



## TRAINING METODOLOGY FRAMEWORK “LEADERSHIP ACADEMY”



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## 1. Introduction, Mission and Program

“Leadership Academy” is a training program dedicated to senior leaders, head of sectors, representatives from public communal enterprises and associations engaged in direct communication and work with employees in different sectors.

The mission of the Leadership Academy is to assist in developing more effective leadership capable of addressing the social, technological, and political challenges that cause change. Individual learning and development, project leadership, and network relationships are, among other, the key elements of the Leadership Academy’s program.

The program has been developed by the Council of Europe and has been tested by Balkan Net in 2012 in the region of south-east Europe. In 2014 and 2015 the program has successfully been implemented with two selected target groups in Macedonia and Bulgaria (mayors and municipalities’ senior staff as well civil society and non-governmental organizations). Further details related to the outcome of these events can be obtained at ([www.balkannet.eu](http://www.balkannet.eu)).

The Leadership Academy program is primarily focused on three areas: developing and improving of individual leadership skills and techniques, dealing and managing people and organizations and basic developing and understanding of international programs and projects.

## 2. Objectives of the Leadership Academy Program

The specific objectives of the Leadership Academy program are:

- Obtaining knowledge on the specific tools for managing the challenges of effective leadership,
- Enhance relationships with fellow training group participants, allowing for maximum engagement and value in the entire training process,
- A solid understanding of the role that trust plays in achieving results and what it takes to create a trusting environment,
- Enhanced understanding and appreciation of own and other’s work style profiles - Leaders will identify their individual leadership strengths as well as style issues and behaviors that can become roadmaps to successfully developing necessary relationships and leading their teams,
- Presentation of a scientific process of using information related to the style of creating relationships with the respective teams and within organizations,
- Increase the effectiveness in personal and interpersonal communications and conflict resolution in the leadership roles and as team members,
- Increase the awareness of the need for accountability and ongoing development of the individual leader, key relationships and team work,
- Help each participant to develop her/his own individual plan and strategy to ensure the ongoing development as a leader,
- Experience sharing as a reference point for future development,
- Understanding the essential elements of internationally applied project management tools and techniques,
- Strengthening of the leadership approach of the participants etc.

### **3. Module Composition**

The leadership module consists of four major blocks each having several sub-components. They are listed below.

#### **3.1 Introductory Session**

The introductory session consists of the following major components:

- Presentation of the objectives of the program,
- Presentation of the objectives of the individual modules,
- Presentation of the working methodology,
- Personal visions, fears, expectations and goals of the participants.

#### **3.2 Module I**

- Communication skills (information exchange, communication styles, acquiring of communication skills etc.),
- Essential elements of visualization,
- Presentation (personal preparation, enabling and leading discussions, possible obstacles of presentations, presentation and dealing with audience, dealing with and applying feed-back),
- Time management (understanding time, success planning, introduction of immediate changes, time management of the employees),
- Emotional intelligence (awareness, motivation, hierarchy of needs, empathy etc.)
- Basic understanding of soft skills,
- Stress management (signs and consequences of stress etc.)
- Power and leadership, leadership triangle, characteristics of modern leaders.

#### **3.3 Module II**

- Presentation of oneself (organization or individual) on the internet,
- Leadership self-evaluation (features of modern leaders, requirements from the modern leader),
- Common leadership and management mistakes,
- The manager as a coach and the manager as a leader
- Leadership matrix according to the Council of Europe (CoE),
- Leadership styles,
- Famous leadership gurus,
- Effective leadership (strengthening of the personal efficiency, staff management, inspiring the employees towards perfection, delegation of authorities, facilitation skills etc.),
- Leadership practices and perception of leadership,
- Leadership levels according to John Maxwell,
- Leadership standards.

### 3.4 Module III

- Strategic thinking and acting (understanding strategy, short-term and long-term thinking, thinking of the future, analysis of internal skills, planning of the strategy),
- 5 P's of strategy according to Mintzberg (plan, ploy, patterns, position, perspective)
- Decision making (styles, models, rules of implementation of decisions),
- New approaches in leadership (positive governance, leadership styles based on emotional intelligence),
- Mind mapping as a tool in modern project management,
- Essentials of conflict management (mediation, negotiations, solutions)
- Essentials of project management (project log-frame, timeframe and Gantt chart as tools in modern project management),
- Creation of activity and project management plans and project concepts from the everyday work of the participants and organizations.

## 4 Training Network

The trainings shall be executed by the training network Balkan Net with the seat in Skopje. Balkan Net has gathered extensive experience in the past 10 years in the Balkan countries (Albania, Serbia, Macedonia, Kosovo, Montenegro, Bosnia and Herzegovina, Croatia and Bulgaria), among other, in offering and executing professional trainings and capacity building measures with various inter-disciplinary target groups.

Mr. Jean Stanoevski is president of the international foundation Balkan Net ([www.balkannet.eu](http://www.balkannet.eu)) and founder and manager of Constan Ltd. ([www.constan.com.mk](http://www.constan.com.mk)). He is certified Leadership Academy trainer by the Council of Europe and certified ProNet trainer on behalf of the GIZ. Mr. Jean Stanoevski is MSc. in applied politics and diplomacy and Bachelor of Arts and graduate from the Skopje University - Faculty of Philology (German and English languages).

