



Simulatorhallen®

Skills-based training through simulation

Simulatorhallen® is designed for accumulated learning and skills-based training in an authentic, near real-life environment.

The Simulatorhallen® concept is flexible and can be adapted to any size group and the number of days available. Simulatorhallen® is composed of basic elements – or building blocks – that can be combined in different ways.

Skills-based training through simulation is based on three main training elements using the following metaphors:

- ❖ “Training air traffic controllers”
- ❖ “Training soldiers”
- ❖ “Training theatre workers”





Simulatorhallen®

Some examples

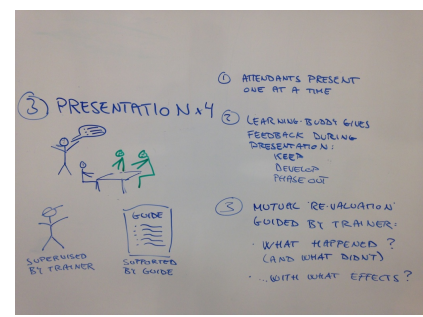
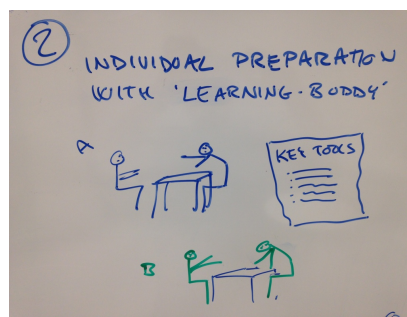
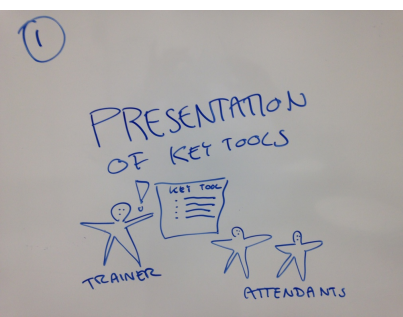
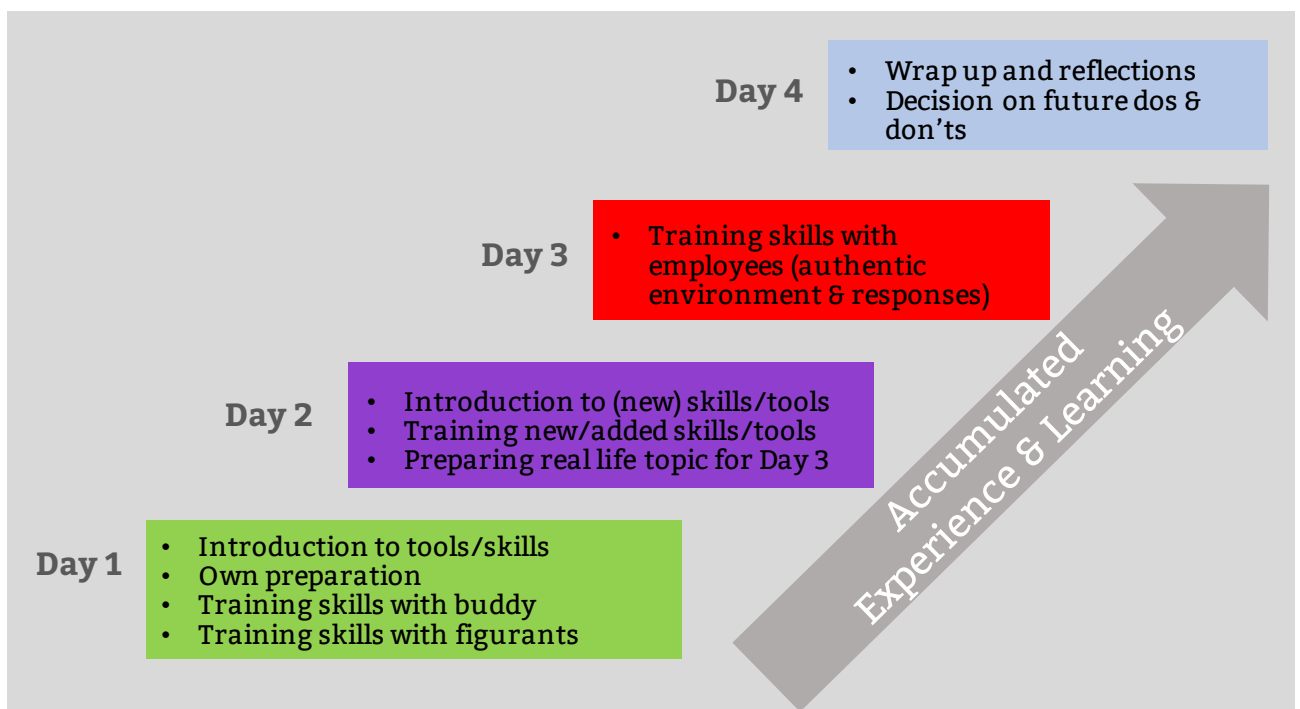
The following is a brief description of different “building blocks” or modules, that Simulatorhallen® can be used for:

