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## D'Ahoy Joint Staff Training Event 3 (JSTE3) Learn & Inspire analysis 5-7 June 2018, Reykjavic University

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### Table of Contents

<b>Context and Objectives in D'Ahoy for Intellectual Output 1, Activity 4 (O1/A4, deliverable O1.3)</b> .....	3
<b>Preamble</b> .....	4
Reykjavic University .....	4
The “Pourquoi Pas” .....	7
<b>JSTE3 course description "VUCA Decisions"</b> .....	11
<b>Summary of the JSTE3 activities in June 2018</b> .....	13
JSTE3 Activity 1: Mindful Leadership.....	13
JSTE3 Activity 2: Crisis simulation.....	13
JSTE3 Activity 3: Rescue teaming, a VUCA experience.....	13
JSTE3 Activity 4: Cognitive biases .....	13
<b>Analysis of Activity 1: Mindful Leadership</b> .....	15
Introductory Course: Mindful Leadership .....	15
Identified Learning Outputs from activity.....	17
Opportunities for Development.....	18
Experiential situation 1: getting attention to our body .....	18
Identified Learning Outputs from activity.....	18
Opportunities for Development.....	19
Experiential situation 2: Fruit experience .....	19
Identified Learning Outputs from activity.....	19
Opportunities for Development.....	19



Experiential situation 3: Walking outside, neuroscience experience.....	19
Identified Learning Outputs from activity.....	19
Opportunities for Development.....	20
Experiential situation 4: Make a personal decision experience.....	21
Identified Learning Outputs from activity.....	21
Opportunities for Development.....	21
<b>Analysis of Activity 2: Crisis simulation .....</b>	<b>22</b>
Identified Learning Outputs from activity.....	26
Opportunities for Development.....	27
<b>Analysis of Activity 3: Rescue teaming: a VUCA experience.....</b>	<b>29</b>
Learning output.....	32
Opportunities of development.....	32
<b>Analysis of Activity 4: Cognitive biases.....</b>	<b>33</b>
Results with interpretation .....	33
<b>General Observations from JSTE 3 .....</b>	<b>38</b>
Opportunities to calibrate or enhance the JSTE3 activities .....	38
Transferals to other contexts than Reykjavik University.....	38
<b>Annex 1: .....</b>	<b>39</b>
<b>Questionnaires analysis for JSTE3 .....</b>	<b>39</b>
DAhoy Quality Assurance questionnaire analysis (13 DAhoy respondants).....	39
DAhoy JSTE3 Analysis (13 DAhoy respondants).....	56

D'Ahoy project is an Erasmus+ KA2 Strategic Partnership to support Innovation. Its purpose is to investigate, over 3 years (2017-2020), innovative educational ideas around Decision Making, with a view to deeply reinforcing Decision Making skills for renewed and rejuvenated integrative educational programmes in Higher Education (HE) and Vocational Education & Training (VET), and promoting the internal exploitation and intensive dissemination of such framework, for continuous development of HE and VET practices.

[www.dahoyproject.eu](http://www.dahoyproject.eu)

[www.tinyurl.com/dahoyproject](http://www.tinyurl.com/dahoyproject)

## Context and Objectives in D'Ahoy for Intellectual Output 1, Activity 4 (O1/A4, deliverable O1.3)

The O1.3. Teaching and Learning (T&L) activities survey and comparison in partner HEIs, include:

- context of Decision Making Knowledge and Skills in each programmes
- classical courses
- experiential & active courses
- curriculum integration methods of these courses, with a transversal perspective, and *the strengths and weaknesses*

For O1, three Joint Staff Training Events (JSTE) take place, in 3 different partner institutions, to learn from Decision pedagogical issues, including a SWOT based method for identifying and capitalizing on pros and cons, in the three dimensions of Decision (MDM, SDM, CDM).

➤ The 3 Joint staff training events that are experienced buy DAhoy project members, include e.g. projects, practical, breadth courses, and experiential courses in partner's institution for faculty competence development:

1. JSTE1 was at Ecole Navale, France, 22-24 January 2018 (No. C1, Fields Higher Education, SP-HE-SHORT);
2. JSTE2 is to be at CoGC, Scotland, 16-18 April 2018 (No. C2, Fields Higher Education, SP-HE-SHORT);
3. **JSTE3 is to be at RU, Iceland, 5-7 June 2018 (No. C3, Fields Higher Education, SP-HE-SHORT);**



## Preamble

### Reykjavic University

Reykjavik University's (RU) subjects in research and teaching are **science and engineering, computer science, business, and law**. The University has a modern, interdisciplinary approach and offers programmes that, for example, cross business with computer science and computer science with engineering. RU is at the forefront of research in Iceland in its focus areas.



RU emphasises hands-on learning that prepares students for the challenges they will meet after graduation. This means working with other students completing actual, real world assignments and projects, often in collaboration with companies and institutions. This is one way in which students benefit from RU's extensive connection to industry. Classes are kept small to encourage interactions between students and teachers.

The number of students at RU is approximately 3500 and all teaching takes place under one roof, creating a friendly sense of community. International students at RU have mentioned the friendly atmosphere as one of the University's great advantages. Our campus is easily accessible from the centre of the city.

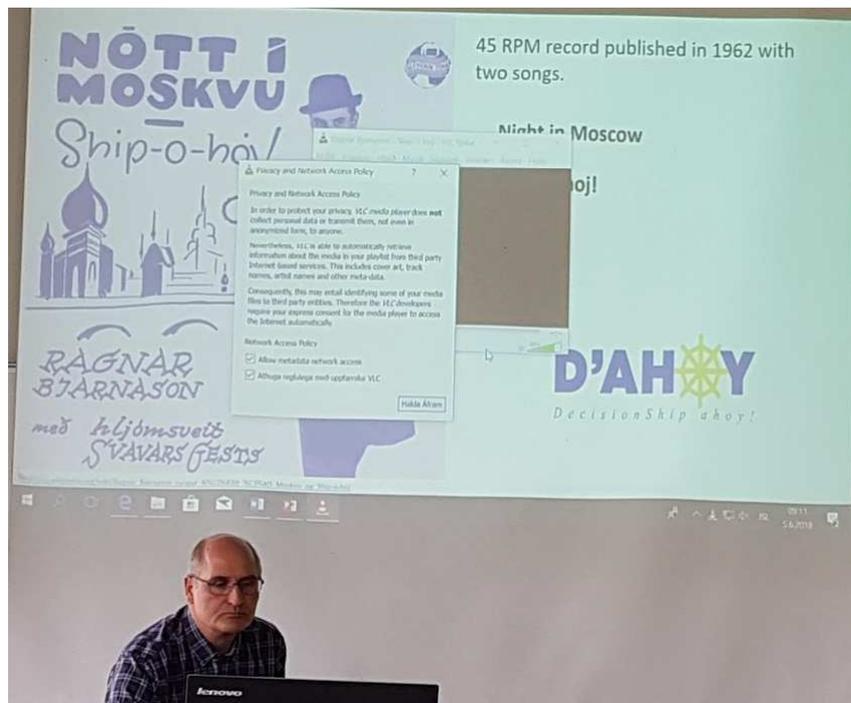
- RU is a vibrant, student centered, international university with nearly 200 partner schools. We have an international faculty, stemming from 23 different countries, and students originating from all over the world.
- RU is a member of the international CDIO university network.
- Individual study programmes in the School of Business are accredited by AMBA and EPAS and at the School of Computer Science by EQUANIE.
- RU's researchers have received grants from the European Research Council, other European research grants, and awards such as the Kurzweil award for research excellence in the field of artificial intelligence.

Iceland has been severely affected by the 2008 crisis so that the university had to make severe cuts in its budget. So they were trying to build new premises at the time the crisis

erupted: specifically, the university plan was shaped like a sun with rays 6 and they did that 3 (Mars, Venus and Uranus ); the entrance is through the sun of the center that looks a bit like life center but in circles; This is a bright and pleasant space where the cafeteria and library, which gives the international service; it is reconfigurable for conferences; teachers offices were all open space to reduce costs - what they were obviously struggling to get used to, offices are now more and more in place.



The decision to study in another country is a big one. Living away from home can be a challenging experience, particularly during the beginning of your stay. Once you have decided on a programme, been accepted to RU, and have paid your registration fee, there are still many practical things to consider. The information provided here will assist you in adjusting to your new environment and to life as a student at RU.



[https://is.wikipedia.org/wiki/Ragnar\\_Bjarnason\\_syngur\\_N%C3%B3tt\\_%C3%AD\\_Moskvu\\_og\\_Ship-o-hoi](https://is.wikipedia.org/wiki/Ragnar_Bjarnason_syngur_N%C3%B3tt_%C3%AD_Moskvu_og_Ship-o-hoi)



## The “Pourquoi Pas”

VUCA conditions in Iceland 15 – 16 September 1936



Dr. Charcot on board Pourquoi Pas? in 1936  
with seagull Rita that he brought to Reykjavik from Greenland.

Pourquoi Pas? (IV) was a three mast sailing ship built in Saint Malo (France) and launched in 1907, constructed just as Dr. Charcot wanted it, made of wood and strengthened hull to be able to sail through sea ice. The ship was equipped with a small engine. Dr. Charcot and his crew had just arrived from an expedition to Greenland and had spent about ten days in Reykjavik for repairs. On Tuesday 15 September 1936 the ship left Reykjavik. The plan was to visit Copenhagen on the way back home to Bretagne (where is IMT Atlantique).



Following is a very brief outline of events.

D'Ahoy Joint Staff Training Event 3 (JSTE3), Learn & Inspire analysis

- 1 PM: Pourquoi Pas? left Reykjavik harbor in a very calm weather.
- 6 PM: the ship is west of Garðskagi, wind increasing rapidly and the barometer is falling. Dr. Charcot and captain Mr. Conniat decided to turn back due to the weather and seek shelter from the strong southerly wind. Both of them staid in the ship's bridge throughout the night, as did master steersman Eugène Gonidec for most of the night.
- 10 PM: the storm is becoming violent.
- Midnight: extreme wind from the southwest. One may speculate that the ship had drifted to the northeast and the crew found itself in a very rough sea, limited visibility and may have been uncertain of its exact location.
- 5 AM: in the morning on Wednesday the ship was surrounded by reefs and very rough waves, and eventually the ship hit a rock (skerry) and starts to break. The skerry where the ship wrecked is known as Hnokki (which means little boy in Icelandic), approximately 2 km from land.
- 7 AM the farmer and young boy at farm Straumfjörður saw the ship wrecked in the rough swells next to Hnokki. Only the masts were to be seen later in the day. Eugène Gonidec was rescued by an 18 years old Kristján from the farm Straumfjörður and Eugène was the only one to survive of the 40 on the ship. Mr. Eugène Gonidec was from Bretagne as 22 other sailors. Mr. Gonidec lived in Bretagne until his death in 1998.

Front page of a local newspaper Morgunblaðið in Iceland on 17 September 1936.

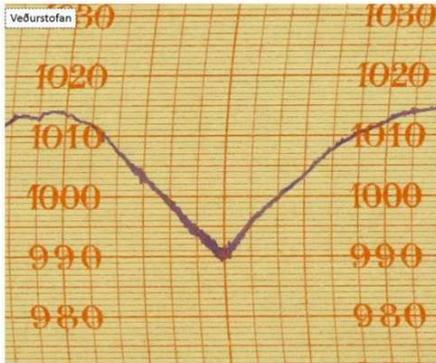


From [timarit.is/view\\_page\\_init.jsp?pageld=1231758&lang=0](http://timarit.is/view_page_init.jsp?pageld=1231758&lang=0)

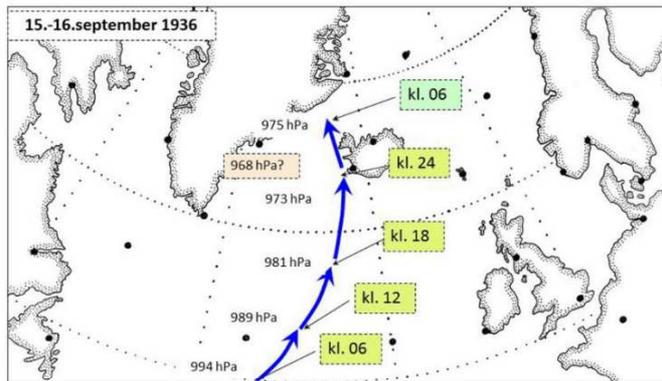
This storm was unusually violent, and including the 39 lives lost on Pourquoi Pas?, a total of 56 seamen died in this storm. The wrecking of Pourquoi Pas? affected deeply the people of Iceland, as it did in France, and especially in Bretagne.