He gained his practical experience over the last 20 years working for various international and Macedonian institutions/companies/donors (InWEnt, GIZ, KfW, CDG, World Bank, EAR etc.), primarily in the legal, financial, economic, business, water, sewerage, logistics and transportation sectors.

His major focus is management and coordination of regional capacity building projects, organization and moderation of international seminars and workshops as well as leadership training. He possesses exceptional comparative advantages and a comprehensive expertise in moderation and facilitation of international seminars and workshops deriving from over 60 international workshops and conferences moderated in the recent years, including intensive brain storming sessions and similar events.

Being a polyglot, he is able to work in English, German, Macedonian and Serbian. In addition, Mr. Stanoevski is a GIZ (former GTZ) trained and certified moderator/trainer for Logical Framework/ZOPP - Objective Oriented Project Planning and certified ProNet trainer. He has also successfully attended additional courses, such as those in multilateral environmental agreements and profitable environmental management and marketing for small and medium sized enterprises etc.

## 4.1 Abilities of our Trainer

The proposed trainer possesses the following strengths:

- **Knowledge of the subject matter and practical experience**, i.e. complete command of the theory and the practice,
- **Ability to communicate ideas and pass on knowledge**: we can satisfy the participants' need to learn something new or improve their knowledge. We achieve better levels of teaching by using the appropriate tools. We also achieve this by reinforcing of the concepts with examples and our own experiences, with the experiences of others or of the participants and we demonstrate and facilitate this putting it into practice,
- **Ability to plan and manage time**: we make ordered presentations of sufficient duration leaving time for each of the planned activities; for example, in depth treatment, work in groups or work involving all those present,
- **Flexible and sensitive attitude**: it is desirable for us to keep an open mind for group work and if necessary agree and create with the participants approaches different from our own. Usually, we work with a heterogeneous group of adults who have different academic training, jobs and experience and already established attitudes,
- **Ability to synthesize**: we feedback the participants' contributions in an objective way, consolidating the results of the workshop. On the basis of the different contributions and discussion, we also combine the contents; for example make a summary, highlighting the most relevant points, drawing synoptic charts, plans or diagrams and the like,
- **Capacity for self-control**: our attitude and appearance in itself sends out a message, We are there to complement knowledge, which gives us power which we need to handle prudently and intelligently. Therefore, we adopt an open approach, remaining calm and in control during the various discussions,
- **Ability to manage the visual aids**: we possess adequate knowledge of the visualization tools and know how to manage the technical equipment we are using.

## 5. Trainees' (Participants') Selection

The Leadership Academy program is dedicated to future leaders and highly motivated individuals with strong leadership potential. Thus, the selection of trainees (participants) is conducted under strict criteria and motivation must be carefully assessed. Proper selection remains a key component to ensure sustainability and replicability of the Leadership Academy program in the selected organizations.

This selection process consists of the following components:

- Review of candidates (candidates shall be asked to submit a CV based on which a list of potential trainees is created),
- Pre-selection of candidates (shall be made in close cooperation and supervision with the project partner or the umbrella organization),

- Interview with the candidates (conducted upon creation of the list of potential trainees),
- Verification of commitment (trainer must further verify the commitment of both the partner/umbrella organization and the potential trainees as to their will and readiness to continue applying the acquired know-how and methods of the leadership academy program),
- Verification of motivation (trainer needs to ensure that candidates are highly motivated for learning about leadership,
- Verification of availability (trainer must make sure that the candidate is able, committed and ready to be absent from their every-day obligations for the period of the training),
- Final selection (trainer must sit together with the partner organization and discuss their views by reviewing each candidate and deciding whether or not a candidate should be selected, and give the reasons why. Final selection can be made after reviewing all potential trainees).

Generally, the right number of participants depends on the dynamic and materials being used in the workshop. The ideal number for a participatory workshop session we prefer to work with is between 15 and 20 people. Some workshops will have more. Nevertheless, quantity does not necessarily mean quality - the larger the group, the less time available for each person to contribute and actively participate in a workshop.

## 5.1 Preliminary Survey of the Participants

Upon collection of the participants' interest (including the CV's of the potential candidates) for participation at the Leadership Academy program, Balkan Net's trainers shall perform a brief preliminary survey of the potential participants. Participants shall individually be evaluated and shall be asked to give answers to questions of importance for the content of the program, their previous knowledge and experience, their main aims and their particular objectives and initial expectations, amounts and topics of previous similar trainings in the area of leadership etc. The preliminary survey is attached as annex 3 to this document.

## 6. Participation

Active and interactive participation is the main training methodological axis that we rely upon in our work. We recognize and value the importance of participation as a practice, a condition and a fundamentally necessary activity for any kind of social development. We strongly emphasize contextualized participation within the training groups. We are convinced that a person can only apply something in the workplace when they have actually experienced something positive and constructive and have achieved good results with it and for themselves.

Under this remit, we very much pay attention to the idea of active and interactive participation: what it should be like; the dynamic of a group; how people participate and the advantages and disadvantages of participation in a classical workshop session.

The basic principal for participation within a workshop is to make the most of the participants'

potential, their experiences and knowledge of a subject. To achieve this, it is important to bear in mind how the group is made up; how it works; the amount of knowledge and the way the members of the group gather and process useful information for decision making.

