*Validation of Formal, Non-Formal and Informal Learning: The case study of Administration Personnel*

# [Training Curricula]

*(Intellectual Output 6)*

*Level: 4*

**Coordinator:**

MMC Mediterranean Management Centre

**Partners:**

Centre Integrat Públic de FP
MISERICÒRDIA
VALÈNCIA

NÁRODNÝ ÚSTAV
CELOŽIVOTNÉHO VZDELÁVANIA

CYPRUS CHAMBER OF COMMERCE AND INDUSTRY

CYPRUS CERTIFICATION COMPANY

IMA International Management Assistants

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| **Program:** | **Erasmus+** |
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| **Project Title:** | **Validation of Formal, Non-Formal and Informal Learning: The case study of Administration Personnel** |
| **Project Acronym:** | **EUPA_NEXT** |
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| **Intellectual Output Number:** | **6** |
| **Intellectual Output:** | **Training Curricula** |

# Contents

# 1. A map of the training materials developed by EUPA_NEXT

| Area of work | Theme | Unit | Learning Outcome Number | Learning Outcome Description |
|---|---|---|---|---|
| WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships | 4. Business Communication | 4.1 Use of business communication skills to generate solutions in specific situations | 101 | Demonstrate the ability to interact with others effectively and efficiently, and generate solutions in specific situations through the use of effective communication techniques. |
| WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships | 6. Code of conduct and equal opportunities | 4.2 Address issues of equal opportunities | 102 | Explain how issues of equal opportunities such as disability, gender, sexual orientation, ageism, sexual harassment and religion are applied by various institutions at local, regional, national, European and international levels. Describe how to assess and address the above mentioned issues. Be able to recommend improvements in the organisation's policies to address the above mentioned issues. |
| WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships | 6. Code of conduct and equal opportunities | 4.3 Improve code of conduct | 103 | Demonstrate the ability to understand, justify and recommend improvements to the organisation's Code of Conduct within a social, economic and cultural context in order to meet customer and colleagues expectations. |
| WA4: Written Communication | 8. Written Communication | 4.4 Use written communication skills to generate non-standard documents based on the needs of the reader and contribute to the improvement of written communication | 104 | Demonstrate the ability to assess requirements on written information of colleagues, customers and stakeholders; covering qualitative and quantitative information, tacit and explicit knowledge, both official and unofficial policy and opinion documents. Respond to these needs through the development of appropriate written communication. |

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| Area of work | Theme | Unit | Learning Outcome Number | Learning Outcome Description |
|---|---|---|---|---|
| WA4: Written Communication | 8. Written Communication | 4.4 Use written communication skills to generate non-standard documents based on the needs of the reader and contribute to the improvement of written communication | 105 | Improve and enhance systems of written communications as part of a coherent organisation-wide approach to the improvement of the quality of business communication. |
| WA7: Business Travel, Diary Systems, Meeting organization and event management | 14. Meetings | 4.5 Design, plan, organise meetings and other events | 106 | Demonstrate the ability to carry out successfully the role of an event organiser in planning a meeting, conference or another event that meets the defined objectives, participants' expectations and stays within the given budget. |
| WA7: Business Travel, Diary Systems, Meeting organization and event management | 14. Meetings | 4.5 Design, plan, organise meetings and other events | 107 | Demonstrate the ability to carry out the necessary preparation before the event ensuring participant requirements, health and safety requirements and legal requirements are addressed and met. |
| WA7: Business Travel, Diary Systems, Meeting organization and event management | 15. Diary Systems | 4.6 Recommend improvements to diary systems | 108 | Analyse the effectiveness of existing diary systems based on users' needs and business requirements in order to make recommendations for improvements and the necessary training. |
| WA8: Visitors/ Customer Service | 16. Visitors/ Customers | 4.7 Deliver, monitor and evaluate customer service to internal and external customers | 109 | Demonstrate the ability to deliver, monitor and evaluate customer service to internal customers by providing and continuously improving services to these customers. |
| WA8: Visitors/ Customer Service | 16. Visitors/ Customers | 4.7 Deliver, monitor and evaluate customer service to internal and external customers | 110 | Demonstrate the ability to deliver, monitor and evaluate customer service to external customers by providing and continuously improving services to external customers. |

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| Area of work | Theme | Unit | Learning Outcome Number | Learning Outcome Description |
|---|---|---|---|---|
| WA9: ICT Skills | 17. Word Processing | 4.8 Use word processing software to produce non-routine high quality and attractive documents | 111 | Demonstrate Skills in using word processing techniques at an advanced level to produce high quality and attractive documents to agreed specifications using available design and production resources. Take some responsibility for the evaluation of the result. |
| WA9: ICT Skills | 18. Spreadsheets | 4.9 Use spreadsheets to produce non-routine complex sheets | 112 | Demonstrate skills in using Spreadsheet software at an advanced level to produce complex worksheets that conform to agreed specifications. Take some responsibility for the evaluation of the result. |
| WA9: ICT Skills | 19. Presentations | 4.10 Use presentation software to produce non- routine complex presentations | 113 | Demonstrate skills in using presentation software at an advanced level to produce complex electronic presentations. Take some responsibility for the evaluation of the result. |
| WA10: Projects | 24. Projects | 4.11 Use project management skills to accomplish implementation of a complex project with significant levels of risk | 114 | Appreciate the importance of risks in project management and handle risks in an effective way. |
| WA10: Projects | 24. Projects | 4.11 Use project management skills to accomplish implementation of a complex project with significant levels of risk | 115 | Demonstrate the ability to apply skills, knowledge and competencies to manage a project using relevant (software) tools. |
| WA10: Projects | 24. Projects | 4.11 Use project management skills to accomplish implementation of a complex project with significant levels of risk | 116 | Demonstrate the ability to apply soft skills such as, communication, interpersonal skills and leadership to the management of projects. |

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| Area of work | Theme | Unit | Learning Outcome Number | Learning Outcome Description |
|---|---|---|---|---|
| WA10: Projects | 24. Projects | 4.11 Use project management skills to accomplish implementation of a complex project with significant levels of risk | 117 | Demonstrate the ability to apply sector specific knowledge to the planning, implementation and evaluation of projects. |
| WA10: Projects | 24. Projects | 4.11 Use project management skills to accomplish implementation of a complex project with significant levels of risk | 118 | Demonstrate the ability to apply financial management competencies to the efficient and effective operation of projects. |
| WA10: Projects | 24. Projects | 4.11 Use project management skills to accomplish implementation of a complex project with significant levels of risk | 119 | Demonstrate the ability to predict problems during a project and provide appropriate feedback as well as to generate solutions to complex issues related to the project management of a project. |
| WA11: HR Issues | 25. Human Resources | 4.12 Possess the knowledge and skills to generate solutions related to HR issues | 120 | Understand learning theories and learning styles in order to plan and provide the requirements/specifications for design of training and development; be able to evaluate a training event; use appropriate funding mechanisms for skills development initiatives. |
| WA11: HR Issues | 25. Human Resources | 4.12 Possess the knowledge and skills to generate solutions related to HR issues | 121 | Understand the difference between personnel management and human resource management in order to support the recruitment, motivation and retention of employees. |
| WA11: HR Issues | 25. Human Resources | 4.12 Possess the knowledge and skills to generate solutions related to HR issues | 122 | Demonstrate ability to ensure that the due process of termination of employment is followed and prepare the appropriate documentation. |

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| Area of work | Theme | Unit | Learning Outcome Number | Learning Outcome Description |
|---|---|---|---|---|
| WA13: Foreign Languages | 27. Languages | 4.13 Deal verbally with key work tasks or complex discussions | 123 | Demonstrate the necessary foreign language skills (CEFR Level B2) to interact with other people effectively and efficiently in a wide range of non-routine situations. |
| WA13: Foreign Languages | 27. Languages | 4.14 Produce written materials to deal with non-routine work tasks | 124 | Demonstrate the necessary skills to use the foreign language in its written form (CEFR Level B2) in most occupational and social contexts including non-routine ones. |
| WA14: Office Effectiveness and Efficiency | 28. Planning/ Time Management | 4.15 Use planning and time management skills to achieve own short term and long term objectives | 125 | Demonstrate the ability to set own short-term and long-term objectives within the organisation's Development Plan. |
| WA14: Office Effectiveness and Efficiency | 28. Planning/ Time Management | 4.15 Use planning and time management skills to achieve own short term and long term objectives | 126 | Demonstrate the ability to use Time Management skills to manage own time in order to reach own short- and long-term objectives. |
| WA14: Office Effectiveness and Efficiency | 29. Facilities Management | 4.16 Manage office facilities | 127 | Demonstrate the ability to provide and maintain office facilities and equipment to meet the needs of the users. |
| WA14: Office Effectiveness and Efficiency | 29. Facilities Management | 4.16 Manage office facilities | 128 | Demonstrate the ability to co-ordinate the use of office resources. |
| WA14: Office Effectiveness and Efficiency | 29. Facilities Management | 4.16 Manage office facilities | 129 | Demonstrate the ability to implement, communicate, review and evaluate office systems and procedures. |
| WA14: Office Effectiveness and Efficiency | 29. Facilities Management | 4.16 Manage office facilities | 130 | Demonstrate the ability to ensure that office facilities and equipment are used effectively and efficiently. |

| Area of work | Theme | Unit | Learning Outcome Number | Learning Outcome Description |
|---|---|---|---|---|
| WA15: Team Dynamics | 30. Team Dynamics | 4.17 Generate solutions through teamwork and evaluate and improve the success of team working activity | 131 | Demonstrate the ability to generate solutions through team building activities. |
| WA15: Team Dynamics | 30. Team Dynamics | 4.17 Generate solutions through teamwork and evaluate and improve the success of team working activity | 132 | Demonstrate the ability to evaluate and improve the performance of teams within the organisation |
| WA16: Self-Management, Supervision, Management and Leadership | 31. Management of self and others | 4.18 Exercise self-management in predictable situations and supervise the routine work of others | 133 | Demonstrate the ability to exercise self-management in situations that are usually predictable but are subject to change. |
| WA16: Self-Management, Supervision, Management and Leadership | 31. Management of self and others | 4.18 Exercise self-management in predictable situations and supervise the routine work of others | 134 | Demonstrate the ability to understand the needs of others in the team and act appropriately. Be able to supervise the routine work of others, taking some responsibility for the evaluation and improvement of work. |
| WA16: Self-Management, Supervision, Management and Leadership | 31. Management of self and others | 4.18 Exercise self-management in predictable situations and supervise the routine work of others | 135 | Develop own administration team taking into account the impact of different technologies and cultural paradigms. |
| WA17: Business Environment | 36. Cultural Awareness and Diversity | 4.19 Adopt behaviour and actions in accordance with cultural and diversity awareness | 136 | Demonstrate the ability to use words, non-verbal signals and actions that value diversity amongst colleagues, customers and stakeholders. |

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| Area of work | Theme | Unit | Learning Outcome Number | Learning Outcome Description |
|---|---|---|---|---|
| WA17: Business Environment | 36. Cultural Awareness and Diversity | 4.19 Adopt behaviour and actions in accordance with cultural and diversity awareness | 137 | Demonstrate the ability to interact with other people in a way that is sensitive to their individual needs and respects their background, abilities, values, customs and beliefs. |
| WA17: Business Environment | 36. Cultural Awareness and Diversity | 4.19 Adopt behaviour and actions in accordance with cultural and diversity awareness | 138 | Demonstrate the ability to uphold the rights of people who are different from oneself. |
| WA17: Business Environment | 36. Cultural Awareness and Diversity | 4.19 Adopt behaviour and actions in accordance with cultural and diversity awareness | 139 | Demonstrate the ability to learn from other people who are different from oneself and use this to improve ways of interacting with others. |
| WA17: Business Environment | 38. Self-Image and Organisation Image | 4.20 Develop a positive image of self and the organization | 140 | Demonstrate initiative and flexibility when undertaking activities on behalf of the organisation in order to improve or reinforce image. Be able to generate solutions in the case of problematic issues. |
| WA18: General Legislation | 39. Legislation | 4.21 Demonstrate knowledge of law to generate solutions to possible issues | 141 | Describe Employment Law in a broad context in order to assist the company or organisation, to predict situations and generate solutions to possible issues. |
| WA18: General Legislation | 39. Legislation | 4.21 Demonstrate knowledge of law to generate solutions to possible issues | 142 | Have knowledge of Health and Safety in a broad context to assist the company or organisation, to predict situations and generate solutions to possible issues. |
| WA19: Tenders | 40. Tenders | 4.22 Manage calls for tenders | 143 | Demonstrate the ability to develop tender specifications, open the call for tenders and respond to queries during the process according to the regulations of the specific tender. |

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| Area of work | Theme | Unit | Learning Outcome Number | Learning Outcome Description |
|---|---|---|---|---|
| WA19: Tenders | 40. Tenders | 4.22 Manage calls for tenders | 144 | Demonstrate the ability to evaluate tenders. |

## 2. General introduction to Eupa_Next Training Curriculum

The EUPA_NEXT is the continuation of the previous, very successful EUPA project, which aimed to develop a model for the recognition and validation of the qualifications of the sector of personal assistants based on learning outcomes.

EUPA consists of:

- A qualification framework stating the knowledge, skills and competences for administration personnel. (Levels 2-5)
- An assessment tool for level 2 enabling to assess the knowledge, skills and competences in order to get them certified.
- A curriculum and training materials for level 2, to help the personal assistant complete the certification.

The EUPA_NEXT is broadening this concept by developing the curriculum, training materials and assessment tool for the rest of the levels (3-5).

The EUPA_NEXT training curriculum follows the modular philosophy and is compatible with the Qualification Framework that has been developed previously. It is structured in Work Areas, each covering different topic. Work areas are than defined as sets of units that cover the knowledge, skills and competences for one or more learning outcomes. The Curriculum can be used in combination with the Trainers' guide containing the training materials and methodological tools for individual Units. The curricula have been developed in such a way to ensure that the learning outcomes described in the qualifications frameworks are met in a pedagogic way and that the required knowledge, skills and competences will be acquired.

The training curriculum presents the following:

- Short description and aim for each work area and unit
- The learning outcomes for each unit
- The suggested duration of the unit
- The Contents outline for the unit, divided into sections
- The suggested methodology to be used (e.g. Lecture, Group discussion etc.)
- Methodological tools that were designed for each unit

A separate Curriculum document is developed for each of the EUPA_NEXT levels.

# 3. Eupa_Next Training Curriculum Level 4

The main purpose of the EQF is to make qualifications across EU countries and educational systems more readable and understandable. The core of the EQF is its eight reference levels defined in terms of learning outcomes, i.e. knowledge, skills and autonomy-responsibility (competence). Learning outcomes express what individuals know, understand and are able to do at the end of a learning process.

| | Knowledge | Skills | Responsibility and autonomy (Competence) |
|---|---|---|---|
| | **In the context of EQF, knowledge is described as theoretical and/or factual.** | **In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).** | **In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility** |
| Level 4 | Factual and theoretical knowledge in broad contexts within a field of work or study | A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study | Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities |

THE EUPA_NEXT training curriculum for level 4 is structured in 22 units (training modules), each under different theme and handles one or more learning outcomes. The following diagram presents the structure of this level of the qualification framework, in terms of the Work Areas, Themes and Units covered by this document.

Figure 1: Eupa_Next Qualification Framework Level 4

| EUPA_NEXT Level 4 | Work Area | Theme | Unit |
|---|---|---|---|

**EUPA_NEXT Level 4**

- **WA3** — Commnication and social, telephone handling, code of conduct, equal opportunities and relationships
  - THEME 4 — Business Communication
    - Unit 4.1: Use of business communication skills to generate solutions in specific situations
  - THEME 6 — Code of conduct and equal opportunities
    - Unit 4.2: Address issues of equal opportunities
    - Unit 4.3: Improve code of conduct

- **WA4** — Written communication
  - THEME 8 — Written communication
    - Unit 4.4: Use written communication skills to generate non-standard documents based on the needs of the reader and contribute to the improvement of written communication

- **WA7** — Business travel, diary systems, meeting organization and event management
  - THEME 14 — Meetings
    - Unit 4.5: Design, plan, organise meetings and other events
  - THEME 15 — Diary Systems
    - Unit 4.6: Recommend improvements to diary systems

- **WA8** — Visitors/ Customer Service
  - THEME 16 — Visitors/Customers
    - Unit 4.7: Deliver, monitor and evaluate customer service to internal and external customers

- **WA9** — ICT Skills
  - THEME 17 — Word Processing
    - Unit 4.8: Use word processing software to produce non-routine high quality and attractive documents
  - THEME 18 — Spreadsheets
    - Unit 4.9: Use spreadsheets to produce non-routine complex sheets
  - THEME 19 — Presentations
    - Unit 4.10: Use presentation software to produce non-routine complex presentations
  - THEME 24 — Projects
    - Unit 4.11: Use Project Management skills to accomplish implementation of a complex project with significant levels of risk

- **WA10** — Projects

- **WA11** — HR Issues
  - THEME 25 — Human Resources
    - Unit 4.12: Possess the knowledge and skills to generate solutions related to HR Issues

- **WA13** — Foreign Languages
  - THEME 27 — Languages
    - Unit 4.13: Deal verbally with key work tasks or complex discussions
    - Unit 4.14: Produce written materials to deal with non-routine work tasks

- **WA14** — Office effectiveness and effectivity
  - THEME 28 — Planning/Time management
    - Unit 4.15: Use planning and time management skills to achieve own short term and long term objectives
  - THEME 29 — Facilities management
    - Unit 4.16: Manage Office Facilities

- **WA15** — Team Dynamics
  - THEME 30 — Team Dynamics
    - Unit 4.17: Generate solutions through teamwork and evaluate and improve the success of team working activity

- **WA16** — Self-management, supervision, management and leadership
  - THEME 31 — Management of self and others
    - Unit 4.18: Exercise Self-Management in predictable situations and supervise the routine work of others

- **WA17** — Business Environment
  - THEME 36 — Cultural awareness and diversity
    - Unit 4.19: Adopt behaviour and actions in accordance with cultural and diversity awareness
  - THEME 38 — Self Image and Organisation Image
    - Unit 4.20: Develop a positive image of self and the organisation

- **WA18** — General legislation
  - THEME 39 — Legislation
    - Unit 4.21: Demonstrate knowledge of law to generate solutions to possible issues

- **WA19** — Tenders
  - THEME 40 Tenders
    - Unit 4.22: Manage Calls for tenders

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# 4. Recommendations for participation

There are no prerequisites specified for the applicants for the initial certification of an Administration Personnel in Level 4 of EQF. However, there are certain qualifications, which will enable the holder to get certified more easily. The proposed qualifications are listed in the table below.

| EQF Level | English Language | Age | Academic Qualifications (equivalent to NQF for each country) |
|-----------|------------------|-----|-------------------------------------------------------------|
| 4 | Level B1 | 18 | Equivalent of EQF level 3 |

# 5. Certification

Any person who wants to get certified as Administration Personnel in EQF Level 4 can go through the assessment of his/her knowledge, skills and competences on the Work Areas described in this document.

The certification will be done according to the Certification Scheme for persons as Administration Personnel in EQF Level 4 and certified persons will be able to perform tasks and demonstrate their knowledge, skills and competence as described in this document and the EUPA_NEXT Qualification framework for Level 4.

The assessment will be done on a Unit basis and once a participant successfully completes the assessment for all units in the respective EQF level, he/she will be able to get certified on the level.

