of crisis
 - Chapter 10 – Review you balance between assertiveness and cooperativeness to resolve conflict and reach a collaborative solution
3. From Chapter 12 look at your use of position power and personal power and how this influences group opinion and personal influence.
 - Observe the results on vL Screens 2, 4 and 8

Week 13

Topics: Creating Vision and Strategic Direction

Homework

- Chapter 13 Creating Vision and Strategic Direction
- Chapter 14 Shaping Culture and Values.

Simulation Exercise – Experience – Individual Activity (Cycle 5)

1. Play Scenario Five
2. Complete Cycle 5 - Scenario Five– Key Learning Points (Handouts)

Simulation Reflection – Team Activity (Cycle 5)

1. Review and discuss individual scores and compute team average score

2. Discuss application of the position and personal power.
3. Discuss selected questions from Key Learning Points
4. As an option review <http://www.simulearn.net/Sessions/Session5/index.html>

Class Activities

- See recommendations for discussion questions and case studies in the Text Instructor's Manual

Simulation Exercise Planning – Team Activity (Summary)

1. Plan to play each scenario to obtain highest score
2. Review the following from the Insider's Guide found in the vLeader 2007 CD-ROM Resources:
 - How do I get a higher leadership score?
 - How do I get a higher business results score?
 - What am I learning

Week 14

Topic – Leading Change

Homework:

- Chapter 15 Leading Change

Simulation Exercise – Experience – Individual Activity (Summary)

1. Replay Scenarios One through Five in a free play style basis trying to achieve a score of at least 90 for each scenario
2. Complete Strategic Action Plan to use Your Leadership Skills on pages 39-40 of the vLeader 2007 Workbook

Simulation Reflection – Team Activity (Summary)

1. Review team results for all five scenarios.
2. Discuss Strategic Action Plan to use Your Leadership Skills on pages 39-40 of the vLeader 2007 Workbook

Class Activities

- See recommendations for discussion questions and case studies in the Text Instructor's Manual

Week 15

Topic - Leadership Review

Homework:

- Review Chapters – 8-15 for Final Exam.

Class Activities

1. See recommendations for discussion questions and case studies in the Text Instructor's Manual
2. Final Exam

Part Three: Handouts

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This part of the guide contains the Handouts to be used for the following activities:

- Simulation Exercise Planning – Team Activity
- Simulation Exercise – Experience – Individual Activity
- Simulation Reflection – Team Activity

The Scenario Strategy and Tactics Handout will be used by the team to plan each of the simulation exercises. The Key Learning Points Handout will be used by the student to record the results of the simulation and to discuss during the Simulation Reflection team meeting.

Cycle 1 – Scenario One – Team Planning

Simulation Exercise Planning – Team Activity (Cycle 1)

- Review handouts on Virtual Leader Suggestions and Virtual Leader Scoring Screens (vL Resources)
- Review list of vL Resources
- Discuss Scenario One Strategies and Tactics (vL Resources)
- Look for the application of Chapter 1 – Leadership versus Management. Is Corey a leader or manager? See vL Integration Discussion

Meeting One Strategies

- Idea Strategy: Relax to think of new ideas
 - Your Intent: There are hidden ideas that need to be uncovered.
- Work Strategy: Identify the critical work
 - Your Intent: Pass the right mix of ideas that best meet the organizational objectives of:
 - Financial Performance
 - Customer Satisfaction
 - Employee Morale.

Meeting One Tactics

Tension Strategy: Relax to think of new ideas

Tactic: Focus attention on relaxing idea (Neutral to positive towards “Do Filing” without letting it pass).

- Tactic: Align with people (click in Oli’s green zone).
- Order: Talk about but don’t pass “Do Filing”, switch back right away from “Look for Apartment”. Continue to encourage Oli to contribute ideas by clicking in his green zone.

Work Strategy: Identify the critical work

- Tactic: Conclude Ideas (Team Coffee & Apartment)
- Tactic: Intro Ideas (Computer & Business Cards)
- Order: Pass “Team Coffee Break”, Intro/Pass “Computer Set Up”, Pass “Look for Apartment”, Intro/Pass “Business Cards”

Meeting One

	Get Nortic Cards	Computer Set Up Today	Do Filing Today	Coffee Break	Look for Apartment	Finish Meeting
Financial Performance	+20	+25	-15	0	-10	
Customer Satisfaction	+25	+20	+10	+5	-5	
Employee Satisfaction	-5	-5	+5	+15	+15	

Tips for Scenario One

Virtual Leader has “rules” – use the most effective, ethical methods to get the best possible business results. To understand an idea’s value to an organization, you can look at its impact on the three stakeholders of the business: The shareholder, the customer and the employee. Satisfying these three equally tends to lead to well balanced, successful organizations. This table and tips provide guidance on how to achieve this balance:

- Pass Get Nortic Cards and Computer Set Up. Consider passing Look for Apartment because of the effect on the balanced score card
- Do not pass Do Filing Today because it will pre-empt strong ideas like Get Nortic Cards and Computer Set Up

Cycle 2 – Scenario Two – Team Planning

Simulation Exercise Planning – Team Activity (Cycle 2)

- Discuss Scenario Two Strategies and Tactics
- From previously assigned text chapters and VL Integration Discussion look for evidence of:
 - Chapter 2 – From Stages of Leadership, look for the Vertical Dyad Linkage and Leader-Member Exchange
- From this week’s assigned text chapters and Integrating Virtual Leader discussion look for evidence of:
 - Chapter 3: The contingency models (Hersey & Blanchard, Path-Goal Vroom’s)
 - Chapter 4: Transactional Leadership

Meeting Two Strategies

Power Strategy: Build a faction

- Your Intent: Support ideas that unite your team
- Avoid divisive ideas
- Work Strategy: Identify the critical work
- Your Intent: Pass the right mix of ideas that best meet the
 - organizational objectives of:
 - Financial Performance
 - Customer Satisfaction
 - Employee Morale

Meeting Two Tactics

Power Strategy: Build Factions & Empower Others

- Tactic: Support and pass uniting ideas of “Fix Environment” and
 - “Fix Morale”
- Tactic: Avoid divisive issues like “Coffee Shop” and “Stop Complaining.” These issues are ‘hot potatoes/land mines’ that create fighting and increase tension.

