



Deliverable data

D 3.2 – Teaching manual v.1

LEARN2LEAD (L2Lead)

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D.3.2 Teaching Manual v.1

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<p>Abstract:</p> <p>Guidelines and suggestions for teachers, trainers and tutors wishing to use Learn2Lead . The manual describe the specific learning objectives and modular structure of the training programme, introducing the game scenarios, teaching techniques and learning materials used in each module. The first version of the manual will be used exclusively by teachers/trainers/tutors involved in the field trials. The final version will be released for use outside the project.</p>	

Document Sign-off

Nature	Name	Role	Partner	Date
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REVIEWED				
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SUBMITTED				

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1. Premise

In line with the document approved by the European Community under the Leonardo program, the L2L project involves the construction of a training course to develop leadership competences of participants.

Before describing the teaching methods of the project is useful to explain how, starting from the initial objectives (described in the mentioned proposal), the L2L team has defined the final objectives of the work and then focused the necessary learning objectives for the training course.

Aware of the complexity of leadership both from a conceptual and from an organization viewpoint, the L2L team chose to focus his attention on two specific directions. This precisely to avoid dealing with a so complex phenomenon in a superficial or imprecise way.

The team choose to focus:

- a) from one hand on increasing knowledge of the recognized models of leadership that is to increase the ability of participants to understand the dynamics of leadership in the light of scientific models.
- b) on the other hand on increasing problem-solving skills, related to leadership problems, that underlies the ability to define effective behavioral strategies.

Obviously the two levels are linked, but in terms of training is useful to separate them both conceptually and methodologically.

From the conceptual point of view in fact represent different levels when

compared with some systems of classification of educational objectives such as the Bloom taxonomy. The first level mainly refers to the area of knowledge while the latter mainly refers to the area of problem solving skills.

From the methodological point of view the L2L project also clearly distinguishes the two levels with respect to how they will be evaluated.

Regarding the first level provides an assessment (both incoming and outgoing) external and objective. Concretely this will mean that a group of experts will prepare the tools for such assessment, shall submit to the participants and evaluate the results.

In the second case there is a subjective assessment of problem solving skills (before and after the path), that is a self-assessment made by the participant.

The two kinds of data have, therefore, a different nature and a different value in the project. The former are intended to represent a measure of the increase of a certain type of knowledge, achieved through the means provided by the course.

The latter are instead a way to enrich the personal reflection on leadership. The measurement of such problem solving skills is beyond the scope of the project. However is important to recognize that models like those based on the concept of self-efficacy highlight the way in which personal beliefs influence the decisions of individuals. Taken in this sense this kind of data, although do not have scientific value, will provide an indication of the type of contribution that the training process L2L was able to provide to participants.

Regarding the learning model underlying the learning activities we can say that the theory that inspired the training design is the cognitive approach. It is better to

speak of inspiration and not of a prescriptive model because we must consider the diversity of experiences and skills of the facilitators who will conduct the trial.

The possibility of adapting the path compared to different professional roles, social and cultural variables is considered an added value in L2L. Facilitators should however keep in mind that the course has been developed taking into account some fundamental assumptions. First, the participant is considered as active subject, not only committed in the receipt of information but also in their elaboration and in search of consistency between new acquisitions and those already held (... cit).

Learning is also thought to be a process of acquisition and modification of mental maps, that is frames of interpretation of the reality. L2L project is an attempt to act on these maps, levels described earlier (which correspond to learning goals), in the manner described above.

2. Introduction & scope of the document

This paper describes the micro-pathways of L2L learning methodology and didactical approach. All the information are organized into 4 areas:

- **Programs** relating to the conduct of training activities in the classroom, training online activities and assessment for the project;
- **Guidelines** and tips for the facilitators of the course to support them in implementing methodology;
- **Tools** for use in various stages of participants training and assessment in the path provided;
- **Evaluation** tools for training phases to make comparison between the two mode of the L2L learning path: atomistic and molecular

The information provided below, take two kinds of contributions already developed and shared within the project. On the one hand a review of major theories of leadership that has identified the conceptual framework of the project. On the

other hand the macro planning of the activities that led to identify two different learning pathways.

