

Administration Personnel?

Learning is not only classroom

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

Training Curricula

(Intellectual Output 6)

Level: 5

Coordinator:

MMC Mediterranean
Management Centre

Partners:



This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Program: Erasmus+

Key Action: 2- Strategic Partnership

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

Project Acronym: EUPA_NEXT

Project Agreement Number: 2015-1-CY01-KA202-011853

Intellectual Output Number: 6

Intellectual Output: Certified Eupa_Next Training Curricula EQF Levels 2,3,4 and 5

Contents

1. A MAP OF THE TRAINING MATERIALS DEVELOPED BY EUPA_NEXT	6
2. GENERAL INTRODUCTION TO EUPA_NEXT TRAINING CURRICULUM	12
3. EUPA_NEXT TRAINING CURRICULUM LEVEL 5	13
4. RECOMMENDATIONS FOR PARTICIPATION.....	15
5. CERTIFICATION.....	15
WORK AREA 7 BUSINESS TRAVEL, DIARY SYSTEMS, MEETING ORGANIZATION AND EVENT MANAGEMENT	16
Themes in the work area	16
Units in the work area	16
Short Description of the work area	16
Aim of the work area	17
Learning outcomes in the work area.....	17
THEME 14: MEETINGS.....	18
Unit 5.1: Design, plan and organise meetings and other events.....	18
WORK AREA 16 SELF-MANAGEMENT, SUPERVISION, MANAGEMENT AND LEADERSHIP	22
Themes in the work area	22
Units in the work area	22
Short Description of the work area	22
7Aim of the work area	23

Intellectual Output 6 Training Curricula level 5

Learning outcomes in the work area.....	23
THEME 31: MANAGEMENT OF SELF AND OTHERS	25
Unit 5.2: Exercise management in unpredictable situations and develop evaluation criteria in order to review and develop performance of others	25
Unit 5.3: Manage own performance in the business environment	28
Unit 5.4: Demonstrate leadership skills	29
WORK AREA 18 GENERAL LEGISLATION	34
Themes in the work area	34
Units in the work area	34
Short Description of the work area	34
Aim of the work area	34
Learning outcomes in the work area.....	35
THEME 39: LEGISLATION	36
Unit 5.5: Demonstrate knowledge of law to generate solutions to more abstract issues	36
WORK AREA 20 ASSISTANCE AT A CORPORATE LEVEL	39
Themes in the work area	39
Units in the work area	39
Short Description of the work area	39
Aim of the work area	39
Learning outcomes in the work area.....	40
THEME 41: CORPORATE LEVEL	41
Unit 5.6: Demonstrate assistance at a corporate level	41
WORK AREA 21 INNOVATION AND CHANGE	44
Themes in the work area	44
Units in the work area	44

Intellectual Output 6 Training Curricula level 5

Short Description of the work area	44
Aim of the work area	44
Learning outcomes in the work area.....	45
THEME 42: INNOVATION AND CHANGE	46
Unit 5.7: Demonstrate Openness to change	46
 WORK AREA 22 PA AS A MANAGER	50
Themes in the work area	50
Units in the work area	50
Short Description of the work area	50
Aim of the work area	50
Learning outcomes in the work area.....	51
THEME 31: MANAGEMENT OF SELF AND OTHERS	52
Unit 5.8: Act as a manager	52

1. A map of the training materials developed by EUPA_NEXT

Area of work	Theme	Unit	Learning Outcome Number	Learning Outcome Description
WA7: Business Travel, Diary Systems, Meeting organization and event management	14. Meetings	5.1 Design, plan, organise meetings and other events	145	Demonstrate the ability to develop and agree the concept for an event based on sound market research and good understanding of the needs and interests of likely participants, taking account of previous or competing events as well as introducing elements of innovation and creativity.
WA7: Business Travel, Diary Systems, Meeting organization and event management	14. Meetings	5.1 Design, plan, organise meetings and other events	146	Demonstrate the ability to research and agree the objectives for the event evaluate the feasibility of these objectives in operational and financial terms; negotiate and agree a final brief before further planning takes place.
WA7: Business Travel, Diary Systems, Meeting organization and event management	14. Meetings	5.1 Design, plan, organise meetings and other events	147	Demonstrate the ability to develop and agree a Business Plan for an event and negotiate internal finance and external sponsorship.
WA7: Business Travel, Diary Systems, Meeting organization and event management	14. Meetings	5.1 Design, plan, organise meetings and other events	148	Demonstrate ability to identify, negotiate and secure a venue for an event, which meets relevant operational and budgetary requirements based on the Business Plan for the event and that forms the basis for a contract with the venue manager.

Area of work	Theme	Unit	Learning Outcome Number	Learning Outcome Description
WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	5.2 Exercise management in unpredictable situations and develop evaluation criteria in order to review and develop performance of others	149	Demonstrate the ability to exercise management and supervision in activities where there is unpredictable change.
WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	5.2 Exercise management in unpredictable situations and develop evaluation criteria in order to review and develop performance of others	150	Demonstrate the ability to agree team performance targets to contribute to meeting strategic objectives, mentor and coach team to reach their targets, and evaluate performance.
WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	5.2 Exercise management in unpredictable situations and develop evaluation criteria in order to review and develop performance of others	151	Demonstrate the ability to formulate and evaluate criteria for work of others in order to review and develop performance others.

Area of work	Theme	Unit	Learning Outcome Number	Learning Outcome Description
WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	5.3 Manage own performance in the business environment	152	Improve own performance, plan and be accountable for own work.
WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	5.3 Manage own performance in the business environment	153	Demonstrate the ability to assess and plan for personal professional development.
WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	5.4 Demonstrate leadership skills	154	Demonstrate the ability in identifying common goals, interests and perspectives for staff in order to accomplish a specific task.
WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	5.4 Demonstrate leadership skills	155	Demonstrate the ability to create a vision for your team and a strategy to achieve it.
WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	5.4 Demonstrate leadership skills	156	Improve Leadership skills.
WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	5.4 Demonstrate leadership skills	157	Handle Leadership pressures.
WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	5.4 Demonstrate leadership skills	158	Think ahead in order to prevent a crisis.

Intellectual Output 6 Training Curricula level 5

Area of work	Theme	Unit	Learning Outcome Number	Learning Outcome Description
WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	5.4 Demonstrate leadership skills	159	Motivate own resources in order to achieve objectives.
WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	5.4 Demonstrate leadership skills	160	Demonstrate the ability to act and react assertively and sensitively.
WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	5.4 Demonstrate leadership skills	161	Demonstrate Situational Leadership (the 60 second PA).
WA18: General Legislation	39. Legislation	5.5 Demonstrate knowledge of law to generate solutions to more abstract issues	162	Demonstrate a comprehensive knowledge of Employment Law in a broad context to assist the company, or organisation, to predict situations and develop solutions to complex problems.
WA18: General Legislation	39. Legislation	5.5 Demonstrate knowledge of law to generate solutions to more abstract issues	163	Demonstrate comprehensive knowledge of Health & Safety and Law in a broad context to assist the company or organisation, to predict situations and to develop solutions to more abstract problems.

Area of work	Theme	Unit	Learning Outcome Number	Learning Outcome Description
WA20: Assistance at a corporate level	41. Corporate Level	5.6 Demonstrate assistance at a corporate level	164	Demonstrate the ability to provide assistance at a corporate level through the generation of solutions to abstract problems that may be related to the strategy of the organization (such as expansion to new locations, new products, business reorganization, business disposal etc.) or to the day to day running of the organization (e.g. developing and implementing new administrative systems, such as record management; suggesting new solutions such as CRM systems; ensuring adequate staff levels to cover for absences and peaks in workload, etc.)
WA21: Innovation and Change	42. Innovation and Change	5.7 Demonstrate openness to change	165	Demonstrate a positive and flexible attitude towards change.
WA21: Innovation and Change	42. Innovation and Change	5.7 Demonstrate openness to change	166	Demonstrate the ability to try out new ideas and initiatives with care and enthusiasm.
WA21: Innovation and Change	42. Innovation and Change	5.7 Demonstrate openness to change	167	Demonstrate the ability to identify and develop opportunities for change.
WA21: Innovation and Change	42. Innovation and Change	5.7 Demonstrate openness to change	168	Demonstrate the ability to implement change.
WA22: PA as a manager	43. Responsibility, Self-confidence, Persistence, Initiative, Entrepreneurship	5.8 Act as a manager	169	Demonstrate the ability to understand what the organisation is trying to achieve.
WA22: PA as a manager	43. Responsibility, Self-confidence, Persistence, Initiative, Entrepreneurship	5.8 Act as a manager	170	Demonstrate the ability to make decisions (within the framework provided by the company or organisation) and acknowledge responsibility for them.

