### Designing Simulation-Based Learning Environments: Helping People Understand Complex Systems

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#### **Overview**

- The Value of Simulators--Going Beyond Expert Model Building
- Design Considerations--The Interface
  - Principles
  - Health Care Case Example
    - Background
    - Illustration of Design Principles for Interfaces
  - Media Company Case Example
  - Microfinance Example
- Other Design Considerations
  - The Model
  - Learning Experience
- Importance and Principles of Design from the Ground Up
- "Watch Outs!" and Summary



#### Models...

- Help Us
  - Describe the Structure of Complex Systems
  - Understand Relationship Between Structure and Behavior
  - Ask "What if?" Questions Using a Consistent Framework
- <u>But</u> It's Hard to Convey Understanding of Complex Systems Through Static Means Like Power Point Presentations; Interactive Demos Are Better, But...
- Much of the Learning Still Remains in the Head of the Model Builder
- Managers Need a Means of Exploring the System Themselves and Constructing Their Own Understanding
- Simulators Utilize a Model, Interface, and Well-Thought Out Learning Experience to Give Them This Capability



#### Why a Simulator?--They Can:

- Engage Decision Makers and
  - Let Them Test and Deepen Their Understanding by Experimenting with Their Own Strategies
  - Help to Convey Real Intuition About How the System Works
  - Enable Them to Understand of Strategic Implications of Their Actions Including Unintended Consequences
  - Appreciate the Importance of Systemic Thinking--In General and Especially About Their Own Problems
  - Develop Shared Understanding at Multiple Organizational Levels
- Remove the Model Builder as a Middleman--It's Not Necessary to Interpret "What the Model is Saying"
- Enable Experiential Learning Through a High Level of Engagement



#### **Examples**

- Health Care Delivery and Community Health Status;
   Dealing with Change in Health Systems
- Newspapers Transitioning to the Internet
- Microfinance Institutions
- School Reform
- Simulators for Teaching Physics and Economics
- Port Operations and Effects of New Security Measures



### **Design Considerations--The Interface (1)**

- Allow for Gradual Introduction (e.g., by Using Pre-Configured Strategies)--To Avoid
  - Overwhelming Users with Choices
  - Video Game Behavior
- Consider Multiple Decision Sets with Different Choices
- Modular Approach for Different Audiences or as Part of Gradual Introduction
- If Appropriate, Make Decision Making More Real-World By Having Users Work Within Resource Constraints
- Design Decision Making in Ways That Support Desired Lessons-e.g., Role Playing to Show Consequences of Sub-optimizing, Opportunities to Make Collaborative Decisions



### Design Considerations--The Interface (2)

- Maintain Context, Be Able to Go Up and Down Between Overview and Detail
- Present Data in Multiple
  - Formats to Support Different Learning Styles
  - Hierarchical Levels--Drill Down Capability
  - Slices--System Components vs. Drivers of Performance Measures
- Present Data in a Way That Lets Users Move Between Analyzing Behavior in a Single Simulation and Comparing Among Simulations
- Identify Set of Focal Variables That
  - Together Give a Good Picture of the Health of the System
  - Provide a Basis for Objective Setting
  - Crystallize Comparisons Among Strategies



### **Design Considerations--The Interface (3)**

- Provide Information Support That's Easy to Get At--Status Reports, Help Screens; Avoid Manuals; Just-in-Time and On Demand as Needed
- Support Sensitivity Analyses to Help Learners
  - Better Understand the Dynamics
  - Not Get Hung Up on Whether Data is Right
  - Identify the Few Parameters that It's Important to Get Right
  - Appreciate Need for Robust Strategies



### Health Care Case Example--Background

- Health Care Changing Rapidly in Mid-1990's
  - Payment Shifting from Fee-for-Service to Capitation
  - Organization Structure Moving to Vertically Integrated Systems
  - Greatly Increased Competition
  - Horizontal Mergers

Managers Needed to Understand How to Manage Differently and a "Practice Field" to Reduce Risk to Their Organizations

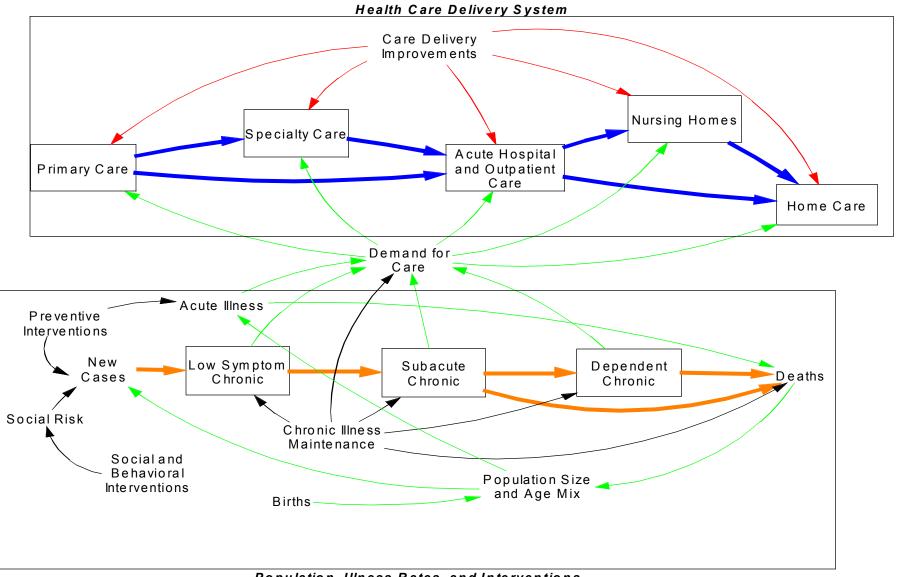
- Overall Objectives--Improve:
  - Understanding, Set Stage for Strategic Planning
  - Strategic Thinking e.g., See the Importance of Making Investments Over Time Rather Than Fire Fighting
  - Systems Thinking Skills--Overcome Departmental Stovepipe
     Mentality and Focus on Own Roles; Appreciate Big Picture
- Opportunity to Shape New Ways of Working Together--Neutral Turf Created by Hypothetical Situation

#### **Health Care Case Example--Process**

- Consortium of About a Dozen Health Care Organizations, Diverse Membership, but Shared Common Challenges
  - Staffs and Stakeholders with Range of Backgrounds
  - Pressure for Concentrated Experience
  - Need for a Neutral Experience, Not Favor Particular Group
- Each Member Sent Team of Six to Initial Meetings, Smaller Design Team Later to Complete Development
- Started with Open Process for Eliciting Ideas and Concerns
- Early Prototyping Drew Rich Feedback Including Complete Redesign of One Module
- Learned Valuable "How Not-To's"