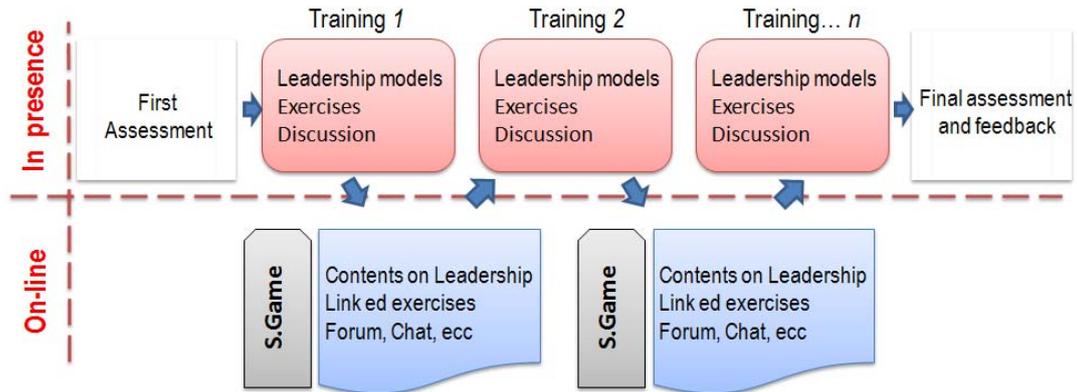
In the review, which also provided the conceptual basis for the production of serious games in the draft, are examined several theoretical models concerning the phenomenon of leadership. Finally, this review identifies the model of transformational leadership and more specifically the so-called full-range leadership model as reference for the various activities provided by L2L. The macro design activity refers to two paths to be implemented during the first trial in blended and the second one in a totally online and self learning mode. The main steps of the two paths are represented in the figures below.

The path shown in figure 1 is the blended mode one and provides a range of activities in group off line and on line and with the tutor presence. The online activities are of two kinds: one is the use of the Serious Game L2L and, secondly, a series of activities to be performed online through the help of a number of functions available from the project site . In this first type of training activities conducted through the site are intended as a support to “classroom” learning activities, while the use of the game (as will be described later) is the real theme of the whole educational activity.

Fig.1.

Molecular Mode *Blended*

Actors: Participants, Tutors

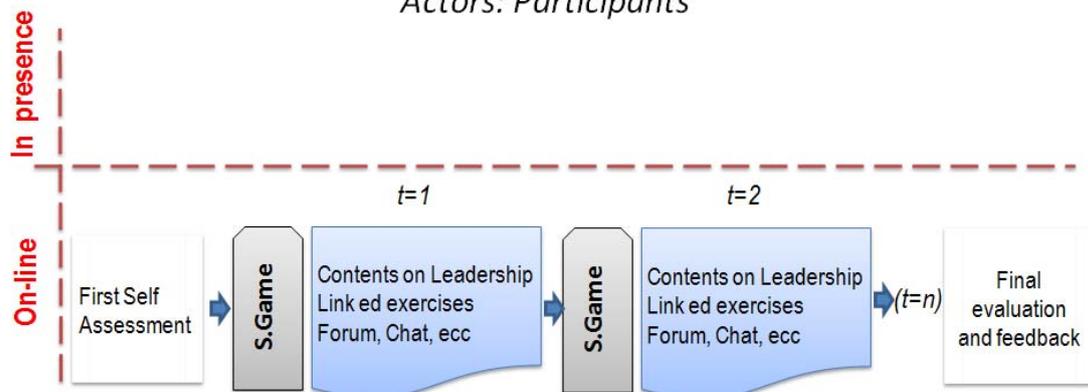


The main difference between the first and second training course (Fig. 2) is the level of autonomy of the participants in the activities. While the first is thought as a path that provides added value thanks to the intervention of the facilitators, the second is designed to be done in ways as possible independently. This is a real challenge in the project, as explained later also aims to make a comparison between the effectiveness of the two approaches.

Fig 2.

Atomistic Mode *On-line*

Actors: Participants



3. Atomistic mode

3.1 First self assessment

3.1.1 Objectives

The training course 'Atomistic mode' is characterized by a fundamental objective, that is to offer the tools for a course on leadership without the involvement of external facilitators. This session describes tools and methodologies face this goal. In addition to the instruments described below, to enable participants to properly carry out all stages, will be carried out a guide/tutor that will provide the information necessary to properly carry out various activities.

The **first self assessment** consists of a series of instruments designed to provide an image of the leadership competence of the participant. The various instruments described below are designed to offer different kinds of informations. The *questionnaire* is designed to investigate the level of knowledge of the participants respect the leadership models. The *scale* is designed instead as a self-assessment tool to facilitate personal reflection on personal leadership style before and after the course.

The game used in this phase has particular significance. Like the questionnaire it allows to investigate the knowledge about leadership models on which was built. However, it is not the kind of knowledge investigated by the questionnaire but rather procedural knowledge regarding leadership.

As explained later the results of these tests will be compared to evidence obtained through face similar work at the end of the trail. The comparison between tests conducted in input and those carried out at the end of training activities will enable to make two kinds of evaluations on the course.

3.1.2 Tools

The initial assessment on this mode involves the use of three kinds of instruments.