**Weather that may have affected decisions and the journey of Porquoi Pas? as it left Reykjavik**

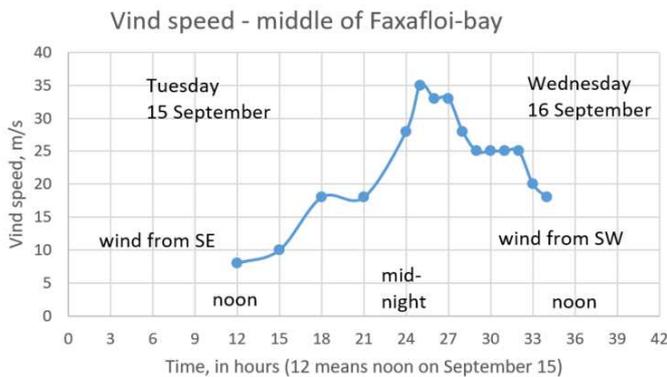
Data and figures are from Trausti Jónsson, 2016 (meteorologist at Icelandic Met Office, [en.vedur.is](http://en.vedur.is)).



Air pressure in Reykjavik 15 and 16 September. Photo of the original recording. The thick vertical line in the middle indicates midnight and there are 2 hours between lines. The reduction in pressure on 15 September by itself does not necessarily indicate anything unusual. Figure from [trj.blog.is/blog/trj/entry/2180170/](http://trj.blog.is/blog/trj/entry/2180170/)



Track of the devastating low pressure center versus time. Numbers in colored boxes refer to time. Considered fast movement. Figure from [trj.blog.is/blog/trj/entry/2180170/](http://trj.blog.is/blog/trj/entry/2180170/)



Estimated wind speed at center of Faxafloi-bay 15-16 September 1936. Wind direction changes from SE to SW around midnight. Wind at noon is moderate, but evolves into extreme situation at midnight. Data from [trj.blog.is/blog/trj/entry/2180170/](http://trj.blog.is/blog/trj/entry/2180170/)



## JSTE3 course description "VUCA Decisions"

The JSTE3 at RU, No. C3, Fields Higher Education. JSTE1 was an activity of type SP-HE-SHORT - Short-term joint staff training events, cf. p. 76 of the DAhoy project application,

"VUCA decisions" was for 13 DAhoy members over 3 days, held at RU. This third Joint Staff training Event relied on formal exercises often used by students during RU engineering studies. JSTE3@RU permitted participants to calibrate the outcomes of JSTE3 in another context, so as to prepare the future formalization of the D-SKILLS Learning Outcomes.

The approach used for this third joint staff training event is primarily structured around methods and disciplines used by professionals to make decisions where there exists several uncertainties regarding the outcomes. The main objective in this JSTE is to train future managers in applying disciplines of Decision and Risk Management in their work, embedding in engineering training the latest development in 'brain training' for rational decision making i.e. Mindful Leadership. Mindful Leadership has slowly gained scientific acceptance as a new paradigm in decision making by training the parts of the brain causing emotional biases and disturbances in times of changes and agility. By training emotional intelligence i.e. self-awareness, responses to triggers and self-control, the decision maker is better equipped to make unbiased decisions.

==> This JSTE serves as input for O1 and O4, and prepares O2.

Uncertainties are dealt with by statistical methods and awareness of cognitive biases related to how the mind processes information. This course will rely on the Disaster Week initiated at RU in 2011 to motivate first year engineering students and expose them to real-life engineering, as a multidisciplinary introductory course (e.g. imagined natural disaster near the city of Reykjavik or potentially devastating epidemic in Iceland scenario). For RU students, the semester is broken up with one week of team work, to develop an action plan for dealing with an unforeseen event of some complexity, demanding decision making, fast based on incomplete information.

The learning outcomes of this JSTE are in the scope of:

- Knowledge: after the course, the participant should be able to apply the basic tools of analytical decision processing i.e. influence diagrams, decision trees, Monte Carlo simulation, payoff tables/matrices, weighted methods, Delphi, group techniques, etc;
- DM Skills: after the course, the participant should be able to apply the knowledge on to build decision models & structures to solve decision where multiple objectives are at stake and more than one option to consider for the best possible outcome;
- Interpersonal skills: after the course, the participant should be able to master team work were group techniques are applied to gain consensus and unbiased view on the decision problem;
- Competence: after the course, the participant should be able to think more critically about the decision problem and to be able to design a management process to ensure that the optimal solution based on prevailing information, risk attitude and uncertainty.

The academic approach mixes short classical courses learning style, study cases and problems, but mainly experiential learning via team work out of the classroom:

- Decision fallacies: people are not rational in thinking in spite of theories of the “rational man”. Instead we use “heuristics” to form an opinion. This can result in biased decision making which is more frequent than most people are aware off.
- Decision analysis methods: the application of decision methods to increase the quality of our decisions. We will learn to make a decision by decomposing the decision problem and use defined methods to analyse, evaluate, structure, calculate, risk assess and decide the optimal solution on grounds on the prevailing information.
- Decision models: this part involves designing a decision model in a spreadsheet. We will study cases and transform them to a predictive and/or stochastic decision model.
- Risk management: this part involves the art and disciplines of risk management in projects and financial structures.
- Predictive and/or stochastic decision model: "a decision model in a spreadsheet", study cases are investigated and transformed.

## Summary of the JSTE3 activities in June 2018

JSTE 3 was completed June 2018, hosted by RU. The JSTE consisted of these various activities:



### JSTE3 Activity 1: Mindful Leadership

<http://hamingjuhusid.is/starfsmenn/asdis-olsen/>

- Mindful Leadership in VUCA times – the Google Program theoretical platform by Thordur Vikingur Fridgeirsson and Helgi Thor Ingason
- Mindful Leadership exercises by Asdis Olsen

### JSTE3 Activity 2: Crisis simulation

- by Guy Giffin, Director of Prendo Simulations Ltd
- <http://www.prendo.com/la-societe/equipe-dirigeante/>
- VUCA Crisis with a simulator

### JSTE3 Activity 3: Rescue teaming, a VUCA experience

- Icelandic rescue teams in VUCA situation – lecture on site in Flugbjörgunarsve with Haukur Ingi Jonasson, inc. survival decision making
  - <https://www.fbsr.is/>
  - <https://goo.gl/maps/JQwDHsa8qYJ2>

### JSTE3 Activity 4: Cognitive biases

- self-testing and discussions.
- Cognitive biases theoretical platform, by Thordur Vikingur Fridgeirsson

Overall, the very good welcome that offered RU during the DAhoy JSTE3 permitted 13 participants to assess the variety and quality of pedagogical interventions (both theoretical and concrete and the balance associated with it), as well as the very practical and

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educational dimension, to better understand the complexity of decision skills.



## Analysis of Activity 1: Mindful Leadership

**Disclaimer:** The following text is not referenced in the present form. It must therefore be noted that it is based on the work of scientists like Daniel Kahneman, Amos Tversky, Daniel Goleman, Jon Kabat-Zinn, Gilbert Killingsworth, etc.

### Introductory Course: Mindful Leadership

We live in times of unprecedented transformation towards a knowledge driven economy. This has been named the Cognitive Capitalism.

Cognitive Capitalism is the intangible assets of innovation, brand and flexibility that are becoming more and more critical for the long-term success or failure of companies and organizations. This has led to increased interest in enhancing our mental abilities that can contribute to more creative and co-operative work force. Furthermore, modern society, with its fast pace and information overflow, challenges our attention.

This phenomenon is sometimes named the Digital Deluge referring to how we as individuals are constantly interrupted by direct marketing signals, e-mails, social media, phone calls to name just few of the symptoms characterizing the present times.

Research indicates that almost half of the time we are disengaged and distracted which inevitably will hurt our Labor Productivity (what a person produces over a period/No. of persons working in the period). So, we have a paradox to deal with.

- We need more focused, engaged and creative workforce.
- We live in times when people are blasted with information overload and we face complexities making it more challenging to be focused, engaged and innovative.

This is the VUCA world in context of modern business life where leaders and managers are tested with fresh challenges of leading innovative teams and individuals in an environment contradicting creation and focus.

This controversy has led to increased interest in leadership above management. Management is by no means redundant or obsolete. However, leadership with its emphasis on “soft skills” is now being seen as the key to solve some of the encounters companies and organizations face. There are therefore good reasons to include leadership training in the DAhoy program to establish practices that can lead to better teamwork skills and less biased decision making.

Some of the differences between managing and leading can be seen in the figure below.

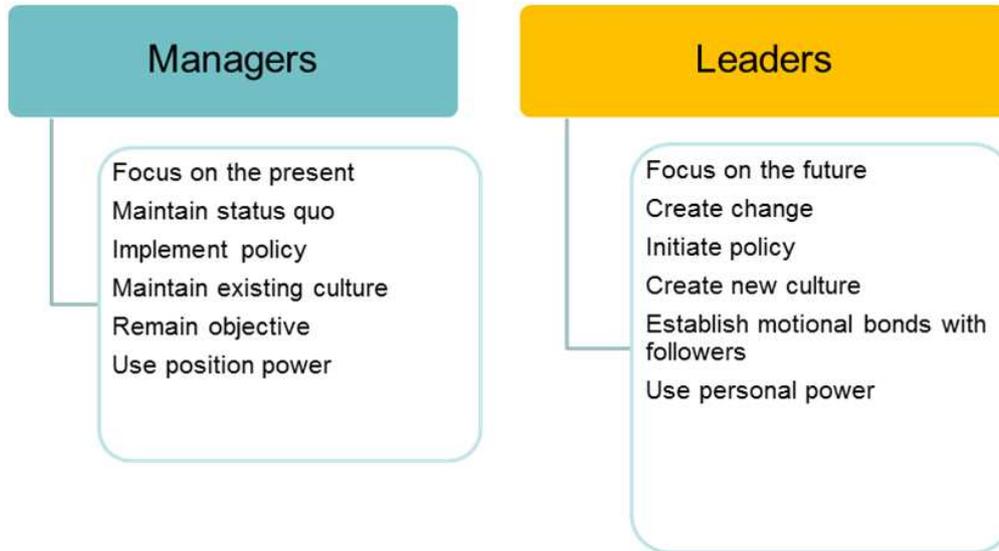


Figure 1. The difference between Managers and Leaders.

One of the most interesting leadership trend today is called mindful leadership. Large companies, such as Google, Aetna and General Mills, have been implementing large-scale mindfulness programs over the past few years. Thousands of employees have gone through their programs with data now showing that there is a definite impact on leadership skills by practicing mindfulness, such as:

- Increase in productivity
- Increase in decision-making
- Increase in listening
- Reduction in stress levels

But for leaders, the biggest benefit of mindfulness is its direct impact on the development of emotional intelligence. To enhance our emotional intelligence with mindful leadership is arguably the way forward to improve our decision skills and strengthen our attention and focus in the VUCA world.

Mindful Leadership is theoretically based on set of leadership theories as can be seen in the figure below.

