

## Template for Validation Process Assessment Tasks

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[First please fill out the SKIPPER validation tasks pool form here.](#)

|                                       |                                     |
|---------------------------------------|-------------------------------------|
| <b>Name of exercise / task / game</b> | <b>‘Leadership decision-making’</b> |
| <b>Duration (minutes)</b>             | 45 minutes                          |
| <b>Individual / Group task</b>        | Individual task                     |

| Categories to be assessed in the task |                                    |                               |                        |                       |
|---------------------------------------|------------------------------------|-------------------------------|------------------------|-----------------------|
| <b>Flexibility</b>                    | <b>Leadership and organization</b> | Personal development          | <b>Decision making</b> | <u>Ways to create</u> |
| <b>Collaboration</b>                  | Communication and networking       | <b>Thinking and reasoning</b> | <u>Integrity</u>       | Digital proficiency   |

**Description and instructions** (please be specific and include everything that is necessary)

The students' task is to individually develop to develop a complex response to a leadership dilemma. There are four possible leadership dilemmas in the scenario format that outlines enough of information about the leadership challenge and organizational context that construction of complex leadership decision-making could be applied.

aim is to present a solution that is ethical and innovative.

Task stages:

A student received 3 scenarios and is given 45 minutes to lay out thinking, reasoning and responding on all three scenarios.

Scenarios:

- **Scenario 1:** “You are the head of a project team that has been working on a high-stakes product launch. One of your team members, a highly skilled developer, has been experiencing burnout and

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recently confided in you about wanting to take extended leave. However, the success of the product launch depends heavily on this developer's contributions, and their absence could delay the project by months. Meanwhile, senior leadership has subtly implied that any delay would result in serious budget cuts and could put several team members at risk of losing their jobs. You are torn between respecting the developer's well-being and fulfilling the company's expectations. The developer looks up to you and seeks your advice on what to do next."

- **Scenario 2:** "You manage a sales team that has consistently performed at a high level, but you have learned from upper management that a major corporate restructuring is about to happen. This restructuring will involve significant downsizing, and while your team is currently safe, the company's future is uncertain. One of your top performers is about to accept a promotion with another company and has come to you for your advice on whether they should leave. You know that losing them could cripple your team's performance during the transition, but you also understand their need for job security and growth. You are bound by confidentiality regarding the restructuring plan and cannot discuss it openly. How do you advise your team member while also safeguarding the team's interests?"

- **Scenario 3:** "You are managing a high-performing sales team, but the team's top performer has developed a habit of openly criticizing other members for not reaching his level. While his sales numbers are unmatched and critical to the team's overall success, his behavior is causing the team's morale to plummet. Several team members have privately confided in you, expressing frustration and feeling demoralized. You recently had a one-on-one meeting with senior leadership where it was strongly implied that they value this top performer's results over addressing the team's concerns. However, you were asked to handle the situation discreetly without escalating it further. You must decide whether to confront the top performer about his behavior, knowing that doing so may risk a decline in his performance, or to maintain the status quo and potentially face the departure of other valued team members who feel unsupported. How will you manage this delicate balance between individual and team success while protecting your relationship with senior management?"

- **Scenario 4:** "One of your most promising team members has consistently displayed leadership potential and initiative. Other members of the team often look to her for guidance, and her innovative ideas have helped improve workflows significantly. However, her direct manager is

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known for being resistant to change and has expressed that he does not believe she is ready for more responsibility, citing vague concerns about her “inexperience.” During a private conversation, the manager confided that he feels threatened by her growing influence and wants to avoid promoting her, despite her excellent performance. He requested that you “slow down her progress” and not recommend her for leadership training or higher-level opportunities. You need to determine how to navigate this situation. Should you advocate for the employee’s advancement, potentially straining your relationship with the manager and risking internal conflict? Or should you comply with the manager’s request, which might hinder the growth of a rising star and demotivate her? How can you handle this situation while maintaining trust with both parties and safeguarding the team’s overall progress?”

**-Scenario 5:** “As the CEO of a company aiming to carve out a niche in sustainable consumer products, you’ve been approached by a large client that could dramatically increase your revenue and visibility. However, the client wants several modifications to your product that would compromise some of its core sustainable features, which are essential to your brand’s mission. If you decline, you risk losing the client and slowing down the company’s growth. On the other hand, agreeing to their terms could alienate your current loyal customers and undermine your startup’s core values. The team is split on what to do, and you have to make a decision about how to proceed while keeping both short-term success and long-term brand integrity in mind.”

**Scenaio 6:** „“Your company is gaining traction, and you’ve recently secured a major round of funding to accelerate growth. To keep up with the demands of new clients and expansion into new markets, you need to rapidly scale your team. However, some of your early employees, who have been with you from the beginning, express concern that the rapid hiring process is bringing in people who don’t fully align with the startup’s unique culture of innovation, transparency, and collaboration. You’re faced with a dilemma: do you prioritize speed to fill key positions quickly in order to maintain the company’s growth trajectory, or do you slow down hiring to ensure that each new hire fits the company’s values and maintains the culture that helped drive your early success? How do you manage both the short-term need for talent and the long-term preservation of your company’s identity?”

For each of the scenario student received same guiding questions:

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1. What are the important things to consider in this situation?
2. Are some of the considerations you discussed in your response to question 1 more important than others?
3. What do you think is an appropriate response to this kind of situation?
4. Describe another reasonable response to this kind of situation? Compare the potential risks and benefits of this response with those of your original response.
5. What process would you recommend for deciding how to respond to situations of this kind?

### Necessary tools (stationery, handouts, etc.)

We recommend a student writes down his/her answers in “pen and paper” format.

Optional also computer, but we do not recommend access to internet and use of AI.

AI may help carve better answers, but may also blur the proper insight into student maturity of leadership decision-making skills. However, the assignment also provides sufficient insight into other skills: thinking and reasoning,

**Info for Mentors, Validators** (What to expect, what to look for, signs of underperforming and overperforming in the categories in question. Reaction time, communication style, cooperation, contradiction, attitude and other revealing that help the evaluation.)

