

# Joint development, piloting and validation of entrepreneurial mindset and key skills curricula and training materials for third countries



Entrepreneurial Mindset and Key Skills for All

## ENTRECOMP CURRICULUM: 3.1 TAKING THE INITIATIVE – METHODOLOGICAL TOOLS

### **TASK ID AND TITLE 2.2: JOINT DEVELOPMENT OF THE CURRICULA AND TRAINING MATERIALS FOR ENTRECOMP**

PARTNER RESPONSIBLE FOR THIS ACTIVITY: MMC MEDITERRANEAN MANAGEMENT CENTER

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ENTRECOMP MTs 3.1

Task 2.2



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## PROJECT MAIN DETAILS

<b>Programme:</b>	Erasmus+
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Jordan Youth Innovation Forum  
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## SUMMARY OF THE METHODOLOGICAL TOOLS

<b>Competence Code and Title</b>	3.1 Taking the Initiative
<b>EntreComp Area Code and Title</b>	3 Into Action
<b>Learning Outcomes for the Competence</b>	<ol style="list-style-type: none"> <li>1. List the essential qualities that define someone with an entrepreneurial mindset.</li> <li>2. Name the 5 elements of the design thinking model.</li> <li>3. Explain each of the eight steps in Kotter’s change management model.</li> <li>4. Define the purpose and methodology of quantification and orchestration in the context of innovation processes.</li> <li>5. Apply the goal-setting theory to independently establish personal and professional goals.</li> <li>6. Distinguish between innovation and ideation as key elements of initiative taking and examine how they interrelate.</li> <li>7. Utilize the SCAMPER technique to generate creative solutions on various topics.</li> <li>8. Take initiative by integrating an “extreme ownership” mindset, focusing on the importance of assuming responsibility and taking accountability for your actions.</li> <li>9. Integrate goal setting, problem-solving, change management, and ideation techniques in your efforts of initiation.</li> </ol>

Methodological tool Type	Number of Methodological tools
<input checked="" type="checkbox"/> Lecture (compulsory)	1


<input type="checkbox"/> Open-ended questions	
<input type="checkbox"/> Closed questions	
<input checked="" type="checkbox"/> Group discussion	1
<input type="checkbox"/> Brainstorming	
<input checked="" type="checkbox"/> Individual exercise	2
<input checked="" type="checkbox"/> Group exercise	2
<input type="checkbox"/> Experiential workshop	
<input type="checkbox"/> Role play	
<input type="checkbox"/> Video projection and analysis	
<input type="checkbox"/> Other (Please indicate)	
<b>Total Number of Methodological tools:</b>	<b>6</b>



## COMPULSORY METHODOLOGICAL TOOLS

### 1. POWERPOINT PRESENTATION

<b>Methodological tool Code and Title</b>	MT3.1_1 PowerPoint Presentation/Lecture on Taking the Initiative
<b>Competence Code and Title</b>	3.1 Taking the Initiative
<b>Learning Outcomes covered by the Methodological tool</b>	<ol style="list-style-type: none"> <li>1. List the essential qualities that define someone with an entrepreneurial mindset.</li> <li>2. Name the 5 elements of the design thinking model.</li> <li>3. Explain each of the eight steps in Kotter's change management model.</li> <li>4. Define the purpose and methodology of quantification and orchestration in the context of innovation processes.</li> <li>5. Apply the goal-setting theory to independently establish personal and professional goals.</li> <li>6. Distinguish between innovation and ideation as key elements of initiative taking and examine how they interrelate.</li> <li>7. Utilize the SCAMPER technique to generate creative solutions on various topics.</li> <li>8. Take initiative by integrating an "extreme ownership" mindset, focusing on the importance of assuming responsibility and taking accountability for your actions.</li> <li>9. Integrate goal setting, problem-solving, change management, and ideation techniques in your efforts of initiation.</li> </ol>
<b>Methodological tool Aim</b>	To deliver a lecture on the topics and subtopics of the module.
<b>Hints and tips for the trainer to use the Methodological tool</b>	<ul style="list-style-type: none"> <li>✓ Study the content of the PowerPoint presentation well in advance and conduct any necessary research.</li> <li>✓ Study the sources used for the development of the PowerPoint presentation well in advance.</li> </ul>

