

# *Lifelong Learning Programme 2007-2013*

## Leonardo da Vinci

### SINAPSI PROJECT

#### < SYNTHESIS OF FRENCH 2° TRIAL AND REVISION >

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|                                     |   |
|-------------------------------------|---|
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| <b>Title of the Project:</b>        | <b>SI</b> mulazioni <b>IN</b> terattive per l' <b>AP</b> prendimento di <b>S</b> kill <b>I</b> ndividuali |
| <b>Acronym:</b>                     | SINAPSI   |
| <b>Document typology</b>            | Deliverable   |
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| <b>Authors</b>                      | Maxime Ferretti<br>Romain Brami   |
| <b>Partner</b>                      | MF  |
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## INTRODUCTION

The first analysis was carried out at the end of the first Trial that was effected by MF in December 2009 and January 2010. The analysis was communicated to its partners in February 2010.

MF carried out the second Trial during the first half of April 2010.

We used the same set of questionnaires and scenarios (see appendices of the Trial 1 Analysis) to dispose of measurable and relevant data.

In order not to extend the deadlines we decided to proceed to the revision phase as we currently hold the Trials 1 of all the partners and have our own results of the Trial 2 that we consider satisfactory.

At the same time we use the structure of the French Trial 1 Analysis and recommendations that we have already put together and that were our first anticipated revision.

So as to make it easier to outline results of the French Trial 2 we prepared an Excel sheet reviewing key data.

Our revision is mainly based upon improvements of the platform functionalities related to the analysis of the online training sessions by the tutors that we think are crucial. We confine to outline recommendations so that the tool becomes more user friendly or in order to correct some bugs.

## ANALYSIS

### DATA AND METHODOLOGY:

The Excel spread sheet 2° SINAPSI TRIAL MAIN DATA RESULTS sums up all key online session data (date, name of the case that was used during the training session, duration etc.) This document represents a tool that we have tested and upon which the main part of the revision that we recommend is based.

In order to prepare Trial 2 we took into consideration two main problems that emerged during the Trial 1 Analysis.

The first difficulty came up with the recruitment of participants and was related to their availability. The second problem was related to firewall that protects in most cases information network in a company or an organization.

We decided to contact a professional association that gathers active executives so that we could rapidly spread the information about the second Trial. The advertisement distributed in such a way addressed very fast a great number of potential candidates to whom we sent a document presenting the project, the platform and its functioning, the way tests were going to be held referring to a less technical version of the existing materials. In few days, we

received around a hundred applications for a panel of 70 people. We grouped the candidates chronologically taking into account their individual availability.

Otherwise, to avoid all connection problems with the company information network we organised the training sessions beyond working hours.

At the end we decided to hold Trial 2 completely at distance to test personal skills in e-learning training fully online as e-learning is already in operation for other types of training courses (cf. languages for example).

Therefore 8 groups were formed but one training session had to be cancelled due to technical reasons. The PC used by one tutor had other than Internet Explorer browser. This accident brings us to some important socio-economic reflections. New generation uses other browsers than Internet Explorer such as Firefox for PC or Safari for Mac. This increasing trend is valid for the companies too and that is why Internet Explorer is no more the leader browser. We have to take this into account as we work on the improvement of the platform. Similarly one participant could not take part in one session because she had a Mac and could not get connected.

#### MAIN DATA SUMMARISED IN AN EXCEL SHEET AND COMPARED WITH THE TRIAL 1

| TRIAL 2  | TRIAL 1  |
|--|--|
| 8 groups for 8 online sessions   | 4 groups for 4 online sessions                                     |
| 17 participants  | 7 participants   |
| 7 online sessions effected<br>from April 7 to 16, 2010                     | 4 online sessions effected<br>from December 22 to January 13, 2010 |
| 6 sessions of 5 participants   | 4 sessions of 5 participants                                       |
| 1 session of 3 participants  | 1 session of 4 participants  |
| 4 identical cases (the same as Trial 1)                                    | 4 cases  |
| Each case played two times except the Nations Council that was played once | Each case played once  |
| Average duration of the session : 75 minutes                               | 68 minutes   |
| Average satisfaction rate : 75 / 100                                       | 75,5 / 100   |

2° SINAPSI TRIAL MAIN DATA RESULTS: 1

|                   |            |                        |     | Sentences<br>Sent | Sentences<br>Received | Total<br>Sentences | Score / 100 |
|-------------------|------------|------------------------|-----|-------------------|-----------------------|--------------------|-------------|
| <b>1° Session</b> | 07 04 2010 | Mysterious Signs       | 110 |                   |                       |                    | <b>74</b>   |
| Stéphanie         |            |                        |     |                   |                       |                    | 70          |
| Céline            |            |                        |     |                   |                       |                    | 75          |
| Linda             |            |                        |     |                   |                       |                    | 75          |
| Claude            |            |                        |     |                   |                       |                    | 70          |
| Pascal            |            |                        |     |                   |                       |                    | 80          |
| Tutoring          |            |                        |     |                   |                       |                    |             |
| <b>2° Session</b> | 09 04 2010 | Five Spies             | 67  | 151               | 129                   | <b>285</b>         | <b>75</b>   |
| Linda             |            |                        |     | 40                | 34                    |                    | 80          |
| Stéphanie         |            |                        |     | 15                | 19                    |                    | 75          |
| Cécile            |            |                        |     | 21                | 22                    |                    | 70          |
| Claude            |            |                        |     | 28                | 22                    |                    | 70          |
| Pascal            |            |                        |     | 25                | 18                    |                    | 80          |
| Tutoring          |            |                        |     | 22                | 14                    |                    |             |
| <b>3° Session</b> | 12 04 2010 | Land of the Rising Sun | 60  |                   |                       | <b>285</b>         | <b>90</b>   |
| Linda             |            |                        |     |                   |                       |                    | 95          |
| Nicolas           |            |                        |     |                   |                       |                    | 90          |
| André             |            |                        |     |                   |                       |                    | 80          |
| Pascal            |            |                        |     |                   |                       |                    | 90          |
| Franck            |            |                        |     |                   |                       |                    | 100         |
| Tutoring          |            |                        |     |                   |                       |                    |             |
| <b>4° Session</b> | 13 04 2010 | Mysterious Signs       | 76  |                   |                       |                    | <b>62</b>   |
| Isabelle          |            |                        |     |                   |                       |                    | 60          |
| Christian         |            |                        |     |                   |                       |                    | 40          |
| Nicolas           |            |                        |     |                   |                       |                    | 90          |
| Jean-Renaud       |            |                        |     |                   |                       |                    | 90          |
| Arnaud            |            |                        |     |                   |                       |                    | 30          |
| Tutoring          |            |                        |     |                   |                       |                    |             |
| <b>5° Session</b> | 14 04 2010 | The Council of Nations | 48  |                   |                       |                    | <b>74</b>   |
| Isabelle          |            |                        |     |                   |                       |                    | 80          |
| Christian         |            |                        |     |                   |                       |                    | 85          |
| Nicolas           |            |                        |     |                   |                       |                    | 85          |
| Jean-Renaud       |            |                        |     |                   |                       |                    | 70          |
| Arnaud            |            |                        |     |                   |                       |                    | 50          |
| Tutoring          |            |                        |     |                   |                       |                    |             |
| <b>6° Session</b> | 15 04 2010 | Five Spies             | 77  | 131               | 151                   | <b>297</b>         | <b>66</b>   |
| Isabelle          |            |                        |     | 41                | 54                    |                    | 80          |
| Céline            |            |                        | 7   |                   | 14                    |                    | 50          |
| Valérie           |            |                        |     | 11                | 8                     |                    | 60          |
| Christian         |            |                        |     | 22                | 7                     |                    | 60          |
| Arnaud            |            |                        |     | 40                | 19                    |                    | 80          |
| Tutoring          |            |                        |     | 10                | 49                    |                    |             |
| <b>7° Session</b> | 16 04 2010 | Land of the Rising Sun | 95  |                   |                       | <b>494</b>         | <b>80</b>   |
| Arnaud            |            |                        |     |                   |                       | 106                | 80          |
| Jean-Renaud       |            |                        |     |                   |                       | 168                | 80          |
| Eddy              |            |                        |     |                   |                       | 176                | 80          |
| Tutoring          |            |                        |     |                   |                       | 31                 |             |
| Medium            |            |                        | 76  |                   |                       |                    | <b>75</b>   |

