

Introducing
MYSKILLS™
Skills Management

MySkills™ 2.0 Enterprise
Key Benefits and Features

Publishing byGECKO

publishing.bygecko.com

Email: support.myskills@bygecko.com

Tél: (33) 01 53 43 92 91



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MySkills™

MySkills™ Key Benefits

True Skills management relies on three principles;

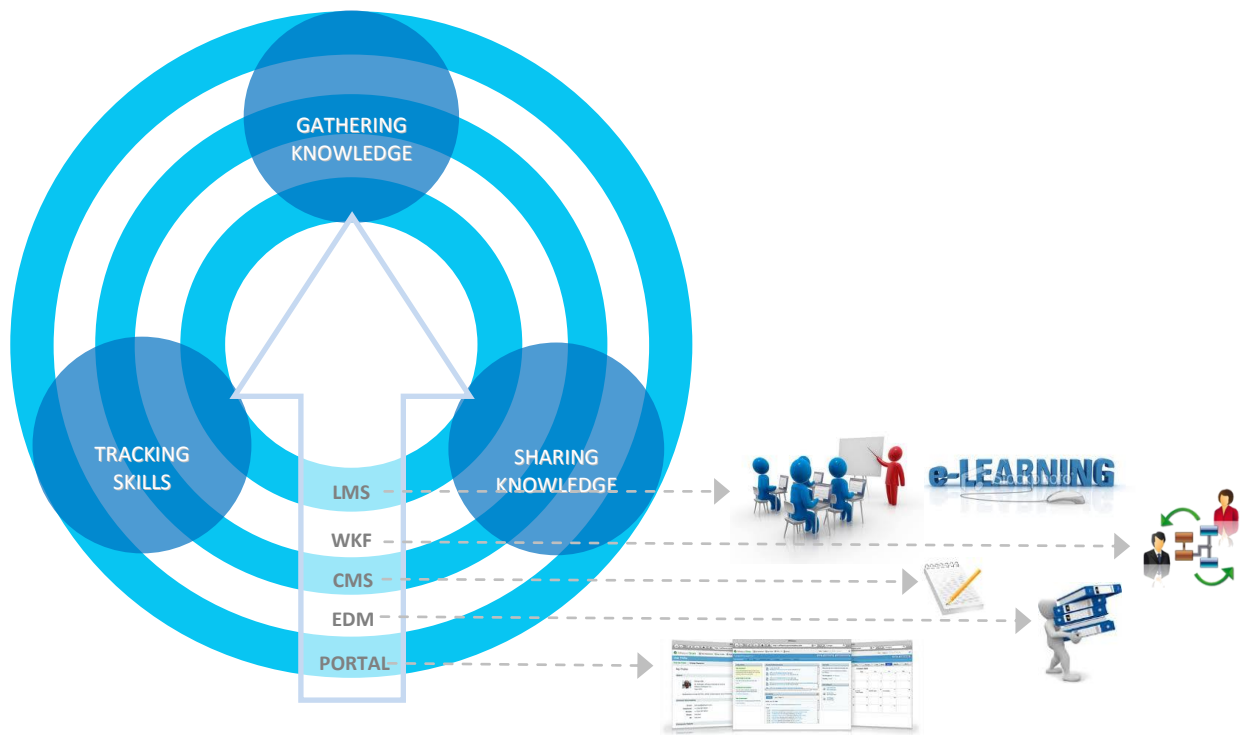
- **Knowledge must be gathered** and protected in a unique referential.
- Next, **Knowledge must be shared**, which is a little more complicated to achieve.
- Finally, the most difficult part is to observe the way Knowledge is acquired, that is to say **track evolution of collective and individual skills**.

We observe there are a lot of customers who achieve the first principle, and very few who reach the second or the third one. We agree on the fact that the final objective is to track the way knowledge is acquired by people, in order to correctly perform enterprise activities. But this objective cannot be reached without *Gathering* and *Sharing* these knowledge first.

MySkills™ has been conceived in respect of this paradigm, articulating those three principles in a single solution and in a single architecture.

Gathering, Sharing knowledge and *Tracking* skills require five technical concepts to be settled:

- a normative **Scorm LMS** (Learning Management System or E-Learning),
- a **Content Management System** for skills consignations,
- a **Workflow Engine** for validations and publications processes,
- an EDM (**Electronic Data Management**) for documents repository,
- a normative (JSR) **Portal** which give access to all the information.



MySkills™ supports and articulates all these technical and normative concepts in order to manage Skills efficiently in a unique and integrated solution.