	✓ Read the instructions provided in the Note's section of the PowerPoint presentation (for specific slides).
<b>Attachment for the usage of the Methodological tool</b>	 TrainMatEntre_3.1_Final.pptx



## ADDITIONAL METHODOLOGICAL TOOLS

### 2. INDIVIDUAL EXERCISE

<b>Methodological tool Code and Title</b>	MT3.1_2 Tackling a Goal with the Use of the Goal-setting Model
<b>Competence Code and Title</b>	3.1 Taking the Initiative
<b>Learning Outcomes covered by the Methodological tool</b>	<ol style="list-style-type: none"> <li>1. Apply the goal-setting theory to independently establish personal and professional goals.</li> <li>2. Integrate goal setting, problem-solving, change management, and ideation techniques in your efforts of initiation.</li> </ol>
<b>Methodological tool Aim</b>	To learn how to tackle goals by setting goals and identifying smaller steps to achieve those goals, and also by identifying tangible elements to measure success.
<b>Hints and Tips for the trainer to use the Methodological tool</b>	<ul style="list-style-type: none"> <li>✓ Ensure that the learners understand the instructions for the activity fully before they start; clarify if necessary.</li> </ul>
<b>Attachment/s for the usage of the Methodological tool</b>	Provided in the activity description below (if applicable).

#### *Methodological Tool Title*

***Tackling a Goal with the Use of the Goal-setting Model***

***Individual Exercise Title (if different from the MT title)***

***Tackling a Goal with the Use of the Goal-setting Model***





<i>Individual Exercise Source (if adapted from existing exercise)</i>
N/A
<i>Description of the Individual Exercise</i>
<ol style="list-style-type: none"> <li>1. Write down a specific goal.</li> <li>2. Identify smaller steps to achieve this goal.</li> <li>3. Set deadlines.</li> <li>4. Identify measurable results to measure your success.</li> <li>5. Bonus* - Be prepared for adjustment.</li> </ol> <p>Discussion will follow.</p>
<i>Estimated Duration (broken down into steps, if necessary)</i>
20 minutes (10 minutes to write down and analyse the goal followed by a 10-minute discussion).
<i>General Guidelines (for the trainer)</i>
<p>Start by introducing the importance of specific goals. Explain how clarity in goal setting is foundational for achieving desired outcomes.</p> <p>Encourage participants to identify a personal or professional goal, and guide them in breaking it down into smaller, actionable steps.</p> <p>Stress the importance of setting realistic deadlines for each step to maintain momentum, as well as to adjust your goal/steps, if necessary.</p> <p>Offer feedback and encourage peer discussions to enhance understanding and application of the model.</p>

<b>Instructions (for the participants)</b>
<p><i>To employ the goal-setting model effectively, begin by identifying a clear and specific goal that you want to achieve. Break this goal down into smaller, manageable steps and assign realistic deadlines to each step to keep yourself on track. The expected results should be measurable.</i></p> <p><i>You should follow the steps below, one by one:</i></p> <ol style="list-style-type: none"> <li>1. <i>Write down a specific goal.</i></li> <li>2. <i>Identify smaller steps to achieve this goal.</i></li> <li>3. <i>Set deadlines.</i></li> <li>4. <i>Identify measurable results to measure your success.</i></li> <li>5. <i>Adjust, if necessary.</i></li> </ol>
<b>Allocation of tasks (if applicable)</b>
N/A
<b>Necessary Equipment and Materials (if applicable)</b>
<ol style="list-style-type: none"> <li>1. <i>Word documents/Paper sheets</i></li> <li>2. <i>Pens (if the answers are provided in paper-based form)</i></li> </ol>
<b>Online Classroom Setting (if applicable)</b>
N/A
<b>Expected Results</b>
<ul style="list-style-type: none"> <li>• <i>By following these instructions, the learners are expected to clearly define personal or professional goals, break them down into achievable steps with set deadlines, and establish measurable outcomes for tracking progress.</i></li> <li>• <i>The participants in the exercise will also learn to adapt their plans based on feedback and challenges, fostering a flexible approach to goal achievement.</i></li> </ul>