Assessor need to read the student answers on the three scenarios and fill in the below questionnaire.

| Assessment indicators:        |                        |  |  | 1- not true at all | 2 | 3 | 4 | 5—completely true |
|-------------------------------|------------------------|--|--|--------------------|---|---|---|-------------------|
| Thinks & communicates clearly | Student thinks clearly | thinks complexly and communicates his/her thoughts clearly and compellingly. |  | 1                  | 2 | 3 | 4 | 5                 |

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|                                  |  |   |   |   |   |    |
|----------------------------------|--|---|---|---|---|----|
| Considers perspectives (taking)  | Student cares about the perspectives of others, understands the importance of considering diverse perspectives, and in a given situation, can determine which perspective are important to include.                              | 1 | 2 | 3 | 4 | 5  |
| Considers perspectives (seeking) | Student is curious about the perspectives, want to clarify and understand them, and hi/she is also conscious that understanding the perspective of others might provide insights into the limitations of their own perspectives. | 1 | 2 | 3 | 4 | 5. |
| Coordinates perspectives         | Student can determine which perspectives matter, seek out a diversity of relevant perspectives, and integrate them together in a way that allows for the emergence of new solutions.   | 1 | 2 | 3 | 4 | 5  |
| Works closely with others        | Stundet understands the value of collaboration and do propose the collaborations strategies that is that's appropriate for a   | 1 | 2 | 3 | 4 | 5  |

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|   |  |   |   |   |   |   |
|---|--|---|---|---|---|---|
|   | particular decision-making scenario.   |   |   |   |   |   |
| Considers the context   | Student is capable to identify the aspects of the contexts that are most likely to matter in a given situation and determine how these contexts relate to a particular situation.                            | 1 | 2 | 3 | 4 | 5 |
| Designs effective decision-making processes   | Students can employ a range of decision-making tools to design effective decision-making processes for complex situations. i.e. pro/cons analysis, SWOT analysis; cost-benefit analysis; Pareto analysis.... | 1 | 2 | 3 | 4 | 5 |
| <p>Note: Instructor need to sum up the scores. Students score needs to earn at least 21 scores to each the approval for all (or any of the) six skills.</p> |  |   |   |   |   |   |

**Source material** (literature/handbook/website/video link, etc.):

These sort of tests are developed for the assessment of leadership decision-making skills for military and business leaders developed by stream of social constructive school of adult development at Harvard Graduate School of Education. We developed our own scenarios, but similar scenarios are proposed by these stream of thought for assessment of leadership and decision-making skills (look [lectica.org](http://lectica.org))

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Source:

1. Stein, Z., Dawson, T., Van Rossum, Z., Rothaizer, J., & Hill, S. (2014). Virtuous cycles of learning: Using formative, embedded, and diagnostic developmental assessments in a large-scale leadership program. *Journal of Integral Theory and Practice*, 9(1), 1-11.
2. Dawson, T. L. (2008). Metacognition and learning in adulthood. *Prepared in response to tasking from ODNI/CHCO/IC Leadership Development Office, Developmental Testing Service, LLC.*
3. Dawson, T. (2004). Assessing intellectual development: Three approaches, one sequence. *Journal of adult development*, 11, 71-85.
4. Dawson, T. L. (2002). New tools, new insights: Kohlberg's moral judgement stages revisited. *International journal of behavioral development*, 26(2), 154-166.
5. Foundations of LECTICA assessments. Accessed at: <https://lectica.org/about/foia>

## Template for Validation Process Assessment Tasks

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|                                       |                           |
|---------------------------------------|---------------------------|
| <b>Name of exercise / task / game</b> | Digital Crisis Resolution |
| <b>Duration (minutes)</b>             | 30 minutes                |
| <b>Individual / Group task</b>        | Group task                |

| Categories to be assessed in the task |                              |                        |                 |                     |
|---------------------------------------|------------------------------|------------------------|-----------------|---------------------|
| Flexibility                           | Leadership and organization  | Personal development   | Decision making | Ways to create      |
| Collaboration                         | Communication and networking | Thinking and reasoning | Integrity       | Digital proficiency |

### Description and instructions (please be specific and include everything that is necessary)

Participants are organized into teams of 3-5 members and presented with a simulated crisis that requires immediate attention and resolution. The scenarios are crafted to mirror real-life challenges organizations might face, requiring rapid analysis, decision-making, and teamwork. An example crisis could be:

1. **Data loss simulation:** A company's customer database is accidentally deleted due to a technical error, potentially causing significant reputational and financial harm. Teams must devise a short-term recovery plan while managing internal and external communications.

The task progresses as follows:

1. **Crisis analysis:** Teams begin by analyzing the situation to identify the root cause, immediate impacts, and key stakeholders affected. This step emphasizes logical reasoning and quick thinking.
2. **Developing a recovery plan:** Teams design a detailed plan to address the crisis. This includes technical recovery actions, measures to prevent similar issues in the future, and steps to mitigate reputational damage.



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3. **Communication strategy:** Teams must outline how they will communicate with affected stakeholders, such as customers, employees, and media, ensuring transparency and trust.
4. **Implementation of digital tools:** Teams are encouraged to utilize digital tools to simulate their proposed actions, such as creating mock press releases, using project management software, or developing presentation slides for stakeholders.
5. **Presentation:** Each team presents their solution, including the reasoning behind their decisions and the anticipated outcomes.

### Necessary tools (stationery, handouts, etc.)

Laptops or tablets for running digital simulations  
Note paper and writing instruments

**Info for Mentors, Validators** (What to expect, what to look for, signs of underperforming and overperforming in the categories in question. Reaction time, communication style, cooperation, contradiction, attitude and other revealings that help the evaluation.)

**The mentors, validators observe the process and the solution, and fill out the following form for the students.**

**Use the scale below to rate each criterion:**

**1 = Strongly Disagree**

**2 = Disagree**

**3 = Neutral**

**4 = Agree**

**5 = Strongly Agree**

### 1. Decision-Making Skills

#### 1. **Analysis of the situation:**

The student identified the root cause of the crisis and assessed the immediate impacts on stakeholders effectively.

