

Administration Personnel?

Learning is not only classroom

[Trainer's Guide]

(Intellectual Output IO9)

Coordinator:

MMC Mediterranean
Management Centre

Partners:



NÁRODNÝ ÚSTAV
CELOŽIVOTNÉHO VZDELÁVANIA



CYPRUS
CHAMBER OF
COMMERCE AND
INDUSTRY



IMA
International
Management Assistants



ORBIS
INSTITUTE



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



Erasmus+

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:	IO9
Intellectual Output:	Trainer's Guide

Table of Contents

1. THE TRAINER'S GUIDE AT A GLANCE.....	4
2. EUPA TRAINING MATERIAL	5
3. ICEBREAKERS & ENERGISERS	68
4. HINTS AND TIPS PER UNIT	73
5. TRAINING TECHNIQUES PER UNIT	148
6. TECHNIQUES FOR EVALUATING EUPA WORKSHOP	164
CHECKLIST	166

List of Tables

Table 1: EupaNext training materials at a glance	67
Table 2: Hints and tips per unit.....	147
Table 3: Training techniques per unit	160
Table 4: Training Techniques and descriptions	163

1. The trainer's guide at a glance

The objective of this guide is to guide the trainers to deliver EupaNext training materials in an effective way, guiding their students towards the certification at the required level.

EupaNext training materials are structured in **Work areas, themes** and **units** where one work area may consist of many themes and one theme of many units.

Work Areas and themes include units from different levels while units are level specific.

Then one unit consists of one or more learning outcomes

Training materials include:

1. One PowerPoint presentation per unit
2. One methodological tool per learning outcome in the unit.
3. In the case of ICT step by step notes are also used

All of the above are included in the enclosed DVD.

- The second section of this trainer's guide includes a map of the training material so that you know what has been developed through the project
- The third section presents different icebreakers
- The fourth section presents hints and tips per unit
- The fifth section presents the training techniques per unit
- The final section presents evaluation techniques for evaluating EupaNext workshops

We hope that you find this guide and its accompanying CD useful. Good luck in delivering your EupaNext workshops.

The EupaNext Consortium

2. EUPA Training Material

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
2.1	Handle the Mail	WA1: Office Procedures	1. Mail	1	Demonstrate the ability to describe and follow the procedure through which the organisation handles incoming and outgoing mail.	√	LO 001 Identify the company policy and recommend improvements
2.1	Handle the Mail	WA1: Office Procedures	1. Mail	2	Demonstrate the ability to arrange incoming mail appropriately (control of documents, delivery to the right persons, etc.).	√	LO 002 Handling incoming mail
2.1	Handle the Mail	WA1: Office Procedures	1. Mail	3	Demonstrate the ability to collect, arrange and dispatch outgoing mail accurately.	√	LO 003_001 Handling outgoing mail

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
							LO 003_002 Handling International Mail
2.2	Handle the Stock	WA1: Office Procedures	2. Stock	4	Demonstrate the ability to explain, describe and follow the stock control procedures that apply in the office in order for the office to run smoothly. Recommend improvements to these procedures.	√	LO 004 Ordering office supplies
2.2	Handle the Stock	WA1: Office Procedures	2. Stock	5	Demonstrate the ability to maintain the right level of stock needed to run the office smoothly using specific procedures and tools.	√	LO 005 Monitoring Stock level
2.3	Use of office	WA2: Office	3. Office	6	Demonstrate the ability to	√	LO 006

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
	equipment to carry out simple tasks including simple troubleshooting	Equipment and Technology	Equipment		identify the proper use of office equipment to meet different simple business tasks and use this equipment, carry out simple trouble shooting in accordance with health and safety legislation and regulations.		Use of office equipment
2.4	Use business communication skills clearly and effectively	WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	4. Business Communication	7	Demonstrate the ability to recall the main principles of effective verbal and non-verbal communication and demonstrate competence in applying these principles in a clear and effective way.	√	LO 007_001 Hello Mr. President LO 007_002 ZOOM
2.5	Use telephone techniques effectively	WA3: Communication and social, telephone handling, code of	5. Telephone Techniques	8	Demonstrate the ability to recall the main principles of effective telephone communication and demonstrate competence in	√	LO 008 Hold the line

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
		conduct, equal opportunities and relationships			applying these principles in a clear and effective way.		
2.6	Understand and apply code of conduct according to organizational principles	WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	6. Code of conduct and equal opportunities	9	Demonstrate the ability to define, describe and follow the organisation's Code of Conduct within the social, economic and cultural context.	√	LO 009_001 Creative Social Skills LO 009_002 Can you recognize the dress code?
2.7	Recall and apply key principles of good relationships with customers, external stakeholders and colleagues in a	WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	7. Relationships	10	Demonstrate the ability to recall the key principles of data protection, security and confidentiality within the workplace and in the business environment and apply these principles effectively and efficiently.	√	LO 010_001 Shield and protection LO 010_002 Confidentiality Principles

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
	clear and effective way						
2.7	Recall and apply key principles of good relationships with customers, external stakeholders and colleagues in a clear and effective way	WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	7. Relationships	11	Demonstrate the ability to recall the key principles of good relationships with customers and other external stakeholders, demonstrate competence in applying these principles in a clear and effective way. Be able to perform Public Relations activities to improve workplace relations, for example acknowledging birthdays, name days and other special occasions.	√	LO 011 Identify different types of stakeholders. Maintain good relationships with different types of stakeholders.
2.7	Recall and apply key principles of good relationships with customers,	WA3: Communication and social, telephone handling, code of	7. Relationships	12	Demonstrate the ability to recall the key principles of good working relationships within the organisation and demonstrate competence in	√	LO 012 Positive organizational behavior

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
	external stakeholders and colleagues in a clear and effective way	conduct, equal opportunities and relationships			applying these principles in a clear and effective way within the organisation. Be able to perform Public Relations activities to improve workplace relations, for example acknowledging birthdays, name days and other special occasions.		
2.8	Use written communication skills to produce a variety of routine business documents	WA4: Written Communication	8. Written Communication	13	Demonstrate the ability to recall the main principles of effective forms of written communication and demonstrate competence in applying these principles in a clear and effective way in order to produce simple routine documents.	√	LO 013 Creative demonstration of your writing skills
2.8	Use written communication skills to produce a	WA4: Written Communication	8. Written Communication	14	Demonstrate the ability to produce a variety of routine business documents (based on	√	LO 014 Making an order

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
	variety of routine business documents				predefined templates).		
2.8	Use written communication skills to produce a variety of routine business documents	WA4: Written Communication	8. Written Communication	15	Demonstrate the ability to communicate in writing at a level that is appropriate for business (use business terms, avoid jargon etc.).	√	LO 015 Writing appropriately
2.9	Use filing skills to maintain an established system	WA5: Filing System Documentation and Databases	9. Filing	16	Demonstrate the ability to maintain established physical and electronic filing systems.	√	LO 016 Practice Filing Systems
2.10	Interpret routine business Documents	WA5: Filing System Documentation and Databases	10. Business Document	17	Demonstrate the ability to prepare, interpret and check entries of routine business documents.	√	LO 017 Identify Mistakes
2.11	Use basic database skills to enter information	WA5: Filing System Documentation	11. Databases	18	Demonstrate the ability to enter, edit, organise and store accurate and relevant data in	√	LO 018 Create a simple

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
	in a database	and Databases			an existing database system (electronic or manual).		travel agent's database
2.12	Perform routine business transactions	WA6: Bookkeeping, Accounting and Financial Transactions	12. Accounting	19	Demonstrate the ability to make business transactions and to implement simple and routine accounting (e.g. petty cash reconciliation).	√	LO 019 Receipts
2.12	Perform routine business transactions	WA6: Bookkeeping, Accounting and Financial Transactions	12. Accounting	20	Demonstrate the ability to make payments to suppliers and receive payments from customers in conformity with organisational procedures.	√	LO 020 Payments through the development of posters
2.13	Recommend business travel and accommodation arrangements and prepare relevant documentation	WA7: Business Travel, Diary Systems, Meeting organization and event management	13. Business travel and accommodation	21	Demonstrate the ability to recommend business travel and accommodation arrangements in accordance with a deadline and in line with budget requirements and organisational procedures.	√	LO 021 Recommend an itinerary

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
2.13	Recommend business travel and accommodation arrangements and prepare relevant documentation	WA7: Business Travel, Diary Systems, Meeting organization and event management	13. Business travel and accommodation	22	Demonstrate ability to produce and collate travel documentation within an appropriate timescale in order to meet traveller's needs and legal requirements (e.g. visa procedures).	✓	LO 022 Prepare the itinerary
2.13	Recommend business travel and accommodation arrangements and prepare relevant documentation	WA7: Business Travel, Diary Systems, Meeting organization and event management	13. Business travel and accommodation	23	Demonstrate ability to state the importance of checking travel plans immediately prior to the journey and carry out the process in a clear and effective way.	✓	LO 023 eliminate the risks
2.14	Prepare for a routine meeting (including meeting documentation)	WA7: Business Travel, Diary Systems, Meeting organization and event management	14. Meetings	24	Demonstrate ability to prepare for a routine meeting by drawing up a simple checklist, liaising with the Chair of the meeting, and produce the relevant documents required.	✓	LO 024 Develop your own simple checklist

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
2.14	Prepare for a routine meeting (including meeting documentation)	WA7: Business Travel, Diary Systems, Meeting organization and event management	14. Meetings	25	Demonstrate ability to produce drafts of all pre and post-meeting documentation before and after a routine meeting.	√	LO 025 Compose post meeting documentation
2.15	Use diary systems for routine business purposes	WA7: Business Travel, Diary Systems, Meeting organization and event management	15. Diary Systems	26	Demonstrate ability to operate an electronic diary for routine business purposes to meet the needs of workgroups and customers.	√	LO 026 Using MS Outlook and a mobile phone calendar
2.15	Use diary systems for routine business purposes	WA7: Business Travel, Diary Systems, Meeting organization and event management	15. Diary Systems	27	Demonstrate the ability to compare and contrast paper and electronic diary systems and report on findings to line manager.	√	LO 027 Electronic Vs Manual Systems
2.15	Use diary systems	WA7: Business	15. Diary Systems	28	Demonstrate the ability to use	√	LO 028

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
	for routine business purposes	Travel, Diary Systems, Meeting organization and event management			diary systems to handle requests from others for new or modified diary entries in order to provide effective business support.		Please help Mary
2.15	Use diary systems for routine business purposes	WA7: Business Travel, Diary Systems, Meeting organization and event management	15. Diary Systems	29	Demonstrate the ability to make accurate diary entries and maintain an up-to-date system.	√	LO 029 Maintain it up to date
2.16	Handle visitors and customers with professionalism	WA8: Visitors/ Customer Service	16. Visitors/ Customers	30	Demonstrate the ability to welcome visitors and customers in a professional manner, identify the purpose of their visit and make them feel welcome during their period of waiting.	√	LO 030_001 Understand the purpose role play LO 030_002 Different types of customers, always

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
							professional!
2.16	Handle visitors and customers with professionalism	WA8: Visitors/ Customer Service	16. Visitors/ Customers	31	Demonstrate the ability to use appropriate tone of voice and body language when dealing with visitors and customers.	√	LO 031 Different scenarios of customers, always appropriate body language
2.16	Handle visitors and customers with professionalism	WA8: Visitors/ Customer Service	16. Visitors/ Customers	32	Demonstrate a basic understanding of customer care principles and be able to apply these in an effective way, including the ability to solve routine problems using simpler rules to the satisfaction of visitors and customers.	√	LO 032 A picture for customer care
2.17	Use word processing	WA9: ICT Skills	17. Word Processing	33	Demonstrate the ability to use word processing software	√	LO 033 Creating

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
	software to produce simple routine document				safely and securely to produce simple documents that meet the requirements of the office.		professional documents
2.18	Use spreadsheets to produce simple routine sheets	WA9: ICT Skills	18. Spreadsheets	34	Demonstrate the ability to use a spreadsheet safely and securely to enter, edit and organise numerical and other data including simple formulas to meet the routine requirements of the office.	√	LO 034 Practice the creation of spreadsheets with formulas
2.19	Use presentation software to produce simple routine presentations	WA9: ICT Skills	19. Presentations	35	Demonstrate the ability to use presentation software safely and securely to produce simple electronic presentations that meet the requirements of the office.	√	LO 035 Use Presentation software to produce simple routine presentations
2.20	Use the internet to carry out simple tasks	WA9: ICT Skills	20. Internet	36	Demonstrate the ability to connect to internet sites safely and securely using browser software and search tools	√	LO 036 Internet

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
					including identification of relevant business sites and communicating information online as required by the office.		
2.21	Use email to carry out simple tasks	WA9: ICT Skills	21. Emails	37	Demonstrate the ability to use email software tools and techniques to compose and send messages; manage incoming email efficiently, safely and securely to meet the requirements of the office.	✓	LO 037 Email
2.22	Make basic mathematical calculations	WA12: Numeric Skills	22. Numeric Skills	38	Demonstrate knowledge of, and the ability to apply, basic mathematical calculations in simple business situations (e.g. calculate discount or vat).	✓	LO 038 Calculate VAT and discount
3.1	Use of office equipment to carry out tasks and to solve	WA2: Office Equipment and Technology	3. Office Equipment	39	Demonstrate the ability to use common office equipment such as photocopiers, printers and faxes, according to the	✓	LO 039 Equipment training

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
	routine problems				organisational procedures in order to perform specific and more advanced tasks; recommend improvements to procedures.		
3.1	Use of office equipment to carry out tasks and to solve routine problems	WA2: Office Equipment and Technology	3. Office Equipment	40	Demonstrate the ability to solve problems with office equipment using tools such as checklists and, where necessary, asking help from colleagues.	✓	LO 040 Troubleshooting guide
3.1	Use of office equipment to carry out tasks and to solve routine problems	WA2: Office Equipment and Technology	3. Office Equipment	41	Demonstrate the ability to explain how to identify repairs needed to the facilities and equipment of an office; describe procedures for dealing with repairs needed; explain the types of problems that arise with the use and supervision of office facilities and equipment, and how to	✓	LO 041 Handling repairs

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
					deal with them.		
3.2	Use of appropriate business communication skills for selected audiences and intended outcomes	WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	4. Business Communication	42	Demonstrate the ability to explain the benefits of effective communication in the workplace and to solve problems through communication as well as to select the most appropriate methods for selected audiences and intended outcomes	✓	LO 042_001 Active listening LO 042_002 Intercultural communication feedback
3.2	Use of appropriate social and business communication skills for selected audiences and intended outcomes	WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	4. Business Communication	43	Demonstrate the ability to accept the behaviour and views of others and express frustration and disagreement in a constructive way	✓	LO 043 Expressing Frustration Constructively

