



Co-funded by the  
Erasmus+ Programme  
of the European Union



**Moldova Higher Education Leadership and Management (MHELM)**

**Erasmus+ 609656-EPP-1-2019-1-MD-EPPKA2-CBHE-SP**

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## **LEADERSHIP AND MANAGEMENT**

**(training program)**

**≡ Teaching methodological guide ≡**

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**Chişinău, 2020**

This teaching methodological guide was developed within the ERSAMUS+ project – Moldova Higher Education Leadership and Management (MHELM), 609656-EPP-1-2019-1-MD-EPPKA2-CBHE-SP, funded by the European Union.

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More information regarding the mentioned project and its achievements can be found on the project website, accessing the address: [www.mhelm.utm.md](http://www.mhelm.utm.md).

## METHODOLOGICAL GUIDE FOR TEACHING THE CONTINUING VOCATIONAL TRAINING PROGRAM "LEADERSHIP AND MANAGEMENT"

<b>MODULE I</b>		<b>LEADERSHIP AND MANAGEMENT IN HIGHER EDUCATION INSTITUTIONS</b>	
<b>Purpose of the module</b>	Training positive and open attitudes to managers at all levels of higher education institutions, for the acquisition of leadership and university management competences		
<b>Module objectives</b>	<ul style="list-style-type: none"> <li>▪ Appreciation of the specifics and operating conditions of higher education institutions in the Republic of Moldova, in the context of the new paradigm of interrelationship of universities with the social environment;</li> <li>▪ Analysis of general approaches and principles of the functioning of university management, in the diversity of operating levels;</li> <li>▪ Description of the phenomenon of leadership in higher education institutions;</li> <li>▪ Appreciation of the manifestation and importance of the leader's emotional culture in higher education institutions;</li> <li>▪ Demonstration of some elements of the leader communication culture in higher education institutions, by managing/monitoring a speech, overcoming conflicts, applying negotiating techniques.</li> </ul>		
<b>Topic 1.1.</b>	<b>ACTIVITY OF HIGHER EDUCATION INSTITUTIONS UNDER ACTUAL CONDITIONS</b> <b>(8 hours of course activities and practical applications + 24 hours of individual study)</b>		
<b>At the end of the training activity, the beneficiary/trainee/student will be able to develop the following professional competences:</b>			
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• identifying the basic principles of the new concept of higher education;</li> <li>• understanding and knowledge of the process of setting up the Educational System of HE (ESHE);</li> <li>• description of the various models of the university's operation.</li> </ul>		
<b>Skills</b>	<ul style="list-style-type: none"> <li>• analyse the possibilities of the manifestation of university autonomy;</li> <li>• compare the different aspects of the paradigm concept;</li> <li>• establish the correlation between the requirements of the socio-economic environment, the university</li> </ul>		

	potential (human, financial, logistical) and the university model (focused on professional training, research, entrepreneurship).			
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>• develop participatory attitudes to contribute to the evolution of universities in the Republic of Moldova;</li> <li>• form a reflexive attitude towards the social importance of universities;</li> <li>• promote respect for university autonomy.</li> </ul>			
Training strategies				
Content units	Training activities	Allocated time	Ways to achieve	Remarks
1.1.1. Operating conditions and context of higher education institutions: national and international trends and realities.	<ul style="list-style-type: none"> <li>- Analysis of the conditions and context for the elaboration and implementation of the new concept of higher education;</li> <li>- Description of the basic principles of the operation of the university under the new conditions and creation of the ESHE;</li> <li>- Analysis of the real situation in the higher education system in the Republic of Moldova;</li> <li>- Appreciation of the perspective of the evolution of the university system in the Republic of Moldova.</li> </ul>	2 hours	exposition brainstorming cube;	

<p>1.1.2. New paradigms in higher education: teaching university, research university, entrepreneurial university.</p>	<ul style="list-style-type: none"> <li>- Description of the various models of the organization of the university;</li> <li>- Comparison of specific features of different types of university;</li> <li>- Analysis of priorities in the evolution of one or another type in the context of current trends;</li> <li>- Identification of the type of university characteristic of higher education in the Republic of Moldova.</li> </ul>	<p>2 hours</p>	<p>Conversation Exposition Graffiti Venn diagram</p>	
<p>1.1.3. University autonomy.</p>	<ul style="list-style-type: none"> <li>- Definition of university autonomy, establishment of the normative framework of operation in the context of the Republic of Moldova;</li> <li>- Description of how university activity is carried out in various segments;</li> <li>- Appreciation of managerial responsibility in relation to the degree of autonomy of decisions.</li> </ul>	<p>2 hours</p>	<p>Presentation Mosaic Gpp</p>	
<p>1.1.4. Social stake for university potential. Increasing the social role of universities.</p>	<ul style="list-style-type: none"> <li>- Description of the historical and current context of the manifestation of the social role of the university;</li> <li>- Analysis of the possibilities of influence and impact of the university on society;</li> <li>- Arguing the increasing importance of the relationship between the university and the labour market.</li> </ul>	<p>2 hours</p>	<p>Exposition; Method 3-2-1 Brainstorming</p>	

<b>Topic 1.2.</b>		<b>UNIVERSITY MANAGEMENT</b> <b>(14 hours of course activities and practical applications + 42 hours of individual study)</b>		
<b>At the end of the training activity, the beneficiary/trainee/student will be able to develop the following professional competences:</b>				
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• description of different theories/schools and models of university management, university management levels;</li> <li>• understanding and knowledge of the duties, competences, skills, responsibilities, rights and obligations of the manager, stages of the managerial process, university governance/autonomy, management strategies, the way of training and action of the management team;</li> <li>• identification of principles and mechanisms for determining managerial performance and managerial styles.</li> </ul>			
<b>Skills</b>	<ul style="list-style-type: none"> <li>• compare various management strategies and styles;</li> <li>• choose the management style and management performance mechanisms in accordance with the characteristics/specifics of the management level and the target group.</li> </ul>			
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>• propose solutions to enhance managerial performance;</li> <li>• adapt the management style and management performance mechanisms to the specifics of the management level and the target group;</li> <li>• promote an attitude centred on the development of risk prevention strategies.</li> </ul>			
<b>Training strategies</b>				
<b>Content units</b>	<b>Training activities</b>	<b>Allocated time</b>	<b>Ways to achieve</b>	<b>Remarks</b>

<p>1.2.1. Theories/approaches and models. Generalized definitions for the activity management. Principle and analytical managerial approaches. Main management schools.</p>	<ul style="list-style-type: none"> <li>- Generalised presentation regarding activity management. Description of planning, guidance and control elements;</li> <li>- Conversation and reflections on principle and analytical managerial approaches;</li> <li>- Analysis of the main management schools.</li> </ul>	<p>2 hours</p>	<p>Presentation Exposition Conversation</p>	
<p>1.2.2. The system of university management in the Republic of Moldova. General/institutional management. Sectoral management. Skills, responsibilities, rights and obligations of the manager.</p>	<ul style="list-style-type: none"> <li>- Description of the university management system in the Republic of Moldova;</li> <li>- Comparison of institutional management (strategic management and quality management);</li> <li>- Analysis of sectoral management (academic management, human resources management, administrative management and financial management);</li> <li>- Appreciation of the importance of the manager's skills, responsibilities and obligations.</li> </ul>	<p>2 hours</p>	<p>Conversation Debate</p>	
<p>1.2.3. Principles and mechanisms of university managerial performance. The current context and the need to modernise university management.</p>	<ul style="list-style-type: none"> <li>- Description of the basic principles and mechanisms of university management performance.</li> <li>- Analysis of conditions and modalities for ensuring managerial performance;</li> <li>- Appreciation of the need to modernise university management in the context of new realities.</li> </ul>	<p>2 hours</p>	<p>Presentation T-chart Mosaic</p>	

<p>1.2.4. Institutional university governance. Stages of the managerial process. Managerial roles and behaviours (decisional, informational, interpersonal).</p>	<ul style="list-style-type: none"> <li>- Analysis of models of institutional university governance;</li> <li>- Description of the stages of the managerial process;</li> <li>- Formulating reflections on the role of managerial behaviour.</li> </ul>	<p>2 hours</p>	<p>exposition; Philips 66 presentation</p>	
<p>1.2.5. Managerial functions vs. managerial style (planning, organization and motivation). Management styles in higher education. Factors that determine the type and style of management.</p>	<ul style="list-style-type: none"> <li>- Description of distinct categories of activities relating to the functions of the manager: foreseeing and planning, organisation, staff training and coordination and control;</li> <li>- Exposition on managerial styles in higher education;</li> <li>- Conversations and reflections on factors that determine the type and style of management.</li> </ul>	<p>2 hours</p>	<p>GINELG Graffiti GPP</p>	
<p>1.2.6. Team creation and management. Manager vs. management team in the context of ensuring managerial performance. Training, leadership and teamwork. Requirements and qualities of management team members.</p>	<ul style="list-style-type: none"> <li>- Description of the general characteristics of the persons who can form a team;</li> <li>- Exposition on the stages that mark the organization of teamwork;</li> <li>- Analysis of the qualities of the members of the management team;</li> <li>- Appreciation of the role and position of the manager within the management team in the context of ensuring managerial performance.</li> </ul>	<p>2 hours</p>	<p>conversation T-chart presentation</p>	



