



# TITAN

TRANSFORMATION TRAINING TO EMPOWER

**Sustainably Responsible Leadership and Innovation**

## 01: TITAN Sustainably Responsible Leadership & Innovation Competence Matrix



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## Introduction

**Sustainably Responsibility** is "a concept of action that justifies all the consequences of a subject's action towards authorities, who might bring the acting subject to account. In a business context, we can identify such authorities with all stakeholders who might blame the responsible subject" (Schüz, 2012). Applied to SMEs context, SMEs - the subject - are responsible to Authorities and also for the consequences of their actions. Consequences can be economic, social or ecological (intentional or not) and can be questioned by different authorities "representing the economic (e.g. shareholders), social (e. g. consumers, unions, government) and ecological sphere (e.g. WWF, Greenpeace, nature itself)". Following this concept, **enterprises have a triple responsibility**: 1) Ecological dimension (aesthetic responsibility - preserving the whole planet), 2) Social Dimension (ethical responsibility - co-preserving people), 3) Economic Dimension (technical responsibility - self-preservation).

Leaders play an essential role in leading European SMEs into sustainability responsibility. **Responsible Leadership** "central motivation is not serving others but rather responding to others' interests and needs, including those of outside stakeholders and society at large" (Maak & Pless, 2011, p. 7).

Responsible leadership can be divided into three dimensions which can be related to three types of leaders: the doer, the coordinator, and the visionary (cf. Jetter/ Strotzki, 2008, S. 43f). They can be linked with different areas of knowing: the knowing how, the knowing-whom and the knowing-why (Arthur et al., 1995, p. 10). According to Schüz, they are connected with different dimensions of intelligence (cf. Gardner, 2011) and skills: "managerial skills" (Katz, 1974), "interpersonal skills" (Rungapadiachy, 1999), and "reflective skills" (cf. Schon, 1983). Ideally, a responsible leader expresses all types.

The main reasons for adopting a **Sustainably Responsible Leadership model** are the increasing expectations from stakeholders (authorities, consumers, suppliers, investors, employees), the declining resources and the increase of radical transparency (Braga, 2012).

**The innovation** core purpose is creating wealth. Wealth can be defined by prosperity for enterprises but also for society, with its members making a living. However, innovation often leads to environmental destruction and fosters social dislocations. Therefore, *"innovative products and services create challenges which can only be managed with more innovation. In this sense, wealth should also be created by offering solutions for problems threatening all living beings and future generations. Therefore, sustainable responsibility is indispensable when creating wealth"*(Schüz, 2016, p.636).

The TITAN project comes **to meet the lack of training for Sustainably Responsible Leadership and Innovation** by offering a set of complementary products which will support employees on executive and management level and intrinsic leaders inside the company; skilled or qualified adults who want to upskill into Sustainably Responsible Leadership and Innovation areas and; unemployed qualified people in need to start a reskilling path, in **acquiring relevant Sustainably Leadership & Innovation skills** to be implemented in working context, for achieving the Sustainable Development Goals while maintaining their value proposition.

TITAN objectives are:

- to develop and implement an innovative competence matrix and learning materials on Sustainably Leadership & Innovation focused on management & leadership emergent and complementary topics such as Emotional and Spiritual Intelligence, Responsible Innovation (RI), workplace innovation, ethics, environment sustainability, intercultural team's management and cooperation, and others;
- to develop and implements two complementary Sustainably Leadership & Innovation assessment tools;
- to develop a video guide (OER) with helpful tips and tools on how to support workers on gaining Sustainably Responsible Leadership & Innovation skills, at all levels.

## Partnership

The project is being conducted by a consortium of six partners from six European countries: the United Kingdom, Portugal, Cyprus, Denmark, Finland, and Greece.

Coordinator	Country	Organisation	
Coord.	UK	SFEDI	Small Firms Enterprise Development Initiative Limited

Partner	Country	Organisation	
1	PT	ISQ	Instituto de Soldadura e Qualidade
2	CY	PCX	PCX Computers & Information Systems Ltd
3	DK	VUC	VUC Storstrøm
4	FI	TAAK	Tampereen Aikuiskoulutussäätiö sr
5	GR	IEKEP	Institouto Ekpaideftikou Kai Epaggelmatikou Prosanatolismou

## Approach to the TITAN Learning Outcomes

To fulfil the first project objective, the first step is to develop the learning outcomes matrix for the **"Sustainably Responsible Leadership & Innovation"** training course (EQF 5).

Learning outcomes, as an important part of the curriculum, guide teachers/trainers on the training process and inform the learners about what they are expected to know, understand and do after a given learning activity. The present guideline aims to inform and guide TITAN partners through the different stages of the curriculum development process, especially in the task of describing and writing learning outcomes.

The document is structured into the following sections:

- **Overview of the European Qualifications Framework (EQF) and National Qualifications Framework (NQF)**

Regarding the range and level of learning expected from the learners, partners are introduced to **EQF levels**. This will allow partners to establish the correspondence between the EQF level and their NQF. In this section we provide information on the EQF and NQF of each partners country to serve as a reference guide in that task;

- **TITAN Competence Matrix**

We present the proposed **matrix of learning outcomes** for the TITAN "Sustainably Responsible Leadership & Innovation" training course (EQF 5).

### Overview of the EQF

The EQF, implemented in 2008<sup>1</sup>, is a **common European reference system** which is linking different countries National Qualifications Systems (NQF) and frameworks together. In practice, it works as a translation mechanism making qualifications more readable. As an instrument for the promotion of lifelong learning, the EQF encompasses general and adult education, vocational education and training as well as higher education. **It is structured in 8 levels where each level is defined by a set of descriptors indicating the learning outcomes** relevant to qualifications at that level in any system of qualifications.

The 8 levels<sup>2</sup> cover the entire span of qualifications from those achieved at the end of compulsory education to those awarded at the highest level of academic and professional or vocational education and training are described in terms of level **descriptors for the expected knowledge, skills and responsibility and autonomy** (attitudes) for each level of qualification.

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<sup>1</sup> The recommendation of the European Parliament and Council of 22 May 2017 on the EQF for lifelong learning has repealed the European Parliament and of the Council of 23 April 2008 on the establishment of the EQF for lifelong learning. Full document available at: <https://publications.europa.eu/en/publication-detail/-/publication/ceed970-518f-11e7-a5ca-01aa75ed71a1/language-en>

<sup>2</sup> Complete table available in section E "Supporting information": *Descriptors defining levels in the European Qualifications Framework (EQF)*.