The assessment will be performed using assessment tools for EQF Level 4 developed within the EUPA_NEXT project. For each unit of EQF Level 4, the assessment will consist of oral assessment which will cover the EQF statements under knowledge and written assessment or practical demonstration which will cover practical skills and competences. In cases where the unit contains 5 or more learning outcomes, the assessment will include a project (case study, applied exercise or a small project).

The certification can be granted on the Level or on Units that the candidate will select.

Certification at EQF Level 4 is granted for 3 years. Recertification will be needed afterwards.

All procedures that apply for obtaining, assessing, granting, maintaining and withdrawing Certification of persons are described in the Certification Scheme for the certification of persons as Administration Personnel that has been developed within the project and are in accordance with the requirements of the Standard CYS EN ISO 17024: 2012.

# Work Area 3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships

## Themes in the work area

The following themes are included in the Work Area "Communication and social, telephone handling, code of conduct, equal opportunities and relationships" for level 4:

Theme 4: Business Communication

Theme 6: Code of conduct and equal opportunities

## Units in the work area

The following units are included in the Work Area "Communication and social, telephone handling, code of conduct, equal opportunities and relationships" for level 4:

4.1 Use of business communication skills to generate solutions in specific situations (Theme 4: Business Communication)

4.2 Address Equal Opportunities (Theme 6: Code of conduct and equal opportunities)

4.3 Improve Code of conduct (Theme 6: Code of conduct and equal opportunities)

# Short Description of the work area

At this level (4), work area 3 involves two themes:

Theme 4: Business Communication, which includes the units that concern effective techniques for communicating successfully in the business and workplace contexts

Theme 6: Code of conduct and equal opportunities, which has to do with applications of the code of conduct in a pa's daily practice

# Aim of the work area

Unit 4.1 "Use of business communication skills to generate solutions in specific situations", contains advanced communication techniques that will enable the learners to respond to unpredictable situations and communication issues that may unexpectedly arise in the workplace

Unit 4.2 "Address Equal Opportunities", includes advanced applications of a code of conduct and learners will be able to improve their organisation's policies regarding equal treatment

# Learning outcomes in the work area

## Unit 4.1: Use of business communication skills to generate solutions in specific situations

- LO101: Demonstrate the ability to interact with other people effectively and efficiently, and generate solutions in specific situations through the use of effective communication techniques.

## Unit 4.2: Address equal opportunities

- LO102: Explain how issues of equal opportunities, disability, gender, sexual orientation, ageism, sexual harassment and religion are applied by various institutions at local, regional, national, European and international levels. Describe how to access and address the above mentioned issues. Be able to recommend improvements in the organisation's policies to address the above mentioned issues.
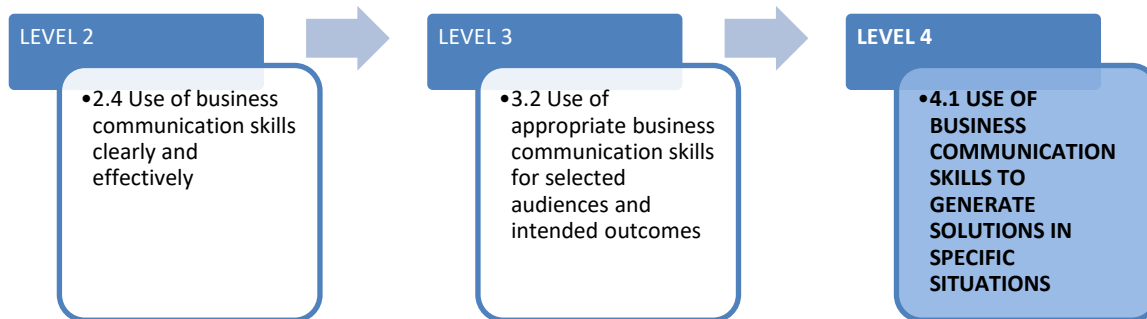
## Unit 4.3: Improve Code of conduct

- LO103: Demonstrate the ability to understand, justify and recommend improvements to the organisation's Codes of Conduct within a social, economic and cultural context in order to meet customer and colleagues' expectations.

*Knowledge, skills and competences covered in each of the learning outcomes are described in the Qualification framework.*

## THEME 4: BUSINESS COMMUNICATION

This theme concerns the use of business communication and social skills in different levels, starting from simple use of business communication and social skills, progressing to adaptation to situations and audiences including solutions of simple problems and progressing to generation of solutions through business communication to non-routine problems.

**LEVEL 2**
- 2.4 Use of business communication skills clearly and effectively

**LEVEL 3**
- 3.2 Use of appropriate business communication skills for selected audiences and intended outcomes

**LEVEL 4**
- 4.1 USE OF BUSINESS COMMUNICATION SKILLS TO GENERATE SOLUTIONS IN SPECIFIC SITUATIONS

## UNIT 4.1: USE OF BUSINESS COMMUNICATION SKILLS TO GENERATE SOLUTIONS IN SPECIFIC SITUATIONS

### 1) Short description

This unit deals with the ability to interact with other people effectively and efficiently, and generate solutions in specific situations through the use of effective communication techniques.

### 2) Suggested duration of the unit (hours)

6 hours

### 3) Aims and objectives

Through this unit learners will learn what human interaction is, and to use tools such as active listening, empathy, personal awareness etc. Through this unit learners will be able to generate solutions in specific predictable that are subject to change situations through the use of effective communication techniques.  Additionally, learners will be able to evaluate their own communication skills as well as those of their team.

By the end of this unit, learners will be able to:

- Describe and explain human interaction
- Learn to use empathy, active listening and other communication tools in business interactions
- Evaluate and improve their own and their team's communication skills

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- Generate solutions in specific predictable that are subject to change situations through the use of effective communication techniques.

## 4) Content of the unit

### Section 1: Business communication - revision [0,5 hours]

- Revision
    - o Understanding the needs of the other
    - o Understanding assertiveness
    - o Dimensions for effective presentations

### Section 2: Human Interaction [2 hours]

- Evaluating communication skills
    - o Activity: Take the test!
        - ▪ Self-Assessment Questionnaires
        - ▪ Evaluating communication skills scale
    - o Tools for evaluating communication skills of team
- Human Interaction Defined
    - o Types of interaction
    - o Levels of interaction

### Section 3: Active Listening and Empathy [3,5 hours]

- Empathy
    - o Definition
    - o Levels of empathy
        - ▪ Understanding Others
        - ▪ Developing Others
        - ▪ Having a Service Orientation
        - ▪ Leveraging Diversity
        - ▪ Political Awareness
        - ▪ Video
    - o Use of empathy in communication
    - o Generation of solutions using empathy

## 5) Methodology to be used during the training of unit 4.1

| Section Title: | Training Methodology: | Training Equipment: | Training and Methodological tools: |
|---|---|---|---|
| **Section 1:** Business communication – Revision **Duration:** 0,5 hours | ☒ Lecture ☒ Group Discussion ☒ Simulation | ☒ Projector ☒ Laptop | |
| **Section 2:** Human interaction **Duration:** 2 hours | ☒ Lecture ☒ Group Discussion ☒ Video and analysis ☒ Role Play | ☒ Projector ☒ Laptop ☒ Video or DVD play | • **EUPA_LO_101_M_001 Evaluating communication skills** |
| **Section 3:** Empathy **Duration:** 3,5 hours | ☒ Lecture ☒ Group Discussion ☒ Experiential Workshop ☒ Role Play ☒ Simulation | ☒ Projector ☒ Laptop | • **EUPA_LO_101_M_002 Empathy role play: Exclusion /inclusion** |

## THEME 6: CODE OF CONDUCT AND EQUAL OPPORTUNITIES

This theme deals with code of conduct and its application throughout various aspects of the company life. At this level, theme is focused on addressing issues of equal opportunities and improving the Code of conduct in a company.

**LEVEL 2**
- 2.6 Understand and apply Code of conduct according to organizational principles

**LEVEL 3**
- 3.4 Explain and apply the Code of conduct in a variety of situations

**LEVEL 4**
- 4.2 ADDRESS ISSUES OF EQUAL OPPORTUNITIES
- 4.3 IMPROVE CODE OF CONDUCT
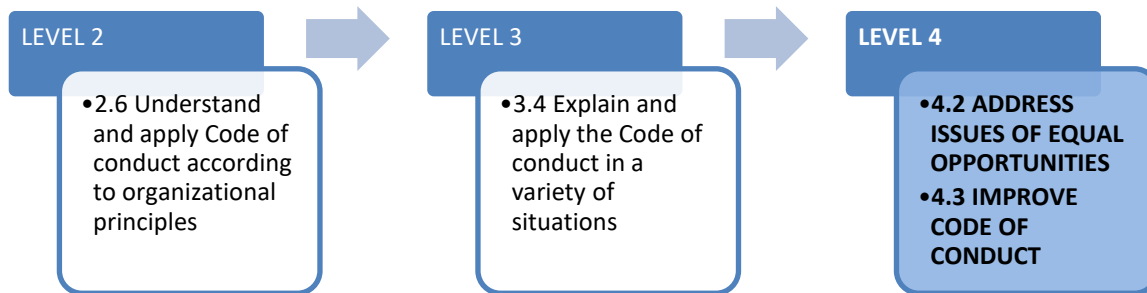
## UNIT 4.2: ADDRESS ISSUES OF EQUAL OPPORTUNITIES

### 1) Short description

In this unit matters concerning equal opportunities will be enlightened. Core ideas of this topic, such as that all people must be treated equally and not disadvantaged by prejudices or bias explained. This means that the best person for a job or a promotion is the person who earns that position based on qualifications, experience and knowledge. Prospective of disabilities, sexual orientation and other sources of discrimination will be analysed and discussed in local, regional, national and European level.

### 2) Suggested duration of the unit (hours)

3 hours

### 3) Aims and objectives

Primary aim of this unit is to enlighten the issue of equal opportunities in the workplace.

In this unit learners will

- Understand the significance of equality in communication and every day procedures in the workplace
- Learn about different forms of inequality and discriminations and the problems they raise in the organization's code of conduct and performance
- Discuss possible solution and measures for inequality, taken into account exclusive conditions and circumstances existing in different organizations

## 4) Content of the unit

### Section 1: Code of conduct in a variety of situations-revision [0.5 hours]

- Code of conduct in business environment
    - Code of conduct and organizational documentation
- Assessing and following codes
    - Code of conduct vs personal code

### Section 2: The many faces of discrimination [0.5 hours]

- Definition of discrimination
    - Direct vs. indirect
        - Racism
        - Religious discrimination
        - Discrimination based on ability
        - Sexism
        - Sexual harassment
        - Ageism

### Section 3: Legal and Social issues [1 hour]

- Existing situation in terms of legal frameworks and social perceptions
    - Explanation and case studies on:
        - International level
        - European level
        - National level
        - Local level
    - Occasions where issues related to equal opportunities may arise in the daily work routine
        - Interviews/recruiting,
        - Harassment in the workplace,
        - Over- or underrepresentation of males vs. females in managerial positions,
        - One race vs. the other,
        - Age-groups
        - Etc.

### Section 4: Engaging with the issue [1 hour]

- Improving existing code of conduct regarding discrimination
    - Benefits of improving code of conduct
    - Social and cultural challenges

## 5) Methodology to be used during the training of unit 4.2

| Section Title: | Training Methodology: | Training Equipment: | Methodological tools: |
|---|---|---|---|
| **Section 1:** Code of conduct in a variety of situations-revision **Duration:** 0.5 hours | ☒ Lecture ☒ Group Discussion ☒ Questions and Answers | ☒ Projector ☒ Laptop | |
| **Section 2:** The many faces of discrimination **Duration:** 0.5 hours | ☒ Lecture ☒ Group Discussion ☒ Case Study ☒ Questions and Answers | ☒ Projector ☒ Laptop | • **EUPA_LO_102_M_001 Case Study: Is it direct or indirect?** • **EUPA_LO_102_M_002 Case Study: Is this discriminative?** |
| **Section 3:** Legal and Social issues **Duration:** 1 hour | ☒ Lecture ☒ Group Discussion ☒ Questions and Answers | ☒ Projector ☒ Laptop | |
| **Section 4:** Engaging with the issue **Duration:** 1 hour | ☒ Lecture ☒ Group Discussion ☒ Questions and Answers | ☒ Projector ☒ Laptop | |

# UNIT 4.3: IMPROVE CODE OF CONDUCT

## 1) Short description

In this unit the parameters of code of conduct will be demonstrated. The business and legal frameworks will be explained and connections among them and the code of conduct will be made. Subsequently, questions arise from the complexity of organizational workplace code will be answered.

Tools that will help to enhance the code of conduct and make it work as both internal and external communication tool, connecting organizations, co-workers and customers in a common framework will be provided.

## 2) Suggested duration of the unit (hours)

2,5 hours

## 3) Aims and objectives

In this unit learners will conceptualize the term of conduct code and its use in communications in their workplace.

By the end of this unit, learners will:

- learn to identify the conduct code of their organization
- assess customer's and co-workers' expectation
- understand how to use specific tools in order to improve code of conduct according to the organization's needs
- apply the organization's code successfully during their interactions with customers and colleagues

## 4) Content of the unit

### Section 1: Code of conduct revision [0,5 hours]

- Code of conduct in business environment
    - Code of conduct and organizational culture WHAT?
    - Code of conduct and organizational culture HOW?

### Section 2: Parameters for improvement [0,5 hours]

- Code of conduct: Parameters to consider
    - Newly developed risks
    - Developments in the law
    - Examples
    - Format
    - Expectations

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**Section 3: Code of conduct – expectations of customers and employees [1 hour]**

- Customers' expectations
    - Why it is important to know their expectations
    - How to know them
    - How to meet these expectations through the code of conduct
- Employee expectations: how to assess them
    - How to meet these expectations through the code of conduct

**Section 4: Improving the code of conduct: Issues to consider [0,5 hours]**

- Issues to consider
    - Why improve the code of conduct?
    - When to improve the code of conduct?
    - How to improve the code of conduct?
    - Study group exercise

## 5) Methodology to be used during the training of unit 4.3

| Section Title: | Training Methodology: | Training Equipment and tools | Methodological tools: |
|---|---|---|---|
| **Section 1:** Code of conduct revision **Duration:** 0,5 hours | ☒ Lecture <br> ☒ Group Discussion <br> ☒ Questions and Answers | ☒ Projector <br> ☒ Laptop | |
| **Section 2:** Parameters for improvement **Duration:** 0,5 hours | ☒ Lecture <br> ☒ Group Discussion <br> ☒ Questions and Answers | ☒ Projector <br> ☒ Laptop | |
| **Section 3:** Code of conduct – expectations of customers and employees **Duration:** 1 hour | ☒ Lecture <br> ☒ Group Discussion <br> ☒ Questions and Answers | ☒ Projector <br> ☒ Laptop | |

| Section Title: | Training Methodology: | Training Equipment and tools | Methodological tools: |
|---|---|---|---|
| **Section 4:** Improving the code of conduct: Issues to consider **Duration:** 0,5 hours | ☒ Lecture ☒ Group Discussion ☒ Questions and Answers ☒ Group work ☒ Case study | ☒ Projector ☒ Laptop | • **EUPA_LO_103_M_001 Group exercise: Study groups – Learn from the best!** |

# Work Area 4 Written Communication

## Themes in the work area

**The following themes are included in the Work Area "Written communication" for level 4:**

Theme 8: Written Communication

## Units in the work area

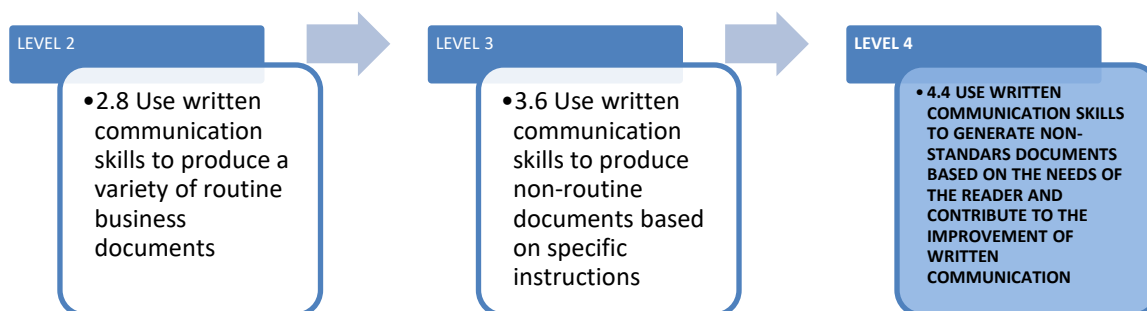**The following units are included in the Work Area "Written communication" for level 4:**

4.4 Use written Communication skills to generate non-standard documents based on the needs of the reader and contribute to the improvement of written communication

# Short Description of the work area

At level four, this work area deals with one main issue namely:

1. The ability of learners to produce various types of non-routine documents based on instructions from multiple sources.
2. Their ability to autonomously compose documents for non-routine situations

# Aim of the work area

In this work area at level 4 learners will be trained to use written communication skills in order to produce various types of non-routine documents. They will learn the importance of preparing sufficient documents of various forms.

# Learning outcomes in the work area

## Unit 4.4: Use written Communication skills to generate non-standard documents based on the needs of the reader and contribute to the improvement of written communication

- LO104: Demonstrate the ability to assess needs on written information and knowledge of internal and external workers, customers and stakeholders; covering qualitative and quantitative information, tacit and explicit knowledge, and both official and unofficial policy and opinion documents. Respond to these needs through the development of appropriate written communication.

- LO105: Improve and enhance systems of written communications as part of a coherent organisation-wide approach to the improvement of the quality of business communication.

*Knowledge, skills and competences covered in each of the learning outcomes are described in the Qualification framework.*

## THEME 8: WRITTEN COMMUNICATION

Theme 8 is concerned with written communication. It includes the techniques and requirements for composing effective and visually appealing documents in the business and work context.

**LEVEL 2**
- 2.8 Use written communication skills to produce a variety of routine business documents

**LEVEL 3**
- 3.6 Use written communication skills to produce non-routine documents based on specific instructions

**LEVEL 4**
- 4.4 USE WRITTEN COMMUNICATION SKILLS TO GENERATE NON-STANDARS DOCUMENTS BASED ON THE NEEDS OF THE READER AND CONTRIBUTE TO THE IMPROVEMENT OF WRITTEN COMMUNICATION

## UNIT 4.4: USE WRITTEN COMMUNICATION SKILLS TO GENERATE NON-STANDARD DOCUMENTS BASED ON THE NEEDS OF THE READER AND CONTRIBUTE TO THE IMPROVEMENT OF WRITTEN COMMUNICATION

### 1) Short description

In this unit the vital need of clear, concise and effective writing communication for the preparation of non-standard documents will be demonstrated. The necessity of prepare various forms of documents for multiple purposes will emerge. Responding to that demand, tools and techniques appropriate for internal and external workers, customers and stakeholders will be introduced, and the special needs of every type of written communication will be analysed accordingly.

### 2) Suggested duration of the unit (hours):

2,5 hours

### 3) Aims and objectives

At the end of this unit, learners will be able to:

- Name different types of needs of internal and external workers, customers and stakeholders
- Explain the tools to assess the needs on written information and knowledge
- Use tools and techniques to assess the needs on written information and knowledge
- Compose appropriate non-standard documents that respond to those needs
- Evaluate the needs on written information and knowledge of internal and external workers, customers and stakeholders; and respond to those needs through development of written communication.

