RESPRO

Leading Projects Responsibly

Guidebook

The guidebook is a practical and pedagogical framework that integrates all RESPRO project results to support teachers and universities in teaching responsible leadership in project management.

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Because the Guidebook covers all stages of the project that have generated results (identification of good practices, creation and delivery of the EAS Courses, and creation and testing of the eGame), all the people who have been involved in any of the stages are included below.

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List of Acronyms

AI Artificial Intelligence

e-Game / eGame RESPRO e-simulation game

e-simulation Electronic simulation (serious game)

e-Tool RESPRO electronic tool

EAS Easy-Access Short (course)

ECTS European Credit Transfer and Accumulation System

EDR Ethical Decision Record

EI Emotional Intelligence

EU European Union

FHWN Fachhochschule Wiener Neustadt (University of Applied Sciences, Austria)

GDPR General Data Protection Regulation

HEI Higher Education Institution

ICB IPMA Individual Competence Baseline

ICB4 IPMA Individual Competence Baseline, version 4

ILOs Intended Learning Outcomes

IOE Institute of Education (UCL)

IPMA International Project Management Association

IQ Intelligence Quotient

JC Job Crafting

JD-R Job Demands–Resources (model)

KPI Key Performance Indicator

LMS Learning Management System

MSC Multi-stakeholder consideration

MVFS Minimum Viable Fact Set

OER Open Educational Resources

PM Project Management

PMI Project Management Institute

RESPRO Responsible project management: Developing people skills (Erasmus+ project)

RL Responsible Leadership

RTU Riga Technical University (Latvia)

SDG Sustainable Development Goals

SGF Sustainable growth focus

SMART Specific, Measurable, Achievable, Relevant, Time-bound

STEM Science, Technology, Engineering and Math

TUAS Turku University of Applied Sciences (Finland)

UCL University College London

UPV Universitat Politècnica de València (Spain)

WB Well-being

WIP Work in Progress

WP1 / WP2 / WP3 / WP4 Work Package 1 / 2 / 3 / 4

The guidebook is designed to serve as a comprehensive resource that translates the outcomes of the RESPRO project into practical guidance for teachers, trainers, and higher education institutions. While the project has generated valuable tools such as methodological frameworks, short courses, and an e-simulation game, there is a clear need to bring these elements together in one structured and accessible format.

This guidebook ensures that the knowledge, practices, and innovations developed are not only documented but also easily transferable, adaptable, and ready to be implemented in diverse educational settings. By offering clear explanations, pedagogical strategies, and integration pathways, the guidebook bridges the gap between project outputs and everyday teaching practice, ensuring long-term impact and sustainability.

Introduction

The RESPRO project

The RESPRO project aims to enhance project management education by developing people skills and focusing on responsible leadership and well-being at work. With the rise of international projects and the increasing complexity of team dynamics, the need for project managers to possess strong leadership and interpersonal skills has become more critical. The project addresses these needs by creating innovative learning tools: easy-access short courses and an e-simulation game focusing on responsible leadership components. These tools promote team well-being with proactive leadership, and using job crafting, responding to Europe's growing demand for soft skills in project management education. Led by a consortium of four higher education institutions from Spain, Finland, Latvia, and Austria, RESPRO leverages interdisciplinary expertise to ensure the relevance and sustainability of its outcomes. Through transnational collaboration and integrating innovative pedagogical approaches, RESPRO aims to strengthen project managers' ability to lead effectively in diverse and complex environments, fostering a more resilient and people-focused approach to project management.

Mission

The mission of the RESPRO project is to reinforce the people skills in project management education across European HEIs by analysing best practices in responsible leadership, integrating these principles into curricula, and delivering Easy-Accessible Short (EAS) courses, an e-simulation game, and a Teacher Guidebook that can help HEIs institutions to create these skills in their students.

Vision

The vision that guides the project is create a higher-education ecosystem where responsible leadership and well-being at work are embedded as core competences of every project manager; where educators and students use job crafting as a method to achieve this ecosystem; and where RESPRO's open resources are used as a model of tools to use.

Values

The RESPRO project is guided by a series of values that must be followed to ensure a framework of understanding that is both caring and efficient. These values are as follows:

- Responsibility & Ethics. We consider responsibility as the knowledge of the consequences of decisions.
- Well-being & Psychological Safety – We foreground team well-being as a driver of progress.
- Openness – We commit to open access for results and materials, enabling broad adoption and reuse.
- Inclusion & Accessibility – We design for diverse learners and contexts, ensuring activities and outputs are accessible to all.
- Evidence-based Improvement – We ground decisions in research and evidence to refine processes and outputs.

- Co-creation – We build with and for our communities: students, teachers, practitioners, and associated partners.
- Digital Readiness – We deliver practical, user-friendly digital solutions that enhance teaching and learning.
- Impact Orientation – We focus on measurable value for learners, educators, institutions, and the labour market, and on the transferability of results.

How to work with this document

This guidebook is written for lecturers, programme directors, instructional designers, and institutional leaders who want to embed Responsible Leadership into project management education in higher education. It brings together the project's tangible outputs in line with Erasmus+ definitions of results. The document integrates all RESPRO deliverables into a single, practical pathway:

1. Foundations & method: the rationale for responsible leadership in projects and the RESPRO pedagogy.
2. Learning tools: three Easy-Access Short (EAS) courses Responsible Leadership (RL), Well-Being (WB), and Job Crafting (JC) with teacher instructions, topics, and suggested activities.
3. e-Simulation game (e-Game): theory, design choices, scenarios, and a teacher dashboard to run activities and capture evidence.

Implementation supports (appendixes) as rubrics, survey tools, scenario templates, and integration guidance for different programme levels. To navigate this book, depends on the expectations:

How to navigate

- If you need a pedagogical overview, start with Teaching Responsible Leadership (concepts → method).
- If you plan to teach next week, go straight to RESPRO Learning Tools Developed for course packs and the e-Game quick start.
- If you are designing or accrediting a module, use Integration & Application for curriculum mapping, delivery modes, and assessment/certification guidance.

Teaching Responsible Leadership

What is leadership

The origins

Early thinking centred on historical, or mythological, point of view, popularized by Carlyle, which cast leaders as exceptional individuals endowed with innate qualities that shape history (Carlyle, 1841). Systematic reviews later challenged a purely trait-based view: Stogdill concluded that leadership effectiveness reflects an interaction between personal attributes and situational demands, rather than fixed traits alone (Stogdill, 1948).

This pivot opened the behavioural era, where researchers examined what leaders do. The Ohio State program distinguished between consideration (people focus) and initiating structure (task focus) as core, learnable behaviours (Stogdill & Coons, 1957), while the Michigan studies emphasized employee-centred versus production-centred supervision and participative management (Likert, 1961).

Subsequently, contingency and situational theories argued there is no single best style. Fiedler (1967) tied effectiveness to the match between a leader's style and situational favourableness; Hersey and Blanchard (1969) prescribed adapting behaviour to followers' readiness; House's path the goal theory framed leaders as clarifying the path to valued goals and adjusting behaviour to follower needs and task characteristics (House, 1971).

From the late 1970s, transformational leadership reframed leaders as inspirers of higher purpose and change moving people beyond transactional exchanges (Burns, 1978) and was later operationalized by Bass (1985) into behaviours (idealized influence, inspirational motivation, intellectual stimulation, individualized consideration) linked to motivation and performance.

In the 1990s to 2000s, leadership scholarship integrated emotional intelligence (EI) and organizational climate. Goleman (1995, 1998) argued that EI self-awareness, self-regulation, motivation, empathy, and social skill, differentiates outstanding leaders, and identified six situationally adaptive leadership styles (coercive, authoritative, affiliative, democratic, pacesetting, coaching) with distinct effects on climate and results (Goleman, 2000).

Taken together, these perspectives trace a clear trajectory from innate traits and "command-and-control" toward adaptive, values-based, emotionally intelligent, and context-sensitive leadership.

The trends

Currently, the multiple trends in leadership add a human layer to the evolution described above. This human layer may seem complex, but it offers a multidimensionality well suited to adapting to the dimensions of a project. That is, not all projects are the same, not all teams are the same, nor are all environments, products, etc. Therefore, not all leaders are the same. Below, we review the trends in leadership based on recent literature, to identify those characteristics of each trend that can contribute to the definition of responsible leadership.

From performance-only to purpose and stakeholder value

Leadership has shifted from a narrow focus on financial outputs toward creating sustainable value for a broader set of stakeholders (Freeman, 1984). Responsible Leadership reframes "results" as economic, social, and environmental value, emphasizing ethical judgment, accountability, and societal impact (Maak & Pless, 2006; Pless & Maak, 2011).

From heroic individuals to relational, distributed leadership

Rather than "great men," contemporary views emphasize relationships, networks, and shared influence. Trust, high-quality connections, and psychological safety enable voice and learning preconditions for responsible decision-making and well-being (Edmondson, 1999). Leaders curate contexts where diverse expertise can shape ethical outcomes.

From command-and-control to adaptive and complexity-aware leadership

Volatile environments require leaders who diagnose adaptive challenges, experiment, and mobilize collective learning (Heifetz, Grashow, & Linsky, 2009). Complexity leadership highlights enabling conditions information flow, rapid feedback, safe-to-fail probes that align with responsibility and resilience (Uhl-Bien & Marion, 2009).

From leader-centric authority to participative, inclusive, and ethical governance

Emerging practice blends democratic, affiliative, and coaching styles to surface perspectives and strengthen fairness perceptions (Goleman, 2000). Ethical and inclusive leadership literatures show that modelling integrity, inviting participation, and empowering marginalized voices improve both justice and performance core to responsibility (Brown & Treviño, 2006; Nembhard & Edmondson, 2006).

From short-term output to human sustainability and well-being

The Job Demands–Resources (JD-R) model demonstrates that leadership choices shape energy, engagement, and burnout through resources like autonomy, feedback, and support (Bakker & Demerouti, 2007). Responsible leaders actively design work and encourage job crafting to protect health and enable thriving (Wrzesniewski & Dutton, 2001; Tims & Bakker, 2010).

From IQ to Emotional and Cultural Intelligence

Technical skill is necessary but insufficient; emotional intelligence differentiates climate-creating leaders who can balance performance with care (Goleman, 1998, 2000). In multicultural project settings, cultural intelligence helps leaders navigate norms and ethics across contexts, a prerequisite for responsibility at scale (Ang & Van Dyne, 2008).

From ad-hoc teaching to experiential, evidence-based learning

Responsible Leadership capabilities develop through experiential learning (reflection, feedback, real tasks) and serious games/simulations that let learners safely practice ethical trade-offs and collaboration (Kolb, 1984; Wouters et al., 2013). This directly supports RESPRO's EAS courses and e-simulation approach.

From static roles to competency frameworks and continuous development

Modern standards emphasize people, practice, and perspective competences mirroring Responsible Leadership's integrated view (IPMA, 2015). The PMI Talent Triangle's Power Skills, Ways of Working, and Business Acumen similarly foreground ethical influence, systems thinking, and stakeholder value as ongoing capabilities, not one-off trainings (PMI, 2022).

Responsible leadership

According to RESPRO project, responsible leadership is the competence to achieve project results while safeguarding people's well-being and acting ethically and sustainably for all stakeholders, by making transparent, evidence-based decisions and balancing short- and long-term value. This definition is operationalised through behaviours that create psychological safety, include diverse voices, and enable job crafting at team.

Dimensions of the responsibility

That concept implies some dimensions to consider when an organisation decides to manage its projects responsibly.

- Ethics & accountability: leaders anticipate consequences and explain trade-offs.
- Well-being & psychological safety as drivers of performance.
- Stakeholder inclusion & dialogue (participative, coaching approaches).
- Job crafting enablement to improve fit, engagement and outcomes.
- Standards-aligned capability: IPMA ICB People -> Practice -Z Perspective and related stakeholders and team competences.

Ethical and sustainable leadership

In RESPRO project, ethics & accountability means anticipating consequences, making transparent and evidence-based decisions, and documenting the rationale and impacts for all stakeholders. A responsible leader obtains the project results without compromising people's well-being, inclusiveness, or legal compliance. Consequently, a responsible leader acts when ethics and sustainability are the compass achieving these characteristics:

- Anchor every decision in values, people, and the long-term perspective. Leader start by clarifying the purpose and the non-negotiables aspects like well-being, inclusion, legal compliance, and environmental sustainability. Before approving goals, scope or trade-offs, leader and team should ask: Who is affected? What are the short- and long-term consequences.
- Lead with transparency and evidence. Leader insists that significant choices as design, data, budget, or timelines, are backed by data and openly explained: criteria used, options considered, impacts anticipated, and mitigation planned.
- Design the work for fairness, inclusion, and well-being. Responsible leaders don't rely on slogans; they shape conditions. These conditions include creating psychological safety for voice and dissent, balancing workload, ensuring accessible materials, and enabling job crafting so team members can adjust tasks, resources, and collaboration patterns to fit strengths and constraints.
- Make ethics operational through governance and review. Leader embeds ethics in the project's rhythm with clear owners for data, stage-gated reviews with pass or fail acceptance criteria, and early-warning indicators for well-being, inclusion, and integrity risks.
- Model the culture they expect. Leader walks the talk to disclose conflicts of interest, give and invite candid feedback, treat mistakes as learning opportunities, and protect whistleblowers and dissenters.

Alignment with UN SDGs & EU policy priorities

Responsible leadership aligns with the current trend toward achieving a sustainable world. In other words, behind the idea of leadership lies the reality of a philosophy that allows for continuity in projects, but above all, goals that enable us to grow as humans. This philosophy is the same as that of the SDGs and the European guidelines. These concepts are reviewed below and revised how RESPRO consider these as guidelines to make the project results. In the case of UN SDGs, the leader behaviours match with the next

- SDG 3 (Good Health & Well-being): designs workload, roles, and assessment with well-being and psychological safety as non-negotiables; monitors early-warning signals (engagement, overload) and adapts plans accordingly.
- SDG 4 (Quality Education): prioritizes evidence-based, experiential learning (EAS modules + e-simulation), open resources when feasible, and fair assessment rubrics that develop people skills alongside technical outcomes.
- SDG 8 (Decent Work & Economic Growth): enables job crafting and skills development pathways so learners and staff can align tasks with strengths, increasing employability and team performance.
- SDG 10 (Reduced Inequalities): runs inclusive sessions (participative, coaching styles), ensures accessibility, and protects voice to surface minority perspectives in decisions.
- SDG 17 (Partnerships for the Goals): builds transparent collaboration across the consortium, shares reusable outputs, and records decisions for replication and audit.

As EU project, RESPRO must consider the Erasmus+ horizontal priorities. In the case of a responsible leader, next behaviours are considered in the context of EU.

- Inclusion and diversity: sets participation norms (turn-taking, feedback), adapts materials for accessibility, and documents how diverse inputs shaped the decision; uses coaching to grow quieter voices.
- Digital transformation: leverages the e-simulation and teacher dashboard for formative feedback; chooses digital-first dissemination and data-informed iteration (Check/Act).
- Environment & fight against climate change: applies “green by default” choices hybrid delivery when pedagogically sound, low-impact travel, sustainable procurement, and reusable/open outputs to reduce footprint without eroding learning quality.
- Participation in democratic life: structures stakeholder dialogue (students, teachers, partners) into milestones and multiplier events; records engagement and how it influenced content and risk mitigations.

Pedagogical embodiment

Fundamentals

RESPRO project teaches Responsible Leadership (RL) as a competence, as observable knowledge, skills, and attitudes, and mapped to IPMA ICB People–Practice–Perspective and translated into clear learning outcomes, teaching activities, and assessments (constructive alignment) so that what teach is exactly the assess (Biggs & Tang, 2022; IPMA, 2015). In RESPRO this mapping is specified in the Preparing methodology (WP3) and applied across the EAS courses and the eGame.

Responsible Leadership is best developed through experience -> reflection -> feedback -> application, process. The EAS courses provide guided practice (cases, scenarios, coached discussions) and the e-simulation game supplies concrete experience and safe-to-fail decisions; both are followed by structured reflection (blogs, podcast, or videoblogs), conceptualization, and active experimentation (replay, job-crafting plans) according to a full Kolb cycle (Kolb, 1984). Teacher dashboards in the eGame enable timely feedback and re-planning.

Meta-analyses show that serious games improve learning and transfer when they include explicit learning goals, in-game feedback, and debriefing (Wouters et al., 2013). RESPRO's eGame is designed around scenarios of ethical trade-offs, stakeholder dialogue, and well-being constraints; teachers use the dashboard for formative assessment and run evidence-based debriefs that connect decisions to RL concepts and future actions.

Because ethical voice and inclusion are central to RL, classes and simulations are facilitated to create psychological safety, additionally students can question assumptions, surface dissent, and discuss dilemmas without fear (Edmondson, 1999). Facilitators rely on participative/visionary and coaching styles to widen perspective and build autonomy (Goleman, 2000), which the RL EAS course operationalizes.

RESPRO embeds the JD–R model to link leadership choices with energy, engagement, and burnout (Bakker & Demerouti, 2007) and trains job crafting as a practical RL behaviour students design adjustments to tasks/resources/relationships that improve fit and outcomes (Wrzesniewski & Dutton, 2001; Tims & Bakker, 2010). These are taught and assessed in the Well-being at Work and Job Crafting EAS modules and practiced in the eGame's roles and missions.

Learning is made visible through formative feedback (What is the goal? Where am I now? What next?) and through rubrics aligned to RL behaviours (Hattie & Timperley, 2007; Black & Wiliam, 1998). Evidence streams include EAS artifacts (reflection logs, role-plays), eGame analytics (decision traces, outcomes), and peer feedback feeding the project's PDCA quality reviews for continuous improvement.

Students use a simple Ethical Decision Record (EDR) during cases and gameplay to document dilemmas, options, stakeholder impacts, and trade-offs building habits aligned with Rest's Four-Component Model (sensitivity, judgment, motivation, action) (Rest, 1986). EDRs connect classroom learning with project-governance behaviours required in WP1 quality gates.

Teaching is structured to support autonomy, competence, and relatedness, which strengthens internalization of RL values (Self-Determination Theory; Deci & Ryan, 2000). The combination of coaching facilitation, job-crafting tasks, and choice within scenarios sustains engagement while modelling responsible authority.

WP2 Best Practices supply real cases and patterns that seed EAS activities; WP3 delivers the EAS courses (RL, Well-being, Job Crafting) as modular building blocks; WP4's eGame integrates these into an authentic assessment environment; and WP1's quality cycle provides governance and evidence for improvement and dissemination.

Lessons learned from partner institutions

Across the consortium, putting Responsible Leadership into practice required each partner to translate the shared definition into concrete governance, pedagogy, and technology choices in line with Erasmus+ expectations. The result is a set of field-tested practices that other HEIs can adopt and adapt.