Topic 1.3		LEADERSHIP: CONCEPTUAL BENCHMARKS AND CONTEXT OF ACHIEVEMENT			
<b>At the end of the training activity, the beneficiary/trainee/student will be able to develop the following professional competences:</b>					
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• description of models and leadership strategies;</li> <li>• understanding and knowledge of the role, functions and leadership styles;</li> <li>• identification of the knowledge, qualities and skills required of a leader;</li> <li>• determining the specifics and benefits of coaching as a teaching-learning method.</li> </ul>				
<b>Skills</b>	<ul style="list-style-type: none"> <li>• critically analyse the theories, concepts and principles underlying leadership;</li> <li>• compare different leadership styles and patterns;</li> <li>• establish common issues and differences between manager and leader;</li> <li>• Choose, on the basis of different models, the style and leadership strategy that will allow the development of the higher education institution.</li> </ul>				
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>• promote responsible attitude by proposing a leadership strategy that allows the development of the university;</li> <li>• create an attitude centred on adapting leadership styles to the situational context of the higher education institution;</li> <li>• develop critical appreciation of the role and activities of the leader in the learning organisation;</li> <li>• promote the desire to identify, on the basis of self-assessment, possible methods of personal development, from the perspective of the formation of leadership qualities.</li> </ul>				
<b>Training strategies</b>					
Content units	Training activities	Allocated time	Ways to achieve	Remarks	
1.3.1. Models and theories of leadership: concept and main contemporary models.	<ul style="list-style-type: none"> <li>- Comparative analysis of the „leadership” concept in the specialty literature;</li> <li>- Discussions on the concept of „educational leadership”</li> </ul>	2 hours	lecture conversations working in a group		

	<ul style="list-style-type: none"> <li>- Exposition and comparative analysis of theories in the approach to leadership;</li> <li>- Description and comparative analysis of modern leadership models. Discussions on the factors for choosing an effective leadership model;</li> <li>- Brainstorming on the peculiarities of leadership models used in the HEI.</li> </ul>		brainstorming	
<p>1.3.2. Leadership functions and styles. Manager vs. leader.</p>	<ul style="list-style-type: none"> <li>- Description and exemplification of the leader role, leadership functions and responsibilities;</li> <li>- Discussions on the advantages and disadvantages of leadership styles (autocratic, democratic, laissez-faire, transformational and task-oriented);</li> <li>- Case studies on choosing the right leadership style based on personal skills and the specifics of the organization;</li> <li>- Questionnaire/test for self-assessment and identification of the leadership style characteristic of each participant;</li> <li>- Identifying the differences between the leader and the manager through discussions.</li> </ul>	2 hours	lecture, discussions debate case studies leadership style questionnaire	

<p>1.3.3. Theoretical and praxiological benchmarks on the becoming of the leader. Personal development. Coaching: advantages, types and result.</p>	<ul style="list-style-type: none"> <li>- Analysis of the knowledge, competences, skills and experience required of a successful university leader;</li> <li>- Arguing the need to develop leadership skills. Discussions on the possibilities and directions of personal development within the HEI;</li> <li>- Presentation of „coaching” as an effective educational method of learning and personal development;</li> <li>- Analysis of the models and advantages offered by coaching;</li> <li>- Inviting a coaching expert for a session (or simulating a coaching session).</li> </ul>	<p>2 hours</p>	<p>lecture conversations coaching session</p>	
<p>1.3.4. Leadership strategies and levels of manifestation.</p>	<ul style="list-style-type: none"> <li>- Arguing the importance of strategic planning in higher education;</li> <li>- Analysis of strategic components and leadership strategy development process;</li> <li>- Classification of types and models of leadership strategies within the HEI. International case studies on the implementation of university leadership strategies;</li> <li>- Discussions on strategic planning in universities at horizontal and vertical level.</li> </ul>	<p>2 hours</p>	<p>lecture conversations case study  SAR (Situation, Arguments, Resolution)</p>	

<p>1.3.5. Leader's activity in the learning organisation.</p>	<ul style="list-style-type: none"> <li>- Discussions on the concept and characteristics of the learning organisation;</li> <li>- Analysis of „learning-centred” leadership strategies implemented in the HEI.</li> </ul>	<p>2 hours</p>	<p>working in a group</p>	
	<ul style="list-style-type: none"> <li>- Roundtable „The role and activity of the leader in the learning organization” with the participation of recognized leaders and stakeholders in higher education.</li> </ul>	<p>2 hours</p>	<p>roundtable</p>	
<p><b>Topic 1.4.</b></p>	<p><b>EMOTIONAL CULTURE OF THE LEADER</b>  <b>(16 hours of course activities and practical applications + 48 hours of individual study)</b></p>			
<p><b>At the end of the training activity, the beneficiary/trainee/student will be able to develop the following professional competences:</b></p>				
<p><b>Knowledge and understanding</b></p>	<ul style="list-style-type: none"> <li>• defining, understanding and knowing the terms and concepts of emotional culture;</li> <li>• identifying the problem of human affectivity in the context of higher education;</li> <li>• description of the laws of occurrence and mechanisms of stress reduction in the workplace.</li> </ul>			
<p><b>Skills</b></p>	<ul style="list-style-type: none"> <li>• argue the role of emotional competences and emotional balance in the manager/leader's work;</li> <li>• apply strategies and mechanisms to reduce stress in the workplace in order to develop emotional culture.</li> </ul>			
<p><b>Attitudes</b></p>	<ul style="list-style-type: none"> <li>• critically assess the effects of emotional burning/exhaustion on the quality of the management process in the institution;</li> <li>• promote the mood for the implementation of strategies for developing the emotional culture of the manager/leader.</li> </ul>			

Training strategies				
Content units	Training activities	Allocated time	Ways to achieve	Remarks
1.4.1. Definition of emotional culture.	<ul style="list-style-type: none"> <li>- Comparative analysis of the definitions of the concept of „emotional culture” by different authors;</li> <li>- Description of indicators of emotional culture on intrapersonal dimension and communicative-relational dimension;</li> <li>- Arguing the need to study the pedagogy of emotional culture by highlighting the complexity of managerial responsibilities, the vulnerability of HEI leaders to mental exhaustion and emotional exhaustion.</li> </ul>	2 hours	lecture, T-chart brainstorming arguments on cards 6 Why? / 6 How?	



<p>1.4.3. Emotional competences and emotional balance in the manager/leader's work.</p>	<ul style="list-style-type: none"> <li>- Exposure of the visions of scientists from different geographical areas with reference to the definition of emotional competences;</li> <li>- Analysis of the structure of emotional competences in terms of affective values (attitudes), psychomotor/action values (capacities), cognitive values (knowledge);</li> <li>- Didactic simulation of manifestation and ways of developing the type of emotional balance (type of expressive balance, type of balance in imbalance, type of tension balance, type of balance with pessimistic domination and depressive tendencies, mixed type).</li> </ul>	<p>4 hours</p>	<p>Interactive lecture</p> <p>SAR (Situation, Arguments, Resolution) didactic simulation</p>	
<p>1.4.4. Stress in the workplace: the laws of appearance and the mechanisms of reduction.</p>	<ul style="list-style-type: none"> <li>- Exposure of characteristics and stages of stress in the workplace;</li> <li>- Analysis of stressor categories and the effects of stress on personal and professional life;</li> <li>- Description of the legacies of the occurrence of professional stress of staff in HEI;</li> <li>- Identification of ways to reduce/exclude stressogens.</li> </ul>	<p>2 hours</p>	<p>independent reading</p> <p>Top 5 effects academic controversy debate</p>	
	<ul style="list-style-type: none"> <li>- Case study on the application of anti-stress principles of conduct and mechanisms to reduce stress in the workplace depending on emotional styles.</li> </ul>	<p>2 hours</p>	<p>case study</p>	

<p>1.4.5. Emotional burning/exhaustion: premises, modes of manifestation, ways of prevention and overcoming.</p>	<ul style="list-style-type: none"> <li>- Analysis of symptoms of emotional burning (emotional exhaustion, depersonalization, reduction of personal achievements);</li> <li>- Description of factors that condition the occurrence of emotional burning syndrome;</li> <li>- Elaboration of the recommendations of managers in the HEI regarding the diminishing/reduction of emotional burning syndrome.</li> </ul>	<p>2 hours</p>	<p>Cause-Effect chart quadrants group project</p>	
<p>1.4.6. Strategies for developing the emotional culture of the constructive manager/leader.</p>	<ul style="list-style-type: none"> <li>- Master-class conducted by a guest psychologist with demonstration of defence mechanisms in response to occupational stress for the development of emotional culture (repression, isolation, reaction formation, displacement, projection, cleavage, etc.)</li> </ul>	<p>2 hours</p>	<p>Master-class</p>	



