

Micro-Credentials

Information Sheet and Descriptor

Definition (working)

A micro-credential is a proof of the learning outcomes that a learner has acquired following a short learning experience. These learning outcomes have been assessed against transparent standards. The proof is contained in a certified document that lists the name of the holder, the achieved learning outcomes, the assessment method, the awarding body and, where applicable, the qualifications framework level and the credits gained. Micro-credentials are owned by the learner, can be shared, are portable and may be combined into larger credentials or qualifications. They are underpinned by quality assurance following agreed standards (working definition approved by HCI Steering, 11 February 2021**).**

Micro-credentials – range of credits from 2.5* ECTS, 5 ECTS, 10 ECTS.

*Note: for the 2021/22 academic year micro-credentials will consist of 5 ECTS or 10 ECTS.

Micro-credentials:

- Consist of credit offered for continuing/professional development purposes.
- Are specifically designed to upskill the workforce.
- May be stackable.
- Offer flexible delivery to meet the needs of industry, business and employees.

MC = Micro-Credential



HCI Pillar 3

Micro-Credentials: Descriptor

HCI Cluster and Work Package for the proposed micro-credential:	Cluster 1: Work-package 1
To whom will the micro-credential be offered?	<p>Specify the <i>specific industry/profession targeted</i>:</p> <p>This micro-credential is aimed at participants who are managing and leading people, are perhaps transitioning into a management role and co-workers who want to engage in collaborative and feedback conversations with team members and colleagues. The micro-credential is therefore suitable for all levels within a company.</p>
Micro-credential title:	Leading People
Is the proposed micro-credential a new or existing module (repurposed)?	New module/MC
(For Existing Modules Only)	
Existing module detail	<p><i>If this is an existing module to be repurposed as a micro-credential, please respond to the questions below.</i></p> <p><i>If not, proceed to the next section.</i></p> <p>State the name of the module and programme (<i>and enclose module descriptor if available</i>): Click or tap here to enter text.</p> <p>Is the module shared with another discipline/School? If so, name the discipline/School: Click or tap here to enter text.</p> <p>Existing Module details: Select UG or PG.</p> <p>State year group.</p> <p>No. of ECTS of module: Click or tap here to enter text.</p>



	<p>NFQ level: Click or tap here to enter text.</p> <p>School (owner and discipline): Click or tap here to enter text.</p> <p>Module coordinator: Click or tap here to enter text.</p> <p>Code in SITS: Click or tap here to enter text.</p> <p><i>If changes are required to the existing module so that it can exist coherently as a micro-credential please give details (please also outline how the existing module will meet the criteria of a micro-credential in terms of meeting the needs of industry and, providing flexible delivery):</i></p> <p>Click or tap here to enter text.</p>	
Micro-credential information		
NFQ level (if applicable)	9	PG
ECTS	<p><i>Note: 5 ECTS: 100–125 hrs student effort (PG: 1 ECT: 25 hrs student effort)</i></p> <p>5 ECTS (125 student effort hours)</p>	
School (owner) and discipline	Trinity Business School	
MC Coordinator (name) <i>(Must be academic / teaching staff)</i>	<p>Melissa Sayer, Adjunct Assistant Professor, TBS</p> <ul style="list-style-type: none"> Melissa Sayer is a subject matter expert and has been an adjunct assistant professor and a member of the MBA teaching team for 10 years in the areas of OB, Leadership and Coaching for 10 years. Melissa designed and led out on the MBA programmes leadership development strand. <p>Dr. Mary-Lee Rhodes, Associate Professor, DPGTL, TBS</p>	
State other Schools/external organisations involved in the delivery of the micro-credential (if applicable)	N/A	
Industry/profession	<p>Specify the industry/profession targeted by the micro-credential:</p> <p>This micro-credential is aimed at participants who are managing and leading people, are transitioning into a management role and co-workers who want to engage in collaborative and feedback conversations with team members and colleagues. The micro-credential is suitable for mid and senior management as</p>	



well as people at Board level from across industry, the third sector and government.

What market need is addressed by the micro-credential:

Contemporary companies operate in fast paced and fluid environments, and increasingly need their people to be able to address problems and improve how things are done in real time. Several scholars argue that organisational fluidity, characterised by networks, mission and project teams, spontaneity, proactive change, democratic decision-making and flat communication channels, will replace hierarchies, red-tape and traditional ways of structuring and designing organisations (e.g., Carmeli, Sheaffer, & Halevi, 2009; Laihonon & Huhtamäki, 2020; Schreyögg & Sydow, 2010). The recent crisis shone a light on the need for organisational fluidity, and a move towards what some describe as the "future of work." Additional and new challenges for leaders, managers and team members now exist e.g., how to manage and lead hybrid models of in-person and digital teams. One way of enabling flexibility and agility in organisations is by improving communication and feedback through coaching conversations. Managers and team workers need effective communication skills to be successful to maximise engagement, talent and teamwork. Coaching techniques have proved to be an effective way of bringing these skills into organisations and providing an environment of continuous learning.