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
3.2	Use of appropriate business communication skills for selected audiences and intended outcomes	WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	4. Business Communication	44	Demonstrate the ability to make basic conversations or presentations effective oral presentations using agreed principles that include the use of body language and tone of voice; recommend improvements to these principles for presenting information and ideas.	√	LO 044 Present your product!
3.3	Use telephone techniques effectively in accordance with organizational rules and procedures- Effective Telephone Handling	WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	5. Telephone Techniques	45	Demonstrate the ability to explain and demonstrate effective use of telephone skills according to organisational procedures; monitor the application of these skills and recommend changes in order to improve the experience of customers.	√	LO 045_001 The importance of body language in telephone communication LO045_002 Organizational Procedures

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
3.4	Explain and apply the code of conduct in a variety of situations	WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	6. Code of conduct and equal opportunities	46	Demonstrate the ability to explain the organisation's Codes of Conduct within a social, economic and cultural context.	✓	LO 046 Codes of conduct vs. personal, cultural, group identities
3.5	Build and improve working relationships	WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	7. Relationships	47	Demonstrate the ability to build positive working relationships with customers, suppliers and other stakeholders as well as within the organisation, using the key principles of good working relationships.	✓	LO 047 Sherpa walk
3.5	Build and improve working relationships	WA3: Communication and social, telephone	7. Relationships	48	Analyse and evaluate feedback from customers, suppliers and other stakeholders as well as from employees of the	✓	LO 048 Analyze and evaluate

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
		handling, code of conduct, equal opportunities and relationships			organisation.		customer feedback
3.5	Build and improve working relationships	WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	7. Relationships	49	Evaluate key principles of good working relationships agreed and applied within the organisation and recommend improvements that will enhance the interaction between the organisation and its external environment	√	LO 049 Analyze and evaluate key principles for good relationships
3.6	Use written communication skills to produce non-routine documents based on specific instructions	WA4: Written Communication	8. Written Communication	50	Demonstrate the ability to explain different styles and tones of language, and situations when they may be used in written communication as well as how written communication can be adapted for meeting the	√	LO 050_001 The purpose of the text LO 050_002 Write it so they will read it

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
					needs and characteristics of different audiences;		
3.6	Use written communication skills to produce non-routine documents based on specific instructions	WA4: Written Communication	8. Written Communication	51	Demonstrate the ability to describe the importance of confidentiality when communicating in writing	√	LO 051 Recognize what's confidential
3.6	Use written communication skills to produce non-routine documents based on specific instructions	WA4: Written Communication	8. Written Communication	52	Demonstrate the ability to identify relevant sources of information that may be used when preparing written and/or electronic documents.	√	LO 052 Find reliable sources
3.6	Use written communication skills to produce non-routine documents based	WA4: Written Communication	8. Written Communication	53	Demonstrate the ability to use effective ways of checking written information for accuracy of content and spelling/grammar	√	LO 053 Review the document

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
	on specific instructions						
3.6	Use written communication skills to produce non-routine documents based on specific instructions	WA4: Written Communication	8. Written Communication	54	Demonstrate the ability to identify the different types of business documents and select the appropriate one in each situation	√	LO 054 Appropriate documents
3.6	Use written communication skills to produced non-routine documents based on specific instructions	WA4: Written Communication	8. Written Communication	55	Demonstrate the ability to create different types of non-routine documents after given specific instructions	√	LO 055 Analyze and improve a memo
3.6	Use written communication skills to produce non-routine documents based	WA4: Written Communication	8. Written Communication	56	Demonstrate the ability to prepare short reports from notes	√	LO 056 Prepare a report from notes

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
	on specific instructions						
3.6	Use written communication skills to produce non-routine documents based on specific instructions	WA4: Written Communication	8. Written Communication	57	Demonstrate the ability to prepare text from recorded audio instructions or shorthand	√	LO 057 Transcribe an audio recording
3.7	Use filing skills to design and maintain a filing system given specific instructions	WA5: Filing System Documentation and Databases	9. Filing	58	Demonstrate File Management skills including the design and maintenance of an efficient filing system given specific instructions (as well as the identification of the equipment or electronic methods required for filing).	√	LO 058 Filing system design
3.7	Use filing skills to design and maintain a filing system given	WA5: Filing System Documentation and Databases	9. Filing	59	Demonstrate the ability to analyse current organisational File Management practice and recommend improvements	√	LO 059 File management system and

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
	specific instructions				within the roles and responsibilities.		practice analysis
3.8	Select and apply database tools to collect and organise information in a database	WA5: Filing System Documentation and Databases	11. Databases	60	Demonstrate the ability to use different methods and different information systems to collect information	√	LO 060 Collect relevant information for the database
3.8	Select and apply database tools to collect and organise	WA5: Filing System Documentation and Databases	11. Databases	61	Demonstrate the ability to store relevant information in different systems, enter information into databases, edit and organise information in a database.	√	LO 061 CRM Database design
3.9	Perform more complex accounting/ financial transactions	WA6: Bookkeeping, Accounting and Financial Transactions	12. Bookkeeping, Accounting and Financial Transactions	62	Demonstrate the ability to operate customer and supplier accounts manually or using an electronic accounting system that conforms to national norms and procedures	√	LO 062 Manual and Electronic Entries
3.9	Perform more	WA6:	12. Bookkeeping,	63	Demonstrate the ability to	√	LO 063

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
	complex accounting/ financial transactions	Bookkeeping, Accounting and Financial Transactions	Accounting and Financial Transactions		describe the basic concepts of accounting (for example Debit and Credit entries)		Written Exercise
3.10	Organise business travel and accommodation arrangements	WA7: Business Travel, Diary Systems, Meeting organization and event management	13. Business travel and accommodation	64	Demonstrate the ability to prepare travel, accommodation requirements in conformity with budgetary procedures.	√	LO 064_001 Stick to the budget LO 0064_002 Additional information
3.10	Organise business travel and accommodation arrangements	WA7: Business Travel, Diary Systems, Meeting organization and event management	13. Business travel and accommodation	65	Demonstrate the ability to book travel arrangements and accommodation as agreed with the traveller in conformity with budgetary procedures.	√	LO 065 Booking the travel and accommodation selected
3.10	Organise business travel and	WA7: Business Travel, Diary	13. Business travel and	66	Demonstrate understanding of the necessity of checking the	√	LO 066

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
	accommodation arrangements	Systems, Meeting organization and event management	accommodation		draft itinerary and schedule with the traveller before final booking.		Check before you book
3.10	Organise business travel and accommodation arrangements	WA7: Business Travel, Diary Systems, Meeting organization and event management	13. Business travel and accommodation	67	Demonstrate the ability to arrange credit and payment facilities for travellers in conformity with budgetary procedures.	√	LO 067 Money Money Money
3.10	Organise business travel and accommodation arrangements	WA7: Business Travel, Diary Systems, Meeting organization and event management	13. Business travel and accommodation	68	Demonstrate the ability to solve problems that may arise and, where necessary, refer issues to operational/financial managers.	√	LO 068 Houston, we have a problem
3.10	Organise business travel and accommodation	WA7: Business Travel, Diary Systems, Meeting	13. Business travel and accommodation	69	Provide the traveller with an itinerary and required documents in good time and	√	LO 069 Bon Voyage

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
	arrangements	organization and event management			confirm with the traveller that itinerary and documents meet requirements.		
3.11	Plan, organise and support meetings and recommend improvements to the procedures	WA7: Business Travel, Diary Systems, Meeting organization and event management	14. Meetings	70	Analyse the organisation, documents and materials provided for a meeting and make recommendations for any improvements.	√	LO 070 Meeting agenda
3.11	Plan, organise and support meetings and recommend improvements to the procedures	WA7: Business Travel, Diary Systems, Meeting organization and event management	14. Meetings	71	Demonstrate the ability to plan, organise and support meetings	√	LO 071 Prepare a detailed checklist
3.11	Plan, organise and support meetings and recommend improvements to	WA7: Business Travel, Diary Systems, Meeting organization and	14. Meetings	72	Demonstrate the ability to complete actions required after a meeting and to carry out action points arising from	√	LO 072 Feedback

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
	the procedures	event management			the meeting.		
3.12	Design (control the type of information needed) and manage diary systems	WA7: Business Travel, Diary Systems, Meeting organization and event management	15. Diary Systems	73	Demonstrate the ability to manage diary systems to meet the needs of the workgroup and its internal and external customers/clients.	√	LO 073 Problems related to diary management
3.12	Design (control the type of information needed) and manage diary systems	WA7: Business Travel, Diary Systems, Meeting organization and event management	15. Diary Systems	74	Demonstrate the ability to design a diary system that is appropriate for the company or organisation	√	LO 074 Shared calendars for a recruitment company
3.12	Design (control the type of information needed) and manage diary	WA7: Business Travel, Diary Systems, Meeting organization and event	15. Diary Systems	75	Demonstrate the ability to analyse reports from diary operators and users in order to recommend enhancements and necessary training	√	LO 075 Diary enhancement

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
	systems	management					
3.13	Serve customers in accordance with organisational principles	WA8: Visitors/ Customer Service	16. Visitors/ Customers	76	Demonstrate an understanding of customer care principles as well as the ability to apply these in accordance with organisational principles. Be able to adopt behaviour appropriate to the needs of the customer. Be able to solve customer's problems and complaints by following methods and tools adopted by the organisation.	√	LO 076_001 Analyze the video LO076_002 Good and bad practices regarding empathy in customer care
3.14	Use word processing software to produce non-routine documents	WA9: ICT Skills	17. Word Processing	77	Demonstrate the ability to use Word Processing techniques at an intermediate level to produce non-routine documents.	√	LO077 Create your document

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
3.15	Use spreadsheets to produce non-routine sheets	WA9: ICT Skills	18. Spreadsheets	78	Demonstrate the ability to use a spreadsheet safely and securely to enter, edit and organise numerical and other data including more advanced formulas in order to meet the non-routine requirements of the office.	✓	LO 078 Create a spreadsheet
3.16	Use presentation software to produce non-routine presentations	WA9: ICT Skills	19. Presentations	79	Demonstrate the ability to use presentation software tools and techniques at an intermediate level to produce non-routine electronic presentations	✓	LO 079 My town/city
3.17	Use internet to accomplish tasks using different techniques and tools	WA9: ICT Skills	20. Internet	80	Demonstrate the ability to select and set up an appropriate connection to access the Internet. Set up, monitor and adjust browser tools and settings to make software easier to use. Locate	✓	LO 080 Internet safety

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
					information efficiently, manage and use references and store information. Work responsibly and take appropriate safety and security precautions.		
3.18	Use email to accomplish tasks (such as complex emails or instant messaging)	WA9: ICT Skills	21. Emails	81	Demonstrate the ability to use email and communication software tools, Skype, instant messaging, and to use different options (e.g. attachments, voting buttons, etc.) and link to other office tools (e.g. address book and diary); archive email messages efficiently and securely and carry out troubleshooting of users' problems.	✓	LO 081 Let's communicate
3.19	Use electronic database skills to accomplish	WA9: ICT Skills	22. Synchronisation between electronic devices	82	Demonstrate the ability to use synchronization between devices (e.g. mobile device	✓	LO 082 Sync your devices

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
	synchronisation between devices				and outlook).		
3.20	Use social media to promote the organisation and its activities	WA9: ICT Skills	23. Using Social Media	83	Demonstrate the ability to use social media to promote the organisation and its activities	√	LO 083 Steve's food
3.21	Use project management skills to accomplish implementation of a low-risk simple project	WA10: Projects	24. Projects	84	Demonstrate the ability to define, design and implement a simple low-risk project; entering, editing and updating information on project tasks and resources. Select and use appropriate processes and tools to display and report on project status.	√	LO 084_001 Is it a project? LO 084_002 Gantt chart
3.22	Possess the knowledge and skills to accomplish basic tasks related to hr issues	WA11: HR Issues	25. Human Resources	85	Demonstrate the ability to accomplish basic and administrative tasks related to HR, such as holiday and overtime issues.	√	LO 085 Attendance record

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
3.22	Possess the knowledge and skills to accomplish basic tasks related to hr issues	WA11: HR Issues	25. Human Resources	86	Demonstrate the ability to identify and set up administrative procedures for employee training under supervision.	✓	LO 086 Training preparation checklist
3.23	Apply a range of basic numerical skills	WA12: Numeric Skills	26. Numeric Skills	87	Demonstrate knowledge of, and the ability to apply, basic mathematical principles and processes in everyday contexts at work to accomplish different business tasks (e.g. calculate the area of the office).	✓	LO 087 Calculate the area
3.24	Deal verbally with key work tasks or routine discussions	WA13: Foreign Languages	27. Languages	88	Demonstrate the necessary foreign language skills (CEFR level B1) to handle work/social requirements and communicate effectively in a wide range of routine situations.	✓	LO 088 Formal vs. Informal

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
3.25	Produce written materials to deal with routine work tasks	WA13: Foreign Languages	27. Languages	89	Demonstrate the necessary skills to use the foreign language in its written form (CEFR level B1) in routine work and social contexts.	√	LO 089 Write a formal letter in English
3.26	Use planning skills to accomplish tasks to agreed deadlines	WA14: Office Effectiveness and Efficiency	28. Planning/ Time Management	90	Demonstrate the ability to prioritise all activities to ensure work is completed to agreed deadlines.	√	LO 090 The ABCD Matrix
3.27	Use teamwork principles to accomplish group tasks	WA15: Team Dynamics	30. Team Dynamics	91	Demonstrate, understand and use the principles of team working to accomplish group tasks.	√	LO 091 Group work!>
3.28	Evaluate own work according to agreed criteria	WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	92	Demonstrate the ability to evaluate own work according to agreed criteria.	√	LO 092 Evaluating yourself
3.29	Understand, follow and apply	WA17: Business	32. Individual Rights and	93	Demonstrate the ability to understand and follow	√	LO 093

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
	individual rights and responsibilities	Environment	Responsibilities		individual rights and responsibilities within organisation's Policy and Code of Conduct and within own job description.		Quiz
3.29	Understand, follow and apply individual rights and responsibilities	WA17: Business Environment	32. Individual Rights and Responsibilities	94	Demonstrate the ability to apply individual rights and responsibilities within company policy, company code of conduct and within the job description.	√	LO 094 Scenarios
3.30	Understand the communication of the organisation's missions, values and vision	WA17: Business Environment	33. Mission, vision, values	95	Demonstrate the ability to promote and achieve the Mission and objectives of the organisation, always reflecting the values of the organisation.	√	LO 095 Multiple Choice Test
3.31	Support environmental sustainability	WA17: Business Environment	34. Environmental Sustainability	96	Demonstrate the ability to support the concept of "sustainability" through the establishment and maintenance of procedures to	√	LO 096 Environmental Sustainability

