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Enhancing the Leadership by Game Based Learning

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ABSTRACT: Researchers and practitioners have gained interest to game-based learning (GBL) as a common method for improving leadership skills. Experiments, plot or storytelling are the main approaches of games. Games in different industries may be used as training programmes. There are several research that supports the beneficial effect of gaming on learning and knowledge growth, but more research is needed on how games can affect leadership skills development. This paper discusses recent research on the impact of game-based learning on the development of leadership skills and whether new forms of leadership can arise throughout an interactive gaming process.The concerns which might emerge are: 1) throughout a GBL program, what were the leadership qualities created? In addition, 2) what other kind of styles of leadership are evolving in the sense of playing games? The results indicate that a game-based learning approach is an efficient step in the development of leadership qualities, and the key skills learned were: inspiration, facilitation, coaching, change of attitude, and communication.

Keywords: Directive leaders,Laissez-faire Leaders, Leadership, Participative leaders, Supportive leaders.

INTRODUCTION

In a broad variety of different contexts, game-based learning is an educational technique widely utilized. Gaming could be built to improve the training program via a virtual environment that facilitates the creation of socialisation and skills. Experiments, narration or storytelling are the key approaches of sports. The most effective organisations train their workers for the complexities of digital environment communication via major cultural initiation interactions, as per a report. This research also stated that "a digital environment approach may provide your training programme with an important potential beginning".

Games may be used as training programs in certain industries, including the military, hospitals, educational and several other areas, like government, non-profit, social and business fields. Games offer playful simulations with additional learning requirements and/or improvement of functional skills and social engagement[1].A multiplayer game can re-enforce the social, cultural or organisational importance of the respondents in a short time during process improvement learning process. Apart from teaching the fundamentals of project management, studies indicated the effectiveness of "simulation, where the team also intended the game to create good connections among project managers and engineers"[2].

LITERATURE REVIEW

Leadership styles

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In the leadership studies, leadership is commonly debated as an interpersonal skills and individual awareness. Leadership is the capacity to inspire individuals to work for similar objectives, to enable ordinary individuals demonstrate exceptional results, as per a report. In brief, leadership has been connected to the skills, expertise and level of power of an individual to get person to migrate in a path, make decisions and do things they normally would have not focused on. Project leaders follow different types of leadership, which can result from building consensus among project managers and project participants rather than following a dictatorial style, based on the circumstances[3]. It was stated in a study that there are three types of leaderships which are stated below:

Autocratic leaders, without involving the members of the team, make the decisions. When decisions need to be taken quickly, because there's no need for team feedback, and when team consensus is not required for a result, this can be suitable. This style, though, can lead to increased rates of turnover and absenteeism of employees.Democratic leaders takes the final decision, but they include employees in the decision framework. They foster innovation and workers are often intensely involved in projects as well as judgements. Members of the team tend to have high work satisfaction and higher productiveness.

Laissez-faire Leaders owe their members of the team a lot of flexibility to do their job and establish the targets. If required, they provides help with tools and guidance, but other than that, they will not get engaged. This autonomy can contribute to increased employee satisfaction, but if team participants have little experience, expertise, or self-motivation to do their work effectively, it can be difficult[4].

It is proposed by the contingency school that which creates a successful leader depends on the circumstances. In the very same sequence, they appear to follow:

a. Measures the features of the leaders;
b. Calculate the circumstancesconcerning key eventuality variable;
c. Look for a match among the leaders and the situations.

This theory urges the notion that the leader must assist the team in seeking the path to their objectives and assisting them in that process. Four leadership habits are defined by the path-goal theory:

- Directive leaders;
- Supportive leaders;
- Participative leaders;
- Leaders based on achievement.

In the meantime, 2 styles of leadership, transactional and transformational, were defined by another researcher. Since the late 1990s, the focus has been on researching the complexities of the circumstances in which leaders emerge, and investigators has recognised that transaction leaders emerge in low-complexity circumstances and transformational leaders in high-complexity circumstances:

- The leader recognizes followers for achieving success goals of transactional leadership. The task of management, coordination, and group success depends on any such type of leaders.
- The leader shows optimism, establishes a dream, appreciation and confidence in transformational leadership. Include staff, giving personalized attention to supporters

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and providing intellectual stimulation, proposing new ideas and methods to supporters[5].