<b>Topic 1.5.</b>		<b>LEADER COMMUNICATION CULTURE</b> <b>(10 hours of course activities and practical applications + 30 hours of individual study)</b>		
<b>At the end of the training activity, the beneficiary/trainee/student will be able to develop the following professional competences:</b>				
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>determination of communication styles, negotiating techniques;</li> <li>description of the stages of a speech;</li> <li>identification of different categories of beneficiaries/target groups.</li> </ul>			
<b>Skills</b>	<ul style="list-style-type: none"> <li>compare different communication styles;</li> <li>choose the communication style and negotiation techniques in accordance with the characteristics/specifics of the target group.</li> </ul>			
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>promote increased responsibility for implementing solutions to prevent/diminish/overcome a conflict;</li> <li>adapt, by simulation, managerial communication methods to the specifics of the target group.</li> </ul>			
<b>Training strategies</b>				
<b>Content units</b>	<b>Training activities</b>	<b>Allocated time</b>	<b>Ways to achieve</b>	<b>Remarks</b>
1.5.1. Managerial communication. Communication styles.	<ul style="list-style-type: none"> <li>- Analysis of the communication process by determining the implication of the transmitter and receiver and the functions of the communication;</li> <li>- Identification of possibilities to exploit the formal and informal communication context in the process of performing managerial functions;</li> <li>- Comparison of different communication styles, with a focus on communication styles relevant to institutional managers.</li> </ul>	2 hours	stellar explosion mosaic presentation	

1.5.2. Management of a speech.	<ul style="list-style-type: none"> <li>- Description of the various situations of communicative interference within the higher education institution;</li> <li>- Analysis of the characteristics of different types of speech;</li> <li>- Presentation of the stages of preparation of a speech and the structure of the presentation;</li> <li>- Practicing practical presentation implications in a speech;</li> <li>- Simulation of speeches in various situations and contexts of managerial activity;</li> <li>- Estimation of risks and possibilities of overcoming non-standard situations.</li> </ul>	2 hours	conversation exercise simulation	
1.5.3. Conflict management. Negotiation techniques.	<ul style="list-style-type: none"> <li>- Definition of the concept of conflict;</li> <li>- Analysis of the causes of conflicts;</li> <li>- Identifying the destructive and constructive aspects of a conflict;</li> <li>- Comparison of different types of conflicts;</li> <li>- Analysis of the possibilities of intervention of the manager in conflict prevention and resolution;</li> <li>- Practicing ways to overcome conflicts;</li> <li>- Proposal for conflict management solutions.</li> </ul>	2 hours	GPP brainstorming exercise	
1.5.4. Adaptation of communication to the behavioural specifics of the beneficiary.	<ul style="list-style-type: none"> <li>- Description of the communication types of a manager;</li> <li>- Analysis of personality types and specific behaviours in a communication context;</li> <li>- Simulating communication with different personality types in different situations.</li> </ul>	4 hours	exposition T-chart role-playing	

ASSESSMENT		
<b>Individual tasks</b>	<p>For the final assessment of the module, students will choose one of the following individual task variants that they will present at the end of the module:</p> <ul style="list-style-type: none"> <li>• Analysis of strengths and difficulties in achieving the principles of university autonomy and social role in the context of current realities;</li> <li>• Evaluation of the institutional management system, from the perspective of the efficiency of the performance of managerial functions and roles, capitalizing on the decision-making possibilities of the team/collective;</li> <li>• Analysis of the way leadership is manifested in the institution;</li> <li>• Elaboration of a strategy for developing emotional culture;</li> <li>• Elaboration of a thematic discourse;</li> <li>• Development of a strategic plan for the institutional development of a university;</li> <li>• Analysis of the sectoral management of the university (academic management, human resources management, administrative management and financial management);</li> <li>• Elaboration of an action plan on the modernisation of university management in the context of new realities;</li> <li>• Developing an action plan on preventing/combating risks that may affect the university's managerial performance.</li> </ul>	17 hours
<b>Form of assessment</b>	<ul style="list-style-type: none"> <li>• Final (summative) assessment based on the defence of a project.</li> </ul>	
<b>Completion of Module I.</b>	<p>During the training, students will receive consultations, assistance from the trainer in carrying out individual or group work. At the end, students will present the results of the projects in a session.</p>	
<b>Total 67 hours of course activities and practical applications and 203 hours of individual study.</b>		

MODULE II	STAFF MANAGEMENT AND ORGANIZATIONAL CULTURE
<b>Purpose of the module</b>	Training of some skills and abilities of staff management, team set up and strengthening by managers of any level in higher education institutions.
<b>Module objectives</b>	<ul style="list-style-type: none"> <li>• Analysis of the applicable regulatory framework for staff management in higher education institutions, highlighting the most important specific legal regulations (in terms of applicability in practice), which need to be known by managers of higher education institutions;</li> <li>• Determination of elements of organizational culture specific to higher education institutions: mission, vision, language, values, beliefs, assumptions, norms, behavioural models, traditions, rituals, ceremonies, history, stories, symbols, operational processes, standards and requirements for the final educational product;</li> <li>• Description of staff recruitment and selection procedures, techniques in higher education institutions;</li> <li>• Determination of quantitative and qualitative performance indicators (criteria) specific to higher education institutions underlying staff assessment, as well as determination of the correlation between performance indicators and the size of staff incentives in higher education institutions;</li> <li>• Analysis of the principles of professional development of staff in higher education institutions, as well as identification of academic career development needs.</li> </ul>
<b>Topic 2.1.</b>	<b>REGULATORY PARTICULARITIES OF STAFF MANAGEMENT IN THE HIGHER EDUCATION INSTITUTIONS IN THE MOLDOVA REPUBLIC</b> <b>(8 hours of course activities and practical applications + 24 hours of individual study)</b>
<b>At the end of the training activity, the beneficiary/trainee/student will be able to develop the following professional competences:</b>	
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• knowledge of the normative acts governing the staff management in higher education institutions;</li> <li>• knowledge of how to organise working and rest time in higher education institutions;</li> <li>• understanding the key concepts and the specifics of the salary of staff in higher education institutions;</li> <li>• knowledge of the ways in which employment in higher education is concluded and terminated;</li> <li>• understanding the legal valences of the rules of professional ethics.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• explain how to employ staff in higher education institutions and how to terminate the employment contract;</li> <li>• analyse various specific regulations applicable to staff in higher education institutions;</li> <li>• determine the situations that would precede an employment dispute and resolve them.</li> </ul>
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>• develop an understanding of system problems and the identification of the legal framework applicable to</li> </ul>

	some situations; <ul style="list-style-type: none"> <li>• promote respect for the principles of professional ethics in the higher education system;</li> <li>• create an interest in identifying/formulating relevant issues in the field of salary of staff in higher education institutions.</li> </ul>			
Training strategies				
Content units	Training activities	Allocated time	Ways to achieve	Remarks
2.1.1. Hiring of staff in higher education institutions.	<ul style="list-style-type: none"> <li>- Analysis of the applicable legal framework;</li> <li>- Examination of the employment procedure specific to higher education institutions;</li> <li>- Description of the conditions and manner of conclusion of individual employment contracts.</li> </ul>	2 hours	Interactive lecture Debate	
2.1.2 Working time and rest time for staff in higher education institutions.	<ul style="list-style-type: none"> <li>- Legal framework applicable to working time and rest time. Flexible working arrangements. Particularities applicable to staff in higher education;</li> <li>- Work at home and work remotely.</li> </ul>	1 hour	Mind mapping	
2.1.3. Specific of staff salary payment in higher education institutions.	<ul style="list-style-type: none"> <li>- General considerations about the salary system in the HEI;</li> <li>- How salaries are determined in the HEI and their sources of payment;</li> <li>- Specific of salary payment of managers in the HEI.</li> </ul>	3 hours	5 Why? / 5 How? Interactive lecture Case study	
2.1.4. Termination of staff employment relations in higher education institutions.	<ul style="list-style-type: none"> <li>- Correct description and identification of the grounds and reasons for the termination of employment of staff in the HEI.</li> </ul>	1 hour	Interactive lecture Brainstorming	