Listed below are some of the lessons learned after developing the project. These experiences come primarily from the partners' interactions with faculty, students, and organizations (WP2 Best Practices), as well as with the students and professionals who tested WP3 (EAS Courses) and WP4 (eGame).

- Incorporate quality by design into delivery. Define delivery criteria (content quality, intellectual property, accessibility, etc.) and conduct PDCA-based reviews to make each outcome auditable.
- Make roles and decision paths explicit. Clarify team leader routines in advance; use phased approvals to reduce ambiguity and expedite release.
- Restructure the baseline transparently. Track discrepancies between the plan and the current situation and document mitigations in the Gantt chart to maintain confidence and scope control.
- Teach to competency, assess behaviour. Use constructive alignment: Map learning outcomes to activities and rubrics in the Responsible Leadership (OER), Well-being, and Employment Development (EAS) modules.
- Prioritize experiential learning and post-debriefing. Scenario work and guided reflection are essential for transferring Responsible Leadership from the classroom to practice.
- Use e-simulation as an authentic assessment. Scenarios should expose ethical trade-offs, stakeholder dialogue, and well-being-related constraints.
- Design for psychological safety. Facilitation norms are prerequisites for ethical engagement, inclusion, and learning in multicultural and heterogeneous teams.
- Facilitate task creation as standard leadership behaviour. Ask learners to plan adjustments to tasks, resources, and relationships to improve fit, engagement, and outcomes; then, these should be practiced in easily accessible environments, such as the eGame
- Co-design with educators and users (businesses). Early and iterative co-creation produces scenarios and materials that truly measure distance learning competencies and adapt to teaching realities.
- Collect user evidence ethically. Standardize consent forms and information sheets for the content being collected.
- Report on what matters according to the lump sum model. Organize results by outcome (considering impact) and ensure their visibility both on the platform and on the website.
- Use a common competency language. Integrate ethics, stakeholder engagement, and governance practices into the IPMA ICB's People -> Practice -> Perspective approach to align teams and evidence across all outcomes.

RESPRO Method

This method encompasses how the project was conceived and is possibly one of the main contributions to how to integrate, or even adapt, a teaching curriculum to the skills needed for a project manager to act as a responsible leader. This model is presented because, after a period, skills may need to be updated, and consequently, best practices.

Figure 1 depicts the RESPRO Method end-to-end. The method is designed to develop competences for responsible leadership in project management and can be adapted to other competence sets. It comprises three phases:

1. Recognition of best practices and target competences. Relevant best practices are identified and translated into concrete behaviours and performance criteria that express the competences to be developed.
2. Competence development through EAS courses. Competences are built via Easy Accessible Short (EAS) courses that provide a clear conceptual and theoretical grounding together with practice-oriented activities explicitly mapped to the selected competences, ensuring their development.
3. Application and assessment in scenarios. Courses are applied in realistic, scenario-based contexts (e.g., simulation/e-game and practice cases) where concepts and competences are exercised and assessed to verify achievement.

Two feedback mechanisms ensure continuous improvement and alignment:

- Individual feedback loop from Phase 3 to Phase 2, where assessment evidence is used to adjust learning pathways and activities so that competences are effectively consolidated; and
- Process feedback loop from Phase 3 to Phase 1, where results are reviewed against evolving professional requirements to confirm that the competences being developed remain those demanded by the professional environment.

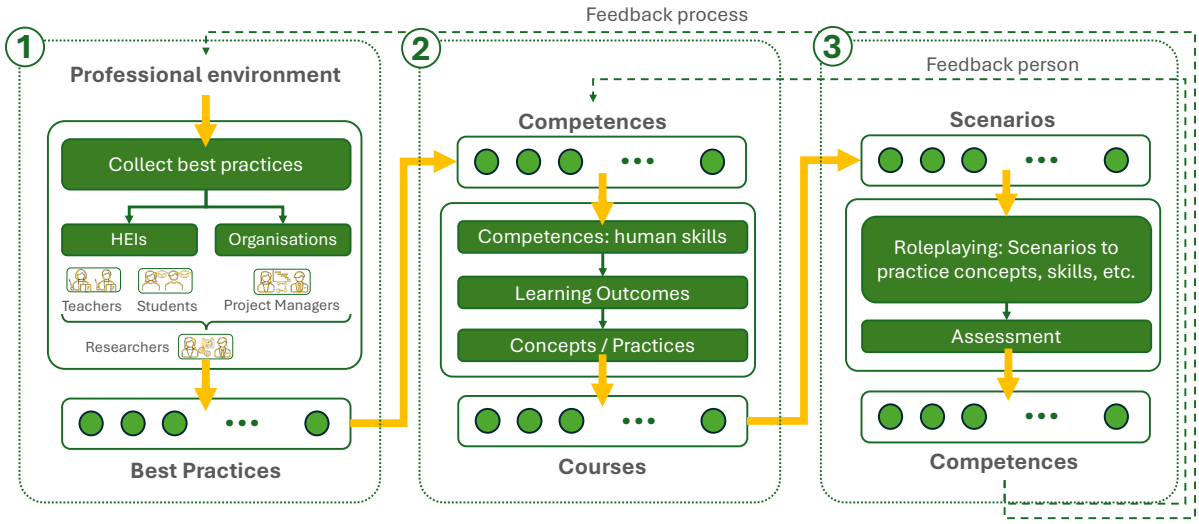

Figure 1. RESPRO Method.

The RESPRO Method delivers a coherent competence-based pathway that integrates recognition of best practices, Easy Accessible Short courses, and authentic scenario-based assessment through the e-simulation game and case work within a plan-do-check-act quality

loop; learning outcomes are mapped to responsible-leadership behaviours such as ethics, stakeholder dialogue, psychological safety, and job crafting and are aligned with recognised competence standards, which makes curriculum intent explicit, assessment transparent, integration into existing syllabi feasible, rapid updates manageable as requirements change, transfer from classroom to practice stronger through realistic decision contexts, and continuous improvement and dissemination easier thanks to evidence streams like rubrics, analytics, and decision records that also support Erasmus Plus reporting and cross-institutional reuse, while the method embeds inclusion and well-being through psychological safety norms, balanced workload design, and autonomy supports that improve engagement, reduce delivery risks, and sustain learning outcomes over time.

The method also presents constraints because creating and maintaining robust scenarios, teacher dashboards, and course materials demands time, instructional design capacity, and technical infrastructure and without planned resourcing quality can drift or content can become outdated; strong facilitation skills in coaching and ethical debriefing are critical and uneven staff readiness may produce variable learning experiences and threaten assessment reliability; dependence on digital tools introduces risks related to access, data protection, and user support and limited connectivity or weak safeguards can restrict participation and add compliance burden; if gate checks and indicators are treated as box ticking rather than as learning supports proceduralism can dilute deep reflection and skill acquisition; the method remains credible only when best practices and competence priorities are refreshed continuously with stakeholder input since slow governance cycles can misalign the curriculum with emerging professional needs and reduce impact and transfer.

Based on this method, the corresponding modules are proposed to be able to implement the updating of project management and leadership curricula in any centre with the teaching of competencies, based on good practices.

RESPRO Learning Tools Developed

Collecting the Best Practices

Collecting good practices is demanding work. This section explains how the RESPRO method addresses the task. The first consideration is the intended result and the environment where the practices will be applied. The figure indicates the application environment on the right-hand side. In the current project this environment is the project management curriculum, although the approach is transferable to other curricula.

To bring practices into the curriculum, the RESPRO method uses short, ECTS-bearing EAS courses, which are easier to integrate into university programmes. Application in realistic settings is achieved through an e-simulation game that enables practice of responsibility in project management without the constraints that often limit student placements in companies.

Input for identifying and validating good practices is gathered from three stakeholder groups. The first group comprises project management professionals, who provide direct insight into current competence needs. The second group comprises university faculty and researchers, who contribute knowledge of pedagogical and disciplinary trends. The third group comprises students, who inform both present learning needs and emerging requirements for future management methods.

From Companies

Focus groups

Figure 2 depicts the process for focus groups. The focus group process begins by formulating questions derived from predefined keywords and organized to elicit actionable insights. In RESPRO these questions are grouped into four thematic blocks: responsible leadership, development of people skills, project management practices, and the inclusion of these aspects in the university curriculum. The aim is to gather informed opinions on feasible competence development, anticipated learning experiences, and concrete ways to improve the project management process. The evidence collected is used to identify good practices and to clarify the responsibilities of the project manager or coordinator as the project leader, including how leadership should promote a healthy team climate and well-being. The detailed protocol, sampling strategy, consent procedures, instruments, and analysis steps are provided in the corresponding appendix.

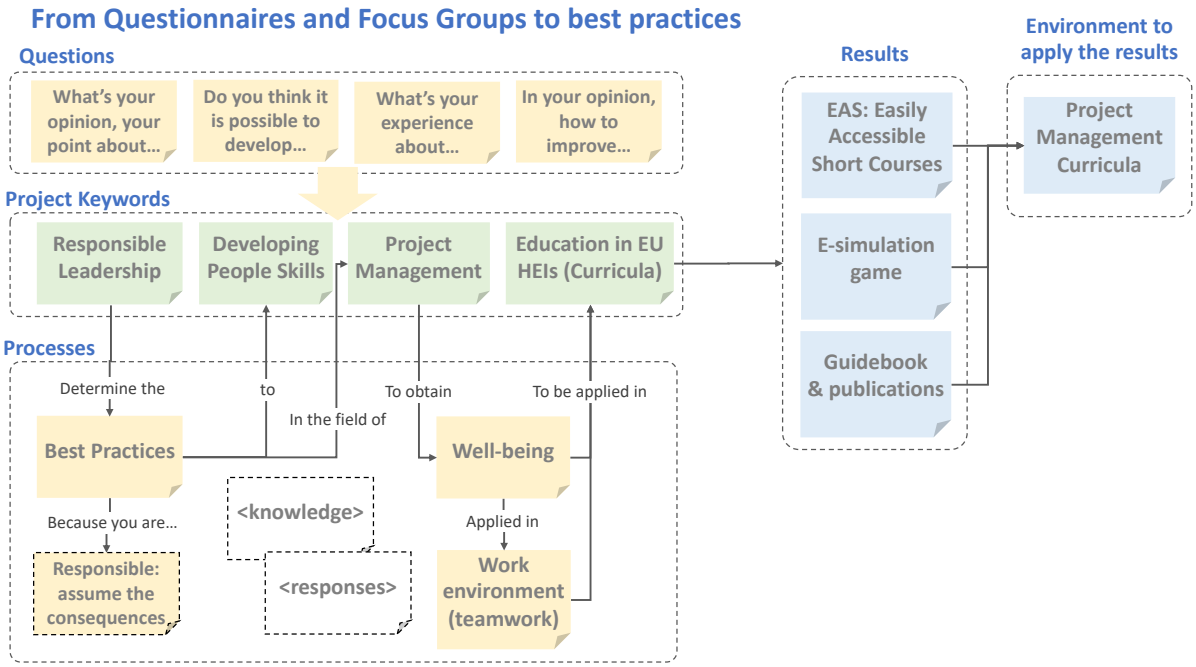

Figure 2. Method to obtain the best practises in project management.

The focus group coordinator has a fundamental role. The coordinator ensures adherence to the protocol, guides the discussion with the scripted questions, and produces contemporaneous field notes. Each session should be audio recorded, and where appropriate video recorded, with prior consent and in accordance with ethical and data-protection requirements, so that a verbatim transcript can be prepared and statements not captured in the notes are preserved. Data analysis is then conducted using the transcript together with the coordinator's notes, following the agreed coding scheme.

Analysis

Focus group data are analysed to generate reliable, actionable insights for curriculum design and competence development. Analysis begins once verbatim transcripts and field notes are available and proceeds according to a predefined protocol that protects confidentiality, preserves context, and links findings to the RESPRO competence model. Coding is conducted with an agreed framework that reflects responsible leadership dimensions, project management practices, and curricular implications. Themes are then consolidated, verified for consistency, and translated into good practices and curriculum recommendations.

1. Preparation. Assemble materials: audio or video files, verbatim transcripts, field notes, consent records, and the question guide. Assign roles and analysis timelines.
2. Anonymisation and data security. Remove personally identifying information, apply participant codes, and store files in approved repositories consistent with data-protection requirements.
3. Familiarisation. Read transcripts and notes in full and produce a brief memo per session that captures initial impressions, salient quotations, and potential biases.
4. Coding framework definition. Create a priori codes aligned with RESPRO: responsible leadership, people skills, project management practices, curriculum integration, well-being and psychological safety, stakeholder inclusion, and job crafting. Allow space for emergent codes.

5. Pilot coding and calibration. Code one transcript collaboratively, compare interpretations, refine code definitions, and update the codebook to improve consistency.
6. Systematic coding. Apply the agreed codebook to all transcripts. Record illustrative quotations for each code and maintain an audit trail of coding decisions.
7. Theme development. Cluster related codes into candidate themes. Map each theme to implications for competences, teaching activities, assessment, and scenarios.
8. Verification and reliability. Conduct a second-cycle review or intercoder check on a sample. Resolve discrepancies and document the rationale for final themes.
9. Triangulation. Cross-check themes with additional evidence such as EAS course artifacts, e-simulation observations, and stakeholder feedback to strengthen validity.
10. Synthesis to good practices. Translate confirmed themes into concise good-practice statements. Specify the target competence, the recommended teaching method, and assessment implications.
11. Curriculum and scenario linkage. Link each good practice to curriculum modules, EAS units, and eGame scenarios. Note prerequisites, resources, and risk or ethics considerations.
12. Reporting and archiving. Produce a structured report with method, findings, quotes, and recommendations. Archive transcripts, codebooks, and decision logs for quality review and future updates.

Within the RESPRO framework, a structured analysis of focus groups yields rich, context-specific insights that translate directly into competences, teaching activities, assessments, and scenario design, while a transparent protocol with transcripts, codebooks, and audit trails strengthens reliability and enables quality review; alignment with the RESPRO competence model enhances curricular relevance and integration into EAS courses and the e-simulation, and triangulation with course artifacts and simulation data improves validity and practical utility. However, the method is resource intensive and depends on skilled facilitation and analytic capacity; it relies on high-quality transcription and careful coding calibration, which increases administrative effort; group dynamics can bias contributions if quieter voices are not actively supported; and findings are context bound, often requiring additional validation before they can be generalized across programmes or institutions.

From universities

Students

The full survey can be shown in the corresponding appendix. The survey aims to determine the status and perceived relevance of responsible leadership within project management curricula and project management subjects embedded in other degree programmes. It focuses on how leadership, ethics, stakeholder inclusion, well-being, sustainability, and related people skills are addressed, and which additions students consider necessary for their future professional practice.

Participation is voluntary and may be discontinued at any time. To reduce respondent burden and improve data quality, items initially marked as mandatory can be adapted so that time-intensive questions become optional when appropriate.

Structure. The instrument is organised into three core parts and a background section.

1. Curriculum and pedagogy examine the presence of project management content in the degree programme, identifies perceived gaps, and reviews the use of suitable teaching and digital tools for project management education from the student perspective.
2. Responsible leadership orientation explores the moral dimension at the level of the individual and the project manager or coordinator, the consideration of all affected stakeholders, and the importance of long-term sustainability in projects; this section clarifies whether students conceptualise leadership as a concrete competence that should be explicitly developed in their studies.
3. Job crafting: assesses students' capacity and willingness to adapt tasks, resources, collaboration patterns, and study conditions to optimise effort and learning outcomes.
4. Background: collects non-sensitive contextual information on programme, level, study year, and other characteristics that help interpret findings.

The resulting evidence is intended to guide curriculum enhancement, inform the selection of teaching methods and tools, and align learning outcomes with the competence profile required for responsible project leadership.

Teachers

The survey identifies the status and the perceived relevance of responsible leadership within project management education from the educator's perspective. This survey examines how leadership, ethics, stakeholder inclusion, well-being, sustainability, and related people skills are taught; what gaps remain; and which enhancements educators consider most valuable for future professional practice.

Participation is voluntary and can be discontinued at any time, with consent managed under standard data-protection requirements. The estimated completion time is approximately ten minutes (it is important inform to persons about the completion time). To reduce burden and improve data quality, time-intensive items may be offered as optional where appropriate. The survey comprises three core parts and a background section.

1. Curriculum and pedagogy: Likert-scale items and open responses address the coverage of leadership within project management curricula, the availability of relevant cases and elective offerings, and the use of suitable teaching and digital tools.
2. Responsible leadership orientation: Dual ratings capture both the extent to which specific skills are taught and their perceived importance for project managers, organised into four constructs:
    a. Moral Person: fair decisions, ownership, integrity.
    b. Moral Manager: role-modelling, ethical enforcement, listening.
    c. Multi-stakeholder Consideration: dignity, timely information, welfare.
    d. Sustainable Growth Focus: resource stewardship, linking current tasks to long-term goals, vision.
3. Job crafting: Frequency ratings assess how often educators foster or observe adaptive work practices as task, resource, relationship, and cognitive adjustments.

And finally, it is necessary a background that consist on non-sensitive context items (age band, gender option set, field taught, number of programmes, levels, year groups, and institutional location) support interpretation and segmentation of findings for curriculum development.

Competence development through EAS courses

No examples are shown in the text of this guidebook. Course examples can be obtained from the project website (https://respro.webs.upv.es) in the section "Results" by requesting them from the coordinator (jopolu@upv.es). Some examples common to the EAS Courses are shown in the appendices.

Why EAS courses

Easily Accessible Short (EAS) course refers to our short, practice-oriented courses designed to build Essential Applied Skills for responsible project work. Each EAS course focuses on a compact set of learning outcomes drawn and blends concise theory with best-practice cases. The cases are translated into e-simulation scenarios so learners can apply concepts in realistic situations and produce evidence of competence through targeted tasks and rubrics. EAS courses are modular and stackable, and in this project each one is scoped to 1 ECTS to keep the workload clear, manageable, and aligned with recognition across partner institutions

Using 1-ECTS EAS courses lets us deliver focused, practice-oriented learning that fits the project's short, skills-driven units (Responsible Leadership, Well-being, and Job Crafting) and the e-simulation workflow. In the European Higher Education Area, 60 ECTS represent a full-time academic year; one ECTS corresponds between 25 and 30 hours of student workload, which is well suited to compact, targeted modules. Workload doesn't mean synchronous teaching-learning process, means synchronous and asynchronous process, included classroom work.

