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TECHNICAL UNIVERSITY OF MOLDOVA

Continuing Education Department

CURRICULA

of the Continuing professional training programme

LEADERSHIP AND MANAGEMENT

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Beneficiaries: managers in higher education institutions

Approved at the Senate meeting
of _____ 20____
minutes no. _____

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I. PRELIMINARIES

The **Leadership and Management** programme is meant to ensure an efficient management of higher education institutions, in the ever-changing conditions of the operating context of universities and the tendency to satisfy society's demands on: research performance, quality of training and relevance of behavioural acquisitions of students, from the perspective of integration into an open, flexible and meritocratic society.

This programme aims to achieve:

- Addressing the issue of leadership and management in HEIs in the context of the new university paradigm and increasing the socio-economic role of universities in the realities of the contemporary world;
- Determining the role and importance of staff management and organizational culture in HEIs, from the perspective of efficient use of human resources;
- Establishing efficient principles and models for managing financial, material and information resources in universities;
- Creating favourable conditions for the management of organizational change and development of HEIs;
- Strengthening institutional leadership and management: strategic approaches.

The *Leadership and Management* programme aims to develop the professional competences necessary for an effective management in the higher education system.

The fundamental objective of the programme aims to develop the knowledge, skills and attitudes of managers of higher education institutions in the Republic of Moldova, which would serve as a support for streamlining management and leadership in universities through the following competences:

- Critical approach to various management theories and models in higher education institutions;
- Elaboration of strategies for development and socio-economic and cultural-scientific integration of universities in the national, regional and international context;
- Efficient use of resources by exercising university autonomy and taking responsibility;
- Identifying the ways of using human resources and the potential of the academic environment, necessary for an efficient management and the manifestation of leadership;
- Creating the conditions for continuous personal and professional development of employees, through research and self-training;
- Demonstrating the attitudinal and factual openness to change, as well as demonstrating the capacity to implement innovations and promote them in a cultural and socio-economic context.



This competence system is formed by studying five modules. Modules I-IV have a theoretical-practical character, which will be achieved through training activities, but also individual and group projects, through which the beneficiaries will form / develop the competences necessary for an efficient management. Module V has an applied character, being achieved by involving the beneficiary in research activities of various aspects of university management and the elaboration of a practical paper, relevant to the professional activity..

Each of the four modules with theoretical-applied character, is oriented primarily towards the formation of a certain competence and allows the flexible organization of the training. Module V, has an integrative character and contributes to the achievement / development of the designed competences.

The evaluation of the competences will be done along the way, by accomplishing the tasks indicated in the curriculum.

The specialist who followed this module of improving professional competences will improve their activity as: top manager of the higher education institution; dean of the faculty; head of department; employee of the structures of the quality management system in higher education institutions; manager of university structures that ensure the functionality of the institution.

II. CURRICULUM STRUCTURE

Type	Continuing education programme
Categories of beneficiaries	Managers in higher education institutions of all subdivisions / of all levels
Duration of the programme	The optimal period of conduct - one year
Number of professional credits	40 credits
Assessment form	<ul style="list-style-type: none"> - Defending group projects at the end of the modules - Defending the individual / group project at the end of the programme

III. DISTRIBUTION BY HOURS:

No.	Content units (modules)	Number of hours		
		Total	Training	Individual work
1.	Leadership and trends in the evolution of higher education	270	67	203
2.	Human resource management and organizational culture	210	52	158



3.	Resource management in higher education	210	52	158
4.	Change management and institutional development	210	52	158
5.	Strengthening leadership and institutional management: strategic approaches	300	75	225
Total:		1200	298	902

IV. TRAINING CURRICULUM BY CONTENT UNITS:

No.	Content units	Number of hours		
		Total	Training	Individual work
1	LEADERSHIP AND TRENDS IN THE EVOLUTION OF HIGHER EDUCATION	270	67	203
Theme 1.1. ACTIVITY OF HIGHER EDUCATION INSTITUTIONS UNDER CURRENT CONDITIONS		40	8	32
1.1.1.	Conditions and operating context of higher education institutions: national and international trends and realities	10	2	8
1.1.2.	Rationale for the application of new paradigms in higher education: universities focused on education, universities focused on research, entrepreneurial universities (teaching university, research university, entrepreneurial university).	10	2	8
1.1.3.	University autonomy	10	2	8