Intellectual Output 6 Training Curricula level 5

Area of work	Theme	Unit	Learning Outcome Number	Learning Outcome Description
WA22: PA as a manager	43. Responsibility, Self-confidence, Persistence, Initiative, Entrepreneurship	5.8 Act as a manager	171	Demonstrate the ability to achieve a goal by belief in self and own capabilities.
WA22: PA as a manager	43. Responsibility, Self-confidence, Persistence, Initiative, Entrepreneurship	5.8 Act as a manager	172	Negotiate in the business environment
WA22: PA as a manager	43. Responsibility, Self-confidence, Persistence, Initiative, Entrepreneurship	5.8 Act as a manager	173	Demonstrate the ability to think ahead (predict) and prepare for the future.
WA22: PA as a manager	43. Responsibility, Self-confidence, Persistence, Initiative, Entrepreneurship	5.8 Act as a manager	174	Demonstrate the ability to take an interest in the organisation beyond own role.
WA22: PA as a manager	43. Responsibility, Self-confidence, Persistence, Initiative, Entrepreneurship	5.8 Act as a manager	175	Demonstrate Entrepreneurial attitude

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 then 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 5

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 5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others

THE EUPA_NEXT training curriculum for level 5 is structured in 8 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.

The following diagram presents the structure of this level of the qualification framework:

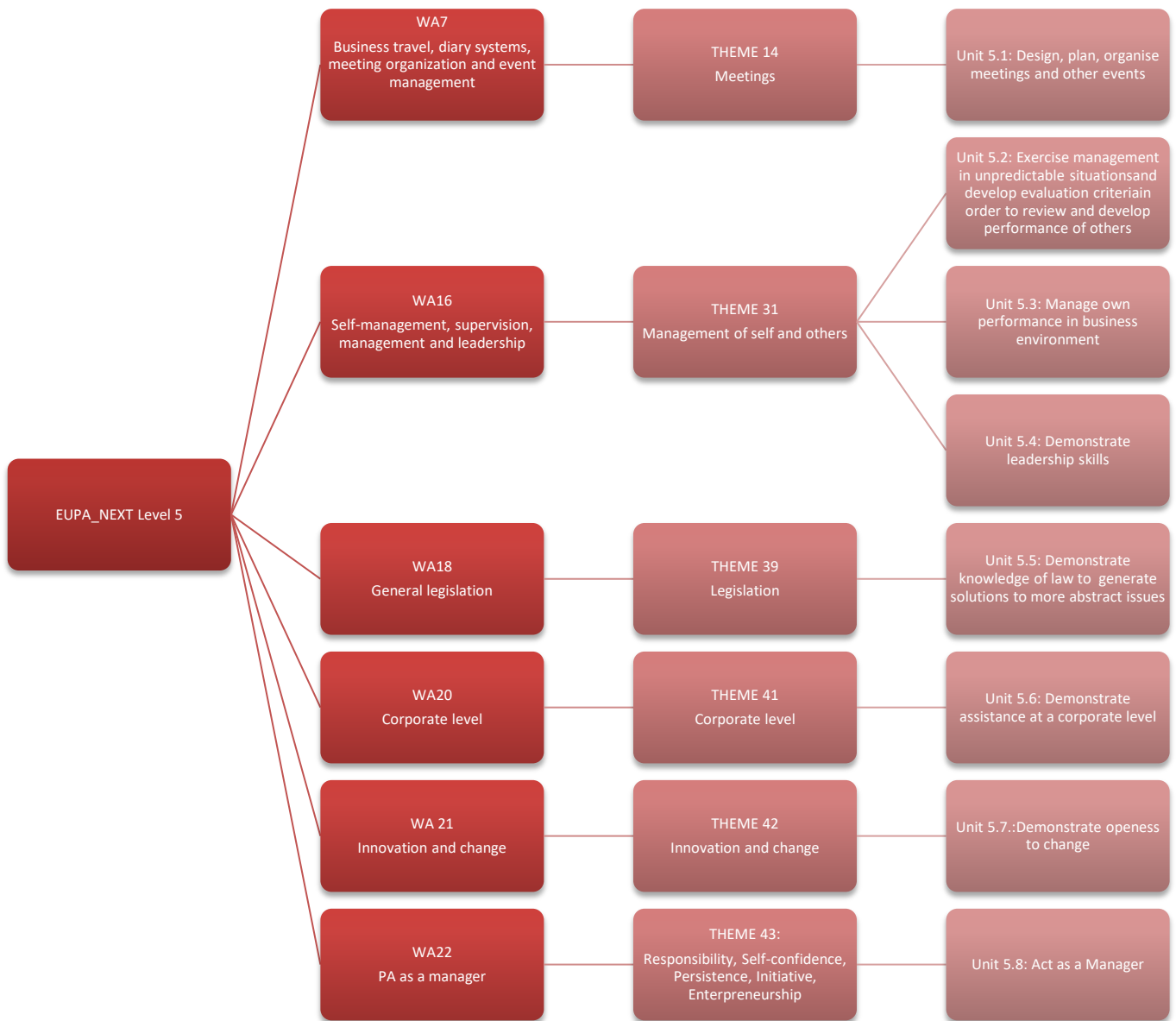


Figure 1: Eupa_Next Qualification Framework Level 5

4. Recommendations for participation

There are no prerequisites specified for the applicants for the initial certification of an Administration Personnel in Level 5 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)
5	Level B1	18	<ul style="list-style-type: none">• 3year German Dual System• 2year College Diploma or equivalent academic qualification of EQF Level 4

5. Certification

Any person who wants to get certified as Administration Personnel in EQF Level 5 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 5 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 5.

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 5 developed within the EUPA_NEXT project. For each unit of EQF Level 5, 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 5 is granted for 5 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 7

Business Travel, Diary Systems, Meeting organization and event management

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 5.

Theme 14: Meetings

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 5.

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

Short Description of the work area

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

1. The ability of learners to develop and agree the concept for an event based on sound market research and good understanding of the needs and interests of likely participants, taking account of previous or competing events as well as introducing elements of innovation and creativity.
2. The ability of learners to research and agree the objectives for the event, evaluate the feasibility of these objectives in operational and financial terms; negotiate and agree a final brief before further planning takes place.
3. The ability of learners to develop and agree a Business Plan for an event and negotiate internal finance and external sponsorship.

Intellectual Output 6 Training Curricula level 5

4. The ability of learners to identify, negotiate and secure a venue for an event, which meets relevant operational and budgetary requirements based on the Business Plan for the event and that forms the basis for a contract with the venue manager.

Aim of the work area

This work area at level 5 aims to ensure that the learners will be able to develop and agree the concept for an event based on market research and understanding of the needs and interests of participants, taking account of previous or competing events as well as introducing elements of innovation and creativity. They will be able to take responsibility for setting the objectives for the event, evaluate the feasibility of these objectives in operational and financial terms, develop a business plan for an event and negotiate internal finance and external sponsorship. Furthermore, learners will be able to secure a suitable venue for an event, and negotiate a contract with the venue manager.