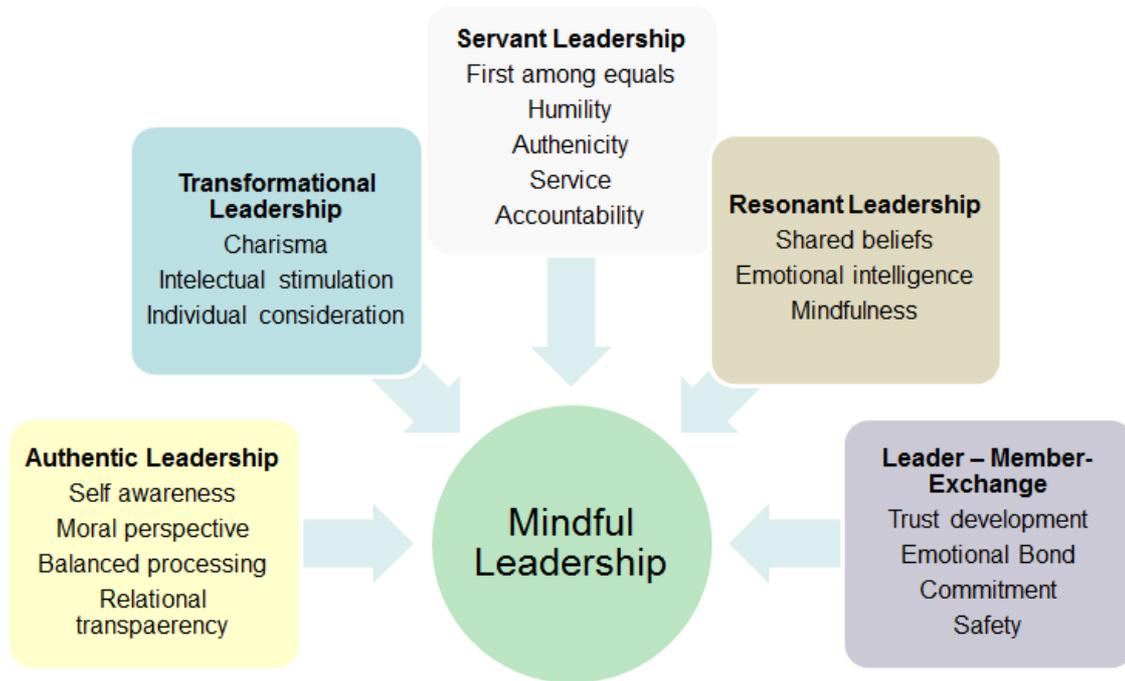


Figure 2. Some of the theories contributing to the theoretical platform of Mindful Leadership.

A part of JSTE3 was therefore devoted to Mindful Leadership exercises in day 1 (Introduction to leadership, raise awareness of challenges caused by biases, poor decision making and stress. Control biases by developing emotional intelligence), where participants in the workshop practiced exercises to brace their self-awareness, empathy, focus, attention and self-control with some of the tools of mindfulness. **Mindfulness tools include meditation, breathing, yoga, walking, music, nature -- anything that allows you to come back to the present moment.**

Somehow, linked to the Dewey experiential learning current, these 4 DAhoy Day-1 experiences were linked to Alexander techniques:

<https://www.alexandertechnique.com/articles/dewey/>

Mindful leadership will increase our awareness and focus enabling us to make better decision in the VUCA world where cognitive biases affect us, arguably, more than ever before.

### Identified Learning Outputs from activity

- Techniques to raise awareness of how to manage stressful situations
- Shift from management to leadership
- Understanding emotion / feelings and learning to control reaction – behaviors

### How to Use Mindfulness to Make Key Decisions

Mindfulness can help you filter out mental chatter, weigh your options objectively, tune into your intuition and ultimately make a decision that you can stand behind completely.

- 1. Use Mindfulness for Mental Clarity**
  - Start by getting in a mindful state. This takes anywhere between 15 seconds and 5 minutes.
- 2. Scan Your Thoughts for Outside Influences**
  - For example, is there one decision that you think your boss would like more?
- 3. Hearing and Trusting Your Intuition**
  - Notice physical sensation. It might be a "bad feeling" in your chest about one decision, or a feeling of excitement in your gut about another decision.

### Opportunities for Development

- Use appropriate facilitator with appropriate knowledge and training
- Involve students in the active learning experience
- Develop Peer learning opportunities
- Teach in context to a specific situation
- Embedded early into the curriculum

### Experiential situation 1: getting attention to our body

Introduction to mindfulness, practical experiences. Getting the attention to the body. Mindful leadership for better decision making skills in volatile times.

- MA in Media Studies and Cognitive Behavioral Therapy
- Journalist and program editor
- Author and co-author of several books
- TV-host on several shows
- "The Icelandic Education Awards 2007" for educational material that has inspired innovative methods in education
- PhD student researching Mindfulness in the Workplace

### Identified Learning Outputs from activity

- Opportunity to link theory to practice
- Techniques to practice mindfulness

### Opportunities for Development

- Develop clear guidelines how to use mindfulness practice with students
- Learning outcomes to be developed to ensure understanding of learner
- Present range of theories to students - cognitive and behavioural
- Link Mindful leadership presentation to activity practice
- Develop within academic guidance / leadership unit / personal development unit
- Develop specific learning objectives to be communicated at the start of each activity

### Experiential situation 2: Fruit experience

Getting your body out of auto pilot and focus on your senses.

#### Identified Learning Outputs from activity

- Demonstrate the power of feelings
- Illustrate the effect how thinking impacts on feelings
- Engages all senses in a brain re-programming process

### Opportunities for Development

- Develop into an exercise that will identify personal experience and link to theory
- Use as an opportunity to identify personal distractors
- Develop learning outcomes to include values, senses and link to decision making theory
- Clarify learning outcomes

### Experiential situation 3: Walking outside, neuroscience experience

Understanding neuroscience. Shifting focus.



Figure. Participants of JSTE3 practicing mindfulness in front of Reykjavik University.

#### Identified Learning Outputs from activity

- Increase dopamine levels

*D'Ahoy Joint Staff Training Event 3 (JSTE3), Learn & Inspire analysis*

- Connecting with nature – How does the external environment impact on your thinking, decision making
- Self-reflective tool – analysis of individual experience of mindfulness



**Opportunities for Development**

- Develop survey for use before and after practical exercise
- Ensure accurate theoretical information is given – mindful habits
  - Contextualise experience to suit student profession to share ideas and develop technical solutions





#### Experiential situation 4: Make a personal decision experience

Meditation to make a good decision.

#### Identified Learning Outputs from activity

- Technique for personal reflection
- Process to consider decision making / consequences of decision
- Create opportunity to develop mindful habits

#### Opportunities for Development

- Develop as part of a wider programme / contextualise
- Develop emotional intelligence background information for facilitators

## Analysis of Activity 2: Crisis simulation

(Introduction from Prendo website: <http://www.prendo.com>)

Prendo develops advanced management simulations that are used by many of the world's leading organizations and business schools. Prendo simulations are developed with input from industry and client experts and with advice from professors at the world's leading business schools. This content expertise is combined with Prendo's unique simulation authoring system and ability to model technical, financial and, in particular, human variables. This capability has evolved since 1998 when Prendo was commissioned by Shell to develop a simulation of how their typical spectrum of stakeholders behave during a sensitive project.



In numerous fields of human activity, simulations are powerful tools for developing skills, practising implementation, understanding complex situations, planning projects and assessing people. Simulations are powerful because rather than "transmitting words" they transmit understanding, because people need to practise not just listen, and because people need to see the link between actions and results.

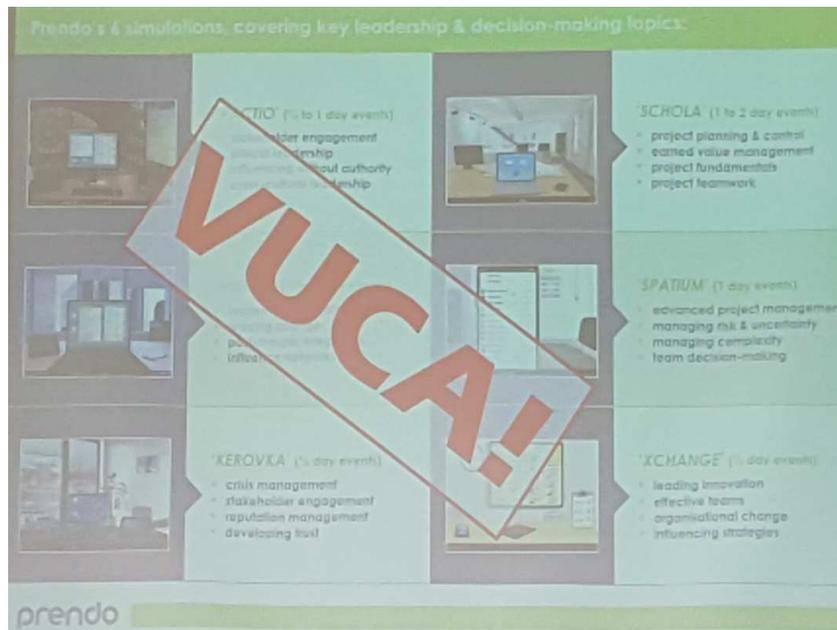
### **Simulations apply the most basic principle of learning: the need to practise and rehearse**

Pilots, sportspeople and the medical profession have long understood the importance of simulating their activities in order to improve their performance and reduce the risk of failure in the real world. The only practice grounds, however, for managers have typically been their real projects, real organisations and real customers. This means that their 'education' is often very expensive. Simulations, in contrast, may provide an opportunity to learn from mistakes that do not cost very much!

### **Simulations could be better than real world experience**

Managing complex projects, for example, can involve hundreds of decisions taken over long periods of time. The distance between cause and effect means that it can actually be difficult to learn from such experience.

Simulation may provide a clarity of cause and effect, and an honesty of feedback, that we do not usually enjoy in the real world.



### Case Study experienced by DAhoyers in day 2: Practical session with the Prendo Simulations game of crisis management

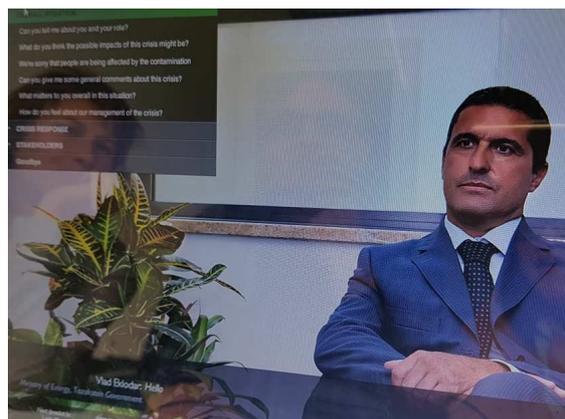
A 90' crisis simulation was experienced, around a fictive Shale Gas Operation, Kerovka, Tazakstan, a simulation game. Scientific platforms for simulation can be usefully used for different decision situations (merger, risk management, product management, crisis management, ...). Advantage of the method:

- active learning
- get immediate feedback.
- balanced of complexity and usability.
- provokes emotional reactions
- learn from errors

Risk of the method: more tacit than explicit knowledge learning so that clear learning objectives have to be setup beforehand.



Prendo's KEROVKA simulation gives participating teams an intense experience of leading a crisis scenario. It challenges teams to protect their organisation's value and reputation as the crisis unfolds by developing a communication strategy and by making various decisions, all in a highly time-pressured scenario.



The simulation models a representative group of stakeholders: why they trust or mistrust you, what they believe has happened and what they think the causes are, how they feel about the crisis, and ultimately how much their reaction might cost or benefit you.



The simulation also brings to life the typical communication “wildfire” of a crisis situation. The simulation was developed in collaboration with Professors Vit Henisz of Wharton and Dan Diermeier when he was at Kellogg. KEROVKA is typically used within ½ and 1 day (classroom or online) workshops, for between 9 and 60 participants. It was for 90 minutes in this DAhoy experience, with 4 teams of 3 to 4 pax.



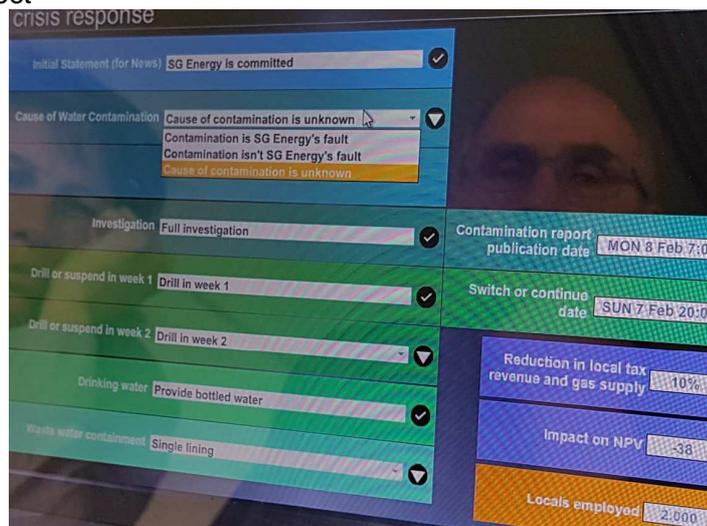


This exercise is a simulation game to put students teams in action, for them to manage crisis situations under VUCA conditions. This activity requires a lot of reactivity and decision taking under stressful conditions.