NB: the total of sentences does not include the events: questionnaires or data for the case sent by the tutor

Globally, looking at the comparison of the main data of the two Trials, Trial 2 validates the findings generated during Trial 1 starting from the post course satisfaction questionnaires for users except two areas (see Comments).

**MEDIUM OF THE MAIN RESULTS OF THE FRENCH TRIAL 1 AND FRENCH TRIAL 2 ACCORDING TO THE POST-COURSE QUESTIONNAIRE FOR USERS: 2**

| <b>MEDIUM</b>  | <b>TRIAL 1 and TRIAL 2</b> |                 |                                     |                       |                      |
|--|----------------------------|-----------------|-------------------------------------|-----------------------|----------------------|
| <b>Please indicate how far you are agree with the following statements</b>           | <i>Not at all</i>          | <i>A little</i> | <i>I neither agree nor disagree</i> | <i>Quite strongly</i> | <i>Very strongly</i> |
| C1 - The software allowed me to express my emotions during the group interaction     | T1=20%<br>T2 =20%          | 80%<br>60%      |                                     | 20%                   |                      |
| C2 - The tutor helped to create an atmosphere in which it was easy to express myself | T1=10%<br>T2 = 40%         | 10%<br>20%      | 40%                                 | 40%<br>40%            |                      |
| C3 - It was easy to communicate with the tutor between sessions                      |                            | T1=40%          | 10%<br>T2 = 40%                     | 40%<br>40%            | 10%<br>20%           |
| C4 - The tutor helped me to understand the emotions of the other participants        | T1=50%<br>T2 = 40%         | 40%<br>60%      |                                     | 10%                   |                      |
| E5 - The training plan was effective in helping me to reach my learning goals        | T1=10%<br>T2 = 40%         | 10%<br>40%      | 80%<br>20%                          |                       |                      |
| E6 - I learned things I didn't expect to learn                                       | T2 = 40%                   | T1=40%<br>20%   | 10%                                 | 50%                   | 40%                  |

|  |                                  |                                  |                             |                             |                          |
|--|----------------------------------|----------------------------------|-----------------------------|-----------------------------|--------------------------|
| E7 - The course helped me to understand issues that I needed to understand better    | <b>T1=50%</b><br><b>T2 = 40%</b> |                                  | <b>50%</b><br><b>20%</b>    | <b>20%</b>                  | <b>20%</b>               |
| E8 - The whole group reached its learning objectives                                 | <b>T1=10%</b><br><b>T2 = 40%</b> |                                  | <b>90%</b><br><b>60%</b>    |                             |                          |
| E9 - The course was a rapid and efficient way of acquiring and improving soft skills | <b>T1=40%</b><br><b>T2 = 40%</b> | <b>10%</b><br><b>40%</b>         | <b>50%</b>                  |                             | <b>20%</b>               |
| E10 - The tutor played an essential role in the training                             |                                  | <b>T1=10%</b><br><b>T2 = 60%</b> | <b>20%</b>                  | <b>80%</b><br><b>20%</b>    | <b>10%</b>               |
| E11 - The tutor was competent  |                                  | <b>T1=10%</b>                    | <b>T2 = 60%</b>             | <b>90%</b>                  | <b>40%</b>               |
| E12 - The manuals were useful  | <b>T1=40%</b><br><b>T2 = 40%</b> |                                  | <b>40%</b><br><b>40%</b>    | <b>10%</b>                  | <b>10%</b><br><b>20%</b> |
| G13 - There was a good group atmosphere during the course                            | <b>T2 = 20%</b>                  |                                  | <b>20%</b>                  | <b>T1=40%</b><br><b>40%</b> | <b>60%</b><br><b>20%</b> |
| G14 - The course was an enjoyable experience   | <b>T2 = 20%</b>                  |                                  | <b>20%</b>                  | <b>T1=10%</b><br><b>40%</b> | <b>90%</b><br><b>20%</b> |
| G15 - The classroom sessions provided me with all the information I needed           | <b>T2 = 40%</b>                  |                                  | <b>T1=50%</b><br><b>60%</b> |                             | <b>50%</b>               |
| G16 -The classroom sessions helped my motivation                                     | <b>T2 = 40%</b>                  |                                  | <b>T1=80%</b><br><b>60%</b> | <b>20%</b>                  |                          |

|  |                    |               |               |               |            |
|--|--------------------|---------------|---------------|---------------|------------|
| G17 - My experience during the course gave me a new perspective on soft skills         | T1=33%<br>T2 = 60% | 20%           | T1=33%        | T1=33%<br>20% |            |
| G18 - Considered as a whole, the training satisfied my expectations                    | T1=20%<br>T2 = 20% | 40%<br>60%    | 20%<br>20%    | 20%           |            |
| G19 - I would recommend the course to a colleague                                      | T1=10%<br>T2 = 40% | 20%           | 40%           | 50%<br>20%    | 20%        |
| G20 - I would like to repeat the experience  | T2 = 20%           |               | T1=10%        | 80%           | 10%<br>80% |
| G21 - I would enroll for a course that use similar methods to teach other skills       | T2 = 40%           |               | T1=10%<br>20% | 90%<br>20%    | 20%        |
| G22- I learned rapidly   | T1=10%<br>T2 = 40% | 10%           | 20%           | 80%<br>20%    | 20%        |
| G23 -I enjoyed the learning experience   | T2 = 20%           | 20%           |               | T1=60%<br>40% | 20%<br>20% |
| I24 - The course was very innovative   | T2 = 20%           |               | T1=10%<br>40% | 80%<br>20%    | 10%<br>20% |
| I25 - The course was a creative way of improving my soft skills and acquiring new ones | T1=10%<br>T2 = 20% | 10%<br>20%    | 40%<br>40%    | 40%           | 20%        |
| S26 - I am satisfied with the course content   | T2 = 40%           | T1=10%<br>20% | 50%<br>20%    | 40%<br>20%    |            |
| S27 - I am satisfied with the online training  | T2 = 20%           | T1=10%        | 50%<br>20%    | 40%<br>60%    |            |