Work Strategy: Identify and Complete the Critical Work

- Tactic: Once introduced, support and pass “Retention Falls to 20%” to get their ‘buy in’ and not just issue an order
- Tactic: Support and pass “Use Automation”
- Tactic: Support and pass “Raise Retention to 65%”
- Tactic: Discuss “Raise Retention to 40%” but don’t pass it

Meeting Two

	Fix Morale	Crisis Looming	Stop Complaining	Coffee Shop	Use Auto- mation	Raise Retention to 65%	Fix Enviro nment	Finish Meeting
Financial Performance	-5	+15	+5	-5	+15	+15	-5	
Customer Satisfaction	0	+15	0	-5	-10	+25	0	
Employee Satisfaction	+10	0	-5	+10	+5	-10	+10	

Scenario Two Tips for Improvement

Find common ground and avoid divisive ideas in favor of uniting ideas:

- Avoid “Stop Complaining” idea in favor of “Fix Morale”
- Avoid “Coffee Break” idea only when Oli and Rosa are not in conflict
- Build influence and the group’s opinion and then strongly introduce “Raise Retention to 65%.”
- Strongly support “Retention to 65%” idea; use your power to support your ideas and rally the team.
- Remember to communicate directly to people as well as ideas.

Cycle 3 – Scenario Three Team Planning

Simulation Exercise Planning – Team Activity (Cycle 3)

- Discuss Scenario Three Strategies and Tactics (VL Resources)
- From previous text chapters look for:
 - Chapter 4: Transactional Leadership – What is the overall impact of supporting Rosa and Oli on the sales call idea
- From Chapter 6 look for:
 - The Continuum of Leader-Follower Relationships – Stage 2 Participation (See Integrating Virtual Leader discussion)

Meeting Three Strategies

- Ideas Strategy: Excite to think of new ideas
 - Your Intent: There are hidden ideas that need to be uncovered.
- Power Strategy: Build Factions with Rosa and Oli while Partnering with Herman (an authority)
 - Your intent: You need a power base that involves Rosa, Oli, and Herman.
- Work Strategy: Identify & Complete the Critical Work
 - Your Intent: Pass the right mix of ideas that best meet the organizational objectives of:
 - Financial Performance
 - Customer Satisfaction
 - Employee Morale

Meeting Three Tactics

- Ideas Strategy: Excite to think of new ideas
 - Tactics: Introduce and Focus on “Cut Expenses.”
 - Tactic: Bring in passive characters and raise Herman’s tension and he will bring up “Call Center Work” idea.
- Power Strategy: Build Factions & Partner with Authority
 - Tactics: Support Rosa, Oli, and Herman after “Call Center Work” idea is introduced.
- Work Strategy: Identify & Complete the Critical Work
 - Tactic: Pass “Call Center Work”, “Cut Expenses” & “Rosa on Sales Call” ideas.
 - Tactic: Don’t let Will pass his “Sales Retreat.”

Meeting Three

	Call Center Work	Rosa on Sales Call	Minutes on Website	Go to Party	Cut Expenses	Will's Sales Retreat	Finish Meeting
Financial Performance	+20	+5	+5	0	+5	-10	
Customer Satisfaction	+30	+10	-5	0	-5	+5	
Employee Satisfaction	+20	+15	-10	+5	-10	+10	

Virtual Leader Tips

- Use the right mouse button instead of the left mouse button to introduce an idea, and you will introduce it “negatively,” bringing it up without investing your personal influence
- Remember your business score is impacted only by the ideas passed

Cycle 4 – Scenario Four – Team Planning

Simulation Exercise Planning – Team Activity (Cycle 4)

- Discuss Scenario Four Strategies and Tactics (VL Resources)
 - From previous text chapters look for:
 - Chapter 6: Continuum of Leader-Follower Relationships – Observe the role of Corey as Team Player and Self-responsible Contributor
 - From Chapter 7 look for the opportunity to manage up:
 - Help generate new ideas, build factions and partner with authority, challenge your manager's idea without alienating him and help pass the right mix of ideas that best meet organizational goals. (See Integrating Virtual Leader discussion

Meeting Four Strategy

- Power Strategy: Build Factions and Partner with Authority
 - Your Intent: You cannot pass critical ideas by yourself.
 - Your Intent: You need a power base that involves either Alan or Herman.
 - Your Intent: Align the group around shared goals.
- Work Strategy: Identify & Complete the Critical Work
 - Your Intent: Pass the right mix of ideas that best meet the organizational objectives of:
 - Financial Performance
 - Customer Satisfaction
 - Employee Morale

Meeting Four Tactics

Power Strategy: Build Factions and Support

- Tactics: Introduce and support “Who’s Downsized?” and Alan directly (click in Alan’s green zone).
- Tactics: Introduce and support “Consolidate IT” and “More Client Contact”.
- Tactics: Support Herman and Will when they are tense by clicking in their green zone.