How create the courses

The best practises determine the learning outcomes, that will be transformed in the contents. These contents are learning by means stories that occurs in scenarios in which the skills are necessary. Figure 3 depicts the previous concepts presented. Usuallly, course content has been derived from theoretical foundations or competence maps; in this project, that approach is complemented with the Best Practices to define and refine learning outcomes. The outcomes are grouped into Responsible Leadership, Well-being, and Job Crafting, and each course combines essential theory with practice components, selecting only the outcomes relevant to the unit while allowing a single case or story to address multiple outcomes; these practice stories are then converted into scenarios in the e-simulation game, where learners apply concepts in realistic contexts and generate evidence of the targeted competences and skills.

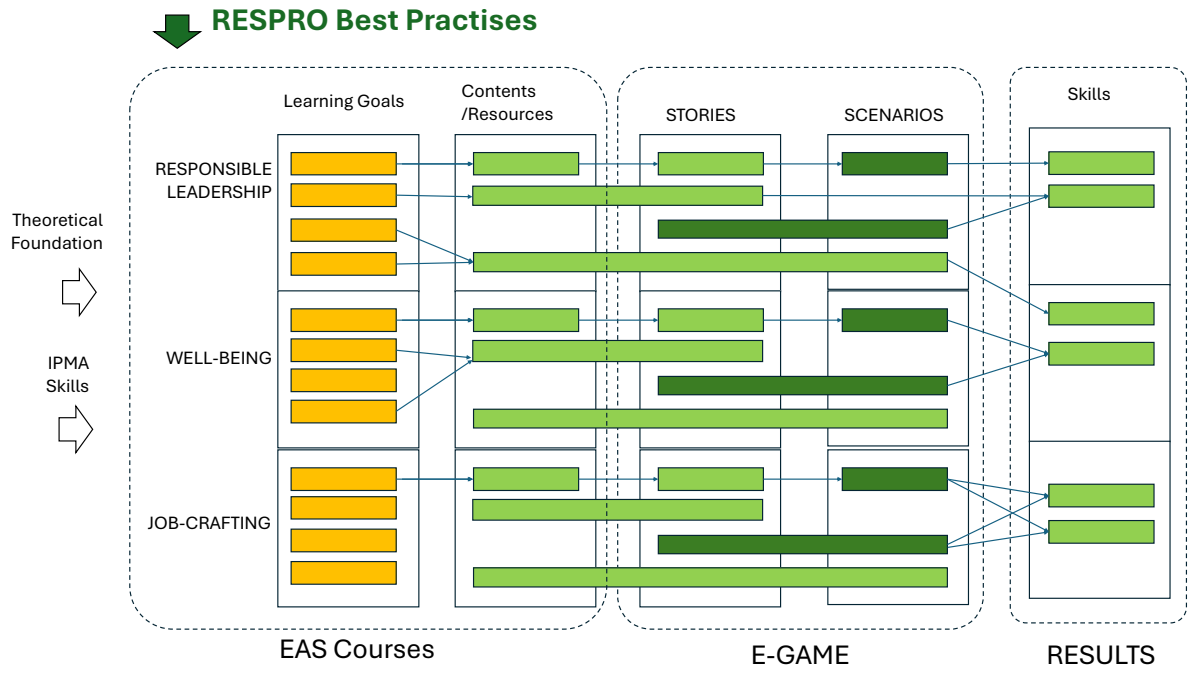

Figure 3. Fundamentals of the EAS courses.

This design brings clear benefits. Adding Best Practices (as feedback) to theory and competence maps makes the learning goals closer to real workplace needs. Grouping outcomes into Responsible Leadership, Well-being, and Job Crafting gives a strong structure for course planning. Selecting only the outcomes that fit each unit keeps the focus tight, and using one well-chosen case to address several outcomes improves coherence and efficiency. Turning these practice stories into e-simulation scenarios lets learners apply ideas in realistic situations and produce evidence of the targeted skills.

EAS Course design

The structure of the courses that has been designed is based, as previously stated, on the Skill boxes, that is, a method that attempts to innovate based on the principles of Innopeda©. All EAS courses in the project follow the same structure with four key parts.

Course Guide

This is the roadmap for both teachers and students. It is not part of the content or the assessment, but it explains why each section exists and how the course fits the project. It introduces the core aim (in RESPRO, Responsible Leadership, Well-being, and Job Crafting) and states the expected learning outcomes. The same key concepts appear in the teacher guide and in the student slides to keep everyone aligned.

1. Learning Outcomes and Core Concepts. After the aim is clear, the guide lists the outcomes for the unit and defines the essential ideas linked to the three strands. Each outcome connects directly to what learners will do in class and in the e-simulation.
2. Content and Resources. The content is selected to serve the outcomes. Explanations are concise and practical, and each topic includes links or references for deeper study. Because each EAS course is 1 ECTS, we keep the core content tight while offering optional materials for those who want more depth.

3. Learning and Assessment Plan. The guide describes how learning will happen individually and in groups, including how practice stories move into e-simulation scenarios to apply ideas and produce evidence of skills. A simple course timetable shows the expected hours for each activity (guided sessions, self-study, e-simulation runs, reflection). It also indicates when assessment takes place and how it is judged (rubrics and criteria). This schedule links learning activities with evaluation so students can see what is expected and when.

Contents

The next component is the course contents. Delivery relies primarily on slide decks (PowerPoint™ presentations or similar), a format familiar to most teachers and students. These slides are not conventional: each one combines concise theory with inspirations, images, and explicit references (with direct links to key concepts), bridge ideas, frameworks, and solutions that ground the material.

No fixed limit is set for the number of slides. Instead, it is recommended to support 60 minutes of facilitated learning. Sessions are not purely theoretical; a typical flow interleaves short explanations with guided navigation of linked sources, micro-discussions, quick polls, and brief activities. Some slides include a bridge to the next step e-simulation game presenting scenarios. Each content block incorporates:

- Clear outcomes mapped to relevant RESPRO modules and people-skills focus.
- Anchored theory with live links to core references and recognised standards (e.g., IPMA ICB4) for optional depth.
- Practice cues (checklists, reflection prompts, mini-cases) suitable for dialogue or small-group work.

Accessibility and engagement are integral: alt text for images, readable typography, consistent contrast, short captions, and plain-language summaries on concept-dense slides. Overall, the design emphasises connecting sources and sparking inquiry. By combining linked slides, hands-on scenarios, and structured exploration, the course content enables learners to develop responsible-leadership competences and well-being practices that transfer effectively to real project contexts.

Practices

A practice is a short, structured learning unit that turns course concepts into values-guided behaviours. It places learners simulating an authentic situation with constraints, requires an explicit reference to guiding values, and produces a concrete output that can be observed, discussed, and improved. In the RESPRO EAS course, a practice serves as the bridge between knowing and doing in Responsible Leadership, Well-being at Work, and Job Crafting.

The purpose of the Practices component is to drive behavioural transfer by converting ideas into specific, repeatable actions that fit real project contexts. It anchors “values in action,” ensuring that each decision can be traced to stated values and recognised responsible standards. It also builds stakeholder stewardship by bringing relevant perspectives and likely consequences to the surface before action is taken. Finally, it produces compact evidence artifacts that enable timely formative feedback and support continuous improvement.

The core anatomy of a practice outlines a repeatable sequence that turns concepts into values-guided action while keeping facilitation clear and time-efficient. Each practice

progresses through short, purposeful stages from a concise trigger and plain-language orientation, into focused analysis, structured option generation and choice, practical action design, brief reflection, and quick evidence capture. This scaffold ensures consistent delivery across cohorts, makes reasoning and behaviours visible, and fits reliably within a 60-to-120-minute session. The structure of a practice is not stipulated, although it is proposed to use the following.

1. Trigger. Presents a concise, realistic situation with a single task and explicit constraints. It should be concrete enough to start thinking immediately, but short enough to avoid analysis paralysis. Include only the facts needed to act now, limitations, state the non-negotiables, and so on.
2. Orientation. Clarifies what success looks like before work begins. State the goal, expected outputs and assessment criteria in plain language. Display the timeboxes, list available resources, like templates or reference strip, and assign roles if working in groups.
3. Analysis. Structures understanding without getting stuck in research. Separate facts vs. assumptions, identify key stakeholders and their concerns, and shortlist guiding values (no more than 3 or 4) relevant to the task. Surface the main risks and trade-offs and set a realistic boundary for information gaps.
4. Option crafting and choice. Generates breadth, then narrows with justification. Produce at least three distinct options that differ in strategy. For each, note expected impacts, risks, and value alignment.
5. Communication and action design. Turns the decision into the next observable behaviour. Specify audience, channel, tone, and timing, and outline a short message or micro-plan. Every item should start with a verb and be doable within the current constraints.
6. Reflection. Consolidates learning into future behaviour. Writing a brief note capturing what changed in understanding, which value was most influential, and one micro-behaviour to apply.

Assessment of a Practice relies on observation and compact evidence. Observers look at visible behaviour during analysis and decision-making, the credibility of the chosen action, the clarity of the message or micro-plan, and the brief reflection. A light rubric guides judgement with a small set of behaviour-based criteria: values-to-decision traceability, stakeholder stewardship, feasibility and risk sense, communication quality, and reflective depth. Each criterion uses plain descriptors across three or four bands, for example Emerging, Developing, Proficient, Advanced. Quick calibration with shared exemplars aligns expectations, and notes capture concrete indicators such as key quotes, selected options, stakeholder priorities, and mitigation steps, which keeps decisions transparent.

Feedback stays formative and actionable. After rating each criterion, the observer provides one strength, one targeted improvement, and one probing question. Scores and comments are stored with the artefacts using a consistent naming convention, which enables progress tracking across sessions and modules. When appropriate, a short self-rating against the same rubric is added to build reflection and ownership. This approach privileges observable, values-guided behaviour over recall, while keeping assessment light, fair, and focused on transfer to real project work.

Additional Assessment

Additional assessment strengthens validity and transfer by triangulating evidence from knowledge checks, reflective growth, and collaborative performance. In the EAS course, it complements in-class Practices with three streams that serve distinct pedagogical intentions: an online questionnaire that checks conceptual grasp, a self-assessment that drives self-growth, and a team assessment that requires learners to observe peers and make sense of others' learning processes. Together, these streams align outcomes, activities, and evidence while remaining light and scalable.

The online questionnaire targets core concepts and definitions in a quick, accessible format. Its intention is diagnostic and formative: identify misconceptions, reinforce key ideas, and provide immediate feedback without overloading facilitators. It is best used before a topic to activate prior knowledge, mid-module to check progress, or after a topic to verify retention, particularly in remote or asynchronous settings where rapid iteration is needed.

The self-assessment focuses on self-growth by asking learners to connect course concepts to their own practice, present evidence from activities or the e-simulation, and outline a short action plan. The pedagogical aim is metacognition and ownership of next behaviours, supported by a concise rubric and moderated peer input to keep judgement fair and constructive. It fits after one or more Practice cycles, at module midpoints, and at the end of a unit when reflection can consolidate learning into concrete commitments.

The team assessment compels observation of colleagues' learning through a short, staged scenario delivered as a podcast or video. Its intention is social learning: seeing how others reason, justifying decisions publicly, and giving and receiving peer feedback using common criteria. It works well in the middle or later parts of a module, once foundational concepts are in place and learners can demonstrate responsible choices, communication, and inclusion while analysing each other's approaches. Teacher moderation safeguards quality and balances contributions, while the shared rubric keeps judgments transparent and comparable.

Used together, these additional assessments create a balanced system: the questionnaire verifies conceptual accuracy, the self-assessment deepens reflective growth, and the team assessment develops collaborative sense-making and accountability for observing peers. This mix maintains a light workload, preserves consistency through clear rubrics, and supports timely feedback that can be applied in the next Practice.

The generic example of the additional self-assessment and the additional pair assessment can be show in the corresponding appendix.

Application and assessment in scenarios

The application in scenarios can be carried out through various strategies. Start by anchoring each scenario to a short list of best practices that match the week's topic. Present a concise trigger with one task and clear constraints, then ask learners to select two or three best practices they intend to apply.

Why and e-Tool/eGame

Serious-game simulations are a research-backed way to practice the interpersonal, ethical, and well-being-related decisions at the heart of responsible project leadership. By aligning

theory (experiential, social, motivational), competence frameworks (IPMA/PMI), and evidence (meta-analyses on games, feedback, leadership training), the RESPRO e-Tool provides a rigorous, scalable, openly accessible means to develop the very "people skills" Europe's project managers need exactly as envisaged in RESPRO's WP3–WP5 plan.

In competence terms, the e-Tool targets the internationally recognized "People" competences in IPMA's ICB4 (IPMA, 2016), for example, leadership, teamwork, conflict, or self-reflection; and the PMI Talent Triangle's Power skills (Turner, 2016), giving students a safe space to practice interpersonal decisions that are difficult to teach through lectures alone.

Core learning theory underpinning the e-Tool

Experiential learning (Kolb, 2014) uses simulations to apply Kolb's four-stage cycle in practice. Simulations provide a concrete (specific) experience, opportunities for reflective observation, support for abstract conceptualization, and conditions for active experimentation. In this sequence, learners carry out tasks, observe the results, derive general principles, and then test those principles in subsequent tasks.

In the game, each round supplies the experience and experimentation, while structured debriefs guide reflection and conceptualization. This design makes movement through the cycle explicit and repeatable, enabling systematic, iterative learning constructive alignment (Biggs, Tang, & Kennedy, 2022). The e-Tool's scenarios, embedded analytics, and rubrics are aligned with intended learning outcomes (i.e., "creates psychological safety under time pressure"; "enables job crafting in the team"). Assessment and activities are mapped back to these outcomes, ensuring coherence.

Problem based (Barrows, 1986), and scenario based (Smith, Warnes, & Vanhoestenberghe, 2018), learning use authentic problems that are not fully structured. Such problems are important for the development of professional judgment because they require learners to work with uncertainty and incomplete information. The e-Tool offers project episodes with clear time limits that ask learners to set priorities, make sense of evolving situations, and weigh ethical trade-offs. These features reflect core elements of problem-based learning and support the growth of sound professional judgment in realistic conditions.

Social and situated learning explain that leadership and team behaviours develop through interaction with others. Learners build knowledge and skills by engaging with peers, mentors, and tasks in shared contexts. The digital tool supports collaborative play and structures debrief sessions (Sorin, 2013). It mirrors a community of practice in which newcomers begin with peripheral participation and gradually move toward fuller participation as their competence grows.

The design promotes deep engagement by offering autonomy supportive choices, progressive competence gradients, and cues of relatedness. These elements align with Self Determination Theory (Ryan & Deci, 2000), which proposes that autonomy, competence, and relatedness are basic psychological needs that foster intrinsic motivation.

Following the Theory of Gamified Learning (Landers, 2014), the design uses game mechanics to influence learning through motivational and behavioural pathways. By shaping attention, persistence, and strategic effort, these mechanics support deeper processing and more durable learning outcomes.

The use of serious games and simulations

Over the past two decades, meta-analytic studies indicate that well designed serious games and simulations (Wouters et al., 2013) produce higher learning and better retention than conventional instruction, and they can increase motivation when guidance and debriefing are provided. Research on computer-based simulation games (Sitzmann, 2011) also shows superior outcomes for declarative knowledge, procedural knowledge, and self-efficacy when compared with other methods. Evidence on leadership training shows reliable positive effects, which are stronger when activities are spaced over time, when learners are active, and when feedback is frequent. The digital tool incorporates these design features.

Debriefing and feedback play a central role in these effects. After play debriefs and timely task focused feedback are among the most powerful influences on learning and transfer. For this reason, the digital tool includes structured debriefing and feedback as required steps in classroom use.

Simulation and responsible leadership for well-being

Responsible leadership is understood as a relational practice that is oriented to stakeholders and guided by ethical reasoning. It is not only a set of skills that operate between a single leader and a single follower. Instead, it involves attention to the interests, values, and impacts that arise across a network of people and organizations (Lacerenza et al., 2017).

The digital tool places learners in situations that involve multiple stakeholders and competing priorities. For example, learners must balance timely delivery with protection of team health. These scenarios ask learners to analyse consequences for different parties, justify choices using ethical criteria, and reflect on how a leader can act responsibly in complex contexts.

Psychological safety is a shared belief that team members can speak up, ask questions, and report problems without fear of embarrassment or punishment. Teams learn and perform better when this belief is present. The game draws attention to specific micro behaviours that build or damage psychological safety. Examples include how leaders respond to bad news, how they frame conflict, and whether they invite input from quieter members.

During play and debrief, the digital tool shows how these small behaviours create visible effects at the team level. Learners see changes in information sharing, error reporting, and coordination that follow from safety producing actions. In this way, the tool links day to day interaction patterns with measurable outcomes for learning and performance.

The Job Demands and Resources model proposes that wellbeing and performance depend on the balance between what work requires and what it offers. Demands include workload, time pressure, and emotional strain. Resources include autonomy, feedback, social support, and opportunities for growth. When resources are sufficient to meet demands, engagement rises and strain decreases. Job crafting is a proactive process in which workers adjust tasks, relationships, and perceptions to improve this balance.

The digital tool allows players to test leader behaviours that enable job crafting. Learners can experiment with actions that increase resources, such as granting autonomy, improving feedback, and strengthening peer support. They can also try actions that reduce hindrances, such as removing unnecessary steps or clarifying roles. The tool then displays downstream effects on engagement, learning, and output, making the mechanisms of change concrete.

These constructs are central to the focus of the project. Responsible leadership, well-being as psychological safety, and job crafting form the conceptual core of the content (Maak & Pless, 2006). They are framed as intended outcomes of RESPRO project and are operationalized within the learning activities of the digital tool.

eGame Design choices

Building on the principles described above and as specified in the RESPRO planning, eGame should implements authentic and variable scenarios. These scenarios use randomized parameters and provide multiple plausible options that vary in quality. The aim is to elicit sound judgment under uncertainty while preserving ecological validity.

The design includes dynamics with several game actors such as stakeholders, teammates, and supervisors. This structure aligns with the logic of responsible leadership by requiring learners to consider diverse interests and interdependencies during decision making.

Practice is spaced across short cycles, and the activity is repeatable with progressive scaffolding. This arrangement is consistent with evidence from leadership training and with Kolb's experiential learning cycle, supporting repeated application, reflection, abstraction, and further experimentation.

Each cycle is followed by guided debrief and formative feedback. Learners receive dashboard indicators that are mapped to the intended learning outcomes and to IPMA "People" competences. These structured reviews help consolidate understanding and support transfer to practice.

The environment incorporates motivational features that support autonomy, competence, and relatedness. Clear goals and visible progress cues are provided in accordance with Self Determination Theory and with the theory of gamified learning, which links game elements to motivation and behaviour.

Teacher orchestration and analytics enable educators to select scenarios, monitor observable behaviours, and assess learner growth with rubrics aligned to EAS course outcomes and to the Guidebook. This capability supports consistent evaluation and continuous improvement.

