Soft Skills & Monitoring

Here follows a list of soft skills developed and monitored thanks to SPark20 digital platform. For each soft skill there is a description and the way we monitor the evolution of the skill.

Social skills (interpersonal): Communication & Teamwork

Communication : Communication is a main skill in companies that generates ideas and insights and creates a coordination between professionals (Gorman & al., 2007 ; Newell, 1985, 1986). With Spark20, students collaborate to solve problems. The game is based on a chat where all the community members participate. This chat is central to the game, for example students will be able to generate surveys to make collective decisions.

Monitoring: Through the number of messages sent in the chat

Teamwork: Players have to create the working frame of the group depending on their competencies. Characteristics will be attributed to the participants at the beginning of the game and they will acquire specific skills along the game (Klein & al., 2010). They will have to build relationships to contribute to the objectives of the organisation.

Monitoring: Through the cohesion with the other students' decisions (did the student vote for other teammates' solution?)

Personal skills (intra-personal): Leadership (persuasion), adaptability and flexibility:

Leadership: Students face situations that encourage social interactions sometimes contradictory to their colleagues. They will develop persuasion skills, through pitches and exposition of convincing arguments to their colleagues, managers and teams (Aebischer & Oberlé, 2016).

Monitoring: Among 30+ decision-making processes, the individuals who initiated the chosen option will gain "leadership" points

Adaptability and flexibility: Students need to negotiate and therefore compromise with the group. Our solution involves changes and surprises during the session to discourage students' individualistic behaviors, which may deteriorate the whole organisation.

Monitoring: When the members compromise and select someone else's idea, they will be given "adaptability-flexibility" points

Methodological skills: Learning to learn, Analytical skills, Creativity and innovation, Problem solving

Learning to learn: through the RPG mechanics, students need to self-assess their own knowledge, and develop new ones in order to be successful in the game.

> Monitoring: At the end of each simulation session the students discuss with a chatbot inquiring about the different types of situations they have encountered and the skills they think they have developed.

Analytical Skills: students need to use solutions based on the information given throughout the scenario, and forecast future events. Depending on the scenario we provide different information (Country data, customer data, financial data).

> Monitoring: time spent reading documents provided by the teacher

Creativity and innovation: while classic business games and case studies follow predetermined paths, our solution enables wide creativity on which the teacher will be able to elaborate the scenario (Ericsson, 1999).

> Monitoring: difficulty rate of the given solution

Problem solving: the whole experience is based on finding solutions to specific problems, engaging students to develop their decision making skills. Good or bad decisions will have an impact on the student (his character) and on the whole class (the company).

> Monitoring: the success of the decision made will be the main assessment (rewarding good decisions)

Digital skills: Information and data-processing and Problem solving

Information and data-processing: Nowadays information is available in large amounts and is quite often conflictual, students need to identify the correct and most useful information for their specific case given by the teacher along the way.

> Monitoring: selection of the relevant information given by the teacher

Problem-solving: The students will create and use their own heuristics for decision making. This section aims at placing the students in a reality-based situation thus forcing them to develop long term analytical qualities (Utterback, 1971).

> Monitoring: the success of the decision made will be the main assessment (rewarding good decisions)