The Recommendation of the European Parliament and the Council on the establishment of the EQF (23 April 2008) explicitly stated out that the **Member States shall use “(...) an approach based on learning outcomes to define and describe qualifications”**. The new recommendation from the European Parliament and the Council on EQF for lifelong learning (17<sup>th</sup> May 2017) reinforces the objective of encouraging “the use of EQF by social partners, public employment services, education providers, quality assurance bodies and public authorities to support the comparison of qualifications and transparency of the learning outcomes. **The training curriculum and training materials for the "Sustainably Responsible Leadership & Innovation" course will be designed and developed within level 5**, considering the target learners minimum background education:

— Level 5 - learning outcomes		
Knowledge	Skills	Responsibility and autonomy
Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others

Source: *Description of the eight EQF levels*, <https://europa.eu/europass/en/description-eight-efq-levels>

Following is a brief presentation of the current situation of the NQF in each of the partners' countries – Portugal, Cyprus, Denmark, Finland, Greece and England - and its comparison with the EQF, according to the *National qualifications' framework developments in Europe*<sup>3</sup>.

<sup>3</sup> CEDEFOP (2017). *National qualifications framework developments in Europe*: [http://www.cedefop.europa.eu/files/4163\\_en.pdf](http://www.cedefop.europa.eu/files/4163_en.pdf)

## Portuguese national qualification framework (QNQ)

CyQF levels	Educational qualifications	SVQ levels	EQF levels
8	Doctoral degree (Διδακτορικός Τίτλος)		8
7c	Master degree (Μεταπτυχιακός Τίτλος)		7
7b	Postgraduate diplomas (Μεταπτυχιακό Δίπλωμα)		
7a	Postgraduate certificates (Μεταπτυχιακό Ποτοποιητικό)		
6	Bachelor degree (Πτυχίο)	SVQ 6	6
5c	Higher certificates and diplomas – three years (Ανώτερα Διπλώματα και Ποτοποιητικά)	SVQ 5	5
5b	Post-secondary certificates and diplomas – two years (Μεταλυκειακά Διπλώματα Διετούς Διάρκειας)		
5a	Post-secondary certificates and diplomas – one year (Μεταλυκειακά Διπλώματα Μονοετούς Διάρκειας)		
4	Upper secondary general education and evening schools certificates – 12th grade or 12th and 13th for some private schools (Απολυτήριο Μέσης Γενικής Εκπαίδευσης) Upper secondary technical and vocational education and evening technical schools certificates – 12th grade (Απολυτήριο Μέσης Τεχνικής Εκπαίδευσης και Κατάρτισης)	SVQ 4	4
3	Lower secondary education certificate – 10th grade – preparatory year for upper secondary education (Απολυτήριο Πρώτου Κύκλου Δευτεροβάθμιας Εκπαίδευσης – 10η τάξη) New modern apprenticeship certificate – 10th grade (Νέα Σύγχρονη Μαθητεία – 10η τάξη)	SVQ 3	3
2	Compulsory lower secondary education certificate – 9th grade (Απολυτήριο Πρώτου Κύκλου Δευτεροβάθμιας Εκπαίδευσης – 9η τάξη) Preparatory programme – New modern apprenticeship (Προπαρασκευαστικό Πρόγραμμα Νέας Σύγχρονης Μαθητείας)		2
1	Compulsory education certificate – elementary school certificate, or graduates of 7th and/or 8th grade (Υποχρεωτική Εκπαίδευση)		1

## Cypriot national qualifications framework (CyQF)

QNQ levels	Qualification types	EQF levels
8	Doctoral degree (Doutoramento)	8
7	Master degree (Mestrado)	7
6	Bachelor degree (Licenciatura)	6
5	Diploma in technological specialisation (Diploma de Especialização Tecnológica)	5
4	Upper secondary education and professional certification (Ensino secundário obtido por percursos de dupla certificação) Upper secondary education and professional internship – minimum six months (Ensino secundário vocacionado para prosseguimento de estudos de nível superior acrescido de estágio profissional – mínimo de seis meses)	4
3	Upper secondary general education school leaving certificate (Ensino secundário vocacionado para prosseguimento de estudos de nível superior)	3
2	Third cycle of basic education (3º ciclo do ensino básico obtido no ensino regular) Third cycle of basic education and professional certification (3º ciclo do ensino básico obtido por percursos de dupla certificação)	2
1	Second cycle of basic education (2º ciclo do ensino básico)	1

## Danish national qualifications framework

NQF levels	Certificates and degrees	Certificates for supplementary qualifications (*)	EQF levels
8	PhD degree ( <i>Phd grad</i> )		8
7	Master degree – Candidatus ( <i>Kandidat og masteruddannelser</i> ) Master degree in arts/fine arts Master degree		7
6	Bachelor degree ( <i>Bachelor og diplomuddannelser</i> ) Bachelor degree in arts Professional bachelor degree ( <i>Professionsbacheloruddannelser</i> ) Diploma degree		6
5	VET certificate Academy profession degrees ( <i>Erfvervsakademi uddannelser</i> )		5
4	General upper secondary school certificate ( <i>Gymnasiale uddannelser</i> ) Certificate for two-year general upper secondary programme ( <i>higher preparatory examination</i> ) VET certificate	Certificate for supplementary single subject courses at upper secondary level Adult VET certificate Certificate for single subject VET	4
3	VET certificate	Basic programme VET Certificates for supplementary, single subject VET courses Higher preparatory courses, single course subjects General adult education level D Adult VET certificate Certificates for single subject courses in VET	3
2	Leaving certificate for primary and lower secondary school - 10th grade ( <i>10. klasse afgangsprøve</i> )	Basic VET certificates General adult education (levels E and F, approximates 10th grade) Adult VET certificate	2
1	Leaving certificate for primary and lower secondary school (ninth grade) ( <i>Folkeskolens afgangsprøve</i> )	Certificate for preparatory adult education Certificate for general adult education (level G, approximates ninth grade)	2

## Regulated qualifications framework (RQF) for England and Northern Ireland

RQF levels	Qualification types	EQF levels (*)
8	Technical/Vocational qualifications level 8	8
7	Technical/Vocational qualifications level 7	7
6	Technical/Vocational qualifications level 6	6
5	Technical/Vocational qualifications level 5 Higher national diplomas (HND)	5
4	Technical/Vocational qualifications level 4 Higher national certificates (HNC)	
3	Technical/Vocational qualifications level 3 GCE AS and A levels	4
2	Technical/Vocational qualifications level 2 GCSEs at grade A* – C and from 2017 grade 4-9 (England) Functional skills level 2 (England) Essential skills qualifications (NI)	3
1	Technical/Vocational qualifications level 1 GCSEs at grade D-G and from 2017 grade 3-1 (England) Functional skills level 1 (England) Essential skills qualifications (NI)	2
Entry level	Entry level certificates (sublevels 1-3) Functional skills entry level (England) (English, mathematics & ICT) Essential skills qualifications (NI)	1