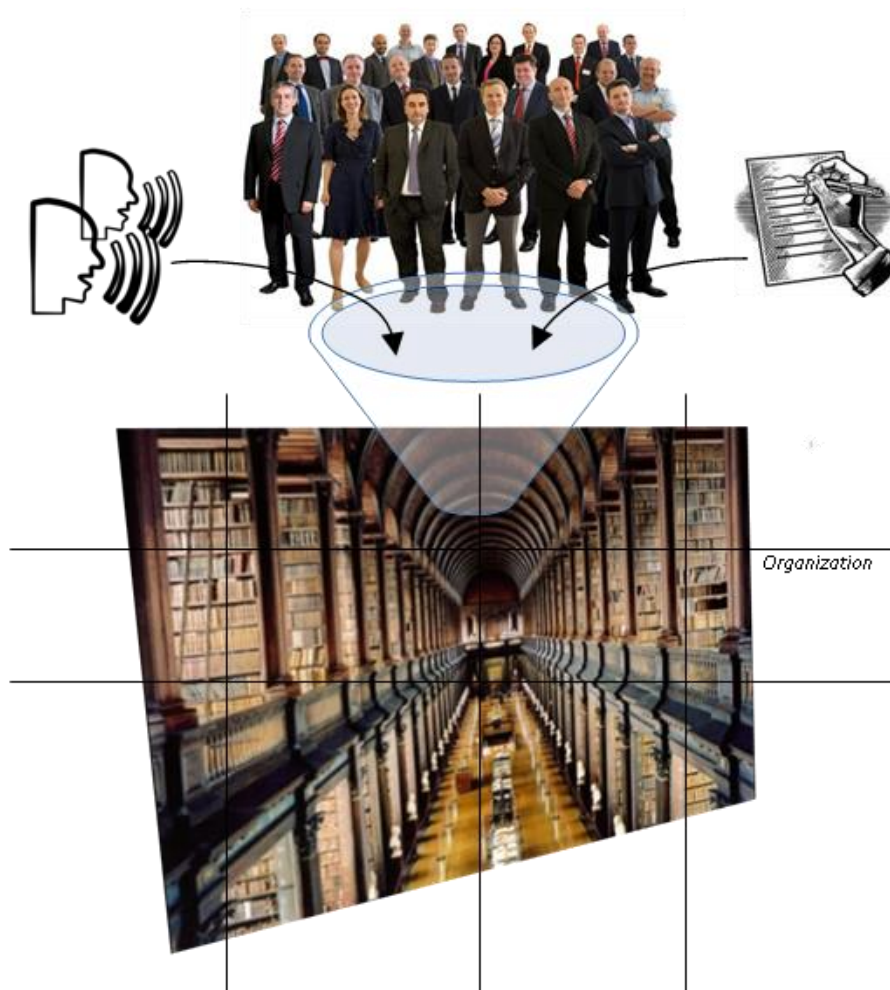
MySkills™ Key Features

MySkills™ combines and articulates major abilities of SCORM, EDM, Portal, CMS and Workflow principles in order to *Gather, Share* knowledge and *Track* skills.

Take a quick tour of **MySkills™** key features (**standard** and **specific, under development**) through the three steps of skills management cycle.

Gathering Knowledge

Global Scope



Supported Features

| | | |
|--|--|--|
| Repository Definition & customization | <ul style="list-style-type: none">- Hierarchical and transversal organizations support- Business domains oriented referential- Support of different EDM for each domain- Custom fields support for any document types- Custom order of folders and documents | |
|--|--|--|

| | | |
|--|--|--|
| <p>Knowledge Deposit and Contribution</p> | <ul style="list-style-type: none"> - Transparent integration of e-learning SCORM 4th and 1.2 editions contents - Multiple supported formats into a <u>unified</u> referential (static or animated) <ul style="list-style-type: none"> o Adobe Captivate o Video o Text o Audio o Images o Office documents o Pdf - Mass documents upload - One click upload contributions - Historisation / Versions - Content shortcuts - Relatives contents - Import / Export contents for backup or replication to another MySkills instance - Export folder as an archive (including sub folders) | |
| <p>Knowledge Content Validation</p> | <ul style="list-style-type: none"> - Tasks list - Submissions list - Basic templates of approval workflows | |
| | <ul style="list-style-type: none"> - Possibility to develop specific approval workflows - Possibility to integrate enterprise workflow engine | |
| <p>Knowledge Feedback</p> | <ul style="list-style-type: none"> - Comments section - Rating system for documents and contents - Polls (single question) - Customizable surveys | |
| <p>Look and Feel Personalization</p> | <ul style="list-style-type: none"> - Portal templates - Visual drag and drop in pages - Live page editing - 10 page layout templates - Nested layout supported - Automatic page structure inheritance - Drag and droppable site map | |
| | <ul style="list-style-type: none"> - Custom portal, mobile and tablet themes - Custom portal templates - Navigation and display rules for mobiles and tablets - Custom web content structures and templates | |
| <p>Knowledge Contents Staging</p> | <ul style="list-style-type: none"> - Sandbox to work on page layouts and contents - Multiple versions supported - Scheduled and remote deployments | |
| <p>Autonomy in Managing Skills Repository</p> | <ul style="list-style-type: none"> - No technical knowledge required for edition and administration - Web browser oriented management | |
| | <ul style="list-style-type: none"> - SCORM archives upload | |

Sharing Knowledge

Global Scope



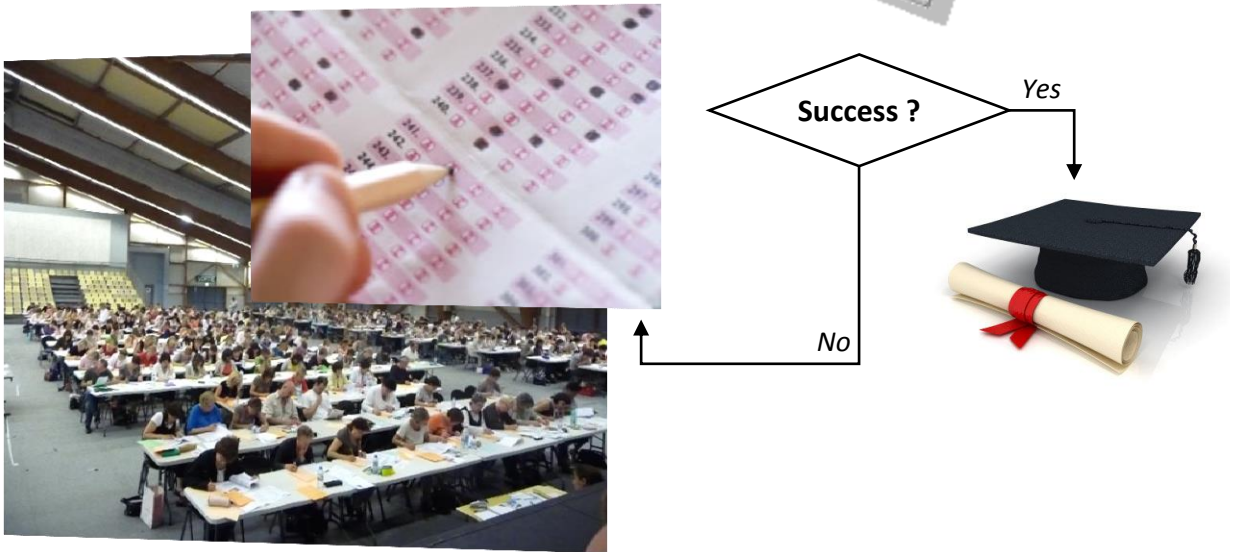
Supported Features

| | | |
|--|---|--|
| Users and Groups Definition | <ul style="list-style-type: none"> - Unlimited number of groups - Internal / External (synchronization with Legacy) - Multi groups users support | |
| Access Permissions | <ul style="list-style-type: none"> - Role permissions matrix - Coarse-grained permissions on applications - Fine-grain permissions on contents | |
| Access Personalization | <ul style="list-style-type: none"> - Personalized pages and contents based on user's profile and authorizations - Business domains-driven training plan | |
| Language management | <ul style="list-style-type: none"> - 32 languages supported - Automatic localization based on user language preferences - Editable contents translations | |
| Knowledge Content Search & Tags | <ul style="list-style-type: none"> - Full-text search engine - EDM contextual search - Categories and tags metadata - Indexed custom fields | |