1      2      3      4      5

#### 2. **Proposed solutions and recovery actions:**

The student provided practical and well-thought-out recovery actions, demonstrating

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sound judgment and strategic thinking.

1      2      3      4      5

### 2. Collaboration

#### 3. **Engagement and contribution to teamwork:**

The student actively participated in team discussions, contributing valuable insights and ensuring their voice was heard.

1      2      3      4      5

#### 4. **Support and cooperation with teammates:**

The student displayed strong interpersonal skills, supporting teammates and promoting a collaborative environment.

1      2      3      4      5

### 3. Communication and Networking

#### 5. **Clarity and organization in expressing ideas:**

The student articulated their thoughts clearly and presented ideas in an organized and concise manner during team interactions.

1      2      3      4      5

#### 6. **Contribution to stakeholder communication strategy:**

The student played an active role in crafting effective messages for stakeholders, ensuring transparency and professionalism.

1      2      3      4      5

### 4. Thinking and Reasoning

#### 7. **Logical reasoning and sound judgment:**

The student demonstrated critical thinking skills by providing logical, well-reasoned arguments and considering multiple perspectives.

1      2      3      4      5

#### 8. **Creativity and innovation in approach:**

The student contributed creative and innovative ideas to address the crisis, enhancing the overall solution.

1      2      3      4      5

### 5. Digital Proficiency

#### 9. **Use of digital tools and technology:**

The student effectively utilized digital tools such as project management software, mock-ups, or presentations to enhance their contributions.

1      2      3      4      5

#### 10. **Alignment of digital solutions with task objectives:**

The student ensured that digital tools were aligned with the crisis recovery objectives and

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|                                   |   |   |   |   |
|-----------------------------------|---|---|---|---|
| added value to the proposed plan. |   |   |   |   |
| 1                                 | 2 | 3 | 4 | 5 |

**Source material** (literature/handbook/website/video link, etc.):

|   |
|---|
| OECD (2019). Skills Outlook 2019: Thriving in a Digital World. Retrieved from OECD Digital Skills.                            |
| Crises Management and Response Tools: Emergency Preparedness and Response Resources. Available at <a href="#">Ready.gov</a> . |

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[First please fill out the SKIPPER validation tasks pool form here.](#)

|                                       |                 |
|---------------------------------------|-----------------|
| <b>Name of exercise / task / game</b> | Ethical Paradox |
| <b>Duration (minutes)</b>             | 45 minutes      |
| <b>Individual / Group task</b>        | Individual task |

| Categories to be assessed in the task |                              |                        |                 |                     |
|---------------------------------------|------------------------------|------------------------|-----------------|---------------------|
| Flexibility                           | Leadership and organization  | Personal development   | Decision making | Ways to create      |
| Collaboration                         | Communication and networking | Thinking and reasoning | Integrity       | Digital proficiency |

### Description and instructions (please be specific and include everything that is necessary)

Participants are presented with an ethical dilemma requiring careful analysis and decision-making. The scenario involves a challenging situation where ethical considerations, team dynamics, leadership responsibilities, and organizational goals are in conflict. Example scenario:

1. As a team leader, how would you handle a situation where one of your key team members displays demotivating behavior, negatively impacting team morale, while management primarily values their results?

The task aims to assess the participant's ability to balance ethical reasoning, team considerations, and organizational objectives. The steps of the task include:

1. **Analyzing the Dilemma:** Participants evaluate the scenario by identifying the key issues, stakeholders involved, and potential consequences. This involves critical thinking to understand the broader implications of the situation.
2. **Proposing Alternatives:** Participants suggest two possible solutions to address the dilemma. They must outline the advantages and disadvantages of each solution, demonstrating an understanding of the complexities of the scenario.

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3. **Making a Final Decision:** Participants select the solution they believe to be the most appropriate and provide a detailed justification for their choice. The rationale must reflect ethical considerations, leadership skills, and strategic thinking.

### Necessary tools (stationery, handouts, etc.)

Note paper, pens, laptop

**Info for Mentors, Validators** (What to expect, what to look for, signs of underperforming and overperforming in the categories in question. Reaction time, communication style, cooperation, contradiction, attitude and other revealings that help the evaluation.)

**The mentors, validators observe the process and the solution, and fill out the following form for the students.**

**Use the scale below to rate each criterion:**

**1 = Strongly Disagree**

**2 = Disagree**

**3 = Neutral**

**4 = Agree**

**5 = Strongly Agree**

### 1. Flexibility

- **Adaptability in problem analysis:**

The student demonstrated the ability to adapt their perspective and consider diverse viewpoints while evaluating the dilemma.

1      2      3      4      5

- **Willingness to explore alternative solutions:**

The student showed openness to considering multiple solutions, weighing their benefits and risks thoughtfully.

1      2      3      4      5

### 2. Leadership and Organization

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- **Leadership in addressing the dilemma:**  
 The student displayed confidence and responsibility in proposing solutions and taking a leadership stance.  
 1      2      3      4      5
- **Structured approach to problem-solving:**  
 The student organized their thoughts and proposed solutions in a logical, coherent manner.  
 1      2      3      4      5

### 3. Personal Development

- **Self-awareness and reflection:**  
 The student demonstrated an awareness of their values and personal growth in tackling ethical challenges.  
 1      2      3      4      5
- **Commitment to growth:**  
 The student exhibited a willingness to learn from the exercise and integrate lessons into their decision-making process.  
 1      2      3      4      5

### 4. Decision-Making Skills

- **Evaluation of key issues and consequences:**  
 The student effectively identified key issues, stakeholders, and the implications of potential actions.  
 1      2      3      4      5
- **Justification of final decision:**  
 The student provided a well-reasoned and ethically sound explanation for their chosen solution.  
 1      2      3      4      5

### 5. Communication and Networking

- **Clarity and effectiveness in communication:**  
 The student communicated their ideas and solutions clearly and persuasively.  
 1      2      3      4      5
- **Consideration of stakeholder communication:**  
 The student addressed how to effectively communicate with stakeholders involved in the scenario.  
 1      2      3      4      5

### 6. Thinking and Reasoning

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- **Critical analysis of the dilemma:**

The student demonstrated logical reasoning and critical thinking in breaking down the complexity of the scenario.

