Simulation games in training of educational managers

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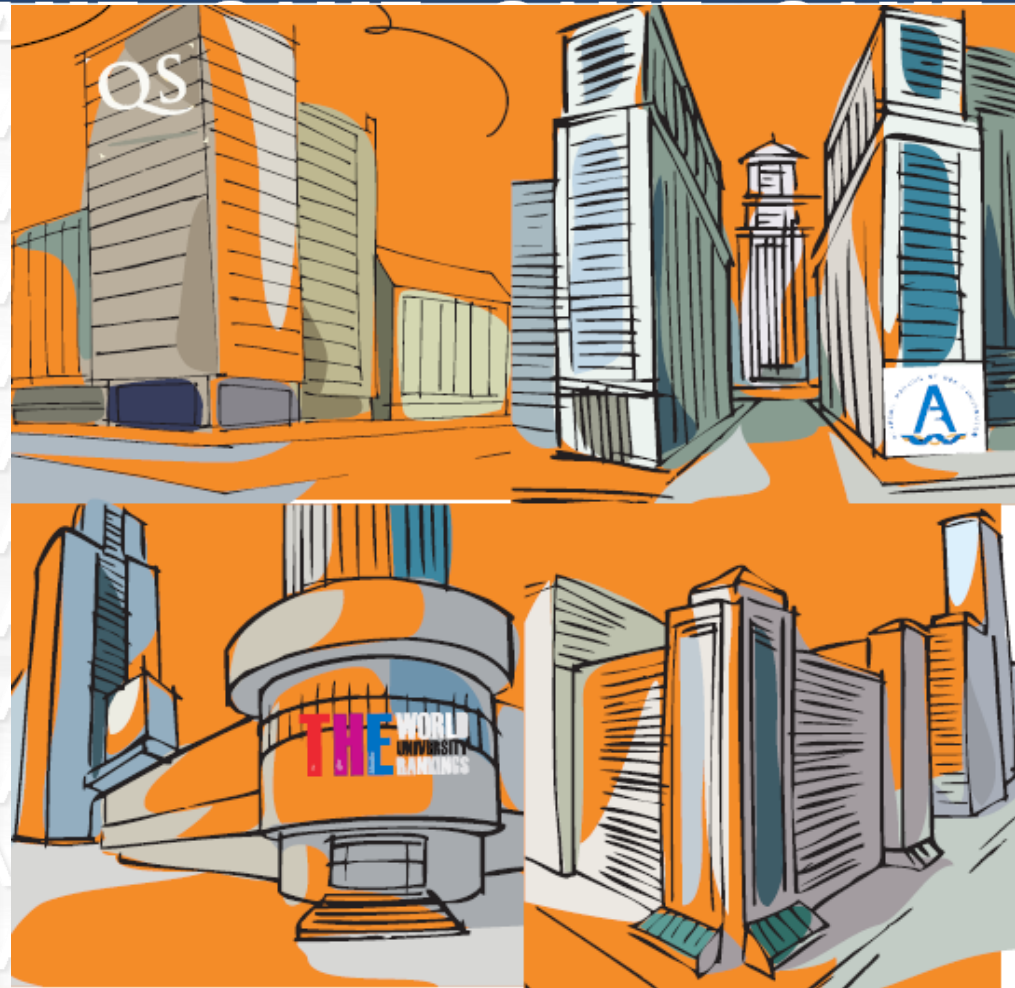
The context:

✓ Mainly, leaders in Russian education system don`t have any specific managerial education;

✓ Number of professional training programs for educational leaders (school principals) is extremely small, mostly professional development programs;

✓ There are no certification exams to the profession

Typical portrait of Russian school principal:

▪ *Female*
▪ *Pedagogical education*
▪ *Previous experience as a teacher*
▪ *More than 20 years work experience*

«Management competencies regarded as being important for the job, will be significantly related to the level of training needed»

Ingrid L. Potgieter

OECD Improving School Leadership (2006): strong correlation between leadership styles of school principals and training results and school performance

Questions?

✓ Who are Russian school principals? What leadership styles they use?

✓ How we should teach school principals? What leadership styles we should provide?