Learning outcomes in the work area

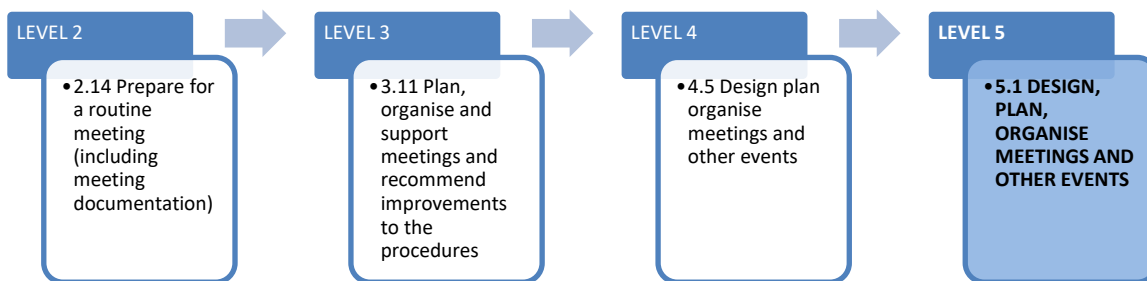
unit 5.1: Design, plan and organise meetings and other events

- LO145: Demonstrate the ability to develop and agree the concept for an event based on sound market research and good understanding of the needs and interests of likely participants, taking account of previous or competing events as well as introducing elements of innovation and creativity.
- LO146: Demonstrate the ability to research and agree the objectives for the event evaluate the feasibility of these objectives in operational and financial terms; negotiate and agree a final brief before further planning takes place.
- LO147: Demonstrate the ability to develop and agree a Business Plan for an event and negotiate internal finance and external sponsorship.
- LO148: Demonstrate the ability to identify, negotiate and secure a venue for an event, which meets relevant operational and budgetary requirements based on the Business Plan for the event and that forms the basis for a contract with the venue manager.

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

THEME 14: MEETINGS

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 such as conferences, PR events for employees and customers and others.



UNIT 5.1: 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 – therefore it focuses on the ability of learners to plan, prepare, organize and support various types of events such as conferences, PR events for employees and customers and others.

The learners will gain knowledge and develop skills to be able to agree the concept for an event based on market research and understanding of the needs and interests of participants, taking account of previous or competing events as well as introducing elements of innovation and creativity. They will learn to take responsibility for setting the objectives for the event, evaluate the feasibility of these objectives in operational and financial terms, develop a business plan for an event, negotiate internal finance and external sponsorship, and secure suitable venue and contractors.

2) Suggested duration of the unit (hours)

5 hours

3) Aims and objectives

In this unit, learners will gain knowledge of event management principles and process in order to develop the ability to be able to plan and organise various types of bigger events. During this unit, research methods used in development a project (event business plan) will be presented, to identify the needs and interests of the audience,

Intellectual Output 6 Training Curricula level 5

identify events objectives. Different ways of evaluating the feasibility of these objectives in operational and financial terms will be discussed. Details of content and process of preparing a business plan will be presented, such as the contents of an event executive summary, explanation of the business idea, analysis of market and competitors, sales and marketing plan, identification of needs, planning cycle, possibilities for internal financing and external sponsorship, ways of event evaluation and monitoring. This unit also aims to ensure that the learners will be able to select and secure a suitable venue for the event.

By the end of this unit, learners will:

- Describe the principles of event concept design
- List possible research methods that may be used for the design of a survey aiming to identify the interests of likely participants to the event, previous or competing events
- Design and implement a sound market research in order to develop the concept of an event
- Supervise the development of an event concept, encouraging innovation and creativity.
- List possible event objectives, discuss ways to evaluate the feasibility of these objectives in operational and financial terms
- Apply basic and specialised negotiation principles to negotiate with stakeholders
- Agree the event objectives with the organising committee
- Develop a brief prior to further planning of the event
- Describe the contents of an event business plan such as executive summary, explanation of the business idea, analysis of market and competitors, sales and marketing plan, identification of needs, planning cycle,
- List and describe in detail the possibilities for internal financing and external sponsorship.
- Name and describe different ways of event evaluation and monitoring.
- Develop a creative event strategic business plan that also shows the planning cycle
- Negotiate and secure a venue for an event, based on a written document, tailor-made for the event.

4) Content of the unit

Section 1: Developing an event concept [1,5 hours]

- Events concept design introduction
 - 5 questions to ask
- Event stakeholders
 - Defined
 - Assessment of stakeholders needs and interests
- Market research study
- Designing a survey for likely participants
- Possible problems during event planning

Intellectual Output 6 Training Curricula level 5

- Classifying different types of event
- MT EUPA_LO_145_M_001 Event concept

Section 2: Setting event objectives [1 hour]

- Event goals and objectives
- Feasibility of the event
- Negotiation principles
- MT EUPA_LO_146_M_001 Event objective
- Developing a brief

Section 3: Developing event business plan [1 hour]

- Business plan contents
- Event planning cycle
- Event financing
 - Event sponsorship
- MT EUPA_LO_147_M_001 Event Financing

Section 4: Event Venue [1 hour]

- Event venue characteristics
- Event venue selection criteria
- Venue resources and equipment
- Detailed venue planning
- MT EUPA_LO_148_M_001 Event venue

Section 5: Event evaluation and monitoring [0,5 hours]

- Event evaluation and monitoring possibilities and characteristics

5) Methodology to be used during the training of unit 5.1

Section Title:	Training Methodology:	Training Equipment:	Training and Methodological tools:
Section 1: Developing an event concept Duration: 1,5 hour	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Group Discussion <input checked="" type="checkbox"/> Group exercise <input checked="" type="checkbox"/> Case study	<input checked="" type="checkbox"/> Projector <input checked="" type="checkbox"/> Laptop <input checked="" type="checkbox"/> Computers with internet connection	<ul style="list-style-type: none"> • EUPA_LO_145_M_001 Event concept
Section 2: Setting event	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Group	<input checked="" type="checkbox"/> Projector <input checked="" type="checkbox"/> Laptop	<ul style="list-style-type: none"> • EUPA_LO_146_M_001 Event objectives

Section Title:	Training Methodology:	Training Equipment:	Training and Methodological tools:
objectives Duration: 1 hour	Discussion <input checked="" type="checkbox"/> Case study <input checked="" type="checkbox"/> Role play		
Section 3: Developing event business plan Duration: 1 hour	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Group Discussion <input checked="" type="checkbox"/> Group exercise <input checked="" type="checkbox"/> Case study	<input checked="" type="checkbox"/> Projector <input checked="" type="checkbox"/> Laptop	<ul style="list-style-type: none"> • EUPA_LO_147_M_001 Event financing
Section 4: Event venue Duration: 1 hour	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Group Discussion <input checked="" type="checkbox"/> Group exercise <input checked="" type="checkbox"/> Simulation <input checked="" type="checkbox"/> Case study	<input checked="" type="checkbox"/> Projector <input checked="" type="checkbox"/> Laptop <input checked="" type="checkbox"/> Computers with internet connection	<ul style="list-style-type: none"> • EUPA_LO_148_M_001 Event venue
Section 5: Event evaluation and monitoring Duration: 0,5 hours	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Group Discussion	<input checked="" type="checkbox"/> Projector <input checked="" type="checkbox"/> Laptop	

Work Area 16

Self-Management, Supervision, Management and Leadership

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 5:

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 5:

5.2 Exercise management in unpredictable situations and develop evaluation criteria in order to review and develop performance of others

5.3 Manage own performance in the business environment

5.4 Demonstrate Leadership Skills

Short Description of the work area

In this work area, at this level (5), learners will have the opportunity to acquire knowledge, skills and competences related to managing themselves as well as to manage others. In addition, they will obtain the necessary skills and competences in order to play the role of a leader in the workplace context.

Aim of the work area

This work area, at level 5, aims at equipping learners with management and self-management abilities, while at the same time providing them with the necessary skills required in order for them to play the role of a leader in the context of their workplace. In addition, it gives them insights on how to create vision, achieve goals and strategies, handle pressure, act assertively and sensitively, manage and supervise other people's work, and develop evaluation criteria for other people's work. Moreover, to improve themselves and hold accountability for their own work.