1      2      3      4      5

- **Creativity in proposing alternatives:**

The student proposed innovative and practical alternatives to address the dilemma.

1      2      3      4      5

### 7. Integrity

- **Ethical reasoning:**

The student's decisions and rationale reflected a strong sense of ethics and integrity.

1      2      3      4      5

- **Alignment with organizational values:**

The student balanced ethical considerations with organizational objectives effectively.

1      2      3      4      5

**Source material** (literature/handbook/website/video link, etc.):

Dawson, T. L. (2004). Assessing intellectual development: Three approaches, one sequence. *Journal of Adult Development*, 11(2), 71-85.

Stein, Z., Dawson, T., & Fischer, K. W. (2010). Redesigning testing: Operationalizing the new science of learning. *Mind, Brain, and Education*, 4(1), 3-16.

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|                                       |                               |
|---------------------------------------|-------------------------------|
| <b>Name of exercise / task / game</b> | <b>'Ethos and innovation'</b> |
| <b>Duration (minutes)</b>             | 45 minutes                    |
| <b>Individual / Group task</b>        | Individual task               |

| <b>Categories to be assessed in the task</b> |                              |                        |                         |                              |
|--|------------------------------|------------------------|-------------------------|------------------------------|
| Flexibility                                  | Leadership and organization  | Personal development   | Decision making         | <u><b>Ways to create</b></u> |
| Collaboration                                | Communication and networking | Thinking and reasoning | <u><b>Integrity</b></u> | Digital proficiency          |

### Description and instructions (please be specific and include everything that is necessary)

The students' task is to individually develop a creative solution to an ethical problem that may arise in a professional context. Each student can receive one of four problem scenarios that require both an honest approach and creative thinking. The aim is to present a solution that is ethical and innovative.

Task stages:

- introduction and receiving a scenario: each student receives an individual scenario of a problem that may occur in their future professional career (5 minutes)
- analysis and development of a solution: students have 25 minutes to analyze the problem and develop a creative and at the same time ethical solution. They should consider the potential consequences of their actions (25 minutes)
- summary and reflection: students present their solution in the form of a short, written summary (max. 1 A4 page), in which they explain their approach and decisions (15 minutes)



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### Scenarios:

- scenario 1: you are a project manager and you discover that your team is using illegal software to save costs
- scenario 2: you are responsible for recruitment and you notice that one of the candidates provides false information in his CV
- scenario 3: you work on a research team and discover that your results have been manipulated by another team member to obtain more favorable results
- scenario 4: you are the head of the marketing department and you discover that your company is misleading customers about the properties of the product

### Necessary tools (stationery, handouts, etc.)

- clipboards, sheets of paper, pens, markers for each participant
- scenarios provided by the instructor

**Info for Mentors, Validators** (What to expect, what to look for, signs of underperforming and overperforming in the categories in question. Reaction time, communication style, cooperation, contradiction, attitude and other revealings that help the evaluation.)

### Assessment indicators:

- Ways to create: innovativeness of the proposed solution; ability to think outside the box in the context of ethical issues; presenting innovative approaches that can be applied in practice
- Integrity: the ability to identify and acknowledge the ethical aspects of an issue; proposing solutions that are consistent with professional ethics; reflecting on the consequences of your actions for all parties involved

### Source material (literature/handbook/website/video link, etc.):

Own elaboration

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|                                       |                          |
|---------------------------------------|--------------------------|
| <b>Name of exercise / task / game</b> | Innovation Team Building |
| <b>Duration (minutes)</b>             | 60 minutes               |
| <b>Individual / Group task</b>        | Group task               |

| Categories to be assessed in the task |                              |                        |                 |                     |
|---------------------------------------|------------------------------|------------------------|-----------------|---------------------|
| Flexibility                           | Leadership and organization  | Personal development   | Decision making | Ways to create      |
| Collaboration                         | Communication and networking | Thinking and reasoning | Integrity       | Digital proficiency |

### Description and instructions (please be specific and include everything that is necessary)

Participants are divided into teams of 3-4 members, each tasked with addressing a hypothetical yet practical problem related to innovation. These problems are designed to reflect real-world challenges requiring teamwork, strategic planning, and creativity. Examples of such problems include:

1. **Sustainable Tourism:** How can a startup focused on sustainable tourism increase its social and economic impact while maintaining environmental integrity?
2. **Community Space Development:** What innovative technologies could be introduced to enhance the functionality and inclusiveness of a community space?

Each team is given 30 minutes to brainstorm, strategize, and develop a plan of action. Their solution must address the problem comprehensively by including the following:

1. **Problem Analysis:** Teams must identify key challenges and opportunities related to the problem, demonstrating their ability to think critically and reason effectively.
2. **Solution Design:** Teams propose an actionable plan that balances creativity, feasibility, and ethics. This should include specific steps for implementation.
3. **Role Allocation:** Each team member is assigned a clear role, such as team leader, researcher, or presenter, showcasing organizational and leadership skills.

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4. **Digital Integration:** Participants use digital tools (e.g., brainstorming software or presentation applications) to enhance their work and streamline collaboration.
5. **Presentation of Results:** Teams present their final plan in a structured, professional, and engaging format, highlighting their innovative ideas and reasoning.

### Necessary tools (stationery, handouts, etc.)

Flipcharts, markers, or whiteboard markers

Presentation tools (laptop, projector, or interactive whiteboard)

Digital brainstorming tools, if available (e.g., Miro, MURAL, Google Jamboard)

Notebooks, pens

**Info for Mentors, Validators** (What to expect, what to look for, signs of underperforming and overperforming in the categories in question. Reaction time, communication style, cooperation, contradiction, attitude and other revealings that help the evaluation.)

**The mentors, validators observe the process and the solution, and fill out the following form for the students.**

**Use the scale below to rate each criterion:**

**1 = Strongly Disagree**

**2 = Disagree**

**3 = Neutral**

**4 = Agree**

**5 = Strongly Agree**

### 1. Leadership and Organization

- **Role fulfillment:**

The student fulfilled their assigned role effectively, contributing to the organization and success of the team.