Work Strategy: Identify & Complete the Critical Work

- Tactic: Pass “More Client Contact,” “Consolidate IT,” “Combine Sales,” “Keep HR Policies” & “Keep Vendors” ideas.
- Tactic: Don’t let “Senior Meeting” or “Fire Nortic Vendors” pass.

Meeting Four

	Combine Sales	Who's Down-sized	Consolidate IT	Eliminate Vendor Networks	Keep Vendors	Keep HR Policies	More Client Contact	Senior Meeting	Finish Meeting
Financial Performance	+20	+10	+10	+5	-5-	-5	-5	-10	
Customer Satisfaction	-5	0	+10	-5	+15	0	+20	0	
Employee Satisfaction	-5	-10	+15	+5	+10	+10	0	+10	

Cycle 5 – Meeting Five – Team Planning

Simulation Exercise Planning – Team Activity (Cycle 5)

- Discuss Scenario Five Strategies and Tactics (VL Resources)
 - From previous Chapters look at:
 - Chapter 9 – Using key elements of effective listening, using non-verbal communications and effectively communicating during times of crisis
 - Chapter 10 – Review you balance between assertiveness and cooperativeness to resolve conflict and reach a collaborative solution
- From Chapter 12 look at your use of position power and personal power and how this influences group opinion and personal influence.
- Observe the results on VL Screens 2, 4 and 8

Meeting Five Strategy

- Idea Strategy: Relax the group to think of new ideas
- Your Intent: Uncover hidden ideas.
 - Work Strategy: Identify & Complete the Critical Work
- Your Intent: Pass the right mix of ideas that best meet the organizational objectives of:
 - Financial Performance
 - Customer Satisfaction
 - Employee Morale

Meeting Five Tactics

- Idea Strategy: Relax to think of new ideas
 - Tactics: Support and pass either “Alan talks to press” or “Will talks to press” to get the issue off the table quickly.
 - Tactic: Support “Do Nothing” idea repeatedly and click on everyone’s “green zone” until “Low-cost provider” idea appears. Do not pass “Do Nothing” idea, just discuss it to lower tension.
- Work Strategy: Identify & Complete the Critical Work
 - Tactic: Pass one of “Low-cost Provider,” “Best Products,” or “Best Service.”
 - Tactic: Pass one of “Rebuild Facility” or “Move to States”.
 - Tactic: Don’t let pass “Downplay to Press” or “Do Nothing”.

Meeting Five

	Down-play to Press	Re-build Facility	Move to States	Do Nothing	Alan talks to press	Will talks to press	Low-cost provider	Best Product	Best Service	Finish Mtg.
Financial Performance	0	+15	-5	-10	+5	0	+25	+10	+10	
Customer Satisfaction	-10	+10	+15	-10	+5	+5	+25	+25	+20	
Employee Satisfaction	-10	0	+10	-10	0	+5	+5	+20	+25	

Scenario Five Tip

This scenario is mostly about bringing the group together and lowering tension to help the group generate new ideas. Forcing the discussion of “Do Nothing” can lower the group’s tension considerably, but do not let it be completed. Everyone in the room will be annoyed at you for focusing on it, but part of being a leader is doing the right thing, even when it is unpopular.

Cycle 1 - Scenario One – Setting Expectations – Key Learning Points

Mission:

- ◆ Set expectations as the new manager
- ◆ Establish rapport by getting off on the right foot
- ◆ Focus Oli on the Right Work of “business cards” and “computer setup”
- ◆ Have all ideas introduced

Awareness

1. Who has the formal authority in this meeting, Oli or Corey/you?
2. What is the tension level in meeting Oli for the first time, Passive, Productive or Nervous?
3. What body language or facial expressions did Oli display when he was tense?
_____ Relaxed? _____
4. Did you know all of the available ideas? _____
5. What ideas are important to Oli? What two ways can you find this out?

6. What is the best set of ideas to pass? _____
7. Did you prevent the wrong work/ideas from being completed? _____
8. All ideas are judged by what three business objectives?

Strategy

9. What type of strategy(s) would you use in meeting a new employee for the first time? _____
10. What strategy would you use with Oli, to help him introduce new ideas; Relax or Excite? _____
11. What Power strategy could you use to help Oli support the right ideas/work?

12. Who is Rosa? Why does he want to help her? _____
13. Is Oli focusing on the right work? How do you know or evaluate what the right work is? _____

Tactics

14. What are two tactics (person & idea) that can reduce Oli’s tension level?

15. Would lowering tension tactics influence Oli to bring up a creative new idea?
16. Try playing Scenario One as a very “passive/inactive” manager. What results did you achieve? _____
17. Try playing Scenario One as an “aggressive” manager using mostly your formal authority. What results did you achieve? _____
18. Try playing Scenario One as an overly “supportive” manager. What results did you achieve? _____

19. What strategy does Oli's tactic convey when he wants to end the meeting so soon? _____

Assessment

20. What is the impact on Financial Performance if you let Oli "look for an apartment"? _____
21. Were you able to have all of the ideas introduced? If not, how did that affect your leadership results? _____
22. At what point in the Scenario did you feel that Power, Tension, and Ideas were aligned and you could then proceed to execute the right work? _____
23. What happens to your business results score if Oli passes his "Do Filing" idea? _____
24. What happens to your Leadership score if Oli does not introduce the "Team Coffee Break" idea? _____
25. What is more important, your leadership score or your business results score? _____

Learning Objectives from Chapters 1 & 2:

- ◆ Understanding the full meaning of leadership and see the leadership potential in yourself and others
- ◆ Recognize the traditional functions of management and the fundamental differences between leadership and management
- ◆ Recognize autocratic versus democratic leadership behavior and the impact of each
- ◆ Understand how the theory of individualized leadership has broadened the understanding of relationships between leaders and followers
- ◆ Recognize how to build partnerships for greater effectiveness

What do you consider as your own strengths and weaknesses for leadership?

