Design and Development of the Training Curriculum

Xtended Reality Leadership for Xtra-ordinary Leaders (XRL)

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DESCRIPTION OF THE ELEMENTS INCLUDED IN THE CURRICULUM

Aim

Overall description of the purpose, intention or objective of the Learning Unit.

Performance Criteria

Very brief description of those actions an individual needs to demonstrate competence after completion of the Learning Unit. That is, a very brief definition (some Key Bullet points) of the standards by which an individual is considered competent in each particular Learning Unit.

Learning Outcomes

Learning outcomes (LO) are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course or program. In the EQF approach, LO are described in terms of the following:

- **Knowledge**

  Collection of facts, principles, theories and practices related to the field of studies or professional activity; is described as theoretical and/or factual.

- **Skills**

  Ability of the learner to complete tasks and solve problems, which may be **cognitive** (use of logical, intuitive or creative thinking) or **practical** (implying manual skill and the use of methods, materials, tools and instruments).

- **Responsibility and autonomy**

  Ability of the learner to apply knowledge and skills autonomously and with responsibility.

External Resources

Set of available resources which may help to achieve the foreseen actions (some examples have been included in the Learning Units).

Allocation of Learning Hours and ECVET points

Together with the descriptors (LO) of each Learning Unit partners will provide a proposal of Learning Hours and ECVET points.

XRL TRAINING CURRICULUM

1. Inclusive leadership (AEVA):

    1.1 Democratic vs. Autocratic leadership: advantages of a democratic leadership style in a modern context and international leadership key traits.

    1.2 How to take advantage of inclusivity and diversity in the workplace.

2. Improving productivity (AEVA):

    2.1 Scenario planning.

    2.2 Strategies to manage in a VUCA (volatility, uncertainty, complexity, ambiguity) environment.

3. Core leadership skills for globalisation: multicultural diversity (ELD):

    3.1 Having a 'global' mindset/vision

    3.2 Clarity about rights and responsibilities in a global context either as an employee or manager.

4. Leading a multicultural team (ELD):

    4.1 International teamwork.

    4.2 Change and innovation.

    4.3 Managing conflict in diverse cultural contexts.

5. Integrated technology innovation (COV UNI):

    5.1 The dimensions of digital leadership.

    5.2 Understanding technology partnerships, outsourcing and suppliers.

    5.3 Managing technological change.

6. Responsible leadership (INFODEF):

    6.1 Stakeholder relationships.

    6.2 Self-awareness.

    6.3 Sustainability and environmental responsibilities.

7. Cross cutting leadership themes:

    7.1 Values-based leadership (AEVA)

    7.2 Ethics and ethical technological deployment (INFODEF)

    7.3 Building trust and delegating tasks (ELD)

    7.4 Communication: language and digital skills (ELD)

    7.5 Judgment and Problem Solving (ELD)

Learning Unit 1. Inclusive leadership

Aim

- To make participants aware of the advantages of a democratic leadership style and the potential of diversity in the workplace, namely how can it lead to better teamwork and better business results.

Performance Criteria

- Being able to identify the advantages of a democratic leadership style as a way of facilitating inclusive management
- Recognise the relevance of the key traits involved in international leadership.
- Recognise the benefits of managing diversity in the workplace.
- Define successful strategies that foster inclusive teams.

LEARNING OUTCOMES

Knowledge

K1. Recognise the difference between democratic and autocratic leadership styles.

K2. List the advantages of democratic leadership.

K3. Identify the key traits involved in international leadership.

K4. Reflect on the meaning of 'diversity'.

K5. Describe the advantages diversity brings to the workplace.

Skills

S1. Analyse the difference between autocratic and democratic leadership.

S2. Identify difficulties when using a democratic leadership style.

S3. Analyse how to apply key traits in international leadership.

S4. Discuss the main opportunities and challenges diversity may bring.

S5. Explore ways to improve workplace relationships and competitiveness in the context of diversity.

Responsibility & autonomy

RA1. Deal with different contexts and their consequences on leadership.

RA2. Promote a democratic leadership style.

RA3. Apply international leadership key traits for personal development.

RA4. Anticipate how diversity may become a critical success factor.

RA5. Commit to developing and promoting inclusive teams.