| | | |
|--|--|--|
| Direct Learning Skills | <ul style="list-style-type: none"> - Passive consultations - Interactive simulations - Lesson sequencing: at the right step (conditioned by previous success or failure of a lesson) | |
| | <ul style="list-style-type: none"> - Manage skills career: affect users to skills profiles | |
| Collective Learning Skills | <ul style="list-style-type: none"> - Calendar and events - Announces and alerts - Social activity (participation points) - Wikis - Blogs - Forums - Message boards - Instant messaging | |
| Medias Support | <ul style="list-style-type: none"> - Major Web browsers support (Internet Explorer 7+, Firefox 3+, Safari 3+, Opera 8+) | |
| | <ul style="list-style-type: none"> - iOS Mobile | |
| Autonomy in Managing Knowledge Access | <ul style="list-style-type: none"> - No technical skill required for edition and administration | |
| | <ul style="list-style-type: none"> - Web browser oriented management screen | |

Tracking Skills

Global Scope



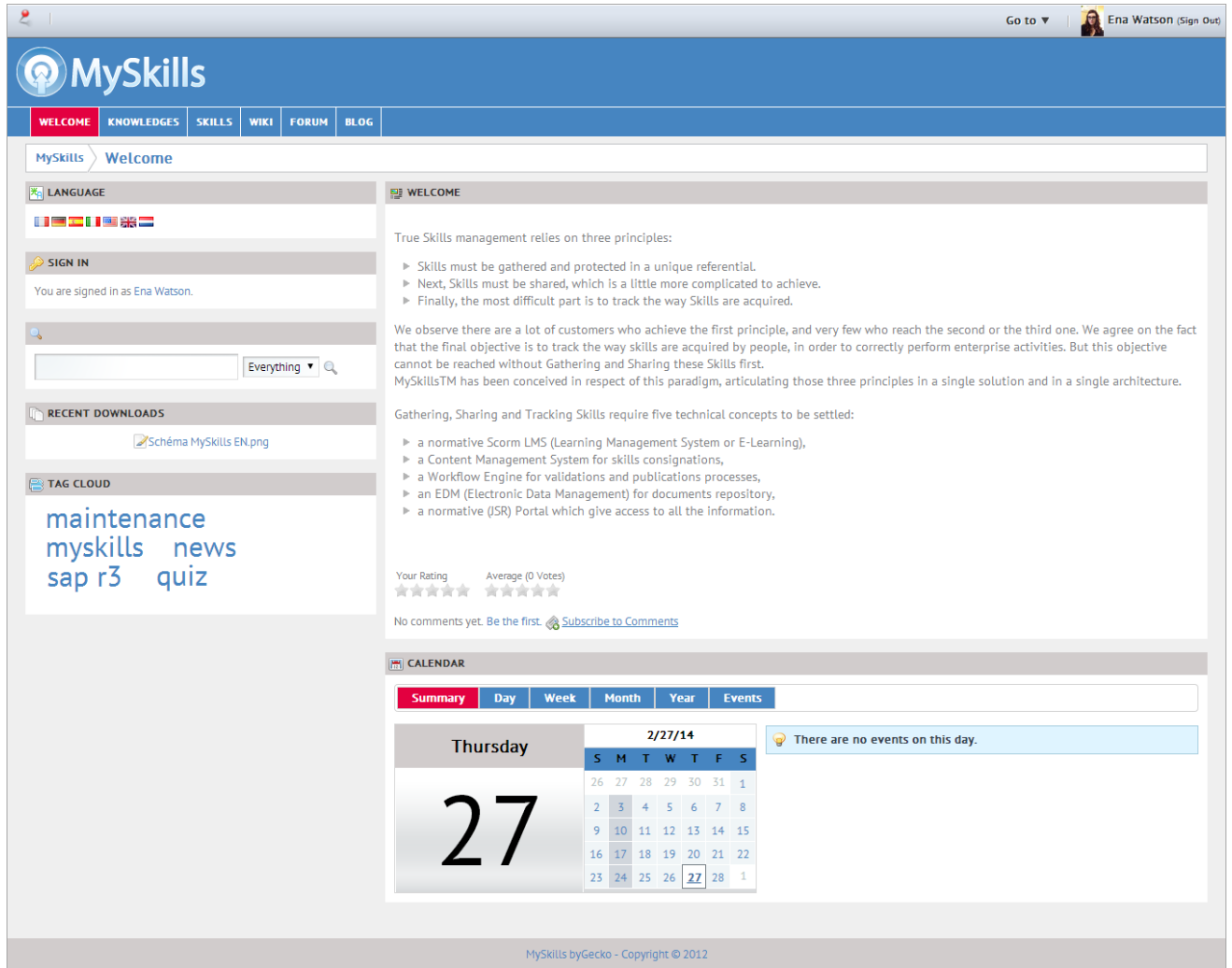
Supported Features

| | | |
|---|--|--|
| <p>Individual Skills Evaluation</p> | <ul style="list-style-type: none"> - Quiz <ul style="list-style-type: none"> o Navigation o Question types <ul style="list-style-type: none"> ▪ Simple choice ▪ Multiple choices ▪ Fill in ▪ Sort o Question weight o Results display | |
| <p>Global and individual Reports</p> | <ul style="list-style-type: none"> - Objectives - Achievements - Follow users evolution and check results to provide them constructive remarks <ul style="list-style-type: none"> o Number of access o Passed time o Score o Lesson status (failure/success) o Quiz answers o Answers statistics | |

| | | |
|-----------------------------------|---|--|
| | <ul style="list-style-type: none"> - Filters to refine reports - Reports Format <ul style="list-style-type: none"> o HTML o Excel o PDF - Graphical chart reports support | |
| Managing Skills Tracking | <ul style="list-style-type: none"> - Customizable report's layout and data (logo, columns...) | |
| Monitoring users | <ul style="list-style-type: none"> - Google Analytics support (intranet supported) - Live statistics of users and their portal page flow | |
| Skills career organization | <ul style="list-style-type: none"> - Cartography of positions in the company and identification of strategic and sensitive positions - Ability to create skills profiles gathering all the expected skills for a staff and a defined function or HR role - Assigning users or entities structure - Reuse entities structures of the corporate directory to ease skills profile management | |
| BI and HR Reporting | <ul style="list-style-type: none"> - Dashboard - Display key indicators of individual and collective skills tracking - Monitor by period, skills profiles or entity structure - Customizable indicators, viewable as graphic charts - Inventory and progression of current skills - Construction of an action plan for training | |

Screenshots

Here are some screenshots of sample pages and portlets you can use in **MySkills™**.