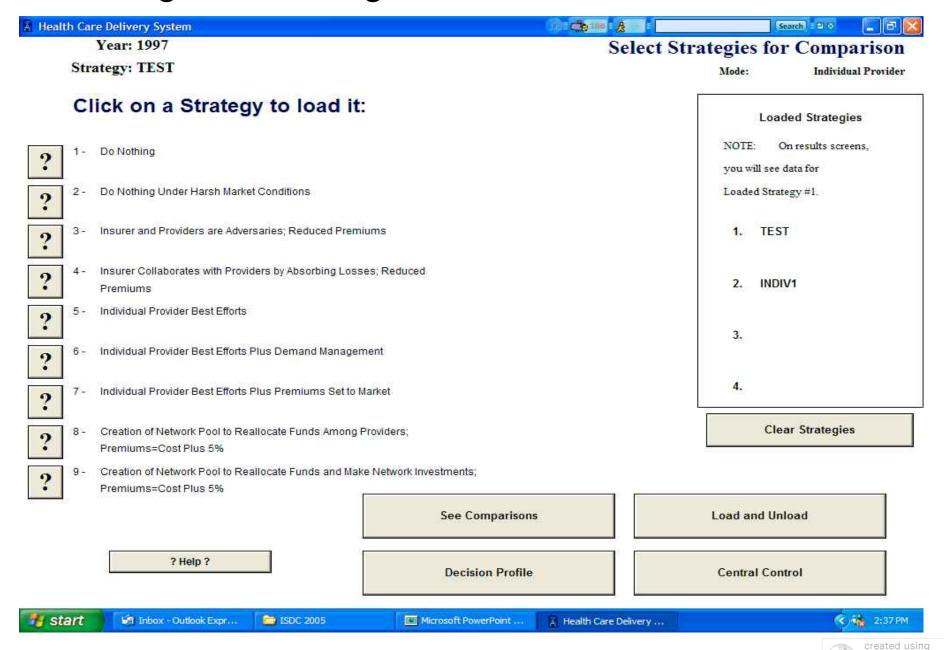
# Modular Design...Work with Subsystems or Whole System





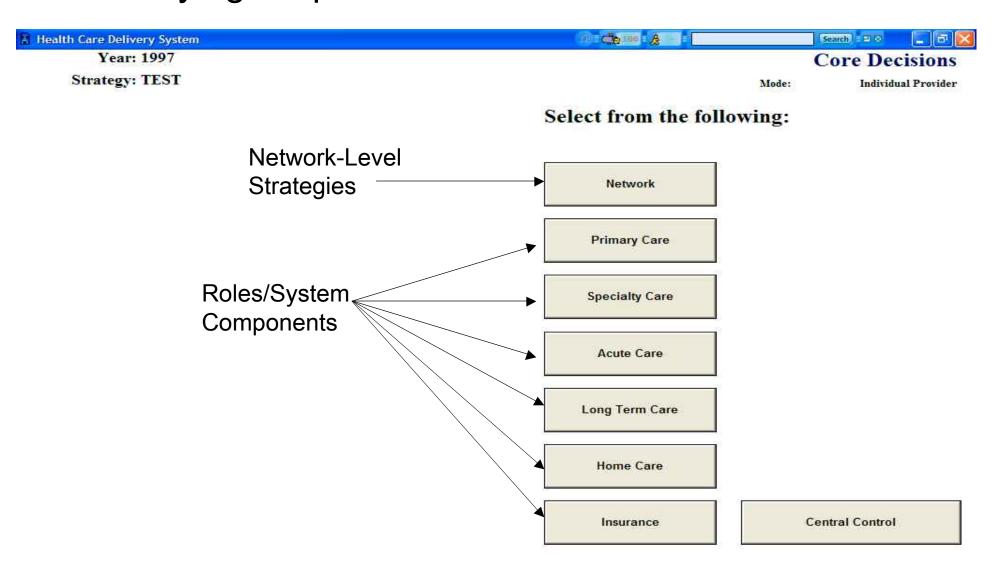


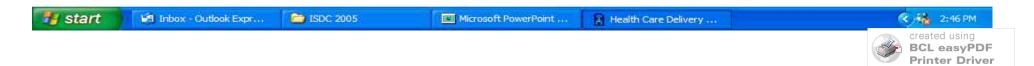
### Pre-Configured Strategies Allow for Gradual Introduction



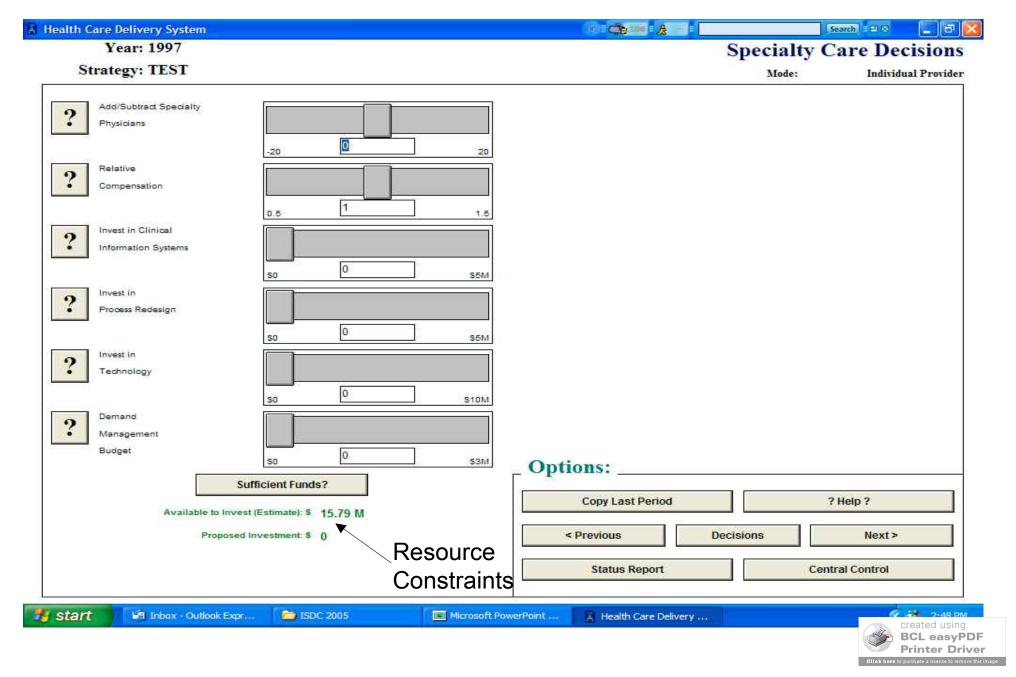
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### Role Playing Helps Teach Lessons About Collaboration