## Finnish national qualifications framework (FiNQ)

FiNQ levels	Qualification types	EQF levels
8	<p>Licentiate &amp; Doctor degrees – universities and the National Defence University's scientific and artistic postgraduate degrees (<i>Lisensiaatin ja tohtorin tutkinnot</i>)</p> <p>General staff officer degree (<i>Yleisesikuntaupseerin tutkinto</i>)</p> <p>Specialist degree in veterinary medicine (<i>Erikoiseläinlääkärin tutkinto</i>)</p> <p>Specialist training in medicine (<i>Erikoislääkärikoulutus</i>)</p> <p>Specialist training in dentistry (<i>Erikoishammaslääkärikoulutus</i>)</p>	8
7	<p>Master degrees – universities (<i>Ylemmät korkeakoulututkinnot</i>)</p> <p>Master degrees – universities of applied sciences (<i>Ylemmät ammattikorkeakoulututkinnot</i>)</p>	7
6	<p>Bachelor degrees – universities (<i>Alemmat korkeakoulututkinnot</i>)</p> <p>Bachelor degrees – universities of applied sciences (<i>Ammattikorkeakoulututkinnot</i>)</p>	6
5	<p>Specialist vocational qualifications (<i>Erikoisammattitutkinnot</i>)</p> <p>Sub-officer qualification – Fire and rescue services (<i>Alipäällystötutkinto – Pelastusala</i>)</p> <p>Vocational qualification in air traffic control (<i>Lennohjon perustutkinto</i>)</p>	5
4	<p>General upper secondary school leaving certificate (<i>Lukion oppimäärä</i>)</p> <p>Matriculation examination (<i>Ylioppilastutkinto</i>)</p> <p>Upper secondary vocational qualifications (<i>Ammatilliset perustutkinnot</i>)</p> <p>Further vocational qualifications (<i>Ammattitutkinnot</i>)</p> <p>Basic examination in prison services (<i>Rikosseuraamusalan tutkinto</i>)</p> <p>Fire fighter qualification (<i>Pelastajatutkinto</i>)</p> <p>Emergency response centre operator qualification (<i>Hätäkeskuspäivystäjätutkinto</i>)</p>	4
3		3
2	<p>Basic education certificate (9 years) (<i>Perusopetuksen oppimäärä</i>)</p>	2
1		1

## Hellenic national qualifications framework (HQF)

HQF levels	VET	General education	Higher education	EQF levels
8			Doctorate (Διδακτορικό Δίπλωμα) (Universities)	8
7			Master degree (Μεταπτυχιακό Δίπλωμα Ειδίκευσης) (Universities/technological educational institutions (TEI)-higher education)	7
6			Bachelor degree (Πτυχίο Ανώτατης Εκπαίδευσης) (Universities/TEI-higher education)	6
5	Vocational post-secondary school 'degree' for graduates of EPAL apprenticeship class (**) (post-secondary level) (Πτυχίο Επαγγελματικής Ειδίκευσης, Εκπαίδευσης και Κατάρτισης Επιπέδου 5 – ΕΠΙΑ)  Vocational training diploma (post-secondary level) (Δίπλωμα Επαγγελματικής Ειδίκευσης, Εκπαίδευσης και Κατάρτισης Επιπέδου 5) (vocational training institute) (Ινστιτούτο Επαγγελματικής Κατάρτισης, ΙΕΚ)  Vocational training diploma (*) (Δίπλωμα Επαγγελματικής Ειδίκευσης, Εκπαίδευσης και Κατάρτισης Επιπέδου Μεταδευτεροβάθμιας Επαγγελματικής Κατάρτισης, ΙΕΚ) (post-secondary level)  Post-secondary and not higher education diploma or 'degree' (**) (Δίπλωμα ή Πτυχίο Ανώτερης Σχολής)			5
4	Vocational school (Επαγγελματικές Σχολές) (EPAS, ΕΠΑΣ) certificate (Πτυχίο ΕΠΑΣ)  Vocational upper secondary school (Επαγγελματικά Λύκεια) (EPAL, ΕΠΑΛ) 'degree' (**) (Πτυχίο Επαγγελματικής Ειδίκευσης, Εκπαίδευσης και Κατάρτισης Επιπέδου 4 – ΕΠΑΛ)  EPAL certificate (Απολυτήριο Επαγγελματικού Λυκείου – ΕΠΑΛ Επιπέδου 4)	General upper secondary school certificate (Απολυτήριο Γενικού Λυκείου)		4
3	Vocational training school (Σχολές Επαγγελματικής Κατάρτισης, ΣΕΚ – SEK certificate) (post lower secondary level) (Πτυχίο Επαγγελματικής Ειδίκευσης Επιπέδου 3 – ΣΕΚ)***  IEK certificate (*) (initial vocational training-post lower secondary level) (Προπονητικό Επαγγελματικής Κατάρτισης, Επίπεδο 1–ΙΕΚ)			3
2		Lower secondary school certificate (compulsory) (Απολυτήριο Γυμνασίου)		2
1		Primary school certificate (compulsory) (Απολυτήριο Δημοτικού)		1

## Approach to the development of TITAN learning outcomes

Learning outcomes, as an important part of the curriculum, guide teachers and trainers on the teaching process and inform the learners about what they are expected to know, understand and be able to do after a given learning activity. **Learning outcomes are defined as statements of what a learner knows, understands and is able to do on completion of a learning process, which is defined in terms of knowledge, skills, responsibility and autonomy<sup>4</sup>**, also known as **attitudes**. For the definition of the **TITAN competence matrix**, and the guidelines to orient all partners in the task of writing and describing learning outcomes, we have adopted the methodological indications provided in the following documents:

- *Methodological guidebook – the concept of qualifications based on learning outcomes*, developed by the Portuguese National Agency for Qualification and Vocational Education and Training, 2015.<sup>5</sup>
- *Defining, writing and applying learning outcomes: a European handbook*, developed by CEDEFOP, 2017.<sup>6</sup>

The TITAN curriculum was developed according to the European Qualifications Frameworks (EQF) descriptors, having in mind the national specificities and contexts, for **an EQF level 5**.

