

**Trainer Material**

*Step-by-Step instructions for teaching*

**Content**

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Preamble

This part of the trainer’s materials gives step-by-step instructions for teaching with the provided PowerPoint presentations. Information on each topic and the content of the up-skilling programme is given in the trainer’s material “Structural Handbook” and the participant’s “Readers”. Extended information on the didactical concept can be found in the “Didactical Framework”.

Please also note that the step-by-step instructions given in this Reader are suggestions on how to teach the DIGIGEN up-skilling programme. Under the specifications of the CC BY-NC-SA 4.0 Creative Commons license, trainers are allowed to adjust the material and adapt it to their needs.[[1]](#footnote-2) This includes leaving specific topics out of training and/or supplementing new topics. In general, we advise you, as the trainer, to adjust the training to the needs of your specific target group of guidance professionals.

The following step-by-step instructions are clustered in order of the up-skilling programme’s topics:

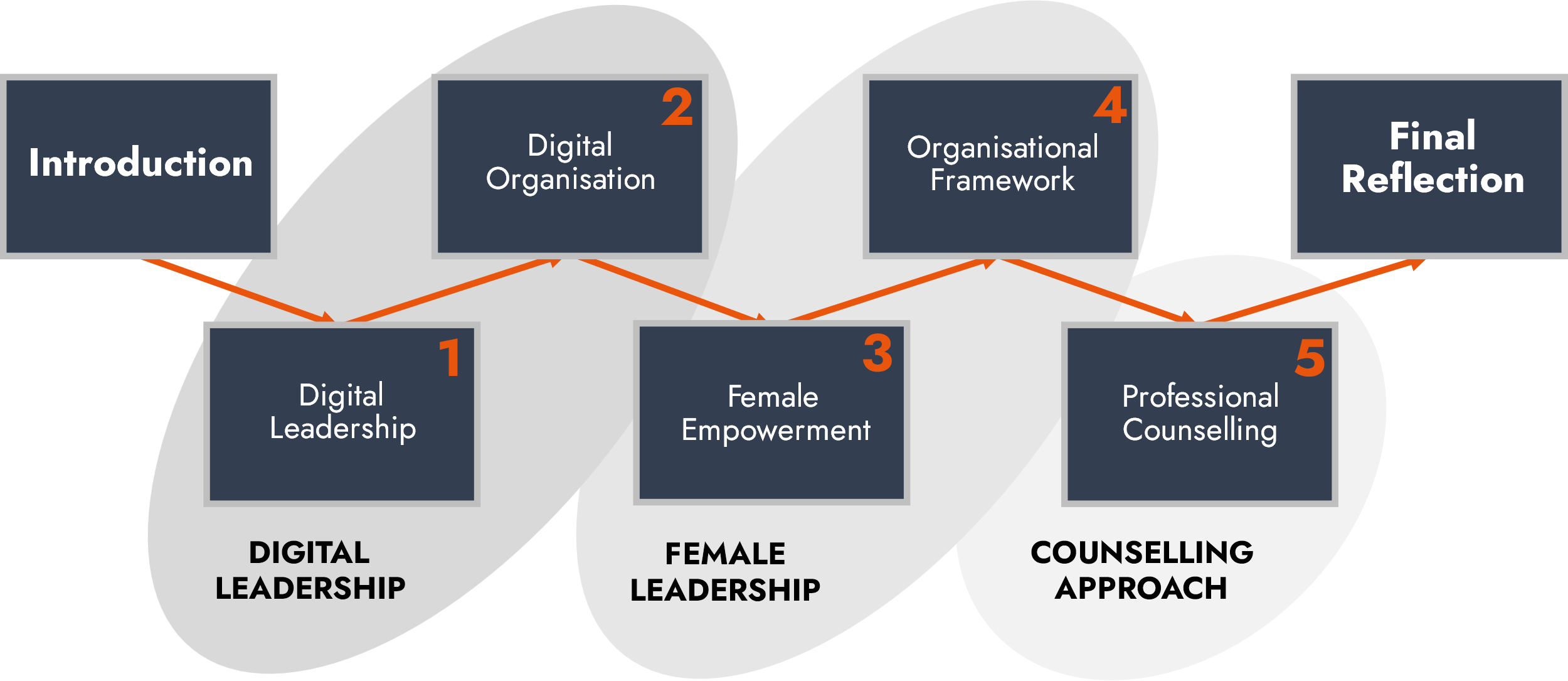


Figure 1: Structure of the up-skilling programme of DIGIGEN.

Start: Introduction

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| **Overview** | | | | | |
| **Number**  *(of the Topic)* | | **Workload**  *(face-2-face/self-learning)* | | **Taxonomy-level**  *(Miller’s taxonomy)* | |
| Introduction (0) | | 2 h / 1 h | | Knows How | |
| **Content** | | **Description** | | **Method** | |
| Introduction | | * Overview of the challenging environment in the working life * Problem statement and its relevance * Content-related and didactical approach | | Frontal teaching  & group poll  & discussion | |
| **REMARKS ON THIS TOPIC:**   * This part of the up-skilling programme is an introduction to the topic of counselling female leaders in a digital context. Background information on the importance of the Topic can be found in the Literature Review and the Competence Analysis of the DIGIGEN project. (please visit the [DIGIGEN-Website](https://digi-gen.eu/competence-profile/)) * It might be of interest to have the participants do a self-evaluation before starting to teach the up-skilling programme. An evaluation form is available on the DIGIGEN website; the results help to identify learning goals and set focus during the training. | | | | | |
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| **0** | **Introduction** | | | | **120 min** |
| *~ 7 min; no materials; frontal* | | | *Description of the challenging environment in work life with a special focus on women.*   * **Explain** the four keywords digitalisation, digital transformation, New Work and equality efforts (company-related as well as governmental-related). * **Discuss** with participants their impressions about these factors, and **Collect** the answers visually. | | |
| *~ 5 min; no materials; frontal* | | | *The words behind the acronym VUCA-World as an indication of the necessity for new forms of leadership.*   * **Define** the meaning of VUCA. * **Explain** with VUCA what changes in the labour market and, therefore, challenges in the decision-making processes. | | |
| *~ 3 min; no materials; frontal* | | | *Definition of digitalisation.*   * **Explain** the term digitalisation and use examples. | | |
| *~ 3 min; no materials; frontal* | | | *Definition of digital transformation.*   * **Explain** the term digital transformation. | | |
| *~ 4 min; no materials; frontal* | | | *Explanation of universal leader behaviour*   * **Explain** the effects of digital transformation on different areas in the world; use examples. * **Show** the differences as well as the interdependencies between digitalisation and digital transformation clearly. | | |
| *~ 15 min; no materials; frontal* | | | *Adverse effects of digitalisation and digital transformation for women in management positions.*   * **Explain** the negative effects related to the two studies. * **Ask** the participants where they experienced the aforementioned problems. | | |
| *~ 3 min; no materials; frontal* | | | *Definition of New Work.*   * **Explain** the term New Work. | | |
| *~ 5 min; no materials; frontal* | | | *Description of the core elements of New Work.*   * **Explain** the core elements of New Work; use examples to visualise the descriptions. | | |
| *~ 3 min; no materials; frontal* | | | *An overview of equality efforts and the gap for women in management positions.*   * **Explain** what quotas are and show the gap which is addressed by the upskilling programme. | | |
| *~ 5 min; no materials; frontal* | | | *Explanation of the complexity of diversity.*   * **Explain** the different layer of diversity as well as their interdependencies. * **Show** the barrier of the programme, which is that it cannot consider the whole complexity of diversity. * **Explain** that it is not the aim of the programme to discriminate against other sexes but to empower women for an economic added value for the society as well as the individuals. | | |
| *~ 5 min; no materials; frontal* | | | *Target Groups of the upskilling programme.*   * **Explain** the target groups of the programme; explain the difference between direct (career counsellors and HR practitioners) and indirect target groups (women in management positions). * **Create** awareness of the target groups’ needs and how they relate to the programme. | | |
| *~ 5 min; no materials; frontal* | | | *Needs of the indirect target group (1).*   * **Explain** related to the need analysis in the context of that programme, the assumed changes in work life which are induced by digitalisation and digital transformation. | | |
| *~ 5 min; no materials; frontal* | | | *Needs of the indirect target group (2).*   * **Explain,** related to the need analysis and in the context of that programme, the skills needed for success in such an environment. | | |
| *~ 5 min; no materials; frontal* | | | *Needs of the indirect target group (3).*   * **Explain,** related to the need analysis and in the context of that programme, the needs for successfully learning the “new” skills. | | |
| *~ 5 min; no materials; frontal* | | | *Needs of the direct target group (1).*   * **Explain** the legal standards for female empowerment related to the need analysis in the context of that programme. | | |
| *~ 12 min; no materials; interactive* | | | *Needs of the direct target group (2).*   * **Explain,** related to the need analysis and in the context of that programme, the knowledge about special programmes on counselling in such an environment. * **Ask** the participants for their experiences in approaches if it is comparable to the need analysis results. * **Visualise** the results. | | |
| *~ 12 min; no materials; interactive* | | | *Needs of the direct target group (3).*   * **Explain,** related to the need analysis and in the context of that programme, which aspects are relevant for a successful counselling approach. * **Ask** the participants for their experiences in approaches if it is comparable to the need analysis results. * **Visualise** the results. | | |
| *~ 3 min; no materials; frontal* | | | *Gap on the market.*   * **Explain** the intersections of New Work, equality efforts and digitalisation as well as digital transformation and address the gap in the market and the reason for our programme. | | |
| *~ 5 min; no materials; frontal* | | | *Components of the upskilling programme (1).*   * **Describe** the three components of the programme and present the context between each other. | | |
| *~ 5 min; no materials; frontal* | | | *Components of the upskilling programme (2).*   * **Describe** the sequence of the programme and the concrete individual modules. | | |
| *~ 5 min; no materials; frontal* | | | *Outcomes of the programme.*   * **Describe** the outcomes of the upskilling programme and the limitations. | | |