|  |                    |               |               |               |            |
|--|--------------------|---------------|---------------|---------------|------------|
| S28 - I am satisfied with the training on soft skills  | T2 = 40%           | T1=20%        | 80%<br>20%    | 20%           | 20%        |
| S29 - The course gave me an opportunity to meet new people   | T2 = 20%           |               | T1=33%<br>60% | 33%           | 33%<br>20% |
| S30 - The course was an opportunity to have a new experience   | T2 = 20%           |               | 20%           | T1=20%<br>20% | 80%<br>40% |
| S31 - I learned new skills through the course  | T2 = 60%           | T1=10%        | 80%           | 10%<br>20%    | 20%        |
| S32 - The course allowed me to learn new skills that would have been hard to acquire with traditional methods. | T1=16%<br>T2 = 60% |               | 50%<br>20%    | 17%           | 17%<br>20% |
| S33 - The skills I learned are/will be useful in my work   | T1=16%<br>T2 = 60% | 17%<br>20%    | 50%           | 17%<br>20%    |            |
| U34 - Commands and key strokes in the software were easy to understand   | T1=20%<br>T2 = 40% | 40%           | 40%           | 20%           | 40%        |
| U35 - Commands and key strokes in the software were easy to use  | T2 = 20%           | T1=80%<br>20% | 40%           | 10%<br>20%    | 10%        |
| U36 -The PC sometimes froze.   | T1=40%<br>T2= 40%  |               | 10%<br>20%    | 10%<br>40%    | 40%        |
| U37 - The software was slow  | T1=60%<br>T2 = 40% | 20%           | 20%<br>40%    | 20%           |            |
| U38 - I used the facial  | T1=10%             | 90%           |               |               |            |

|  |                    |            |            |            |     |
|--|--------------------|------------|------------|------------|-----|
| expression icons   | T2 = 40%           |            | 40%        | 20%        |     |
| U39 - I used the commands for avatar gestures                | T1=10%<br>T2 = 40% | 90%<br>20% | 20%        | 20%        |     |
| U40 - I used the record session function                     | T1=100%<br>T2=100% |            |            |            |     |
| U41 - I used the recorded sessions for offline study         | T1=100%<br>T2=100% |            |            |            |     |
| U42 - For this kind of training, I prefer the 2D environment | T1=60%<br>T2 = 60% |            | 40%<br>40% |            |     |
| U43 - For this kind of training, I prefer the 3D environment | T1=10%<br>T2 = 20% | 20%        | 40%<br>20% | 40%<br>40% | 10% |

| Which among the following characteristics of the course do you judge positively and which do you judge negatively | Positive          | Negative   |
|---|-------------------|------------|
| - The freedom to choose where you do your training (at home, in the office etc. )                                 | T1=100%<br>T2=75% | 25%        |
| - The possibility of participating anonymously  | T1=50%<br>T2=40%  | 50%<br>60% |
| - The use of online meetings  | T1=90%<br>T2=85%  | 10%<br>15% |
| - The possibility of expressing your emotions through the software  | T1=30%<br>T2= 80% | 70%        |
| - Other: easy and spontaneous communication   | T1= 50%<br>T2=50% |            |

## COMMENTS:

Two significant differences laid down here are related to the satisfaction level and cover on the one hand the training and on the other the platform.

### 1°) Training:

The set of questions E shows lower satisfaction level compared to Trial 1. This difference can be explained mainly by the fact that a considerable number of participants of the Trial 2 did not participate in a full training course and also that the questionnaires were split up almost equally between those that participated in a full or almost full course, it means were sitting in at least three or four training sessions, and those that took part in just one or two sessions.

Therefore, in E5 “The training plan was effective in helping me to reach my learning goals”, if 40% of Trial 2 participants answered « not at all », against 10% of those that responded in Trial 1, 40% answered « a little » against only 10% of Trial 1. This trend advances in E6 “I learned things I didn’t expect to learn”, with 40% responses of “not at all” but 40% answers « very strongly ». This tendency is valid, again, in E9 “The course was a rapid and efficient way of acquiring and improving soft skills”, with 20% of answers « very strongly » responded by participants that took part in a full or almost full course. The fact that 80% of participants wished to repeat the experience shows the interest of users in this type of training.

### 2°) Platform:

The needs analysis that we carried out showed an emergency and need for the use of e-learning as a new training tool, especially in France where the training expenditures are higher if not the highest in Europe. All the more this tool seems to be in particular designed to advance personal skills thanks to a simulation of various situations (cf. scenarios) in a virtual space (2D or 3D ; in this regard the questionnaires demonstrated in France a slight preference of space 3D that reminds of the video games and offers more possibilities for scenarios).

The main aspects to be kept in mind are connected to the revision plan that follows and are related to the use of facial expressions and avatar gestures. In U38 “I used the facial expression icons” and in U39 “I used the commands for avatar gestures”, we notice that 20% of participants of the Trial 2 heavily used the avatar expression icons of the platform. At the end of the Trial 1 we could state after the course was over that the participants had in some way discovered these expression icons. Among others this resulted in a better preparation of the participants to the platform use. In this regard the answer to the question “Which among the following characteristics of the course do you judge positively and which do you judge negatively” is characteristic, with 80% of participants responding positively to “the possibility of expressing your emotions through the software” against only 30% in the Trial 1. This result is significant because it comprises the answer of various users it means those that took part in a full or almost full course and those that participated only in one or two training sessions.

## MEDIUM OF ONLINE SESSIONS OF TRIAL 2

|                        |  |
|------------------------|--|
| Tutor :                | Brami                                    |
| Assessor :             | Ferretti                                 |
| Medium of the Sessions | Date : 07, 09, 12, 13, 14 15, 16 04 2010 |

|                       | Innocence | Understanding | Perfect control   | Your commentaries |
|-----------------------|-----------|---------------|---|-------------------|
| Objectives            |           |               | Objectives perfectly determined, understood and shared by the entire group.                                     |                   |
| Analysis              |           |               | Perfectly followed process to distinguish hypotheses and facts.   |                   |
| Planning              |           |               | A considered planning of tasks and time, as well as allocation of responsibilities                              |                   |
| Alternatives          |           |               | Several strategies/approaches were envisaged  |                   |
| Research of consensus |           |               | Consensus reached. The disagreements have improved the decisions. Decisions totally agreed by the entire group. |                   |

|                          | Innocence | Understanding | Perfect control   | Your commentaries   |
|--------------------------|-----------|---------------|---|---|
| Listening                |           |               | Everybody listened with attention. Active listening   | Almost everybody listened with attention. Active listening  |
| Support & Encouragement  |           |               | Everybody encouraged and supported the other members of the group.  | The group is focused on the objective and supports the other members of the group for being efficient                                   |
| Opinions                 |           |               | Very open debates and constructive answers.   | During the debriefing, the group came back on communication rule (e.g. play 2 play), as an inconvenient but it accepted this constraint |
| Participation            |           |               | Everybody participated, even the discussion was dominated by one person   | A few participants leaded the group; the group often accepted/proposed the leader as coordinator and/or spokesperson                    |
| Creativity & Flexibility |           |               | The group was very flexible and actively looked for new methods of work. All important themes of the approach were discussed. | The communication play 2 play rule was often discussed but accepted   |
| Leadership               |           |               | Once the need for a leadership appeared, all the members of the group were open to accept a leader                            | A few participants leaded the group; the group often accepted/proposed the leader as coordinator and/or spokesperson                    |

Check the box corresponding to your observation.