Participation does not begin immediately, it is a dynamic process that changes and if allowed becomes effective over time. Initially, the group takes an apprehensive stance in which individuals only respond to their own uncertainties. The ice is usually broken when people introduce themselves and the adaptation and incorporation into the group begins; people lose their fears.

Following the presentation activity, a first level of familiarity with the participants is established which leads on to asking questions to clarify their doubts. As familiarity increases, the critical level begins, in which the group questions the information it receives, suggests new ideas and proposes alternatives to what has been presented. From this point on, the cohesion of the group is stronger and there is ownership of the participation including self-managing and decision making.

Hence, these processes do not only occur linearly. Between stages, the rhythms and emphasis are different. What is more, the process can come to a halt or even reverse according to the dynamic of the group and the skills of the training team.

## **7. Agenda**

Each module shall be implemented for a period of 2,5 working days, divided into morning and afternoon sessions. The agenda is attached as Annex 1 to this document.

## **8. Training Methodology**

The training sessions shall be organized as a mix of classroom training, exploration of several models of effective leadership and teaming, facilitated discussion and experiential activities. Utilizing experiential activities shall enhance this exploration and allow participants to fully engage in and personalize their training experience. Together they shall explore the complex dynamics that impact the effectiveness of leaders and teams.

The training process is implemented in small groups aiming to accelerate positive psychological climate and enhance positive group dynamic. Actually, we see the training as a multidirectional process. The participants learn from the trainers, but the trainers also learn from the participants' experiences and, finally, the participants learn from each other.

Our trainer do not adopt the attitude of knowing it all. Nobody knows everything, and every day we learn something new if we have an open mind. Understand that a workshop is a moment in the learning process. Thus, we are convinced that the follow-through and support to apply the material learned complement and accompany the true teaching process.

Putting what has been learned during the training sessions into practice in such a way that the participants can relate to the concepts which as a result always shows more interest. Hence, during the work, case studies and role plays are elaborated and directly implemented by the

participants. Following the principle of experiential learning cycle, the participants will be enabled to learn and explore exactly through implementation of practical working steps and case studies selected from their every-day work.

The model of **experiential learning** has been developed by the British expert and scholar Rubin Kolb in the eighties of the XX century and represents one of the most useful and best-developed models that are at disposal for the adult learning process.

It suggests that there are four stages in learning which follow from each other: **Concrete Experience** is followed by **Reflection** on that experience on a personal basis. This may then be followed by the derivation of general rules describing the experience, or the application of known theories to it (**Abstract Conceptualization**), and hence to the construction of ways of modifying the next occurrence of the experience (**Active Experimentation**), leading in turn to the next **Concrete Experience**. All this may happen in a flash, or over days, weeks or months, depending on the topic, and there may be a "wheels within wheels" process at the same time.

The most direct application of the model is to use it to ensure that (pace the reservations above) teaching and tutoring activities give full value to each stage of the process. This may mean that for the tutor or mentor, a major task is to "chase" the learner round the cycle, asking questions which encourage reflection, conceptualization, and ways of testing the ideas. (The Concrete Experience itself may occur outside the tutorial/mentoring session).

Kolb's model therefore works on a **four-stage cycle**:

1. **Concrete Experience - (CE)**
2. **Reflective Observation - (RO)**
3. **Abstract Conceptualization - (AC)**
4. **Active Experimentation - (AE)**

and a **four-type definition of learning styles**, (each representing the combination of two preferred styles, rather like a two-by-two matrix of the four-stage cycle styles, as illustrated below), for which Kolb used the terms:

1. **Diverging (CE/RO)**
2. **Assimilating (AC/RO)**
3. **Converging (AC/AE)**
4. **Accommodating (CE/AE)**

Figure 1: Diagram of the experiential learning cycle according to Kolb:

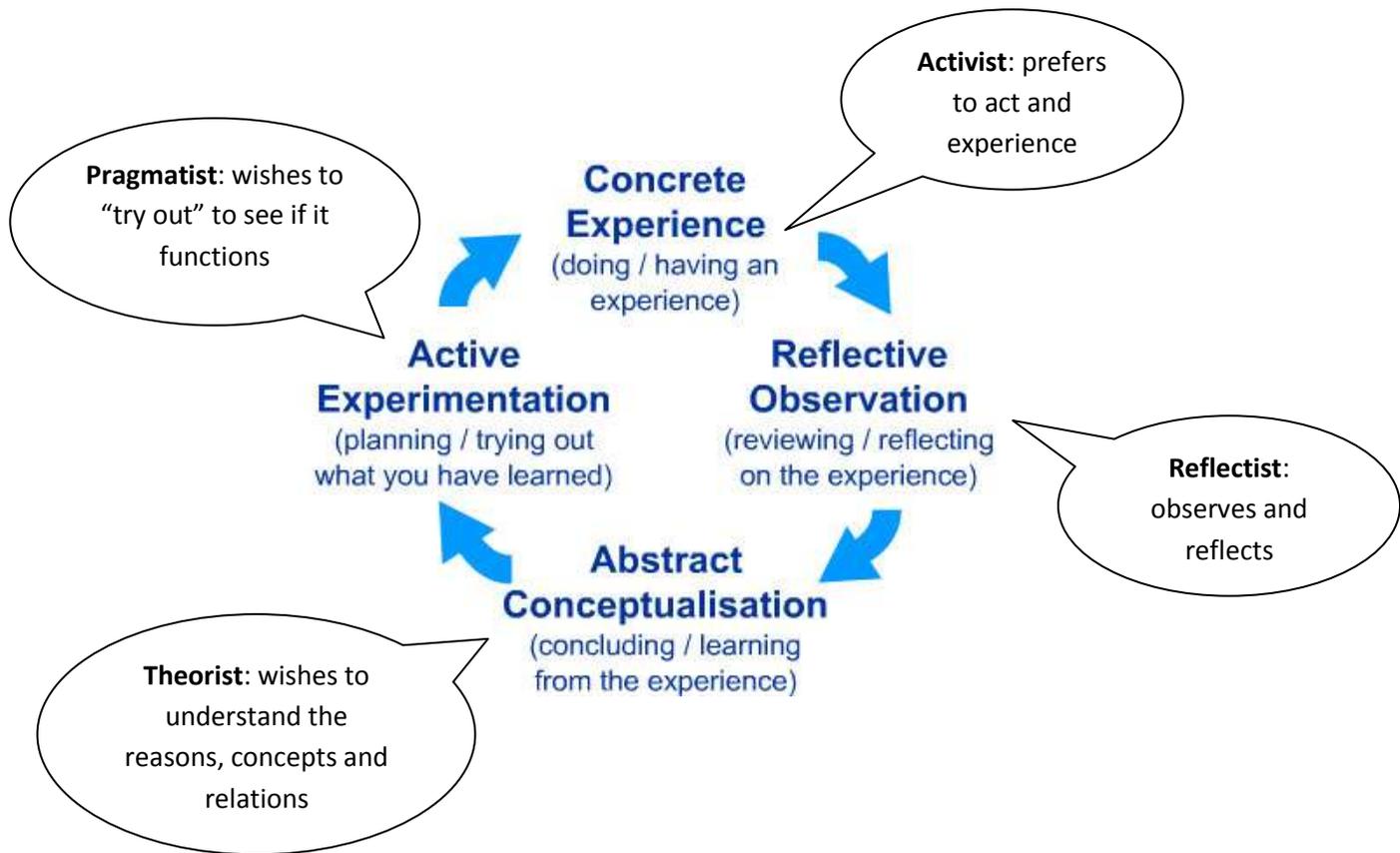
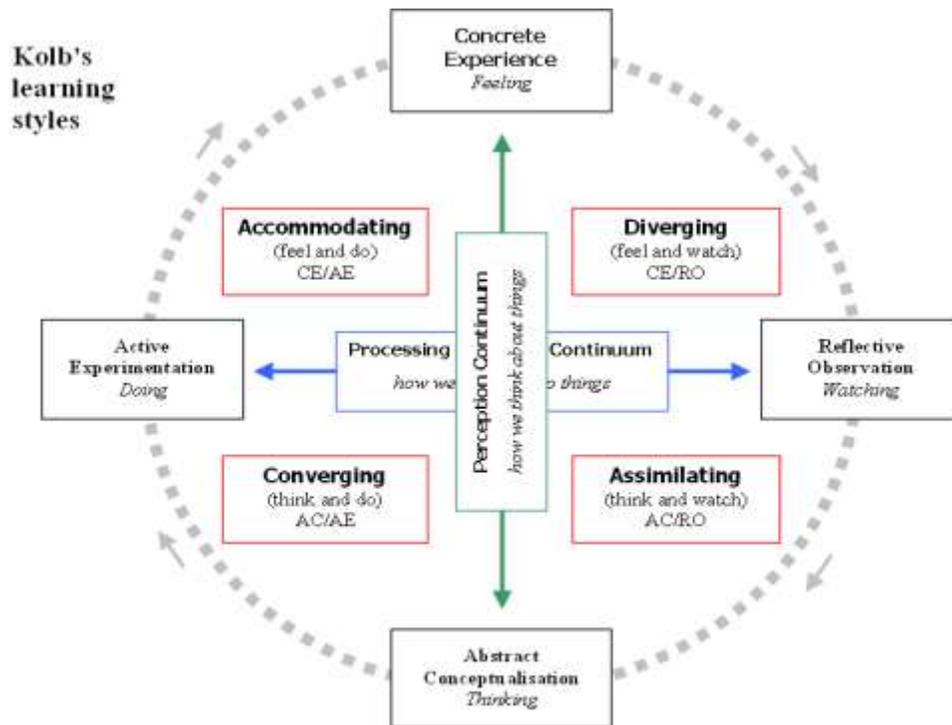


Figure 2: Kolb's learning styles



© concept david kolb, adaptation and design alan chapman 2005-06, based on Kolb's learning styles, 1994. Not to be sold or published. More free online training resources are at [www.businessballs.com](http://www.businessballs.com). Sole risk with user.

The organizing and running workshops is focused on training adults. The main characteristic of the training workshop we organize is to transfer knowledge and techniques to the participants so that the participants are able to put them into practice.