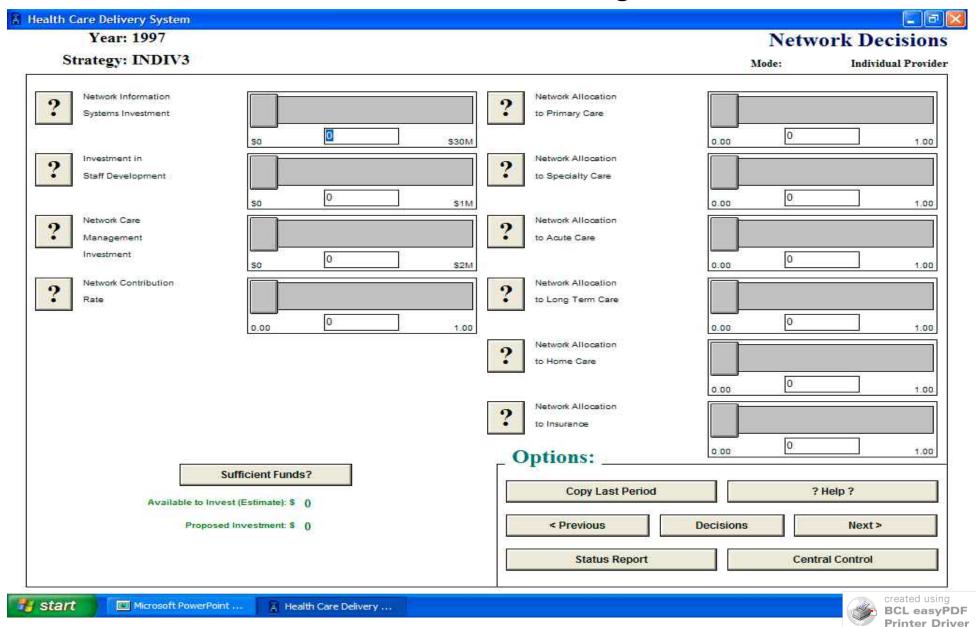




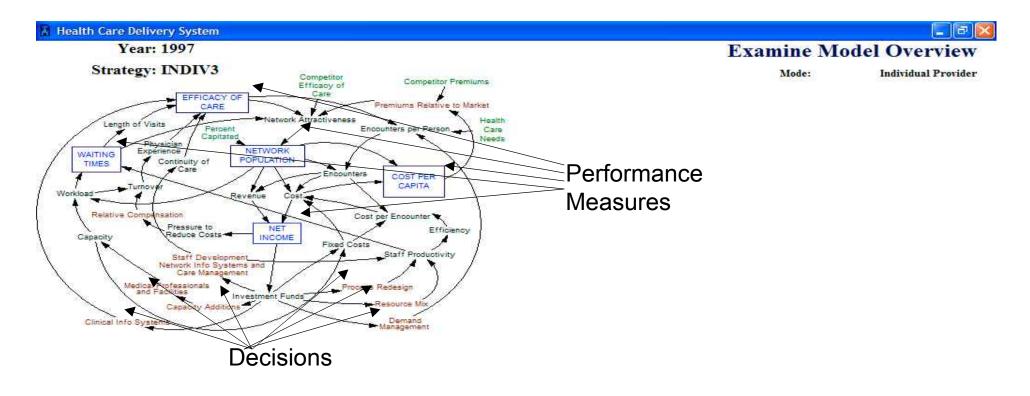
### Each Role Makes Its Own Decisions Subject to Resource Constraints



# Network Decisions Provide Opportunity for Collaborative Strategies



# Carefully Selected Performance Measures Give Users Balanced View of Their Strategies



Text Overview

Central Control



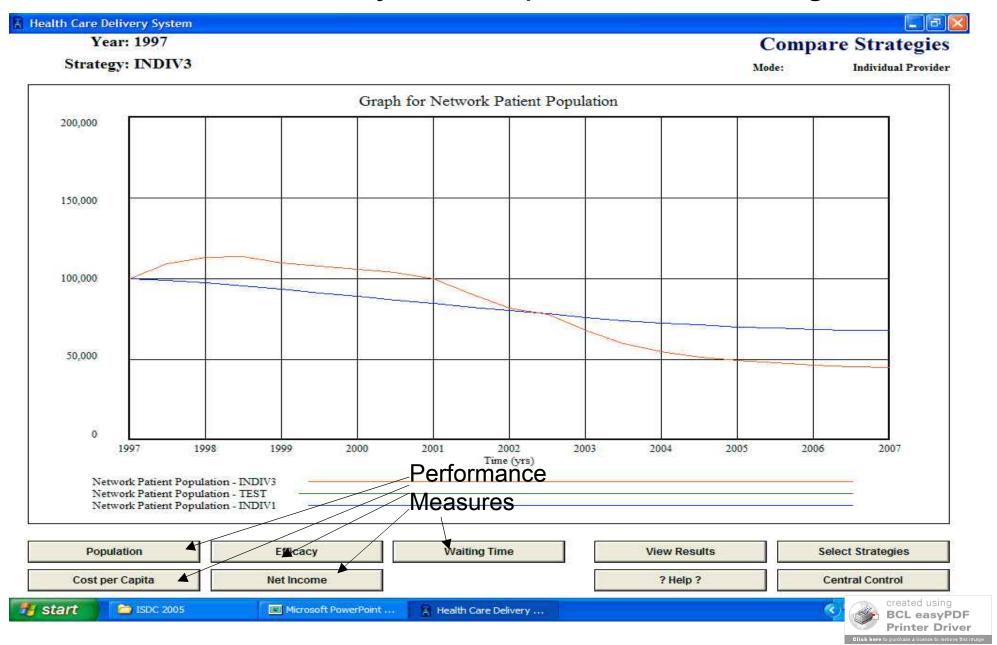




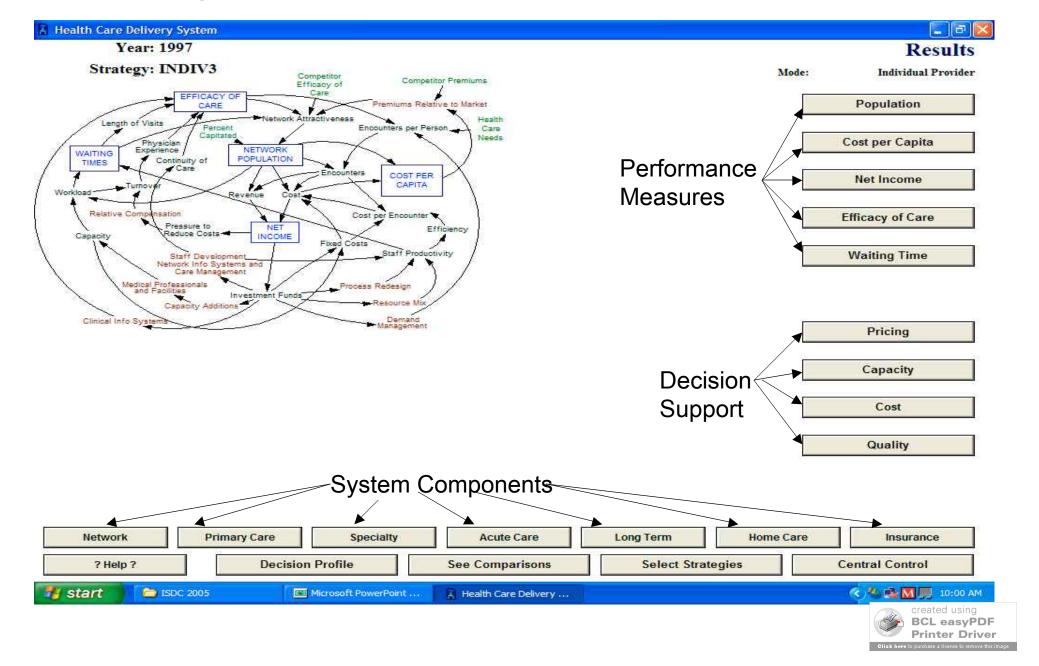
Health Care Delivery ....