<p>2.1.5. Discipline of work in higher education institutions. Internal rules of the higher education institution. Legal valences of the Code of Ethics and Professional Deontology.</p>	<ul style="list-style-type: none"> <li>- Presentation of the applicable legal framework;</li> <li>- Rules of ethics and professional deontology vs. labour obligations provided in the Internal Regulation.</li> </ul>	<p>1 hour</p>	<p>Fish Bowl</p>	
<p><b>Topic 2.2. ORGANIZATIONAL CULTURE AND VALUE SYSTEM IN THE HIGHER EDUCATION INSTITUTIONS IN THE REPUBLIC OF MOLDOVA (10 hours of course activities and practical applications + 30 hours of individual study)</b></p>				
<p><b>At the end of the training activity, the beneficiary/trainee/student will be able to develop the following professional competences:</b></p>				
<p><b>Knowledge and understanding</b></p>	<ul style="list-style-type: none"> <li>• definition of organisational culture;</li> <li>• identification of the specifics of ethical conduct in the context of higher education;</li> <li>• description of managerial roles in promoting ethical conduct within the organisation.</li> </ul>			
<p><b>Skills</b></p>	<ul style="list-style-type: none"> <li>• argue the role of institutional ethical conduct in the work of universities;</li> <li>• establish a functional relationship between the culture of employees of higher education institutions and the culture of students.</li> </ul>			
<p><b>Attitudes</b></p>	<ul style="list-style-type: none"> <li>• promote the implementation of a harmonious organisational climate at the level of higher education institutions;</li> <li>• assist in the development of an attitude of appreciation of the benefits of organisational culture within the higher education institution;</li> <li>• capitalize on the importance of respecting professional ethics for the proper functioning of universities.</li> </ul>			

Training strategies				
Content units	Training activities	Allocated time	Ways to achieve	Remarks
2.2.1. Organizational culture and complex system of subcultures	<ul style="list-style-type: none"> <li>- Analysis of the concept of „organisational culture” and elements of organizational culture;</li> <li>- Arguing the need for moral and responsible university;</li> <li>- Description of typologies of organisational cultures;</li> <li>- Exposure of the functions of the organisational culture.</li> </ul>	2 hours	Interactive lecture Debate Journal pages Quadrants	
2.2.2 Ethics, values and professionalism in university education. Determination of higher education values.	<ul style="list-style-type: none"> <li>- Comparative analysis of notions: ethics, morals, values;</li> <li>- Definition of academic values: academic freedom, personal autonomy, transparency, ethics of relations between members of the academic community, respect, tolerance, justice and equity, professionalism, meritocracy primacy, professional and social responsibility, etc.;</li> <li>- Examples of facts considered deviations from the system of ethical values in the university environment;</li> <li>- Arguing the need to cultivate/maintain values specific to the university environment.</li> </ul>	2 hours	Free associations Retelling /PPT Case study 4-step argument	
2.2.3. Managerial roles in promoting ethical conduct within the organisation.	<ul style="list-style-type: none"> <li>- Arguing the need for moral rules and etiquette in the academic area;</li> <li>- Analysis of the responsibilities and roles of the manager/leader in promoting ethical conduct in the HEI;</li> </ul>	2 hours	Arguments on cards 5 Why? / 5 How? Interactive	

	<ul style="list-style-type: none"> <li>- Simulation of the elaboration/update of the Code of Institutional Ethics, adjusted to the indicators proposed by the International Association of Universities and the Magna Chartam Remarkservatory.</li> </ul>		lecture Didactic simulation	
<p>2.2.4. Behaviour within the organisation: individual perspective and group perspective. The culture of HEI’s employees and the culture of students. Professional deontology.</p>	<ul style="list-style-type: none"> <li>- Description of experiences/how ethical standards of conduct apply to groups and members of the university community;</li> <li>- Identification of ethical dilemmas in the university environment: dilemmas related to the curriculum, dilemmas in the research plan, administrative-managerial dilemmas;</li> <li>- Analysis of personal rights and responsibilities in compliance with the Code of Institutional Ethics;</li> <li>- Identifying the correlation between higher education values and the culture of the behaviour of the HEI’s employees and students.</li> </ul>	2 hours	Lecture T chart  Academic controversy  Top 5 effects	
<p>2.2.5. Argument for encouraging fairness, diversity and inclusion.</p>	<ul style="list-style-type: none"> <li>- Analysis of the recommendations on promoting common values, inclusive education and the European dimension of teaching adopted by the Council of Europe;</li> <li>- Description of factors that condition the lack of academic integrity in the HEI;</li> <li>- Development of recommendations to promote academic integrity at university level.</li> </ul>	2 hours	Independent reading Venn chart Exercises of moral imagination Group project	



<b>Topic 2.3.</b>		<b>PLANNING, RECRUITMENT AND SELECTION OF STAFF IN THE HIGHER EDUCATION INSTITUTIONS IN THE MOLDOVA REPUBLIC. UNIVERSITY AUTONOMY IN THE FIELD OF HUMAN RESOURCES (8 hours of course activities and practical applications + 24 hours of individual study)</b>		
<b>At the end of the training activity, the beneficiary/trainee/student will be able to develop the following professional competences:</b>				
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>procedures for the recruitment of human resources in higher education institutions;</li> <li>key concepts and how to achieve university autonomy in the field of human resources;</li> <li>requirements for the regulation of activities in higher education institutions;</li> <li>methods of diagnosing efficiency in the management of staff in higher education institutions.</li> </ul>			
<b>Skills</b>	<ul style="list-style-type: none"> <li>develop strategies for planning and recruiting staff in higher education;</li> <li>identify and assign tasks correctly to subordinate staff.</li> </ul>			
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>create interest in initiatives such as: the development of internal documents, procedures and regulatory acts relating to staff planning, and policies against discrimination and equality in the workplace.</li> <li>promote human resources initiatives to estimate staffing needs and make their activities more efficient.</li> </ul>			
<b>Training strategies</b>				
Content units	Training activities	Allocated time	Ways to achieve	Remarks
2.3.1. Integrated human resources management in higher education institutions. Development strategy and personnel policies. Equality at work. Non-discrimination policies.	<ul style="list-style-type: none"> <li>- Analysis of the concept of „integrated human resources management” in higher education institutions;</li> <li>- Arguing the need to develop non-discriminatory staff strategies and policies.</li> </ul>	1 hour	Interactive lecture Debate	
2.3.2. Forecast management of staffing needs: analysis of human resources needs in higher education institutions. Requirements for the regulation of activities for the determination of staffing needs in higher education institutions.	<ul style="list-style-type: none"> <li>- Presentation of the peculiarities of the forecast of staffing needs in the university environment;</li> <li>- Contexts for the analysis of staffing needs;</li> <li>- Norming of the work of university staff.</li> </ul>	2 hours	Retelling /PPT Case study Brainstorming	

Calculation of the teaching work in higher education institutions.				
2.3.3. Recruitment – the basic activity of the personnel assurance process. Selection of staff in higher education institutions. Hiring and integration of staff.	<ul style="list-style-type: none"> <li>- Identification of sources of recruitment of academic staff;</li> <li>- Analysis of the responsibilities and roles of the manager/leader in the context of staff recruitment and integration procedures.</li> </ul>	2 hours	Interactive lecture Fish Bowl	
2.3.4. Job description and assignment of tasks. Elaboration and approval procedures.	<ul style="list-style-type: none"> <li>- Description of the experiences/how the job description is developed and approved;</li> <li>- Identification and correct allocation of tasks;</li> <li>- Simulation of the preparation/update of the job description.</li> </ul>	1 hour	Interactive lecture Didactic simulation	
2.3.5. Diagnosis of efficiency in staff management. Streamlining staff activities in the context of university autonomy.	<ul style="list-style-type: none"> <li>- Presentation of analysis-diagnosis stages;</li> <li>- Description of factors that condition the lack of interest in the streamlining of HEI’s staff activities;</li> <li>- Develop recommendations for the streamlining of staff activities. University autonomy vs. academic freedom.</li> </ul>	2 hours	Independent reading Role-playing	
<b>Topic 2.4.</b>	<b>MANAGEMENT OF PERFORMANCE, MOTIVATION AND STIMULATION OF STAFF IN THE HIGHER EDUCATION INSTITUTIONS IN THE REPUBLIC OF MOLDOVA</b>			
	<b>(6 hours of course activities and practical applications +18 hours of individual study)</b>			
<b>At the end of the training activity, the beneficiary/trainee/student will be able to develop the following professional competences:</b>				
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• key concepts of performance management;</li> <li>• criteria for assessing the performance of human resources in the HEI;</li> <li>• forms of expression of performance;</li> <li>• factors leading to lack of performance;</li> <li>• methods of assessing academic staff.</li> </ul>			
<b>Skills</b>	<ul style="list-style-type: none"> <li>• determine the performance criteria for academic staff;</li> <li>• explore various ways of assessing academic staff;</li> </ul>			



	<ul style="list-style-type: none"> <li>• establish the assessment process;</li> <li>• select the persons who will carry out the assessment;</li> <li>• determine the forms of motivation of academic staff to boost performance.</li> </ul>			
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>• promote an attitude focused on the application of effective performance management at the level of the higher education institution and system;</li> <li>• increase responsibility with regard to assessing performance criteria;</li> <li>• support initiatives in the development of regulations to assess the performance of academic staff.</li> </ul>			
<b>Training strategies</b>				
Content units	Training activities	Allocated time	Ways to achieve	Remarks
2.4.1. Determination of quantitative and qualitative performance indicators (criteria) specific to the HEI. Low performance management.	<ul style="list-style-type: none"> <li>- Analysis of the concept of „performance indicator” and the way of influence on the ranking of universities;</li> <li>- Description of indicators used in university rankings;</li> <li>- Exposure of institutional rating classification methodologies;</li> <li>- Presentation of how individual performance influences institutional performance.</li> </ul>	3 hours	Interactive lecture Debate  World café	
2.4.2. Determination of the forms of motivation of human resources in the HEI (material and moral)	<ul style="list-style-type: none"> <li>- Analysis of forms of motivation: moral and economic;</li> <li>- Presentation of the main mechanisms for the financial motivation of employees in the HEI;</li> <li>- Determining the correlation between performance indicators and the size of the stimulation of human resources in the HEI;</li> <li>- Analysis of notions: motivation and commitment in the workplace.</li> </ul>	3 hours	Free associations Retelling /PPT Case study	

