

ANNEX I - Deliverable Template



WP2

NEEDS ANALYSIS

LEARN TO LEAD – L2L

KA 3 ICT Transversal Programme

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2.1 Analysis of current practices and user needs

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1. Project Abstract

Nearly all productive activity involves work by teams of competing and collaborating individuals, each with their own personalities, motivations and skills. The effectiveness and efficiency of the team is an emergent property of the dynamics that develop within the team in a continuous cycle of “forming- storming- norming and performing”.

Effective team leaders manage these dynamics in ways that help the team to meet its objectives. As well as technical skills related to their area of business, they thus require competencies in “people management”, resource management and organization. Effective training in these areas is scarce and is usually available only in high quality MBA programs or in major corporations.

In this setting, the goal of Learn2Lead is to design, implement, and test a novel, online approach to training in team leadership, suitable for use in SMEs, small government offices, NGOs etc. The training provided by Learn2Lead will be based on an online game.

1.2 Introduction

The society has always been interested in what represented the particular leaders' skills.

In history there are numerous examples of military leaders or politics that have ascended to the power and maintained it in particularly unfavorable circumstances, for better or for worse.

In the crises periods like what we are living nowadays this question becomes even more acute.

Identifying and helping the leaders to develop their personal skills have become very important in our 2.0 society embodied by the young generation called "generation Y" weaned off the Internet and representing the live forces for the companies and organizations.

The e-learning training tools including the serious games are becoming the natural things for this generation, and they are going to conquer other social and professional categories little by little.

Our project suggests developing this type of tools to understand how to exert the leadership.

1.3 Scope of the document

The goal of this document is the identification of the most current practices in the leadership training domain, particularly in the partnering countries (France, Italy and Spain) where the Learn to Lead (L2L) serious game online tests will be carried out.

Another goal is to define the target organizations and people that are likely to use the L2L serious game analyzing their needs with a view to meet them better.

To achieve that, we had to define the leadership to distinguish it from management and to take into consideration the particularities of the serious games related, on the one hand, to their users' age, on the other hand – to the age of the serious games producers.

Bibliographic and Internet resources allowed us to study the research works and the most current leadership training practices, including the serious games in leadership as well as the users' needs.

Besides, the qualitative study of the users' needs was carried out in each of the partnering countries where the L2L serious game will be tested (enterprises in France and Italy and public organizations or companies connected to public organizations in Spain) using the interviewing technique.

1.4 Methodology and tools

The work package 2 is divided into 4 parts:

- 1) analysis of the current practices in leadership training
- 2) analysis of the current practices in leadership training in the partnering countries where the L2L serious game will be tested (France, Italy and Spain)
- 3) definition of the target organizations and people
- 4) definition of the training needs of the involved people

Analysis of the current practices in leadership training: in this part we defined the leadership to distinguish it better from the management, according to our project

(cf. Learn to Lead). Having defined the leadership and the different approaches resulting from it, we were able to make a list of the leadership training models from the current practices, taking into consideration the following factors:

- 1) the involved organizations and people;
- 2) training content;
- 3) training type, (cf. technologies used in carrying out the trainings);
- 4) strong points and weaknesses.

We have decided to carry out the comparative analysis in France to underline the differences between the first European market and other countries, like the USA, the reference country. Finally, we have made a list of the serious games in leadership.

Analysis of the current practices in leadership training in the partnering countries where the L2L serious game will be tested (France, Italy and Spain): each partnering country where the L2L tests will be carried out has undertaken its own listing of the current practices, considering the same criteria as in the first part but making special reference to the e-learning for France for which other point were examined during the comparative study.

Thus, the obtained information about the content and type of the leadership training with the consideration of strong points and weaknesses allowed us to define the typical content of the leadership training.

Definition of the target organizations and involved people: in this part we had to take into consideration the particularity of the serious game markets where the producers are not always the same as in the training, though this trend is undoubtedly going to keep up in the years to come. The particularity of the serious game that comes from the video games and that meets the extremely precise criteria, notably concerning the usage of the product / tool type by people of different social and professional categories and different age levels, allowed us to define the target organizations and people better. We have studied the video games market data, the data upon the North-American serious game market that is the reference market, as well as the European data, particularly related to France, the European reference market, and England.

Definition of the involved people needs. We have used the studies and surveys carried out in Europe and in other parts of the world to proceed to the more systematic analysis of their needs from the point of view of the companies, their managers and their employees. Besides, each partnering country has proceeded to its own listing of these needs (enterprises in France and Italy and public organizations or companies connected to public organizations for Spain). To do this, a questionnaire has been drawn up taking into consideration the criteria used for the analysis of the current practices (see questionnaire in Annexes p.118).

Only the questions related to each partnering country's context have been asked (cf. company or organization type, functions of the interviewed person in charge etc.). The summary of the four main topics corresponding to the criteria of the current practice analysis has been made by each of the partnering countries:

- 1) Training Activities
- 2) Type of courses
- 3) Leadership training if they exist (best practices)
- 4) Results (of leadership training activities, if applicable)

The interviewing technique has been preferred to the simple questionnaire to increase the response rate, taking into consideration the sampling that we possess.

2. Analysis of the current practices in leadership training

2.1 Methodological aspects

Having defined the leadership, the concept emerged from the USA and spread all over the world, we have studied this reference country first of all, as well as Canada, the zone of its immediate influence and the country with the high education level (education and training during the whole life), the Asian zone (Hong-Long, Singapore...) and Europe (Swiss, Belgium, England...) to take into consideration the cultural differences scaling down the field study without lowering the quality. As France is the first European training market and the second European country in serious games producing, we have carried out the comparative study with these countries through the content of the training and the techniques used. We have proceeded to the investigation of the term "leadership" in the training headings. Considering that the serious games are not developed by the training centers, it was not possible to do the same to identify the trainings using them, as a serious game didn't have only the term "leadership" in its title, due to the marketing strategy. So, we had to use the "product approach" to identify the main serious games in leadership and list the companies using them.

2.2 Leadership definition

2.2.1 Preliminary note

The analysis of the current practice in leadership trainings allows us to combine the personal skills of the people being educated. Nonetheless, it is essential to mark out the personal skills peculiar for different conceptual approaches. Thus, it will be possible to cross-check the personal skills that are present in leadership training programs and leadership types that should be differentiated from

management to avoid any sort of conclusion. Thereby, we will be able to easily identify the leadership training and particularly the e-learning tools and the serious games (though most often this name does not refer to leadership).

For this purpose, we are going to examine the notion of power that lies in the heart of the concept of leadership and management and that allows to distinguish between them.

2.2.2 Power and leadership

The power is constitutive for organizations (Etzioni, 1971) and can be defined as the potential to influence the others or resist their influence. Therefore, the power is connected to the notion of influence.

Some authors have tried to identify the basics of social power. Along them, we can name French and Raven who suggested the typology that groups together five of them in 1959:

- 1) the power of reward
- 2) the power of coercion
- 3) the power of legitimacy
- 4) the power of reference
- 5) the power of expertise

The power of reward is based upon the capacity of the source of influence to reward the target group and upon the perception of the target group that the source of influence can provide reward for them if they satisfy the influence attempt.

The power of coercion is based upon the capacity of the source to punish the target group and upon the perception of the target group that the source is able to punish them if they do not satisfy the influence attempt.

The power of legitimacy is the power that results from the authority based upon the right or the values associated with a position in an organization.

The power of reference is based upon the identification of the target group with the source.

The power of expertise is based upon the competence degree of the source.

The three first categories of power form the power of position that can be alternately named the "formal power". This power takes its authority from the held position, and in the organization - from the persons holding it. For example, the

manager holds a formal power because of the simple fact that he has been nominated for this position by the higher managers or administrators. This power is justified but it is also supervised by the law, for instance, the labor law or the social right, as well as by the rules of the company that cannot, however, contradict the legislation. This power can also be delegated. Besides, it can allow dictating the behavior to the subordinates and evaluate this behavior.

The personal power is formed by the two last types (cf. power of reference and power of expertise). Informal power or the capacity of those who exert it to influence the others is in question. The leader has this capacity of influence and thereby possesses this informal power.

Thereby, the leadership consists of the capacity of a person to exert a personal power proceeding from the capacity to influence the others and allowing him to animate, to manage and to coordinate the activities of a group.

So, the leader is different from a simple chief who exerts his power due to the hierarchic position they hold in the organization.

Evidently, a chief who possesses know-how can also be a leader adding his personal power to his power of position, due to his personal skills that also confer him a know-how to be.

When the difference between a leader and a chief is clear, the personal skills that are typical for a leader need to be defined to understand which skills should be developed in the leadership trainings.

To do this, let's examine the different theoretical models of leadership that have inspired the most common training practices (cf. best practice).

2.2.3 The leadership model

The total of theories and respective models can be divided into three groups:

- 1) identification of the leader's personality characteristics
- 2) power practice, behavior type, style or conduct typical for the leader
- 3) contextual and relational elements or circumstances that make a leader

1) The theory based upon the leader's personality:

Developed in the past century but reanimated during the last decade, this theory reflects the concerns of the first researchers that asked themselves if there were

predispositions for the leadership. Naturally, they have studied the personality characteristics typical for the leader by using two methods:

- 1) asking the members of a group to choose a leader and describe his characteristics
- 2) identifying a chief and asking the subordinates to describe him

These studies have been synthesized by Stogdill in 1974 and later by Lord, from "Vager et Alliger", in 1986 and have revealed the following three recurrent skills of the leader:

- 1) intelligence
- 2) masculinity
- 3) assertivity

- Simultaneous presence of nine criteria during the comparison of winning and losing leaders:

- 1) the will for responsibility
- 2) perseverance in obtaining the goals
- 3) creativity / risk-taking
- 4) social initiatives
- 5) self-confidence
- 6) acceptance of the consequences of his actions
- 7) stress-resistance
- 8) capacity to resist the frustration
- 9) capacity to structure the environment for obtaining their goals

However, despite the details upon the leader's adaptation to certain situations revealed by Stogdill, these studies were much criticized because of the heterogeneity of its results, constant increase of the list of the personal skills typical for a leader and the confusion in defining a leader and a chief. Besides, the descriptive method of the personal characteristics – not always well-measured – didn't seem very reliable.

Newer studies were able to establish more stable links between personality and leadership. The progress made by the studies of personality allowed to create a model "of the Big Five" which allows to give clear definitions and measure the personality characteristics much better:

- Thus, in 2002 Judge, Bono, Ilies and Gerhardt defined the personality characteristics associated to the leaders' efficiency at the industrial companies:

- 1) emotional stability
- 2) extroversion
- 3) openness

- the characteristics of a personality associated to the leaders' efficiency in the army and state-owned organizations:

- 1) stability
- 2) extroversion
- 3) conscientiousness

It is rather important to note that in the analyses concerning the students the five factors were associated to the efficiency.

The studies of the motivation carried out on McClelland's initiative underlined the necessity of the following qualities for a leader:

- a strong need of power
- a weak need of affiliation
- a strong need of control

McClelland and Boyatis have completed these studies in about 15 years, by 1982. They have shown the strong predictive value of this motivational syndrome of power for the accession to managerial positions. However, in 1984 the studies carried out by Cornelius and Lane have shown that this validity is limited to relational positions and cannot be used for technical positions.

Despite this progress in the identification of the leader's personality features, the difficulty (actually the impossibility) of the leaders' training in accordance with their characteristics has led to the elaboration of the theories based upon the leader's behavior.

2) The theory based upon the leader's behavior:

Emerged in the 1940-50s with the works of Ohio University (Hemphill) and synthesized by Fleishman in 1957, this theory brings up an issue of the leader's actions (recently this theory has been reanimated).

These researchers have created the Leader Behavior Description Questionnaire (LBDQ) concerning more than 1800 types and submitted to several hundreds of employees that allowed them to underline two important factors predominant for the exertion of the leadership.

1) the stimulating factor

This factor is related to the way the leader organizes his relations with his subordinates (cf. warm relations, mutual confidence, taking part in the decision-making process... see the table below).

2) the structuring factor

This factor is related to the way the leader defines and organizes the work of his colleagues / the group (cf. work planning, job assignment, monitoring, performance... see the table below).

It is worth mentioning that the two factors are independent, that is to say not necessarily correlated.

Leadership Behavior Classification, according to the LBDQ

Stimulating

- favors some members of the group personally.
- makes the presence in the group enjoyable.
- is easy to understand; takes time to listen to the members of the group.

Structuring

- makes his attitude and his principles clear for the group.
- tries to introduce new ideas with the group.
- rules with an iron hand.
- criticizes the work that is poorly done.

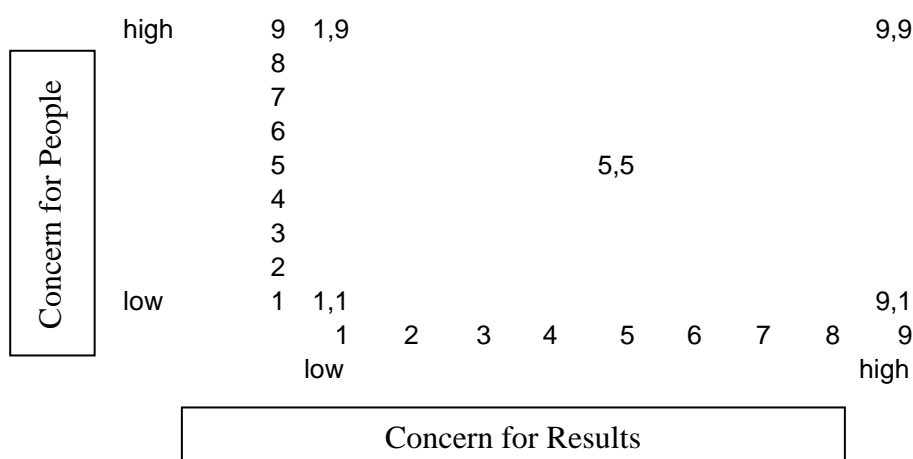
Note: the questionnaire has been made according to the qualitative scale – from "never" to "always" – for the conception of the IDEAL LEADER. The two behavior types were obtained by addition (the two factors explain about 85% of the variation).

Usually the results show that the leader can compensate the structure burden using the stimulating behavior models. On the other hand, the lack of stimulating behavior models can not be compensated by the reduction of the structuring behavior models.

Thereby, it seems that to be efficient a leader should reveal the minimal quantity of stimulating behavior models.

These results were confirmed by the Michigan University works, as well as by Blake and Mouton (1964).

Management (Leadership) Grid by Blake and Mouton



For Peter Guy Northouse. (cf. "Leadership: Theory and Practice, Sage, 2001, 2004), specific individuals explain leadership qualities. Leadership originates from behaviors of interacting people (cf. Managerial Grid named also Leadership Grid). Even if leadership and management have a lot of common points, differences are also significant according to the circumstances and kinds of management.

The leader whose behavior is described by the score **9,1** is of the **authoritative type**. It is the leadership focused upon the task that should be accomplished.

On the contrary, the leader whose behavior is described by the score **1,9** is of the **social type** (country club). It is the leadership focused upon the relations quality where the performance depends on the state of the relations.

The leader whose behavior is described by the score **5,5** is of the **intermediate type**. It is a type of leadership focused on the compromise.

The leader whose behavior is described by the score **1,1** is of the **weak type**. This type of leadership reflects a lack of interest for the task that should be accomplished and the relations are also poorly developed.

The leader whose behavior is described by the score **9,9** is of the **efficient type**. It is the leadership focused on the teamwork based upon mutual confidence and respect. This type of leadership is ideal but rather difficult to implement because there are situations where the company and the employees have different goals, which prevents the simultaneity of the employees' high efforts and maximal performance.

Recently, a study carried out using the method of random sampling of 3871 employees by Hay Consulting has allowed identifying six types of leadership behavior that seem to have a direct impact upon the results of a group, an organization and a company, which are shown below:

Leadership Behavior Models according to the study by Hay Consulting

Styles	Characteristic	Typical phrases	Impact upon the work
Galvanizing	visionary leader	"Ich bin ein Berliner"	Very positive
Social	empathy and harmony	"We are a winning team"	Positive
Democratic	Consensus and participation	"What do you think about it?"	Positive
Lively	development	"I know you can do that"	Positive
Winning	criteria of high performance	"Do what I do, without waiting"	Negative
Authoritative	immediate demand	"Do what I tell you"	Negative

"Galvanizing" behavior is particularly useful when a group needs clear instructions.

Social behavior reinforces the emotional links between the persons. However, a leader of this type may be prone to avoid confrontations.

Democratic behavior implies asking the colleagues' opinion. It takes a lot of time and can provoke a sort of immobility.

Lively behavior is rarer except the new economy based upon the knowledge. It lets the colleagues identify their strong points and weaknesses considering their personal aspirations and the goals of the company.

The behavior of a winner requires excellence from the leader and can often provoke conflicts but can be efficient at launching or emerging companies.

Authoritative behavior is characterized by a lack of communication and is focused upon the made mistakes, but it is well adapted for critical and urgent situations when taking over control is necessary.

Recent works (cf. D. Goleman, R. Boyatzis and Annie McKee) have shown a common denominator between these six types of behavior and emotional intelligence. Consequently, four aspects have been extrapolated:

- 1) self-consciousness
- 2) self-control
- 3) interpersonal intelligence
- 4) relations control

It is worth mentioning that this very study has shown that the leaders adapt to circumstances adopting different attitudes (cf. styles).

3) Theories based upon the circumstances that make a leader:

The theory about the impact of different situations upon the leadership results from a number of models (cf. Hersey and Blanchard, 1977; House's model, 1971; Vroom and Yetton's model, 1973). Fiedler's model (1967) has immediately been successful as it underlined a simple principle according to which it's the correspondence between the leadership style and the situation type that makes a leader efficient. The leadership style is contingent on two variables:

- 1) task orientation**
- 2) persons orientation**

There is a tool that allows measuring the style orientation – the LPC (Last Preferred Coworker). This tool implies different bipolar measure scales (agreeable/disagreeable) contingent on which the leader evaluates the person with whom they find more difficult to work with. If the description made by the leader is positive, he is person-oriented, if the description is negative, he is task-oriented.

To analyze the circumstances, Fiedler defined three following elements:

- 1) **the relationships between the leader and the working group** (they are good when the group trusts its leader)
- 2) **task structure** (poorly structured task (cf. creativity) is better for the leader)
- 3) **power position** (presence or absence of the formal power (cf. hierarchy))

Despite the critics that this model, as well as the Fiedler's, were subject to, it is important to mention that they have shown that **the leadership style should be altered according to the circumstances**. However, they have also shown the **importance of the nature of the task performed** by the employees / the group that needs the style adaptation. A leader's presence should be felt more for the structured task and less for less structured tasks, sometimes he may even stay in the background if it's about a creative task performed by the employees, a very competent group.

Besides, the study carried out by the Gallup survey institute (2001) that concerned 2 million employees at 700 American companies has shown that the main thing that makes the colleagues spend more time at work increasing their productivity is the quality of their relations with their leader.

The importance of the relational aspect between the leader and the employees / the group led to the creation of the so-called **transactional approaches** (based upon the financial or non-financial exchange, promises that have been kept or not), as well as the so-called **transformational approaches** (based upon the leader's capacity of changing the employees / the group).

The works of a social and political scientist J.M. Burns allowed to create a new tool for the empirical leadership study, - the **Multifactor Leadership Questionnaire** (MLQ) that proved to be decisive in balancing the transactional and transformational elements.

We prefer to name the revealed facets of transformational leadership that seem to be more relevant as part of the informal power and that form the leadership model that leads to the best results, according to the most recent studies:

- 1) **charisma** (identification of the leader)
- 2) **inspiration** (loyalty toward the leader)
- 3) **listening** (taking the others' opinion into consideration by the leader)
- 4) **intellectual stimulation** (risk-taking and creativity, or the everyday challenge encouraged by the "intelligent" leader)

Even considering that the emergence of the leaders also depends on the image of the leadership possessed by the employees / the group and on the cultural

factors, it is important to have a list of personal skills resulting from different theoretic models, to be able to better identify the suggested leadership trainings, for instance, when it comes to the serious games. In fact, the serious games are most often not elaborated by training producers because of their origin and nature, however, this situation is currently rapidly changing.

Taking into consideration that our goal is to create a serious game, it is important to consider the personal skills that we'd like to develop and, hence, know them to identify the existing serious games that can develop the leadership and create scenarios adapted for our L2L serious game.

In this respect, the list drawn up by McKinsey Company sums up well the main criteria typical for the leaders:

- 1) trustworthiness that allows to introduce the notion of ethics which is often absent in the existing leadership trainings
- 2) fairness in the sense of equity and impartiality toward the colleagues / the group
- 3) unassuming behavior – self-confidence if it is demonstrated with easiness
- 4) leader listen which is undoubtedly the most unanimous criterion, even though not the most useful as it should be adapted to different cultures
- 5) open-mindedness allowing to take into consideration the suggestions, sometimes to revise the leader's own ideas
- 6) sensitivity to people that allows understanding the others well and sometimes even predict their reactions
- 7) sensitivity to situation in the sense of understanding the context in which the evolution takes place
- 8) initiative
- 9) good judgment that allows to distinguish the priorities and separate between reason and intuition
- 10) flexibility and adaptability in the sense of quick reaction to a new situation or correcting mistakes
- 11) the capacity to make sound and timely decisions
- 12) the capacity to motivate including the sense of communication and persuasion
- 13) a sense of urgency corresponding to the priorities defined by the leader and giving them the importance for the colleagues / the group

2.2.3.1 Conclusions

The leadership is the object of the complex study that some models complexify unnecessarily. The difference between the leadership and management is useful when it allows distinguishing between an organization based mostly upon the hierarchy (vertical type) and an organization using the necessary hierarchy as well

as the hierarchic horizontal mode which is more adapted to the economic globalization and hence, the tasks that should be accomplished. In short, whether the power in formal (cf. management) or informal (cf. leadership), the main point is to exert the authority – whether hierarchic or not – without authoritarianism, to make it accepted by the larger number of people.