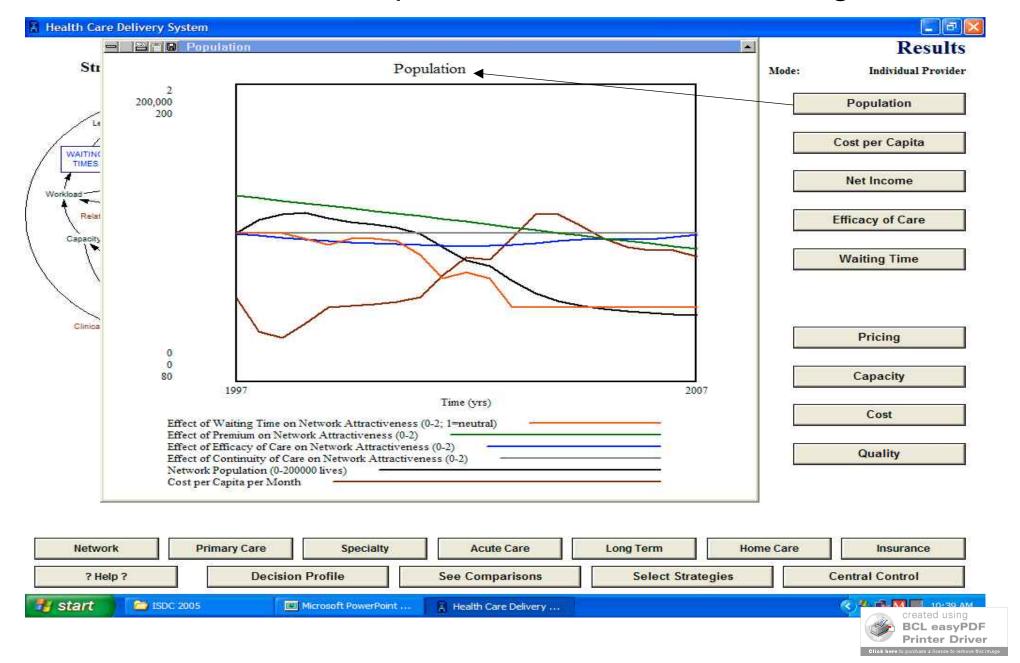
### Comparisons of Selected Variables Across Simulations Let Users Identify Consequences of Strategies



# Users Can Then "Drill Down" to Understand Why Strategies Produce the Results That Are Observed



# Detailed Information Helps Explain Causes of Behavior and Pinpoint Problems with Strategies



## Having Data in Multiple Formats Supports Different Learning Styles

Year: 1997					<b>Summary Statistics</b>		
Strategy: INDIV3					Mode:	Individual Provide	
	1997	1999	2001	2003	2005	2007	
Population Served	100,000	109,733	99,660	68,110	49,324	44,811	
% Capitated	1	9.964	18.29	25.95	32.99	39.24	
Network Market Share (%)	33,33	36.57	33.22	22.70	18.44	14.93	
Cumulative Member Years	0	220,365	431,581	599,779	712,109	805,536	
# of Primary Care Physicians	40	37.95	29.66	18.53	10.39	5.404	
Population per Physician	2,500	2,891	3,359	3,674	4,744	8,292	
# of Specialty Care Physicians	60	57.68	57.75	52.02	36.20	20.15	
Population per Physician	1,688	1,902	1,725	1,309	1,382	2,223	
# of Acute Care Beds	170	170	120	90	70	50	
Average Acute Occupancy (%)	79.18	88.66	91.55	91.04	90.25	90.87	
Outpatient Procedure Capacity	17,000	17,000	17,000	17,000	17,000	17,000	
Outpatient Procedure Utilization (%)	99.99	99.99	99.99	79.43	58.72	48.14	
# of Skilled Care Beds	80	80	80	80	80	80	
Average Skilled Bed Occupancy (%)	95.45	100	80.07	57.63	43.38	32.22	
# of Intermediate Care Beds	100	100	100	100	100	100	
Average Intermediate Occupancy (%)	93.79	98.99	71.36	48.97	38:23	27.48	
Home Care Annual Visit Capacity	55,200	52,487	45,115	37,244	30,795	25,518	
Home Care Capacity Utilization (%)	91,30	108.61	73.51	58.00	60.00	46.33	
Network Efficacy of Care	4.985	4.641	4.451	4.448	4.740	4.953	
Network Average Waiting Time/Norm	.0155	1.387	1.531	2,122	2.127	3.331	
Capitated Premium per Month	100	80	80	80	80	80	
Competitor Capitated Premium	100	94.17	88.68	83.51	78.64	74.08	
Fee for Service Premium per Month	135	110	110	110	110	110	
Competitor FFS Premium	135	127.13	119.72	112.74	106.17	99.98	
Cost per Capita	113.92	110.08	114.31	138.25	137.64	130.55	
Total Provider Net Income	24.86 M	-4.020 M	-11.71 M	-29.45 M	-22.22 M	-17.38 M	
Cumulative Provider Net Income	o	19.12 M	4.488 M	-40.93 M	-99.00 M	- 1378 B	

? Help?

Central Control



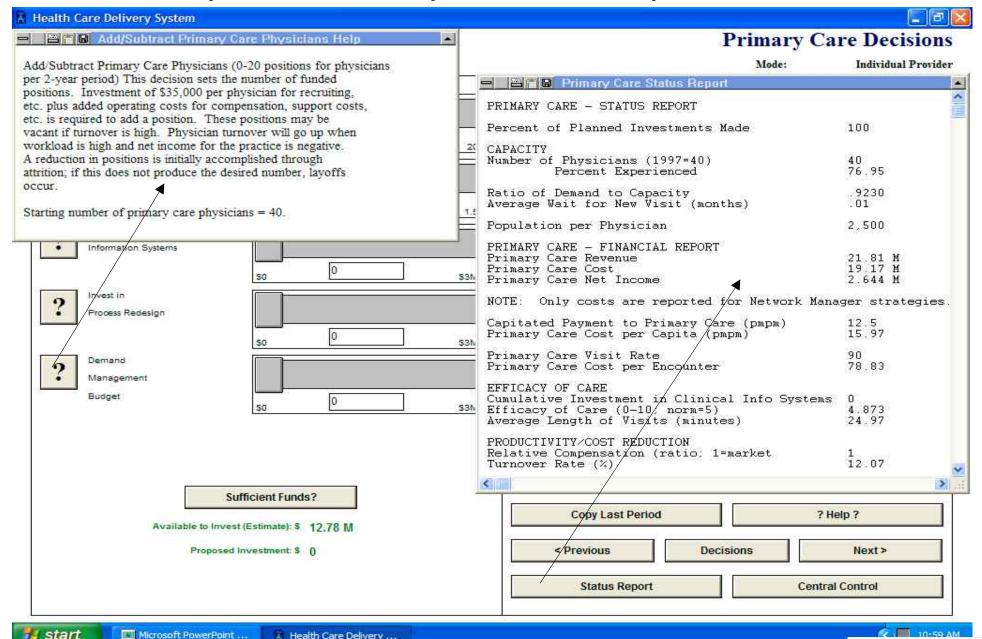






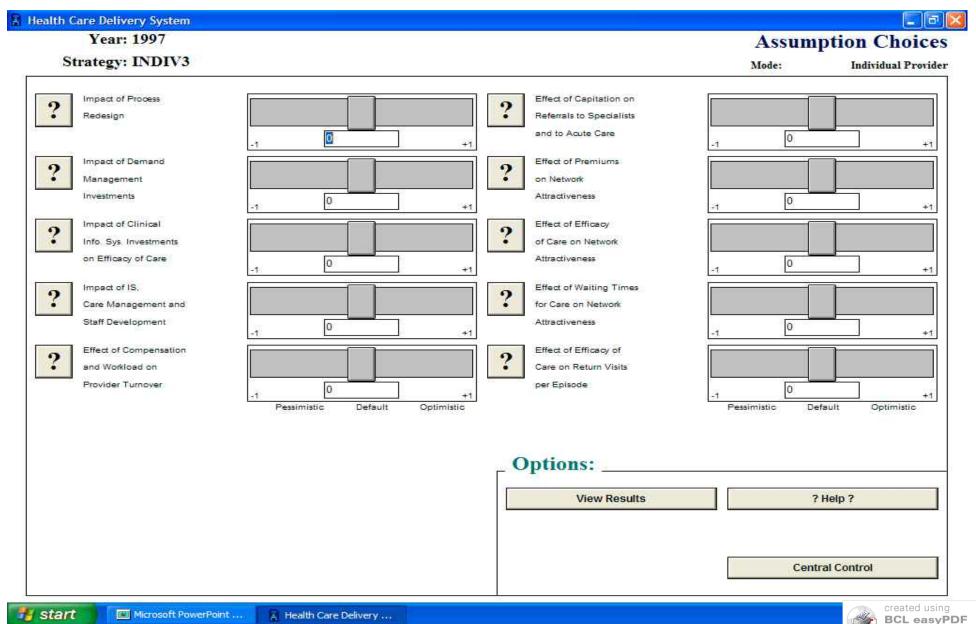


### Status Reports and Help Screens Improve Ease of Use



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### Sensitivity Analyses Let Users Change Assumptions and Appreciate Need for Robust Strategies