Topic 1 – Female leaders with digital competencies

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| **Overview** | | | |
| **Number**  *(of the Topic)* | **Workload**  *(face-2-face/self-learning)* | **Taxonomy-level**  *(Miller’s taxonomy)* | |
| 1 | 11 h / 9 h | Knows & Knows How | |
| **Content** | **Description** | | **Method** |
| (Digital)  Leadership  theory | * Overview of theories of traditional leadership * New forms of leadership and leadership theory * Chances of digital leadership competencies for female leadership | | Frontal teaching  & group work  & discussion |
| **REMARKS ON THIS TOPIC:**   * The texts on digital leadership competencies are available in English only; if your audience does not speak English, skip the task on digital leadership competencies. * Handing out the Reader “(Digital) Leadership Theory” after finishing the presentation is recommended to keep the audience engaged. * The DIGIGEN platform does not provide any texts on new forms of leadership that are required for the task on new leadership styles; participants should research themselves. | | | |
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| **1** | **(Digital) Leadership Theory** | | **660 min** |
| *~ 10 min; no materials; interactive* | | *Definition of leadership.*   * **Explain** that no universal leadership definition exists; scholars define it differently but agree on influencing others. * **Discuss** with participants what also defines leadership and **Collect** the answers visually. | |
| **Traditional Leadership Theories** | | *The following slides show a classification of leadership theories and give examples for each theoretical classification.* | |
| *~ 10 min; no materials; frontal* | | *Classification of traditional leadership theories by Arthur Jago.*   * **Explain** the meaning of the matrix (categories and class) (*see Reader, chapter 1.2).* * **Ask** the participants for a typical description of the leader for each class. | |
| *~ 5 min; no materials; frontal* | | *Explanation of universal leader traits.*   * **Explain** the idea of universal leadership traits; briefly overview theories within (*see Reader, chapter 1.2*). | |
| *~ 20 min; no materials; frontal* | | *Overview of the correlation of chosen traits with leadership success.*   * If necessary, **Explain** the meaning of the numbers: A correlation of 1 would indicate that the trait can predict leadership success perfectly; -1 would indicate that the trait can predict leadership failure perfectly. * **Ask** for criticism on the trait theories; some critical points are:   + inconsistent correlation -> no prediction possible;   + no consideration of surroundings or others when predicting leadership success;   + low empirical evidence on the list of traits;   + impossibility of a conclusive list; … | |
| *~ 5 min; no materials; frontal* | | *Explanation of universal leader behaviour*   * **Explain** the idea of universal leadership behaviour; briefly overview theories within (*see Reader, chapter 1.2*). | |
| *~ 20 min; no materials; frontal* | | *GRID-Model from Blake/Mounton as one very stereotypical representative of universal leader behaviour theories.*   * **Explain** the model (*see Reader, chapter 1.2*) * **Ask** the participants where they experienced what kind of leadership behaviour. | |
| *~ 5 min; no materials; frontal* | | *Explanation of contingent leader traits.*   * **Explain** the idea of contingent leader traits; briefly overview theories within (*see Reader, chapter 1.2*). | |
| *~ 10 min; no materials; frontal* | | *Fiedler’s Contingency model with the basic idea of influencing factors on leadership success.*   * **Explain** the model (*see Reader, chapter 1.2*). | |
| *~ 15 min; no materials; frontal* | | *Fiedler’s Contingency model with an overview of the interaction of influencing factors and the best option for successful leadership*   * **Explain** the interaction of influencing factors (*see Reader, chapter 1.2*). | |
| *~ 5 min; no materials; frontal* | | *Explanation of contingent leader behaviour.*   * **Explain** the idea of contingent leadership behaviour; give a brief overview of theories within (*see Reader, chapter 1.2*). | |
| *~ 20 min; no materials; frontal* | | *Situational Leadership theory by Hersey and Blanchard integrating behaviour and situation.*   * **Explain** the model (*see Reader, chapter 1.2).* * **Ask** the participants where they experienced what kind of leadership behaviour | |
| **New Forms of Leadership**  *~ 10 min; no materials; interactive* | | * **Discuss** why these traditional leadership theories are being overtaken by new forms of leadership | |
| *~ 5 min; literature list; frontal* | | *Presents the Topic of each group; the number of groups can be adjusted if necessary.*   * **Divide** theparticipants into five groups and assign Leadership styles. * The DIGIGEN platform provides no background texts; participants should research themselves. However, the literature recommendations for Topic 1 provide some descriptions (*see* *Trainer Material – Structural Handbook)* | |
| *~ 270 min; no materials; groups* | | *Presents the task that should be solved in group work.*   * **Explain** the task: participants should answer the given questions. * **Require** a visual illustration of the group work’s outcomes (digitally, on paper, on a board, etc.). * **Give stage** to the participants and let them present their outcomes and **foster** an active discussion. | |
| **Digital Leadership Competencies** | | *The next slides briefly give an overview of the concept of a digital leader.* | |
| *~ 5 min; no materials; frontal* | | *Definition of digital leadership.*   * **Explain** the differentiation between “digital leadership” as a process of interacting with digitalisation and “digital leader” as the task of a leading digital person. | |
| *~ 5 min; no materials; frontal* | | *Key elements of digital leadership.*   * **Describe** the four key elements of digital leadership to emphasise the importance of considering digital leadership as a new form of leadership. | |
| *~ 5 min; no materials; frontal* | | *Overview of the possibility of transformation success by sectors.*   * **Describe** that not all sectors are equally well performing/profiting from digital transformation; therefore, it is essential to consider not only the individual counsellee but also the counsellee’s professional context. | |
| *~ 10 min; no materials; frontal* | | *Definition of digital leadership competencies.*   * **Explain** that competencies are a wide cluster of characteristics of a person; therefore, traits and behaviours (like in traditional leadership theories) are part of competencies. * **Explain** that digital leadership competencies are the competencies to influence others digitally and within a digital context; not specific hard- and software skills. | |