Considering the main theories that we have analyzed, it is possible to perform strictly pragmatic tasks using them, according to the context. Thus, the leader behavior study seems particularly adapted for launching the efficient training programs, though (as we are going to see) there is much more to do in the domain of leadership in any country.

2.2.4 Training institutions search

According to the SOCIAL REPORT 2007 ON PROFESSIONAL TRAINING (Information and professional conjunctures, 2008) there are about 56000 companies in France, only 35000 of them are listed as active, and only 3000 to 5000 employ at least two persons.

Basing upon the survey carried out by Martine Doriac (Doriac, 2005) and her "Guide to the Continuous Training Institutions" which examines 94 first training institutions for the employees representing 60% of the profession; in 2005 the turnover counted 1500 institutions, 94000 trainers and 2,2 million trained persons each year, as we can see, the sampling of 1021 companies and institutions represents more than 90% of trainings performed in France.

We tried to evaluate the situation with the leadership trainings offer. To do this, we have carried out a thorough research upon the offer of trainings judging by the sampling of 1021 educational companies and institutions that use the keyword in the programs description. We have found 3818 responses in the whole France from the total amount of 1021 institutions.

From these 3818 responses we have selected a sample from one region, so, we have focused the content analysis upon the programs presented by the companies in the considered zone represented by Paris and its region, supposing that the diversity of the practices in this region and the 355 training suggestions represent the rest of the sample sufficiently. We have also studied the different programs related to leadership suggested by these companies and visited these compsnies to verify the content of the trainings suggested in their offers.

2.2.5 Search by courses headings where leadership is mentioned

The search of the nature of what is being done in the domain of leadership has led us to approaching the courses judging by their headings. We have compared 32

different headings (see 2.2.8, page 22). This compilation allowed up to underline the following facts:

The courses are classified according to the professions: leadership for commercial managers, leadership for administrators, and leadership for project managers... The trainings are related to the roles and functions, in brief, the persons.

The courses are classified according to the topics: leadership and authority, leadership and management, leadership and communication, leadership and coaching... The trainings address the persons' inner needs: you want to develop your authority? Leadership and authority! You want to develop your self-confidence being a woman? Leadership and femininity! You want to become more efficient? Leadership and efficiency!

14 headings from 32 are related to the situations in management and supervision. First of all, the leader is the administrator, the manager, the man / woman of authority, but there are also managers without hierarchic status: project managers and other employees that have received tasks without having the corresponding authority to perform them, who act under cover, on behalf of their constituent.

In France this conception of leadership trainings mostly for managers prevails, which has been revealed by the recent study carried out by CEGOS in 2009 that concerned 2355 employees and 485 HR managers in France, Great Britain, Spain and Germany. The results have shown that only 6% of the French companies were performing leadership trainings (25% in England, 15% being the mean value for the four countries).

This cultural difference may be explained by the fact that there is a great number of executives in France that form the middle management exerting the activities that are exerted by persons not having the managerial status in the other countries. This position implying the management of the relations between the employees and the companies according to the activity sectors is usually attributed to the holders of high education diplomas by the collective labor agreements.

2.2.6 Target enterprises and organizations target

The target institutions are generally large companies and organization. In fact, the leadership is a personal characteristic. The leadership course is conceived as a personal development course and generally little companies are reluctant to invest in this type of practice as they hardly see the returns of these investments. The companies are interested in these trainings when they employ young managers whose personal skills they would like to develop. Besides, they should possess enough money to avoid spending the greater part of their resources on

professional trainings. They should also be "mature" enough to understand the importance of this type of training, which is rare, as the training function has become professional only in the companies with more than 250 employees. In other companies this function is usually exerted by a secretary who confines himself to the organization of the logistics for the courses chosen by the directors for their employees from a catalogue and at the proposal of department heads.

The higher the level of the managers, the higher the level of functional employees, the more transverse is the company's functioning and the more the need of leadership training is felt.

The confirmation of this statement can be found in the study of the people involved in the suggested trainings. The fees also prove it – the higher the fees of this type of courses are, the more employees are involved.

2.2.7 Target Populations

Usually the leader, a person who is followed or should be followed by the others, is a supervisor, often a young manager of a little team, but there are also directors, project managers and generally any person who should, for any reason, exert a mission of having influence upon the others.

The leadership training is the modern form of older trainings of the "Authority and commandment" type of the years 1970-80s. The task is to help this person to take over the reins of his team and to assert himself as a person possessing a certain authority.

But nowadays the authoritative expression of power is poorly conceived. Hence, it's necessary to obtain the desired behavior from the employees by means of influence. And the main type of influence is the personal one. What should be done then to help the manager to obtain what he wants from his colleagues, while their goal is more difficult to achieve?

The leadership trainings aim to help the participant to develop their influence to the others. The underlying hypothesis is that the influence implies the practices that can be imitated and reproduced to obtain the desired behavior from the others. Hence, it's possible to learn how to become a leader and behave the way that can influence the others.

Successively, the involved people are those who need to influence: managers, salesmen, project managers...

They are often young, 28 to 38 years old, which is evident, as the leadership problem is related to the personal impact and to self-confidence – the two

characteristics that are more typical for the experienced managers than for the recently employed persons.

This need of influence is reinforced by the transverse management mode that implies the possibility of committing tasks without having the hierarchic authority upon those who work for you. Hence, every person who needs to move the project forward receiving the tasks supposing the coordination and delegations is concerned. How can I make the others work possessing a certain authority but without being authoritative?

2.2.8 Trainings content and techniques used

Main trainings list

Affirm your leadership
Ensure the leadership of your work team and manage the evolution projects
Communication and leadership
Build and develop your leadership
Develop your communication and leadership qualities
Develop and hold your leadership
Develop and manage your leadership
Develop your leadership
Develop your leadership: management trainings
Develop your leadership of a commercial manager
Develop your leadership and your personal impact
Develop your personal leadership
Develop your relational leadership
General direction : leadership
Empower your leadership
Professional efficiency and leadership
Exert your leadership
Introduction to the Leadership and the management
Key Account Manager; develop your leadership
The practice of women's leadership
The leadership of the project manager
The leadership of the transverse manager
Leadership: make a managerial asset out of your personality
Leadership and authority
Leadership and coaching
Leadership and management
Personal leadership and collective confidence: the excellence pathways

Management of the leadership in the project teams
Line manager: exert your leadership
Managers, develop your leadership
Reinforce your leadership in a group
Leadership technics: The keys to the effective teamwork

The mentioned trainings are mostly the on-site trainings (face-to-face). The distance and online trainings are rather rare and related to the technical aspects and exact sciences: a computer application mastering, language learning or perfection, learning a regulation, presentation of a commercial offer, presentation of a new molecule for the medical delegates etc.

Several communication trainings have integrated the online modules: a text with images for reading, a kind of an ameliorated cartoon, multiple choice questionnaires (MCQ) to verify the knowledge integration complementing the on-site trainings upon the clearly behavioral aspects. In this domain, **Crossknowledge** (E-learning brand) has been the reference institution in France for 10 years in the market. Several more sophisticated attempts have been made with the mix of video sequences and more classical techniques. Its technological affiliate **Epistemia** and its e-learning platform offering the possibility of online trainings should also be mentioned.

It's worth mentioning that the leadership trainings are very classical in its approaches. It can be easily explained by the fact that the personal impact and the influence upon the others are mostly related to the emotional sphere. Seeing the way the participants behaved during the online training sessions as part of the SINAPSI project, we have noticed that it was difficult for them to use the emotional expression of the avatars.

Before using this expression means without difficulty one should learn to use such tool as the online platform.

In the USA, as well as in England and in Asia, we have selected a certain number of the training institutions according to their importance that reflect well the main tendencies in the domain of leadership training.

We have noticed that in these countries the training discourses have a very pragmatic purpose and are result-oriented, like the discourse of **Ken Blanchard Companies**, an American society that presents its courses in the following way:

“Your organization needs processes that can help jump-start new teams, breathe new life into existing teams, and develop leaders who can dramatically impact team success. Focusing on chartering, creating a vision, purpose and values, clarifying roles and goals, developing appropriate leader and member skills, team

decision making, and conflict resolution causes productivity to soar.”

They use collaborative diagnostic process, and have helped some of the world's leading organizations solve complex issues, achieve measurable results, and develop leadership capacity to improve productivity and performance. The Ken Blanchard Companies provide comprehensive leadership development, management training, and coaching solutions that address the business needs at every level.

There is no ambiguity, the main thing is to increase the performance and that's why the leadership is needed!

We see the same pragmatism in England at **The Sales Training Company** http://www.tlsa.co.uk/leadership_training , for example.

According to them, Leadership Training is the key to driving business performance, change management, team and personal development. The approach to improving leadership effectiveness through leadership training in any of these areas depends on exactly what people need to achieve. This company provides: a program to teach how to Lead the Sales Team Masterclass; an In-House Training program; a Management Capability Audit program; a DISC Profiling; and a Total Person Assessment program.

In Asia the same pragmatic approach prevails, maybe with a clearer team-building orientation, taking into consideration the cultural differences (cf. 5.2, page 86):

- **Brian Tracy International** is an international training organization located in Singapore, specializing in the training and development of individuals and organizations
<http://www.briantracy.com.sg/index.php?action=page&page=3#HighPerformanceLeadership>

The mission of the organization is to help individuals and corporations to achieve their goals faster and easier than ever thought possible. Training programs proposed: [Maximum Achievement Program](#), [The New Psychology of Selling program](#), the [Advance Selling Skills program](#), and the [High Performance Leadership](#) program

- **MDS** is a Hong Kong limited company with a wholly owned foreign enterprise in Beijing (Beijing Nuo Hua Shi). It was founded by Robin Ball, who has been designing and delivering leadership and teambuilding programs for managers for more than 25 years.
<http://www.mdshongkong.com/eng/pi/mbti.htm>

There are also the companies that provide online trainings with a very exclusive

positioning like **Asset Learning** (USA): "Asset Learning is a full-service online training company that combines state-of-the-art technology with a proven learning methodology. Our unique mix of interactive capabilities, e-Coaching, Adaptive Assessment, Custom e-Learning, and Blended Learning, are all designed with one goal in mind: to create sustainable, behavioral change."

It is a full-service online training company that combines state-of-the-art technology with a proven learning methodology. Their mix of interactive capabilities, e-Coaching, Adaptive Assessment, Custom e-Learning, and Blended Learning, are all designed with one goal in mind: to create sustainable, behavioral change. Their programs are used internationally, by individuals as well as by blue chip companies such as McGraw-Hill, Dale Carnegie, Motorola, General Motors... and many others.

Here is a company that tries to form the leaders online using its product - the Leadership Action System (LAS), a course consisting of 36 lessons.

Even the companies' names are product-oriented, for example, "**Leadership Training Company** » (USA), which is a brand of Mike Mac Fadden Enterprises; what seems to be a weak spot here in Europe is conceived as the main part of the strategic positioning there.

Here is a witness from a client who sums up the American approach well:
"According to their own words, Mc Fadden Enterprises has assisted Ergo Solutions in staff development and maturity of their staff as they have grown from 20 to over 85. They have shared logic and principles that are simplified to put into practice in the every day job market. MMFE has assisted us with developmental, practical, and ethical practices in the health care community that has acutely improved our total overall customer services".

The Anglo-Saxon conception of leadership that supposes exerting the leadership according to the tasks that should be accomplished in the group not necessarily interposing the hierarchic power is well described by **Dale Carnegie Training** mentioning its "Leadership and coaching" training.

"Goals: like a sportsman, your teams need to be accompanied for being efficient. To do this, you should be able to approach the engagement, to correct mistakes without offending or irritating people. Stay calm under pressure, work better without working more. Delegate the responsibilities with complete confidence. This 2-days training gives you the capability to develop the autonomy of your teams, the process control, the communication and the keys to engage your team".

This is what is meant by leadership according to French and Raven (1959): "Hence, the leadership consists in the capacity of a person to exert a professional power proceeding from his capacity to influence the others, allowing him to

animate, to manage and to coordinate the group's activities". It is the team management, the soft management which is based more on the influence than on the authority, which exerts a certain pressure on the manager conferring him the responsibility for the subordinate's actions. The last resort: if the subordinate does not do what the manager wants him to do, the manager can be judged as lacking the "leadership" (this time leadership means a skill peculiar for a person), which is almost a judgment about his incompetence!

This is the principle that is at the heart of every leadership training, according to **Nwlink**, the website created by a former American military man which, besides its own works, lists a certain number of works related to the notion of authority:

"Good leaders are **made** not born. If you have the desire and willpower, you can become an effective leader. Good leaders develop through a never ending process of self-study, education, training, and experience. This guide will help you through that process. Before we get started, let's define leadership: Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. Leaders carry out this process by applying their leadership attributes, such as beliefs, values, ethics, character, knowledge, and skills.

Although your position as a manager, supervisor, lead, etc. gives you the authority to accomplish certain tasks and objectives in the organization, this *power* does not make you a leader, it simply makes you the *boss*. Leadership differs in that it makes the followers *want* to achieve high goals, rather than simply *bossing people around*."

CEGOS, the main French training center, about its leadership course:

"No organization has ever achieved excellence without exceptional leadership. The leaders can connect their team's efforts to the most important goals of the organization due to the full potential of each member. They can align the systems, specify the goals and inspire confidence. They are capable of developing the team's talents and capacities for the realization of the greatest objectives."

Studying several elements of the CEGOS leadership course program, we can understand better what this institution means by leadership:

- Clarify the goals
- Define the real issues for the organization and the teams
- Create a powerful link between the strategy and the goals of utmost importance

Knowing where to progress and having the clear objectives in mind is an important condition and the first key to the leadership, according to CEGOS.

- Develop the bases of confidence
- Improve the personal impact
- Develop the credibility

The influence and credibility are the second key to the leadership, according to CEGOS.

- Carrying out: concentrate upon the most important objectives and implement an adequate procedure to achieve them
- Talent: develop the colleagues to the uttermost and reveal their full potential
- Process: align all the functions for the important issues
- Client feedback: integrate the clients' perception in the decision-making

Focusing the energy and the functioning of the organization on the key goals and being supported by the colleagues is the third key.

The forth key is to know whether the organization progresses in the right direction and integrate the clients' feedback in the decision-making process.

Hence, we have reached the recommended type of the leader's behavior:

- To help the teams to realize all their talents, all their passion and all their skills
- Establish the agreement upon the highest desired results
- Become a resource to clear the obstacles

To sum up, the goal is to obtain the colleagues' engagement and to have a special attitude toward them.

For the French company **123@business**, the leader is a man who is authorized to be authentic. The "real leader" is a man who has his convictions and who lives in harmony with them.

"Living according to your own values as a leader, day by day, is an important key element of the authentic leadership"

The "real leader" is reliable man, a man of his word. "Do you have a custom to rapidly make promises that, judging by your previous experience, you know you won't keep?"

"Truth, self-confidence and simplicity are the elements creating the substance; the triumph on the image"

The leader is also a man that makes his convictions himself:

"If you are an emergent leader searching for approbation, get ready to practice the

independence before making any decisions"

According to **CFPJ ENTREPRISE**, another French training centre, the leader should:

"Communicate with impact, ease and conviction. Behave as a leader, develop his gestures and the impact of his voice, refine his own image including the way of dressing, manage his stress and his emotions, create the convincing presentations, argument, take the floor and reach his goals, debate, decode the dialectic, persuade and influence, manage the conflicts and avoid them"

The point is to learn the technologies: "the simple and efficient technologies to develop the managers' influence".

So, according to CFPJ ENTREPRISE, the leader is first of all a man who has appropriated "on a permanent basis the interpersonal communication technologies and who confirms his leadership in different situations". To sum up, it is enough just to communicate!

The similar discourse upon the leadership can be found at **LEARNINGTREE International** (<http://www.learningtree.fr/courses/fr346.htm>) that applies its ideas to the project management and, hence, the project managers: "To ensure the success of a project, the managers should be the real leaders capable of identifying and meeting the team's needs to reach the goals of the project. During this training you will learn to move from the manager's to the leader's role allowing the team to work together and to succeed in carrying out the projects".

The topics that can be found in the leadership courses suggested by this institution are based on the model created with consideration of the best leadership practices:

- Distinguish the different stages of the team development
- Develop the rules for the team
- Develop the participation at the heart of the team to obtain the results
- Define a direction and the objective of the team
- Analyze the conflicts to minimize breaks
- Identify the team's needs to maximize the performance
- Create a personal action plan for the efficient leadership

This model is focused on the life of the team and its functioning. The centeredness may be different according to the organization providing the training: centeredness upon the manager's / leader's person or centeredness upon the team process.

According to another French organization, **QUALITEONLINE** (http://www.qualiteonline.com/rubriques/rub_3/dossier-60.html), "The leadership, the changes management and the communication have such close links that the

first two are really impossible to achieve without the highly developed communicative skills."

Moreover, "The cornerstone of the leadership is the ability to communicate"

Some of the training companies have even tried to conceptualize the way to become a leader: <http://luc-olivier.com/marketing/communautes/36-28-etapes-operationnelles-pour-devenir-un-leader>

They present the art of being a leader with the little maxims: "You need many years to create your good reputation and several days to destroy it".

This conception is a comment on the differences in the approaches to the leadership training and the seriousness of the suggested programs.

For other experts who run a blog in French, the leadership becomes the art of being creative: <http://esprit-riche.com/penser-comme-un-leader/>, the art of thinking different; they develop their ideas with a corrosive humor: "Once upon a time there was a manager who thought he was a leader: he thought he had a special vision but in fact he just followed the procedure that everyone knew. He thought he was visionary while everyone around saw he was an executive without imagination".



Copyright <http://esprit-riche.com/penser-comme-un-leader/>

« You should incarnate the change that you want to see happening »

Françoise Morissette, professor of Industrial relations center of the Queen's University in Toronto, Canada and a consultant in human resources and leadership sums up well the centeredness of the training centers upon the leader's person with her "five essential leadership characteristics":

1. The capacity to evaluate the environment in the enterprises or organizations and its issues.
2. The disposition to be able to adequately define a vision or an objective.
3. The necessary know-how to direct the teams well.
4. The talent and the propensity to encourage people to reach the fixed goal.
5. The capacity to achieve the goals.

The program of **Balthasar Formation** (Swiss) offers one the rare approaches also based upon the values for the leader himself as well as for the organization indirectly introducing the notion of ethics that is often absent in the leadership conceptions (cf. the values, an engine for the leader and the company): http://www.balthasar-formation.ch/coaching_modules.htm

2.2.9 Training practices points of strength and weakness

The examples given to define the main tendencies in the domain of leadership trainings, whether they address mostly the persons in charge or not, reflect the common current practices that have certain advantages.

They are "classical" and reassuring as the fact the leadership training is finally the communication or management training.

There is a "selling" title but during the trainings people do what they are used to do. There is a certain regress down to the "sure things".

The given recommendations really give something to a person if he implements them.

Certain experts have a good idea to make reference to the recognized works:
"Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. Kurt Lewin (1939) led a group of researchers to identify different styles of leadership."

Pedagogically the course is rather **simple to introduce**: it's the discourse, the realization with several exercises in group, with the eventual use of the camera to film the participants in different situations and other e-learning tools. Shortly, everything that the trainers do for quite a long time!

There are numerous drawbacks of these practices:
These packaged practices lasting several days have a very slight impact on the personality factors and yet they are presented as essential. The trainings often pay attention only to the technology and the procedure; however, the clients often come to buy a magic receipt.

The leadership is probably a "global skill". Like the intelligence is a concept, a general factor explaining the correlations of aptitude tests, the leadership is probably a multidimensional aptitude related to the skills already mentioned by different trainings. At the trainings market there are different visions and hence, training offers are quite different. This diversity may implant doubts in the clients' and participants' minds during the training courses.

The offered trainings often make reference to their own models. These are often the acronyms of the technique's keywords. It's a way to create a brand, to be different in the domain where it's difficult to be different. But the divergence of the practices shows that the discourse upon the leadership is poorly prepared in the

available works. There is often an empty verbiage, a "dull thought" that passes from one training to another in the courses that are sometimes passionate, and the pedagogical skills replace the reflection consistency.

Some large companies have solved this problem – they buy the packaged courses that are sold to the successful organizations, thus the "market" takes the responsibility of "separating the wheat from the chaff".