<i>Debriefing Questions</i>
<ol style="list-style-type: none"> <li>1. <i>What goals did you set and why did you set them?</i></li> <li>2. <i>Based on this exercise, how might you adjust your approach to future goals?</i></li> <li>3. <i>How did preparing for adjustments influence your goal-setting strategy?</i></li> </ol>
<i>Remarks by the Trainer</i>
✓ <i>Goal setting and clear planning are key when taking initiative.</i>
<i>Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change) (in case of Group Exercise only) (if applicable)</i>
<i>The learners will write their answers on the e-learning platform.</i>
<i>Attachment/s (if applicable)</i>
N/A

### 3. GROUP EXERCISE

<b>Methodological tool Code and Title</b>	MT3.1_3 Time for Change! (with the use of the Kotter’s 8-Step Change Management Model)
<b>Competence Code and Title</b>	3.1 Taking the Initiative
<b>Learning Outcomes covered by the Methodological tool</b>	<ol style="list-style-type: none"> <li>1. Explain each of the eight steps in Kotter’s change management model.</li> <li>2. Integrate goal setting, problem-solving, change management, and ideation techniques in your efforts of initiation.</li> </ol>
<b>Methodological tool Aim</b>	To equip participants with a practical understanding of Kotter’s 8-Step Change Management Model through the development and



	implementation of a digital transformation plan in a traditional retail setting. The participants in the exercise will learn to create urgency, form a powerful coalition, develop and communicate a clear vision, remove obstacles, generate short-term wins, consolidate gains, and anchor new approaches within the company culture.
<b>Hints and Tips for the trainer to use the Methodological tool</b>	<ul style="list-style-type: none"> <li>✓ Be adaptable in your delivery, ready to adjust based on learners' feedback.</li> <li>✓ Encourage participation from all learners to foster a collaborative learning environment.</li> <li>✓ Use clear, simple language to ensure concepts are easily understood.</li> </ul>
<b>Attachment/s for the usage of the Methodological tool</b>	Provided in the activity description below (if applicable).

<b><i>Methodological Tool Title</i></b>
<b><i>Time for Change! (with the use of Kotter's 8-Step Change Management Model)</i></b>
<b><i>Group Exercise Title (if different from the MT title)</i></b>
<b><i>Time for Change! (with the use of Kotter's 8-Step Change Management Model)</i></b>
<b><i>Group Exercise Source (if adapted from existing exercise)</i></b>
N/A
<b><i>Description of the Group Exercise</i></b>



<p><i>For this activity, you will apply Kotter’s 8-Step Change Management Model to develop a plan for a necessary change in a field of your choice.</i></p> <p><i>Be creative!</i></p> <p><i>Discussion will follow.</i></p>
<p><b>Estimated Duration (broken down into steps, if necessary)</b></p>
<p><i>35 minutes (20 minutes for the development of the plans; a 15-minute discussion will follow).</i></p>
<p><b>General Guidelines (for the trainer)</b></p>
<p><i>Explain each step of Kotter’s Change Management Model, divide the learners into groups, and give them time to elaborate on each step and conclude on a plan for a necessary change of their choice.</i></p> <p><i>While they present their plans, at the end of each step, summarize key takeaways for reinforcement and clarity.</i></p>
<p><b>Instructions (for the participants)</b></p>
<p><i>Apply the concepts to a hypothetical or real scenario that you are familiar with.</i></p> <p><i>Think critically about each step of Kotter’s Change Management Model and its application.</i></p>
<p><b>Allocation of tasks (if applicable)</b></p>
<p><i>The learners are divided into two groups. If their number is large, more groups can be created. In each group, one learner undertakes the task to present the plan to the learners of the other group/s.</i></p>
<p><b>Necessary Equipment and Materials (if applicable)</b></p>
<ol style="list-style-type: none"> <li>1. <i>Word documents/Paper sheets</i></li> <li>2. <i>Pens (if the answers are provided in paper-based form)</i></li> </ol>