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| Ein Bild, das Text, Screenshot, Schrift enthält.  Automatisch generierte Beschreibung | Ein Bild, das Text, Screenshot, Schrift enthält.  Automatisch generierte Beschreibung*~ 10 min; no materials; frontal* | Ein Bild, das Text, Screenshot, Schrift enthält.  Automatisch generierte Beschreibung |
| *Competence cluster that describes a leader of the 21st century from a timely perspective by collecting and updating competencies from early leadership theories until today. Newly emerged competencies and updates are indicated by a plus (+). ▪* **Empathise** the development of leadership competencies. | | |

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| *~ 5 min; literature; frontal* | *Presents the topic of each group; the number of groups can be adjusted if necessary.*   * **Divide** theparticipants into five groups. * **Hand out** theliterature *(see links in the presentation).* |
| *~ 210 min; no materials; groups* | *Presents the task that should be solved in group work.*   * **Explain** the task: participants should answer the given questions. * **Require** a visual illustration of the group work’s outcomes (digitally, on paper, on a board, etc.). * **Give stage** to participants and let them present their outcomes and **foster** an active discussion. |
| **Backup Slides** | *These slides serve as a backup to support the discussion around the group work on digital competencies.* |

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|  | *This slide presents digital competencies without the connection to leadership. This gives a clear view of what has changed due to digitalisation in the workforce. Mainly, interpersonal and technical competencies emerged.* | | |
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| *These slides show word clouds on digital leadership competencies. Big-fonted competencies are more important than smaller competencies. The matrix, as well as the ranking of competencies, originates from Imbery et al. (2022) combined with Philip et al. (2023) and Gilli et al. (2022) (see Reader).* | | | |