Design philosophy & pedagogical rationale

Basics concepts

Based on the previous chapter, the concepts in which the eGame is based (previous chapter resume) are:

- Experiential learning: Learners progress through Kolb's cycle (concrete experience → reflection → conceptualization → experimentation).
- Constructive alignment: Scenarios, analytics and rubrics are tied to explicit outcomes.
- Problem/scenario-based learning: Ill-structured, authentic incidents cultivate judgment under uncertainty.
- Situated/social learning: Behaviours are learned through interaction; collaborative play + debrief mirrors communities of practice.
- Motivation & engagement: Autonomy, competence and relatedness (Self-Determination Theory) guide design; game mechanics are used as means to learning.

- What works in leadership training: Active, spaced, feedback-rich designs show stronger effects hence mandatory debriefs, replay and formative feedback in the e-Tool.

Progression logic

Responsible Leadership sets the leader behaviour and, in consequence, is the core of the project. In practice, this means leaders must have these "behaviour outcomes":

- keep a clear stakeholder orientation (anticipating needs and negotiating trade-offs)
- act with ethics (fair, transparent, and consistent decisions)
- build psychological safety (people can speak up, ask for help, challenge ideas without fear),
- coach rather than micromanage (regular feedback, growth conversations, and support).

These behaviours don't sit on the wall as values; they show up in day-to-day routines how priorities are set, how mistakes are handled, and how work is recognised. When these signals are coherent, the team understands "how we do things here," and the climate becomes predictably supportive.

A healthy climate is the springboard for Team Well-Being. With clear norms and fair processes, workload becomes sustainable (pace, boundaries, and resource allocation are actively managed), trust strengthens (commitments are kept and information flows), focus improves (noise is reduced, priorities are explicit), and team learning accelerates (retrospectives, peer reviews, and quick experiments are normalised). Well-being here is not a perk; it is an operational condition that protects capacity and quality. When the climate removes unnecessary friction, the team can invest energy where it matters solving the project, not surviving it.

With safety and resources in place, individuals can Job Craft. People proactively adjust tasks, relationships, and the meaning of their work to balance demands with available resources and to grow. This can look like reshaping task boundaries (streamlining handovers, automating a repetitive step), tuning relationship patterns (seeking a mentor, creating a peer-support loop), or reframing purpose (connecting a deliverable to user impact). Job crafting is not "scope drift"; it is disciplined self-organisation that keeps roles fit-for-purpose as context shifts. The result is higher engagement, better alignment, and incremental capability gains outcomes that compound over the life of the project.

Global outcome levels

Starting from this logical progression where the responsible person is employed to create a healthy climate, we will then review the main learning outcomes and present the corresponding rubrics for each of the phases that have been previously determined. The first will talk about co-responsibility, the second about team well-being and the third about Job Craft. For each of these competencies, it will establish some behavioural indicators, some mechanisms that the tool or the Game must have evidence of and for the evaluation and we will link it with the corresponding IPMA Framework as it has been established for the RESPRO project.

Master rubric

This master rubric provides a common reference to evaluate performance of the eGame. It captures how well learners demonstrate responsible-leadership and people-skills behaviours in action during the eGame. Using one shared rubric enables comparable scoring across scenarios and anchors assessment to the best practises that define RESPRO.

Table 1. Levels for rubrics to create/play/asssess the gamification part of EAS Courses.

Level	Descriptor
L1 – Awareness	Can define concepts; choices are rule-following; identifies issues only in hindsight.
L2 – Emerging	Spots trade-offs; applies basic RL behaviours; surfaces risks; proposes small adjustments with prompts.
L3 – Competent	Anticipates stakeholder/team reactions; builds safety deliberately; balances demand–resource; supports team-led crafting with measurable gains.
L4 – Advanced	Orchestrates multi-stakeholder value; institutionalizes well-being practices; scales job crafting (norms, peer coaching, continuous improvement).

The rubric is criterion-agnostic and can be applied to any competence. It mirrors recognised competence baselines that emphasise People and Practice dimensions on professional performance.

Game scenarios and learning objectives

An effective questioning strategy rests on three pillars: facts, emotions, and boundaries. First, facts: every scenario has a past, and understanding prior events defines the essential knowledge the learner needs; for example, a previous conflict between two people that appears in the scenario. Second, emotions: people in the scenario experience feelings that the player must recognize and interpret to judge the most appropriate response. Third, boundaries: organizational constraints that shape what can and cannot be done or said, guiding the player's choices. Making these boundaries explicit ensures that answers are conditioned by context. Together, these three elements define the environment so that questions and answers align with the skills learners are expected to develop and that the e-game will evaluate.

Facts

In (Dochy, Segers, & Buehl, 1999). show that prior knowledge ("facts") is a major driver of learning and performance. In scenario design for the e-game, facts are the objective elements a learner must know or be able to infer to interpret the situation and answer credibly. They anchor the scenario's plausibility, reduce ambiguity that is not pedagogically useful, and make judgments traceable to shared evidence rather than guesswork. In practice, facts include:

- the context (sector, organization, unit, current priorities).
- actors and roles (who is involved, formal authority, informal influence).

- chronology (key events leading to the present moment).
- available artifacts (policies, emails, KPIs, budget lines, meeting notes).

These items are not "hints" because they are the minimal information a competent professional would reasonably have when entering the situation. To design appropriately the facts, these steps should be followed:

- Define the Minimum Viable Fact Set (MVFS): the smallest, sufficient set of facts to make a well-reasoned choice possible. Remove trivia; add only those facts that change a decision.
- Deliver facts deliberately: some can be pre-briefed (short brief, org chart, one-page KPI snapshot); others can be discoverable in scenario (click to open an email, glance at a dashboard). Label each fact with a tag (e.g., F1: stakeholder map, F2: Q2 service-level dip) and map those tags to the specific questions they support.
- Guard validity: verify each fact for accuracy, recency, and relevance. If a fact is uncertain, present it as such (e.g., "unverified claim from Team A") so learners practice reasoning under imperfect information without drifting into needless opacity.
- Disentangle facts from boundaries and emotions: facts state what is; boundaries state what is permitted; emotions indicate how people feel. Keep these streams distinct in the materials, even if they interact during decisions.

Emotions

In (Immordino-Yang and Damasio, 2007) synthesize evidence that emotions shape attention, memory, and decision-making; in short, we feel, therefore we learn. In scenario design for the e-game, emotions are not decorative they are information that directs what learners notice, how they interpret events, and which options they judge as viable. Well-designed affective cues make the scenario more authentic, increase engagement, and improve transfer by anchoring decisions to socially meaningful signals rather than abstract rules.

In practice, emotional information should cover the emotional climate (trust, tension, morale) and the actors' states (defensiveness, frustration, enthusiasm) expressed through observable evidence or providing the information in the question text. This text should cover the next characteristics.

- Make emotions consequential: choices that acknowledge or regulate others' emotions unlock information, reduce resistance, or improve outcomes; ignoring them carries realistic costs.
- Use observable cues, not mind-reading: quotes, tone, timing, body-language descriptors, and lightweight indicators (e.g., "customer satisfaction dipped after the meeting") so judgments are evidence-based.
- Vary valence and intensity: include mixed or conflicting emotions across stakeholders to avoid caricature and to train nuance.
- Tag and map cues: label affective cues (e.g., E1: terse reply, E2: long pause in meeting) and link them to specific questions and feedback.

- Support emotion recognition and regulation: optional “peek” hints, brief debriefs, and micro-strategies (e.g., pause-paraphrase-probe) help learners practice noticing and responding without derailing flow.
- Guard ethics and bias: ensure psychological safety, avoid stereotypes, and rotate roles so empathy is practiced across identities and positions.

Boundaries

In (Christian, Edwards, and Bradley’s, 2010) a meta-analysis is done and shows that situational judgment tests (SJTs) scenarios. with constrained options that ask respondents to choose the best action, predict performance well when options are grounded in the rules and constraints of the setting. In scenario design for the e-game, boundaries are those organizational, legal, ethical, temporal, and resource constraints that define what can (and cannot) be done or said. Making them explicit narrows the feasible action set, sharpens scoring, and supports fairness by ensuring all players reason under the same conditions. In practice, boundaries include:

- decision rights and authority (who can approve what).
- policy and compliance (privacy, safety, equity, procurement rules).
- resources and time (budget ceilings, staffing, deadlines).
- risk tolerance and escalation paths.
- communication protocols (what may be shared, with whom, and when).

About the design of the questions/answers it is important to take care about these characteristics.

- State boundaries up front: avoid “gotcha” constraints. Brief them clearly (e.g., “Overtime >5% requires CFO pre-approval; product launch in 48 hours”).
- Tie options to constraints: include actions that are feasible-and-effective, feasible-but-inferior, and infeasible (policy violations) so choices reveal judgment under real limits.
- Balance desirability vs. feasibility: top answers satisfy the goal within constraints; tempting but noncompliant actions should carry realistic consequences.
- Calibrate difficulty via tightness/ambiguity: tighter boundaries emphasize compliance; looser ones test prioritization and risk management.
- Tag and map boundary cues (e.g., B1: budget cap, B2: confidentiality clause) to the items and feedback they inform.
- Keep streams distinct: boundaries = what’s permitted; facts = what is; emotions = how people feel. Let interactions show up in options, not in muddled briefs.

Gamification design

Pedagogically, the e-Game applies experiential learning. Scenarios, analytics and rubrics are mapped to intended learning outcomes ensuring constructive alignment between activities, assessment and project outcomes.

Figure 4 shows the main elements on which the eGame design is based. The starting point is the content of the EAS courses, which provide the knowledge students have learned. This knowledge has been captured in a series of learned skills. The learned skills are used to design the scenarios. A sequence of scenarios depicts a "story" that unfolds in rooms. The rooms are

used to support the context. In each room, the scenario will provide a series of questions, with pre-established answers. The answers are used to confirm and evaluate the competencies associated with the corresponding scenario.

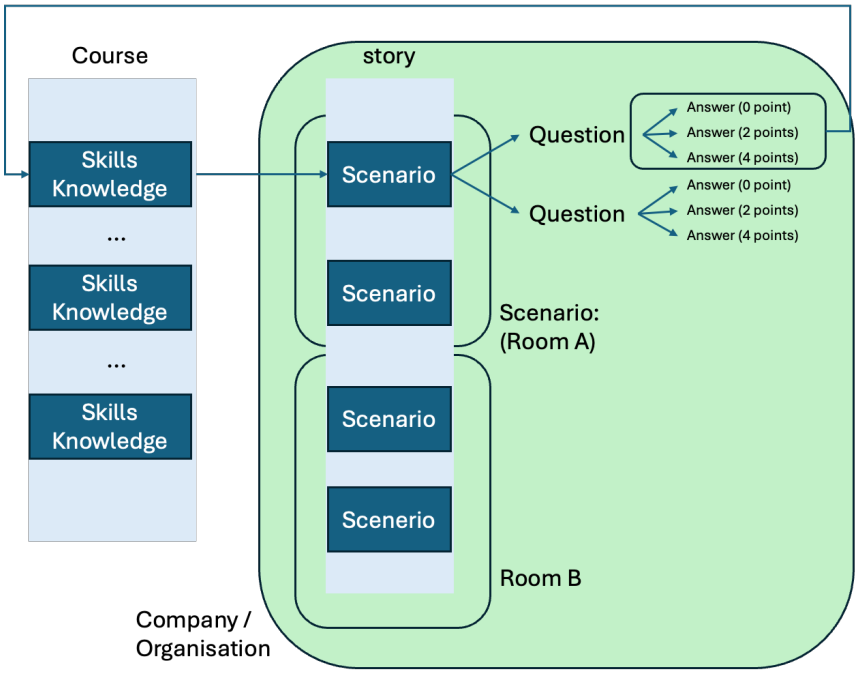

Figure 4. eGame Architecture (elements and relations between them).

Each scenario is mapped to explicit learning outcomes and to the target competence elements. Decision points branch the story based on the student' choices. Each pre-established answer carries a rationale and a consequence that updates the state of the story. This keeps the narrative coherent while making the underlying competence model visible to the learner. Assessment is integrated. Every answer contributes evidence to one or more competencies through rubrics and indicators. Scores accumulate per scenario and across the full sequence, with performance bands. A debrief at the end of the room summarises strengths, gaps and (if possible) suggested next actions. These actions also can be suggested in the next face to face session of the EAS course.

Elements

Below we review the elements that were initially determined to be required in the eGame.

Course

The Course is the entry point for play. It mirrors the EAS syllabus and defines the intended learning outcomes, assessment criteria and sequencing rules. Each course bundles a curated set of scenarios, the required skills to be evidenced, and the rubrics used for feedback.

Skills knowledge

Skills knowledge is the structured inventory of what students have already learned in EAS. Each skill includes a definition, behavioural indicators, common misconceptions and observable evidence. These skills are mapped to competence elements and tagged to scenarios and questions, so that every learner choice can be traced back to the skill it evidences. This layer is the bridge between course theory and in-game assessment, enabling consistent feedback and analytics.

Elements of the eGame

Elements to teach are the focused teaching targets extracted from the skills set translated to each question and answers of the eGame. They inform the design of decision points and debrief, ensuring that the game surfaces the intended takeaways in clear, actionable language.

Company / Organisation

Multiple organisations can be used across courses to increase transferability and reduce memorisation. The Company/Organisation provides the realistic context in which scenarios unfold. It defines sector, size, structure, roles, policies, tools, and constraints (time, budget, compliance). By making boundaries explicit, it anchors ethical and feasible decisions

Scenario

A Scenario is a short narrative arc built from one or more Rooms and centred on a defined learning outcome. It comprises the initial situation, decision points, and state updates. The Scenario should provide the story from a sequence of Rooms, cantered on a practical dilemma and unfolds through and branching choices with pre-established answers.

Room

A Room is a self-contained scene within the scenario. It sets time and place, lists who is present, clarifies the immediate objective. They keep the narrative tight while giving teachers clear breakpoints for facilitation. To achieve this, rooms deliver the narrative setup, present artefacts (messages, dashboards, policies) and host the decision sequence

Question bank

The Question bank is the validated pool of items used inside Rooms. Each item links to one or more competencies. This ensures reliable measurement and consistent student feedback.

Running elements

A scenario description should, where appropriate, address three components: information, emotional context, and boundaries. Although none of these elements is strictly mandatory, attending to them is strongly recommended to ensure that learners grasp the full context of events unfolding across the rooms in which the scenario is enacted.

Beyond the learner, scenarios typically include additional roles most commonly a Project Manager and one or more team members. Within each room, the learner encounters one or more questions accompanied by several plausible response options. These responses may engage with one or more of the project's three dimensions: Responsible Leadership, Wellbeing, and Job Crafting. While a given response need not address all three dimensions, it is advisable that at least one be represented.

Frequently, there is no single "correct" answer. Instead, options vary in their alignment with the dispositions and behaviours expected of a responsible leader; some may be closer to good practice, whereas others may be less constructive or even deliberately counterproductive to prompt reflection. The sequence of selected responses generates a results panel and a decision history. Additional questions may follow within the same room or in a different room.

The ordered set of rooms traversed across one or more scenarios constitutes a mission: the narrative path the learner follows. This mission provides evidence of the learner's comprehension and application of the skills required for responsible leadership.

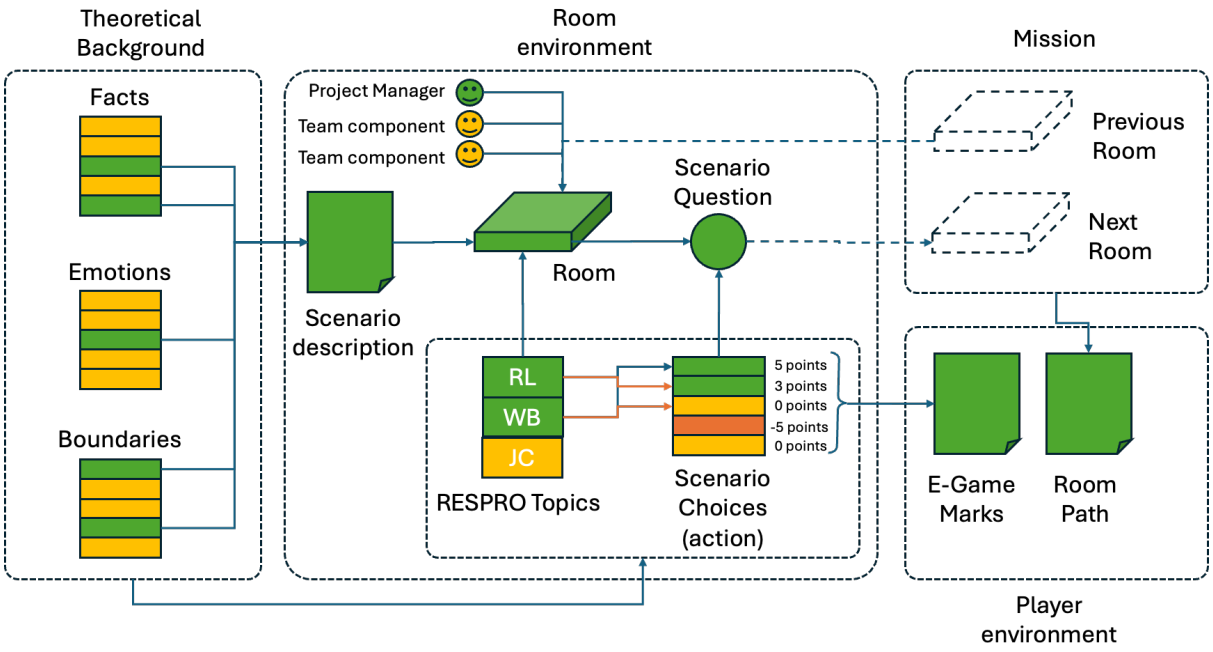

Figure 5. Elements to develop in the eGame

Figure 5 shows the connections between elements of the eGame playing scenarios. Connection is important since they determine how one element relates to another. It is also important to keep in mind that the game itself has a complex version (Figure 6) that can be carried out in which the same question can have answers based on the three RESPRO dimensions (RL, WB, and JC) and at the same time the same answer covers these three parameters. In this case and in the previous case there is a new element which is what we know as consequences.

Consequences are one of the most important points that this project deals with. As the fact that describes whether a leader is responsible or not, leader is responsible when he/she knows the consequences of the decisions done. Due to is difficult, to place the consequences since these depend on the context and even on how the person knows what can happen from a decision. Future projects can deal with this issue in a much more profound way. A good leader is often not the one who is able to predict what will happen but the one who knows the entire context and knows the decision tree and corresponding consequences both in the people and in the project.