S01. Welcome page

Go to ▾ | Ena Watson (Sign Out)
MySkills

WELCOME
KNOWLEDGES
SKILLS
WIKI
FORUM
BLOG

MySkills > Knowledges

LANGUAGE

THEMES

PROPERTY AND SERVICE PURCHASES

MAINTENANCE

INTERVENTIONS

YOUR SKILLS

True Skills management relies on three principles;

- ▶ Skills must be gathered and protected in a unique referential.
- ▶ Next, Skills must be shared, which is a little more complicated to achieve.
- ▶ Finally, the most difficult part is to track the way Skills are acquired.

We observe there are a lot of customers who achieve the first principle, and very few who reach the second or the third one. We agree on the fact that the final objective is to track the way skills are acquired by people, in order to correctly perform enterprise activities. But this objective cannot be reached without Gathering and Sharing these Skills first. MySkills™ has been conceived in respect of this paradigm, articulating those three principles in a single solution and in a single architecture.

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- ▶ an EDM (Electronic Data Management) for documents repository,
- ▶ a normative (JSR) Portal which give access to all the information.

Your Rating Average (0 Votes)

★ ★ ★ ★ ★ ★ ★ ★ ★ ★

No comments yet. Be the first. [Subscribe to Comments](#)

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S02. Knowledge repository

The screenshot shows the MySkills LMS interface. At the top, there's a navigation bar with 'WELCOME', 'KNOWLEDGES', 'SKILLS', 'WIKI', 'FORUM', and 'BLOG'. Below it, the course path is 'MySkills > Knowledges > Maintenance > Course-Maintenance MBCE'. The main content area is titled 'INTRODUCTION' and contains text about Human Resources Management (HRM). A central diagram shows 'HRM' in a blue circle with arrows pointing to various HR functions: Training & development, Performance & reward management, Talent management, Succession & career planning, Labor relations, HR planning, Compensation, performance & remuneration, and Personnel administration. Below the introduction, there's a 'DOCUMENTS AND MEDIA' section for 'Course-Maintenance MBCE'. It includes a 'Launch the course' button, a list of URLs, a version history table, and a comments section.

| Version | Date | Size |
|---------|----------------|--------|
| 1.0 | 09/01/14 08:32 | 556,3k |

The screenshot shows a SCORM 2004 4th Edition Data Model Content Example 1.0 quiz interface. The top bar contains the title and a 'Quitter' button. A left sidebar lists the course structure: Welcome, Data Model Overview, Comments From Learner, Conceptual Content, Introduction, Conclusion, Conceptual Content Assessment, Instructions, Assessment, Application, Introduction, Application, Conclusion, Comments From LMS, Conceptual Content, Conclusion, Conceptual Content Assessment, Instructions, Assessment, Conclusion, and Application. The main content area is titled 'Question 1' and asks 'What is the transaction to create a standard sales order in SAP?'. The options are:

- A) VA01
- B) VA03
- C) VA05
- D) Z_ENTER_ORDER

 A green button below the options says 'Correct - Click anywhere or press 'y' to continue.'. At the bottom, there are navigation buttons: 'clear', 'back', 'skip', and 'submit'. The footer indicates 'Question 1 of 3'.

303. E-Learning course with interactions (quiz)

SCORM 2004 4TH EDITION DATA MODEL CONTENT EXAMPLE 1.0

Shareable Content Object Reference Model (SCORM®) 2004
Data Model Elements

Glossary | SCORM

Conclusion

You have completed the conceptual content for the Comments From Learner data model element example. You should now be able to:

- Identify the definition of Comments From Learner
- Identify elements that can be used with Comments From Learner
- Recognize possible uses of Comments From Learner

Manifest

```
<manifest>
<organization>
<name>
<item id=<item id>
<item ... <item>
<item ... <item>
</organization>
</manifest>
```

Metadata

Title: WFD: First Responders
Description: Library of information for first responders to improve their readiness to manage acts of terrorism involving weapons of mass destruction (WMD).
Keyword: WFD
Keyword: first responders
Keyword: terrorism

Content Package

The animation above shows the pieces of a content package including the manifest and metadata.

S04. Interactive training course

- 1 Select a lesson in the course tree, it displays in the right panel.
- 2 Lesson status is displayed according to learner results.
- 3 Access to some lessons can be conditioned by validation of previous lesson.

CAREER SKILLS ORGANIZATION

Profiles Resources

Advanced »
Find all profiles

Create a new profile

| Name | Description | Actions |
|---------------------------|--|---------|
| Purchasing Analyst | Experienced finance professional who is customer focused and drives results | Actions |
| Purchasing Manager | In charge of carrying out a project and manage its progress | Actions |
| Purchasing Officer | Pre-tender and Tender Purchasing of all major material for use on site and within the project | Actions |
| Purchasing Buyer | Reports directly to the Purchasing Manager and is responsible for the general and specific job duties | Actions |
| Accountant | Identify and record numerical data to reflect and qualify for an agent or an entity, both the extent of its economic activity. | Actions |
| Senior Purchasing Manager | Senior purchasing manager will be responsible for developing, directing and administering purchasing initiatives | Actions |
| Advisor | Professional specializing in consulting and private wealth management and involved in the management of individual or family wealth, including trust estate or business. | Actions |
| Sales Manager | Responsible for developing sales of its business in accordance with the commercial policy implementation | Actions |

Showing 8 results. Items per Page 10 Page 1 of 1 First Previous Next Last

INDIVIDUAL AND COLLECTIVE SKILLS MONITORING

INDICATORS

- State of skills progress by staff for business function
- State of skills progress by entities for business function
- Acquisition level distribution of selected business functions
- Skills level acquisition for business function
- Learning activity time by business functions
- Staff distribution by business functions
- State of skills level acquisition by business functions for entity structure