Topic 2 – Female leaders in a digital context

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| **Overview** | | |
| **Number**  *(of the Topic)* | **Workload**  *(face-2-face/self-learning)* | **Taxonomy-level**  *(Miller’s taxonomy)* |
| 2 | 6 h / 9 h | Knows |
| **Content** | **Description** | **Method** |
| Digital  Management  Tools | *Introducing terminology, explaining practical importance, and describing processes for these fields:*   * Digitalisation & Digital Transformation * Modern Technologies for SMEs * Knowledge Management and Tools * Workflow Management and Tools * Enterprise Data Management and Tools * Digital Leadership | Frontal teaching  & group work  & discussion |
| **REMARKS ON THIS TOPIC:**   * Please note that the majority of the background material (videos, articles) is in English. If the participants face difficulties in using the English language, consider using a translator or find similar materials in the national language used by the participants. | | |
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| **2** | **Female leaders in a digital context** | | **360 min** |
| *~ 5 min; no materials; frontal* | | *Content of Topic 2.*   * **Explain** the topics covered within the module. They follow the same structure and include the following: definition of basic terminology, why the topic is important for entrepreneurs or SMEs, description of the particular process and examples of possible tools used. | |
| **Digitalisation & Digital Transformation** | | | |
| *~ 5 min; no materials; frontal* | | *Definitions of the terms digitisation, digitalisation and digital transformation*   * **Refer** to the definitions of the “Introduction”. * **Ask** for examples from the participant’s experiences. | |
| **TASK 1: Checking on terminology** *(~15 min; “Handout\_Task 1”; individual)*  Participants are asked whether the examples describe digitisation, digitalisation or digital transformation processes.  **Solution-key for task 1:** | | | |
| *~ 5 min; no materials; frontal* | | *Drivers of digital transformation.*   * **Describe/Highlight** the gap between the growing tendency of technical development and the level of digital intensity. Elaborate on the most important drivers of digital transformation. | |
| **TASK 2: Barriers to digital transformation**  *(~20 min; internet-link; groups)*   1. **Initiate** a group discussion on *“What is slowing down digital transformation at enterprises? What could be the main barriers?”* Possible factors to discuss include: No vision or clear objectives, lack of information about what you can have, resistance to change, and financial aspects. 2. **Present** the video ***“***[***5 Most Important Elements of Digital Transformation***](https://www.youtube.com/watch?v=Qkw41DTrLt8&list=RDLVFjAq1xjBv_4&index=15)***”*** (6.15 min). The video explains the 5 Change Blocks of digital transformation, a framework to describe the relationship between leadership, communication, innovation, technology and data. These are the elements most businesses tend to ignore.   The video elaborates on the following topics:   * The 5 Most Important Elements of Digital Transformation (that most businesses ignore) (from 0.00) * Three stages of digital transformation (from 0.41) * The 5 Change Blocks of Digital Transformation Framework (from 1.49) * What happens if a change block is overlooked (from 2.21) * Symptoms of a failed digital transformation (from 5.38)   *Slides of the video in online format* [***can be reached from here***](https://www.slideshare.net/niallmckeown/5-change-blocks-of-digital-transformation-framework-slidespdf)*.*   1. **Discuss** the participant’s anticipations in comparison to the information seen. | | | | |
| *~ 5 min; no materials; frontal* | | *Current digital transformation trends.*   * **Describe** the main transformation trends enterprises can be opposed to. For each example, cite possible advantages. | |
| *~ 5 min; no materials; frontal* | | *Future digital transformation trends*   * **Describe** the digital transformation trends which are expected to shape the future of enterprises. Check what trends will disappear or remain and further develop. | |
| *~ 10 min; no materials; frontal* | | *Future digital transformation trends*   * **Introduce** the EU’s Digital Decade policy programme and the targets set in the 2023 Digital Compass. Put particular focus on the target numbers relevant for businesses. | |
| **TASK 3: Checking on digital performance**  *(~25 min; internet-link; individual)*   1. **Ascribe the task** to individually familiarise oneself with the[**DIGITAL ECONOMY AND SOCIETY INDEX (DESI)**](https://digital-strategy.ec.europa.eu/en/policies/desi)and find answers to the following questions:  * *What is your country’s DESI index? How is it ranked to other EU countries? What are the key areas?* * *What’s the level of inclusion of women in digital jobs in your country? Check the WiD scoreboard.*  1. **Ascribe the task** to individually familiarise oneself with the [**EUROPEAN DIGITAL INNOVATION HUBS (EDIHs)**](https://european-digital-innovation-hubs.ec.europa.eu/home)and find answers to the following:  * *What are the EDIHs?* * *How can they help SMEs to respond to digital challenges?* | | | |
| **Modern technologies for SMEs** | | | |
| *~ 5 min; no materials; interactive* | | *Modern technologies A-Z.*   * **Discuss** which concepts the participants are familiar with, which of these technologies they use in everyday life and which other technologies they know about. *(for the exact definition of the technologies on the slides, please see 2.1 in the Reader)* | |
| *~ 5 min; no materials; frontal* | | *Importance for entrepreneurs.*   * **Ask** forreal-life examples of the potential benefits of using modern technologies based on the list and section 2.2 of the Reader. | |
| *~ 5 min; no materials; frontal* | | *Process and requirements of implementing modern technologies to empower businesses.*   * **Explain** the steps of the preparation process. * **Discuss** the challenges and difficulties SMEs may face in each step. | |
| *~ 5 min; no materials; interactive* | | *Types of solutions available for enterprises.*   * **Discuss** the listed types of solutions and collect examples of businesses that could benefit from them and the problems they could solve. | |
| **TASK 4: Practical use of modern technologies**  *(~30 min; smartphone; individual/group)*   1. **Download** and **try out** [Google Lens,](https://play.google.com/store/apps/details?id=com.google.ar.lens&hl=hu) a visual search technology that uses machine learning, image recognition, and augmented reality (AR) to provide information about objects in the real world. It allows interaction with the surroundings using a smartphone camera to identify, interpret, and learn more about various objects, images, and text. 2. Think about the potential benefits and areas of application for SMEs.Some ideas for the discussion: [What is Google Lens& What Can It Do for Business?](https://www.bigleap.com/blog/what-is-google-lens-what-can-it-do-for-business/) [How Google Lens Can Boost Sales for Your eCommerce Store?](https://blog.shift4shop.com/google-lens-ecommerce) [How Google Lens Can Have a Major Impact On Your Business](https://www.msn.com/en-us/news/technology/how-google-lens-can-have-a-major-impact-on-your-business/ar-AA1cKTSn)? | | | |
| **Knowledge management and tools** | | | | |
| *~ 2 min; no materials; frontal* | | *Definitions of knowledge management.*   * **Explain** knowledge management. | |
| *~ 5 min; no materials; interactive* | | *Importance for entrepreneurs.*   * **Discuss** why effective knowledge management is essential for enterprises, highlighting each example’s benefits. | |
| *~ 5 min; no materials; frontal* | | *Knowledge management process*   * **Explain** the steps recommended to integrate a specific knowledge management system into the business process. Find an example from the participant’s field of interest to guide them through the five different steps. | |
| *~ 10 min; no materials; interactive* | | *Knowledge management maturity levels.*   * **Discuss** the possible relevance of maturity assessments and models for SMEs. Elaborate on one particular example, the APQC’s Level of Knowledge Management Maturity. | |
| *~ 5 min; no materials; frontal* | | *Types of knowledge management tools*   * **Describe** the most popular knowledge management tools enterprises use to accumulate knowledge and streamline business processes. | |
| **TASK 5: Checkingon knowledge management**  *(~40 min; internet-links; individual)*   1. **Ascribe the task** to familiarise oneself with different knowledge management tools by watching the video [„7 Best Knowledge Management Software Tools in 2023”](https://www.youtube.com/watch?v=SHdspGNcD_I)  (10.12 min.). The video introduces the best internal and external knowledge management software tools on the market in 2023. The following software tools are introduced:  * [*Docsie*](https://businessolution.org/get/docsie/)*;* [*Process Street*](https://www.youtube.com/redirect?event=video_description&redir_token=QUFFLUhqbFV1TzhLLVVYN09ZNmpqa1VJUXBoY1pNN2VsZ3xBQ3Jtc0tucHphUndpWlROdWFNVzZub0xUUHpaQ0NEalhEbHY3RUlLUDdyZE1IYzhucWNVOUdWTnpjV1BSakpSOG8xamFONVN1b0s0dnFMVzItWGlYM3l2cGxaSmctbGtfT2V6T2x4YUlkeHdRcmszWFFCWjFzQQ&q=https%3A%2F%2Fbusinessolution.org%2Fget%2Fprocess-street%2F&v=SHdspGNcD_I)*;* [*Monday.com*](https://businessolution.org/get/monday/)*;* [*Gist*](https://businessolution.org/get/gist/)*;* [*LiveAgent*](https://www.liveagent.com/#a_aid=businessolution)*;* [*Connecteam*](https://connecteam.com/pricing/?utm_content=default&utm_medium=partnerships&utm_source=partnerstack&ps_partner_key=cGF0cnlrbWlzemN6YWs3MDIy&ps_xid=GvmrlLme3cgImk&gsxid=GvmrlLme3cgImk&gspk=cGF0cnlrbWlzemN6YWs3MDIy)*;* [*ServiceDesk Plus*](https://www.manageengine.com/products/service-desk/?thrive_ref_id=33d873cebdb0adc2d322431b3c4fe7cc2c9c810e25af91cb9e0fbae656b8767b&widget_code=fd3fb250f925f2cac87452b0d2e7534a79ee62d612cc32d41f0b868b9a60ba1d&utm_campaign=helpdesk&utm_medium=affiliate&utm_source=none)  1. **Ascribe the task** to work with one knowledge management software. [Process Street](https://www.youtube.com/watch?v=vdYYcuRVFl0) is given as an example. When watching online demos, participants should find out:  * *What functionalities does the software offer? (e.g. manage teams, procedures, workflows)* * *What are the benefits of using the tool? (e.g. creating simple procedure documents, checklists, and places for collaboration)* * *Who is it recommended for? (e.g. HR teams, marketing teams, software teams, finance teams, wealth management teams)*  1. Participants can look for success stories or testimonials (e.g. [Process Street case studies](https://www.process.st/category/case-study/)) of companies using the particular product. | | | |
| **Workflow management and tools** | | | | |
| *~ 5 min; no materials; frontal* | | *Definition of workflow management.*   * **Describe/Highlight** the difference in relation to project and business process management. | |
| *~ 5 min; no materials; interactive* | | *Importance for entrepreneurs.*   * **Discuss** why workflow management is essential for enterprises and show the most important areas where effectively managed workflows contribute to improved business processes. | |
| *~ 5 min; no materials; frontal* | | *Workflow management process.*   * **Describe** the steps which are advised to be followed when creating all-inclusive workflows. | |
| *~ 8 min; no materials; interactive* | | *Types of workflow management tools*   * With the help of the [Zapier report](https://zapier.com/blog/state-of-business-automation-2021/), **discuss** how automation improves productivity. Show the basic characteristic features of workflow management tools and the fields in which they are most commonly used. | |
| **TASK 6: Checking on workflow management**  *(~40 min; internet-links; individual)*   1. **Ascribe the task** to familiarise oneself with different workflow management tools by watching the video [„The 10 Best Workflow Management Software Reviewed”](https://www.youtube.com/watch?v=bPcx_XMLXkM) (8.35 min). The video introduces the top ten workflow management software with the key features and functions companies must know. The following software tools are introduced:  * *Monday.com; Zoho; Hive; VOGSY; Kissflow; Gmelius; DoneDone; Admation; Asana; Wrikle; Wrap-up*   The full review, [10 Best Workflow Management Software Of 2023](https://thedigitalprojectmanager.com/tools/workflow-management-software/), gives further insight.   1. **Ascribe the task** to work with one workflow management software. [Kissflow Workflow](https://www.youtube.com/watch?v=9v_ob4MwukQ&list=PL891ahseKXxfby1AnVnry0S_K39hpePWT&index=17) is given as an example. When watching online demos, participants should find out:  * *What functionalities does the software offer? (e.g. workflow management, process management, case management)* * *What are the benefits of using the tool?* *(e.g. reduce operational chaos, increase productivity, make smarter decisions, enable better collaboration)* * *Who is it recommended for? (e.g. business users, IT leaders, digital transformation experts)*  1. Participantscan look for success stories or testimonials (e.g. [Kissflow success stories](https://kissflow.com/success-stories/)) of companies using the particular product.   ! Hint: Depending on the time available, group discussion can be held on the findings/advantages of the products checked ! | | | |
| **TASK 7: Creating a workflow diagram**  *(~40 min; internet-links; individual)*   1. **Ask** to choose a specific task/process from the participant’s own field of work and create a workflow diagram of the process. If participants have the same professional background, they can agree on a common procedure to make the diagram of (e.g., specific counselling process they provide). When planning the workflow diagram, following the steps described in the Reader (4.3. Workflow management process) is recommended.   **Participants can choose from any tool available on the internet.**   * [Canva](http://www.canva.com) is best for beginners, with easy-to-use, free workflow templates that can be accessed with a Google account. * [Wondershare Edraw Max Free](https://www.edrawsoft.com/) is a more complex system. It has a [tutorial video](https://www.youtube.com/watch?v=WXAVibMRkeQ) on how to draw a workflow and a downloadable free trial option.   ! Hint: If participants have the same professional background, workflow diagrams can be compared and improved together ! | | | |
| **Enterprise data management and tools** | | | | |
| *~ 5 min; no materials; frontal* | | *Definition of enterprise data management.*   * **Explain** the importance of data in today’s businesses and define Enterprise Data Management. * **Discuss** who can be data managers. | |
| *~ 5 min; no materials; interactive* | | *Importance for entrepreneurs.*   * **Discuss** why Enterprise Data Management is important for enterprises and illustrate the benefits with examples.   . | |
| *~ 5 min; no materials; frontal* | | *Enterprise data management process and strategy.*   * **Explain** the importance for businesses to develop an EDM strategy and discuss the possible steps for creating such a strategy. | |
| *~ 5 min; no materials; frontal* | | *Types of enterprise data management tools.*   * As the market of EDM tools is always changing and developing, **describe** the most important functions of enterprise data management tools. | |
| **Digital Leadership** | | | | |
| *~ 5 min; no materials; frontal* | | *Ethics of digital leadership (digital ethics).*   * **Define** digital ethics and elaborate on why it is important to consider. * **Discuss** what it involves for a digital leader. | |
| **TASK 8: Checking on digital leadership**  *(~20 min; internet-links; individual)*   1. **Watch** the video demonstration of the [Growth Tribe Digital Leadership Quiz 2023.](https://www.youtube.com/watch?v=saWnkS3daT4) Then, ask the participants to take the quiz individually and try the tool. 2. **Discuss** the quiz results and whether they met the participants’ expectations. 3. **Discuss** how this/or any similar tool can be built into the counselling/advisory/guidance processes. 4. **Ascribe the task** to read the article [„30 questions to get your digital ethics governance right the first time”](https://www.avanade.com/en/blogs/avanade-insights/digital-business/questions-digital-ethics-governance) and check the proposed set of questions towards the end of the article. 5. **Gather feedback** on the content of the questions and **discuss** how this/or any similar questionnaire can be built into the counselling/advisory/guidance processes. | | | |