In this scenario is Corey functioning more as a leader or a manager? _____

What does the paradigm shift from control to empowerment mean for you? _____

Do you agree that a leader should develop an individualized relationship with each follower? Why or why not?

What did you learn from this Scenario?

Has this changed how you might deal with an employee or situation like this, if so how?

Cycle 2 - Scenario Two – Team Building - Key Learning Points

Mission:

- ◆ Build Factions to get their support on critical work
- ◆ Find common ground and unifying ideas
- ◆ Empower others to focus on the right work
- ◆ Pass the right mix of ideas that best meet the organizational objectives of Financial Performance, Customer Satisfaction, and Employee Morale

Awareness

1. Who has formal authority in this meeting? _____
2. Where is the meeting room? _____ How does this affect employee morale?
3. What is the tension level at the beginning of this meeting? _____
4. What ideas are important to Oli? _____ And to Rosa? _____
5. What idea(s) do they agree on? _____ And oppose? _____

Strategy

6. What is your strategy(s)? _____ How will this strategy help you achieve your goals? _____
7. How can you build a faction with someone? What strategy is that? _____
8. What is the benefit of building a faction/alliance with someone?

9. How can you empower someone else? Why would you do that? _____

Tactics

10. What are two ways to increase the “Group’s Opinion” of you? _____
11. When do you lose Personal Influence? _____
12. What tactic can you use to increase your Personal Influence? _____
13. When should you let ideas be passed without saying/doing anything at all?

14. What tactics raise or lower the tension? Why? _____
15. What happens to the tension level when you remain silent for awhile?

Assessment

16. What is the outcome of the meeting if you are too passive? _____
17. Record your Leadership score: _____ Business Results: _____ Total: _____
18. What is the outcome when you aggressively push your way through the meeting?
Record overall score here _____ What percentage of your turns were
“opposing players or ideas.” _____
19. When is it OK to oppose another player by clicking in their red zone and when is it not advisable? _____
20. What is the outcome of the meeting if you are “overly agreeable?” _____
21. Record that Total Score here _____ What percentage of your turns were supportive or neutral? _____

22. What was your best Leadership score? _____
23. What was your best Business Results score? _____ What ideas were passed? _____
24. What happens to a player's Personal Influence when an idea they introduced and supported is passed?

25. What happens to the tension level when you discuss "Use Automation"? Why would you want to increase tension? _____
26. Were you able to have all of the ideas introduced? _____
27. When was the best time in the meeting to exercise leadership and execute the right work? _____

Learning Objectives from Chapters 3 & 4

- ◆ Understand how the theory of individualized leadership has broadened the understanding of relationships between leaders and followers (reinforced)
- ◆ Understand how leadership is often contingent on people and situations
- ◆ Apply Hersey and Blanchard's situational theory of leader style to the level of follower readiness
- ◆ Explain the path-goal theory of leadership
- ◆ Use the Vroom-Jago model to identify the correct amount of follower participation in specific decision situations
- ◆ Apply the concepts that distinguish transformational from transactional leadership

In this scenario where on Hersey and Blanchard's levels of follower readiness would you place Rosa and Oli? Did you use a matching style of leadership?

Considering both the Three-to-One model and the Path-Goal model of leadership and the directive, participative, and delegative/achievement style of leadership – which style did you find most effective? Why?

Using the Vroom-Jago model as a guide, did the type of decisions made compatible with the correct decision style? Why or Why not?

In this scenario what evidence of transactional leadership (and exchange process) did you observe?

What did you learn from this Scenario?

How would you deal with a leadership opportunity when two co-workers are so opposed to the first of many agenda items/ideas?

Cycle 3 - Scenario Three – Challenging Status Quo – Key Learning Points

Mission:

- ◆ Uncover “hidden ideas” from the group
- ◆ Build Factions
- ◆ Challenge your manager’s favorite idea without alienating him/her
- ◆ Partner with Authority
- ◆ Pass the right mix of ideas that best meet the organizational objectives of Financial Performance, Customer Satisfaction, and Employee Morale

Awareness

1. Who has formal authority in this meeting? _____
2. What is your strategy? How can you achieve your goals? _____
3. What is the tension level at the start of the meeting? _____
4. How can you build a faction with someone? What strategy and tactics would you use? _____
5. How can you empower someone else? What strategy and tactics would you use? _____
6. What ideas are important to:
 - ◆ Will _____
 - ◆ Rosa _____
 - ◆ Herman _____
7. What idea do they all agree on? _____
8. Can you speak two or more times in a row? _____
9. What body language does Rosa display throughout most of the meeting? Why? _____
10. What body language does the group display when they are too relaxed? _____

Strategy

11. What happens to a player’s Personal Influence when their idea is passed? _____
12. What happens to the tension level of the group when you continue to discuss the idea “Cut Expenses”? _____
13. What strategy(s) would you use to increase tension? _____
14. Why would you want to change the group’s tension level? _____
15. Whose tension level are you most interested in raising and why? _____

Tactics

16. How can you increase your Personal Influence? _____
17. What happens to the “Group’s Opinion” of you when you try to introduce ideas without enough Personal Influence? _____
18. How can you bring in the quiet or disengaged person? ____ How does this affect your Personal Influence? _____ Or their PI? _____