The advantage of the distance work for the leadership development consists in the fact that it allows easy **training fractioning** and its spread in time without inferring the prohibitive logistics costs. In the classical trainings, due to these logistics costs, the training period is reduced at the expense of assimilation: "Do you really think that I can become a leader in two days of the training?" The development of leadership skills requires time.

This skill also requires the experience, as "the work shows the workman". The regular repetitive online training sessions allowing reacting in the situations close to reality (all of us work using the mail and the phone) accompanied by regular debriefing of these situation scenarios let us obtain real evolution of attitude and behavior.

We had a chance to evaluate the efficiency of repetitive trainings that we have carried out over the years. With a thorough pedagogical protocol we could see the important changes in attitude. So, we had a possibility to notice the evident effect of this protocol type upon the participants who thought they were very experienced in the domain of communication. And we have a reason to think that this effect can also be reached in the domain of leadership.

2.2.10 Leadership serious games search

2.2.10.1 Methodological aspects

We have defined the total of the products found online having listed the companies producing the serious games all over the world – there are 137 companies, most of them located in the USA, the reference country, in England, the first producing country in Europe, and in France, the second producing country in Europe.

A colleague from the generation Y has also tested each of the selected games, with the video trailers and demonstrations available online according to the criteria resulting from our leadership analysis and the current practices. Thus, a dozen of serious games have been listed.

2.2.10.2 Serious games definition

The recent emergence of this economy sector derived from the video games that can be referred to the 2000s with "America's Army", explains that there can be several definitions. However, it's possible to give an exact definition of the serious game considering the two words that name the product itself, the "game" that reflects the aspect of a play, and "serious" that results from the objective which is educational. These two aspects are combined with the technologies used in video games to create a serious game. The combination of these "playing" and educational elements is carried out using an educational scenario and a scenario of a play, and both of them are very important.

2.2.10.3 Serious games about leadership

Caspian Learning Announce £3000 Serious Games Challenge for its saga "Thinking Worlds", one of them is called "Rome in Danger"
(<http://www.caspianlearning.co.uk/>)



About Caspian Learning:

This company has built its fame with educational and training software; it's based in the UK and in the USA also. It has worked with huge clients like IBM or Volvo and has got a very good feedback: its software have usually been qualified of immersive and disruptive.

Abstract:

Thinking Worlds provides a variety of simulation templates and an open visual authoring environment putting designers in control. By selecting art from 3D libraries or importing their own 3D art, a designer can rapidly create and integrate simulations into their learning projects. Thinking Worlds is a globally unique 3D engine and authoring environment. Thinking Worlds enables designers to create and publish highly immersive simulations - fast. It has been designed from the start around the needs of designers and enables them to carry their designs forward and quickly develop 3D simulations themselves.

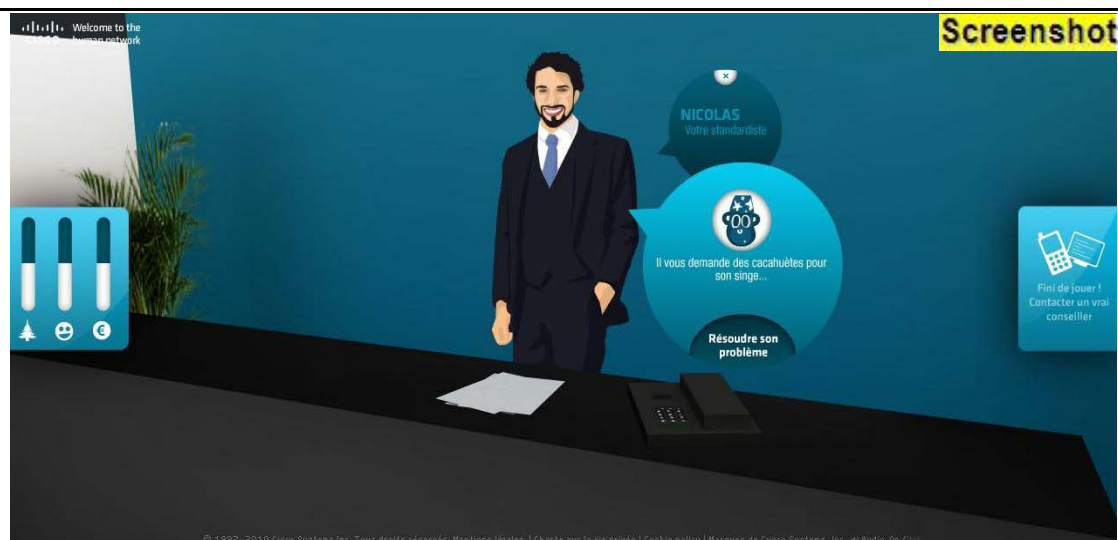
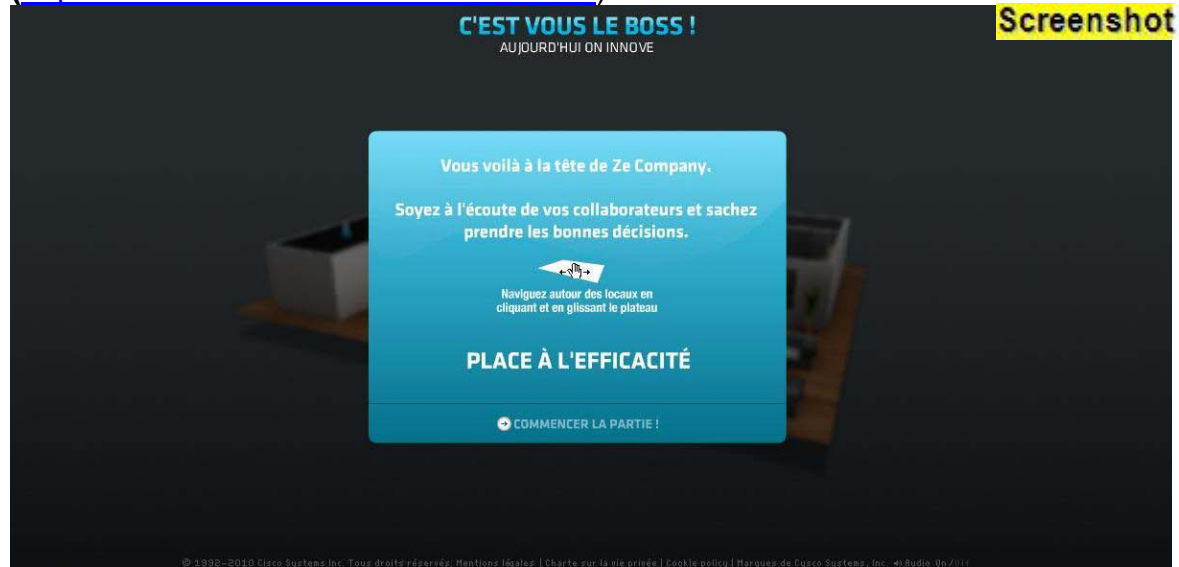
Our feeling about the game:

The link with leadership within the game is embodied in the fact that you have to take the good decisions in time with people you meet. It is quite interesting and rather cool to play with, it reminds me of the game Tomb raider with the famous Lara Croft. But from a strict pedagogical point of view, I think that game is no match for L2L as the leadership abilities you have to develop in it are not the crucial ones. The main ability is the sense of orientation and the capacity to synthesize the information.

Check this link out if u wants to see all the demos:

http://www.thinkingworlds.com/index.php?option=com_content&view=article&id=2&Itemid=3

Cisco Systems, “C’est vous le boss”
(<http://www.cisco.com/web/FR/index.html>)



About Cisco System:

This French company is specialized in networks and servers; it provides some networks administration and all hardware and software necessary to use them. They usually do not create serious games...

Abstract:

French 3D game in which the player evolves as a company's director. The manager has to deal with all kind of issues inherent to his firm and take good decisions for his team members. Three indicators measure your capacity to lead: a happiness indicator, a profitability indicator and an ecology one. The demo version of the game does not indicate if the final product allows playing against other players or only on the solo mode. It would be logical that playing in team will be possible.

<u>Personal thinking about the game:</u>

<p>The link with leadership in that game exists because there is a true interaction with people you manage. If you don't take care of them as a good boss, you'll lose. It is a quite good game for a first shot. But the options are too restrictive and don't allow the player to have a strong reflexion to prove he's a good leader. To sum up: the game is too easy.</p>

Link to play :

http://www.vousleboss.com/

Creative Patterns, “Building &Co” (http://www.creative-patterns.com/spip.php?rubrique3&lang=en#16)
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<u>About Creative Patterns:</u>
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<p>Creative Patterns is a French company specializing in video game development, and founded by former executives from Spellbound Studios. Their goal is to develop high quality games for the international market; games that sell well and of which they can be proud. Benefiting from an industry experience, they deliver services to companies and work on multimedia projects too.</p>

Screenshots



N.B. there is no personal thoughts about the game because the game wasn't testable on line.

Abstract:

Building & Co. is the first realistic construction simulation game, it's been created by experienced managers from the French construction industry. The aim is to manage contracts, be an architect and a site foreman at the same time. The game play balances management and creativity and gives an original 3D rendering for a realistic experience. One of its best advantages is to have an intuitive and easy to use interface. You can see a form of leadership within the game because to be successful you have to sign contracts, manage your team on the field and be an architect at the same time. But as you can't a demo, it is quite hard to come up with a realistic idea of what's the game is worth.

Daesign, "Renault", check this out to see what it is:
<http://www.youtube.com/watch?v=uZOad9yaTc4>



Abstract:

To boost Renault selling rates, Daesign has developed a serious game made to measure. This new kind of tools is quite revolutionary. Thanks to its concept, players can learn and have fun at the same time while evolving in an interactive universe. The aim is to act in the game on the salesmen's behavior. With an international launch, the Renault Academy has chosen to promote this new way to teach in 40 countries.

«The game has been tested in France and also in Belgium, and it's been quite a success. All the candidates have got satisfaction and acknowledged the kind and immersive spirit of the simulator. » Gil Simoncini, chief in charge of business formation of Renault Academy.

Our feeling about the game:

It is very immersive and very instructive to play the game. But to my mind it is more fitted to salesmen than anybody else. Given that, we can assume that this game is not positioned on the branch of market we're targeting.

Enspire Learning, *Leadership Simulation: Executive Challenge™*

(<http://www.enspire.com/about/history>)



About Enspire Learning:

This American firm owns custom applications to motivate learners with meaningful interactions that drive retention and change behavior. Their transformative learning solutions address business challenges such as finance, leadership development, business process improvement, medical education, customer training, and new hire orientation.

Game challenge:

Identifying and developing leadership talent is a critical challenge for organizations — yet traditional leadership development programs are often ineffective. Leadership can't be learned from a PowerPoint slide, a management book, or from a motivational speaker. Leadership is an active process; learning to lead should be as well. Note that this game is perfectly made for the typical self made man of America.

Solution:

Executive Challenge is a multiplayer business simulation designed to develop **leadership skills** and business acumen. Participants play specific roles leading simulated companies. Each participant contributes to the success or failure of the business by making decisions and completing tasks as an individual — meaning

every participant is actively involved in the process. Engaging the entire team underscores the need for a sound strategy and ensures that every participant understands his or her role in the execution of that strategy.

During the simulation, teams operate in a competitive marketplace. As pressures mount, participants' true behaviors emerge, providing rich opportunities for experimentation, self-reflection, self-correction, and feedback. The impact of these evaluations is enhanced by debriefs led by experienced facilitators.

Our feeling about the game:

Executive Challenge was designed to address real-world **leadership issues** letting participants experience real-world challenges. The Executive Challenge experience causes participants to lower their guard, giving individuals the opportunity to examine their own behavior, make observations about team dynamics, and absorb facilitators' analyses. This environment leads to meaningful change in mindset and behavior. But it is to say that Executive Challenge is fitted for typical self made men which are the pride of the USA.

Demo link: <http://www.enspire.com/executivechallenge/>

How to play link: http://enspire.com/apps/enspire/exchall_tlr/movie.html

Impact Games, “Peacemaker”:

(<http://www.impactgames.com/>)



Abstract:

Peacemaker is a serious game in which the aim is to success to make peace

between Israel and Palestine. The interface isn't tridimensional but offers a large panel of options. People can play as the Palestinian President, the Israeli President or as a random leader. This game measures people's ability to react in times of crisis. It is not about winning a war, it is the exact opposite. The player has to prove his quality as a leader but also as a diplomat.

Our feeling about the game:

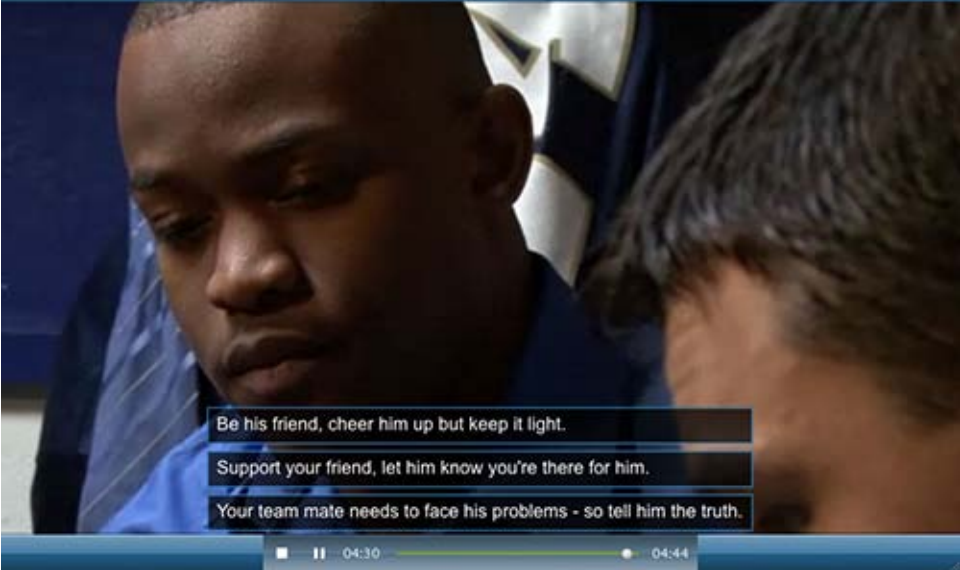
A very good game, a very stressful game to play! Act as a leader in times of crisis is a huge deal and it allows testing yourself above many angles. Despite the fact that it isn't a 3D game, the scenario is well written and leadership qualities are obviously required.

Sign in and play link: <http://www.peacemakergame.com/demo.php>

Will Interactive, "In the Fumble": (<http://willinteractive.com/>)

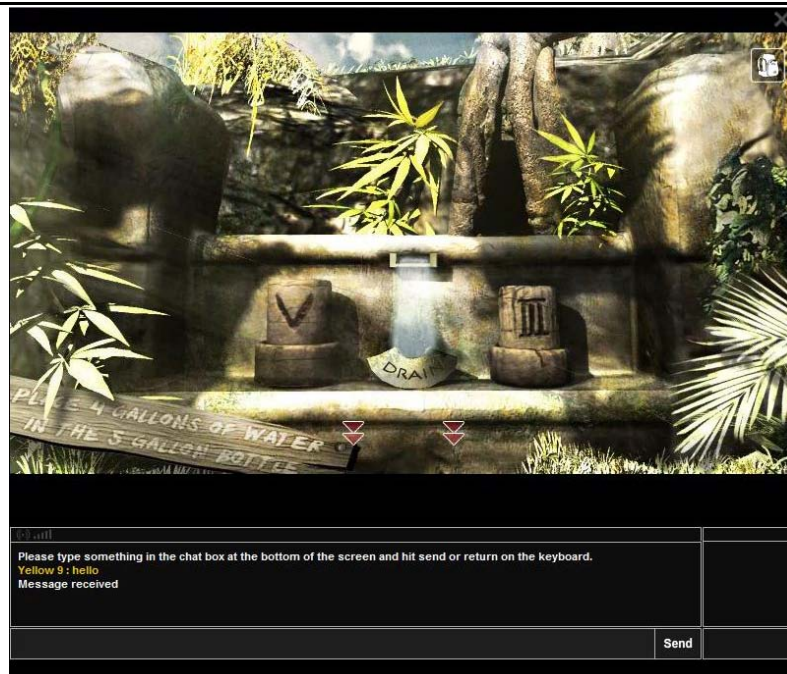
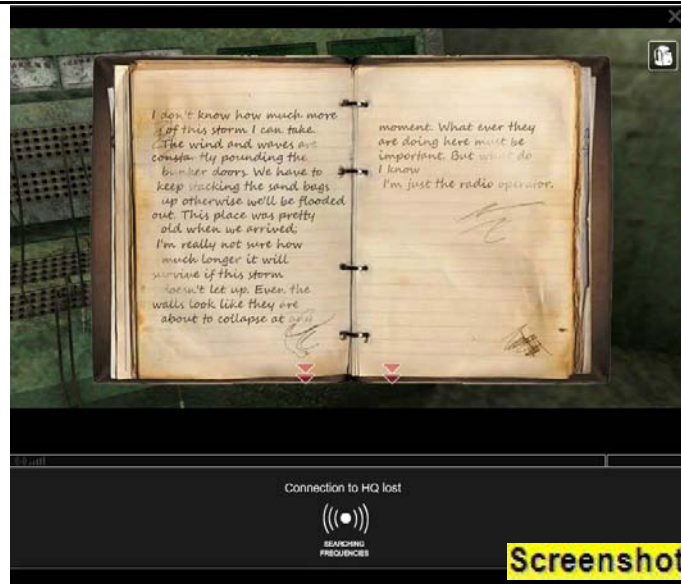
In 1998, WILL Interactive, Inc. is an American company which invented and patented a behavior change and performance improvement methodology where users become the lead character in an interactive movie simulation. Users make decisions, see consequences of their choices, alter storylines and experience outcomes. Since the release of its first product, WILL has become a force in the interactive training market. WILL Interactive is the pioneer for a new genre of education and entertainment media known as the virtual experience.



<div> <div>MAIN MENU</div> <div>Screenshot</div>  </div>
<p><u>Abstract:</u></p>
<p>Age Range: 18-24; Creation Date: 2009</p>
<p>Contract Client: <u>The Stockdale Center for Ethical Leadership, U.S. Naval Academy</u></p>
<p>In <i>The Fumble</i> you become Marcus Todd—a senior and team captain on a Division I football team. After a tough loss, Marcus has to look out for his troubled best friend while trying to be the leader that his head coach expects him to be. As one of our first products to offer continuous, real-time play, players are deeply immersed in the storyline, and must learn to make ethical judgments calls quickly and always be on the lookout for ethical dilemmas. Developed in collaboration with the U.S. Naval Academy's Stockdale Center for Ethical Leadership, this program will help users apply the Center's ethical decision-making model to realistic every-day situations.</p>
<p><u>Our feeling about the game:</u></p>
<p>You have to win and motivate your troops by taking good decisions. You have to do that in a context which is not a working one. You have to lead your team in the daily life by facing other's people emotional issues. This game is about being a leader from a social point of view.</p>

Pixelearning, “The Leadership Game”

(<http://www.pixelearning.com/index.html>)



PIXELearning is a world-leading provider of immersive learning simulations and 'Serious Games' for organizational learning and development, business education and marketing communications. Their team consists of people with a blend of skills and experience that spans training, eLearning and videogames. Their people

understand instructional design and computer game design. They know how to ensure that instructional validity and assessment requirements are not diminished by applying game elements while still maintaining the fun factor.

Abstract:

A solution that enhances learning capabilities, achieves employee engagement while improving **leadership performance**. Every organization requires effective leadership to meet the goals and objectives of the business. Classroom-style training is often effective in helping leaders understand what is involved in being a good leader. However, knowing what to do and doing what you know are two very different abilities. The **Leadership Game**, developed by PIXELearning, is a **multiplayer serious game**, where **4 individuals**, each with their own mission must decide **how to work together, how to lead, and how to escape 'The Island'**. The experience pits your leaders against one another to retrieve a mysterious device; however along the way all is not what it seems. By combining leadership training exercises and a sandbox style environment, leaders will be challenged to perform, compete, collaborate and achieve their personal mission. The Leadership Game has been developed to allow learners to experiment and hone their leadership skills which are critical to successful leadership in the 21st Century: Coaching, Decision Making, Problem Solving and Team Building. To accomplish each of these competencies, learners are placed in uncertain environments, designed to stretch their comfort zone; styled so that learners are required to explore, challenge assumptions, form and implement theoretical solutions and evaluate the results. In doing so, learners will understand, environmental analysis, strategic thinking, creative problem solving, effective coaching and listening skills, and how to effectively contribute to team development.

NB: to me, this game is our best contender according to the abstract. No personal thoughts because no trial version on line.

Mannaz, « World of Warcraft »

(<http://www.mannaz.com/leadership-development/leadership-development.asp>)



Mannaz is a company specialized in the global leadership development. It has used the famous on line game (developed by Blizzard) WoW as a tool for teaching how to lead. Thanks to the specific way the game is played: people regroup themselves into guilds, Mannaz has successfully taken advantage of this particularity to test leadership abilities. Thus Mannaz has observed the cooperation and communication method in the aim to use them in real professional cases. According to the studies done by Mannaz, there is a lot to learn from this game in the multicultural communication domain and in the acceptance of a leadership. It is also primordial to acknowledge how the leadership is passing from another and what kind of feedback has the leader from his guild.

