



Education and Culture DG

Leonardo da Vinci Innovation Transfer Project  
2012-1-HU1-LEO05-05847  
ADAPTYKES - ADAPtation of trainings based up on the Finnish  
Workplace Development Programme (TYKES)

## COURSE DESCRIPTION – SYLLABUS

### **Organizational Innovation Management**

<b>Course title:</b>	<b>Organizational Innovation Management</b>
<b>Course code:</b>	ADAPTYKES M123
<b>Contact hours:</b>	3 modules, 12 meetings *approx. 240 minutes
<b>Prerequisites:</b>	There are no prerequisites
<b>Course unit leader:</b>	Ioana Andreea Ciolomic, doctoral candidate Ioana Maria Dragu, doctoral candidate Dr. Teodora Viorica Fărcaș

#### **Aims and objectives:**

The course is mainly addressed to small and medium-sized enterprise managers, but it can be equally useful for employees of large enterprises. Presentation instruments are mainly based on organisational innovation developed by the Finnish companies in the TEKES Finish programme and collected by LUAS. However, the course also includes our own experience, being adapted to the current Romanian context.

The course includes three modules, the following objectives being set for each module:

#### **M1 – Project Management –**

##### General objective:

- Acquiring the minimum knowledge necessary for the drawing up, implementation, management and evaluation of a project

##### Specific objectives:

- Acquiring the minimum knowledge on the concepts used in project management
- Knowing the general principles of project management
- Acquiring the minimum knowledge pertaining to specific stages of projects
- Identifying the methods, techniques and instruments used in project management, in order to find quality solutions to problems encountered.

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**M2 – Competency management**

General objective:

- Acquiring the knowledge related to the use of employee competencies for the benefit of the company

Specific objectives:

- Acquiring the minimum knowledge pertaining to the competency and competency management concepts
- Understanding competency management as a process
- Acquiring knowledge related to the instruments used in Competency Management.

**M3 – Workplace innovation and development**

General objective:

- acquiring the theoretic and practical knowledge level on *team formation and development, creativity, conflict, developmental leadership*

Specific objectives:

- Acquiring the minimum knowledge on the concepts used
- Identifying the methods, techniques and instruments that help you find solutions to problems encountered, regardless if they are a team conflict, lack of creativity, or in motivating the employees by job rotation etc.

**Learning outcomes, competencies:**

By attending the course, the attendees will be able to develop the following skills and competencies:

<b>M1 - Project Management</b>	<ul style="list-style-type: none"> <li>- Setting the project aim and objectives;</li> <li>- Setting the project specifications;</li> <li>- Setting the project success criteria;</li> <li>- Setting the project-specific activities and their spreading out over time;</li> <li>- Estimating and ensuring the resources necessary for the project performance;</li> <li>- Cost appraisal and budget;</li> <li>- Resource appraisal and provision;</li> <li>- Resource management and control;</li> <li>- Financial management of the project;</li> <li>- Selecting and managing the project team;</li> <li>- Establishing a project-specific communication system;</li> <li>- Implementation management;</li> </ul>
<b>M2 – Competency Management</b>	<ul style="list-style-type: none"> <li>- Establishes the employee competencies</li> <li>- Uses employee appraisal methods</li> <li>- Performs a competency map for a specific position</li> <li>- Performs a competency matrix for a specific position</li> </ul>

<b>M3 – Workplace Innovation and Development</b>	<ul style="list-style-type: none"><li>- The attendees will acquire teamwork skills, will better understand their roles in the work team and communicate better within the team.</li><li>- The participants will learn how to use their creativity in managing limit situations, stressful situations, or in solving everyday problems.</li><li>- It is intended that at the end of this course all the attendees to be able to better adapt to changes within the team, and also to acquire much better management of any conflict that may arise.</li><li>- Those taking part in this module will have a much better ability to identify their career development possibilities as much as their professional development possibilities.</li></ul>
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### Course description:

#### M1- Project Management

Module 1 – Project Management is divided on 4 main sections, treating both theoretical and practical aspects, aimed at developing the attendees’ ability to develop an overview of the projects:

- Section 1 – Project management – defining the basic terms
- Section 2 – Fundamental principles
- Section 3 – Project-specific stages
- Section 4 – Practical examples concerning project management

In the first section *Project management – defining the basic terms*, project and project management specific terms were selected. To that effect, terms as: project, subproject, programme, project management and project manager were defined, analysed and interpreted. In addition, for the course participants to have a better understanding of the basic terms, term comparisons were made, where applicable (project vs. programme).

