

DIGI GEN

Professional career guidance for women in management positions in the field of digital competence

TRAINER MATERIAL

Step-by-Step instructions for teaching



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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 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:

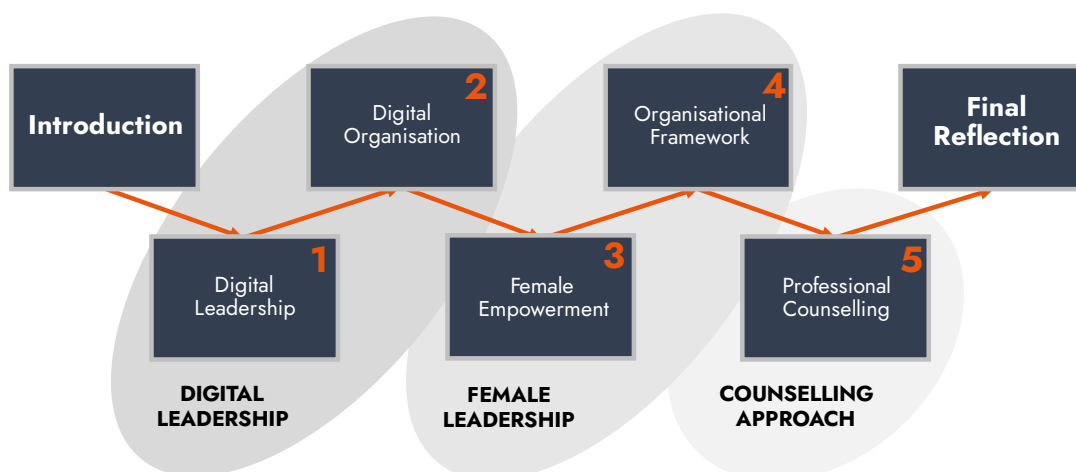


Figure 1: Structure of the up-skilling programme of DIGIGEN.

¹ To view a copy of this license, visit <https://creativecommons.org/licenses/by-nc-sa/4.0/>.

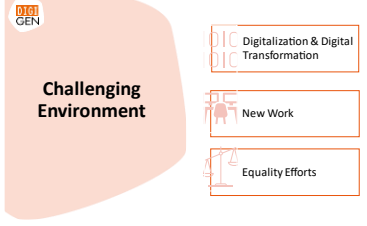
START: INTRODUCTION

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	<ul style="list-style-type: none"> 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](#))
- ! 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.

0 Introduction 120 min




Challenging Environment

~ 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.



Challenging Environment

~ 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.

Digitalisation



Definition of digitalisation.

“Digitalization can be interpreted as the introduction of new solutions based on Information and communication technologies (ICTs)”

(Herberger et al. 2023, p. 4; Herberger et al. 2021, p. 4)

- **Explain** the term digitalisation and use examples.

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~ 3 min; no materials; frontal

Digital Transformation



Definition of digital transformation.

“Digital transformation addresses the implementation induced by digitalization and the associated changes and risks resulting from digitalization compared to the initial situation, which ultimately determines the consequences for all stakeholders also beyond the implementation issue.”

(Herberger et al. 2023, p. 4; Herberger et al., 2021, p. 4)

- **Explain** the term digital transformation.

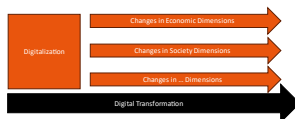
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~ 3 min; no materials; frontal

Relationship between Digitalization and Digital Transformation



Explanation of universal leader behaviour



Herberger et al. (2023); Herberger et al. (2021)

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~ 4 min; no materials; frontal

- **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.

Digitalisation and Digital Transformation and their impact on women in management positions



Adverse effects of digitalisation and digital transformation for women in management positions.

- Especially Women on a high-income level could be negatively affected by the digital tool AI. (Gruyrek et al. 2023, p. 31)
- Gender digital gap is an expression of the (negative) gender differences to which extent digital technologies and their design are available as power resources. (Juel 2023, p. 3)

- **Explain** the negative effects related to the two studies.
- **Ask** the participants where they experienced the aforementioned problems.

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~ 15 min; no materials; frontal

New Work



Definition of New Work.

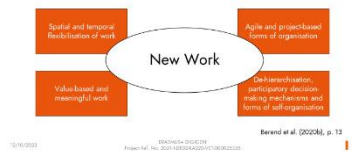
New Work refers to a form of work that is characterized by self-concordant action, time sovereignty and a high level of subjective well-being. This is achieved through interventions at the educational-psychological, organisational, technological and political levels. (Benzel et al. 2020a)

- **Explain** the term New Work.

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~ 3 min; no materials; frontal

New Work Elements



~ 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.

Equality efforts



- Many legal national and international initiatives for an enhanced women's participating in working life (e. g. gender quotas)
- Merely less initiatives which address women who are already in management positions and struggling e. g. with New Work and digitalisation.

~ 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.

Diversity is a complex term and equality efforts are only one pattern



- Empowering women in management positions without men weakening in their career opportunities.
- Aim is to counteract obvious disadvantages.
- Diversity is more than equality and the facets generate interactions.



~ 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.

Target groups



~ 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.

Indirect Target Group: Needs of women in management positions








What are the future changes induced by digitalization and digital transformation?

- More complicated / adaptability difficulties
- Increased complexity / more techniques / tools
- Easier, faster, more information

~ 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.