Abstract:

WoW is the role playing on line game the most sold in the world. The virtual reality

and all the possibilities this game offers makes it the perfect laboratory for social or economical experiments. That was Mannaz did by testing leadership skills through the game. People evolve with their medieval fantastic avatar into the game and create guilds to achieve quests. These guilds need a leader to progress, that's how the process of learning leadership is worth to try with WoW.

2.2.10.4 Conclusion about serious game in Leadership

We have found eight serious games and one video game about leadership.

Among the eight serious games, there were two of them which were entitled with the exact word "Leadership", one of them was developed in the USA ("Leadership Simulation" by Executive Challenge) and the other in the UK ("The Leadership Game" by Pixelearnig).

To sum up, three serious games were developed in the USA, two in the UK and three in France.

All these games were made by companies, which were asked to do so from other companies or organizations.

The Dane cabinet of training called Mannaz which use in a different way the most on line game played in the world ("World of Warcraft") resumes well the analysis that could be made of serious games. Serious games come from the video games universe and not from the training universe, a fact that we have to take in account to definite the target populations and organizations (cf. Target organizations and populations definition page 81.)

3. Leadership training current practices analysis in the partnering countries where L2L game will be tested (France, Italy and Spain)

3.1 Methodological aspects

Having analyzed the French current practices comparatively in the first part (cf. 2.2.8 page 22), we are now particularly interested in the e-learning practices in France, for which we possess a thorough study that completes out first analysis usefully. The same approach was chosen for Italy, and the obtained answers to the questionnaire allow us to understand the situation with the leadership trainings

in this country (see 5.3.3 page 100).

3.2 Training in France according to the CCIP-2008 E-learning tool

This document drawn up by the CCIP (Center of the e-learning and the pedagogical innovation; Observatory of the professional training) contains very interesting information that is directly related to our study and that has a purpose of making a list of e-learning training opportunities in France.

1742 companies from a sample of 20000 headquarters have filled the questionnaire, 1541 of them didn't offer the e-learning trainings in 2007.

319 companies offering the e-learning trainings to their employees have answered a special questionnaire upon the e-learning and learning management forecast.

In 2007, the e-learning diffusion rate in France was about 12%.

There is no surprise that the interest to the e-learning is correlated with the company size.

E-learning penetration rate according to the size

50/99	100/199	200/499	500/999	1000 and +
9,90%	10,50%	18,60%	21,40%	31,20%

This weak proportion of little companies results from the ignorance of the training financing possibilities and their own needs.

In some professions the quantity of the big companies is high, which determines the penetration rate of this type of educational methods.

penetration rate according to the sector

38,6	cars and equipment sales
21,4	production of electric and electronic equipment
20%	Banks and finances
19,1	chemical industry

The rate of the assets invested in the e-learning is relatively weak.

At 67% of the companies only 5% of the budget for the trainings is intended for the e-learning.

At 52% of them, less than 5% are involved.

At 56% the trainings have been carried out in the domain of the languages.

training domains

languages	56%
Office automation	23%
IT	16%
Management	10%
Other domains	26%

The employees who are mostly involved in this type of training are mostly the headhunters.

categories involved in the e-learning

headhunting	41,8
technicians	23,4
employees	24,4
workers	10,4

An important note: the companies tend to create the training models very particular to their business.

It is also worth mentioning that 56% of the companies carrying out the e-learning favor the development tools of "rapid learning" type to develop their own courses.

52% of the companies having financed the e-learning trainings have increased their investments in this domain.

Logically, the access to the trainings is possible from the workplace, but since 2008 there is a trend of giving the access to e-trainings from all the computers connected to the Internet, including the home computers.

There is a significant progress in the trainings: in 65% of the trainings the major part of the information is provided online, not in the on-site part. But the majority of practices are based on the mixed modules combining e-learning and on-site training.

your e-learning trainings are carried out mostly...

online	65%	Languages	45%
		Office automation	18%

		IT	12%
		Other domains	25%
on-site	35%		

The principal drawbacks of the e-learning defined by the survey are:

17%: the problem with time and organization

18%: unequal motivation of the employees

15%: the lack of interactivity and poor consideration of the human aspects

13%: tutelage and monitoring difficulties

The principal advantages mentioned by the respondents are:

25%: the profit of time in the administrative management and the displacements

21%: flexibility

16%: accessibility and rapidity

13%: individualization and personalization

All the information taken from this survey shows the potential presented by the online trainings.

However, we have seen that these are the themes that determine the used technologies and that the "professional" orientation of the trainings explains the use of the e-learning tools that are incidentally used little by little to form the leadership, except very large companies that order the serious games from the producers who do not come from the training domain, including for obtaining other professional skills.

A special questionnaire upon the e-learning forecast allowed obtaining a specific sample including 319 answers from the companies offering the e-learning trainings to their employees.

These answers give rise to the convergence of the evolution of the tool usage toward its content. The majority of the companies answer that there is no domain where the e-learning can not be applied.

Another possible (yet even probable) change according to this survey is related to the diffusion of information representing the source of wealth for the company that is interested in capitalizing it carrying out the proper knowledge management.

Thus, the information produced within a company represents 42% of the data stocked in its knowledge management system.

The information and the professional skills are mostly diffused by e-mails (41%), by Intranet (33%) and by the special Intranet (professions or directions, up to 15%), the internal newsletters representing 27% and the blogs that are a new

means of communication – 8%.

Finally, it's worth mentioning that for 38% of the companies having answered to this questionnaire, the knowledge management system and the collaborative work in the net encourage the increase and sharing of the professional knowledge and present an encouragement for the informal apprenticeship for 30% and allow the employees to be more reactive and more efficient – for 29%.

3.3 Leadership training current practices analysis in Italy

3.3.1 Methodological aspects

The purpose of this document is to do a research on organizations that, in Italy, produce and distribute Serious Game and in particular, if there are games that develop leadership skills.

The results of this research will provide a basis for the next phase of game design. Our work it was developed framing what types of organizations dealing with serious game, in which context and in what areas they operate.

Moreover, where it was possible to obtain the necessary information, we described the products developed by these companies: which is their objective, in what kind of competences they are focused how they are constructed.

3.3.2 Identified companies listing

DOCEBO SRL

Company details

Scope
International – Milan (Italy), Dubai (UAS)-
Brief description Of the company
Docebo is an Italian Company specialized in e-learning, 3rd generation Learning Objects and blended-learning solutions for growing organizations. Their goal is to provide high quality integrated services for Corporate development projects based on Docebo LMS, our open source e-learning software without licensing costs (Corporate Open Source), focusing on efficient delivery and effective measurable results.
Mission & Target
A team of HR consultants focused on interactive blended-learning solutions for

High-End Management and Organizations.

Docebo Consulting provides solutions on collaborative communities, competency centers, development plans for professionals and learning academies' setup.

Their goal is to increase the effectiveness of typical classroom tuition through time, enhancing the level of involvement and actually putting into motion the processes of growth of skills within business organizations.

Application environments

Business.

Web site

<http://www.docebo.com/doceboCms/>

Notes

Main features of the product n° 1

Title

"HOW DO YOU RELATE TO COLLEAGUES?"

Objective

Learn to manage effective communication with staff.

Competences focused

Effective communication.

Modality of interaction

An avatar presents the game situation and offers to the player two response options among which the player must choose.

Type of debriefing

Brief feedback with low complexity.

Graphics and Audio track

3D with audio track.

Technical aspects

The game is SCORM: this allows tracking the users' activity and their results.

Demo on site

http://www.docebo.com/doceboCms/page/123/Docebo_labs.html

Image of the SG



Main features of the product n° 2

Title

"MEETING MANAGEMENT GAME"

Objective

Learn to organize and manage a meeting with your working group.

Competences focused
Organization, communication, management, team working.
Modality of interaction
An avatar presents the game situation and offers to the player two response options among which the player must choose.
Type of debriefing
Brief feedback with low complexity.
Graphics and Audio track
3D with audio track.
Technical aspects
The game is SCORM: this allows tracking the users activity and their results.
Demo on site
http://www.docebo.com/doceboCms/page/154/learning_object_scorm.html

Image of the SG


IMAGINARY SRL

Company details

Scope
International – Milan (Italy) -
Brief description Of the company
<p>Founded in Milan in 2004 after winning the 2003 edition of the Start Cup organized by the Polytechnic of Milano, imaginary is specialized in the design and development of Serious Games and simulations for training and marketing.</p> <p>The company plays an active role in numerous international research projects, collaborating with the leading players in the Serious Games market, and is a co-founder of ANGILS, the main European network in this field.</p> <p>With an interdisciplinary team combining expertise in communications, training, graphic arts, economics, mathematics and technology, imaginary want to offer innovative and highly customized solutions based on reliable technologies and user-friendly interfaces.</p>
Mission & Target
<p>Imaginary realizes technological applications to share company knowledge interactively. These solutions permit both the collection and processing of information, as well as the creation, exchange and development of knowledge simulations, games and other effective and innovative approaches.</p> <p>They address to public and private company, government/military, Intelligence, healthcare and education industries.</p>
Application environments
Business (company training, marketing, promotional activities); social campaigns; educational and awareness-raising campaigns.

Web site
http://www.i-maginary.it/index.php/en.html
Notes
We are going to describe the platform created by imaginary: OLIVE. Indeed we will describe some serious game developed by this company and played on this platform in chapter four titled: “Best Practices”

Main features of the product

Title
“OLIVE”
Objective
Olive is a client-server based virtual world platform that provides a service-oriented, private virtual world for global collaboration, training, simulation, and planning.
Competences focused
Planning, collaboration and communication.
Modality of interaction
Avatar played by real people that are involved in specific situation useful for training several skills.
Type of debriefing
Olive’s built-in session replay capability is an invaluable tool for debriefing and performance assessment. The playback feature enables instructors and participants to review in 3D all of the discussions conducted and actions made during the session. Each session can be played back from any viewpoint, and every event can be reviewed in detail. Instructors can use the replay to provide mentoring and corrective action on the basis of session reviews, so that the participants learn from their mistakes, as well as their correct actions.

Graphics and Audio track

3D with audio track.

Technical aspects

Each imaginary game will be available via an e-learning platform, the customer company's Intranet or a link to imaginary, so that users have on-line access. The games are realised in Java and with open source software physically resident on the imaginary servers.

Players' PCs must be equipped with a browser (typically Explorer), as well as the Java and Flash plug-ins. No other installations or licences are necessary.

Demo on site

<http://www.i-maginary.it/index.php/en/virtual-worlds/olive.html>

Image of the SG



ENTROPY KNOWLEDGE NETWORK SRL

Company details

Scope
International – Rome (Italy) -
Brief description Of the company
Entropy KN is a Consulting Society whose core strengths are in developing Human Resource services in a pragmatic and results orientated way. The Entropy team provides a wide range of Human Resource services that facilitate organizational development. These include: training (for managers and employees); recruitment, selection and development (e.g. appraisal of personal performance and potential, competence model); organizational analysis and research (e.g. organizational climate and culture, leadership models); development of serious games; and Team Building.
Mission & Target
Entropy KN's strategic role is to assist clients in identifying their needs, developing an action plan and facilitating change to enhance the success of their Organizations. Our Human Resource and Training Services are designed to improve productivity, efficiency, communication and employee's morale.
Application environments
Business
Web site
http://www.entropykn.net/
Notes

Main features of the product

Title
“PALMA” (<i>Palestra Manageriale</i> : Gym for training managerial competence)
Objective
Trainer the managerial competence
Competences focused
Leadership, Negotiation, Communication skills, language and persuasion, staff management, customer management, personal efficacy, marketing skills.
Modality of interaction
<p>The Gym is a situation (scenario) in which the player has to reach some goals. The player use a 3D Avatar, a virtual body, an alter ego, which he decides the behavior.</p> <p>In each situation will be an explicit target to be achieved: convince someone to do something, settled a conflict, act as intermediary between two different parties, motivate an employee... etc.</p> <p>To set the discussion there is the possibility to choice between many sentences: the structure of the dialogue is composed of lists of sentences which is associated one or more parallel sentences.</p> <p>Each sentence is associated with variables such as weight, score, and para-verbal information.</p> <p>The parallel sentences are equivalent to the main form, the system combines them randomly.</p>
Type of debriefing
At the end of each Gym, PalMa provides detailed feedback on the User performance. Makes possible a self-assessment of its performance, also in terms of personal strengths and weaknesses.
Graphics and Audio track
3D without audio track.
Technical aspects

Software application, designed as a video game.

Demo on site

http://www.youtube.com/watch?v=WhBrNSI_6A4

Image of the SG



TESTALUNA SRL

Company details

Scope

International – Milan (Italy) -

Brief description Of the company

Born in 2004, Testaluna designs and develops videogames, simulations, and virtual communities combining entertainment with training, educational or information purposes; games to communicate, inform, and teach.

Mission & Target

Testaluna is dedicated to the creation and development of video games, simulations, 2D and 3D virtual environments, combining entertainment with quality graphics to produce finished products that are both educational and informative.
Application environments
Business
Web site
http://www.testaluna.it/home.php?lang=en
Notes
From our research, we are not able to see a game, neither to know how is build.

HCI LAB UNIVERSITY OF UDINE

Company details

Scope
International – University of Udine (Italy) -
Brief description Of the company
Founded in 1998, the Human-Computer Interaction Laboratory (HCI Lab) at the Department of Math and Computer Science of the University of Udine.
Mission & Target
The HCI Lab focuses on new interaction paradigms to be used with emerging technologies, such as Mobile Devices and Services, Web3D, Virtual Reality, and Computer-supported Cooperative Work.
Application environments
Aerospace, Medicine, Tourism, Training, and the Web.
Web site
http://hclilab.uniud.it/index.html

Notes

Main features of the product

Title
“EMSAVE”
Objective
Emsave (“Emergency Medical Services for the disAbled” Virtual Environment) is a system for training in emergency medical procedures concerning disabled patients. It allows users to experience emergency situations involving disabled persons.
Competences focused
Communication, collaboration, to learn the right medical behaviors to adopt in emergency situations.
Modality of interaction
During the simulations, users can freely explore the virtual environment. The system allows users to choose what actions to perform among a set of possibilities that depends on the difficulty level. The selection of an action by the user triggers specific events in the simulation, for example the execution of some animation (e.g., the nurse character performing an action) or some visible effect on the patient (e.g., turning pale).
Type of debriefing
No one
Graphics and Audio track
3D with audio
Technical aspects

The creation process started by writing emergency scenarios together with EMS experts. They have adopted a task modeling formalism to represent tasks that users have to perform to carry out the emergency medical procedure (e.g., put oxygen mask on, transfer to stretcher, etc.) and the temporal relations among them (e.g., consequentiality, contemporarity, etc.). Task models are represented in a XML format, which is used by the system to control the simulation as well as to check users' actions and suggest the correct ones.

Demo on site

<http://hcilab.uniud.it/soccorsodisabili/results.html>

Image of SG



EUTOPIA TEAM

Team details

Scope	
International	
Partner involved	
Name	City
Institute of Cognitive Sciences and Technologies (ISTC) of the Italian National Research Council (CNR)	Rome, Italy
University of Naples "Federico II"	Naples, Italy
Brief description of Eutopia Team	
<p>The Eutopia Team is formed by a group of researchers and developers which have been and are currently involved in several research & development projects. Moreover, They created some interesting prototypes of new technologies.</p>	
Projects	
<p>Some projects developed by Eutopia Team, that we are going to describe, are:</p> <ul style="list-style-type: none"> ➤ Dread-ed; ➤ Sisine. 	
Web site	
http://eutopia.unina.it/main/	
Notes	

Main features of the product n° 1

Title
"DREAD-ED" - Disaster Readiness Through Education -
All the partners involved in the project

.Name	Country
Tils S.p.A	Italy
Ahlstrom Corporation	Finland
Civil Protection of Region Abruzzo	Italy
The Lincoln Social Computing (LiSC) Research Centre	England
University of Duisburg-Essen	Germany
University of Naples "Federico II"	Italy
Objective	
<p>The DREAD-ED project - Disaster READiness trough EDucation - is an European project funded by the Lifelong Learning Programme EU, which has started on 2008 and will last two years.</p> <p>The game wants to be a learning system to train people involved in the management of unpredictable events such as earthquakes, floods, hurricanes.</p>	
Competences focused	
<p>Those at risk need to learn how to react to specific events (e.g. earthquakes). And to do this they also need "soft skills": communication and understanding of information under conditions of stress, problem-solving with partial or contradictory information, decision-making in the face of competing demands.</p>	
Modality of interaction	
<p>Within the virtual environment, users from different backgrounds will cooperate to simulate group interactions and individual decision-making during a disaster. Every participant is identified by an avatar and the communication with others avatars is possible trough the chat input box.</p>	
Type of debriefing	
<p>At the end of each session, learners and tutor will watch and discuss recordings of the session, identifying strategies leading to improved outcomes.</p>	

Graphics and Audio track

2D without audio.

Technical aspects

Web site

<http://www.dread-ed.eu/index.html>

Demo on site

There is not a demo but it can plays on: <http://eutopia.unina.it/dread-ed/>

Image of SG



Main features of the product n° 2

Title
<p>“SISINE” - Sistema Integrato di Simulazione per la Formazione alla NEgoziiazione -</p>
Objective
<p>Sisine is an European project funded by the Leonardo Da Vinci Program EU, which started on 2006 and lasted two years.</p> <p>The project has developed a teaching methodology making it possible to conduct role playing games at a distance, to teach negotiation skills. The teaching methodology exploits a specially-developed technology platform allowing a small community of players to communicate and interact and play online, represented by avatars.</p>
Competences focused
<p>The main goals of SISINE were:</p> <ul style="list-style-type: none"> • The development of innovative training practices for the teaching of Negotiation, leading to the development of new teaching and evaluation methodologies. • The creation of software based on Artificial Life and the Massive Multiplayer Online Role Playing Games (MMORPG), which would be both useful and usable and which would help the trainee to acquire negotiating skills; • The development of an accessible, self-sustaining exploitation model which would be suitable for widespread application in the countries involved in the pilot trials and elsewhere in Europe.
Modality of interaction
<p>Communication among players is based on short text messages displayed in bubble cartoons above the avatars' heads. Special controls allow players to control the avatars' movements, gestures and facial expressions. In this way, the community can communicate, interact and play online.</p>
Type of debriefing
<p>The platform allows a trainer to set up games, intervene during game play, record specific phases of a game, annotate recordings and discuss them with the</p>

players.

Graphics and Audio track

3D without audio.

Technical aspects

The platform provides the normal functionality expected by players of Multiplayer On-line Role-Playing Games (MORPG).

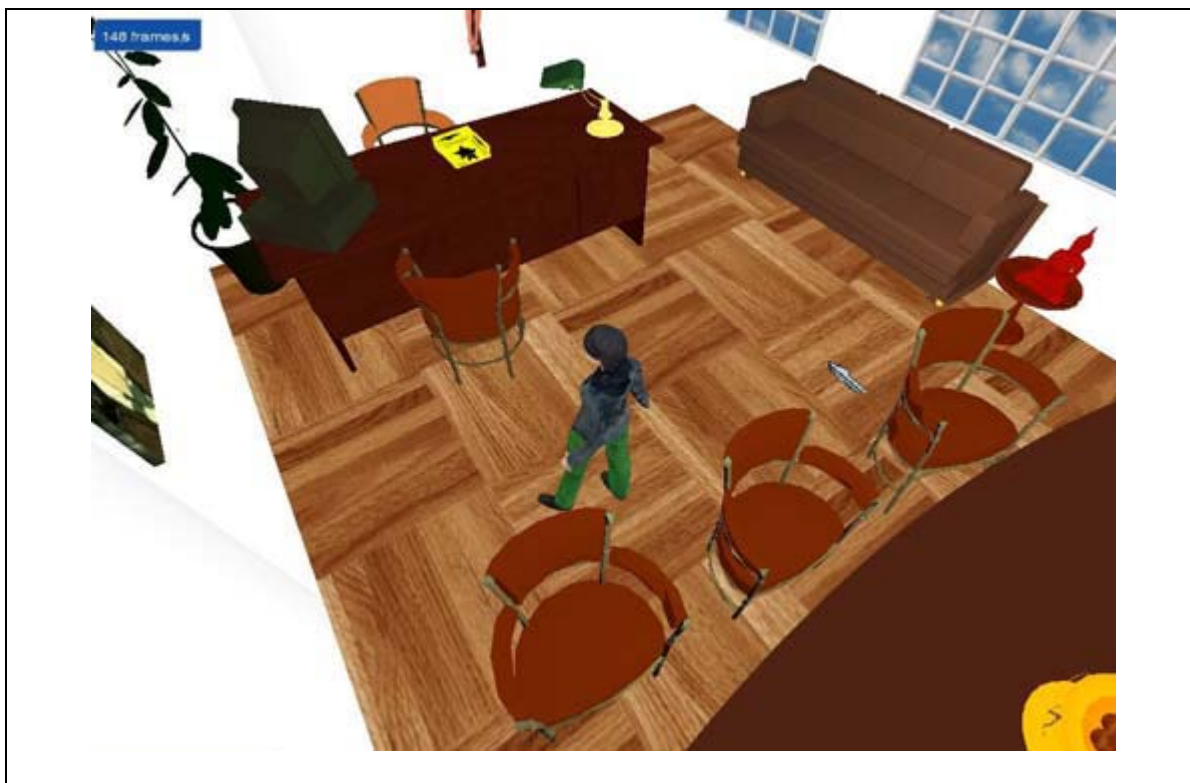
Notes

Moreover, the SISINE project has tested its platform and methodology in Poland and Slovakia.