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
					minimise waste, recycle materials and correctly dispose of hazardous materials.		
3.32	Implement of CSR activities	WA17: Business Environment	35. Corporate Social Responsibility	97	Appreciate the importance of CSR and demonstrate the ability for implementation of organisational CSR activities	√	LO 097 Questionnaire on CSR
3.33	Understand cultural and diversity awareness	WA17: Business Environment	36. Cultural Awareness and Diversity	98	Demonstrate knowledge and understanding of cultural and linguistic diversity. Be able to apply appropriate behaviour to different target groups with cultural and linguistic diversity.	√	LO 098 Handle cultural differences
3.34	Demonstrate multi-tasking skills	WA17: Business Environment	37. Multi-tasking	99	Demonstrate the ability to handle and manage more than one tasks at the same time by using appropriate tools and techniques.	√	LO 099 Multiple Choice Test

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
3.35	Present a positive image of self and the organisation through adaptation of behaviour	WA17: Business Environment	38. Self-Image and Organisation Image	100	Demonstrate the ability to adapt own behaviour to maintain positive and professional manners when under pressure, e.g. working to time constraints, when dealing with a difficult situation or a client.	✓	LO 100 Role Play – The difficult customer
4.1	Use of business communication skills to generate solutions in specific situations	WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	4. Business Communication	101	Demonstrate the ability to interact with others effectively and efficiently, and generate solutions in specific situations through the use of effective communication techniques.	✓	LO 101_001 Evaluating communication skills LO101_002 Exclusion vs. inclusion
4.2	Address issues of equal opportunities	WA3: Communication and social, telephone	6. Code of conduct and equal opportunities	102	Explain how issues of equal opportunities such as disability, gender, sexual orientation, ageism, sexual	✓	LO 102_001 Case Study: Is it direct or

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
		handling, code of conduct, equal opportunities and relationships			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.		indirect? LO102_002 Case Study: Is this discriminative?
4.3	Improve code of conduct	WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	6. Code of conduct and equal opportunities	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.	√	LO 103 Learn from the Best!
4.4	Use written communication	WA4: Written	8. Written Communication	104	Demonstrate the ability to assess requirements on	√	LO 104

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
	skills to generate non-standard documents based on the needs of the reader and contribute to the improvement of written communication	Communication			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.		MUST, MAY/CAN OR SHOULD?
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	WA4: Written Communication	8. 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.	v	LO 105 Case study: Apply the problem solution strategy!

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
	communication						
4.5	Design, plan, organise meetings and other events	WA7: Business Travel, Diary Systems, Meeting organization and event management	14. Meetings	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.	✓	LO 106 Annual client party
4.5	Design, plan, organise meetings and other events	WA7: Business Travel, Diary Systems, Meeting organization and event management	14. Meetings	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.	✓	LO 107 Collecting requirements
4.6	Recommend improvements to diary systems	WA7: Business Travel, Diary Systems, Meeting	15. Diary Systems	108	Analyse the effectiveness of existing diary systems based on users' needs and business	✓	LO 108 Comparing

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
		organization and event management			requirements in order to make recommendations for improvements and the necessary training.		different user needs
4.7	Deliver, monitor and evaluate customer service to internal and external customers	WA8: Visitors/ Customer Service	16. Visitors/ Customers	109	Demonstrate the ability to deliver, monitor and evaluate customer service to internal customers by providing and continuously improving services to these customers.	√	LO 109 Video analysis
4.7	Deliver, monitor and evaluate customer service to internal and external customers	WA8: Visitors/ Customer Service	16. Visitors/ Customers	110	Demonstrate the ability to deliver, monitor and evaluate customer service to external customers by providing and continuously improving services to external customers.	√	LO 110 Develop a tool
4.8	Use word processing software to produce non-	WA9: ICT Skills	17. Word Processing	111	Demonstrate Skills in using word processing techniques at an advanced level to produce high quality and attractive	√	LO 111 Advanced word

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
	routine high quality and attractive documents				documents to agreed specifications using available design and production resources. Take some responsibility for the evaluation of the result.		
4.9	Use spreadsheets to produce non-routine complex sheets	WA9: ICT Skills	18. Spreadsheets	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.	✓	LO 112 Create your document
4.10	Use presentation software to produce non-routine complex presentations	WA9: ICT Skills	19. 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.	✓	LO 113 Create a complex presentation

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
4.11	Use project management skills to accomplish implementation of a complex project with significant levels of risk	WA10: Projects	24. Projects	114	Appreciate the importance of risks in project management and handle risks in an effective way.	✓	LO 114 Can you identify the risk and the solution?
4.11	Use project management skills to accomplish implementation of a complex project with significant levels of risk	WA10: Projects	24. Projects	115	Demonstrate the ability to apply skills, knowledge and competencies to manage a project using relevant (software) tools.	✓	LO 115 Create a trello board
4.11	Use project management skills to	WA10: Projects	24. Projects	116	Demonstrate the ability to apply soft skills such as, communication, interpersonal	✓	LO 116 leader material

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
	accomplish implementation of a complex project with significant levels of risk				skills and leadership to the management of projects.		video
4.11	Use project management skills to accomplish implementation of a complex project with significant levels of risk	WA10: Projects	24. Projects	117	Demonstrate the ability to apply sector specific knowledge to the planning, implementation and evaluation of projects.	✓	LO 117 The importance of sector specific knowledge in project management
4.11	Use project management skills to accomplish implementation of a complex	WA10: Projects	24. Projects	118	Demonstrate the ability to apply financial management competencies to the efficient and effective operation of projects.	✓	LO 118 Create a simple budget

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
	project with significant levels of risk						
4.11	Use project management skills to accomplish implementation of a complex project with significant levels of risk	WA10: Projects	24. Projects	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.	✓	LO 119 Protect the egg
4.12	Possess the knowledge and skills to generate solutions related to HR issues	WA11: HR Issues	25. Human Resources	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	✓	LO 120_001 Learning styles – self-evaluation questionnaire LO120_002 Training evaluation and

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
					development initiatives.		recommendation
4.12	Possess the knowledge and skills to generate solutions related to HR issues	WA11: HR Issues	25. Human Resources	121	Understand the difference between personnel management and human resource management in order to support the recruitment, motivation and retention of employees.	✓	LO 121 Career anchors – self-evaluation questionnaire
4.12	Possess the knowledge and skills to generate solutions related to HR issues	WA11: HR Issues	25. Human Resources	122	Demonstrate ability to ensure that the due process of termination of employment is followed and prepare the appropriate documentation.	✓	LO 122 Employee termination knowledge test
4.13	Deal verbally with key work tasks or complex discussions	WA13: Foreign Languages	27. Languages	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.	✓	LO 123 Multiple choice test
4.14	Produce written	WA13: Foreign	27. Languages	124	Demonstrate the necessary	✓	LO 124

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
	materials to deal with non-routine work tasks	Languages			skills to use the foreign language in its written form (CEFR Level B2) in most occupational and social contexts including non-routine ones.		Multiple choice test
4.15	Use planning and time management skills to achieve own short term and long term objectives	WA14: Office Effectiveness and Efficiency	28. Planning/ Time Management	125	Demonstrate the ability to set own short-term and long-term objectives within the organisation's Development Plan.	✓	LO 125_001 Castles in the air LO 125_002 Setting individual goals
4.15	Use planning and time management skills to achieve own short term and long term objectives	WA14: Office Effectiveness and Efficiency	28. Planning/ Time Management	126	Demonstrate the ability to use Time Management skills to manage own time in order to reach own short- and long-term objectives.	✓	LO 126 Adapting the plan

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
4.16	Manage office facilities	WA14: Office Effectiveness and Efficiency	29. Facilities Management	127	Demonstrate the ability to provide and maintain office facilities and equipment to meet the needs of the users.	√	LO 127 Designing questionnaire
4.16	Manage office facilities	WA14: Office Effectiveness and Efficiency	29. Facilities Management	128	Demonstrate the ability to co-ordinate the use of office resources.	√	LO 128 Office resources
4.16	Manage office facilities	WA14: Office Effectiveness and Efficiency	29. Facilities Management	129	Demonstrate the ability to implement, communicate, review and evaluate office systems and procedures.	√	LO 129_001 Office systems and procedures LO 129_002 Induction program
4.16	Manage office facilities	WA14: Office Effectiveness and Efficiency	29. Facilities Management	130	Demonstrate the ability to ensure that office facilities and equipment are used effectively and efficiently.	√	LO 130_001 Problems with office procedures and admin

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
							personnel LO 130_002 Develop a checklist
4.17	Generate solutions through teamwork and evaluate and improve the success of team working activity	WA15: Team Dynamics	30. Team Dynamics	131	Demonstrate the ability to generate solutions through team building activities.	√	LO 131 Designing a team building activity>
4.17	Generate solutions through teamwork and evaluate and improve the success of team working activity	WA15: Team Dynamics	30. Team Dynamics	132	Demonstrate the ability to evaluate and improve the performance of teams within the organisation	√	LO 132 evaluating a team building activity
4.18	Exercise self-	WA16: Self-	31. Management of	133	Demonstrate the ability to	√	LO 133

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
	management in predictable situations and supervise the routine work of others	Management, Supervision, Management and Leadership	self and others		exercise self-management in situations that are usually predictable but are subject to change.		Self-management skills
4.18	Exercise self-management in predictable situations and supervise the routine work of others	WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and 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.	✓	LO 134 An effective supervisor-Video analysis
4.18	Exercise self-management in predictable situations and supervise the routine work of	WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	135	Develop own administration team taking into account the impact of different technologies and cultural paradigms.	✓	LO 135 Team building

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
	others						
4.19	Adopt behaviour and actions in accordance with cultural and diversity awareness	WA17: Business Environment	36. Cultural Awareness and Diversity	136	Demonstrate the ability to use words, non-verbal signals and actions that value diversity amongst colleagues, customers and stakeholders.	√	LO 136 Whose proverb?
4.19	Adopt behaviour and actions in accordance with cultural and diversity awareness	WA17: Business Environment	36. Cultural Awareness and Diversity	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.	√	LO 137 Female gym hours
4.19	Adopt behaviour and actions in accordance with cultural and diversity awareness	WA17: Business Environment	36. Cultural Awareness and Diversity	138	Demonstrate the ability to uphold the rights of people who are different from oneself.	√	LO 138 Spot the bias and revise
4.19	Adopt behaviour and actions in	WA17: Business	36. Cultural Awareness and	139	Demonstrate the ability to learn from other people who	√	LO 139

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
	accordance with cultural and diversity awareness	Environment	Diversity		are different from oneself and use this to improve ways of interacting with others.		Learning from diversity
4.20	Develop a positive image of self and the organization	WA17: Business Environment	38. Self-Image and Organisation Image	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.	√	LO 140 Developing a positive image through social media
4.21	Demonstrate knowledge of law to generate solutions to possible issues	WA18: General Legislation	39. Legislation	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.	√	LO 141 Employment contract
4.21	Demonstrate knowledge of law to generate	WA18: General Legislation	39. Legislation	142	Have knowledge of Health and Safety in a broad context to assist the company or	√	LO 142 H&S in my

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
	solutions to possible issues				organisation, to predict situations and generate solutions to possible issues.		organization
4.22	Manage calls for tenders	WA19: Tenders	40. 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.	√	LO 143 Tenders Management
4.22	Manage calls for tenders	WA19: Tenders	40. Tenders	144	Demonstrate the ability to evaluate tenders.	√	LO 144 Tenders Evaluation
5.1	Design, plan, organise meetings and other events	WA7: Business Travel, Diary Systems, Meeting organization and event management	14. Meetings	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	√	LO 145 Event Concept

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
					previous or competing events as well as introducing elements of innovation and creativity.		
5.1	Design, plan, organise meetings and other events	WA7: Business Travel, Diary Systems, Meeting organization and event management	14. Meetings	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.	√	LO 146 Event objectives
	5.1 Design, plan, organise meetings and other events	WA7: Business Travel, Diary Systems, Meeting organization and event management	14. Meetings	147	Demonstrate the ability to develop and agree a Business Plan for an event and negotiate internal finance and external sponsorship.	√	LO 147 Event financing
5.1	Design, plan, organise meetings and other events	WA7: Business Travel, Diary Systems, Meeting	14. Meetings	148	Demonstrate ability to identify, negotiate and secure a venue for an event, which	√	LO 148

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
		organization and event management			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.		Event venue
5.2	Exercise management in unpredictable situations and develop evaluation criteria in order to review and develop performance of others	WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	149	Demonstrate the ability to exercise management and supervision in activities where there is unpredictable change.	✓	LO 149 Solve the problem!
5.2	Exercise management in unpredictable situations and develop	WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	150	Demonstrate the ability to agree team performance targets to contribute to meeting strategic objectives, mentor and coach team to	✓	LO 150 Develop a performance improvement

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
	evaluation criteria in order to review and develop performance of others				reach their targets, and evaluate performance.		plan
5.2	Exercise management in unpredictable situations and develop evaluation criteria in order to review and develop performance of others	WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	151	Demonstrate the ability to formulate and evaluate criteria for work of others in order to review and develop performance others.	√	LO 151 Decide the evaluation criteria
5.3	Manage own performance in the business environment	WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	152	Improve own performance, plan and be accountable for own work.	√	LO 152 Evaluation criteria!