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|  |                       |                  |                           |                    |                |
|--|-----------------------|------------------|---------------------------|--------------------|----------------|
| <p><b>1</b> Satisfaction regarding individual work:</p>          | <p>Very satisfied</p> | <p>Satisfied</p> | <p>Not much satisfied</p> | <p>Unsatisfied</p> | <p>Unhappy</p> |
| <p><b>2</b> Satisfaction regarding the climate in the group:</p> | <p>Very satisfied</p> | <p>Satisfied</p> | <p>Not much satisfied</p> | <p>Unsatisfied</p> | <p>Unhappy</p> |
| <p><b>3</b> General group organization:</p>                      | <p>Very good</p>      | <p>Good</p>      | <p>Satisfactory</p>       | <p>Mediocre</p>    | <p>Bad</p>     |

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

| With | YES | NO | Drafting | Efficiency | Cooperation |
|------|-----|----|----------|------------|-------------|
|      |     |    |          |            |             |

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

Time management

Work organization

Everyone's contribution

Group cooperation

Communication between the members

Final result

| <b>MEDIUM OF ONLINE DEBRIEFING MESSAGES: SINAPSI TRIAL 1 and 2</b>   |
|--|
|  |
| Did you meet any difficulties in this session? If so, what kind?<br>Trial 1 = communication rules linked to the kind of case + anonymity<br>Trial 2 = idem   |
| What was your objective during this kind of work?<br>Trial 1 = to get the objective, group objective / improving new kind of training tool<br>Trial 2 = idem |
| Do you have a feeling to have reached your target?<br>Trial 1 = yes<br>Trial 2 = yes   |
| What state of mind do you have at the end of these exchanges?<br>Trial 1 = amusing / interested by the tool / a bit disturbed<br>Trial 2 = idem              |
| What would you try to improve for the next sessions?<br>Trial 1 = to be more organized, quick / to have a spokesperson<br>Trial 2 = idem                     |

|  |
|--|
| <p>What did work well in this session? What are the strong points to keep for the next time?</p> <p>Trial 1 = communication group</p> <p>Trial 2 = idem</p>  |
| <p>What lessons do you draw of this session?</p> <p>Trial 1 = trusty in the group</p> <p>Trial 2 = idem + attitudes, behaviour of everybody</p>  |
| <p>Would you recommend this session to a friend, give your evaluation from 0 (in no way) to 100 (absolutely)</p> <p>Trial 1 = 75%</p> <p>Trial 2 = 75,5%</p> <p>Trial 2 = 95% after the 2° oral debriefing through Skype</p> |
| <p>What does explain this note?</p> <p>Trial 1 = communication rules / amusing / new / original / convivial tool</p> <p>Trial 2 = idem</p>   |
| <p>What is the first thing to do in order to improve this note?</p> <p>Trial 1 = changing communication rules (for the 3 first cases = note of MF)</p> <p>Trial 2 = idem</p>   |

We outline here only results of conclusion questions of the Trial 2 tutor questionnaire that are exactly the same as those of the Trial 1.

| <b>Which among the following characteristics of the course do you judge positively and which do you judge negatively</b> | <b>Positive</b>    | <b>Negative</b> |
|--|--------------------|-----------------|
| G31 - The possibility of expressing positive or negative emotions using the avatars                                      | T1=100%<br>T2=100% |                 |
| G32 - The possibility of organizing online group simulations   | T1=100%<br>T2=100% |                 |
| G33 - The number of classroom sessions   | T1=100%            |                 |

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|   |                    |                    |
|---|--------------------|--------------------|
|   | T2=100%            |                    |
| G34 - The number of online sessions   | T1=100%<br>T2=100% |                    |
| P35 - The assessment techniques   | T1=100%<br>T2=100% |                    |
| P36 - The help functions and the manuals  |                    | T1=100%<br>T2=100% |
| G37 - Other...oral debriefing through Skype and special grid we added for sociogram ..... |                    |                    |

## REVISION:

Our recommendations that we bring back here below, related to the revision, that are mainly methodological refer to an improvement of online sessions without making interference into the platform or modification of the platform in order to enable the platform's methodological improvements.

## MAIN RECOMMANDATIONS FOR TECHNICAL REVISION AFTER TRIAL 1:

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.

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).

## 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

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questions we prepared for this purpose (see our grid of **debriefing messages** p.31 of Analysis of 1° Trial).

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 of Analysis of 1° Trial).

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.

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

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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.

In order to carry out Trial 2 we used our recommendations.

## **MAIN RECOMMENDATIONS FOR METHODOLOGICAL AND TECHNICAL REVISION AFTER TRIAL 2:**

The verbal debriefing via Skype appeared to be absolutely vital for the tutors as well as participants. The tutors could this way refine the content of their sessions knowing and understanding the group and knowing individual members of the group thanks to their remarks made. It is this finding that allows us to expand during the revision phase in detail one point that we have already emphasised earlier: creation of a socio-gram (cf. files .csv).

We created our own socio-gram during the Trial 2 to analyse the training sessions in detail as the platform does not offer such socio-gram. For practical reasons we introduce here a socio-gram only for the April 9 training session that is complete taking into account that creating it for all eight sessions of French Trial 2 would be time consuming. As an example, we put forward the results that we have obtained to improve the SINAPSI platform.

### **Create and use a socio-gram with a help of SINAPSI**

We aimed to obtain the objective data of exchanges from the participants so that we could use them to analyse the sessions.

This method reminds of a creation of a socio-gram (cf. Moreno) of exchanges and responds to the following questions:

Who sent how many messages?

Who received how many messages?

How many messages were sent to resolve a problem?

How many messages in theory should have been sent to resolve the problem?

**Example of a socio-gram of the session 2 from 09 04 2010:**

| Sociogramme    | Cécile    | Claude    | Linda     | Maxime   | Pascal    | Stéphanie | Tutor     | All       | Total      |
|----------------|-----------|-----------|-----------|----------|-----------|-----------|-----------|-----------|------------|
| Cécile         |           | 7         | 5         | 0        | 1         | 2         | 1         | 5         | 21         |
| Claude         | 6         |           | 7         | 1        | 5         | 6         | 3         | 0         | 28         |
| Linda          | 10        | 7         |           | 0        | 8         | 8         | 5         | 2         | 40         |
| Maxime         | 0         | 0         | 0         |          | 0         | 0         | 0         | 6         | 6          |
| Pascal         | 4         | 4         | 13        | 0        |           | 2         | 2         | 0         | 25         |
| Stéphanie      | 1         | 3         | 8         | 0        | 2         |           | 0         | 1         | 15         |
| Tutor          | 1         | 1         | 1         | 2        | 2         | 1         |           | 8         | 16         |
| All            | 0         | 0         | 0         | 0        | 0         | 0         | 0         |           | 0          |
| <b>Total</b>   | <b>22</b> | <b>22</b> | <b>34</b> | <b>3</b> | <b>18</b> | <b>19</b> | <b>11</b> | <b>22</b> | <b>151</b> |
| messages reçus |           |           |           |          |           |           |           |           |            |

Looking at the overall number of messages released we could conclude that Linda took a leadership because she sent 40 messages out of 151.