### Identified Learning Outputs from activity

Prendo's pioneering simulations are comparable to flight simulators: i.e. highly realistic virtual environments that model the dynamic variables of the situations and thus allow managers to "live" the challenges and practise the corresponding skills. In the context of real projects, clients can improve the chances of success by applying Prendo's simulation methodology in a number of ways:

- Team-building, awareness raising and brainstorming workshop
- Detailed analysis of key decision and outcome parameters
- Participation in joint design and development of a new simulation that is customised to the real project



DAhoy identified learning outcomes were:

- Understand complex behaviour and information dynamics of crisis situations
- How to engage/influence multiple stakeholders
- How to protect value and reputation in a crisis
- Mapping and prioritising stakeholders
- Quantify the impact of stakeholders, sentiments

## Opportunities for Development

Prendo, its clients and its partners have run thousands of simulation workshops over the last eighteen years. Prendo has gathered user feedback from tens of thousands of managers across a wide range of both private and public sector organisations. This feedback is essential for optimising the learning experiences and judging the subtle balance in the simulations between realism, complexity and usability.

- The type of exercise calls for a debrief at the end to discuss to assess clearly the specific pedagogical concepts which have been addressed.
- Can model the exercise to a specified skill – particularly for younger audience
- Doing it with the computer which is common tool for current students is a useful component - Is an opportunity to enhance confidence in decision making - Can enhance soft skills,
- Learning by doing, learning by experiencing - room for discussion about what they learned after the experience
- Second level of learning – comply with the simulation and not fight against the simulation, how do you comply with the environment of the simulation

Crisis Response							
Crisis Response Decision	Initial Statement (for News)	Investigation	Drill or suspend in week 1	Drill or suspend in week 2	Drinking water	Waste water containment	Reduction in local tax revenue and gas supply
Preference of the external stakeholder group (weighted by importance)	IG Energy is committed/sympathetic	Full investigation	Suspend in week 1 and 2	Drill in week 2	Provide bottled water	Double lining	0%
Team#1	IG Energy is committed	Full investigation	Suspend in week 1	Suspend in week 2	Provide bottled water	Double lining	10%
Team#2	No initial statement	Full investigation	Suspend in week 1	Drill in week 2	Provide bottled water	Double lining	20%
Team#3	IG Energy is committed	Quick investigation	Suspend in week 1	Suspend in week 2	Provide bottled water	Double lining	15%
Team#4	IG Energy is committed	Full investigation	Drill in week 1	Drill in week 2	Provide bottled water	Double lining	20%

- Multiple exercises out with the activity which could be adapted for other units.
- Other types of games with interactions between participants/agents involve management games, participatory games i.e. resources sharing games, simulation games (players interacting through a computer), experimental economic games, business management using agent based modelling.

### Some potential enhancements

- Be more specific in model or theory you are analysing and use that for the 90 minutes and then debrief
- Based more on reacting to than leading the situation
- VUCA – mainly focused on the complexity component

*D'Ahoy Joint Staff Training Event 3 (JSTE3), Learn & Inspire analysis*

- Not clear how to formalize the learning outcomes.
- Would have been better to have given each member a role
- Not clear whether people were clearly in the managers' shoes of a company

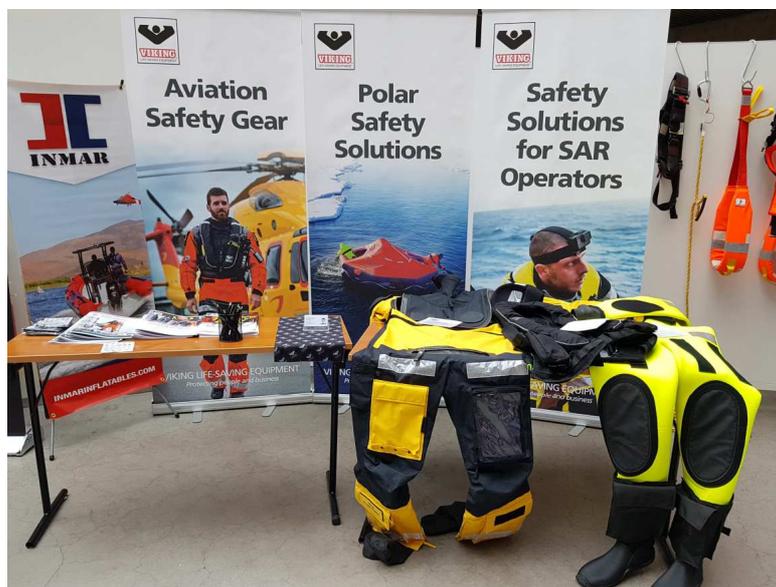
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## Analysis of Activity 3: Rescue teaming: a VUCA experience

This Activity took place at FBSR – THE AIR GROUND RESCUE TEAM OF REYKJAVIK » ICELANDIC VOLUNTARY RESCUE TEAMS IN VUCA. It began with a presentation of the volunteer rescue context on site Flugbjörgunarsveitin.

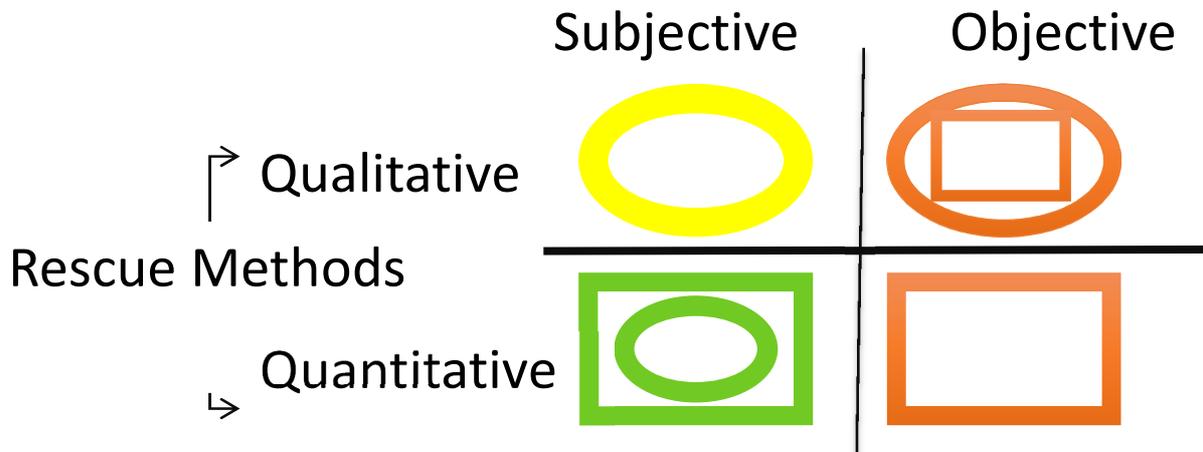


The Air Ground Rescue Team of Reykjavík (FBSR) was founded in 1950 in the aftermath of the Geysir air crash on Vatnajökull glacier. The rescue team is made up of non-professional volunteer members who have been highly trained in various types of rescue missions. This team can intervene on situations in the mountains or volcanic situations.



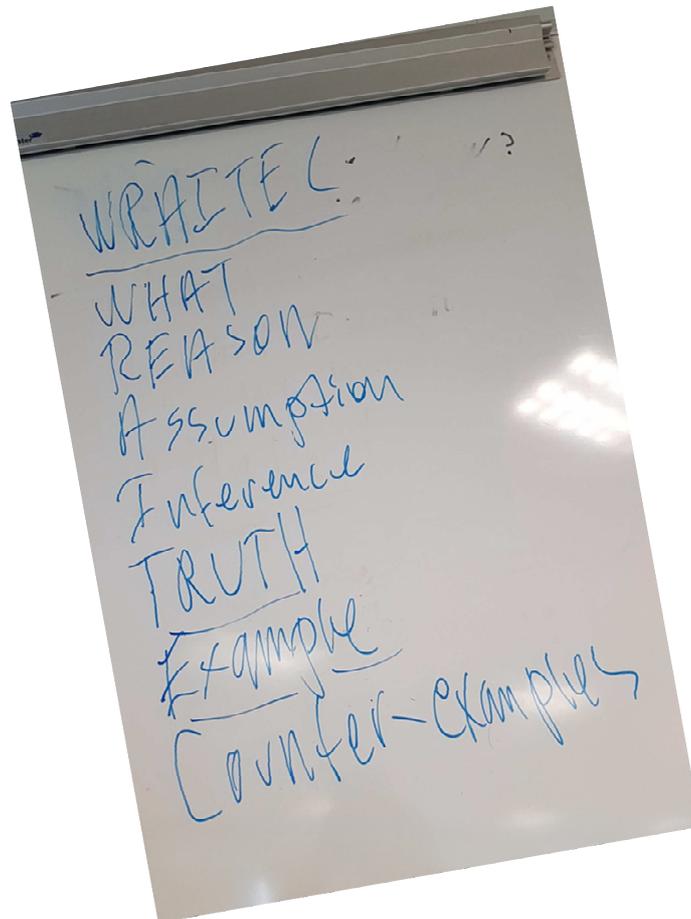
The presentation included a brief history of the mountain rescue in Reykjavik as well as elements related to the organization of this volunteer rescue team.

The main objective of this lecture is to point out the importance of taking into account subjective (and more particularly personal) dimensions in decision-making in critical and dramatic situations. The matrix used makes it possible to distinguish different types of decision-makers.



During training, the emphasis is on the observation of the situation, the regulation of the emotion and the feeling to train the intuition to define what is a safe/a dangerous situation. Because the first principle is to ensure your own safety.

The heroism, the insecurity, the self-doubt, the cynism can be very dangerous on VUCA situation that is why it's necessary to work on the mentally dimensions.



D'Ahoy Joint Staff Training Event 3 (JSTE3), Learn & Inspire analysis

But feelings, emotion can depend on and/or influence other members of the group. That's why special attention is paid to the team and its members. Many examples illustrate situations where decisions must be made in a VUCAS environment (emergency situation after an accident how to prioritize victims?)

**The second module is a simulation (90 minutes 2x7 people)**



Seven people are in a boat in distress. The team must decide which three people will leave the boat and die. If the team doesn't make a decision, everyone dies. A debriefing is realized after the exercise. People may refuse to do the exercise.

The exercise therefore applies to a moral decision, is specifically designed to encourage the team members to share feeling and to generate and observe group dynamics in decision-making. The 7 participants get into a circle and discuss who will be the 3 people who will leave the boat.

This activity doesn't require any specific device and is very simple to set up.



The main limit identified for this simulation is that in reality, if the survival of the group requires getting 3 people out of the boat, and even if we have trained our intuition and our feeling, then instinctive decision prevails and there is no time for discussion or argument.



### Learning output

- Working in a team and making collegial decisions.
- Taking into account feeling
- Discover that making decisions does not always require sophisticated Tools (use a random)
- The importance of the process of decision making (deciding on the rules more than on taking the decision)
- Test the effects of social interactions and strategies (influence, persuasion, manipulation) in decision making.
- The difficulty to enforce the decision (because of its impacts)
- Better measure the influence of context in decision making

### Opportunities of development

- It's necessary to be very clear about the objective, the aim because this type of exercise can have negative effects on the group spirit (unless all participants refuse the exercise, then we can formalize a feedback with the group on the reasons for their decision )
- Possible psychological damage or problems that won't be able to be solved by non-experts
- Choose a positive outcome: not choosing who should die but deciding who should live.
- One suggestion is to modify the simulation to limit the risks of personalization of excluded people by giving roles to everyone. In this case it is not the person who is excluded but his character.
- Another suggestion made was to construct a simulation in two stages. In the first stage, each participant in front of his computer makes a selection of the three
- People on the basis of a certain number of criteria and resources. In the second stage, he is led to interact with others to make his choice.
- introduce more complexity changing rules and environment during the activity

## Analysis of Activity 4: Cognitive biases

A cognitive bias is a systematic error in thinking that affects the decisions and judgments that people make. Some of these biases are related to memory. The way you remember an event may be biased for a number of reasons and that in turn can lead to biased thinking and decision-making. A cognitive bias occurs when people are processing and interpreting information in the world around them. The human brain is powerful but subject to limitations. Cognitive biases are often a result of your brain's attempt to simplify information processing. They are rules of thumb that help you make sense of the world and reach decisions with relative speed.