- Appreciate the differences in needs of internal and external workers, customers and stakeholders
- Describe what a system of written communication is
- Explain why the system of written communication is or should be part of a coherent organisation-wide approach to the improvement of the quality of business communication.
- Describe principles of corporate culture and its application to external written communication of the company
- Apply communication theory to develop written business communication strategies, including evaluation of purpose, audience, context, and channel choice.
- Demonstrate the ability to create or recommend changes and improvements to company business communication strategy.
- Demonstrate the ability to analyse, compare and critique these strategies, and effectively communicate this assessment.

## 4) Content of the unit

### Section 1: Reporting to various internal and external stakeholders [1 hour]

- Reporting to stakeholders
  - Tools for reporting to stakeholders
    - Surveys/questionnaires
    - Focus groups
    - Individual interviews
    - Informal discussions
    - Written communication (e.g. emails)
  - Requirements: Quantitative information
  - Requirements: colleagues
    - Explicit knowledge
    - Implicit knowledge
- Opinion documents
- Writing to customers or colleagues
- Policy documents

### Section 2: Composing non-standard documents [1,5 hours]

- Structure
- Systems
  - Q & A System
  - Problem – Solution System
  - The reversed pyramid System

- Communication theory
  - Communication theory, viewpoints
  - Written communication strategies

## 5) Methodology to be used during the training of unit 4.4

| Section Title: | Training Methodology: | Training Equipment: | Training and Methodological tools: |
|---|---|---|---|
| **Section 1:** Reporting to various internal and external stakeholders **Duration:** 1 hour | ☒ Lecture ☒ Group Discussion ☒ Individual written exercise ☒ Questions and Answers | ☒ Projector ☒Laptop | • **EUPA_LO_104_M_001 Must, May/Can or Should?** |
| **Section 2:** Composing non-standard documents **Duration:** 1.5 hours | ☒Group exercise ☒ Group discussion ☒ Case study ☒ Lecture ☒ Group Discussion | ☒ Projector ☒Laptop | • **EUPA_LO_105_M_001 Case study: Apply the problem solution strategy!** |

# Work Area 7 Business Travel, Diary Systems, Meeting organization and event management

## Themes in the work area

**The following themes are included in the work area "Business Travel, Diary Systems, Meeting organization and event management" for level 4.**

Theme 14: Meetings

Theme 15: Diary Systems

## Units in the work area

**The following units are included in the work area "Business Travel, Diary Systems, Meeting organization and event management" for level 4.**

4.5 Design, plan, organise meetings and other events (Theme 14: Meetings)

4.6 Recommend improvements to diary systems (Theme 15: Diary Systems)

## Short Description of the work area

At level four, the work area "Business Travel, Diary Systems, Meeting organization and event management" deals with three main issues namely:

1. The ability of learners to carry out successfully the role of an event organiser in planning a meeting, conference or another event that meets the defined objectives, participants' expectations and stays within the given budget.
2. The ability of learners to carry out the necessary preparation before the event ensuring participant requirements, health and safety requirements and legal requirements are addressed and met.
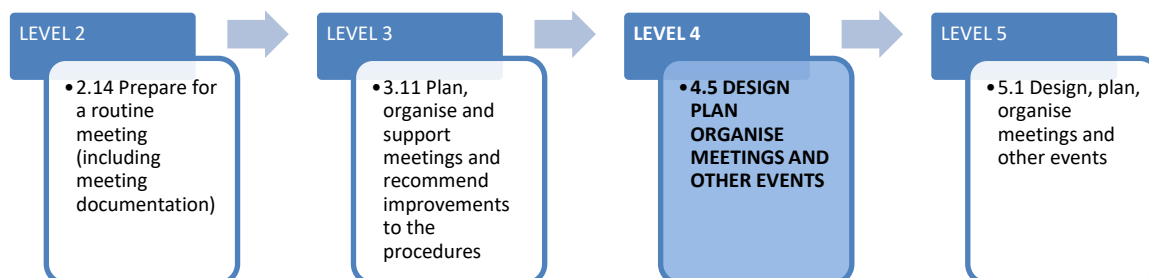
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3.  The ability of learners to analyse the effectiveness of existing diary systems based on users' needs and business requirements in order to make recommendations for improvements and the necessary training.

# Aim of the work area

This work area at level four aims to ensure that the learners will be able to act as event organiser in planning a meeting, conference or another event that meets the defined objectives, participants' expectations and stays within the given budget and to be able to achieve this to carry out the necessary preparation before the event ensuring participant requirements, health and safety and other legal requirements are met.

Secondly, this work area aims to develop the ability of learners to analyse the effectiveness of existing diary systems based on users' needs and business requirements and to make recommendations for improvements and the necessary training.

# Learning outcomes in the work area

### unit 4.5: Design, plan and organise meetings and other events

*   LO106: Demonstrate the ability to carry out successfully the role of an event organiser in planning a meeting, conference or another event that meets the defined objectives, participants' expectations and stays within the given budget.
*   LO107: Demonstrate the ability to carry out the necessary preparation before the event ensuring participant requirements, health and safety requirements and legal requirements are addressed and met.

### unit 4.6: Recommend Improvements to diary systems

*   LO108: Analyse the effectiveness of existing diary systems based on users' needs and business requirements in order to make recommendations for improvements and the necessary training.

*Knowledge, skills and competences covered in each of the learning outcomes are described in the Qualification framework*

This theme deals with different types of meetings that take place in organizations and the role of administration employees in their planning, organization and preparation, as well as their support during and after the meeting. At this level this theme is focused on event management and the ability of learners to plan, prepare, organize and support various types of events.

| LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
|---|---|---|---|
| • 2.14 Prepare for a routine meeting (including meeting documentation) | • 3.11 Plan, organise and support meetings and recommend improvements to the procedures | • 4.5 DESIGN PLAN ORGANISE MEETINGS AND OTHER EVENTS | • 5.1 Design, plan, organise meetings and other events |

## UNIT 4.5: DESIGN, PLAN AND ORGANISE MEETINGS AND OTHER EVENTS

### 1) Short description

This unit is focused on the development of the ability of learners to plan, organise and support meetings, at level 5 it is namely associated with event management – therefor it focuses on the ability of learners to act as an event organizer in planning a meeting, conference or other events. It is also aimed do ensure that the learners are able to plan the event in a way that it meets all the defined objectives and expectations and stays within a budged. The ability to ensure that all participants requirements, health and safety as well as legal requirements are met.

### 2) Suggested duration of the unit (hours)

4 hours

### 3) Aims and objectives

In this unit, learners will gain the basic knowledge of event management and roles of event organizer. Information on types of events, requirements for running an effective meeting or event, procedures of planning, organization and support of the events will be presented and the role of the event organizer will be discussed. Other issues that will be addressed include: identifying and selection of event venues, description of resources needed for the different types of event and part of event documentation. Learners will also be taught how to carry out the necessary preparation for the event in a way that all participants' requirements are met together with health and safety and legal issues as well.

By the end of this unit, learners will:

- List possible types of events and describe the characteristics of each.

- Identify the requirements for running an effective meeting / event that meets the expectations of the initiators and the participants as well as the budgetary limits.

- Describe in detail the procedures for planning organization and support of different types of events

- Explain the role of an event organizer

- Explain how to identify and possible selection criteria for suitable venues for different types of events.

- Name the different parts of event documentation and the tasks and responsibilities for their production.

- Calculate the required budget for meetings and events and compare with company policy.

- Arrange the required rooms (e.g. group bookings, room contingent), schedules, travels for the participants of the event (e.g. bus transportation, transfers, limousine service for VIPs).

- Organize an event with all technical, organisational and social parts (e.g. F&B, equipment, evening events, industrial fair)

- Complete invitations to potential participants and confirm attendance with use of mailing programmes, online tools

- Organise resources and the production of event materials

- Identify and describe possible ways/methods to collect participant requirements

- Identify and describe the legal requirements for contracts in the field of events / meetings.

- Outline the health and safety rules that are in accordance with events / meetings (e.g. fire, emergency plans, security arrangements)

## 4) Content of the unit

### Section 1: Effective events in business [1 hour]

- Types of events and their characteristics
- Venue and equipment requirements based on the event type
- Requirements of effective events

### Section 2: The role of event organizer [1 hour]

- Roles in the phase of planning
- Providing support during and after the event

### Section 3: Preparation of the event [1 hour]

- MT: Checklist development
- Detailed checklist for planning the events
- What is a budget
- Developing of the budget
- Event documentation
- Solving complaints during the event

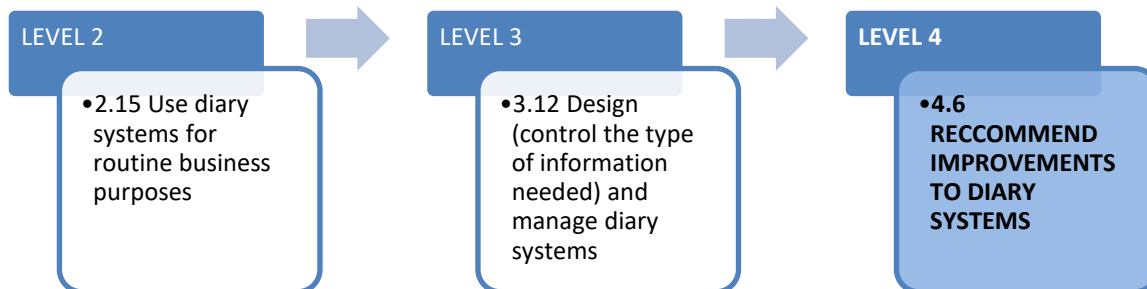**Section 4: Identifying and addressing requirements [1 hour]**

- Methods for collection of participants' requirements
- MT- developing tool to collect requirements
- Legal contract requirements
- Health and safety in event management

## 5) Methodology to be used during the training of unit 4.5

| Section Title: | Training Methodology: | Training Equipment: | Training and Methodological tools: |
|---|---|---|---|
| **Section 1:**<br>Effective events in business<br>**Duration:**<br>1 hour | ☒ Lecture<br>☒ Group Discussion | ☒ Projector<br>☒ Laptop | |
| **Section 2:**<br>The role of event organizer<br>**Duration:**<br>1 hour | ☒ Lecture<br>☒ Group Discussion | ☒ Projector<br>☒ Laptop | |
| **Section 3:**<br>Preparation of the event<br>**Duration:**<br>2 hours | ☒ Lecture<br>☒ Group Discussion<br>☒ Group exercise<br>☒ Simulation<br>☒ Case study | ☒ Projector<br>☒ Laptop | • **EUPA_LO_106_M_001 Annual client party** |
| **Section 4:**<br>Identifying and addressing requirements<br>**Duration:**<br>1 hour | ☒ Lecture<br>☒ Group Discussion<br>☒ Group exercise<br>☒ Simulation<br>☒ Exercise using ICT | ☒ Projector<br>☒ Laptop<br>☒ Computers with internet connection | • **EUPA_LO_107_M_001 Collecting requirements** |

# THEME 15: DIARY SYSTEMS

Theme "Diary Systems" describes design and management of diary systems in organizations to meet the needs of workgroup and its clients and analysis of its use to make them more effective and tailored to the needs of its users.

| LEVEL 2 | LEVEL 3 | LEVEL 4 |
|---|---|---|
| •2.15 Use diary systems for routine business purposes | •3.12 Design (control the type of information needed) and manage diary systems | •4.6 RECCOMMEND IMPROVEMENTS TO DIARY SYSTEMS |

## UNIT 4.6: RECOMMEND IMPROVEMENTS TO DIARY SYSTEMS

### 1) Short description

This unit deals with development of ability of learners to analyse the effectiveness of existing diary systems and to make recommendations for improvement and necessary training.

### 2) Suggested duration of the unit (hours)

1 hour

### 3) Aims and objectives

This unit aims to equip the learners with knowledge necessary for analysis of current systems to produce recommendations for improvements and recommendations for the necessary training. Factors affecting effectiveness of a diary systems and through them improve the business efficiency will be presented and discussed.

By the end of this unit, learners will:

- List the factors that affect the effectiveness of a diary systems taking into consideration users' needs and business requirements.
- Examine the existing diary systems and outline their advantages and disadvantages
- Recommend improvements to the existing diary system so that they are more aligned to user's needs and business requirements.
- Find new possibilities in diary systems to improve the business efficiency
- Recommend training to users on the improvements made to diary systems.

## 4) Content of the unit

**Section 1: Diary systems effectiveness [0,5 hours]**

- Users expectations and requirements
- Factors that affect the effectiveness of diary systems

**Section 2: Improvements of diary systems [0,5 hours]**

- Methods for finding out users' needs and business requirements
- Analysis of existing diary systems – listing the strengths and drawbacks, advantages and disadvantages
- Aligning the diary system to users and business requirements

## 5) Methodology to be used during the training of unit 4.6

| Section Title: | Training Methodology: | Training Equipment: | Training and Methodological tools: |
|---|---|---|---|
| **Section 1:** Diary systems effectiveness **Duration:** 0,5 hours | ☒ Lecture ☒ Group Discussion | ☒ Projector ☒ Laptop | |
| **Section 2:** Improvements of diary systems **Duration:** 0,5 hours | ☒ Lecture ☒ Group Discussion ☒ Group exercise ☒ Simulation ☒ Written | ☒ Projector ☒ Laptop | • **EUPA_LO_108_M_001 Comparing different users' needs** |

# Work Area 8 Visitors/ Customer Service

## Themes in the work area

**The following themes are included in the Work Area "Visitors/Customer service" for level 4:**

Theme 16: Visitors/ Customers

## Units in the work area

**The following units are included in the Work Area "Visitors/Customer service" for level 4:**

4.7 Deliver, monitor and evaluate customer service to internal and external customers

## Short Description of the work area

This work area promotes the ability of the learners to understand, apply and finally coordinate customer care principles with organizational principles, as well as the adoption of the proper behaviour aiming to best serve the needs of the customer, solve customer's problems and deal with complaints, always in accordance to organization's rules.

## Aim of the work area

This Work Area prepares the learners to deliver, monitor and evaluate customer service to both internal and external customers. At the same time, it helps them improve customer care to all customers by taking initiative.

## Learning outcomes in the work area

### Unit 4.7: Deliver, monitor and evaluate customer service to internal and external customers
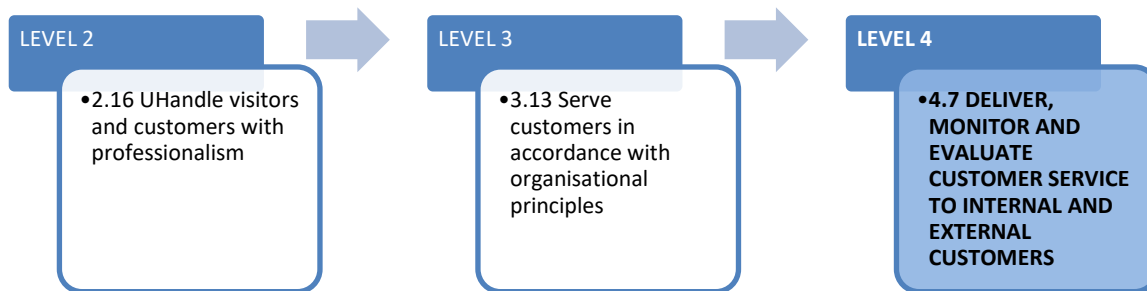
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- LO109: Demonstrate the ability to deliver, monitor and evaluate customer service to internal customers by providing and continuously improving services to these customers.

- LO110: Demonstrate the ability to deliver, monitor and evaluate customer service to external customers by providing and continuously improving services to external customers.

*Knowledge, skills and competences covered in each of the learning outcomes are described in the Qualification framework.*

# THEME 16: VISITORS/ CUSTOMERS

This theme concerns the appropriate behavioural and organizational principles concerning visitors and customers

| LEVEL 2 | LEVEL 3 | LEVEL 4 |
|---------|---------|---------|
| • 2.16 UHandle visitors and customers with professionalism | • 3.13 Serve customers in accordance with organisational principles | • 4.7 DELIVER, MONITOR AND EVALUATE CUSTOMER SERVICE TO INTERNAL AND EXTERNAL CUSTOMERS |

# UNIT 4.7: DELIVER, MONITOR AND EVALUATE CUSTOMER SERVICE TO INTERNAL AND EXTERNAL CUSTOMERS

## 1) Short description

In this unit the concept of deliver, monitor and evaluate customer service to internal and external customers will be presented. Customers will be distinguished into two target groups, external and internal ones. Differences in the needs of every group will be discussed.

The procedures and tools that can be used to evaluate customer's satisfaction will be demonstrated. The handle and use of this information in order to deliver better services will be analysed separately for every target group.

## 2) Suggested duration of the unit (hours)

5 hours

## 3) Aims and objectives

By the end of this unit learners will:

- Be able to propose the appropriate products and solution to internal and external customers
- Learn how to present their products and solutions accurately
- Understand the importance of feedback from customers
- Operate the tools and be able to analyse feedback given by the customers

## 4) Content of the unit

**Section 1: Customer service in accordance with organizational principles (revision) [0,5 hours]**

- Customer care principles
- Active listening techniques
- Definition of empathy

**Section 2: Delivering, monitoring and evaluating customer service [2 hours]**

- Defining customer satisfaction
- Internal customer defined
    - Internal customer service defined
- Relevant products and services to internal customers
- Why monitoring internal customer satisfaction?
    - How to monitor internal customer satisfaction?
- Obtaining feedback from internal customers
- How to deliver internal customer satisfaction
- How to measure internal customer satisfaction
- Internal customer complaints handling
- Best practices in internal customer care
    - The Case of HCL — Employees First, Customers Second
        - VIDEO
    - Recap, one step at a time

**Section 3: Delivering, monitoring and evaluating customer service to external customers [2,5 hours]**

- Best practices
    - Steve Jobs Customer Experience VIDEO
    - Richard Branson Reveals His Customer Service Secrets VIDEO
- Delivering external customer service
- Monitoring external customer service
- Evaluating customer service techniques
- Analysing customer feedback

## 5) Methodology to be used during the training of unit 4.7

| Section Title: | Training Methodology: | Training Equipment (suggested) | Training and Methodological tools: |
|---|---|---|---|
| **Section 1:** Customer service in accordance with organizational principles (revision) **Duration:** 0,5 hours | ☒ Lecture ☒ Group Discussion ☒ Questions and Answers | ☒ Projector ☒ Laptop | |
| **Section 2:** Delivering, monitoring and evaluating customer service **Duration:** 2 hours | ☒ Lecture ☒ Group Discussion ☒ Video and analysis | ☒ Projector ☒ Laptop ☒ Video or DVD play | • **EUPA_LO_109_M_001 Video analysis** |
| **Section 3:** Delivering, monitoring and evaluating customer service to external customers **Duration:** 2,5 hours | ☒ Lecture ☒ Group Discussion ☒ Work in Groups ☒ Video and analysis ☒ Case Study ☒ Questions and Answers | ☒ Projector ☒ Laptop ☒ Video or DVD play | • **EUPA_LO_110_M_001 Develop a tool to measure customer satisfaction** |

# Work Area 9 ICT Skills

## Themes in the work area

**The following themes are included in the Work Area "ICT Skills" for level 4:**

Theme 17: Word Processing

Theme 18: Spreadsheets

Theme 19: Presentations

## Units in the work area

**The following units are included in the Work Area "ICT Skills" for level 4:**

4.8. Using word processing software to produce non-routine high quality and attractive documents. (Theme 17: Word Processing)

4.9. Using spreadsheets to produce non-routine complex sheets (Theme 18: Spreadsheets)

4.10 Using presentation software to produce non- routine complex presentations (Theme 19: Presentations)

## Short Description of the work area

The training of administrative staff in ICT Skills is designed to upgrade their skills, to improve the productivity and increase the efficiency of learners. The courses in the sections of Word, Spreadsheets, Presentations improve the Knowledge of participants in more complex documents and files. With the completion of this seminar, learners will be able handle tasks by using computer in advanced level computer. Furthermore, they will acquire specialized IT knowledge to produce high quality and attractive documents using word processing, spreadsheets and presentations. The producing documents will follow specific requirements that will be agreed (create high quality standards and features). The themes in the work area are Word Processing, Presentations and Spreadsheets**.**

# Aim of the work area

The aim of the ICT Skills courses area relates to learning advanced knowledge in core modules (word, excel, presentations) to enhance the learners' skills. Learners will deepen on the practice of creating complex and high-quality documents. Moreover, the aim of the course is the design documents and files with specific characteristics by using special tools and techniques to complete their work.

