

# ***Lifelong Learning Programme*** ***2007-2013***

## **Leonardo da Vinci**

### **SINAPSI PROJECT**

#### **< SYNTHESIS OF FRENCH 1° TRIAL AND REVISION >**

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## **SYNTHESIS OF FRENCH 1° TRIAL:**

### **Research / Trials purpose:**

To train people online with the SINAPSI platform to know if people can be trained online as they are trained during face to face sessions (e.g. same quality / efficiency).

### **METHODOLOGICAL DATA:**

MF team was trained, in Lyon, on 21 09 2009 by CNR.

MF made eight pre trial sessions from October, 2009 to December, 22, 2009.

After these pre trial sessions, MF decided to do the first trial with two trainers for managing as well as possible the first sessions with this new platform and with one trainer as an assessor because there is only one SINAPSI tutor for a training session.

The assessor was an observer and a facilitator for using the platform. He wrote notes on a **special questionnaire named Personal Perception** used for debriefing the sessions (**see p. 31**).

Twenty eight persons were contacted during MF training sessions for participating in SINAPSI training sessions.

These persons are coming from small or medium units as small and medium enterprises (e.g. SME). They have a position of manager in their occupation (administrative, marketing and technical fields).

All the participants have yet been trained by MF in face to face sessions during one of which we have presented the SINAPSI platform.

We sent our questionnaires by e-mails to these interested persons.

Eleven persons sent back the preliminary questionnaires and tests for evaluating their personal competences and preparing their own participation in the trial (discovery of the platform).

Seven persons were involved in four training sessions.

Every session was composed by a group of five persons.

Three persons participated in all sessions and two in three sessions.

One person participated in one session.

We have designed the scenarios for testing soft skills as Effective Communication, Team building/Management oriented to effective communication.

By testing we mean overall being focused on these three individual competences because it is also possible to have an idea of solving problem, for example (the level of competences tested will increase from the first online session to the last); but analysing this competence was not relevant, in these cases because of the simplicity of the scenarios proposed during the trial for methodological reasons.

The three first scenarios proposed an enigma easy to solve with restricting rules and a bit increasing of difficulty (e.g. two easy problems instead only one, in the third case).

The fourth scenario was a free discussion to resolve an original case with no restricting rules as the three first ones.

After any session, online questions have been sent to everybody for getting first impressions and for starting a common debriefing (**see Debriefing Messages p.30**).

The sessions involved people located in France (North, East and South) and overseas, in La Réunion.

The 1° session named “Le Conseil des Nations” began on 22 12 2009, at 6.PM. (3D, public place, duration 78 minutes)

The 2° session named “Les Signes Mystérieux” began on 08 01 2010, at 6.PM. (3D, public place, duration 81 minutes)

The 3° session named “ Les Cinq Espions” began on 11 01 2010, at 9.PM. (3D, public place, duration 33 minutes)

The 4° session named “Le Cas Japon” began on 13 01 2010, at 8.PM. (3D, office, duration 83 minutes)

We decided to begin the sessions in the public place for technical reasons (e.g. if you foreseen a 3D scenario in the office, it will be impossible to exit from the office during all the time of the session).

## **ANALYSYS OF THE RESULTS:**

### **INTRODUCTORY NOTE:**

For doing this first trail, we had to resolve two mains problems.

As we emphasized from the beginning of the SINAPSI project, for preparing this kind of trials, we must take in consideration the context of companies focused on their own activities as a priority.

It is difficult to find available people in companies for participating in online trial sessions during working time. So, the planning of the sessions was difficult to make and to respect and for these reasons, we had to do one session at 9.PM and another one at 8.PM.

Another difficulty was the size of the SINAPSI program to download and the computing network (LAN/WAN) of companies which not authorise all the connections with external system as an e-learning platform.

Several interesting persons for participating in the trial had to stop the experience because they were not allowed to download the SINAPSI program.

### **ANALYSIS:**

Our first three sessions were made for five participants because of the kind of scenario we wanted to use, specially adapted to the platform and to the individual competences we wanted to train.

Effectively, the participants must communicate individually and must not send messages to all. This restricting rule is particularly interesting for testing individual competences.

It was possible to choose this kind of scenario because every participant is able to send message to a dedicated person, including the tutor or to all as we asked in our first recommendations, last year.

It could be useful to send messages to a dedicated participant too for the tutor.

Any case that we made was simple because our purpose was to observe the communication between every member of the group. The kind of scenarios is focused on two goals:

- 1) Observation of interactions in the group to know how to manage collective and individual relations
- 2) New role of the tutor/trainer for “spitting out” the group and every participant, respecting them, their personality, their culture etc.

