



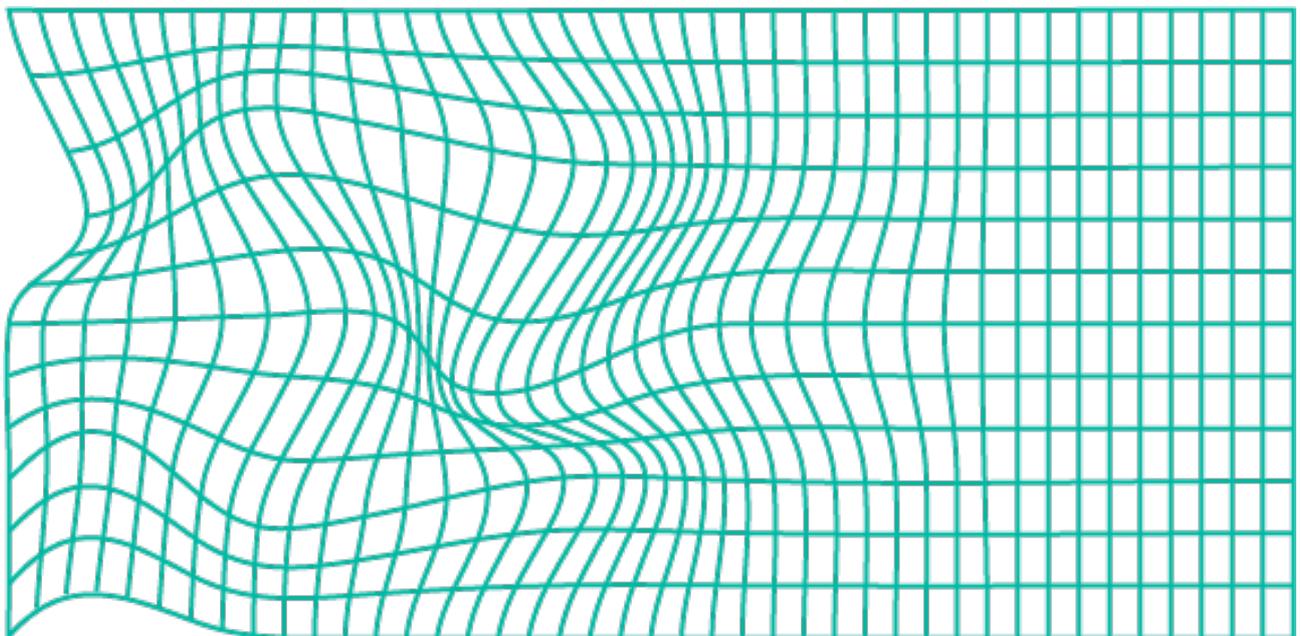
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IO2 CHAORDIC LEADERSHIP

Chaordic Learning Methodology





MILC in a Nutshell

The last few years European Union has been swimming in uncharted waters and struggles to find answers on the following crucial and interrelated issues: how to achieve co-creation, how to apply open innovation and how to deal with the rippling effects of the economic crisis. In this already complex world, the Covid-19 crisis has invaded our lives and has driven the global to an unprecedented remote way of communication. Millennials' needs seem to be more apropos than ever with flexibility, autonomy, alignment, and collective ownership being some of the core principles of their preferred way of working.

In addition, European Commission, according to the latest publication of EU on Innovation (2019), wants to create an Innovation Union by increasing investment in knowledge, promoting better funding for innovation and effective use of resources clearing out that *"The method should be "frugally" innovation, i.e. using minimal resources by developing highly innovative business models that can do much more for much less."*





But despite the fact that the above goal is supported by almost every official document published by European Union, the current situation, according to Cedefop's (2020) report "[Empowering adults through upskilling and reskilling pathways](#)", is not even close to what was intended. Four out of ten EU employers had difficulty finding people with the right skills, while unemployment rates peaked. Rapid digitalization, Covid-19 crisis and technological skills obsolescence have also raised concerns about the extent to which the EU workforce is adequately prepared for the fourth industrial revolution. And this is mainly because the millennials (considered as innovation generators) either refuse to work on the current SMEs or quit their jobs in less than three months. And the reasons are: a) they believe their workplaces aren't smart enough, b) technology in the working environment is far behind from what they have in their homes (it is very obvious during the Covid-19 crisis) and c) co-creation that leads to innovation is not happening as fast as they desire.