1      2      3      4      5

- **Team guidance and coordination:**

The student demonstrated leadership qualities by guiding the team and ensuring smooth

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collaboration.

1      2      3      4      5

### 2. Decision-Making

- **Evaluation of key challenges and opportunities:**

The student contributed to identifying and prioritizing challenges and opportunities in the problem analysis phase.

1      2      3      4      5

- **Justification of proposed solutions:**

The student provided sound reasoning for the proposed solution, considering feasibility, ethics, and impact.

1      2      3      4      5

### 3. Ways to Create

- **Creativity in solution design:**

The student contributed innovative and original ideas to the team's proposed solution.

1      2      3      4      5

- **Feasibility and practicality:**

The student balanced creativity with practical and actionable steps in the solution.

1      2      3      4      5

### 4. Collaboration

- **Team engagement:**

The student actively participated in team discussions and contributed constructively to the group's work.

1      2      3      4      5

- **Support and cooperation:**

The student supported and collaborated effectively with other team members to achieve the task's goals.

1      2      3      4      5

### 5. Thinking and Reasoning

- **Critical and analytical thinking:**

The student demonstrated logical reasoning and critical thinking during the problem analysis phase.

1      2      3      4      5

- **Problem-solving approach:**

The student approached the problem methodically, integrating diverse perspectives into

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the team's solution.

1      2      3      4      5

### 6. Integrity

- **Ethical considerations in solution design:**

The student ensured that the proposed solution adhered to ethical standards and social responsibility.

1      2      3      4      5

- **Respect and fairness within the team:**

The student demonstrated respect for teammates' opinions and maintained fairness during the task.

1      2      3      4      5

### 7. Digital Proficiency

- **Effective use of digital tools:**

The student utilized digital tools effectively to support collaboration, brainstorming, or presentation preparation.

1      2      3      4      5

- **Technical quality of contributions:**

The student ensured their digital contributions (e.g., visuals, slides) enhanced the clarity and impact of the team's presentation.

1      2      3      4      5

**Source material** (literature/handbook/website/video link, etc.):

Bensimon, E. M., & Neumann, A. (1993). Redesigning Collegiate Leadership: Teams and Teamwork in Higher Education. Johns Hopkins University Press.

Sawyer, R. K. (2007). Group Genius: The Creative Power of Collaboration. Basic Books.

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|                                       |                          |
|---------------------------------------|--------------------------|
| <b>Name of exercise / task / game</b> | <b>'Mission to Mars'</b> |
| <b>Duration (minutes)</b>             | 60 minutes               |
| <b>Individual / Group task</b>        | Group task               |

| Categories to be assessed in the task |   |                        |                               |                     |
|---------------------------------------|---|------------------------|-------------------------------|---------------------|
| <b><u>Flexibility</u></b>             | <b><u>Leadership and organization</u></b> | Personal development   | <b><u>Decision making</u></b> | Ways to create      |
| Collaboration                         | Communication and networking              | Thinking and reasoning | Integrity                     | Digital proficiency |

### Description and instructions (please be specific and include everything that is necessary)

Students (4-5 people) are divided into two groups (2-3 people each), in which they will have to develop and present a detailed plan for a mission to Mars, which will involve establishing the first human colony. Each group must consider different aspects of the mission, such as logistics, resources, schedule, crew tasks, and potential risks. Groups will have to operate under time pressure, make decisions in the face of changing circumstances and demonstrate leadership and organizational skills.

#### Task stages:

- mission planning: groups must plan a detailed mission plan, taking into account: mission objectives, action schedule, logistics and supplies, division of roles and tasks in the team, risk identification and management (30 minutes)
- crisis simulation: after 30 minutes of planning, each group receives information about a sudden crisis (e.g. equipment failure, crew health problems, unexpected change in atmospheric conditions)

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on Mars) that they must quickly solve. Groups have 20 minutes to adapt the plan and make appropriate decisions (20 minutes)

- presentation and discussion: groups present their plans and changes introduced as a result of the crisis. The evaluator asks questions about decisions made, team work organization and flexibility in the face of the problem (10 minutes)

### Necessary tools (stationery, handouts, etc.)

- clipboards, sheets of paper, pens, markers for each participant
- flipchart or writing board

**Info for Mentors, Validators** (What to expect, what to look for, signs of underperforming and overperforming in the categories in question. Reaction time, communication style, cooperation, contradiction, attitude and other revealings that help the evaluation.)

Assessment indicators:

- Flexibility: speed and effectiveness of adaptation to changing conditions; ability to manage stress and work under time pressure; openness to new ideas and changes in the action plan
- Leadership and organization: clear setting of mission goals and priorities; effective division of roles and tasks in the team; ability to motivate and coordinate team activities; efficiency of time and resource management
- Decision making: logic and accuracy in decision-making; ability to analyze risks and predict consequences; speed in making decisions in crisis situations; using available information and resources to make decisions

**Source material** (literature/handbook/website/video link, etc.):

Own elaboration

## Template for Validation Process Assessment Tasks

|                                       |                                      |
|---------------------------------------|--------------------------------------|
| <b>Name of exercise / task / game</b> | Survival on the Moon (NASA exercise) |
| <b>Duration (minutes)</b>             | 50+15 min                            |
| <b>Individual / Group task</b>        | Group task                           |

| Categories to be assessed in the task |                              |                        |                 |                     |
|---------------------------------------|------------------------------|------------------------|-----------------|---------------------|
| Flexibility                           | Leadership and organization  | Personal development   | Decision making | Ways to create      |
| Collaboration                         | Communication and networking | Thinking and reasoning | Integrity       | Digital proficiency |

### Description and instructions (please be specific and include everything that is necessary)

There are 3 phases of this task. In the first phase, an individual has to rank the listed items in terms of their importance based on the situation described in the plot. (5 minutes) After this, groups of 4 are formed and in this group they have to come up with a group list of the same items based on reasoning. (15 minutes) After this, the whole group has to agree on a final list in a way that each small group delegates one person in the “Council” and they have to persuade each other that their small groups list is the best and try to reach a conclusion. The Council members can consult their own team once for 2 minutes in the process if needed. (30 minutes) Afterwards, the correct ranking order is revealed by the Mentor and the individuals’, small groups’ and whole group’s performance is calculated (the absolute distance from the rankings and the correct ranking) and the process is disputed.