No.	Content units	Number of hours		
		Total	Training	Individual work
1.1.4.	The social stake for university potential. Strengthening the social role of universities.	10	2	8
Theme 1.2. UNIVERSITY MANAGEMENT		45	11	34
1.2.1.	Theories / approaches and models. Generalized definitions for activity management. Principles and managerial analytical approaches. Main management schools.	9	2	7
1.2.2.	University management system in the Republic of Moldova. General / institutional management. Sector management. Skills, responsibilities, rights and obligations of the manager.	9	2	7
1.2.3.	Principles and mechanisms of university managerial performance. The current context and the need to modernize university management.	9	2	7
1.2.4.	Institutional university governance. The stages of the managerial process. Managerial roles and behaviours (decisional, informational, interpersonal)	8	1	7
1.2.5.	Managerial functions vs. managerial style (planning, organization and	9	2	7



No.	Content units	Number of hours		
		Total	Training	Individual work
	motivation). Managerial styles in higher education. Factors that determine the type and style of management			
1.2.6.	Team establishment and management. Manager vs. managerial team in the context of ensuring managerial performance. Training, leadership and teamwork. Requirements and qualities of management team members	10	2	8
1.3. LEADERSHIP: CONCEPTUAL BENCHMARKS AND ACHIEVEMENT CONTEXT		46	10	36
1.3.1.	Leadership models and theories: concept and main contemporary models	9	2	7
1.3.2.	Leadership functions and styles. Manager vs. leader.	9	2	7
1.3.3.	Theoretical and praxiological benchmarks, regarding the becoming of the leader. Personal development. Coaching: advantages, types and result.	9	2	7
1.3.4.	Leadership strategies and levels of manifestation	10	2	8
1.3.5.	The activity of the leader in the learning organization	9	2	7



No.	Content units	Number of hours		
		Total	Training	Individual work
1.4. DEFINITION OF EMOTIONAL CULTURE		48	12	36
1.4.1.	Defining emotional culture	8	2	6
1.4.2.	The issue of human affectivity	8	2	6
1.4.3.	Emotional competences and emotional balance in the activity of the manager / leader	8	2	6
1.4.4.	Stress at work: laws of emergence and reduction mechanisms	8	2	6
1.4.5.	Emotional burning / exhaustion: premises, ways of manifestation, ways to prevent and overcome	8	2	6
1.4.6.	Strategies for developing the emotional culture of the constructive manager / leader	8	2	6
1.5. LEADER'S COMMUNICATION CULTURE		29	7	22
1.5.1.	Managerial communication. Communication styles		2	6
1.5.2.	Discourse management		2	6
1.5.3.	Conflict management. Negotiation techniques		2	6
1.5.4.	Adapting the communication to the behavioural specifics of the beneficiary.		1	4
1.6.	Elaboration of the group project	60	17	43
2	HUMAN RESOURCE MANAGEMENT AND ORGANIZATIONAL CULTURE	150	38	112



No.	Content units	Number of hours		
		Total	Training	Individual work
2.1.	PECULIARITIES OF STAFF MANAGEMENT REGULATIONS IN HIGHER EDUCATION INSTITUTIONS IN THE REPUBLIC OF MOLDOVA		8	24
2.1.1.	Hiring staff in higher education institutions.	8	2	6
2.1.2.	Working time and rest time of staff in higher education institutions.	4	1	3
2.1.3.	Working time and rest time of staff in higher education institutions.	12	3	9
2.1.4.	Termination of employment of staff in higher education institutions.	4	1	3
2.1.5.	Work discipline in higher education institutions. Internal regulations of the higher education institution. Legal valences of the Code of Ethics and professional deontology.	4	1	3
2.2.	ORGANIZATIONAL CULTURE AND VALUE SYSTEM IN HIGHER EDUCATION INSTITUTIONS IN THE REPUBLIC OF MOLDOVA	40	10	30
2.2.1.	Organizational culture and the complex system of subcultures	8	2	6
2.2.2.	Ethics, values and professionalism in university education. Determining the values of higher education.	8	2	6