- ❖ Handling complexity
- ❖ Stress reduction
- ❖ Performance dialogue
- ❖ Clear & effective communication
- ❖ Conducting effective meetings to achieve objectives
- ❖ Stand firm in the face of criticism
- ❖ Delivery reliability
- ❖ Giving feedback



An exemplary case: 4 day setup, training communication-skills

- ❖ Creating a safe environment for learning and doing (buddying-up with other participants)
- ❖ Laying the foundation: presenting the tools/skills
- ❖ Preparation and skills training in pairs (training-buddy)
- ❖ Adding challenge ("figurants") to encourage shared experience and reflection – in safe environment with training buddies.
- ❖ Introduction to additional tools/skills to be trained
- ❖ Skills training with training buddy
- ❖ Preparing authentic case to be trained using real-life stakeholders (i.e. employees)
- ❖ Skills training (authentic case) face-to-face with real-life stakeholders
- ❖ Mutual reflection (re-valuation of performance and effects)
- ❖ Reflection on behaviour and insights
- ❖ Decisions on future dos and don'ts



Handling complexity

("Training air traffic controllers")



Business need:

- ❖ Understanding the nature of complexity and its impact
- ❖ Managerial capacity (agility and skills) for handling complexity
- ❖ Managers play an active role in creating a link between complexity and simplification
- ❖ Managers play an active role in creating a link between organisational vision and experience.



Skills to be trained

- ❖ Performance dialogue
- ❖ Understanding context and interaction (coordinated management of meaning)
- ❖ Training positions and positioning, i.e. Semantic Polarities
- ❖ Handling 5 key success factors in stressful situations



Design

- ❖ Using the metaphor of air traffic controller training: to break down complexity into small, critical units, and employing step-by-step skills training
- ❖ Presentation of relevant and targeted understanding/tools/skills
- ❖ Training in authentic topics to maximise relevance and skills transfer – and training in different settings – i.e. with training buddy, with figurant, with stakeholders
- ❖ Continuous reflection – impact of performance and effects



Business Results

- ❖ Managerial ability to break down complexity into manageable units - preventing paralysis
- ❖ Managerial agility and manoeuvrability in complex situations
- ❖ Managerial capacity to keep calm and create a helpful overview
- ❖ Ability to 'read' relationships, connections and patterns in interactions



Stress reduction ("Training soldiers")



Business need:

- ❖ Leaders with professional and personal resilience who are able to remain calm in situations of high tension
- ❖ Managerial ability to understand stressful situations
- ❖ Managerial capability to act rationally and appropriately in stressful situations
- ❖ Managerial ability to include a variety of factors in decision-making and to see opportunities in every situation