We proposed 3 questionnaires before and after the trial regarding individual competences for analysing: (see MF questionnaire reactions for users before training **p.10** / SINAPSI questionnaire after training; MF questionnaire knowledge management before training and after training **p.12-18**); MF questionnaire behaviour / team building / management / Communication before training and after training **p.19-28**).

- 1) Reactions (according to a determinate subject or project as knowledge of computing, e-learning etc.)
- 2) Attitudes in determinate situations (team building/management situations)
- 3) Knowledge regarding the individual competences we want to test (with open question, closed question, mirror question etc.)

These questionnaires, made by MF, have no more than 21 questions, because over 20-25 questions, people are not able to answer correctly. The questionnaires sent before and after the trial are different. SINAPSI questionnaire for users after the trial has been translated in French and sent as a final questionnaire, while we have prepared a dedicated questionnaire to send before the trial.

The questionnaires were sent by e-mails to be in online conditions after a short presentation during a face to face classical training session.

We quickly received completed questionnaires from eleven potential participants of whom seven were available for several sessions.

Several participants were not allowed to download the SINAPSI program for doing the trial because of its size and/or the authorization of the LAN manager, as we said.

The three first scenarios we spoke about before have been made on the following model. There are six delegations but a missing one. Every participant represents a delegation. The objective is to find what the missing delegation is (see scripts used during the online training in annexes).

Another scenario made on the same model represents six signs for recognising secret agents. There are only five secret agents having five different signs. Every secret agent has only one different sign with the other secret agents. The objective is to find what this sign is and what the six signs of the other secret agent are (**see MF scripts p.29**).

For this kind of scenarios, the participants cannot communicate with all the participants but only individually with every participant.

This restricting rule is a part and a parcel of this kind of cases. It was understood by the participants as a brake for finding quickly the solution of the case. Effectively, participants were focused on the solution; but as sessions progress, participants understood this rule, all the more because they saw the assessor observing what happened during the session.

The duration of the first trial session and the second trial session was nearly the same; 78 minutes and 81 minutes; but the duration of the third one was 33 minutes for a more difficult case to resolve. Participants had a better command of the platform.

The valuation of the platform was 63,75 / 100 for the first session but 73,75 / 100 for the second one and 80 / 100 for the third one.

The fourth case which had no restricting rule for communicating and a more original subject which was more appreciated and valued with 85 / 100.

The medium duration of a session was more than one hour; it is to say the double of the foreseen duration for such cases to resolve.

This duration has not depreciated the quality of the training and it is certainly due to the 3D environment as a new context to explore and to the necessity to command the functions of the SINAPSI platform.

Most of the participants have heard of on line training even nobody completed it. Most of the users think that on line training could be useful to them and would agree to participate in an on line training if this possibility was given to them by their company. The 3D environment has been appreciated by 5 participants. Only one participant preferred the 2D environment. They discovered all the possibilities of the platform with mood and gesture only after several sessions.

In other respects, they appreciated the community represented by their group even they did not know nobody before the training sessions. It seems that the virtual environment gives a help for communicating more easily. In another side, it was difficult for the participants to show their emotions using the mood and gesture function while they are chatting. This is maybe the reason for which they really discovered this possibility during the third session. They requested to put mood and gesture function near the chat for not wasting time.

Most of the trainees did not have the impression to be trained as a classical / face to face training but we notice an increasing of the level of competences tested before and after the sessions (cf. **individual results in Evaluation Boards**).

Most of the users have been disconnected several times but generally, they succeed in reconnecting themselves to the platform; same for the tutors.

## MAIN RECOMMENDATIONS FOR TECHNICAL REVISION:

When we finished our internal pre-tests sessions for testing the platform, we had several disconnection problems which persisted during the trial. 3D environment did not function very well if characters were moving in a closed environment. For instance, if you foreseen a 3D scenario in the office, it will be impossible to exit from the office during all the time of the session. One of the main problems is to connect the PC through the LAN (computing network) of the companies to the SINAPSI platform.

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The **recorded file** for every session directly on the plat-form in case of disconnection could be also a .csv one **with the following contains:**

- the n° of exchange
- the sender
- the n° of sender's message
- the receptor
- the modalities of the message (mood...)
- the Gesture connected to the message
- the content of the message

So, it will be possible to exploit it with Excel for having:

- the total number of messages
- the number of messages by participant
- the number of receipt messages by participant
- the sorting out/ classifying by modality
- the sorting out/ classifying by gesture

It could be helpful to copy images and diagrams too with EDITOR and to have a **short video demonstration** instead manuals for downloading SINAPSI user's version and using it (this video could be a good mean for disseminating through our web sites).