<b>Topic 2.5</b>		<b>PROFESSIONAL DEVELOPMENT OF THE STAFF IN THE HIGHER EDUCATION INSTITUTIONS IN THE MOLDOVA REPUBLIC</b> <b>(6 hours of course activities and practical applications + 18 hours of individual study)</b>			
<b>At the end of the training activity, the beneficiary/trainee/student will be able to:</b>					
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>stages and principles of the professional development process of staff in higher education institutions.</li> </ul>				
<b>Skills</b>	<ul style="list-style-type: none"> <li>identify professional development needs at organisational, occupational and individual level by applying various assessment tools;</li> <li>plan and monitor the professional development activities of staff in higher education institutions.</li> </ul>				
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>promote involvement in the design of the professional development strategy of staff in higher education institutions.</li> </ul>				
<b>Training strategies</b>					
Content units	Training activities	Allocated time	Ways to achieve	Remarks	
2.5.1. Factors of change and professional development of staff in the HEI. Principles of the professional development process of staff in the HEI. The staff development cycle in the HEI.	<ul style="list-style-type: none"> <li>- Analysis of the professional development of staff in higher education institutions;</li> <li>- Arguing the need for professional development of HEI's staff;</li> <li>- Description of the professional development cycle of HEI's staff: identification of needs, planning and implementation of training activities.</li> </ul>	2 hours	Interactive lecture Debate		
2.5.2. Elaboration of the strategy for staff training in the HEI. Tools for identifying the professional development needs of staff in the HEI.	<ul style="list-style-type: none"> <li>- Presentation of the stages of elaboration of the training strategy;</li> <li>- Developing a strategy;</li> <li>- Presentation of the work to identify staffing needs.</li> </ul>	2 hours	Retelling /PPT Case study Simulation		

<p>2.5.3. Forms/types of adult training. Strategies/tools for evaluating training programs (content, necessity, impact).</p>	<ul style="list-style-type: none"> <li>- Arguing the need for adult learning;</li> <li>- Analysis of barriers to the professional development of HEI’s staff and the role of the manager/leader in overusing them;</li> <li>- Identification of forms of professional development of staff in the HEI;</li> <li>- Presentation of strategies for evaluating the professional development of staff in the HEI.</li> </ul>	<p>2 hours</p>	<p>Arguments on cards 5 Why? / 5 How? Interactive lecture</p>	
<b>ASSESSMENT</b>				
<p><b>Individual tasks</b></p>	<p>For the final assessment of the module, students will choose one of the following individual task variants that they will present at the end of the module:</p> <ul style="list-style-type: none"> <li>• Elaboration of employment procedures;</li> <li>• Modelling the employment stages and identifying the necessary criteria and documents;</li> <li>• Elaboration of a Code of professional ethics and deontology;</li> <li>• Presentation of good practices in the field of organizational culture formation;</li> <li>• Elaboration of a job description;</li> <li>• Preparation of staff reports of a subdivision and quantification of activities;</li> <li>• Presentation of good practices in the field of human resources efficiency;</li> <li>• Presentation of the experience regarding the standardization of the didactic, scientific-didactic activity;</li> <li>• Identification of performance indicators for establishing a staff motivation system;</li> </ul>	<p>14 hours of support and Module II completion session. Staff Management and Organizational Culture in Higher Education Institutions.</p>		

	<ul style="list-style-type: none"> <li>• Elaboration of a staff development strategy;</li> <li>• Elaboration of a questionnaire regarding the identification of the training needs of the subordinate personnel;</li> </ul> <p>Theme of your choice – a topic of interest to students or their universities will be proposed. The theme must be part of the topics of Module II.</p>	
<b>Form of assessment</b>	Final (summative) assessment based on the defence of a project.	
<b>Completion of Module II</b>	During the training, students will receive consultations, assistance from the trainer in carrying out individual or group work. At the end, students will present the work in a session. Conclusions and proposals to improve Module II will also be made.	
<b>Total of 52 hours of course activities and practical applications and 158 hours individual study</b>		
<b>MODULE III MANAGEMENT OF RESOURCES IN HIGHER EDUCATION INSTITUTIONS (HEI)</b>		
<b>Purpose of the module</b>	Forming the positive and open attitude of university managers to enhance theoretical and practical skills in planning, allocating and making the most efficient use of financial, material and information technology resources within the HEI.	
<b>Module objectives</b>	<ul style="list-style-type: none"> <li>▪ holistic approach to HEI’s resources;</li> <li>▪ identification and appreciation of the particularities of the strategy and financial management within the HEI in the context of the financial autonomy of the universities of the Republic of Moldova;</li> <li>▪ defining the methods of financing the HEI by assessing international experience and revealing their potential and opportunities in national practice;</li> <li>▪ knowledge of the methods of planning and forming the revenue and expenditure budget of the HEI, arising from the diversity of financial sources and the main expenditure directions;</li> <li>▪ assessing the importance of implementing the internal management control system in identifying and preventing risks, as an internal tool for top management and for managers of different levels of the HEI;</li> </ul>	

	<ul style="list-style-type: none"> <li>▪ knowledge and follow-up of material resource management processes and procedures in order to optimise their use within the HEI;</li> <li>▪ analysis of decision-making situations relating to the acquisition and use of material resources, systematization of the basic functions of material resource management and introduction of fundamental notions of the management of material resources in the public domain;</li> <li>▪ analysis and assessment of the approaches and principles of the functioning of the university information system in the diversity of operating levels.</li> </ul>
<b>Topic 3.1.</b>	<b>MANAGEMENT OF FINANCIAL RESOURCES IN HIGHER EDUCATION (20 hours of course activities and practical applications + 60 hours of individual study)</b>
<b>At the end of the training activity, the beneficiary/trainee/student will be able to develop the following professional competences:</b>	
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• identification of effective directions and methods for the rational use of financial resources;</li> <li>• description of the principles and methods of forming revenue and expenditure budgets at different levels of management;</li> <li>• understanding the specifics of the formation of sources and the management of financial resources within the HEI in the light of academic autonomy and responsibility for the use of public money;</li> <li>• knowledge and understanding of the importance of monitoring expenditure and financial reporting within the institution;</li> <li>• identification of mechanisms to avoid financial risks by respecting the basic principles applied in internal management control.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• develop and apply tools and techniques to assess financial needs;</li> <li>• rationally determine the needs for financial resources by developing budgets for different areas of activity of the HEI, on the basis of the models presented;</li> <li>• select and use appropriate techniques to monitor and evaluate the use of budgets for different university activities;</li> <li>• propose solutions for the optimal allocation of financial expenditure for various university activities;</li> <li>• establish correlations between the standard situations and the financial risks generated by them in the activity of the HEI.</li> </ul>

<p><b>Attitudes</b></p>	<ul style="list-style-type: none"> <li>• develop within the collective the spirit of involvement in optimising financial resources by proposing innovative methods of reducing HEI’s expenditure on the basis of cost-benefit analysis;</li> <li>• print a spirit of social responsibility regarding the use of public money;</li> <li>• argue the achievement of the planned tasks by making rational use of own and budgetary financial resources;</li> <li>• assess the importance of monitoring expenditure and financial reporting within the institution;</li> <li>• argue that the need to avoid financial risks is valued by respecting the basic principles applied in internal management control;</li> <li>• adapt the openness to the anticipation of financial loss situations by using the ongoing assessment of plans for the use of financial resources;</li> <li>• promote openness to solutions on the optimal allocation of financial expenditure for different university activities;</li> <li>• develop a desire to implement financial risk prevention strategies.</li> </ul>			
<p><b>Training strategies</b></p>				
Content units	Training activities	Allocated time	Ways to achieve	Remarks
<p>3.1.1. Development of the financial strategy of the HEI. The national and institutional regulatory framework governing the financial activity of the HEI. Financial autonomy as part of university autonomy. Uncertainty and risk in the financing of HE.</p>	<ul style="list-style-type: none"> <li>- Exposure of the national regulatory framework on the financial activity of the HEI in the Republic of Moldova;</li> <li>- Conversation and reflections on the national and institutional regulatory framework governing the financial activity of the HEI;</li> <li>- Brainstorming on uncertainty and risks in the financing of HE and ways of avoiding financial risks in the HEI.</li> </ul>	<p>2 hours</p>	<p>lecture conversation brainstorming</p>	
<p>3.1.2. Reconsideration of HEI’s funding at international and national level.</p>	<ul style="list-style-type: none"> <li>- Exposure of HEI’s funding methods at international and national level;</li> <li>- Discussions on the positive and negative moments of the indicators included in the formula.</li> </ul>	<p>6 hours</p>	<p>Interactive lecture conversations case studies</p>	