No.	Content units	Number of hours		
		Total	Training	Individual work
2.2.3.	Managerial roles in promoting ethical conduct within the organization.	8	2	6
2.2.4.	Behaviour within the organization: individual perspective and group perspective. The culture of HEI employees and the culture of students. Professional deontology.	8	2	6
2.2.5.	Argumentation for encouraging fairness, diversity and inclusion.	8	2	6
2.3. STAFF PLANNING, RECRUITMENT AND SELECTION IN HIGHER EDUCATION INSTITUTIONS IN THE REPUBLIC OF MOLDOVA. UNIVERSITY AUTONOMY IN THE FIELD OF HUMAN RESOURCES		32	8	24
2.3.1.	Integrated human resource management in higher education institutions. Development strategy and staffing policies. Equality at work. Non-discrimination policies	4	1	3
2.3.2.	Predictive management of staffing needs: analysis of human resource insurance in higher education institutions. Requirements for standardization of activities to determine the need for staff in higher education institutions. Calculation of the	8	2	6



No.	Content units	Number of hours		
		Total	Training	Individual work
	teaching workload in higher education institutions			
2.3.3.	Recruitment - the basic activity of the staff insurance process. Selection of staff in higher education institutions. Staff recruitment and integration	8	2	6
2.3.4.	Job description and assignment of tasks. Development and approval procedures.	5	1	4
2.3.5.	Diagnosing efficiency in staff management. Efficiency of staff activities in the context of university autonomy.	8	2	6
2.4. PERFORMANCE MANAGEMENT, MOTIVATION AND STIMULATION OF STAFF IN HIGHER EDUCATION INSTITUTIONS IN THE REPUBLIC OF MOLDOVA		14	4	10
2.4.1.	Determination of quantitative and qualitative performance indicators (criteria), specific for HEIs. Low performance management.	7	2	5
2.4.2.	Determining the forms of motivation of human resources in HEI (material and moral).	7	2	5
2.5. PROFESSIONAL DEVELOPMENT OF STAFF IN HIGHER EDUCATION INSTITUTIONS IN THE REPUBLIC OF MOLDOVA		32	8	24



No.	Content units	Number of hours		
		Total	Training	Individual work
2.5.1.	Factors of change and professional development of staff in HEIs. Principles of the professional development process of staff in HEIs. The staff development cycle in HEIs	8	2	6
2.5.2.	Elaboration of the staff training strategy in HEIs. Tools for identifying the professional development needs of staff in HEIs.	12	3	9
2.5.3.	Forms / types of adult training. Strategies / tools for evaluating training programmes (content, need, impact).	12	3	9
2.6.	Elaboration of the group project	60	14	46
3	RESOURCE MANAGEMENT IN HIGHER EDUCATION	150	38	112
3.1.	MANAGEMENT OF FINANCIAL RESOURCES IN HIGHER EDUCATION	72	18	54
3.1.1.	Development of the financial strategy of the HEIs. The national and institutional normative framework that regulates the financial activity of the HEIs. Financial autonomy as a component part of university autonomy. Uncertainty and risk in financing higher education.	12	3	9
3.1.2.	Reconsideration of HEIs	12	3	9



No.	Content units	Number of hours		
		Total	Training	Individual work
	funding at international and national level			
3.1.3.	Strategy for financing higher education institutions in the Republic of Moldova.	12	3	9
3.1.4.	University financial planning. Revenue and expenditure budget. The way of budgeting by HEIs and subdivisions.	12	3	9
3.1.5.	Expenses and costs. Performance Indicators	12	3	9
3.1.6.	Financial control within the HEIs. Internal audit. Risk management. Managerial statement of accountability.	12	3	9
3.2. MANAGEMENT OF MATERIAL RESOURCES IN HIGHER EDUCATION		32	8	24
3.2.1.	Material resources used within the HEIs	8	2	6
3.2.2.	Planning the necessary material resources.	8	2	6
3.2.3.	Organizing the insurance process with material resources	8	2	6
3.2.4.	Efficient use of material resources	8	2	6
3.3. INFORMATION MANAGEMENT IN HIGHER EDUCATION		46	12	34
3.3.1.	Management Information System in HEIs.	16	4	12
3.3.2.	Balanced Scorecard Concept (BSC) in HEIs.	16	4	12
3.3.3.	SIM in academic activity.	14	4	10



No.	Content units	Number of hours		
		Total	Training	Individual work
3.4.	Elaboration of the group project	60	14	46
4.	CHANGE MANAGEMENT AND INSTITUTIONAL DEVELOPMENT	150	38	112
4.1. CONCEPTS OF ORGANIZATIONAL CHANGE AND DEVELOPMENT IN HIGHER EDUCATION		30	8	22
4.1.1.	The essence of the concept of organizational development.	4	1	3
4.1.2.	Planned change - an essential part of organizational development: definition, structural elements, dimensions, need and results of planned change	6	2	4
4.1.3.	Factors promoting change in HE: classification, models, theories.	8	2	6
4.1.4.	Types and levels of organizational change.	4	1	3
4.1.5.	Resistance to organizational change. Opportunities and challenges.	8	2	6
4.2. MODELS OF ORGANIZATIONAL CHANGE AND THEIR IMPLEMENTATION IN HE		29	7	22
4.2.1.	Lewin's change management model	5	1	4
4.2.2.	The stages of change after Kubler-Ross - the 5 stage model	4	1	3
4.2.3.	Stephen Covey's 7 habits	4	1	3