For pedagogical reasons, the tutor might also want to send messages to a dedicated person and not only to everybody.

Generally, documents are difficult to send; it takes time.

If you receive a message, while you are chatting and writing something, it stops your sentence and you have to wait for writing again.

If the tutor does a mistake for launching a session, he must wait for the end of the session before correcting the mistake.

When somebody comes into a room/location session, he must move immediately, if not he jams the platform and nobody else is able to enter in the session.

When you enter in a room as an office for instance, it is impossible to exit from the room during the session. The only solution for moving during a session is to enter into the SINAPSI environment through the public place.

It is very difficult for the tutor, to manage the session (to send the documents, to observe trainees etc.) and at the same time to note comments about the session for future analysis. We suggest writing on a paper the main comments and/or recording with a voice recorder oral comments (see recommendations for methodological revision).

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## MAIN RECOMMENDATIONS FOR METHODOLOGICAL REVISION:

Our objective is focused on the absolute necessity to understand and analyse as well as possible the online sessions for a correct interpretation of the results.

We chose scenarios based on the two main purposes we presented in the first part of this debriefing of which the special role of the trainer as an “obstetrician” or a midwife” for “giving birth” to every trainee through the training session for a new perception of his own personal behaviour.

For getting this result, we did an **online debriefing with the entire group** (focused on the group) through the platform, that means without oral communication but with a grid of questions we prepared for this purpose (see our grid of **debriefing messages p.31**).

We recommend doing an oral **individual debriefing “on the spot”** too (more focused on the participant) – through Skype, by telephone or a special SINAPSI function – after the online session as we do for a face to face one.

For finishing the process of analysis, we suggest **sending to every participant the recorded file of the session with a questionnaire of personal perception** for a personal analysis of the group and of the behaviour of the participant (see our questionnaire of personal perception in annexes).

We also recommend writing **notes during the session but on a paper board** as we used for analysing the sessions (see analysis of sessions in annexes). The note function of SINAPSI is not easy to use during the session for the tutor according the entire functions he has to use, while is must send information, ask and answer to the participants.

The assessor did an interesting experience **recording his comments on a recorder**. It was really useful for completing the written notes.

For summarizing the analysis we recommend using **grids** as we did for analysing the sessions and having all-encompassing view of results (see files of analysis of sessions).

Of course, referencing to the **needs analysis** we did last year, every partner is able to adapt the grids to his own country.

## TECHNICO-METHODOLOGICAL RECOMMENDATIONS:

Having the possibility to send directly questionnaires from the platform could be very useful for working in online conditions for certain kinds of training. In this case, the user could have an automatic result just by clicking on a dedicated function. It could be used for knowledge questionnaires, for instance.

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Another idea is to integrate interactive components such as mini games or interactive courses into the SINAPSI platform. The tutor could have access to these extra modules and send them to the students for different purposes. For example, a student in difficulty could use an extra theoretical course component or view a video of a well lead negotiation as an example to help him out. The tutor might also want to give an extra exercise or a game to a student that has already understood the concepts much faster than his colleague's. The components can also be accessible via the game, by clicking on a special object for example.

By finding these components, the students could have access to hints or indications to help them out.

The components will be tightly linked to the platform in two ways. They can be adapted by the tutor or automatically by the learners' profile (changing time or difficulty parameter for example). They will also be able to send information on the students' actions, within the component, back to the SINAPSI platform and the tutor. These components can come from different companies and be hosted on different servers as long as they obey to a certain number of predefined rules.

questionnaire on reactions in relation to the on-line training  
THANK YOU FOR HIGHLIGHTING YOUR ANSWER **IN YELLOW**

question 1	Have you heard about the on-line training?	Yes No
question 2	Do you think that on-line training could be useful to you?	Yes No
question 3	When did you complete your last training?	Less than a year From 1 to 2 years From 2 to 3 years More than 3 years
question 4	Do you use a computer?:	Every ay or almost One to four times a weak From time to time Very seldom
question 5	Have you already used a game on	Never

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- computer?
- Once  
From time to time  
Regularly
- question 6 Avez-vous été sur des plates-formes de jeu en ligne, comme par exemple "Second Life"?  
Have you visited decks of on-line games, as for example "Second Life"?
- Never  
Once to twice  
From time to time  
Regularly
- question 7 Do you know what an "avatar" is?
- Yes  
No
- question 8 You type on your keyboard with:
- 2 fingers  
4 fingers  
6 fingers  
10 fingers
- question 9 Since how long have you been using a computer?
- Less than 2 years  
Less than 5 years  
From 5 to ten years  
More than 10 years
- question 10 Would you agree to participate in an on-line training if this possibility was given to you by your society?
- Yes  
No  
Possibly  
I don't know

## Questionnaire on your knowledge concerning personal competences before the training

You have **4 choices** and **the single possible answer**. **Highlight** the box **in yellow**, in front of the good answer. You must answer all the questions before sending the questionnaire.