New researches of 2019, project that 75% of the workforce in a Global level is going to be fulfilled by Millennials until 2030 - and in leadership roles, for which [well-being in the workplace](#) is the most important factor to choose a job. By creating a work environment that prioritizes work-life balance, employers can create a sustainable and healthier workforce. And for Millennials, such work environments drive a career path that will support their "lifestyle", which in this context, means their life outside of work. According to the [2018 Deloitte Millennial survey](#) with more than 10,000 millennial respondents, a culture of collaboration on work projects is one of the top priorities, millennials desire from potential employers. Technology is part of this, allowing for a creative flow of ideas and communication and they consider autonomy and reciprocity as foundational to the future of business leadership.

But how today's workplace strategies can bridge the culture and approaches of old organizations with the "new" employees? The answer might come via the "chaordic" leadership approach, a combination of the words "chaos" and "order", meaning a state in between that adapts the principles and properties of both. The chaordic organization or system is one that is ever learning and adjusting to the environment and, therefore, it is flexible. A minimal set of rules and processes are established to ensure the appropriate amount of order. This is overarched with a common sense of purpose and a set of six lenses that are shared by the chaordic approach.

The objectives of MILC

The main objective of MILC project is to create a learning approach that will equip the Millennials with the 21st Century skills in order to practice leadership based on their way of thinking and behavior and will facilitate innovation support activities to ensure Millennials understand and take advantage of the opportunities offered by new Innovative concepts, methodologies and approaches.





Its three specific objectives are:

1. Develop innovative approaches for adults, through cross-sector networking and activities,
2. Develop and deliver training based on the chaordic approach and
3. Affect the work-life balance of employees and thus lead to the increase of the sustainability of EU organizations.

The above will be achieved through the cooperation of a variety of affected parties, such as owners and employees (Millennials), either at the decision-making level or really close to become ones, business associations, support and intermediary organisations, nonprofits and non-governmental organizations, public bodies and research Institutes, HE, organisations influencing or supporting Entrepreneurship, policy makers and trainers, and collaborative ventures between leaders and Millennials to co-create value for social and open innovation.





Chaordic Learning Methodology

The six lenses of the Chaordic Approach

The chaordic design process includes six steps ([Six Lenses of the Chaordic Organization](#)) to help instructors facilitate the creation of chaordic learning environments. These steps were adapted to a learning context, based on the work of [Dee W. Hock](#) creating a chaordic organization. It is important to point out that a chaordic learning environment cannot be created by instructors alone, but rather through collaboration between learners and instructors, where instructors provide learners with mentorship opportunities and learners take charge of their own learning.





Purpose

The Purpose defines the learning objectives of the course, and a common understanding of what millennials aim to gain upon completion.

Questions, such as “Why are you here?” help illuminate the purpose. This component is the key to motivating millennials whose learning efforts must feel meaningful. Purpose lens input was based to an online survey, shared in EU content with 91 participants. The survey has been conducted to validate the conclusions from the preliminary, informal research that has taken place prior to the MILC project. We wanted to be certain that the steps of the project fit the needs of the target groups (millennials and business leaders). We have asked both millennials and business leaders how they see the level of chaordic leadership skills of millennials, how they think more focus on these skills can be created in business and if an online community existed on this topic, what they value most in such a community. The survey, also included questions such as:

- Leadership aspirations of the participants (do they all want to be leaders in the future?)
- Why they want to actively complete the course (the “why are you here”, element)
- Participants’ feedback was asked to narrow down a set of requirements learning methodologies/type of communication they feel are suitable or wish to explore.

All the above-mentioned factors were prerequisites to acquire more information and complete the millennial profile, their preferable style of being trained along with the most significant leadership abilities they believe will allow them to succeed.