Human beings instinctively look for positive changes. Learning is a way of initiating these changes and it is more effective if we learn in an all-encompassing way. Therefore, as trainers, we look for specific tools to facilitate the learning process. Training is not a one-way street, but a mutual learning process involving feedback – i.e. nobody knows everything, but everyone knows something and together we know a great deal.

The process, the methodology and the tools we present are based on three main axes:

- **Attention to the needs:** We apply what we have learned more easily, if what we take on board in a workshop relates to the problems that are of interest to us.
- **Participation:** Any training process which involves participation increases individual motivation and capacity to learn; so the training is more effective if we have the opportunity to learn through our actions.
- **Visualization:** Creating visual examples of proposals, discussions and agreements that come up in a workshop, makes it easier to participate and focus on fulfilling needs.

Therefore, during the group work the Metaplan method shall intensively be used. The metaplan work and moderation method is a proven and effective means of reaching a shared understanding in group discussions. The word “effective” has a double meaning. First, it means

“rational,” as in being economical with time. When the Metaplan method is used, results are achieved faster than with other discussion methods. Second “effective” indicates that the participants are more involved in the group deliberations. By considering all the opinions in the group, one creates the best opportunity for achieving results that also enjoy the backing of the whole group.

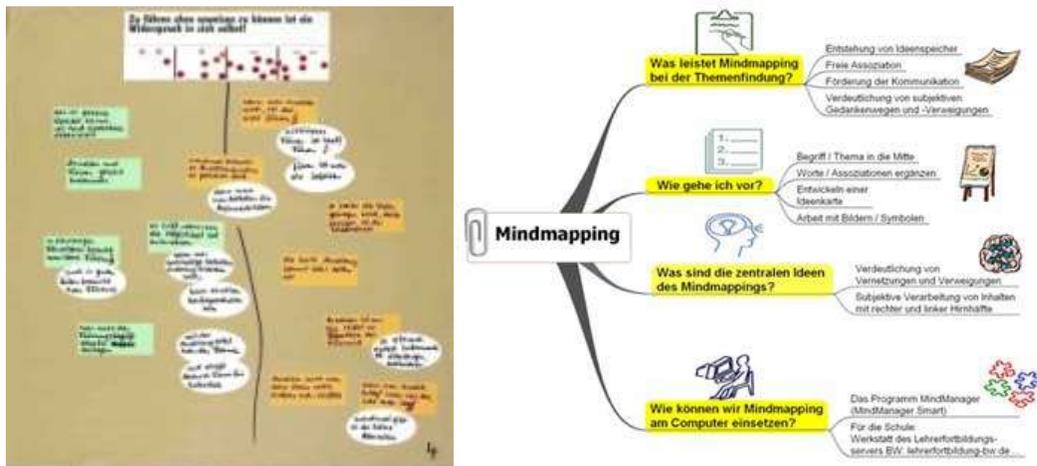
The Metaplan method consists of three crucial elements:

- Visualizing Discussions,
- Triggering and Guiding Interactions,
- Dramaturgical Planning Techniques.

Visualization makes all the important contributions to the discussion visible for the entire group. These contributions can be recorded and organized, enabling the emerge of relationships between them. The interaction technique evokes lively contributions which also have a clear structure. They ensure that the participants enter into a discussion that does not get out of hand or veer off course.

Dramaturgical planning techniques help trainers to anticipate the course a discussion will take. This allows them to guide the group along a continuous path to the desired objective.

Figure 3: Metaplan working method – illustrations



It is important that we as trainers have an open and tolerant attitude and that we are conscious of the environment we are working in. Gender balance and equality in other issues are very important for the well-being within a group.

Learning is a sensitive and complex process that takes time and can be unwelcome because learning means adding to and/or replacing our old ideas, habits and points of view with new ones. This is why, we as trainers, behave in an ethical way and with tact and respect towards our participants.

## 8.1 Seating Arrangement during the Workshops

Comfortable and flexible seating and light tables is essential for the success of the learning process. We strongly recommend putting the seats in a single semi-circular row or 'U' shape, enough for those present and removing excess seating. There is enough space between the chairs; the space between the participants and the display board or flipchart is free of tables and other objects, providing the activity does not demand a different setup.

We recommend using chairs with a built-in table or providing the participants with a surface to lean on to allow them to take notes. Two or three tables are required to put materials on.

The main workshop meeting has the following characteristics:

- Appropriate acoustics and sound proofing between rooms or areas where other events may be taking place to avoid interruption or interference with the training process,
- There are walls or freestanding surfaces for hanging posters so that they can be seen when necessary,
- Location is close to toilets, office, group work rooms or areas, the dining room and the refreshment/snack areas.

Figure 4: Illustration of the workshop's seating arrangements



## 9. Materials and Delegate Packs

For a participative and visual workshop along the lines of what we propose, variety of materials referred to below are required. We particularly recommend and use the following:

- Display Boards,
- Flipcharts,
- Kraft / brown paper for covering the display boards,
- Stiff paper or cards in different colors and shapes,
- Marker pens,
- Other materials: such as pins and pin cushions, different colored labels or adhesive paper, glue and sticky or masking tape, scissors, stapler, hole punch, paper clips, pencils, pens, note books, calculator, printing paper, folders and materials for compiling a photo storyboard, acetates or transparencies with appropriate marker pens for writing on them, labels for writing the names of the participants and the training team, film and batteries for the camera and possibly the video camera; sweets and toys for the planned activities, such as a ball, a soft toy animal, a whistle or bell, a watch, dice, a first aid kit and other materials,

Prior to the start of the training, participants also receive delegate packs and workshop material. It consists of the following components:

- Agenda and workshop material,
- power point presentations,
- metaplan cards and toolkit,
- folders, blocks and pens,
- workshop evaluation questionnaire etc.

