

sessions is also important. TEO is a completely open Online Emotional Therapy system based on Web technology that allows, in a simple and effective way, to create personalized therapeutic material to present to the patient over the Internet (<http://www.psicologiaytecnologia.es/teo>). The aim of the present work is to describe the TEO system and the study that is being conducted to test its efficacy.

#### Method

In order to compare the differential efficacy and efficiency of two different ways of applying homework assignments in the treatment of AD, a between group study with two experimental conditions will be used: 1) Homework assignments using the TEO system and; 2) Homework assignments in the traditional way (material reading and writing tasks). Participants will be randomly assigned to each of the experimental conditions. The assessment protocol will include different efficacy outcome measures (therapeutic goals, AD specific questionnaires, interference measures) and satisfaction with the treatment measures.

#### Results

Work in progress.

#### Conclusion

This is the first time that a homework assignments component that can be completely self-administered over the Internet has been developed. TEO will permit the creation and administration of assessment and treatment protocols to be completely personalized; each session will be adapted to the patient's needs. Furthermore, because it is based on the Web it will increase the possibilities for therapy – it can be used in blended mode (complementing the therapy), or in tele-assistance mode (being the own self-administered therapy).

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### L2L European Project: A Serious Game for Leadership Training

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#### Abstract

Effective leaders manage the underlying group dynamics in ways that help the team meet its objectives. Leaders need people management skills, resource management and organization. Despite the offer of leadership skills training programs, effective and valid training in these areas is scarce and it is usually available only in master programs of high quality or large corporations. The Learn 2 Lead (L2L) Project consortium has designed and developed a leadership skills training online game that aims to increase the availability of these programs as well as give people a more active role in the learning process. The aim of this work is to describe both the serious game and the research design to be used in order to test the efficacy of the game in leadership training. The training is going to be applied in two different modes: 1) online self-administered mode; and 2) blended mode. A

pilot study and a large scale trial will be carried out to test this game and to compare the differential efficacy between these two training modes. Future results from these studies will provide empirical evidence about the validity and utility of new technologies, specifically serious games, in leadership skills training.

*Keywords:* Information and Communication Technologies, E-learning, Serious Game, Leadership Training

### Introduction

In recent years, a wide range of methodologies, tools and resources have been developed for the implementation of technology in learning in any discipline. However, its use remains low in practice; this is the case of leadership skills training. Effective leaders manage the underlying group dynamics in ways that help the team meet its objectives. In addition to technical knowledge related to their area of business, leaders need people management skills, resource management and organization. Despite the offer of leadership skills training programs, effective and valid training in these areas is scarce and usually tends to be available only in master programs of high quality or large corporations. In that sense, it is necessary to increase the availability of these programs as well as giving people a more active role in the learning process. By using new technologies, it is pretended to boost the acquisition of these skills by making learning much more interactive, flexible and attractive, leaving the user him/herself to be the one who marks his/her pace, and facilitates access to these programs regardless of the geographical area where the person lives. This allows for an important cost reduction as well as contact trainee/tutor reduction. In spite of the advantages that online courses may have, we have not found empirical evidence of these programs. Therefore, testing this kind of training is needed. Learn to Lead (L2L) is a research project funded by the Lifelong Learning Program (502903-LLP-1-IT-LEONARDO-LMP) of the European Agency for Audiovisual, Culture and Education. Different European countries participate in the project (Italy, France, United Kingdom and Spain) with the main aim of designing and developing a serious game for training

leadership skills. The aim of this work is to describe both the serious game and the leadership skills training program that is going to be used to test the efficacy of the game.

### Method

The training is going to be applied in two different modes: 1) online self-administered training mode; and 2) blended training mode where the game is also self-administered but supported by a tutor. A pilot study and a large scale trial are going to be conducted in three different countries (Italy, France and Spain). The pilot study will be aimed at identifying the methodological and technical problems that could potentially reduce the effectiveness of the learning experience. The main objective of the large-scale trial is to assess the learning outcomes to compare the differential efficacy between the two training modes. In both trials, participants will be randomly assigned to each training mode. The assessment protocol will include leadership efficacy measures (self-report measures and objective data regarding performance and gain of knowledge registered through the game) and satisfaction measures (Game Satisfaction Scales [1], Game Assessment Questionnaire [2] and Satisfaction evaluation of the L2L learning path).

### Results

Work in progress.

### Conclusions

The implementation of this project involves the development of new tools based on information technologies and communication. These tools are intended to facilitate the learning of leadership skills and improve the availability of such training. The data obtained in the future from these studies could provide empirical evidence about the validity and utility of the new technologies in leadership skills training programs.

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