<b>Online Classroom Setting (if applicable)</b>
<i>Assign each group to a breakout room. Try to develop groups of equal number of learners. At least two breakout rooms have to be created.</i>
<b>Expected Results</b>
<ul style="list-style-type: none"> <li>• <i>Understanding of Kotter’s 8-Step Change Management Model: A clear grasp of the 8 steps and their importance in managing change.</i></li> <li>• <i>Application of the model to real or hypothetical scenarios.</i></li> <li>• <i>Improved critical thinking about change management challenges and solutions.</i></li> </ul>
<b>Debriefing Questions</b>
<ol style="list-style-type: none"> <li>1. <i>What key insight did you gain from applying Kotter’s 8-Step Change Management Model?</i></li> <li>2. <i>Which steps are the most challenging, in your opinion, and why?</i></li> </ol>
<b>Remarks by the Trainer</b>
<i>Answers to the “Debriefing Questions” above.</i>
<b>Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change) (in case of Group Exercise only) (if applicable)</b>
<i>The learners will write down their answers on the e-learning platform.</i>
<b>Attachment/s (if applicable)</b>
N/A

#### 4. GROUP DISCUSSION/BRAINSTORMING

<b>Methodological tool Code and Title</b>	MT3.1_4 Inclusive Environments for Foreign Students in your Country Using SCAMPER
<b>Competence Code and Title</b>	3.1 Taking the Initiative
<b>Learning Outcomes covered by the Methodological tool</b>	<ol style="list-style-type: none"> <li>1. Distinguish between innovation and ideation as key elements of initiative taking and examine how they interrelate.</li> <li>2. Utilize the SCAMPER technique to generate creative solutions on various topics.</li> </ol>
<b>Methodological tool Aim</b>	The aim of this methodological tool is to employ elements of the SCAMPER ideation technique to brainstorm innovative solutions that enhance inclusivity for foreign students in schools, focusing on out-of-the-box ideas and small changes that collectively contribute to a welcoming and supportive educational environment.
<b>Hints and Tips for the trainer to use the Methodological tool</b>	<ul style="list-style-type: none"> <li>✓ Encourage learners' engagement and active participation.</li> <li>✓ Keep in mind that this exercise combines two ideation techniques: SCAMPER and brainstorming (employing SCAMPER through brainstorming); take advantage of this and explain the benefits of both.</li> </ul>
<b>Attachment/s for the usage of the Methodological tool</b>	Provided in the activity description below (if applicable).