This module includes courses on advanced level on the use of production high quality documents by word processing program. The participants can design and define all requirements and parameters for the different type of documents. The section includes two subsections. In the first sub-section is an introduction to the program, the objectives and purposes of the course. Also, includes an insertion of "Advanced Word Processing and formatting". The first part of the second subsection refers to designing high quality documents standards and Import advanced features. The second part presents some real examples and practice in the production of high quality documents.

This module includes courses on advanced level for the use of spreadsheets in producing complex sheets. Learners can use the appropriate functions for processing data and export results. The section includes two subsections. In the first sub-section is an introduction to the program, the objectives and purposes of the course. Also, includes an insertion of advanced functions and utility of Spreadsheets. The first part of the second subsection refers to data advanced editing which describes advanced formulas and functions. Then, describe the process of protecting spreadsheets. The last part of the section presents some real examples and practice on the production of complex worksheets

This module includes courses on using presentation software at an advanced level to create complex and attractive presentations. This section includes two subsections. In the first sub-section there is an introduction to the program, the objectives and purposes of the courses. Also are presented the most famous presentation software and their basic characteristics. The second sub-section consists of two different parts. The first part deals with the creation of complex attractive presentations, while the second part examines the Construction of different types of complex presentations and lastly it becomes a reference to the options of Prezi: Presentation Software

# Learning outcomes in the work area

## Unit 4.8: USING WORD PROCESSING SOFTWARE TO PRODUCE NON-ROUTINE HIGH QUALITY AND ATTRACTIVE DOCUMENTS

- LO111: Demonstrate Skills in using word processing techniques at an advanced level to produce high quality and attractive documents to agreed specifications using available design and production resources. Take some responsibility for the evaluation of the result.

## Unit 4.9: USING SPREADSHEETS TO PRODUCE NON-ROUTINE COMPLEX SHEETS

- LO112: Demonstrate skills in using Spreadsheet software at an advanced level to produce complex worksheets that conform to agreed specifications. Take some responsibility for the evaluation of the result.

## Unit 4.10: USING PRESENTATION SOFTWARE TO PRODUCE NON- ROUTINE COMPLEX PRESENTATIONS.

- LO113: Demonstrate skills in using presentation software at an advanced level to produce complex electronic presentations. Take some responsibility for the evaluation of the result.

*Knowledge, skills and competences covered in each of the learning outcomes are described in the Qualification framework.*

## THEME 17: WORD PROCESSING

The courses of this theme are relating to the use of word processing techniques at an advanced level to produce high quality and attractive documents on agreed requirements by using software for word processing (for example, Microsoft Office Word). The lessons of this thematic area include basic methods to produce high-quality documents that have certain specifications.
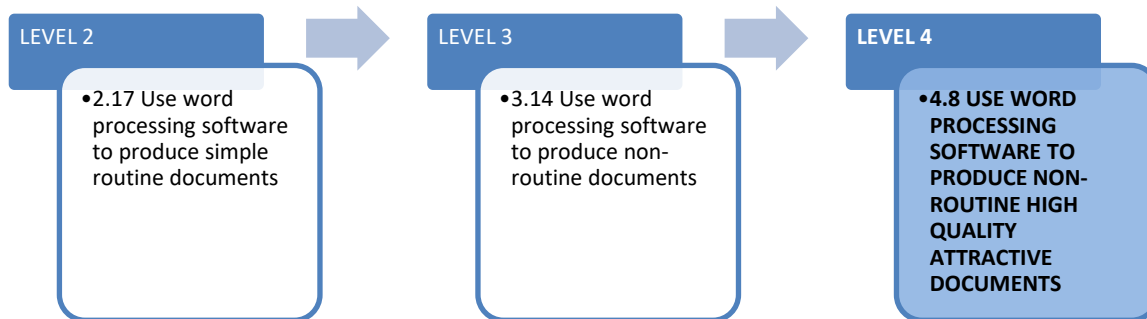
| LEVEL 2 | LEVEL 3 | LEVEL 4 |
|---|---|---|
| • 2.17 Use word processing software to produce simple routine documents | • 3.14 Use word processing software to produce non-routine documents | • 4.8 USE WORD PROCESSING SOFTWARE TO PRODUCE NON-ROUTINE HIGH QUALITY ATTRACTIVE DOCUMENTS |

## UNIT 4.8: USING WORD PROCESSING SOFTWARE TO PRODUCE NON-ROUTINE HIGH QUALITY AND ATTRACTIVE DOCUMENTS

### 1) Short description

This module includes courses on advanced level on the use of production high quality documents by word processing program. The participants can design and define all requirements and parameters for the different type of documents. The section includes two subsections. In the first sub-section is an introduction to the program, the objectives and purposes of the course. Also, includes an insertion of "Advanced Word Processing and formatting". The first part of the second subsection refers to designing high quality documents standards and Import advanced features. The second part presents some real examples and practice in the production of high quality documents.

### 2) Suggested duration of the unit (hours)

1 hour

### 3) Aims and objectives

The main aim of section is to improve the use of Word Processing with learning advanced techniques to the learners who have the basic knowledge in order to design and produce non routine high quality and attractive documents. By the end of the unit, learners will be able to produce high quality documents for different purposes in an attractive way by following:

- Create high quality and attractive documents incorporating advanced features such as shapes, smart art, charts, advanced tables, quick parts, bibliography etc.

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- Review the document using track changes
- Produce a table of contents as well as a list of tables and figures
- Develop an automated document bibliography.

## 4) Content of the unit:

**Section 1: Smart art, Shapes [15 minutes]**

- Smart Art graphics
  - How to
  - What to consider
- Shapes
  - How to use them
  - Video

**Section 2: Table of contents, Captions, table of figures, bibliography, review [45 minutes]**

- Tables of contents
  - Insert
  - Format
    - Styles
- Captions
  - Insert
  - Format
    - Styles
- List of tables and figures
- Review
  - Comments
  - Track changes
- Automated document bibliography

## 5) Methodology to be used during the training of unit 4.8

| Section Title: | Training Methodology: | Training Equipment: | Training and Methodological tools: |
|---|---|---|---|
| **Section 1:** SmartArt, Shapes **Duration:** 15 minutes | ☒ Lecture ☒ Work in Groups ☒ Experiential | ☒ Projector ☒ Laptop ☒ Post it notes | |

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| Section Title: | Training Methodology: | Training Equipment: | Training and Methodological tools: |
|---|---|---|---|
| | Workshop ☐<br>☒ Practical Exercise<br>☒ Questions and Answers | | |
| **Section 2:**<br>Table of contents, Captions, table of figures, bibliography, review<br>**Duration:**<br>45 minutes | ☒ Lecture<br>☒ Group Discussion<br>☒ Work in Groups<br>☒ Case Study<br>☒ Practical Exercise<br>☒ Questions and Answers | ☒ Projector<br>☒ Laptop<br>☒ Post it notes | • **EUPA_LO_111_M_001 Produce a document** |

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# THEME 18: SPREADSHEETS

The lessons of theme Spreadsheets is related to the acquisition of advanced knowledge in the use and management of spread sheets. Participants will learn to recognize and use advanced functions for data processing and evaluation of results. They can quickly and easily produce non routine complex sheets and use them in their daily tasks in the workplace.

**LEVEL 2**
- 2.18 Use spreadsheets to produce simpl,e routine sheets

**LEVEL 3**
- 3.15 Use spreadsheets to produce non-routine sheets

**LEVEL 4**
- **4.9 USE SPREADSHEETS TOM PRODUCE NON-ROUTINE COMPLEX SHEETS**
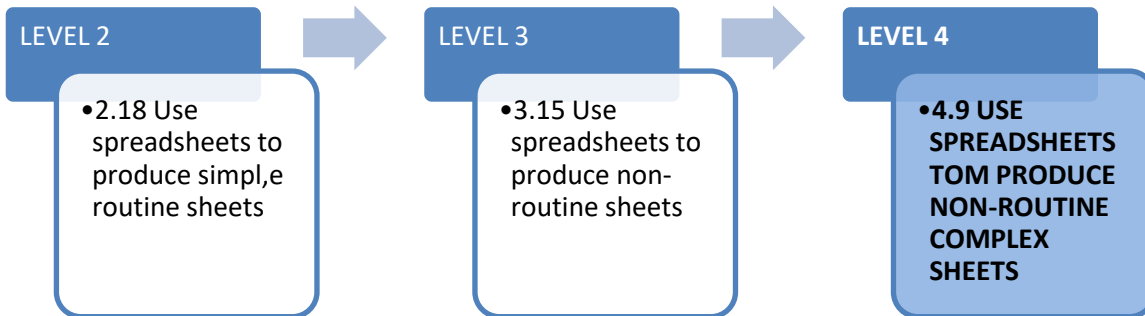
## UNIT 4.9: USING SPREADSHEETS TO PRODUCE NON-ROUTINE COMPLEX SHEETS

### 1) Short description

This module includes courses on advanced level for the use of spreadsheets in producing complex sheets. Learners can use the appropriate functions for processing data and export results. The section includes two subsections. In the first sub-section is an introduction to the program, the objectives and purposes of the course. Also, includes an insertion of advanced functions and utility of Spreadsheets. The first part of the second subsection refers to data advanced editing which describes advanced formulas and functions. Then, describe the process of protecting spreadsheets. The last part of the section presents some real examples and practice on the production of complex worksheets

### 2) Suggested duration of the unit (hours)

3 hours

### 3) Aims and objectives

The main aim of section is to improve the advanced use of Spreadsheets with learning specific techniques and methods to the learners who have the basic knowledge in order to design and produce non routine complex spreadsheets.

By the end of the unit, learners will be able to:

- Use an advanced level spreadsheet, so as to be able to use complex formulas and functions to produce complex worksheets.

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- Deal with more advanced applications such as import objects, create charts and graphs.
- Select and use appropriate formulas and functions such as AND and OR, financial functions, etc.

## 4) Content of the unit

### Section 1: Introduction to advanced spreadsheets [0,5 hours]

- Specialized Operating Functions
- Advanced Functions and utility of Spreadsheets
  - Specialized operating functions of the spreadsheet.
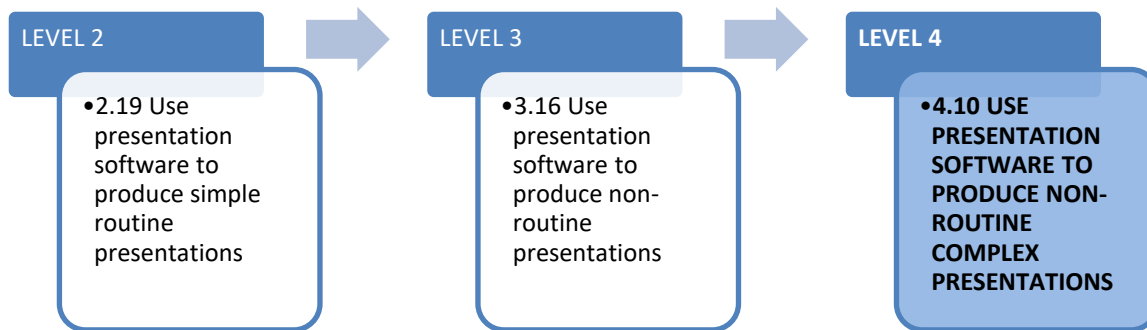  - Advanced tools of spreadsheet

### Section 2: Advanced formulas and functions [2,5 hours]

- Advanced formulas and functions
- What if Analysis –
  - Different Scenarios
- Complex formulas
- AND and OR function
- Financial function and text functions
- Data validation
- Advanced filtering
- Description of the process of protecting a spreadsheet
  - How to protect a spreadsheet
  - Advanced properties of spreadsheet.
  - Recognition errors in formulas and / or functions
- Produce complex worksheets
  - Selecting the appropriate formulas
    - Select the proper formulas per case
    - Automatic import of function
    - Checking the results of formulas

## 5) Methodology to be used during the training of unit 4.9

| Section Title: | Training Methodology: | Training Equipment: | Training and Methodological tools: |
|---|---|---|---|
| **Section 1:** Introduction to advanced spreadsheets **Duration:** 0,5 hours | ☒ Lecture ☒ Group Discussion ☒ Work in Groups ☒ Experiential Workshop ☒ Practical Exercise ☒ Questions and Answers | ☒ Projector ☒ Laptop ☒ Post it notes | |
| **Section 2:** Advanced formulas and functions **Duration:** 2,5 hours | ☒ Lecture ☒ Group Discussion ☒ Work in Groups ☒ Experiential Workshop ☒ Practical Exercise ☒ Questions and Answers | ☒ Projector ☒ Laptop ☒ Post it notes | • **EUPA_LO_112_M_001 Create your spreadsheet** |

## THEME 19: PRESENTATIONS

The lessons of theme Presentations help in obtaining advanced knowledge in the use and management of professional presentations. Participants will learn to produce complex presentations for the display of a professional project. They will learn to use and take advantage of the tools and features of presentation software. Participants will be able to create attractive presentations according to specific standards for the best possible display of the objectives to listeners.

**LEVEL 2**
- 2.19 Use presentation software to produce simple routine presentations

**LEVEL 3**
- 3.16 Use presentation software to produce non-routine presentations

**LEVEL 4**
- **4.10 USE PRESENTATION SOFTWARE TO PRODUCE NON-ROUTINE COMPLEX PRESENTATIONS**

## UNIT 4.10: USING PRESENTATION SOFTWARE TO PRODUCE NON-ROUTINE COMPLEX PRESENTATIONS

### 1) Short description

This module includes courses on using presentation software at an advanced level to create complex and attractive presentations. This section includes two subsections. In the first sub-section there is an introduction to the program, the objectives and purposes of the courses. Also are presented the most famous presentation software and their basic characteristics. The second sub-section consists of two different parts. The first part deals with the creation of complex attractive presentations, while the second part examines the Construction of different types of complex presentations and lastly it becomes a reference to the options of Prezi: Presentation Software.

### 2) Suggested duration of the unit (hours)

1 hour

### 3) Aims and objectives

The main aim of section is to improve the advantage use of Presentations with learning advanced techniques to produce complex electronic presentations. By the end of the unit, learners will be able to:

- Produce complex presentations for different purposes in an attractive way
- Create complex and attractive presentations incorporating advanced feature
- Use advanced techniques effectively to produce autonomously complex presentations

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## 4) Content of the unit

**Section 1: View and display [0,5 hours]**

- Displaying visuals tips
    - Design tips
    - Colour
    - Background
    - Slide Master View

**Section 2: Animations and transitions [0,5 hours]**

- Advanced Transitions

- Animating tips

- Adjusted Animation
    - Start option
    - Duration and Delay
    - Trigger
    - Animation Pane

## 5) Methodology to be used during the training of unit 4.10

| Section Title: | Training Methodology: | Training Equipment: | Training and Methodological tools: |
|---|---|---|---|
| **Section 1:** View and display **Duration:** 0,5 hours | ☒ Lecture ☒ Group Discussion ☒ Practical Exercise | ☒ Projector ☒ Laptop ☒ Post it notes | |
| **Section 2:** Animations and transitions **Duration:** 0,5 hours | ☒ Lecture ☒ Group Discussion ☒ Practical Exercise ☒ Questions and Answers | ☒ Projector ☒ Laptop ☒ Post it notes | - **EUPA_LO_113_M_001 Create a complex presentation** |

# Work Area 10 Projects

## Themes in the work area

**The following themes are included in the Work Area "Projects" for level 4:**

Theme 24: Projects

## Units in the work area

**The following units are included in the Work Area "Projects" for level 4**

4.11 Use Project Management skills to accomplish implementation of a complex project with significant levels of risk

## Short Description of the work area

In this work area the importance of Project management will be analysed. The definition of project will be given. The stages for the successful implementation and completion of a project will be presented. Accordingly, the necessary processes and tools for the project's faces will be demonstrated.

Parameters as time, budget, and restrictions and risks during implementation will be presented and knowledge, skills, tools, and techniques to project activities to meet the project requirements and overcome obstacles of every kind will be proposed.

## Aim of the work area

The aim of this Work Area at this level can be summarized in various key points. It aims firstly at highlighting the importance of risks in project management and provides ways in which to handle such risks in an effective way. Moreover, this Work Area provides to the learner the skills required to manage and lead a team within a project, including the use of relevant software, the utilization of soft skills, the application of sector-specific knowledge,

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financial management skills, etc. Last, but not least, it aims at equipping the learner with the ability to predict problems during a project and provide appropriate feedback as well as to generate solutions to complex issues related to the project management of a project.
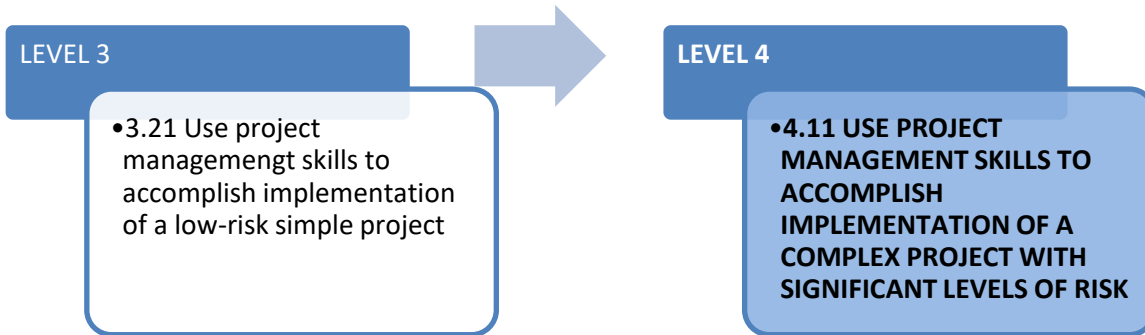
# Learning outcomes in the work area

## Unit 4.11: Use Project Management skills to accomplish implementation of a complex project with significant levels of risk

- LO114: Appreciate the importance of risks in project management and handle risks in an effective way

- LO115: Demonstrate the ability to apply skills, knowledge and competencies to manage a project using relevant (software) tools.

- LO116: Demonstrate the ability to apply soft skills, such as communication, interpersonal skills and leadership to the management of projects.

- LO117: Demonstrate the ability to apply sector specific knowledge to the planning, implementation and evaluation of projects.

- LO118: Demonstrate the ability to apply financial management competencies to the efficient and effective operation of projects.

- LO119: Demonstrate the ability to predict problems during a project and provide appropriate feedback as well as to generate solutions to complex issues related to the project management of a project.