## 10. Evaluation Questionnaire

We apply the evaluation as a process of critical analysis of the different components and of the workshop sessions and of the training as a whole. Therefore, we perform ongoing evaluation and evaluation at the end of every workshop to identify shortcomings and errors and to foresee difficult situations or reinforce positive points in the individual workshop sessions. The results of the evaluations affect the ongoing process of the workshop.

Therefore, in order to assess the workshops after each module, participants will be asked to complete a performance questionnaire (evaluation form). The form, which is of combined type (open or closed), contains questions to assess the general topics related to the operation and the evaluation of individual working sessions and the trainer. In doing this, participants can freely give their comments and observations. In particular, the performance questionnaire provides feedback on the workshop in order to assist in maintaining and improving the quality and relevance of the material presented.

Furthermore, this tool serves to evaluate the work and expertise of the trainer, to assess the acquiring of knowledge and skills of the participants, to evaluate the accepted changes and strengths and weaknesses in the practical work and to gain ideas to improve the Leadership

Academy program. It also encourages the trainer to improve his/her work.

## 11. Follow-up Arrangements

Follow-up is a key part of such programs although often, little attention is given to it. The learning process of the Leadership Academy does not end with the finalization of the workshop sessions. Therefore, if there is interest in holistic learning, it is worth thinking about what mechanisms and resources are needed to achieve a follow-up to find out how the participants apply what they have learned and shared, or at least have some contact with them and know about their experiences after the workshop sessions.

Once the Leadership Academy has finished, there are usually two things that we do: the first is writing a technical and financial report about how the workshop was run, and the second is sending out documentation or a report. We suggest that at this stage of planning the workshop, the follow-up is decided upon; we recommend the following steps or combinations thereof that can be applied to further support the participants' learning process:

- Post-workshop written evaluation,
- Intermittent contact,
- Permanent pre-arranged contact,
- Support the participants in completing post-workshop tasks,
- Support the participants via the internet,
- Follow-up workshop or meeting.

## 12. Certification of the Participants

Each participant who goes through the process of Leadership Academy training shall receive a certificate from the Council of Europe. There are several benefits from the certification such as:

- Makes one a differentiator against the competition,
- Gives one confidence that he/she have "passed through the chairs",
- Gives one tools to draw upon when needed,
- While it is said that "experience is the greatest teacher," a certification "rounds one out",
- Improves the mentoring skills of the participants,
- Establishes one as a continuous learner,
- Enables one to earn more money,
- Enables one to better evaluate the talents and skills of others,
- Gets one's foot in the door in the new area.

Certificates are granted only to those who actively and regularly participate in every of the three modules and contribute with his/her personal experience in the program.

## **13. Conclusions**

The capabilities of dealing with the complexity of the work, acquiring of innovative management solutions, motivating and inspiring employees and team members of the target group are the key to success. Today's successful leaders are characterized by the ability to identify potentials, build new cooperation models and overcome the limits of the business.

Senior managers and members of the target group will acquire basic knowledge in strategic management tools and gain insight into leadership to tackle the growing challenges in the operation and management in their organizations. Knowledge and tools that will be acquired will increase their potential and will bring direct benefit for themselves and for the organizations in which they operate.

## **14. Bibliography**

For preparation of the training program experiences and recommendations from the Leadership Academy Program of the Council of Europe have been used as well as a variety of books, manuals and publications and handbooks from the area of leadership, project management and coordination from both Europe and the US. The list is attached as Annex 2.

Developed by:

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Balkan Net

Annex 1: Agenda of the events

**MODULE I**

**1<sup>st</sup> DAY**

<b>TIME</b>	<b>ACTIVITY</b>	<b>OBJECTIVES OF THE COMPONENT</b>	<b>METHODOLOGY</b>
<b>9:30 – 10:15</b>	Introduction	Presentation of the objectives of the program and of the individual modules  Presentation of the working methodology	PPT Presentation, metaplan method for collection of participants' expectations
<b>10:15 – 11:00</b>	Presentation of the participants	Personal visions, expectations and goals of the participants	Personal presentation and short discussion
<b>11:00 – 11:15</b>	Coffee and tea break		
<b>11:15 – 13:30</b>	Communication and visualization	Strengthening of the communication skills, present the basic elements of visualization	PPT Presentation, metaplan method  Exercises and interactive working in two groups Printed material, role plays
<b>13:30-14:30</b>	<b><i>Lunch</i></b>		
<b>14:30 – 16:30</b>	Presentation	Strengthening of personal preparation skills for presentation, planning of a presentation and dealing with audience, components of effective presentation	PPT Presentation, Exercises and work on the stage and in front of a video camera  Plenary discussion and analysis of the individual performance of the participants
<b>16:30 – 16:45</b>	<b><i>Assessment of the working day and finalization</i></b>		