✓ What pedagogic technologies we can use? Can games become an effective instrument for leaders development? Can games identify leadership styles and can help people shift them?

✓ **How such games should be constructed?**

Russian leadership project

8 regions, 1400 different schools, identifying leadership styles

HSE Masters program "Management in education"

Identifying leadership styles of participants

☐ Self-esteem
☐ Peer assessment
☐ Moderators' evaluation
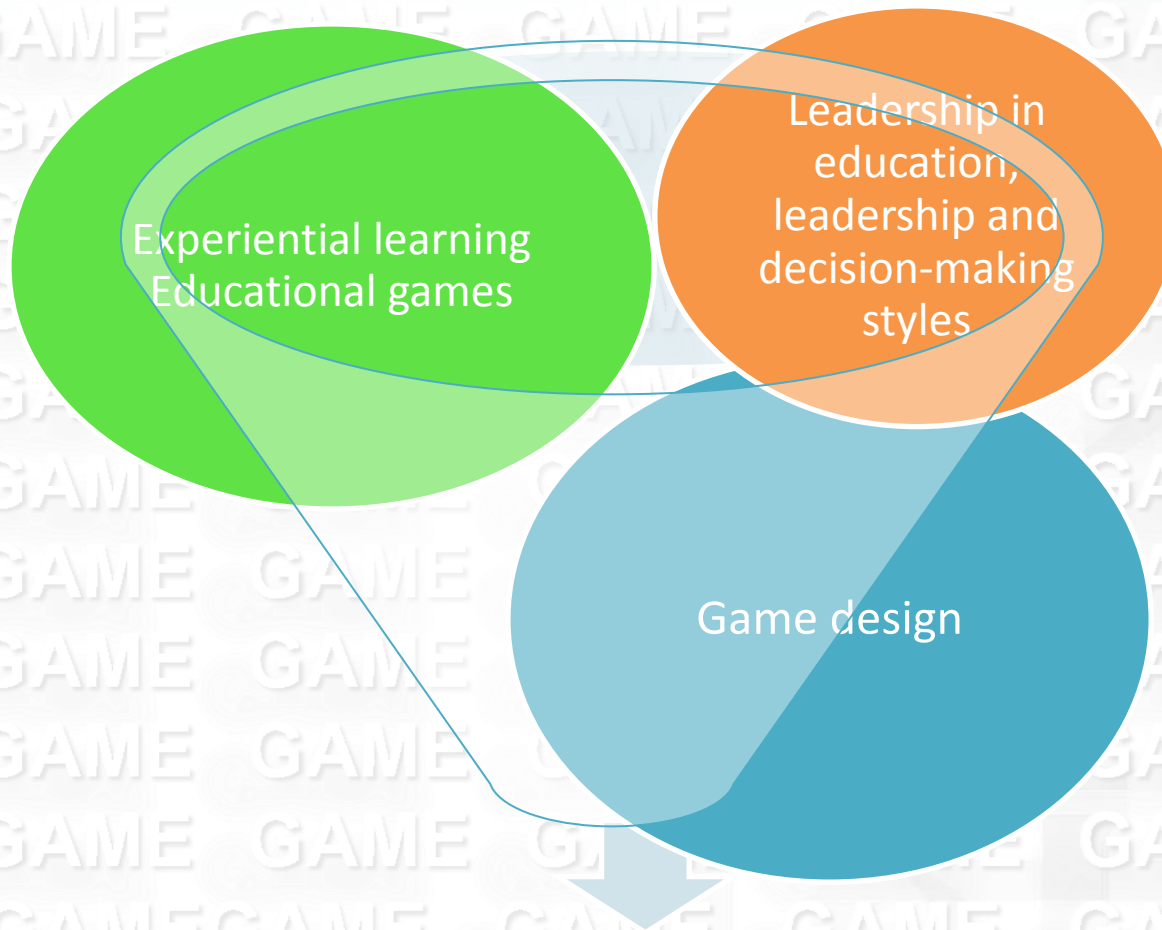☐ Video recording

Post-program survey

? How principals reproduce there leadership styles in non-real environment

? Can principals change there leadership styles in the game

? In what moment of the game they shift there styles

Background

Experiential learning
Educational games

Leadership in education, leadership and decision-making styles

Game design

GAME and game experiment

- ❑ 1960 - industrial paradigm, "hierarchy" of managers
- ❑ 1980 - "instructional leader" Schein, 1992, Edmonds, 1979 Edmonds, R. (1979).

