include

Inclusive Leadership in the Digital Age

Content
for Training Courses
and Workshops
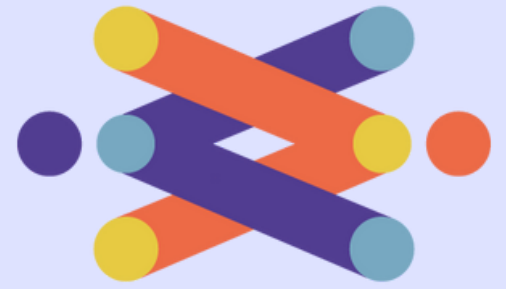
Inclusive Leadership in the Digital Age Content for Workshops and Training Courses

You can't solve problems by using the same kind of thinking you used when you created them.

Albert Einstein

INCLUDE- Inclusive Leadership in the Digital Age.
Content for Workshops and Training Courses

Authors

The 'INCLUDE – Inclusive Leadership in the Digital Age. Content for Workshops and Training Courses' was created by the Adam-Mickiewicz University, Poznań ('Tomasz Brańka') and emcra - Co-shaping Europe, Berlin (Heike Kraack-Tichy, Sarah Duttenhöfer), together with all the INCLUDE project partners. It is a partial outcome of the INCLUDE project that was financed with the support of the European Commission.

Design

The 'INCLUDE – Inclusive Leadership in the Digital Age. Content for Workshops and Training Courses' was designed by the emcra – Co-shaping Europe (Jingyang Yu) and Visuelle Kommunikation, Berlin (Simone Kattert).

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Keywords such as self-organisation, autonomy, flat hierarchies and shared responsibility are becoming more and more common in our new working world. Our project INCLUDE supports people and teams in implementing a new, practical, and innovative leadership approach in the digital age that will help them successfully shape the future of their organisations together. To this end, INCLUDE offers a step-by-step guide with interactive learning and teaching materials.

Berlin-based emcra - Co-shaping Europe is a leading training and consulting company in the areas of management and organisational development as well as national and European funding and fundraising. emcra accompanies foundations, associations and (social) enterprises through the challenges of change management. The focus is on financing/funding, digital transformation, new inclusive leadership approaches, project management and risk management, and the implementation of international standards.

The Cyprus Project Management Society (CPMS) was established in February of 2008 by a group of professionals equipped with the passion, knowledge, and competences to promote the Society's vision.
The Society is a non-profit professional association, which draws strength and competences from the voluntary participation and contribution of its members. It promotes the benefits of utilising project and other management methodologies and standards to companies, professionals, and the society.

The IBWF e.V. (Institute for business consulting, business development and research e.V.) is the network for medium-sized business consultants. As the only network, it unites with its members all advisory disciplines. The own certification of its members underlines the high quality standards in solution-oriented advice. Participation in forward-looking EU projects for user-friendly solutions, paired with a cooperative understanding of advice from its members creates practical, user-friendly solutions for SMEs.

The EU-Fundraising Association e.V. (EUFA) is a non-profit organisation active throughout Europe, with its headquarters in Berlin. EUFA was founded in 2010 by a network of professional EU fundraisers. One of the main concerns of the EUFA is European integration and the support of European citizenship. Through its work, the EUFA aims to encourage individuals and organisations to think and work in a European context. As a professional organisation, the EUFA aims to establish quality standards for EU fundraisers, grant managers, and project managers from the profit and non-profit sectors.

CCI Vratsa is a non-governmental organisation that serves SMEs in Northwest Bulgaria. Since our establishment in 1991, we have been working towards the achievement of the most favourable economic environment for the Bulgarian business and facilitation of its activity. We work in close cooperation with local authorities, other NGOs, and business support structures from abroad. CCI Vratsa is a host structure of Europe Direct Center and we have three regional offices in Northwestern Bulgaria. The structure of CCI Vratsa comprises more than 1000 companies – both private and state owned.