<p>Indirect Target Group Needs of women in management positions </p> <p>What skills are necessary today and in the future for a successful work life?</p> <ul style="list-style-type: none"> Digital affinity / openness & willingness Confident use / routine of digital technologies Digital coordination & communication <p><small>16/10/2023 EACECHA-DIGI-GEN Project Ref. No. 2021-1018184AG20V17000000000</small></p> <p><i>~ 5 min; no materials; frontal</i></p>	<p><i>Needs of the indirect target group (2).</i></p> <ul style="list-style-type: none"> Explain, related to the need analysis and in the context of that programme, the skills needed for success in such an environment.
<p>Indirect Target Group Needs of women in management positions </p> <p>How would you most like to learn useful skills and to achieve useful competencies?</p> <ul style="list-style-type: none"> A mixture of individual and group training Digital training for digital tools Learning by doing <p><small>16/10/2023 EACECHA-DIGI-GEN Project Ref. No. 2021-1018184AG20V17000000000</small></p> <p><i>~ 5 min; no materials; frontal</i></p>	<p><i>Needs of the indirect target group (3).</i></p> <ul style="list-style-type: none"> Explain, related to the need analysis and in the context of that programme, the needs for successfully learning the “new” skills.
<p>Direct Target Group Needs of HR Practitioner & Career Counsellors </p> <p>What legal norms and initiatives are you aware of to promote women in management positions?</p> <ul style="list-style-type: none"> Legal standards related to gender equality/quotas None known <p><small>16/10/2023 EACECHA-DIGI-GEN Project Ref. No. 2021-1018184AG20V17000000000</small></p> <p><i>~ 5 min; no materials; frontal</i></p>	<p><i>Needs of the direct target group (1).</i></p> <ul style="list-style-type: none"> Explain the legal standards for female empowerment related to the need analysis in the context of that programme.
<p>Direct Target Group Needs of HR Practitioner & Career Counsellors </p> <p>Are you familiar with specific counseling approaches for women in management positions?</p> <ul style="list-style-type: none"> Non-specific general programs Coaching/mentoring programs in general Career networks <p><small>16/10/2023 EACECHA-DIGI-GEN Project Ref. No. 2021-1018184AG20V17000000000</small></p> <p><i>~ 12 min; no materials; interactive</i></p>	<p><i>Needs of the direct target group (2).</i></p> <ul style="list-style-type: none"> 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.
<p>Direct Target Group Needs of HR Practitioner & Career Counsellors </p> <p>From your perspective which aspects are important in your counselling approach?</p> <ul style="list-style-type: none"> A personal environment Creating a positive attitude Creating awareness for complexity of the topic <p><small>16/10/2023 EACECHA-DIGI-GEN Project Ref. No. 2021-1018184AG20V17000000000</small></p> <p><i>~ 12 min; no materials; interactive</i></p>	<p><i>Needs of the direct target group (3).</i></p> <ul style="list-style-type: none"> 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.

Intersection of topics



~ 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.



Components of the up-skilling programme

Addressing this intersection:

- Digital leadership
- Female empowerment (without putting others at a disadvantage)
- Counselling approach

~ 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.

Curriculum



~ 5 min; no materials; frontal

Components of the upskilling programme (2).

- **Describe** the sequence of the programme and the concrete individual modules.

Outcomes



What are the outcomes of the programme?

- An empowerment for female managers to handle the challenges of a modern (digitalised) working environment without discriminate other genders.
- Having an approach for reducing the negative effects of the VUCA-world for women.

~ 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

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	<ul style="list-style-type: none"> 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:		
<ul style="list-style-type: none"> ! 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. 		

1 (Digital) Leadership Theory 660 min

Virtually all definitions of leadership share the view that leadership involves the process of influence. One thing that all leaders have in common is one or more followers. If no one is following, one cannot be leading.

~ 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.

Classification (Jago)



~ 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.

Universal Leader Traits



Explanation of universal leader traits.

Leaders have universal, innate, and non-learnable characteristics/traits

→ Great Man Theory, Big Five model, intelligence, sex, ...

~ 5 min; no materials; frontal

- **Explain** the idea of universal leadership traits; briefly overview theories within (see Reader, chapter 1.2).

Traits Theory



Overview of the correlation of chosen traits with leadership success.

Trait	Correlation with leadership		Q
	Highest value	Lowest Value	
Intelligence	.30	.14	.26
School performance	.39	.27	.16
Age	.71	-.32	.32
Body height	.71	-.13	.35
Body weight	-.52	-.04	.28
Speciality	.98	.10	.50
Popularity	.82	.23	.60

→ Trait research from **ggly** leadership research cannot predict leadership success

~ 20 min; no materials; frontal

- 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; ...

Universal Leader Behaviour



Explanation of universal leader behaviour

Leaders have a universal, observable and learnable repertoire of behaviours

→ Ohio State Study/Rowe Study, transactional/transformational leadership, charismatic leadership

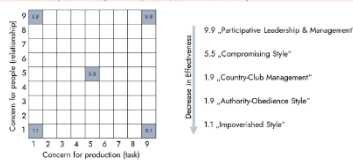
~ 5 min; no materials; frontal

- **Explain** the idea of universal leadership behaviour; briefly overview theories within (see Reader, chapter 1.2).

GRID-Model (Blake/Mouton)



GRID-Model from Blake/Mounton as one very stereotypical representative of universal leader behaviour theories.



~ 20 min; no materials; frontal

- **Explain** the model (see Reader, chapter 1.2)
- **Ask** the participants where they experienced what kind of leadership behaviour.

Contingent Leader Traits



Explanation of contingent leader traits.

Leaders have innate traits, effective in certain conditions/situations

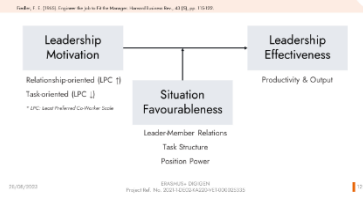
→ Contingency Model of Leadership Effectiveness (Fiedler)

~ 5 min; no materials; frontal

- **Explain** the idea of contingent leader traits; briefly overview theories within (see Reader, chapter 1.2).



Fiedler's Contingency Model (I)



~ 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).

Fiedler's Contingency Model (II)

		Decreasing Situational Favourableness							
		Favourable				Unfavourable			
Person	Situation	Leader-Member Relations							
		Good		Low		High		Poor	
		High	Low	High	Low	High	Low	High	Low
	Task Structure	Strong	Weak	Strong	Weak	Strong	Weak	Strong	Weak
	Position Power	Strong	Weak	Strong	Weak	Strong	Weak	Strong	Weak
	Relationship-oriented	X	X	X	Match	Match	?	?	X
	Task-oriented	Match	Match	Match	X	X	?	?	Match

→ Leaders perform best when person and situation match

~ 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).

Contingent Leader Behaviour

Leaders have a repertoire of behaviours, adaptable to certain conditions/situations

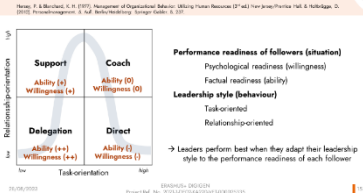
→ Path-Goal Theory, Leader-Member-Exchange Theory, Situative Reifegradtheorie.

~ 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).

Situational Leadership (Hersey/Blanchard)



~ 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

Groupwork


- **Group 1:** Positive Leadership – PERMA-Lead Concept
- **Group 2:** Digital Leadership
- **Group 3:** Leader-Member-Exchange Theory
- **Group 4:** Symbolic Leadership
- **Group 5:** Servant Leadership

~ 5 min; literature list; frontal

Presents the Topic of each group; the number of groups can be adjusted if necessary.

- **Divide** the participants 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)





YOUR TASK

Read the text & present the leadership style

What constitutes the leadership style?