Send it by e-mail after having finished.

Thank you for collaboration.

- |            |   |  |
|------------|---|--|
| question 1 | That do you think of the on-line education?<br>This question is:  | <p>A open</p> <p>B relay</p> <p>C suggestive</p> <p>D closed</p>               |
| question 2 | Have you already accomplished an on-line simulation?<br>This question is:   | <p>A suggestive</p> <p>B relay</p> <p>C mirror</p> <p>D closed</p>             |
| question 3 | - "Since 2008, I have accomplished on-line training regularly and I find ..."<br>- "On-line?"<br>This question is:                  | <p>A open</p> <p>B relay</p> <p>C mirror</p> <p>D suggestive</p>               |
| question 4 | Don't you think that on-line training is more interesting than on-site training?<br>This question is:                               | <p>A open</p> <p>B relay</p> <p>C suggestive</p> <p>D closed</p>               |
| question 5 | I suggest that you should try on-line training.<br>This is a (an):  | <p>A ordre</p> <p>B interpretation</p> <p>C reinsurance</p> <p>D judgement</p> |
| question 6 | If you haven't tried the on-line training untill now, it is because you did not dare to ask your chief managers!<br>This is a (an): | <p>A order</p> <p>B interpretation</p> <p>C reinsurance</p> <p>D judgement</p> |
| question 7 | Do not worry, you will see that on-line training is not that difficult!   | <p>A order</p> <p>B interpretation</p>   |

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	This is a (an):	C reinsurance D judgement
question 8	There are negotiations with no room for manoeuvre. This affirmation is:	A always true B sometimes true C always faulse D sometimes faulse
question 9	When the balance of power is disadvantageous in negotiations, there are other things to do than to be happy with objecting and refuting. This affirmation is:	A always faulse B sometimes faulse C always true D sometimes true
question 10	To prepare negotiations, there are principally three things to do: to clarify the objectives, to technically deepen the file and to evaluate the balance of power. This affirmation is:	A always faulse B sometimes faulse C always true D sometimes true
question 11	The basics in negotiations is to be conciliatory and know to make concessions to soften the interlocutor. This affirmation is:	A always faulse B sometimes faulse C always true D sometimes true
question 12	In negotiations of good manners, there are only three stages: consult the points of view, confront the opinions, reconcile the positions. This affirmation is:	A always faulse B sometimes faulse C always true D sometimes true
question 13	In negotiations you should not allowe to tread on your foot, and it is necessary to react when the person says something wrong! This affirmation is:	A always faulse B sometimes faulse C always true D sometimes true
question 14	Not to be reactive and not to be projective are two essential competences for negotiations. This affirmation is:	A always faulse B sometimes faulse C always true

- D sometimes true
- question 15 When a beginner does not respect rules, one should be:
- A directive  
B persuasive  
C participative  
D delegative
- question 16 An efficient manager reacts according to situation and to stakes.  
This affirmation is:
- A always faulse  
B sometimes faulse  
C always true  
D sometimes true
- question 17 To pilot a team implyes firstly to introduce the members into the project.  
This affirmation is:
- A always true  
B sometimes true  
C always faulse  
D sometimes faulse
- question 18 The team members like that one speak to them about themselves and one show them in what manner the manager's suggestions will meet their needs.  
This affirmation is:
- A always true  
B sometimes true  
C always faulse  
D sometimes faulse
- question 19 Teamwork is always more efficient than individual job.  
This affirmation is:
- A always true  
B sometimes true  
C always faulse  
D sometimes faulse
- question 20 The delegation is more favourable for the collaborator because it gives him autonomy while the manager, as for him, takes risks.  
This affirmation is:
- A always true  
B sometimes true  
C always faulse  
D sometimes faulse
- question 21 Meetings on problems resolution are the most difficult to run and that demands a trained or experienced manager.  
This affirmation is:
- A always true  
B sometimes true  
C always faulse  
D sometimes

faulse

Send the questionnaire by mail after finishing.  
In order to allow us the acceptance of your questionnaire without mixing it up with the others, please record the file with the following name:  
**Q2+your name+your surname**

Thank you for collaboration.

### Questionnaire on your knowledge concerning personal competences after the training

You have **4 choices** and **the single possible answer**. Highlight the box in yellow, in front of the good answer. You must answer all the questions before sending the questionnaire.  
Send it by e-mail after having finished.  
Thank you for collaboration.