Demo on site

There is not a demo but it can plays on: <http://eutopia.unina.it/sisine/index.php>

Image of SG



3.3.3 Best Practices

This section shows some results obtained using the serious game. The case studies presented are experiences from the company “Imaginary”, which we have described above on page 10 above, and the use of SGs in training.

The companies involved are three and are describe below as well as the serious game used.

What interest us most are the results from an evaluation questionnaire that was given to users which assessed the following aspects: effectiveness, involvement, satisfaction, ease of use and non-invasive.

The questionnaire was designed with expertise in e-learning and social psychology at the Catholic University of Sacro Cuore in Milan (Italy).

VERMONT ITALIA

Company details

Scope

National – San Vittore Olona, Milan (Italy) -
Brief description Of the company
Dermo-cosmetic company.
Mission & Target
The basis of society is an idea of marketing for a new brand called “Monodermà”.
Application environments
Pharmaceutical and cosmetic area.
Web site
http://www.vermontitalia.com/cgi-bin/wcm3_main/default.asp?MP=1*ITA*1*vermontitalia*
Notes

Main features of the product

Title
START-UP PHARMACEUTICAL -RETAIL FORCE TRAINING
Objective
<p>In January 2006, the dermo-cosmetic company, Vermont Italia, launched its first product on the market: a vitamin E preparation for topical use in monodermadosis. Promotion of the drug exclusively to dermatologists used a network of pharmaceutical promoters who had previously received training on the product and on how to conduct the interview with the doctor.</p> <p>Alongside theory defining the communication technique (in particular the correct progression from the opening to the closure of the interview) and role-play, imaginary also proposed the use of a Serious Game as a preparatory exercise delivered as blended learning. A web simulation reiterated the main stages of the interview with the aim of highlighting the possible risks at each stage.</p>
Skill to develop

The Serious Game reinforces the concepts learned in theory and allows to acquire a first experience especially regards the communication aspect in the interaction between pharmaceutical promoters and doctors.

Modality of interaction

The game takes place in a dark and dangerous city where the detective Joe Condom has the mission of listen the conversations of people and identify those who do not know enough about AIDS and photograph him.

Type of debriefing

The debriefing had the function to make a comparison between participants. Located here reduces the anxiety- factor engendered by the role-play.

Graphics and Audio track

Technical aspects

Demo on site

Image of the SG



INTEGRA TRADING S.R.L.

Company details

Scope
National – Milan (Italy) -
Brief description Of the company
The company provides inbound and outbound telephone services, and document management services that require a particular quality of execution.
Mission & Target
To offer customized services in the following fields: customer relationship management, outsourcing service PBX, call center and document management services. The main target consists of the companies organized in regional networks, such as franchising, agencies, dealers, service centers etc.
Application environments
Business.
Web site
http://www.integra-trading.it/index.htm
Notes

Main features of the product

Title
CALL CENTER: MANAGEMENT OF OBJECTIONS
Objective

The aim of the programme was to train call-center personnel, in particular developing and improving the ability to modulate and modify their behavior depending on the interlocutor, the context, and the aim of the interaction, and paying special attention to the management of objections.
Skill to develop
Communication, listening, sale.
Modality of interaction
The game was in branching story modality in which the telephone conversation was constructed on the basis of choices made by the player in function of the proposed scenario that the player him/herself also helped to determine.
Type of debriefing
Graphics and Audio track
Technical aspects
.
Demo on site
Image of the SG



RATIOPHARM ITALIA SRL

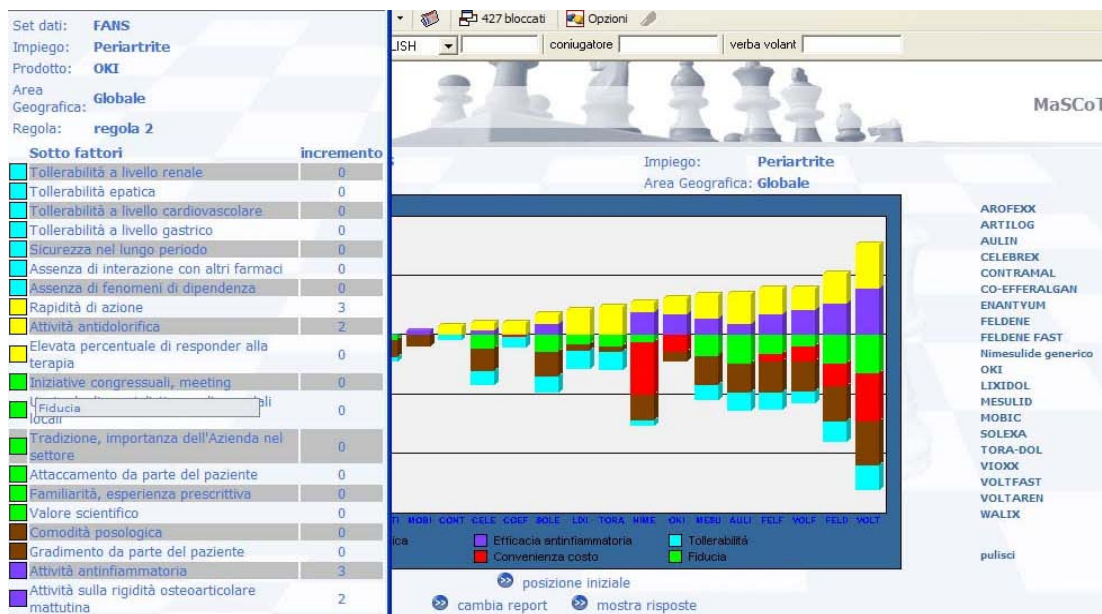
Company details

Scope
National – Milan (Italy) -
Brief description Of the company
Pharmaceutical company specialized in the productions of generic drugs.
Mission & Target
Create quality products at affordable prices.
Application environments
Health.
Web site
http://www1.ratiopharm.com/ww/en/pub/home.cfm
Notes

Main features of the product

Title
SIMULATION OF THE EFFECTS OF A COMMUNICATION STRATEGY
Objective
The Serious Game retraces a possible dialogue between agent and pharmacist: different approaches are suggested, for example concerning the behaviour and choice of the vocabulary to use. Also looked at is the way through present innovations it is possible to deal with the objections of the other person.
Skill to develop
Communication, selling.
Modality of interaction
The user is able to interact with the application directly from their PC, making his/her own choices.
Type of debriefing
At the end of the game, feedback is received that focuses on both strong and weak points of his/her interaction (the so-called learning by doing) so that it is possible to sharpen up his/her communicative and selling style.
Graphics and Audio track
Technical aspects
.
Demo on site

Image of the SG



3.3.4 Results

The areas surveyed by questionnaire were: effectiveness, involvement, non-invasive and satisfaction.

As a percentage here following data came out:

- The effectiveness perceived was 60%
- The involvement was 70%
- The non-invasive of the tool was 60%
- The satisfaction was 85%

As we can see there are positive results in the user that have played with the Serious Games and this is certainly in favor of using these new tools to make training.

3.4 Leadership training current practices analysis in Spain

3.4.1 Methodological aspects

With the aim of knowing the current state of leadership skills training in Spain, we have made a systematic analysis of the existing training programs in our country in order to obtain information about the kind of courses available, the type of companies involved, the methodology that is used and the skills that are trained, deepening in those programs that include the use of new technologies.

3.4.2 Target organizations and populations

With regard to the kind of **training programs**, we can differentiate two main groups. On one hand, there are various Master in Business Administration (MBA) programs specialized in leadership lasting around 1 or 2 years, obtaining in many cases an official degree. On the other, there is a wide offer of courses whose duration can vary from some hours, days, weeks or even to some months. With regard to the **type of companies** that apply these programs (MBA or courses), there are two main groups: public companies (e.g., Universities, Health Centres) and private ones. Among the private companies we can find a big conglomerate of small, medium and big ones, although here, we also could differentiate two groups: the companies that offer and give leadership courses (e.g., “Euroinnova-Formación”) and the ones whose employees or managers are the ones who received leadership courses (e.g., “BP Oil”); being the majority of the latest big companies.

An essential aspect, regarding the objective of the present report, is to review the **methodology** used in Spain to deliver the leadership training programs. In Spain these training programs are conducted on site (face to face), blended, in the distance (using CD-ROM or DVDs) or on line.

3.4.3 Training content and techniques used

On site courses are usually applied in a group format, the trainer explains the various contents to be worked with which are normally complemented with practical exercises. Examples of this application are the cases of big companies like “BP Oil”, “Mercadona” or the cooperative “Eroski”. Specifically in this last case, Carazo (2006) reports about the leadership training program planned in the Action Plan 2004 of Eroski enterprise. In this training plan 1.300 managers from the cooperative participated and it was applied in 4 weekends. They used as reference the Transformational Leadership Model (Burns, 1978; House, 1977) and

the Conversational Competences of High Efficiency Teams. They mainly worked communication skills, customer orientation, team work, reflection about the role of direction and managers through group dynamics. A year later a subjective assessment of the conversational competences of the managers from Eroski group was made. They reported a mean of 7 (on a 0-10 scale) on their skills development after the application of the program. Within the leadership skills training that uses on site methodology, according to Cadavid, Callejas, Olave, Moreno and Quiñones (1999), currently in our country, professionals in the field are paying attention to a new way of training that has been proved successful in Europe and USA named "Outdoor training". This system defends that only when there are real experiences, skills development and reinforcement, an attitude and behaviour change will be possible, being the participants of these experiences who discover themselves the new concepts and criteria that required to be reinforced. Participants must cope with challenges and complex situations; they must find out the essential elements of human behaviour and the nature of change and orientation towards productivity and competitiveness, always transferring what they have learned to the reality of their company and their own life. It is pretended to strengthen leadership and team work skills, empowerment, strategic thought and organization change and to agree on the actions that are needed to consolidate the company developmental process towards a major competitiveness starting from the organizational and human development and the reborn of common sense and simple basic aspects. These courses are usually composed of activities like planning, negotiation, competences between groups, role playing, case studies, feedback, one-self disclosure, non verbal communication and problem solving. Some of the problems that may present on site training programs are the economical cost, the time they require, and the own personal availability to attend the courses. A way of palliating these limitations has been trying to reduce face to face contact between the trainer and the participant. An example of this are *blended* courses, which combine the use of new technologies with on site mode. Another example are the *distance* training programs (e.g., MCB group), where the organization usually sends the material by mail to the participant's residence, keeping contact through ordinary mail and the use of CD-ROMs or DVDs which include theoretical material or practical assumptions that the participant must do (e.g., "Luis Ravizza").

Following this line, in the last years, new ways of learning these skills have appeared and this, linked to the growing development of **Communication and Information Technologies (CITs)**, have resulted on new training and learning systems based on new technologies that the organizations have gradually incorporated. CITs offer big advantages: the user adopts an active role, incorporates all kind of multimedia elements (texts, images, animation, videos, sounds), access to the information and updating contents in real time, the possibility of various users participating regardless the place they are and geographical accessibility (Marcelo & Lavié, 2000), as well as associated costs reduction. Therefore, it is not unusual the fact that new technologies are having a

strong influence in learning contexts.

In Spain it is remarkable the presence of many leadership skills training programs *on-line* (e.g., “IE-Business-School”; “EuroInnova Formación”; “E-Lectiva”; “CESCE: Centro de Estudios Superiores de la Empresa”; “Deusto Formación”; “Clay Formación Intenacional”). This learning system is known as “e-learning”, according to the definition provided by Rosenberg (2001). The access to this type of courses is made through a web site and usually implies a cost (which varies considerably among companies), although it is also possible to have free access to some courses (e.g., “ASIMAG”) or we can even find some courses which are granted by some organizations (e.g., “INESEM; *Instituto Europeo de Estudios Empresariales*”). The duration of these courses also varies enormously, as we have mentioned before, they can last only some hours or 2 years as it is the case of a MBA. Regarding methodology, the techniques used and the contents are very similar. The tools that these programs usually include are e-mail, discussion forums, on-line agenda, inter-office mail, chats or telephone. Some of these courses incorporate videoconferences and live virtual seminars where the user can even participate through the chat with a microphone. In many cases, these tools are incorporated inside a Virtual Campus from where the user can access all the information and where even a virtual secretary is available. The user is usually supervised and supported by a personal tutor who he/she keeps contact with through e-mail or telephone. The contents are delivered using multimedia materials (texts, images, videos, graphics, etc.) following a methodology named “*Learning by doing*”, which implies an active role of the participant (e.g., resolution of practical assumptions). As for the contents of these programs, the training is usually oriented on one hand, to the knowledge of the diverse leadership theoretical approaches, leadership styles and psychology of groups; and, on the other, to the development of skills such as planning and organization capacity, communication skills (assertiveness, active listening, etc.), social skills, stress and anxiety management, motivation, empowerment, conflicts management and negotiation, coaching and orientation towards results. These courses are usually addressed to people with some position of responsibility in the company.

3.4.4 Points of strength and weakness

An important limitation of all these on-line format leadership training programs is that, in spite of the enormous availability of these courses, the publications regarding their application in Spain are practically non-existent, and we have not found empirical evidence of their efficacy. Therefore, it seems to be a field that in Spain still needs to be studied; with no doubt, it is necessary to test the validity and utility of all these programs.

Lastly, a special modality of training programs in general is *serious games* (SGs) or *educagames*. SGs are computer and video games used as educational technology or as a vehicle for presenting or promoting a point of view. SGs are intended to provide an engaging, self-reinforcing context in which to motivate and educate the players towards non-game events or processes, including business operations, training, marketing and advertisement. SGs can be compelling, educative, provocative, disruptive and inspirational (Kalapanidas et al., 2008). Currently, in Spain, it already existed several institutions and organizations devoted to the study and promotion of the use of videogames with educative purposes. We can mention, for instance, the University of Alcalá and its joint work with Electronics Arts (EA), company that designs and produces commercial videogames: Learn and Play (“Aprende y Juega”) with EA. This is a project devoted to the study and dissemination of the results regarding the didactic use of videogames; it also makes recommendations for parents and the general population. Other Spanish groups that share these initiatives are: Marinva, Play and education (“Juego y educación”); the F9 group of the University of Barcelona, El Grupo Joven TIC- research group of the Universitat Oberta de Catalunya (Learn and Play with EA, s/f). Finally, two other Spanish SGs can be mentioned here. The first one is named “La ecoyinacana” and pretends to transmit ecological values. It consists of a game created in the virtual World Second life in La Casa Encendida¹ island, created by Adterative, a Spanish company leader in creating SGs, alternative reality games and divergaming². (Marcano, 2008). Lastly, within the field of medicine, the company Alfa Multimedia has developed a tool named Medical Clinical Simulator Mediateca (“*Simulador Clínico Médico Mediateca*”) which consists of a virtual hospital where the users (health professionals) can practice their acquired knowledges during their years of study in real cases and with work processes similar to those used in real life (<http://www.simuladorclinico.com>).

With regard to Soft Skills training or more specifically leadership skills training, in Spain there is an on-line program called “Shipowners” (“Navieros”) from the company “Gamelearn” that uses a serious game to train conflict resolution and negotiation skills, which although it is not specifically a leadership training program, it works these two components that are very important and must be included in any leadership training. This negotiation simulator states as context the ancient Venice. In the game the user plays a merchant who must boost his/her business in order to improve the socio-economical state of the city. As well as testing him/herself, the game allows the participant to develop his/her skills to make appropriate decisions at every time, to choose the best strategy, to generate initiatives and options, to get his/her speaker and provided him/her with information, to promote offers and examine counteroffers, to encourage ingenuity and creativeness to make effective agreements for both parts. The participant counts with the help of experts based on historical characters (e.g., Maquiavelo or Da Vinci) who give him/her advice and guide in order to achieve his/her goals. The program is composed of 6 modules in which the different aspects related to

decision making, conflicts management, planning, and negotiation skills are worked. Although Gamelearn company does not offer data about the efficacy of this application, in its web site (<http://www.gamelearn.es/esp/>) the opinion of its users is available. They have assessed very positively their experience with the game, highlighting mainly its great attractiveness and the fact that it is highly addictive.

Therefore, SGs are a new and very attractive tool that can be used to learn leadership skills and can also offer advantages for this field. In Wenzler & Higgins' words: *"In a challenging economic environment in which organizations must rapidly skill and deploy workers to areas where they are most needed, simulations offer an efficient and effective approach to develop workforce skills while also containing costs (Wenzler & Higgins, 2009, p. 37).*

In summary, after reviewing the literature in Spain regarding leadership training practice and the use of new technologies, we find two big groups of programs, those with a more official character like the masters specialized in leadership and the courses of less duration. These programs are being conducted in both public (Universities, Health Centres) and private spheres using different types of methodologies, on site (face-to-face), blended, distance (CD-ROM or DVDs) and on-line. There is Spain c a wide offer of on-line courses in which tools like e-mail, discussion forums, chats, videoconferences and virtual seminars among others are used. The target population that these courses are addressed to is usually managers who have some kind of responsibility in the company and the contents more usually included in these programs go around two main aspects: on one hand, the knowledge of leadership theoretical aspects (types, models, theories, etc.) and, on the other, the development of the personal skills that have to do with being a good and efficient leader (communication skills, planning, negotiation, conflicts resolution, problem solving, motivation, etc.). More recently new ways of training like SGs are appearing, being already available in our country an application ("Shipowners") which trains conflicts resolution and negotiations skills, two basic aspects in leadership training.

To conclude, leadership skills training programs are progressively being addressed to the aim of giving the person a more active role in the learning process. By using new technologies it is pretended to boost the acquisition of these skills by making learning much more interactive, flexible and attractive, leaving the user him/herself to be the one who marks his/her pace, facilitating the access to these programs regardless the geographical area where the person lives, as well as allowing an important cost reduction. However, despite the advantages that on-line courses offer and the variety of courses available in our country; we have not found empirical evidence on the validity and utility of these programs. Therefore, testing this kind of training is needed.

4. Target organizations and populations definition

4.1 Methodological aspects

The goal of the Learn to Lead project is the creation of an online serious game that will allow practicing the leadership in group in different professional contexts - alone (self-learning) or with a tutor (blended learning), including the asynchronous mode that allow the user to practice in absence of other participants or other teams.

The serious game is not a training tool that meets the same criteria as the traditional on-site training (in person). Its specificity requires taking consideration of this particularity to correctly define the target group, namely - on the one hand - the companies and organizations and – on the other hand - their partners and all the potential users capable to connect in any moment to play a serious game online, with a view toward a free access for the purpose of diffusion and dissemination.

Our idea is perfectly illustrated by the case of the most played video game in the world – "World of Warcraft" used by the Danish company Mannaz as the leadership training (see page 44).

These particularities are related to the type of a serious game, its purpose, economic models and the models of diffusion.

The definition of the serious game itself underlines these particularities (cf. 2.2.10.2 page 32).

4.2 serious games target or involved population

It is very difficult to evaluate the number of potential players, as well as the social and professional categories they compose considering that it is a recent activity sector. Meanwhile, it is possible to extrapolate the video games market data dividing the existing market composition into age categories.

As a reminder, the market of people under 15 years old represents 28%.

More precisely, we are interested in the market of users under 24 years old and over 24 years old who compose our main target including the users of legal working age representing 27% of the market, while the average age of the players is 35 years old.

We are going to distinguish the elements encouraging the usage of the free access and the usage with tutelage for these two main age groups that we are going to study.

4.2.1 Users under 24 years old

It is a very demanding public particularly attentive to the quality of the applications they use.

Hence, if the gameplay (the link between the videoplay aspect and the functional aspect) is considered poor or if the design does not match their reference criterion, the game will be rejected.

The boys who represent 60% of the players prefer the AAA-type game, which means having received the considerable financing following the example of the cinematographic productions.

In Europe there are few serious games receiving such financing, though it would be important to slightly moderate this note mentioning the resources spent by some countries like France where by 2012 about 30 million euro will be devoted to about forty serious games projects and the approaching coming of the video games companies like Electronic Arts.

To sum up, the main breaks for this age category incarnating the generation Y or the new generation (cf. Young) is the functional dimension, i.e. the effort that a young user should make while playing a game where entertainment is not the only objective. In this respect, the playing and pedagogical quality of the scenarios is determining (cf. gameplay), as well as the environment. At home the young user will tend to prefer the video game and leave the serious game if the pleasure dimension is not that big, while in the educational and training context this requirement will be less strict though still important.

Thus, we can consider that in the context of pure education this age category represents the ideal candidates for the training with tutelage as an educational tool better adapted for the serious game usage.

Besides, an average of 67% of the persons from 18 to 34 years old have played a video game in the last four weeks, about 26% from them play everyday and 48% - several days a week.

Finally, it seems that the multi-user usage of a serious game online is particularly well adapted for this age category accustomed to the social network services.