Adam Mickiewicz University, Poznań, is the major academic institution in Poznań and one of the top Polish universities. Its 100-year old reputation is founded on a long tradition of higher education in the City of Poznań and the outstanding current achievements of its staff, students, and graduates. AMU as a research university employs 4,000 academics and has more than 35,000 students who can choose from among 366 fields of study offered by 21 faculties.

lvh is an active interest group of craftspeople in South Tyrol. The main activity of lvh is the representation of the interests of crafts towards local and regional institutions, other associations, and the society. In addition, the lvh offers a wide range of services to its members, such as accounting, personnel accounting, tax computation, consulting on the fields of innovation, legal advice and different training courses, mandatory courses but also non-mandatory courses. We have approx. 140 employees and approx. 8.000 members.

PRELIMINARY REMARKS:

Definitions:

For the purposes of this document, the following definitions apply. The source of the definitions is the Federal Ministry of Education and Research in Germany (https://www.dqr.de/dqr/de/der-dqr/glossar/glossar_node.html#Lernergebnisse).

Qualification refers to a formal outcome of an assessment and validation process which is obtained when a competent authority determines that an individual has achieved learning outcomes to given standards.

Learning outcomes refers to statements regarding what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and responsibility and autonomy.

Unit of learning outcomes (unit) means a component of a qualification, consisting of a coherent set of knowledge, skills, responsibility and autonomy, that can be assessed and validated.

Knowledge refers to the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories, and practices that is related to a field of work or study. In the context of the EQF, knowledge is described as theoretical and/or factual.

Skills refers to the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).

Responsibility and autonomy refers to the ability of the learner to apply knowledge and skills autonomously and with responsibility.
Responsibility refers to the ability and willingness to contribute to the design of processes in a self-directed manner, considering the possible consequences.
Autonomy refers to the ability and ambition to make appropriate decisions in different situations and to act without outside help.
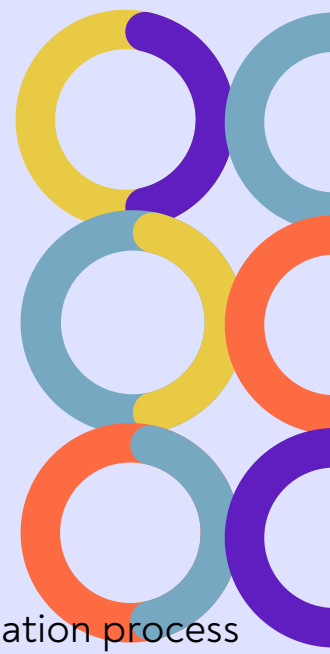
Validation of non-formal and informal learning refers to the process of confirmation by a competent authority that an individual has acquired learning outcomes achieved in non-formal and informal learning settings measured against a relevant standard and consists of the following four distinct phases: identification through dialogue of particular experiences of an individual, documentation to make visible the individual's experiences, a formal assessment of those experiences and certification of the results of the assessment which may lead to a partial or full qualification.

Formal recognition of learning outcomes refers to the process of granting official status by a competent authority to acquired learning outcomes for purposes of further studies or employment, through (i) the award of qualifications (certificates, diploma, or titles); (ii) the validation of non-formal and informal learning; (iii) the grant of equivalence, credit, or waivers.

Credit refers to confirmation that a part of a qualification, consisting of a coherent set of learning outcomes has been assessed and validated by a competent authority, according to an agreed standard; credit is awarded by competent authorities when the individual has achieved the defined learning outcomes, evidenced by appropriate assessments, and can be expressed in a quantitative value (e.g. credits or credit points) demonstrating the estimated workload an individual typically required for achieving related learning outcomes.

Credit systems refers to a transparency tool for facilitating the recognition of credit(s). These systems can comprise, inter alia, equivalences, exemptions, units/modules that can be accumulated and transferred, the autonomy of providers who can individualise pathways, and the validation of non-formal and informal learning.

Credit transfer refers to the process of allowing individuals who have accumulated credit in one context to have it valued and recognised in another context.

ECVET points refers to a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification.