EQF Level 5 Descriptors Elements <sup>7</sup>		
	Upon completion of this unit, the learner will be able to	
Knowledge	Skills	Responsibility and autonomy
Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others

The table below shows the correspondence between the EQF level and partners' NQF. By making the correspondence between the NQF and the EQF, the achieved outcomes become

<sup>4</sup> CEDEFOP, 2017. Defining, writing and applying learning outcomes: a European handbook, developed by European Commission. Descriptors defining levels in the European Qualifications Framework (EQF). <https://www.cedefop.europa.eu/en/publications-and-resources/publications/4156>. Last access in February 10<sup>th</sup> 2021.

Description of the eight EQF level: <https://europa.eu/europass/en/description-eight-efq-levels> Last access in February 10<sup>th</sup> 2021.

<sup>5</sup> <https://epale.ec.europa.eu/en/resource-centre/content/methodological-guidebook-design-qualifications-based-learning-outcomes> and <https://epale.ec.europa.eu/sites/default/files/mg-design-qualifications-based-learning-outcomes.pdf> Last access February 10<sup>th</sup>, 2021.

<sup>6</sup> <https://www.cedefop.europa.eu/en/publications-and-resources/publications/4156>. Last access in February 10<sup>th</sup> 2021.

<sup>7</sup> European Commission. Descriptors defining levels in the European Qualifications Framework (EQF). <https://europa.eu/europass/en/description-eight-efq-levels> Last access in February 10<sup>th</sup> 2021.

more readable across Europe, allowing learners' mobility inside or between countries and facilitating their lifelong learning process, and contributing to better recognition of training outcomes.

EQF and NQF Frameworks Correspondence						
EQF Level	Countries NQF					
5	Portugal	Greece	Cyprus	United Kingdom	Denmark	Finland
	5	5	5	5/4	5	5

The TITAN curriculum contains six Competence Units. A Competence Unit (CU) is the coherent combination of learning outcomes, which can be autonomously evaluated and validated. The CU aims to respond to what the individual is able to do by showing and demonstrating such performance. The learning outcomes are broken down into knowledge, skills, responsibility and autonomy.

For a better understanding of the Competence Unit structure, see below a brief explanation of each section:

- **Knowledge** – The collection of facts, principles, theories and practices related to the field of studies or professional activity.
- **Skills** – The ability to apply knowledge and use the acquired resources to complete tasks and solve problems. It 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** – The ability to develop tasks and solve problems of a higher or lower degree of complexity with different degrees of autonomy and responsibility
- **External resources** – The set of available resources which aid in the foreseen actions.
- **Workload** – Indication of the time trainees typically need to complete all learning activities (eg. self-study, case studies) required to achieve the expected learning outcomes.

The TITAN Competence Matrix comprises the objectives, Learning Outcomes, workload, and external resources, for the six Competence Units (CUs) included in the training course.

Despite the TITAN course being designed for a 100% self-learning approach, assuring the greatest possible flexibility and control from students regarding their learning paths; TITAN partners prepared this Competence Matrix (IO1) and e-learning materials (IO2) feasible enough to be implemented in a hybrid way, in which the activities can be guided by trainers/teachers. For that, is also suggested a number of Contact Hours for each competence unit:

CU	WORKLOAD*	CONTACT HOURS
CU1 - Sustainably Responsible Management	24	10
CU2 - Business Culture for Sustainability and Innovation	25	8
CU3 - Business Ethics in Leadership and Innovation	21	7
CU4 - Businesses Environmental Sustainability	26	9
CU5 - Businesses Responsible Innovation	25	8
CU6 - A Holistic Approach through innovation	25	5
<b>TOTAL</b>	<b>146</b>	<b>47</b>

\*INCLUDING CONTACT HOURS

The next table proposes a general approach of two different oriented sessions (opening and closure), suitable enough to be applied to any CU, in which we take advantage of the trainer's guidance and the possibility of being integrated into a large group. The activities can be both implemented and developed face-to-face, synchronously, and/or virtually, using collaborative platforms that will support the group discussions.

## Oriented sessions – Example

CU X			
Description of Activity/ Advice for Trainers	Duration (min.)	Materials/Equipment Required	Evaluation/Assessment
<p><b>Day 1 - Workshop Opening:</b></p> <ul style="list-style-type: none"> <li>The trainer introduces the topic of CU X by asking participants their understanding of the term(s)/concepts related and to provide their definition(s) in a plenary.</li> <li>The trainer takes note of these definitions to refer to in the feedback session during the workshop closing.</li> <li>The trainer uses the video guide developed for that CU to give them a first acknowledgement about CU X.</li> </ul>	x	<ul style="list-style-type: none"> <li>Flipchart/whiteboard and markers</li> <li>Projector and screen</li> </ul> <p>and/or</p> <ul style="list-style-type: none"> <li>Digital collaboration tools (ex. TEAMS, ZOOM, MURAL, Jamboard, etc.)</li> <li>Laptop</li> <li>PowerPoint slides</li> </ul>	<p>The trainer evaluates the success of the session, based on the participation of all individuals in the activities.</p> <p>As a follow-up exercise, the trainer invites all participants to learn more about the flipbook and other digital content developed for CU X.</p>
<p><u>Activity 1: Presentation and Small Group Activity</u></p> <ul style="list-style-type: none"> <li>The trainer introduces a Case Study related to the CUx.</li> <li>The trainer then leads a short group discussion, summarising the key points.</li> <li>The trainer takes note of the key points.</li> </ul>	x	<ul style="list-style-type: none"> <li>Flipchart/whiteboard and markers</li> <li>Projector and screen</li> </ul> <p>and/or</p> <ul style="list-style-type: none"> <li>Digital collaboration tools (ex. TEAMS,</li> </ul>	<p>The trainer evaluates the success of the session, based on the participation of all individuals in the activities.</p> <p>As a follow-up exercise, the trainer invites all participants to learn more about the flipbook and other digital content developed for CU X.</p>