Where does the leadership style fit into traditional leadership theories?

Where does the leadership style differentiate itself from traditional leadership theories?

How does this leadership style fit into a digital context (opportunities/challenges)?

How is this leadership style to be classified in the context of female leadership (opportunities/challenges)?

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.

~ 270 min; no materials; groups

Digital Leadership Competencies

The next slides briefly give an overview of the concept of a digital leader.

Digital Leadership I



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.

DIGITAL LEADERSHIP


- Understanding digital technology
- Creating value and achieving business goals

DIGITAL LEADER

- Strategic use of the company's digital assets and technology
- Using the latest technological developments to foster digital transformation


~ 5 min; no materials; frontal

Digital Leadership II




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

Digital Leadership III



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.



~ 5 min; no materials; frontal

Digital leadership competencies are the knowledge, skills, personal characteristics, self-concept, traits, and motives necessary to successfully and effectively lead organisations.

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.

~ 10 min; no materials; frontal

Leadership Competencies

A Perspective of Time – Leadership competencies for traditional leadership

- Adaptability/Flexibility
- Transformational Ability
- Social Skills
- Human Orientation
- Organisational Skills
- Values: teamwork/individuality/hierarchy
- Cognitive Skills: conceptual ability/creativity
- Self-awareness: stress resistance/confidence/purpose-driven
- Communication Skills: oral interaction

Leadership Competencies

A Perspective of Time – Leadership competencies for emerged leadership

- Sharing Leadership
- Handle Complexity
- Knowledge
- Global Leadership
- Values: + curious/autentic/open-minded
- Cognitive Skills: + creative/critical/analytical/reflective/strategic/entrepreneurial
- Self-awareness: + self-regulation/realisation
- Transformational Ability: + implementation ability
- Communication Skills: + indirect interaction

Leadership Competencies

A Perspective of Time – Leadership competencies for 21st century leadership

- Collaboration
- Customer Centric Skills
- Digital Competence
- Financialization Competence
- Sustainability Competence
- Crisis Management Competence
- Knowledge: + cross functional competence

~ 10 min; no materials; frontal

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.

Groupwork

Digital Competencies

- Group 1: "DigiComp 2.2" by European Commission (2022)
- Group 2: "Building digital capabilities framework" by JISC (2022)
- Group 3: "21st century digital skills" by van Laar et al. (2017)

Digital Leadership Competencies

- Group 4: "Leadership competencies for digital transformation" by Philip et al. (2023)
- Group 5: "Leadership competencies for digital transformation" by Gilli et al. (2022)

Presents the topic of each group; the number of groups can be adjusted if necessary.

- Divide the participants into five groups.
- Hand out the literature (see links in the presentation).

~ 5 min; literature; frontal

YOUR TASK

Read the text & present your competence framework

Which group (branch, job, position, ...) does the competence framework address?

Where does this competence framework come from/which people's view does it reflect?

What are digital [leadership] competencies from the author's point of view?

How is the competence framework structured?

How is the competence framework used to foster digital leadership?

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.

~ 210 min; no materials; groups

Backup Slides These slides serve as a backup to support the discussion around the group work on digital competencies.

Digital Competencies

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.

Digital Leadership Competence

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

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	<p><i>Introducing terminology, explaining practical importance, and describing processes for these fields:</i></p> <ul style="list-style-type: none"> ▪ 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.

2 Female leaders in a digital context

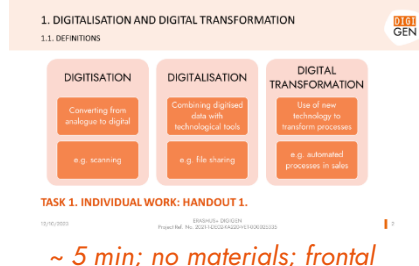
360 min



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



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:

MODULE 2 Task 1

DIGI GEN

EXAMPLES	DIGITIZATION	DIGITALISATION	DIGITAL TRANSFORMATION
Creating digital copies of artwork	☑		
Introducing online banking solutions		☑	
Using digital tools for collaboration		☑	
Using 3D printing to create prototypes			☑
Using AI to support treatment decisions in healthcare		☑	
Using gamification techniques to support learning			☑
Using chatbots to help citizens with questions			☑
Introducing online sale of products			☑
Converting cassettes to MP3 files	☑		
Automating invoicing processes		☑	

1. DIGITALISATION AND DIGITAL TRANSFORMATION 1.2. DRIVERS OF DIGITAL TRANSFORMATION



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.

~ 5 min; no materials; frontal

TASK 2: Barriers to digital transformation (~20 min; internet-link; groups)



GROUP DISCUSSION

Task 2

What is slowing down digital transformation at enterprises?
What could be the main barriers?

Video: "[5 Most Important Elements of Digital Transformation](#)"

→ Compare anticipations

- 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.
- Present** the video "[5 Most Important Elements of Digital Transformation](#)" (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](#).

- Discuss** the participant's anticipations in comparison to the information seen.



1. DIGITALISATION AND DIGITAL TRANSFORMATION

1.3. CURRENT DIGITAL TRANSFORMATION TRENDS

~ 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.

1. DIGITALISATION AND DIGITAL TRANSFORMATION

1.4. FUTURE DIGITAL TRANSFORMATION TRENDS

~ 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.

1. DIGITALISATION AND DIGITAL TRANSFORMATION

1.5. FUTURE DIGITAL TRANSFORMATION TRENDS

~ 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)** 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.

2. **Ascribe the task** to individually familiarise oneself with the **EUROPEAN DIGITAL INNOVATION HUBS (EDIHs)** and find answers to the following:

- What are the EDIHs?
- How can they help SMEs to respond to digital challenges?

CHECKING ON DIGITAL PERFORMANCE

Task 3: Individual work

DIGITAL ECONOMY AND SOCIETY INDEX (DESI)

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.

EUROPEAN DIGITAL INNOVATION HUBS (EDIHs)

What are EDIHs? How can they help SMEs to respond to digital challenges?

Modern technologies for SMEs

2. MODERN TECHNOLOGIES FOR SMEs
2.1. MODERN TECHNOLOGIES A-Z

~ 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)

2. MODERN TECHNOLOGIES FOR SMEs
2.2. IMPORTANCE FOR ENTREPRENEURS

~ 5 min; no materials; frontal

Importance for entrepreneurs.

- **Ask** for real-life examples of the potential benefits of using modern technologies based on the list and section 2.2 of the Reader.

2. MODERN TECHNOLOGIES FOR SMEs
2.3. PROCESS AND REQUIREMENTS OF IMPLEMENTING MODERN TECHNOLOGIES TO EMPOWER BUSINESSES

~ 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.

