

REGIONAL TRAINING FOR EXTERNAL EVALUATORS
ORGANIZED BY EDUCATION REFORM INITIATIVE OF SOUTH EASTERN EUROPE
MODULE 2 – LEADERSHIP AND MANAGEMENT

TRAINERS
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DURATION
Face-to-face hours: 3h (180m) Self-study time: 1h (before the in-presence session)

PARTICIPANTS
Number of trainees: 25

OBJECTIVES
This training activities will: <ul style="list-style-type: none">- Point out the main characteristics for effective and efficient leadership.- Outline the knowledge, skills, and attitudes required for team management and planning.- Systematize the strategy of an external evaluation plan.

CONTENTS
<ul style="list-style-type: none">- Leadership and decision making within the EE process- Planning the evaluation development and team management

ACTIVITIES AND LEARNING OUTCOMES		DURATION
Section 1	<p>Learning outcomes - at the end of this section the trainees will be able to: Describe the main characteristics for effective and efficient leadership. Specify the knowledge, skills, and attitudes required for team management.</p>	
	<p>Step 1: Before the training session, trainees read the support texts (2.1 and 2.2) (self-study time).</p>	
	<p>Step 2: The trainer projects the PowerPoint (2.3) presentation and presents the development of Module 2, its contents, and objectives.</p>	3 min
	<p>Step 3: The trainer introduces the learning outcomes of section 1 and asks the trainees to think of a charismatic figure in the field of education they admire and list four leadership characteristics they recognize in that person.</p>	2 min
	<p>Step 4: Brainstorming: individually, the trainees list four leadership characteristics they recognize in the person they thought of.</p>	5 min
	<p>Step 5: Group-work: in small groups, the trainees discuss the leadership characteristics they listed and systematize the main ones. Next, the trainees identify and discuss the characteristics required for evaluation team management. Task guidelines will be included in the PowerPoint (2.3) presentation: What are the main leadership characteristics that we identified? What characteristics are required for evaluation team management?</p>	20 min
	<p>Step 6: Presentation: the spokesperson for each group presents the conclusions to the plenary (2 min each).</p>	10 min
	<p>Step 7: Case studies: in groups of 4/5 people the trainees discuss the characteristics of three different leadership styles, following the script with task guidelines (2.4).</p>	30 min
	<p>Step 8: Presentation: the spokesperson for each group presents the conclusions to the plenary (3 min each).</p>	15 min
	<p>Step 9: Lecture: The trainer synthesizes the leadership characteristics required of an external evaluator using the PowerPoint presentation (2.3).</p>	10 min
<p>Step 10: Q&A and feedback: the trainer asks the trainees if they have further questions and closes the training section.</p>	5 min 100 min	
Section 2	<p>Learning outcomes - at the end of this section the trainees will be able to: Develop an external evaluation plan to increase the chances of success and minimize difficulties</p>	
	<p>Step 1: Before the training session, trainees read the support text (2.5) (self-study time).</p>	
	<p>Step 2: The trainer introduces the learning outcomes, the group-work practice and provides the script (2.6) with task guidelines.</p>	5 min
	<p>Step 3: Group-work: playing the team leader role, in groups of 4/5 people trainees develop a work plan for a fictional context of EE following the script (2.6) provided by the trainer.</p>	40 min
	<p>Step 4: Presentation: The spokesperson for each group presents the conclusions to the plenary (3 min each).</p>	15 min
	<p>Step 5: Lecture: the trainer synthesizes the main ideas using the PowerPoint (2.2) presentation.</p>	10 min
<p>Step 6:</p>		

	Q&A and feedback: the trainer asks the trainees if they have further questions and closes the training section.	5 min
	Step 7:	
	Formative self-assessment (form) (2.7)	5 min
		80 min
		180 min

MATERIALS

<p>2.1. Support text no. 5: <i>Leadership and decision-making</i></p> <p>2.2. Support text no. 6: <i>Leadership and teamwork</i></p> <p>2.3. PowerPoint presentation</p> <p>2.4. Script with task guidelines</p> <p>2.5. Support text no. 7: <i>Planning and team management</i></p> <p>2.6. Script with task guidelines</p> <p>2.7. Formative self-assessment form</p>

BIBLIOGRAPHY

<p>Essential:</p> <p>EQET SEE (2022). <i>Regional standard of competences for external evaluators, ERI SEE</i>. https://eqet.erisee.org/publications/</p> <p>Support texts number 5, 6 and 7.</p>
<p>Further reading:</p> <p>Barge, J. K. (1994). <i>Leadership: Communication skills for organizations and groups</i>. St. Martin's Press.</p> <p>Barge, J. K. (1994a). Putting Leadership Back to Work. <i>Management Communication Quarterly</i>, 8(1), 95–109.</p> <p>Dewey, J., Montrosse, B., Schröter, D., Sullins, C. (2008). Evaluator Competencies What's Taught Versus What's Sought. <i>American Journal of Evaluation</i>, 29(3), 268-287.</p> <p>Den Hartog, D. N. (2015). Ethical leadership. <i>Annual Review of Organizational Psychology and Organizational Behavior</i>, 2, 409–434.</p> <p>Falaki, K. (2020). The evaluation and prioritization of key leadership skills for management of team projects. <i>European Journal of Economics and Management Sciences</i>, (4), 34-51.</p> <p>Hirokawa, R. Y., & Poole, M. S. (1996). <i>Communication and group decision making</i>. SAGE.</p> <p>Johansson, C., Miller, V., & Hamrin, S. (2014). Conceptualizing communicative leadership, <i>Corporate Communications: An International Journal</i>, 19 (2), 147 – 165.</p> <p>Luo, H. (2010). The role for an evaluator: a fundamental issue for evaluation of education and social programs. <i>International Education Studies</i>, 3(2), 42-50.</p> <p>Micaelo, R. (2022). <i>Conceptions of education inspectors about their school evaluation practices</i> [PhD Thesis]. University of Lisbon.</p> <p>Sohmen, V. (2013). Leadership and Teamwork: Two Sides of the Same Coin. <i>Journal of Information Technology & Economic Development</i>, 4(2), 1. https://www.academia.edu/12101458/Leadership_and_Teamwork_Two_Sides_of_the_Same_Coin</p> <p>Stevahn, L., & King, J. A. (2005). Managing Conflict Constructively in Program Evaluation. <i>Evaluation</i>, 11(4), 415-427.</p> <p>United Nations Evaluation Group (2020). <i>UNEG Ethical Guidelines for Evaluation</i>. https://www.unevaluation.org/document/detail/2866</p> <p>Zakaria, N., & Taiwo, A. (2013). The effect of team leader skills and competencies team: A structural equation modelling approach. <i>Asian Social Science</i>, 9(7), 151.</p>