Most important skills mentioned in the survey

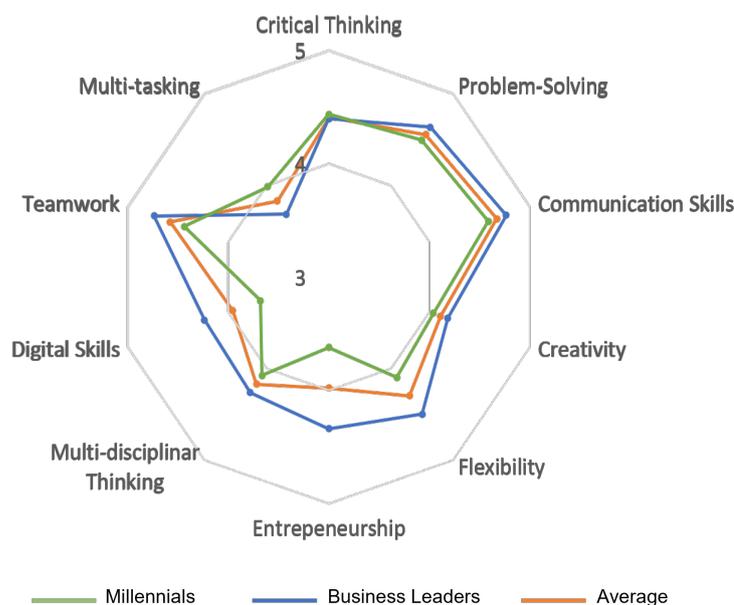


Figure 6: MOST important leadership skills in the 21st Century - Responses from Millennials and Business Leaders





Millennials and Business Leaders were asked to rate the importance of skills for the 21st-Century Leadership Skills Set. They rated the **Communication Skills, Teamwork, Problem-Solving, Critical Thinking, Flexibility, Multi-disciplinary Thinking, Creativity, Entrepreneurship, Digital Skills, and Multi-tasking skills** on average between 3.83 and 4.67.

	MILLENNIALS	BUSINESS LEADERS	AVERAGE
Communication Skills	4,585	4,763	4,674
Teamwork	4,434	4,737	4,585
Problem-Solving	4,491	4,632	4,561
Critical Thinking	4,434	4,395	4,414
Flexibility	4,094	4,500	4,297
Multi-disciplinary Thinking	4,075	4,263	4,169
Creativity	4,038	4,184	4,111
Entrepreneurship	3,623	4,342	3,982
Digital Skills	3,679	4,237	3,958
Multi-tasking	3,981	3,684	3,833

Table 1: MOST important leadership skills in the 21st Century - Responses from Millennials and Business Leaders





Principles

Principles are the fundamental beliefs of how Millennials and instructors shall conduct themselves in pursuit of new knowledge.

- There will be enhanced emphasis on the positive outcome of learning from failure. Thus, experimentation can be seen as more valuable than a perfect solution.
- An evaluation process will be included which will apply the concept of “self-reflective learning”, through which each millennial can reflect about his/her level of knowledge once performing the proposed learning path in each knowledge pill. It also supports the positive outcome of learning from failure whereby millennials participants are not penalized for failure.
- Leadership course will be a two-phase block course. The first phase (1st phase) will be a mandatory attendance and completion though the second phase (2nd phase) will be optional. In the 2nd phase a specific period of time of beginning and completion will be set up.
- While the course curriculum will be structured in the 1st phase where millennials will participate in all 5 modules*, it will provide a lot of freedom and facilitate self-organization in the 2nd phase, with specific tasks and project development:

1st phase/learn through Order: All millennials will complete the course curriculum of the 5 modules of the O2-A2 (4 Chaordic Leadership Responsibilities-CLR* and Mentoring Skills):

1. Manage yourself
2. Manage your superiors
3. Manage your peers
4. Manage your subordinates
5. Be a mentor

2nd phase/learn through Chaos Approach:

1. A kick-off presentation will be held from the consortium to explain the goals, the tasks, the process, and the outcome of the 2nd phase.
2. Millennials and Business Leaders will be assigned to a certain project group:
 - Each group must have at least 6 members (the ideal mix could be 5 millennials and 1 business leader)
 - Every Millennial will be encouraged to adopt each of the 5 roles





3. They will work on selected case studies as a supporting material. The goal is to encourage each group to create their own case studies from their experiences using the supported material (case studies samples and the “how to create a case study” guide).
This increases the motivation of the participants because not only they can try their own ideas without limiting their creativity but also, they interact with each other and develop their skills of “storytelling”.
4. At the end of the 2nd phase, a closing meeting will be organized by all groups, presenting the “takeaways” of:
 - a) Their “chaordic” training experience
 - b) The highlights of each role





People

In the fourth lens we identify the people, the teams and the institutions necessary to achieve the defined purpose.