## 2<sup>nd</sup> DAY

TIME	ACTIVITY	OBJECTIVES OF THE COMPONENT	METHODOLOGY
9:30 – 11:30	Time management	Personal preparation, understanding time, success planning, introduction of immediate changes, time management of the employees, analyses and assessment of the use of time, self-assessment of the skills	PPT Presentation, Metaplan method  Writing of personal time plan  for assessment of participants' skills to understand and use time effectively
11:30-11:45	Coffee and tea break		
11:45 – 13:30	Emotional intelligence	Understanding emotional intelligence (awareness, motivation, hierarchy of needs, empathy etc)	PPT Presentation, survey  Role plays and exercises
13:30-14:30	<b>Lunch</b>		
14:30 – 16:30	Soft skills	Basic understanding of soft skills, Discussions and strengthening of the soft skills of the participants	PPT Presentation, Exercises and plenary discussion and analysis of the individual performance of the participants
16:30 – 16:45	<b>Assessment of the working day and finalization</b>		

### 3<sup>rd</sup> DAY

<b>TIME</b>	<b>ACTIVITY</b>	<b>OBJECTIVES OF THE COMPONENT</b>	<b>METHODOLOGY</b>
<b>9:30 – 11:30</b>	Stress management	Understanding stress, signs and consequences of stress	PPT Presentation, self-assessment and survey of the skills to eliminate stress, role play and discussions
<b>11:30-11:45</b>	Coffee and tea break		
<b>11:45 – 13:30</b>	Power and leadership	Understanding power, understanding leadership, leadership triangle, characteristics of modern leaders	PPT Presentation, role play
<b>13:30-14:30</b>	<b><i>Lunch</i></b>		

**Departure of the participants**

## MODULE II

### 1<sup>st</sup> DAY

TIME	ACTIVITY	OBJECTIVES OF THE COMPONENT	METHODOLOGY
9:30 – 11:30	Presentation of oneself (organization or individual) on the web	Understand the effect of proper self-presentation and presentation of the organization	PPT Presentation  Exercise for self-presentation on the internet Task: Analyses of examples effective web presentations
9:30 – 11:30	Leadership self-evaluation	Development and introduction of the individual leadership style – Link of personal leadership with the real results, understand the features of modern leaders, requirements from the modern leader	PPT Presentation  Independent assessment of individual leadership desires  Plenary discussion: What have you discovered about yourself?  Printed materials: Self-evaluation assessment of own desires and leadership qualities
11:30-11:45	Coffee and tea break		
11:45 – 12:00	Common leadership and management mistakes	Understanding and avoiding common mistakes in leadership	PPT Presentation, role play
12:00 – 13:30	The manager as a coach and the manager as a leader	Understand the differences of management and leadership Distinguish between proper manager and a good leader	PPT Presentation, printed materials, role play
13:30-14:30	<b>Lunch</b>		
14:30 – 14:45	Leadership matrix according to the Council of Europe (CoE)	Introduction for the needs to manage and use leadership matrix as a tool for excellence	1.Group work: examples of good leadership  2.Discussion: leadership through organization development  Printed material

14:45 – 15:45	Leadership styles	Understand the different styles in leadership	Analyses and survey of personal leadership styles, role play
15:45 – 16:30	Famous leadership gurus	Understand the historic aspects of leadership through examples of presentation of different leaders from the past	PPT Presentation and discussion
16:30 – 16:45	<b>Assessment of the working day and finalization</b>		

## 2<sup>nd</sup> DAY

TIME	ACTIVITY	OBJECTIVES OF THE COMPONENT	METHODOLOGY
9:30 – 10:30	Famous leadership gurus	Understand the historic aspects of leadership through examples of presentation of different leaders from the past	PPT Presentation and discussion
10:30 – 11:30	Effective leadership	Strengthening of the personal efficiency, staff management, facilitation skills	PPT Presentation, Printed materials, role play
11:30-11:45	Coffee and tea break		
11:45 – 13:30	Leadership practices and perception of leadership	Understand and percept leadership as a way of life	PPT Presentation and discussion
13:30-14:30	<b>Lunch</b>		
13:30 – 15:00	Delegation of authorities	Understand the techniques for delegation of authorities and observe the work progress, strengthening of the skills	PPT Presentation Survey and interactive work in two groups
15:00– 16:30	Management with people	Development of basic skills of employees, finding solutions, rewarding	Printer material, survey, role plays
16:30 – 16:45	<b>Assessment of the working day and finalization</b>		

### 3<sup>rd</sup> DAY

<b>TIME</b>	<b>ACTIVITY</b>	<b>OBJECTIVES OF THE COMPONENT</b>	<b>METHODOLOGY</b>
<b>9:30 – 11:30</b>	Leadership levels according to John Maxwell	Understanding the levels of leadership	PPT Presentation, exchange and discussions
<b>11:30-11:45</b>	Coffee and tea break		
<b>11:45 – 13:30</b>	Leadership standards	Understand and apply contemporary leadership standards developed by the Council of Europe	PPT Presentation, role play
<b>13:30-14:30</b>	<b>Lunch</b>		