19. What are two tactics/actions you can do to raise Herman's tension to engage him?

20. How does it impact your Personal Influence when you support or oppose an idea?

Assessment

21. What is the outcome of the meeting if you are too passive?

Record the score here _____ What percentage of your turns were supportive or neutral? _____

What percentage of total speaking turns were yours? _____%

22. What is the outcome when you aggressively push your way through the meeting?

Record the score here _____ What percentage of your turns were "opposing players or ideas." _____

23. What is the outcome of the meeting if you are too supportive? _____

Record the score here _____ What percentage of your turns were supportive or neutral? _____

24. What was your best Leadership score? _____

25. What was your best Business Results score? _____ What ideas were passed? _____

26. Did you have to speak directly to Will to prevent him from passing the "Sales Retreat" idea while you built your alliance to pass the "Call Center" idea? ____

Learning Objectives from Chapters 4, 6 & 7:

- ◆ Apply the concepts that distinguish transformational from transactional leadership (reinforced)
- ◆ Apply the principles of stewardship and servant leadership
- ◆ Recognize your followership style and take steps to become a more effective follower
- ◆ Apply the principles of effective followership including responsibility, service, challenging authority, participating in change, and knowing when to leave.

Transformational leadership is characterized by the ability to bring about significant change in the organizations vision, strategy and culture. From what you have seen in the first three scenarios does Corey demonstrate the characteristics to become a transformational leader? Why or why not?

Considering Stage 2 (Participation) of the Continuum of Leader Follower Relationships, Exhibit 6.5, how has Corey shown a participative management style and a team player follower style?

The text discusses four strategies to influence your leader (managing up). Which strategy did you use in this scenario? Which strategy do you prefer?

What did you learn from this Scenario?

How would you deal with a leadership opportunity like this?

Explain why in Scenario #1 you should lower tension to get Oli to introduce ideas, while in Scenario #3 you need to raise tension to get Herman to introduce an idea? Could you try this in your workplace?

Cycle 4 - Scenario Four – Merger of Cultures – Key Learning Points

Mission:

- ◆ Build Factions
- ◆ Partner with Authority
- ◆ Pass the right mix of ideas that best meet the organizational objectives of Financial Performance, Customer Satisfaction, and Employee Morale

Awareness

1. What is your strategy? How can you achieve your goals? _____

Strategy

2. Who has formal authority in this meeting? _____

3. What ideas are important to:

- ◆ Will _____
- ◆ Alan _____
- ◆ Herman _____

4. What idea do they all agree on? _____

5. How can you build a faction with someone? What strategy and tactics would you use? _____

6. With whom do you want to partner? _____

Assessment

7. What is the outcome of the meeting if you are too passive (delegative style)? Record the score here _____ What percentage of your turns were supportive or neutral? _____

What percentage of total speaking turns were yours? _____%

8. What is the outcome when you aggressively (directive style) push your way through the meeting? Record the score here _____ What percentage of your turns were “opposing players or ideas.” _____

9. What is the outcome of the meeting if you are too supportive? _____

Record the score here _____ What percentage of your turns were supportive or neutral? _____

10. What was your best Leadership score? _____

11. What was your best Business Results score? _____ What ideas were passed? _____

12. How comfortable are you in a quid pro quo arrangement of supporting a co-worker’s ideas with the hope that they will support yours? Can leadership be Machiavellian, meaning that the end justifies the means and is this method an acceptable way to form alliances?

Learning Objectives from Chapters 6, 7, 9 & 10:

- ◆ Apply the principles of stewardship and servant leadership (Reinforced)
- ◆ Apply the principles of effective followership including responsibility, service, challenging authority, participating in change, and knowing when to leave. (Reinforced)
- ◆ Use key elements of effective listening and understand why listening is important to leader communication
- ◆ Use communication to influence and persuade others
- ◆ Effectively communicate during times of stress or crisis
- ◆ Handle conflicts that inevitably arise among members of a team

Considering Stage 3 (Empowerment) in the Continuum of Leader-Follower Relationships, Exhibit 6.5, in what way did Corey exercise stewardship by empowering others and also perform as a self-responsible contributor?

How would you classify Herman's followership style based on Exhibit 7.1 of the text?

Based on Exhibit 9.4, Ten Keys to Effective Listening, which of the keys were active in this scenario? Give examples.

Nonverbal messages are transmitted through action and behavior. Identify some of the major nonverbal communication that had an impact on the outcome of this meeting.

Exhibit 10.6 A Model of Styles to Handle Conflict demonstrates ways that conflict could be resolved when people disagree. Several other techniques are also effective in resolving conflict as discussed on page 414 of the text. Using these examples, describe how conflict was resolved in this scenario.

What did you learn from this Scenario?

How would you deal with a leadership opportunity like this?

Cycle 5 - Scenario Five – Crisis Management - Key Learning Points

Mission:

- ◆ Have all ideas introduced
- ◆ Pass the right mix of ideas that best meet the organizational objectives of Financial Performance, Customer Satisfaction, and Employee Morale

Awareness

1. Who has formal authority in this meeting? _____
2. What is your strategy? How can you achieve your goals? _____
3. What is the tension level at the start of the meeting? _____
4. How can you build a faction with someone? What strategy and tactics would you use? _____
5. What ideas are important to:
 - ◆ Will _____
 - ◆ Alan _____
 - ◆ Rosa _____
 - ◆ Herman _____
6. What idea do they all agree on? _____

Strategy

7. What happens to the tension level of the group when you continue to discuss the idea “Do Nothing”? _____
8. What strategy(s) would you use to lower tension? _____
9. Why would you want to change the group’s tension level? _____

Assessment

10. What is the outcome of the meeting if you are too passive (delegative style)?
Record the score here _____ What percentage of your turns were supportive or neutral? _____
What percentage of total speaking turns were yours? _____%
11. What is the outcome when you aggressively (directive style) push your way through the meeting? Record the score here _____ What percentage of your turns were “opposing players or ideas.”