- Chaordic principles encourage collaboration across program and institutional boundaries, with Academia and industry, both national and international. Millennials should consider engaging the broader community with special focus to Business Leaders. This mindset helps millennials appreciate the full context of their learning experience, e.g. the context their leadership skills are being developed in.
- Leadership course with a Chaordic Learning Methodology will be a two-week block course with >42 participants (Millennials and Business Leaders). The ideal mix of participants could be 1 business leader and 5 millennials for each group, depending on the total participants' number.
- Clarification of three different roles and how they can communicate during the learning process:
 1. **Millennials as participants (MPs):** They will actively participate to training.
 2. **Millennials as mentors (MMs):** They are either millennials whose current role is managerial, or millennials who choose to have this role although, preferably, could be Business Leaders who are millennials too.
 3. **Millennials must do all roles:** Participants will be encouraged to adopt all five different roles, in a rotational way. In this manner we can uncover leadership aspirations.
- MPs have to interact with MMs, and their peers.
 1. One instructor/mentor (who can be either millennial or business leader) per team will facilitate the case study during the 2nd phase.
 2. MMs select MPs, prepare necessary material, and set up the time-plan.





Concept

We have seen broad media coverage of the future leaders in a more inventive and creative environment in recent years, with attention on Millennials as the generation that will play the leading positions till 2025.

In the broader agenda, however, improvement has taken place gradually, more in a general approach than to focus on the specific target group, considering the fundamental principles of the favored manner of learning and, consequently, improving performance of Millennials.

The Chaordic is an innovative learning and leadership development in the forefront of the Millennium, therefore forging new ground in its topic. The most unique feature of this methodology is that it describes chaordic learning, an organizational, adaptable, and non-linear approach to leadership development, to promote participants' creative thinking. The instructors provide structure, guidance, as well as flexibility to organize themselves and to learn for themselves and to take up innovation and originality. Deviations are viewed as opportunities and failures to learn and develop participants.

Millennials will enjoy inherent drive, higher self-organization, and creativity, leading to better learning and more enjoyment with this process. This boosts the engagement and the motivation of millennials and eliminates communication obstacles in addition to implementing Millennials' learning profile.





Structure

The structure embeds the learning goals, roles, and responsibilities in the course's official structure. It is the course description, assignment requirements, due dates and credits awarded for completion. Assignment requirements should be flexible to allow room for incorporating new ideas or specifying detailed requirements. The structure of the course is defined by its schedule in the 1st phase and its milestones in the 2nd phase.

- **Learn through Order:** In the 1st phase, all Millennials will complete the five (5) modules based on interactive learning.
 1. The 1st phase is mandatory and can be completed within a 3 week time plan, with specific start and end dates.
 2. These modules can be 90' - 120' min long and will include a mix of theory, examples, exercises, sample solutions and necessary supportive material for the 2nd phase.
 3. A certification of completion will be given to all participants who completed all modules of the 1st phase.
- **Learn through Chaordic:** In the second phase (2nd), Millennials build teams to develop their own leadership case studies.
 1. Participation in the 2nd phase is optional and it will start one (1) week after the completion of the 1st phase.
 2. For the Millennials and Business Leaders who choose to participate, a specific period (starting and completion date) will be determined.
 3. Participants will face several milestones: start actions (e.g., role allocation, ground rules), intermediate feedback, and final presentation.
 4. These milestones are explained to participants from the starting point (day) of the 2nd phase. In addition to the period of completion, participant groups may freely decide when, how and where their case study should be developed, during the 2nd phase, to provide them freedom and the need for autonomy.
 5. Mentors (MMs) choose the participants (MPs) and construct various groups of all five positions (when a business leader participates in a group, will assign the roles). All participants are invited to rotate each of the five roles: They can start with any of the five positions (you, superior, peer, subordinate, mentor) and go on until they all finish (role rotation). This gives them a complete understanding of the chaordic style of leadership and its impact.
 6. Two days following the start of the 2nd phase, the intermediate milestone is where the teams submit their thoughts and current developments.
 7. The training phase culminates with the final presentations of all teams delivered between groups two (2) days prior to the conclusion of the 2nd phase.
 8. Teams obtain feedback on content and delivery from mentors, with certain criteria: originality and complexity of the case study, how well it was implemented, how it was designed.