- ❖ QCI a **questionnaire** along the lines of “critical incident” technique;
- ❖ the **serious game** of L2L used in a manner consistent with the objectives of this stage;
- ❖ a **self-assessment checklist** specifically designed;

3.1.2.1 The Questionnaire Critical Incidents QCI (Tool 1a & 1b)

Definition of Critical Incidents Technique:

The **Critical Incident Technique** (or CIT) is a set of procedures used for collecting direct observations of human behaviour that have critical significance and meet methodically defined criteria. These observations are then kept track of as incidents, which are then used to solve practical problems and develop broad psychological principles. A critical incident can be described as one that makes a significant contribution—either positively or negatively—to an activity or phenomenon. Critical incidents can be gathered in various ways, but typically respondents are asked to tell a story about an experience they have had.

CIT is a flexible method that usually relies on five major areas. The first is determining and reviewing the incident, then fact-finding, which involves collecting the details of the incident from the participants. When all of the facts are collected, the next step is to identify the issues. Afterwards a decision can be made on how to resolve the issues based on various possible solutions. The final and most important aspect is the evaluation, which will determine if the solution that was selected will solve the root cause of the situation and will cause no further problems.

CIT is also used as an interview technique, where the informants are encouraged to talk about unusual organizational incidents instead of answering direct questions.

Using CIT deemphasizes the inclusion of general opinions about management and working procedures, instead focusing on specific incidents. (for further detail: http://en.wikipedia.org/wiki/Critical_Incident_Technique)

The Q.C.I. is a questionnaire prepared for the L2L training, is an adaption of the CIT. Indeed, in this case, the questionnaire is built on the transformational leadership theory and full range approach, chosen by the project rather than on a needs analysis.

QCI describes a situation where, within a group, there are problems of leadership. The participant is asked to imagine being the leader of the group and having to take different decisions. For each decision to be taken are multiple alternatives that can be classified in order of effectiveness in the light of current theories of leadership (cf). Through an automatic correction the questionnaire is able to assign a valuation to the answers given by the participant. The evaluation of the responses is made in the light of recognized theories on leadership so the instrument allows to assess the level of knowledge on models of leadership by the participant.

3.1.2.2 The Self Assessment Checklist (Tool 2)

The self-assessment scale developed for this type of analysis is based on the studies of Alannah E. Rafferty, Mark A. Griffin on transformational leadership. The tool provides a series of statements for which the participant must self-evaluate. Evaluations are translated into scores that represent how the participant feels in relation to various dimensions of transformational leadership.

There are two questionnaire forms possibilities: the *Self Rating Form*, where participants rate themselves as leaders (ratees), and the *Rater Form*, where associates/employees rate their leaders (raters). The associates can represent four different organizational levels: above their ratee, same level as their ratee, below their ratee, or other relationship such as customer.

It 's possible to put the information into a computerized tool (Excel-based) which can show a chart of the various self-evaluations.

The comparison between the self-assessments and evaluations provided by employees of the participant provides the basis for a personal reflection on their

leadership skills.

The full range approach, chosen by L2L project, merge different leadership definition and models: the main are a) Transformational and b) Transactional leadership.

Dimensions involved in the self rates phase:

*** The dimensions involved in self evaluation checklist are the same of the assessor observation checklist also in the blended mode assessment.**

(for building our checklists we refer to B. Avolio & B.M Bass definition and dimension in Multifactor Leadership 2004)

a) Transformational Leadership: operational definition

Transformational leadership is a process of influencing in which leaders change their associates' awareness of what is important, and move them to see themselves and the opportunities and challenges of their environment in a new way. Transformational leaders are proactive: they seek to optimize individual, group and organizational development and innovation, not just achieve performance "at expectations." They convince their associates to strive for higher levels of potential as well as higher levels of moral and ethical standards.

Dimensions:

Idealized Influence (Attributes and Behaviors)

These leaders are admired, respected, and trusted. Followers identify with and want to emulate their leaders. Among the things the leader does to earn credit with followers is to consider followers' needs over his or her own needs. The leader shares risks with followers and is consistent in conduct with underlying ethics, principles, and values.

1a. Idealized Attributes (IA)

- ⇒ I go beyond my self interest, the important thing is the team-good.
- ⇒ Others are proud and satisfied to be/work with me
- ⇒ I demonstrate self confidence and reliability in situations

2a. Idealized Behaviors (IB)

- ⇒ I think it's important to have in mind a strong orientation to the purpose
- ⇒ I spend time to share my most important values and beliefs
- ⇒ I pay attention to share the meaning of things we do

3a. Inspirational Motivation (IM)

These leaders behave in ways that motivate those around them by providing meaning and challenge to their followers' work. Individual and team spirit is aroused. Enthusiasm and optimism are displayed. The leader encourages followers to envision attractive future states, which they can ultimately envision for themselves.

- ⇒ I talk enthusiastically about next challenging goal to achieve e new scenarios to explore.
- ⇒ I'm confident that we will be able to achieve all our goal
- ⇒ I have a clear and fascinating idea regarding future scenarios

4a. Intellectual Stimulation (IS)

These leaders stimulate their followers' effort to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways. There is no ridicule or public criticism of individual members' mistakes. New ideas and creative solutions to problems are solicited from followers, who are included in the process of addressing problems and finding solutions.