External Resources

- IT equipment: computers, software, projector
- Office and/or stationary materials
- Handbook, Toolbox
- Media, Internet

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Learning Unit 2. Improving productivity

Aim

- To provide participants with an awareness of the importance of planning by using scenarios' and anticipation, and the challenges of improving productivity in a more and more volatile, uncertain, complex and ambiguous (VUCA) environment.

Performance Criteria

- Being able to anticipate scenarios as a way of planning.
- Evaluate the impact that volatility, uncertainty, complexity and ambiguity (VUCA) can have on productivity.
- Being able of describe strategies to better adapt to a VUCA environment.

LEARNING OUTCOMES

Knowledge

K1. Recognise the importance of planning.

K2. Describe the added value of scenario planning.

K3. Label characteristics of a VUCA environment.

K4. Recall agility and cooperation as key factors in a VUCA environment.

Skills

S1. Identify advantages of planning and controlling.

S2. Analyse differences between scenario planning and trend analysis.

S3. Demonstrate how a VUCA environment increases pressure on leadership.

S4. Explore ways to deal with a VUCA environment.

Responsibility & autonomy

RA1. Create alternative views of the future.

RA2. Advise my teams to identify key variables in scenario planning.

RA3. Contribute to improve teams' engagement with business results.

RA4. Promote soft skills as a way dealing with a VUCA environment.

External Resources

- IT equipment: computers, software, projector
- Office and/or stationary materials
- Handbook, Toolbox
- Media, Internet

Learning Unit 3. Core leadership skills for globalisation

Aim

- Increase participants awareness of the key components in leadership within a global context, helping them to understand globally-minded individuals with a critical awareness, and to reflect on their rights and responsibilities.

Performance Criteria

- Being able to examine local, global and intercultural issues.
- Understand and appreciate different perspectives and world views.
- Being able to interact successfully and respectfully with others.
- Being able to comply with rights and responsibiliites in a global context.

LEARNING OUTCOMES

Knowledge

K1. Identify different business and study cultures.

K2. Reflect on what it means to have a global mindset, flexible ways of thinking and seeing cultural differences.

K3. Identify what empathy and making connections with people from different cultures means.

K4. Outline how to acquire a global vision.

K5. Recognise there are different Human Resources rules within international contexts.

Skills

S1. Analyse the cognitive process needed to have a global mindset.

S2. Apply creative skills to undertake basic visioning in a global context.

S3. Apply practical skills on how to develop emotional intelligence and empathy.

S4. Apply international HR rules about rights and responsibilities in the workplace.

Responsibility & autonomy

RA1. Apply networking skills in a global and intercultural business environment.

RA2. Promote cultural sensitivity and a solution-oriented mindset towards cultural issues.

RA3. Examine global issues and appreciate different world views.

RA4. Interact successfully with others and take responsible action towards collective well-being.

RA5. Be able to contribute to discussions on rights and responsibilities in a global context.

External Resources

- IT equipment: computers, software, projector
- Office and/or stationary materials
- Handbook, Toolbox
- Media, Internet

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Learning Unit 4. Leading a multicultural team

Aim

- Teach participants to identify and benefit from multicultural perspectives and behaviours, to create a free space to share ideas and promote change and innovation, and to manage conflict in a multicultural team.

Performance Criteria

- Ability to create connections and bridge differences in an multicultural team.
- Ability to recognise and integrate other's positions and ideas in innovation processes.
- Ability to prevent and manage conflict in diverse cultural contexts.

LEARNING OUTCOMES

Knowledge

K1. Label the characteristics of international teamwork.

K2. Recognise the relevance of ideas coming from others.

K3. Identify change and innovation strategies in a multicultural team.

K4. Distinguish what needs to be done to motivate others.

K5. Describe characteristics of conflict prevention and management in diverse cultural contexts.

Skills

S1. Analyse practical methods required in international teamwork.

S2. Reflect about creativity and the ideas generation process.

S3. Plan strategies connecting creativity and innovation.

S4. Analyse key factorsthat motivate others from diverse cultural backgrounds.

S5.Evaluate how to take an active part in conflict management and resolution.

Responsibility & autonomy

RA1. Make strategic decisions when working in a international team environment.

RA2. Promote creativity and idea generation among the members of the team.

RA3. Apply strategies to foster change and innovation.

RA4. Motivate teams to strive wholeheartedly for their common goals.

RA5. Reflect on the need to be able to communicate on all levels when managing conflicts.