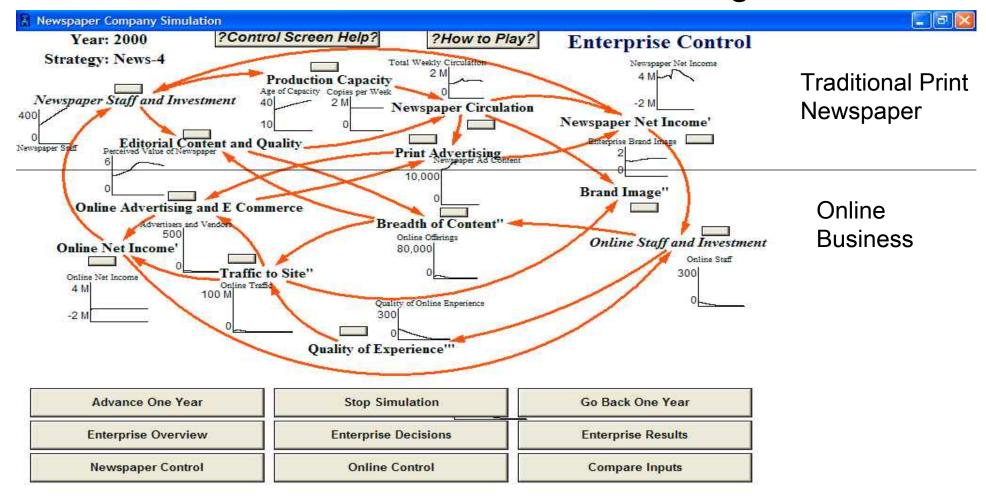
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#### Media Company Example

- Traditional Newspaper That Had Been Profitable, but Facing Increasing Competition
- Growing Online Operation That Functioned as a Separate Business, Not Clear How Profitable It Would Be
- Strategic Questions:
  - How Much to Invest in Online Business
  - Strategies for Achieving Critical Mass in Online
  - How to Integrate Newspaper and Online to Create Synergy; Function as a Media Enterprise Rather Than Collection of Separate Businesses
  - Strategies for Keeping Newspaper Profitable So That It Can Serve as a "Cash Cow" for Investment in Online Business



# Media Company Simulator Presents Enterprise-Level Results in Context of Causal Diagram



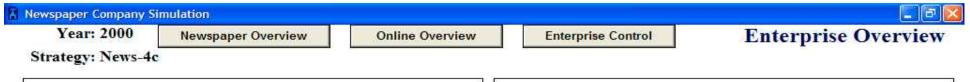




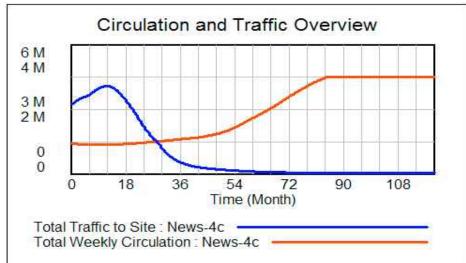


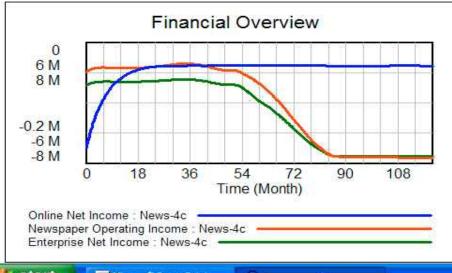


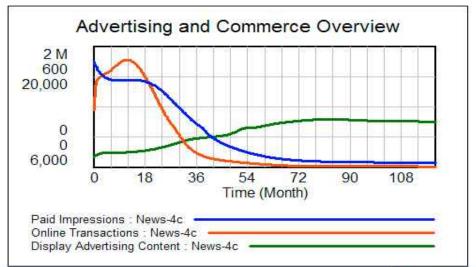
#### Alternative Overview at Enterprise Level











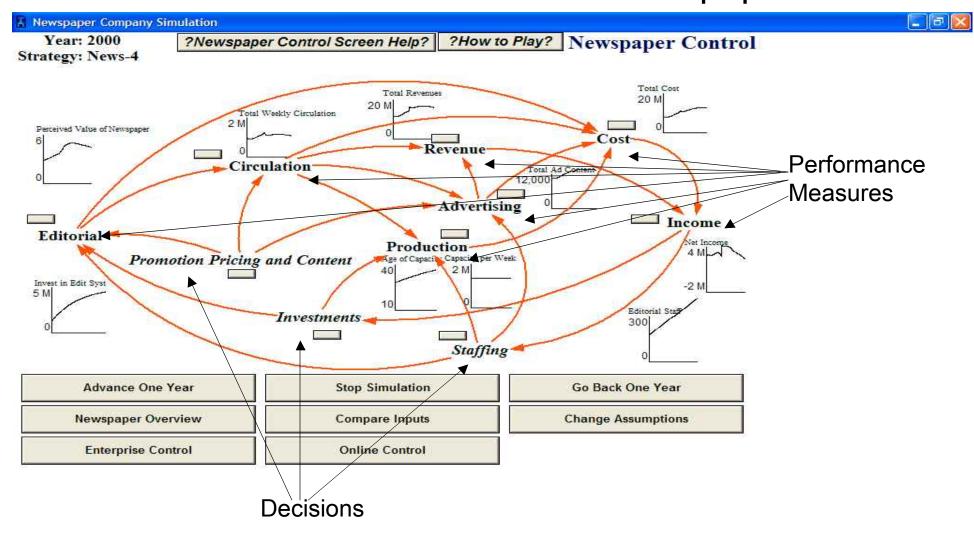


Microsoft PowerPoint ...

Newspaper Company...