ECVET and the description of the units of learning outcomes*

ECVET is a technical framework for the transfer, recognition and, where appropriate, accumulation of individuals' learning outcomes with a view to achieving a qualification. ECVET tools and methodology comprise, amongst others, the description of qualifications in terms of units of learning outcomes. A qualification is comprised of several units and is made up of the whole set of units. Thus, a learner can achieve a qualification by accumulating the required units.

The units that make up a qualification should be:

- described in legible and understandable terms by referring to the knowledge, skills and responsibility and autonomy contained in them,
- constructed and organised in a coherent way regarding the overall qualification,
- constructed in a way that enables discrete assessment and validation of learning outcomes contained in the unit.

A unit may be specific to a single qualification or common to several qualifications. The expected learning outcomes that define a unit may be achieved irrespective of where or how these have been achieved. Thus, a unit is not to be confused with a component of a formal learning programme or training provision.

Based on: Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET).

* Based on:

- Council Recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (2017/C 189/03).
- Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET).

Description of the Units of Learning Outcomes of the INCLUDE Qualification on "Inclusive Leadership in the digital Age"

EQF-Level 5

Overall description of the qualification "Inclusive leadership in the digital age"

Qualification: "Inclusive leadership in the digital age"
DESCRIPTION OF THE QUALIFICATION

"Inclusive Leadership in the Digital Age" addresses the needs of leaders looking for guidance on leading teams and organisations in the digital age.

It is mainly dedicated to leaders of small and medium-sized enterprises (SMEs) as well as of small and medium-sized organisations (SMOs) and Start-ups. These companies or organisations need simple, user-friendly, and work-based learning materials and qualifications which are adapted to their size and/or the level of their leadership experience and expertise. However, the material can also be useful for coaches and trainers supporting leaders in the mentioned organisations.

The qualification is divided into six units (five development areas in which leaders can evolve to be effective in the digital age plus the "introduction unit" to explain why a new leadership approach is needed). All INCLUDE development areas refer to and complement each other:

1. Introduction to the INCLUDE approach.
2. The leader - self-reflection and self-awareness.
3. People - developing relationships.
4. Structure - me, my team, and my organisation
5. Process - living a shared vision and creating change.
6. Technology - dealing with the driving forces that change the world.

In each topical block, the following will be described in detail: a) the corresponding knowledge, b) the skills, and c) the competencies required to apply this knowledge and these competencies (responsibility and autonomy) independently and responsibly.

The work-based learning components of the INCLUDE Qualification support both the learner (individual) and the organisation/enterprise: the first in his/her learning process as a leader, the second in its organisational development process.

The learning material is freely accessible online and available in six languages (English, Bulgarian, German, Greek, Italian and Polish).

KNOWLEDGE

He/she ...

- has a general knowledge of how to lead teams and organisations in the digital age.
- is aware that working in a VUCA world requires specific approaches to collaboration, accountability, decision-making processes, and power.
- knows positive and negative areas of impact of the digital age on leaders, interpersonal relationships, and technology.
- is familiar with the concept of inclusive leadership as defined by the INCLUDE model.
- is aware of the differences between management, leadership, and leadership as understood by the INCLUDE model. Recognises the interaction of the five areas of development (leader, people, structure, process, and technology) and the INCLUDE approach.
- knows the core organisational processes of the INCLUDE model.
- knows how methods and tools proposed by the INCLUDE model impact the development of the structures of organisations and companies.

SKILLS

He/she ...

- is able to identify specific elements of the digital age's impact on the five areas of the INCLUDE model and the resulting challenges.
- is able to use the INCLUDE model leadership tools.
- is able to identify his/her roles in the five areas of INCLUDE model development.
- is able to implement the INCLUDE model of inclusive leadership into his/her thoughts and actions.
- is able to identify the development potential of individuals, teams and organisations in relation to the INCLUDE model.
- is able to recognise and develop own development needs using the INCLUDE approach.
- is able to plan the development of all organisational areas, according to the INCLUDE approach, together with the team.

RESPONSIBILITY AND AUTONOMY

He/she ...