Half of messages from the tutor are directed to the group but the leader is the one that communicates the most with the tutor.

One person, Stephanie is not active. Even if she is not active she is heavily sought after by the leader and she is in a usual way sought after by the group: she has 19 messages received against 15 sent.

**The questions that could be asked with regard to the above:**

What was the initial objective of Stephanie?

Does she think her objective was reached at the end of the session?

How did she perceive her position within a group?

What explains her position according to her opinion?

Is she satisfied with her position?

What does she think about the group and the others in general?

What does she think about the leader?

What lessons learned does she get out of this experience?

**We could ask similar questions related to the leader:**

What was his initial objective?

Does he think his objective was reached at the end of the session?

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<>

How did he perceive his position within a group?

What made the others to follow him, according to his opinion?

Is he satisfied with his position?

What does he think about the group and the others in general?

What does he think about the leader?

What lessons learned does he get out of this experience?

In brief, the socio-gram represents an excellent communication means that allows people to think about their position within a group and relation between communication and position in a group. It encourages a start of a dialogue taking into account statements of facts and avoiding judgments of experts such as «What do you think makes you inactive? » and feelings of injustice that can be encountered « But I was not inactive ... etc. ».

The difficulty that we came across was related above all to the methodology: how to create a socio-gram with the data that we had in hand?

In fact we had to copy the SINAPSI data into Word than record them in a special format to transform them into Excel, add a column and values, create a dynamic intersection table, do the totals manually and build up a table !

The second difficulty lied in duration of the operation: we had to be able to make such operations in less than 15 minutes, during the break and without any mistakes.

This demanded some experience but became possible in some cases. Sometimes we had to distribute the values during the verbal debriefing without being able to finalise the table due to lack of time.

In general this contributed to the enhancement of the quality of the debriefing dialogue.

The experience with the manual socio-gram reinforced some convictions that had already been put forward in our recommendations:

1. It is necessary to hold verbal debriefing so that the participants benefit from lessons learned. To experience a situation and solve a given problem is not enough to draw lessons learned.
2. It is not sufficient to exchange experience at the end of the process in order to draw lessons learned. It is necessary to have in place facts and precise information that is challenging and enables us to think. The socio-gram fulfils this role.
3. The participants need sometimes a facilitator to get a necessary helicopter view. He supports their remarks and brings them information about the group, its dynamics, its features, etc. which enables them to think about their own way of communication habits.
4. Facilitation of this type of course is demanding and the facilitator has to give away all interpretations and judgments: he does not know the people and can envisage with difficulty their reactions and apprehend their sensibility. What can eventually take place face to face is not necessarily possible at distance.

5. It is crucial that at the end of the course the participants have a feeling of learning something no matter what. This is what makes them participate in the next course. It is very easy to make yourself absent while working from distance.

#### **SINAPSI deserves to be developed in two ways:**

- 1) The first is related to the evaluation of the participants' attitude using a grid such as the Bales grid. We could notice the mutual interactions and compare the attitude desired by the sender to an attitude perceived by the observer and the attitude felt by the receiver of the message.
- 2) The second is concerned with the evaluation of the group using various grids in order to observe different dimensions of the group evolution. For example, one observer could be interested in the dynamics of the group, its cohesion and other global phenomenon. The other observer could be more focused on the relations between participants and on more individual aspects.

One same session could be looked at from a number of different points of view. Each observer could formulate during the analysis phase its view at the group development according to his own opinion.

Of course this requires that observation sites are developed and that they are dominated by the facilitator. The facilitator has to have among others the ability to influence the observation grid of a specific observer. He has to restrain this observation to some aspects of exchanges and to specific people. He has to be able to modify the number of people observed. The observations have to be written down in the course of time, indicating the interval or at the contrary indicating a peculiar interference; it means a comment has to be added to each message.

The way we can notify the exchanges of participants by an observer in the real time, we can then list the messages sent and received by a participant, each participant listing his messages sent and received.

The comparison of the *quotations* and in consequence of attitudes desired, perceived and experienced should initiate interesting thoughts and represents an important learning element.

To introduce these educational techniques it is necessary to improve the ergonomics of the applications. It means dispose of a socio-gram that can be edited automatically or where only simple operations that do not exceed 15 minutes are taken.

The same is valid for the quotations, where it is necessary that a help function of the quotation can display a set of possible items and thus ask a participant or an observer to make a choice from the drop down list. A number of proofs have to take place to test simple problems in order to make sure that the quotation time and the handling of information does not exceed 15 to 20 minutes maximum at the end of the first session.

In the regard of the above the session consists of three parts:

1. training with the platform (case)
2. Data analysis (including first online debriefing)

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### 3. Verbal debriefing via Skype and group analysis of the session

The maximum time not to be exceeded is 2 hours and half to 3 hours including 10 to 15 min break.

Our tests proved that the first part of the session has to be maximum 1 hour long or shorter. A 10 to 15 min break can follow and a discussion of 1 to 2 hours can open up.

We may use an intersection table to perform counting in the socio-gram.

In the absence of a socio-gram fed automatically by the platform, the columns of the messages sent and received are counted manually (using the sum function)

In order to obtain the totals we inserted the column counting in the following table (Phase 3) and from there we created a dynamic intersection table below (Phase 4).

| Somme de comptage            |       |      |       |  |
|------------------------------|-------|------|-------|--|
| destinataire                 | Total | émis | reçus |  |
| Cécile                       | 5     | 21   | 22    |  |
| Cécile (-> Claude)           | 7     |      |       |  |
| Cécile (-> Linda)            | 5     |      |       |  |
| Cécile (-> Pascal)           | 1     |      |       |  |
| Cécile (-> Stéphanie)        | 2     |      |       |  |
| Cécile (-> Tutor)            | 1     |      |       |  |
| Claude (-> Cécile)           | 6     | 28   | 22    |  |
| Claude (-> Linda)            | 7     |      |       |  |
| Claude (-> Maxime assesseur) | 1     |      |       |  |
| Claude (-> Pascal)           | 5     |      |       |  |
| Claude (-> Stéphanie)        | 6     |      |       |  |
| Claude (-> Tutor)            | 3     |      |       |  |
| Event                        | 2     | 2    |       |  |
| Linda                        | 2     | 40   | 34    |  |
| Linda (-> Cécile)            | 10    |      |       |  |
| Linda (-> Claude)            | 7     |      |       |  |
| Linda (-> Pascal)            | 8     |      |       |  |
| Linda (-> Stéphanie)         | 8     |      |       |  |
| Linda (-> Tutor)             | 5     |      |       |  |
| Maxime assesseur             | 6     | 6    | 3     |  |
| Pascal (-> Cécile)           | 4     | 25   | 18    |  |
| Pascal (-> Claude)           | 4     |      |       |  |
| Pascal (-> Linda)            | 13    |      |       |  |
| Pascal (-> Stéphanie)        | 2     |      |       |  |
| Pascal (-> Tutor)            | 2     |      |       |  |
| Stéphanie                    | 1     | 15   | 19    |  |
| Stéphanie (-> Cécile)        | 1     |      |       |  |
| Stéphanie (-> Claude)        | 3     |      |       |  |
| Stéphanie (-> Linda)         | 8     |      |       |  |
| Stéphanie (-> Pascal)        | 2     |      |       |  |
| Tutor                        | 8     | 16   | 11    |  |
| Tutor (-> Cécile)            | 1     |      |       |  |
| Tutor (-> Claude)            | 1     |      |       |  |
| Tutor (-> Linda)             | 1     |      |       |  |
| Tutor (-> Maxime assesseur)  | 2     |      |       |  |
| Tutor (-> Pascal)            | 2     |      |       |  |
| Tutor (-> Stéphanie)         | 1     |      |       |  |
| Total général                | 153   | 153  |       |  |