12. What is the outcome of the meeting if you are too supportive? _____
Record the score here _____ What percentage of your turns were supportive or neutral? _____
13. What was your best Leadership score? _____
14. What was your best Business Results score? _____ What ideas were passed? _____

15. Is managing tension the most important principle early on in this scenario and is it realistic that tension be the most important principle to monitor and adjust in any business scenario?

Learning Objectives from Chapters 9 & 12:

- ◆ Use communication to influence and persuade others (Reinforced)
- ◆ Effectively communicate during times of stress or crisis (Reinforced)
- ◆ Use power and politics to help accomplish important organizational goals
- ◆ Identify types and sources of power in organizations and how to increase power through political activity

The text identifies four skills for communicating in a crisis, stay calm, be visible, tell the truth, and communicate a vision for the future. As Corey, how effective were you in communication in a crisis?

Exhibit 12.2, Five Types of Leader Power, identifies three types of position power and two types of personal power. Give examples of the five types of leader power that were demonstrated in this scenario.

What did you learn from this Scenario?

How would you deal with a leadership opportunity like this?

Part Five – vLeader 2007 Resources

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vLeader 2007 Order Form for Professors

School Name:	
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Ship to Bookstore or Professor (please circle one)	
PO Number (optional):	
Requested date for Webex orientation with class (optional):	
Class Start time: (am:pm)	

Please return this form via fax or email:

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Email: ken.kupersmitn@simulearn.net

**Students can purchase individual copies of vLeader 2007 on Line @
www.paypal.com PayPal payments are made payable to
ken.kupersmith@simulearn.net**

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 488 Main Avenue
 Norwalk, CT 06851
 202.847.6660
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vLeader 2007 – Resource Materials

This document is a guide for using the support materials to assist instructors in the successful facilitation of VLeader 2007.

There are three folders of deployment materials contained on every vLeader 2007 CD-ROM in the vLeader 2007 Library folder. To access these deployment files, just right click on the CD-ROM drive (from the My Computer menu), select Open for the folder named, vLeader 2007 Library. A copy of these files also resides on <ftp.simulearn.net> in the file **vLeaderLibrary.zip**

The three folder names are: Pre-Work Folder, Simulator Deployment Folder, & Extras Folder. A description of the folder's contents is outlined below:

Pre-Work Folder

1. **TD March 03.pdf** – “The New Core of Leadership” lead article from the ASTD’s magazine that describes the leadership principles behind VLeader 2007.
2. **TD May 03.pdf** – “Using Leadership to Implement Leadership” follow up article that demonstrates leadership tactics & strategies available in the simulator.
3. **vLeader 2007 Primer.pdf** – A booklet overview and manual for use of the simulation.
4. **Planner Worksheet.xls** – An assessment worksheet to assist learners to recognize areas they may need improvement and how that maps to vLeader 2007.

Simulator Deployment Folder

1. **Quick Start Letter.doc** – Installation and orientation instruction for the CD-ROM and program usage.
2. **Facilitator Slides.ppt** – A slide presentation and notes that facilitators may want to present to their learners.
3. **vLeader 2007 Workbook.ppt** – Self-paced workbook exercises to use the simulator in a typical 10-hour deployment.
4. **Key Learning Points.doc** – Discussion questions for each scenario grouped by Awareness, Strategy, Tactics and Assessment
5. **Strategy-Tactic-Ideas.ppt** – Successful strategies, tactics and idea impact of Business Results for all five scenarios.
6. **Scoring Sheets.xls** – Formatted sheets for capturing learner scores for multiple plays of each scenario. These sheets are excellent ways to analyze the learner’s trends, tendencies and leadership style in each scenario. These also can be shared with SimuLearn for remote coaching assistance.
7. **VL Interface and Feedback Descriptions.pdf** – Use of the simulation interface and a detailed description of each of the 11 feedback metric screens.

Extras Folder

1. **Sample Program Outline.doc** – Key skills and competencies of vLeader 2007 including scenario analysis and a sample facilitator orderly flow of exercises.
2. **Assessment Questions.doc** – Written copy of questions presented in Part II “Learning the Principles” (module 5 ‘Prepare to Apply the Principles’) that a learner should be able to answer correctly before proceeding to the robust scenarios in Part III entitled “Applying the Principles”. All answers are “C”.
3. **Competencies Worksheet.doc** – A review sheet of competencies for learners to begin to apply simulator skills outside of the simulator in their daily interactions.
4. **Insider’s Guide.pdf** – A helpful resource for using and understanding the vLeader 2007 simulation as an expert.
5. **Sample Course Outline.doc** – A template for deploying vLeader 2007 in an academic setting.
6. **Interface 3-to-1.pdf** – An overview of the vLeader 2007 interface and a quick review of the 3-to-1 Principles.
7. **vLeader 2007 Interface and Feedback Descriptions.ppt** – Use of the simulation interface and a detailed description of each of the 11 feedback metric screens.
8. **vLeader 2007 Demo Scenario 2.wmv** – Video capture with coaching points of an expert play of Scenario 2.
9. **Technical Support.doc** – An informational sheet detailing how to contact SimuLearn’s help desk and what information will be useful.
10. **vLeader 2007 Hardware Check Folder** – Open this folder and launch VL Test.exe to check if a computer is capable of running vLeader 2007 prior to installation.
11. **Art Folder** – Misc. graphic files of pictures from VLeader 2007.
12. **More Articles Folder**
 - I. **Best Buys Awards.pdf** – vLeader 2007 wins Best Online Product of the Year.
 - II. **Yale Letter.pdf** – Letter of reference from the first professor to use vLeader 2007 with a graduate class.
 - III. **TMR Review.pdf** – Two page review of vLeader 2007 published by an independent organization.
 - IV. **A Field Guide to Educational Simulations** – A white paper written by the lead designer of vLeader 2007.
 - V. **CLO May 03.pdf** – Article on why to use simulations.