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
5.3	Manage own performance in the business environment	WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	153	Demonstrate the ability to assess and plan for personal professional development.	√	LO 153 Personal development plan
5.4	Demonstrate leadership skills	WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	154	Demonstrate the ability in identifying common goals, interests and perspectives for staff in order to accomplish a specific task.	√	LO 154 Write SMART goals
5.4	Demonstrate leadership skills	WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	155	Demonstrate the ability to create a vision for your team and a strategy to achieve it.	√	LO 155 Make the vision statement reality through strategic planning
5.4	Demonstrate leadership skills	WA16: Self-Management, Supervision, Management and	31. Management of self and others	156	Improve Leadership skills.	√	LO 156 Appreciate Feedback

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
		Leadership					
5.4	Demonstrate leadership skills	WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	157	Handle Leadership pressures.	√	LO 157 Creative group work
5.4	Demonstrate leadership skills	WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	158	Think ahead in order to prevent a crisis.	√	LO 158 Identify possible risks in H&T
5.4	Demonstrate leadership skills	WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	159	Motivate own resources in order to achieve objectives.	√	LO 159 Discussion
5.4	Demonstrate leadership skills	WA16: Self-Management, Supervision,	31. Management of self and others	160	Demonstrate the ability to act and react assertively and sensitively.	√	LO 160

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
		Management and Leadership					Be assertive
5.4	Demonstrate leadership skills	WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	161	Demonstrate Situational Leadership (the 60 second PA).	✓	LO 161 Blind man's tower
5.5	Demonstrate knowledge of law to generate solutions to more abstract issues	WA18: General Legislation	39. Legislation	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.	✓	LO 162 Employment legislation application
5.5	Demonstrate knowledge of law to generate solutions to more abstract issues	WA18: General Legislation	39. Legislation	163	Demonstrate comprehensive knowledge of Health & Safety and Law in a broad context to assist the company or organisation, to predict	✓	LO 163 Health and safety regulations application

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
					situations and to develop solutions to more abstract problems.		
5.6	Demonstrate assistance at a corporate level	WA20: Assistance at a corporate level	41. 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	v	LO 164_001 Lost at sea LO 164_002 Solve company problem

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
					adequate staff levels to cover for absences and peaks in workload, etc.)		
5.7	Demonstrate openness to change	WA21: Innovation and Change	42. Innovation and Change	165	Demonstrate a positive and flexible attitude towards change.	✓	LO 165 The Four P's
5.7	Demonstrate openness to change	WA21: Innovation and Change	42. Innovation and Change	166	Demonstrate the ability to try out new ideas and initiatives with care and enthusiasm.	✓	LO 166 New Ideas

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
5.7	Demonstrate openness to change	WA21: Innovation and Change	42. Innovation and Change	167	Demonstrate the ability to identify and develop opportunities for change.	√	LO 167_001 Swot Analysis LO167_002 PESTEL Analysis
5.7	Demonstrate openness to change	WA21: Innovation and Change	42. Innovation and Change	168	Demonstrate the ability to implement change.	√	LO 168_001 Overcoming Resistance
5.8	Act as a manager	WA22: PA as a manager	43. Responsibility, Self-confidence, Persistence, Initiative, Entrepreneurship	169	Demonstrate the ability to understand what the organisation is trying to achieve.	√	LO 169 Present the mission(s)
5.8	Act as a manager	WA22: PA as a manager	43. Responsibility, Self-confidence, Persistence, Initiative, Entrepreneurship	170	Demonstrate the ability to make decisions (within the framework provided by the company or organisation) and acknowledge responsibility for them.	√	LO 170 Make the decision

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
5.8	Act as a manager	WA22: PA as a manager	43. Responsibility, Self-confidence, Persistence, Initiative, Entrepreneurship	171	Demonstrate the ability to achieve a goal by belief in self and own capabilities.	√	LO 171_001 Confidence test LO 171_002 SWOT self analysis
5.8	Act as a manager	WA22: PA as a manager	43. Responsibility, Self-confidence, Persistence, Initiative, Entrepreneurship	172	Negotiate in the business environment	√	LO 172 Negotiation role play
5.8	Act as a manager	WA22: PA as a manager	43. Responsibility, Self-confidence, Persistence, Initiative, Entrepreneurship	173	Demonstrate the ability to think ahead (predict) and prepare for the future.	√	LO 173 Thinking ahead
5.8	Act as a manager	WA22: PA as a manager	43. Responsibility, Self-confidence, Persistence, Initiative,	174	Demonstrate the ability to take an interest in the organisation beyond own role.		LO 174 Beyond my role

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	WA	Theme	Learning Outcome (LO)	Learning Outcome	Trainer's presentation	Methodological tools ID title
			Entrepreneurship				
5.8	Act as a manager	WA22: PA as a manager	43. Responsibility, Self-confidence, Persistence, Initiative, Entrepreneurship	175	Demonstrate Entrepreneurial attitude		LO 175 Opportunities

Table 1: EupaNext training materials at a glance

3. Icebreakers & Energisers

For a workshop to be successful, it is always important to build a friendly atmosphere.

Some icebreakers are presented here. However, the trainers could also develop their own ice breakers which suit their personal style.

INTRODUCTORY SESSION:	1. ICE- BREAKING Getting-to-know-you
Timing:	30 minutes
Aim:	<ul style="list-style-type: none"> * To facilitate conversation amongst the participants, * to make them feel comfortable with each other and with the trainer, * to get trainees engaged in the proceedings and start to work co-operatively in pairs at the beginning and then flexibly as part of a team to contribute more effectively towards a successful outcome
Equipment:	You will need: flip chart, pen
Participants Will need:	A pen & a copy of the <i>"Getting-to-know-you" Worksheet</i> per person to keep notes while interviewing each other in pairs
Attached tools:	"Getting-to-know-you" Worksheet
Procedure:	<p>Start with a welcome to the trainees and explain the reason you are all in this classroom and how long will you stay. Continue by introducing yourself as a trainer by giving some basic information (e.g. Name, educational background, professional background and some personal information such as family, hobbies, main interests). Then ask the trainees to get to know each other as following:</p> <p><u>1st Part</u></p> <ul style="list-style-type: none"> * Ask the trainees to split in couples trying to avoid those that perhaps already know each other * Devote a few minutes in order to give to each other some basic information regarding yourself (e.g. Name, educational background, professional background and some personal information such as family, hobbies, main interests) <p><u>2nd Part</u></p>

Intellectual Output 9: Trainer's guide

INTRODUCTORY SESSION:	1. ICE- BREAKING Getting-to-know-you
	<ul style="list-style-type: none"> * As soon as the interviews of trainees in couples finishes ask each couple to stand up and present each other to the plenary (2 min per person). * Step 2: As soon as the 1st presentation in couple is finished the plenary can ask any additional clarifications * Step 3: Thank the trainees and ask for the next couple to present to the plenary * Repeat the above steps until all trainees get the chance to present in couples
Tips:	Listen carefully and ask the participants to do the same. Ask questions that you think of relevance, try to make some encouraging comments

INTRODUCTORY SESSION	2. ICE-BREAKING “CIRCLE, SQUARE, TRIANGLE or Z”
TIMING:	30 minutes (Depending on the number of participants)
AIM:	<ul style="list-style-type: none"> ✓ To facilitate conversation amongst the participants, ✓ to make them feel comfortable with each other and with the trainer, ✓ To establish good atmosphere through participants
EQUIPMENT:	You will need: flip chart/whiteboard, markers
PARTICIPANTS WILL NEED:	Markers
ATTACHED TOOLS:	-
	Start with a welcome to the trainees and explain the reason you are all in this classroom and how long will you stay.

INTRODUCTORY SESSION	2. ICE-BREAKING “CIRCLE, SQUARE, TRIANGLE or Z”
PROCEDURE:	<p>Continue by introducing yourself as a trainer by giving some basic information (e.g. Name, educational background, professional background and some personal information such as family, hobbies, main interests).</p> <p><u>1st Part</u></p> <ul style="list-style-type: none"> - Explain that this activity is designed to help participants learn more about one another. - On a writing surface, draw the following: <div data-bbox="571 542 963 622" data-label="Image"> </div> <ul style="list-style-type: none"> - Ask each participant to draw one of these shapes on their name tent card. - Tell them to pick whatever shape appeals to them the most and that they think best represents them. Provide markers so that these shapes can clearly be seen. - After everyone has completed marking their name tent cards, ask each participant to explain why he or she chose the shape he or she did. - <p><u>2nd Part</u></p> <ul style="list-style-type: none"> - After everyone has had a chance to discuss their name tent cards, explain the following: <ul style="list-style-type: none"> a) those who marked their cards with a Z are the most <u>hardworking persons</u> in the group; b) those who marked their cards with a triangle are the <u>most intelligent</u> in the group; c) those who marked their cards with a square are the <u>most ambitious</u> in the group and will make it to the top; d) and those who marked their cards with a circle are the <u>“party animals”</u> in the group!
TIPS:	<p>Have some fun with this activity, especially the explanation for those with circles. Remember that these symbols will remain visible on participants’ cards throughout the program, and humorous comments can be made about these designations to help make the program fun.</p>

INTRODUCTORY SESSION	3. ICE-BREAKING “Introduction BINGO”
TIMING:	30 minutes
AIM:	<ul style="list-style-type: none"> ✓ To facilitate conversation amongst the participants, ✓ to make them feel comfortable with each other and with the trainer, ✓ To establish good atmosphere through participants
EQUIPMENT:	You will need: flip chart/whiteboard, markers
PARTICIPANTS WILL NEED:	A pen and the Handout “Introduction BINGO” sheet.
ATTACHED TOOLS:	I.1-4_Ice breaking - “Introduction BINGO”
PROCEDURE:	<p>Start with a welcome to the trainees and explain the reason you are all in this classroom and how long will you stay. Continue by introducing yourself as a trainer by giving some basic information (e.g. Name, educational background, professional background and some personal information such as family, hobbies, main interests).</p> <p>1st Part</p> <ul style="list-style-type: none"> - Welcome everyone to the program and introduce the activity as a way for everyone to get to know one another better. - Distribute a copy of Handout 28-A to each participant - Explain that each participant is to walk around and find other participants who meet the criteria of each block on their Introduction Bingo card. - Instruct participants that they should write the name of the person who meets the criteria of each block. The winner will be asked later whose name is in each block. - Tell participants that when the first person has BINGO (a completed row either vertically, horizontally, or diagonally), he or she should shout out “BINGO.” - Once someone has BINGO, have participants return to their seats

INTRODUCTORY SESSION	3. ICE-BREAKING “Introduction BINGO”
	<p>2nd Part</p> <ul style="list-style-type: none"> - Ask the Bingo winner to share the names of the participants in each block of their completed Bingo card. - Ask those individuals whose names are on the card to briefly elaborate on their experiences that qualified him or her for their respective block. - After each person on the winner’s Bingo card has explained his or her experiences or interests, thank everyone for their participation and tell them that this activity will help the program go better because everyone knows each other a little better.
TIPS:	Continue the Bingo activity until everyone has completed his or her card

❖ **My logo**

Each learner develops his/her own personal logo, ensuring that the other people in the group have not seen the logo he/she has developed. The trainer collects all logos and sticks them on the wall or on the whiteboard. People in the group are requested to guess the person to which each logo belongs to and justify why they came up with this conclusion. After that, the owner of the logo explains what the logo presents and why the specific logo matches his/her personality.

❖ **This characterises me**

The trainer develops cards with adjectives like "emotional", "organised", "unorganised", "perfectionist" and so on. Each of the learners pick up a card (without seeing it at first). Then, they are requested to introduce themselves, pick up their card and explain whether or not the specific adjective characterises them and why

❖ **The Talent Show**

The trainer asks each person in the room to identify his/her talent and make a short demonstration. This talent could be, drawing, singing, dancing, having good presentation skills, or anything else they may think of. Learners introduce themselves, explain what their special talent is, and then perform their special talent for the group.

❖ Three Questions Game

Everyone in the group writes down three questions, which he/she will make to others in the group. Not the normal “what’s your name” type of questions, but something like "what is your favourite sport", or "what is your strongest point", or "Name a topic you feel absolutely passionate about". The trainer gives the learners time to mingle, and to ask three different people in the group one of their three questions. The trainer gathers the group back together. Have each of the learners stand and give their name. After they say their name, the trainer asks the group to tell what they know about this person.

❖ Three facts one lie

Each of the learners writes on a small piece of paper three facts about himself or herself: Two of them are real and the third one is a lie. The group has to guess which one is the lie (and write it down). The same will take place for each of the learners in the group. The learner with the most right guesses is the group winner.

4. Hints and Tips per unit

Please write down some hints and tips per unit.

All the presentations and the methodological tools are available on the CD which accompanies this guide. The following table provides the trainer with hints and tips for each training module

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
2.1	Handle the Mail	This unit aims to provide skills and competences to the learners to handle	LO001 Identify the company policy and recommend	Trainers should emphasize meaning of the term ‘company policy’. Use of case study method can be a very effective classroom technique and real examples will help students construct the

Intellectual Output 9: Trainer’s guide

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
		incoming and outgoing mail effectively as one of the important procedures in order to run an office effectively and efficiently.	improvements	knowledge and understand how real organizations work.
			LO 002 Handling incoming mail	Emphasis should be given to receive, check and sort incoming mail or packages, identify and deal with unwanted junk mail appropriately, identify and deal with suspicious items, appropriately arrange, sort and distribute incoming mail to recipients and record incoming mail. Simulation and group discussion are two types of the methodological tools which recommended
			LO 003_001 Handling outgoing mail	After the completion of this exercise, learners should be demonstrate the ability to collect, sort and prioritize outgoing mail and identify outgoing mail which is urgent, identify the best methods for dispatching mail, agree a cost for dispatching mail items, arrange services for collecting outgoing mail, record postage cost and record outgoing mail. Trainees could work in groups in order to have the opportunity to develop new approaches regarding the field

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
			LO 003_002 Handling International Mail	This methodological tool provides knowledge in identifying the best methods for dispatching national and international mail. Furthermore, trainees should have the ability to agree a cost for dispatching mail items and arrange services for collecting outgoing mail. To achieve these goals, trainer should use simulation as one of the best practical educational methods which help trainees to do practise.
2.2	Handle the Stock	This unit deals with making the learners familiar with handling the stock as one of the important procedures in order to run an office efficiently and effectively.	LO 004 Ordering office supplies	Depending on the size of the company and the person's own responsibilities, he/she may have to order office supplies for himself/herself, the department, or the entire business. He/She can purchase supplies at an office supply store in person or by ordering over the phone, via fax, or via mail, choosing from an office supply catalogue. He/she can also use office supply websites (the trainer should include common websites in his/her country). It is recommended

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
				group exercise
			LO 005 Monitoring Stock level	Trainers should emphasize stock control methods, basic forecasts, theft by staff, thieves and shoplifters, stock control administration, stock cards , stock control systems - keeping track manually, keeping lots of stock, how much stock should you keep?, economic order quantity, fixed order quantities, inventory control software, just in time method. Group discussion as a teaching method will give the opportunity to trainees think more deeply and to articulate their ideas more clearly.
2.3	Use of office equipment to carry out simple tasks including simple troubleshooting	This unit develops appropriate skills and competences for the learners in order to meet simple business tasks using office	LO 006 Use of office equipment	The trainers should point out to learners that there are different types of manufacturers and office equipment. Although the principles are quite similar, learners should always test/ ask about the use of every single piece of equipment before performing a certain task. Exercise using

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
		equipment and technology efficiently.		ICT enable trainees understand the key concepts and benefits of using ICT.
2.4	Use business communication skills clearly and effectively	This unit is about business communication and it is focused particularly on the effective use of effective communication, both verbally and non-verbally.	LO 007_001 Hello Mr. President	Trainers should mark the importance of effective verbal communication. Video analysis which recommended http://www.youtube.com/watch?v=zp23cMni2eY give trainees a try to express their views. At the same time frequent questions , whether asked by trainer or by the trainees, provide a means of measuring learning and exploring in-depth the key concepts of the course.
			LO 007_002 ZOOM	The trainers should not explain how the ZOOM exercise works ; Participants have to figure out by themselves what to do. This exercise will help participants to develop their communication skills. In case the group cannot implement their tasks easily, the trainer can pause the clock for ten (10) minutes to guide the group. During the pause, the trainer can help them understand any communication problems they might have in

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
				order to come into a conclusion. Then the exercise can continue normally.
2.5	Use telephone techniques effectively	This unit describes the basic principles of telephone communication and the appropriate skills needed by the users in different levels, from simple techniques to more complex telephone skills.	LO 008 Hold the line	The goal of the exercise is to help the participants speak clearly and appropriately during a phone call. Group exercise with cards will encourage participants to take part in exercise and construct knowledge regarding to how speak on a phone call. All cards should be used during the exercise. At the end, the trainer explains the consequences of an appropriate telephone communication.
2.6	Understand and apply code of conduct according to organizational principles	This unit addresses important basic concepts related to the code of conduct that apply for all organizations:	LO 009_001 Creative Social Skills Dress code?	The trainer should have the role of the facilitator/supporter during the exercise. The trainer will motivate people to use creativity, but at the same time he/she will look into their notes to make sure that all aspects of social skills are covered.