Learning outcomes in the work area

Unit 5.2 Manage own performance in the business environment

- LO152: Improve own performance, plan and be accountable for own work.
- LO153: Demonstrate the ability to assess and plan for personal professional development.

Unit 5.3 Exercise management in unpredictable situations and develop evaluation criteria in order to review and develop performance of others

- LO149: Demonstrate the ability to exercise management and supervision in activities where there is unpredictable change.
- LO150: Demonstrate the ability to agree team performance targets to contribute to meeting strategic objectives, mentor and coach team to reach their targets, and evaluate performance.
- LO151: Demonstrate the ability to formulate and evaluate criteria for work of others in order to review and develop performance others.

Unit 5.4: Demonstrate Leadership Skills

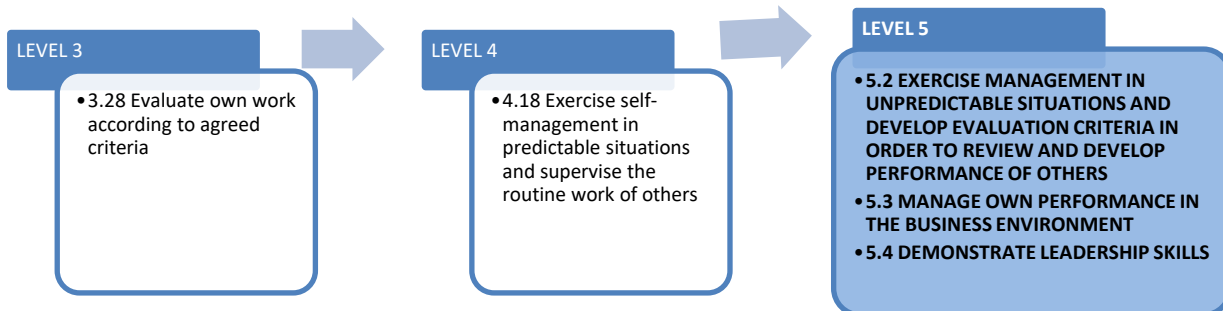
- LO154: Demonstrate the ability in identifying common goals, interests and perspectives for staff in order to accomplish a specific task.
- LO155: Demonstrate the ability to create a vision for your team and a strategy to achieve it.
- LO156: Improve Leadership skills
- LO157: Handle Leadership pressures.
- LO158: Think ahead in order to prevent a crisis.

- LO159: Motivate own resources in order to achieve objectives
- LO160: Demonstrate the ability to act and react assertively and sensitively.
- LO161: Demonstrate Situational Leadership (the 60 second PA).

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.



UNIT 5.2: EXERCISE MANAGEMENT IN UNPREDICTABLE SITUATIONS AND DEVELOP EVALUATION CRITERIA IN ORDER TO REVIEW AND DEVELOP PERFORMANCE OF OTHERS

1) Short description

This unit demonstrates the ability of the learners to implement management, supervise activities, and set team performance targets according to strategic objectives. In this unit emerges the necessity of the learners to provide guidance to co-workers in order to reach team's targets. Evaluation procedures customized to measure job performance as well as review and performance development tools are presented in this unit.

2) Suggested duration of the unit (hours)

4 hours

3) Aims and objectives

This unit aims to ensure that learners can manage and supervise activities in situations that cannot be predicted, to enhance their capability to set targets for the whole team and that they are able to provide support by mentoring and coaching team members

By the end of this unit, learners will

- Describe business disciplines that affect business management
- Entrust tasks to the right subordinates clearly and efficiently
- Provide feedback to their team using advanced techniques
- Deal effectively with problems that are difficult to predict

Intellectual Output 6 Training Curricula level 5

- Recognize the need of teamwork for the accomplishment of organizational objectives
- Handle appropriate tools to measure individual's performance
- List possible criteria of evaluation of own and team's work, according to task description and organization's needs
- Apply listed criteria to assess performance of own and team's work
- Plan proper procedures in order to develop performance of the team

4) Content of the unit

Section 1: Self-management in predictable situations (review) [0,5 hours]

- Management skills
 - problem-solving, decision-making, planning, delegation, communication, time management
- One step at a time
 - Plan- Organise- Direct- Pull, don't push
 - Tools

Section 2: Business disciplines [2 hours]

- Business disciplines:
 - Motivation
 - Delegation
 - Feedback

Section 3: Measuring performance [1,5 hours]

- Linking individual performance and organizational objectives
 - Commitment to team performance
 - Factors of performance
 - Tools of measuring performance
 - Balanced scorecards
 - Business Process Re-engineering
 - EFQM Excellence model
 - Kaizen Blitz
 - Six Sigma
 - Case studies of evaluation performance, using different tool

Section 4: Formulating evaluation criteria of team performance [1 hour]

- Evaluation criteria
 - Evaluation criteria of own work
 - Vocational competence
 - maintenance of vocational skills

Intellectual Output 6 Training Curricula level 5

- ability to focus on essentials
- Commitment to work and colleagues/co-workers
- Evaluation criteria of others work
 - Punctuality:
 - Quality of work
 - Attitude.
 - Carry out a client survey

5) Methodology to be used during the training of unit 5.2

Section Title:	Training Methodology:	Training Equipment:	Training and Methodological tools:
Section 1: Self-management in predictable situations Duration: 0,5 hours	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Group Discussion <input checked="" type="checkbox"/> Questions and Answers	<input checked="" type="checkbox"/> Projector <input checked="" type="checkbox"/> Laptop	
Section 2: Business disciplines Duration: 2 hours	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Group Discussion <input checked="" type="checkbox"/> Questions and Answers <input checked="" type="checkbox"/> Case Study <input checked="" type="checkbox"/> Practical Exercise	<input checked="" type="checkbox"/> Projector <input checked="" type="checkbox"/> Laptop	<ul style="list-style-type: none"> • EUPA_LO_149_M_001 Solve the problem
Section 3: Measuring performance Duration: 1,5 hours	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Group Discussion <input checked="" type="checkbox"/> Questions and Answers <input checked="" type="checkbox"/> Case Study <input checked="" type="checkbox"/> Practical Exercise	<input checked="" type="checkbox"/> Projector <input checked="" type="checkbox"/> Laptop	<ul style="list-style-type: none"> • EUPA_LO_150_M_001 Develop a performance improvement plan!
Section 4: Formulating evaluation criteria of team performance Duration: 1 hour	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Group Discussion <input checked="" type="checkbox"/> Questions and Answers <input checked="" type="checkbox"/> Case Study <input checked="" type="checkbox"/> Practical Exercise	<input checked="" type="checkbox"/> Projector <input checked="" type="checkbox"/> Laptop	<ul style="list-style-type: none"> • EUPA_LO_151_M_001 Decide the evaluation criteria!

Intellectual Output 6 Training Curricula level 5

UNIT 5.3: MANAGE OWN PERFORMANCE IN THE BUSINESS ENVIRONMENT

1) Short description

This unit displays factors that can be measured and improve own performance and plan. The importance and methods of constructing a personal development plan are also demonstrated, as well as approaches of evaluate a plan of personal development.

2) Suggested duration of the unit (hours)

2 hours

3) Aims and objectives

The aim of this unit is the learners to master and further develop their own performance in the business environment. Learners will discuss the role and benefits deriving from learning from own mistakes and the importance of setting realistic targets of personal improvement as well as to accept feedback. This unit will challenge learners' current skills and competence against organizational task and objectives, forcing them to reconsider their personal development plan.