Skills to be trained

- ❖ Awareness of own reaction patterns and how to deal with them
- ❖ Resilience through understanding positive and negative stress
- ❖ Arousal-control: breathing techniques, mindfulness, visualisation and self-talk
- ❖ 5 key success factors in stressful situations



Design

- ❖ Presentation of relevant and targeted tools/skills (i.e. positive and negative stress, reaction patterns, breathing techniques, arousal control and self-talk)
- ❖ Stress inoculation training: training in handling stressful situations (particularly difficult situations and/or related to anxiety/uncertainty)
- ❖ Training in different settings and in authentic topics to maximise relevance and skills transfer
- ❖ Continuous reflection – impact of performance and effects



Business Results

- ❖ Insight into different approaches for handling stress (breathing techniques, mindfulness, arousal control and self-talk)
- ❖ Awareness of own reaction patterns and how to deal with them
- ❖ Leaders with professional and personal resilience who are able to remain calm in situations of high tension
- ❖ Managerial capability to act rationally and appropriately in stressful situations



Performance Dialogue

(“Training theatre workers”)



Business need:

- ❖ Ongoing, high quality dialogue between stakeholders and organisational units to ensure high performance and quality
- ❖ Managerial ability to manage performance dialogues (structured conversations) with the organisation in order to lead and coordinate the collective performance
- ❖ “Top down” communication of organisational direction and objectives
- ❖ “Bottom up” facilitation of inputs from the organisation and qualifying information and insights



Skills to be trained:

- ❖ Communicating double messages that can seem conflicting or cause dilemmas
- ❖ Conveying information clearly and effectively: tailoring messages to different audiences
- ❖ Interviewing techniques and active listening: clarifying and qualifying other people’s viewpoints
- ❖ Managing information in the organisation: understanding the task and the stakeholders and how to use communication to best advantage



Design

- ❖ Presentation of relevant and targeted tools/skills
- ❖ Training in authentic topics to maximise relevance and skills transfer
- ❖ Training in different settings – i.e. with training buddy, with figurant, with stakeholders
- ❖ Ongoing reflection - impact of performance and effect



Business results:

- ❖ More robust leaders in their role as “information officers”.
- ❖ High quality dialogue between stakeholders and organisational units
- ❖ Improved level of information and clearer sense of direction
- ❖ Enhanced creativity and quality in solutions and in implementation as a result of feedback from stakeholders



Clear & effective communication



Business need:

- ❖ Managerial ability to communicate clearly and effectively
- ❖ Clear connection between strategy and implementation, commitment to tasks and clear roles and relationships within the organisation.



Skills to be trained:

- ❖ The ability to plan communication activities; building a plan, creating clear messages and ensuring good timing
- ❖ Conveying messages as clearly and directly as possible; building a strong narrative, tailoring messages to different audiences and supporting statements with facts and evidence
- ❖ Awareness of body language in delivering high quality communication



Design:

- ❖ Presentation of relevant and targeted tools/skills
- ❖ Training in authentic topics to maximise relevance and skills transfer
- ❖ Training in different settings – i.e. with training buddy, with figurant, with stakeholders
- ❖ Ongoing reflection - impact of performance and effects



Business results:

- ❖ Robust leaders in their role as “information officers”
- ❖ Effective and high quality information
- ❖ Improved organisational learning, sense of community and commitment to common goals



Conducting effective meetings to achieve objectives



Business need:

- ❖ Advanced managerial ability to conduct meetings, balancing the key elements: objectives, embracing all views and method.
- ❖ Managerial ability to communicate clearly and effectively, “selling” certain perspectives and/or products



Skills to be trained

- ❖ How to convey information clearly and effectively, tailoring messages to different audiences (4 key elements of successful selling)
- ❖ Understanding the customer
- ❖ Understanding and managing group interactions (positions and positioning)
- ❖ Questioning techniques, active listening



Design

- ❖ Presentation of relevant and targeted tools/skills
- ❖ Training in authentic topics to maximise relevance and skills transfer
- ❖ Training in different settings – i.e. with training buddy, with figurant, with stakeholders
- ❖ Ongoing reflection – impact of performance and effects



Business results

- ❖ High performance meetings
- ❖ More robust managers in their role as “information officers” and meeting moderators.