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
		appearance, dress code, social skills. Most importantly the unit helps to understand the concept, role and importance of a code of conduct.	LO 009_002 Can you recognize the	This methodological tool accentuates dress code recognition. It is suggested learners work in groups . Creative group work is one of the most challenging methods which will engage the trainees on discussion about different dress code. Moreover, participants will agree or disagree with different types of dress code. To the end, trainers will draw the line helping participants understand clearly the thematic area.
2.7	Recall and apply key principles of good relationships with customers, external stakeholders and colleagues in a clear and effective way	This unit addresses important principles for confidentiality and positive organizational behavior when working with customers, external stakeholders and colleagues in order to develop good relationships.	LO 010_001 Shield and protection	Trainers should emphasize in the understanding of issues relating to the confidentiality and the privacy of their colleagues and employees. Group discussion is recommended analyzing the thematic area.
			LO 010_002 Shield and protection	Trainers should emphasize the list general principles of confidentiality and in the understanding of issues relating to the confidentiality and the privacy of their colleagues and employees. Case study and group discussion are recommended as types of the methodological

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
				tools.
			LO 011 Identify different types of stakeholders. Maintain good relationships with different types of stakeholders.	Trainees should be able to identify the external customers and describe different kind of PR activities for each one of the external customers. Use of Simulation method will allow trainees to purposely undertake high-risk activities or procedural tasks within a safe environment without dangerous implications.
			LO 012 Positive organizational behavior	This methodological tool point out the importance of maintains good working relationships, even when under pressure and the understanding of their conflict resolution style, using the kilmann questionnaire. Trainers could use case study approach because it is a good method to challenge theoretical assumptions
2.8	Use written communication skills to produce a variety of routine business	This unit is focused particularly on the effective use of written communication skills	LO 013 Creative demonstration of your	Trainers should encourage the participants to adopt a holistic approach to the issue of business writing but to compose their presentation and their poster in a creative way. They should focus

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
	documents	(e.g. terminology, routine documents) in the daily work.	writing skills	<p>on the following main principles.</p> <ul style="list-style-type: none"> - Easy to read. - Visually appealing. - Knowledge of subject. - Respect to the reader. - Use techniques for handling large sets of data easily. - Appropriate tone. - Who is the receiver? How formal/informal the document should be. - Use of appropriate words that can make the difference.
			LO 014	It is recommended trainers check the do's and don'ts tips when they write an order letter and

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
			Making an order	guide the participants appropriately.
			LO 015 Writing appropriately	The trainer may use the enclosed document or any other document. The document should contain different types of mistakes including formatting mistakes. Inform the participants that the text below should be formatted into a professional form (i.e. bullets, paragraph, grammar check, etc.).
2.9	Use filing skills to maintain an established system	This unit deals with filing skills in order to maintain an established system.	LO 016 Practice Filing Systems	With these exercises the learners should be able to identify the code of the file where the documents should be placed. In other words they should perform the following procedure: Give a code to the document, enter it into the control of documents and identify the file in which it will be stored.
2.10	Interpret routine business Documents	This unit deals with familiarizing the learners with the interpretation of	LO 017 Identify Mistakes	The documents included in this methodological tool are just indicative. The trainer should provide other documents as well, or develop his/her own documents. Objective is for the

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
		routine business documents		learners to develop attention to detail so that they will be able to spot mistakes.
2.11	Use basic database skills to enter information in a database	This unit develops basic database skills with emphasis on entering information in a database.	LO 018 Create a simple travel agent's database	Attention should be paid on the way the learners design the database as well as their attention to detail (e.g. phone numbers entered correctly, addresses entered correctly etc.).
2.12	Perform routine business transactions	This unit explains how to perform routine business transactions as well as routine accounting. The unit focuses on the documents involved in these routine transactions.	LO 019 Receipts	The above exercises will help the trainer realize the extent to which the participants are familiar with different kinds of payment documents.
			LO 020 Payments through the development of posters	Trainees should be able to make payments to suppliers and receive payments from customers. Trainers should encourage the participants to demonstrate the procedure of payment and also to demonstrate their understanding of the importance of paying attention to detail in order to achieve the goals above.
2.13	Recommend business travel and	This unit explains how to use the different	LO 021	Trainees must be able to make recommendations and arrangements for business travels. Therefore,

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
	accommodation arrangements and prepare relevant documentation	parameters to organize suitable business travel plans, produce travel documentation and checking these plans effectively.	Recommend an itinerary	simulation can improve trainees' skills and allow them to learn from error.
			LO 022 Prepare the itinerary	The trainers should take into account both the traditional ways of organizing a business trip and the modern ways (web check in, offers via net, etc.)
			LO 023 eliminate the risks	After the completion of this exercise the participants will be in a position to realize and state the importance of checking travel plans immediately prior to the journey. Use of simulation gives the opportunity to participants gain a greater understanding about the consequences of their actions and the need to reduce any errors.
2.14	Prepare for a routine meeting (including meeting	This unit explains how to prepare for routine meetings as well as how to produce	LO 024 Develop your own simple checklist	The participants have to work in groups in order to develop checklists for the meeting.

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
	documentation)	documentation before and after them.	LO 025 Compose post meeting documentation	The aim of this exercise is trainees compose meeting minutes. The trainers also participate in the meeting and have the role of the facilitator. The rest of the learners have the role of the minutes' takers. After the end of the meeting, the learners, with the aid of laptops, compose and finalize their minutes.
2.15	Use diary systems for routine business purposes	This unit explains how to operate an electronic diary, handle requests from others for new or modified entries, make accurate entries and maintain an up-to-date system.	LO 026 Using MS Outlook and a mobile phone calendar	The important thing to note is whether the participants are able to use electronic calendars, that they have inputted all the information correctly and that they can actually use different types of electronic calendars.
			LO 027 Electronic Vs Manual Systems	This exercise will help participants understand the benefits of an electronic diary system. With an electronic diary system we can share the information with our colleagues. In this way common mistakes, such as double booking of the conference hall, can be avoided. Information updates are made easily without the use of corrective pen or eraser.

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
				Other issues should be highlighted. <ul style="list-style-type: none"> The current system does not allow the user to spot any mistakes visually.
			LO 028 Please help Mary	Participants must demonstrate their understanding in handling urgent versus important issues. They should also demonstrate that they are able to realize that it is not feasible to add the activities required in the day (provided that Mary has to also attend the dinner) and therefore rescheduling is needed to accommodate urgent and important issues.
			LO 029 Maintain it up to date	After the completion of this case study the participants will be in a position to make accurate entries and Maintain an up to day diary. Use of case-study method expose the trainees to real life situations which otherwise is difficult.
2.16	Handle visitors and customers with	This unit explains how to handle visitors and customers with	LO 030_001 Understand the	Make sure that the participants use all the techniques and tips provided in the slideshow regarding communication (verbal and non-

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
	professionalism	professionalism including the proper use of tone, body language and the ability to solve problems.	purpose role play	verbal), appropriate questions, etc.
			LO 030_002 Different types of customers, always professional!	The trainer should also be taking notes during the role play and discuss on the comments of the group. One addition to the exercise would be for the trainer to videotape the role play, so that it can be played back after the discussion, for more in-depth analysis.
			LO 031 Different scenarios of customers, always appropriate body language	The trainer should also be taking notes during the role play and discuss on the comments of the group. One addition to the exercise would be for the trainer to videotape the role play, so that it can be played back after the discussion, for more in-depth analysis
			LO 032 A picture for customer care	This methodological tool is not an exercise on the artistic skills of the group. This should be made very clear to the group. The main principle is to demonstrate an in depth understanding of customer care principles.

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
2.17	Use word processing software to produce simple routine document	This unit explains how to use word processing software to produce simple documents.	LO 033 Creating professional documents	The trainer should pay attention to details of formatting.
2.18	Use spreadsheets to produce simple routine sheets	This unit explains how to use a spreadsheet to enter, edit and organize numerical and other types of data.	LO 034 Practice the creation of spreadsheets with formulas	Attention should be paid to detail in terms of formatting, as well as the correct use of formulas. The trainer should ensure that formulas have actually been entered and that the learner did not just enter the number.
2.19	Use presentation software to produce simple routine presentations	This unit explains how to use presentation software safely and securely to produce simple electronic presentations.	LO 035 Use Presentation software to produce simple routine presentations	Make sure that they utilise all the knowledge included in the training PPT. They should format the text, insert pictures, etc. Presentations can be created in their mother language. Learners may present the presentations they have created.
2.20	Use the internet to carry out simple tasks	This unit explains how to connect to internet sites safely and securely using browser software and search	LO 036 Internet	The trainer should focus on the amount of information identified through the search and the ability of the participant to utilize different search engines, etc. As far as the possible flights and accommodation are concerned, the ability of the

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
		tools		participant to provide alternatives together with detailed information for each of the alternatives should be considered.
2.21	Use email to carry out simple tasks	This unit explains how to use email software tools and techniques to compose and send messages	LO 037 Email	An attachment can be provided electronically, so that participants use this function as well.
2.22	Make basic mathematical calculations	This unit explains how to apply mathematical calculations including the calculation of VAT, taxes and discounts.	LO 038 Calculate VAT and discount	After the completion of this activity, participants will be able to demonstrate the ability to apply, basic mathematical calculation to accomplish simple business tasks (e.g. calculate discount or VAT). In this exercise recommended Individual work because it is easier for participants to focus on a calculation exercises.

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
3.1	Use of office equipment to carry out tasks and to solve routine problems	This unit explains how to use common office equipment such as photocopiers, printers and faxes, according to the organisational procedures in order to perform specific and more advanced tasks; recommend improvements to procedures.	LO 039 Equipment training	The trainer should pay attention to details of different types of common office equipment and explain the advanced functions.
			LO 040 Troubleshooting guide	After the completion of this activity, participants will be able to understand the problems that occur with office equipment and how to solve the majority of them.

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
			LO 041 Handling repairs	Make sure that they can use telephone help usually when a service call message is displayed and call for repairs It is very important to ask for a repair price quotation and compare with the price of new equipment (sometimes buying new one is cheaper).
3.2	Use of appropriate business communication skills for selected audiences and intended outcomes	This unit explains the benefits of effective communication in the workplace and to solve problems through communication as well as to select the most appropriate methods for selected audiences and intended outcomes	LO 042_001 Active listening LO 042_002 Intercultural communication feedback	Make sure that they understand what is a message and the difference between verbal and non-verbal communication. Show them the active listening techniques and explain the importance of understand
			LO 043 Expressing Frustration	The trainer should focus on common communication issues and differences in style. The most common issues that expressing

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
			Constructively	frustration at work is when confronting each other.
			LO 044 Present your product!	A tape recorder or videotape is useful tools. Look for variation in speed or tone, or for distracting fillers like 'um's (and 'er's, 'like's and 'you know's). Avoid distracting mannerisms, e.g., don't pace or adjust your clothing. Make sure you are speaking to your audience, not to the floor, ceiling, or, especially, the projection screen.
3.3	Use telephone techniques effectively in accordance with organizational rules and procedures- Effective Telephone	This unit explains how to use effectively telephone skills according to organisational procedures; monitor	LO 045_001 The importance of body language in telephone communication	Attention should be paid on different types of communication and good practices about telephone techniques.

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
	Handling	the application of these skills and recommend changes in order to improve the experience of customers		
			LO045_002 Organizational Procedures	Make sure that they will speak naturally, will filtering calls, and list the techniques associated with professional telephone communication
3.4	Explain and apply the code of conduct in a variety of situations	This unit explains what is Code of Conduct within a social, economic and cultural context.	LO 046 Codes of conduct vs. personal, cultural, group identities	After the completion of this unit learners should understand what is code of conduct and especially in business environment. Moreover, what are the components of an Employee Code of Conduct Policy and how is organizational culture affected .

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
3.5	Build and improve working relationships	This unit explains how to build positive working relationships with customers, suppliers and other stakeholders.	LO 047 Sherpa walk	The trainer should emphasize on what is confidentiality in the workplace and the importance for the employees. To distinguish the internal from external stakeholders and teach some techniques for a good working relationship.
			LO 048 Analyze and evaluate customer feedback	Trainees should understand the importance of feedback and how can you gather feedback from stakeholders (internal or external).
			LO 049 Analyze and evaluate key principles for good relationships	The trainer should mention the techniques about analyzing & evaluating feedback and analyze it carefully with examples.