- responds responsively to the challenges of the VUCA world and handles decision-making in ambiguous work situations.
- recognises the specific effects of the digital age and the use of technology on individuals, the team, and the organisation.
- takes a proactive approach to his/her personal development.
- sees himself/herself in the role of an inclusive leader as defined by the INCLUDE model.
- inspires, encourages, and engages colleagues in individual self-organisation, shared responsibility, and collaborative decision-making.
- develops the organisation in accordance with the INCLUDE model.

Introduction to the INCLUDE approach
Why do we need a new Leadership approach?

KNOWLEDGE

She / He ...

- has a general understanding of how digital technologies are changing our working world.
- understands the challenges for digital transformation and leadership in the VUCA world (V: Volatility, U: Uncertainty, K: Complexity, A: Ambiguity).
- has an awareness that organisations need a new approach to leadership in the digital age.
- has an awareness that working in the digital age requires specific leadership skills.
- knows the difference between management and leadership and their meaning for leaders.
- has basic knowledge of different leadership approaches and their impact.
- has basic knowledge of different stages of development of organisations in terms of leadership approaches and behaviour / ways of working.
- knows the principles of the INCLUDE leadership approach.

SKILLS

She / He ...

- is able to classify the significance of different technologies for organisations and their associated significance for leadership.
- recognises the direct and indirect impact of the VUCA world on work.
- is able to name the effects of digital transformation on teams and organisations.
- is able to identify the need for leadership change in teams and organisations.
- recognises the specific need for leadership skills in the context of digital transformation in the team / organisation.
- is able to identify behavioural patterns of leadership in distinction to management.
- is able to identify the state of development of an organisation in terms of leadership approaches and behaviours / ways of working.
- is able to apply the principles of the INCLUDE approach.

AUTONOMY AND RESPONSIBILITY

She / He ...

- identifies the need for action in the team / organisation due to the use of technologies, derives actions and implements them.
- is able to deal with the impact of the VUCA world on work and make decisions in uncertain work situations.
- Identifies concrete impacts using technology on individuals, the team and the organisation; can leverage positive impacts through action for the benefit of all and respond to negative impacts through appropriate action.
- responds to the need for leadership change by implementing appropriate measures step by step.
- recognises the specific need for leadership skills and continuously develops them.
- actively embraces a leadership role in the team / organisation in the sense of the INCLUDE approach.

KNOWLEDGE

She / He ...

- knows the core elements of inclusive leadership as defined by INCLUDE.
- is aware of the role as an inclusive leader in the sense of INCLUDE.
- knows that becoming an inclusive leader requires an active decision.
- knows that practising the INCLUDE approach starts with a "transformation process" of the leader and then successively involves the other four areas of development.
- is aware that the foundation of an inclusive leader is a lifelong process of reflection and learning.
- is aware of the importance of authenticity and sincerity in the leadership role.
- knows that it is about taking responsibility for oneself and one's behaviour.
- knows tools and methods that support her/him to analyse and continuously develop her/his leadership approach in terms of the INCLUDE approach.
- is aware of the consequences that the INCLUDE leadership approach has for the leader, the team and the organisation in the five development areas a) leader, b) people, c) structure, d) process and technologies, e.g. in relation to the topics of cooperation, responsibility, decision-making processes, power.

SKILLS

She / He ...

- is able to integrate core elements of inclusive leadership in the sense of INCLUDE into his/her leadership style.
- is able to apply INCLUDE tools and methods
- is able to make a decision regarding his/her personal development.
- is able to plan his own development process.
- is able to identify his/her respective roles in the five INCLUDE development areas a) leader, b) people, c) structure, d) process and e) technologies
- is able to analyse his/her behaviour, attitude, motivations and actions.

AUTONOMY AND RESPONSIBILITY

She / He ...