- |            |   |  |
|------------|---|--|
| question 1 | On-line training is an efficient mode supplementary to on-site training<br>This is a (an):  | A order<br>B interpretation<br>C reinsurance<br>D judgement        |
| question 2 | What is more practical for you, on-line training or on- site training?<br>This question is: | A closed<br>B suggestive<br>C interro-<br>negative<br>D charitable |
| question 3 | What do you wait for to develop your competences!<br>This is a (an):                        | A order<br>B interpretation<br>C reinsurance<br>D judgement        |
| question 4 | How many days of training did you have this year?<br>This question is:                      | A opened<br>B closed<br>C relay<br>D alternative                   |

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- question 5 What kind of competences you would like to develop this year?  
This question is: A opened  
B suggestive  
C relay  
D alternative
- question 6 You have the impression that on- line training is an easier way for you  
to access the training, it this it?  
This is a(an): A order  
B interpretation  
C reinsurance  
D reformulation
- question 7 What would allow you to complete an on-line training? Agreement of  
your hierarchy?  
This question is: A opened  
B suggestive  
C relay  
D alternative
- question 8 The preparation of negotiation is the key of future agreements.  
This affirmation is: A always true  
B sometimes true  
C always faulse  
D sometimes  
faulse
- question 9 The basics in a negotiation is to have the chatter!  
The art of speach and facinating of the interlocutor let us win the part.  
This affirmation is: A always true  
B sometimes true  
C always faulse  
D sometimes  
faulse
- question 10 Having high objectives we achieve the best negotiations.  
This affirmation is: A always true  
B sometimes true  
C always faulse  
D sometimes  
faulse
- question 11 In negotiation, the commitment strategy is the opposite of the control  
strategy.  
This affirmation is: A always true  
B sometimes true  
C always faulse  
D sometimes  
faulse
- question 12 The advantage of implementing a commitment strategy in negotiation  
is that it takes fewer time in comparison with the control strategy. A always true  
B sometimes true



- This affirmation is:
- question 13 To have a strategy of negotiation is not always necessary, the feeling is often more efficient!  
This affirmation is:
- question 14 If we are logical with somebody who is wrong, we will be able to persuade him to change his view. People are generally sensitive to rational arguments.  
This affirmation is:
- question 15 An efficient manager must react according to his personal style. His collaborators will learn to adapt.  
This affirmation is:
- question 16 The egocentrism, withholding of information, competition and disconnexion are four threats of the teamwork.  
This affirmation is:
- question 17 To persuade at all costs the intractables to a project is the only way to avoid subsequent problems  
This affirmation is:
- question 18 One can't adhere to a project, if he doesn't understand it.  
This affirmation is:
- question 19 To make participative management is seldom necessary.  
This affirmation is:
- C always false  
D sometimes false
- A always true  
B sometimes true  
C always false  
D sometimes false
- A always true  
B sometimes true  
C always false  
D sometimes false
- A always false  
B sometimes false  
C always true  
D sometimes true
- A always false  
B sometimes false  
C always true  
D sometimes true
- A always false  
B sometimes false  
C always true  
D sometimes true
- A always false  
B sometimes false  
C always true  
D sometimes true
- A always false  
B sometimes false

- question 20 The situation must dictate its style of management to the responsible.  
This affirmation is:
- question 21 Delegation style is the one that the most increases the manager's  
power.  
This affirmation is:
- C always true  
D sometimes true
- A always faulse  
B sometimes  
faulse  
C always true  
D sometimes true
- A always faulse  
B sometimes  
faulse  
C always true  
D sometimes true

Send the questionnaire by mail after finishing.  
In order to allow us the acceptance of your questionnaire without  
mixing it up with the others, please record the file with the following  
name:  
**Q2+your name+your surname**

Thank you for collaboration.

## BEFORE ONLINE TRAINING

### FACE TO FACE, WHAT ARE YOUR ATTITUDES?

The attitudes of the executive officer facing his colleague, while exercising his hierarchic prerogatives.

In the management, in the daily life of your relations with your collaborators, what are your attitudes?

Different situations putting together a manager and one of his collaborators will be proposed to you.

For each of these situations you will discover answers that this manager gave to his collaborator.

You must put yourself in this manager's place and choose among 7 available answers the one you would make **spontaneously if you were to be listening**.

**CHOOSE ONLY ONE SINGLE ANSWER TO BE HIGHLIGHTED IN YELLOW. THIS QUESTIONNAIRE DOES NOT ALLOW NUANCES.**

### WHAT ARE YOUR ATTITUDES FACE TO FACE? CONTINUATION

#### CASE N ° 1

For 3 months you have a new colleague in your service.