Administrators influence the effectiveness of a school's operations and students' results by creating a defined culture within the school based on a common vision, mission and goals

(Hallinger and Heck)

- ❑ 2000 - leader of a "team of leaders"

Bernard Bass (1985) – leadership styles model

I. **transactional style** - bartering, services are exchanged for rewards

II. **transformational style** - cooperation and trust building within the collective, orientation to school development and changes

III. **laissez-faire style** - lack of leadership in the organization

Sergiovanni (2000)
The factor that determines a school's success is the leadership style of the principal

Howell and Avolio
managers must develop characteristics of the transformational style of leadership in order to positively influence their organizations

Scope (2006)
Positive correlation between transformational style school culture

Transactional LSS

Bernard Bass Two-factor leadership model

Transformational LSS

	High tolerance for ambiguity	Low tolerance for ambiguity
Technical	*Analytical* **+ Conceptual** Analytical individuals use more information and consider more alternatives. They enjoy problem solving and ask for the best solutions	*Directive* Directive individuals tend to be autocratic and aggressive. They ask for power and prefer to use rules and specific information
Social	*Conceptual* **+ Analytical** Conceptual individuals are creative, and collect more information and alternatives. They are willing to share their feelings with others. In addition, they are typically thinkers rather than doers	*Behavioural* Behavioural individuals support and care for the feelings of others. They are willing to compromise and accept loose control. Behaviourals accept suggestion, communicate easily and show warmth to others

** **Alan Rowe's Decision-making Style Grid***

<u>*Rowe's concept provides for more than one decision-making style for each principal:*</u>
- ❑ a dominant style, one that is used most often
- ❑ backup styles, which are used when the dominant style is perceived as inappropriate
- ❑ least preferred styles, which would seldom be used

Online survey (*Alan Rowe's Decision-making Style Grid*)

- ❑ 8 pilot regions, of which seven regions represent a federal district
- ❑ Near 1400 school principals
- ❑ Randomly selected 200 schools from the general pool of educational institutions in each of region