#### Instruction:

You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. However, due to mechanical difficulties, your ship was forced to land at a spot some 200 miles from the rendezvous point. During reentry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most



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critical items available must be chosen for the 200-mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15 for the least important.

(See list sheet and the correct order attached below)

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### Necessary tools (stationery, handouts, etc.)

List sheets as many as necessary (one per student)  
Flipchart / board to note the groups decisions  
Pens and pencils

**Info for Mentors, Validators** (What to expect, what to look for, signs of underperforming and overperforming in the categories in question. Reaction time, communication style, cooperation, contradiction, attitude and other revealings that help the evaluation.)

The main task of the students is to mobilize their reasoning capacities and debate skills with the goal of cooperation and conclusion. There is a considerable amount of holes in an average person's mind regarding how certain items are valued so there will be a lot of mistakes. (eg. use of magnetic elements or other stuff)

In the last phase, representatives have to choose a strategy as they are leading a group and they want their own list to be represented in the joint list so this can result in emotional and heated debates where the constructive reasoning can be tested.

**Source material** (literature/handbook/website/video link, etc.):

<https://www.csuchico.edu/anthmuseum/assets/documents/nasa-exercise-survival-on-the-moon.pdf>

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| Items (15)<br>(1 – most important<br>15 – least important) | Individual<br>ranking | Distance<br>form<br>correct<br>list | Small<br>group<br>ranking | Distance<br>form<br>correct<br>list | Whole<br>group<br>ranking | Distance<br>form<br>correct<br>list |
|--|-----------------------|-------------------------------------|---------------------------|-------------------------------------|---------------------------|-------------------------------------|
| Box of matches   |                       |                                     |                           |                                     |                           |                                     |
| Food concentrate   |                       |                                     |                           |                                     |                           |                                     |
| 50 feet of nylon rope                                      |                       |                                     |                           |                                     |                           |                                     |
| Parachute silk   |                       |                                     |                           |                                     |                           |                                     |
| Portable heating unit                                      |                       |                                     |                           |                                     |                           |                                     |
| Two .45 caliber<br>pistols                                 |                       |                                     |                           |                                     |                           |                                     |
| One case of<br>dehydrated milk                             |                       |                                     |                           |                                     |                           |                                     |
| Two 100 lb. tanks of<br>oxygen                             |                       |                                     |                           |                                     |                           |                                     |
| Stellar map  |                       |                                     |                           |                                     |                           |                                     |
| Self-inflating life raft                                   |                       |                                     |                           |                                     |                           |                                     |
| Magnetic compass   |                       |                                     |                           |                                     |                           |                                     |
| 20 liters of water   |                       |                                     |                           |                                     |                           |                                     |
| Signal flares  |                       |                                     |                           |                                     |                           |                                     |
| First aid kit,<br>including injection<br>needle            |                       |                                     |                           |                                     |                           |                                     |
| Solar-powered FM<br>receiver-transmitter                   |                       |                                     |                           |                                     |                           |                                     |
| Total difference   | -                     |                                     | -                         |                                     | -                         |                                     |

## Template for Validation Process Assessment Tasks

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### Items' Correct Ranking and NASA's Reasoning

**Two 100 lb. tanks of oxygen: 1** Most pressing survival need (weight is not a factor since gravity is one-sixth of the Earth's -- each tank would weigh only about 17 lbs. on the moon)

**20 litres of water: 2** Needed for replacement of tremendous liquid loss on the light side

**Stellar map: 3** Primary means of navigation – star patterns appear essentially identical on the moon as on Earth

**Food concentrate: 4** Efficient means of supplying energy requirements

**Solar-powered FM receiver-transmitter: 5** For communication with mother ship (but FM requires line-of-sight transmission and can only be used over short ranges)

**50 feet of nylon rope: 6** Useful in scaling cliffs and tying injured together

**First aid kit, including injection needle: 7** Needles connected to vials of vitamins, medicines, etc. will fit special aperture in NASA space suit

**Parachute silk: 8** Protection from the sun's rays

**Self-inflating life raft: 9** CO2 bottle in military raft may be used for propulsion

**Signal flares: 10** Use as distress signal when the mother ship is sighted

**Two .45 calibre pistols: 11** Possible means of self-propulsion

**One case of dehydrated milk: 12** Bulkier duplication of food concentrate

**Portable heating unit: 13** Not needed unless on the dark side

**Magnetic compass: 14** The magnetic field on the moon is not polarized, so it's worthless for navigation

**Box of matches: 15** Virtually worthless -- there's no oxygen on the moon to sustain combustion

Scoring:

For each item, mark the number of points that your score differs from the NASA ranking, then add up all the points. Disregard plus or minus differences. The lower the total, the better your score.

0 - 25 excellent, 26 - 32 good, 33 - 45 average, 46 - 55 fair, 56 - 70 poor -- suggests use of Earth-bound logic, 71 - 112 very poor – you're one of the casualties of the space program!

(Originally published in the July 1999 issue of the NightTimes.)

## Template for Validation Process Assessment Tasks

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[First please fill out the SKIPPER validation tasks pool form here.](#)

|                                       |   |
|---------------------------------------|---|
| <b>Name of exercise / task / game</b> | <b>‘Reflected Best Self Analysis’</b>   |
| <b>Duration (minutes)</b>             | It is a task that student needs to do before coming to the assessor. Students need to come up with the report “Compose the Reflected Best-Self Portrait”. |
| <b>Individual / Group task</b>        | Individual task   |

| <b>Categories to be assessed in the task</b> |                                     |                             |                  |                     |
|--|-------------------------------------|-----------------------------|------------------|---------------------|
| Flexibility                                  | Leadership and organization         | <b>Personal development</b> | Decision making  | Ways to create      |
| Collaboration                                | <b>Communication and networking</b> | Thinking and reasoning      | <b>Integrity</b> | Digital proficiency |

### Description and instructions (please be specific and include everything that is necessary)

One month before a validation appointment with the assessor the student receives an instruction about RBS exercise. He/she has one month to send requests, receive responses, analyze them and compose the reflected best self-portrait. He/she comes to a meeting with that self-portrait (in written, but it can also be supported with other creative self-expressions – video, artistic song...).