2. MODERN TECHNOLOGIES FOR SMEs
2.4. TYPES OF SOLUTIONS AVAILABLE FOR ENTERPRISES

AI	AR/VR	BIG DATA	CYBERSECURITY
<ul style="list-style-type: none"> Chatbot for Customer Support Sales Forecasting with Predictive Analytics Personalized Email Marketing Campaign 	<ul style="list-style-type: none"> AR Product Catalog Virtual Training Simulation AR Interactive Marketing 	<ul style="list-style-type: none"> Customer Segmentation and Personalization Demand Forecasting Social Media Analytics 	<ul style="list-style-type: none"> Employee Security Training Multi-Factor Authentication (MFA) Implementation Vulnerability Assessment

~ 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](#), 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?](#)
 - [How Google Lens Can Boost Sales for Your eCommerce Store?](#)
 - [How Google Lens Can Have a Major Impact On Your Business?](#)

PRACTICAL USE OF MODERN TECHNOLOGIES
Teil 4 Individual Work
 Download and try out [Google Lens](#) which is a visual search technology developed by Google that uses machine learning, image recognition, and augmented reality (AR) to provide information and insights about objects in the real world. It allows users to interact with their surroundings using their smartphone camera to identify, interpret, and learn more about various objects, images, and text.
 → Think about the potential benefits and areas of application for SMEs.



Knowledge management and tools

3. KNOWLEDGE MANAGEMENT AND TOOLS 3.1. DEFINITION



Definitions of knowledge management.



KNOWLEDGE MANAGEMENT:
Systematic management of knowledge and information within an organisation which results in streamlined business processes.

- **Explain** knowledge management.

~ 2 min; no materials; frontal

3. KNOWLEDGE MANAGEMENT AND TOOLS 3.2. IMPORTANCE FOR ENTREPRENEURS



Importance for entrepreneurs.



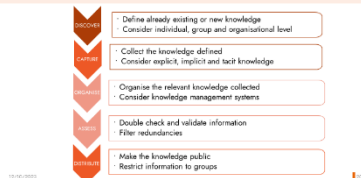
- **Discuss** why effective knowledge management is essential for enterprises, highlighting each example's benefits.

~ 5 min; no materials; interactive

3. KNOWLEDGE MANAGEMENT AND TOOLS 3.3. KNOWLEDGE MANAGEMENT PROCESS



Knowledge management process



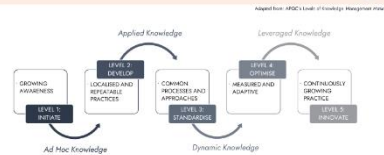
- **Explain** the steps recommended to integrate a specific knowledge management system into the business process. Find an example from the participant's field of interest to guide them through the five different steps.

~ 5 min; no materials; frontal

3. KNOWLEDGE MANAGEMENT AND TOOLS 3.4. KNOWLEDGE MANAGEMENT MATURITY LEVELS



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.

~ 10 min; no materials; interactive

3. KNOWLEDGE MANAGEMENT AND TOOLS 3.5. TYPES OF KNOWLEDGE MANAGEMENT TOOLS



Types of knowledge management tools



- **Describe** the most popular knowledge management tools enterprises use to accumulate knowledge and streamline business processes.

~ 5 min; no materials; frontal

TASK 5: Checking on knowledge management (~40 min; internet-links; individual)

- Ascribe the task** to familiarise oneself with different knowledge management tools by watching the video [„7 Best Knowledge Management Software Tools in 2023“](#) (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](#); [Process Street](#); [Monday.com](#); [Gist](#); [LiveAgent](#); [Connecteam](#); [ServiceDesk Plus](#)
- Ascribe the task** to work with one knowledge management software. [Process Street](#) 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)*
- Participants can look for success stories or testimonials (e.g. [Process Street case studies](#)) of companies using the particular product.

CHECKING ON KNOWLEDGE MANAGEMENT

Task 5 Individual Work

Familiarise yourself with the best knowledge management software tools by watching „7 Best Knowledge Management Software Tools in 2023“.

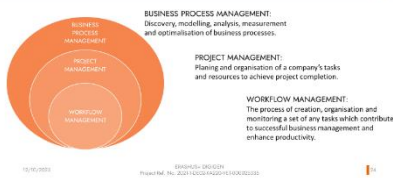
Check one tool in detail (e.g. [Small Business Knowledge Management with Process Street](#)) and answer:

- What functionalities does the software offer?
- What are the benefits of using the tool?
- Who is it recommended for?

Look for success stories, case studies or testimonials of companies using the product. (e.g. [Process Street case studies](#))

Workflow management and tools

4. WORKFLOW MANAGEMENT AND TOOLS 4.1. DEFINITION



~ 5 min; no materials; frontal

Definition of workflow management.

- **Describe/Highlight** the difference in relation to project and business process management.

4. WORKFLOW MANAGEMENT AND TOOLS 4.2. IMPORTANCE FOR ENTREPRENEURS

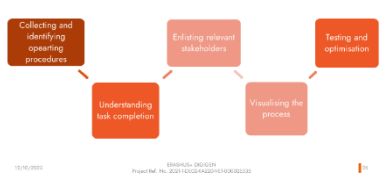


~ 5 min; no materials; interactive

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.

4. WORKFLOW MANAGEMENT AND TOOLS 4.3. WORKFLOW MANAGEMENT PROCESS



~ 5 min; no materials; frontal

Workflow management process.

- **Describe** the steps which are advised to be followed when creating all-inclusive workflows.

4. WORKFLOW MANAGEMENT AND TOOLS

4.4. TYPES OF WORKFLOW MANAGEMENT TOOLS

COMMON FEATURES:

- Data visibility and security
- Easy to use
- Cloud based
- Integration with other applications
- Customizable
- Mobile friendly

TOP FIELDS OF USE:

- Project Management
- Sales and Marketing
- Finance
- Customer Service
- Human Resource Management

Types of workflow management tools

- With the help of the [Zapier report](#), discuss how automation improves productivity. Show the basic characteristic features of workflow management tools and the fields in which they are most commonly used.

~ 8 min; no materials; interactive

TASK 6: Checking on workflow management

(~40 min; internet-links; individual)

- Ascribe the task** to familiarise oneself with different workflow management tools by watching the video [„The 10 Best Workflow Management Software Reviewed“](#) (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](#), gives further insight.
- Ascribe the task** to work with one workflow management software. [Kissflow Workflow](#) 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)
- Participants can look for success stories or testimonials (e.g. [Kissflow 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 !