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
3.6	Use written communication skills to produce non-routine documents based on specific instructions	This unit explains how written communication skills is important for so many different reasons in a business environment.	LO 050_001 The purpose of the text	Attention should be paid on how critical decisions are often based on written communication through letters, reports and emails. This is the reason why someone should pay attention on style and format of the text.
			LO050_002 Write it so they will read it	After the completion of this unit they should understand what is formal Writing Style Complex – Longer sentences are likely to be more prevalent in formal writing. Objective – State main points confidently and

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
				offer full support arguments. Full Words Third Person – Formal writing is not a personal writing style. The formal writer is disconnected from the topic and does not use the first person point of view (I or we) or second person (you).
			LO 051 Recognize what's confidential	When Formal & Informal Writing Style is appropriate: each style serves a different purpose and care should be taken in choosing which style to use in each case. Writing for professional purposes is likely to require the formal style, although individual communications can use the informal style once you are familiar with the recipient.
			LO 052	Make sure that you will give these tips :

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
			Find reliable sources	<ul style="list-style-type: none"> • Sufficient uncovered space: let the document “breathe” • Sentences of 20 - 25 words at most • Paragraphs 8 lines long at most • Sufficient spacing (6-12pt) before and after each paragraph
			LO 053 Review the document	<p>Use a method that makes you feel comfortable and confident. Some use pen and paper and others a laptop.</p> <p>It is not mandatory to record every comment.</p> <p>It is very important to know the important and necessary to record points</p> <p>Include:</p> <p style="padding-left: 40px;">Name of the organization</p> <p style="padding-left: 40px;">Type of meeting</p> <p style="padding-left: 40px;">Date and time</p>

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
				<p>Venue</p> <p>Meeting topic</p> <p>Meeting duration</p>
			<p>LO 054</p> <p>Appropriate documents</p>	<ul style="list-style-type: none"> • Make sure that will try to understand how your readers will use the instructions / procedures. • If tools are required, highlight: 'Required Materials: ...' • Emphasize warnings! <p>Organize the information in Issues - sections – chapters - subheadings -</p>
			<p>LO 055</p> <p>Analyze and improve memo</p>	<p>After the completion of this unit they should understand that memos are ideally suited for transferring information to large groups, although they are often addressed only to one person.</p> <p>A memo must be brief, courteous and well</p>

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
				documented
			LO 056 Prepare a report from notes	Pay attention why the minutes is important and explain briefly: <ul style="list-style-type: none"> • They give the opportunity to study the decisions at another time • They give a comprehensive, clear picture of the actions to those who were not present • They are used to resolve disputes • Therefore, the minutes must be accurate, informative, comprehensive and comprehensible.
			LO 057 Transcribe an audio recording	Learn the trainees blind system in order to write quicker and make sure that You use a proper keyboard with legs Your chair is adjusted so that you can sit straight, looking slightly down at the screen, with your

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
				<p>forearms sloping slightly down to your hands and your hands arched over the keys</p> <p>The cable on your headphones is long enough to reach your computer without you having to bend at all sideways or twist your head</p>
3.7	Use filing skills to design and maintain a filing system given specific instructions	This unit analyse how current organisational File Management practice and recommend improvements within the roles and responsibilities.	LO 058 Filing system design	Make sure that you mention the 10 Principles of filling and how can you create a filling system that will be efficient.
			LO 059 File management system and practice analysis	Please mention the main problems related to filling and best practices of data management with file formats and file organization.
3.8	Select and apply database tools to collect and organise	This unit explains how you can store relevant information in different systems, enter information into	LO 060 Collect relevant information for the database	<p>Make sure that the trainees will understand the importance of keeping database and explain briefly the meaning of it.</p> <p>Categorise the types of database from the</p>

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
		databases, edit and organise information in a database		simplest ones to most complex.
			LO 061 CRM Database design	The trainers must give the definition of Customer relationship management (CRM) and that refers to practices, strategies and technologies that companies use to manage and analyse customer interactions and data throughout the customer lifecycle, with the goal of improving business relationships with customers, assisting in customer retention and driving sales growth.
3.9	Perform more complex accounting/ financial transactions	This unit explains how to operate customer and supplier accounts manually or using an electronic accounting system that conforms to national norms and procedures.	LO 062 Manual and Electronic Entries	Explain analytically the difference between simple entry and double entry bookkeeping. And the Manual Vs Computerized Accounting
			LO 063 Written Exercise	Ask to the learners to answer those questions: <ul style="list-style-type: none"> • Why is Bookkeeping Essential for business? • What are credit and debit notes? • Which are the differences between

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
				<p>double and single entry bookkeeping?</p> <ul style="list-style-type: none"> • What is a balance sheet? • What are the processes and procedures of financial reporting?
3.10	Organise business travel and accommodation arrangements	This unit explains how to organise business travel and accommodation arrangements.	LO 064_001 Stick to the budget	<p>Make sure that all vital information will be collected for succesfull plan and arrange a business trip for the employee.</p> <p>Best practice example:</p> <p>Keep records on any special requirements and preferences for staff members who have regular business trips.It is particularly important to keep costs in mind if there is no defined organisational policy on the class of travel and accommodation.</p>
			LO 0064_002 Additional information	
			LO 065 Booking the travel and accommodation selected	
			LO 066	

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
			Check before you book	
			LO 067 Money Money Money	
			LO 068 Houston, we have a problem	
			LO 069 Bon Voyage	
3.11	Plan, organise and support meetings and recommend improvements to the procedures	This unit explains how to the organisation, documents and materials provided for a meeting and make recommendations for any improvements	LO 070 Meeting agenda	Make sure that the role of the meeting is to carry out certain important discussions and take decisions by bringing in all the involved members together in one place.
			LO 071 Prepare a detailed checklist	Please mention this checklist: Agenda Attendance sheet

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
				<p>Minutes</p> <p>Matters Arising</p> <p>Reports</p> <p>Action Sheets</p> <p>Other documents based on the purpose and content of the meeting</p>
			<p>LO 072</p> <p>Feedback</p>	<p>Let people know you'll be asking for feedback (incorporate it in the agenda)</p> <p>Keep it short (ideally online)</p> <p>Ask for examples of ways to improve, not about problems.</p> <p>Use "what can we improve?" instead "what went wrong?" By asking how to improve, you focus the group on improvement and solutions rather than criticism.</p>
3.12	Design (control the type of information	This unit explains how to manage diary	<p>LO 073</p> <p>Problems related to</p>	At the end of the unit learners will learn some of the disadvantages of electronically diary systems

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
	needed) and manage diary systems	systems to meet the needs of the workgroup and its internal and external customers/clients	diary management	<p>such as:</p> <p>System failure could make the information inaccessible or, worse, all records could be deleted</p> <p>Not everybody is sufficiently computer literate to use the system</p> <p>Electronically held information is always at risk because of hackers</p>
			LO 074 Shared calendars for a recruitment company	<p>Common problems with shared calendars that have to mention:</p> <p>Overlap of multiple requests – care needs to be taken that requests do not overlap as they can create chaos and prevent people from attending meetings or appointments.</p> <p>Duplicate or double bookings – a common error that occurs when the diary is handled by multiple people and communication is poor</p>

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
				Not communicating requests or change in requests – poor communication fails the entire system
			LO 075 Diary enhancement	Calendars are not used by everyone Data entered is incomplete or not updated
3.13	Serve customers in accordance with organisational principles	This unit explains how to adopt behaviour appropriate to the needs of the customer. Be able to solve customer's problems and complaints by following methods and tools adopted by the organisation.	LO 076_001 Analyze the video	Make sure that you will analyze the customer care principles and the importance of it.
			LO076_002 Good and bad practices regarding empathy in customer care	The Value of Empathy Customer service can't always deliver solutions, but it can always deliver empathy Empathy Is Teachable Since empathy ultimately comes from understanding another person's experience, the easiest way for a rep to develop empathy is to use the product. Focus groups, customer visits, or customer on-

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
				sites are also great ways to see through the eyes of a customer
3.14	Use word processing software to produce non-routine documents	This unit explains how to use Word Processing techniques at an intermediate level to produce non-routine documents	LO077 Create your document	After the completion of this unit they should creating and customizing tables in the word, insert headers and footers and check the spelling grammar.
3.15	Use spreadsheets to produce non-routine sheets	This unit explains how to use a spreadsheet safely and securely to enter, edit and organise numerical and other data including more advanced formulas in order to meet the non-routine requirements of the office	LO 078 Create a spreadsheet	After the completion of this unit they should know a lot of functions and formulas, to make conditional formatting and insert chart in excel. It is very important to give them real examples in order to practice and understand clearly.

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
3.16	Use presentation software to produce non- routine presentations	This unit explains how to use presentation software tools and techniques at an intermediate level to produce non-routine electronic presentations	LO 079 My town/city	After the completion of this unit they should know about data processing and formatting, non-routine presentation.
3.17	Use internet to accomplish tasks using different techniques and tools	This unit explains how to select and set up an appropriate connection to access the Internet. Set up, monitor and adjust browser tools and settings to make software easier to use.	LO 080 Internet safety	Make sure that you will mention all the different options for connecting to the internet and browsing on the web.
3.18	Use email to accomplish tasks (such	This unit explains how to use email and	LO 081	It is important to mention the different types of email programs and the basic options of email

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
	as complex emails or instant messaging)	communication software tools, Skype, instant messaging, and to use different options and link to other office tools archive email messages efficiently and securely and carry out troubleshooting of users' problems.	Let's communicate	and software tools.
3.19	Use electronic database skills to accomplish synchronisation between devices	This unit explains how to synchronise devices.	LO 082 Sync your devices	Show them how to configure Outlook to work with the gmail and the steps of synchronization.
3.20	Use social media to promote the organisation and its activities	This unit explains how to use social media to promote the organization and its	LO 083 Steve's food	Make sure that you will ddefine the functionality of Facebook, LinkedIn and Twitter and the importance of social media in business.

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
		activities		
3.21	Use project management skills to accomplish implementation of a low-risk simple project	This unit explains how to define, design and implement a simple low-risk project; entering, editing and updating information on project tasks and resources.	LO 084_001 Is it a project?	<ul style="list-style-type: none"> Define what is a project and what is not a project Describe basic project management principles Describe different processes for effective project management
			LO 084_002 Gantt chart	<ul style="list-style-type: none"> List ICT and other tools and their use for entering and displaying project information and reporting on the project status Define risk and list examples of risks occurring in project management
3.22	Possess the knowledge and skills to accomplish basic tasks	This unit explains how to identify and set up administrative	LO 085 Attendance record	Make sure that understand what is in the file and how to organize personal records.

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
	related to hr issues	procedures for employee training under supervision	LO 086 Training preparation checklist	ROLE of a PA in training organization: 1. Selecting and booking training venue 2. Contract finalization (venue, trainer,...) 3. Produce Invitations 4. Send out reminders approx 3 days prior the event 5. Stationery and Equipment preparation 6. Preparation of printed materials 7. During the event support 8. Post-event activities
3.23	Apply a range of basic numerical skills	This unit teaches the ability to apply, basic mathematical principles and processes in everyday contexts at work, to accomplish different	LO 087 Calculate the area	<ul style="list-style-type: none"> This model shows the five main components of Numeracy It was devised by National Numeracy, with help from an external expert group, and underpins our approach to the teaching and learning of numeracy for

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
		business tasks		adults. <ul style="list-style-type: none"> Its aim is not just to develop specific skills and knowledge needed in everyday life but to encourage numerate behavior and attitudes.
3.24	Deal verbally with key work tasks or routine discussions	This unit explains how to Demonstrate the necessary foreign language skills (CEFR level B1) to handle work/social requirements and communicate effectively in a wide range of routine situations	LO 088 Formal vs. Informal	<ul style="list-style-type: none"> Formal language in: <ul style="list-style-type: none"> Serious/professional situations or with people we don't know well. when we write (usually) Informal language in: <ul style="list-style-type: none"> When we speak (usually) In more relaxed situations or with people we know well.

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
3.25	Produce written materials to deal with routine work tasks	This unit explains how to use the foreign language in its written form (CEFR level B1) in routine work and social contexts	LO 089 Write a formal letter in English	Make sure that you analyze the rules of written business communication
3.26	Use planning skills to accomplish tasks to agreed deadlines	This unit explains how to prioritise all activities to ensure work is completed to agreed deadlines	LO 090 The ABCD Matrix	Make sure that you analyze the basic principles of time management and the 80/20 rule.
3.27	Use teamwork principles to accomplish group tasks	This unit explains how to use the principles of team working to accomplish group tasks	LO 091 Group work!	Mention the advantages of teamwork: <ul style="list-style-type: none"> • Synergism : The result of the team is better than the result of each member, but also the sum of the team members when they work as individuals • Coordination : More effective coordination between individuals, departments, functions, decisions, etc

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
				<ul style="list-style-type: none"> • Morale : Morality is higher due to the dynamics is developed through the interaction of members (e.g. encouragement, animation, rivalry). • Satisfaction : Individuals meet social and other superior needs within the group.
3.28	Evaluate own work according to agreed criteria	This unit explains how to evaluate own work according to agreed criteria.	LO 092 Evaluating yourself	Make sure that will understand what is self-evaluation and the criteria of it.
3.29	Understand, follow and apply individual rights and responsibilities	This unit explains how to understand and follow individual rights & responsibilities within organization's Policy and Code of Conduct and within job	LO 093 Quiz	Make sure what are the core principles of human rights and code of conduct
			LO 094 Scenarios	Make sure if they understand what is discrimination and harassment.

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
		description.		
3.30	Understand the communication of the organisation's missions, values and vision	This unit explains how to promote and achieve the Mission and objectives of the organization, always reflecting the values of the organization.	LO 095 Multiple Choice Test	<p>Make sure that The vision should reflect the beliefs and the real desires of the company</p> <p>The mission or purpose is an accurate description of what the company makes</p> <p>The values determine the path to be followed by the organization to achieve its mission and vision</p>
3.31	Support environmental sustainability	This unit explains how to ability to support the concept of "sustainability" through the establishment and maintenance of procedures to minimize waste, recycle materials and correctly dispose of	LO 096 Environmental Sustainability	<p>Make sure that they understood the concept of "sustainability" through the establishment and maintenance of procedures to minimize waste, recycle materials and correctly dispose of hazardous materials.</p>

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
		hazardous materials.		
3.32	Implement of CSR activities	This unit explains the importance of CSR and demonstrate the ability for implementation of organizational CSR activities.	LO 097 Questionnaire on CSR	By the end of the unit the learners should know that CSR is a company's sense of responsibility towards the community and environment (both ecological and social) in which it operates Types of CSR: Environmental Philanthropic Ethical
3.33	Understand cultural and diversity awareness	This unit explains how to demonstrate knowledge and understanding of cultural and linguistic diversity. Be able to apply appropriate	LO 098 Handle cultural differences	Culture is the set of values and assumptions that people learn as they grow up. These come from parents, relatives, their teachers, their books, newspapers, and television programs. Cultural awareness is consciousness of one's personal cultural background.