4.2.2 Users over 24 years old

There is a decrease of time dedicated to the practice of video games in the category between 24 and 55 years old. The main factor that can explain this statement is connected to their entry in the active life and the resulting professional and family obligations.

It is interesting to examine thoroughly the distribution of time dedicated to the video games by the age subcategories in this large category.

So, we see that the proportion of the gamers between 25 and 35 years old makes only 17%, which is by 10 point less than in the category between 15 and 24 years old. Under 35 years old, there are 27% remaining gamers. However, between 35 and 55 years old this percentage continues to decrease, while the social and professional obligations are the same as in the category between 25 and 35 years old. It is undoubtedly the lack of interest of this age category that marks the limit for the generation Y exposed to video games since childhood which explains this phenomenon.

An average of 67% of people between 18 and 34 years old against 34% for the category over 55 years old, have played a video game in the last four weeks, about 26% of them – everyday and 48% - several days a week.

The proportion of the young adults between 18 and 35 years old using a computer is approximately 40% against 54% for the adults between 35 and 54 years old, while the average for all the age categories is 50%.

There is a certain increase in playing the video games by the people over 55 years old who have more time and particularly, less family obligations, however, there are two main differences in the seniors' practice. This practice is more solitary than the practice of the young people who play in groups and using the networks, except when it comes to the particular usage when they play the video games to be closer to their grandchildren – these are often the historical educational games combining the written support and a CD-Rom, when the grandparents read the written support and their grandchildren use the CD-Rom. Their practice of video games is also more oriented toward the stimulation of the cognitive faculty, due to the reasons of age. There are companies that take these criteria into consideration, like Nemopolis that creates historical edugames (the questionnaire in Paris in the times of Napoleon, 2006) or SBT that has developed the Happyneuron portal which provides access to the whole range of the serious games to stimulate the brain and the memory.

Meanwhile, with the increase of life expectancy in the developed countries and the reduction of the retreat age, the private and public companies are going to be able to manage the increasing number of senior employees who will have to be trained

up to the end of their career, including the new tools of the e-learning type like serious games.

In addition to the serious games used for the leadership trainings that we will examine in the third part of this chapter, it's necessary to underline that a certain number of video games with an educational objective concerning the amelioration of the physical and mental wellness have recently emerged and are widely used, including a certain number of organizations, communities and companies (cf. Wii Fit; Sports Active; Cerebral Training Program by Dr Kawashima; Brain Age; Brain Academy, Happyneuron...).

Finally, it is interesting to note that 44% of users of all the age categories are very interested to play the games improving the mental agility or mental wellness, while 46% say they are interested.

4.3 serious games approach by companies and organizations according to economical models

The serious games are usually not created by the training institutions.

Most often there is a demand from a public institution or an enterprise to a contractor producing a serious game. These contractors come from the professions related to the communications, software development and editing, or result from combining their training skills with the companies lacking the technical skills. It is also possible for an institution (whether public or private) to train its employees using a serious game and to implement it in the production process adding some external skills (game designers).

4.3.1 Public organizations

The defense sector supplies the largest number of the orders, actually, following the example of America Army's or the Pulse financed by the US Navy. In Europe there are Mission Défense or INSTINCT in France and TruSim designated for the medical service, in England.

The public institutions are also a large order source – for example, the Italian Department of Justice that has ordered the Incident Commander, on civil security. We can also mention the british Sciences Museum that has ordered a game to make the teenagers visit the museum, Ecoville and Réflexe Planétaire in France, developed by ADEME (The Agency of the Environment and Energy control) or Food Force created by Deepend for the UN alimentary program.

Another interesting example of an educational serious game is Technocity ordered by the Toulouse Board of Education to correctly promote the industrial networks among the students of colleges and high schools.

4.3.2 Enterprises

The trainings and the communication are the two main themes encouraging the companies to place orders, according to the main principle as the public institutions. Thus, Daesign (FR) has developed Ava Formation for the Group Axa, BNP-Paribas, Orange, SFR, or CEGOS, the largest French training center has created Mission to Sell for the Renault sales teams. There are the "turnkey" serious games that are ready to be used in any company. For example, PIXELearning (EN) has developed numerous serious games of this type: the Business Game, the Sales Game, the Enterprise Game or the Finance Game. It is virtually the only enterprise that has developed a serious game on the leadership (see... page...).

Taking into consideration the particularities of the serious games we also have to consider the diffusion modes that determine and ensure the reputation and success of a game among the users.

As the "Learn to Lead" serious game is of multi-user type, we will consider only this approach.

4.3.3 Serious game multi-user type

There are naturally predominant factors that ensure the success of a serious game in addition to taking into consideration the users' needs. It is the newness of the content, the interest that the users show in the content, according to the actuality of the subject (cf. football world cup), the gameplay quality (the link between the playing and educational scenarios), the game graphics quality and its complexity. The possibility of free simultaneous playing online or in the asynchronous mode (alone but taking into consideration the others' results) as it will be possible in the L2L are the natural factors encouraging the game diffusion. Besides, the virtual communities to which belong the majority of people from the generation Y also encourage such diffusion. It can also be animated by the producer itself providing regular information about the game, through the forums and the updates that the users (especially the youngest category) are particularly fond of (cf. generation Y).

5. Target population training needs definition

5.1 Methodological aspects

The "Learn to Lead" serious game allows to carry out the leadership trainings among the users whether with or without tutelage.

In the third part we have divided the users according to their age, the fundamental criterion for the usage of a serious game. This need also concerns the users who do not receive tutelage but who can have a free access to the game via Internet as well as those who have the access from their workplace at private or public organizations. However, we should consider the conditions in which the users from an organization will be able to have access to L2L as part of the continuous training. Similarly, the cultural factors can influence the organizations' priorities related to the trainings. Finally, in addition to the partners in general, it is interesting to know the point of view of the involved hierarchic leaders themselves (cf. managers, see part 1), even if they are not the only managers.

In this regard, the three countries where the tests will be carried out and that participate in performing this study – France, Italy and Spain – have proceeded to a certain number of qualitative interviews at the enterprises (in France and Italy) and public organizations or companies connected to public organizations (in Spain). To get more elements for comparison with a view to refine our needs analysis, we will evaluate the largest existing studies and surveys, particularly in Europe and the United States.

Thus, we will begin this part with the synthesis of the studies and surveys related to the enterprises and organizations as well as their employees and managers, primarily concerning the leadership trainings.

So we will possess the data comparable with the data obtained by the three partners.

5.2 Worldwide Leadership training needs definition

A survey carried out by the Center for Creative Survey in the United States, Asia and Europe particularly considering the representative sample of employees of the public organizations and enterprises of medium and large size has shown the different understanding of the "leadership" notion, from region to region.

Numerous metaphors each representing a different way to exert leadership have

been suggested to the employees of these organizations in the United States, Asia and Europe who had to choose three of them in the order of their preference.

There were four suggested images:

- 1) a conductor who can be compared to a guide
- 2) hands-shaking which means coming to peace
- 3) the warrior who incarnates the self-affirmation
- 4) A formation of travelling birds representing a team

In all these regions the conductor was the first. The hands-shaking was chosen in the USA and Europe, in the second place, while in Asia the birds formation was the second and the hands-shaking the third, against the warrior in the USA and Europe.

A more detailed analysis shows that the conductor usually means the leader using the talents of different members of the team, that shaking hands is on high positions in all the regions and the warrior was chosen more frequently in the USA and Europe. It's worth mentioning that the integrity, the quality which is often absent in the list of personal skills in the trainings, including the leadership trainings, was added to the metaphors two times in the USA and once in Asia, while in Europe it was not added at all.

This survey has also shown that the most important factors making a leader are the experience and education (respectively 44% in the USA, 43% in Asia, 40% in Europe and 30% in Asia, 24% in the USA and 23% in Europe).

Another survey carried out by DDI in 2008 and 2009 among 12000 employees exerting different responsibilities and 1500 HR managers in 75 countries, the "Global Leadership Forecast" allowed to obtain some useful data upon the needs of the employees, the enterprises and their leader(s). The European part of this survey comprising a hundred of HR managers and 550 employees exerting the responsibilities, 44% from them managers, in 17 countries of the Western Europe, allows us to obtain the comparative data and analyze it.

According to this survey, the confidence in leaders in Europe is higher than in the rest of the world, as shows the table below:

FIGURE 4 Evaluating Leaders



Source : DDI

There is a large difference in the perception of efficiency of leadership trainings between the administrators and HR managers. In Europe this perception is much better from the HR managers' point of view, with 45% of very favorable opinion against 29% in the rest of the world. On the other hand, the administrators, whether European or not, do not share the same opinion, because 41% are satisfied with the leadership training programs against 53% during the last study.

Main priorities of the European administrators:

- 1° enterprise growth (83%)
- 2° talents development (69%)
- 3° development of the client-related services (61%)

Main priorities of the administrators in the rest of the world:

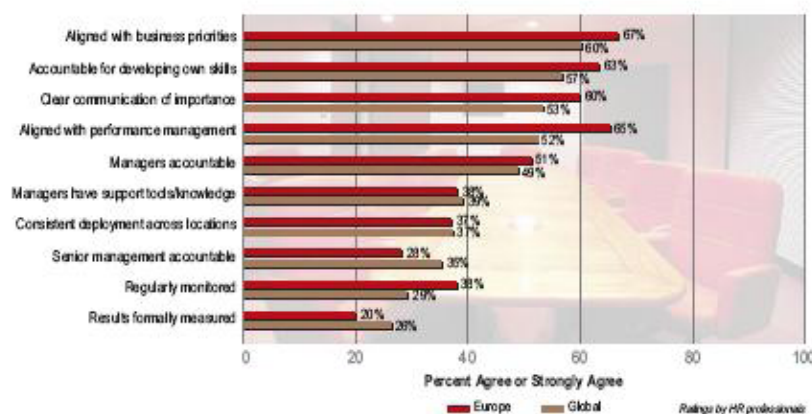
- 1° talents development (75%)
- 2° enterprise growth (69%)
- 3° development of the client-related services (66%)

The survey carried out by DDI has confirmed that the enterprises want the leadership trainings programs to correspond to the strategic priorities of the enterprise.

5 criteria ensuring the durability and efficiency of a leadership program have been identified:

- 1° communication
- 2° responsabilisation
- 3° skills identification
- 4° aligning the skills to the enterprise priorities
- 5° the capacities to measure these initiatives

FIGURE 7 Executing Leadership Development Programmes



Source DDI

In Europe 67% of HR managers think that the leadership trainings meet the enterprise requirements, while in the rest of the world this number is lower and makes 60%.

One more important difference between Europe and the rest of the world emerges when it comes to the appropriateness of the leadership programs for the performance management; 65% against 52% of the HR managers respectively are satisfied.

This fact can be explained by the low growth rate of the European markets that forces the enterprises to adapt their leadership training plan to the business priorities. One may think that some HR managers have difficulties in renouncing from their opinion concerning the choices they have made, in the domain of the trainings.

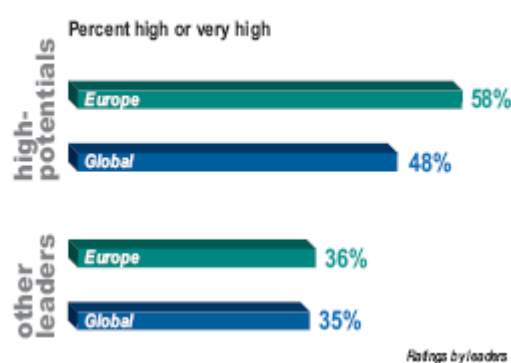
According to the DDI survey, it may seem that the high-potential employees from the rest of the world have a more favorable opinion than the employees having access to the standard training – with 48% satisfied persons against 35%.

Comparatively, in Europe this figure remains the same – 35% of employees having access to the standard leadership training, but for the high-potential employees it rises up to 58%.

The difference between the commitment of the European administrators to the leadership trainings for high-potential employees with the rest of the world might be explained by the less favorable opinion they have of these programs, unlike their HR managers who have some difficulties in renouncing from their opinion, as

we have already defined.

FIGURE 9 Quality of High-Potential Development Programmes



Source DDI

5.3 Target population training needs definition, in France, according to CCIP E-learning tool and L2L questionnaire

5.3.1 CCIP E-learning tool

In the table of the L2L questionnaire (see the typical questionnaire in the Appendices) we have reported the data obtained by CCIP intersecting the main themes held by the synthesis of the L2L questionnaire. Their reliability and statistic quality result from the sample that represents well the French enterprises considering that the total of the enterprises with more than 1000 employees are of the international importance, or 30% of the total number. The little companies with less than 50 employees have not been studied as their training practice is often anecdotal due to the lack of resources and the identification of the needs.

A. Company Personal Data : The enterprise characteristics from the questionnaire

A.1 Full legal name:			
A.2 Size:	Small (<50) 0	Medium (< 250) 30%	Big (> 250) 70%

A.3 Number employees:		
A.4 Economic sector:	Various	
A.5 Type of organization	Public 0	Private 100%
A.6 Scope	National 70%	International 30%
A.7 Capital	Various	

The enterprises are private companies with more than 50% employees, 70% of them employ more than 250 people and 30% - more than 1000 people, i.e. the enterprises that are inevitably of international importance due to their size.

B. Contact Person : the persons involved in survey

B.1 Nominative:	
B.2 Title:	
B.3 Department:	HR, accountancy, administration
B.4 Position:	HR manager, responsible for trainings in the largest companies CEO or accountant in the smallest companies
B.5 Role:	
B.6 Seniority in the role:	

HR managers, administrators, even the accountants have been involved, i.e. all the persons responsible for the trainings.

C. Training Activities

C.1. How many courses / hours of training activities done in the last 2 years?	
C.2 How many people involved in the last 2 years?	
C.3 Compared to the overall volume of training activities which is the percentage spent on soft skills?	
C.3.1 Number of participants involved:	
% Director	41%
% Manager:	
% Employees	35%
% Partner/Administrators	

	% Other	24%
C.3.2 Skills profile: % (if applicable)		
	Professional	90%
	Managerial	10%
C.4 Compared to the training activities on soft skills, how many hours / courses in percentage were dedicated to the leadership training?		
C.4.1 Number of participants involved:		
	% Director	
	% Manager:	100%
	% Employees	
	% Partner/Administrators	
	% Other	
C.4.2 Skills profile: % (if applicable)		
	% Professional	
	% Managerial	

The personal (soft) skills trainings are mostly destined for managers. The e-learning is used for sales and marketing employees to give them information about the products and train the sales action itself.

In the large companies the situation is different as we have seen in 4.3.2 (page 85), with the example of Renault that has given the French company Daesign an order of a serious game for their salesmen, or MACIF (Insurance) that has given SYMETRIX (France) an order of another serious game to aware its employees of the new commercial strategy (9000 trained persons by now, the satisfaction rate is 90%, according to MACIF).

D. Type of courses

1. In general (all training activities)

mode %	On site	On line	Blended
e-learning	35%	65%	yes

2. Soft skills courses:

mode %	On site	On line	Blended
Management	10%		no

3. Leadership courses:

mode %	On site	On line	Blended
	1%		no

4. If on line or blended: which architecture or platform was used?

Open source (as Moodle, etc...)	
Owned	

The low number of leadership trainings shows up that it is a profitable expanding market if, by means of educational methods and our tools, we manage to avoid the obstacles defined above.

Globally, we can note that the main part of the leadership trainings is carried out in person, even if there are several online modules. The online training is undoubtedly developing, but it is mostly interesting for its economical potential in the man-machine relations, while the relations with the tutor are perceived as more difficult. This type of trainings also requires a high motivation as its absence immediately impacts the results. Though the technology of this type of action seems easier to implement, it does not mean that it requires less time than the on-site trainings. The difficulty of online interaction is also an obstacle which should be avoided by educational means or by means of the used tools. In the online trainings there are the same difficulties as in the on-site trainings: the absence of the participants called by their superiors or busy with the flow of orders, the tendency to check the mail or to return to the office resulting in the delays in the group etc. In brief, the online trainings also suffer from the "discipline" problems

and this problem may seriously influence the work of the group, particularly when it is carried out online.

5.3.2 L2L questionnaire in France: French interviews main results

MF used its database of enterprises to carry out a survey comprising 30 interviews

A. Company Personal Data: The enterprises characteristics from the questionnaire

A.1 Full legal name:			
A.2 Size:	Small (<50) 0	Medium (< 250) 0%	Big (> 250) 100%
A.3 Number employees:			
A.4 Economic sector:	Various		
A.5 Type of organization	Public 0	Private 100%	
A.6 Scope	National 100%	International	
A.7 Capital	Various		

We have mostly questioned the persons responsible for the trainings, i.e. the persons working at the enterprises with more than 250 employees, as there is usually no such person in smaller companies. We didn't take into consideration the international aspect of these enterprises.

B. Contact Person : the persons involved in survey

B.1 Nominative:	
B.2 Title:	
B.3 Department:	HR
B.4 Position:	Training manager
B.5 Role:	Training manager
B.6 Seniority in the role:	Senior (more than 5 years)

C. Training Activities

C.1. How many courses / hours of training activities done in the last 2 years?	
C.2 How many people involved in the last 2 years?	
C.3 Compared to the overall volume of training activities which is the percentage spent on soft skills?	15%
C.3.1 Number of participants involved:	
% Director	70%
% Manager:	
% Employees	30%
% Partner/Administrators	
% Other	
C.3.2 Skills profile: % (if applicable)	
Professional	85%
Managerial	15%
C.4 Compared to the training activities on soft skills, how many hours / courses in percentage were dedicated to the leadership training?	
C.4.1 Number of participants involved:	
% Director	
% Manager:	20%
% Employees	
% Partner/Administrators	
% Other	
C.4.2 Skills profile: % (if applicable)	
% Professional	
% Managerial	

The proportion of the leadership trainings is an estimation carried out with the persons responsible for trainings considering that no one from the presented sample has ever carried out a training dedicated to the leadership only, but this topic was a part of other trainings, particularly in management trainings.

D. Type of courses

1. In general (all training activities)

mode %	On site	On line	Blended
	90%		10%

2. Soft skills courses:

mode %	On site	On line	Blended
	95%		5%

3. Leadership courses:

mode %	On site	On line	Blended
	100%		no

4. If on line or blended: which architecture or platform was used?

Open source (as Moodle, etc...)	
Owned	100%

E. Leadership training: Best practice

E.1. First Case:

Title:	Team Management		
Objective:	To be an effective leader		
Number of participants:	10		
%Director:			
%Manager:			100%
%Employees:			
%Partner/Administrators:			
%Other:			
How many sessions:			50

- Main content: describe the main topic of the courses

Encourage and manage his team: how to position oneself as a manager
How to implement different management styles?
How to take the leadership in a team?

- Methodology: describe the methodology approach of the course

- Tools: (only if blended or online)

Mark one or more box below

☐ Individual Authoring Tool (as personal blog, portfolio)

☐ Sharing information Tools (as glossary, repository, social tagging)

☐ Communication Tools (as Skype, e-mail, chat)

☐ Teamwork Tools (as Shared calendar, Mental maps)

☐ Construction of knowledge Tools (as Wiki, Social Networking, Blog)

☐ Edugames Tools

- Virtual Role Play (objective is primarily to interact)
- Simulations (objective is to manage the variables of a system to understand the behaviour)

- Serious games (tools designed as games with a specific learning goal)

-Other: _____

E. 2. Second Case:

Title:			
Objective:			
Number of participants:			
%Director:			
%Manager:			
%Employees:			

%Partner/Administrators:	
%Other:	
How many sessions:	

- Main content: describe the main topic of the courses

course

E.3 How were entered and used these tools in teaching?

E.4 Compared to the use of these innovative tools in training courses on soft skills, please mark one or more statements representative of yours experience

I believe that the use of these tools provide a real opportunity for development of training activities.	
These tools, although interesting, are not so easy to use inside organizations	x
I don't believe in the validity of online and blended tools.	

I think that these tools are an opportunity to innovate training programs	x
From a teaching point of view are less effective than in presence training.	x
These tools don't produce real innovation	
They improve the satisfaction index but not the quality of learning	

5.3.2.1 Survey results

1. Training Activities

30 persons responsible for the trainings represent about 15000 managed persons, and 570 organized courses have been involved

2. Type of courses

The proportion of the technical and obligatory trainings is very important here. There are: language, security, IT trainings but the persons responsible for the trainings manage mostly technical trainings. Sometimes they are even responsible for promoting the trainings among their colleagues. There are no purely "leadership" courses. There are project management courses or management trainings that imply the advice on how a young manager can become a leader of his team and hence, contain the real leadership aspect. The leadership is perceived as an "American concept". The enterprise problems are defined by the person responsible for the trainings. Thus, the vocabulary and the concept used by these persons are determinant for analyzing the needs and choosing the course.

3. Leadership training: best practice

The leadership courses are extremely rare as the leadership aspects are confused with the management needs and, hence, are implemented in the courses of this type. There was no explicit demand for the leadership

courses.

There are three types of the implemented leadership training practices:

- 1) content providing (for example, how to take the leadership as a project manager)
- 2) a set of exercises and situation scenarios of the different types: "conflict management", "negotiations", "startup meeting"
- 3) a set of exercises upon the assertiveness to develop the skill of asserting oneself in difficult situations.