# More Detailed Overview is Provided for Each Business--Traditional Print Newspaper...





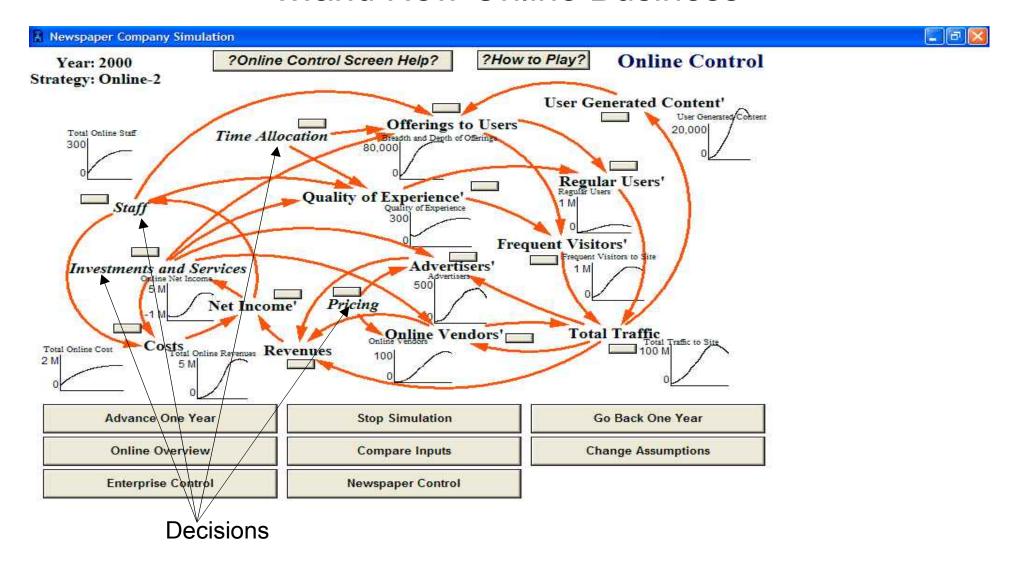








#### ...and New Online Business

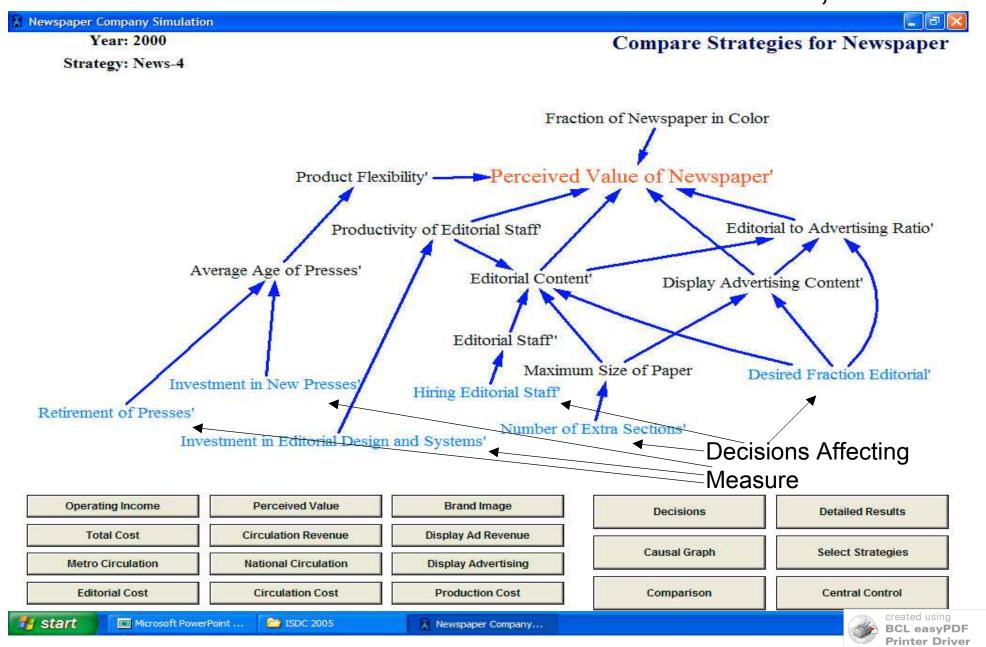








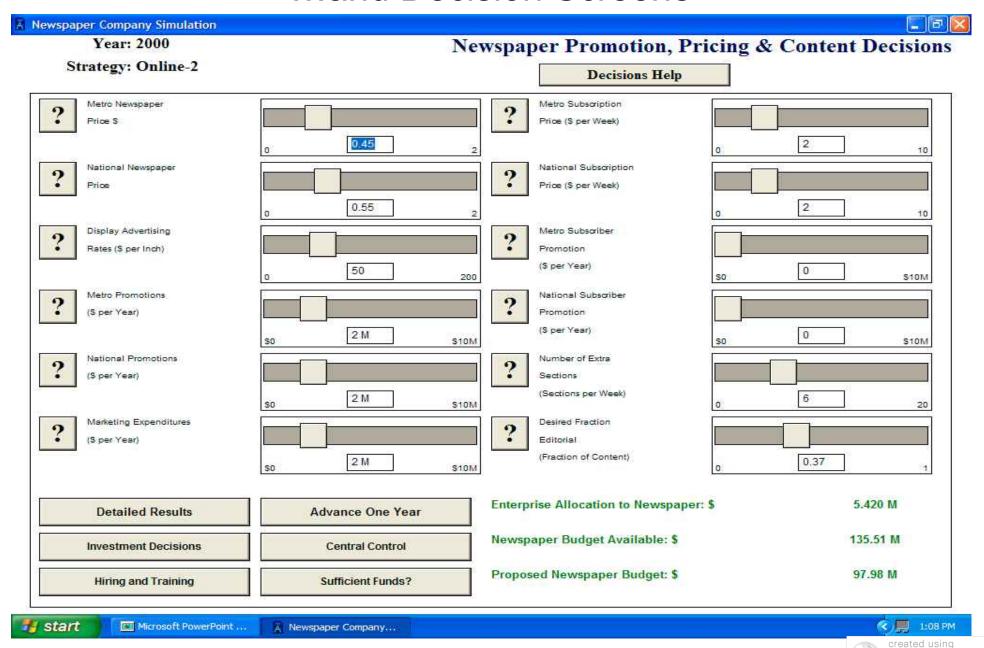
## Buttons on Overview Screens Take Users to More Detailed Views of Causal Structure,



### Behavior of Other Variables That Affect Key Measures,



#### ...and Decision Screens



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#### Microfinance Case Example

- Simulator developed for Harvard's Kennedy School of Government for training both graduate students and practicing MFI managers
- Strategic Questions Addressed by Simulator
  - Right focus given population in market and its needs
  - Product design (mix of rates terms, policies) that meets populations needs and MFI goals and assures MFI's survival and ability to grow
  - How fast to grow in terms of branches, staff, etc.
  - Product mix--e.g., whether or not to accept savings deposits
  - Mix of external sources of funds