*Knowledge, skills and competences covered in each of the learning outcomes are described in the Qualification framework.*

## THEME 24: PROJECTS

A project is not a routine, everyday operation. In this theme, we have included units that are related to provision of skills, knowledge and competences related to the abilities required to undertake and successfully implement a project, either as a team member or a project manager, depending on the level under which each unit included in the theme is classified.

**LEVEL 3**

- 3.21 Use project managemengt skills to accomplish implementation of a low-risk simple project

**LEVEL 4**

- 4.11 USE PROJECT MANAGEMENT SKILLS TO ACCOMPLISH IMPLEMENTATION OF A COMPLEX PROJECT WITH SIGNIFICANT LEVELS OF RISK

## UNIT 4.11: USE PROJECT MANAGEMENT SKILLS TO ACCOMPLISH IMPLEMENTATION OF A COMPLEX PROJECT WITH SIGNIFICANT LEVELS OF RISK

### 1) Short description

In this unit the use of multiple skills and competencies for the accomplishment of a demanding project with significant levels of risk will be enlightened. Definition and description of risk in project management will be given. Tools and techniques for the comprehensive management of a project will be demonstrated.

The necessity of communication, leadership and other soft skills for the successful project management will be emphasized.

### 2) Suggested duration of the unit (hours)

9 hours

### 3) Aims and objectives

The learners, after attending this course, should have a deep understanding of potential risks they may face while managing a project, and of ways in which they can come up with effective and appropriate solutions. Also, understanding of software facilitating the implementation of a project, such as MS project and Trello is crucial. Predicting potential risks and acting accordingly in advance is another aspect of project management which should be presented to learners in this unit.

They should also understand the soft skills required in the project management process, as well as obtain knowledge regarding financial management and project operations.

## 4) Content of the unit

### Section 1: Implementation of low-risk simple projects revision [0,5 hours]

- What it is and what it is not a project
    - Basic Project Principles
- Design and implement a simple project
    - Tools and navigation map

### Section 2: Risks in project management [1,5 hours]

- What is a project risk and risk management
    - Project risk
    - Risk management in project management
    - Project management risk planning
        - Risk identification
        - Risk evaluation
        - Risk Mitigation
        - Documenting risks
        - Contingency planning

### Section 3: Project management tools [1,5 hours]

- Project managements IT tools
    - MS Project
        - Basic functions and features (explanation and demonstration)
        - Strengths
        - Weaknesses
        - For what types of projects/activities
    - Trello
        - Basic functions and features (explanation and demonstration)
        - Strengths
        - Weaknesses
        - For what types of projects/activities

### Section 4: Skills required for project management [1,5 hours]

- The successful project manager
    - The essential skills for project management

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- Communication,
- Leadership,
- Team management,
- Negotiation,
- Risk management
- Critical thinking
- Planning skills
- Time management skills

## Section 5: The importance of Sector-Specific knowledge [1,5 hours]

- Why it is important to know the sector
  - Sector-specific knowledge: Do we need it?
  - Why do we need to know enough about the products/services related to the project?
  - Why we don't need to know enough about the products/services related to the project?
- Sector-specific knowledge: How to acquire it
  - Sector-specific knowledge in planning
  - Sector-specific knowledge in implementation
  - Sector-specific knowledge in evaluation

## Section 6: Financial project management [1,5 hours]

- Definition of project financial management
  - What does a financial project manager do?/Skills related to financial project management
    - Teamwork
    - Technical ability
    - Time management
    - Organisation
    - Attention to detail
    - Leadership
    - IT
    - Financial planning
- Financial management process
  - Initial Assessment
  - Cost Estimating/Planning/Budgeting
    - Personnel
    - Equipment
    - Contracting costs
    - Etc.

- o Cost Control/Monitoring
  - ▪ Tools for financial monitoring

## Section 7: Problem Solving [1,5 hours]

- Most common problems/challenges and solutions/precautions
  - ▪ Poor Planning
  - ▪ Lack of Leadership
  - ▪ People Problems
  - ▪ Vague/Changing Requirements
  - ▪ Lifecycle Problems
  - ▪ Inefficient Communication Process
  - ▪ Inadequate Funding
  - ▪ Stakeholder Approval
  - ▪ Schedule absence
  - ▪ Missed Deadlines

## 5) Methodology to be used during the training of unit 4.11

| Section Title: | Training Methodology: | Training Equipment: | Training and Methodological tools: |
|---|---|---|---|
| **Section 1:** Implementation of low-risk simple projects **Duration:** 0,5 hours | ☒ Lecture<br>☒ Group Discussion<br>☒ Questions and answers | ☒ Projector<br>☒ Laptop | |
| **Section 2:** Risks in project management **Duration:** 1,5 hours | ☒ Lecture<br>☒ Group Discussion<br>☒ Simulation<br>☒ Practical Exercise<br>☒ Exercise using ICT<br>☒ Questions and answers | ☒ Projector<br>☒ Laptop<br>☒ Computers with internet access | • **EUPA_LO_114_M_001 Can you identify the risk?** |
| **Section 3:** Project management tools **Duration:** 1,5 hours | ☒ Lecture<br>☒ Group Discussion<br>☒ Simulation<br>☒ Practical Exercise<br>☒ Exercise using ICT<br>☒ Questions and answers<br>☒ Video analysis | ☒ Projector<br>☒ Laptop<br>☒ Computers with internet access<br>☒ Video/Audio | • **EUPA_LO_115_M_001 Create a Trello board!** |
| **Section 4:** Skills required for project management **Duration:** 1 hour | ☒ Lecture<br>☒ Group Discussion<br>☒ Simulation<br>☒ Practical Exercise<br>☒ Exercise using ICT<br>☒ Questions and answers<br>☒ Video analysis | ☒ Projector<br>☒ Laptop<br>☒ Computers with internet access<br>☒ Video/Audio | • **EUPA_LO_116_M_001 Leader material video** |
| **Section 5:** The importance of Sector-Specific knowledge **Duration:** 1,5 hours | ☒ Lecture<br>☒ Simulation<br>☒ Practical Exercise<br>☒ Exercise using ICT<br>☒ Questions and answers<br>☒ Video analysis | ☒ Projector<br>☒ Laptop<br>☒ Computers with internet access<br>☒ Video/Audio | • **EUPA_LO_117_M_001 Hypothetical projects and the importance of sector-specific knowledge** |

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| Section Title: | Training Methodology: | Training Equipment: | Training and Methodological tools: |
|---|---|---|---|
| | ☒ Group discussion<br>☒ Creative Group Work | | |
| **Section 6:**<br>Financial project management<br>**Duration:**<br>1,5 hours | ☒ Lecture<br>☒ Group Discussion<br>☒ Simulation<br>☒ Practical Exercise<br>☒ Exercise using ICT<br>☒ Questions and answers<br>☒ Video analysis | ☒ Projector<br>☒ Laptop<br>☒ Computers with internet access<br>☒ Video/Audio | • **EUPA_LO_118_M_001 Creating a budget** |
| **Section 7:**<br>Problem Solving<br>**Duration:**<br>1,5 hours | ☒ Lecture<br>☒ Group Discussion<br>☒ Questions and answers<br>☒ Group exercise<br>☒ Experiential Exercise<br>☒ Creative Group Work | ☒ Projector<br>☒ Laptop<br>☒ Computers with internet access<br>☒ Video/Audio | • **EUPA_LO_119_M_001 Protect the egg!** |

# Work Area 11 HR Issues

## Themes in the work area

**The following themes are included in the work area "HR Issues" for level 4.**

Theme 25: Human Resources

## Units in the work area

**The following units are included in the work area "HR Issues" for level 4.**

4.12 Possess the knowledge and skills to generate solutions to HR issues

## Short Description of the work area

At level four, this work area deals with three main issues namely:

1. The ability of the learners to understand learning theories and learning styles in order to plan and provide the specifications for design of training and development; be able to evaluate a training event; use appropriate funding mechanisms for skills development initiatives
2. The ability of the learners to understand the difference between personnel management and human resource management in order to support the recruitment, motivation and retention of employees.
3. The ability of the learners to ensure that the process of termination of employment is followed according the legislation and prepare the appropriate documentation.

## Aim of the work area

This work area at level four aims to ensure that learners master the knowledge of human resources and personnel management theories. Will understand the crucial processes of human resources such as recruitment, motivation,

retention, and training of employees and are able to support the process of employment termination and related administrative tasks.

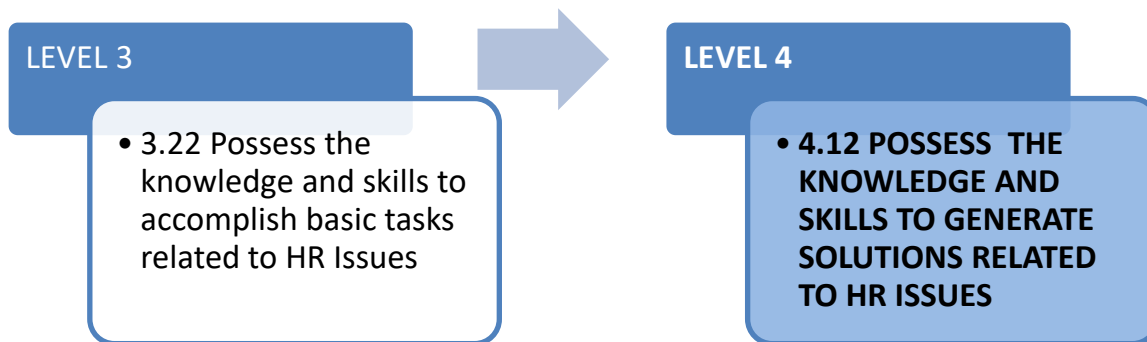# Learning outcomes in the work area

## unit 4.12: Possess the knowledge and skills to generate solutions to HR issues

- LO120:   Understand learning theories and learning styles in order to plan and provide the requirements/specifications for design of training and development; be able to evaluate a training event; use appropriate funding mechanisms for skills development initiatives.

- LO121: Understand the difference between personnel management and human resource management in order to support the recruitment, motivation and retention of employees.

- LO122:  Demonstrate the ability to ensure that the due process of termination of employment is followed and prepare the appropriate documentation.

*Knowledge, skills and competences covered in each of the learning outcomes are described in the Qualification framework.*

## THEME 25: HUMAN RESOURCES

Theme Human Resources describes the knowledge of human resources and personnel management theories. It elaborates the processes of human resources such as recruitment, motivation, retention, and training of employees and also describes the process of employment termination and related administrative tasks.

### LEVEL 3

- 3.22 Possess the knowledge and skills to accomplish basic tasks related to HR Issues

### LEVEL 4

- **4.12 POSSESS THE KNOWLEDGE AND SKILLS TO GENERATE SOLUTIONS RELATED TO HR ISSUES**

## UNIT 4.12: POSSESS THE KNOWLEDGE AND SKILLS TO GENERATE SOLUTIONS TO HR ISSUES

### 1) Short description

This unit deals with knowledge of theories, principles and methods of employee training to be able to plan and provide the specifications for design of training and development; be able to evaluate a training event and use appropriate funding mechanisms for skills development initiatives, moreover this unit is also focused on understanding personnel management and human resources management theories and practice to be able to support the recruitment, motivation and retention of employees. Through this unit, learners will be able to ensure that the process of termination of employment is followed according the legislation and prepare the appropriate documentation.

### 2) Suggested duration of the unit (hours)

8 hours

### 3) Aims and objectives

Through this unit, learners will acquire knowledge of theories and practice of human resources and personnel management, in order to support the recruitment, motivation and retention of employees. They will be taught to apply principles and techniques supporting positive effects of those processes and in the process of recruitment. Learners will also develop the ability to identify potential risks that could have negative influence. Learning theories and learning styles will also be presented in order to help learners understand and support training and development of employees in the organization. Aspects of process of termination of employment will also be

presented and discuss, so that the learners can provide appropriate documentation and ensure that the process is according the legislation.

By the end of this unit, learners will:

- Understand learning theories and learning styles
- Recognize appropriate funding mechanisms for skills development initiatives.
- Recall key principles for training design, organisation and evaluation
- Develop tools for the evaluation of a training event
- Use appropriate funding mechanisms for skills development initiatives.
- Evaluate the effectiveness of training events and provide ideas for improvement.
- Understand the difference between personnel management and human resource management
- Support the recruitment, motivation and retention of employees taking into consideration the main principles of human resource management.
- Demonstrate ability to ensure that the process of termination of employment is followed and prepare the appropriate documentation

## 4) Content of the unit

### Section 1: Human Resources and Personnel Management [2 hours]

- Human resources and personnel management definition and difference
- HRM key functions
  - Human Resource planning
  - Recruitment and Selection
  - Training and development
  - Performance management and appraisal
  - Retention and motivation
  - Compensation and benefits
  - Career planning and career anchors concept
- Factors supporting recruitment, motivation and retention
- Positive effects of HRM for organization
- Basic principles of HRM

### Section 2: Employee training and development in detail [4 hours]

- Theory of learning
  - Learning theories
  - Learning styles
    - Learning style questionnaire
    - Auditory learning

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- Visual learning
- Kinaesthetic learning
- Experiential learning
  - o Kolb's learning cycle
- Employee training and development cycle
  - o Training needs assessment and analysis
  - o Types of training - on the job / off the job
  - o Evaluation of training
  - o Funding mechanisms

## Section 3: Termination of employment [2 hours]

- Employee termination process
- Types of employment termination
  - o Termination by agreement
  - o Termination by notice – employer/employee
  - o Immediate termination
  - o Fixed period employment relationship termination
  - o Termination within probation period
- Administrative issues related to employment termination

## 5) Methodology to be used during the training of unit 4.12

| Section Title: | Training Methodology: | Training Equipment: | Training and Methodological tools: |
|---|---|---|---|
| **Section 1:** Human Resources and Personnel Management introduction **Duration:** 2 hours | ☒ Lecture ☒ Group Discussion ☒ Work in Groups | ☒ Projector ☒ Laptop ☒ Post it notes ☒ White board or flip-chart | • **EUPA_LO_121_M_001 Career anchors – self-evaluation questionnaire** |
| **Section 2:** Employee training and development **Duration:** 4 hours | ☒ Lecture ☒ Group Discussion ☒ Work in Groups ☒ Practical Exercise ☒ Self-evaluation questionnaire | ☒ Projector ☒ Laptop ☒ Post it notes ☒ White board or flip-chart | • **EUPA_LO_120_M_001 Learning Styles - Self-evaluation questionnaire** • **EUPA_LO_120_M_002 Training evaluation and** |

| Section Title: | Training Methodology: | Training Equipment: | Training and Methodological tools: recommendations |
|---|---|---|---|
| **Section 3:** Termination of employment **Duration:** 2 hours | ☒ Lecture ☒ Group Discussion ☒ Work in Groups | ☒ Projector ☒ Laptop ☒ Post it notes ☒ White board or flip-chart | • **EUPA_LO_122_M_001 Multiple choice questionnaire** |

# Work Area 13: Foreign Languages

## Themes in the work area

**The following themes are included in the Work Area "Foreign languages" for level 4:**

Theme 27: Languages

## Units in the work area

**The following units are included in the Work Area "Foreign languages" for level 4:**

4.13 Deal verbally with key work tasks or complex discussions

4.14 Produce written materials to deal with non-routine work tasks

## Short Description of the work area

The study of foreign languages will enable learners to communicate (verbally and written) with all stakeholders (customers, suppliers, partners, organizations, public authorities etc.) and handle work/social requirements and communicate effectively in a wide range of routine situations. For everyone, learning a foreign language enriches communication skills, deepens cultural understanding, and gives an edge in business, academic research, and social engagement. All courses are designed to help learners communicate in a foreign language as quickly as possible and to offer upper intermediate skills for proper communication in a professional environment. Learners can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. The themes in the work area is Languages.

# Aim of the work area

The aim of the language courses is to develop and improve communication skills in written and spoken language to be able to handle the requirements of in their workplace. The level of the courses is B2 vantage or upper intermediate. With the completion of the lessons, learners can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

# Learning outcomes in the work area

## Unit 4.13: Deal verbally with key work tasks or complex discussions

- LO123: Demonstrate the necessary foreign language skills (CEFR level B1) to handle work/social requirements and communicate effectively in a wide range of routine situations.
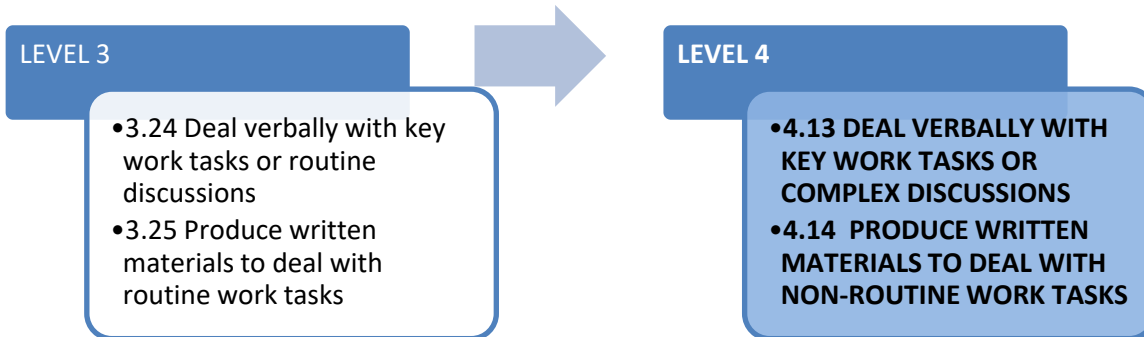
## Unit 4.14: Produce written materials to deal with non-routine work tasks

- LO124: Demonstrate the necessary skills to use the foreign language in its written form (CEFR Level B2) in most occupational and social contexts including non-routine ones.

*Knowledge, skills and competences covered in each of the learning outcomes are described in the Qualification framework.*

# THEME 27: LANGUAGES

The courses of foreign languages are relating to improve the skills of speaking and writing in a different language from the native (CEFR Level B2). Learners will learn to speak and write correctly in order to communicate comfortably with people from differing cultural backgrounds and complete a complex task that should be done in a different language than their native language.

**LEVEL 3**

- 3.24 Deal verbally with key work tasks or routine discussions
- 3.25 Produce written materials to deal with routine work tasks

**LEVEL 4**

- **4.13 DEAL VERBALLY WITH KEY WORK TASKS OR COMPLEX DISCUSSIONS**
- **4.14 PRODUCE WRITTEN MATERIALS TO DEAL WITH NON-ROUTINE WORK TASKS**

# UNIT 4.13: DEAL VERBALLY WITH KEY WORK TASKS OR COMPLEX DISCUSSIONS

## 1) Short description

This section focuses on improving communication through of oral language to enable learners to speak properly and comfortably a foreign language (CEFR Level B2). Lessons with dialogues, drills, exercises, and narratives will be able to understand the key points of complex text by themselves and they will be capable of improvising a speech. Through the courses, the students will do practice in oral communication with real examples through the workplace and will learn how to manage them.

## 2) Suggested duration of the unit (hours)

2 hours

## 3) Aims and objectives

The aim of this module is to teach learners to use correctly a foreign language in conversations that take place in the workplace and also communicate easily and comfortably with costumer or suppliers or partners) in a wide range of non-routine situations. By the end of the unit, learners will be able to:

- Understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in your field of specialization
- Use necessary language skills in order to communicate with people in a foreign language.
- Communicate effectively and with confidence in a wide range of non - routine situations.

- Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.