4. Results (of leadership training activities, if applicable)

As is often the case, the results of the courses are rarely communicated to the person responsible for trainings. There are many reasons for that. The first one is the fact that to highlight the result the monitoring should be carried out. And the monitoring requires the involvement of the superiors who are not always fond of "doing something more". It also requires measure indicators, regular evaluation and specific expectations. And all this clarification work is rarely done. The problem, if it is identified, gives rise to the demand for a course, with the hope that it would be enough, but there is rarely a demand for monitoring and information feedback. There is no strong will for the monitoring implementation among the participants either. However, all the supports of the courses underline the monitoring and practical applications in the action plan, and all of them offer the free monitoring after the course. But the demand is quite rare. While the progress is evident for the most advanced ones, for the others the course is no soap. The result of the training depends strongly on the participant's attitude and the manager's monitoring.

5. Interview with line or HR manager

The persons responsible for the trainings were interviewed. They make the summary of the managers' need themselves. One of the manager's characteristics is the ability to talk in terms of solutions, in terms of the courses offered in the training catalogues, and not in terms of the skills that should be developed.

It's the real art of the person responsible for trainings to help them to specify the skills they want to develop in their colleagues and to suggest the adapted educational methods. They begin to realize that if the basic problems in terms of leadership are mentioned, the managers will require the leadership, and if the basic problems in terms of management are mentioned, the persons in charge will require the management.

5.3.3 L2L questionnaire in Italy: Italian interviews main results

a. Sample (nr. of organization, role of the interviewee)
b. Training Activities
c. Type of courses
d. Leadership training: best practice
e. Results (of leadership training activities, if applicable)
f. Interview with line or Hr manager (if applicable)

a. Sample: 10 Italian companies interviewed

Size	
Big	60%
Medium	30%
Small	10%
Type of organization	
private	90%
public	10%
Scope	
national	50%
international	50%
Economic sector	
Tourism	20%
Telecommunications	20%
Healthcare	20%
Business Consultancy	20%
It solutions & electronics	20%

b. Training Activities

Average	
All training activities	290
Soft skills %	40
Leadership %	7
Other training	53
% profile involved in soft skills	
Director	10
Manager	40
Employee	44
Partner	6
Other	0
% profile involved in leadership training	
Director	12
Manager	55
Employee	25
Partner	5
Other	3

c. Type of courses

% Type of courses	on site	on line	blended
All kind of training	82	14	4
soft skills training	97	1	2
leadership training	98	0	2

d. Leadership training: Best Practice

Leadership training – Best Practice: main contents

leadership and team working
 leadership and communication
 mission and value
 leadership and trust
 leadership and teambuilding
 managerial competence
 conflict management
 team leadership

Usage of any innovative tool?

serious game as assessment tool and training support (only in two companies)

d.1 What do you think about blended or innovative tools for training soft skills and leadership?

I believe that the use of these tools provide a real opportunity for development of training activities.	5 over 10
These tools, although interesting, are not so easy to use inside organizational	
I don't believe in the validity of online and blended tools.	
I think that these tools are an opportunity to innovate training programs	2 over 10
From a teaching point of view are less effective than in presence training.	3 over 10
These tools don't produce real innovation	
They improve the satisfaction index but not the quality of learning	3 over 10
Interesting tools only if in a blended mode	4 over 10

e. Results

results percentage	
high	80%
medium	20%
low	0

f. Other feedbacks

follow up were required

are generally positive because they appreciate the involvement in such projects dedicated to them

better feedbacks in junior levels

5.3.3.1 Conclusions

In our review we didn't find exactly a game that has leadership as main scope. We met some games that focused over effective communications, team working and managing human resources.

As we noted in the questionnaire analysis, these pool of competence are intended to be related to the theme of leadership. (see point. D leadership training – best practice)

Leadership in organizational context is often accompanied with competences such as:

- effective communications
- teambuilding and team working
- conflict management

This means that L2L tools on the Italian market has not direct competitors.

In the construction of the instrument we also take into account the pool of competences which is related to the leadership issue.

Other important results are about the Italian attitude over new technologies and tools applied to training in soft skills.

As highlighted by the questionnaire, most of the training manager interviewed, think that “these tools provide a real opportunity for development of training activities” in terms of optimizing resources and flexibility available to the participant in terms of new didactical opportunities.

So it seems that times are maturing in the Italian context for the use of advanced tools as Serious Game in private and public companies.

At the same time this research has revealed an important element for the developing of our project:

- all the Italian interviewed are open minded to Serious Game applied to leadership and soft skills but only if used in a blended mode as in example a follow up activities to an in presence course.

As a matter of fact we met only two companies that used a Serious Game as a assessment tools for the learning index and for supporting the in presence activities.

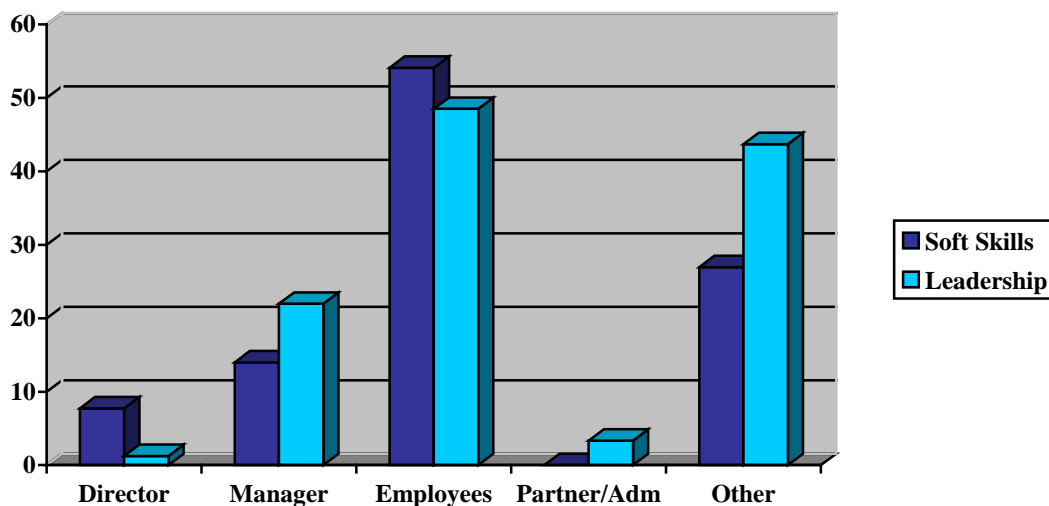
5.3.4 L2L questionnaire in Spain: Spain interviews main results

We are showing here a summary of the analysis of current practice in leadership training that has been conducted in some Spanish organizations with the objective of getting a general framework of the realization of this practice in our country: training activities that are being carried out, courses offered by these companies, analysis of the best leadership training tasks, and the opinion collected regarding this leadership training by the line managers and/or Human Resources managers.

In order to do so, we have counted with the information regarding the training activities of 9 organizations, being eight of them national ones, and one international. As for the type of companies, four of them belong to the private sector, four to the public one, and one belongs to the public governance cooperation. All of them are SMEs. The contact people within the organizations were two training managers, one CEO, one line manager and five managers (three of them belonging to research groups within the university scope).

The first point of our analysis, which refers to the **training activities**, has provided us with the following information: the approximate average training activities of the 9 organizations during the last two years was 68 (SD = 115.47) with an average of 487.67 (SD = 996.268) participants involved. None of the companies conducted less than 4 training courses, whereas the maximum average number of courses was around 300. Out of the total number of activities, the average percentage dedicated to train soft skills was 28.67 % (SD = 31.41) and 10.56 (SD = 16.29) for leadership training. Therefore, although all 9 organizations carried out soft skills training, just 5 of them did so on leadership training. Moreover, we have to mention that the information provided by 5 of these organizations corresponds to the leadership training that they carried out to a third party (individual participants or companies), so just in one of the cases the training was carried out for the personnel within the organization.

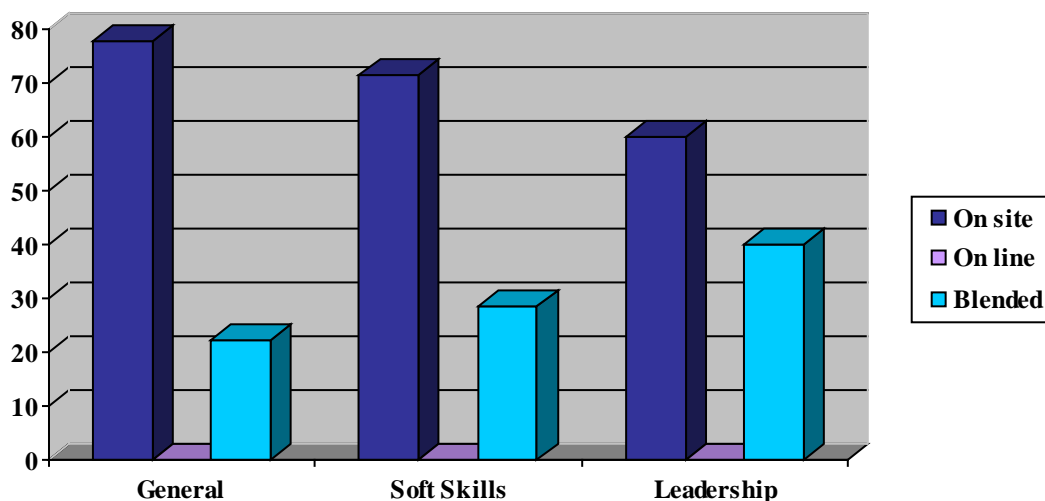
Regarding the **participants' profile**, as shown on **Figure 1**, within the attendants to the soft skills courses, the average percentage of managers was 7.74 % (SD = 10.48), 11.18 % (SD = 15.38) of line managers, 54.11 % (SD = 42.34) of employees, 0 % of partner/ administrators, and the remaining percentage (26.96 %; SD = 31.56) was for other participants, mainly students, as happened in two of the organizations. The participants involved in the leadership activities were 0.92 % (SD = 1.85) of CEO, 16.48 % (SD = 19.88) of line managers, 36.39 % (SD = 44.31) of employees, 2.50 % (SD = 5.00) partner/ administrators, and 43.70 % (SD = 45.39) for other participants, that as in the soft skills training, in two out of the nine companies, were students. As for the skills profile, 75 % (SD = 35.35) corresponded to professional ones and 25 % (SD = 35.35) to management skills in the case of soft skills training; in the leadership training, it was better distributed, corresponding 50 % (SD = 0.00) to professional skills and 50 % (SD = 0.00) to management ones.



Fi

Figure 1: Percentage of participants involved in soft skills and leadership training according to their profile.

The analysis regarding the **type of courses** carried out in these sample companies, as shown on **Figure 2**, the majority of the training activities carried out by the own organizations (soft skills, leadership and others), took place on site, and none of the companies used just on line methodology in their courses. 77.78% (SD = 44.01) of the training activities carried out in general took place on site; just two of the companies did courses in a blended way, that is, both on site and on line (22.22 %; SD = 44.09). In the case of training activities on soft skills, 71.43 % (SD = 48.79) were carried out on site and 28.57 % (SD = 48.79) blended. Finally, 60 % (SD = 54.77) of the leadership training activities were done on site and 40 % (SD = 57.64) blended. The two organizations that carried out courses on a blended way used open sources and one of them, owned ones.



Fi

Figure 2: Percentage of courses on site, on line and blended.

As for the analysis of the **best training leadership practice**, we are going to show here the information regarding the five organizations that carried out this type of activities. However, although the information we are showing first corresponds only to these companies' practice, we believe it is of great interest to collect the opinion of the other four people interviewed, regarding some aspects we will talk about later.

Therefore, out of the 5 organizations that carried out this type of activities, we have collected information from a total of 8 courses with an average number of participants of 20.62 (SD = 5.34), being 10 the number of participants in the course with the least attendants, and 27 the course with the most. The profile of the participants, as shown on **Figure 3**, shows that the bigger percentage corresponds to "others" 51.23 % (SD = 44.95) who were most of them students, followed by line managers (30.86 %; SD = 38.31) and employees (15 %; SD = 36.74). The minimum percentages corresponded to CEO (1.23 %; SD = 3.02) and partner/administrators (1.67 %; SD = 4.08). The number of sessions varied from 3 to 24, with an average of 8.5 sessions (SD = 10.34).

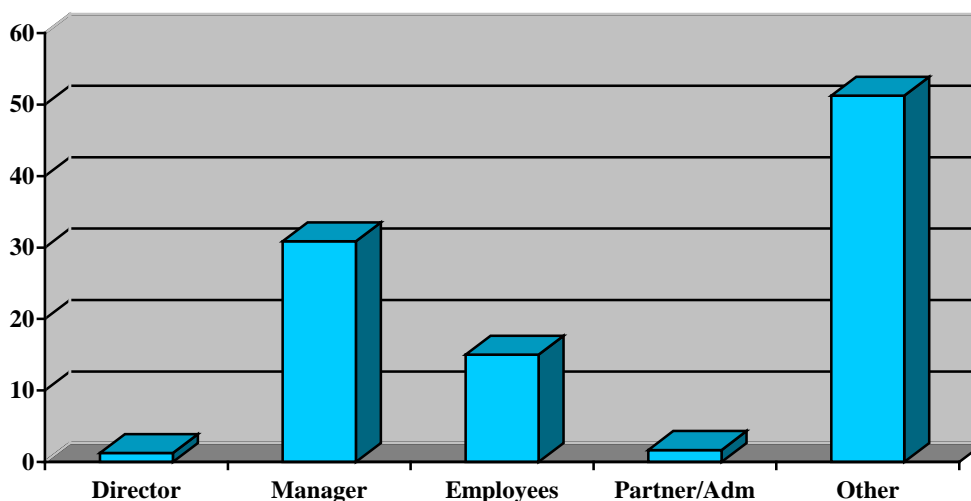


Figure 3: Percentage of participants involved in leadership courses according to their profile.

Regarding the courses *content*, the main topic was team leadership competences, social skills, assertiveness and team management. However, the range of the content included in these courses was widely broad: they worked on skills such as communication, emotional intelligence, self conscience, motivation, empowerment, strategy, personal development, negotiation, change management, interpersonal relationships, work goals, organization and discussion of irrational ideas. Apart from all these skills, there were also courses about leadership characteristics and theoretical leadership models.

The *methodology* used in the courses was blended in both companies and on site in the other three. The two companies that gave blended courses used sharing information tools, communication tools (e-mail), and in one of them also teamwork tools (shared calendar), whereas the other one used communication skills (e-mail, Skype). One of these companies made use of these tools through a Virtual Room where participants were able to access the information and course materials, electronic mail and shared calendar. The other company used the communication tools to exchange information and inform about the meetings for the training sessions. During the on site courses, what was mainly used were lectures, role-play and simulations, apart from group dynamics, recordings and practical assumptions. Regarding the *opinion about the use of innovative tools* in training courses, the five people interviewed stated that according to their own experience, the use of these tools provided a real chance for the development of training activities. 40% stated that from a didactic point of view, they were actually less effective than on site training; 20% believed that although they are interesting, they were not easy to use within the organization, and did not believe in the validity of these tools, and/or considered that they improved the satisfaction index but not the quality of learning; finally, no-one said they did not produce a real

innovation.

As we have said before, it was interesting for us to collect the information about these aspects for the remaining four companies, although they had not carried out any leadership tasks. They were asked to point out the main contents they would include in case of carrying out a leadership training course within their company. They were also asked to choose the methodology and the tools they would use. Three out of the four people interviewed said the program should include training on communication skills and two of them said it should include management, organization and coordination. Apart from these contents, they would also include information management, decision making, empowerment, conflict resolution, assertiveness, social skills, emotional intelligence, team work, strategy, planning, time management and directive skills. They also added knowledge acquisition, such as knowing the definition of a leader, leadership types and group knowledge. As for methodology, three of them would do the blended training (on site and on line), and the other person interviewed chose on line courses, so none of them would just choose on site training. When they were asked to choose the tools they would use, 100% of the people interviewed agreed that it would be important to include communication skills such as Skype, e-mail or online chat and/or the use of Edugames; 75% chose individual authoring tools such as personal blogs or portfolios, sharing information tools, such as glossary, repository or social tagging, and/or construction of knowledge tools. Finally, 50% of the interviewees said it would be a good idea to include teamwork tools such as shared calendars or mental maps. Lastly, as for the opinion of the people interviewed regarding the use of these tools. 100% said the use of these tools provided a real opportunity for the development of training activities and/or meant a chance to innovate training programs; 25% agreed on considering them interesting but not easy to use within the organization and/or did not believe in their validity. On the contrary, none of these interviewees said they were less effective than on site training, from a didactic point of view, that did not produce a real innovation and that they improved the satisfaction index but not the quality of learning.

We are now going to talk about the information got regarding the **results** that were obtained after the leadership training activities: the level of satisfaction and learning of the participants, feedback received, contribution of these tools to the sessions, strengths, weaknesses, the possible needs that came to light and the cultural impact. Finally all the people interviewed were asked whether they would be eager to test the L2L tool within their organization and the target population that would take part in the trial.

As for the satisfaction results, the informed learning level by the participants and the obtained feedback, we just have the information provided by the three companies that carried out the on site leadership training. We were not able to get information about these two aspects within the other two organizations that used online tools because of different reasons. One of them carried out the leadership

training in an informal way, through several meetings where, among other subjects, leadership was raised, but without having any result variables. On the other hand, the other company did collect and analyze the results obtained by the different training activities. The problem here was that our contact person was not able to have access to this kind of information straight away. Therefore, regarding the opinion the participants gave, the average level of satisfaction within the three organizations was high and the learning was high too in two of them (the third company did not collect that kind of information). The feedback received by the attendants was also very positive. They stated they had felt better with themselves because they had, in a way, faced their own fears, apart from assessing the application of these skills within any working field, even in other situations.

As for the contribution these tools gave to the session, its strengths, weaknesses, needs that came to light and the cultural impact on the organization, we first analyzed the obtained information from the two companies that used online tools during its training (blended), and second, the opinion the seven remaining organizations had about these aspects. After the experience using online tools during the leadership training, the two people interviewed agreed that the contribution of these tools had been very positive. They considered these tools had made communication easier and had also boosted communication, information exchange, and the learning action, favoring the availability and accessibility of the information, which make them essential. They also said that although their contribution was positive, they were complementary, without replacing the on site mode. Regarding the analysis of strengths and weaknesses, the information collected is shown on **Table 1** This analysis suggests that the strengths of the on line tools mean a support to the training, as they make exchange easier, accessibility and information update. They also boost communication as they make the information available in real time and without requiring displacement; on the contrary, the weaknesses they mentioned were the difficulty to carry out certain activities on line, the absence of real experiences, and some aspects directly related to the use of the new technologies, such as the need of knowledge, training, time invested in learning how to use them, and possible rejection by some sectors of the population that might be less used to use them.

Table 1 Informed strengths and weaknesses of the organizations that used the online tools in the leadership training

Strengths	Weaknesses
<ul style="list-style-type: none"> ▪ No travelling needed ▪ Bigger interactivity ▪ Support to on site training ▪ Easier information exchange ▪ Wider access to information ▪ Wider access to people ▪ Make learning easier 	<ul style="list-style-type: none"> ▪ Difficulty when carrying out certain on line activities (i.e. group dynamics) ▪ Need to experiment and exchange real experiences ▪ Need of training ▪ Need to know the utility of the

<ul style="list-style-type: none"> ▪ Boost communication ▪ Non stop information update ▪ Access to information in real time 	<ul style="list-style-type: none"> different tools ▪ Time invested to learn how to use them ▪ Possible rejection by elder people
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The most important needs the people interviewed expressed they had after their experience with the use of these tools were: the need to create flexible and adaptable tools to the individual needs of each participant, as they are usually people coming from different backgrounds and with very different roles within their organizations. They also mentioned the need of a continuous update of the information given and the activities done, and finally, the need for the companies to have specific financing and infrastructure to carry out this type of training in their premises. Regarding the cultural impact on the organization, it does not apply to them because of their profile.

Regarding the opinion collected by the seven remaining organizations, the people interviewed were asked for the contribution they believed the use of the on line tools during the leadership training would have, and also about its strengths and weaknesses. Two of the interviewees agreed that these tools would favour contact and availability of the participants, making this way easier the access to the information. Apart from this, other opinions stated that time could be shorter, favour the team work, attention, and become more attractive. The strengths they mentioned were time reduction, bigger cooperation, innovation, motivation, flexibility, accessibility to the information, easier communication, no displacement required, information availability, interactivity, information exchange, and easier learning. On the contrary, the weaknesses they mentioned were the need of contact during the leadership training, as the non verbal communication is extremely important here. Also, some activities such as simulations can be really complicated, as well as finding difficulties when having to communicate online or working within a group. Other weaknesses they mentioned are more closely related to the use of the very tools, such as the need to know them in advance, the need to establish some objectives and one specific programming to use them during the training, the waste of time during the installation of the programs, possible system failures, and the need of a previous training.

Finally, we asked the nine people interviewed whether they would be eager to test the L2L within their organization and what would be the target population. 100 % replied they would like to test it and regarding the target population, 55.55% replied it could be directed to CEO; 33.33% directed to final year students, and 22.22% directed to line managers, administrators, employees and/or group coordinators. Finally, 11.11% stated the target population could be potential leaders and/or any other person that would like to work on these skills.