- ⇒ I seek diversity of thought and different perspectives when solving problems
- ⇒ I propose to bring out different viewpoints on the issues
- ⇒ I question the assumption even if they are appropriate

5.a. Individual Consideration (IC)

These leaders pay attention to each individual's need for achievement and growth by acting as a coach or mentor. Followers are developed to successively higher levels of potential. New learning opportunities are created along with a supportive climate in which to grow.

- ⇒ I consider others as individuals and not just members of a team
- ⇒ I support others to recognize their weaknesses and improve their strengths
- ⇒ I spend time to coach and teach each person.

b) Transactional Leadership: operational definition

Transactional leaders display behaviours associated with constructive and corrective transactions. The constructive style is labelled contingent reward and the corrective style is labelled management-by-exception. Transactional leadership defines expectations and promotes performance to achieve these levels. Contingent reward and management-by-exception are two core behaviours associated with 'management' functions in organizations.

1.b. Contingent Reward (CR)

Transactional contingent reward leadership clarifies expectations and offers recognition when goals are achieved. The clarification of goals and objectives and providing of recognition once goals are achieved should result in individuals and groups achieving expected levels of performance.

- ⇒ I give positive feedbacks when my team do a good work.
- ⇒ I clarify to others goals and expected outcomes by the organization and what expectations could we have if performance goals are achieved.
- ⇒ I offer support to others when I see strong commitment and personal effort

2.b. Management-by-Exception: Active (MBEA)

The leader specifies the standards for compliance, as well as what constitutes ineffective performance, and may punish followers for being out of compliance with those standards. This style of leadership implies closely monitoring for deviances, mistakes, and errors and then taking corrective action as quickly as possible when they occur.

- ⇒ I pay attention to the process to focus errors, critical situation, or deviations from procedure.
- ⇒ My primary goal is to realize and handle inconsistencies, mistakes, complaints
- ⇒ I'm used to keep track of all errors and deviances.

3.b. Management-by-Exception: Passive (MBEP)

- ⇒ Others calls me only when problems becomes serious.
- ⇒ I get into the problem only when things go wrong.
- ⇒ if anyone “knocks on my door”, it means that there is nothing important to be tackled

4.b. Laissez-Faire (LF)

- ⇒ I delegate to test new young members
- ⇒ When there's important things, I try to stay out or take some time
- ⇒ I don't take decision, until the last moment

c) Outcomes of Leadership

Transformational and transactional leadership are both related to the success of the group. Success is measured by how often the raters perceive their leader to be motivating, how effective raters perceive their leader to be at interacting at different levels of the organization, and how satisfied raters are with their leader's

methods of working with others.

1.c. Motivation index

- ⇒ Lead a group that is very strongly committed
- ⇒ develop others' desire to grow professionally
- ⇒ Increase commitment and constancy in achieving high goal

2.c. Effectiveness

- ⇒ Am effective in meeting others' job-related needs
- ⇒ Am effective in representing their group to higher authority
- ⇒ Am effective in meeting organizational requirements

3.c. Satisfaction with the Leadership

- ⇒ Use methods of leadership that are satisfying
- ⇒ Work with others in a satisfactory way
- ⇒ Good feeling within the group

Checklist uses a **rating scale** made with 5 categories designed to elicit information about a qualitative attribute. In this case we choose to earn **information about self perception on personal leadership style**. Each participants has to judge how frequently happens to him/her each statements. The rating scale used is an ordinal level one.

I do not/ not at all	Rarely/once in a while	Occasionally	Quite often	Often
0	1	2	3	4

Scoring system:

First output

- Calculates the score using the rating scale above
- Summing the scores for each categories, you will obtain 9 partial scores.
- Blank answers should not be included in the calculation

Second output

- calculates the average for each part by dividing the total by the number of items (in our case 3 statements for each). So the range could be for each between 0 and 4.

How to Analyze: tips

*The self rates checklist is **not designed to encourage the labeling of a leader as Transformational or Transactional.***

Rather, it is more **appropriate to give a feedback on how is the individual perception about own leadership style**. The same checklist should be fill at the end of the training process, in the final assessment.

The comparison of the two, could be an indicator of the effectiveness of the L2L program, in transferring knowledge. Even self learning mode participants could have some information about how their perception move after the L2L atomistic mode program.

To minimize distorsion in the self assessment checklist, phenomena such as

social desirability, we modified the label of the dimension: so in example, the dimension “laissez-faire” is labelled with the definition “diffusion of duty- LF”.

Below the conversion table (please note that near the new label there are the initials of the original definition of the dimension.)