Topic 3 – Female career development & empowerment

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| **Overview** | | |
| **Number**  *(of the Topic)* | **Workload**  *(face-2-face/self-learning)* | **Taxonomy-level**  *(Miller’s taxonomy)* |
| 3 | 5 h / 10 h | Knows |
| **Content** | **Description** | **Method** |
| Think Manager – Think Male | * Unconscious bias and stereotypes * Implicit leadership theories and their impact on leadership perception * Role Congruity Theory and the impact on the female application process | Frontal teaching  & discussion |
| Effects on female careers | * Female-specific challenges * Role models and mentoring | Frontal teaching  & discussion |
| **REMARKS ON THIS TOPIC:**   * This Topic, in particular, focuses on situations affecting female careers. Although it might seem that these problems are exclusive to women, this is not the case, nor is it DIGIGEN’s intention. These problems/situations are presented because they are likely to come up in a counselling session, and therefore, guidance professionals should know the words to address them adequately. | | |
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| **3.1** | **Think Manager – Think Male** | | | | **150 min** |
| **Unconscious bias and stereotypes** | | | *The following slides provide a basic understanding of stereotypes and unconscious biases.* | | |
| *~ 5 min; no materials; frontal* | | | *Introduction to the unconscious bias.*   * **Explain** the meaning and impact of unconscious biases. *(see Reader, chapter 1)* | | |
| *~ 5 min; no materials; frontal* | | | *Introduction to stereotypes.*   * **Explain** the meaning and impact of stereotypes. *(see Reader, chapter 1)* | | |
| *~ 30 min; no materials; interactive* | | | *Discussing the impact of stereotypes.*   * **Discuss** theparticipant’s perspectives on the questions. * *We don’t give examples of common gender stereotypes to avoid repeating those. This slide would be a good opportunity if you wish to discuss them. Integrate a question and collect stereotypes, e.g., visually.* | | |
| *~ 10 min; no materials; frontal* | | | *Summary of the main effects of gender stereotyping.*   * **Describe** the main effects of gender stereotyping as a summary of the previous discussion. * **Ask** the participants if they came across one of those in their professional life. | | |
| **Implicit leadership theories** | | | *The following slides explain three research paradigms to define gender-biased implicit leadership theories.* | | |
| Ein Bild, das Text, Screenshot, Schrift enthält.  Automatisch generierte Beschreibung  *~ 10 min; no materials; interactive* | | | *Explanation of implicit leadership theories.*   * **Explain** the meaning of implicit leadership theories. *(see Reader, chapter 2.1)* * **Discuss** with participants how they feel this affects female leadership and **collect** the answers visually. * **Connect** implicit theories to the early leadership research in which primarily men were subject to description, leading to a male-biased perception of leadership. | | |
| Ein Bild, das Text, Screenshot, Schrift enthält.  Automatisch generierte Beschreibung  *~ 5 min; no materials; frontal* | | | *Overview of three research paradigms of male-stereotypical leadership; a meta-analysis of Koenig et al.*   * **Emphasise** the gender bias for implicit leadership theories. * **Introduce** the research paradigms that examine gender-stereotypical leadership perception. | | |
| Ein Bild, das Text, Screenshot, Schrift, Reihe enthält.  Automatisch generierte Beschreibung  *~ 10 min; no materials; frontal* | | | *Method description for the Think Manager – Think Male paradigm.*   * **Describe** the method of measurement *(see Koenig et al.).* | | |
| Ein Bild, das Text, Screenshot, Schrift, Muster enthält.  Automatisch generierte Beschreibung*~ 25 min; electronic devise;*  *interactive* | | | *QR-Code to an online BEM-Sex Role Inventory.*   * **Require** the participants to conduct the BEM-Sex Role Inventory Test. Participants should think of their ideal version of a leader. * **Discuss** the outcomes; how many participants have an agentic/male or, communal/female, or androgynous result. | | |
| Ein Bild, das Text, Screenshot, Schrift enthält.  Automatisch generierte Beschreibung  *~ 5 min; no materials; frontal* | | | *Method description for the Agency-communion paradigm.*   * **Connect** the agency-communion paradigm to the previous exercise on the BEM-Sex-Role inventory (which is one possible inventory to measure gender associations). * **Explain** the meaning of agency and communion. * **Describe** the method of measurement *(see Koenig et al.).* | | |
| Ein Bild, das Text, Screenshot, Schrift enthält.  Automatisch generierte Beschreibung  *~ 5 min; no materials; frontal* | | | *Method description for the Masculinity-femininity paradigm.*   * **Describe** the method of measurement *(see Koenig et al.).* | | |
| Ein Bild, das Text, Screenshot, Schrift enthält.  Automatisch generierte Beschreibung*~ 5 min; no materials; interactive* | | | *Overview of the main findings of the meta-analyses clustered by independent variables.*   * **Describe** thefindings of the Meta-Analysis. * **Discuss** the impact on female leadership. | | |
| **Role Congruity Theory** | | | The slides on the role congruity theory present oneeffect that implicit leadership theories have on female leadership | | |
| Ein Bild, das Text, Screenshot, Schrift enthält.  Automatisch generierte Beschreibung  *~ 5 min; no materials; frontal* | | | *Explanation of role congruity.*   * **Explain** the meaning of role congruity in the context of leadership. *(see Reader, chapter 2.2)* | | |
| Ein Bild, das Text, Screenshot, Schrift enthält.  Automatisch generierte Beschreibung*~ 10 min; literature list; frontal* | | | *Effects of the role congruity theory on female leaders*   * **Explain** the effects on female leadership *(see participant’s material);* backlash effect = no matter how the female leader presents herself, it will not fit the expectations. | | |
| Ein Bild, das Text, Screenshot, Schrift, Marke enthält.  Automatisch generierte Beschreibung  *~ 20 min; no materials; interactive* | | | *Effects of the role congruity theory on applicant’s fit*   * **Explain** the effects on the applicant’s fit. * **Discuss** withparticipants what a guidance professional might do to weaken these effects. | | |
| **3.2** | **Effects on female careers** | | | | **150 min** |
| **Female-specific challenges** | | | | | |
| *~ 5 min; no materials; interactive* | | | *Caricature to start with female-specific challenges.*   * **Ask** the participants what they see in this caricature. * *This caricature refers to the imposter syndrome presented in the next slide.* | | |
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| *~ 45 min; no materials; interactive (15 min each)* | | | | | |
| *Anquor-slides to discuss the imposter, queen bee, and crab basket syndrome.*   * **Explain** the syndrome and its effects on female careers. *(see Reader, chapter 3.1)* * **Discuss** with the participants what a guidance professional might do to weaken this syndrome. | | | | | |
| *~ 20 min; visualisation material;  interactive* | | | *Overview of potential professional challenges a (soon-to-be) female leader might face and/or address in counselling.*   * **Ask** the participants about examples from their professional experience. * **Collect** approaches to address those challenges in counselling, e.g., visually. | | |
| *~ 20 min; visualisation material; interactive* | | | *Overview of potential professional challenges a (soon-to-be) female leader might face and/or address in counselling.*   * **Ask** the participants about examples from their professional experience. * **Collect** approaches to address those challenges in counselling, e.g., visually. | | |
| **Role models** | | | | | |
| *~ 30 min; no materials; interactive* | | | *Discussing the impact of role models.*   * **Discuss** theparticipant’s perspectives on the questions. * *If needed, give a definition of a role model to steer the discussion (see the Reader).* | | |
| *~ 5/20 min; none/YouTube; frontal* | | | *Scientific background on the importance of role models (see winner of the Nobel Memorial Prize in Economic Sciences Claudia Goldin, 2023).*   * **Briefly explain** the meaning of this quote *(see Reader, chapter 3.2)* **AND/OR** * **Show** the video of the Nobel Prize announcement ([Video](https://youtu.be/8ZJ_lQMltTs), especially from 10:00 min onwards) | | |
| *~ 10 min; no materials; interactive* | | | *Overview of the effect of role models.*   * **Describe** the given effects. *(see Reader, chapter 3.2)* * **Empathise** the interaction of role models and mentorship (if needed, define mentorship). * **Describe** the role of a guidance professional in activating role models (blue box). | | |