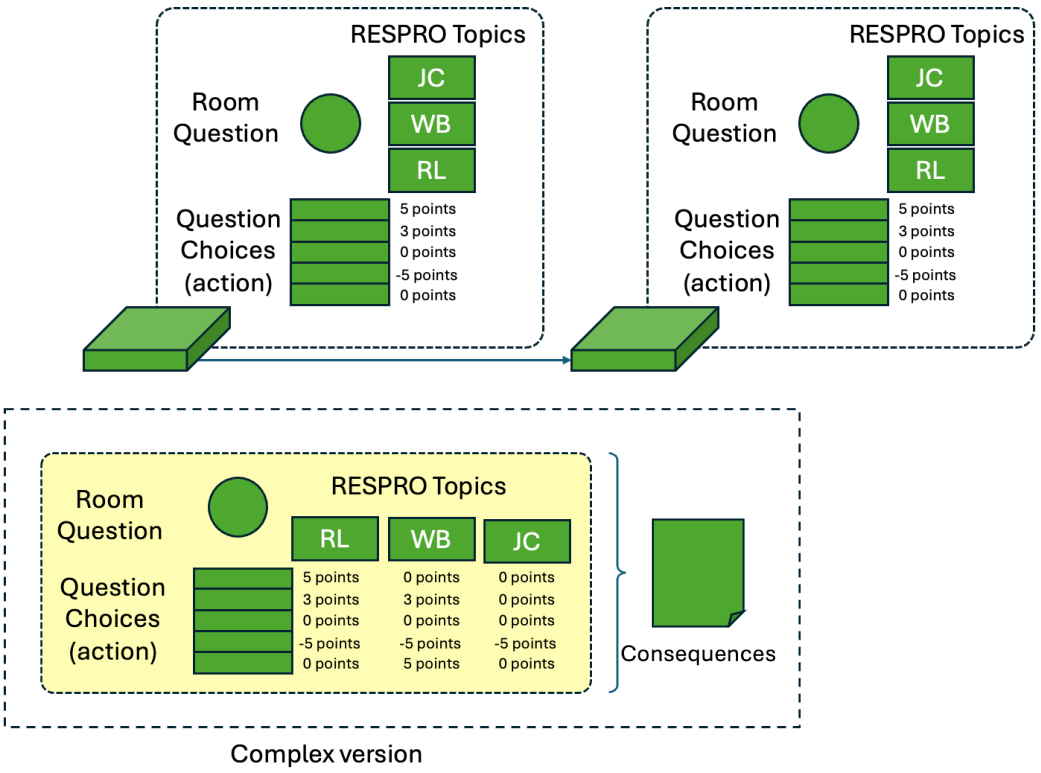

Figure 6. Questions and answers process.

Well-designed scenarios and the accompanying eGame provide an authentic, low-risk environment in which learners can practise decision. By staging choices within "rooms" and structured "missions," the design mirrors the temporal and contextual pressures of real projects while preserving psychological safety. The branching structure and the presence of role characters foster perspective-taking and personal competences. Because options rarely map onto a single "correct" answer, learners must weigh trade-offs, justify positions, and anticipate consequences aligned with responsible leadership in real environments. The explicit inclusion of emotional context and boundaries further strengthens scenario fidelity by acknowledging that affect and constraints shape workplace behaviour.

From an assessment teachers' point of view, the eGame results panel and decision history enable rich formative feedback and learning analytics. Educators can trace how and why a student progressed through a mission. At a programme level (from a specific training to Erasmus projects), aggregated traces provide evidence for outcome achievement, support continuous improvement.

Finally, the format is intrinsically motivating. Narrative progression, immediate consequences, and visible impact on the results panel tend to increase engagement and persistence compared with static case studies.

The authenticity that makes scenarios powerful also raises design and maintenance costs. Crafting coherent missions with credible roles, emotionally nuanced contexts, and well-balanced boundaries demands substantial expert time. Assessment validity and reliability can be challenging. If scoring rules behind the results panel are opaque or oversimplified, they may reward test with a misunderstanding.

Scenarios and the eGame format provide a powerful, evidence-rich vehicle for cultivating and assessing responsible leadership competencies, especially when decisions are contextualised by emotions and boundaries and captured via results panels and decision histories. Their effectiveness, however, depends on rigorous instructional design, transparent assessment logic, purposeful debriefing, and explicit attention to accessibility, cultural validity, and data governance.

To convert the theoretical aspects into operational elements, it is recommended to read the corresponding appendix on Use Cases in Gamification.

Additionally, in order to understand the impact and gather feedback from students, a method for collecting opinions is necessary. This method is presented in the corresponding appendix.

Integration & Application

Steps to integrate RESPRO outputs in curricula

Integrating RESPRO works best when programme outcomes, teaching activities, and assessment evidence are aligned from the start. Begin by mapping existing outcomes to the three RESPRO pillars (Responsible Leadership, Well-being at Work, Job Crafting) and rewriting them as observable behaviours. Pilot a small insertion, collect artefacts, and scale with clear roles, light rubrics, and simple digital workflows.

A quick start saves time and builds confidence. The checklist below distils the minimum steps needed to bring RESPRO into an existing course without redesigning the whole syllabus. It focuses on alignment (what students should do), logistics (materials and workflows), and inclusion (how all students can participate). Taken together, these items create the conditions for visible, values-guided behaviours and fast formative feedback.

Treat this as a “day-zero” setup. Most actions can be completed in a short planning meeting and a light update to the learning platform. Once these basics are in place, a small pilot can run as early as next week, using one scenario and a light rubric to generate credible evidence of learning.

- Map programme and course outcomes to RESPRO competences using action verbs (analyse, decide, communicate, reflect, implement).
- Choose one delivery format (pilot session, short sequence, or threaded strand) and set grading weights in the syllabus.
- Localise scenarios to the discipline and prepare templates (decision note, stakeholder snapshot, message/micro-plan, reflection).
- Configure the LMS: folders for artefacts, online questionnaire, self- and team-assessment spaces, rubric posting.
- Form stable groups (3–5 students), assign rotating roles, publish timeboxes and agenda on the first slide.
- Plan inclusion: B2–C1 prompts, readable slides, alt text, quiet thinking time, multiple participation modes.

Completing this checklist establishes a solid baseline for integration: outcomes are aligned, materials are ready, digital spaces are organised, and participation is structured and inclusive. From here, run a small pilot, review a sample of artefacts with the light rubric, and adjust timings or prompts for the next session. This rhythm keeps effort low, quality high, and learning directly transferable to real projects.

The step-by-step integration roadmap turns intentions into a clear sequence of work, so nothing important is left to chance. The table is designed for fast planning and coordination across a course team. “Phase” names the stage in the adoption journey, “Actions” lists the concrete tasks to complete, and “Main deliverables” specifies the tangible outputs that prove progress. Together, these columns help align expectations, surface dependencies early, and keep the rollout on pace without adding heavy administration.

Table 2. Steps to integrate RESPRO Method in teaching lessons.

Phase	Actions	Main deliverables
1. Align	Map outcomes to RESPRO pillars; set grading weights	Outcome map; syllabus note
2. Prepare	Select deck + Practice; adapt scenario; load templates to LMS	Slides, worksheets, rubric, LMS spaces
3. Pilot	Run 60–120 min Practice; collect artefacts; apply light rubric	Artefact set; quick feedback
4. Extend	Add online questionnaire; schedule self- and team-assessment	Quiz, self-check, peer task
5. Review	Sample artefacts; calibrate rubric; note improvements	Mini moderation report
6. Scale	Thread weekly Practices or embed across subjects	Strand plan; shared repository

Assessment and certification of competences

he system is competence-based, behaviour-focused, and light enough to run inside regular courses. It triangulates knowledge, judgement, and action through scenario work (Practices), an online concepts check, short reflective writing, and a collaborative performance task, then aggregates the evidence against clear pass thresholds and moderation rules. External alignment is provided by recognised competence references (for example., IPMA ICB People, Practice, Perspective elements, or similar aspects) to improve transparency and portability.

RESPRO uses three pillars as programme outcomes and points to recognised competence language, so stakeholders understand what is being assessed. At a high level, the outcomes map to ethical decision-making and stakeholder stewardship (Responsible Leadership), psychological safety and sustainable workload (Well-being), and proactive relationship redesign (Job Crafting). For external readability and curriculum dialogue, teachers can reference the IPMA ICB's domains when describing behaviours

Assessment combines four instruments that each produce observable evidence and quick feedback:

- Practice (in-class scenario, light rubric). Learners analyse constraints, choose and justify an option, and design the next behaviour (message or micro-plan). Evidence: one-page decision note, stakeholder snapshot, and brief reflection. Scenarios such as schedule trade-offs or multi-stakeholder balance are typical and already packaged in the RESPRO set.
- Online questionnaire (concept check). Short, auto-marked items that verify core ideas (e.g., constructive alignment, ethical lenses, "license to operate," psychological safety). Used pre-, mid-, or post-topic as needed.

- Self-assessment (blog). A 400–700-word post connecting concepts to personal practice with evidence and a small action plan; judged with a three-band rubric and a pass threshold.
- Team assessment (podcast/video role-play). A short, recorded scenario where pairs demonstrate responsible decisions, communication quality, and inclusion; scored with a weighted rubric and moderated.

Learners can also include personal journey artefacts (leadership journey, milestones, philosophy) as contextual evidence of growth across the module.

Table 3. Methods proposed to assess the competences.

Evidence type	**Purpose**	**Typical file(s)**
Practice artefacts	Show values-to-decision traceability and stakeholder stewardship	Decision note, stakeholder snapshot, action message
Concepts check	Verify core ideas and terminology	Auto-marked quiz export
Self-assessment	Demonstrate reflection and transfer to next behaviour	Blog post with action plan
Team role-play	Demonstrate collaborative decision and professional delivery	4–7 min video or 6–10 min podcast + cover note
Optional journey	Document longitudinal growth	Journey visual + philosophy paragraph

To assess the previous method, it is proposed rubrics. Rubrics are three-band (Excellent / Pass / Not Pass) with plain descriptors and weights by dimension. Both the self-assessment and the team role-play specify a minimum pass threshold of ≥ 60% weighted score, with suggested band points (Excellent = 3; Pass = 2; Not Pass = 0). These thresholds can change depending on the circumstances or teacher preferences. The recommended aggregation of each method is shown below.

Table 4. Weiths of the different assessment methods.

Instrument	**Min. Eval.**	**Max. Eval.**	**Pass rule**
Practice (best two artefact sets)	80%	40%	Each set “Pass” or better by light rubric
Online questionnaire(s)	Opt.	20%	Average ≥ 60%
Self-assessment (blog)	Opt.	20%	Weighted score ≥ 60%

Instrument	Min. Eval.	Max. Eval.	Pass rule
Team role-play (eGame)	20%	20%	Weighted score ≥ 60% with moderation

Decision rule: Certification is awarded when the overall weighted score ≥ 60% and no core instrument is "Not Pass." Distinction can be noted when the weighted score ≥ 80% with at least one instrument at "Excellent." (Programmes may adjust weights to local policy while keeping the pass rule intact.)

RESPRO's assessment and certification model is behaviour-first (observed choices, credible communication), triangulated (scenario + knowledge + reflection + collaboration), and calibrated (three-band rubrics with moderation). It builds a compact but defensible evidence trail, aligns with recognised competence language for transparency, and remains light enough to scale across classes and programmes. As a result, learners leave with a certificate that reflects what they can do, not only what they know, and teachers retain a practical system that fits the real constraints of university delivery.

Adapting for bachelor, master, and lifelong learning

RESPRO is modular by design, so it can serve different learner profiles without losing coherence. This section explains how to tailor the EAS course elements: content slides, Practices, additional assessment, and certification, across bachelor (undergraduate), master (postgraduate), and lifelong learning (professional) education. It highlights what stays constant, what changes, and how to plan delivery, assessment, and recognition at each level.

Across all contexts, three principles remain constant:

- Behaviour-first learning: scenarios and Practices turn concepts into values-guided actions with visible outputs.
- Light, fair assessment: a small rubric focuses on traceable decisions, stakeholder stewardship, feasibility, communication quality, and reflective depth.
- Constructive alignment: outcomes, activities, and evidence are explicitly linked; feedback is short, specific, and fast.

These invariants protect quality while allowing flexibility in depth, pace, and authenticity.

Next table is as a quick guide to tune RESPRO for three audiences: bachelor, master, and lifelong learners. It compares what typically changes across levels, learner needs, scenario realism, teacher role, grouping, evidence emphasis, and feedback cadence; so a course team can pick the right depth and pace without rebuilding the whole design. Read it row by row to decide how authentic the scenarios should be, how much structure to provide, what outputs to request, and how often to give feedback.

Table 5. Dimensions considered to adapt the RESPRO results to different levels.

Dimension	**Bachelor**	**Master**	**Lifelong learning**
Typical learner needs	Foundation, confidence, structure	Complexity, autonomy, synthesis	Immediate applicability, relevance, flexibility
Scenario realism	Classroom-realistic, guided constraints	Industry-realistic, ambiguous data	Workplace-real, participant-sourced constraints
Teacher role	Director and coach	Facilitator and challenger	Facilitator and peer consultant
Grouping	Stable small teams with role rotation	Project teams with self-assigned roles	Mixed-cohort task forces; peer consultancy
Evidence emphasis	Clear decision notes and short reflections	Integrated strategy memos and deeper reflection	Action plans, workplace artefacts, ROI/value narratives
Feedback cadence	Weekly micro-feedback	Milestone feedback and peer critique	Session-end coaching + follow-up check-ins

Bachelor students benefit from higher structure and visible scaffolds; master students need ambiguity, synthesis, and stronger critique; professionals need immediate, workplace-ready application with flexible delivery. By adjusting these levers deliberately, teachers keep cognitive load appropriate, protect inclusion, and maintain constructive alignment between outcomes, activities, and assessment at each level.

Bachelor cohorts benefit from high structure, explicit scaffolds, and frequent repetition. Start with one or two low-stakes scenarios so students learn the rhythm: trigger, orientation, analysis, options and choice, action design, reflection, evidence capture. Use simple, discipline-relevant constraints and make roles visible (analyst, stakeholder advocate, ethicist, spokesperson). Provide exemplars of acceptable artefacts and keep timeboxes tight to maintain pace.

Master students are ready for higher complexity, ambiguity, and cross-disciplinary trade-offs. Scenarios should include incomplete data, conflicting stakeholder claims, and multiple viable options. Expect students to construct and defend decision criteria, integrate evidence, and anticipate second-order effects. Permit student-led scenario tailoring to draw on their prior study or professional exposure.

Finally, Working professionals need immediate transfer and flexible formats. Build scenarios from participants' contexts using a safe, non-confidential abstraction. Prioritise action planning, stakeholder communication, and short "test in the field" cycles between sessions. Use blended or fully online models with clear windows for asynchronous work and short, focused live touchpoints.

Adapting RESPRO for bachelor, master, and lifelong learning means changing depth and context, not the core. Keep the behaviour-first design, the light and fair rubric, and the alignment between outcomes, activities, and evidence. Then tune scenario realism, scaffolding, autonomy, and artefact types to match learner needs and programme constraints. With these adjustments, the same RESPRO toolkit supports foundational skill building, advanced professional judgement, and immediate workplace transfer, creating a continuous pathway from first exposure to expert practice.

Conclusions

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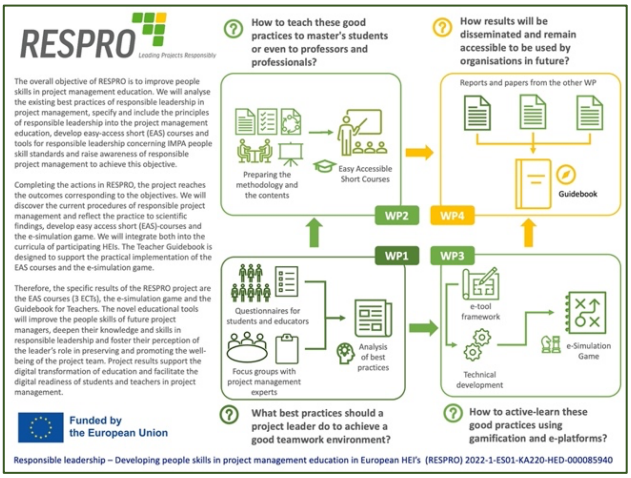
Appendix 1. Focus Groups Interview protocol

1. **Introduction of the research team and roles**
    a. First, welcome to this focus group and thank you for supporting our research to improve project management education. I am _____; my position is _____ at _____, teacher, researcher, and project leader. This is _____, one of my team members, a very experienced teacher in project management and researcher. We will accompany you today and guide you through this focus group.

2. **Aim and format of the focus group.**
    a. What is it all about? This research is part of an international research project funded by Erasmus+. RESPRO – Responsible project management/Developing people skills in project management education is a joint endeavour of cooperation partners from Spain (UPV), Finland (TUAS), Latvia (RTU) and Austria (FHWN). The overall objective of RESPRO is to improve people skills in project management education. We will discover the current procedures of responsible project management and reflect the practice to scientific findings. Upon this, we will develop easy-access short (EAS)-courses and the e-simulation game and integrate both into participating HEIs' curricula. Tip: use the "project graphical abstract" to explain the project in detail:



    b. In this focus group, we will concentrate on the practical side of project management. We invited you to participate as we are convinced that your experience and practical knowledge might contribute a lot to finding answers on how to "best" lead a project team.
    c. Our three main goals for today are:
        i. **<u>Aim 1: Identifying best practices for leading project teams</u>**: *How leaders can create a context where people are dedicated to their work as team members, want to get more challenging work tasks, personal satisfaction completing different tasks, and* opportunities *for personal growth; even though there are challenging tasks the team strives to achieve the goals, work is meaningful for the people.*
        ii. **<u>Aim 2: Identifying leadership skills for responsibly leading project teams.</u>**
        iii. **<u>Aim 3: Identifying best practices in project management education.</u>**

d. So, your part today is "just" to share your valuable experience with us. _____ and I will guide you through the process, and we are looking forward to discussing your practical insights in this group.
e. Before we start, we would like you to remember that this discussion will be recorded. We will then transcribe and analyse the data. All information collected in the study is completely confidential and will not be disclosed to third parties. In the analysis phase, research data is processed in file formats that do not contain participants' personal information. – This was just to remind you. You have already received this information in advance, or I can send the info to the email you provide us.

3. Introduction of the focus group members

a. Before we dive deeper, I suggest a short introduction round. Please introduce yourself: Name, Company, position and then finish the sentence: "Leading project teams is …."