- proactively takes responsibility for him/herself and his/her actions as an inclusive leader in the sense of the INCLUDE approach.
- continuously questions him/herself as a leader and actively shapes and reflects on his/her personal development process by applying INCLUDE tools and methods, among others.
- draws consequences from his/her own behaviour, attitude, motivations, and actions and derives decisions and actions.
- considers his/her formal and/or informal position and the resulting power as a responsibility and not as a privilege and acts accordingly.
- is able to behave in his/her respective roles in the five INCLUDE development areas a) leader, b) people, c) structure, d) process and e) technologies according to the INCLUDE approach and e.g. actively gives up privileges.

People – developing relationships

KNOWLEDGE

She / He …

- knows that the digital age has positive and negative effects on people's relationships / on teams in the workplace and knows the related challenges for leaders, individuals, and the team.
- understands, in terms of the INCLUDE approach, the importance of good working relationships in the digital age and their impact on work processes and outcomes.
- understands that the workplace in the digital age needs a focus on developing and maintaining good relationships with individuals, in the team and in the organisation.
- knows the essential drivers of good relationships in terms of the INCLUDE approach, e.g. inclusion of each individual, self-organisation, personal responsibility, developing trust, sharing responsibility and deciding jointly, transparent handling of power.
- understands that inclusive leadership in the digital age according to the INCLUDE approach is a joint responsibility of the leader and all those involved.
- knows tools and methods that support him/her and the team to develop and maintain positive relationships with individuals and in a team.

SKILLS

She / He …

- is able to identify and communicate concrete positive and negative effects of the digital age on the relationships of people / in teams as well as resulting challenges.
- is able to establish a concrete correlation between productive and effective work processes as well as work results with good working relationships and to name these concretely.
- is able to recognise the level of development of people and teams as well as their potential to develop further with regard to INCLUDE and to name the next concrete development steps, e.g. in the direction of self-organisation, personal responsibility, developing trust, sharing responsibility and joint decisions.
- is able to develop and maintain good relationships by applying INCLUDE tools and methods and thus also acts as a role model.
- recognises his/her own role, possibilities, and limits in developing and maintaining good relationships with individuals and in a team and those of others.

KNOWLEDGE

She / He...

- knows the difference between work-life balance and work-life integration.
- understands that individual elements of work and private life do not have to compete or be equally distributed (work-life integration).
- recognises the importance of an organisation's mission, vision, and culture in developing good relationships.

SKILLS

She / He...

- is able to recognise the interdependence or dynamics of individual and team behaviour in relation to the mission, vision and culture of an organisation and to identify concrete development needs in order to develop as an INCLUDE organisation.
- practices work-life integration and acts as a role model.

AUTONOMY AND RESPONSIBILITY

She / He ...

- actively deals with the positive and negative effects of the digital age on the relationships of people / in teams and initiates appropriate actions and is responsible for or accompanies them.
- facilitates and promotes an inclusive working atmosphere characterised by trust, authenticity, autonomy, transparency, respect, and appreciation, which leads to productive and effective work in the team.
- creates an "open space" in which individuals and teams can develop in such a way that talents and already existing but hidden skills and competencies emerge.
- enables growth of individuals and the team through inclusive framework conditions, including more self-organisation and individual responsibility, a positive culture of failure and a professional feedback culture in the sense of the INCLUDE approach.
- actively leaves the responsibility for developing and maintaining relationships to the individuals and the team and creates the setting for this.
- proactively relinquishes responsibility and power, encourages others to take responsibility, and makes decisions jointly as a team.
- together with the team, facilitates and promotes the development of an INCLUDE organisational culture through the collaborative application of INCLUDE tools and methods as the basis for working together.
- actively promotes awareness of the concept of work-life integration.

Structure – me, my team and my organisation

KNOWLEDGE

She / He …

- is aware that the structure of an organisation is closely related to its culture, vision, and mission.
- knows different organisational models and their structures and effects on the cooperation and performance of an organisation.
- has basic knowledge of the organisational models Open Space Beta and Cell Structure Design.
- knows the importance of the "formal" and "informal" structure as well as the "structure of performance".
- knows how organisations are analysed in terms of their structures.
- knows tools and methods to jointly develop organisational structures within the team according to the INCLUDE approach.
- knows different dimensions of power and influence in organisations, their effect on cooperation and their impact on the organisation.
- is aware that power and influence can be used positively and negatively.
- knows that the leader has to make a normative decision on how he/she deals with power and influence.
- knows the importance of knowledge management in the organisation and the need to embed it in a "living" organisational structure.