FILTERS

- Skill Profiles
- Purchasing Analyst
- Purchasing Manager
- Purchasing Officer
- Purchasing Buyer
- Accountant
- Senior Purchasing Manager
- Advisor
- Sales Manager
- Structure Entities

Refresh

State of skills progress by staff for business function Purchasing Analyst

| | The Nature of S | Supplier Relati | Role of Purchas | Introducing New | E-Procurement a | % |
|----------------------|-----------------|-----------------|-----------------|-----------------|-----------------|------|
| Jacquett Deslauriers | | | | | | 60% |
| Jaque Dupont | | | | | | 80% |
| Ena Watson | | | | | | 100% |
| Yolande Clavet | | | | | | 60% |
| Théodore Couture | | | | | | 20% |
| Patrick Burton | | | | | | 80% |
| Thierry Saurel | | | | | | 100% |
| Leala Courcelle | | | | | | 100% |
| Marthe Doucet | | | | | | 60% |
| % | 55% | 66% | 77% | 88% | 77% | |

State of skills progress by entities for business function Purchasing Manager

| | Control the mal | The Nature of S | Introducing New | Project management | % |
|-----------------------|-----------------|-----------------|-----------------|--------------------|-----|
| Service Developpement | 25% | 75% | 75% | 50% | 56% |
| Service Framework | 25% | 75% | 75% | 50% | 56% |
| % | 25% | 75% | 50% | 75% | |

Staff distribution by business functions

Learning activity time by business functions

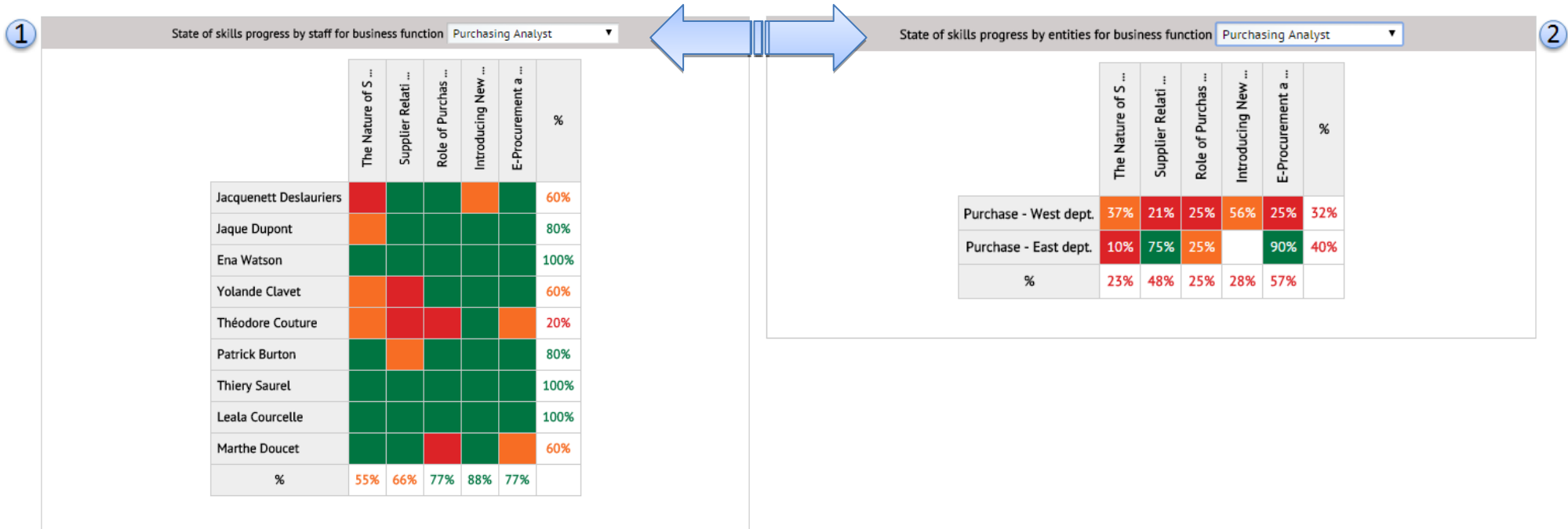
| Business Function | Learning activity time (days) |
|---------------------------|-------------------------------|
| Purchasing Analyst | 10.00 |
| Purchasing Buyer | 9.88 |
| Accountant | 7.81 |
| Advisor | 2.73 |
| Purchasing Officer | 1.95 |
| Purchasing Manager | 1.44 |
| Senior Purchasing Manager | 0.40 |

Acquisition level distribution of selected business functions

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S05. Skills career organization and interactive dashboard

- 1 Choose indicators to personalize your dashboard.
- 2 Select one or more profiles to compare metrics.



S06. Skills Matrix

- 1 Personals Skills.
- 2 Organizations Skills (Structure Entities)

- ### INDICATORS
- State of skills progress by staff for business function
 - State of skills progress by entities for business function
 - Acquisition level distribution of selected business functions
 - Skills level acquisition for business function
 - Learning activity time by business functions
 - Staff distribution by business functions
 - State of skills level acquisition by business functions for entity structure

- ### FILTERS
- Skill Profiles
- Purchasing Analyst
 - Purchasing Manager
 - Purchasing Officer
 - Purchasing Buyer
 - Accountant
 - Senior Purchasing Manager
 - Advisor
 - Sales Manager
- Structure Entities
- LearnerGroup
 - Service Developpement
 - Purchase - East Dept.
 - Service Security
 - Service Operation
 - Legal Service
 - Commercial Service
 - Purchasing Service
 - Service Empowerment
 - Service Framework
 - Purchase - East dept.

INDICATORS

- State of skills progress by staff for business function
- State of skills progress by entities for business function
- Acquisition level distribution of selected business functions
- Skills level acquisition for business function
- Learning activity time by business functions
- Staff distribution by business functions
- State of skills level acquisition by business functions for entity structure

FILTERS

Skill Profiles

- Purchasing Analyst
- Purchasing Manager
- Purchasing Officer
- Purchasing Buyer
- Accountant
- Senior Purchasing Manager
- Advisor
- Sales Manager

Structure Entities

- LearnerGroup
- Service Developpement
- Purchase - East Dept.
- Service Security
- Service Operation
- Legal Service
- Commercial Service
- Purchasing Service
- Service Empowerment
- Service Framework
- Purchase - East dept.