The management of any project includes a set of principles, practices and techniques used to lead the project work team and to control the deadlines, costs and risks in order to obtain the intended result. Therefore, we have considered it necessary to present the fundamental principles of project management in section 2 – *Fundamental principles*. The extent and the newsworthiness of project management have stimulated the professional community’s efforts in setting up some fundamental principles. Formulating these principles was based on a series of premises, and seven fundamental principles of the project management thus came up:

1. Principle of commitment;
2. Principle of predefined success;
3. Principle of efficiency, internal consistency/interdependence;
4. Principle of strategy;
5. Principle of control;
6. Principle of the unique communication channel;
7. Principle of the stimulating working environment;

A description of the project management is possible by analysing the project life cycle concerning the logical set of project phases, whose names and number are determined by the necessities to accomplish the aims or objectives of the project. Regardless of their purpose or complexity, each project goes through a series of stages. The project management sequence of stages presented in the course frame is the following:

1. Conception
2. Planning
3. Implementation
4. Evaluation

Specific elements, additional questions and key steps to follow in reaching the general project objective have been presented in each stage.

In section 4 – *Practical examples concerning project management*, we wanted to present a few methods, techniques and instruments used in project management in order to find quality solutions to the problems encountered. These examples were taken from the experience of our Finnish project partners. Therefore, the following instruments used in collaborative problem solving were presented, described and exemplified:

1. Affinity diagram
2. Cause-effect diagram (Fishbone diagram)
3. Relationship diagram
4. Tree diagram
5. Matrix diagram
6. Action decision diagram

## **M2 – Competency Management**

Module 2 – Competency Management is divided on 5 main sections, treating both theoretical and practical aspects, aimed at explaining as clearly as possible the meaning of Competency Management and how it can be integrated in the company strategy:

- Section 1 – Introduction to Competency Management
- Section 2 – Competency Management as a process
- Section 3 – Competency Management Instruments
- Section 4 – Using IT instruments in Competency Management
- Section 5 – Competency Management as a part of strategic management of a company

In the introductory section the terms “competency” and “capability” are strictly delimited, despite the two being often used interchangeably in practice. Nonetheless they are different and should be used as such. In that sense, the course support introduces a series of definitions that were given for the term of “competency”, as well as the components and types of competencies. In this first section it is very important to set the objectives of competency management in order to better understand what it means.

The processes included in the competency management are introduced in the second part of the course, namely:

1. identifying competencies
2. evaluating competencies
3. acquiring competencies
4. using competency-related knowledge.

An example of how the competency management is implemented in a Finnish company is given in order to ensure the most appropriate understanding.

The course goes on with a presentation and example of the instruments helping with an efficient competency management. They are:

- A. The “map” of competencies
- B. Individual competency assessment form
- C. Competency matrix

Acquiring these instruments is very important and useful for managers or HR people in a company, in order to obtain good results in terms of using the company’s human resources.

At the end of the course support a presentation of how the competency management can be integrated in the company’s strategy as an element bringing a plus of value, a competitive strategic element. This last part justifies and highlights the importance of adopting competency management in companies.

### **M3 - Workplace Innovation and Development**

In this module we will present exercises on four themes.

1. Team formation and development
2. Creativity
3. Conflict
4. Developmental leadership

The course support has two ways of development: theory and practice. Theory includes definitions, classifications, explanation helping to better understand the notions. The practical part includes exercises meant to help consolidate the theory aspects by illustrations, exemplification and learning, starting from examples. Each exercise has the following structure:

- When should we use the exercise, in what situations, for what kind of problems?
- What does it help us with? In which way is the exercise useful?
- What can we obtain by this exercise? Concrete results obtained
- Instructions
- Concrete example
- Suggestions in applying the method and making the participants active
- Necessary time and resources
- Strengths and weaknesses

**Methodology:**

The research method applied in reaching the set objectives is *blended learning*, enabling us to combine the use of several teaching methods. The course includes three theme-based training modules, each module being completed by a digital material (e-learning). This training enables learning by experience, whereas the digital material offers the possibility to better understand and reflect over the presented theoretical methods.