3.1.3. Strategy of financing higher education institutions in Moldova.	<ul style="list-style-type: none"> <li>- International case studies (Portugal, Sweden, Finland, Romania) on government funding.</li> <li>- Simulation of the budgetary financing methodology for the HEI in Moldova.</li> </ul>		simulation	
3.1.4. Financial planning of the university. Budget of revenue and expenditure. How to budget on the HEI and subdivisions.	<ul style="list-style-type: none"> <li>- Exposure of financial planning methods, formation of the revenue and expenditure budget at institutional and subdivision level;</li> <li>- Case study on the formation of the institutional budget and subdivisions.</li> </ul>	4 hours	lecture conversation case study	
3.1.5. Expenditure and costs. Performance indicators.	<ul style="list-style-type: none"> <li>- Exposure of the methods of drawing up the estimate of expenditure by activity/project etc. Performance indicators;</li> <li>- Examples of performance indicators. Discussions on performance indicators on different university subdivisions;</li> <li>- Case study on cost formation per activity/project.</li> </ul>	4 hours	interactive lecture conversation case study	
3.1.6. Financial control within the HEI. Internal audit. Risk management. Statement of managerial responsibility.	<ul style="list-style-type: none"> <li>- Exposure of principles of financial control and audit, risk management;</li> <li>- Master class with a guest from the Court of Accounts of Moldova.</li> </ul>	4 hours	lecture conversation case study master class	
<b>Topic 3.2.</b>	<b>MANAGEMENT OF MATERIAL RESOURCES IN HIGHER EDUCATION (8 hours of course activities and practical applications + 24 hours of individual study)</b>			
<b>At the end of the training activity, the beneficiary/trainee/student will be able to develop the following professional competences:</b>				
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• knowledge of the various types of material resources used in the HEI;</li> <li>• understanding the legal aspects of public procurement in order to better organise the material resource management process.</li> </ul>			
<b>Skills</b>	<ul style="list-style-type: none"> <li>• apply sustainable principles relating to public procurement;</li> <li>• identify/plan the material resource requirements arising from the needs of the HEI and the financial</li> </ul>			

	resources available; <ul style="list-style-type: none"> <li>• correctly select optimal supply options for material resources;</li> <li>• organise the insurance process with material resources based on the needs of the HEI;</li> <li>• manage the available material resources efficiently.</li> </ul>			
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>• create an interest in effective communication, teamwork and negotiation in order to streamline the allocation of material resources by university subdivisions;</li> <li>• promote a proactive attitude towards the efficient use of material resources within the HEI.</li> </ul>			
Training strategies				
Content units	Training activities	Allocated time	Ways to achieve	Remarks
3.2.1. Material resources used within the HEI.	<ul style="list-style-type: none"> <li>- Exposure of the main types of material resources within the HEI;</li> <li>- Discussions on the importance of material resource management and activities included;</li> <li>- Case studies on Procurement Service activities (national and European experience).</li> </ul>	2 hours	interactive lecture simulation	
3.2.2. Planning the need for material resources.	<ul style="list-style-type: none"> <li>- Exposure of the design stages of the procurement plan;</li> <li>- Simulation of the methodology for drawing up the procurement plan.</li> </ul>	1 hour	interactive lecture simulation	
3.2.3. Organization of the insurance process with material resources.	<ul style="list-style-type: none"> <li>- Exposure of legal aspects of public procurement;</li> <li>- Discussions on how to purchase goods in the HEI from the Republic of Moldova and European practices;</li> <li>- Discussions with the invitation of a specialist from the Public Procurement Agency/Procurement Service within the HEI;</li> <li>- Case studies on sustainable purchases or green purchases (Universities from the UK, Sweden,</li> </ul>	3 hours	lecture conversation case study	

	Romania).			
3.2.4. Efficient use of material resources.	<ul style="list-style-type: none"> <li>- Exposure of aspects of the efficient use of material resources and sustainable university;</li> <li>- Debates on practices for the efficient use of material resources in universities in the Republic of Moldova;</li> <li>- Case studies on the efficient use of material resources in European universities;</li> <li>- Brainstorming – Finding new solutions on the efficient use of material resources in the HEI of the Republic of Moldova.</li> </ul>	2 hours	lecture conversation case study /brainstorming	
<b>Topic 3.3.</b>	<b>INFORMATION MANAGEMENT IN HIGHER EDUCATION (10 hours of course activities and practical applications + 30 hours of individual study)</b>			
<b>At the end of the training activity, the beneficiary/trainee/student will be able to develop the following professional competences:</b>				
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• awareness of the significance of IMS for the general management system;</li> <li>• identification of the specifics of IMS in the HEI;</li> <li>• description of the information needs of the strategic actors of the HEI;</li> <li>• awareness of the need to measure processes, phenomena and objectives.</li> </ul>			
<b>Skills</b>	<ul style="list-style-type: none"> <li>• determine the information flow and its components within the HEI;</li> <li>• identify information needs according to the job;</li> <li>• measure the processes and phenomena within the institution, department, subdivisions;</li> <li>• identify cause-and-effect links between the results and the activities of the HEI;</li> <li>• transform objectives into qualitative and quantitative indicators.</li> </ul>			
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>• promote a responsible attitude towards the identification of processes and phenomena requiring monitoring;</li> <li>• create motivation and determination to propose strategic objectives for key activities;</li> <li>• support the IMS evaluation of the HEI or the position he/she occupies;</li> <li>• propose solutions for the improvement of the IMS within the institution and the position he/she occupies.</li> </ul>			
<b>Training strategies</b>				



Content units	Training activities	Allocated time	Ways to achieve	Remarks
3.3.1. Information Management System in the HEI.	<ul style="list-style-type: none"> <li>- Exposure of IMS significance to the general management system;</li> <li>- Discussions on the specifics of the IMS and its components within the HEI;</li> <li>- Brainstorming on identifying the information needs of the strategic actors of the HEI according to the position;</li> <li>- Simulation of the measurement of processes and phenomena within the institution, department, subdivisions and transformation of objectives into qualitative and quantitative indicators;</li> <li>- Brainstorming on IMS improvement solutions within the institution or position they occupy.</li> </ul>	2 hours	lecture conversations brainstorming simulation	
3.3.2. Balanced Scorecard Concept (BSC) in the HEI.	<ul style="list-style-type: none"> <li>- Presentation of the meaning of the BSC instrument;</li> <li>- Discussions on BSC components in relation to the work of the HEI;</li> <li>- Case study on the implementation of BSC at Turku Polytechnic (Finland);</li> <li>- Discussions on the stages of BSC application;</li> <li>- Brainstorming on identifying cause-and-effect links between results and activities of the HEI;</li> <li>- Determination of indicators for monitoring (performance) of HEI's activities in correlation with strategy.</li> </ul>	4 hours	lecture conversations brainstorming simulation	
3.3.3. IMS in academic activity.	<ul style="list-style-type: none"> <li>- Discussions on the need for the process of monitoring academic progress;</li> <li>- Case study: Building and implementing a faculty's IMS. The Lyterati case.</li> </ul>	4 hours	lecture conversations master class	

	<ul style="list-style-type: none"> <li>- Discussions on the international study „Quality management in Higher Education: Developments and drivers”, UNESCO, on Monitoring the progress of teaching and learning activity;</li> <li>- Master class on monitoring progress in research activity: Scientometry.</li> </ul>			
ASSESSMENT				
<b>Individual tasks</b>	<p>For the final assessment of the module, students will choose one of the following individual task variants that they will present at the end of the module:</p> <ul style="list-style-type: none"> <li>• Development of a financial strategic plan in university/university subdivision;</li> <li>• Assessment or evaluation of the university /subdivision budget;</li> <li>• Elaboration of a cost/estimate of expenditure per activity/project, etc.;</li> <li>• Presentation of the experience of performance indicators by subdivisions;</li> <li>• Presentation of good practice in the field of resource management, on the efficiency of the use of financial/material resources;</li> <li>• Presentation of the experience on the university information system;</li> <li>• Modelling a set of indicators that translates strategy into job-appropriate objectives;</li> <li>• Theme of your choice – a topic of interest to students or their universities will be proposed. The theme must be part of the topics of Module III.</li> </ul>	<p>14 hours of support and Module III completion session. Resource Management in Higher Education Institutions.</p>		
<b>Form of assessment</b>	<ul style="list-style-type: none"> <li>• Final (summative) assessment based on the defence of a project.</li> </ul>			
<b>Completion of Module III.</b>	<p>During the training, students will receive consultations, assistance from the trainer in carrying out individual or group work. At the end, students will present the work in a session. Conclusions and proposals to improve Module III will also be made.</p>			
<p><b>Total of 52 hours of course activities and practical applications and 158 hours individual study.</b></p>				