When you are making judgments and decisions about the world around you, you like to think that you are objective, logical, and capable of taking in and evaluating all the information that is available to you. Unfortunately, these biases sometimes trip us up, leading to poor decisions and bad judgments.

At JSTE3 the participants were tested for cognitive biases by a survey conducted on the internet (Survey Monkey). Participants were not informed in advance that this was a test of judgment biases. They were asked to verify a written statement by selecting personal preference on a Likert-scale, selecting between option or giving an answer to question.

It must be noted that the sample was small as only eight people answered the online survey designed to test some well-known biases.

However, the results indicate that even this group of highly educated academics and professionals are affected by cognitive biases.

### Results with interpretation

The survey started off by asking questions testing the self-confidence of the participants.

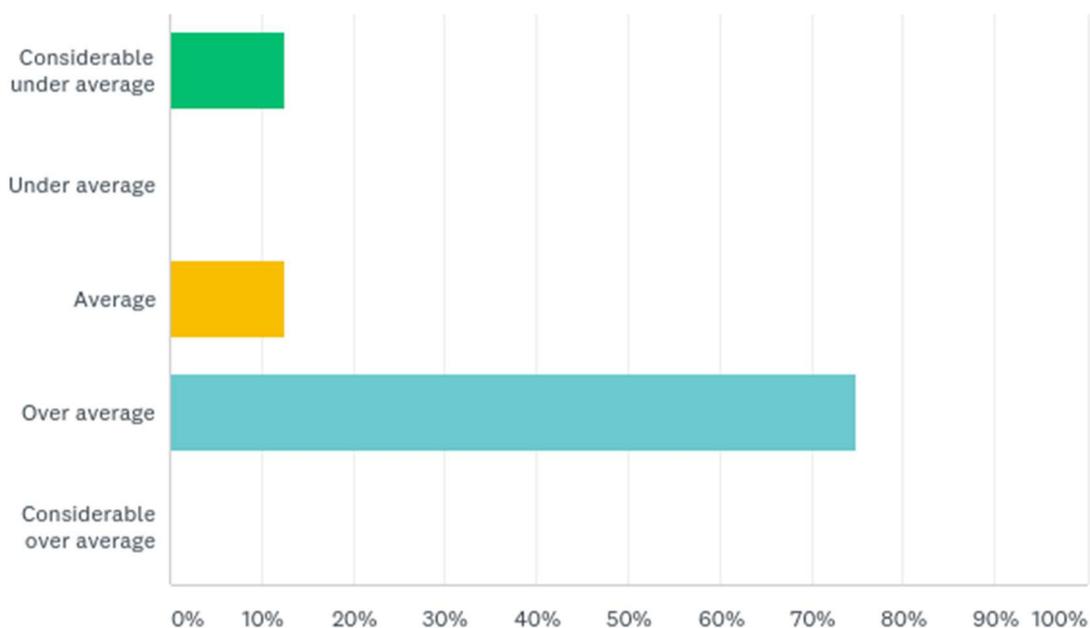


Figure 3. Question 1: My abilities to drive a car are...

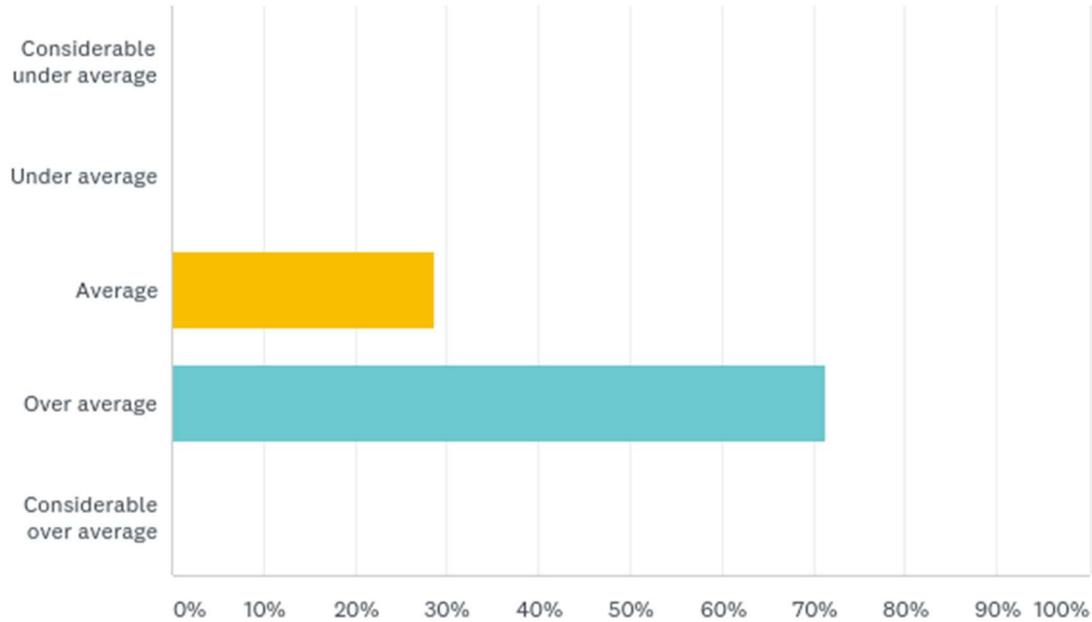


Figure 4. Question 2: My future prospects in my workplace compared with my colleges are...

As can be seen from Figure 1 and 2 there the majority of answers on the “over average” side on the Likert scale.

This indicates a bias called overconfidence bias. The overconfidence bias is a well-established bias in which a person's subjective confidence in his or her judgements is reliably greater than the objective accuracy of those judgements, especially when confidence is relatively high.

Question 3 was a selection between two statements when a person enters a stage-play and it turns out to be rather boring. What would then be likely to happen at the interval?

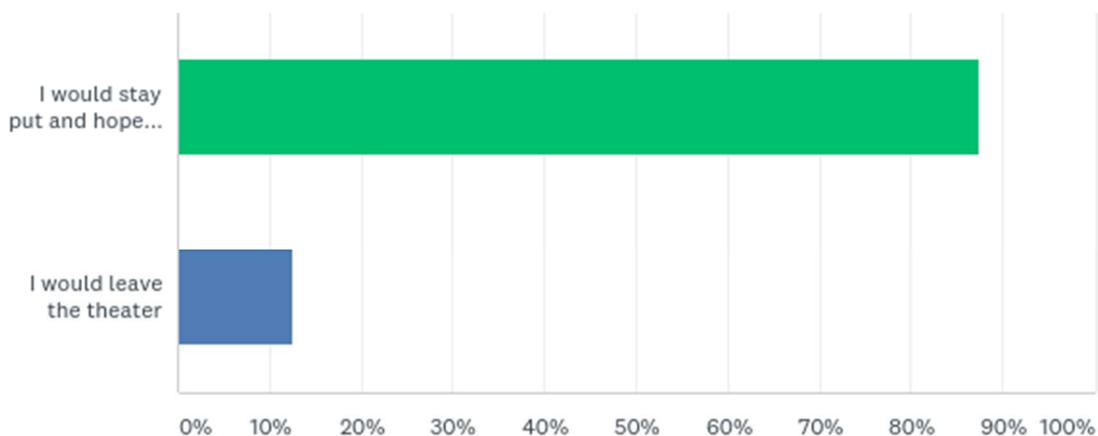


Figure 5. Question 3: Few days ago I bought a \$55 ticket to the theater to see a new stage play. It was rather boring from the beginning. Half way through the show was an interval. Which of the reactions below would be most likely from my behalf? a) I would stay put and hope that the play will improve. b) I would leave the theater.

As can be seen majority of the participants would prefer to stay and hope for a better performance although nothing in the text suggests that the play will improve after the interval.

This indicates a sunk-cost bias. Sunk-cost bias, or fallacy, describes the justification of increased investment of money, time, lives, etc. in a decision, based on the cumulative prior investment ("sunk cost"); despite that no evidence suggesting that the cost, beginning immediately, of continuing the decision outweighs the expected benefit.

Question 4 concerns a bias called representativeness heuristic.

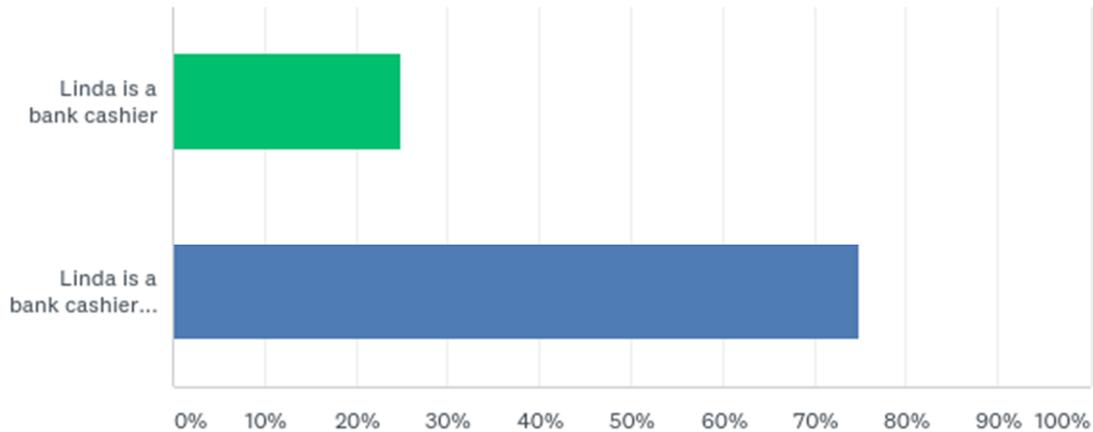


Figure 6. Linda is 31 years old, single, outspoken, and very bright. She majored in philosophy. As a student, she was deeply concerned with issues of discrimination and social justice. Linda also participated in the me-too campaign and whaling demonstrations. Which is more probable? a) Linda is a bank cashier or b) Linda is a bank cashier and active in the feminist movement.

As can be seen the majority of participants opted for b) as the more probable for Linda the cashier. However, a) must be more likely as Linda has only one criteria to comply to instead of two in b).

When people rely on representativeness to make judgments, they are likely to judge wrongly because the fact that something is more representative does not actually make it more likely. The representativeness heuristic is simply described as assessing similarity of objects and organizing them based around the category prototype. Linda is arguably a stereotype of a feminist and therefore the contributor is distracted from what might seem obvious in retrospect.

Question 5 concerns a bias called regression to the mean. In statistics, regression toward (or to) the mean is the phenomenon that if a variable is extreme on its first measurement, it will tend to be closer to the average on its second measurement—and if it is extreme on its second measurement, it will tend to have been closer to the average on its first. To avoid making incorrect inferences, regression toward the mean must be considered when designing scientific experiments and interpreting data.

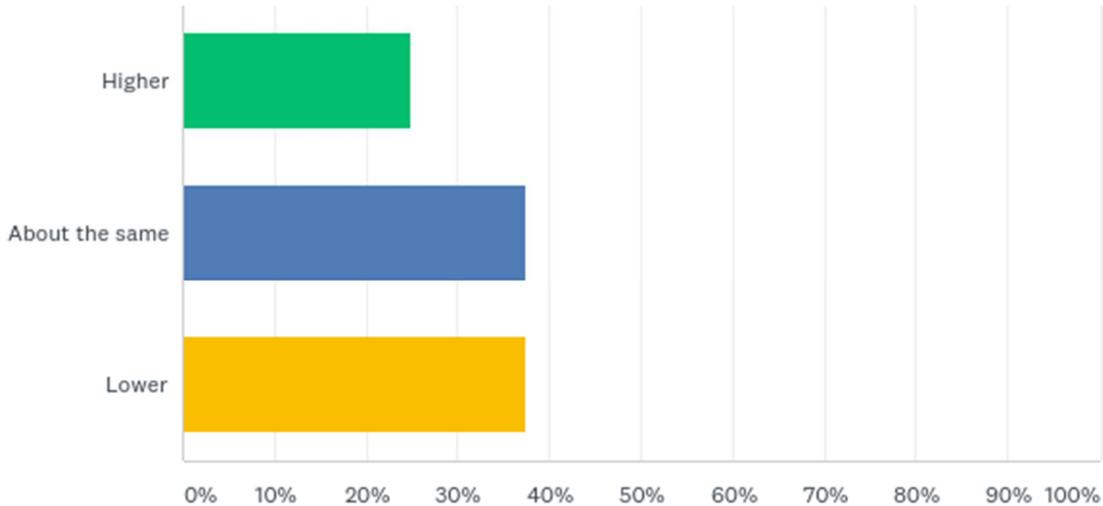


Figure 7. During the summer, a brewery's sales of canned beers are largely influenced by chance factors such as weather and the number of people watching sporting events. In the first week of August, exceptional sales of 1,2 m cans of beer were achieved. In the absence of other information, would you judge that the sales the following week are: a) higher, b) about the same and c) lower.