#### *Methodological Tool Title*

*Inclusive Environments for Foreign Students in your Country Using SCAMPER*

*Group Discussion/Brainstorming Title (if different from the MT title)*



<p><b><i>Inclusive Environments for Foreign Students in your Country Using SCAMPER</i></b></p>
<p><i>Group Discussion/Brainstorming Topic</i></p>
<p><i>How foreign students in the country/ies of the learners can be more welcomed through the development of inclusive environments.</i></p> <p><i>The discussion will be conducted with the use of the SCAMPER ideation technique and the support of brainstorming (another ideation technique).</i></p>
<p><i>Description of the Group Discussion/Brainstorming</i></p>
<p><i>Select one or more of the SCAMPER elements and brainstorm solutions to make universities more inclusive for foreign students in your country.</i></p> <p><i>Think outside the box and consider how small changes can make a big difference in creating a welcoming environment for everyone.</i></p>
<p><i>General Guidelines (for the trainer)</i></p>
<p><i>Try to keep the learners engaged; since this is an ideation technique, the more ideas are heard and discussed, the merrier. Stay open and encourage participation in the discussion.</i></p>
<p><i>Instructions (for the participants)</i></p>
<p><i>Select one or more of the SCAMPER elements and brainstorm solutions to make universities more inclusive for foreign students in your country.</i></p> <p><i>Think outside the box and consider how small changes can make a big difference in creating a welcoming environment for everyone.</i></p> <p><i>You should come up with as many ideas as possible; quantity matters in this exercise. Engagement and active participation are key.</i></p>





<i>Estimated Duration (broken down into steps, if necessary)</i>
20 minutes.
<i>Online Classroom Setting (if applicable)</i>
N/A
<i>Expected Answers</i>
<ul style="list-style-type: none"> <li>The learners might come up with ideas such as days on which people from other countries showcase their culture within universities. After this idea is heard and discussed, “one day” can be substituted by “one week”. Similarly, other ideas and recommendations can be discussed. The important thing here is to cultivate and allow for creativity; everybody should spontaneously share their insight and offer as many ideas as possible.</li> </ul>
<i>Debriefing Questions</i>
<ol style="list-style-type: none"> <li>Which proposed changes do you think would have the biggest immediate impact?</li> <li>Which SCAMPER element/s did you find the most useful for generating ideas and why?</li> </ol>
<i>Remarks by the Trainer</i>
✓ Similar to SCAMPER, other ideation techniques can be also used for generating and exploring ideas, and find solutions or suggest changes, such as brainstorming, mind mapping, etc.
<i>Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change) (in case of Group Exercise only) (if applicable)</i>
The learners will write down their thoughts on the e-learning platform individually.
<i>Attachment/s (if applicable)</i>
N/A

## 5. GROUP EXERCISE

<b>Methodological tool Code and Title</b>	MT3.1_5 Innovate your World
<b>Competence Code and Title</b>	3.1 Taking the Initiative
<b>Learning Outcomes covered by the Methodological tool</b>	<ol style="list-style-type: none"> <li>1. Define the purpose and methodology of quantification and orchestration in the context of innovation processes.</li> <li>2. Distinguish between innovation and ideation as key elements of initiative taking and examine how they interrelate.</li> </ol>
<b>Methodological tool Aim</b>	This methodological tool aims to guide the learners through the process of identifying and addressing a specific problem with an innovative solution. The learners will describe the problem, articulate their proposed solution and its functionality, outline the anticipated impact and benefits, identify potential challenges and mitigation strategies, and determine how the success of the innovation can be measured and potentially standardized into a specific process. This exercise will foster critical thinking, problem-solving skills, and the ability to innovate.
<b>Hints and Tips for the trainer to use the Methodological tool</b>	<ul style="list-style-type: none"> <li>✓ Ensure that the learners understand the instructions for the activity fully before they start; clarify if necessary.</li> <li>✓ Encourage the learners to be as creative as possible.</li> </ul>
<b>Attachment/s for the usage of the Methodological tool</b>	Provided in the activity description below (if applicable).