**Course schedule:**

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12
M1												
M2												
M3												

<i>Consultations</i>	<i>Topic</i>
<b>M1 – Project Management</b>	
Meeting 1 Duration – 4 hours	<b>Conceptual framework of project management</b> Concepts: project, subproject, programme, project characteristics, types of projects, project management, project manager, project manager characteristics, principles of project management.
Meeting 2 Duration – 4 hours	<b>Project life cycle: project conceiving, project planning, project implementation and project evaluation/conclusion</b> Concepts: process, typology of project life cycles, problem, problem characteristics, SWOT analysis, objectives, activities, budget, logical framework approach, activity management, financial management, human resource management, relationship with the financer, relationship with the beneficiaries, implementation evaluation, post-evaluation.
Meeting 3 Duration – 4 hours	<b>Developing a project idea, identifying and establishing project stages</b> Concepts: problem, problem characteristics, objectives, activities, budget, logical framework approach, activity management, financial management, human resource management, relationship with the financer, relationship with the beneficiaries, implementation-specific activities, implementation evaluation, project completion specific activities.
Meeting 4 Duration – 4 hours	<b>Instruments used in collaborative problem solving</b> <b>Concepts:</b> affinity diagram, Cause-effect diagram (Fishbone diagram), Relationship diagram
<b>M2 – Competency management</b>	
Meeting 1	<b>Competencies and competency management</b>

Duration – 2 hours	Concept definition and examples: competency, capability, competency management, competency management process
Meeting 2 Duration – 3 hours	<b>Competency management instruments</b> Concepts: map of competencies, individual competency assessment form, competency matrix
Meeting 3 Duration – 4 hours	<b>Recruitment and selection of a candidate for an employee position based on the competency map and matrix</b> Concepts: recruitment, selection, interview, job description
Meeting 4 Duration – 4 hours	<b>Recruitment and selection of a candidate for a management position based on the competency map and matrix</b> Concepts: recruitment, selection, interview, job description
<b>M3 - Workplace Innovation and Development</b>	
Meeting 1 Duration – 4 hours	<b>Team formation and development</b> Concepts: defining the team, advantages and disadvantages, development stages, exercises (the cocktail, the map, team interview, roles in teams, voice stars, buddy check, crowdclowers)
Meeting 2 Duration – 4 hours	<b>Creativity</b> Concepts: defining creativity, stages of creative processes, exercises (Six Thinking Hats, Marshmallow Challenge, mental maps, road map, the Idea Factory, the World Café)
Meeting 3 Duration – 4 hours	<b>Identifying and solving conflicts</b> Concepts: defining conflict, the benefits of conflicts, resolving conflicts, exercises (dynamic facilitation, brainstorming, efficient problem-solving, pair training approach)
Meeting 4 Duration – 4 hours	<b>Developmental leadership</b> Concepts: personal development, professional training, demands, methods, techniques, plans and programmes, exercises (job rotation, workplace conference, 360-degree feedback, complete human development model, active listening)

### Assignments:

#### M1 – Project Management

- Theme 1: Draw up Project Manager’s job description and Manager Assistant’s job description.
- Theme 2: Make a SWOT analysis of your organization. Refer to strengths, weaknesses, opportunities and threats in order to establish the need for new

development projects. Pick up one of the identified problems. Establish the problem to be solved, general objective and specific objectives.

- Theme 3: Read carefully theme 2. Identify the activities of the project selected in theme 2 and the resources necessary in accomplishing the established objectives.
- Theme 4: Determine the budget of your project.

## **M2 – Competency Management**

- Theme 1: Draw up a competency map and matrix for a project manager and for manager's assistant, respectively.
- Theme 2: Make an employee appraisal form for the people in one of your company's departments.