In the course of a dialogue he declares: «I do not understand why but I don't feel being part of the team. They are all very nice but I do not feel belonging to the group. They form a closed circle in which I feel myself like a foreigner. Perhaps it is my fault. I don't know.»

#### Different possible answers:

1. What do you mean by closed circle?
2. Don' worry; it often happens when you join an already constituted group; it is perfectly normal; after some more months, everything will arrange, you will integrate.
3. Why don't you try to be helpful when you have an opportunity?
4. I do not think that you are very optimistic, may be your attitude is not adapted.
5. You have the impression not to be well integrated into the team. You wonder if it comes from their attitude or if you are the only responsible for that.
6. You have the impression not to be well integrated into the team and the small circle that they constitute, for sure, doesn't make your work easier.
- 7 Take the initiative to meet all together and frankly discuss the situation with them.

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## FACE TO FACE, WHAT ARE YOUR ATTITUDES? CONTINUATION

### CASE N ° 2

**You have 6 months of seniority. An administrative employee with ten years of experience declares: "it has been 10 years since I do this job, nobody has ever complained. Today, you ask me to begin again what I have just made. I do not understand why. I imagine that I can sometimes commit some errors, but nobody is perfect and I do not understand these reproaches.»**

#### **Different possible answers:**

1. You find it difficult to understand why I asked you to start again what you had just made and you think that I reproach you for not being perfect.
2. Don't get worried, on the whole I am satisfied with your job; I would like only that you correct some aspects of your work.
3. You think that I criticize you because your job is not perfect.
4. What I ask you, is to start again what you have just made.
5. Since some time, your job is not satisfactory anymore and I am surprised that you come to complain, while you know it perfectly well.
6. You should be more attentive in the job that you present to me.
7. What can make you think that I reproach you?

## WHAT ARE YOUR ATTITUDES FACE TO FACE? CONTINUATION

### CASE N ° 3

**A commercial secretary said to you: "I can't work anymore with Eliane. She makes nothing and looks at us up and down... She always complains by saying that nobody helps her. It is a girl who considers herself to be superior to us and I am fed up with this type of girl...".**

#### **Different possible answers :**

1. You feel no sympathy for Eliane and you want that I move her from the service.
2. Ask Eliane to come and we will settle this question together.
3. Eliane wrongly thinks to be superior to the others and you think that it is not any more possible for you to work with her.
4. If I were you, I would take all consequences into consideration before making such final choices and I would make an effort to find a means to reach a modus vivendi with Eliane.
5. What you mean by «make nothing»?
6. I understand you completely; Eliane's behaviour revolts you; perhaps she had an emotional disappointment and that it will improve.
7. Your intervention does not seem to me to be a fair-play in relation to your colleague. She can have faults, but you are recommending me to let her go.

## WHAT ARE YOUR ATTITUDES FACE TO FACE? CONTINUATION

### CASE N ° 4

**You are responsible for the training and you accept a young engineer trainee who asserts to you straight out "I have strictly nothing to tell you; I am here because my chief insisted that I come to see you".**

#### **Different possible answers:**

1. There is nothing worrying in this invitation; I appreciate particularly the possibility to meet the young engineers trainees.
2. If I were you, I would prefer to collaborate within an enterprise where an effort is made to follow the collaborators.
3. What does worry you?
4. Being frightened of coming is an error, it is necessary to be able to take responsibilities.
5. Anyway, we are going to discuss a bit together... so... take a chair.
6. If you are here, it is because your responsible insisted, not because you were convinced to need it, is it what you wanted to make clear for me?
7. You did not want to come ... what do you fear?

## WHAT ARE YOUR ATTITUDES FACE TO FACE? CONTINUATION

### CASE N ° 5

**In your team there is a young engineer whose job's quality is not satisfactory. You invite him in your office. The engineer strongly reacts: "I do not understand why you want me to mention my job; I have made no claim and I try to manage it alone".**

#### **Different possible answers:**

1. You try to manage it by your own means, I admit it, but you fail to do that and that is what I don't like.
2. You don't feel comfortable while coming here, because you are convinced that I can give you no help.
3. Well, let us not exaggerate; I can completely understand that this discussion is not pleasant for you but I have arranged it exactly because I think that we can find a ground of understanding and that I can help you to manage it.
4. What can we do, so, to improve your work?
5. Listen, I think that it is in your interest to make an effort and I am willing to help you in this sense.
6. You do not believe in it a lot; you do not see why it is useful to speak about your work and you think that you can continue managing it alone; is that it?
7. Don't get worked up! We are going to analyze the actual situation.