It is advised to insert a column « counting » in the sheet and just insert number 1 inside the column copying it into all cells.

We can see the column « judgement » that was added to insert the participants comments. The question asked here was « How do you assess the nature of message sent or received? ». This vague question did not bring any interesting results. It has only demonstrated that one quotation was possible within a given time for the participants.

### Phase 3

| A        | B                            | C                              | D   | E   | F         |
|----------|------------------------------|--------------------------------|---|---|-----------|
| comptage | destinataire                 | jugement                       | Message 1   | Message 2                                 | Message 3 |
| 1        | Claude (-> Maxime assesseur) |                                | Hello !   |   |           |
| 1        | Maxime assesseur             |                                | hi, Claude  |   |           |
| 1        | Tutor                        |                                | Hello claude  |   |           |
| 1        | Claude (-> Tutor)            | Courtoisie                     | Hello ! Est ce une session privée aujourd'hui !   |   |           |
| 1        | Tutor                        |                                | non, les autres arrive  |   |           |
| 1        | Claude (-> Linda)            | Courtoisie                     | Hello Linda !   |   |           |
| 1        | Linda (-> Claude)            | Courtoisie                     | Bonjour!  |   |           |
| 1        | Claude (-> Cécile)           | Courtoisie                     | Hello Cécille !   |   |           |
| 0        | Claude (-> Pascal)           | Courtoisie                     | Hello Pascal !  |   |           |
| 1        | Cécile (-> Claude)           | Courtoisie                     | Hello Claude !  |   |           |
| 2        | Event                        |                                | Bonjour et bienvenue dans cette séance de formation en ligne SINAPSI. Aujourd'hui, nous vous proposons un scén          |   |           |
| 3        | Maxime assesseur             |                                | Bonjour et bienvenue à tous ; très heureux de vous retrouver pour cette deuxième session!                               |   |           |
| 4        | Stéphanie                    |                                | bonjour tout le monde !   |   |           |
| 5        | Linda (-> Stéphanie)         |                                | Hello!  |   |           |
| 6        | Event                        |                                | Le travail sera terminé quand tous les participants auront la solution et que l'animateur en disposera par écrit. Il n' |   |           |
| 7        | Linda (-> Cécile)            |                                | Bonjour! Prête pour la séance Agents secrets?   |   |           |
| 8        | Cécile (-> Linda)            |                                | Prête !   |   |           |
| 9        | Claude (-> Stéphanie)        | Courtoisie                     | Hello !   |   |           |
| 0        | Stéphanie (-> Claude)        | Courtoisie                     | bonjour Claude  |   |           |
| 1        | Cécile (-> Stéphanie)        |                                | Bonjour Stéphanie !   |   |           |
| 2        | Stéphanie (-> Cécile)        |                                | bonjour cécile  |   |           |
| 3        | Stéphanie (-> Linda)         |                                | Bonjour Linda   |   |           |
| 4        | Stéphanie (-> Pascal)        |                                | Bonjour Pascal  |   |           |
| 5        | Pascal (-> Claude)           | étonné de ce partage d'info de | bonjour Claude, ça rame mais croisons les doigts  |   |           |
| 6        | Linda (-> Cécile)            |                                | Ca commence bien  | je n'ai pas très bien compris la consigne | s         |
| 7        | Pascal (-> Stéphanie)        |                                | bonjour Stéphanie   |   |           |
| 8        | Tutor (-> Maxime assesseur)  |                                | " + x D carré plus étoile 4 branches multiplié triangle   |   |           |
| 9        | Claude (-> Pascal)           | étonné de ce partage d'info de | Qu'est ce qui rame ?  |   |           |
| 0        | Claude (-> Tutor)            | pas de réponse ! Étonné !      | Les conversations se font elles tjs en one to one ?   |   |           |
| 1        | Tutor (-> Maxime assesseur)  |                                | carré plus étoile 4 branches multiplié triangle   |   |           |
| 2        | Linda (-> Cécile)            |                                | On doit trouver le signe manquant ET le signe commun? C'est ça?   |   |           |
| 3        | Tutor (-> Linda)             |                                | carré plus étoile 4 branches multiplié triangle   |   |           |
| 4        | Pascal (-> Claude)           | étonné de ce partage d'info de | le mouvement des fenêtres, mais j'attends un peu et cela commence à se stabiliser                                       |   |           |
| 5        | Tutor (-> Stéphanie)         |                                | étoiles 6 branches plus étoile 4 branches multiplié triangle  |   |           |
| 6        | Cécile (-> Linda)            |                                | Oui c'est ce que j'ai compris aussi   |   |           |
| 7        | Tutor (-> Cécile)            |                                | carré étoile 6 branches plus étoile 4 branches triangle   |   |           |
| 8        | Linda (-> Cécile)            |                                | OK  |   |           |
| 9        | Cécile                       |                                | et vous ?   |   |           |
| 0        | Tutor (-> Claude)            | Information                    | carré étoile 6 branches étoile 4 branches multiplié triangle  |   |           |
| 1        | Pascal (-> Cécile)           |                                | toujour rien, mais bonjour!   |   |           |
| 2        | Tutor (-> Pascal)            |                                | carré étoile 6 branches plus multiplié triangle   |   |           |
| 3        | Maxime assesseur             |                                | Romain est en train de vous envoyer vos données , à chacun... bonne énigme!   |   |           |
| 4        | Tutor (-> Pascal)            |                                | Vous avez tous reçu vos données; que le jeu commence!   |   |           |
| 5        | Linda (-> Cécile)            |                                | Ma liste  | carré + * 4 branches X triangle           |           |
| 6        | Linda (-> Claude)            | efficace                       | Ma liste  | carré + * 4 branches X triangle           |           |

This is what we get in Excel when we put together the history of exchanges. What we have to stress out here is that the colour symbol of emotions related to the items is preserved.

In fact we have to copy this text in the Word document, save it into TXT format and then insert in Excel with « : » as separator.