4. **Discussion Topics**

a. **Best Practices for leading project teams**
   i. What is the role of leadership in project management, and why?
   ii. What should a good team leader look for?
   iii. Describe a highlight in your leadership career, an event that went very well, and the team did their best.
      1. *What did it require from you as a leader?*
      2. *Can you give us an example of an action in a project which improved the well-being of your team?*
   iv. Describe a challenging situation in a project team where you need your leadership skills.
      1. *How was it solved? What helped you to solve the situation?*
      2. *How do the other participants see the situation? Would they have done the same?*
      3. *Would you have needed any support to solve that? Additional education? Support from the supervisor? Peers?*

b. **Leadership skills**
   i. Based on your experience, what makes a good project leader?
   ii. What skills does he/she need to run a team successfully?
      1. *Why do you consider this important?*
      2. *Example?*
   iii. Which PM's skills are needed to build team collaboration and engagement to the project goals?
      1. Why do you consider this important?
      2. Example?

c. **Best practices in management education**
   i. Suppose you think about your people skills resp. Leadership skills: How and where did you develop these skills?
   ii. Do you have any good practices in mind that fostered the development of these competencies?

iii. Thinking about your PM education, what did you miss? What has been essential to learn and how?

d. **Open question**

i. We have now discussed leading the project in terms of responsible leadership and on topics of well-being in the project team. The researchers developed the questions, and we probably should have included some essential issues. If you have anything to add, please feel free.

5. **Summing up**

a. Thanks for your participation and report back.

b. Invite back to the next meeting - communicate the results.

c. *Reimburse expenses*?

6. **Closing**

Appendix 2. Student Survey

Dear Participant,

Thank you for your interest in participating in our research. This survey is a part of the research project Responsible Leadership – Developing people skills in project management education, funded by the European Union within the framework of Erasmus+ (Project number 2022-1-ES01-KA220-HED-000085940). The research is carried out by the cooperating partners: Universitat Politecnica de Valencia, Turku University of Applied Sciences, Rigas Tehniska Universitate and University of Applied Sciences Wiener Neustadt

The aim of this survey is to identify the status of the responsible leadership contents in project management education, and this is aimed at students in higher education in four European countries. The data collection consists of one survey during fall 2023. It takes approximately 10 minutes to answer.

Participation in the study is voluntary. You have the right to terminate your participation at any time during the data collection period. The decision to withdraw yourself from the research won't affect your treatment and status at any time. You can also revoke your earlier consent, in which case your information will no longer be used in the study. The research may also be suspended by the researcher if there are grounds for doing so during the research.

You have found the GDPR document attached to the mail, in which you received the survey link. We are happy to answer any further questions:

1. I agree to answer the survey *

Yes

No

Part 1: Leadership skills in project management curricula

2. Thinking about your project management (PM) education, what do you think about following statements related to leading people?
(1 = strongly disagree... 5 = strongly agree) *

2.1 In my education, the leadership skills are addressed enough.

2.2 In majority of the courses, the leadership skills are well covered.

2.3 In my education, there are enough project management cases in which the leadership skills are highlighted.

2.4 I have an opportunity to enrol for additional courses on leadership in PM education.

2.5 I have had no opportunities to learn leadership skills in my PM education.
3. Please describe what leadership contents do you think are the most beneficial for you as a project management student? (open answer)
4. What kind of contents would you like to have in PM education to support the development of leadership skills? (open answer)
5. What kind of project management skills do you think are the most important ones in your career in the future? (open answer)
6. Thinking about your project management (PM) education, what do you think about following statements? **(1 = strongly disagree,..., 5 = strongly agree) *** 6.1 In our project management education I have reading tasks to learn leadership skills. 6.2 In our project management education I can practise important issues on leadership skills. 6.3 In our project management education I can reflect on the skills I have learned to lead people. 6.4 In our project management education I can reflect on my leadership behaviour.
7. In my project management education, my teacher has used digital tools No Yes, please specify what kind of (open answer)

Part 2: Responsible leadership, skills, competences and attitudes

Responsible leadership is an ethical and sustainable approach to leadership that emphasizes accountability, transparency, team member and stakeholder consideration. It involves leaders who make decisions and actions with a long-term perspective, prioritize societal, ethical and environmental well-being, and engage in ethical business practices while maintaining a focus on organizational success.

8. Moral Person **Moral person refers to person who displays moral conduct, takes ownership of own actions and makes fair decisions.** **Think about the content of your project management studies and the skills learned. Answer the items below (1 = strongly disagree, 2 = disagree 3 = neither disagree nor agree, 4 = agree, 5 = strongly agree).**		
	In my PM education,	**The skill is important**

	I have learned how..	for project managers
8.1 to make fair and balanced decisions. * 8.2 to take ownership for my own actions. * 8.3 when making decisions, ask ” what is the right thing to do?” * 8.4 to show consistency in words and actions. * 8.5 no to blame others for my own mistakes. * 8.6 to have subordinates best interests in mind. *		
9. Moral Manager **Moral manager (leader) is a role model for ethical behaviors and ensures that team members deliver ethical performances.** **Think about the content of your project management education and the skills learned. Answer the items below (1 = strongly disagree, 2 = disagree 3 = neither disagree nor agree, 4 = agree, 5 = strongly agree).**		
	In my PM education, **I have learned how..**	**In my opinion,** **the skill is important** **for project managers**
9.1 to explain what comprisesof ethical and unethical behaviours. * 9.2 to discipline followers who violate organization´s ethical standards. * 9.3 to set an example of achieving results ethically. * 9.4 to define success not by results but the way they are obtained. * 9.5 to listen to what subordinates have to say. *		
10. Multi stakeholder consideration (MSC). **MSC respects stakeholders’ opinions and considers their welfare as integral to organizational**		

success. We consider stakeholders as everyone (including team members) involved in the project process. **Think about the content of your project management education and the skills learned. Answer the items below (1 = strongly disagree, 2 = disagree 3 = neither disagree nor agree, 4 = agree, 5 = strongly agree).**		
	In my PM education, **I have learned how..**	**In my opinion,** **the skill is important** **for project managers**
10.1 to condsider stakeholder well-being as important business outcome. * 10.2 to try to assess impact on stakeholders before making business decisions. * 10.3 to make sure that stakeholders are treated with dignity and respect by all subordinates. * 10.4 to ensure that stakeholder receive relevant, correct, and timelyinformation. * 10.5 to promote personal connections with stakeholders for better business development. *		
11. Sustainable growth focus (SGF) **Sustainable growth focus balances short-term business tasks with long-term organizational goals.** **Think about the content of your project management studies and the skills learned. Answer the items below (1 = strongly disagree, 2 = disagree 3 = neither disagree nor agree, 4 = agree, 5 = strongly agree).**		
	In my PM education, **I have learned how..**	**In my opinion,** **the skill is important** **for project managers**
11.1 to show concern for availability or conservation of resources (e.g., natural resources) when planning for future business demands. *		

11.2 to link present business tasks with long-term organizational goals. * 11.3 to communicate a vision of long-term growth for the organization. * 11.4 to encourage business activities beneficial for team/organization in long term. *		

Part 3: Job crafting

Job crafting refers to the proactive and intentional process through which employees modify and adapt their own roles and responsibilities to better align with their skills, interests, and preferences. It involves employees making changes to various aspects of their work, such as tasks, relationships, and perceptions, to create a more meaningful and fulfilling job experience.

12. How often do you act according to the following statements? (1 = Never,... 5 = Always) *

12.1 I consider how I can complete the tasks included in my studies as efficiently as possible.

12.2I develop my abilities to manage the daily studying hours.

12.3 I consider what kind of workspace best helps me reach my study goals.

12.4 I shape my studies thus that I can focus on the core tasks of the academic year.

12.5 I ask my peer students for advice.

12.6 I promote the commitment of my team to our study tasks.

12.7 I try to strengthen the mutual trust within my study community.

12.8 I seek inspiration and new ideas from my study community.

12.9 In my studies I'm among the first ones to learn and try out new things.

12.10 I take on extra duties, even if I don't receive any extra compensation for them.

12.11 I make my studies more challenging by looking at my work from different perspectives.

12.12 When an interesting study task comes up, I offer to participate on my own initiative.

12.13 I organize my studies thus that I try to get involved as little as possible with people whose problems affect my feelings.

12.14 I make sure that I don't have to make too many difficult choices in my studies.

12.15 I organize my studies thus that I get involved as little as possible with people with unrealistic expectations.

12.16 I try to decrease the strain of my studies.

12.17 I try to decrease changes in my studies.

Part 4: Background

13. Age *   under 20; 20-24; 25-29; 30-34; 35-39; 40-44; 45 or over; Do not want to answer
14. Gender *   Male; Female; Other; Do not want to specify
15. Field of studies (select the most suitable) *   Project management   STEM (Science, Technology, Engineering and Math)   Business   Arts   Health Care   Other, please specify
16. Level of your studies *   Bachelor leve   Masters level   Doctoral level
17. Year of studies *   First year   Second year   Third year   Fourth year

18. Location of your home institution *

Spain, UPV

Austria, FHWN

Latvia, RTU

Finland, TUAS

Other, please specify country

Appendix 3. Educators Survey

Dear Participant,

Thank you for your interest in participating in our research. This surveys is a part of the research project Responsible Leadership– Developing people skills in project management education, funded by the European Union within the framework of Erasmus+. The research is carried out by the cooperating partners: Universitat Politecnica de Valencia, Turku University of Applied Sciences, Rigas Tehniska Universitate and University of Applied Sciences Wiener Neustadt

The aim of this survey is to identify the current status of the responsible leadership contents in project management education. It is aimed at educators who teach project management in higher education institutions. The data collection consists of one survey during fall 2023. It takes approximately 10 minutes to answer.

Participation in the study is voluntary. You have the right to terminate your participation at any time during the data collection period. The decision to withdraw yourself from the research won't affect your treatment and status at any time. You can also revoke your earlier consent, in which case your information will no longer be used in the study. The research may also be suspended by the researcher if there are grounds for doing so during the research.

You have found the GDPR document attached to the mail, in which you received the survey link. We are happy to answer any further questions:

1. I agree to answer the survey *

Yes

No

Part 1: Leadership contents in project management curricula

1. Thinking about your work as an educator in project management (PM) education, what do you think about following statements related to leading people? If you teach leadership skills in more than one subject, answer according to average. If PM studies are not independent courses, answer from perspective of the course it is included.

(1 = strongly disagree... 5 = strongly agree) *

- In the curricula, the leadership skills are addressed enough.
- In majority of the courses, the leadership skills are well covered

- In project management courses, there are enough PM cases in which the leadership skills are highlighted.
- In my university, we offer students opportunities to enroll for additional courses on leadership in PM education.
- In my university, we have very limited oppourtunities to learn leadership skills in PM studies.

2. Please describe what leadership contents do you think are most beneficial for project management students?

3. What kind of elements would you like to have in project management studies to support the development of leadership skills?

4. hat project management skills do you think will be most import for students in the future?

5. Thinking about work as an educator in project management education, what do you think about following statements? (1 = strongly disagree,..., 5 = strongly agree) *
   - In our project management studies we have reading tasks to learn leadership skills.
   - In our project management education we have practical exercises to train leadership skills.
   - In our project management education students can reflect on the skills they have learned.
   - In our project management education students can reflect on their leadership behaviour.

6. In my project management teaching I use digital tools:

No

Yes, if so please specify which tools

Part 2: Responsible leadership, skills, competences and attitudes

Responsible leadership is an ethical and sustainable approach to leadership that emphasizes accountability, transparency, team member and stakeholder consideration. It involves leaders who make decisions and actions with a long-term perspective, prioritize societal, ethical and environmental well-being, and engage in ethical business practices while maintaining a focus on organizational success.

7. Moral Person. Moral person refers to person who displays moral conduct, takes ownership of own actions, makes fair decisions.

Think about the content of project management education and the skills learned. Answer the items below

(1 = strongly disagree, 2 = disagree 3 = not disagree or agree, 4 = agree, 5 = strongly agree). to make fair and balanced decisions. * In our PM education, we teach how..

- **In my opinion, the skill is important for project managers to take ownership for one's own actions. ***
- **In my opinion, the skill is important for project managers when making decisions, ask "what is the right thing to do?" ***
- **In my opinion, the skill is important for project managers to show consistency in words and actions. ***
- **In my opinion, for project manager not to blame others for ones own mistakes. ***
- **In my opinion, the skill is important for project managers to have subordinates best interests in mind. ***
- **In my opinion, the skill is important for project managers**

8. Moral Manager. Moral manager (leader) is a role model for ethical behaviors and ensures that team members deliver ethical performances.

Think about the content of your project management education and the skills learned. Answer the items below (1 = strongly disagree, 2 = disagree 3 = not disagree or agree, 4 = agree, 5 = strongly agree). to explain what comprises of ethical and unethical behaviours. *

- **In my opinion, the skill is important for project managers to discipline followers who violate organization´s ethical standards. ***
- **In my opinion, the skill is important for project managers to set an example of achieving results ethically. ***
- **In my opinion, the skill is important for project managers to define success not by results but the way they are obtained. ***
- **In my opinion, the skill is important for project managers to listen to what subordinates have to say. ***

9. Multi stakeholder consideration (MSC).

MSC respects stakeholders' opinions and considers their welfare as integral to organizational success. We consider stakeholders as everyone (including team members) involved in the project process.

Think about the content of your project management education and the skills learned. Answer the items below (1 = strongly disagree, 2 = disagree 3 = not disagree or agree, 4 = agree, 5 = strongly agree).to consider stakeholder well-being as important business outcome. *

- **In my opinion, the skill is important for project managers to try to assess impact on stakeholders before making business decisions.**
- **In my opinion, the skill is important for project managers to make sure that stakeholders are treated with dignity and respect by all subordinates. ***
- **In my opinion, the skill is important for project managers to ensure that stakeholders receive relevant, correct, and timely information. ***
- **In my opinion, to promote personal connections with stakeholders for better business development. ***

10. Sustainable growth focus (SGF)

Sustainable growth focus balances short-term business tasks with long-term organizational goals.

Think about the content of your project management education and the skills learned. Answer the items below (1 = strongly disagree, 2 = disagree 3 = not disagree or agree, 4 = agree, 5 = strongly agree). To show concern for availability or conservation of resources (e.g., natural resources) when planning for future business demands. *

- **In my opinion, the skill is important for project manager to link present business tasks with long-term organizational goals.**
- **In my opinion, the skill is important for project managers to communicate a vision of long-term growth for the organization. ***
- **In my opinion, the skill is important for project managers to encourage business activities beneficial for team/organization in long term. ***

Part 3: Job crafting

Job crafting refers to the proactive and intentional process through which employees modify and adapt their own job roles and responsibilities to better align with their skills, interests, and preferences. It involves employees making changes to various aspects of their work, such as tasks, relationships, and perceptions, to create a more meaningful and fulfilling job experience.

11. How often do you act according to the following statements? (1 = Never,... 5 = Always) *

- I consider how I can complete the tasks included in my job as efficiently as possible.

- I develop my abilities to manage the daily working hours.
- I consider what kind of workspace best helps me reach the goals of my work
- I shape my job thus that I can focus on my core tasks.
- I ask my colleagues for advice
- I promote the commitment of my team to our duties.

- I try to strengthen the mutual trust within my work community.
- I seek inspiration and new ideas from my work community

At my job I'm among the first ones to learn and try out new things.

I take on extra duties, even if I don't receive any extra compensation for them.

I make my work more challenging by looking at my work from different perspectives.

When an interesting task comes up, I offer to participate on my own initiative.

I organize my work thus that I try to get involved

as little as possible with people whose problems affect my feelings.

I make sure that I don't have to make too many difficult choices at my job.

I organize my work thus that I get involved as little as possible with people with unrealistic expectations.

12. Age *
13. Gender *
14. In which field do you teach (select the most suitable) *
15. In how many different study programs do you teach?
16. In which level do you teach? You can select many alternatives. *
17. Location of your home institution *
18. In which year of studies, you teach? You can select many alternatives. *

Appendix 4. Evaluation Statement: Self-assessment (Blog)

Purpose. The blog documents individual learning, connecting course concepts to personal practice with evidence from activities and/or the e-simulation.

Deliverable. One post (≈400–700 words) with: (a) accurate use of key concepts, (b) reflective analysis, (c) concrete evidence (e.g., artifacts, decisions, feedback), and (d) a brief action plan.

Assessment roles & weighting.

- **Teacher (rubric): 70%** – applies the Self-assessment (Blog) rubric to judge conceptual accuracy, depth of reflection, evidence, application, organization, and referencing.
- **Peers (pairs) using the same rubric: 30%** – two classmates independently score and comment; their mean forms the peer component.

Grading instrument. Official Self-assessment (Blog) rubric (3 levels: Excellent / Pass / Not Pass; weighted dimensions).

Moderation & quality control. The teacher reviews all peer scores, may adjust for bias/outliers, and ensures comments are constructive and aligned to criteria.

Submission & integrity. Post to the LMS with links; cite sources where relevant. Original work only; AI or external assistance must be declared per course policy.

Pass threshold. Aggregated weighted score ≥ 60%.

Appendix 5. Evaluation Statement: Team Assessment

This assessment will be carried out by Podcast or Video Role-Playing a Scenario (Pairs)

Purpose. In pairs, students stage a realistic scenario to demonstrate responsible-leadership behaviors and well-being/job-crafting levers, making and justifying decisions.

Deliverable.

- **Artifact:** 4–7 min video role-play or 6–10 min podcast.
- **Cover note:** 150–200 words describing roles, key decisions, and links to course concepts.

Assessment roles & weighting.

- **Teacher (rubric): 60%** – evaluates alignment to learning outcomes, decision quality, communication/professional delivery, ethics/well-being/inclusion, evidence/justification, technical compliance.
- **Peers (pairs) using the same rubric: 30%** – two other pairs score and comment; mean forms the peer component.
- **Individual contribution check: 10%** – brief self/partner contribution statement; the teacher may redistribute this portion within the pair when contributions are uneven.

Grading instrument. Team Video Role-Play rubric (3 levels: Excellent / Pass / Not Pass; weighted dimensions).

Moderation & quality control. The teacher audits peer scores and comments, moderates anomalies, and ensures feedback quality; serious discrepancies trigger a teacher-only regrade.

Submission & integrity. Upload media file/link and cover note to the LMS; include brief source credits/consents as applicable. Academic integrity and respectful conduct are mandatory.

Pass threshold. Aggregated weighted score ≥ 60%.

Appendix 6. Self-assessment (blog) rubrics

Scoring guidance (suggested): Excellent = 3; Pass = 2; Not Pass = 0 (apply weights by dimension).

Minimum standard to pass: Weighted score ≥ 60%.