Topic 4 – Organisational development and support

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| **Overview** | | | |
| **Number**  *(of the Topic)* | **Workload**  *(face-2-face/self-learning)* | **Taxonomy-level**  *(Miller’s taxonomy)* | |
| 4 | 11 h / 14 h | Knows & Shows How | |
| **Content** | **Description** | | **Method** |
| Change Management Theory | * Phases of change from an individual and entrepreneurial perspective * Reactions to change and strategies for coping * Five colours of change theory | | Frontal teaching & discussion |
| Impact Change (with Design Thinking) | * Concept and phases of Design Thinking * Go through the phases of Design Thinking to design a change-facilitating strategy (group work) | | Frontal Teaching & Group work |
| **REMARKS ON THIS TOPIC:**   * Handing out the Reader “Change Management” after finishing the presentation is recommended to keep the audience engaged. * The second half of this Topic is an interactive workshop where participants experience a design thinking process. * Handing out the Reader “Design Thinking” is recommended when starting the interactive workshop. This is because the Reader contains the method-descriptions for the workshop. | | | |
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| **4.1** | **Change Management Theory** | | | **180 min** |
| *~ 5 min; no materials; interactive* | | *Emphasising the ubiquity of change and raising awareness of the Topic.*   * **Ask** the participants what they think when seeing this. * **Explain** that every reached goal (actual) becomes outdated by new goals (target) at its attainment. * **Describe** an example of constant change that originates from personal/professional experience. | | |
| **Phases of Change**  Psychological, factual, and operational perspectives on change | | *The following slides show three varying theories of which phases occur in change processes. Each theory sets a slightly different focus. However, the differentiation into perspectives is blurry.* | | |
| *~ 15 min; no materials; frontal* | | *Lewin’s three phases of change describe the simple and fundamental – primarily psychological – alterations during a change process.*   * **Explain** each phase in detail; focus on the impact on the people involved in the change (*see Reader, chapter 2.1).* * **Ask** the participants for examples from their personal/professional experiences. | | |
| *~ 20 min; no materials; frontal* | | *Vahs’ integrative model combines Lewin with alterations on a factual level from a corporate perspective.*   * **Explain** each phase in detail; focus on the stages and methods of change implementation (*see Reader, chapter 2.2*). * **Ask** the participants for examples from their personal/professional experiences. | | |
| *~ 20 min; no materials; frontal* | | *Kotter’s eight-stage process describes detailed stages of change in the form of operational instructions for action.*   * **Explain** each phase in detail; focus on the actions to be taken in each step of the change implementation (*see Reader, chapter 2.3*). * **Ask** the participants for examples from their personal/professional experiences. | | |
| **Reflection on these levels**  *~ 10 min; no materials; interactive* | | * **Discuss** whether the differentiation into distinct phases is realistic and practical | | |
| *~ 10 min; visualization material;*  *interactive* | | *Emphasising the relevance of hidden and/or subconscious feelings and motives of people involved in a change process.*   * **Ask** the participants which visible and hidden feelings or motives they can think of. * **Visualise** the answers on a whiteboard/flipchart/digitally/(…). | | |
| **Reactions to Change**  Response types and  response phases | | *The following slides show a selection of two perspectives on response types and response phases on a psychological level. Implications on how to handle those responses are given and should be discussed.* | | |
| *~ 10 min; no materials; frontal* | | *Combined perception of the objective and the subjective risk that people impacted by changes experience.*   * **Explain** the abscissa and ordinate of the grid; explain the characteristics of each response type. * **Describe** the consequences of each response type for an organisation (*see Readers, chapter 3.1*). | | |
| *~ 10 min; no materials; interactive* | | *Suggestions on how to deal with response types are given.*   * **Ask** the participants for ideas on how they would react to those response types from their perspective of a guidance professional; do not show the suggestions/orange boxes before finishing the discussion. * **Describe** the suggested handlings as possible solutions. | | |
| *~ 20 min; visualization material;*  *interactive* | | *Development in productivity during the emotional response phases of change.*   * **Prepare** the abscissa and ordinate on a whiteboard/ flipchart/digitally/(…)and then**ask** the participant to draw a graph as theyimagine the productivity curve to be. * **Show** the actual curve and **describe** the emotional response phases (*see Readers, chapter 3.2*). | | |
| *~ 10 min; no materials; frontal* | | *Appropriate ways to react to the emotional response phases.*   * **Explain** the ways of communication and the role of the facilitator/guidance professional depending on the emotional response phase. | | |
| *~ 10 min; no materials; frontal* | | *Five ways of thinking about change in an organisation.*   * **Describe** the five colours/ways of thinking about change in organisations *(see Readers, chapter* 4). * **Ask** participants for personal or professional experiences with any colours/ways. | | |
| *~ 10 min; no materials, frontal* | | *Components of planned change*   * **Describe** the six components of planned change in an organisation (*see Readers, chapter 5*). | | |
| *~ 30 min; no materials; interactive* | | *Presents the assignment on colours of change.*   * **Describe** the task: On the linked website, there is an online test to test your own preferred colour. Participants should do this test. * **Discuss** theresults of the participants. | | |
| **4.2** | **Impact Change (with Design Thinking)** | | **480 min** | |
| *~ 5 min; no materials; frontal* | | *The need for a Design Thinking method.*   * **Describe** the importance of having a broad and customer-orientated method to develop/design a product or service. | | |
| **Design Thinking Theory**  Idea and Method | | *The following slides briefly overview the Design Thinking approach and method. A detailed description of each Design Thinking phase is purposely excluded because they will be explained during the subsequent Design Thinking practice.* | | |
| *~ 5 min; no materials; frontal* | | *Background of the Design Thinking method.*   * **Explain** the idea, origin, and meaning behind the Design Thinking method. (*see Reader, chapter 1*) | | |
| *~ 10 min; no materials; frontal* | | *Most important “ingredients” for a successful Design Thinking Workshop.*   * **Explain** the reasoning behind team interaction, creative rooms, and the elaborated method. (*see Reader, chapter 1*) | | |
| *~ 20 min; no materials; frontal* | | *Overview of the 6 phases of a Design Thinking workshop.*   * **Explain** the basic meaning of each phase without describing the steps in detail. **Emphasise** the iterative character of a Design Thinking workshop. (*see Reader, chapter 1)* | | |