No.	Content units	Number of hours		
		Total	Training	Individual work
	model			
4.2.4.	ADKAR model.	4	1	3
4.2.5.	Kotter's 8-step change model.	4	1	3
4.2.6.	McKinsey 7-S model	4	1	3
4.2.7.	The Open Mindset Model	4	1	3
4.3. THE CHANGE PROCESS IN HIGHER EDUCATION INSTITUTIONS		35	9	26
4.3.1.	Organizational development configurations.	4	1	3
4.3.2.	The life cycle of an organization.	4	1	3
4.3.3.	Organizational change: approaches and stages.	4	1	3
4.3.4.	Diagnosis: process, stages, content.	4	1	3
4.3.5.	Change strategy. University strategic management	8	2	6
4.3.6.	Intervention plan	4	1	3
4.3.7.	Implementation and evaluation of the strategy.	4	1	3
4.3.8.	Change management tools.	3	1	2
4.4. CREATING A FAVOURABLE CULTURE FOR CHANGE AND THE ROLE OF HUMAN RESOURCES		24	6	18
4.4.1.	National culture. Conceptual dimensions.	4	1	3
4.4.2.	Organizational culture: concept, classification, characteristics. The concept of culture in the university area.	8	2	6
4.4.3.	People and attitudes towards change. Resistance to change:	4	1	3



No.	Content units	Number of hours		
		Total	Training	Individual work
	causes and factors, ways to solve it			
4.4.4.	Conflict resolution, which appeared in the process of organizational change	8	2	6
4.5. THE CHANGE PROCESS IN HIGHER EDUCATION INSTITUTIONS		30	8	22
4.5.1.	The concept of quality. Total quality. TQM	3	1	2
4.5.2.	The concept of quality in higher education institutions	4	1	3
4.5.3.	The role of quality in organizational change in higher education institutions	8	2	6
4.5.4.	Quality evaluation in higher education institutions	8	2	6
4.5.5.	Business Process Reengineering (BPR).	4	1	3
4.5.6.	Business process Improvement (BPI), bussiness process Redesign (BPR), The principles of the KAIDZEN philosophy for continuous development.	3	1	2
4.6.	Elaboration of the group project	60	14	46

V. OUTCOMES

*Upon successful completion of the **programme**, trainees will be able to:*

- Address the issue of leadership and management in HEIs in the context of the new university paradigm and increase the socio-economic role of universities in the realities of the contemporary world;



- Determine the role and importance of staff management and organizational culture in HEIs, from the perspective of efficient use of human resources;
- Establish some effective principles and models for managing financial, material and information resources in universities,
- Create favourable conditions for the management of change and organizational development of HEIs;
- Strengthen institutional leadership and management through various strategic approaches.

Upon completion of the module I, trainees will be able to:

- Appreciate the specifics and operating conditions of higher education institutions in the Republic of Moldova, in the context of the new paradigm of inter-relationship of universities with the social environment;
- Analyze the general approaches and operating principles of university management, in the diversity of operating levels;
- Describe the phenomenon of leadership in higher education institutions;
- Appreciate the manifestation and importance of the leader's emotional culture in higher education institutions;
- Demonstrate some elements of the leader's communication culture in higher education institutions, by managing / monitoring a discourse, overcoming conflicts, applying negotiation techniques.

Upon completion of the module II, trainees will be able to:

- Analyze the normative framework applicable 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;
- Determines the elements of organizational culture specific to higher education institutions: mission, vision, language, values, beliefs, assumptions, norms, behavioural patterns, traditions, rituals, ceremonies, history, stories, symbols, operational processes, standards and requirements for the final educational product;
- Describes the procedures, techniques for recruiting and selecting staff in higher education institutions;
- Determine the quantitative and qualitative performance indicators (criteria), specific for higher education institutions, which are the basis for staff evaluation, as well as determining the correlation between performance indicators and the size of staff incentives in higher education institutions;
- Analyze the principles of professional development of the staff of higher education



institutions, based on the needs of academic career development.