Practices

All practices that are included will stimulate creativity. The work itself, for example, will be organized using a software configuration management component, with changes approved using pull requests. A set of meeting techniques will aid in the dissemination of knowledge. Teams will communicate their progress during a course-wide meeting, while regular team sessions will allow for internal discussions of challenges or ideas. Participants will be guided by mentors to use best practices.

- We must decide on the activities participants are required to undertake.
- There should be an emphasis to promote activities inspiring innovation. Some examples are:
 - Mechanisms whereby mentors negotiate/give guidance with participants about their work will be established (e.g., by discussing status, impediments, promises).
 - A series of meeting practices will be set up to help disseminate information as the kickoff meeting, at the beginning of the 2nd phase and the closure presentation at the end of the 2nd phase.
 - A course-wide meeting could be used for teams to share their progress, while regular team meetings allow internal discussions of problems or ideas.
- Mentors can guide participants to employ best practices, but teams are allowed to choose their own internal team practices.
- Millennials work in teams during the 2nd phase which encourages the cooperative and self-guided learning process: they work towards a common goal and have the freedom to organize themselves however they want.
- A self-evaluation process will be included: There are two aspects that must be included in every assessment style: a) track what you have learned and b) assess the success of the learning process, regardless of the style and technique used to measure the learning outcome. More details can be found below.

4.6.1. Definition of the evaluation methodology

To fulfill the learning objectives, we had to pick which approach to be included in the MILC training and platform is the most suitable for this task for intellectual output (IO2). With the [GROW](#) framework we decided to construct a logbook. Considering the contents of the e-courses and the demands of our target market, we decided to construct an e-portfolio incorporating each of the 5 courses.

The use of e-portfolio

A portfolio can be described as "a deliberate build-up and reflection of work, effort and achievement" ([Bhattacharya & Hartnett, 2007](#)). Different sorts of portfolios, including evaluation,





employment, apprenticeships, and educational portfolios, are available, depending finally on their purpose.

The professional portfolio, according to [McPherson \(2010\)](#), is a collector of objects showing the continual effort and development of the candidate in one or more areas ([Paulson, Paulson, & Meyer, 1991](#)). It can also be used to provide proof of knowledge and skills for employment interviews ([Kilbane & McNergney, 2001](#)). The objective of a portfolio system is to consistently structure proof of compliance with standards at three levels: program curriculum, faculty training and evaluation, and learning reflection for applicants. [Barrett & Carney \(2005\)](#) also says that 'the student reflects on the individual work pieces (commonly called "artefacts"), as well as an entire comment on the story the portfolio provides.' 'A vital element of the education portfolio.'

On the other hand, e-portfolios give a web-based area in which students can exhibit experience in the various fields of expertise, be it in the discipline or in graduate capacity. As [Joyes et al \(2009\)](#) propose, e-portfolios can, at different times, be used for a variety of reasons throughout the learner journey. E-portfolios are advised as spaces to show reflection on learning in places, practices, or skills for potential employers in certain areas, such as precautions to teachers ([Levin & Camp, 2002; Berg and Lind, 2003 as ref. in McNeill & Cram, 2011](#)). The students may, according to their decision, include teaching from both formal and informal contexts for selective communication with others such as teachers, peers, or potential employers ([Beetham, 2005](#)).

The development process of electronic teaching portfolios can document proof of teacher skills and support long-term professional development,' says [Barrett \(2000\)](#). Skills might be defined at the local level or related to national standards of education. Two main premises in the process: (i) a portfolio is not a haphazard collection of objects (i.e., scrapbook) but a reflective tool showing growth over time; and (ii) moving to a more standard-based assessment of teachers' performance, new tools are needed to record and organize proof of good teachings for practitioners and student teachers.

Because portfolios have many different sorts and objectives, we have decided to build a form of portfolio for this project that is a mixture of a constructionist portfolio and a positive portfolio. In contrast to a positive portfolio, a portfolio that holds candidates' 'works' that are considered representative of expertise and understanding to assess learning findings, utilizing data to report learning results across users, contexts, or purposes is a constructivist portfolio that shows growth, and development over time ([Paulson & Paulson, 1994](#)). Since we have the goal of empowering students to self-reflect, and simultaneously assessing the learning results of the student, we have opted to design a mixed type in all roles.