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| *~ 5 min; no materials; frontal* | | *Volume of the information to be processed in each phase of a Design Thinking process.*   * **Explain** the change in the volume of information to be processed (information flow) by showing the sequential phases of the workshop. (*see Reader, chapter 1*) | |
| **Design-Thinking-Workshop**  Practising various tools | | *This part of topic 4 is created as a workshop, where participants actively practice a Design Thinking process. Participants work on designing a product or service to support change processes of female leadership empowerment.* | |
| *~ 10 min; no materials; frontal* | | *Presents the problem/situation that should be solved in a Design Thinking process.*   * **Describe** the situation and challenge that the participants are going to work with * **Divide** theparticipants into groups of 4 to 6 persons * **Hand out** the Reader “Design Thinking” with all the tool/method instructions | |
| *~ 60 min; creative tools; groups* | *~ 30 min; creative tools; groups* | | *~ 60 min; creative tools; groups* |
| *~ 60 min; creative tools; groups* | *~ 50 min; creative tools; groups* | | *~ 45 min; creative tools; groups* |
| ***THIS IS AN INTERACTIVE WORKSHOP WHERE PARTICIPANTS EXPERIENCE DESIGN THINKING*** *Go through all phases of the Design Thinking workshop; follow the same structure for every phase.*   * **Prepare** creative materials for the workshop; choose materials necessary for the (selection of) tools that the participants should use; decide whether all groups work with the same method/tool or if groups can choose (a) tool(s) for themselves; the Reader serves as a guide * **Explain** the purpose and outcome of the phase and briefly give an overview of the tools * **Set** time specifications and **start** the group work; walk around and provide assistance if needed * **Discuss** the experience and perception of working on this phase with all participants before starting the next phase   **!** OptionforPhase 5 (Test): pass the prototypes clockwise so the groups test and evaluate each other**!** | | | |
| *~ 60 min; presentations; interactive* | | *Participants present their outcome of the Design Thinking process.*   * **Give a stage** to each group and let them present their product or service. | |

Topic 5 – Professional Counselling

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| **Overview** | | |
| **Number**  *(of the Topic)* | **Workload**  *(face-2-face/self-learning)* | **Taxonomy-level**  *(Miller’s taxonomy)* |
| 5 | 13 h / 30 h | Knows How & Does |
| **Content** | **Description** | **Method** |
| Introduction | * A short introduction to counselling as a science * An introduction to problem-based learning and explaining the task/case studies | Frontal teaching |
| Case Studies | * Problem-Based Learning with Case Studies | Group work |
| Discussion | * Discussing the societal impact of female leadership | Discussion |