<ul style="list-style-type: none"> <li>• The trainer then divides the participants into pairs/small groups posing some questions in a “Problem Based Learning (PBL)” perspective.</li> <li>• After 20 minutes, the trainer brings the whole group back together and hosts a feedback session from all groups.</li> <li>• The trainer takes note of the key points from the discussion.</li> </ul>		ZOOM, MURAL, Jamboard, etc.) <ul style="list-style-type: none"> <li>• Laptop</li> <li>• PowerPoint slides</li> </ul>	
<u>Activity 2: Presentation, Individual Activity</u> <ul style="list-style-type: none"> <li>• The trainer uses a PowerPoint slide to present some concepts related to CU X strategies.</li> <li>• Through an individual activity, participants should identify blocker(s)(issue(s) in their own business(es) or organisation(s) and pose a “problem”.</li> <li>• After 20 minutes, the trainer brings the whole group back together and discuss the organisational blocker(s)/issue(s) identified by the trainees.</li> <li>• The trainer invites the trainees to bring possible solutions in the next session, after the self-learning period.</li> </ul>	X	<ul style="list-style-type: none"> <li>• Flipchart/whiteboard and markers</li> <li>• Projector and screen</li> </ul> and/or <ul style="list-style-type: none"> <li>• Digital collaboration tools (ex. TEAMS, ZOOM, MURAL, Jamboard, etc.)</li> <li>• Laptop</li> <li>• PowerPoint slides</li> </ul>	The trainer evaluates the success of the session, based on the participation of all individuals in the activities.  As a follow-up exercise, the trainer invites all participants to learn more about the flipbook and other digital content developed for CU X.
<u>Day 2 - Workshop closure</u> <ul style="list-style-type: none"> <li>• The trainer starts the session by asking the participants to summarize what they learned (during the self-learning period) and any pending questions.</li> <li>• In a plenary session, the trainer then invites participants to bring their conclusions/solutions regarding the organisational blocker(s)/issue(s) identified in the previous session.</li> <li>• The trainer encourages the whole group to discuss together different paths regarding the organisational problem(s) identified by their peers.</li> </ul>	X	<ul style="list-style-type: none"> <li>• Flipchart/whiteboard and markers</li> <li>• Projector and screen</li> </ul> and/or <ul style="list-style-type: none"> <li>• Digital collaboration tools (ex. TEAMS, ZOOM, MURAL, Jamboard, etc.)</li> <li>• Laptop</li> </ul>	The trainer evaluates the success of the session, based on the participation of all individuals in the activities.

<ul style="list-style-type: none"> <li>The trainer takes note of all key points.</li> </ul>		<ul style="list-style-type: none"> <li>PowerPoint slides</li> </ul>	
<p><u>Workshop Close &amp; Evaluation</u></p> <ul style="list-style-type: none"> <li>To close the workshop, the trainer shows the notes with the different definitions, concepts and terms that were shared by the participants at the beginning of the session.</li> <li>The trainer then asks participants to comment on how they understand the different topics now and if their understanding has been changed based on this workshop.</li> <li>The trainer leads a short verbal feedback session, thanks to all participants for their contribution to the workshop and closes the session.</li> </ul>	x	<ul style="list-style-type: none"> <li>Flipchart/whiteboard and markers</li> </ul>	<p>The trainer evaluates the success of the workshop based on the feedback provided by all participants during this session.</p> <p>The trainer invites all participants to access additional training materials (and other CUs) on the TITAN website and national LMS platform.</p>
<b>Total time</b>	<b>x</b>		

## Learning Outcomes Matrix

CU1. SUSTAINABLE RESPONSIBLE MANAGEMENT		Workload: 24
<b>OBJECTIVES</b> In this unit, learners will learn about the three constituting fields of Sustainably Responsible Management: sustainability, responsibility, and ethics; and apply this knowledge gained in every day's real-life challenges. They will learn how to lead to change at a systemic level, support and bring together different opinions and approaches and negotiate cooperative solutions. Learners will also engage in changing practices to make them more sustainable, responsible, and ethically informed.		
LEARNING OUTCOMES		
	Upon completion of this unit, the learner will be able to	
KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
Theoretical/Factual knowledge in: <ol style="list-style-type: none"> <li>1. The basics of Sustainably Responsible Management: sustainability, responsibility, and ethics.</li> <li>2. Sustainable Management</li> <li>3. Responsible Management</li> <li>4. Sustainably Responsible Management practices</li> </ol>	<ol style="list-style-type: none"> <li>1. Select a proper Sustainably Responsible Management practice or improve an existing one using specific Sustainably Responsible Management principles.</li> <li>2. Define the Sustainably Responsible Management values of the company.</li> <li>3. Develop a Sustainably Responsible Management plan in alignment with the company's strategic goals and all stakeholders' interests.</li> <li>4. Set the framework that will facilitate the achievement of Sustainably Responsible Management.</li> </ol>	<ol style="list-style-type: none"> <li>1. Decide the framework that will facilitate the achievement of Sustainably Responsible Management.</li> <li>2. Lead a working team to successfully combine Sustainability and Responsibility.</li> <li>3. Supervise the implementation of Sustainably Responsible strategies in the company.</li> </ol>

## EXTERNAL RESOURCES

- Five Ways Corporate Social Responsibility Promotes Sustainable Business, <https://elearning.scranton.edu/resource/business-leadership/five-ways-corporate-social-responsibility-promotes-sustainable-business>
- Enacting responsible management:
  - a practice-based perspective
  - Oriana Milani Price, Silvia Gherardi and Marie Manidis, DOI: <https://doi.org/10.4337/9781788971966>
  - [https://www.researchgate.net/publication/346098354\\_Top\\_business\\_schools\\_legitimacy\\_quest\\_through\\_the\\_Sustainable\\_Development\\_Goals](https://www.researchgate.net/publication/346098354_Top_business_schools_legitimacy_quest_through_the_Sustainable_Development_Goals)
  - <https://sustain.wisconsin.edu/sustainability/sustainable-management/>
  - [https://en.wikipedia.org/wiki/Sustainable\\_management](https://en.wikipedia.org/wiki/Sustainable_management)
  - [https://link.springer.com/referenceworkentry/10.1007%2F978-3-642-28036-8\\_228](https://link.springer.com/referenceworkentry/10.1007%2F978-3-642-28036-8_228)
- Sustainability Management in Practice: Organizational Change for Sustainability in Smaller Large-Sized Companies in Austria, <https://www.mdpi.com/2071-1050/11/3/572>
- Laasch O. & Conaway, R. (2015), Principles of Responsible Management: Global Sustainability, Responsibility, Ethics. Mason: Cengage
- Sorin-George Toma & Catalin Gradinaru, 2018. "[Responsible Management For Sustainable Development: A Japanese Approach](#)," [Annals - Economy Series](#), Constantin Brancusi University, Faculty of Economics, vol. 3, pages 149-154, June.

**OBJECTIVES**

In this unit, learners will be introduced to the concept of “sustainability culture” and in particular how can business culture promote and affect sustainability and innovation at an organizational level as well as how each organization, depending on its culture, will likely be predisposed to certain types of sustainability strategies.