CHECKING ON WORKFLOW MANAGEMENT

Task 6: Individual work

Familiarise yourself with the best workflow software by watching [„The 10 Best Workflow Management Software Reviewed“](#).

Check one tool in detail (e.g. [Kissflow Workflow demo](#)) and answer:

- What functionalities does the software offer?
- What are the benefits of using the tool?
- Who is it recommended for?

Look for success stories, case studies or testimonials of companies using the product. (e.g. [Kissflow success stories](#).)

TASK 7: Creating a workflow diagram

(~40 min; internet-links; individual)

- 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.

CREATING A WORKFLOW DIAGRAM

Task 7: Individual work

→ DESIGN YOUR OWN WORKFLOW DIAGRAM

- Choose a specific task (e.g. counselling process) to create the workflow.
- Define the purpose, gather necessary data, design the process, and analyse the result.
- For visualisation, use any free online tool available on the internet.

HINTS: [Cameo](#), [Woodenware](#), [Edraw Max](#), [Intural](#), [uioioio](#)

Participants can choose from any tool available on the internet.

- [Canva](#) is best for beginners, with easy-to-use, free workflow templates that can be accessed with a Google account.
- [Wondershare Edraw Max Free](#) is a more complex system. It has a [tutorial video](#) 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. ENTERPRISE DATA MANAGEMENT AND TOOLS



Definition of enterprise data management.

5.1. DEFINITION



- **Explain** the importance of data in today's businesses and define Enterprise Data Management.
- **Discuss** who can be data managers.

~ 5 min; no materials; frontal

5. ENTERPRISE DATA MANAGEMENT AND TOOLS



Importance for entrepreneurs.

5.2. IMPORTANCE FOR ENTREPRENEURS



- **Discuss** why Enterprise Data Management is important for enterprises and illustrate the benefits with examples.

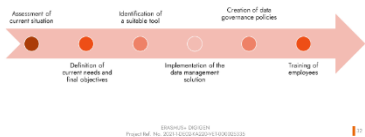
~ 5 min; no materials; interactive

5. ENTERPRISE DATA MANAGEMENT AND TOOLS



Enterprise data management process and strategy.

5.3. ENTERPRISE DATA MANAGEMENT PROCESS AND STRATEGY



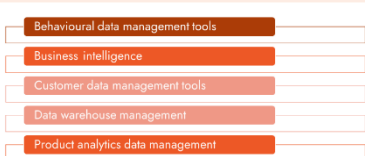
- **Explain** the importance for businesses to develop an EDM strategy and discuss the possible steps for creating such a strategy.

~ 5 min; no materials; frontal

5. ENTERPRISE DATA MANAGEMENT AND TOOLS



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.

~ 5 min; no materials; frontal

Digital Leadership

6. DIGITAL LEADERSHIP

6.2. ETHICS OF DIGITAL LEADERSHIP (DIGITAL ETHICS)



Ethics of digital leadership (digital ethics).

• Digital ethics = system of values and moral principles to guide electronic interactions among people, organisations and things. (Gartner)

• Ethical leadership involves:

- Ethical data stewardship,
- Engagement in ethical partnerships and collaborations,
- Being advocates of the ethical considerations.



- **Define** digital ethics and elaborate on why it is important to consider.
- **Discuss** what it involves for a digital leader.

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~ 5 min; no materials; frontal

TASK 8: Checking on digital leadership

(~20 min; internet-links; individual)



CHECKING ON DIGITAL LEADERSHIP

Task 8: Individual Work and Group Work



→ WHAT ARE YOUR DIGITAL COMPETENCE AREAS?

Complete the [Digital Competence Wheel survey](#). What are your strengths and areas for improvement?

→ Think of/Discuss how this (or any similar tool) could be used in your counselling work.

4. **Watch** the video demonstration of the [Growth Tribe Digital Leadership Quiz 2023](#). Then, ask the participants to take the quiz individually and try the tool.
5. **Discuss** the quiz results and whether they met the participants' expectations.
6. **Discuss** how this/or any similar tool can be built into the counselling/advisory/guidance processes.
7. **Ascribe the task** to read the article [„30 questions to get your digital ethics governance right the first time“](#) and check the proposed set of questions towards the end of the article.
8. **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

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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Female-specific challenges Role models and mentoring 	Frontal teaching & discussion
REMARKS ON THIS TOPIC:		
<p>! 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.</p>		

3.1 Think Manager – Think Male	150 min
<p>Unconscious bias and stereotypes</p> <p>Humans are simply fallible to UNCONSCIOUS BIAS. We don't mean to be biased, we don't want to be biased. But we are. And we don't get past it by pointing it out to one another.</p> <p><i>~ 5 min; no materials; frontal</i></p>	<p>The following slides provide a basic understanding of stereotypes and unconscious biases.</p> <p><i>Introduction to the unconscious bias.</i></p> <ul style="list-style-type: none"> Explain the meaning and impact of unconscious biases. (see Reader, chapter 1)
<p>STEREOTYPES</p> <p>are lazy mental shortcuts that we take to make sense of a complicated world.</p> <p><i>~ 5 min; no materials; frontal</i></p>	<p><i>Introduction to stereotypes.</i></p> <ul style="list-style-type: none"> Explain the meaning and impact of stereotypes. (see Reader, chapter 1)

GROUP DISCUSSION
Workshop of 30/04/2020

Where do you encounter stereotypes?
 How do stereotypes affect female leaders?
 What do you do in your counselling to support women who self-stereotype?

~ 30 min; no materials; interactive

Discussing the impact of stereotypes.

- **Discuss** the participant'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.*

Effects of gender stereotyping

- Expectations from an early age
- Self-stereotyping
- Development of skills
- Career development
- Caretaking tasks and raising children
- Design flaws
- Disparities in health, education, wages, financial independence

~ 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.

Implicit leadership theories are subconscious beliefs, assumptions, and mental frameworks that individuals hold about the traits, behaviours, and characteristics associated with effective leaders; they influence how individuals perceive and react to leaders.

~ 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.

Implicit leadership theories

THE RESEARCH PARADIGMS
How stereotypically male are leaders/leadership positions perceived?

THINK MANAGER – THINK MALE	AGENCY – COMMUNION	MASCULINITY – FEMININITY
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Meta-Analysis by Koenig et al. (2011)

~ 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.

Think Manager – Think Male

All experimental groups receive the same list of attributes e.g. Hardworking, which are to be evaluated in relation to a certain group of persons.

women/men/leaders are: Hardworking, Not hardworking, Ambitious

Group 1	Group 2	Group 3
Women	ideal leader	Men
Average Value	Average Value	Average Value

Women-leader-correlation Men-leader-correlation

Stereotypically male leadership understanding if Men-leader-correlations > Women-leader-correlation

~ 10 min; no materials; frontal

Method description for the Think Manager – Think Male paradigm.