The Regression to the mean would in most instances mean "lower sales" the following week.

Question no. 6 was the following: A 4G mobile phone with a re-charger costs 110.000 kr. The 4G phone costs 100.000 kr. more than the re-charger. How much does the re-charger cost?

Only one participant wrote the correct answer (5.000) as most opted for 10.000 kr. What happens is the framing of the question distracts the participant. If the charger would cost 10.000 the statement of the difference would not add up ( $100.000 - 10.000 = 90.000$ ). The only way is if the re-charger is priced at 5.000 ( $105.000 - 5.000 = 100.000$ ).

The framing effect is an example of cognitive bias, in which people react to a particular choice in different ways depending on how it is presented. An example is that people tend to avoid risk when a positive frame is presented but seek risks when a negative frame is presented.

Another bias working here is the anchoring bias. Anchoring is a cognitive bias that describes the tendency for an individual to rely too heavily on an initial piece of information offered (known as the "anchor") when making decisions. In this case the 10.000 and 100.000 are the anchors not the context of the question.

Question no. 7 tested what is called the representativeness bias.

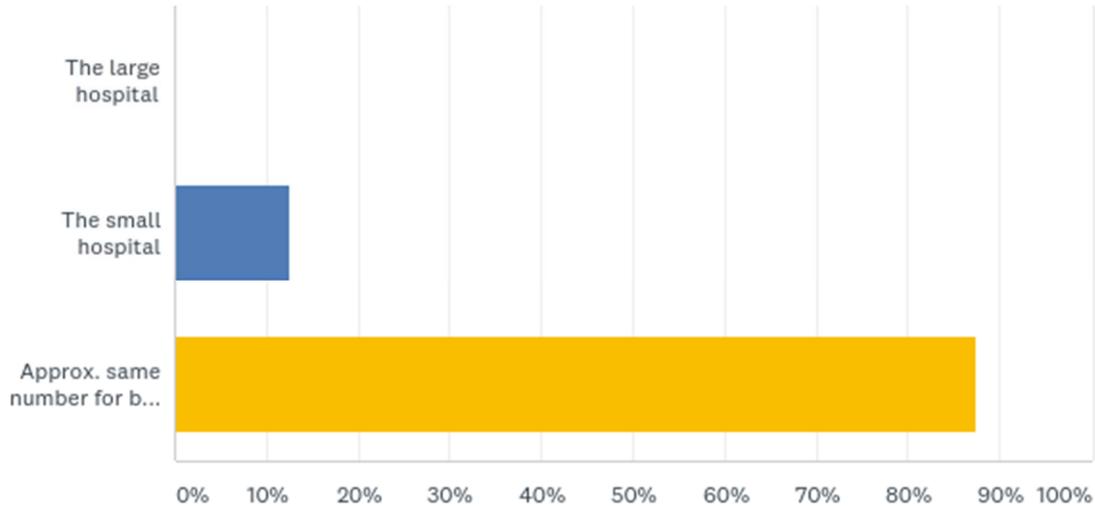


Figure 8. Question 6: An unnamed town has two hospitals; one large and one small. In the large hospital the average number of newborn children is 45 per day. In the small hospital the average number of newborn children is 15 per day. As you know approximately 50% of newborn children are boys and 50% are girls. This ratio may be differing between days, sometimes this ratio may exceed 50% and sometimes be less than 50%. One year both hospitals registered the number of days when 60% (or more) of newborn children were boys. Which hospital can be assumed to have more such days?

The majority of participants did not recognize that the smaller hospital was more likely to record more such days due to the fact that small samples are more likely to have larger deviations. This is called the empirical law of large numbers. What happens is that people ignore the sample size because they use a representativeness heuristic. When people rely on representativeness to make judgments, they are likely to judge wrongly because the fact that something is more representative does not actually make it more likely.

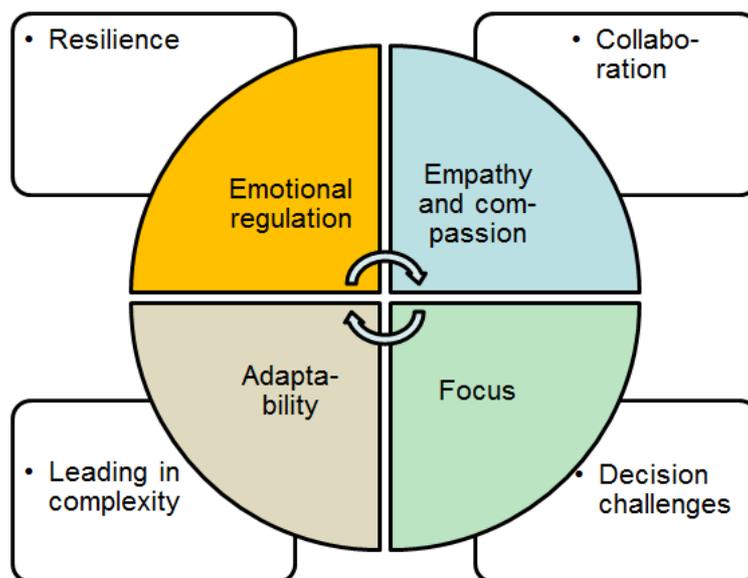


Figure 9. The decision challenges in context of JSTE3.

## General Observations from JSTE 3

The DAhoy project on improved decision skills in VUCA times is not the least on how we interact as human beings. The JSTE3 workshop focused on these skills in particular to train the participants in some of the cutting edge theories on contemporary management and leadership disciplines.

These practices are envisioned to improve our resilience by self-control and self-awareness, make us better qualified for collaboration and team work by being empathetic and compassionate towards our peers and co-workers, be better suited to lead in times of volatility, uncertainty and complexity and enable us to maintain focus when challenged with decision challenges.

The exercises and survey demonstrated that there is a room for improvement even in group of well-educated and smart participants. JSTE3 therefore paves the way to incorporate these theories and practices in the future curriculum to be developed within the Dahoy framework.

In the context of the Mindful leadership experiences:

- Going outside offered a good opportunity to connect to nature and ourselves
- Provide reading list around emotional intelligence theory
- Identify appropriate practitioner to facilitate mindful activities if staff are not confident
- Create opportunity to discuss how the activity can influence decision making
- Link activities to theory

### Opportunities to calibrate or enhance the JSTE3 activities

- The VUCA matrix proposed in the CDIO paper could be implemented in these activities in order to provide a bespoke and individualized learning experience for students and to enhance their skills in terms of decision making.

### Transferals to other contexts than Reykjavik University

- The learning and teaching tasks proposed on day of the activity can be easily embedded into any training programme

## Annex 1:

### Questionnaires analysis for JSTE3

#### DAhoy Quality Assurance questionnaire analysis (13 DAhoy respondents)

These are the main answers that the participants have provided to the 3rd JSTE activity organized by RU, The answers are the result of filling a questionnaire prepared by Liliane Esnault Consulting, external quality assurance pilot of the DAHOY project.

#### General comments

Again, there is a consensus about the organisation, the venue, the food, etc. Some keywords emerge from all answers:

- Mindfulness, the idea of taking into account subjectivity and not only objectivity – and to go beyond rational models.
- The presentation of the Search and Rescue Organisation was mostly appreciated, as well as the crisis management simulation exercise (referred below as "Prendo").
- An element was clearly stated by several respondent: the necessity to precise the learning objectives and the learning outcomes *a-priori* for each learning sequence.

*NB: The quality of the answers and the efforts made to give personal elements to the open questions is remarkable in this group 😊*

#### Regarding the decisions made during the activities

The novelties:

- crisis management;
- use of simulation which implies reactivity and pressure of time;
- Mindful leadership activities;
- Personal issues regarding the "survival" exercise (who will survive in the boat).

As usual the second part of the question (reasons why the decision made were valuable) are scattered (maybe because the scale is not easy to use for this kind of answers), except for the importance of the group. (let's keep in mind that the first day was dedicated to individual based activities).

#### Regarding the uncertainty of the environment

The environment was not found perturbing. Which could seem a little surprising because in fact it "objectively" was: I think not many of the participants had ever been in Iceland, there was no night-time... Perhaps the fact that we were "stuck" in the University would have "rubbed out" the specificities of the location.

The only really perturbing dimension was related to the incursion into psychological and sociological aspects, and the intrusion of subjectivity (engineer/military culture?).

## About the decision model(s)

Again, there is always the same difficulty for people to refer to a "model".

What was nevertheless quoted here is the general unrolling of the days: theory + application exercises + debriefing which was mostly appreciated (with one exception of someone thinking there was much too much talking 😊).

I think that for the students, the underlying models should maybe made clearer before the mobilities, so that they could refer to them implicitly during the exercise and then explicitly during the debriefing sessions.

Among the new items cited:

- "non-cooperative" decision making;
- control of emotions;
- acceptance of subjectivity and irrationality;
- mindfulness;
- influence strategies (manipulation?).

## Regarding the competence model

New elements:

- ability to react and decide in action;
- ability to detect and avoid cognitive biases;
- empathy, compassion;
- mindfulness;
- ability to identify and prioritise actions in a short amount of time.

## About the lessons learnt

New elements:

- computer simulation (different from what was experienced in Glasgow with the large boats);
- the introduction of control of emotions and feelings, and the necessity to be aware of self-attitude and behaviour;
- the notion of mindful leadership;
- the examples of cognitive biases;
- the risks inherent to these new notions.

There are some discrepancies in the answers to the next part of the question (what would be similar/different in one's reaction), because some people cite as "similar" attitudes that were not developed before this session.

But anyway, the big "change" seems the fact that people "discovered" that they must take "themselves" into account before, during [and after] the decision process.

## About the innovativeness

We find again the same elements here: mindfulness, subjectivity, the necessity to know yourself better, etc. Plus, the evidence that "each problem is different and needs a tailored solution".

- Some people found the sequence more "academic" (theory + practice + reflexivity) and seemed rather to be pleased with that.
- A point that was not underlined previously was about the risks linked to the specificity of the orientation taken, especially regarding the use with students, and that should be put in perspective with the benefits (probably adapt to "locale situations").

Globally: new valuable inputs added to what was done before. Also, one aspect underlined by one participants, about the fact that "the courses seemed well aligned with both industry and students demand".

## Point of view of the participatory observation (LES)

I think there were more "contrasted" reactions because a lot of things were put on the "personal" level (day 1 and day 3). Though the unrolling of sequences was rather more "academic" as was quoted, the content was more perturbing for some people that were not being there before.

Not sure that one has to undertake a psychoanalysis before teaching decision-making, though 😊.

## What was most appreciated during the 3 JSTEs( (EN, CoGC, RU)

- the diversity and complementarity of activities, and their various level of complexity;
- the relevance to what is learned;
- the importance of the from to improve the learning process ("more enjoyable"), and enhance the learning outcomes;
- the role of technology (in technology-based simulations);
- the "cultural" approach of decision making.

## What could be improved:

- need to develop some coherence to put them in the curriculum and precise the learning objectives/outcomes;
- more evidence of relation to the theoretical model(s);
- necessity to adapt to the context of each institution.

## What is still missing

- "real-life" case studies with what happened "really" in the end.