Dimension (Weight)	Excellent	Pass	Not Pass
Alignment with learning outcomes & use of concepts(20%)	Accurately applies key course concepts; integrates terminology and models to interpret own learning.	Mostly accurate use of concepts; limited integration or superficial connections.	Misapplies or omits key concepts; connections to outcomes are unclear.
Depth of reflection & critical insight(25%)	Moves beyond description to analyze successes, challenges, and assumptions; demonstrates self-awareness and growth.	Describes what happened with some reasoning; limited analysis of causes or alternatives.	Primarily descriptive; little/no reflection or insight.
Evidence & examples (15%)	Supports claims with specific evidence (e.g., task outputs, simulation decisions, peer/instructor feedback).	Includes at least one concrete example; evidence is present but limited.	Vague generalities; no verifiable examples or evidence.
Application & action plan (20%)	Derives clear implications for future practice and presents a concise SMART action plan.	Mentions implications and next steps, but actions are broad or not time-bound.	No meaningful application or action plan.
Organization, clarity & mechanics (10%)	Well-structured (intro–body–conclusion); concise (≈400–700 words); clear style with minimal errors.	Generally clear; minor issues in structure, length, or language that do not impede understanding.	Disorganized, unclear, or far outside length expectations; frequent errors impede reading.
Referencing & academic integrity(10%)	Appropriately cites 1–2 relevant sources (course materials/readings); accurate paraphrasing; original work.	Basic citation of at least one source; minor formatting issues.	Missing citations for borrowed ideas; plagiarism or integrity concerns.

Appendix 7. Podcast or video role-playing rubric

Scoring guidance (suggested): Excellent = 3; Pass = 2; Not Pass = 0 (apply the listed weights).

Minimum standard to pass: Weighted score ≥ 60%.**Submission checklist (recommended):** 4–7 min video, pair roles stated on title card, brief source credits, and a 1–2 min debrief (or 150–200-word note).

Dimension (Weight)	Excellent	Pass	Not Pass
Alignment with learning outcomes & conceptual accuracy(20%)	Accurately applies key course frameworks (e.g., responsible leadership behaviors, well-being/job-crafting levers) to the scenario; concepts drive choices.	Uses relevant concepts with minor inaccuracies or partial alignment to outcomes.	Misapplies/omits key concepts; weak or no alignment to outcomes.
Scenario fidelity & decision quality(15%)	Scenario is realistic and coherent; decisions are timely, well-reasoned, and show anticipation of stakeholder impacts and risks.	Mostly realistic; decisions are sensible but lack depth or consideration of trade-offs.	Implausible scenario; arbitrary or unjustified decisions.
Team collaboration & role clarity (pairs)(15%)	Clear, complementary roles; equitable contribution evidenced in planning and on-screen performance; smooth turn-taking.	Roles are defined but uneven contributions or occasional coordination issues.	Roles unclear; one member dominates or missing contribution.
Communication & professional delivery(15%)	Persuasive, audience-appropriate delivery; clear structure; effective nonverbal cues; strong pacing and emphasis.	Generally clear; occasional fillers, pacing issues, or uneven clarity.	Hard to follow; frequent hesitations; poor structure impedes understanding.
Ethics, well-being & inclusion integration(10%)	Explicitly addresses ethical considerations, psychological safety, and inclusion; actions model responsible leadership.	Mentions ethics/well-being/inclusion but superficially.	Ignores or mishandles ethical and well-being aspects.
Evidence & justification (10%)	Decisions are justified with concrete evidence (e.g., course readings, prior exercises, simulation logs); sources briefly cited.	Some evidence/examples provided, but limited or generic.	Claims lack evidence; no linkage to course materials.

Dimension (Weight)	Excellent	Pass	Not Pass
Reflection & transfer (post-video debrief ~1–2 min or short note) (10%)	Critically reflects on what worked/failed and outlines specific improvements and transfer to future practice.	Basic reflection with general lessons; limited transfer planning.	Minimal or descriptive only; no actionable takeaways.
Technical quality & compliance (5%)	Meets all specs (length 4–7 min; format; credits/consents); audio and visuals are clear; editing supports message.	Minor deviations from specs or occasional audio/visual issues.	Major technical problems or non-compliance with required specs.

Appendix 8. Examples of Rubrics (eGame)

Responsible Leadership (RL)

Intended learning outcomes

Responsible Leadership (RL) equips learners to act decisively and humanely when it matters most. By the end of this stage, participants can make pressure-tested decisions that protect people and project integrity (RL1), use every day micro-behaviours that lift psychological safety (RL2), and coach in an autonomy-supportive way that grows team capability (RL3).

- RL1: Demonstrate decisions that protect people and project integrity under pressure.
- RL2: Enact micro-behaviours that increase psychological safety.
- RL3: Provide autonomy-supportive coaching that raises team capability.

Sub-competencies, indicators, mechanics and evidence

This subsection makes Responsible Leadership (Stage 1) actionable by unpacking it into clear sub-competencies, the observable indicators for each, the learning/assessment mechanics that elicit those behaviours, and the evidence teachers collect. The result is a traceable line from intent to behaviour to artefact, enabling consistent judgement and meaningful feedback

Sub-competency	**Behavioural indicators (game & class)**	**e-Tool mechanics that elicit it**	**Evidence & assessment**	**Framework links**
Stakeholder orientation & ethics	Maps stakeholders; discloses rationale; weighs long- vs short-term value; resists "quick wins" that harm team	Branching dilemmas with reputational/quality/well-being trade-offs; outcome dashboard with competing metrics	Decision logs; stakeholder satisfaction deltas; integrity flags; short reflective memo	**IPMA:** P1 Leadership, P3 Integrity **PMI:** Power skills
Psychological safety micro-behaviours	Responds appreciatively to bad news; invites dissent; frames failures as learning	Timed incident cards; "speak-up" prompts; hidden info revealed only if PS maintained	Team voice rate; error-reporting frequency; PS rubric (L1–L4)	**IPMA:** P5 Teamwork, P6 Conflict
Coaching & empowerment	Delegates with clarity; sets autonomy boundaries; gives task/process feedback	Resource tokens for coaching time; autonomy sliders; feedback quality checks	Autonomy index; rework rate; 1-minute feedback audio/text scored against rubric	**IPMA:** P4 Communication **PMI:** Power skills

Sub-competency	Behavioural indicators (game & class)	e-Tool mechanics that elicit it	Evidence & assessment	Framework links
Reflective practice	Extracts principles from outcomes; sets next-round hypotheses	Structured debrief forms; "what will you try differently?" checkpoints	Debrief quality score; hypothesis-result alignment	**IPMA:** P2 Self-reflection

Well Being (WB)

Intended learning outcomes (ILOs)

Stage 2 builds the operating habits that keep performance high without burning people out. Learners practice (WB1) maintaining a sustainable workload while meeting quality by using visible work-in-progress limits, buffers and clear "done" criteria; (WB2) facilitating communication that reduces friction and preserves focus through meeting hygiene, hand-off protocols and short, structured check-ins; and (WB3) institutionalising so improvements become routine rather than ad hoc. Activities blend classroom facilitation with e-simulation scenarios, producing evidence such as team boards, decision logs, and retro outcomes that are scored with the Master rubric for consistent judgement and actionable feedback.

- WB1: Maintain sustainable workload while meeting quality.
- WB2: Facilitate communication that reduces friction and preserves focus.
- WB3: Institutionalize quick learning cycles (retro → experiment → review).

Sub-competencies, indicators, mechanics and evidence

This table turns Team Well-Being into concrete practice by mapping each learning outcome to specific sub-competencies, observable indicators, learning and assessment mechanics, and the evidence to be collected.

Sub-competency	Behavioural indicators	e-Tool mechanics	Evidence & assessment	Framework links
Workload & pacing	Plans buffers; rebalances load; prevents over-commitment	Kanban-style board; sprint capacity caps; urgent/non-urgent shock events	WIP compliance; overtime minutes; carry-over work	**IPMA:** P5 Teamwork
Supportive communication	Uses appreciative inquiry; clarifies needs; negotiates boundaries	Dialogue choices with tone analysis; "needs/offer" cards	Tone/clarity score; conflict resolution time	**IPMA:** P4 Communication

Sub-competency	Behavioural indicators	e-Tool mechanics	Evidence & assessment	Framework links
Team learning routines	Runs blameless post-mortems; captures lessons; experiments next sprint	Retrospective mini-games; experiment backlog	Lessons-learned rate; experiment success ratio	**IPMA:** P7 Resourcefulness
Recovery & sustainability	Schedules breaks; protects focus time; pushes back on harmful demands	Focus blocks vs interruptions; "customer escalation" scenarios	Focus preservation %; stress index trend	**PMI:** Team care (power skills)

Job Crafting (JC)

Intended learning outcomes (ILOs)

Stage 3 develops learners' ability to shape work proactively while staying aligned with project and team priorities. Participants practice (JC1) proposing and negotiating "craft moves" that balance team goals with personal growth, (JC2) increasing resources or reducing hindrances without generating hidden workload, and (JC3) building peer feedback loops that keep crafting efforts visible and sustainable over time. Classroom tasks and e-simulation moments to real trade

- JC1: Propose and negotiate craft moves that fit team priorities and personal growth.
- JC2: Increase resources/reduce hindrances without creating hidden workload.
- JC3: Build peer feedback loops that sustain crafting.

Sub-competencies (JD-R lens), indicators, mechanics and evidence

This table applies the categories to make Stage 3 actionable, grouping sub-competencies by Resources. For each learning outcome (JC1–JC3) it lists observable indicators, the mechanics that elicit them in the eGame.

JD-R category	Behavioural indicators	e-Tool mechanics	Evidence & assessment	Framework links
Increase structural resources	Redesigns tasks for skill variety/autonomy; clarifies role scope	Task-redesign cards; autonomy sliders per role	Skill-variety index; autonomy gain without quality loss	**IPMA:** P5 Teamwork, P1 Leadership
Increase social resources	Seeks/gives feedback; builds mentoring ties	Feedback requests: peer-assist tokens;	Feedback network density:	**PMI:** Power skills

JD-R category	Behavioural indicators	e-Tool mechanics	Evidence & assessment	Framework links
		mentoring matches	mentoring sessions logged	
Increase challenging demands	Volunteers stretch tasks aligned to growth; time-boxes risks	Stretch-task pool with risk/learning value	Challenge uptake vs spillover; learning points earned	**IPMA:** P7 Resourcefulness
Decrease hindering demands	Removes red tape; clarifies priorities; renegotiates scope	"Remove friction" actions; scope-negotiation mini-dialogs	Hindrance minutes removed; priority clarity score	**PMI:** Ways of Working **PMI:** Power skills

Appendix 9. Scenario template

Scenario introduction

Overview and general details about the situation.

Scenario data

Project name (ID)	The specific project related to the scenario, e.g., Responsible leadership
Scenario name (ID)	Identification of the scenario in focus.
Room	Represents the space or environment where the scenario unfolds.

Room data

Information about the environment, including various factors like the setting and conditions.

Environment

Description of the setting or external conditions influencing the scenario.

Workers and roles	The individuals involved in the scenario and their assigned roles. For each role: • Name, role, overview about personality, character, etc. • … • …
Facts	Objective details relevant to the scenario, especially the precedents that are relevant for the scenario. • Every fact should be short and specific. • … • …
Emotions	Emotional states or reactions of characters in the scenario. • Emotions should, mainly, affect to only a worker • …
Boundaries	Limitations or constraints within the scenario. • Each boundary •

Description

Scenario description	A detailed explanation of the scenario

Questions

Each question should affect only to one of the three dimensions of the project, following the next code:

- RL: Responsible Leadership
- WB: Well-being
- JC: Job Crafting

Question 1

Scenario question		
Dimension related (only one: RL, WB, JC)	RL	
Scenario choice		
Choice	Choice description	Points
1	The 0 points choices should be a choice that doesn't solve the scenario, usually "bad" decisions.	0
2	The 2 points choices should be choices more "neutrals" or that delay the decisions.	2
3	The 4 points choices should be choices that contribute with value to the project, and use the dimension related to the question.	4

Question 2

Scenario question		
Dimension related (only one: RL, WB, JC)	RL	
Scenario choice		
Choice	Choice description	Points
1		0
2		2
3		4

Question 3

Scenario question		
Dimension related (only one: RL, WB, JC)	RL	
Scenario choice		
Choice	Choice description	Points
1		0
2		2
3		4

Appendix 10. Gamification Use cases

Use cases are used to describe how the software behaves based on the role of each of the possible roles. These roles are simplified, having only three types to explain and develop and focus more on pedagogical actions. Based on the roles, the use cases in which the application has been divided will be presented to clearly differentiate the options that a teacher should have from those that a student should have. All these roles are presented below.

Roles

According to the evaluation and analysis made by the project partners, it was determined that there would be three types of roles.

St 	PM 	Te 	SA 
Students and project managers (role: player)		Teachers	Administrators

Figure 7. Symbols used to the profiles of eGame users and their role for the user cases.

These roles facilitate learning through contextualized issues in a scenario. The necessary skills to be a good responsible leader generate a good team environment and allow job crafting to be the most appropriate method for these objectives.

Players

Players are the profile of those people who enter the game to be able to resolve issues in the scenarios, that is, those who want to learn or check their alignment with the transversal competencies necessary to develop responsible leadership. Some user profiles that fit this role are:

- (Master's) Students
- Project management students (as a main specialization).
- Engineering and business administration students including project management in their curriculum.
- Undergraduate (bachelor's level) students, since future professionals should be familiar with the study contents

Teachers

The role of teacher has been determined as the one who can create scenarios and determining the situations that will occur in the scenario. In addition, he/she must also be able to include the questions that will be selected for each room of each scenario and the answers as well as the assessment. This role must also be able to review the results of each of the players to determine which skills they have already acquired, and which ones require improvement, which are determined to achieve the best practices of responsible leadership. Some user profiles that fit this role are:

- Project management professors in engineering and business administration programs.
- HEI (Higher Education Institutions) professors wishing to integrate RESPRO project results into their courses.
- Professionals in project management that want create training in their companies.

System Administrators/Technicians

The administrator role consists of the person who enters to be able to tune and adjust the application for the specific needs of each of its uses, that is, it is not a player or a teacher but the person who has the “full stack” access of the application.

Cases

Below we will describe the case studies in which the gameplay of the application is divided or determined. These case studies will be determined by the role that initiates each of the actions as well as the steps and elements that intervene in each one.

Case 1. Scenario creation

The user case 1 is the scenario creation. Scenarios are created by the role “Teacher”. These scenarios need the support of Project Manager Professionals to match the needs of the training with the scenario created.

In this case study, what we have is that the users who have permissions to create a scenario, which are the teachers and the administrators, must create the scenario through two of three steps. The first of them is to create a new company. If this company is already created, they must create the necessary rooms for that company. With these rooms, scenarios are created, and these scenarios involve a form that will be described later.

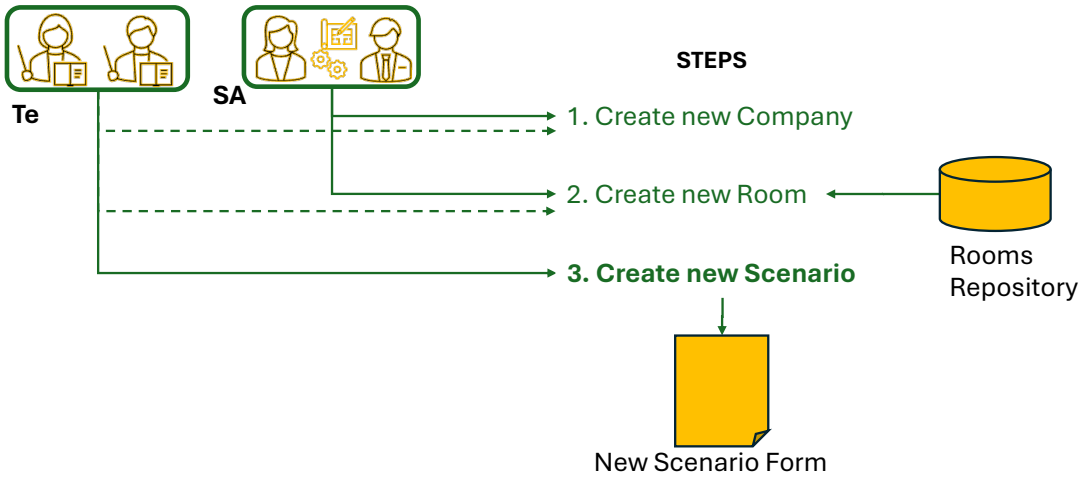


Figure 8. Use case of create scenarios (part 1 of 2).

To create a company, it is necessary to have the permissions of professor administrator and that company represents either a real environment that can be a real company part of the university or even a fictitious environment that is decided to use to simulate situations or do role-playing.

To create a room, it is necessary to have a company already created. The number of rooms that a company can have is unlimited, considering that these rooms represent environments in which a situation, part of the scenario, will develop. In other words, this room is there to set the simulation and the Player role.

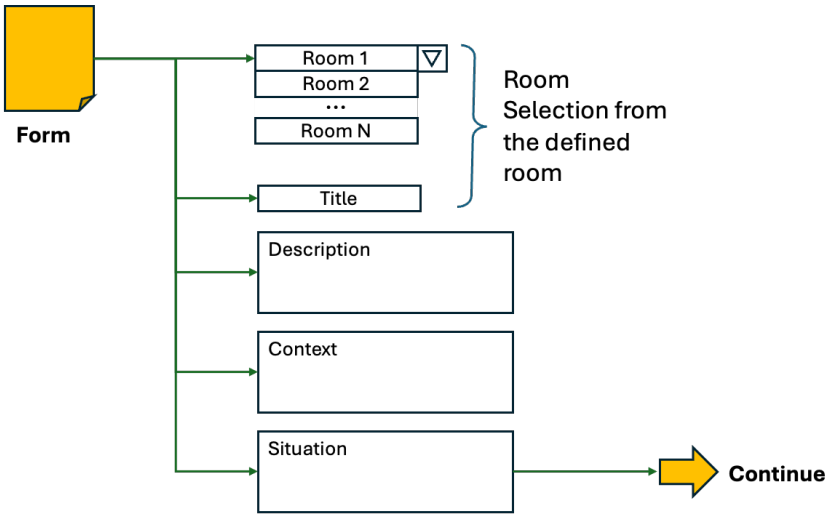


Figure 9. Data needs and flow of the user case of create scenarios (part 1 of 2).