<b>MODULE IV</b>		<b>CHANGE MANAGEMENT AND ORGANIZATIONAL DEVELOPMENT OF HIGHER EDUCATION INSTITUTIONS</b>			
<b>Purpose of the module</b>	Forming a positive and open attitude in managers of all levels in higher education institutions to accept and support the necessary changes in the environment in which they work to make change sustainable.				
<b>Module objectives</b>	<ul style="list-style-type: none"> <li>▪ Addressing organisational changes in higher education institutions and identifying factors influencing change;</li> <li>▪ Comparative analysis of the models of organizational change and the possibility of their implementation under the conditions of the HEI in Moldova;</li> <li>▪ Description of the life cycle stages of organisational development;</li> <li>▪ Preventing/diminishing the occurrence of conflicts in the process of organizational change;</li> <li>▪ Identification and application of process optimization methods in HE institutions.</li> </ul>				
<b>Topic 4.1.</b>	<b>CONCEPTS OF CHANGE AND ORGANIZATIONAL DEVELOPMENT IN HIGHER EDUCATION (4 hours of course activities and practical applications + 12 hours of individual study)</b>				
<b>At the end of the training activity, the beneficiary/trainee/student will be able to develop the following professional competences:</b>					
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• identify the factors influencing change in higher education;</li> <li>• relating and description of the types of change;</li> <li>• perception of the essence of organisational development.</li> </ul>				
<b>Skills</b>	<ul style="list-style-type: none"> <li>• analyse the causes and factors of resistance to change and their reduction;</li> <li>• compare the impact of the various factors promoting change.</li> </ul>				
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>• propose solutions to reduce resistance to change;</li> <li>• promote the provision for the evaluation of the types of changes.</li> </ul>				
<b>Training strategies</b>					
<b>Content units</b>	<b>Training activities</b>	<b>Allocated time</b>	<b>Ways to achieve</b>	<b>Remarks</b>	
4.1.1. The essence of the concept of organisational development.	<ul style="list-style-type: none"> <li>- Exposure of the essence of the concept of organizational development;</li> <li>- Reflections on the development of higher education institutions;</li> <li>- Discussions on organisational development and</li> </ul>	2 hours	lecture conversation s case study		

	change.			
4.1.2. Planned change – essential part of organisational development: definition, structural elements, dimensions, necessity and results of planned change.	- Discussions on change in the HEI, types of changes. - Reflections on the planned change and its results; - Examples of factors that cause the change in the HEI; - Case study – Lewin’s force field, going through all the steps.			
4.1.3. Promoters of change in HE: classification, models, theories.				
4.1.4. Types and levels of organisational change.	- Discussions on levels of resistance to change; - Causes of resistance to change;	2 hours	lecture conversation s case study	
4.1.5. Resistance to organisational changes. Opportunities and challenges.	- Case study on the change opportunities.			
<b>Topic 4.2.</b>	<b>MODELS OF ORGANIZATIONAL CHANGE AND THEIR IMPLEMENTATION IN HE (8 hours of course activities and practical applications + 24 hours of individual study)</b>			
<b>At the end of the training activity, the beneficiary/trainee/student will be able to develop the following professional competences:</b>				
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• description and differentiation of different types of models of organisational change: Lewin, Kubler-Ross, ADKAR, Kotter, 7-S, etc.;</li> <li>• detailed account of the implementation stages of the models of organisational change presented and the argumentation of their need;</li> <li>• identification of different categories of beneficiaries/target groups; involved in implementing organisational change.</li> </ul>			
<b>Application</b>	<ul style="list-style-type: none"> <li>• compare different models of organisational change with the assessment of the Pros and Cons elements, as well as the possible risks in the case of each model of organisational change presented;</li> <li>• choose the most appropriate model of organisational change depending on the results of the current analysis of the organisational situation.</li> </ul>			
<b>Integration</b>	<ul style="list-style-type: none"> <li>• argue the opportunity of the model of the most appropriate model of organisational change in accordance with the specific situation that needs resolution;</li> </ul>			

	<ul style="list-style-type: none"> <li>propose detailed solutions for the effective implementation of organisational change;</li> <li>adapt, through simulation, the model applied to the challenges of the proposed organisational environment for resolution.</li> </ul>			
Training strategies				
Content units	Training activities	Allocated time	Ways to achieve	Remarks
4.2.1. Change management model after Lewin.	<ul style="list-style-type: none"> <li>Exposure of the peculiarities of the change management model after Lewin and the Lewin model extended after Schein;</li> <li>Discussions on the positive and negative moments of both models;</li> <li>Exposure of the peculiarities of the 5 phases of change after Kubler-Ross.</li> </ul>	2 hours	lecture conversations brainstorming	
4.2.2. Phases of change after Kubler-Ross – the 5-phase model.				
4.2.3. Seven-skill, habits model after Stephen Covey.	<ul style="list-style-type: none"> <li>Exposing the principles of the seven-skill, habits model after Stephen Covey;</li> <li>Exposure of the principles of the ADKAR model.</li> </ul>	2 hours	lecture conversations case study	
4.2.4. ADKAR model.				
4.2.5. Kotter's eight (8) step model.	<ul style="list-style-type: none"> <li>Exposing the principles of Kotter's eight-step model of change;</li> <li>Exposure of the principles of McKinsey's 7- S model.</li> </ul>	2 hours	lecture conversations case study	
4.2.6. McKinsey's 7-S model.				
4.2.7 Open Mentality Model.	<ul style="list-style-type: none"> <li>Exposure of the principles of the open mentality model.</li> </ul>	1 hour	lecture conversations case study	
<b>Topic 4.3.</b>	<b>THE CHANGE PROCESS IN HIGHER EDUCATION INSTITUTIONS</b>			
	<b>(12 hours of course activities and practical applications + 36 hours of individual study)</b>			
<b>At the end of the training activity, the beneficiary/trainee/student will be able to develop the following professional competences:</b>				
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>delimitation of organizational development configurations;</li> <li>description of the life cycle stages of organisational development;</li> <li>characterisation of the stages of organisational change;</li> </ul>			



	<ul style="list-style-type: none"> <li>• understanding the types of organisational diagnosis;</li> <li>• identifying the peculiarities of university strategic management;</li> <li>• description of the concepts of the strategies of change;</li> <li>• recognition of the types of tools of change management.</li> </ul>			
<b>Skills</b>	<ul style="list-style-type: none"> <li>• determine the critical points of organisational development;</li> <li>• compare approaches to organisational change;</li> <li>• use the concepts associated with the planned changes in the development of a university strategy;</li> <li>• compare organisational models of universities;</li> <li>• carry out SWOT analysis of university strategic management;</li> <li>• determine the impact of changes in university strategic management on the internal and external environment of the university;</li> <li>• use management tools to achieve change.</li> </ul>			
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>• promote an attitude centred on assessing the need for change and the problems that may arise at each stage of the life cycle of organisational development;</li> <li>• support the desire to develop development strategies according to university management levels;</li> <li>• create an interest in anticipating the risks of strategic management processes at different levels of organisation of the higher education institution;</li> <li>• appreciate the implementation of a strategy for change within the higher education institution.</li> </ul>			
<b>Training strategies</b>				
<b>Content units</b>	<b>Training activities</b>	<b>Allocated time</b>	<b>Ways to achieve</b>	<b>Remarks</b>

<p>4.3.1. Configurations of organizational development.</p>	<ul style="list-style-type: none"> <li>- Exposure of the correlation of concepts of organizational development versus organizational change, as well as the theoretical - methodological approaches of these concepts;</li> <li>- Conversation and reflections on identifying the type of approach to organisational development within the HEI, where they work;</li> <li>- Brainstorming on the main organisational structures in the HEI and the needs of organisational change.</li> </ul>	<p>2 hours</p>	<p>lecture conversations brainstorming</p>	
<p>4.3.2. The life cycle of an organisation.</p> <p>4.3.3. Organisational change: approaches and stages.</p>	<ul style="list-style-type: none"> <li>- Analysis of the life cycle stages of an organisation;</li> <li>- Discussions on arguments on the required volume of changes in the company's objectives, strategies, management processes, technology, culture and decision-making.</li> <li>- Case study. Analysis of planned organisational change models and development of recommendations on the organisation of the change process within the HEI, where they work.</li> </ul>	<p>2 hours</p>	<p>lecture conversations case studies</p>	
<p>4.3.4. Diagnosis: process, stages, content.</p>	<ul style="list-style-type: none"> <li>- Exposure of the basic concepts of diagnosis, diagnostic and its essential elements;</li> <li>- Analysis of diagnostic types and stages;</li> <li>- Conversations on diagnostic models: content, module, and peculiarity of application.</li> <li>- Case study. Performing diagnosis (general/ partial/ cascading) for the HEI, where they work, respecting the stages and using the models. It can be performed in small groups of (3 persons</li> </ul>	<p>2 hours</p>	<p>lecture conversations case study/ simulation</p>	

	from the same institution, but different subdivisions/compartments).			
4.3.5. Strategy for change. Strategic university management.	<ul style="list-style-type: none"> <li>- Exposure of types of change strategies;</li> <li>- Arguing the need to implement the change strategy;</li> <li>- Communication on topics:                             <ul style="list-style-type: none"> <li>a. The peculiarities of university strategic management;</li> <li>b. Models/experiences on university strategic management in other states;</li> <li>c. Strategies for change within the HEI.</li> </ul> </li> </ul>	2 hours	Round table	
4.3.6. Intervention plan.	<ul style="list-style-type: none"> <li>- Analysis of the concepts and content of the changing intervention, stages of intervention;</li> <li>- Discussions on the types of interventions, their effectiveness and real examples of application (from participants' practice).</li> </ul>	2 hours	lecture conversations brainstorming	
4.3.7. Implementation and evaluation of the strategy.  4.3.8. Change management tools.	<ul style="list-style-type: none"> <li>- Exposure of theoretical approaches to strategy implementation and evaluation. Strategy implementation system;</li> <li>- Theoretical presentation of change management tools;</li> <li>- Conversation and reflections on identifying the most effective tools for the HEI, how to achieve it, expectations and risks.</li> </ul>	2 hours	lecture conversations	