By the end of this unit, learners will:

- Realize the advantages of acknowledge and be taught by their own mistakes
- List criteria of evaluation according to task requirements and organizational demands
- Redefine criteria of assess their performance
- Pursue valuable feedback form others
- Weigh their skills and competencies against positional needs and organizational objectives
- Create their own personal development plan

4) Content of the unit

Section 1: Improving own performance [1 hour]

- Continuous improvement
 - Acknowledgements and mistakes
 - Acquiring the self-confidence to admit your mistakes
 - Lessons learned from our mistakes
 - Acknowledge the force of habit
 - Improve own work
 - Planning on realistic targets, consider resources

Intellectual Output 6 Training Curricula level 5

- Check commitments deriving from job description
- Review criteria of personal assessment
- Get feedback

Section 2: Plan of Personal Development [1 hour]

- Plan of Self development
 - PDP vs role requirements and organizational objectives
 - Current skills against role requirements
 - Development opportunities towards current and future needs
 - Elegant design of personal plan
 - Critical incidents of personal plans

5) Methodology to be used during the training of unit 5.3

Section Title:	Training Methodology:	Training Equipment:	Methodological tools:
Section 1: Improving own performance Duration: 1 hour	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Group Discussion <input checked="" type="checkbox"/> Questions and Answers <input checked="" type="checkbox"/> Case Study <input checked="" type="checkbox"/> Practical Exercise	<input checked="" type="checkbox"/> Projector <input checked="" type="checkbox"/> Laptop	<ul style="list-style-type: none"> • EUPA_LO_152_M_001 Evaluation criteria!
Section 2: Plan of Personal Development Duration: 1 hour	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Group Discussion <input checked="" type="checkbox"/> Questions and Answers <input checked="" type="checkbox"/> Case Study <input checked="" type="checkbox"/> Practical Exercise	<input checked="" type="checkbox"/> Projector <input checked="" type="checkbox"/> Laptop	<ul style="list-style-type: none"> • EUPA_LO_153_M_001 Personal development plan

UNIT 5.4: DEMONSTRATE LEADERSHIP SKILLS

1) Short description

This unit is about leadership and demonstrating of leadership skills by Pas and administrative personnel.

2) Suggested duration of the unit (hours)

7 hours

Intellectual Output 6 Training Curricula level 5

3) Aims and objectives

The aim of this unit is the learners to master and further develop their own performance in the business environment. Learners will discuss the role and benefits deriving from acting as a leader in small teams.

By the end of this unit, learners will:

- Analyse strengths and weaknesses of staff as well as their interests and perspectives using methods and tools in order to formulate common goals.
- When setting goals, take measures to ensure adequate self-preparation is undertaken so that plans can be implemented effectively.
- Take proactive measures to set goals that are aligned to the vision and make every effort to achieve those goals.
- Determine objectives and set priorities while identifying potential threats or opportunities
- Examine issues and employ strategic planning with both a short-term and long-range perspective in keeping with the needs of the department or organization.
- Gather feedback on own performance from different sources (e.g. manager, peer, internal and external customers)
- Prepare an action plan to address own weaknesses and strengths and improve performance
- Identify factors (such as desire to be accepted, protecting the projected personal image, maintaining relationships) that may result in setting unrealistic expectations from self and others.
- Conduct a systematic audit of all the things that could go wrong within his or her field of responsibility
- Collect ideas internally related to possible risks
- Identify internal weaknesses and external threats that may result in the event of risk occurring
- Use motivation techniques in order to achieve team objectives
- Act and react assertively

4) Content of the unit:

Section 1: Identifying common goals, interests and perspectives for staff in order to accomplish a specific task [1,5 hours]

- What is a goal?
 - Importance of goals
- How to set goals – SMART
- Importance of common goals
 - Importance of input
 - Importance of individuals

Intellectual Output 6 Training Curricula level 5

Section 2: Vision for a team and a strategy to achieve it [1,5 hours]

- What is a vision?
- How do we achieve vision
- Strategic planning
 - STEPS
 - Analysis or assessment
 - Strategy formulation
 - Strategy execution
 - Evaluation or sustainment / management phase

Section 3: Improve Leadership skills [1 hour]

- Be a leader
 - What is a leader?
 - Traits of leaders
 - Skills of leaders
 - Leader Responsibilities
- How to address strengths and weaknesses
 - PEST
- How to utilise feedback
 - Scott Berkun's five keys for eliciting feedback from your team

Section 4: Handle Leadership pressures [1 hour]

- Leadership pressures
 - The pressure of achieving results
 - The pressure of always being right
 - The pressure of personal growth and balance
- How to tackle leadership pressures

Section 5: Thinking ahead, Assertiveness [1 hour]

- Thinking ahead
 - Thinking ahead advantages
 - Managing risks effectively
 - Identifying Risks
 - Evaluating Risks
- Maslow's hierarchy of needs
 - Motivation Techniques
- Assertiveness
 - The assertiveness triangle

Intellectual Output 6 Training Curricula level 5

- Benefits of assertiveness
- Competences you should work on
- Passive behaviour
- Aggressive behaviour
- Assertive behaviour

Section 6: Situational leadership [1 hour]

- The Situational Leadership® Model
 - Leadership styles
 - S1 Directing
 - S2 Coaching
 - S3 Supporting
 - S4 Delegating
 - Levels of maturity
 - Developing people and self-motivation
 - D1 - Low competence and high commitment
 - D2 - Low competence and low commitment
 - D3 - High competence and low/variable commitment
 - D4 - High competence and high commitment
 - Goleman’s styles of situational leadership
- Advantages and disadvantages of situational leadership
- Competences/characteristics required

5) Methodology to be used during the training of unit 5.4

Section Title:	Training Methodology:	Training Equipment:	Methodological tools:
Section 1: identifying common goals, interests and perspectives for staff in order to accomplish a specific task Duration: 1,5 hours	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Group Discussion <input checked="" type="checkbox"/> Case Study <input checked="" type="checkbox"/> Practical Exercise	<input checked="" type="checkbox"/> Projector <input checked="" type="checkbox"/> Laptop	<ul style="list-style-type: none"> • EUPA_LO_154_M_001 Write SMART goals
Section 2: Vision for a team and a strategy to achieve it	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Group Discussion	<input checked="" type="checkbox"/> Projector <input checked="" type="checkbox"/> Laptop	<ul style="list-style-type: none"> • EUPA_LO_155_M_001 Make the vision statement reality through strategic planning

Intellectual Output 6 Training Curricula level 5

Section Title:	Training Methodology:	Training Equipment:	Methodological tools:
Duration: 1,5 hours	<input checked="" type="checkbox"/> Case Study <input checked="" type="checkbox"/> Practical Exercise		
Section 3: Improve Leadership skills Duration: 1 hour	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Group Discussion <input checked="" type="checkbox"/> Case Study <input checked="" type="checkbox"/> Practical Exercise	<input checked="" type="checkbox"/> Projector <input checked="" type="checkbox"/> Laptop	<ul style="list-style-type: none"> • EUPA_LO_156_M_001 Appreciate Feedback
Section 4: Handle Leadership pressures Duration: 1 hour	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Group Discussion <input checked="" type="checkbox"/> Case Study <input checked="" type="checkbox"/> Practical Exercise <input checked="" type="checkbox"/> Creative group work	<input checked="" type="checkbox"/> Projector <input checked="" type="checkbox"/> Laptop	<ul style="list-style-type: none"> • EUPA_LO_157_M_001 Creative group work
Section 5: Thinking ahead, Assertiveness Duration: 1 hour	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Group Discussion <input checked="" type="checkbox"/> Case Study <input checked="" type="checkbox"/> Practical Exercise	<input checked="" type="checkbox"/> Projector <input checked="" type="checkbox"/> Laptop	<ul style="list-style-type: none"> • EUPA_LO_158_M_001 Identify possible risks in H&T • EUPA_LO_159_M_001 Discussion • EUPA_LO_159_M_001 Be assertive
Section 6: Situational leadership Duration: 1 hour	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Group Discussion <input checked="" type="checkbox"/> Questions and Answers	<input checked="" type="checkbox"/> Projector <input checked="" type="checkbox"/> Laptop	EUPA_LO_161_M_001 Blind man's tower*!

Work Area 18 General Legislation

Themes in the work area

The following themes are included in the work area “General Legislation” for level 5.

Theme 39: Legislation

Units in the work area

The following units are included in the work area “General Legislation” for level 5.

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

Short Description of the work area

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

1. The ability of learners to understand and apply knowledge of the employment law in a broad context in order to be able to assist the organization, to predict various situations and to generate solutions to complex problems.
2. The ability of learners to understand and apply 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 complex problems.