State of skills progress by staff for business function

| The Nature of S... | Supplier Avail... | State of Perform... | Introducing New... | Enhancement of... | % |
|---------------------|-------------------|---------------------|--------------------|-------------------|------|
| Logement Deliveries | | | | | 0% |
| Logement Repair | | | | | 80% |
| Site Work | | | | | 100% |
| Visites Client | | | | | 0% |
| Travaux Courant | | | | | 30% |
| Appels Clients | | | | | 80% |
| Travaux Saisie | | | | | 100% |
| Leads Contacts | | | | | 100% |
| Marketing Outreach | | | | | 0% |
| % | 51% | 58% | 77% | 88% | 77% |

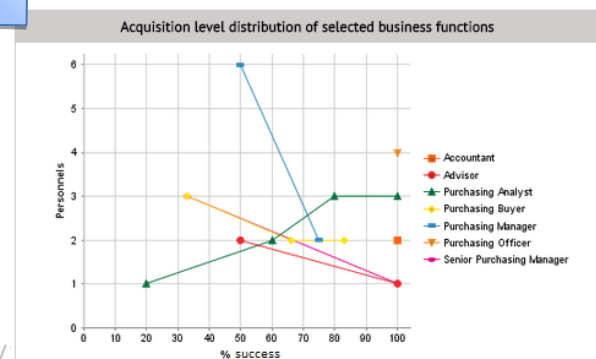
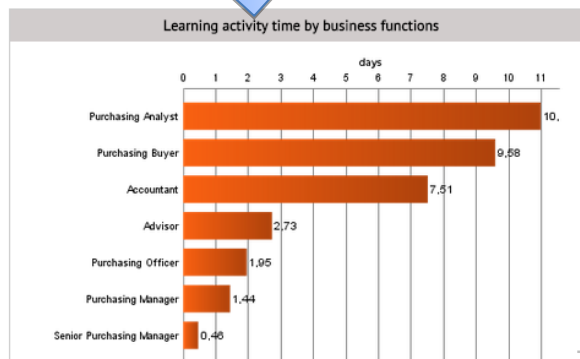
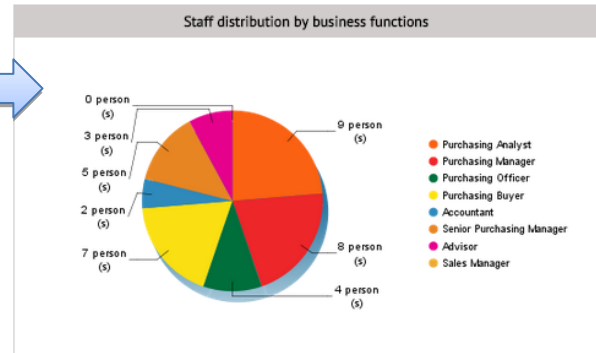
State of skills progress by entities for business function


| Entity | Supplier Avail... | State of Perform... | Introducing New... | Enhancement of... | % |
|-----------------------|-------------------|---------------------|--------------------|-------------------|-----|
| Service Developpement | 25% | 75% | 75% | 50% | 56% |
| Service Framework | 25% | 75% | 75% | 50% | 56% |
| % | 25% | 75% | 75% | 50% | 56% |

State of skills progress by entities for business function

Purchasing Manager

| | Control the mai ... | The Nature of S ... | Introducing New ... | Project management | % |
|-----------------------|---------------------|---------------------|---------------------|--------------------|-----|
| Service Developpement | 25% | 75% | 75% | 50% | 56% |
| Service Framework | 25% | 75% | 75% | 50% | 56% |
| % | 25% | 75% | 75% | 50% | 56% |




Go to ▾


MySkills

WELCOME
KNOWLEDGES
SKILLS
WIKI
FORUM
BLOG

RECENT BLOGGERS



Administrator MySkills
 Posts: 2
 Stars: 4
 Date: 12/30/13

BLOGS AGGREGATOR

Mise à jour 1.3.0 de MySkills !
 By Administrator MySkills, On 12/30/13 6:04 PM

[Read More »](#)

Ouverture du blog MySkills
 By Administrator MySkills, On 12/30/13 6:03 PM

[Read More »](#)

[RSS \(Opens New Window\)](#)

Showing 2 results.

MESSAGE BOARDS

[Message Boards Home](#) |
 [Recent Posts](#) |
 [My Posts](#) |
 [My Subscriptions](#) |
 [Statistics](#)

[RSS \(Opens New Window\)](#) [Subscribe](#)

Post New Thread

▼ Categories

| Category | Categories | Threads | Posts | |
|------------------|------------|---------|-------|-------------------------|
| Support MySkills | 0 | 1 | 3 | Actions |
| Support SAP | 0 | 2 | 5 | Actions |

Showing 2 results.

▼ Threads

There are no threads in this category.

NEWS


Tech News Headlines - Yahoo News(Opens New Window)

2/27/14 11:25 AM(Opens New Window)

Get the latest Tech news headlines from Yahoo News. Find breaking Tech news, including analysis and opinion on top Tech stories.

- U.S. attorney subpoenaed Mt Gox, other bitcoin businesses: source(Opens New Window)
YAHOO! NEWS(Opens New Window)

2/27/14 11:25 AM



By Emily Flitter NEW YORK (Reuters) - Manhattan U.S. Attorney Preet Bharara has sent subpoenas to Mt. Gox, other bitcoin exchanges, and businesses that deal in bitcoin to seek information on how they handled recent cyber attacks, a source familiar with the probe said on Wednesday. At least three exchanges were forced to halt withdrawals of bitcoins on February 7, including Mt. Gox, which was the largest at the time. Mt. Gox never resumed service before going dormant on Tuesday, leaving customers unable to recover their funds. "As there is a lot of speculation regarding Mt Gox and its future, I would like to use this opportunity to reassure everyone that I am still in Japan, and working very hard with the support of different parties to find a solution to our recent issues," Karpeles said in a statement posted on the Mt. Gox website.