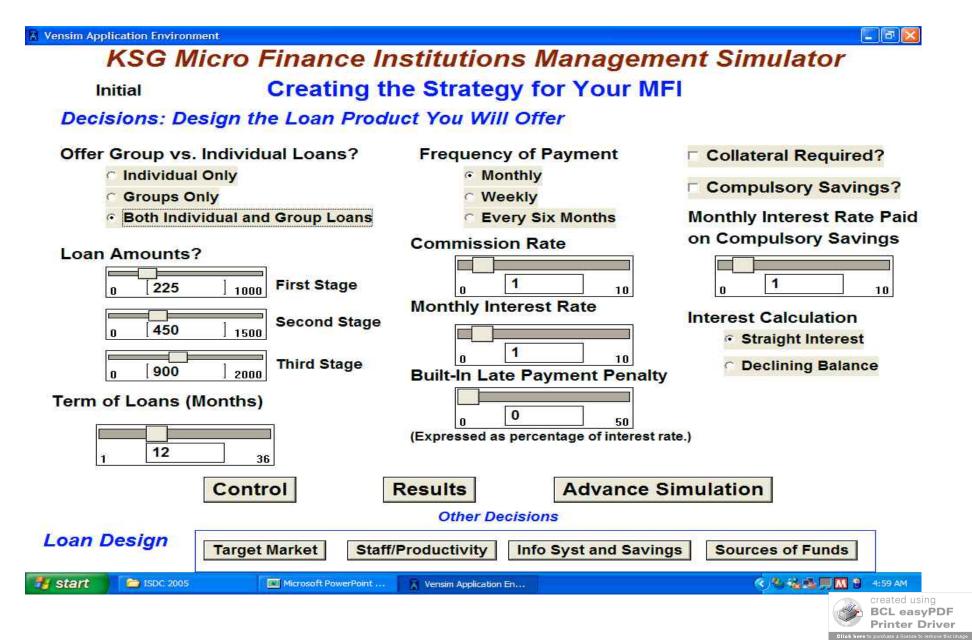


### Hierarchy of Decisions: First Select Overall Strategy

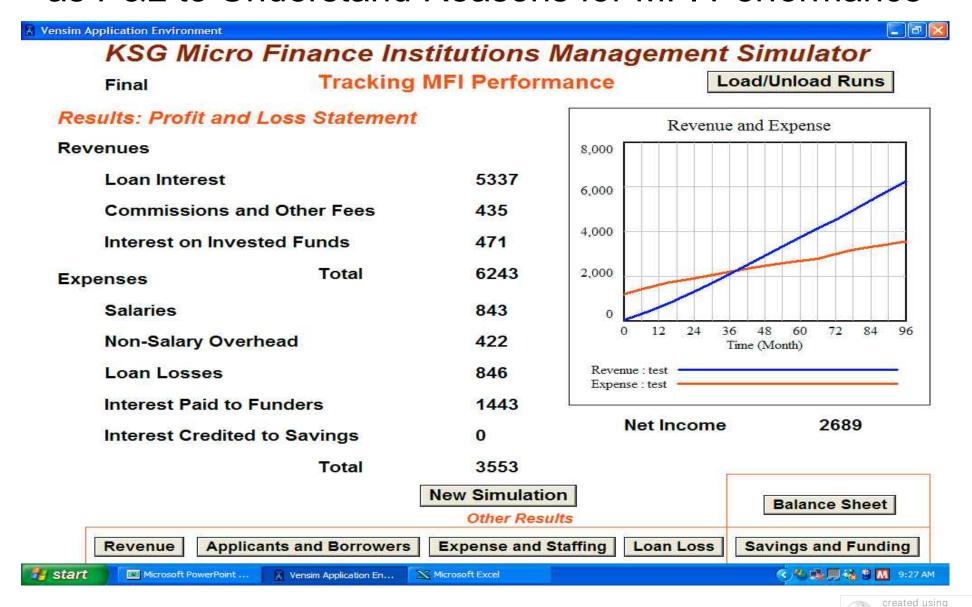
\_ 6 X Vensim Application Environment KSG Micro Finance Institutions Management Simulator Initial Creating the Strategy for Your MFI Decisions: First Select the Target Market ■ Both Men and Women Means Testing to Select Income Groups (Unchecking Box Selects Women Only) (If unchecked, market will determine income) profile of borrowers.) Lending to New or Existing Businesses New Businesses Only If checked, also check the income groups below Existing Businesses Only to be included in the target market. \$ 200 Lowest Quintile **Both New and Existing Businesses S** 400 Nature of Loans Being Granted Agriculture **\$ 700**  Trade \$2700 Highest Quintile (Amounts shown are median income for Scenario Switches each quintile.) □ 1 □ 2a □ 2b □ 3 **Advance Simulation** Control Results Use Scenario from Spreadsheet Then Make Your First Set of Decisions About Target Market Staff/Productivity Info Syst and Savings Sources of Funds Loan Design 《 と 福度 画 🎹 start ISDC 2005 Microsoft PowerPoint ... Vensim Application En...

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### Then Fine Tune Strategy with Decisions About Product Mix, Growth, Sources of Funds, Etc.

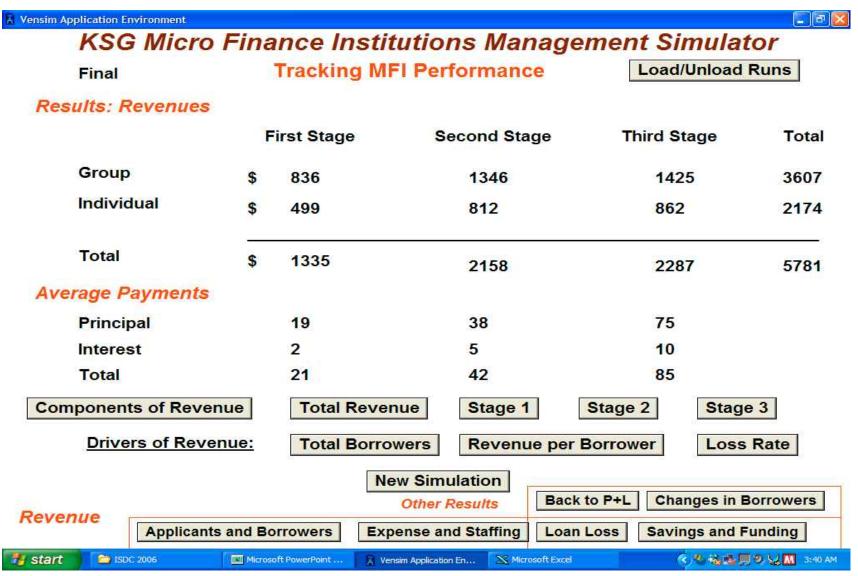


### For Results, Users Can Drill Down from High Level Such as P&L to Understand Reasons for MFI Performance



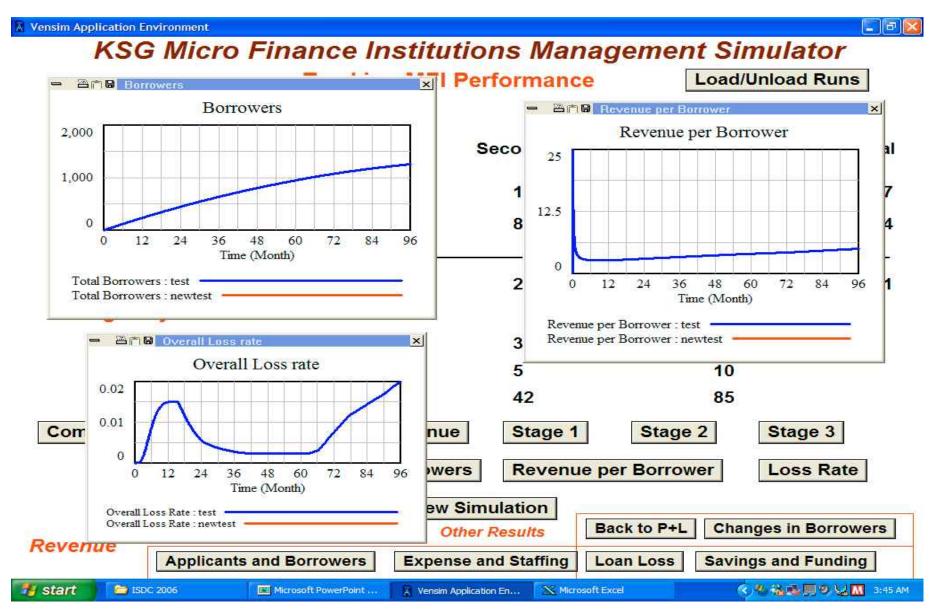
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### For Example, The Components of Revenue...