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
		behavior to different target groups with		<p>Cultural diversity is the quality of diverse or different cultures, as opposed to monoculture</p> <p>The main differences you should pay attention to include:</p> <ul style="list-style-type: none"> • High vs. low context • Monochronic vs. Polychronic • Power distance
3.34	Demonstrate multi-tasking skills	This unit explains how to handle and manage more than one tasks at the same time by using appropriate tools and techniques	LO 099 Multiple Choice Test	<ul style="list-style-type: none"> • <i>Multitasking can reduce productivity</i> • <i>Prioritize tasks in terms of urgency and importance</i> • <i>Use common software to organize work, create timetable, share it with colleagues, save files to “cloud” and make them easy to recover, wherever and whenever you need</i>

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
3.35	Present a positive image of self and the organisation through adaptation of behaviour	This unit explains how to adapt own behavior to maintain positive and professional manners when under pressure, e.g. working to time constraints, when dealing with a difficult situation or a client	LO 100 Role Play – The difficult customer	<ul style="list-style-type: none"> Professionalism includes: <ul style="list-style-type: none"> Respect for others Commitment to quality Responsibility Personal integrity Appearance Reliability Competence Ethics Maintaining Your Poise Organizational Skills Difficult customer types: <ul style="list-style-type: none"> Angry

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
				<ul style="list-style-type: none"> – Impatient – Intimidating – Talkative – Demanding – Indecisive – Dealing with a difficult customer by: – Controlling Yourself: – Listening and letting the customer relax: – Maintaining eye contact. – Showing that you care – Not Blaming the Customer or the Company – Trying to Solve the Problem, or

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
				<p>Get Someone Who Can:</p> <ul style="list-style-type: none"> – Not making promises you can't keep.
4.1	Use of business communication skills to generate solutions in specific situations		LO 101_001 Evaluating communication skills	After the completion of this activity, participants will be able to assess and evaluate their own and their colleagues'/team's communication skills. It is recommended trainees work in groups .
			LO101_002 Exclusion vs. inclusion	Discussion Questions for wrapping up: <ul style="list-style-type: none"> - How did each participant feel at each stage of the game? - Does this game reflect how people of different ages are treated in your community? - How are young people treated? - How are old people treated? - What other groups in your community

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
				<p>experience exclusion?</p> <p>Where do you think exclusion and oppression like this happens around the world?</p>
4.2	Address issues of equal opportunities		LO 102_001 Case Study: Is it direct or indirect?	After the completion of this activity, participants will be able to understand the difference between direct and indirect discrimination, recognize discriminative behaviors, even covert and improve policies of their organizations to include all types of discrimination
			LO102_002 Case Study: Is this discriminative?	After the completion of this activity, participants will be able to assess and address issues of equal opportunities, disability, gender, sexual orientation, ageism, sexual harassment and religion, examine and challenge institutional practices that have presented barriers to some dimensions of diversity and evaluate the key issues of equal opportunities.
4.3	Improve code of conduct		LO 103	After the completion of this activity, participants will be able to list different parameters that

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
			Learn from the Best!	should be taken into consideration when improving the code of conduct, maintain proper standards of code of conduct when providing services and recommend possible improvements and identify possible solution in a changing economic and social environment. Use of case study method is recommended.
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		LO 104 MUST, MAY/CAN OR SHOULD?	Trainer must give one copy of the attachment to each learner and ask them to answer the questions. After they have done this, discuss.
			LO105 Case study: Apply the problem solution strategy!	After the completion of this activity, participants will be able to apply communication theory to develop written business communication strategies, including evaluation of purpose, audience, context, and channel choice.
4.5	Design, plan, organise meetings and other events		LO106 Annual client party	This exercise gives the opportunity to trainees work in groups. Trainer should be very supportive and encourage the participant to be active.

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
			LO107 Collecting requirements	Trainees are expected to identify and describe methods to collect participants requirements and use methods to collect participants requirements. Simulation is the method which recommended because feedback can be given to learners immediately and allow them to understand exactly what went wrong and how they can improve.
4.6	Recommend improvements to diary systems		LO108 Comparing different user needs	It should be discussed how the system should look like to be able to serve all, what functions should it provide and the advantages and disadvantages of the different systems. Group discussion will get involved all participants in the exercise.
4.7	Deliver, monitor and evaluate customer service to internal and external customers		LO109 Video analysis	Learners watch the video and then comment on the content, indicate the elements described in the video that could be applied to their workplace and think of low-budget ways to apply the main principles of Nayar in a small organization. Trainers must encourage the

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
				discussion between the participants
			LO 110 Develop a tool	<p>The trainer should actively participate in this group work, as s/he will be constantly helping learners decide:</p> <ul style="list-style-type: none"> - Content of questions - Type (qualitative/quantitative) - Measurement (Nominal/ordinal/ratio, etc.) - And so forth <p>All these terms and tools are not included in the PPT, so the learners are expected to learn what they mean and how to use them during the implementation of this methodological tool.</p>
4.8	Use word processing software to produce non-routine high		LO 111 Advanced word	In this methodological tool multiple-choice test is recommended

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
	quality and attractive documents			
4.9	Use spreadsheets to produce non-routine complex sheets		LO112 Create your document	Trainers give each participant the file in a digital form and ask them to format the document according to the instructions. Participants work individually. Trainers' role is supportive.
4.10	Use presentation software to produce non- routine complex presentations		LO 113 Create a complex presentation	After the completion of this activity, participants will be able to use Microsoft PowerPoint to produce complex electronic presentations. Participants work individually and focus on their presentation.
4.11	Use project management skills to accomplish implementation of a complex project with significant levels of risk		LO 114 Can you identify the risk and the solution?	After the completion of this activity, participants will be able to create a board (project) on trello, the most easy-to-use collaborative, online project management tool, to split work packages in tasks, to assign deadlines and people in tasks, etc.
			LO 115 Create a trello board	All participants must create an account on trello and create a team, invite people (inviting each other would work, as they will all be online at the

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
				same time), create a board, create lists, create tasks, assign people to each task, assign deadlines, write comments, create checklists, indicate tasks as complete, mention people.
			LO 116 leader material video	Emphasis should be given in a video especially at the part of video which analyze what makes a leader. During the discussion trainers should encourage the participants to justify their answers
			LO117 The importance of sector specific knowledge in project management	Emphasis should be given in topics that should be covered
			LO 118 Create a simple budget	Trainers must ask learners to come up with no more than 20-30 tasks
			LO 119	Trainers can use anything they want! Listed below are just some examples of materials they

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
			Protect the egg	could use. <ul style="list-style-type: none"> • cardboard tubes • newspaper • old boxes
4.12	Possess the knowledge and skills to generate solutions related to HR issues		LO 120_001 Learning styles – self evaluation questionnaire	The trainer must give instructions to participants during the time they do the exercise.
			LO120_002 Training evaluation and recommendation	
			LO 121 Career anchors – self evaluation questionnaire	Type of methodological tool which recommended is self-evaluation questionnaire

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
			LO 122 Employee termination knowledge test	The objective of this exercise is to test the knowledge of labor code in relation to process of employment termination prior to the lecture about it. In order to achieve goals above is recommended the use of multiple choice and group discussion methods.
4.13	Deal verbally with key work tasks or complex discussions		LO 123 Multiple choice test	After the completion of this activity, participants will be able to use verbally and properly a foreign language (CEFR Level B2) in complex discussions or work tasks.
4.14	Produce written materials to deal with non-routine work tasks		LO 124 Multiple choice test	After the completion of this activity, participants will be able to use their foreign language skills in a wide range of situations related to reading and writing, e.g. when writing emails and letters, documents meetings
4.15	Use planning and time management skills to achieve own short term and long term		LO 125_001 Castles in the air	It is best if the leader of this activity has some knowledge and experience in experiential learning facilitation techniques. Facilitator Tip: It's important in the first round to give the instructions quickly and communicate a sense of

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
	objectives			urgency with your voice.
			LO125_002 Setting individual goals	Trainers should encourage the participants to set individuals goals and discuss about them
			LO 126 Adapting the plan	Participants can be able to identify tasks to be implemented in order to reach short and long term objectives, apply time management techniques such as action plan or Gantt chart to help them reach short and long term objectives, review the time management plan and make changes if necessary to ensure reaching short or long term objectives and assess short term and long term objectives in relation to the organisational plans and initiate any potential adaptations
4.16	Manage office facilities		LO 127 Designing	Trainers must give instructions on how to implement the exercise the learners

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
			questionnaire	
			LO 128 Office resources	Use of various types of methodological tools as group exercise, simulation, group discussion and written exercise are recommended
			LO 129_001 Office systems and procedures	<p>Trainer should ask learners to:</p> <p>1, Make a list that summarises the policies, procedures, systems and values of their organisation that relate to their own actual job role.</p> <p>2, Are there any policies missing? What would you suggest to implement or change?</p> <p>After they have finished, the trainer will ask some of the learners to present and discuss their answers in the class.</p>
			LO 129_002	Group exercise and group discussion are recommended in these part

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
			Induction program	
			LO 130_001 Problems with office procedures and admin personnel	It is appropriate the trainer to introduce the learners to those problems and ask them to write the answers.
			LO 130_002 Develop a checklist	After the completion of this activity, participants will be able to develop an evaluation tool for best use of office equipment, supervise and evaluate the routine work of other administration personnel using office systems and procedures and develop autonomously different techniques to improve the use of office equipment
4.17	Generate solutions through teamwork and evaluate and improve the success of team working activity		LO 131 Designing a team building activity	The participants should mention the reasons why their chosen activity is appropriate
			LO132 evaluating a team	This exercise follows the previous one (EUPANEXT_LO131_M_01). The participants should now develop an evaluation strategy of the

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
			building activity	activity they designed earlier, including the development of a questionnaire as well as the overall strategy Trainers should show the coherence of the activities
4.18	Exercise self-management in predictable situations and supervise the routine work of others		LO133 Self-management skills	Participants must be able to answer the below questions: <ul style="list-style-type: none"> a) What can you do in order to self-manage this situation? List some techniques. b) What are the most important skills which are necessary to self-manage this situation? c) When you make your self-evaluation, what are your main strengths and weaknesses when trying to handle this situation?
			LO134 An effective supervisor-Video	Learners are expected to focus on the characteristics of an effective supervisor. They are expected to discuss about understanding others' needs, active listening, finding the

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
			analysis	balance between the authoritarian leadership and the laissez-faire.
			LO135 Team building	After the completion of this activity, participants will be able to: <ol style="list-style-type: none"> 1. Develop own administration team 2. Take into account the impact of different technologies and cultural paradigms
4.19	Adopt behaviour and actions in accordance with cultural and diversity awareness		LO136 Whose proverb?	Trainers should emphasize to comparing and contrasting of different words, non-verbal signals, acting and selecting of the most appropriate ones
			LO137 Female gym hours	The trainer here is supposed to act a bit as the “devil’s advocate”, in other words s/he should pose objections to any answer: <p>-In case a learner says that they would allocate female-only hours, the trainer could say that this would hurt the enterprise, as other customers would be dissatisfied, that this decision could be reproducing oppression of women in certain</p>

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
				<p>societies, etc. This is done in order for a lively debate to take place.</p> <p>- In case learners say that they would decline, the trainer could say that this is discrimination, that they could face legal consequences, etc.</p>
			LO138 Spot the bias and revise	Implement actions in the workplace that demonstrate ability to uphold the rights of people who are different from oneself.
			LO 139 Learning from diversity	<p>Trainer should ask participants to list everything they have learned from someone from a different culture on a piece of paper. They don't necessarily have to know someone personally, they can refer to an actor, singer, writer, etc..</p> <p>Group exercise and group discussion are recommended.</p>
4.20	Develop a positive image of self and the organization		LO 140 Developing a positive image through social	Trainer should ask participants the following questions for their organization and to justify their choices:

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
			media	<ol style="list-style-type: none"> 1. Which social media platform would they use? 2. What aspects would they promote and disseminate mostly? 3. What would be the main message? 4. What would they post mostly (e.g. text, images, video)?
4.21	Demonstrate knowledge of law to generate solutions to possible issues		LO 141 Employment contract	After the completion of this activity, participants will be able to produce the employment contract ensuring that all provisions of employment law are being respected.
			LO142 H&S in my organization	Trainers should encourage participants answer the following questions: <ol style="list-style-type: none"> 1. What are the H&S rules and policies adopted in your organization? Is there anything important missing? 2. What are the most prevalent risks in your

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
				<p>organization?</p> <p>3. How would you prevent those risks?</p> <p>4. Are there any processes on reviewing the policies to stay up to date?</p> <p>5. Were there any incidents? How were they handled?</p>
4.22	Manage calls for tenders		LO 143 Tenders Management	Group discussion method is recommended
			LO 144 Tenders Evaluation	It is recommended trainer ask 2 open-ended questions and trainees share their opinions.
5.1	Design, plan, organise meetings and other events	This unit is focused on the development of the ability of learners to plan, prepare,	LO 145 Event Concept	The trainer should facilitate the discussion of the group to help them reach the goals of the exercise based on the lecture.

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
		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, they will learn to take responsibility for setting the objectives, develop a business plan for an event, negotiate internal	LO 146 Event objectives	The role of the trainer is to act as a facilitator helping learners to achieve the goals of this exercise and help the learners with swot analysis
			LO 147 Event financing	Trainer should remind the result of the previous exercises.
			LO 148 Event venue	Simulation is the type of methodological tool which recommended because feedback can be given to participants immediately and allow them to understand exactly what went wrong and how they can improve.

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
		finance and external sponsorship and secure suitable venue and contractors.		
5.2	Exercise management in unpredictable situations and develop evaluation criteria in order to review and develop performance of others	This unit demonstrates the ability of the learners to implement management, supervise activities, and set team performance targets according to strategic objectives. Through this unit learners can provide guidance to co-workers in order to reach team's targets. Evaluation procedures customized to measure job performance as well as review and	LO 149 Solve the problem!	In case the learners have difficulties at the beginning, help them by providing one or two solutions
			LO 150 Develop a performance improvement plan	Trainers should explain the exercise clearly.
			LO 151 Decide the evaluation criteria	The learners will have to fill in only the “criterion” column, as the other ones are there for future reference and correspond to the actual evaluation (Quantitative and qualitative)

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
		performance development tools are presented in this unit.		
5.3	Manage own performance in the business environment	This unit focuses on building on factors that can improve performance such as acknowledging mistakes and learning from them. Learners will use the PDCA to improve performance and they will develop a plan for personal development.	LO 152 Evaluation criteria!	Emphasis should be given to criteria for evaluation of own work. Trainers define roles and responsibilities to participants.
			LO 153 Personal development plan	The templates should be clear and precise. They should set SMART goals, then prioritize in a different table, and so forth
5.4	Demonstrate leadership skills	This unit is about leadership and demonstration of leadership skills by Pas	LO 154 Write SMART goals	Some examples should be given at the beginning.
			LO 155	The templates should be clear and precise. They

Intellectual Output 9: Trainer's guide

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
		and administrative personnel.	Make the vision statement reality through strategic planning	should set SMART goals, then prioritize in a different table, and so forth
			LO 156 Appreciate Feedback	With newer or less mature groups, use feedback exercises like Current Strongest Impression or I Appreciate... before using this one
			LO157 Creative group work	It is important participants have feedback.
			LO158 Identify possible risks in H&T	Regarding to this exercise, group work is the most suitable type of methodological tools
			LO 159 Discussion	It should be noted the use of motivation techniques. Trainers' role is supportive.
			LO 160	Trainer should guide participants to be more understandable when they work in pairs and

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
			Be assertive	present different attitudes at workplace
			LO 161 Blind man's tower	Debrief by asking: <ul style="list-style-type: none"> - Did you succeed in achieving the target? - What was the objective? - How did you start about building a tower? - How did the managers communicate to the worker during the building? - Was one more aggressive than the other? - If so, was there a question of trust when you heard the instructions? What could have been done better to improve the tower?