Purpose is to present the portrait of the best self to the instructor. If the best-self is presented also in front of a larger group (i.e. maybe a group of students that have all gathered to present their reflected best self-portrait, then the validation may be even more accurate because we see how the person is communicating and networking with others, what creative self-expressions they are employing and how much integrity and authenticity they have (not lying about oneself, because

## Template for Validation Process Assessment Tasks

the group created the pressure on self-presentation; hence any faked self-presentation – i.e. produced by the help of AI – may be quickly detected.

Emailing of instruction material to the students 1 month before the scheduled validation.

### Necessary tools (stationery, handouts, etc.)

Instructions for RBS exercise:

Reflect Best Self (RBS) exercise is designed to provide a feedback when a person is at his/her best by exploring the life and work situations when one really shines. It is based on the positive psychology, which encourages individuals to focus on their strengths and leverage them as opposed to concentrating on weaknesses and gaps.

Goals of the exercise:

We will use these data for your own learning, design your own personal development plan as well as for the final course exam.

Instructions for data gathering:

For the personal development validation you will need to obtain data from people close to you to create an in-depth portrait of you “at your best.” Here is what you need to do:

Step 1: Identify respondents

You need to identify a collection of 20 people to whom you are the most close to, have trusting relationships and whose opinion you yourself personally value.

6. First, think of several groups of people that you belong to, playing different social roles. Break these groups down as much as you can (e.g. don't just write “family”, but note the various branches and groups within our family; instead of writing “work”, describe your immediate team, the organization around it and the groups that you touch or have some responsibilities for) and label your social roles for each group (e.g., father or mother, oldest cousin, team leader, advisor etc.).

## Template for Validation Process Assessment Tasks

7. Then, from each group select some people to whom you are the most close to, have trusting relationships and whose opinion you yourself personally value. All together should be at least 20 people<sup>1</sup>.

Step 2: Request feedback

Draft an email/chat/ requesting your selected respondents to provide you with examples of when you were at your best and what they think you should do differently to be even more effective.

The process is simplest when your respondents email their answer to you directly though message, email, chat. Store the reponse. Most people are quite receptive to providing positive feedback and you will more than likely learn new things about yourself.

Set the deadline for feedback. This will allow the chosen respondents enough time to respond and at the same time, you will still have four days to send reminders!

Appended is one example of an email you might compose.

Sample Email

As part of the skills portfolio of personal development (Skipper) I am is using an exercise that requires I gather information from people who know me and use that data as part of my final validation of personal development. I have been asked to contact up to 20 friends, family or colleagues (past or present) to provide 3 stories that describe me at my best. I am inviting you to provide me with this feedback.

If you agree, please think about your interactions with me and identify those situations or behaviors when I was at my very best in your eyes. The more specifics you can provide the better.

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## Template for Validation Process Assessment Tasks

Below is an easy template to help you organize your feedback.

Feedback to me:

Please provide me with 3 different examples of how I add value by completing the following statements:

1. One of the ways that you add value and make important contributions is:  
For example, I remember the time that.....
2. One of the ways that you add value and make important contributions is:  
For example, I remember the time that.....
3. One of the ways that you add value and make important contributions is:  
For example, I remember the time that.....

Thank you for your cooperation. 😊

Upon receiving the replies do the following data analysis:

Read all the replies received - this is data set.

8. Reads the data set several times and makes notes about possible themes you see across replies: What are people saying about you?
9. What patterns are there in people's collective experience of you?
10. What similarities in words people use; are there any recurring events, meanings, feelings; think of metaphors people use!

Underline key words, thoughts that keep reappearing in the replies. Identify underlying commonalities and themes that describe them. Write key themes in the first column of the table.



## Template for Validation Process Assessment Tasks

For each theme make a list of key examples that describe the theme from replies in your data set. Write them in the second column of the table.

For each theme with examples given write your interpretation of your behavior experienced by others.

Table for RBS analysis:

| Commonality/Theme | Examples Given  | My Interpretation  |
|-------------------|---|--|
| Inspiring         | ... when we all already gave up, she came up with this idea to ...                  | I can think out of the box and share the enthusiasm for it with my colleagues. |
| Creative          | ... innovative builder of new projects...<br>... find solutions to old problems.... | My ideas tend to bold and creative.  |

Look at the table and compose a portrait of your best self that capture wisdom in your data....

Here is an illustration of reflected-best self-portrait.

*„When I am at my best, I tend to be creative. I am enthusiastic about ideas and I craft a boild vision.... I use framework to help me make sense of complex issues. I can see disparate ideas and integrate them thorough „and/ and” thininking....*

*I try to empathize with others and undertand their needs. I give them my attention and energy but I allow them to be in charge....”*

## Template for Validation Process Assessment Tasks

A reflected best-self portrait tends to incorporate approx. 250 words.

Info for Mentors, Validators (What to expect, what to look for, signs of underperforming and overperforming in the categories in question. Reaction time, communication style, cooperation, contradiction, attitude and other revealing that help the evaluation.)

Mentors read carefully reflected-best self of the student, listen to his/her presentations, ask some typical validations questions:

11. Which answers supposed you the most? Why?
12. How did you feel during the request giving and response reading process?
13. If you would give best-self-portraits prior to the receiving the information from peers, in what aspects would be the same and different?
14. How did this exercise impact your self-worth and confidence?

If self-presentation is given before a group, invite others to the appreciative inquiry. Observe how the person in the process of validation is responding with integrity, clarity of communication, confidence and self-assurance.

If self-presentations of reflected-best self is well integrated by the student, the student by be validated not only for personal development, but also for integrity, networking (networking is part of the assignment) and also communication.