General organisation of the event	1	2	3	4	5
Location				3	10
Rooms				3	10
Duration			1	2	10
Food					13
Organisation of activities			1	2	10
Others (specify)					
<i>wifi</i>			1		
<i>weather</i>				1	
<i>buses/venue/logistics</i>				1	
Comments	<ul style="list-style-type: none"> <li>• <i>Thank you!</i></li> <li>• <i>It is a very expensive country, but it is balanced by the very good organisation</i></li> <li>• <i>Welcoming convenient space to learn</i></li> <li>• <i>Very good profusion, however some activities were too long and some not long enough</i></li> <li>• <i>Fantastic venue that has been very well designed, I feel genuinely inspired by this event</i></li> </ul>				

About the decisions made during the experience/exercises	1	2	3	4	5
I could witness decisions made in an uncertain environment		1	3	6	4
<p>Give one-two-three examples</p> <ul style="list-style-type: none"> <li>• <i>Activities on simulation Prendo: communication importance in DM</i></li> <li>• <i>Activity rescue life game: personal traits and values</i></li> <li>• <i>On the simulation exercise: communicate with stakeholders in a crisis</i></li> <li>• <i>On survival exercise</i></li> <li>• <i>Voluntary rescue</i></li> <li>• <i>Crisis situation</i></li> <li>• <i>During the Prendo exercise we can't change our choice as if the content does not change according to the information we get</i></li> <li>• <i>RU exercises had some relevance to this question</i></li> <li>• <i>Simulation, rescue</i></li> <li>• <i>Simulation – what to do next?</i></li> <li>• <i>Rescue in VUCA situation – who should leave?</i></li> <li>• <i>VUCA S+R</i></li> <li>• <i>Prendo simulation</i></li> <li>• <i>Mindful leadership activities</i></li> <li>• <i>Search and Rescue</i></li> <li>• <i>Disaster simulation</i></li> <li>• <i>Taking a decision to give bottled water to people / suspend drilling in the town</i></li> <li>• <i>Taking a decision on which people should stay alive</i></li> <li>• <i>Crisis management</i></li> <li>• <i>Group exercise on day 3 – pick up who will survive</i></li> <li>• <i>At the VUCA situation, the environment and next situations were completely out of control</i></li> <li>• <i>Crisis management</i></li> <li>• <i>At the search and rescue center</i></li> </ul>					
The decisions made were in fact useful and valuable due to:	1	2	3	4	5
the cooperation within the group				11	2
the leadership of one participant	1	4	5	2	2
the fact that in the end the environment was not that much stressful	3	4	2	4	1
the fact that at least one participant had the "right" competencies / abilities	1	6	4	1	2
other (specify)					

<i>collective mind</i>					
<i>sensitivity</i>				1	
<i>subjectivity</i>				1	1
Comments					

<b>About the uncertainty / perturbation of the environment</b>	1	2	3	4	5
I actually found that the environment was uncertain / perturbed (perturbating)		3	4	4	1
What were the reasons for that?					
the difficulty of the activity	1	2	4	3	2
the unfamiliar location/time/environment		3	1	4	1
the group		1	2	3	4
the lack of competences for the activity	1	2	4	1	
the stress imposed by the organisers	2	4		3	1
other (please specify)					
<i>team members with personality differences</i>					
<i>the perturbation is connected with the fact that we spoke about "psychological" and "sociological" dimensions in another language (it is more difficult for the subjective dimensions)</i>					
<i>new experiences</i>					
<i>language barriers</i>					
<i>fantastic environment which could have been used more for developing uncertainty</i>					
<i>sometimes it was difficult to understand relevance (language barriers)</i>					
Was "uncertainty" different from what was experienced in Brest/Glasgow?					
<i>On personal dimensions (mindfulness)</i>					
<i>yes</i>					
If yes, does it provide with new words to characterise "uncertainty" or "perturbating"					
<i>Stakeholders</i>					
<i>Actors</i>					
<i>Personal values and subjectivity as perturbators</i>					
<i>Rather perturbating</i>					

*uncertainty arrives when new events come during one exercise*

*yes, to some extent the exercises in Reykjavik perhaps little more academic*

*human relations with uncertainty: people/humans as a factor itself and its power as problem stakeholders*

Other/comments

I thought the environment was excellent

About the decision model	1	2	3	4	5
<p>During this experience, there was one (or several) decision making model(s) that were explicitly referred to</p> <p>Could you describe which one(s)?</p> <ul style="list-style-type: none"> <li>Unclear...common sense? No formal</li> <li>From theoretical review with our RU colleagues</li> <li>With GBS</li> <li>Mindful leadership</li> <li>Behaviour model: the main assumption is that the decision making depends on psychological and individual dimensions which are connected to the "believe"</li> <li>Cognitive decision model: system 1, system 2</li> <li>Subjective vs objective decision making</li> <li>Cognitive biases</li> <li>Mindful leadership</li> <li>Cognitive biases</li> <li>System approach to decision making</li> <li>Mindful leadership</li> <li>Learn from experience, adapt the plan every time slot at the VUCA situation</li> </ul>		2		4	1
<p>In this exercises/experiences new items were added to the decision making model</p> <p>[for your memory here are the ones that came up from Brest</p> <p><i>Recognise and qualify a situation</i></p> <p><i>Analyse a situation and formulate a judgment (according to variables, resources and constraints)</i></p> <p><i>Face complexity</i></p> <p><i>React and decide in action</i></p> <p><i>Take one's responsibility in the decision-making</i></p> <p><i>Learn from experience - adapt the plan to the evolution of the situation</i></p> <p><i>Formulate different solutions</i></p> <p><i>Analyse the criticality of the situation</i></p> <p><i>Collaborate – consult with others - coordinate</i></p> <p><i>Select a model adapted to the situation</i></p> <p><i>Plan</i></p> <p><i>Face risks – identify cognitive biases</i></p>		2			
			1	2	1
			3	2	2
			1	3	
	1		1		1
		1	2	2	
				2	
			1	1	
			1	1	2
	1		1	1	
		1	1	2	
		1		1	

<p><i>Define scenarios (multiple choice / multi options)</i></p> <p>Any new ones?</p> <ul style="list-style-type: none"> <li>• <i>Observe/perceive the surroundings/environment/actors/stakeholders and yourself</i></li> <li>• <i>Accept subjectivity and irrationality</i></li> <li>• <i>Be transparent and sensitive, clear minded</i></li> <li>• <i>(qualities rather than skills)</i></li> <li>• <i>Develop mindfulness</i></li> <li>• <i>Control one's emotions</i></li> <li>• <i>Decide under time pressure</i></li> <li>• <i>Play against others (and not in team)</i></li> <li>• <i>"non-cooperative" decision making</i></li> <li>• <i>Group dynamics and interactions</i></li> <li>• <i>Other forms of rationality: rationality according to values</i></li> <li>• <i>Other forms of decision: emotional</i></li> <li>• <i>Influence of leader for the other people</i></li> <li>• <i>Contemplate about decision</i></li> <li>• <i>Assertiveness</i></li> <li>• <i>empathy</i></li> <li>• <i>importance of subjective and objective (focus is generally on objective)</i></li> <li>• <i>us of mindfulness</i></li> <li>• <i>use of influence on people within the team or not</i></li> </ul>			<b>1</b>	
<p>Could you give some examples of the competences that were evidenced (for yourself, in your own activities and actions) during the experience?</p> <ul style="list-style-type: none"> <li>• <i>Ability to identify a problem</i></li> <li>• <i>Ability to set priorities</i></li> <li>• <i>Ability to react and decide in actions</i></li> <li>• <i>Decision making process in groups</i></li> <li>• <i>The importance to have a good comprehension of content</i></li> <li>• <i>Cognitive biases</i></li> <li>• <i>Collaborate</i></li> <li>• <i>React and decide in action</i></li> <li>• <i>React and decide in action during Prendo simulation</i></li> <li>• <i>Teamwork</i></li> <li>• <i>Collaboration</i></li> <li>• <i>Empathy</i></li> <li>• <i>Mindfulness</i></li> <li>• <i>Team player</i></li> <li>• <i>Open mind</i></li> <li>• <i>compassion</i></li> <li>• <i>identify and priorities actions in a short space of time</i></li> </ul>				

Other/comments

Lessons learnt	1	2	3	4	5
<p>I have identified new elements that were not evidenced in Brest/Glasgow (or that I did not signal in the previous questionnaires)</p> <p>Which ones?</p> <ul style="list-style-type: none"> <li>• <i>Subjectivity</i></li> <li>• <i>5 senses</i></li> <li>• <i>Mindfulness</i></li> <li>• <i>Emotions and feelings control</i></li> <li>• <i>The risks of some activities (manipulation)</i></li> <li>• <i>The necessity to have an expert</i></li> <li>• <i>Computer simulation</i></li> <li>• <i>Mindful leadership</i></li> <li>• <i>Cognitive biases</i></li> <li>• <i>Mindful leadership: using self-concentration to make decision</i></li> <li>• <i>More emphasis on the theory of decision making and its application</i></li> <li>• <i>The importance of mindfulness in everyday activities</i></li> <li>• <i>Negative attitude impacts the process of decision making</i></li> <li>• <i>Mindful leadership</i></li> <li>• <i>Analyse your behaviour and your possible biases and attitude before taking decisions</i></li> <li>• <i>Personal characters in the group</i></li> <li>• <i>Agility</i></li> <li>• <i>Personal/mindful leadership</i></li> </ul> <p><i>(It could be elements of the decision-making process, elements in the behaviour of participants, competences, elements in the pedagogical value of the exercises, etc.)</i></p>				6	2
<p>Should you happen to encounter a similar situation, would you react differently now?</p> <p>Explain what would be similar</p> <ul style="list-style-type: none"> <li>• <i>Rational model selection</i></li> <li>• <i>Stressful situation help with mindfulness</i></li> <li>• <i>Because we can't anticipate the information and the problems</i></li> <li>• <i>The decision making process</i></li> <li>• <i>Leadership approach</i></li> <li>• <i>Be mindful before making decision</i></li> <li>• <i>More patience (especially in a group of multicultural people)</i></li> <li>• <i>To priorities actions, one by one, instead of taking early decisions</i></li> </ul>					

<p>Explain what would be different</p> <ul style="list-style-type: none"> <li>• <i>Mindfulness</i></li> <li>• <i>Emotions and feelings control/monitoring of others and myself</i></li> <li>• <i>Try keep a distance with problems by controlling emotions</i></li> <li>• <i>A mindful approach</i></li> <li>• <i>Quicker reaction</i></li> <li>• <i>More acknowledgement of own strengths and own competences</i></li> <li>• <i>Find clearer ways of expressing my ideas</i></li> <li>• <i>Taking both the objective and subjective into consideration</i></li> </ul>					
<p>Other/comments</p>					

About the value of the activity for an innovative learning approach of decision making	1	2	3	4	5
Globally, I found the sequence valuable for an innovative learning process		1	3	6	3
<p>If "yes" (columns 4-5), give 3 main reasons for that</p> <ul style="list-style-type: none"> <li>• <i>Subjectivity examples</i></li> <li>• <i>Experiential learning</i></li> <li>• <i>Sensitivity</i></li> <li>• <i>biases</i></li> <li>• <i>just to ask questions about the impact on the students if we propose these kinds of situations</i></li> <li>• <i>new ideas to work with students on the model behind the simulations</i></li> <li>• <i>new ideas to mix the audiences</i></li> <li>• <i>fresh ideas on improved learning</i></li> <li>• <i>collaboration and research ideas</i></li> <li>• <i>academic input</i></li> <li>• <i>practical experience</i></li> <li>• <i>debrief opportunity</i></li> <li>• <i>relevant approach to skills development</i></li> <li>• <i>decision making needs to be fluid</i></li> <li>• <i>each problem is different and so needs a tailored solution</i></li> <li>• <i>leaders must be able to understand themselves</i></li> <li>• <i>I enjoyed the model used (theory, activity, debrief)</i></li> <li>• <i>The activities were wide ranging and focussed on different categories</i></li> <li>• <i>The activities blended in well with supporting presentations</i></li> <li>• <i>Learners become more engaged</i></li> <li>• <i>Learning outcomes achieved more easily</i></li> <li>• <i>Learners find the learning experience more enjoyable</i></li> <li>• <i>Powerful</i></li> <li>• <i>Interesting</i></li> <li>• <i>Empowering</i></li> <li>• <i>Focus was on self</i></li> </ul> <p>If "no" (columns 1-2), explain why</p> <p><i>Learning objectives often were not clearly stated</i></p> <p><i>It was more about playing then learning; what kind of outcomes should be expected from it?</i></p>					

If "not sure" (column 3), explain why

- *There are still activities in my institution with "other words" but corresponding to the same logic*
- *The use of VUCA simulation can be very powerful, but it has to be adapted to students knowledge.*
- *Exercise of saving people is maybe too risky*

If "no" or "not sure" (or maybe even if "yes")

what could be improved to make it really valuable?