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
5.5	Demonstrate knowledge of law to generate solutions to more abstract issues	The purpose of this unit is to teach learners to understand and 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 etc. to various situations that a company may face and to identify those situations, as well as	LO 162 Employment legislation application	It is recommended group exercise
			LO 163 Health and safety regulations application	Emphasis should be given in knowledge of Health and safety law.

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
		possible risks and search for solutions to make sure everything is accordance with the law.		
5.6	Demonstrate assistance at a corporate level	This unit deals with knowledge of problem solving principles and application of problem solving techniques and methods (both individual and group) as well as decision making techniques used by management and company employees to solve various strategic and	LO 164_001 Lost at sea	After the completion of this activity, participants will be able to: <ul style="list-style-type: none"> Gather and interpret information Prepare a summary of options Apply simple individual and group decision making techniques
			LO164_002 Solve company problem	Trainers should use a suitable and understandable scenario which helps the participants construct knowledge regarding to assistance position at a corporate level.

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
		operational problems		
5.7	Demonstrate openness to change	This unit is about openness to change. The unit presents and studies commonly used tools and practices in order to identify, support and materialize new ideas and concepts in order to accomplish this change.	LO 165 The Four P's	You may need to provide the learners with more examples using the 4Ps as well as more background theory on the topic
			LO 166	Please make sure that you do not use leading questions. Do not interrupt the learners. You

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
			New Ideas	could however use additional questions to coach the learners to speak more and explore other options as well
			LO 167_001 Swot Analysis	You can provide the learners with different examples of using the SWOT analysis
			LO167_002 PESTEL Analysis	Pestel analysis is a complex tool. It may be a good idea to provide learners with several examples to study before the use of this methodological tool. Focus should not be on the tool but on the interpretation of the results.
			LO 168 Overcoming Resistance	In case the participants cannot think of a real life situation, be prepared to provide them with an example (a scenario or a case study) and ask them to fill in the worksheet based on that.
5.8	Act as a manager	This unit demonstrates the ability of the learners to align with the goals of the	LO 169 Present the mission(s)	Encourage the “newbies” to ask about the impact of the mission to their everyday duties and responsibilities. The “pa” has to defend the mission and explain it clearly and

Intellectual Output 9: Trainer’s guide

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
		organisation, think strategically and take decisions, as well as use information to predict the future. The unit focuses also on negotiation skills in the business environment		comprehensively, as well as try to provide examples You can repeat the role play with another participant as the “pa” and a different mission statement
			LO 170 Make the decision	Trainer must be supportive and encourage participants to structure ideas and information.
			LO 171~_001 Confidence test	Trainers remind the four steps exercise.
			LO171_002 SWOT self analysis	Written exercise is the best way to asses participant in this methodological tool
			LO 172 Negotiation role play	MacDonnell’s, Goody’s, Jose Cuervo and Bacardi could be some examples
			LO 173	Amazon, Apple, Facebook, etc. could be some examples

Intellectual Output 9: Trainer’s guide

Unit ID	Unit title	Unit Description	Methodological tools ID title	Hints and tips
			Thinking ahead	
			LO 174 Beyond my role	After the completion of this activity, participants will be able to: <ol style="list-style-type: none"> 1. Take an interest in the organisation beyond own role. 2. Identify the limits of own authority Recognise possible instance when going beyond those limits
			LO 175 Opportunities	Trainers should explain the exercise clearly.

Table 2: Hints and tips per unit

5. Training Techniques per unit

Please fill out the table and tick the appropriate methodological tool.

Module A/ Units/ Sections	Lectures	Questions & answers	Discussion	Brainstorming	Group Exercise	Role Playing	Case Studies	Exercise	Feedback	Video	Other
Unit 2.1	√				√		√				√
Unit 2.2	√				√						√
Unit 2.3	√				√			√			
Unit 2.4	√				√					√	
Unit 2.5	√				√						

Module A/ Units/ Sections	Lectures	Questions & answers	Discussion	Brainstorming	Group Exercise	Role Playing	Case Studies	Exercise	Feedback	Video	Other
Unit 2.6	√				√						
Unit 2.7	√		√		√		√				√
Unit 2.8	√		√		√			√			√
Unit 2.9	√							√			
Unit 2.10	√				√						
Unit 2.11	√							√			
Unit 2.12	√				√						

Module A/ Units/ Sections	Lectures	Questions & answers	Discussion	Brainstorming	Group Exercise	Role Playing	Case Studies	Exercise	Feedback	Video	Other
Unit 2.13	√		√		√						√
Unit 2.14	√				√	√		√			√
Unit 2.15	√				√		√				√
Unit 2.16	√		√		√	√					
Unit 2.17	√							√			
Unit 2.18	√							√			
Unit 2.19	√							√			

Module A/ Units/ Sections	Lectures	Questions & answers	Discussion	Brainstorming	Group Exercise	Role Playing	Case Studies	Exercise	Feedback	Video	Other
Unit 2.20	√							√			
Unit 2.21	√							√			
Unit 2.22	√							√			
Unit 3.1	√		√		√			√		√	√
Unit 3.2	√		√		√	√					√
Unit 3.3	√		√		√	√	√				√
Unit 3.4	√		√				√				

Module A/ Units/ Sections	Lectures	Questions & answers	Discussion	Brainstorming	Group Exercise	Role Playing	Case Studies	Exercise	Feedback	Video	Other
Unit 3.5	√		√		√		√				√
Unit 3.6	√		√		√	√	√	√			√
Unit 3.7	√		√		√		√	√			√
Unit 3.8	√		√		√			√			√
Unit 3.9	√							√			√
Unit 3.10	√		√		√		√	√			√
Unit 3.11	√		√		√		√				√

Module A/ Units/ Sections	Lectures	Questions & answers	Discussion	Brainstorming	Group Exercise	Role Playing	Case Studies	Exercise	Feedback	Video	Other
Unit3.12	√		√		√	√	√	√			√
Unit 3.13				√			√	√		√	
Unit 3.14								√			
Unit 3.15								√			
Unit 3.16	√							√			
Unit 3.17	√							√			
Unit 3.18	√							√			

Module A/ Units/ Sections	Lectures	Questions & answers	Discussion	Brainstorming	Group Exercise	Role Playing	Case Studies	Exercise	Feedback	Video	Other
Unit 3.19	√							√			
Unit 3.20	√							√			
Unit 3.21	√		√		√			√			
Unit 3.22	√		√		√			√			√
Unit 3.23	√							√			
Unit 3.24	√							√			√
Unit 3.25	√							√			

Module A/ Units/ Sections	Lectures	Questions & answers	Discussion	Brainstorming	Group Exercise	Role Playing	Case Studies	Exercise	Feedback	Video	Other
Unit 3.26	√		√				√	√			
Unit 3.27	√				√						
Unit 3.28	√		√					√			
Unit 3.29	√						√	√			
Unit 3.30	√										√
Unit 3.31	√		√								
Unit 3.32	√							√			

Module A/ Units/ Sections	Lectures	Questions & answers	Discussion	Brainstorming	Group Exercise	Role Playing	Case Studies	Exercise	Feedback	Video	Other
Unit 3.33	√		√								
Unit 3.34	√										√
Unit 3.35	√					√					
Unit 4.1	√		√		√	√		√			√
Unit 4.2	√			√	√		√	√			√
Unit 4.3	√		√		√			√			√
Unit 4.4	√		√		√		√	√			

Module A/ Units/ Sections	Lectures	Questions & answers	Discussion	Brainstorming	Group Exercise	Role Playing	Case Studies	Exercise	Feedback	Video	Other
Unit 4.5	√		√		√		√				√
Unit 4.6	√				√			√			√
Unit 4.7	√		√							√	
Unit 4.8	√										√
Unit 4.9	√							√			
Unit 4.10	√							√			
Unit 4.11	√		√		√			√		√	√

Module A/ Units/ Sections	Lectures	Questions & answers	Discussion	Brainstorming	Group Exercise	Role Playing	Case Studies	Exercise	Feedback	Video	Other
Unit 4.12	√		√		√		√	√	√		√
Unit 4.13	√										√
Unit 4.14	√										√
Unit 4.15	√		√		√			√			
Unit 4.16	√		√		√		√	√			√
Unit 4.17	√				√						√
Unit 4.18	√				√		√	√		√	√

Module A/ Units/ Sections	Lectures	Questions & answers	Discussion	Brainstorming	Group Exercise	Role Playing	Case Studies	Exercise	Feedback	Video	Other
Unit 4.19	√		√		√		√	√			
Unit 4.20	√		√								
Unit 4.21	√		√		√			√			
Unit 4.22	√		√								
Unit 5.1	√		√		√	√	√				√
Unit 5.2	√		√		√			√			
Unit 5.3	√		√		√			√			√

Module A/ Units/ Sections	Lectures	Questions & answers	Discussion	Brainstorming	Group Exercise	Role Playing	Case Studies	Exercise	Feedback	Video	Other
Unit 5.4	√		√		√	√					√
Unit 5.5	√		√		√		√				
Unit 5.6	√		√		√	√		√			√
Unit 5.7	√		√		√			√			
Unit 5.8	√		√		√	√		√			√

Table 3: Training techniques per unit

Training Texhniques	Description
Written Exercise	Written exercises assess the participant's thinking, knowledge and drafting abilities. Written Exercises usually consist of open ended questions where learners are asked to demonstrate knowledge (more) and skills and competences (less) on a specific area of work. Written exercises assess the learner's thinking and knowledge, while at the same time they assess the ability of the learner to effectively express himself/herself in writing and his/her drafting abilities.
Video Analysis	An interesting tool that allows the user to use his/her judgement and comment on a video
Simulation	Simulation is an exercise where practice activity places participants in a simulated situation requiring them to function in the capacity expected of them in a real event. Its purpose is to promote preparedness by testing policies and plans, SOPs, and personnel training
Multiple Choice	Multiple choice exercises provide the participant with several options as an answer to a question, and the participant must select the correct one.
Group Exercise with Cards	An interesting methodological tool, in which people work together as a group to sort out a problem, using solutions found on cards
Exercise using ICT	Practical exercises in various software programs on PCs

Training Texhniques	Description
Role play	<p>Role play exercises are the imitation of a real-world scenario. These tools are exciting and fun and support the view of learning by doing. Role play is a "simulation exercise where the participants act out specified roles in a dramatization of an event or situation. The purpose of role playing is to achieve better understanding of a situation by experiencing a realistic simulation. Role playing is useful as a training exercise" (answers.com).</p>
Group Discussion	<p>In a group discussion, a group of people tries to sort out a problem, using discussion</p>
Case Study	<p>A very interesting methodological tool which enhances the analytical skills and the judgment of the learner, together with the specific knowledge on the topic. Thomas (2011) offers the following definition of case study: "Case studies are analyses of persons, events, decisions, periods, projects, policies, institutions, or other systems that are studied holistically by one or more methods. The case that is the subject of the inquiry will be an instance of a class of phenomena that provides an analytical frame — an object — within which the study is conducted and which the case illuminates and explicates' In other words a case study is the intensive analysis of a unit, the objective being the development of knowledge, skills and competences. A case study is a very interesting methodological tool which enhances the analytical skills and the Judgment of the learner together with the specific knowledge on the topic</p>

Training Texhniques	Description
Creative Group Work	A very creative and fun method in which participants work in groups, and they are requested to demonstrate their understanding of an issue using creative methods (such as poster making, song composition, etc.)

Table 4: Training Techniques and descriptions

6. Techniques for Evaluating Eupa Workshop

Kirpatrick Evaluation model will be used for the evaluation of the EUPA workshops. The model is shown below:

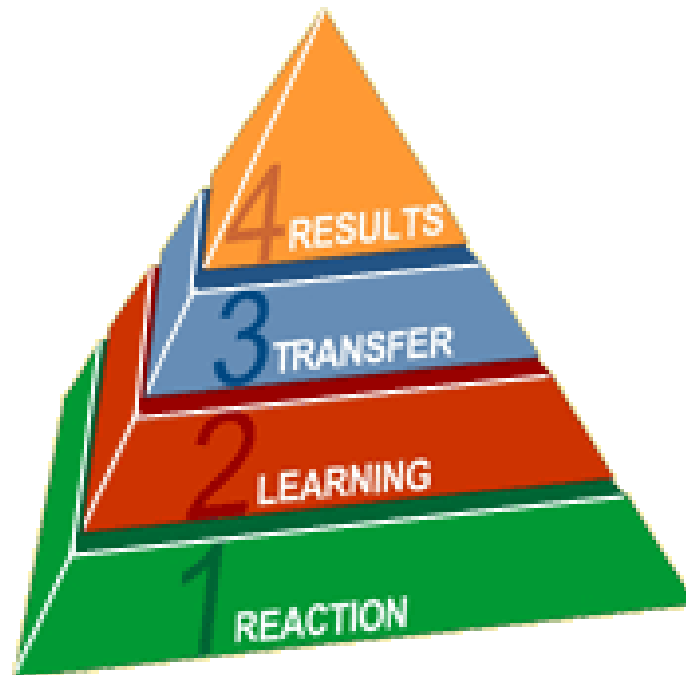


Figure 1: Kirpatrick evaluation model

For EupaNext we will only focus on the Reaction and the Learning Level.

As far as **reaction** is concerned we propose that we only do a final questionnaire at the end of each unit. The reaction evaluation form is included in the DVD that accompanies the existing guide. Both the **training process** and the **training materials** are being evaluated.

As far as the training process is concerned the following are being evaluated:

- the duration
- the achievement of aims and objectives
- the level of participation

As far as the training materials are concerned, the following are being evaluated:

- quality
- level of application to everyday practice
- quantity of the materials

- number of methodological tools
- extend to which methodological tools work towards the achievement of the learning outcomes
- new skills acquired

It is noted that during the project the materials have also been evaluated by the trainers.

As far as **learning** is concerned:

1. All units enclose review questions at the end of the unit so that the trainer will know to what extend the learning objectives were met and will take corrective measures
2. Methodological tools will also serve as an assessment method for the trainer to identify whether the objectives of the training were met.

Checklist

Before submitting, this output please make sure that the following tasks have been completed:

- ☐ The table of contents has been updated
- ☐ Captions have been used for all tables
- ☐ The Repeat Header Row function has been used for all tables
- ☐ The list of tables has been updated
- ☐ Captions have been used for all figures
- ☐ The list of figures has been updated
- ☐ The footer is complete

Contact us:

MMC Ltd

16 Invrou 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>