Upon completion of the module III, trainees will be able to:

- Holistically approach HEI resources;
- Identify the particularities of the strategy and financial management within the HEI in the context of the financial autonomy of Moldovan universities;
- Define the methods of financing HEIs by evaluating international experience and revealing their potential and opportunities in national practice;
- Analyze the methods of planning and forming the budget of revenues and expenditures of the HEI, based on the diversity of financial sources and the main directions of expenditure;
- Appreciate the importance of implementing the internal managerial control system in identifying and preventing risks, as an internal tool for top management and for managers of different levels of HEI;
- Analyze the processes and procedures for managing material resources in order to optimize their use within the HEI;
- Analyze the decisional situations regarding the acquisition and use of material resources, the systematization of the basic functions of material resource management and the introduction of fundamental notions of material resource management in the public domain;
- Appreciate the approaches and principles of operation of the university information system in the diversity of levels of operation.

Upon completion of the module IV, trainees will be able to:

- Address organizational change in higher education institutions, identifying the factors that influence change;
- Comparatively analyze the models of organizational change and the possibility of their implementation in the conditions of HEIs in Moldova;
- Describe the stages of the life cycle of organizational development;
- Prevent / reduce the occurrence of conflicts in the process of organizational change;
- Apply process optimization methods in HE institutions.

VI. TEACHING-LEARNING STRATEGIES

The training programme will be based on **interactive** teaching-learning-assessment **strategies**.

The main **forms** of conduct of the program are: training, activity in group projects.

The interactive **methods** will be applied in a great diversity, being correlated with the aims of the modules and the content to be studied, the most often used being: stellar explosion,



Mosaic, presentation, conversation, exercise, simulation, GPP, brainstorming, debate, case study, Journal pages, dials, free associations, etc.

As training **means** will be used: course support, methodological guide, support materials containing additional information, electronic training platforms.

VII. ASSESSMENT STRATEGIES

CURRENT ASSESSMENT	
Assessment methods	Tasks / Content
- Providing feedback	Tasks and content that are deduced from the concrete objectives of the activities.
ASSESSMENT AT THE END OF THE MODULE	
Final assessment Module 1	
Assessment methods	Tasks / Content
Defending a group project on one of the themes	<ul style="list-style-type: none"> • Analysis of the manifestation of leadership in the institution; • Elaboration of a strategy for developing emotional culture; • Elaboration of a thematic discourse; • Elaboration of an action plan regarding the modernization of the university management in the context of the new realities; • Elaboration of an action plan regarding the prevention / combating of risks that may affect the managerial performance of the university.
Final assessment Module 2	
Assessment methods	Tasks / Content
Defending a group project on one of the themes	<ul style="list-style-type: none"> • Analysis of the normative framework applicable for staff management in higher education institutions; • Presentation of a model of organizational culture; • Description of procedures, techniques for recruiting and selecting staff in higher education institutions (case study); • Elaboration of a staff development



	strategy.
Final assessment Module 3	
Assessment methods	Tasks / Content
Defending a group project on one of the themes	<ul style="list-style-type: none"> • Elaboration of a strategic financial plan in the university / university subdivision; • Assessment or evaluation of university / subdivision budget; • Elaboration of a cost / estimate of expenses per activity / project, etc.; • Presentation of the experience of performance indicators by subdivisions; • Presentation of good practices in the field of resource management, regarding the efficiency of the use of financial / material resources; • Presentation of the experience regarding the university information system; • Modelling a set of indicators that translate the strategy into objectives according to the job.
Final assessment Module 4	
Assessment methods	Tasks / Content
	<ul style="list-style-type: none"> • Applying the most appropriate model in the opinion of trainees for organizational change within the university, • Presenting the experience of a change within the university where the trainee comes from; • Identifying areas of action for the application of change management within the university and elaboration of the action plan; • Change management and organizational development within the trainee's subdivision; • Risks in implementing changes.
EVALUARE LA FINELE PROGRAMULUI	



Assessment methods	Tasks / Content
Defending the individual project	Strengthening leadership and institutional management: strategic approaches.

VIII. INDIVIDUAL WORK

The individual work guided by the teacher includes:

- Distribution of tasks, according to the designed outcomes;
- Consulting the methods of making the products;
- Preparation and presentation of projects.

IX. SELECTIVE BIBLIOGRAPHY

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