<b>Topic 4.4.</b>		<b>CREATING A CULTURE FOR CHANGE AND THE ROLE OF HUMAN RESOURCES. (8 hours of course activities and practical applications + 24 hours of individual study)</b>		
<b>At the end of the training activity, the beneficiary/trainee/student will be able to develop the following professional competences:</b>				
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• description of the types of national and organisational cultures;</li> <li>• account of the specifics of culture in the university space;</li> <li>• identification of different causes and factors that determine resistance to change.</li> </ul>			
<b>Skills</b>	<ul style="list-style-type: none"> <li>• compare different national and organisational cultures;</li> <li>• determine the factors and causes of resistance to change in the target group;</li> <li>• determine ways to change the organisational culture of the target group.</li> </ul>			
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>• promote the development of a climate capable of generating solutions for changing organisational culture;</li> <li>• adapt organisational change solutions to the specifics of the target group;</li> <li>• prevent/diminish/exceed the occurrence of conflicts in the process of organisational change.</li> </ul>			
<b>Training strategies</b>				
<b>Content units</b>	<b>Training activities</b>	<b>Allocated time</b>	<b>Ways to achieve</b>	<b>Remarks</b>
4.4.1 National culture. Conceptual dimensions.	<ul style="list-style-type: none"> <li>- Exposure of the fundamental characteristics of national culture;</li> <li>- Discussions and reflections on the specifics of the national culture of Moldova. Brainstorming.</li> </ul>	2 hours	lecture conversations brainstorming	
4.4.2 Organizational culture: concept, classification, characteristics. The concept of culture in the university space.	<ul style="list-style-type: none"> <li>- Exposure of classifications and characteristics of organizational culture;</li> <li>- Discussions and reflections on the specifics of culture in the university space;</li> <li>- Discussions and reflections on the specifics of organizational culture within their own subdivision.</li> </ul>	2 hours	lecture conversations	

4.4.3 People and attitudes towards change. Resistance to change: causes and factors, ways of solving.	<ul style="list-style-type: none"> <li>- Exposure of the concept of change and the factors that determine resistance to change;</li> <li>- Exposure of different ways of improving the organisational culture.</li> </ul>	2 hours	lecture conversations	
4.4.4 Conflict resolution arising in the process of organisational change.	<ul style="list-style-type: none"> <li>- Exposure of the types of interactions that may occur as a result of the organizational change process;</li> <li>- Simulating a case study. Conflict situation within an organisation.</li> </ul>	2 hours	lecture conversations simulation case study	
<b>Topic 4.5.</b>	<b>THE CHANGE PROCESS IN HIGHER EDUCATION INSTITUTIONS (6 hours of course activities and practical applications + 18 hours of individual study)</b>			
<b>At the end of the training activity, the beneficiary/trainee/student will be able to develop the following professional competences:</b>				
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• knowledge of the basic concepts and principles of total quality management;</li> <li>• knowledge of the stages and elements of the quality assessment process in HE institutions;</li> <li>• awareness of the role of quality in the process of implementing organisational changes in HE institutions;</li> <li>• know the methods of process optimization in HE institutions.</li> </ul>			
<b>Skills</b>	<ul style="list-style-type: none"> <li>• identify basic processes and objectives in HE institutions;</li> <li>• identify areas where organisational change is needed;</li> <li>• implement and optimise organisational change processes;</li> <li>• develop project management skills.</li> </ul>			
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>• develop openness to critical and multi-criterial analysis of situations;</li> <li>• adapt to the pro-active, preventive attitude;</li> <li>• promote innovative thinking;</li> <li>• create a favourable attitude towards change.</li> </ul>			
<b>Training strategies</b>				
<b>Content units</b>	<b>Training activities</b>	<b>Allocated time</b>	<b>Ways to achieve</b>	<b>Remarks</b>



<p>4.5.1. Quality concept. Total quality. TQM. 4.5.2. The concept of quality in higher education institutions.</p>	<ul style="list-style-type: none"> <li>- Exposure of the conceptual basis of Total Quality Management, European Quality Assurance Framework, National Quality Assurance Framework;</li> <li>- Discussions on compliance with TQM principles in HE institutions in Moldova;</li> <li>- Brainstorming on defining the characteristics of quality, quality objects and the level of quality improvement in the HEI.</li> </ul>	<p>2 hours</p>	<p>lecture conversations brainstorming</p>	
<p>4.5.3. The role of quality in the organizational change in higher education institutions. 4.5.4. Quality assessment in higher education institutions.</p>	<ul style="list-style-type: none"> <li>- Exposure of the stages of implementation of a quality management system (QMS) within higher education institutions in Moldova and evaluation processes;</li> <li>- Conversations on organizational change and change management in the HEI;</li> <li>- Simulation of business processes in the quality management system in higher education (case studies).</li> </ul>	<p>2 hours</p>	<p>lecture conversations simulation</p>	
<p>4.5.5. Business process reengineering (BPR). 4.5. 6. Business process improvement (BPI), business process redesign (BPR), Principles of KAIDZEN philosophy for continuous development.</p>	<ul style="list-style-type: none"> <li>- Exposure of business process reengineering, business process improvement, business process redesign concepts, KAIDZEN philosophy;</li> <li>- Discussions on process improvement tools;</li> <li>- Brainstorming on the benefits and limitations, the risks of different methods of continuous development.</li> </ul>	<p>2 hours</p>	<p>lecture conversations brainstorming</p>	
<b>ASSESSMENT</b>				
<p><b>Individual tasks</b></p>	<p>For the final assessment of the module, students will choose one of the following individual task variants that they will present at the end of the module:</p> <ul style="list-style-type: none"> <li>• Application of the most appropriate model in the opinion of learners for</li> </ul>		<p>14 hours of support and completion session of Module IV. Change</p>	

	<p>organizational change within the university,</p> <ul style="list-style-type: none"> <li>• Presentation of the experience of a change within the university where the student comes from;</li> <li>• Identification of the areas of action for the implementation of change management within the university and the elaboration of the action plan;</li> <li>• Change management and organizational development within the student’s subdivision;</li> <li>• Risks in implementing changes;</li> <li>• Resistance to change and ways to diminish it;</li> <li>• Develop a development strategy depending on university management levels;</li> <li>• Risk assessment of strategic management processes at different organizational levels of the higher education institution;</li> <li>• Presentation of good practice on the implementation of a strategy of change within the higher education institution;</li> <li>• Theme of your choice – a topic of interest to students or their universities will be proposed. The theme must fall within the topics of Module IV.</li> </ul>	<p>management and organisational development of higher education institutions</p>
<b>Form of assessment</b>	<ul style="list-style-type: none"> <li>• Final (summative) assessment based on the defence of a project</li> </ul>	
<b>Completion of Module IV.</b>	<p>During the training, students will receive consultations, assistance from the trainer in carrying out individual or group work. At the end, students will present their work in a session. Conclusions and proposals to improve Module IV will also be made.</p>	
<p><b>Total of 52 hours of course activities and practical applications and 158 hours of individual study.</b></p>		

<b>FINAL ASSESSMENT OF THE CONTINUOUS PROFESSIONAL TRAINING PROGRAM                      “LEADERSHIP AND MANAGEMENT”</b>		
<b>Final form of assessment</b>	For the final assessment of the continuous professional training program, students will carry out an individual project „Strengthening leadership and institutional management: strategic approaches” that they will defend at the end of the program.	300 hours of assistance, individual study and completion session of the continuous professional training program
<b>Total of 75 hours of assistance and 225 hours of individual study.</b>		
<b>TOTAL HOURS OF THE CONTINUOUS TRAINING PROGRAM - 1200 HOURS, OF WHICH 298 HOURS OF DIRECT CONTACT AND 902 HOURS OF INDIVIDUAL STUDY</b>		