**Source material** (literature/handbook/website/video link, etc.):

Quinn, R. E., Dutton, J. E., & Spreitzer, G. M. (2003). Reflected best self exercise: Assignment and instructions to participants. Center for Positive Organizational Scholarship, Ross School of Business, University of Michigan. Product B, 1.

## Template for Validation Process Assessment Tasks

|                                       |  |
|---------------------------------------|--|
| <b>Name of exercise / task / game</b> | Hotseat                                      |
| <b>Duration (minutes)</b>             | 15-20 min (2 min pitch time for each person) |
| <b>Individual / Group task</b>        | Group task                                   |

| Categories to be assessed in the task |                                     |                             |                 |                       |
|---------------------------------------|-------------------------------------|-----------------------------|-----------------|-----------------------|
| <b>Flexibility</b>                    | Leadership and organization         | <b>Personal development</b> | Decision making | <b>Ways to create</b> |
| Collaboration                         | <b>Communication and networking</b> | Thinking and reasoning      | Integrity       | Digital proficiency   |

### Description and instructions (please be specific and include everything that is necessary)

This simple activity can be useful in assessing how well participants perform under pressure. Prepare a selection of topics, then ask participants to give a 2-minute talk about their chosen topic. The topic can be chosen from a preset list or can be their favorite thing to talk about, but the pitch has to be consistent and understandable.

Make sure to give all participants the same amount of time to prepare ahead of their talk, to ensure they're held to similar standards. To increase the predictive validity of this activity – that is, how well it indicates performance in the role – choose a topic that prompts thought and reflection relevant to the role. Skills assessed: ability to perform under pressure, communication skills, presentation skills

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### Necessary tools (stationery, handouts, etc.)

Chair

No props are allowed.

**Info for Mentors, Validators** (What to expect, what to look for, signs of underperforming and overperforming in the categories in question. Reaction time, communication style, cooperation, contradiction, attitude and other revealings that help the evaluation.)

The feedback from other group members can be useful as well. The style, clear vision and reasoning makes a good pitch.

**Source material** (literature/handbook/website/video link, etc.):

|  |
|--|
|  |
|--|

## Template for Validation Process Assessment Tasks

|                                       |                        |
|---------------------------------------|------------------------|
| <b>Name of exercise / task / game</b> | Personal SWOT analysis |
| <b>Duration (minutes)</b>             | 20-30 min              |
| <b>Individual / Group task</b>        | Individual task        |

| Categories to be assessed in the task |                              |                        |                 |                     |
|---------------------------------------|------------------------------|------------------------|-----------------|---------------------|
| Flexibility                           | Leadership and organization  | Personal development   | Decision making | Ways to create      |
| Collaboration                         | Communication and networking | Thinking and reasoning | Integrity       | Digital proficiency |

### Description and instructions (please be specific and include everything that is necessary)

In this individual exercise a student has to identify, list and visualize in a form of a SWOT analysis their personal Strengths, Weaknesses, Opportunities and Threats as it is in the practice of companies. The first two are internal the second two are external factors in their personal foreseeable future.

They can rank their items based on importance and attraction and make action-SWOT statements using the SWOT logic as well.

### Necessary tools (stationery, handouts, etc.)

Flipchart paper or A3 papers

Pens and pencils

**Info for Mentors, Validators** (What to expect, what to look for, signs of underperforming and overperforming in the categories in question. Reaction time, communication style, cooperation, contradiction, attitude and other revealings that help the evaluation.)

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The task execution itself is a good predictor of the skills, the organized or disorganized, creative or formative, deep or superficial mode is telling.

**Source material** (literature/handbook/website/video link, etc.):

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|--|
|  |
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## Template for Validation Process Assessment Tasks

[First please fill out the SKIPPER validation tasks pool form here.](#)

|                                       |                                    |
|---------------------------------------|------------------------------------|
| <b>Name of exercise / task / game</b> | <b>'Visionaries of the future'</b> |
| <b>Duration (minutes)</b>             | 60 minutes                         |
| <b>Individual / Group task</b>        | Group task                         |

| Categories to be assessed in the task |                                     |                               |                 |                     |
|---------------------------------------|-------------------------------------|-------------------------------|-----------------|---------------------|
| Flexibility                           | Leadership and organization         | Personal development          | Decision making | Ways to create      |
| <u>Collaboration</u>                  | <u>Communication and networking</u> | <u>Thinking and reasoning</u> | Integrity       | Digital proficiency |

**Description and instructions** (please be specific and include everything that is necessary)

The students' task is to create a concept of an innovative project that will solve a specific social or ecological problem (the problem will be determined in advance by the competence level assessor). The project must be presented in the form of a final presentation in which all participants of the task participate. The presentation should include an analysis of the problem, proposed solutions and a plan for establishing cooperation with local organizations or companies.

Task stages:

- problem analysis: identifying causes and effects (15 minutes)
- solution concept: based on the problem analysis, students develop an innovative solution. They should take into account what resources will be needed to implement the project and what benefits it will bring (15 minutes)
- networking and implementation plan: students should locate three local organizations, companies or community groups that may be interested in implementing the project together. They should

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prepare a plan for establishing cooperation, taking into account the benefits for each party (15 minutes)

- presentation: students present their concept. The presentation should include: analysis of the problem, proposed solution, plan for establishing cooperation and expected benefits.

### Necessary tools (stationery, handouts, etc.)

- clipboards, sheets of paper, pens, markers for each participant
- flipchart or writing board

**Info for Mentors, Validators** (What to expect, what to look for, signs of underperforming and overperforming in the categories in question. Reaction time, communication style, cooperation, contradiction, attitude and other revealings that help the evaluation.)

Assessment indicators:

- Communication and networking: ability to clearly and convincingly present the problem and solution; effectiveness in identifying potential cooperation partners; ability to argue and persuade during presentations
- Thinking and reasoning: logical analysis of the problem; accuracy and rationality of the proposed solution; ability to identify resources and potential challenges
- Collaboration: effectiveness of teamwork; ability to listen and take into account the ideas of other team members; resolving conflicts and making joint decisions; proactive contribution of each team member to the task

**Source material** (literature/handbook/website/video link, etc.):

Own elaboration