Dimension names	Dimension labels
Idealized Attributes (IA)	Attitude to exert influence 1 - IIA
Idealized Behaviors (IB)	Attitude to exert influence 2 - IIB
Inspirational Motivation (IM)	Attitude to exert influence 3 - IM
Intellectual Stimulation (IS)	Attitude to exert influence 4 - IS
Individual consideration – (IC)	Individual orientation - IC
Contingent Reward (CR)	Ability to give feedback - CR
Management-by-Exception: Active (MBEA)	Managerial attitude 1 - MEA
Management-by-Exception: Passive (MBEP)	Managerial attitude 2 - MEP
Laissez-Faire (LF)	Diffusion of duties (Laissez faire) - LF
Motivation index	Motivation - MI
Effectiveness	Effectiveness - EI
Satisfaction with the leadership	Satisfaction - SI

3.1.2.3 The game

At the beginning of the learning path, the participant is asked to deal with the game of L2L. The system allows him to play three times, at the end of which is not given any feedback to the player. The best performance will be considered indicative of the leadership skills of the player. This score is kept by the system within the PLP (see below) a profile that will compare data obtained at the beginning of the trail and those obtained after the training process.

3.1.2.4 The Personal leadership profile (PLP)

The PLP is a document that collects data from the training of the participant. Concerning the assessment phase it contains three kinds of information:

- The results obtained at the beginning of the trail;
- The results achieved at the end of the trail;
- A model comparing the two previous types of data designed to highlight progress and areas for further development of the participant.

The PLP will provide the different information. even in graphic form. The instrument will separate the different types of data. On the one hand data on the level of knowledge on leadership models (objective data); on the other hand information on the perception and comparison on the issues that have a subjective character.

Although the training may be considered concluded with the balance achieved by the PLP that document can then be shared with a facilitator for a confrontation outside the process.

Besides containing information about the assessment phase the PLP profile will be used during the training to keep track of different stages and route taken.

3.2 Final assessment and feedback

The goal of the final assessment is to verify whether the training has produced any change in the way of thinking and acting leadership of the participant. Taking into account the complexity of the competence we are considering the final assessment will be done after an appropriate period of time from the end of the learning path. This final phase involves the use of tools similar to those used in the first assessment. By comparing the initial and the final data it will be possible to identify progresses and to obtain feedback in relation to the training done.

3.3 Online training and Game based training

Training on the Atomistic mode will be managed through a dedicated web space. Within this virtual area the participants will:

- Attend lectures on leadership;
- Carry out Critical Incidents Cases
- Practicing with serious game of L2L;
- Confront each other on the activities through a forum
- Find links, readings and various kinds of contributions.

The site will manage contributions as possible in a customized way. Among the various contributions that it will offer, there will be a ranking of the scores obtained in the serious game of L2L.

The online training will be managed in two ways: a programmed one and a free modality. The first involves a minimum of three modules to play for every participant between the first and second assessment. Structuring of the teaching unit is described below.

Time (hypothesis)	Activity
15'	A brief tutorial about the contribution of the trail is located in the participant's contributions that it will acquire in this form and exercises to do.
20'	A lesson on leadership
15'	Critical Incidents Questionnaire on leadership
20	Use of the S. Game in 'competition' mode

Overall, the time required for each unit will be approximately one hour.

The free modality of access to the training site provides three main kinds of activities:

- Consultation of the materials available;
- Exchange of views between participants and comparison through the forum;
- Training based in the game of L2L.

The difference between using the game in this mode and in the programmed mode is in the fact that in the latter score are placed in the overall ranking while the former represent only a training for the participants.

4. Molecular mode

Blended assessment and training

4.1 Assessment

4.1.1 Objectives

Definition of assessment:

An Assessment Center consists of a standardized evaluation of behavior and knowledge based on multiple evaluations including: job-related simulations, interviews, and/or psychological tests. Assessments are used to evaluate candidates on behaviors relevant to the most critical aspects (or competencies) of the job.

In our L2L environment there are two main goals to achieve:

- to build a map of leadership style and knowledge of each participant, in order to test with the comparison between the first and the final assessments, if the L2L program has some effects on improving leadership knowledge and self perception.
- to make a comparison of the two L2L program mode (Blended and Atomistic)

For this reason, the blended assessment mode will use the same contents and tools as in the Atomistic one (please see further details on paragraph 3.1.2 of this document).

The main difference in the blended mode is the presence of experienced facilitators during the evaluation. They could make face to face observations, earning data from the participants behavior.

4.1.2 Tools

Both the assessment on this mode involves five steps and instruments:

- ❖ QCI a **questionnaire** along the lines of 'critical incident' technique; (in common with atomistic mode, see paragraph 3.1.2.1)

- ❖ the **serious game** of L2L used in a manner consistent with the objectives of this stage (in common with atomistic mode);
- ❖ a **self-assessment checklist** specifically designed; (in common with atomistic mode)
- ❖ an **assessor observation grid**
- ❖ **group dynamic** build on the L2L leadership model

* all the tools are build consistent to the L2L full range approach and in common with the atomistic mode. Self assessment checklist, the assessor observation Grid, the QCI and Group dynamic, all tools and contents arise from the dimension of the chosen theoretical model (Full range approach, transformational and transactional leadership).