## 4) Content of the unit

### Section 1: CEFR Level B2 introduction [0,5 hours]

- CEFR level B2
- Foreign languages
- General Principles of a Foreign Language

### Section 1: Key Work Tasks or Complex Discussions in Foreign Languages [1,5 hours]

- Key Work Tasks or Complex Discussions in Foreign Languages
  - Use of proper language
    - Formal vs. informal
  - Verbal practice
  - Do's in group discussion
  - Practice in speaking
  - Listening skills

## 5) Methodology to be used during the training of unit 4.13

| Section Title: | Training Methodology: | Training Equipment: | Training and Methodological tools: |
|---|---|---|---|
| **Section 1:** CEFR Level B2 introduction **Duration:** 0,5 hours | ☒ Lecture ☒ Group Discussion | ☒ Projector ☒ Laptop ☒ Post it notes | |
| **Section 2:** Key work tasks or complex discussions in foreign languages **Duration:** 1,5 hours | ☒ Lecture ☒ Group Discussion ☒ Questions and Answers ☒ Work in Groups | ☒ Projector ☒ Laptop ☒ Post it notes | • **EUPANEXT_LO_123_M_001 Multiple choice test** |

# UNIT 4.14: PRODUCE WRITTEN MATERIALS TO DEAL WITH NON-ROUTINE WORK TASKS

## 1) Short description

This section focuses on improving written communication skills in foreign language to learners in order to use the foreign language in its written form to deal with non-routine work tasks (CEFR Level B2). The lessons include the description of written communication in foreign language in different professional contexts as well as grammar and syntactic analysis. Furthermore, will be presented some specific expressions and terms that can be used in written business communication. Through the courses, the learners can improve their writing by finishing complex tasks, responding to questions, writing in practical situations, arguing a position, and writing correctly and creatively.

## 2) Suggested duration of the unit (hours)

2 hours

## 3) Aims and objectives

The aim of this module is to teach learners to use correctly a foreign language in written communication. The learners learn to use specific terms and expressions properly, use correct grammar and spelling in a text that has been composed. With the completion of courses participants can use his/her foreign language skills in a wide range of situations related to reading and writing, e.g. when writing emails and letters, documents. Also, they be able to select the appropriate templates for standard communication with clients, customers, suppliers, colleagues, partners, etc.

## 4) Content of the unit

### Section 1: Writing in business [1 hour]

- Written materials in business communication
  - Specific terms and expressions in written business communication
    - Specific expressions in non-routine work tasks
    - Choice of writing style
  - Structure of a written text
    - Introduction - Specific words and phrases
    - Essay Plan - Model of Structure and Content
    - Conclusion - Specific words and phrases
- Non Routine Word tasks

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- o   Description of a non-routine work task.

    - ▪   Steps to deal with a non-routine work task.

    - ▪   How to Translate- tools and techniques

    - ▪   Choose the right template for each case

## Section 2: Practice writing [1 hour]

- •   Practice in written at work tasks

    - o   Writing a business letter/ document/ email.

    - o   Writing an informative text.

    - o   Written communication with a customer or supplier.

## 5)  Methodology to be used during the training of unit 4.13

| Section Title: | Training Methodology: | Training Equipment: | Training and Methodological tools: |
|---|---|---|---|
| **Section 1:** Writing in business **Duration:** 1 hour | ☒ Lecture ☒ Group Discussion ☒ Literature Review | ☒ Projector ☒ Laptop ☒ Post it notes | •   **EUPANEXT_LO_124_M_001 Multiple choice test** |
| **Section 2:** Practice writing **Duration:** 1 hour | ☒ Lecture ☒ Group Discussion ☒ Literature Review ☒ Questions and Answers | ☒ Projector ☒ Laptop ☒ Post it notes | |

# Work Area 14 Office Effectiveness and Efficiency

## Themes in the work area

The following themes are included in the work area "Office Effectiveness and Efficiency" for level 4.

Theme 28: Planning/Time Management

Theme 29: Facilities Management

## Units in the work area

The following units are included in the work area "Office Effectiveness and Efficiency" for level 4.

4.15 Use planning and time management skills to achieve own short term and long term objectives. (Theme 28: Planning/Time Management)

4.16 Manage Office Facilities (Theme 29: Facilities Management)

## Short Description of the work area

At level four, the work area deals namely with:

1. The ability to set own short-term and long-term goals and objectives within the organization's plan
2. The ability to use Time management skills to manage own time in order to reach own short-term and long-term goals and objectives
3. The ability to provide and maintain office facilities and equipment to meet the needs of the users.
4. The ability to co-ordinate the use of office resources.
5. The ability to implement, communicate, review and evaluate office systems and procedures.
6. The ability to ensure that office facilities and equipment are used effectively and efficiently.

# Aim of the work area

This work area at level 4 aims to ensure that learners understand and exercise principles of time-management and task prioritization, are able to set their own SMART short and long term objectives and goals, break them to tasks and activities and to plan them in a way to achieve them on time. Additionally, learners will be taught to set goals in a way that will be in accordance with the organization's plan. Various time management techniques such as Gantt chart will be discussed as well.

At this level the work area also deals with the ability of learners to provide and maintain office facilities and equipment to meet the needs of the users, to coordinate the use of office resources, implement communicate, review and evaluate office systems and procedures and last but not least to ensure that office facilities and equipment are used effectively and efficiently.

# Learning outcomes in the work area

### unit 4.15: Use planning and time management skills to achieve own short term and long term objectives

- LO125: Demonstrate the ability to set own short-term and long-term objectives within the organisation's Development Plan.
- LO126: Demonstrate the ability to use Time Management skills to manage own time in order to reach own short- and long-term objectives.

### unit 4.16: Manage Office facilities

- LO127: Demonstrate the ability to provide and maintain office facilities and equipment to meet the needs of the users.
- LO128: Demonstrate the ability to co-ordinate the use of office resources.
- LO129: Demonstrate the ability to implement, communicate, review and evaluate office systems and procedures.
- LO130: Demonstrate the ability to ensure that office facilities and equipment are used effectively and efficiently.

*Knowledge, skills and competences covered in each of the learning outcomes are described in the Qualification framework.*

## THEME 28: PLANNING/TIME MANAGEMENT

Theme Planning/Time management deals with theory and practice of time management. It aims to develop planning and time managing skills to achieve own short-term and long-term objectives using various methods and techniques.
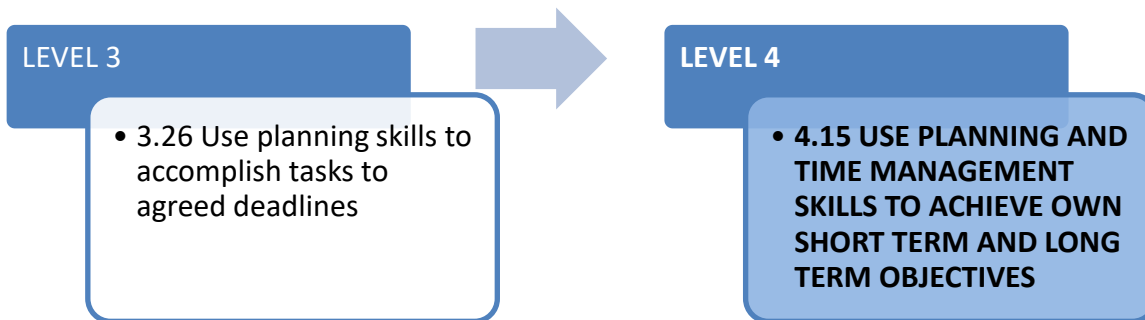
| LEVEL 3 | LEVEL 4 |
|---|---|
| • 3.26 Use planning skills to accomplish tasks to agreed deadlines | • **4.15 USE PLANNING AND TIME MANAGEMENT SKILLS TO ACHIEVE OWN SHORT TERM AND LONG TERM OBJECTIVES** |

## UNIT 4.15: USE PLANNING AND TIME MANAGEMENT SKILLS TO ACHIEVE OWN SHORT TERM AND LONG TERM OBJECTIVES

### 1) Short description

The purpose of this unit is to teach learners the principles of setting SMART objectives and plan accordingly to achieve them in long/or short/term time frame. Learners will be taught to work with various time management techniques, various tools, and applications will also be introduced. Learners will be able to review and assess plans and make all necessary changes to ensure that the goals will be achieved.

### 2) Suggested duration of the unit (hours)

4 hours

### 3) Aims and objectives

This unit aims to ensure, that the learners will understand principles of long and short term planning, will be able to set SMART goals and objectives. Various short and long term planning techniques will be presented and discussed. This unit aims to equip the learners with the ability to break down the goals into tasks and activities and develop a feasible action plan that will help them to achieve the goals on time in accordance with the organization's development plan.

By the end of this unit, learners will:

- Understand principles of SMART objectives
- Express different types of goals using SMART

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- Set own long/term and short/term goals

- Explain and use various time management techniques

- Analyse the progress and adapt the plan whenever needed.

## 4) Content of the unit

### Section 1: Goals and objectives [1 hour]

- Goals and objectives of the organization - how they relate, how the linkage is created

- Short-term objectives and Long-term goals – difference, examples

- Shared goals and objectives – how to deal with them

- Methodological tool – Castles in the air

### Section 2: SMART [1 hours]

- Organizational and individual goals - linkage

- Setting individual targets

- SMART and SMARTER principles

- Methodological tool - Set your own long term and short term objectives based on organization goals and the results of the appraisal interview, using SMART (scenario is given to participants) – group work

### Section 3: Time management techniques [2 hours]

- Time management techniques
    - Master List
    - Action Plan
    - Prioritizing
    - People management
    - Delegating
    - Gantt chart

- Methodological tool: continue from previous one

    A, identify tasks to be implemented and develop an action plan to reach the goals

    B, changes to the scenario are presented, the task is to "Review the plan and make changes if necessary

- How to make the best use of your time

## 5) Methodology to be used during the training of unit 4.15

| Section Title: | Training Methodology: | Training Equipment: | Training and Methodological tools: |
|---|---|---|---|
| **Section 1:** Goals and objectives **Duration:** 1 hour | ☒ Lecture ☒ Group Discussion ☒ Experiential exercise ☒ Group exercise | ☒ Projector ☒ Laptop ☒ 2 decks of cards per group (each set a different colour) | • **EUPA_LO_125_M_001 Castles in the air** |
| **Section 2:** SMART **Duration:** 1 hour | ☒ Lecture ☒ Group Discussion ☒ Written exercise ☒ Group exercise | ☒ Projector ☒ Laptop ☒ Video or DVD play | • **EUPA_LO_125_M_002 Setting individual goals** |
| **Section 3:** Time management techniques **Duration:** 3 hours | ☒ Lecture ☒ Group Discussion ☒ Written exercise ☒ Group exercise | ☒ Projector ☒ Laptop | • **EUPA_LO_126_M_001 Adapting the plan** |

# THEME 29: FACILITIES MANAGEMENT

This unit deals with the effective and efficient management of office facilities – through the ability of learners to provide and maintain office facilities and equipment to meet the needs of the users, to coordinate the use of office resources, implement communicate, review and evaluate office systems and procedures and last but not least to ensure that office facilities and equipment are used effectively and efficiently.

**LEVEL 4**

- **4.1 USE OF BUSINESS COMMUNICATION SKILLS TO GENERATE SOLUTIONS IN SPECIFIC SITUATIONS**

# UNIT 4.16: MANAGE OFFICE FACILITIES

## 1) Short description

The purpose of this unit is to teach learners how to manage the office and its resources in effective and efficient way by maintaining and coordinating its resources (facilities and equipment), implementation and evaluation of various office systems and procedures.

## 2) Suggested duration of the unit (hours)

5 hours

## 3) Aims and objectives

This unit aims to ensure, that the learners will understand the importance of effective and efficient use of office resources and their responsibilities in achieving this state. Different methods of dealing with and maintenance of resources will be presented. Various procedures to allocate and manage the use of equipment and facilities will be discussed. Learners will also be taught how to identify and ensure whether the office facilities and equipment are being used optimally and propose improvements or changes when needed.

By the end of this unit, learners will:

- Understand and describe the importance and principles of efficient office facilities management
- Describe possible methods to be used to identify the needs of users and associate the facilities accordingly
- Develop tools to plan the provision and maintenance of the facilities
- Generate solutions in case of clashes in an effective way

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- Use different office systems and procedures to ensure the high quality of office work

## 4) Content of the unit

### Section 1: Office facilities and equipment [1 hour]

- The importance of office and facility management
- Range of office facilities and equipment
  - Standard office items
  - Additional office items
  - Specialist items
- Associating the facilities with user needs
- Identifying user needs

MT: Designing questionnaire

### Section 2: Office maintenance [0,5 hours]

- Managing office facilities – what it takes
- Maintenance of office facilities
  - Purchases
  - Repairs
  - Sourcing

### Section 3: Management of use of the facilities and equipment [1,5 hours]

- Types of problems with the office facilities and equipment
  - Supplier problems
  - User problems
  - Damage, breakdowns and crises
- Problem solving
- Developing checklist for maintenance and upkeep
- People management
  - Supervising work of other administration personnel
  - Evaluating work of others
- Coordination of resources and facilities
  - Tools to manage and record use of office equipment
  - Communicate changes
  - Solving common problems
- MT: Office resources

### Section 4: Office systems and procedures [1 hour]

- Systems and procedures introduction

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- o    Definitions
- o    Need for systems and procedures
- Types of procedures
- Principles of an office systems
- Examples of procedures and their improvement
- MT: Office systems and procedures
- Communication to co-workers
- MT: Induction programme

## Section 5: Effectiveness and Efficiency in the office [1 hour]

- Definitions
- Benefits
- Controlling optimal use of resources
- Evaluation of systems and procedures
- MT: Problems with office procedures and admin personnel

## 5) Methodology to be used during the training of unit 4.16

| Section Title: | Training Methodology: | Training Equipment: | Training and Methodological tools: |
|---|---|---|---|
| **Section 1:** Office facilities and equipment **Duration:** 1 hour | ☒ Lecture ☒ Group Discussion ☒ Written exercise ☒ Group exercise | ☒ Projector ☒ Laptop | • **EUPA_LO_127_M_001 Designing questionnaire** |
| **Section 2:** Office maintenance **Duration:** 0,5 hours | ☒ Lecture ☒ Group Discussion | ☒ Projector ☒ Laptop | |
| **Section 3:** Management of use of the office facilities and equipment **Duration:** 1,5 hours | ☒ Lecture ☒ Group Discussion ☒ Case study ☒ Simulation ☒ Written exercise ☒ Group exercise | ☒ Projector ☒ Laptop | • **EUPA_LO_128_M_001 Office resources** |

| Section Title: | Training Methodology: | Training Equipment: | Training and Methodological tools: |
|---|---|---|---|
| **Section 4:** Office systems and procedures **Duration:** 1 hour | ☒ Lecture ☒ Group Discussion ☒ Written exercise ☒ Group exercise | ☒ Projector ☒ Laptop | • **EUPA_LO_129_M_001 Office systems and procedures** • **EUPA_LO_129_M_002 Induction programme** |
| **Section 5:** Effectiveness and efficiency in the office **Duration:** 1 hour | ☒ Lecture ☒ Group Discussion ☒ Case study ☒ Written exercise | ☒ Projector ☒ Laptop | • **EUPA_LO_130_M_001 Problems with office procedures and admin personnel** • **EUPA_LO_130_M_002 Develop a checklist** |

# Work Area 15 Team Dynamics

## Themes in the work area

**The following themes are included in the Work Area "Team dynamics" for level 4:**

Theme 30: Team Dynamics

## Units in the work area

**The following units are included in the Work Area "Team dynamics" for level 4:**

4.17. Generate solutions through teamwork and evaluate and improve the success of team working activity.

## Short Description of the work area

Teamwork is crucial for continuous improvement within a business. Teamwork is one of the key features of worker involvement and participation without its existence will be much more difficult to make the commitment and cooperation of all staff in achieving corporate goals. Dynamic working groups contribute significantly to increasing the productivity and to achieve the maximum outcome of a company. Analysed in detail the concepts "Team Building" and "Team Working", while emphasis is given to the development of corresponding skills of human resources, which have great importance and value. The theme in the work area is Team Dynamics.

## Aim of the work area

With the complexity that exists in the market and high speed changes, good cooperation within the colleagues is now a prerequisite for an organisation to achieve highest corporate goals. The main objectives of the program are:

- The development of a climate of trust and mutual support and understanding.
- The realization of benefits arising from the proper functioning of the work team.
- The awareness of the participants of the dynamics of group.

- Creating effective roles within a team

- The maximization of group benefits and their conversion into results and achievements. Participants are asked to develop efficient roles within the work team.

This chapter describes basic principles of effective teamwork. Also analyse the performance of team based on results, quality of work, team members' evaluation etc. The first section is an introduction to program and the basic concepts of "Team Dynamics". The second section of the program analyses the concept "Team dynamics" and the relationship between team dynamics, team behaviour and performance. In addition, there is a categorization of potential problems and ways to resolve them through the working groups. The third section emphasizes on ability to evaluate and improve the performance of teams within the organisation. In this section, the learners can list factors that may affect the success of team working activity and Analyse the performance of team based on results, quality of work, team members' evaluation

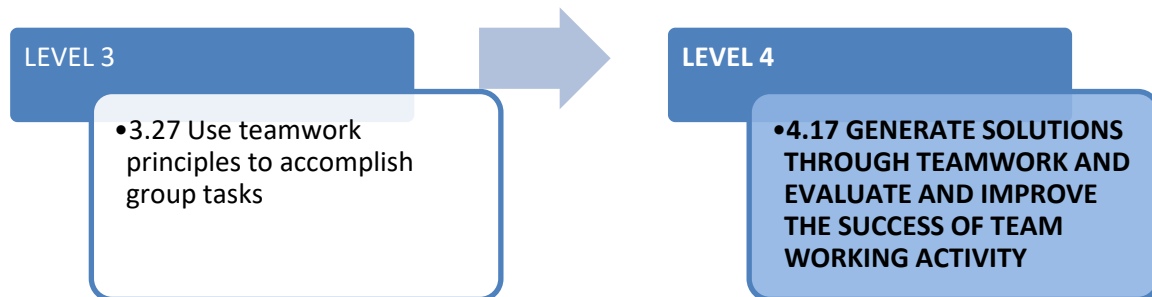# Learning outcomes in the work area

## unit 1: Generate solutions through teamwork and evaluate and improve the success of team working activity

- LO131: Demonstrate the ability to generate solutions through team building activities.
- LO132: Demonstrate the ability to evaluate and improve the performance of teams within the organisation.

*Knowledge, skills and competences covered in each of the learning outcomes are described in the Qualification framework.*

## THEME 30: TEAMS DYNAMICS

The course of Teams dynamics is focused on improving the skills of collaboration within a team in order to generate solutions through team building activities. In addition, learners will learn to communicate effectively with colleagues as well as with outside stakeholders (suppliers, costumers, authorities, etc.). They can list and solve problems within the team using specific methods, tools and techniques. Finally, the courses include specific management techniques and explain how a teamwork can do activities which help an organization/company to resolve different issues.

| LEVEL 3 | LEVEL 4 |
|---------|---------|
| • 3.27 Use teamwork principles to accomplish group tasks | • 4.17 GENERATE SOLUTIONS THROUGH TEAMWORK AND EVALUATE AND IMPROVE THE SUCCESS OF TEAM WORKING ACTIVITY |

## UNIT 4.17: GENERATE SOLUTIONS THROUGH TEAMWORK AND EVALUATE AND IMPROVE THE SUCCESS OF TEAM WORKING ACTIVITY

### 1) Short description

This unit describes basic principles of effective teamwork. Also analyse the performance of team based on results, quality of work, team members' evaluation etc. The first section is an introduction to program and the basic concepts of "Team Dynamics". The second section of the program analyses the concept "Team dynamics" and the relationship between team dynamics, team behaviour and performance. In addition, there is a categorization of potential problems and ways to resolve them through the working groups. The third section emphasizes on ability to evaluate and improve the performance of teams within the organisation. In this section, the learners can list factors that may affect the success of team working activity and Analyse the performance of team based on results, quality of work, team members' evaluation

### 2) Suggested duration of the unit (hours)

3 hours

### 3) Aims and objectives

The aim of the program is the realization of the benefits resulting from the participation in working groups and the increase in productivity of both the individual and the whole. The program also aims to acquire learners aware of the role each team member plays, conflicts that may be developed within the groups, and the steps to be followed to solve problems and achieve goals. With the successful completion of the course, learners will be able to:

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- Know the value of teamwork and how all together brings better results than each one separately

- Cooperate with team members to achieve common goals

- Understand the role they have themselves and others in the group, judge how involved and the group's effectiveness.