## AFTER ONLINE TRAINING FACE TO FACE, WHAT ARE YOUR ATTITUDES?

**Executive officer's attitudes who faces his colleague, while exercising his hierarchic prerogatives.**

In the management, in the daily life of your relations with your collaborators, what are your attitudes?

Different situations putting together a manager and one of his collaborators will be proposed to you.

For each of these situations you will discover answers that this manager gave to his collaborator.

You must put yourself in this manager's place and choose among 7 available answers the one you would make **spontaneously if you were to be listening**.

**CHOOSE ONLY ONE SINGLE ANSWER TO BE HIGHLIGHTED IN YELLOW. THIS QUESTIONNAIRE DOES NOT ALLOW NUANCES.**

### WHAT ARE YOUR ATTITUDES FACE TO FACE? CONTINUATION

#### CASE N ° 6

**A 35-year-old colleague declares to you: "I am decided to go forward, work does not frighten me; I do not fear difficulties, if I can reach the aim that I seek. I cannot be satisfied with a mediocre job. I need to become somebody".**

#### Different possible answers :

1. Wait. You will tackle this question timely.
2. What does it bring to you?
3. You seem to be completely decided to make progress professionally. Is it enough reasonable to put you forward, in such a manner?
4. If I understand well, you are absolutely determined and you will do everything that is in your power to achieve your objective.
5. You were particularly sensitive, at some instants when you felt yourself in a position of inferiority; I am sure that thinking well about that, you will undoubtedly consider that there is no cause for being so much affirmative.
6. It concerns only you but such affirmations could commit your professional carrier.
- 7 You express yourself in that manner because you want to rise socially and to benefit from advantages that money gives

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## WHAT ARE YOUR ATTITUDES FACE TO FACE? CONTINUATION

### CASE N ° 7

Your secretary, to whom you had entrusted this task, had to enter into the computer the 1st part of a conference which you must participate in. You question her in order to know if she has finished. She bursts into tears and says to you: "Everything I do is inevitably botching for you. I really do not see how to satisfy you. Your criticism doesn't matter when it is verbally addressed to me but I do not support the way you make fun of secretaries in your conference by qualifying them as "nervous ".

#### Different possible answers:

1. Common, you take unimportant pronouncements too much to heart and there are no reasons to burst into tears.
2. You complain systematically. You always think that you are persecuted.
3. Stop groaning and continue working.
4. I feel that you have a very huge grief; sincerely I had no intention of hurting you. These are habitually made jokes and you know perfectly well that you have already gained my confidence.
5. In fact, you have identified yourself with the secretaries by thinking that I was speaking about you and it is the reason for which you are so tense.
6. Do you think that you, in person, are aimed in this case?
7. You think that I am internally dissatisfied with what you do. You accept that I criticise you in private situation but you find that I go too much far by making a public allusion to the sentimentality of the secretaries. Is this the reason that drives you to extremes?

## WHAT ARE YOUR ATTITUDES FACE TO FACE? CONTINUATION

### CASE N ° 8

**You want one of your colleagues to undertake a training on work organization and time management and he answers: "I do not see what these lessons on the simplification of work will bring me. Neither I see how these trainers in organization can know, better than me, a job which I have been doing since twelve years now".**

#### **Different possible answers:**

1. So that it really interests you, what should there be in this training?
2. Considering your professional level, you do not see the utility of this type of training in time management and you are persuaded that your knowledge is superior to those that the trainers will be able to provide
3. Your reaction is very understandable: we all react in the same manner in relation to our job which we think to belong only to us, but I am persuaded that at the end you will be satisfied with having participated in this training.
4. Your opinion is that the trainers are going to teach you your job.
5. Speaking for myself, you are making a mistake; we believe us to control all aspects of a job and when we discover new means to comprehend it, we become aware of plenty of important details that have escaped from us.
6. You must complete this training.
7. I'll let you decide on what you want to do, but I am convinced that this training would be more useful to you than you can imagine.

## WHAT ARE YOUR ATTITUDES FACE TO FACE? CONTINUATION

### CASE N ° 9

**You are a sales manager and your assistant asserts: "Our sales and marketing person of the 20th district makes fun of us, he does not respect the fixed quotas; when I pointed out to him, he answered me that it was easier to give advice on what it is necessary to make rather than to make it... I propose you to dismiss him".**

#### **Different possible answers:**

1. You bear a grudge against him a lot, and that does not seem to me abnormal after what he has answered to you. But it is almost sure that he did not want to prove to be unpleasant and that his words exceeded his thought.
2. If I were you I would distance myself during some time and then I would make an effort to tackle the question with him.
3. This sales and marketing person does not respect the fixed quotas and has expressed himself in a derogatory way towards you; it implicates for you that we let him go.
4. Return with him, we are going to settle the question immediately.
5. You think that he does not show enough professional conscientiousness and that he was disrespectful towards you.
6. You should not have answered him in this manner, you should pay attention to what you say to your colleagues: you often show brutality and it is harmful.
7. Obviously you don't get along very well, both of you?