- Baidu eyes buying its way into more mobile screens in China(Opens New Window)

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S06. Social applications

The screenshot shows the MySkills Reports interface. The 'REPORTS' tab is active, and the 'State of answers for quiz' report is selected. The report displays a table with columns: Name, Date and hour, Success Rate, What is the transaction to create a standard sales order in SAP, Correct answer Q1, The Sales Order Fulfillment Process is correct, Correct answer Q2, Backlog Reports are run for how many weeks, and Correct answer Q3. The data shows two users: Dujon François and Watson Ena.

| Name | Date and hour | Success Rate | What is the transaction to create a standard sales order in SAP | Correct answer Q1 | The Sales Order Fulfillment Process is correct | Correct answer Q2 | Backlog Reports are run for how many weeks | Correct answer Q3 |
|----------------|---------------------|--------------|---|-------------------|--|-------------------|--|-------------------|
| Dujon François | 2014-01-02 14:17:01 | 100.0 | A JC | A JC | true | true | 18 | 18 |
| Watson Ena | 2014-01-02 15:05:22 | 67.0 | A JC | A JC | false | true | 18 | 18 |

S07. State of answers for quizz

The screenshot shows the MySkills Reports interface. The 'REPORTS' tab is active, and the 'State of lessons by learner' report is selected. The report displays a table with columns: Lastname, Firstname, Lesson, Access number, Total access time (min.), Lesson's status, and Learner's comments. The data shows four learners: Dujon François, Dujon François, Dujon François, and Dujon François.

| Lastname | Firstname | Lesson | Access number | Total access time (min.) | Lesson's status | Learner's comments |
|----------|-----------|------------------------------------|---------------|--------------------------|-----------------|--------------------|
| Dujon | François | SAP R3 Workforce screens | 1 | 100.75 | passed | |
| Dujon | François | Procédures Achats Quiz | 2 | 3000.93 | passed | |
| Dujon | François | Introduction to Manifests | 2 | 0.0 | unknown | |
| Dujon | François | Content Package & Manifest Analogy | 2 | 0.0 | unknown | |

S08. Detailed skills evaluation reports

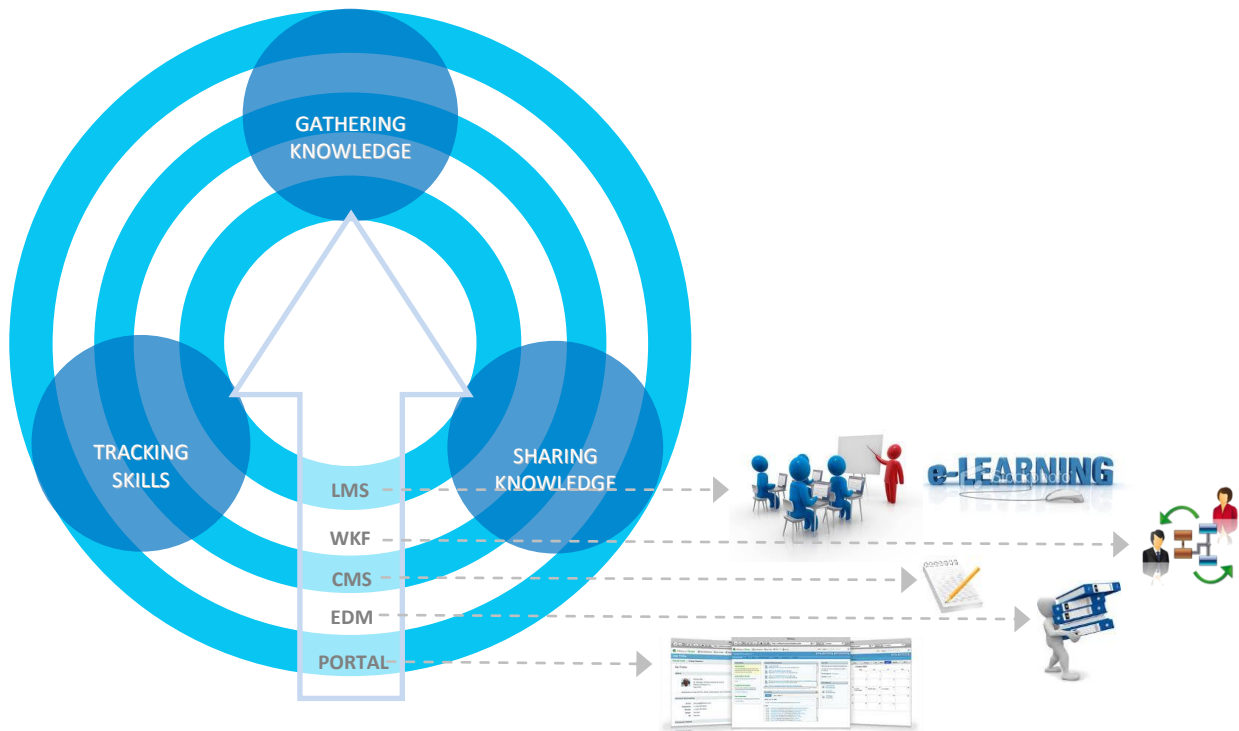
Compatibility and prerequisites

Here are the prerequisites of **MySkills™**;

- Any Java Standard & Enterprise Edition (SE/EE) 5 / 6 platform
- Legacy integration by:
 - o WSRP support
 - o SSO (Single Sign On)
 - LDAP (authentication and synchronization)
 - NTLM
 - CAS
 - OpenSSO
 - o CMIS (xxx).
 - IBM Filenet 5.0+,
 - EMC Documentum 6.7,
 - Alfresco 3.3+,
 - Microsoft SharePoint Server 2010

Principles of accompaniment around MySkills™

« ACCOMPANIMENT TO COLLECTIVE INTELLIGENCE AND APPRENTICE, SHARING AND SKILLS DEVELOPMENT, THROUGH MYSKILLS™ IMPLEMENTATION »



Regardless of the context and the project - HR or operational:

- Merging two corporate cultures,
- Updating of the GPEC,
- Age Pyramid,
- Tutoring,
- Training Plan,
- Change of profession,
- Generation Y,
- Learning...

... implementation of tools is optimized by the accompaniment of processes, people and teams.