**LEARNING OUTCOMES**

Upon completion of this unit, the learner will be able to		
KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<p>Theoretical/Factual knowledge in:</p> <ol style="list-style-type: none"> <li>1. Definition of business and organisational culture</li> <li>2. The role of business culture in supporting sustainable development and innovation</li> <li>3. Key attributes of a workplace culture</li> <li>4. Different business culture types</li> <li>5. Competing Values Framework</li> <li>6. Leadership Styles Rooted in Emotional Intelligence</li> <li>7. Cross-Cultural Team strategies</li> </ol>	<ol style="list-style-type: none"> <li>1. Differentiate organizational behaviour by changing the underlying assumptions of the culture.</li> <li>2. Recognise the four culture types that can coexist within a single firm.</li> <li>3. Identify ways in which the culture of an organisation shapes attitudes and actions towards sustainability and innovation.</li> <li>4. Relate the different dimensions of responsible leadership with the different dimensions of intelligence.</li> <li>5. Make use of emotional intelligence to encourage stronger relationships and open communication.</li> </ol>	<ol style="list-style-type: none"> <li>1. Lead sustainability practices into business culture gaining a competitive advantage and contributing to social good.</li> <li>2. Supervise the implementation of sustainability principles at all levels of the organizational culture, including its values and underlying assumptions.</li> <li>3. Lead the sustainability transition within the team and organisation.</li> <li>4. Demonstrate assumptions and beliefs about the importance of balancing economic efficiency, social equity, and environmental accountability.</li> <li>5. Promote organisational culture change for sustainability.</li> </ol>

	<p>6. Name Leadership Styles Rooted in Emotional Intelligence.</p> <p>7. Apply strategies to manage a Cross-Cultural Team.</p>	
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#### EXTERNAL RESOURCES

- <https://pdfs.semanticscholar.org/cc06/a6988480a401fa64d9088ebee28a271aeb7f.pdf>
- [https://www.researchgate.net/publication/324900150\\_Differentiating\\_Sustainably\\_Relating\\_Organizational\\_Culture\\_to\\_Corporate\\_Sustainability\\_Strategies](https://www.researchgate.net/publication/324900150_Differentiating_Sustainably_Relating_Organizational_Culture_to_Corporate_Sustainability_Strategies)
- <https://www.brinknews.com/how-workplace-culture-can-support-sustainable-business/>
- <https://static1.squarespace.com/static/5d5156083138fd000193c11a/t/5d61ab6feb380e0001d3d89c/1566682034375/Systematic-Review-Sustainability-and-Corporate-Culture.pdf>
- <https://medium.com/@BKpub/the-importance-of-emotional-intelligence-in-a-leader-d1ffc7fd753c>

**OBJECTIVES**

In this unit, learners will achieve knowledge and skills allowing them to champion the development of an ethically responsible SME. Learners will improve their ethical leadership and ability to make decisions responding to internal and external expectations to the SME on the path towards sustainability.

**LEARNING OUTCOMES**

Upon completion of this unit, the learner will be able to		
KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<p>Theoretical/Factual knowledge in:</p> <ol style="list-style-type: none"> <li>1. Global and local agendas for sustainability and their impact on business</li> <li>2. Concept and scope of business ethics and corporate responsibility</li> <li>3. Conceptual framework and tools for business ethics</li> <li>4. Ethically responsible leadership in the SME</li> <li>5. Ethical decision making</li> <li>6. Stakeholder analysis</li> <li>7. Inquiring methods of communication</li> </ol>	<ol style="list-style-type: none"> <li>1. Reflect upon the connection between personal ethics, ethical leadership, and ethical management.</li> <li>2. Utilise tools for ethical reflection and decision making.</li> <li>3. Apply methods of communication to commit and authorise management and staff to share ethically responsible leadership.</li> <li>4. Monitor and analyse the full array of stakeholder expectations and use this information to formulate a sustainably responsible company vision.</li> <li>5. Monitor and ethically respond to changes in the local community.</li> </ol>	<ol style="list-style-type: none"> <li>1. Perform responsible leadership based upon reflection and personal beliefs to build a reputation for ethical leadership.</li> <li>2. Make ethical, value-based decisions balancing economic, environmental, and social demands.</li> <li>3. Infuse ethically responsible leadership into management and staff at all levels within the company.</li> <li>4. Reach out to the surrounding community and external stakeholders with an invitation to discuss sustainable solutions to emerging demands.</li> </ol>

**EXTERNAL RESOURCES**

- Belas, J. et al: *Perceptions of the importance of business ethics in SMEs: A comparative study of Czech and Slovak entrepreneurs*, Ethics & Bioethics (in Central Europe), vol. 10, No. 1–2, pp. 96–106, 2020. <https://sciendo.com/article/10.2478/ebce-2020-0010> Apr. 13, 2021
- Mirvis, P.H. et al: *Responsible Leadership emerging*. 2010. <https://grii.org/wp-content/uploads/2018/09/Responsible-Leadership-Emerging.pdf> Apr. 20, 2021
- Svensson, G. & Wood, G.: *A Model of Business Ethics*, Journal of Business Ethics, Vol. 77, No. 3, pp. 303–322, 2008. <https://link.springer.com/article/10.1007/s10551-007-9351-2> Apr. 13, 2021

- Székely, F. & Knirsch, M.: *Responsible Leadership and Corporate Social Responsibility: Metrics for Sustainable Performance*, European Management Journal Vol. 23, No. 6, pp. 628–647, 2005.
- [https://www.sciencedirect.com/science/article/pii/S0263237305001131?casa\\_token=ZMpuE27XcSsAAAAA:jSCYxG9VHLOGzGcRO\\_ybgyq6TFRNN34RrFERJU9FrVHMKK48GMEx2c31ezeBdmbzuPIpJgO1Q](https://www.sciencedirect.com/science/article/pii/S0263237305001131?casa_token=ZMpuE27XcSsAAAAA:jSCYxG9VHLOGzGcRO_ybgyq6TFRNN34RrFERJU9FrVHMKK48GMEx2c31ezeBdmbzuPIpJgO1Q) Apr. 13 2021
- Trevino L.K. et al.: Moral Person and Moral Manager: How Executives develop a Reputation for Ethical Leadership, California Management Review, Vol. 42, No. 4., pp. 128-142, 2000. [http://homepages.se.edu/cvonbergen/files/2015/01/Moral-Person-and-Moral-Manager\\_How-Executives-Develop-a-Reputation-for-Ethical-Leadership.pdf](http://homepages.se.edu/cvonbergen/files/2015/01/Moral-Person-and-Moral-Manager_How-Executives-Develop-a-Reputation-for-Ethical-Leadership.pdf) Jul. 13, 2021
- Wolcott, G.: *A bar too high? On the use of practical wisdom in business ethics*, Business Ethics: A European Review Vol. 29, Issue S1 pp. 17-32, 2020. <https://onlinelibrary.wiley.com/doi/epdf/10.1111/beer.12297> Apr. 13, 2021

**OBJECTIVES:**

In this unit, learners will develop an understanding of what is sustainability and sustainable development and the drivers to embedding sustainability in developing and managing a business. In addition, learners will be able to identify opportunities to embed sustainability within key business processes and practices and develop a plan for a specific project which supports implementing ideas in practice.