This approach is particularly useful for performance management and talent retention. Deloitte, Adobe, Microsoft, Medtronic, Gap, Accenture, G.E. have all moved away from formal performance management reviews, saving millions of business hours in the process. Companies like Facebook, Button, Career Foundry and Sift Science are adapting peer review feedback conversations (HBR, 2016, Irish Times 2015). Coaching techniques support leaders and employees with a mechanism for conversations to improve individual and organisational outcomes in real time. In addition to developing individual competence, establishing a coaching culture at an organisational level can transform companies into learning organisations, essential for the times we live in.

This micro-credential builds on TBS expertise gained in executive education short courses as well as from the MBA portfolio.

State the industry/employer-related skills addressed by the micro-credential:

The micro-credential facilitates participants to become a better leader or team member by developing leadership and coaching skills and competencies, encouraging a growth mindset, collaboration, change and innovation within their organisation. The MC course includes coaching practice sessions guided by a professional coach. The MC also focuses on the deepening of self-awareness and professional skills



	<p>enabling participants to overcome challenges in approaching and delivering tough feedback or tricky conversations.</p> <p>How will the delivery of this micro-credential facilitate industry/professional staff participation (flexible delivery – online/blended/face-to-face – evenings/weekends etc)?</p> <p>Four days of face-to-face delivery based on 2 x 2-day blocks, with approximately three weeks between sessions. This format, in the experience of TBS Executive Education, works best for mid-level and senior level organisational leaders and minimises disruption to work.</p>
Teaching staff & if appropriate institutional/industry affiliation	<p>Name all teaching staff involved and if external, the name of the organisation.</p> <p>Melissa Sayer, Adjunct Assistant Professor, TBS Dr. Amanda Shantz, Associate Professor, TBS</p>
Min./max. number of students	<p>Min. number of students: 12</p> <p>Max. number of students: 25</p>
Mode of delivery	<p>Face-to-face</p> <p>Any further details: Will be delivered online (via Zoom) if unable to take place face-to-face due to Covid restrictions. TBS Executive Education have expertise in delivering short courses online.</p>
MC entry & admission requirements/pre-requisites (if applicable)	<p>The course targets professional learners from mid and senior levels from the private, public and third sectors and will be open to graduates with a degree (or equivalent) with a strong academic record in any discipline from a recognised third level institution.</p> <p>Applicants without a degree are welcome to apply provided they can show a proven managerial track record. All applicants are required to have a minimum of 3 years professional or managerial work experience (this is in-line with entry criteria for other TBS post-experience postgraduate programmes such as the MBA and Executive MBA programmes).</p> <p>Language requirements for students whose first language is not English are IELTS 6.5 or TOEFL IBT 90 for non-native English speakers.</p> <p>In case of heavy competition for places or concern regarding a particular applicant's suitability, applicants may be interviewed.</p>
Proposed commencement date	<p>September 2021</p>



<p>Micro-credential frequency, duration and term</p>	<p><i>Frequency of delivery during the academic year:</i></p> <p>Up to twice a year</p>	<p><i>Duration of the MC (e.g. 6 weeks). If block delivery applies provide details:</i></p> <p>4 full day delivery, split into 2 x 2-day sessions.</p>	<p><i>Indicate term(s):</i></p> <p>Michaelmas <input checked="" type="checkbox"/></p> <p>Hilary <input checked="" type="checkbox"/></p> <p>Trinity <input checked="" type="checkbox"/></p>
<p>Contact and independent study hours (include total)</p>	<p>(1 ECTS = 25 hrs) Note: contact hours also relate to online delivery.</p> <p>Lectures – 30 hours. Practice Coaching – 30 hours Study/Self Study – 45 hours. Assignment – 20 hours. Total – 125 hours</p>		
<p>Micro-credential aims</p>	<p>The programme aims to bring the disciplines of organisational behaviour and leadership into a practice orientated focus and covers conversation practice, coaching skills principles and essential elements of talent management by way of practical exercises, tools and techniques.</p>		
<p>Micro-credential learning outcomes (approx. 5)</p>	<p>Resources: Academic Practice and QQI</p> <p>Note: Learning outcomes should stem from and align with the MC aims and start with an explicit and assessable verb.</p> <p>On successful completion of this micro-credential, learners will be able to:</p> <p>LO 1 Critically Analyse personal and organisational challenges to effective people management. LO2 Critically select/analyse and apply coaching skills to develop essential executive leadership and management skills and confidence. LO 3 Critically select/analyse and apply effective communication skills for leading people, support their growth and increase performance. LO 4 Demonstrate a growth mindset to leadership, and influence collaboration, change and innovation in an organisation. LO 5 Reflect on personal and professional growth and demonstrate how reflection has been central to the development of their leadership model and approach to teamwork. LO 6 Create a critically evaluated signature approach to sustainable leadership and illustrate how their leadership works in practice and integrates a sound knowledge of the appropriate literature.</p>		
<p>MC content areas. (Bullet points can be used)</p> <p>If the MC (or components) will be delivered in a blended format, identify the content that will be delivered online.</p>	<p>The programme begins with the fundamentals of leadership and management in contemporary organisations. Building on these concepts, students are introduced to the theory and practice of leader/manager as a coach. These building blocks provide the context for the exploration of creating meaning at work, building trust, decision making and engaging in effective conversations and providing feedback. A core feature of this programme is the applied learning through the practice sessions.</p> <p>The content areas covered by the micro-credential are:</p>		