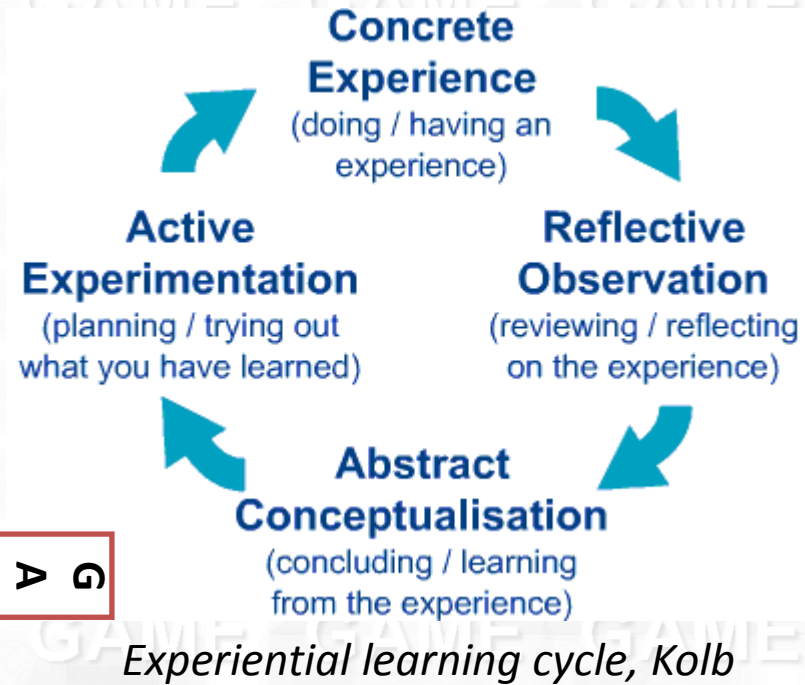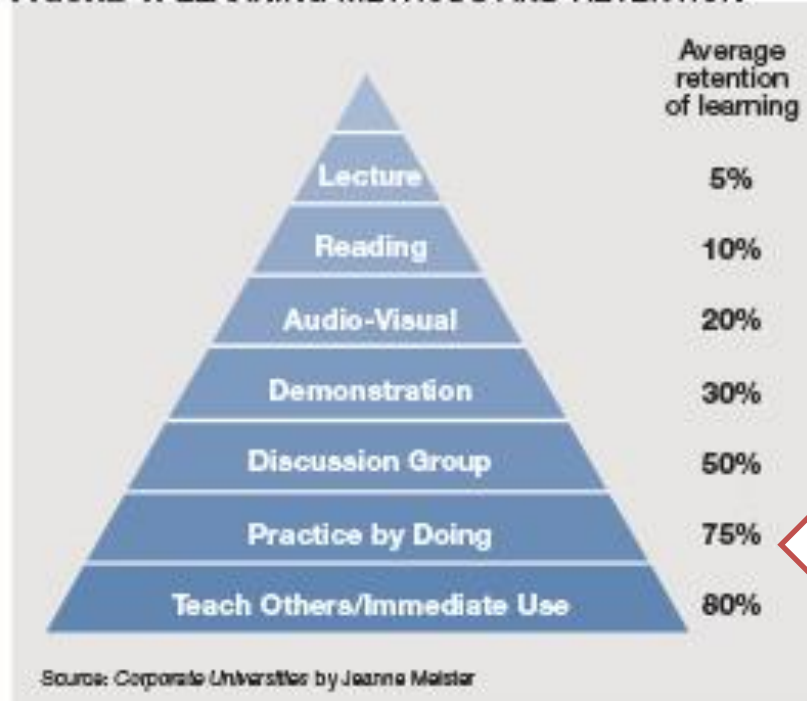| Transactional and transformational leadership styles		
	Dominant analytic and reserve conceptual	Dominant conceptual and reserve analytic
Total schools	1299	1299
Those who fit the description	139	155
Share	11%	12%

FIGURE 1: LEARNING METHODS AND RETENTION

	Average retention of learning
Lecture	5%
Reading	10%
Audio-Visual	20%
Demonstration	30%
Discussion Group	50%
Practice by Doing	75%
Teach Others/Immediate Use	80%

Source: Corporate Universities by Jeanne Meister

GAMES

Concrete Experience
(doing / having an experience)

Reflective Observation
(reviewing / reflecting on the experience)

Active Experimentation
(planning / trying out what you have learned)

Abstract Conceptualisation
(concluding / learning from the experience)

Experiential learning cycle, Kolb

❑ "Learning should be limited primarily to the gaming and work. Play and work should be integrated together in curriculum" – **J. Dewey**

❑ "Play is assimilation, contributing to humans intellectual and cognitive development" - **Jean Piaget**

❑ "Game as social system" – **J. Klabbers**

What is the GAME?

The definition of notion "game" from Wikipedia:

"A **game** is structured playing, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work, which is usually carried out for remuneration, and from art, which is more often an expression of aesthetic or ideological elements"

The game framework *(Huizinga, "Homo Ludens"):*

•The player has to understand the difference between himself (his personality) and the role, that he plays in the game

•The game exists then where are more then one player

•The game has the end

•The game has special rules within which the players can play

• the situation of game is defined (the scale, the field, the problem)

•someone has to rule the game (the game designer or moderator)

Paul Cezanne "The card players"

Game design - "Polyphonic games"

Game is not a «black box»

1.«Playful attitude» (separation of the player and his role) and the existence of several players.

2.Polyphony (dialogue) –role + individual human position : comparison of players interact in the game and characters relationships in Dostoevsky's novel according Bakhtin's concept.

3.Crisis and moments of transgression (breaking the rules)

According to Bakhtin the struggle and mutual reflection of minds and ideas is the essence of Dostoevsky's poetics. «His heroes more than just thinking about what people think about him and others may think, it tends to run ahead of others consciousness. With all the essential points of his confession, he tries to anticipate possible identification and assessment of its other, guess the meaning and tone of this evaluation and tries to carefully formulate these possible words of others about him».

THANK YOU!