Aim of the work area

This work area at level five aims to ensure that the learners will understand and be able to apply most important aspects and provisions of employment law, such as employment contracts and conditions; recruitment and firing,

Intellectual Output 6 Training Curricula level 5

redundancies, the treatment of employees; employee pay and working hours; sickness absence and time off work; business transfers and takeovers etc. to various situations and scenarios that may occur in the company.

Secondly, the content of this work area at level five is aimed to provide learners with knowledge of aspects and provisions of Health and safety legislation and to apply those to various situations that may occur in the company to ensure that everything is in accordance with the law.

Learning outcomes in the work area

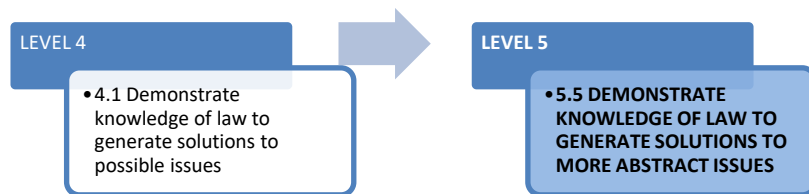
Unit 5.5: Demonstrate knowledge of law to generate solutions to more abstract issues

- LO162: Demonstrate a comprehensive knowledge of Employment Law in a broad context to assist the company, or organisation, to predict situations and develop solutions to complex problems.
- LO163: Demonstrate comprehensive knowledge of Health & Safety and Law in a broad context to assist the company or organisation, to predict situations and to develop solutions to more abstract problems.

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 types of even complex problems



UNIT 5.5: DEMONSTRATE KNOWLEDGE OF LAW TO GENERATE SOLUTIONS TO MORE ABSTRACT ISSUES

1) Short description

The purpose of this unit is to teach learners to apply the most important aspects of health and safety and 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. to various situations that occur in the company and to identify those situations, as well as possible risks and search for solutions to make sure everything is accordance with the law.

2) Suggested duration of the unit (hours)

5 hours

3) Aims and objectives

Through this unit, learners will learn to apply the most important aspects of the employment law and Health and safety regulations to various aspects of the company functioning 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 complex issues to avoid any problems related to employment law will be addressed.

By the end of this unit, learners will

- Demonstrate a comprehensive knowledge of Health and Safety law in a broad context
- Summarise Health and Safety law in different situations and aspects
- Associate aspects of the Health and Safety law with situations of a company and explain how these situations should be dealt with in order to be in the framework of the law

Intellectual Output 6 Training Curricula level 5

- Assess how possible changes in health and safety law may affect the operations of the organisation
- Generate solutions to complex issues related to health and safety law
- Develop legal arguments to support the organization with issues related to health and safety law
- Predict non-obvious situations where your organisation may face issues with health and safety law and inform supervisor
- Support the organization through the proposal of solutions to complex legal issues related to the health and safety law.
- Appreciate the importance of a safe work environment and list potential risks for health and safety in the organisation issues

4) Content of the unit

Section 1: Employment legislation summarized [2,5 hours]

- List of legislations related to employment
 - The Labour Code
 - Act on Illegal Employment
 - Act on International Cooperation when posting employees
 - Act on travel allowances
 - The law on income tax
 - The law on social insurance
 - The law on health insurance
 - Minimum wage act
 - Occupational safety and health protection act
- How legislation changes affect the operations of organizations – Group discussion

Section 2: Application of legislation to company situations [2 hours]

- Examples of situations related to employment law
- MT: EUPA_LO_162_M_001
- Examples of situations related to Health and Safety regulations
- MT: EUPA_LO_163_M_001

Section 3: Legal arguments [0,5 hours]

- Categories of legal arguments
 - text
 - intent
 - precedent
 - tradition
 - policy analysis

Intellectual Output 6 Training Curricula level 5

- How to write legal arguments – step by step

5) Methodology to be used during the training of unit 5.5

Section Title:	Training Methodology:	Training Equipment:	Training and Methodological tools:
Section 1: Employment legislation summarized Duration: 2,5 hours	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Group Discussion	<input checked="" type="checkbox"/> Projector <input checked="" type="checkbox"/> Laptop	
Section 2: Application of legislation to company situations Duration: 2 hours	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Group Discussion <input checked="" type="checkbox"/> Work in groups <input checked="" type="checkbox"/> Literature review <input checked="" type="checkbox"/> Case Study	<input checked="" type="checkbox"/> Projector <input checked="" type="checkbox"/> Laptop	<ul style="list-style-type: none"> • EUPA_LO_162_M_001: Employment legislation application • EUPA_LO_163_M_001: Health and safety regulations application
Section 3: Legal arguments Duration: 0,5 hours	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Group Discussion	<input checked="" type="checkbox"/> Projector <input checked="" type="checkbox"/> Laptop	

Work Area 20 Assistance at a corporate level

Themes in the work area

The following themes are included in the work area “Assistance at a corporate level” for level 5

Theme 41: Corporate Level

Units in the work area

The following units are included in the work area “Assistance at a corporate level” for level 5

5.6 Demonstrate assistance at a corporate level

Short Description of the work area

This work area at level five deals with those main issues:

1. The ability to provide assistance at a corporate level through the generation of solutions to abstract problems that may be related to the strategy of the organization.
2. The ability to provide assistance at a corporate level through the generation of solutions to abstract problems that may be related to the daily running of the organization.

Aim of the work area

The aim of this work area aims to provide learners with basic knowledge of problem solving and decision making techniques to be able provide assistance at a corporate level through the generation of solutions to abstract problems that may be related to the strategy of the organization (such as expansion to new locations, new products, business reorganization, business disposal etc.) or to the day to day running of the organization (e.g.

Intellectual Output 6 Training Curricula level 5

developing and implementing new administrative systems, such as record management; suggesting new solutions such as CRM systems; ensuring adequate staff levels to cover for absences and peaks in workload, etc.).

Learning outcomes in the work area

Unit 5.6: Demonstrate assistance at a corporate level

- LO164: Demonstrate the ability to provide assistance at a corporate level through the generation of solutions to abstract problems that may be related to the strategy of the organization (such as expansion to new locations, new products, business reorganization, business disposal etc.) or to the day to day running of the organization (e.g. developing and implementing new administrative systems, such as record management; suggesting new solutions such as CRM systems; ensuring adequate staff levels to cover for absences and peaks in workload, etc.)

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

THEME 41: CORPORATE LEVEL

Theme assistance at a corporate level covers knowledge of problem solving principles and decision-making techniques used in management decision making regarding solving company challenges related to strategy and daily operations of the organization.

LEVEL 5

• 5.6: DEMONSTRATE ASSISTANCE AT A CORPORATE LEVEL

UNIT 5.6: DEMONSTRATE ASSISTANCE AT A CORPORATE LEVEL

1) Short description

This unit deals with knowledge of problem solving principles, problem solving techniques and methods (both individual and group) and decision making techniques used by management and company employees to solve various strategic and operational problems, such as expansion to new locations, new products, business reorganization, business disposal, developing and implementing new administrative systems, such as record management; suggesting new solutions such as CRM systems; ensuring adequate staff levels to cover for absences and peaks in workload, etc.

2) Suggested duration of the unit (hours)

5 hours

3) Aims and objectives

Through this unit, learners will be able to provide assistance in decision-making processes of organization, by using various problem-solving tools. Decision making techniques and strategies will also be presented and discussed.