	<ol style="list-style-type: none"> 1. Leadership styles and management imperatives 2. Leader as Coach 3. Work engagement –what is it and how to build it. 4. Understand the factors that inhibit or promote effective trust. 5. The art and science of feedback 6. Leadership expression and mindset 7. Decision making –why we aren’t always rational. 8. Practice Sessions (throughout); coaching skills, communication and feedback.
<p>Teaching and Learning Methods (state pedagogical approach).</p> <p>Include the online environment(s) to deliver the MC e.g. Blackboard/Zoom, if appropriate.</p>	<p>Resources: Academic Practice</p> <p>This is a 4-day module, comprising of interactive workshops, with additional reading material and independent learning and reviewing via Blackboard.</p> <p>The face-to-face classes will be supported by a variety of teaching and learning methods including group work, student-led discussion, self and peer evaluation.</p> <p>The VLE (BlackBoard) will be used to host activities including Collaborate Ultra and discussion boards. It will also be used to provide structured access to all resources and assessments.</p>
<p>MC assessment components</p> <p><i>Please include the following...</i></p> <p><i>How will the MC be assessed?</i></p> <p><i>Indicate the LO assessed for each assessment (e.g. LO1 etc.)</i></p> <p><i>Indicate the % of overall mark each assessment is worth.</i></p> <p><i>Indicate if summative/formative (e.g. essay/research paper)</i></p>	<p>Individual Assignment (2,500 words) 70% - LO1, LO2, LO3, LO4, LO5</p> <p>The individual assignment requires students to build an annotated model of leader as coach. By model, we mean draw a diagram of the inputs, outputs and contextual features of effective leadership coaching. Alternatively, the model may be metaphorical or be represented by images or multi-media. [Rubric and full details of the assignment criteria will be outlined in the course outline]</p> <p>Reflective Learning Log 30% - LO3, LO4, LO5, LO6</p> <p>The reflective log is grounded in reflective practice and students will demonstrate that they have undertaken individual sense making of the topics covered on the programme and critically analyse how they apply in their own work environment. The approach to developing agency in learning from reflection will be supported through; learning to reflect, reflection on action, reflection in action and reflection for action. Student’s individual learning goals will support the context for reflection, and the context for live practice coaching sessions.</p> <p>Rubric and full details of the assignment criteria will be outlined in the course outline. Lecturer will be available for consultation throughout the scheduled delivery period of the Micro-credential.</p>
<p>G=State how the MC will be reassessed if failed</p>	<p>Failure is defined as a module grade of less than 50%. Students who fail to achieve a minimum of 50% in an assessment element may resubmit with a deadline for resubmission of one month from the publication of the initial</p>



	results. Only one resubmission will be allowed per assessment element, and the maximum mark awarded for the resubmitted assignment is 50%. Students who, following re-submission, have failed to pass a module will be deemed to have failed overall, and may apply to repeat the course.
Pass standard & any special requirements for passing the MC	50% required for pass.
Penalties for late submission	Late submissions without an extension will be capped at 50%
Core reading (if applicable)	<ul style="list-style-type: none"> Goleman, D., Boyatzis, R., & McKee, A. (2001). Primal leadership: The hidden driver of great performance. Harvard business review, 79(11), 42-53. Grant, A. M., & Hartley, M. (2013). Developing the leader as coach: insights, strategies and tips for embedding coaching skills in the workplace. Coaching: An international journal of theory, research and practice, 6(2), 102-115. Grant, A. M. (2017). The third 'generation' of workplace coaching: Creating a culture of quality conversations. Coaching: An International Journal of Theory, Research and Practice, 10(1), 37-53. Hurley, R. F. (2006). The decision to trust. Harvard business review, 84(9), 55-62. Ibarra, H., & Scoular, A. (2019). The leader as coach. Harvard Business Review, 97(6), 110-119. Ng, B. (2018). The neuroscience of growth mindset and intrinsic motivation. Brain sciences, 8(2), 20.
Are there subject experts in other Schools/disciplines?	No If yes, name of School and discipline Click or tap here to enter text. Has the MC been discussed with the School/discipline and DUTL/DTLP? Yes
Proposed student fee	External student fee €2,000

Faculty Dean and School Executive Approval:

Date of approval of the proposed micro-credential by the School Executive: 18/05/2021 (Letter of support provided by the Dean)

Date of approval of financial information by Faculty Dean: 13/05/2021

Signed by Head of School:

Andrew Cole

Date: 21.06.21

Faculty Dean:

Gail McElroy

Date: 08.06.21