GAME-BASED LEARNING TO IMPROVE LEADERSHIP SKILLS

Game-based learning is a theory that is organized across a learning procedure that includes as the primary pedagogical method a game specifically that encourages to emerge and build skills. It is well-known that games could encourage soft skill as well as technological skills, as gaming could supply learners with many kinds of perspectives and scenarios. Many other game intellectuals like Gee, Kurt Squire, Constance Steinkuehler, David Williamson Shaffer frequently respond to the learning component in the game based learning as game play for higher - order thinking skills as well as interpersonal skills.

The GBL approach has the key benefit against traditional education, which is that theory precedes practice, and the educational method is established in this hypothesis to address contextual challenges whose emergence is regulated by the learning environment. The training strategy is modeled as per a strategic plan structured by stages and pre-defined objectives, including step-by-step learning, based on the identification of issues.Regarding this notion, it may indicate that the pedagogical method of GBL is very different from the conventional learning structures which encourage an instructional framework based on the teacher as the leading source of the activity, and somewhat less as an information and learning opportunity facilitator/mentor[6].

According to the concept of Game Based Learning, there have been three attributes: the first and often known as the prevailing conceives game-based learning as a learning method guided by game technologies-the learning happens mainly as a consequence of the game played.Another view suggests that not merely game technology but also pedagogy powers the game-based training process. Within a game, but also through multiple particular purposes that are generated around the game that are complimentary to the game, the training process takes place.The third view suggests that learning dependent on games is more of a pedagogical/learning innovation guided by the concepts of game design. This perspective uses game mechanics such as role-playing, accomplishment, competitiveness and reward system to gamify the learning process.

This teaching method through study adopted the second perspective and built a program across a social game –with the aim to improve leadership skills. The management literature substantially examines the significance of this definition in terms of leadership, described by by the investigators as "the expansion of the ability of an individual to be effective in leadership roles and procedures." Various general leadership styles such as: the idea of the leader match, the theory of decision-making, the paradigm of situational leadership, the theory of the leader exchange and the theory of transformational leadership have been used by leadership development interventions.In addition, few researchers also figured out that leaders need to build opportunities for the team to "synchronise their expertise, ability, and commitment to be successful as a team"[7].

As suggested by another researchers to improve their leadership skills, this primary research objective was to use a game that could provide many kinds of scenarios and situations for the learners. This study attempted to fill this critical gap in the literature by testing the impact of a leadership training programme based on the GBL methodology for the development of

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leadership skills, given the lack of empirical validation for the theoretical models of leadership skills training utilising GBL.

CONCLUSIONS

This studyexamines how games may be used as an innovative learning tool to assist with complex situations and develop the skills required. Since all times games can teach us skills and concepts. Games allow us the freedom to fail with only minor personal and social consequences.Leadership skills have been shown to be of considerable value to the success of project teams. In the project management context, the complexity of the competitive business environment, integration of global cultures, and technological ubiquity are mighty forces and games, conversely, have shown to be inherent venues of significant skills development.With the help GBL strategy we tried to use games not serious thus seeks to find universal games available on the Internet and at no cost, but that accomplish the desired goals - the leader competencies identification: Coach (coaching team members); Facilitator (developing the skills of team members); Mindset Changer (promoting creativity, eliminate resistances); Communicator (feeding back team and individual performance); and, Motivator (motivating using a combination of intrinsic and extrinsic rewards).

This leadership styles and associated skills identification through GBL in the accelerating complexity faced by individuals and organisations requires us to gain greater insight into a model that includes the external environment, the internal resources of the organisations. Further research can analyse how games can be used to achieve leadership of high-performance teams: 1. determining which games allow the transfer of competencies to the organisational context in a more efficient way 2. The role of the leader in successful and unsuccessful projects. 3. Determining the degree and reasons to which organisations are not adopting as fast as expected the practice of playing games as learning and training tools? 4. More empirical analysis with regards to longitudinal studies, relationship development, and employee performance.

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