- **Describe** the method of measurement (see Koenig et al.).



Agency-communion

Bem Sex-Role-Inventory (BSRI)



Imagine your ideal leader!

~ 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.

Agency-communion



~ 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.).

Masculinity-femininity



All participants receive the same list of professions which are to be evaluated in terms of masculinity/femininity.

~ 5 min; no materials; frontal

Method description for the Masculinity-femininity paradigm.

- **Describe** the method of measurement (see Koenig et al.).

Findings



- **Time of publication**
 - Over time, the understanding of leadership has become more feminine; female competencies are increasingly associated with leadership positions.
- **Gender of participants**
 - Men are more likely to associate leadership with masculine connotated competencies than women.
- **Hierarchical level of leadership position**
 - Leadership competencies with a masculine connotation tend to be associated with managers at higher levels.

~ 5 min; no materials; interactive

Overview of the main findings of the meta-analyses clustered by independent variables.

- **Describe** the findings of the Meta-Analysis.
- **Discuss** the impact on female leadership.

Role Congruity Theory

The slides on the role congruity theory present one effect that implicit leadership theories have on female leadership

Explanation of role congruity.

Role congruity is the extent to which an individual's perception (implicit gender theory) matches the preconceived expectations (implicit leadership theories) held towards a role (leading position).

~ 5 min; no materials; frontal

- **Explain** the meaning of role congruity in the context of leadership. (see Reader, chapter 2.2)



Role Congruity Theory

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.

~ 10 min; literature list; frontal

Perception of applicant fit

Effects of the role congruity theory on applicant's fit

- **Explain** the effects on the applicant's fit.
- **Discuss** with participants what a guidance professional might do to weaken these effects.

~ 20 min; no materials; interactive

3.2 Effects on female careers 150 min

Female-specific challenges

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.

~ 5 min; no materials; interactive

<h4>Imposter Syndrome</h4> <p>You think, "Why would anyone want to see me again in a movie? And I don't know how to act anyway, so why am I doing this?"</p>	<h4>Queen Bee Syndrome</h4> <p>Queen bee syndrome describes a woman of authority who views or treats subordinates more critically if they are female</p>	<h4>Crab Basket Syndrome</h4> <p>When there is one crab in a basket, it can easily climb out. However, as soon as there are multiple crabs in the basket and one of them wants to escape, the others pull the climbing crab back down. Women do this to each other as well, by unnecessarily judging one another and keeping each other small in that way.</p>
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~ 45 min; no materials; interactive (15 min each)

Anqur-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.



Professional Challenges



Potential self- and third-party-stereotyping might be about:

- Gender roles and belongings
- Abilities; e.g. technical/digital, interpersonal, etc.

~ 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.

Private Challenges



Potential private challenges addressed by a female might be:

- Physical challenges (e.g. menstruation, pregnancy, menopause)
- Care taking responsibilities
- Other individual challenges she might consider hindering her leadership ability

~ 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

Discussing the impact of role models.



GROUP DISCUSSION

- What is a role model in terms of female leadership?
- Why are role models needed?
- How to activate/create role models as a guidance professional?

~ 30 min; no materials; interactive

- **Discuss** the participant's perspectives on the questions.

! If needed, give a definition of a role model to steer the discussion (see the Reader).

„Each generation expanded its horizons, learning from the successes and failures of the preceding generation and leaving lessons for the next wave of women.“

~ 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](#), especially from 10:00 min onwards)

Effect of role models



- Role models represent and expand what is possible
- Role models inspire women to be more ambitious and aim higher
- Role models demonstrate the mindsets and behaviours of how to rise

→ Role models go along with female mentorship and allyship

Activate role models?

- Express the necessity, emphasise the effect
- Address the invisible synchroner
- Spread it throughout hierarchy

~ 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

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	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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:		
<ul style="list-style-type: none"> ! 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. 		

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.

Psychological perspective

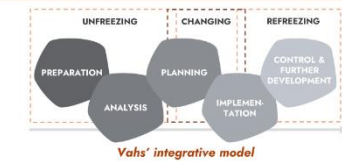


~ 15 min; no materials; frontal

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.

Factual perspective

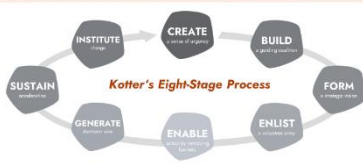


~ 20 min; no materials; frontal

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.

Operational perspective



~ 20 min; no materials; frontal

Kotter's eight-stage process describes detailed stages of change in the form of operational instructions for action.

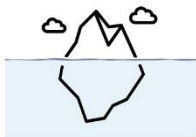
- **Explain** each phase in detail; focus on the actions to be taken in each step of the change implementation (see Reader, chapter 2.3).
- **Ask** the participants for examples from their personal/professional experiences.

Reflection on these levels

~ 10 min; no materials; interactive

- **Discuss** whether the differentiation into distinct phases is realistic and practical

„Look beyond the surface“



~ 10 min; visualization material; interactive

Emphasising the relevance of hidden and/or subconscious feelings and motives of people involved in a change process.

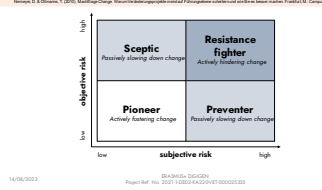
- **Ask** the participants which visible and hidden feelings or motives they can think of.
- **Visualise** the answers on a whiteboard/flipchart/digitally/(...).

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.

Response types

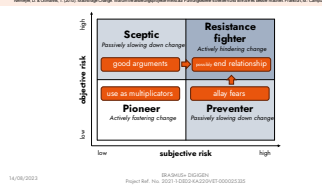


~ 10 min; no materials; frontal

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).

Dealing with response types



~ 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.

Response phases

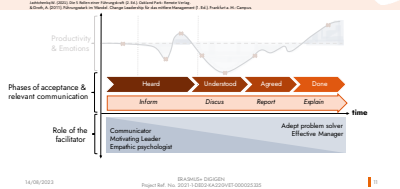


~ 20 min; visualization material; interactive

Development in productivity during the emotional response phases of change.

- **Prepare** the abscissa and ordinate on a whiteboard/ flip-chart/digitally/(...) and then **ask** the participant to draw a graph as they imagine the productivity curve to be.
- **Show** the actual curve and **describe** the emotional response phases (see Readers, chapter 3.2).

Dealing with response phases



~ 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.