SKILLS

She / He …

- is able to relate the structures of an organisation to its culture, vision and mission and assign them to an organisational model.
- is able to plan the development of organisational structures according to the INCLUDE approach and thus according to Open Space Beta and Cell Structure Design in its step-by-step implementation.
- is able to analyse the structures of an organisation and identify the driving forces of the "formal" and "informal" structure as well as the "structure of service delivery".
- is able to jointly apply tools and methods within the team to further develop the organisational structure according to the INCLUDE approach.
- is able to analyse and name one's own use of power and influence as well as that of others and its impact on collaboration, performance and organisation.
- is able to make a normative decision on how he/she wants to deal with power and influence as a leader.

KNOWLEDGE

She / He …

- is aware that relationships along the value chain, e.g. with key suppliers and service providers, should evolve towards a partnership ("partnering") rather than a client-contractor relationship.
- knows that open organisational structures are necessary to practice the concept of "partnering" in external relations.

SKILLS

She / He…

- is able to jointly develop a transparent knowledge management across organisational areas together with the team.
- is able to jointly develop open organisational structures within the team that enable "partnering" with external stakeholders.

AUTONOMY AND RESPONSIBILITY

She / He …

- inspires and motivates the team to implement new organisational structures according to the INCLUDE approach step by step, and hence according to Open Space Beta and Cell Structure Design, and to bring them to life together.
- makes the decision and implements it to jointly "experience" open structures with the team and to abolish both departments and silo-thinking.
- creates an open space that enables to deal with different forms of power and influence of individuals and the team in a transparent and conscious way.
- draws consequences from his/her own handling of power and influence and develops himself/herself according to the normative decision on how he/she wants to handle power and influence as a leader.
- inspires and motivates all those involved to deal consciously and reflectively with their own power and influence and to continuously develop themselves in this respect.
- motivates and encourages individuals and the team to use tools and methods that further develop the organisational structures according to the INCLUDE approach and thus independently contribute to further development of organisational structures and supports the consolidation of these changes.
- actively supports the consolidation of transparent knowledge management across the boundaries of organisational areas.
- supports open organisational structures that enable "partnering" with external stakeholders.

KNOWLEDGE

She / He...

- knows the essential characteristics of self-organisation and its importance for the work of individuals, teams, and an organisation.
- understands what agility means for organisations, teams, and individuals in everyday work.
- knows the importance of a positive culture of failure (fail fast - fail cheap) for collaboration and for the development of services and products.
- understands the principle that shared responsibility and joint decision-making fosters co-visionaries and brings about change.
- knows INCLUDE methods and tools that promote the development of organisational structures in accordance with INCLUDE.
- knows decision-making methods that involve as many involved people as possible on an equal footing.
- knows key INCLUDE organisational processes, including alignment of activities and processes with customer/target group benefits and a reduced focus on rules, short-term targets, and reports in favour of a shared long-term vision.
- knows the essential criteria for implementing remote work, their advantages, and disadvantages as well as effects on individuals, the team and the organisation.

SKILLS

She / He ...

- is able to identify potentials as well as concrete possibilities in individuals, teams and organisations for more self-organisation and to concretely plan their empowerment.
- is able to concretely plan the development of organisational processes in the sense of INCLUDE towards more autonomy, decentralised decisions, shared responsibility and broad participation.
- is able to apply INCLUDE methods and tools that further develop organisational processes according to the INCLUDE approach
- is able to apply agile management methods.
- is able to work in a positive failure culture (fail fast - fail cheap).
- is able to apply collaborative decision-making methods, such as consent moderation.
- is able to consider customer/target group benefits when planning activities and products.
- is able to move away from a short-term focus on numbers, facts, reports, etc. and align activities more closely with a long-term vision.