### *Methodological Tool Title*

***Innovate your World***



<b>Group Exercise Title (if different from the MT title)</b>
<b><i>Innovate your World</i></b>
<b>Group Exercise Source (if adapted from existing exercise)</b>
N/A
<b>Description of the Group Exercise</b>
<ol style="list-style-type: none"> <li>1. <i>Observe your daily routines or consider global challenges related to a theme of your choice, noting any inefficiencies, problems, or areas that need improvement.</i></li> <li>2. <i>Choose one problem to focus on and brainstorm innovative solutions in groups. Consider the feasibility, potential impact, and uniqueness of these solutions.</i></li> </ol> <p><i>You should create a detailed proposal for the innovative solution in groups.</i></p> <p><i>This should include:</i></p> <ol style="list-style-type: none"> <li>1. <i>A description of the identified problem.</i></li> <li>2. <i>An explanation of the proposed solution and how it works.</i></li> <li>3. <i>The intended impact and benefits of the solution.</i></li> <li>4. <i>Any challenges or limitations you foresee and how you might address them.</i></li> <li>5. <i>How you will measure the success of this innovation and whether this innovative idea can become standardized into a process.</i></li> </ol> <p><i>The proposals can be submitted in various formats, such as documents, slideshows, or video presentations, allowing for creative expression.</i></p>
<b>Estimated Duration (broken down into steps, if necessary)</b>
<i>50 minutes, including presentation of the innovation plans and discussion (provision of constructive feedback).</i>

<b>General Guidelines (for the trainer)</b>
<p><i>Encourage learners to think critically about possible challenges and how they might be addressed.</i></p> <p><i>Offer constructive feedback on the feasibility and innovativeness of the proposed solutions.</i></p> <p><i>Guide learners to identify clear, specific problems (like, for example, problems LGBTQ students face in schools with bullying).</i></p>
<b>Instructions (for the participants)</b>
<p><i>See 'Description' section above.</i></p> <p><b>Focus on:</b></p> <ul style="list-style-type: none"> <li>• <i>Clearly define a specific problem that needs a solution.</i></li> <li>• <i>Describe in detail the problem and the solution (including related challenges and its impact).</i></li> <li>• <i>Consider how you would measure the effectiveness of your solution and whether it could be standardized.</i></li> </ul>
<b>Allocation of tasks (if applicable)</b>
<p><i>The learners are divided into two groups. If their number is large, more groups can be created. In each group, one learner undertakes the task to present the results of the exercise to the learners of the other group/s.</i></p>
<b>Necessary Equipment and Materials (if applicable)</b>
<ol style="list-style-type: none"> <li>1. <i>Word documents/PowerPoint presentations/Video making software/Paper sheets</i></li> <li>2. <i>Pens (if the answers are provided in paper-based form)</i></li> </ol>
<b>Online Classroom Setting (if applicable)</b>
<p><i>Assign each group to a breakout room. Try to develop groups of equal number of learners. At least two breakout rooms have to be created.</i></p>



<i>Expected Results</i>	
<ul style="list-style-type: none"> <li>• A well-defined problem and a creative solution proposal.</li> <li>• Identification of potential challenges or limitations and strategies to overcome them.</li> <li>• The importance and also Ways to measure the impact of the solution and if it can be standardized.</li> </ul>	
<i>Debriefing Questions</i>	
<ol style="list-style-type: none"> <li>1. What innovative aspects of your solutions are you most proud of and why?</li> <li>2. Can the suggested solutions be standardized? Are they sustainable? Think critically and deeply.</li> </ol>	
<i>Remarks by the Trainer</i>	
<ul style="list-style-type: none"> <li>✓ Ideation and innovation are related to problem-solving, critical thinking, creative thinking, and initiative taking.</li> <li>✓ The sustainability of innovative ideas/initiatives should be always considered.</li> </ul>	
<i>Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change) (in case of Group Exercise only) (if applicable)</i>	
<i>The learners will write down their proposal on the e-learning platform or they will upload it in the format of their preference.</i>	
<i>Attachment/s (if applicable)</i>	
N/A	

## 6. INDIVIDUAL EXERCISE

<b>Methodological tool Code and Title</b>	MT3.1_6 Balancing the Opposites
<b>Competence Code and Title</b>	3.1 Taking the Initiative