Two types of support offered:

1. On the **contents** of your knowledge and skills: the co-development and the *Appreciative inquiry* will permit its emergence and formalization.
2. On the implementation **process**: the team coaching and collaborative tools such as *world café* or *open forum* will facilitate the development and/or approbation of projects, energizing and motivating teams, and the effectiveness of process.

Professional co-development

Learning shared in action

According to Adrien Payette and Claude Champagne: *"The professional co-development group is a development approach for people who think they can learn from each other in order to improve their practice. The reflection, made individually and in group, is favored by a structured consultation exercise focusing on issues currently experienced by participants ..."*

In practice, the co-development and learning-action group consists of four to eight people who meet for periods of three to six hours, according to a determined pace of two to five weeks over a period ranging from six months to one year (possibly extended over several years as long as the setup meets members' needs).

The group is accompanied by a competent resource-person who, by its position external to the group, ensures objectivity very valuable to the group. Each meeting is usually divided between the consultation itself (there may be one or more, depending on time available) and other related activities, but the consultation is at the core of the process.

One after another, participants take on the role of customer to expose the aspect of their practice they want to improve or issues they encounter in the development of their project, while others act as consultants to help this client to enrich its understanding (thinking and feeling) and its ability to act in a learning logic. Processes identified as well as the skills developed - by the "clients" and "consultants" are subject to a formal gathering.

A six steps consultation Process

Exchange group are structured by:

1. A statement of a problem, project or preoccupation (the 3 P's).
2. A clarification: issues of factual information.
3. A contract: expected outcome and desired type of consultation.
4. An exploration: reflexive questions, reactions, consultants' practical suggestions.
5. A synthesis of learning and action plan.
6. An assessment.

3 Roles

- a member becomes a client during a session,
- others are consultants,
- a facilitator helps the group's effectiveness.

Benefits

Participants in a co-development group pursue some of the following objectives:

- Learning to be more effective in practice by co-developing solutions, sharing expertise and knowledge, skills transfer,
- building and share a skills repository (hard skills and soft skills),
- binding itself to systematically take a reflective time on his professional practice,
- consolidating his professional identity by comparing its practices and skills to others',
- Learning to teach and be taught as a client and as a consultant,
- Learning to work in groups.

Practical applications

- Developing and sharing expertise, insight, and maturity.
- Developing transversality.
- Learning to coach an associate.
- Creating a culture of cooperation and openness.

The Appreciative Inquiry

Investing a project through expertise and successes!

- The definition of an attractive and challenging project for the greatest number, consistent with already taken measures,
- The search for success, expertise, support points, motivations, compared with a given topic rather than difficulties,
- A highly participatory approach: interviews 2-on-2 of all participants are organized and exchanges in small groups to move forward on the project, the results are communicated to all,
- A focus on action and results to support the adopted decisions.

What characterize the Appreciative

- Resolutely turned towards the positive,
- Builds from the successes and expertise validated,
- Connects the ground and the top,
- Provides a strong participation,
- Nourishes positive "internal dialogue",
- Stimulates creativity and vision,
- Accelerates the positive changes.

Practical applications

- Change management, projects animation.
- Cohesion team.
- Innovation for better organization.
- Development of management and leadership.
- Work organization and activities...

Team Coaching

Generic in its formulation and transversal in its use, team coaching is part of a *taylor-made* designing process of an educational device, and the actuation of groups involved in a project, regardless of the stage of completion thereof.

It mobilizes one or coaches - depending on the perimeters and numbers involved - in the first phase of requirements gathering and co-development of modalities and operational goals with the client. A second phase of coaching - one-time or iterative - then comes to the implementation and achievement of objectives.

Practical Applications

Change management and project management:

- Facilitating the appearance of needs in a bottom-up logic.
- Overcoming resistance and mobilize people for a long-term commitment.
- Acquiring new skills and individual behavioral group practices.
- Accelerating decision making.

Governance Meetings

Sequences to include in a team coaching

Process-tool borrowed to holacratique model (Holacracy®), **governance meetings** are dedicated to aspects such as culture change, the definition of responsibilities and limitations of authority.

The result of such meetings is the creation and definition of clear roles, required to manage the tensions during meetings.

The process used to facilitate a governance meeting is called *integrative decision process*. Its objective is to integrate the valid objections to the proposals made during the meeting in order to improve those while avoiding the counterproductive discussions.

What for? The **integrative decision process** distinguishes holacracy® from democracy or from governance models based on consensus.

The integrative decision process **aims to go fast without ignoring the potentially vital information of a minority voice**. This is possible because there is a strong and reasoned objection, we will pay attention to even if nobody else does share the objector's objection.

In practice, at each meeting, a facilitator is responsible for being the guarantor of the meeting's integrity and for creating a favorable space where the team will go to the essentials. The goal is to bring out, from the meeting, a field of collective awareness which will not be disturbed by the individual ego anymore but rather magnified by the energy and goodwill of everyone.

Practical applications

- Change management, project management.
- Coaching teams.
- Organizational Innovation.

Open forum

Suitable for staff up to several hundred people, the Open Forum (or open space technology) helps accelerating the emergence and realization of projects in a logic of stakes approval, initiative taking, and actuating.

It mobilizes two to four coaches - depending on perimeters and on numbers involved - in the first phase of defining operational goals with the client. A second phase of coaching - punctual - with the presence of most of the persons concerned can help with creating practical solutions through individual proposals shared within the group / team.

These solutions are then subject to a structured implementation which will be even more motivated since it has been subject of an emerging co-development.

Practical applications

Change management and project management:

- Facilitating the appearance of solutions in a bottom-up logic.
- Learning new skills in collective intelligence.
- Accelerating decision making and appropriation.
- Allowing the fusion of different – firm, business or country - cultures.

The World café

Collective intelligence tool by excellence, this animation format of large groups (teams / organizations ...) kindles a call for "conversations" which can fertilize the mutual knowledge and skills.

By effect of "viral infection", the enhanced information flows quickly and a better knowledge of "others" builds trust and generates collaborative initiatives.

These contents are then subject to a formalization in terms of their nature and the stakes identified.

Practical applications

Change management and projects animation:

- Allowing the fusion of cultures - business, trade or country - different.
- Facilitating the appearance of information and knowledge in a bottom-up logic.
- Learning new skills in collective intelligence.
- Sharing skills, know-how and expertise.