The benefits of using e-portfolio

The following benefits appear to result from the development of e-portfolios with teachers and students based on research into the application of the e-portfolios, according to a bibliography since 1991:





1. Electronic portfolio creation can strengthen the multimedia capabilities of both teachers and students.
2. Modeling: if professors construct portfolios of electronic instruction, their students will have their own electronic portfolios
3. Each level of the construction of portfolios helps to the growth of instructors and the lifetime learning of students (Collection, Selection, Reflection, Projection, Presentation).

We developed this portfolio, based on all the reasons and because we intend to help the target demographic develop not just the abilities for self-reflection but also the leadership skills through chaordic learning methodology.

4.6.2. The GROW model

The self-reflective approach is the one that best suits the chaordic learning style used in the MILC project.

"Self-Reflective Questions," a series of questions aligned to the goals of each knowledge pill that a Millennial must answer after each pill has been completed, is MILC reflective term found within each module.

Reading the responses, the participant is completely capable of evaluating his or her level of comprehension and expertise in a concrete skill of a knowledge pill and making choices on whether to return to the pill or decide whether he or she has met the learning section's objectives (knowledge pill).

When used in a concrete way and within the right framework, self-assessment will help them to:

- Identify their own gaps in terms of skills, knowledge, and attitudes
- Identify areas where their knowledge is weak
- Identify areas where the learning process should focus on them
- Set goals that they can achieve

When a person is tested on an inner and personal level, he or she is motivated to try new things and is more likely to stick to the learning process.

This strategy is also based on the GROW system, which is an acronym made up of the first letters of the words Goal, Fact, Options, and Will.

The Grow system aims to respond to the following inquiries:

- Goal: What do you want to achieve?
- Reality: What is the current situation?
- Options: What could you do?
- Will: What will you do?





The learner should be able to answer the following questions on a personal level to determine the degree to which they have achieved the expected information.

GOAL: What are you trying to achieve?

- Imagine that you have successfully achieved your goal. How will you know that you have been successful?
- What does success look like for you? for others in your team? for others in your company?
- What does success feel like for you? for others in your team? for others in your company?

REALITY: Why is it important that you achieve this goal?

- In summary, what are the key features of the current context that prompted the setting of this goal?
- Who else is involved and what are their views?
- What has already been done and what has the impact of this been?

OPTIONS: What options do you have? What else could you do?

- If you asked a 'wise friend' what would they advise you to do?
- If you had absolutely no constraints - of time, money, or power - what would you do?

WILL

- You have just recorded a set of options. Please rate them from 1-10 according to how attractive they look to you.
- Now from the above list, which do you think you should go after? For each one that you will choose please write down that you need to follow
- For each task and activity of the above please set a deadline and identify which of these can't be done by yourself. From them that you need help/ support from others identify the help that you need
- What will happen if you don't address one of the issues already identified?

Finally, after the entire learning process has been completed, each participant must respond to the following series of questions to assess the overall training and its effectiveness:

1. What is the most valuable knowledge you believe you've gained by participating to this training process?
2. What is the most important element you have learned through the process?
3. What assumptions had you made which were proven to be wrong regarding your co-participants?





4. After the knowledge you have gained, can you identify a profit for you, in terms of how you will handle a difficult work situation of "**managing yourself**" role, from now on?
5. After the knowledge you have gained, can you identify a profit for you, in terms of how you will handle a difficult leadership, work situation **with your superiors**, from now on?
6. After the knowledge you have gained, can you identify a profit for you, in terms of how you will handle a difficult work situation **with your peers**, from now on?
7. After the knowledge you have gained, can you identify a profit for you, in terms of how you will handle a difficult work situation **with your subordinates**, from now on?
8. What is the most radical thing you could do with the new knowledge?
9. What is the simplest thing you could do with the new knowledge?
10. What is the relationship between how things are now and how you want them to be?
11. What would you like someone else to do differently?
12. What do you need to do first to improve things in your working environment?
13. Is there something from stopping you doing the thing you had just identified?
14. Why do you believe what you want has value?
15. As an outcome of this learning experience what do you most appreciate about yourself?
16. What could you learn about yourself from this experience?
17. What can this experience tell you about how you 'see' the world?
18. What are the 2 questions you would like to ask your mentors/colleagues in feedback?