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| **REMARKS ON THIS TOPIC:**   * This part of the up-skilling programme consists mostly of a workshop, where participants work themselves on four case studies. The trainer is a facilitator for this part. * This workshop uses the method of Problem-Based learning. This method is described in the “Trainer Material – Structural Handbook” in detail. * All materials needed for this workshop are either in the Problem-Based Learning library (PBL library) *(for more information, see the “Trainer* Material – S*tructural Handbook”)* or, in the case of the Case Studies and Column article, in the participant’s Reader. |
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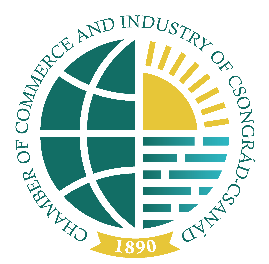
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| **5.1** | **Introduction** | | | | | | | **60 min** |
| **Counselling as a science** | | | | *The following slides emphasise the importance of counselling as a science and the holistic perception of individuals.* | | | | |
| *~ 5 min; no materials; frontal* | | | | *Introduction to counselling as a science.*   * **Empathise** the importance of the counselling process itself. Also, empathise with the importance of finding a suitable counselling approach for every client’s/female leader’s situation. | | | | |
| *~ 10 min; no materials; interactive* | | | | *Personality dimensions that must be considered in counselling.*   * **Describe** the six dimensions and their impact on counselling. *(see Reader)* * **Ask** for the participants’ personal experiences in the counselling sessions. | | | | |
| *~ 5 min; no materials; frontal* | | | | *Focus on the holistic view in counselling.*   * **Empathise** the importance of a holistic view of the counsellee. | | | | |
| **Problem-Based Learning** | | | | *The following slides introduce the method of problem-based learning as an approach to connect professional experience and scientific approaches.*   * **Explain** howintegral and practice-based learning allows the integration of all previous contents into learning cases. * **Ask** if participants are familiar with the concept of PBL. | | | | |
| *~ 5 min; no material; frontal* | | | | *Introduces the difference between traditional learning and problem-based learning.*   * **Describe** the traditional approach to learning. | | | | |
| *~ 5 min; no material; frontal* | | | | *Introduces the difference between traditional learning and problem-based learning.*   * **Describe** the concept of PBL in terms of active learning. | | | | |
| *~ 5 min; no material; frontal* | | | | *Introduces the main objectives of problem-based learning.*   * **Describe** and illustrate the learning outcomes of PBL compared to traditional learning activities. | | | | |
| *~ 5 min; no material; frontal* | | | | *Introduces the difference in learning outcomes between traditional and problem-based learning.*   * **Describe** and illustrate the learning outcomes of PBL in terms of the taxonomies of Bloom and Miller. | | | | |
| *~ 5 min; no material; frontal* | | | | *Introduces the 7-step approach in PBL.*   * **Describe** and explain the seven stages of the PBL approach. | | | | |
| **Introduction to the case studies and task** | | | | *The following slides present the case studies which are the subject of the interactive problem-based learning process.* | | | | |
| *~ 15 min; no materials; frontal* | | | | *Presents the cases that participants will be working with*   * **Describe** the dimensions of the balanced scorecard. *(see explanation below and Reader)* and **go through** allcases. * **Show** where to find the PBL library and other resources *(this depends on how you, as a trainer, structure the materials. The PBL library is always available on the* [*DIGIGEN website*](https://digi-gen.eu)*)* | | | | |
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| **5.2** | **Case Studies** | | | | | | **660 min** | |
| *Participants work with the four case studies (presented in the Reader). They use all the approaches (scientific and practical) presented in the problem-based learning library to figure out a solution. There is no PowerPoint presentation to be presented, but two presentations serve as a visual overview of all those approaches. Participants use this overview presentation to find the approach they want to explore and then look into the library’s documents to learn about details.* | | | | | | | | |
| **Scientific Approaches** | | The problem-based learning library contains 12 scientific approaches:  Overview Presentation: PBL\_Scientific Approaches   1. Personality typology approach 2. Developmental career theories 3. A constructivist view on professional development 4. Professional decision-making as a social learning process 5. Social Cognitive Career Theory 6. Theory of Work Adaptation 7. Concept of Protean Career 8. Career decisions as a cognitive information process 9. Basics of Operative Counselling 10. Egan’s problem management counselling model 11. Solution-oriented counselling 12. Information Structural Methodology | | | | | | |
| **Practical Application Approches** | | The problem-based learning library contains 12 practical approaches:  Overview Presentation: PBL\_Practical Approaches   1. Introduction: resistance 2. Neuropsychology. How the brain works 3. Circe of influence & Social cultural theory of cognitive development 4. Mindset 5. From Drama Triangle to Winners Triangle 6. Influence of the Undercurrent 7. Core Qualities of Ofman 8. Stage of behavioural change 9. Theory U 10. Appreciative Inquiry / Positive Psychology 11. Motivational interviewing 12. Change language / Reframing thoughts | | | | | | |
| **5.3** | **Discussion** | | | | | | **60 min** | |
| Ein Bild, das Text, Screenshot, Schrift, Dokument enthält.  Automatisch generierte Beschreibung*~ 60 min; column article; interactive* | | | | *Discussing the societal impact of female leadership.*   * **Ascribe the task** to read the column in the participant’s Reader. * **Discuss** thestatements in the column article with all participants. | | | | |

End: Final Reflection

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| **Overview** | | | | |
| **Number**  *(of the topic)* | | **Workload**  *(face-2-face/self-learning)* | **Taxonomy-level**  *(Miller’s taxonomy)* | |
| Final reflection (9) | | 2 h / 2 h | Knows | |
| **Content** | | **Description** | | **Method** |
| Context of a digital guidance professional | * Digital HR and counselling * Counselling ethics * (Self-)Controlling in counselling * Networking and marketing | | | Frontal teaching & discussion |
| Final Reflection | * Reflecting on the whole up-skilling programme | | | Frontal teaching |
| **REMARKS ON THIS TOPIC:**   * This final reflection might again include a self-evaluation with the evaluation form on the DIGIGEN website. This is especially useful when a self-evaluation was conducted before starting the training on the up-skilling programme. A comparison of the results can help to identify learning achievements. | | | | |
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| **9.1** | **Context of a digital guidance professional** | | | | | | **90 min** | |
| *~ 10 min; no materials; frontal* | | | | *Aspects of digital HR or digital counselling.*   * **Describe** the aspects of digital counselling/HR. * **Ask** for experiences with digital counselling/HR settings from the participant’s work context. | | | | |
| *~ 5 min; no materials; frontal* | | | | *Preamble/Intentions of counselling ethics.*   * **Explain** the role and importance of counselling ethics. | | | | |
| *~ 20 min; no materials;* | | *interactive* | | | *These slides present questions regarding counselling ethics. These serve as a discussion anchor for discussing ethical aspects of counselling and digital counselling/HR.  ▪* **Discuss** the questions with the participants. | | | |
| Ein Bild, das Text, Screenshot, Reihe, Diagramm enthält.  Automatisch generierte Beschreibung  *~ 10 min; no materials; interactive* | | | | *Gross/Net effects of counselling as a scheme.*   * **Describe** the impact of counselling on a counsellee/a female leader. * **Discuss** what influences the amount of impact. | | | | |
| Ein Bild, das Text, Screenshot, Diagramm, Schrift enthält.  Automatisch generierte Beschreibung*~ 10 min; no materials; frontal* | | | | *3-Level Model of effectiveness and efficiency.*   * **Explain** the 3-Level Model *(see Reader).* | | | | |
| Ein Bild, das Text, Diagramm, Screenshot, Schrift enthält.  Automatisch generierte Beschreibung*~ 10 min; no materials; frontal* | | | | *Schiersmann’s model of controlling and quality management.*   * **Explain** the model (*see Reader)*. * **Ask** participants whether they have some controlling or quality measures in their own counselling; ask for specifics on implementation. | | | | |
| *~ 5 min; no material; frontal* | | | | *Definition, functions, and characteristics of networks*   * **Describe** the function and characteristics of networks. Also, **distinguish**: * *Lifeworld networks:**relationships that have grown naturally and are lived out in personal relationships (non-formalised, low-formalised, highly formalised).* * *Organised networks:**professional cooperation networks consisting of (inter-) disciplinary connections that have been specifically designed.* | | | | |
| Ein Bild, das Text, Screenshot, Schrift, Reihe enthält.  Automatisch generierte Beschreibung*~ 20 min; no material; interactive* | | | | *Balanced scorecard for identifying relevant network partners.*   * **Describe** the Balanced scorecard and its dimensions. *(see Reader)* * **Discuss** strategies to build personal networks; also discuss burdens and supportive circumstances. | | | | |
| **9.2** | | **Final Reflection** | | | | | **30 min** | |
| *~ 5 min; no materials; frontal* | | | | *Summarise the programme.*   * **Explain** once again the sequence of the programme and repeat the core elements. * **Empathise** the big picture. | | | | |
| *~ 5 min; no materials; frontal* | | | | *Solution for VUCA.*   * **Explain** a potential solution approach of VUCA and present the link to our programme. | | | | |
| *~ 5 min; no materials; frontal* | | | | *The relationship between the VUCA solution approach and the upskilling programme.*   * **Explain** how the core components of our programme fulfil the terms of the solution approach of the VUCA-Framework. | | | | |
| *~ 15 min; no materials; frontal* | | | | *Evaluation and request for constructive criticism.*   * **Explain** the necessity of constructive feedback. * **Ask** for an open discussion about the programme’s added value from a participant’s perspective. * **Ask** for constructive comments on the elements of the programme. * **Invite** participants for an anonymous evaluation of the programme, e.g., on the DIGIGEN website. | | | | |

**DISCLAIMER:**

****The European Commission’s support for the production of this publication does not constitute an endorsement of the contents, which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

1. To view a copy of this license, visit <https://creativecommons.org/licenses/by-nc-sa/4.0/>. [↑](#footnote-ref-2)