**LEARNING OUTCOMES**

Upon completion of this unit, the learner will be able to		
KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<p>Theoretical/Factual knowledge in:</p> <ol style="list-style-type: none"> <li>1. Definitions of sustainability and sustainable development</li> <li>2. The motivations and drivers to the implementation of sustainability in developing and managing a business</li> <li>3. The benefits, impact and value of embedding sustainability in developing and managing a business</li> <li>4. The challenges in embedding sustainability in developing and managing a business</li> <li>5. The advantages and disadvantages of different sustainable development and management frameworks</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify opportunities for introducing sustainability in key business processes and practices.</li> <li>2. Assess the value of specific opportunities for introducing sustainability in developing and managing a business.</li> <li>3. Develop ideas to take advantage of identified opportunities, as a way of developing sustainable business processes and practices.</li> <li>4. Review the needs associated with introducing sustainability in key business processes and practices.</li> <li>5. Develop a plan for the introduction of a sustainability project in a business.</li> <li>6. Persuade others for the need for change in key business processes and practices.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the value of the sustainability project to others, both internal and external to a business.</li> <li>2. Manage the interests of different groups of internal and external stakeholders in managing the implementation of the project.</li> <li>3. Agree on a set of indicators by which to review progress and performance in the implementation of the project.</li> <li>4. Take responsibility to source appropriate support to assist in the implementation of the project.</li> </ol>

	<p>7. Review the impact of embedding sustainability in the developing and managing a business</p>	
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## EXTERNAL RESOURCES

The UN Sustainable Development Goals:

- <https://www.business.com/articles/un-sustainable-development-goals-for-small-business/>
- <https://www.bsigroup.com/en-GB/blog/Small-Business-Blog/how-the-sdgs-help-smes-grow/>
- <https://www.unglobalcompact.org.uk/sdg-tools-and-resources/>
- [https://www.pwc.com/gx/en/sustainability/SDG/SDG%20Research\\_FINAL.pdf](https://www.pwc.com/gx/en/sustainability/SDG/SDG%20Research_FINAL.pdf)
- The Skoll Centre for Social Entrepreneurship:
- <https://libguides.bodleian.ox.ac.uk/business/sustainable>

Green Entrepreneurship Training:

- <https://www.green-entrepreneurship.online/>

World Business Council for Sustainable Development:

- <https://www.wbcsd.org/>

BCorp in Europe:

- <https://bcorporation.eu/>

IFAC Checklist of Good Practice for Small Businesses:

- <https://www.ifac.org/about-ifac/small-and-medium-practices/publications/good-practice-checklist-small-business>

Sustainable business – What is it?

- Frank Wijen - [https://www.youtube.com/watch?v=Y5fR\\_KAVRMo](https://www.youtube.com/watch?v=Y5fR_KAVRMo)

Sustainable business – How and why?

- <https://hbr.org/2016/10/the-comprehensive-business-case-for-sustainability>  
Ray Anderson - [https://www.ted.com/talks/ray\\_anderson\\_the\\_business\\_logic\\_of\\_sustainability](https://www.ted.com/talks/ray_anderson_the_business_logic_of_sustainability)
- Jeremy Moon - <https://www.youtube.com/watch?v=azM4n0zf4jw>

Sustainability, sustainable development and business opportunities:

- <https://www.kantar.com/inspiration/sustainability/sustainability-is-one-of-the-biggest-business-opportunities-today>
- <https://www.weforum.org/agenda/2020/01/sustainability-green-companies-business-partnership/>
- <https://sustainable.org.nz/sustainable-tools-resources/>

Sustainable business models

- <https://www.business.com/articles/how-to-create-a-sustainable-business-model/>
- <https://www.strategyzer.com/blog/posts/2015/9/8/an-emerging-toolbox-for-business-strategy-innovation>

- Elvis and Kresse - <https://www.youtube.com/watch?v=9SRjmHjqV4>
- Case studies - <https://www.green-entrepreneurship.online/en/observatory/?PHPSESSID=ld1pmbk726j1b01jt799be7o2i>

Developing a business sustainability plan:

- <https://www.constellation.com/solutions/for-your-small-business/goals/developing-a-small-business-sustainability-plan.html>

Triple Bottom Line:

- <https://www.youtube.com/watch?v=2f5m-jBf81Q>

**OBJECTIVES**

In this unit, learners will learn about Responsible Research and Innovation in businesses, the importance, and strategies to involve actors from the Quadruple helix in smart innovations and the blockers and, drivers of RRI in SMEs. Learners will also practise strategies for innovation in SMEs based on the Resource-Based View (RBV) model.

**LEARNING OUTCOMES**

Upon completion of this unit the learner will be able to		
KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<p>Theoretical/Factual knowledge in:</p> <ol style="list-style-type: none"> <li>1. The Concept and influence of Responsible Research and Innovation (RRI) in businesses</li> <li>2. The Quadruple helix</li> <li>3. The Blockers and drivers of Responsible Research and Innovation (RRI) in businesses</li> <li>4. The Resource-Based View (VRIO) model</li> <li>5. The Resource-Based View (VRIO) Framework</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the influence of Responsible Research and Innovation (RRI) in business innovation strategy.</li> <li>2. Identify and involve relevant actors from the Quadruple helix when developing a Responsible Research and Innovation (RRI) strategy for businesses.</li> <li>3. Analyse blockers and drivers regarding Responsible Research and Innovation (RRI) implementation for businesses.</li> <li>4. Relate the Resource-Based View (RBV) Model to a business innovation strategy.</li> <li>5. Apply the Resource-Based View (VRIO) Framework to a business innovation strategy.</li> </ol>	<ol style="list-style-type: none"> <li>1. Manage and develop activities for Responsible Research and Innovation (RRI) implementation in SMEs.</li> <li>2. Reflect on the value and competences of each one of the actors from the Quadruple Helix.</li> <li>3. Lead Responsible Research and Innovation (RRI) processes integrating the different contributions of each of the actors from the Quadruple Helix.</li> <li>4. Elaborate strategies to overcome blockers and take advantage of drivers regarding Responsible Research and Innovation (RRI) implementation for businesses.</li> <li>5. Support others in the development and implementation of Responsible Research</li> </ol>