It allows us to put the names on one side and the messages on the other. Apparently instructions have to be given not to use « : » as a sign in the comments if not the comments will spread in different columns as it is the case in the table below. We have to, in our own interest, define a different separator.

## Phase 1

|    | A   | B | C | D | E | F | G | H | I | J |
|----|---|---|---|---|---|---|---|---|---|---|
| 1  | Claude (-> Maxime assesseur): Hello !   |   |   |   |   |   |   |   |   |   |
| 2  | Maxime assesseur: hi, Claude  |   |   |   |   |   |   |   |   |   |
| 3  | Tutor: Hello claude   |   |   |   |   |   |   |   |   |   |
| 4  | Claude (-> Tutor): Hello ! Est ce une session privée aujourd'hui !  |   |   |   |   |   |   |   |   |   |
| 5  | Tutor: non, les autres arrive   |   |   |   |   |   |   |   |   |   |
| 6  | Claude (-> Linda): Hello Linda !  |   |   |   |   |   |   |   |   |   |
| 7  | Linda (-> Claude): Bonjour!   |   |   |   |   |   |   |   |   |   |
| 8  | Claude (-> Cécile): Hello Cécile !  |   |   |   |   |   |   |   |   |   |
| 9  | Claude (-> Pascal): Hello Pascal !  |   |   |   |   |   |   |   |   |   |
| 10 | Cécile (-> Claude): Hello Claude !  |   |   |   |   |   |   |   |   |   |
| 11 | Event: Bonjour et bienvenue dans cette séance de formation en ligne SINAPSI. Aujourd'hui, nous vous proposons un scénario intitulé "Les Cinq                                |   |   |   |   |   |   |   |   |   |
| 12 | Maxime assesseur: Bonjour et bienvenue à tous ; très heureux de vous retrouver pour cette deuxième session!   |   |   |   |   |   |   |   |   |   |
| 13 | Stéphanie: bonjour tout le monde !  |   |   |   |   |   |   |   |   |   |
| 14 | Linda (-> Stéphanie): Hello!  |   |   |   |   |   |   |   |   |   |
| 15 | Event: Le travail sera terminé quand tous les participants auront la solution et que l'animateur en disposera par écrit. Il n'y a aucun piège, ni dans l'animation, ni dans |   |   |   |   |   |   |   |   |   |
| 16 | Linda (-> Cécile): Bonjour! Prête pour la séance Agents secrets?  |   |   |   |   |   |   |   |   |   |
| 17 | Cécile (-> Linda): Prête !  |   |   |   |   |   |   |   |   |   |
| 18 | Claude (-> Stéphanie): Hello !  |   |   |   |   |   |   |   |   |   |
| 19 | Stéphanie (-> Claude): bonjour Claude   |   |   |   |   |   |   |   |   |   |
| 20 | Cécile (-> Stéphanie): Bonjour Stéphanie !  |   |   |   |   |   |   |   |   |   |
| 21 | Stéphanie (-> Cécile): bonjour cécile   |   |   |   |   |   |   |   |   |   |
| 22 | Stéphanie (-> Linda): Bonjour Linda   |   |   |   |   |   |   |   |   |   |
| 23 | Stéphanie (-> Pascal): Bonjour Pascal   |   |   |   |   |   |   |   |   |   |
| 24 | Pascal (-> Claude): bonjour Claude, ça rame mais croisons les doigts  |   |   |   |   |   |   |   |   |   |
| 25 | Linda (-> Cécile): Ca commence bien: je n'ai pas très bien compris la consigne :s   |   |   |   |   |   |   |   |   |   |
| 26 | Pascal (-> Stéphanie): bonjour Stéphanie  |   |   |   |   |   |   |   |   |   |
| 27 | Tutor (-> Maxime assesseur): " + <sup>2</sup> x D carré plus étoile 4 branches multiplié triangle   |   |   |   |   |   |   |   |   |   |
| 28 | Claude (-> Pascal): Qu'est ce qui rame ?  |   |   |   |   |   |   |   |   |   |
| 29 | Claude (-> Tutor): Les conversations se font elles tjs en one to one ?  |   |   |   |   |   |   |   |   |   |
| 30 | Tutor (-> Maxime assesseur): carré plus étoile 4 branches multiplié triangle  |   |   |   |   |   |   |   |   |   |
| 31 | Linda (-> Cécile): On doit trouver le signe manquant ET le signe commun? C'est ça?  |   |   |   |   |   |   |   |   |   |
| 32 | Tutor (-> Linda): carré plus étoile 4 branches multiplié triangle   |   |   |   |   |   |   |   |   |   |
| 33 | Pascal (-> Claude): le mouvement des fenêtres, mais j'attends un peu et cela commence à se stabiliser   |   |   |   |   |   |   |   |   |   |
| 34 | Tutor (-> Stéphanie): étoiles 6 branches plus étoile 4 branches multiplié triangle  |   |   |   |   |   |   |   |   |   |
| 35 | Cécile (-> Linda): Oui c'est ce que j'ai compris aussi  |   |   |   |   |   |   |   |   |   |
| 36 | Tutor (-> Cécile): carré étoile 6 branches plus étoile 4 branches triangle  |   |   |   |   |   |   |   |   |   |

In this case we obtain a document like this one below.

We can see here that it would be helpful to have a name of the sender and receiver in two different columns. We can get along with it but more operations may be needed in order to create a manual socio-gram.