It was not possible to collect the information regarding the **interview with the line**

managers in any of the organizations. The reasons for this were: first, out of the 5 organizations that had carried out the leadership training, 4 of them are companies that apply their courses to other companies or people who attend individually. Secondly, the leadership training of the remaining organization is applied in an informal way, so there are no records of the acquired competences by the participants.

Finally, we would like to mention the obtained results during the **interview done to the Human Resources Managers or CEOs** of the 9 companies, regarding their opinion about the three questions this interview was doing. When they were asked the first question (Do you believe that the current approaches and methodologies in training meet the needs of organizations?), half of the people interviewed said that these new approaches are an important support for the leadership training, but they do not substitute the on site tuition, as they believe it is strictly necessary the contact between people to carry out some of the activities of the training. Other opinions they gave were that the new methodological approaches, although do not cover the 100% of the training and do not substitute the on site format, they are covering more and more necessities (i.e. communication, management, videoconference meetings, etc.) and also offer some important advantages such as cost and time reduction, do not require displacement, and wider accessibility. However, another opinion was that in spite of the advantages, these new methodologies were less effective than the on site way, when acquiring leadership skills. Regarding the objectives that should be taken into account when doing the leadership training (Which should be the objectives of leadership training in the medium-run?), some of the people interviewed agreed when stating that the main objectives should be getting to know the way the groups work and the acquisition of skills oriented to interpersonal relationships, team motivation, organization, team work, communication, assertiveness, planning and result oriented. Other objectives they mentioned were emotional intelligence training, management, ability to transmit leadership competences to other potential leaders, decision making, conflict resolution, personal development, strategy, empathy, social skills, economic management, information management, how to talk in public, and team evaluation. At a personal level they also mentioned that promoting the development of personality variables such as social openness, emotional stability, flexibility, certain impulsivity to behave in situations when you do not have too much time, superiority, perfectionism, independence and creativity. Finally, the information we got of the interviewees' point of view regarding the leadership training for the future, offered us very interesting data about the needs that still have to be covered in our country. Some of the people interviewed stated that the companies were not properly assessing the importance the development of these skills has, that a leader is anyone that leads a group, and therefore, he/she needs some competences and abilities, and he/she has to be trained on them. They stated that it is quite common to see people who have reached some high posts within a company without really having been specifically trained on leadership

skills. One of the interviewees stated that the concept of leadership is sometimes closely connected to a negative aspect. A leader is seen as someone with power who imposes his/her authority so an objective for the near future should be trying to change this idea, because a leader is any person who is responsible of a group. It was also stated that leadership training should start at the universities, with last year students, as many of these students are potential leaders that one day will play certain roles where they might need these skills. Some of the people interviewed looked at the future with more optimism, considering that the companies were every time being more and more conscious of the need to train their members on leadership, and that nowadays, research on leadership models is oriented to balance the needs of the company and the worker. Leadership should be more participatory, training more efficient leaders who do not only take into account aspects related to work, but who also have the ability to boost their employees' qualities and motivate their team works (transformational leadership). The need to promote evaluation and diagnostic of the organizations were also mentioned with the objective to know the specific needs, behaving according to these needs, and because of the need to train the leadership "trainers", as in many cases we are talking of unskilled people with scarce psychology knowledge or very little knowledge of the way companies work.

5.3.4.1 Conclusions

To sum up, the analysis made from the information obtained in these 9 organizations indicates that, firstly, there is a large variability regarding the number of courses undertaken and the number of people involved in these activities, a low percentage is devoted to soft skills training and, this percentage is even lower in the case of leadership training. Secondly, with regard to the attendants' profile to soft skills and leadership training, most of them were employees or belonged to other profile category (mainly students). Taking into account that 5 out of the 9 organizations belonged to the university context, it is not surprising that this percentage was so high.

Courses were mainly conducted on site and 2 organizations used the blended mode using open sources in both cases and owned source in one of them. The analysis of the training best practice was made with the information of 8 different courses with a mean duration between 8 and 9 sessions, where the number of attendants was around 21, being the profile mainly students, line managers and employees. The main contents included in these courses were the development of team direction and management competencies, social skills and assertiveness. As aforementioned, the methodology used was mainly on site, being in 2 organizations blended. As for the opinion about the tools, the totality of the sample agreed that they provided a real opportunity for the development of training activities and, some of the interviewees thought that they were not as effective as on site training or there were not easy to use inside the organization. Regarding

the results, the level of satisfaction and learning reported by the attendants was high; interviewees reported that the tools had contributed positively by facilitating and promoting communication, information exchange, as well as being very available and accessible. These contributions were also pointed out as strengths, adding as well that they are more interactive, favour the accessibility to people, facilitate learning, do not require displacement and access to updated information is possible in real time. In contrast, weaknesses they observed were the difficulty to carry out certain activities required in the training, the absence of real experiences and, variables related to the use of these tools like the need of training, knowledge, time investment in its learning and the possible aversion on the part of determined groups of the population who are less familiar with the use of new technologies. They also reported the need to creating more flexible and adaptive tools to the individual needs of each user, continuous updating and specific funding for its implementation. All the interviewees agreed on having the opportunity to test L2L tool and the target population they would address the tool would be mainly managers.

Half of the human resources directors or line managers agreed on stating that new methodologies and approaches are a support to training but they do not substitute on site mode, although they increasingly cover more needs due to its multiple advantages. With regard to the main objectives that leadership training should consider, they reported mainly to have knowledge about groups functioning, interpersonal relationships motivation, organization, team work, communication, assertiveness, planning and orientation towards results. Finally, as for their view toward the future in leadership training, there were two differentiated opinions. Some of the interviewees stated that neither the organizations nor the universities valued enough the relevance of leadership training, thereby in the future; it should be promoted the view of a leader like any person responsible of a team who needs a specific training. On the other hand, other interviewees reported that organizations are increasingly more aware of the importance of leadership and that very positive leadership models which consider workers' needs are already being implemented (transformational leadership).

The main limitations of our analysis are, on one side, the profile of the organizations and, on the other, the large variability among them regarding the number of activities and attendants. Firstly, as for the organizations profile, all of them are small and medium size organizations, corresponding five of them to the university field, since they are five research groups and a foundation, which although it is private, it is located in the University community. Therefore, the information offered by these organizations can be biased due to its characteristics. Secondly, means and standard deviations show a large variability regarding the activities carried out and the participants in those activities. This is due to the fact that one of the organizations made many more courses compared to the remaining organizations and, two of them received also a much higher number of attendants than the rest.

To conclude, the information collected of the 9 organizations seems to indicate that leadership training practice is not a much extended activity in the organizations of our country, at least in the small and medium size organizations included in our sample. Of all training activities in general that have been carried out, a very small percentage has been addressed to leadership skills training. Furthermore, most of the courses were delivered on site, what led us to think that the inclusion of new technologies to this field can be a great innovation, considering the positive opinions reported by the interviewees about its use. However, it is important to consider also the opinion given by some interviewees regarding these on-line tools which can be an important support to the on site training, but they cannot substitute it completely. This could be an important barrier regarding the implementation of leadership skills training using only on-line technology. Therefore, the need to creating systems which could substitute on site training and that, in its turn, could be positively accepted by the organizations is an important challenge in the future.

6. Needs analysis Conclusions

The objective of this analysis was to identify the most common practices in the domain of leadership trainings, as well as the needs of the users of the L2L serious game that the project consortium is going to develop.

Our analysis allowed us to reach this goal taking into consideration the particularities related to the subject of our study, the leadership trainings (that are far less numerous than the management trainings if they are not mixed up) and the creation of a serious game upon the leadership (serious games that issue from video games are not created by training centers).

The theoretical distinction between leadership and management has shown that we need to distinguish between the know-how (management) and the social skills (leadership) to avoid confusing the management trainings (for the managers possessing an hierarchical power) and the leadership trainings (for the leaders who do not necessarily possess an hierarchical power), though these two subjects are linked and there is often such confusion in practice.

This distinction also resulted in approaching the three main theoretical leadership models based upon the leader's personality, his behavior and circumstances allowing him to exert his leadership. We could also notice that the last model based upon the circumstances is mostly studied in the training centers and at the enterprises and organizations. The McKinsey's list presented in detail on the page... (18) synthesizes the principal criteria peculiar to the leaders: trustworthiness, fairness, unassuming behaviour, leader listen, open-minded, sensitivity to people, sensitivity to situation, initiative, good judgment, flexibility and adaptability, the capacity to make sound and timely decisions, the capacity to

motivate, a sense of urgency.

The comparison of the leadership trainings in the reference countries based upon the large surveys and in the partnering countries where the L2L serious game will be tested has shown that the personal skills determining the social skills which are also decisive for the leadership are the matter of concern for the enterprises and public organizations. However, only the largest companies are able to define their needs well, particularly in Europe, the smallest companies (employing less than 50 persons) as well as the medium ones (up to 250 persons) have an empirical approach to the trainings. However, even at the largest organizations, whether private or public, where the need in leadership trainings is more felt and better identified, the suggested trainings do not meet the needs sufficiently, neither for the administrators who think they are not prepared enough for the leadership, nor for the employees who judge their chiefs or who can be up to exert the leadership in a certain moment, for example, in a project.

Moreover, it seems that in the USA, the leadership birthplace, and in the Anglo-Saxon countries the leadership trainings are more popular among the employees, while in Europe and particularly in France this type of trainings is often intended for the persons in charge due to organizational reasons (for example, the significance of the middle management having access to this type of trainings in France).

Nevertheless, the organizations and the employees should express their need in leadership trainings, whether explicitly (big organizations) or implicitly (small and/or medium organizations).

To sum up, the leadership trainings, though far less numerous than the management trainings with which they are often mixed up, exist as such nonetheless, according to the list that we drew up on page... (22). These trainings are mostly of the on-site type though there are the e-learning trainings which are often carried out using a computer, in the blended mode.

Anyway, the suggested leadership trainings, whether having the words "leader" or "leadership" in their headings or not, are related to the topics that were identified in all the countries and particularly in the partnering countries where the L2L will be tested. These principal themes are as follows: effective communication, team building, conflict/crisis management/resolution, motivation. They can be reduced to the themes which are more leadership-oriented, as "Clarify the goals", "Define the real issues for the organization and the teams", "Create a powerful link between the strategy and the goals of utmost importance", "Develop the bases of confidence", "Improve the personal impact".

Finally, we could list the majority of the serious games related to the leadership that are not numerous and are mostly used by the large companies and the

organizations that have ordered them. We could also define the particularity of this type of training tool those issues from the video games industry. The popularity of video games that concerns the majority of the population under 25 to 30 years old and its diffusion among other age categories, particularly by a simple progress of the age pyramid, leads to the natural growing interest for the serious games, which is confirmed by the surveys we have analyzed and the interviews we have carried out.

In this respect, a recent study carried out by the Institute of Executive Development and Mannaz concerning 111 enterprises in Europe and in the USA has shown that at 75% of the polled enterprises a passage to the individual coaching and tutelage is going to be effected (with a guidance from one administrator to another for 69%).

This study has also shown that in the domain of the leadership trainings program 65% of the enterprises have mentioned the need to stimulate the spirit of enterprise and innovation, as well as the improvement of the global quality of the management.

For Jorgen Thorsell, the Vice-President of Mannaz, the world crisis we are in reveals the new needs beyond the skills of the persons in charge to manage the teams and the individuals. These needs boil down to the empowerment, the autonomy rate, risk-taking and spirit of enterprise.

Though these needs that have already been mentioned are not new, they allow the enterprises and organizations to resolve their problems more efficiently. Nonetheless, these needs undoubtedly express the necessity of leadership trainings democratization making it possible for everyone in the enterprise or the organization to do his best and to possess the part of the power he needs for the accomplishment of his tasks.

The video games like the serious games that already stimulate some of the qualities peculiar to the leadership can allow their users to exert it.

This will be the goal of L2L that we are going to develop on the basis of this analysis which can be completed during the other stages of this project.

7. Annexes

Learn 2 Lead Needs Analysis Questionnaire & Interview

The main goal of this questionnaire is to identity:

- (i) target organizations and populations;
- (ii) the content of the training
- (iii) the techniques used to deliver the training,
- (iv) outcomes (where information available)
- (v) points of strength and weakness.

And is so structured:

Section A,B: Personal Data about the organization and about the interviewee.

Section C: Training activities

Section D: Type of courses

Section E: Leadership training - Best practice

Section F: Results

Section G, H: Interview

Learn 2 Lead Needs Analysis Questionnaire & Interview

A. Company Personal Data

A.1 Full legal name:			
A.2 Size:	Small (<50)	Medium (< 250)	Big (> 250)
A.3 Number employees:			
A.4 Economic sector:			
A.5 Type of organization	Public	Private	
A.6 Scope	National	International	
A.7 Capital			

B. Contact Person

B.1 Nominative:	
B.2 Title:	
B.3 Department:	
B.4 Position:	
B.5 Role:	
B.6 Seniority in the role:	

C. Training Activities

C.1. How many courses / hours of training activities done in the last 2 years?	
C.2 How many people involved in the last 2 years?	
C.3 Compared to the overall volume of training activities which is the percentage spent on soft skills?	
C.3.1 Number of participants involved:	
% Director	
% Manager:	
% Employees	
% Partner/Administrators	
% Other	
C.3.2 Skills profile: % (if applicable)	
Professional	
Managerial	
C.4 Compared to the training activities on soft skills, how many hours / courses in percentage were dedicated to the leadership training?	
C.4.1 Number of participants involved:	
% Director	
% Manager:	
% Employees	
% Partner/Administrators	
% Other	
C.4.2 Skills profile: % (if applicable)	
% Professional	
% Managerial	

D. Type of courses

1. In general (all training activities)

mode %	On site	On line	Blended

2. Soft skills courses:

mode %	On site	On line	Blended

3. Leadership courses:

mode %	On site	On line	Blended

4. If on line or blended: which architecture or platform was used?

Open source (as Moodle, etc..)	
Owned	

E. Leadership training: Best practice

E.1. First Case:

Title:	
Objective:	
Number of participants:	
%Director:	
%Manager:	
%Employees:	
%Partner/Administrators:	
%Other:	
How many sessions:	

- Main content: describe the main topic of the courses

course

- Tools: (only if blended or online)

Mark one or more box below

- ☐ Individual Authoring Tool (as personal blog, portfolio)
- ☐ Sharing information Tools (as glossary, repository, social tagging)

- ☐ Communication Tools (as Skype, e-mail, chat)
- ☐ Teamwork Tools (as Shared calendar, Mental maps)
- ☐ Construction of knowledge Tools (as Wiki, Social Networking, Blog)
- ☐ Edugames Tools
 - Virtual Role Play (objective is primarily to interact)
 - Simulations (objective is to manage the variables of a system to understand the behaviour)
 - Serious games (tools designed as games with a specific learning goal)
 - _____ Other:

E. 2. Second Case:

Title:	
Objective:	
Number of participants:	
%Director:	
%Manager:	
%Employees:	
%Partner/Administrators:	
%Other:	
How many sessions:	

- Main content: describe the main topic of the courses

course

- Tools: (if blended or online)

Mark one or more box below

- ☐ Individual Authoring Tool (personal blog, portfolio)
- ☐ Sharing information Tools (glossary, repository, social tagging)
- ☐ Communication Tools (Skype, e-mail, chat)
- ☐ Teamwork Tools (Shared calendar, Mental maps)
- ☐ Construction of knowledge Tools (Wiki, Social Networking, Blog)
- ☐ EdugamesTools
 - Virtual Role Play (objective is primarily to interact)
 - Simulations (objective is to manage the variables of a system to understand the behaviour)
 - Serious games (tools designed as games with a specific learning goal)
 - _____ Other

E.3 How were entered and used these tools in teaching?

E.4 Compared to the use of these innovative tools in training courses on soft skills, please mark one or more statements representative of yours experience (for partners: if you want to add something else... ?)

I believe that the use of these tools provide a real opportunity for development of training activities.	
These tools, although interesting, are not so easy to use inside organizational	
I don't believe in the validity of online and blended tools.	
I think that these tools are an opportunity to innovate training programs	
From a teaching point of view are less effective than in presence training.	
These tools don't produce real innovation	
They improve the satisfaction index but not the quality of learning	

F. Results

(if applicable)

F.1 Average level of satisfaction:		reference scale	
F.2 Average level of learning:		reference scale	

F.3 Other feedback from participants:

--

F.4. What kind of contribution have given these tools in the session?

--

F.5.

Strengths and opportunities	Weaknesses / threats

F.6. Other needs came out:

--

--

F.7. Cultural impact on the organization (if applicable):

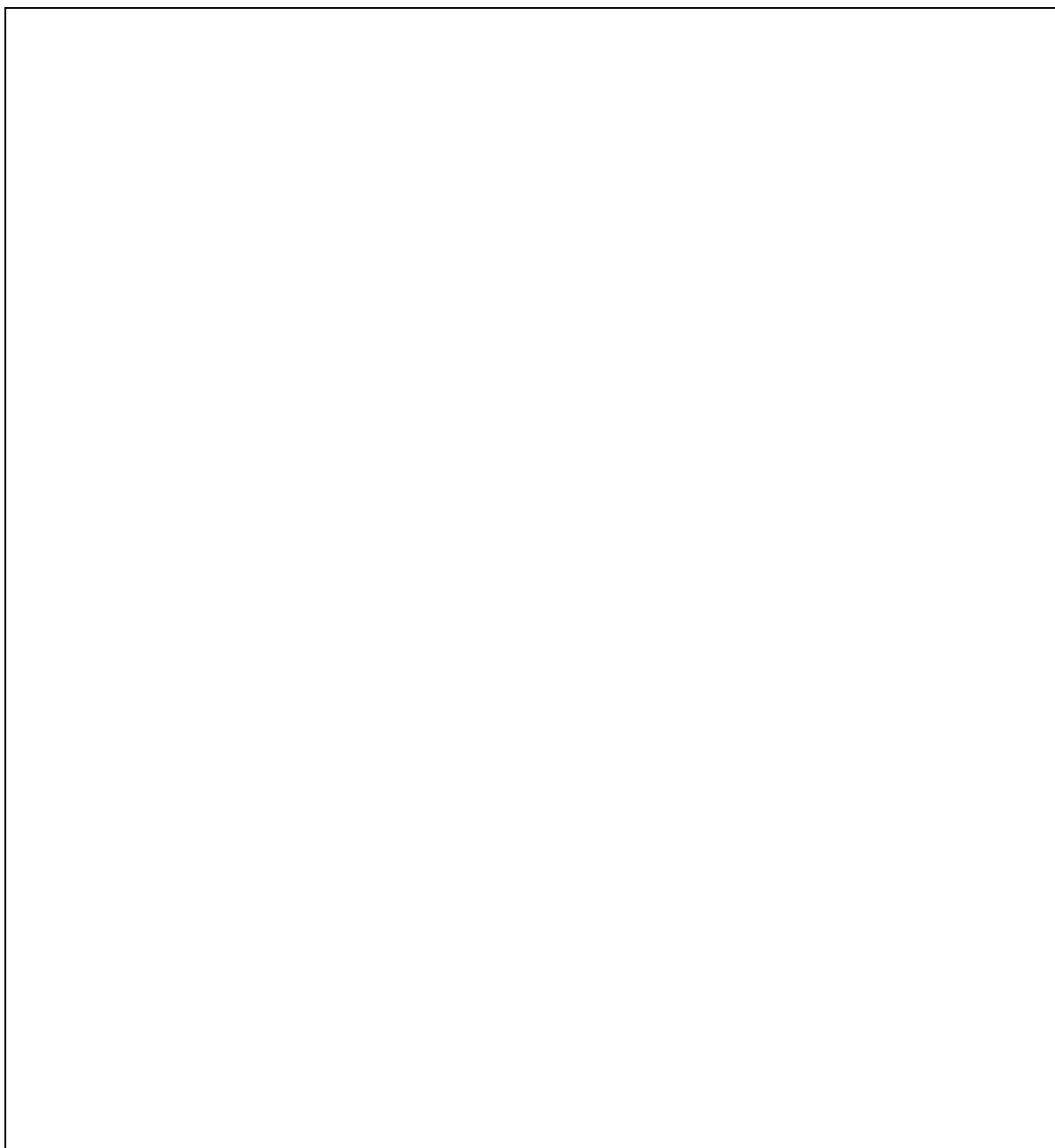
--

F.8. Would you be interested in doing the testing of the tool L2L inside your organization?

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F.9. Notes

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G. Interview with line managers

(interview with the Manager of the group trained to leadership)

G.1. What expectations had you when proposed as candidate yours employees to the leadership training?

G.2. After the course, did you note any changes in leadership competence of your employees? If so, which?

G.3. Do you consider your initial expectations satisfy?

G.4. Compared to the current training, do you believe that there are aspects to increase or on which to implement changes?

--

H. Interview with the human resources manager (or HR Director)

H.1. Do you believe that the current approaches and methodologies in training meets the needs of organizations?

H.2. Which should be the objectives of leadership training in the medium-run?

H.3. Which is your vision about leadership looking to the future and next challenges?

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