#### ...and Factors That Drive Total Revenue





# Ability to Output to Spreadsheet Gives the Greatest Detail and Option of Further Analysis

Revenue	0	76	122	168	214	260	308	356	406	456	507	559
Revenue YTD	0	44	140	282	470	704	985	1,314	1,692	2,120	2,598	3,128
Revenue Cumulative	0	44	140	282	470	704	985	1,314	1,692	2,120	2,598	3,128
Revenue per Borrower	0	5	3	3	3	3	3	3	3	3	3	3
Loan Interest Paid Over Term of Loan	0	33	77	122	167	212	257	302	348	394	442	490
Loan Interest Paid Over Term of Loan YTD	0	11	63	160	301	488	719	995	1,317	1,686	2,101	2,563
Loan Interest Paid Over Term of Loan Cumulative	0	11	63	160	301	488	719	995	1,317	1,686	2,101	2,563
Interest Income on Unborrowed Funds	0	0	0	0	0	0	0	0	0	0	0	0
Interest Income on Unborrowed Funds YTD	0	0	0	0	0	0	0	0	0	0	0	0
Interest Income on Unborrowed Funds Cumulative	0	0	0	0	0	0	0	0	0	0	0	0
Commission Income	0	43	45	46	47	49	51	54	58	62	65	69
Prepaid Late Payment Penalty Payments	0	0	0	0	0	0	0	0	0	0	0	0
Total Fees Paid	0	43	45	46	47	49	51	54	58	62	65	69
Total Fees Paid YTD	0	33	77	122	169	216	266	319	375	434	497	565
Total Fees Paid Cumulative	0	33	77	122	169	216	266	319	375	434	497	565
First Stage Group Revenue	0	34	72	103	132	160	187	214	239	265	289	312
Second Stage Group Revenue	0	0	0	0	1	2	4	8	13	19	26	35
Third Stage Group Revenue	0	0	0	0	0	0	0	0	0	0	0	0
First Stage Individual Revenue	0	22	43	61	78	95	112	128	143	158	173	187
Second Stage Individual Revenue	0	0	0	0	1	1	3	5	8	11	16	21
Third Stage Individual Revenue	0	0	0	0	0	0	0	0	0	0	0	0
Expense	1162.5	1225.303	1271.604	1308.904	1343.357	1377.415	1411.671	1445.998	1480.104	1513.504	1546.341	1578.653



#### **Design Considerations--The Model (1)**

- Maintain Right Level of Detail, Resist Pressure for More---Keep Balance Among Issues, Sectors, Stakeholders
- Have Enough (Dynamic) Complexity--People Need to Recognize Their World
- Make Certain That Model Can Replicate Key Reference Modes
- Use a Modular Structure If Possible--Be Able to Deal with Smaller Parts of the Problem and Then Combine to Look at Entire System
- Do Extensive Testing to Avoid Misleading Results



#### **Design Considerations--The Model (2)**

- Validation Standard Should Be Robustness, Plausible Behavior Under a Variety of Conditions
- Validity is in Having Some Confidence in Comparative Results, That the Model is a Consistent Test-bed for Strategy
- People Need to Be Sold on the Idea That No Model is Really "Right", The Model's Value as a Thinking Tool



#### Design Considerations--The Learning Experience (1)

- Keep Introduction Short
  - Why a Systemic View? Use Simple Example
  - Case Material
  - Brief Outline of Day
- Get "Hands On" Quickly
  - Make the "Tour" Interactive
  - Use Pre-configured Strategies to Practice the Desired Way of Thinking
    - Anticipate Behavior
    - Articulate Hypotheses
    - Use Results to Understand What Happened, Especially Surprises
  - Group Debrief, Facilitation to Share Learning



### Design Considerations--The Learning Experience (2)

- Free Play to Craft and Test Broader Set of Strategies; Allow Open Choice of Strategy or Use Pre-Configured Strategy as Starting Point
- Make Time for Multiple Iterations, Periodic Debriefings, Sensitivity Analyses
- Multiple Modes of Play for Different Audiences--Make It Possible to Do Something Useful in Shorter Time Period
- Discuss Application Back to Organization--Implications for:
  - Learning Needs
  - Strategy
  - Data
- Make Embedded Archetypes Explicit; Provide Archetypes and Templates as "Take-Away's" for Immediate Application



#### **Design from the Ground Up (1)**

- If the Objective is to Improve the Thinking of Decision Makers— Start by Getting Inside Their Heads
  - What Are Their Needs, Concerns?
  - What Are the Short- and Long-term Decisions Facing Them?
  - What Are Their Mental Models?
- Where Do Their Mental Models Fall Short?
  - Laundry List Thinking; Lack of Systemic Context
  - Poor Sense of Second Order Effects
  - Perils That Need to Surface--Where Can Strategies Make Things Worse
  - "We vs. They" Thinking--Accidental Adversaries
  - Failure to See That Multiple Interventions Are Required for Effective Strategy; Emphasis on Single "Magic Bullet"
  - Potential Conflicts Among Objectives
  - Focus on Fire-fighting Instead of Long-Term



#### Design from the Ground Up (2)

- Develop Clear Learning Objectives
- Model Boundary and Structure Should Focus on the Elements Needed to Produce These Lessons; Not Try to Capture All the Detail in Real World
- Have Client Help Identify Structure--Part of Their Learning Process
- Be Open to What Might Be Learned from Modeling as Well as Original Learning Objectives
- Process with Multiple Checkpoints and Mid-Course Corrections
- Anticipate Ongoing Uses--e.g., Strategic Planning, Staff Development, Links to MIS, Detailed Planning and Budgeting Tools--and Build Into Design



#### **Design from the Ground Up (3)**

- Design and Development Should Have Multiple Rounds of Interaction with Client(s) and Range of Stakeholders
- Early Opportunities for Model Builder to Feed Back and Test Impressions, Group Model Building Techniques May Help
- Early Testing of Prototypes
  - Realistic?
  - Useful?
  - Does Interface Design Support or Get in the Way of Learning?
- Design Team
  - Include Range of Experience and Points-of-View
  - Workable Size
  - Draw on Wider Range of Inputs at Selected Points



#### **Design from the Ground Up (4)**

- Provide Sufficient On Screen and Written Documentation;
   Guidelines for Facilitators
- Build In Evaluation
  - Questionnaires
  - Focus Groups
  - Debrief Pre- and Post- Mental Models, Can Participants
     Articulate What They've Learned?
- Periodic Revisions to Incorporate Lessons Learned



#### **Watch Outs!**

- Pressure for More Detail--Until the Model is Too Complex to Be Useful
- Event Rather Than Policy Orientation (e.g. short-term crisis)
   Based on Client's Past Experience with Simulation
- Where Did You Get Your Data? How Do You Know the Model is Right?
- Interesting, but Not Our Company, Agency, Hospital, etc.
- Great Off-site Exercise, but Same Monday Morning Behavior
- Pet Ideas That People Want Reflected in the Model



#### **Summary**

- Who Are the Client(s), Decision Maker(s), Stakeholder(s)?
- What Are Their
  - Problems?
  - Needs for Deeper Understanding?
  - Options for Taking Action?
- What is the Minimal Model for:
  - Addressing Their Concerns
  - Asking "What If?" Questions About the Range of Options Open to Them?
- What Kind of Learning Experience Will Let Them Explore Their Options and, In the Process, Understand the System They Are Managing?



## More Examples and Information at:

www.garybhirsch.com