4.1.2.1 The Questionnaire Critical Incidents QCI (Tool 1a & 1b)

For main definition and use, theory approach and detail see paragraph 3.1.2.1 of this document.

4.1.2.2 The self assessment checklist (Tool 2)

For main definition and use, theory approach and detail see paragraph 3.1.2.2 of this document.

In the molecular mode, these tools (1a & 1b, 2) will be administered on paper and could be used by facilitator to make the observation.

4.1.2.3 Assessor Observation Grid tool (Tool 3)

The Grid is build on the same dimension of the Self Assessment checklist. This is useful to compare different viewpoint of the evaluation (the self one and the facilitator one).

The Grid has also the same evaluation scale (from point 0 to point 4)

Please refer to the paragraph 3.1.2.2. for details

How to use the Grid: tips

The use of the Grid requires a deep knowledge of the underlying *dimensions of the full range model* (please refer to paragraph 3.1.2.2 and in the appendix).

For each dimension provide a numerical rate and a brief description of the behaviour that raised the evaluation.

4.2. Training process

4.2.1 Group Dynamics (molecular assessment and training) (Tool 4)

Brief definition and main use:

Group dynamics is the study of groups, and also a general term for group processes.

Because they interact and influence each other, groups develop a number of dynamic processes that separate them from a random collection of individuals. These processes include norms, roles, relations, development, need to belong, social influence, and effects on behaviour.

In organizational development or group dynamics, the phrase "group process" refers to the understanding of the behaviour of people in groups, such as task groups, that are trying to solve a problem or make a decision. An individual with expertise in 'group process, such as a trained or an Assessor, can assist a group in accomplishing its objective by diagnosing (during assessment) how well the group is functioning as a problem-solving, decision-making or **leadership dimensions and styles** (as in L2L learning path) and intervening to alter the group's operating behaviour (in the molecular training phase).

Aspects of group process include:

- Patterns of communication and coordination
- Patterns of influence
- Roles / relationship

- Patterns of leadership (L2L focus)
- Balance of task focus vs social focus
- Level of group effectiveness
- How conflict is handled
- Emotional state of the group as a whole

The L2L learning path is using four different scenarios for the 4 dynamics necessary for completion of course. (all the proposed files are available in the appendix tools of this document and in the L2L moodle portal. Each partner could add or modify the dynamics according to the project goal in order to fit own cultural features)

Scenario *	L2L Phase	Note
Business Life	1 st assessment	
Effective communication	1 st training session	
Comparing agendas	2 nd training session	
The apartment	Final assessment	

*All the scenario and all the tools are in the “material for partners folder”, in the L2L moodle portal, ready to be translated. Please go and visit <http://entropy4fad.net/moodle/course/view.php?id=2>

Appendix Tools

Statements Repository: self rates checklist

Idealized Influence: (Attributes and Behaviour)

- IIA: I go beyond my self interest, the important thing is the team-good.
- IIA: others are proud and satisfied to be/work with me
- IIA: I demonstrate self confidence and reliability in situations
- IIB: I think it's important to have in mind a strong orientation to the purpose
- IIB: I spend time to share my most important values and beliefs
- IIB: I pay attention to share the meaning of things we do

Inspirational Motivation

- IM: I talk enthusiastically about next challenging goal to achieve e new scenarios to explore.
- IM: I'm confident that we will be able to achieve all our goal
- IM: I have a clear and fascinating idea regarding future scenarios

Intellectual Stimulation

- IS: I seek diversity of thought and different perspectives when solving problems
- IS: I propose to bring out different viewpoints on the issues
- IS: I question the assumption even if they are appropriate

Individual Consideration

- IC: I consider others as individuals and not just members of a team
- IC: I support others to recognize their weaknesses and improve their strengths
- IC: I spend time to coach and teach each person.

Contingent Reward:

- CR: I give positive feedbacks when my team do a good work.
- CR: I clarify to others goals and expected outcomes by the organization and what expectations could we have if performance goals are achieved.