vLeader 2007 Planner

Name: _____

Date: _____

Pre-Workshop

Step 1. Describe the most important area of leadership/management that will impact your job performance and career advancement, based on feedback from your Manager, 360 degree assessment or Performance Appraisal:

Step 2. Mark the most appropriate Leadership Skills below with an 'X' [NO MORE THAN 4] that you feel will best support your leadership/management ability that you described above:

'X' #	Secondary Employee		Description	Skills	Primary Leadership Principle	
	Competencies				(2 points)	(1 point)
1	Strategic Leadership		Seeks to Understand how own work fits into the strategic goals of the organization	Prioritization	Work	Power
2	Developing Talent		Actively shares expertise and knowledge with others; is a willing and able teacher	Empower others; Improve relationships	Power	Ideas
3	Customer Focus		Balances meeting the needs of customers while adding value to the business	Customer satisfaction	Work	Ideas
4	Adaptability		Adjusts personally to high pressure, rapidly changing business conditions and uncertain business environments	Resolving conflict; Confronting issues	Tension	Power
5	Analytical Thinking		Identifies root causes of problems, secures relevant information, and identifies possible solutions	Active listening; Decision making	Ideas	Power
6	Business Innovation		Actively contributes to efforts for continuous improvement	Foster creativity	Ideas	Tension
7	Business Judgment		Understands the direct and indirect implications of business decisions	Situational awareness	Ideas	Work

	8	Communication Skills	Expresses ideas effectively, confidently and succinctly	Non-Verbal communication; Intent vs. Interpretation	Power	Ideas
	9	Forward Thinking	Develops plans that anticipate short and long term business demands	Prioritization; Creativity	Work	Ideas
	10	Focus on Results	Drives obligations to closure with precision to benefit the organization and every constituent	Prioritization; Influence	Work	Power
	11	Listening	Encourages others to engage in dialogue; listens actively and with empathy	Active listening; Situational awareness	Power	Tension
	12	Teamwork	Creates an environment in which people are involved, included, and have a sense of ownership	Improve relationships; Motivate others; Partner with authority,	Power	Tension
	13	Add other competencies here, and reformulate				
	14					
	15					



vLeader 2007 - Assessment Questions

The following questions should all be answered correctly to continue from “Learning the Principles” to the actual simulator in “Applying the Principles.” The ability to answer these questions demonstrates a basic understanding of the interface and content necessary to have a meaningful learning experience with the vLeader 2007 simulation.

1. How do you introduce an idea from the list on left side of the screen?
 - a. Drag it across to the table
 - b. You must wait for one of the virtual characters to introduce it
 - c. Left click your mouse arrow on it

2. Can you introduce a hidden idea that is blank on the left side?
 - a. Yes – just click on it
 - b. No – You must create the right environment for the virtual characters to introduce it

3. Once an idea is introduced and is “on the table” how can you support it?
 - a. Click on the text of the idea
 - b. Wait for the virtual characters to support it
 - c. Click in the right hand side (green) of the idea’s opinion bar

4. How can you determine how much has been done on an idea and how much more needs to be done to complete an idea?
 - a. It takes 4 supporting clicks by you to pass an idea
 - b. It takes 3 supporting clicks by you and 4 supporting statements from the virtual characters
 - c. The blue progress bar fills in the idea box to represent how much work has been done towards completing an idea. When the idea box is completely blue-filled, the idea is passed and moves to the lower right of the screen and then becomes green filled. The progress bar moves each turn by a complex computation depending upon how much power you have, how far any character is allowed to complete an idea on their own and how close to an ideal productive tension level the players are presently at.

5. How does an idea become red-filled and what does it mean?
 - a. An idea becomes red-filled if it is not completed after a certain amount of time
 - b. An idea becomes red-filled if it is passed, but is a bad idea
 - c. If two ideas directly compete, whichever one completes first (the blue progress bar fills up till it turns green and moves off the table to the right) the competing idea will be pre-empted and will no longer be available. This pre-empted idea will move to the right and turn red.

6. How do you know which idea is currently being discussed?
 - a. Whichever idea is on the top of the list on the left side
 - b. Whichever idea is green or red
 - c. Whichever idea has a yellow halo outline around the idea box

7. How can you oppose an idea, to try to stop it from being passed and move the blue progress bar back towards the left?
 - a. Click in the red zone (left) of the virtual character's opinion bar
 - b. Change the idea by clicking on any other idea to make it the current idea with the yellow halo
 - c. Click in the red zone (left) of the idea's opinion bar

8. How can you find out if a specific idea is good or bad for the organization's financial performance, customer satisfaction and employee morale?
 - a. Listen to the dialog said about the idea
 - b. Use common business sense about which ideas are good for organizations
 - c. Pause the simulation by clicking the pause button in the upper right corner of the screen, then while in pause mode click on the idea and read the description.