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## Phase 2

|    | A                            | B                                     | C  | D | E | F |
|----|------------------------------|---------------------------------------|--|---|---|---|
| 1  | Claude (-> Maxime assesseur) |                                       | Hello !  |   |   |   |
| 2  | Claude (-> Tutor)            | Courtoisie                            | Hello ! Est ce une session privée aujourd'hui !            |   |   |   |
| 3  | Claude (-> Linda)            | Courtoisie                            | Hello Linda !  |   |   |   |
| 4  | Linda (-> Claude)            | Courtoisie                            | Bonjour!   |   |   |   |
| 5  | Claude (-> Cécile)           | Courtoisie                            | Hello Cécille !  |   |   |   |
| 6  | Claude (-> Pascal)           | Courtoisie                            | Hello Pascal !   |   |   |   |
| 7  | Cécile (-> Claude)           | Courtoisie                            | Hello Claude !   |   |   |   |
| 8  | Claude (-> Stéphanie)        | Courtoisie                            | Hello !  |   |   |   |
| 9  | Stéphanie (-> Claude)        | Courtoisie                            | bonjour Claude   |   |   |   |
| 10 | Pascal (-> Claude)           | étonné de ce partage d'info de Pascal | bonjour Claude, ça rame mais croisons les doigts           |   |   |   |
| 11 | Claude (-> Pascal)           | étonné de ce partage d'info de Pascal | Qu'est ce qui rame ?                                       |   |   |   |
| 12 | Claude (-> Tutor)            | pas de réponse ! Étonné !             | Les conversations se font elles tjs en one to one ?        |   |   |   |
| 13 | Pascal (-> Claude)           | étonné de ce partage d'info de Pascal | le mouvement des fenêtres, mais j'attends un peu e         |   |   |   |
| 14 | Tutor (-> Claude)            | Information                           | carré étoile 6 branches étoile 4 branches multiplié t      |   |   |   |
| 15 | Linda (-> Claude)            | efficace                              | Ma liste carré + * 4 branches X triangle                   |   |   |   |
| 16 | Pascal (-> Claude)           | information                           | ok, j'essaie de récupérer les autres                       |   |   |   |
| 17 | Pascal (-> Claude)           | information, efficacité               | je te donne carré, ét 6 branches, + x tri                  |   |   |   |
| 18 | Claude (-> Pascal)           | information                           | Les miens carré étoile 6 branches étoile 4 branche         |   |   |   |
| 19 | Linda (-> Claude)            | efficacité                            | OK alors pour le moment, j'ai Cécile/stéphanie/moi         |   |   |   |
| 20 | Claude (-> Linda)            | information                           | Les miens carré étoile 6 branches étoile 4 branche         |   |   |   |
| 21 | Claude (-> Cécile)           | information                           | Les miens carré étoile 6 branches étoile 4 branche         |   |   |   |
| 22 | Claude (-> Stéphanie)        | information                           | Les miens carré étoile 6 branches étoile 4 branche         |   |   |   |
| 23 | Linda (-> Claude)            | information                           | Moi carré + * 4 branches X triangle                        |   |   |   |
| 24 | Cécile (-> Claude)           | information                           | carré étoile 6 branches plus étoile 4 branches triangl     |   |   |   |
| 25 | Claude (-> Stéphanie)        | information                           | Les miens carré étoile 6 branches étoile 4 branche         |   |   |   |
| 26 | Stéphanie (-> Claude)        | information                           | voici mes dc *6br + * 4br x triangle                       |   |   |   |
| 27 | Claude (-> Stéphanie)        | mise au point                         | ok   |   |   |   |
| 28 | Claude (-> Stéphanie)        | tente de boucler                      | LES 6 indices: Carré *6br + * 4br x triangle + et le com   |   |   |   |
| 29 | Claude (-> Linda)            | tente de boucler                      | LES 6 indices: Carré *6br + * 4br x triangle + et le com   |   |   |   |
| 30 | Claude (-> Cécile)           | tente de boucler                      | LES 6 indices: Carré *6br + * 4br x triangle + et le com   |   |   |   |
| 31 | Stéphanie (-> Claude)        | mise au point                         | ok   |   |   |   |
| 32 | Claude (-> Pascal)           | tente de boucler                      | LES 6 indices: Carré *6br + * 4br x triangle + et le com   |   |   |   |
| 33 | Linda (-> Claude)            | retour info de ma communication       | Claude, je n'ai pas compris ta question...                 |   |   |   |
| 34 | Claude (-> Linda)            | tente de boucler                      | LES 6 indices: Carré *6br + * 4br x triangle + et le signe |   |   |   |
| 35 | Cécile (-> Claude)           | mise au point                         | OK   |   |   |   |

Using the standard grid, such as the Bales grid, we could work out the maximum variations between the quotations and identify the discrepancies of the points of view and begin a discussion on this.

|   | A             | B         | C                       | D        | E                 | F                  | G                    | H        | I               | J  |
|---|---------------|-----------|-------------------------|----------|-------------------|--------------------|----------------------|----------|-----------------|--|
| 1 | émetteur      | récepteur | message                 | heure    | cotation émetteur | cotation récepteur | cotation observateur | Grille 1 | Grille 2        | Commentaires   |
| 2 | Pierre        | Paul      | tu vas bien?            | 14:44:33 | 1                 | 1                  |                      | 1        |                 |  |
| 3 | Pierre        | Paul      | que fais-tu?            | 14:44:56 | 1                 | 3                  |                      | 1        |                 |  |
| 4 | Paul          | Pierre    | oui ça va!              | 14:45:15 | 1                 | 3                  |                      | 2        |                 |  |
| 5 | observateur 1 |           |                         | 14:45:30 |                   |                    |                      |          | faible cohésion |  |
| 6 | observateur 2 |           |                         | 14:45:45 |                   |                    |                      |          | se sent visé    |  |
| 7 | observateur 1 |           |                         | 14:46:00 |                   |                    |                      |          |                 | Paul n'a pas apprécié la question de Pierre et l'a vécue comme intrusive |
| 8 | Paul          | Pierre    | quelle est la solution? | 14:46:30 |                   |                    |                      |          |                 |  |
|   |               |           |                         |          | 1                 | 1                  |                      | 2        |                 |  |

Above here we can see an example of the grid used to do the analysis. The TXT format with a semicolon as a separator seems to be absolutely appropriate.

We could allow observers to make their own comments using the preformatted grid or inserting their own notes.

The grid analysis and the comments are inserted in the course of the messages flow and the quotations are inserted at the messages level as they are related to them.

This type of the grid enables us to create a socio-gram for a specific period and to analyse the level of interferences in the course of time and to see if the leadership changes and to disclose disruptions in the group dynamics and its development.

The facilitator should be able to choose the duration of time interval: analyse each 10, 15, and 20 minutes etc.....

This grid enables to uncover the links in the behaviour, in the exchanges and in the number of exchanges: how the style influences the communication.

It is needed that the *quotations* can take place in the actual time and are based upon experience. In fact the participants will not analyse the exchanges earlier than after they had experienced them.

The issue with the screen ergonomics is also important because the dialogues take place very fast and it is difficult for the observers to note all in detail or to react. It is necessary that the system enables to move very fast. We can think for example of creating lists with icons consisting of X items. The observers have to only click on a particular icon. We can also think of introducing criteria matrixes representing the icons with several levels such as for example weak, moderately, high for four or five criteria.

The icons have to be explicit it means an explanation has to be written aside.

The icons have to be as well configurable because the analysis grid used has to enable to change users. Not everybody is keen on using the Bales grid maybe some can even deny its applicability here.

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The analysis grid has to be contextual, that means linked to the observation because it is not necessary that someone who analyses the inter-individual relations is disturbed by someone who does the analysis of the group dynamics.

It is also needed to think of an error icon because we cannot go backwards and it has to be possible to report operation errors mostly concerning thick off grids.

By observers we mean the participants that can be involved in the training, under condition that all can be at once in order to preserve the cohesion of the group and the validity of the method respecting the Bales principles. There is an interest in being able to access a number of observations, especially for the tutor as in one side he cannot analyse all the items at the same time and on the other side due to cost reasons the presence of a number of tutors is not realistic in the professional context.

At the end the creation of a database that can be directly accessible from the platform allows sending questionnaires and training materials easily to participants and reinforcing the SINAPSI e-learning character (see our first recommendations).

**Summary table of key recommendations for the platform SINAPSI revision:**

|   | Excel | Break & Bales | Observations | Data base | New items | New Icons | New Browsers |
|---|-------|---------------|--------------|-----------|-----------|-----------|--------------|
|   |       |               |              |           |           |           |              |
| M | X     | X             | X            |           | X         |           |              |
|   |       |               |              |           |           |           |              |
| P |       |               |              | X         |           | X         | X            |

M = Methodology

P = Platform