		<p>and Innovation (RRI) processes in SMEs innovation processes.</p> <p>6. Supervise the implementation of Responsible Research and Innovation (RRI) strategies into SMEs innovation processes.</p>
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#### EXTERNAL RESOURCES

- Business to you, 2016. *VRIO: From Firm Resources to Competitive Advantage*. Retrieved from <https://www.business-to-you.com/vrio-from-firm-resources-to-competitive-advantage/> in November 2020.
- CEN/TS 16555-5:2014 - Innovation management - Part 5: Collaboration management
- Foster Open Science. <https://www.fosteropenscience.eu/>
- Hadjimanolis, A., 2000. *A Resource-Based View of Innovativeness in Small Firms*. Retrieved from [https://www.researchgate.net/publication/240236334\\_A\\_Resource-Based\\_View\\_of\\_Innovativeness\\_in\\_Small\\_Firms](https://www.researchgate.net/publication/240236334_A_Resource-Based_View_of_Innovativeness_in_Small_Firms) in November 2020. DOI: 10.1080/713698465
- Innovation Compass Project. <https://innovation-compass.eu/deliverables-2/>
- RRI Tools. <https://rri-tools.eu/>
- Jurevicius, O., 2013. *Resource Based View*. Retrieved from <https://strategicmanagementinsight.com/topics/resource-based-view.html> in November 2020.

**OBJECTIVES**

In this unit, learners will develop an understanding of the relationship between emotional and spiritual intelligence and responsible leadership and the ways in which this supports innovative activity within businesses and organisations. In addition, learners will be able to critically reflect on their own emotional and spiritual intelligence and identify strategies for harnessing this intelligence within their leadership of innovative activity amongst staff, the work environment and external stakeholders and Communities of Practice (CoPs).

**LEARNING OUTCOMES**

Upon completion of this unit the learner will be able to		
KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<p>Theoretical/Factual knowledge in:</p> <ol style="list-style-type: none"> <li>1. Emotional and spiritual intelligence.</li> <li>2. Abilities, behaviours and skills associated with responsible leadership</li> <li>3. Contribution of responsible leadership to innovative activity.</li> <li>4. Ways in which to identify, assess and develop one's own personal behaviours and responsible leadership skills as a manager or business owner.</li> <li>5. Ways to develop and enhance the emotional intelligence of others within your own business or organisation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Collect feedback from others, within and external to the business, on one's own responsible leadership abilities, behaviours and skills as a manager or business owner.</li> <li>2. Develop personal leadership skills in a goal-oriented manner.</li> <li>3. Develop strategies that inspire others to promote emotional and spiritual intelligence at work.</li> <li>4. Use external resources (e.g. the UN's Sustainable Development Goals) to support responsible leadership and innovative activity</li> </ol>	<ol style="list-style-type: none"> <li>1. Assess appropriate actions to develop one's own responsible leadership skills as a manager or business owner, in light of feedback from others.</li> <li>2. Take responsibility for developing one's own responsible leadership skills as a manager or business owner.</li> <li>3. Agree on the different methods and tools to be used in developing emotional intelligence of others in the business and organisations</li> <li>4. Demonstrate the value of external stakeholders and communities of</li> </ol>

	<p>5. Select the appropriate management tools to inspire others within the work environment.</p> <p>6. Collaborate with external stakeholders and communities of practice to support innovative activity.</p>	practice in supporting innovative activity

## EXTERNAL RESOURCES

### Spiritual Intelligence (SQ) – what it is?

- Cindy Wigglesworth - <http://integrallleadershipreview.com/5502-feature-article-why-spiritual-intelligence-is-essential-to-mature-leadership/>
- Danah Zohar - <https://content.jwplatform.com/videos/mTtdORca-AFvvX0zL.mp4>
- Learn the Q's: <https://danahzohar.com/learnqs>
- Georgetown University: <https://youtu.be/pEIl5qFOFic>
- 11 signs you have high SQ : <https://youtu.be/pE6SfhI7kus>

### Spiritual Intelligence Assessments:

- <https://deepchange.com/SampleSQ21ReportDeepChange.pdf>

### Management skills development:

- What is 360 feedback: <https://youtu.be/eT4tohLWeUw>
- Behaviour change: <https://positivepsychology.com/improving-motivation-at-work/>

### Emotional Intelligence – what is it?

- Daniel Goleman and EI - [https://www.mindtools.com/pages/article/newLDR\\_45.htm](https://www.mindtools.com/pages/article/newLDR_45.htm)
- Emotional Intelligence, Emotions and leadership - <https://thoughtconomics.com/daniel-goleman/>
- Strategies for developing EI - <https://www.youtube.com/watch?v=pt74vK9pglA>

### Responsible Leadership – what is it?

- Key elements of responsible leadership - <https://www.accenture.com/gb-en/insights/consulting/responsible-leadership>
- Perceptions of responsible leadership - <https://www.younggloballeaders.org/seeking-new-leadership>
- The need for responsible leadership - <https://www.youtube.com/watch?v=06T1ppx1w8s>

## References

- 2016/0180 (NLE). *Proposal for a Council Recommendation on the European Qualifications Framework for lifelong learning and repealing the Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning*.
- <https://publications.europa.eu/en/publication-detail/-/publication/e3a30a2e-434b-11e6-9c64-01aa75ed71a1>
- ANQEP (2015). *Methodological guidebook – design of qualifications based on learning outcomes*.
- <http://www.catalogo.anqep.gov.pt/boDocumentos/getDocumentos/561>
- CEDEFOP (2017a)). *National qualifications framework developments in Europe*.
- [http://www.cedefop.europa.eu/files/4163\\_en.pdf](http://www.cedefop.europa.eu/files/4163_en.pdf)
- CEDEFOP (2017b). *Portugal European inventory on NQF 2016*
- <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/portugal-european-inventory-nqf-2016>
- CEDEFOP (2017c). *Defining, writing and applying learning outcomes: a European handbook* <http://www.cedefop.europa.eu/en/publications-and-resources/publications/4156>
- Schüz, M., 2016. *Sustainably Responsible Leadership and Innovation*. Innovation Management, Entrepreneurship and Corporate Sustainability, 26-27 May 2016, Proceedings of the 4th International Conference (pp.634-656)Publisher: Nakladatelství Oeconomica VSEEditors: Martin Lukes. Retrieved from [https://www.researchgate.net/publication/307477409\\_Sustainably\\_Responsible\\_Leadership\\_and\\_Innovation](https://www.researchgate.net/publication/307477409_Sustainably_Responsible_Leadership_and_Innovation)

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