## WHAT ARE YOUR ATTITUDES FACE TO FACE? CONTINUATION

### CASE N ° 10

In the department manager capacity, during one of the discussions which you have periodically a junior engineer says to you: "The section chief only reproaches me, I have the impression that he wants let me go..."

#### Different possible answers:

1. You always complain and you insinuate that your section chief is partial.
2. You think that your section chief does not appreciate you and that he wants to put you outside.
3. Try therefore hard to apply yourself in your work.
4. If I were you, I would bring up the question with him.
5. Does not he cease making reprimands to you?
6. It is natural that you are lost, but since you will notice with experience, it is preferable to have a manager who does not leave you aside, even if he gives you impression of continuous criticism towards you, rather than somebody who never expresses his opinion.
7. Your section chief only reproaches you and according to you, he wants to dismiss you. Is this it?

## **Scripts used for French Trials:**

### **General instructions for the first three cases:**

We kindly ask you to communicate individually, which means from person to person, without speaking to the whole group in order to solve this problem.

#### **1) Mysterious Signs:**

##### **General data**

You are all the 5 around the table. Each of you has in front of him a sheet which is personal and contains some signs.

You have as a problem to determine which sign is a common one for everybody.

When you consider that you have found the solution, write it down and hand it to the animator.

#### **2) The Council of Nations:**

##### **General data**

Each of you is, conventionally, a head of the delegation of a nation in a Council; this council brings together the delegations of six powers which are: the USA, FRANCE, BENELUX, ITALY, SPAIN and GERMANY.

You are already five and you wait for the sixth delegation to begin working. What delegation is missing?

#### **3) Five Spies:**

##### **General data**

We established a set of six signs of recognition for five secret agents (that you are).

But an "error" makes that each agent finds only five signs on the sheet that he obtained, and the "forgotten" sign is not the same on each sheet.

On the other hand, there is a "general sign of recognition" which has been "forgotten" on none of the sheets.

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The group has:

- ❶ To find what this “general sign” is.
- ❷ To build up the complete set.

When you find the answer to these 2 questions, give it to the animator.

#### 4) Case of the Land of the Rising Sun

You are a group assembled in a virtual working room around a table, to study a problem and offer a common solution, the group solution, to which each of the participants will have agreed.

The problem is like follows: you have a curve redrawing the evolution of births in Japan over some years.

Your mission is to find an explanation as correct as possible of evolutions of this curve, and it must gather the agreement of the whole group.

#### DEBRIEFING MESSAGES:

1 Good morning; you discover the scenario which is proposed to you. In order to resolve the problem you can use messages with emotions and gestures which you want to link to nuance it. These messages can be sent to all the participants, to the tutor or to every participant individually. Good session!

2 It has been now several minutes since you are in meeting. How have you been organized to resolve the problem? How do you intend to reach your objective?

3 It has been several minutes since you exchange on possible proposals. How are you going to take a collective decision which is to be the most pertinent possible?

3 One of you has just given me an answer. Is it the group answer?

4 Did you meet any difficulties in this session? If so, what kind?

5 What was your objective during this kind of work?

6 Do you have a feeling to have reached your target?

7 What state of mind do you have at the end of these exchanges?

8 What would you try to improve for the next sessions?

9 What did work well in this session? What are the strong points to keep for the next time?

10 What lessons do you draw of this session?

11 Would you recommend this session to a friend, give your evaluation from 0 (in no way) to 100 (absolutely)

12 What does explain this note?

13 What is the first thing to do in order to improve this note?

Self-perception questionnaire :	Name:
Session N° :	Date :

Problem title : .....

Check the box corresponding to your personal experience.

<b>1 Satisfaction regarding your personal job:</b>	Very satisfied	Satisfied	Not much satisfied	Unsatisfied	Unhappy
<b>2 Satisfaction regarding the climate in the group:</b>	Very satisfied	Satisfied	Not much satisfied	Unsatisfied	Unhappy
<b>3 General group organization:</b>	Very good	Good	Satisfactory	Mediocre	Bad

**4 What did you try to make successively in the course of the work ?**

**5 Have you had difficulties in exchanging on some lines of communications?**

With	YES	NO	Drafting	Efficiency	Cooperation

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1					
2					
3					
4					
5					
6					

**6 To what extent could the group improve its performance?**

Time management

☐

Work organization

☐

Everyone's contribution

☐

Group cooperation

☐

Communication between the members

☐

Final result

☐