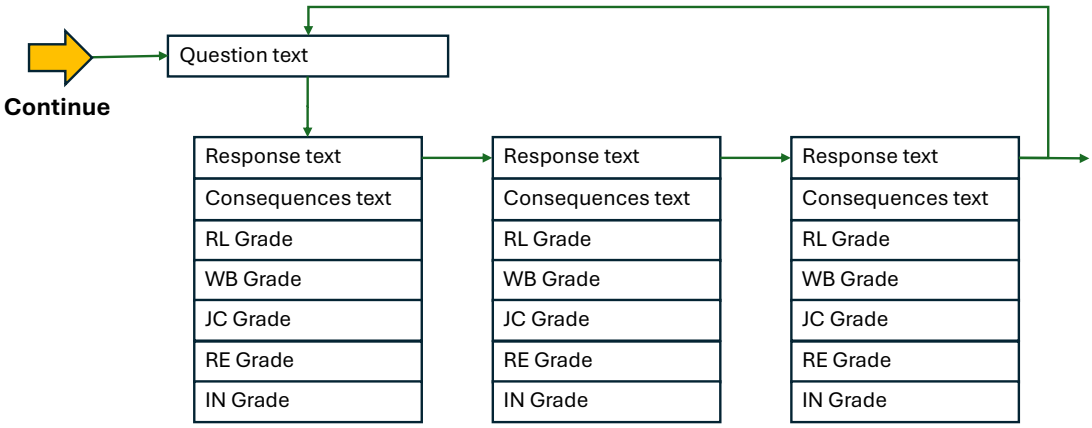


Figure 10. Data needs and flow of the user case of create scenarios (part 2 of 2).

The form to create a scenario consists of first selecting rooms that have already been defined or the part of returning to a new room as described in the scenario creation. Additionally, the context and the situation, can be detailed. A scenario is always associated with a room. From there, it is possible to configure the situation. Next, it is possible to create test questions. A test question has a set of answers that, although by default it is determined in three, that number of answers can be changed, meaning it has consequences because different answers have different consequences and then there is an assessment by Responsible Leadership Well-being, and Job Crafting and also some other parameter that is determined or that those who create the scenarios want to determine.

Case 2. Playing the game

The player case study has three steps, the first is obviously to enter a company and create a scenario within the company and from there within the scenario there is a route of rooms in which each of them has a series of questions about the scenario, that is to say that in a room different situations can occur, these situations are very important because they are the ones that will determine the player's answers that will give us the necessary clues to know what leadership skills he has and which ones he is lacking.

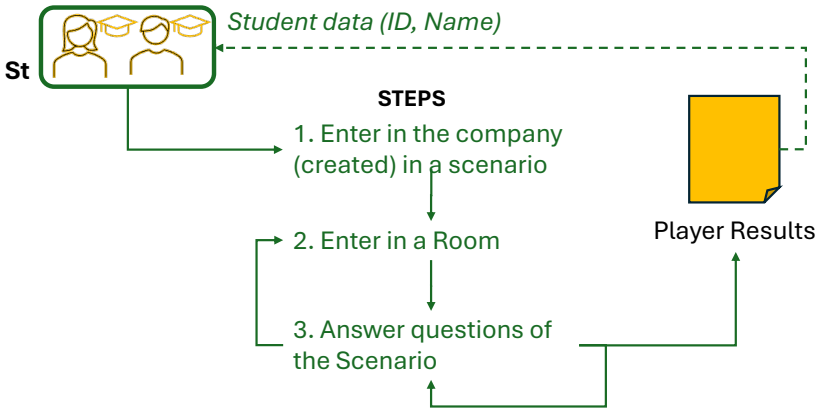


Figure 11. Data needs and flow of the user case of create scenarios (part 2 of 2).

The scenario in which the game has been played generates a series of reports with the answers to the questions that will also be evaluated by the formulas already discussed in previous chapters.

Case 3. Teachers taking the results

The third case involves obtaining player data. In this case, the teacher accesses the platform to review the results. In this case, the functions to be performed are first to select the player, that is, the user who has performed all the actions. From there, you can access their results, both the last ones and those previously performed. From there, you can read the results, and they can be fed back through comments or they can also be exported for external reports in PDF format.

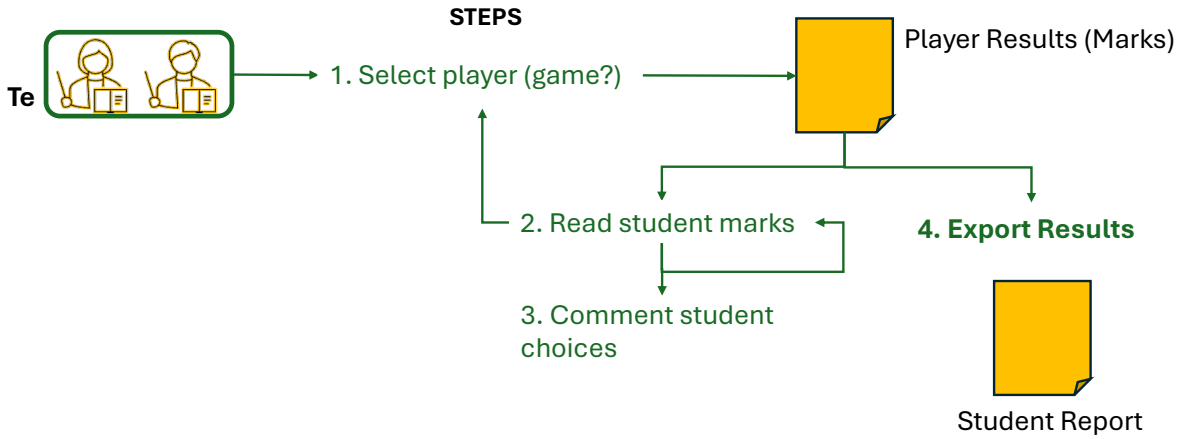


Figure 12. Data needs and flow of the user case of create scenarios (part 2 of 2).

These use case diagrams allow us to fully model all the actions you can do with the application in such a way that it covers the objectives determined by the partners in the previous work packages.

Appendix 11. eGame feedback

Form description

The form can be obtained in this link: https://forms.office.com/e/ZZQHdtvjpx. As detailed in the project specifications, the form is stored on OneDrive servers because all partners use the same platform, and this platform complies with all European Union requirements regarding anonymity and data protection.

Starting message

The form starts with a. message that provide basis information to the user (Figure 13). This message covers the basic target of the questionnaire, the link to the project and the link to the beta version of the eGame.

Figure 13. Basic information of the feedback form.

Context data

The background data is simplified into three questions to go directly and not wear out the student or user. The first question is about the universities of the partner universities or other universities or even a public or private organization, company or similar. We distinguish a lot from universities and companies to determine the answer and separate it based on whether the person completing the questionnaire is a student or a professional. The second question is the current or completed level of studies; we do not distinguish so as not to wear out the respondent and finally the project management experience from none to maximum expert experience. In these previous questions, the option "I prefer not to say" is always allowed to remain anonymous and comply with the project specification requirements.

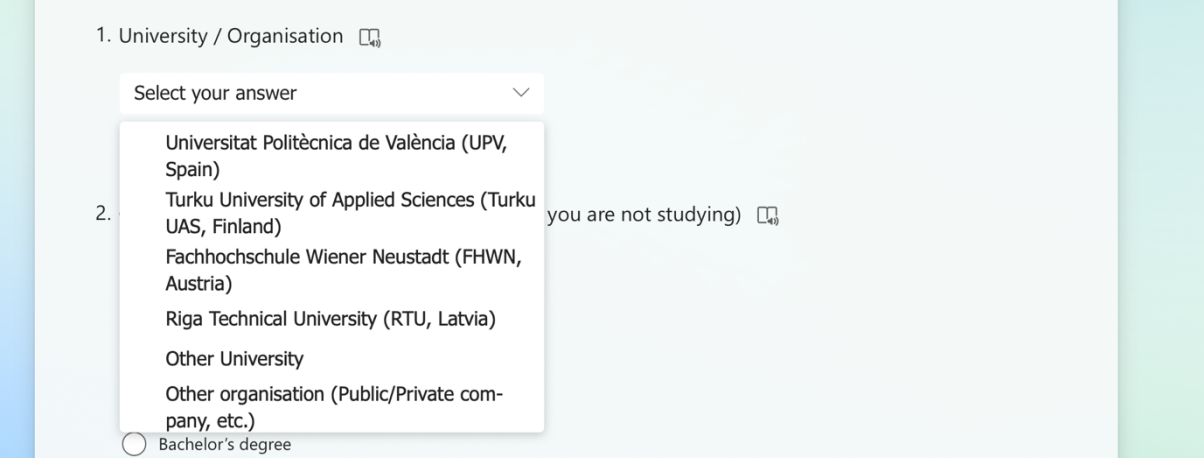


Figure 14. Options of the question 1 University/Organisation

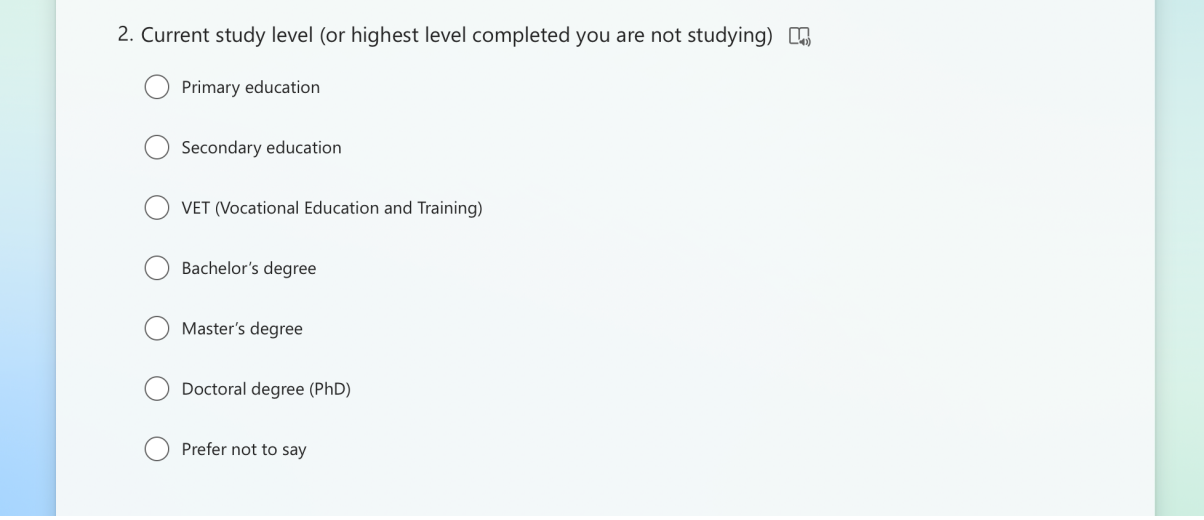


Figure 15. Options of the question 2 (study level).

Figure 16. Options of question 3 (experience in project management)

eGame appearance

After collecting the necessary data to know the context of the person who is answering the survey, two questions are asked about the visual appearance. It is important to keep in mind that they have previously been asked if they understand the objectives of the application.

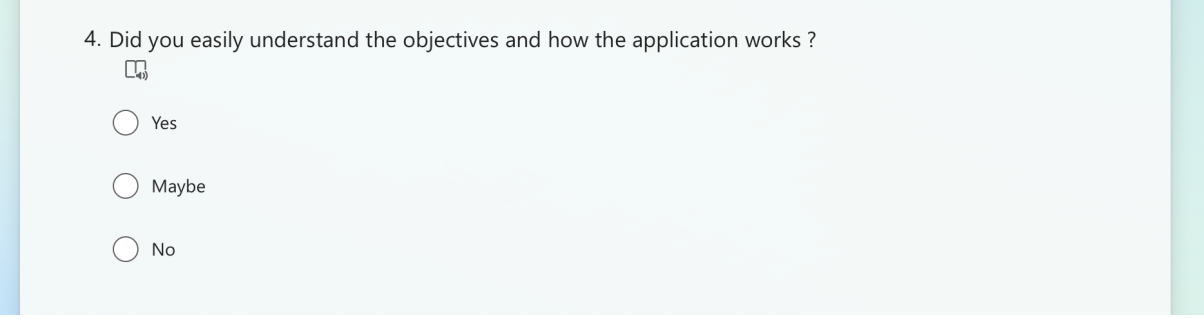


Figure 17. Objective question.

Regarding the appearance, two questions are asked: visual appearance and accessibility. The visual appearance is to know if the visual design carried out under the criteria of the partners by RTU are with have been fulfilled and then about accessibility, clarity of navigation, simplicity of menus, etc.

Figure 18. Questions about appearance.

eGame experience

The user experience is measured through various questions, the first of which is the experience in fluidity, is it easy to carry, and so on. Then we move on to ask about the characteristics, to say if the options the player has available are relevant. Then we talk about intuition, is it easy to understand the mechanism by which it is being played.

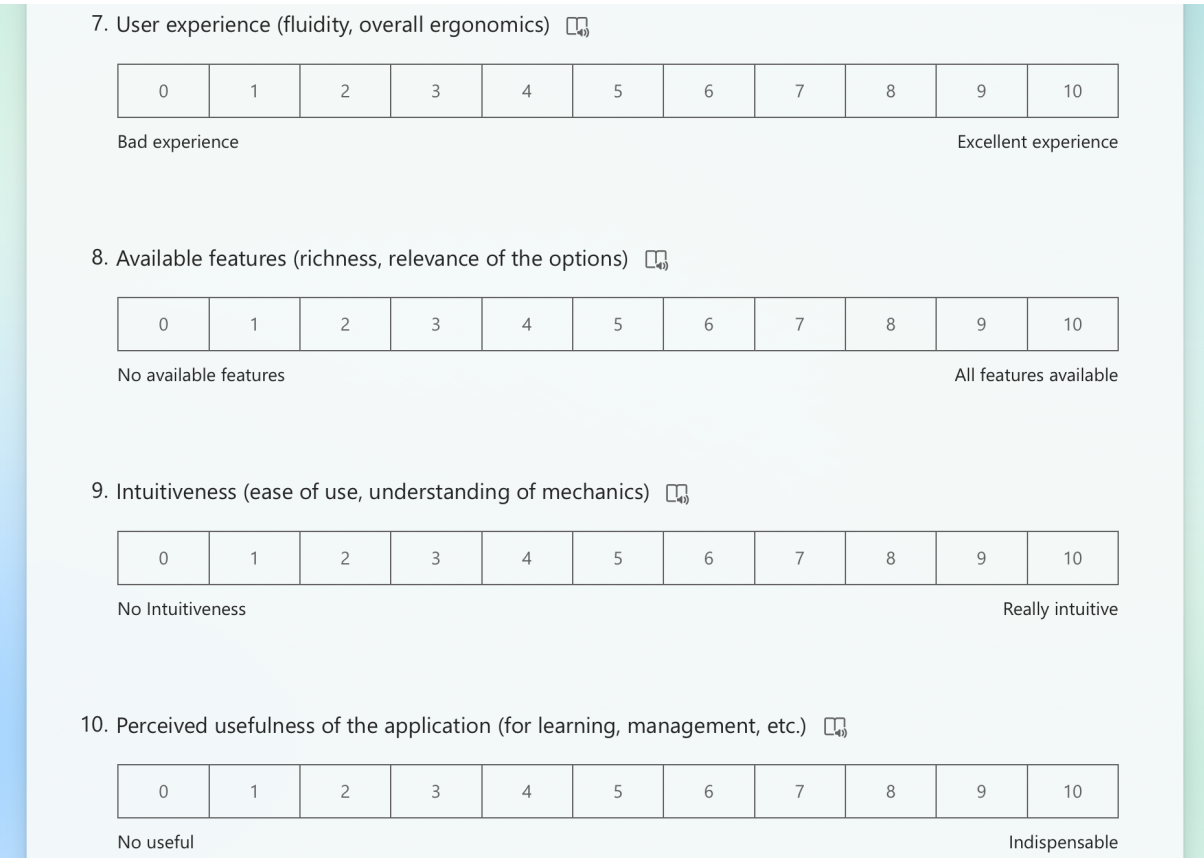


Figure 19. Experience questions.

Finally, a question about usefulness is used, that is, is it interesting both for learning and for being able to develop the necessary skills. From there, the last questions about the background of the game are about the characteristics and the content. Is it useful for the purpose it has developed.

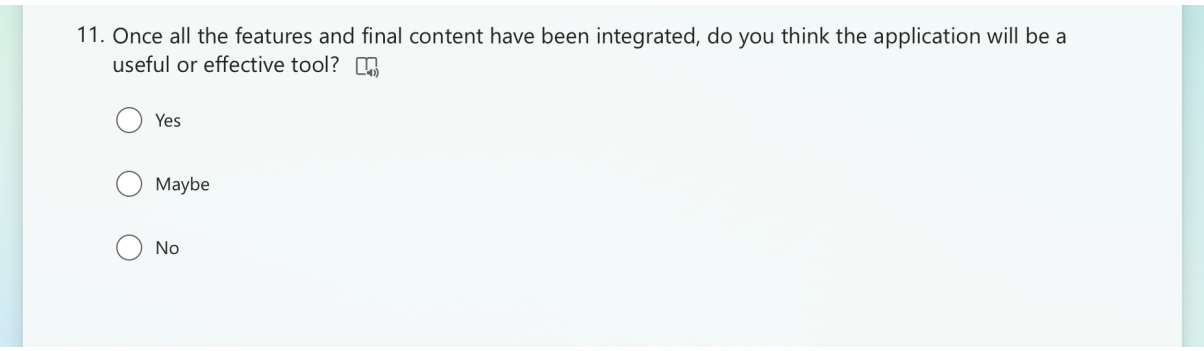


Figure 20. useful question.

Feedback

The last question is specifically designed to provide an open field for users to give their opinions. This question asks about the app's strengths, which aspects should be improved, and especially ideas and suggestions for future implementation.

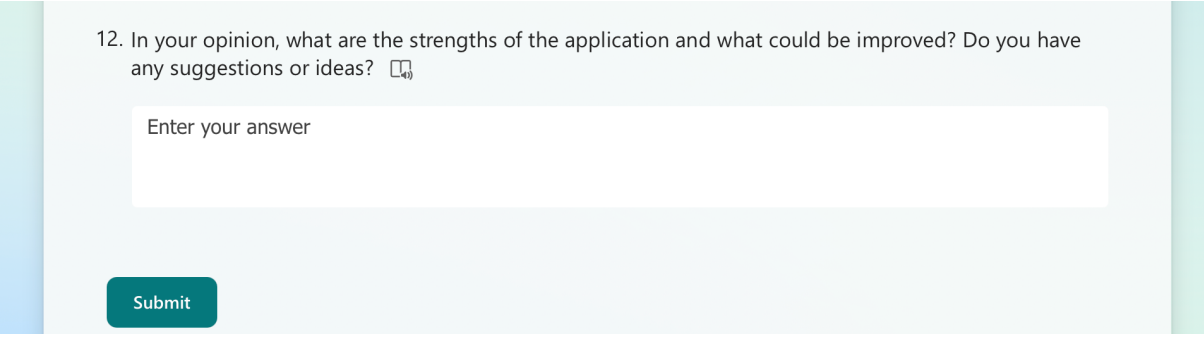


Figure 21. Feedback question.

This Guidebook was finished in September 2025