External Resources

- IT equipment: computers, software, projector
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- Handbook, Toolbox
- Media, Internet

Learning Unit 5. Integrated technology innovation

Aim

- Teach participants to identify the dimensions of digital literacy, understand technology partnerships, outsourcing and suppliers, and how to manage technological change.

Performance Criteria

- Have a good understanding of digital literacy and transformation, applications and implications of Social and Digital technologies and the digitally savvy leadership style.
- Know how IT outsourcing partnerships are evolving to meet the digital transformation demands of today.
- Know the ways to effectively manage and promote technological change.

LEARNING OUTCOMES

Knowledge	Skills	Responsibility & autonomy
K1. Describe characteristics of Digital Literacy.	S1. Recognise the potential of technological innovations.	RA1.Responsibly adapt workforce management.
K2. Reflect on the application of social and digital technologies in a leadership context.	S2. Realise that social and digital technologies also require an adaptation of workforce management.	RA2. Promote digital literacy for leaders and the people that work for them.
K3. Recognise implications of social and digital technologies.	S3. Recognize that the process of becoming digital requires a holistic, integrated, and mindful approach for producing optimum results.	RA3. Inform technological change and remain competitive.
K4. Recall principles of Digital Transformation.		RA4. Enable an internal embrace of technological change.
K5. Identify the characteristics of a 'Digitally-Savvy' leadership style.	S4. Adapt your leadership style to meet new digitally oriented demands and expectations.	
K6. List technology partnerships, outsourcing and suppliers.	S5. Understand technology partnerships.	
K7. Managing technological change.	S6. Effectively manage and promote technological change.	

External Resources

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Learning Unit 6. Responsible Leadership

Aim

• Teach participants to make sustainable business decisions which take into account the interests of all stakeholders, including: shareholders, clients, employees, suppliers, the community, the environment and future generations.

Performance Criteria

• Have a good understanding of what responsible and sustainable practices are in order to develop personal and professional value.
• Apply self-awareness and self reflection in relation with responsible leadership
• Plan and execute system thinking strategies prioritising stakeholders interests.

LEARNING OUTCOMES

Knowledge

K1. Identify responsible leadership principles.

K2. Outline fundamentals on systemic thinking.

K2. Recall principles of self awareness and self reflection.

K3. Identify the influence of stakeholders interests in sustainability.

Skills

S1. Apply responsible leadership principles in real contexts.

S2. Evaluate and develop a critical appreciation of the role of systems thinking in organisations.

S3. Analise self-awareness methods and approaches.

S4. Plan strategies connecting sustainability with the stakeholders insterests.

Responsibility & autonomy

RA1. Support the application of responsible leadership principles.

RA2. Promote systemic thinking in organisations.

RA3. Examine and reflect on your own leadership style and practice.

RA4. Apply strategies that foster sustainability and respect stakeholders interests.

External Resources

•IT equipment: computers, software, projector
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• Handbook, Toolbox
• Media, Internet

Learning Unit 7. Cross Cutting Leadership Themes

Aim

- Participants will gain an awareness of several cross cutting themes that could lead to better and empowering leadership.

Performance Criteria

- Being able of identify their organisations, own values, and how that affect leadership.
- Being able of identify and follow standards of ethical leadership.
- Being able to build trustworthy relationships and to delegate tasks within a team.
- Critically and responsibly use digital information and social media platforms.
- Being able of making informed judgments and apply skills to problem solving.

LEARNING OUTCOMES

Knowledge

K1. Reflect on organisation and leaders' values.

K2. Describe values-based leadership.

K.3 Identify standards of ethical practice related with leadership.

K4. Label effective and respectful communication principles.

K5. Recognise problem solvers as decision makers under rapidly shifting circumstances.

Skills

S1. Identify your own 'blind spots'.

S2. Analyse how values affect leadership.

S3. Appreciate ethical considerations affecting leadership.

S4. Analyse benefits of task management.

S5. Identify information needs and select sources on the basis of their relevance and reliability.

S6. Be able to make informed judgements and apply problem solving techniques.

Responsibility & autonomy

RA1. Set your own and organization values.

RA2. Commit to values-based leadership .

RA3. Follow standards of ethical leadership behaviour.

RA4. Follow task delegation routines.

RA5. Reflect on how communication platforms should be used.

RA6. Reflect on how to come to informed judgements and how to solve problems.

External Resources

- IT equipment: computers, software, projector
- Office and/or stationary materials
- Handbook, Toolbox
- Media, Internet