## **M3 - Workplace Innovation and Development**

- Theme 1: *CrowdClowers* – Mention the names of those who inspire you in your professional and personal life – catalysers; write down the names of people connecting you to resources: they facilitate your contact with other people or can help you earn more (consider all your acquaintances from your supervisors/managers to your neighbours) – connexions; write down the names of those who make you fulfil your tasks (it can be anyone – from your employees to your partner) – factors; mention the people who support both you and your ideas (can include friends, acquaintances, people in your network) – promoters; circle or encase the names of those with whom you interact at your job (e.g. a supplier or your manager/boss).
- Theme 2: *Six Thinking Hats* – Choose a real job situation when you had to make a decision. Present the facts, then you can express your feelings, then you will identify barriers, risks, threats and other negative connotations. Try and find a life-saving idea, but don't get limited to just one choice: look for other ideas to discover new possibilities. In the end, take time to think before making the final decision.
- Theme 3. *Efficient problem-solving* – Think about a real problem you have lately faced at your job. Identify possible solutions, alternatives, then make a decision, apply your decision and evaluate the result.
- Theme 4: *Complete model of human development* – Think about your own work and tasks! Define the purpose and content of activities selected from other jobs! How much do you think your work is contributing to your personal development? Establish your development needs and how the trainings and development programmes could contribute to your identified needs! Think which of the following needs are required by one specific job activity or which occur on a general basis in organising your job or outside it! Establish who is responsible in supporting certain development actions!

### Assessment and grading:

Assessment method	M1	M2	M3
Attendance	10%	10%	10%
Themes	30%	30%	30%
E-learning questions	-	-	30%
Final exam	20%	-	30%
Group activities	-	60%	-
Project	40%	-	-

### Compulsory reading:

*Workplace Innovation and Development* course support elaborated within the AdapTykes - Leonardo da Vinci Innovation Transfer Project - 2012-1-HU1-LEO05-05847; ADAPTYKES - ADAPtation of trainings based up on the Finnish Workplace Development Programme (TYKES), as well as Workplace Innovation and Development e-learning module (username and password based access - <http://adaptykes.pszfb.bgf.hu/login/index.php> ).

*Competency Management* Course support developed within the AdapTykes project - Leonardo da Vinci Innovation Transfer Project - 2012-1-HU1-LEO05-05847; ADAPTYKES - ADAPtation of trainings based up on the Finnish Workplace Development Programme (TYKES), as well as Competency Management e-learning module (username and password based access - <http://adaptykes.pszfb.bgf.hu/login/index.php> ).

*Project Management* Course support developed within the AdapTykes project - Leonardo da Vinci Innovation Transfer Project - 2012-1-HU1-LEO05-05847; ADAPTYKES - ADAPtation of trainings based up on the Finnish Workplace Development Programme (TYKES), as well as Project Management e-learning module (username and password based access - <http://adaptykes.pszfb.bgf.hu/login/index.php> ).

### Recommended readings:

1. Athey, T. & Orth, M. (1999), *Emerging competency methods for the future human resource management*, Human Resource Management, Vol. 38, pp. 215 – 226
2. Berio, G. & Harzallah, M. (2007), *Towards an integrating architecture for competence management*, Computers in Industry, Vol. 58, pp. 199 – 209
3. Boyatzis, R.E. (1982), *The competent manager: A model for effective performance*, New York: John Wiley & Sons
4. Csikszentmihalyi, M. (1996), *Creativity: flow and psychology of discovery and invention*, New York: HarperCollins Publishers.
5. Helen J. Alford, O.P., and Michael J.N. (2004), *Managing as if faith mattered: Christian Social Principles in the Modern Organization*, Studies in Christian Ethics 17 (3): 84.
6. Jehn, Karen A. (1995), *Multimethod Examination of the Benefits and Detriments of Intragroup Conflict*, Administrative Science Quarterly, vol. 40 no. 2, p.258.

7. Thalhofer, Nancy (1993), *Intergroup and Reduction of Intragroup Conflict*, Small Group Research *February*, vol. 24, no. 1, p.31.
8. Turner J.R., Simister S.J. (2000), *Handbook of project management*, Gower Publishing Limited Project Management Institute, 2008, A guide to the project management body of knowledge – Fourth edition

**Useful websites:**

<http://adaptykes.pszfb.bgf.hu/login/index.php>

	
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