By the end of this unit, learners will

- List possible problems or challenges that may occur in organizations at a corporate level
- Understand and recall principles of problem solving
- Describe different corporate challenges or problems together with their nature, scope and impact
- List and apply decision making techniques and problem solving methods to be able to:
 - Gather and interpret information to identify possible solutions
 - Prepare a summary of options
 - Evaluate options to arrive at the best solution
 - Describe monitoring and evaluation techniques to evaluate the outcomes of interventions

Intellectual Output 6 Training Curricula level 5

- Prepare a summary of the options for problem solving providing facts and evidence

4) Content of the unit

Section 1: Company challenges [1 hour]

- Group discussion on corporate challenges
- Strategy related corporate challenges
- Operations related corporate challenges
- Nature, scope and impact of the challenges
- The role of PA in contributing to company problem solving

Section 2: Problem solving [1 hour]

- Problem solving defined
- Problem solving in organizational environment
- Problem solving skills
- Problem solving principles
- Systematic problem solving

Section 3: Problem solving and decision making techniques [3 hours]

- List of problem solving strategies
- Problem solving techniques
 - Brainstorming
 - Brain writing
 - Morphologic analysis
 - Step ladder
- MT EUPA_LO_164_002 Solve company problem
- Decision making methods
 - Delphi method
 - Paired comparison analysis
- Monitoring techniques
- Evaluating techniques
- MT EUPA_LO_164_001 Lost at sea

5) Methodology to be used during the training of unit 5.6

Section Title:	Training Methodology:	Training Equipment :	Training and Methodological tools:
Section 1: Company challenges Duration: 1 hour	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Group Discussion	<input checked="" type="checkbox"/> Projector <input checked="" type="checkbox"/> Laptop	
Section 2: Problem solving Duration: 1 hour	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Group Discussion	<input checked="" type="checkbox"/> Projector <input checked="" type="checkbox"/> Laptop	
Section 3: Problem solving and decision making techniques Duration: 3 hours	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Group Discussion <input checked="" type="checkbox"/> Work in Groups <input checked="" type="checkbox"/> Experiential Workshop <input checked="" type="checkbox"/> Case Study	<input checked="" type="checkbox"/> Projector <input checked="" type="checkbox"/> Laptop <input checked="" type="checkbox"/> Post it notes	<ul style="list-style-type: none"> • EUPA_LO164_M_001 Lost at sea • EUPA_LO164_M_002 Solve company problem

Work Area 21 Innovation and Change

Themes in the work area

The following themes are included in the Work Area “Innovation and change” for level 5:

Theme 42: Innovation and Change

Units in the work area

The following units are included in the Work Area “Innovation and change” for level 5:

5.7 Demonstrate Openness to change

Short Description of the work area

At level five, this work area deals with the ability of the learners to adapt rapidly and flexibly to different ways of collaborate and operate, to be flexible and open to alternative approaches, ideas, and embracing innovative and creative approach to solving problems, exploring continuously new opportunities for change, implementing those changes in their organization.

Aim of the work area

This work area at level 5 main target is to lead learners to more positive approaches towards change. Learners will find new ways of enhancing their organization’s development by trying out new ideas and initiatives, proposing ways to safely experiment with those new elements, marking pros and cons of every initiative, using the right tools and methods in order to overview them and develop strategies to successfully implement and apply smoothly innovations through their organization, without disturbing existing balances.

Intellectual Output 6 Training Curricula level 5

Learning outcomes in the work area

Unit 5.7: Demonstrate Openness to change

- LO165: Demonstrate a positive and flexible attitude towards change.
- LO166: Demonstrate the ability to try out new ideas and initiatives with care and enthusiasm.
- LO167: Demonstrate the ability to identify and develop opportunities for change.
- LO168: Demonstrate the ability to implement change.

THEME 42: INNOVATION AND CHANGE

This theme appears on level 5 only.

LEVEL 5

• 5.7: DEMONSTRATE OPENNESS TO CHANGE

UNIT 5.7: DEMONSTRATE OPENNESS TO CHANGE

1) Short description

This unit deals with the ability of the learners to embrace alternative ways of cooperate and work promptly and accurately, to change their attitude and point of view towards new approaches and ideas, promoting creativity and novelty, recognize and further grow new prospects and concepts, managing appropriate tools to analyse, display and apply innovative practices through their organisation preventing resistance to change.

2) Suggested duration of the unit (hours)

7 hours

3) Aims and objectives

This unit aims to provoke learner's positive attitude towards change. Learners will identify reasons of being open and positive to adopt innovative ideas and practices, specify reasons why change is essential reveal role of communication and other elements necessary for change and locate areas and attitudes within the organisation that need to be changed. Learners will be taught to master tools of analyse social, economic and political environment of their organization, examine factors, methods tools and procedures in order to evaluate and further develop opportunities for desirable changes.

By the end of this unit, learners will:

- Generate plans for change in specific areas of their organization.
- Identifies and list the benefits of innovations towards organizations structure and barriers.
- Explain the role of communication in organization changing procedure.
- Create an outline describing the impact of new ideas in the development of their organization.
- Uses SWOT analysis and other techniques as a basis for introducing change.
- Consider social, economic and political aspects while developing opportunities for change.
- Assesses the financial benefits and effect of change.
- Supports and encourages the right procedures that achieve alternatives avoiding oppositions.
- Evaluate changes using the right tools and indicators.

Intellectual Output 6 Training Curricula level 5

4) Content of the unit

Section 1: Openness to change [2 hours]

- Types of innovation
- Change
 - Change as an integral component in the strategy of an organization
 - Important elements of a change project
 - Barriers to change
 - Leading the Processes of Organizational Change

Section 2: Creativity and Innovation [1,5 hours]

- Basic ingredients to creativity:
- Initiatives to promote new ideas in an organization
- The introduction of new ideas on the market
 - Techniques and methods to promote new ideas
- Lewin's Phases of Change

Section 3: Analysis of internal and external business environment [1,5 hours]

- Features of business environment
 - Totality of external forces
 - Specific and general forces
 - Dynamic nature
 - Uncertainty
- Internal and External Environments
 - Internal environmental factors
 - External environmental factors
 - Tools and methods
 - SWOT analysis (critical incidents on relevant cases)
 - PESTEL analysis (critical incidents on relevant cases)
 - Organizational parameters
 - Social environment
 - Economic environment
 - Political environment

Section 4: Implementation of change [2 hours]

- How to apply changes

Intellectual Output 6 Training Curricula level 5

- Human factors
 - Emotions and cognitions –do not underestimate the importance of the individual
 - Common defence mechanisms
 - Communication during change
- Financial factors
 - Time and change analysis of short and long-term perspectives
 - operating costs of change diagnostic overview and analysis of the existing situation
 - Mind Web of human and financial factors’ affects
- Strategies and methods
 - Review Requirements - Review both the existing and planned states
 - Communicate Frequently – Establish lines of communication among all stakeholders participating to change procedure
 - Create a sufficient Change Plan – Consider and document all factors involved in the planned change
 - Retention – Recognition and reward for high-quality work, development of professional goals

5) Methodology to be used during the training of unit 5.7

Section Title:	Training Methodology:	Training Equipment (suggested)	Training and Methodological tools:
Section 1: openness to change Duration: 2 hours	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Group Discussion <input checked="" type="checkbox"/> Questions and Answers	<input checked="" type="checkbox"/> Projector <input checked="" type="checkbox"/> Laptop	<ul style="list-style-type: none"> • EUPANEXT_LO_165_M_001 The Four P's
Section 2: Creativity and Innovation Duration: 1,5 hours	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Group Discussion <input checked="" type="checkbox"/> Group exercise <input checked="" type="checkbox"/> Questions and Answers	<input checked="" type="checkbox"/> Projector <input checked="" type="checkbox"/> Laptop	<ul style="list-style-type: none"> • EUPANEXT_LO_166_M_001 New Ideas
Section 3: Analysis of internal and external business	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Group Discussion <input checked="" type="checkbox"/> Written exercise <input checked="" type="checkbox"/> Questions and Answers	<input checked="" type="checkbox"/> Laptop <input checked="" type="checkbox"/> Projector	<ul style="list-style-type: none"> • EUPANEXT_LO_167_M_001 SWOT Analysis • EUPANEXT_LO_167_M_002 PESTEL Analysis

Section Title:	Training Methodology:	Training Equipment (suggested)	Training and Methodological tools:
environment Duration: 1,5 hours	<input checked="" type="checkbox"/> Practical Exercise		
Section 4: Implementation of change Duration: 2 hours	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Group Discussion <input checked="" type="checkbox"/> Written exercise <input checked="" type="checkbox"/> Questions and Answers	<input checked="" type="checkbox"/> Projector <input checked="" type="checkbox"/> Laptop	<ul style="list-style-type: none"> • EUPANEXT_LO_168_M_001 Overcoming Resistance

Work Area 22 PA as a manager

Themes in the work area

The following themes are included in the Work Area “PA as a manager” for level 5:

Theme 31: Management of self and others

Units in the work area

The following units are included in the Work Area “PA as a manager” for level 5:

5.8 PA as a manager

Short Description of the work area

In this work area, at this level (5), learners will have the opportunity to acquire knowledge, skills and competences related to managing themselves as well as to manage others. In addition, they will obtain the necessary skills and competences in order to play the role of a leader in the workplace context.