CR: I offer support to others when I see strong commitment and personal effort

Management by Exception Active

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LF: I delegate to test new young members

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1.c. Motivation index

- ⇒ Lead a group that is very strongly committed
- ⇒ develop others' desire to grow professionally
- ⇒ Increase commitment and constancy in achieving high goal

2.c. Effectiveness index

- ⇒ Am effective in meeting others' job-related needs

- ⇒ Am effective in representing their group to higher authority
- ⇒ Am effective in meeting organizational requirements

3.c. Satisfaction index

- ⇒ Use methods of leadership that are satisfying
- ⇒ Work with others in a satisfactory way
- ⇒ Good feeling within the group

Tool 1a QCI – first assessment

QCI 1° L2L Atomistic mode & Blended

English version – The Pub -

You are thinking about a new business opportunity: your idea is to detect a room downtown to open a pub where you can eat and drink, but also listen to good live music and organize small exhibitions of contemporary art. The room you found is now a bar, run for years by an elderly couple who continues to work more to pass the time rather than to gain revenue. During a meeting with them, you discover that they are thinking to retire and sell the activity. So you check at the municipality office, if all the license and permits are ok. You decide to talk with a group of friends you can involve in your project for managing the restaurant together! At least for the first time, you will be serving tables, preparing food, take care of purchasing and organizing concerts.

Paolo, Flavia and Antonio enthusiastically join in your idea!

Marta is also enthusiastic and enjoy the proposal, but she's already working part-time for a business consultant. So she has limited availability.

Antonio is known for his laziness, but he has a lot of friend and he could work very well in public relations.

The room needs to be renovated and each of you has their own tips to give to local, for example how to advertise and what kind of initiatives offer to the

customers.

Even if you do yourself the most jobs, you still need a small starting capital for initial expenses.

Consider that in any case, it is important to open the local within a few months, for celebrating the New Year Eve in order to raise awareness of local and start building a clientele.

1. You are attending the first meeting with your team, this meeting is the first step in your project and marks the existence of your brand new group, how do you think to manage –organize this opportunity?

a) First of all, I think is very important to have the main goals clear and for these reason I will guide my team to a strong commitment in achieving them. For doing these, I will spend also some time in an open discussion about values, vision and mission of our group.	100%
b) I need to prepare a general introduction on the goals, vision and mission, and then quickly move on to determine who does what. The output of our meeting will be a gantt of activities of the group and for each member.	75%
c) I think the best way to start is to focus on the definition of activities and try to assign tasks to each one. If someone is not feeling good with the assigned task, I could give a chance to switch with some other duty of someone else.	25%
d) I don't have an idea already structured in mind, I expect the group to contribute to our project. Let's see what ideas will came out of the meeting and then we'll talk concretely later.	0%

2. The economic transaction with the previous owners went well, but now you need to have the original plans of the premises and the work they have done over the years. You asked several times for it, but in this occasion they are not very reliable and they always forget to check the ancient

documentation. This delay will cause a lot of problems, you decide to do something: how do you move forward?

a) I ask my lawyer to write a formal letter in order to protect my interest. if they do not meet the deadline indicated in the letter, I will be entitled to an economic compensation, I hope this take them to respect the commitments more seriously!	0%
b) For loosing no more time, I ask for a meeting at their home. I kindly offer to lend a hand in search for documents, describing what problems will trigger the new activity if I could not meet deadlines.	75%
c) I contact them and thank them for being so punctual to sell the pub. Then wonder why this time they are unable to give me these documents and if they can do something to speed things up. I try to communicate the urgency of the matter by describing the consequences of the delay.	100%
d) I wait another week before doing something. I hope they would look for these documents. Until now I trust them, and I want to preserve the relationship with them because could be useful for future needs.	25%

3. Your team begun to work for the restyling of the room: masons will work for 10 days and to avoid errors you decided to be always present during the renovation works. For this reason you organized a shift plan. Antonio disappear when came his turn, what are you going to do?

a) I contact him asking for an explanation, listen to his argument and then point out that this is a non-compliance behaviour. I ask him not to happen again, for the wellness of the group. I also emphasize what is expected from him.	100%
b) I speak with Antonio as soon as possible, I will inform him about the consequences of his behaviour. I will stress that if we can not work with a strong commitment from the beginning, we are in danger to fail our goals!	75%
c) Since it happens for the first time, I avoid to point out this behaviour with	

Antonio, I prefer to understand if there's something wrong in his feelings about our project. For doing this I will invite Antonio for a brunch or a drink, in an informal meeting.	25%
d) I wait to see if this behaviour happens another time. If so I will stress Antonio's errors, and I will ask Antonio to recover the esteem of the group, apply for a double shift. At the same time ask Paolo to be ready, now I do not trust Antonio.	0%

4. The first days of activity have been very challenging. All the team is a little worried... many people came to your pub, but also a lot of strange situations have happened: complaints, arrogant and rude customers, people who tried not to pay the bill. All these critical incidents to manage, weakened the initial enthusiasm. How do you manage the situation?

a) I organize a meeting to share what happened, the goal will be to gather the data and solutions already taken, analyze if we could solve in another better way, and settle "best practice" procedures in critical situations for the future.	75%
b) I propose the team to spend a day together, engaging in an activity that has nothing to do with our job. Off course I will choose a pleasant and relaxing activities to recharge the batteries and increasing the level of motivation.	0%
c) I let some time pass before proposing a meeting to establish new procedures and understand if it is necessary take a security guard, who could intervene in extreme cases (in example: drunk or insolvent customer). This will prevent the group from managing these critical situations.	25%
d) I organize a dinner in which we could talk openly about our concerns, then I ask the group to contribute to the writing of a poster with the worst situation happened and the solutions found by way and update it periodically.	100%

Tool 2 – Self Assessment checklist – Leader form

L2L Self Rates checklist – Leader Form

Please read the statements and provide an answer in terms of “how often did it happened to you?”. If you met the words “others” could mean a colleague, employee, a person of your team, a supervisor or a client.