- Evaluate the effect of their work on the basis of other people.

- Recognize and take advantage their strengths, the strengths of the other members as well as the strengths of the team

## 4) Content of the unit

**Section 1: Introduction of team dynamics [1 hour]**

- Conceptual approaches to "Team Dynamics"

    o   The Difference Between Team And Group Dynamics

- Main causes of poor team dynamics

    o   Group Leadership

**Section 2: Solutions through teams' dynamics [2 hours]**

- Positive behaviour in the team

- Strategies for improving team dynamics

    o   Define roles and responsibilities

- The building blocks for developing teams

    o   Team building activities

        ▪   Benefits

        ▪   Examples of team building activities

- Performance evaluation of team dynamics

    o   Techniques and tools for evaluation

## 5)  Methodology to be used during the training of unit 4.17

| Section Title: | Training Methodology: | Training Equipment: | Training and Methodological tools: |
|---|---|---|---|
| **Section 1:** Introduction of team dynamics **Duration:** 1 hour | ☒ Lecture <br> ☒ Group Discussion <br> ☒ Work in Groups <br> ☒ Simulation | ☒ Projector <br> ☒ Laptop <br> ☒ Post it notes | |

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| Section Title: | Training Methodology: | Training Equipment: | Training and Methodological tools: |
|---|---|---|---|
| | | | |
| **Section 2:** Solutions through teams' dynamics **Duration:** 2 hours | ☒ Lecture ☒ Group Discussion ☒ Work in Groups ☒ Practical Exercise ☒ Questions and Answers | ☒ Projector ☒ Laptop ☒ Post it notes | • **EUPA_LO_131_M_001 Designing a team building activity** • **EUPA_LO_132_M_001 Evaluating a team building activity** |

# Work Area 16 Self-Management, Supervision, Management and Leadership

## Themes in the work area

The following themes are included in the Work Area "Self-Management, Supervision, Management and Leadership" for level 4:

Theme 31: Management of self and others

## Units in the work area

The following units are included in the Work Area "Self-Management, Supervision, Management and Leadership" for level 4:

4.18 Exercise Self-Management in predictable situations and supervise the routine work of others

## Short Description of the work area

Self-Management is an alternative to the traditional, hierarchical method of organizing we see most often in modern organizations. It simply signifies the ability of a person to manage her/his own self, in terms of time or resource allocation, etc. It is considered as a more effective strategy of management, as it is believed that it makes employees happier and more productive.

In this unit, self-management, along with supervision, management and leadership skills are included, helping the learners acquire such skills and competences.

At this level, this work area equips the learners with skills, knowledge and competences in order to be able to self-manage mostly in predictable situations which may be subject to change, to supervise other employees' routine work, to self-evaluate and to develop an effective administration team.

# Aim of the work area

This unit aims at providing skills related to self-management, along with supervision, management and leadership. The learners, upon completing the unit, are expected to have acquired such skills and competences.

At this level, this work area equips the learners with skills, knowledge and competences in order to be able to self-manage mostly in predictable situations which may be subject to change, to supervise other employees' routine work, to self-evaluate and to develop an effective administration team.
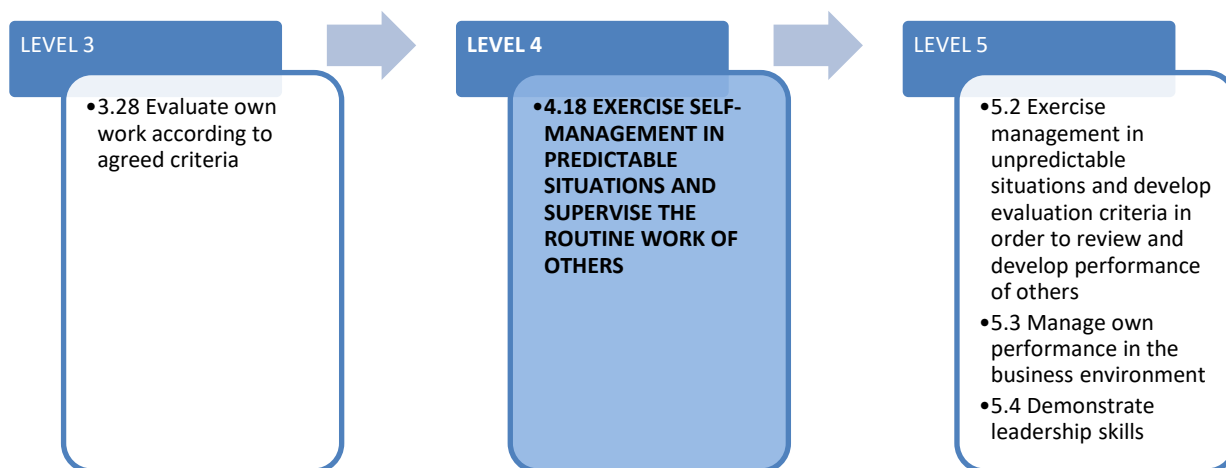
# Learning outcomes in the work area

## Unit 4.18: Exercise Self-Management in predictable situations and supervise the routine work of others

- LO133: Demonstrate the ability to exercise self-management in situations that are usually predictable but are subject to change.

- LO134: Demonstrate the ability to understand the needs of others in the team and act appropriately. Be able to supervise the routine work of others, taking some responsibility for the evaluation and improvement of work. Be able to evaluate own work according to agreed criteria.

- LO135: Develop own administration team taking into account the impact of different technologies and cultural paradigms

*Knowledge, skills and competences covered in each of the learning outcomes are described in the Qualification framework.*

# THEME 31: MANAGEMENT OF SELF AND OTHERS

The units of this Theme are associated with equip learners with abilities and skills related to both self-management and team-management.

| LEVEL 3 | LEVEL 4 | LEVEL 5 |
|---------|---------|---------|
| •3.28 Evaluate own work according to agreed criteria | •4.18 EXERCISE SELF-MANAGEMENT IN PREDICTABLE SITUATIONS AND SUPERVISE THE ROUTINE WORK OF OTHERS | •5.2 Exercise management in unpredictable situations and develop evaluation criteria in order to review and develop performance of others<br>•5.3 Manage own performance in the business environment<br>•5.4 Demonstrate leadership skills |

# UNIT 4.18: EXERCISE SELF-MANAGEMENT IN PREDICTABLE SITUATIONS AND SUPERVISE THE ROUTINE WORK OF OTHERS

## 1) Short description

In this unit, at this level, this unit equips learners with abilities related not only to self-management, i.e. managing one's self in terms of time allocation, resources acquisition, relationships, evaluation and so on, but also to managing a team performing in situations which are predictable, but subject to change.

Moreover, it guides learners in the team building process and in the understanding of needs and cultural and other particularities of other team members.

## 2) Suggested duration of the unit (hours)

2,5 hours

## 3) Aims and objectives

After completing this unit, learners should have understood what self-management is and how it can be exercised in daily work, in predictable-but-subject-to-change situations. They should also know how to cope with other people's needs when participating in a team. The team development process should be thoroughly explained to them, as well as supervising work of others. Also, they should be provided with examples on how to evaluate one's self and others.

Lastly, but importantly, learners should learn the ways, processes and techniques involved in team-building, and in supporting a team.

## 4) Content of the unit

### Section 1: Self-evaluation (review) [0,5 hours]

- Criteria of self-evaluation
- Effectiveness and efficiency

### Section 2: Self-management [1 hour]

- What is self-management
  - Skills required for effective self-management/potential challenges
    - Confidence
    - Stress resistance
    - Time management and organisation
    - Motivation
    - Problem solving skills
    - Communication
    - Flexibility
  - How to predict and avoid/handle challenging situations

### Section 3: Supervising and evaluating others [0,5 hours]

- Importance of active listening in understanding needs of others
  - Techniques of active listening
- Supervising and evaluating work of others
  - Skills required for supervising routine work of others
  - Evaluating methods
    - Hints & Tips for evaluating other people's work

### Section 4: Developing own administration team [0,5 hours]

- Defining an administration team
  - Stages of team building
    - Forming
    - Norming
    - Storming
    - Performing
- IT and teamwork
  - Utilising IT solutions for better team coordination and organization
- Relational coordination
  - Considerations concerning IT and cultural paradigms

## 5) Methodology to be used during the training of unit 4.18

| Section Title: | Training Methodology: | Training Equipment: | Training and Methodological tools: |
|---|---|---|---|
| **Section 1:** Self-evaluation **Duration:** 0,5 hours | ☒ Lecture ☒ Group Discussion | ☒ Projector ☒ Laptop | |
| **Section 2:** Self-management **Duration:** 1 hour | ☒ Lecture ☒ Group Discussion ☒ Written exercise ☒ Case study | ☒ Projector ☒ Laptop | • **EUPA_LO_133_M_001 Self-management skills** |
| **Section 3:** Supervising and evaluating others **Duration:** 0,5 hours | ☒ Lecture ☒ Group Discussion ☒ Video analysis | ☒ Projector ☒ Laptop | • **EUPA_LO_134_M_001 An effective supervisor: Video analysis** |
| **Section 4:** Developing own administration team **Duration:** 0,5 hours | ☒ Lecture ☒ Group Discussion ☒ Group exercise ☒ Creative group work | ☒ Projector ☒ Laptop | • **EUPA_LO_135_M_001_Team building** |

# Work Area 17 Business Environment

## Themes in the work area

**The following themes are included in the Work Area "Business environment" for level 4:**

Theme 36: Cultural Awareness and Diversity

Theme 38: Self Image and Organisation Image

## Units in the work area

**The following units are included in the Work Area "Business environment" for level 4:**

4.19. Adopt behaviour and actions in accordance with cultural and diversity awareness (Theme 36: Cultural Awareness and Diversity)

4.20 Development of a positive image of self and the organisation (Theme 38: Self Image and Organisation Image)

## Short Description of the work area

The area of business environment examines the various aspects that influence and shape the business strategy of a company or an organisation. The business environment is divided into two thematic areas and 2 sections, one for each theme. The first theme includes the cultural awareness and diversity. Divided in four subsections and analyses issues such as: a) The use of words, non-verbal signals and actions that value diversity amongst colleagues, customers, b) the interaction with other people, c) The protection of the rights of people who are different from themselves and d) the ability to learn from other people who are different from oneself and use this to improve ways of interacting with others. The second theme analyses the development of a positive image of self and the organisation image. This section describes the initiatives and actions taken on behalf of the organization to strengthen its image. The theme in the work area is Cultural Awareness & Diversity, Self-Image & Organisation Image.

# Aim of the work area

The Proper Organization and Effective Management is necessary condition for the adaptation, development and sustainability of a business. The lessons of this area are aimed at presenting the business environment through various aspects in order that students understand the functioning of the business, taking into account the cultural awareness and diversity as wells as the self-image and organisation image. Moreover, the aim of the course is to approach the physiology of environmental problems and to consider how they interact with the various economic activities. The environmental problem is considered factor affecting social welfare and as such is analysed.

This section analyses the concepts of cultural diversity and awareness that should have employees in an organization which there is communication and collaboration with people with different cultural characteristics (language, culture, tradition, religion., disabled people, etc.). The module lessons are divided into five chapters. The first chapter is a general introduction to the program and learning outcomes and objectives. At the end of the chapter are presented the Definitions of key concepts of cultural and diversity awareness. The second chapter analyses the ways of communication between different people with different culture and refers of specific examples and actions that value diversity amongst colleagues, customers and stakeholders. Subsequently, the third chapter describes the Interaction between different people with different culture and the attempting to Identify individual needs, values, customs etc., among people who interact. In the fourth chapter, the protect the rights for people who are different, with reference to the basic principles of human rights and the implementation of actions in the workplace. Finally, in the fifth chapter of this section are presented ways to improve efficiency in an organization through the interaction of different people

This section provides a description of the development of a positive image of employees. The first section of the chapter is a general introduction to the program and subsequently are presented the benefits of professional behaviour. The second section deals with the development of a positive image of self and the organization and consists of two subsections. In the first are studied Initiatives and actions to improve corporate image and in the second are presented solutions in the case of problematic issues related to the corporate image

# Learning outcomes in the work area

## Unit 4.19: Adopt behaviour and actions in accordance with cultural and diversity awareness

- LO136: Demonstrate the ability to use words, non-verbal signals and actions that value diversity amongst colleagues, customers and stakeholders.

- LO137: Demonstrate the ability to interact with other people in a way that is sensitive to their individual needs and respects their background, abilities, values, customs and beliefs

- LO138: Demonstrate the ability to uphold the rights of people who are different from oneself.

- LO139: Demonstrate the ability to learn from other people who are different from oneself and use this to improve ways of interacting with others
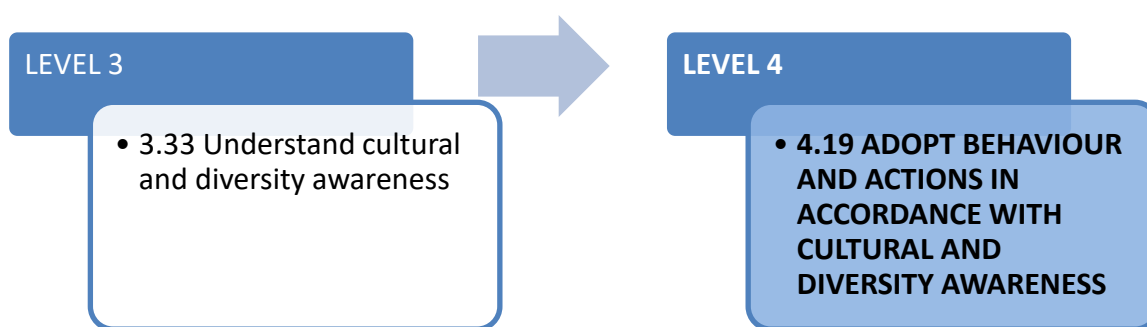
## Unit 4.20: Development of a positive image of self and the organisation.

- LO140: Demonstrate initiative and flexibility when undertaking activities on behalf of the organisation in order to improve or reinforce image. Be able to generate solutions in the case of problematic issues.

*Knowledge, skills and competences covered in each of the learning outcomes are described in the Qualification framework.*

# THEME 36: CULTURAL AWARENESS AND DIVERSITY

Workplace diversity refers to the variety of differences between people in an organization. That sounds simple, but diversity encompasses race, gender, ethnic group, age, personality, cognitive style, tenure, organizational function, education, background, and more. Diversity involves not only how people perceive themselves but also how they perceive others. Those perceptions affect their interactions. For a wide assortment of employees to function effectively as an organization, human resource professionals need to deal effectively with issues such as communication, adaptability, and change. Many times an organization's employees are faced with people (colleagues, partners, customers, suppliers, etc.) who have different characteristics such as different language, different culture, different religion, different customs, etc. Nevertheless, everyone should respect the diversity of the other and can work together to achieve the business goal. Learners will be able to understand the problems of diversity and multiculturalism and will be able to take initiatives and actions to solve the problem and achieve the organization's objectives.

| LEVEL 3 | LEVEL 4 |
|---|---|
| • 3.33 Understand cultural and diversity awareness | • **4.19 ADOPT BEHAVIOUR AND ACTIONS IN ACCORDANCE WITH CULTURAL AND DIVERSITY AWARENESS** |

# UNIT 4.19: ADOPT BEHAVIOUR AND ACTIONS IN ACCORDANCE WITH CULTURAL DIVERSITY AWARENESS

## 1) Short description

This section analyses the concepts of cultural diversity and awareness that should have employees in an organization which there is communication and collaboration with people with different cultural characteristics (language, culture, tradition, religion., disabled people, etc.). The module lessons are divided into five chapters. The first chapter is a general introduction to the program and learning outcomes and objectives. At the end of the chapter are presented the Definitions of key concepts of cultural and diversity awareness. The second chapter analyses the ways of communication between different people with different culture and refers of specific examples and actions that value diversity amongst colleagues, customers and stakeholders. Subsequently, the third chapter describes the Interaction between different people with different culture and the attempting to Identify individual needs, values, customs etc., among people who interact. In the fourth chapter, the protect the rights for people who are different, with reference to the basic principles of human rights and the implementation of actions in the

workplace. Finally, in the fifth chapter of this section are presented ways to improve efficiency in an organization through the interaction of different people

## 2) Suggested duration of the unit (hours)

4 hours

## 3) Aims and objectives

The main objective of the program for Cultural Awareness and Diversity is the acquisition of skills that contribute to constructive coexistence in a multicultural working environment. The aim is the acceptance and respect of differences, but also ability to learn from other people who are different from oneself and use this situation to improve ways of interacting with others (colleagues, clients, stakeholders). In summary, the objectives of the program:

- to contribute to the development of relationships based on cultural diversity.
- to demonstrate respect for cultural diversity in all communication and interactions with clients, colleagues and customers.
- to use specific strategies to eliminate bias and discrimination in dealing with clients and co-workers.
- to find the most important strategies adopted to enhance workplace diversity.
- to identify most frequently encountered barriers for accepting workplace diversity.
- to identify strategies to increase inclusiveness.
- to find out ways to increase awareness about workplace diversity.