Aim of the work area

This work area, at level 5, aims at equipping learners with management and self-management abilities, while at the same time providing them with the necessary skills required in order for them to play the role of a leader in the context of their workplace. In addition, it gives them insights on how to create vision, achieve goals and strategies, handle pressure, act assertively and sensitively, manage and supervise other people’s work, and develop evaluation criteria for other people’s work. Moreover, to improve themselves and hold accountability for their own work.

Learning outcomes in the work area

Unit 5.8 Act as a manager

- LO169 Demonstrate the ability to understand what the organisation is trying to achieve.
- LO170 Demonstrate the ability to make decisions (within the framework provided by the company or organisation) and acknowledge responsibility for them.
- LO171 Demonstrate the ability to achieve a goal by belief in self and own capabilities.
- LO172 Negotiate in the business environment.
- LO173 Demonstrate the ability to think ahead (predict) and prepare for the future.
- LO174 Demonstrate the ability to take an interest in the organisation beyond own role.
- LO175 Demonstrate Entrepreneurial attitude.

THEME 31: MANAGEMENT OF SELF AND OTHERS

LEVEL 5

•5.8: ACT AS A
MANAGER

UNIT 5.8: ACT AS A MANAGER

1) Short description

This unit demonstrates the ability of the learners to implement management, supervise activities, and set team performance targets according to strategic objectives. In this unit emerges the necessity of the learners to provide guidance to co-workers in order to reach team's targets. Evaluation procedures customized to measure job performance as well as review and performance development tools are presented in this unit.

2) Suggested duration of the unit (hours)

7 hours

3) Aims and objectives

This unit aims to ensure that learners can manage and supervise activities in situations that cannot be predicted, to enhance their capability to set targets for the whole team and that they are able to provide support by mentoring and coaching team members

By the end of this unit, learners will:

- Work in a way that supports organisation's overall mission and team's objectives
- Implement the policies, systems and procedures that are relevant
- Put organisation's values into practice in all aspects of work
- Improve objectives, policies, systems, procedures and values
- Identify and agree criteria for making a decision
- Review information provided in order to make a decision
- Structure ideas, information and recommendations in a logical and meaningful way
- Listen to other people's feedback and record for future evaluation
- Use questioning and listening skills to communicate in an assertive manner
- Use SWOT analysis to recognise your strengths and weaknesses
- Prepare a negotiating brief
- Identify objectives other negotiators may have

Intellectual Output 6 Training Curricula level 5

- Identify potential problems in negotiations and suggest solutions to overcome them
- Carry out negotiations within limits of own authority
- Use current concepts, theories and methodologies to forecast likely future events which may affect the organisation
- Plan for the future taking into consideration results of forecasting
- Performs risk evaluation of possible opportunities.

4) Content of the unit

Section 1: Mission statement [1 hour]

- What is Mission statement
- Applying and improving a mission
- What are corporate values
- Communicating the mission with the team

Section 2: Rational decision making [1 hour]

- Rational decision making model
- Alternatives

Section 3: Self-confidence and Self-efficacy [1 hour]

- What is Self-confidence?
 - Definitions of Self Confidence
 - Types of Self Confidence
 - How to improve confidence
 - Characteristics of low self esteem
- Self-efficacy
 - Characteristics of low self-efficacy
 - Improving self esteem
 - Improving self-efficacy

Section 4: SWOT analysis [1 hour]

- Personal SWOT analysis
 - Strengths
 - Weaknesses
 - Opportunities
 - Threats

Section 5: Negotiation in the business environment [1 hour]

- Negotiation in the business environment
 - Commercial negotiation The AIDA method

Intellectual Output 6 Training Curricula level 5

- Negotiating in the business environment, step-by-step

Section 6: Predicting and forecasting [1 hour]

- Thinking ahead in the business environment
- Methods for forecasting in the business environment
- Thinking ahead in the business environment

Section 7: Authority, Initiative and ethics [1 hour]

- Limits of authority
- Authority and division of labour
- Defining initiative
- Importance of initiative
- Enterprise ethics
- Identifying and evaluating opportunities
- Evaluating risks

5) Methodology to be used during the training of unit 5.8

Section Title:	Training Methodology:	Training Equipment and tools	Methodological tools:
Section 1: Mission statement Duration: 1 hour	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Group Discussion <input checked="" type="checkbox"/> Group exercise <input checked="" type="checkbox"/> Questions and Answers <input checked="" type="checkbox"/> Role Play	<input checked="" type="checkbox"/> Projector <input checked="" type="checkbox"/> Laptop	<ul style="list-style-type: none"> • EUPA_LO_169_M_001 Present the mission(s)
Section 2: Rational decision making Duration: 1 hour	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Group Discussion <input checked="" type="checkbox"/> Creative Group work <input checked="" type="checkbox"/> Questions and Answers	<input checked="" type="checkbox"/> Projector <input checked="" type="checkbox"/> Laptop	<ul style="list-style-type: none"> • EUPA_LO_170_M_010 Make the decision
Section 3: Self-confidence and Self-efficacy Duration: 1 hour	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Group Discussion <input checked="" type="checkbox"/> Written exercise <input checked="" type="checkbox"/> Questions and Answers	<input checked="" type="checkbox"/> Projector <input checked="" type="checkbox"/> Laptop	<ul style="list-style-type: none"> • EUPA_LO_171_M_001 Confidence test
Section 4: SWOT analysis	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Group Discussion	<input checked="" type="checkbox"/> Projector <input checked="" type="checkbox"/> Laptop	<ul style="list-style-type: none"> • EUPA_LO_171_M_002 SWOT self-analysis

Intellectual Output 6 Training Curricula level 5

Section Title:	Training Methodology:	Training Equipment and tools	Methodological tools:
Duration: 1 hour	<input checked="" type="checkbox"/> Work in Groups <input checked="" type="checkbox"/> Questions and Answers		
Section 5: Negotiation in the business environment Duration: 1 hour	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Group Discussion <input checked="" type="checkbox"/> Questions and Answers <input checked="" type="checkbox"/> Role play	<input checked="" type="checkbox"/> Projector <input checked="" type="checkbox"/> Laptop	<ul style="list-style-type: none"> • EUPA_LO_172_M_001 Negotiation role play
Section 6: Predicting and forecasting Duration: 1 hour	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Group Discussion <input checked="" type="checkbox"/> Exercise using ICT <input checked="" type="checkbox"/> Questions and Answers <input checked="" type="checkbox"/> Written exercise	<input checked="" type="checkbox"/> Projector <input checked="" type="checkbox"/> Laptop	<ul style="list-style-type: none"> • EUPA_LO_173_M_001 Thinking ahead
Section 7: Authority, Initiative and ethics Duration: 1 hour	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Group Discussion <input checked="" type="checkbox"/> Written exercise <input checked="" type="checkbox"/> Exercise using ICT <input checked="" type="checkbox"/> Creative Group Work <input checked="" type="checkbox"/> Questions and Answers	<input checked="" type="checkbox"/> Projector <input checked="" type="checkbox"/> Laptop	<ul style="list-style-type: none"> • EUPA_LO_174_M_001 Beyond my role • EUPA_LO_175_M_001 Opportunities

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