- *To precise the aims, the outcomes of the activity*
- *More controlled experiments: state learning objectives, debrief compared to what should be expected*
- *Include more about emotional intelligence throughout the different activities*
- *Encourage personal reasonability and ownership*
- *Try to have a little more content to each subject*
- *Defining outcomes and control the exercises or change that personal dimension (refers to the saving people exercise)*

What should definitely be abandoned or replaced?

- *Too risky psychological impacts on student's values, traits, etc.*
- *Any of the sessions must be usefull depending on the type of learning situation you are dealing with*
- *The large amount of discussion/debrief*
- *Maybe personal dimension of the boat exercise*

Here is how I would describe the innovativeness of the sequence

- *Other models than rationality*
- *Always interesting to discover new activities which enable us to improve our own practices*
- *Adds valuable inputs to the workshops in Brest and Glasgow*
- *Dynamic and relevant to subject matter*
- *Good, very original*
- *This is very much where industry wants the curriculum to be. The course seems to be aligned well with both industry and students demand.*
- *Mindfulness gives you a relation with yourself that can be used after to act properly with people on the other two exercises*

Other/comments

Synthetic view after the three JSTEs	1	2	3	4	5
Globally, I find the three sequences really valuable for a innovative learning programme about decision-making in VUCA environments				6	3
<p>If "yes" (columns 4-5), give 3 main reasons for that</p> <ul style="list-style-type: none"> <li>• <i>Variety of pedagogical models (...active problems experiential based)</i></li> <li>• <i>Variety of models on decision (rational and irrational, collective or not)</i></li> <li>• <i>Variety of VUCAity perturbation</i></li> <li>• <i>Well done exercises (simulation)</i></li> <li>• <i>New activities with high level of complexity</i></li> <li>• <i>The 3 workshops will be instrumental when developing curriculum and selecting students exercises and case studies</i></li> <li>• <i>Gives real world context</i></li> <li>• <i>Make people use their intelligence</i></li> <li>• <i>Provokes debates</i></li> <li>• <i>Excellent exposure to new experiences</i></li> <li>• <i>Good opportunities to reflect during learning</i></li> <li>• <i>Very students centred</i></li> <li>• <i>New modules can be designed</i></li> <li>• <i>Teaching materials are more interactive</i></li> <li>• <i>Learning experience is more enjoyable</i></li> <li>• <i>Looks at multiple perspectives of decision making skills</i></li> <li>• <i>Can easily embed activities from other environments into curriculum</i></li> <li>• <i>Proven that VUCA is important globally</i></li> <li>• <i>A lot of possibilities emerged</i></li> <li>• <i>Simulation is powerful and will be even more with next technologies</i></li> <li>• <i>New kinds of understanding oneself appeared</i></li> <li>• <i>Different cases and situations</i></li> <li>• <i>Group dynamics</i></li> <li>• <i>"internationalisation"</i></li> </ul> <p>If "no" (columns 1-2), explain why</p> <p>If "not sure" (column 3), explain why</p> <p>what could be improved to make it more valuable?</p> <ul style="list-style-type: none"> <li>• <i>Curriculum integration and coherence of these various short activities to be investigated</i></li> <li>• <i>Balance between theory and practice, which order</i></li> <li>• <i>Put VUCA aims for each activity and precise outcomes</i></li> <li>• <i>More practical elements / simulations</i></li> <li>• <i>Some way of being able to formalise our reflection on learning</i></li> <li>• <i>More learning objectives at the beginning</i></li> </ul>					

- *More reflection and how it relates to the theory model at the end of each activity*
- *It is important for students to understand why they completed each activity*
- *Adapt them to every institution environment*

What should definitely be abandoned or replaced?

- *Less talking*
- *Risks and possible misunderstandings of exercises outcomes*

Here is what I appreciated the most during the three sequences

- *Cultural approach of decisionship*
- *Crisis simulation*
- *The diversity and challenges*
- *The Prendo simulation*
- *Search and rescue presentation*
- *The variety of activities*

Here is what is still missing to cover the full range of VUCA situations

- *"real life" experiences with more reflective debriefing with a pedagogical expert on learning outcomes attainment right after activities*
- *A case survey on experiential learning with more uncertainty*
- *A precise program / exercise on volatility and ambiguity*
- *A real-world scenario with a real ending, event bad*
- *Applying the models discussed to different scenarios*
- *Feel the agility*
- *The consequences of a good and bad decision*

Other/comments

- *Fantastic experience that supports and encourages decision making – Thank you*
- *Very enjoyable with very professional staff. Sometimes less is more, so try to do a little very well than a lot average.*

## DAhoy JSTE3 Analysis (13 DAhoy respondents)

These are the main answers that the participants have provided to the 3rd JSTE activity organized by RU (Reykjavik University, Háskólinn í Reykjavík) in Iceland, The answers are the result of filling a questionnaire prepared by FUEIB in the framework of the DAhoy project (Activity A1 / O4) and answered by 13 people.

### QUESTIONS

#### 1. Indicate the main strong competences/qualities that you think you have developed during the activities proposed in the training event

- Awareness the cognitive bias (2 answers)
- Team work (2 answers)
- The communication importance with others/in crisis (2 answers)
- Thoughts before conditions (2 answers)
- Feelings/Emotions during decision making process (2 answers)
- Using individual and subjective opinions to make decisions (2 answers)
- Subjective/Objective approach and the need for the both (2 answers)
- Understanding and importance of the mindful leadership (2 answers)
- Understanding and focus challenges of decision making (2 answers)
- Decision making under stressing
- Decision taking during/using meditation
- Different ways of introducing/creating decision environment
- Better theoretical framework
- To take in account personal issues
- Diverse training
- Fresh ideas
- Mind fullness
- Observe Yourself

#### 2. Identify your main weaknesses or non-qualities when you have had to resolve the activities proposed by the organization.

- The difficulties of communicating in a different language (10 answers)
- The poor communication (2 answers)
- My lack of experience of professional training (2 answers)
- Others: I would have benefit from more information about Dahoy
- Sporadic Training confusing structure to each day
- Own beliefs in movies an engineer
- Lack of clear learning objectives at the beginning of each activity
- Control Emotions and sensitivity
- 

#### 3. In which activities during the JSTE did you have to make more decisions?

- VUCA Situation- 2<sup>nd</sup> Day (12 answers)
- Voluntary Rescue in VUCA situation (6 answers)

**3b. For what reason/s do you have had to take more decisions in the activity/ies marked?**

- More decision in a short period of time (3 answers)
- It was a requirement to participate (2 answers)
- There were different steps to be solved (2 answers)
- They were practical activities
- Situation within the team required more decision making
- Need for cooperation
- Implied totally in the exercises

**4. During the activities, what were the reasons that made decisions adequate or useful?**

- Good collaboration by all members (12 answers)
- The application of logic to the existing problem (6 answers)
- The experience or training of one of the members (5 answers)
- The leadership of a team member (3 answers)
- My own experience of professional training (2 answers)
- My leadership (2 answers)
- The experience of training of all members

**5. In which of the activities were the most difficult situations to be solved?**

- Voluntary Rescue in VUCA Situation (8 answers)
- VUCA situation (7 answers)
- Cognitive Biases

**5b. Can you explain what decisions did you take to solve the difficulties in the activity/ies marked? What were the difficulty factors to be faced?**

**For the Voluntary Rescue in VUCA situation (3<sup>rd</sup> Day)**

- To have interaction and discussion on the difficulties/Debate the team/Negotiate (3 answers)
- To succeed someone had to take charge and make the final decision (2 answers)
- To work on the decision processes
- Compromise as a team
- Personality
- Values (Individual and other persona)
- To take time
- Moral ethics appeared at the time of deciding the most important life

**Difficulties**

- Different point of view of the team
- Subjectivity

**For the VUCA Situation (2<sup>nd</sup> Day)**

- Group communications
- Different skills in English
- Working

**Difficulties**

- Working with four people (different countries) and a small computer made communication difficult
- My own personal health

**For the cognitive bias (3<sup>rd</sup> Day)**

- To establish making process to take decisions
- Agreement with other team members

**6. What was your attitude when the group made decisions during the resolution of activities? Indicate from 1 to 5, being 1 "Not agree at all" and 5 "Totally agree"**

Interact with the other members of the group	4,31
Participate in decision making	4,31
Agree decisions with the other members of the group	3,54
Assume leadership in decision making	3,31
Manifest their disagreement with the decisions taken by the group	2,69
Others: Empathy and Trust	

**7. What did you do when you needed to make a decision? Indicate from 1 to 5, being 1 "Not agree at all" and 5 "Totally agree"**

Define priorities	4,54
Analyze the situation	4,31
Identify the risk factors	4,23
Interact with other group members	4,15
Search for optimal solutions	4,08
Organize team work	3,62
Agree decisions with other members of the group	3,54
Manage conflicts	3,15
<b>Others:</b> <ul style="list-style-type: none"> <li>• Final the right procedure for making a decision in a team/group</li> <li>• Take time to have discussion on different alternatives</li> </ul>	

**8. In any of the activities, did you use your experience or training to solve the problems/difficulties posed?**

- 12 Affirmative answers
- 1 Negative answer

**8b. If yes, could you indicate which aspects you used? Indicate from 1 to 5, being 1 "Not agree at all" and 5 "Totally agree"**

Know how to organize	4,08
Self-Control	4,00
Self-Confidence	3,92
Know how to work in a team	3,83
Leadership	3,58

**9. At the time of making the decisions, what behavior did you show? Indicate from 1 to 5, being 1 "Not agree at all" and 5 "Totally agree."**

Reflect on the situation	4,15
Apply the rationality of the logic	3,85
Try to control the uncertainty	3,23
Be impulsive	2,62
Lack of reaction	2,23

**10. Now that the activities have been completed, would you have taken different decisions from those that you finally took?**

- 4 Affirmative answers
- 9 Negative answers

**If yes, which decisions to be taken?**

- Greater organization of the team
- More consensual with team spirit and values
- To take more control of VUCA Situation
- To perform a computer simulation

**11. Which strong competences or qualities that you did not apply during activities were you apply if to redo such activities?**

- Observation and comprehension of the situation (2 answers)
- Negotiation
- Communication skills
- Interact with others
- Listen to the others
- Leadership
- Be more reflective
- To stay in controlled attitude
- Getting out of the framework to have more options

- More control over certain tasks
- Social factors
- Subjectivity Acceptance
- Psychological Traits
- To stop too much debate
- I would not change how things had been done

**12. Identify your skills that have led positive situations in the JSTE activities (Pros- e.g. Develop a clear plan, Self-Commitment) and not skills that have led negatives or less desirable situations (Cons- e.g., Lack of communication, Not patient enough or not following the instructions)**

**PROS**

- Communication skills (6 answers)
- Develop a clear plan/path (3 answers)
- Confidence (2 answers)
- Listening (2 answers)
- Self-control (2 answers)
- Commitment (2 answers)
- Positive Attitude (2 answers)
- Team collaboration
- Team approach
- Team player
- Knowledge
- Understanding
- Rationality
- Focus on main objectives
- Organization process
- Planning Skills
- Adaptability
- Assertiveness
- Encouragement
- Patient
- To know do
- To keep distance
- To know handle risks
- To solve good problems

**CONTRAS**

- Lack of communication to fast decision making/at times (3 answers)
- Language difficulties (3 answers)
- Not patient (3 answers)
- Frustration (2 answers)
- Too strict
- Do not always value the opinion
- Hesitant

*D'Ahoy Joint Staff Training Event 3 (JSTE3), Learn & Inspire analysis*

- Individual point of view
- Subjectivity
- Feel the person's sensitivity
- Greater values
- To put five senses
- Little time

### **Other Comments**

- She has enjoyed very much the opportunity to participate. The activities were engaging and she has learning about my approach to decision making. Also she will use the activities in a work setting
- An enjoyable experience with lots that will use in the future