KNOWLEDGE

She / He ...

- knows the difference between "departmental and process organisations".

SKILLS

She / He ...

- is able to identify and communicate the positive and negative impacts of remote work, its advantages and disadvantages, as well as its impact on individuals, the team and the organisation.

AUTONOMY AND RESPONSIBILITY

She / He ...

- accompanies and is responsible for the process of introducing and stabilising (more) self-organisation of individuals and teams as well as in organisations in general.
- develops organisations further in the sense of INCLUDE and, together with the team, consistently aligns processes to the autonomy of individuals and teams, decentralised decisions, shared responsibility, and the broad participation of everybody.
- applies agile management and leadership methods and adapts quickly to changing circumstances
- implements an open failure culture that achieves innovative results through trial and error.
- involves as many of those concerned as possible using collaborative decision-making methods, thus preventing silo thinking and promoting process organisations.
- inspires and motivates all those involved to work together and engenders co-visionaries through the INCLUDE leadership approach.
- implements activities and processes together with the team that are geared towards customer/target group benefits. In doing so, she/he consistently involves the customers or target groups.
- reduces short-term rules, targets, reports, etc. to a necessary minimum with the aim of concentrating as a team on a jointly lived long-term vision.
- actively reacts to the challenges of remote work for individuals, the team, and the organisation, uses the positive effects for further development and finds an adequate way of dealing with the negative effects together with all those involved.
- decides in an uncertain environment and acts according to the principle "You cannot plan the new, you can only discover it (Sassenrath 2017: 15).

Technology – dealing with the driving forces that change the world

KNOWLEDGE

She / He ...

- has the awareness that organisations need to evolve according to the digital transformation.
- understands the step-by-step approach to digital transformation / digitisation of an organisation.
- knows tools to analyse the organisation to develop it further.
- has basic knowledge of essential digital technologies.
- knows the challenges of a change process towards digital transformation in the organisation.
- knows basic approaches to digital communication and digital ways of working as well as corresponding digital tools.
- knows basic principles of collaboration of remote teams / hybrid teams.
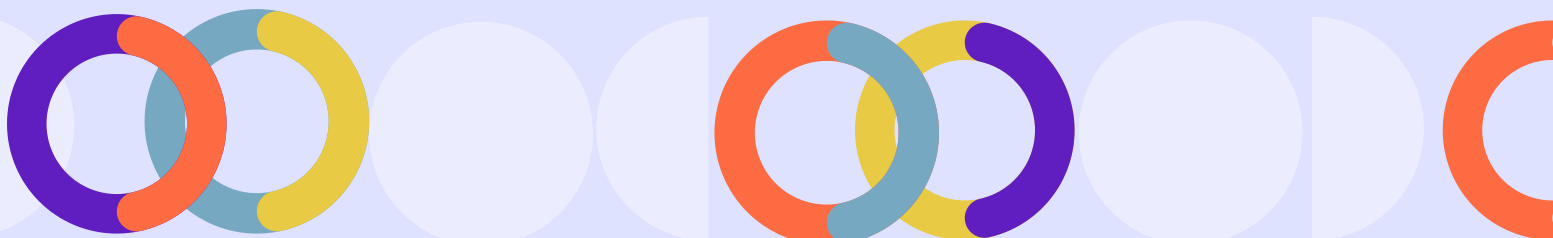
SKILLS

She / He ...

- is able to apply tools to analyse an organisation with regard to its digital transformation
- is able to assess the opportunities and risks of key digital technologies.
- is able to apply methods to implement a change process.
- is able to apply digital communication tools.
- is able to work in remote teams / hybrid teams.

AUTONOMY AND RESPONSIBILITY

She / He ...

- derives appropriate measures from the analysis of an organisation regarding its digital transformation and implements them.
- initiates measures in response to identified opportunities and risks.
- facilitates a change process.
- selects appropriate digital communication tools for digital collaboration.
- leads remote teams / hybrid teams.