<b>Learning Outcomes covered by the Methodological tool</b>	<ol style="list-style-type: none"> <li>1. List the essential qualities that define someone with an entrepreneurial mindset.</li> <li>2. Take initiative by integrating an “extreme ownership” mindset, focusing on the importance of assuming responsibility and taking accountability for your actions.</li> </ol>
<b>Methodological tool Aim</b>	This methodological tool aims to encourage self-reflection on the balance of contrasting qualities in professional roles, promoting personal development through identifying areas for improvement and setting actionable steps.
<b>Hints and Tips for the trainer to use the Methodological tool</b>	<ul style="list-style-type: none"> <li>✓ Make the connection with what was said in the first topic of the PowerPoint presentation, in which the opposite “person abilities” (Entrepreneur, Manager, and Technician) were discussed.</li> </ul>
<b>Attachment/s for the usage of the Methodological tool</b>	Provided in the activity description below (if applicable).

<b><i>Methodological Tool Title</i></b>
<b><i>Balancing the Opposites</i></b>
<b><i>Individual Exercise Title (if different from the MT title)</i></b>
<b><i>Balancing the Opposites</i></b>
<b><i>Individual Exercise Source (if adapted from existing exercise)</i></b>
N/A
<b><i>Description of the Individual Exercise</i></b>

*Reflect on each pair of qualities and write down how you currently balance these qualities in your roles. For example: How do you demonstrate competitiveness but still maintain dignity in loss? Aim for one statement for each pair of opposites.*

*Then, pick one area for improvement and write down a specific action you will take to develop a better balance in that area.*

*Discussion will follow.*

**Estimated Duration (broken down into steps, if necessary)**

*20 minutes (including discussion).*

**General Guidelines (for the trainer)**

*Encourage the learners to honestly assess how they currently balance each pair of qualities in their roles. Stress the importance of ongoing self-reflection and adaptation as part of professional development affecting taking the initiative as a leader. Encourage also the learners to use elements from the exercises implemented in the first topic of the PowerPoint presentation on goal-setting, problem-solving, change management techniques.*

**Instructions (for the participants)**

*Spend time thinking about how you balance each pair of contrasting qualities in your professional life and write down one statement for each pair of opposites.*

*For example: How do you demonstrate competitiveness but still maintain dignity in loss?*

*Then, pick one area for improvement and write down a specific action you will take to develop a better balance in that area.*

*Discussion will follow.*

**Allocation of tasks (if applicable)**



N/A
<b>Necessary Equipment and Materials (if applicable)</b>
<ol style="list-style-type: none"> <li>1. Word documents/Paper sheets (if the exercise is implemented in written form) to copy the pairs of contrasting qualities</li> <li>2. Pens (if the exercise is implemented in written form)</li> </ol>
<b>Online Classroom Setting (if applicable)</b>
N/A
<b>Expected Results</b>
<ul style="list-style-type: none"> <li>• Identification of specific areas in which the learners can improve their balance between these qualities.</li> <li>• Concluding on actionable steps to enhance balance in a chosen area by implementing goal-setting, problem-solving, and change management techniques that the learners were taught beforehand, all at once, in a single exercise.</li> </ul>
<b>Debriefing Questions</b>
<ol style="list-style-type: none"> <li>1. How did applying goal-setting, problem-solving solving and change management techniques help you plan for improving balance in contrasting qualities?</li> </ol>
<b>Remarks by the Trainer</b>
<ul style="list-style-type: none"> <li>✓ Trying balancing contrasting qualities is key for professional development regarding taking initiative as a leader</li> <li>✓ Goal-setting, change management, and problem-solving techniques can help balance these opposites in one's roles.</li> </ul>
<b>Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change) (in case of Group Exercise only) (if applicable)</b>



*The learners will provide their answers (statements on how they currently balance the opposites and actions to be taken to better balance a specific pair of qualities) on the e-learning platform.*

*Alternatively, the exercise can take the form of a matching-the-items' quiz on the e-learning platform which will conclude with the provision of the correct pairs (content of the specific PowerPoint slide) and will be followed by the provision of answers (statements, actions) by the learners on the e-learning platform.*

**Attachment/s (if applicable)**

N/A