Stand firm in the face of criticism



Business need

- ❖ Leaders with the professional and personal resilience to stick to their messages and position when faced with criticism
- ❖ Leaders who are able to keep calm in situations of uncertainty and high tension



Skills to be trained

- ❖ Questioning techniques, active listening
- ❖ 5 key success factors in stressful situations
- ❖ Understanding and managing group interactions (talking & listening positions)



Design

- ❖ Presentation of relevant and targeted tools/skills (i.e. 5 key success factors in stressful situations)
- ❖ Training in authentic topics to maximise relevance and skills transfer
- ❖ Training in different settings – i.e. with training buddy, with figurant, with stakeholders
- ❖ Ongoing reflection - re-valuation of performance and effects



Business results

- ❖ Robust, authentic leaders who are able to convey unpopular messages and facilitate dialogue when faced with criticism and high tension
- ❖ Leaders who have the ability to include a variety of factors and perspectives when analysing situations and making decisions



Delivery Reliability



Business need

- ❖ To focus on objectives and adhere to deadlines and quality standards
- ❖ To ensure well coordinated and seamless cooperation between professional groups (sales and production).



Skills to be trained

- ❖ The ability to keep the task in focus
- ❖ Communicating double messages that can seem contradictory or may be perceived as a dilemma.
- ❖ Using questioning techniques and active listening to qualify information and viewpoints
- ❖ Managing the coordination of viewpoints to ensure that the job gets done



Design

- ❖ Presentation of relevant and targeted tools/skills
- ❖ Training in authentic topics to maximise relevance and skills transfer
- ❖ Training in different settings – i.e. with training buddy, with figurant, with stakeholders
- ❖ Ongoing reflection – impact of performance and effects



Business results

- ❖ Adhering to objectives and their deadlines
- ❖ Improved dialogue between stakeholders and organisational units
- ❖ Coordinated and seamless cooperation between professional groups.



Giving Feedback



Business need

- ❖ Ongoing knowledge of quality, processes and stakeholders to optimize value creation.
- ❖ High quality communication and procedures
- ❖ Knowledge sharing and organisational learning



Skills to be trained

- ❖ Knowledge of the concept of re-valuation as a quality method
- ❖ Knowledge of the feedback principles (Keep, Develop and Phase-out)
- ❖ The ability to give or facilitate feedback and re-valuation.



Design

- ❖ Presentation of relevant and targeted tools/skills (principles, impact of performance)
- ❖ Training in authentic topics to maximise relevance and skills transfer
- ❖ Training in different settings – i.e. with training buddy, with figurant, with stakeholders
- ❖ Ongoing reflection - impact of performance and effects



Business Results

- ❖ Improved knowledge sharing and organisational learning
- ❖ Optimisation of the organisation's communication and procedures
- ❖ Increased business agility in confronting and handling the unknown.





Simulatorhallen® - Setup & Requirements

Simulatorhallen®	A physical location suitable for accommodating processes involving larger groups as well as sub-groups, and decorated with artefacts (materiality) from the client to create a near reality-set up.
Game master	The game master is responsible for the overall design, requirements for, and execution of the simulations within Simulatorhallen®
Simulation-instructors	The simulation instructors control and guide the specific simulations; i.e. in terms of time management, sticking to the training manual, behaving in accordance with roles, feedback methods.
Figurants	Figurants play specific roles within the simulation, i.e. representing specific target groups.
Manuals & presentations	Detailed training manuals to guide and support simulations. Presentation materials related to the specific topic of the simulation.
Key-hangers	Set of key-hangers in different colours, used to divide participants into sub-groups (training buddies, simulation teams etc.).