## 4) Content of the unit

### Section 1: Diversity [1,5 hours]

- What is culture
- Diversity defined
    - Human universals
    - Facial expressions
    - Definitions of key concepts of cultural and diversity awareness
- Main differences
    - Proxemics
    - Haptics
    - Eye contact
    - Hand Gestures
    - Etiquette

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- o  Context, high vs. low

## Section 2: Diversity management     [1 hour]

- Understanding Diversity Management
  - o  Manage Diversity in the workplace
    - ▪  The evolution of diversity management
    - ▪  1970-MID 1990
    - ▪  1990-today

## Section 3: Identity, Diversity, Stereotypes and Prejudice [1 hour]

- Identity
- Diversity
- Ethnocentrism
- Values and attitudes
- Stereotypes
- Prejudice
  - o  Characteristics of prejudice
  - o  Why and how we are guided by prejudices
    - ▪  Tackle problems
- Areas in individual working affected by culture
  - o  Team Building
  - o  Relationships
  - o  Time
- Discrimination
- Multiculturalism-Interculturalism
- Ways to deal with diversity

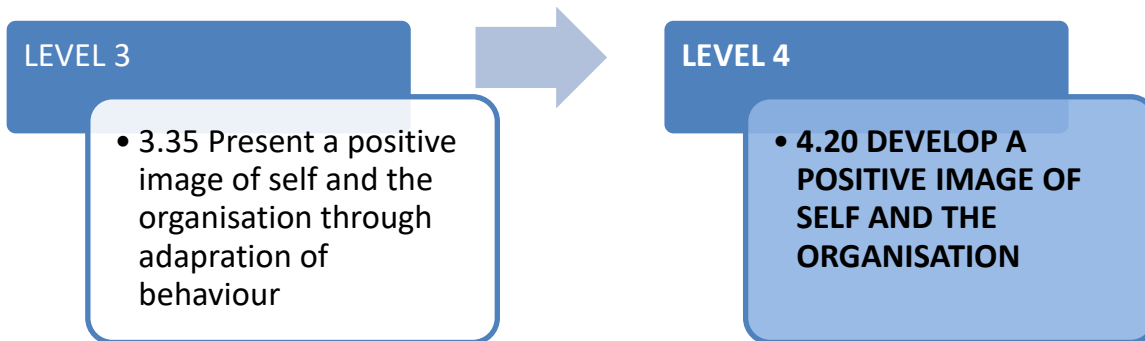## Section 4: Learning from diversity [0,5 hours]

- Learning from diversity, 1-4

## 5) Methodology to be used during the training of unit 4.19

| Section Title: | Training Methodology: | Training Equipment: | Training and Methodological tools: |
|---|---|---|---|
| **Section 1:** Diversity **Duration:** 1,5 hours | ☒ Lecture<br>☒ Group Discussion<br>☒ Written exercise<br>☒ Questions and Answers | ☒ Projector<br>☒ Laptop<br>☒ Post it notes | • **EUPA_NEXT_LO136_M_001 Whose proverb** |
| **Section 2:** Diversity management **Duration:** 1 hour | ☒ Lecture<br>☒ Group Discussion<br>☒ Work in Groups<br>☒ Case study | ☒ Projector<br>☒ Laptop<br>☒ Post it notes | • **EUPA_NEXT_LO137_M_001 Gym female hours** |
| **Section 3:** Identity, Diversity, Stereotypes and Prejudice **Duration:** 1 hour | ☒ Lecture<br>☒ Group Discussion<br>☒ Work in Groups<br>☒ Written exercise<br>☒ Questions and Answers | ☒ Projector<br>☒ Laptop<br>☒ Post it notes | • **EUPA_NEXT_LO138_M_001 Spot the bias and revise** |
| **Section 4:** Learning from diversity **Duration:** 0,5 hours | ☒ Lecture<br>☒ Group Discussion<br>☒ Written exercise<br>☒ Questions and Answers | ☒ Projector<br>☒ Laptop<br>☒ Post it notes | • **EUPANEXT_LO139_M_001 Learning from diversity** |

## THEME 38: SELF IMAGE AND ORGANISATION IMAGE

The lessons of theme which follow relate to the initiatives and actions of employees to improve the organisational image. Specifically, it analyses all the parameters that someone must take into account for the design of actions to improve and strengthen the image of the organization to all stakeholders. The participants will have the opportunity to examine several cases that arise in daily workplace and implement specific techniques and methods, as well as to select the appropriate solutions in the case of problematic issues which related to the image of the organisation, through the development of a plan of activities.

**LEVEL 3**

- 3.35 Present a positive image of self and the organisation through adapration of behaviour

**LEVEL 4**

- **4.20 DEVELOP A POSITIVE IMAGE OF SELF AND THE ORGANISATION**

## UNIT 4.20: DEVELOP A POSITIVE IMAGE OF SELF AND THE ORGANISATION

### 1) Short description

This section provides a description of the development of a positive image of employees. The first section of the chapter is a general introduction to the program and subsequently are presented the benefits of professional behaviour. The second section deals with the development of a positive image of self and the organization and consists of two subsections. In the first are studied Initiatives and actions to improve corporate image and in the second are presented solutions in the case of problematic issues related to the corporate image.

### 2) Suggested duration of the unit (hours)

2 hours

### 3) Aims and objectives

The aim of the examined section is to undertake initiatives and actions whose primary purpose is to improve and enhance corporate image. The improvement of personal image and behaviour will lead to improved corporate image in order to enhance business performance. Objectives of the training is to enable learners to solve problematic situations in a positive impact on the corporate image. By the end of the unit, learners will be able to:

- Define organisational image in a comprehensive way.
- Identify activities to be implemented on behalf of the organisation for improving the corporate image.

Intellectual Output 6 EUPA Training Curricula level 4

- Identify dimensions of the corporate image.

- Acquire an updated vision of the possibilities of social media for personal and professional purposes.

## 4) Content of the unit

### Section 1: Introduction to professional image [1 hour]

- Standards of professional behaviour
    - Definition of professional organisational image
    - Why is it important to keep professional attitude.

- Professional behaviour and professional profile
    - Benefits of professional behaviour
        - Better organization of internal and external activities of the business
        - Faster processing of activities
        - Proper internal and external communication
        - Help prevent of feature mistakes
        - Creating trusting relationships with clients, suppliers, partners

### Section 2: Development of a positive image of self and the organisation [1 hour]

- Initiatives and actions to improve corporate image
    - Actions plans for improving the corporate image.
        - Formulation and Hierarchy of Priorities about Actions.
        - Setting goals - Establishing of criteria
    - Dimensions of the corporate image
        - Performance
        - Media coverage
        - Reputation
        - Corporate advertising techniques and others

- Generate solutions in the case of problematic issues related to the corporate image
    - Diagnosing the Problem
    - Select the appropriate Action Plan
    - Implementation of action plan for the improvement of corporate image

## 5) Methodology to be used during the training of unit 4.20

| Section Title: | Training Methodology: | Training Equipment: | Training and Methodological tools: |
|---|---|---|---|
| **Section 1:** Introduction to professional image **Duration:** 1 hour | ☒ Lecture<br>☒ Group Discussion<br>☒ Work in Groups<br>☒ Practical Exercise<br>☒ Questions and Answers | ☒ Projector<br>☒ Laptop<br>☒ Post it notes | |
| **Section 2:** Positive image of self and the organisation **Duration:** 1 hour | ☒ Lecture<br>☒ Work in Groups<br>☒ Experiential Workshop<br>☒ Practical Exercise<br>☒ Demonstration<br>☒ Questions and Answers | ☒ Projector<br>☒ Laptop<br>☒ Post it notes | • **EUPA_LO_140_M_001 Developing a positive image through social media** |

# Work Area 18 General Legislation

## Themes in the work area

**The following themes are included in the work area "General Legislation" for level 4.**

Theme 39: Legislation

## Units in the work area

**The following units are included in the work area "General Legislation" for level 4.**

4.21 Demonstrate knowledge of law to generate solutions to possible issues

## Short Description of the work area

At level four, the work area General Legislation deals with two main issues, namely:

1.  The ability of learners to describe employment law in a broad context in order to be able to assist the organization, to predict various situations and to generate solutions to possible issues.
2.  The knowledge of Health and Safety regulations in a broad context in order to be able to assist the organization, to predict various situations and to generate solutions to possible issues.

## Aim of the work area

This work area at level four aims to ensure that the learners will understand and be able to list the most important aspects and provisions of employment law, such as employment contracts and conditions; recruitment and firing, redundancies, the treatment of employees; employee pay and working hours; sickness absence and time off work; business transfers and takeovers etc.  This work area also teaches where to find the most up to date information on

changes of legislation. Secondly the content of this work area at level 4 is aimed to provide learners with knowledge of aspects and provisions of Health and safety legislation that apply to the company.
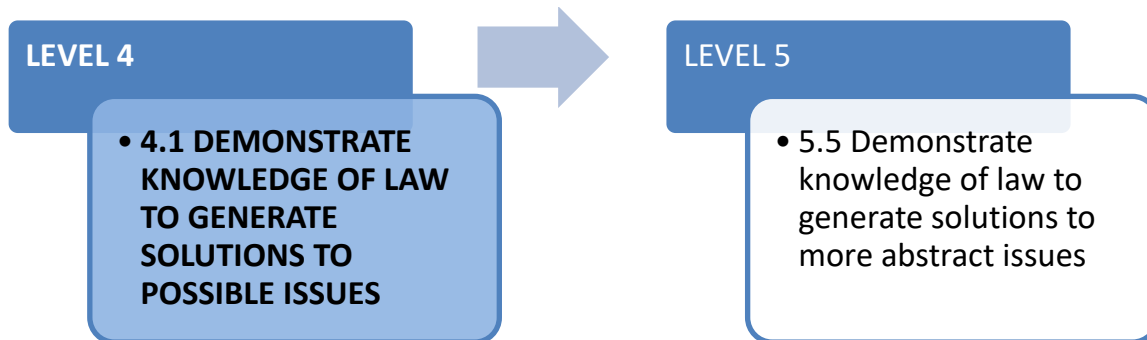
# Learning outcomes in the work area

## Unit 4.21: Demonstrate knowledge of law to generate solutions to possible issues

- LO141: Describe Employment Law in a broad context in order to assist the company or organisation, to predict situations and generate solutions to possible issues.

- LO142: Have knowledge of Health and Safety in a broad context to assist the company or organisation, to predict situations and generate solutions to possible issues.

*Knowledge, skills and competences covered in each of the learning outcomes are described in the Qualification framework*

## THEME 39: LEGISLATION

Theme Legislation deals with aspects and provisions of Employment and Health and Safety laws, and their effect on the company, their use to predict various situations and generate solution to different problems.

**LEVEL 4**

- **4.1 DEMONSTRATE KNOWLEDGE OF LAW TO GENERATE SOLUTIONS TO POSSIBLE ISSUES**

**LEVEL 5**

- 5.5 Demonstrate knowledge of law to generate solutions to more abstract issues

## UNIT 4.21: DEMONSTRATE KNOWLEDGE OF LAW TO GENERATE SOLUTIONS TO POSSIBLE ISSUES

### 1) Short description

The purpose of this unit is to explain and to teach the learners all the most important aspects of employment law, such as employment contracts and conditions; recruitment and firing, redundancies, the treatment of employees; employee pay and working hours; sickness absence and time off work; business transfers and takeovers etc. This work area also teaches where to find the most up to date information on changes of legislation.

Secondly it aims to provide knowledge of Health and Safety regulations in a broad context to assist the organization to predict possible problematic situations and to generate solutions to possible issues.

### 2) Suggested duration of the unit (hours)

5,5 hours

### 3) Aims and objectives

Through this unit, learners will understand the most important aspects of the employment law and Health and safety regulations, they will learn to use various methods in order to stay informed about latest legal changes that could affect the organization. Through this unit, learners will also develop skills to produce an employment contract in a way that ensures that all provisions of employment law are being respected. Ability of learners to analyse the aspects of such law that could affect the organization and to generate solutions to different issues to avoid any problems related to employment law will also be addressed.

Intellectual Output 6 EUPA Training Curricula level 4

By the end of this unit, learners will

- Understand and list the most important aspects of the employment law
- Understand and list the most important aspects related to Health and Safety
- Describe the provisions of the employment law and health and safety applied in the most important aspects of the organization
- Produced an employment contract that respects all provisions of law
- Analyse the aspects of employment law and health and safety regulations that could affect the organization
- Generate solutions to different issues to avoid any problems related to employment law and health and safety regulations
- Stay informed on the latest legal changes

## 4) Content of the unit

**Section 1: Introduction to employment and Health and safety legislation [0,5 hours]**

- National legislation related to employment and Health and Safety
- European union directives and institutions related to employment law
- European union directives and institutions related to Health and Safety

**Section 2: How to stay up to date with the latest changes in legislation [0,5 hours]**

- List of strategies how to stay up to date with latest legislation changes

**Section 3: The most important aspects of the Employment legislation related to the Organization [3 hours]**

- Employment contracts
- MT_141 Produce employment contract
- Termination of employment
- Working time
- Employee pay
- Redundancies
- Work transfer
- Business transfer

**Section 4: Health and safety regulations [1,5 hours]**

- Aspects of health and safety related to organization
- Potential dangers to health and safety in organizations
- Importance of H&S and safe working environment
- MT_LO_142 H&S in my organization

Intellectual Output 6 EUPA Training Curricula level 4

## 5) Methodology to be used during the training of unit 4.21

| Section Title: | Training Methodology: | Training Equipment: | Training and Methodological tools: |
|---|---|---|---|
| **Section 1:** Business communication – Revision **Duration:** 0,5 hours | ☒ Lecture ☒ Group Discussion | ☒ Projector ☒ Laptop | |
| **Section 2:** How to stay up to date with the latest changes in legislation **Duration:** 0,5 hours | ☒ Lecture ☒ Group Discussion ☒ Written exercise ☒ Group exercise | ☒ Projector ☒ Laptop | • **EUPA_LO_141_M_001 Employment contract** |
| **Section 3:** The most important aspects of the Employment legislation related to the Organization **Duration:** 3 hours | ☒ Lecture ☒ Group Discussion | ☒ Projector ☒ Laptop | |
| **Section 4:** Health and safety regulations **Duration:** 1,5 hours | ☒ Lecture ☒ Group Discussion ☒ Written exercise ☒ Group exercise | ☒ Projector ☒ Laptop | • **EUPA_LO_142_M_001 H&S In my organisation** |

# Work Area 19 Tenders

## Themes in the work area

**The following themes are included in the Work Area "Tenders" for level 4:**

Theme 40: Tenders

## Units in the work area

**The following units are included in the Work Area "Tenders" for level 4:**

4.22 Manage calls for tenders

## Short Description of the work area

Calls for tenders are procedures applied to generate offers from companies competing for works, supply or service contracts in the framework of public procurement. The courses of this work area are aimed at understanding the process for conducting tenders. It analyses all stages of the design and proclamation of a tender until the evaluation and selection of the contractor. The learners will learn the basic principles that should govern the conduct of tenders and the proper ways to address all situations, such as communication with the candidate, the receipt of tenders, the opening process, the evaluation process and the selection of the final contractor. The theme in the work area is about Tenders.

## Aim of the work area

The aim of this area is to understand the students the basic principles governing the tendering procedure to be able to manage all the tasks necessary for the smooth running of the competition. In summary, the objectives of the work area are:

- the acquisition of technical optimal management and control of the administration and management of tenders,
- the acquisition of technical design and development of a tendering process and contractual terms
- the acquisition of skills and technical evaluation of tender in terms of transparency and equal treatment.

The courses of module are divided into three chapters. The first chapter is a general introduction to the program, to the objectives and learning outcomes. Also, the same section analyses the Legal Framework and the Code of Administrative Procedure. In the second chapter the learners will learn how to design and develop a tendering process, with a detailed presentation of the steps which have to follow and also it presents how to develop tender specifications according to different requirements. The third chapter of the module analyses the tender evaluation process. Specifically, it is presented all the steps of the evaluation process and analyses the basic principles that should apply for an objective evaluation. Finally, the contractor selection process is presented and the completion of the tendering process by signing the contract with the successful contractor.

# Learning outcomes in the work area

## Unit 4.22: Manage Calls for Tenders

- LO143: Demonstrate ability to develop tender specifications, open the call for tenders and respond to queries during the process according to the regulations of the specific tender.
- LO144: Demonstrate ability to evaluate tenders.

*Knowledge, skills and competences covered in each of the learning outcomes are described in the Qualification framework.*

# THEME 40: TENDERS

The lessons of this learning area are about the definition of the tendering process and the more efficient management, as well as to develop tender specifications according to different requirements. Through the examples will learn to answer pre-tender queries in ways which make sure all prospective suppliers have the same information available to them. Furthermore, learners will learn to receive, record and open tenders in accordance with the stated tendering process. Finally, they will be trained to evaluate tenders against objective criteria, to make the appropriate selection in line with the selection criteria and negotiate with all suppliers to reach an agreement.

**LEVEL 4**

- **4.22 MANAGE CALLS FOR TENDERS**

# UNIT 4.22: MANAGE CALLS FOR TENDERS

## 1) Short description

The courses of module are divided into three chapters. The first chapter is a general introduction to the program, to the objectives and learning outcomes. Also, the same section analyses the Legal Framework and the Code of Administrative Procedure. In the second chapter the learners will learn how to design and develop a tendering process, with a detailed presentation of the steps which have to follow and also it presents how to develop tender specifications according to different requirements. The third chapter of the module analyses the tender evaluation process. Specifically, it is presented all the steps of the evaluation process and analyses the basic principles that should apply for an objective evaluation. Finally, the contractor selection process is presented and the completion of the tendering process by signing the contract with the successful contractor.

## 2) Suggested duration of the unit (hours)

3 hours

## 3) Aims and objectives

The aim of the training program is the understanding of the process to conduct tenders of an organization and the efficient handling of all required actions from the beginning to the completion of the tender process. The aim of the training program is the understanding of the tendering process which is organized by an organization and the efficient handling of all required actions from the beginning to the completion of the tender process. The objectives of the program are to acquire of advanced knowledge in tendering process and the proper dealing of the tasks

which probably occur, in order to manage effective, the entire process. By the end of the unit, learners will be able to:

- Understand the terms and requires of the tendering process.
- Answer with clarity and objectivity in questions of suppliers.
- Receive, record and open tenders in terms of transparency and publicity.
- Evaluate the submitted tenders and select the best against of predefined criteria.

## 4) Content of the unit

### Section 1: Introduction to tenders [1 hour]

- Legal Framework - Code of Administrative Procedure
  - o General Concepts / Definitions.
  - o Introduction to tenders management
  - o Legislative framework of tenders

### Section 2: Management of call for tenders  [1 hour]

- How to design and develop a tender
  - o Steps for proper planning of a tender
    - ▪ The main types of tenders
    - ▪ Basic principles for the design of the tendering process
    - ▪ Selection of tendering process (Open - closed)
  - o Conducting the tendering process
    - ▪ Terms of the tendering process (place and time for submission of bids, deadlines, etc.)
    - ▪ How to answer pre-tender queries in correctly way to prospective suppliers.
    - ▪ List of justifications documents
  - o Publicity and transparency in the tendering process
    - ▪ Determining the method of receipt and recording of tenders
    - ▪ Procedure of opening tenders

### Section 3: Evaluation of tenders [1 hour]

- Tender evaluation process
  - o Description of evaluation steps
    - ▪ Objective criteria of tender evaluation
  - o Basic principles of tender evaluation process
    - ▪ The principle of publicity
    - ▪ The principle of transparency
    - ▪ The principle of equal treatment
  - o Selecting the successful contractor - Ensuring the tenderer

- Select the tenderer and notification procedure
- Documents for ensuring the tender
- Appeals of the other tenders
- Completion of the tendering process
- Signed contract according to the provisions in the tender

## 5) Methodology to be used during the training of unit 4.22

| Section Title: | Training Methodology: | Training Equipment: | Training and Methodological tools: |
|---|---|---|---|
| **Section 1:** Introduction to tenders **Duration:** 1 hour | ☒ Lecture ☒ Group Discussion | ☒ Projector ☒ Laptop ☒ Post it notes | |
| **Section 2:** Management of call for tenders **Duration:** 1 hour | ☒ Lecture ☒ Group Discussion | ☒ Projector ☒ Laptop ☒ Post it notes | • **EUPA_LO_143_M_001 Tenders management** |
| **Section 3:** Evaluation of tenders **Duration:** 1 hour | ☒ Lecture ☒ Group Discussion | ☒ Projector ☒ Laptop ☒ Post it note | • **EUPA_LO_144_M_001 Tenders evaluation** |

Contact us:

MMC Ltd

16 Imvrou Street

Nicosia 1055

Cyprus

**Tel**: 00357 22 466633

**Fax**: 00357 22 466635

**Web**: www.eupanext.eu

**Email**:  eu@mmclearningsolutions.com

Facebook:

https://www.facebook.com/eupammc/