5 ways to deal with change

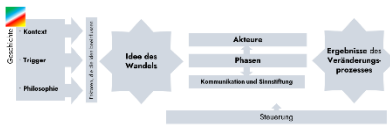


~ 10 min; no materials; frontal

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.

Main components of planned change



Aggregat von Lernaktivitäten
 Dr. Grottel, U. & Grottel, H. (2007). Lernen und die veränderte Dr. Grottel, U. & Grottel, H. (2007). Lernen und die veränderte Dr. Grottel, U. & Grottel, H. (2007). Lernen und die veränderte

~ 10 min; no materials, frontal

Components of planned change

- Describe the six components of planned change in an organisation (see Readers, chapter 5).



ASSIGNMENT
 Your own preferred colour

~ 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 the results of the participants.

4.2 Impact Change (with Design Thinking)

480 min

The need for a Design Thinking method.

Building something that nobody wants is the ultimate form of waste!

(Eric Reis, 2009)

- Describe the importance of having a broad and customer-orientated method to develop/design a product or service.

~ 5 min; no materials; frontal

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.

Background of the Design Thinking method.

DESIGN THINKING

develop a customer-orientated and outside-of-the-box solution for a customer problem

use a structured method and analyse profoundly

- Explain the idea, origin, and meaning behind the Design Thinking method. (see Reader, chapter 1)

~ 5 min; no materials; frontal

Recipe



~ 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)



Process

~ 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)

Information flow

~ 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 the participants into groups of 4 to 6 persons
- Hand out the Reader "Design Thinking" with all the tool/method instructions

<h4>Phase 1: Empathize</h4> <p>Recognize and understand the problem</p> <div style="border: 1px solid black; padding: 5px;"> <p>TOOLBOX</p> <ul style="list-style-type: none"> 360° Research Interview Observations Typing and Analysis Personas Customer Journey Map Stakeholder Map </div> <ul style="list-style-type: none"> Recognize all possible stakeholders Understand the user's and stakeholder's perspective Gather as many information and perspectives as possible <p style="text-align: center;">~ 60 min; creative tools; groups</p>	<h4>Phase 2: Define</h4> <p>Focus relevant aspects</p> <div style="border: 1px solid black; padding: 5px;"> <p>TOOLBOX</p> <ul style="list-style-type: none"> Creative highlighting Story Telling Critical Items Diagram HMMW Questions Content Mapping </div> <ul style="list-style-type: none"> Describe the problem/situation Formulate expectations for an ideal future Identify barriers and obstacles Place your design challenge in one question <p style="text-align: center;">~ 30 min; creative tools; groups</p>	<h4>Phase 3: Ideate</h4> <p>Generate numerous ideas</p> <div style="border: 1px solid black; padding: 5px;"> <p>TOOLBOX</p> <ul style="list-style-type: none"> SCZT Writing 9-5 Method SCAMPER Method 6 Thinking Hats Brainstorming </div> <ul style="list-style-type: none"> Generate as many ideas as possible Generate a large variety of ideas Use haptic materials to express your ideas <p style="text-align: center;">~ 60 min; creative tools; groups</p>
<h4>Phase 4: Prototype</h4> <p>Try out the feasibility</p> <div style="border: 1px solid black; padding: 5px;"> <p>TOOLBOX</p> <ul style="list-style-type: none"> Kick Play Storyboard Exploration Map "Building it" </div> <ul style="list-style-type: none"> Build versions of a product/service Make mistakes and learn from it Identify unimplementable ideas/hidden problems <p style="text-align: center;">~ 60 min; creative tools; groups</p>	<h4>Phase 5: Test</h4> <p>Test the feasibility</p> <div style="border: 1px solid black; padding: 5px;"> <p>TOOLBOX</p> <ul style="list-style-type: none"> Walkthrough Observation A/B Method Feeling Grid Feedback Culture Grid </div> <ul style="list-style-type: none"> Evaluate the product's fit to the original problem Generate feedback from users and stakeholder Identify unimplementable ideas/hidden problems <p style="text-align: center;">~ 50 min; creative tools; groups</p>	<h4>Phase 6: Implement</h4> <p>Start to implement</p> <div style="border: 1px solid black; padding: 5px;"> <p>TOOLBOX</p> <ul style="list-style-type: none"> Checks & PAB Implementation Roadmap Lean Canvas Lessons Learned </div> <ul style="list-style-type: none"> Document the final version Plan the product's/service's implementation Put the idea into effect Disseminate and promote the product/service <p style="text-align: center;">~ 45 min; creative tools; groups</p>

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

! Option for Phase 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

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	<ul style="list-style-type: none"> A short introduction to counselling as a science An introduction to problem-based learning and explaining the task/case studies 	Frontal teaching
Case Studies	<ul style="list-style-type: none"> Problem-Based Learning with Case Studies 	Group work
Discussion	<ul style="list-style-type: none"> Discussing the societal impact of female leadership 	Discussion

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 – Structural Handbook") or, in the case of the Case Studies and Column article, in the participant's Reader.

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.

Introduction to counselling as a science.

"Anyone who believes that there can be one theory of guidance or 'the' theory of guidance is mistaken. In principle, there can be as many theories as there are phenomena that are relevant to guidance ..."

© Müller 2016, p. 142

11/2019/2019

143070161-20020204
Project No. 1010112014202011-000000000

~ 5 min; no materials; frontal

- **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.

Personality Dimensions

~ 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.

All job-related personality dimensions of female managers **must be considered**. Even if individual aspects of the job - e.g., IT competence - are in focus, the **interdependencies with the overall personality must always be included**.

~ 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** how integral and practice-based learning allows the integration of all previous contents into learning cases.
- **Ask** if participants are familiar with the concept of PBL.

Traditional Learning

~ 5 min; no material; frontal

Introduces the difference between traditional learning and problem-based learning.

- **Describe** the traditional approach to learning.

Problem-based 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.

PBL learning outcomes

- Working in teams
- Managing projects and holding leadership roles.
- Oral and written communication.
- Self-awareness and evaluation of group processes.
- Working independently.
- Critical thinking and analysis.
- Explaining concepts.
- Self-directed learning.
- Applying course content to real-world examples.
- Researching and information literacy.
- Problem-solving across disciplines.

~ 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.

PBL Taxonomies (Bloom & Miller)

~ 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.

7 stages in PBL

~ 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.*

FOUR CASES
Your task of Problem-Based Learning

~ 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** all cases.
- **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](#))

Case Fatima

Case professional
Fatima is a professional in HR services in SME. She has worked in several companies, often as a support in a process of an organization.