I do not/ not at all	Rarely/once in a while	Occasionally	Quite often	Often
0	1	2	3	4

Idealized Influence: (Attributes and Behaviour)

IIA: I go beyond my self interest, the important thing is the team-good.

IIA: Others are proud and satisfied to be/work with me

IIA: I demonstrate self confidence and reliability in situations

IIB: I think it's important to have in mind a strong orientation to the purpose

IIB: I spend time to share my most important values and beliefs

IIB: I pay attention to share the meaning of things we do

Inspirational Motivation

IM: I talk enthusiastically about next challenging goal to achieve e new scenarios to explore.

IM: I'm confident that we will be able to achieve all our goal

IM: I have a clear and fascinating idea regarding future scenarios

Intellectual Stimulation

IS: I seek diversity of thought and different perspectives when solving problems

IS: I propose to bring out different viewpoints on the issues

IS: I question the assumption even if they are appropriate

Individual Consideration

IC: I consider others as individuals and not just members of a team

IC: I support others to recognize their weaknesses and improve their strengths

IC: I spend time to coach and teach each person.

Contingent Reward:

CR: I give positive feedbacks when my team do a good work.

CR: I clarify to others goals and expected outcomes by the organization and what expectations could we have if performance goals are achieved.

CR: I offer support to others when I see strong commitment and personal effort

Management by Exception Active

MEA: I pay attention to the process to focus errors, critical situation, or deviations from procedure.

MEA: My primary goal is to realize and handle inconsistencies, mistakes, complaints

MEA: I'm used to keep track of all errors and deviances.

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MEP: Others calls me only when problems becomes serious.

MEP: I get into the problem only when things go wrong.

MEP: If anyone "knocks on my door", it means that there is nothing important to be tackled

Laissez-faire

LF: I delegate to test new young members

LF: When there's important things, I try to stay out or take some time

LF: I don't take decision, until the last moment

Motivation index

MI: Lead a group that is very strongly committed

MI: Develop others' desire to grow professionally

MI: Increase commitment and constancy in achieving high goal

Effectiveness index

EI: Am effective in meeting others' job-related needs

EI: Am effective in representing their group to higher authority

EI: Am effective in meeting organizational requirements

Satisfaction index

SI: Use methods of leadership that are satisfying

SI: Work with others in a satisfactory way

SI: Good feeling within the group

Tool 2 – Self Assessment checklist – Rater form

L2L Rater checklist – Rater form

Name of the person you are about to

rate _____

Please read the statements and provide an answer in terms of “how often did it happened to the above mentioned person (Leader)?”.

I do not/ not	Rarely/once in a	Occasionally	Quite often	Often
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at all	while			
0	1	2	3	4

Idealized Influence: (Attributes and Behaviour)

IIA: Goes beyond self interest, the important thing is the team-good.

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IIA: Demonstrates self confidence and reliability in situations

IIB: Thinks it's important to have in mind a strong orientation to the purpose

IIB: Spends time to share his/her most important values and beliefs

IIB: Gives attention to share the meaning of things we do

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CR: Clarifies to others goals and expected outcomes by the organization and what expectations could we have if performance goals are achieved.

CR: Offers support to others when there is strong commitment and personal effort

Management by Exception Active

MEA: Gives attention to the process to focus errors, critical situation, or deviations from procedure.

MEA: Concentrates on realize and handle inconsistencies, mistakes, complaints

MEA: Is used to keep track of all errors and deviances.

Management by Exception Passive

MEP: Is available only when problems becomes serious.

MEP: Turns into the problem only when things go wrong.

MEP: Believes that if anyone “knocks on door”, it means that there is nothing important to be tackled

Laissez-faire

LF: Delegate to test new young members

LF: When there's important things, he/she try to stay out or take some time

LF: Doesn't take decision, until the last moment

Motivation index

MI: Leads a group that is very strongly committed

MI: Develops my desire to grow professionally

MI: Increases my commitment and constancy in achieving high goal

Effectiveness index

EI: Is effective in meeting my job-related needs

EI: Is effective in representing me and the group to higher authority

EI: Is effective in meeting organizational requirements

Satisfaction index

SI: Uses methods of leadership that are satisfying

SI: Works with others in a satisfactory way

SI: Good feeling within the group

Tool 3 – Assessor Observation GRID

See below