**Departure of the participants**

## MODULE III

### 1<sup>st</sup> DAY

TIME	ACTIVITY	OBJECTIVES OF THE COMPONENT	METHODOLOGY
9:30 – 11:30	Strategic thinking and acting	Understanding strategy, short-term and long-term thinking, thinking of the future, analysis of internal skills, planning of the strategy	PPT Presentation, role play
11:30-11:45	Coffee and tea break		
11:45 – 12:00	5 P's of strategy according to Mintzberg	Understand how to use plan, ploy, patterns, position, perspective as tools in leadership	PPT Presentation, discussions
12:00 – 13:30	New approaches in leadership	Understand positive governance and leadership styles based on emotional intelligence	Survey and role play
13:30-14:30	<b>Lunch</b>		
14:30 – 15:00	Mind mapping as a tool in modern project management	Understand and use mind mapping	Exercise in using mind mapping for organizations' benefits
15:00– 16:30	Essentials of conflict management	Use and understand conflict management techniques (mediation, negotiations, solutions) to improve the work of the organizations	PPT Presentation, discussions, Survey and role play (“Conquer as much as you can”)
16:30 – 16:45	<b>Assessment of the working day and finalization</b>		

## 2<sup>nd</sup> DAY

TIME	ACTIVITY	OBJECTIVES OF THE COMPONENT	METHODOLOGY
9:30 – 11:30	Strategic thinking	Understanding the term strategy, analyses of your own position. Planning of the strategy	PPT Presentation and exchange
11:30-11:45	Coffee and tea break		
11:45 – 12:00	Time frame and Gantt chart	Understand the essentials of time frame and Gantt charts as elements of project management	PPT Presentation and exchange
12:30-13:30	<i>Пауза за ручек</i>		
13:30 – 16:30	Creation of activity and project management plans	Writing a project concept from the every-day work of the participants and organizations (incl. log-frame and essential elements of a project concept)	Selection of two project ideas and development of project concepts  Work in two groups
16:30 – 16:45	<b><i>Assessment of the working day and finalization</i></b>		

## 3<sup>rd</sup> DAY

TIME	ACTIVITY	OBJECTIVES OF THE COMPONENT	METHODOLOGY
9:30 – 12:30	Creation of activity and project management plans	Writing a project concept from the every-day work of the participants and organizations (incl. log-frame and essential elements of a project concept)	PPT Presentation, exchange and discussions
12:30-13:30	<b><i>Lunch and departure of the participants</i></b>		

## Annex 2: Bibliography

For preparation of the training program experiences and recommendations from the Program Leadership Academy of the Council of Europe have been used as well as publications and manuals from the area of project management and coordination from Europe and the US. The author consulted the following works:

[www.mindtools.com](http://www.mindtools.com)

*Leadership Academy*, John Jackson

*Andragogy manual for educational work with adults*, Sefika Alibabic and others.

*Organising and running workshops – A practical guide for trainers*, Carmen Candelo, Gracia Ana Ortiz, Barbara Unger

*Management for perfection*, Moi Ali, Steven Brookson, Andy Bruce, John Eaton, Robert Heller, Ken Langdon, Steve Sleight, Dorling Kindersley Publishers

*Essential manual for managers*, Robert Heller and tim Hindle, Dorling Kindersley Publishers  
*Business*, True source, A&C Black Publishers Ltd. 2006

*Management: Tasks, Responsibilities, Practices* – Peter Drucker

*Project management manual* – Trevor L. Young

*On leadership* – Alan Leighton

*Moderation*, A. Edmüller/T. Willhelm

*Emotional intelligence* – Daniel Goleman

*Visualisation, Presentation, Moderation*, Josef W. Seifert

*Book on presentation*, Gene Zelazny

*Motivation and personality* – Abraham Maslow (founder of the theory on motivation)

*Positive action plan* – Napoleon Hill

*Kung Ho! Motivate people in every organization* – Ken Blanchard, Sheldon Bowels

*Effective Motivation* – John Adair

*366 days insight and motivation for proper action* – Peter F. Drucker

*Motivated mind* – Raj Persaud

*1001 tip for motivation of the colleagues* – Daniel Zanetti

*The secret door to success* – Florence Scovel Shinn

*The power of the spoken word* – Florence Scovel Shinn

*Personal success* – Lisa Sigle

*The practice of positive thinking* – Joseph Murphy

*The power of subconscious* – Joseph Murphy

Annex 2: 1 Preliminary Survey of the Participants



**LEADERSHIP ACADEMY  
PRELIMINARY SURVEY OF POTENTIAL PARTICIPANTS**

**General information**

Please provide the information requested below:

First name and last name:
Organisation:
Address:
Telephone/Fax:
Email:

**Evaluation Questions:**

1. Do you personally use some of the subjects or elements of the proposed training program in your workplace.

Yes                      No  
If yes, please specify

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2. Which of the aspects of the program you find easy to do and which are more difficult for you?

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**3.** Do you apply some of the topics of the program in your work?

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**4.** Have you been involved in recent years with the topic of leadership and what ideas have you gathered in this respect?

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**5.** With whom, inside or outside your organisation, do you liaise regarding leadership?

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**6.** Have you taken part in similar training processes in recent years on this topic and which areas were the most complex for you?

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**7.** What are the main challenges facing the organisation where you work with regards to applying leadership?

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- 8.** What further suggestions do you as potential participant or organisation have regarding the Leadership Academy program?

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Thank you very much for your time and efforts!

Annex 4: Certificate