Issue
Management strategy of SME: recruiting talents - HR Development, age etc.

Skills
Application of project management approaches to recruit talents in various strategies.

Dilemma
How can we attract and retain talents in SME? How can we attract talents in SME? How can we attract talents in SME?

Case question
How can we attract and retain talents in SME? How can we attract talents in SME? How can we attract talents in SME?

Case Anna

Case professional
Anna is a professional in HR services in SME. She has worked in several companies, often as a support in a process of an organization.

Issue
Management strategy of SME: recruiting talents - HR Development, age etc.

Skills
Application of project management approaches to recruit talents in various strategies.

Dilemma
How can we attract and retain talents in SME? How can we attract talents in SME? How can we attract talents in SME?

Case question
How can we attract and retain talents in SME? How can we attract talents in SME? How can we attract talents in SME?

Case Imara

Case professional
Imara is a professional in HR services in SME. She has worked in several companies, often as a support in a process of an organization.

Issue
Management strategy of SME: recruiting talents - HR Development, age etc.

Skills
Application of project management approaches to recruit talents in various strategies.

Dilemma
How can we attract and retain talents in SME? How can we attract talents in SME? How can we attract talents in SME?

Case question
How can we attract and retain talents in SME? How can we attract talents in SME? How can we attract talents in SME?

Case Sophia

Case professional
Sophia is a professional in HR services in SME. She has worked in several companies, often as a support in a process of an organization.

Issue
Management strategy of SME: recruiting talents - HR Development, age etc.

Skills
Application of project management approaches to recruit talents in various strategies.

Dilemma
How can we attract and retain talents in SME? How can we attract talents in SME? How can we attract talents in SME?

Case question
How can we attract and retain talents in SME? How can we attract talents in SME? How can we attract talents in SME?

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

DISCUSSION TASK
The perspective of a columnist

"The business traits for which men are praised are by no means always accepted from women. Too strict, too bitchy, too businesslike. For many qualified women the reason to sing a note lower. After all, who wants to be left out of the group with the stamp 'iron lady' on her forehead? So dear director of row three, the women you are looking for for your company are legion, but they are not so visible. They hold back until society is ready for them."

Columeta Aene-Marjje Buijckx

Discussing the societal impact of female leadership.

- **Ascribe the task** to read the column in the participant's Reader.
- **Discuss** the statements in the column article with all participants.

~ 60 min; column article; interactive



END: FINAL REFLECTION

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	<ul style="list-style-type: none"> Digital HR and counselling Counselling ethics (Self-)Controlling in counselling Networking and marketing 	Frontal teaching & discussion
Final Reflection	<ul style="list-style-type: none"> 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.

9.1 Context of a digital guidance professional 90 min

Digital HR/Counselling

- Agile, strategic with digital planning software
- Digital recruitment and personnel marketing
- Digital human resources development and qualifications
- Digital staff deployment, staff appraisal and remuneration
- Digital personnel controlling and personnel administration
- Digital personnel - transfer - management

~ 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.

Preamble for ethical guidelines

Guidelines (AVEG 2017) serve as a reference for

- decisions and measures as individual counsellors,
- the planning of policies and services of guidance institutions,
- informing the public about expected standards for professional practice and conduct,
- the provision of assessment criteria for self-assessment, peer evaluation and supervision to ensure quality standards in service delivery; and
- seeking organisational support for their own professional development.

~ 5 min; no materials; frontal

Preamble/Intentions of counselling ethics.

- Explain** the role and importance of counselling ethics.

CRITICAL QUESTIONS

Do the ethics standards provide guidance on appropriate counselling approaches/strategies to achieve the goals?
Are the theories and methods used appropriate to the given framework?

EFFECTIVE ALTRUISM?

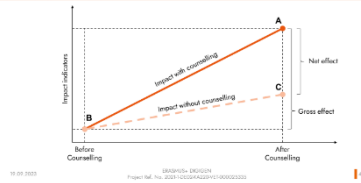
How many people can be helped by the actions and to what extent?
What happens if you don't act?
What is the probability of success?
How strong will the social impact of the course be?

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.

~ 20 min; no materials; interactive

Gross/Net effects of counselling

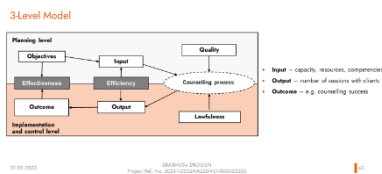


~ 10 min; no materials; interactive

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.

Effectiveness & efficiency

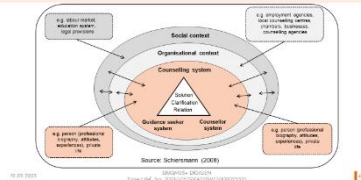


~ 10 min; no materials; frontal

3-Level Model of effectiveness and efficiency.

- **Explain** the 3-Level Model (see Reader).

Controlling & quality management



~ 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.

Networks



Networks are generally considered *informal and formal networks of relationships* between people and systems in which *exchange processes* are realised. (Miller 2008)

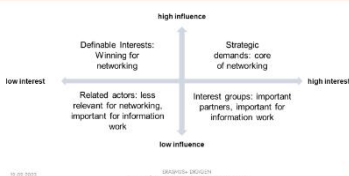
- | | |
|---|--|
| <p>Functions of a network</p> <ul style="list-style-type: none"> • Information function • Learning/skills function • Psychological function • Political function | <p>Characteristics of a network</p> <ul style="list-style-type: none"> • Nodes: Human actors/Institutions • Edges: Communication/Relationships • Strong and weak relationships • Reciprocity (mutuality) • Positions • Structural holes (unconnected relationship spaces) • Dynamics and development |
|---|--|

~ 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.

Identifying relevant network partners



~ 20 min; no material; interactive

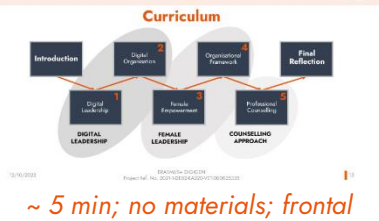
Balanced scorecard for identifying relevant network partners.

- **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

Final reflection



Summarise the programme.

- **Explain** once again the sequence of the programme and repeat the core elements.
- **Empathise** the big picture.

Final reflection



Solution for VUCA.

- **Explain** a potential solution approach of VUCA and present the link to our programme.

Final reflection



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.

YOUR TASK

Evaluate the up-skilling programme

How would you rate the added value of this upskilling programme for you and your target group?

Did you miss any components in the upskilling programme?

Did you find the mix of theory, practical insights and activation games appropriate?

What would you like to see in addition?

~ 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.

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