9. How can you tell which virtual characters support or oppose an idea?
 - a. By clicking on the idea while in pause mode and reading the description
 - b. By supporting the idea until it passes and turns green
 - c. By making it the current idea and listening to what each character has to say about the idea. If a certain character does not volunteer their opinion about the current idea, click on that characters' opinion bar in the center and keep asking them what they think. You may even have to adjust the tension in the room to a level that is conducive to make that character productive.

10. Is there partial credit for completing an idea more than half way?
 - a. Yes – If you get the blue progress bar more than half way full you get some credit for the impact of the idea on the business results
 - b. No – An idea must be completed to impact the business results, by moving to the left column and then become green colored

11. There are only two forms of verbal communication in vLeader 2007; Idea-focused or Person-focused?
 - a. False – you can speak positively, negatively or neutrally
 - b. True – Although you can speak positively, negatively or neutrally about either an idea or person

12. The Business Results score is based upon what?
 - a. How many ideas you get introduced
 - b. How much of the blue progress bar is filled up on each idea
 - c. Only on which set of ideas are completely passed and turn green

13. How do you speak directly to one of the virtual characters?
 - a. You have to wait for them to talk to you, then you can respond
 - b. After they introduce an idea
 - c. Anytime you like, you can roll the mouse arrow over a virtual character and an Opinion Bar with their name on it will pop up. Then you can click in the red, green or middle to oppose, support or question them neutrally, respectively.

14. How can you often determine if a virtual character is tense or relaxed or even supportive or unsupportive of an idea?
 - a. Pause the play and click on the character to read their description box
 - b. By where the lever is on their opinion bar
 - c. Read their body language; for example they may yawn and slump in their chair or they may stand up and slam their fist on the table

15. What does the “3” and the “1” represent in the 3-to1 Leadership Principles?
 - a. Observe, Predict, Explain before you can Describe
 - b. Always have three people support an idea before you choose it as the right work
 - c. Use Power (influence), Tension (flow), and Ideas (creativity) in the right balance to determine and accomplish the right Work (productivity)

16. Which quote below does not represent a person-focused dialogue?
 - a. “Looks like you’re not prepared for this meeting, prove me wrong”
 - b. “I think you really get it. What else should we be thinking about”
 - c. “I like it, let’s do it”

17. Which quote below is a negative, idea-focused dialogue?
 - a. “I like where you are going with this, lead me a little more”
 - b. “It sounds like a plan to me, Let’s do it”
 - c. “It’s one of those things that if it showed up in the wrong context it might raise some eyebrows”

18. How would you characterize the following statement?
 “You seem to be really in control of this material”
 - a. Supportive of a idea
 - b. Neutral towards an idea
 - c. Supportive of an person

19. Why is it impossible to understand someone’s intent simply by what they say?
 - a. Because very often people don’t know what they intend to say
 - b. Because you never really know what people mean
 - c. Because the context and timing of the whole communication bears relevance to the intent.

20. What elements contribute towards intent in vLeader 2007?
 - a. What the characters communicate verbally
 - b. What characters communicate verbally and non-verbally
 - c. What characters communicate verbally, non-verbally and the timing in which they do it

21. What idea is always the last idea completed for every scenario?
- Cut Expenses
 - Coffee Break
 - Finish Meeting
22. What happens if you never interact during a scenario?
- The virtual characters will wait for you to interact
 - You won't get a great score but the Business Results will probably be OK
 - The results will be bad because the group will lack leadership and pursue their individual goals without any regard for the organizational goals
23. You must wait for any one of the virtual characters to respond to you before you can speak again?
- True – this way it is a fair exchange with equal time for everyone's voice to be heard
 - False – you can continue to click and speak as many times in a row as you think is effective to get your point across; the artificial intelligence will register and calculate your input accordingly

vLeader 2007 Post-Scenario Screens

- **Screen One** – Leadership Score - presents your score during the last play and a high-level breakdown of the following components:
 - Leadership Score – the effective use of power, tension and ideas.
 - Business Results – an assessment of achieving financial performance, customer satisfaction and employee morale.
- **Screen Two** – After the Meeting Storyline – provides a summary of the impact of ideas that were passed to include a financial impact, the effect on customer satisfaction and the effect on employee satisfaction or morale.
- **Screen Three** - Leadership Style – provides and interpretation of your leadership style during the scenario and the emphasis you placed on being directive, participatory and delegating.
- **Screen Four** – Power – shows how your personal influence and the character's average opinion of you changed from the beginning of the meeting to the end of the meeting. Line graphs of the Group's Alignment and Personal Influence are shown.
- **Screen Five** – Tension – shows how the group's tension changed during the meeting. The tension is on a five point scale (bored, passive, productive, nervous, and panicked). The productive range of tension is the target.
- **Screen Six** – Ideas – tracks ideas from being introduced, switched from, passed, or preempted. The emphasis is to get all possible ideas introduced before committing to a course of action.
- **Screen Seven** – Power and Tension – tracks your use of personal influence, the group's opinion and the tension in the room during the course of the meeting.
- **Screen Eight** – Ideas and Power – shows the relationship between the passing of ideas, the group's alignment with you and your personal influence during the course of the meeting.
- **Screen Nine** – Tension and Ideas – shows the relationship between the discussion of certain ideas and how this discussion either lowers or raises tension. If the range of tension is narrow, many hidden ideas will not be introduced.
- **Screen Ten** – Power, Tension and Ideas – illustrates the relationship between ideas and power and tension during the meeting.
- **Screen Eleven** – Change in Leadership Potential – demonstrates how your leadership potential changes over the course of a meeting. Leadership potential is the sum of (1) the number of ideas that have been introduced, (2) the closeness of the room tension to the most productive level, (3) how much the group is aligned with you, and (4) your personal influence.