



# COMMUNICATION

## Learning Outcome

*“There is no no-communication” – Viktor Frankl*

○ APEE



Lifelong Learning Programme

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## LEARNING OUTCOME

## COMMUNICATION

PART 1	GENERAL DESCRIPTION OF THE LEARNING OUTCOME(s)	
<b>COUNTRY</b>	AUSTRIA	
<b>ORGANIZATION</b>	BEST	
<b>EQF LEVEL</b>	EQF-Level 3-4	
<b>NAME OF LEARNING OUTCOME</b>	COMMUNICATION	
<b>DEFINITION OF LEARNING OUTCOME</b>	Training of trainers to enhance knowledge, skills and competences on all levels of communication and within various contexts, especially dealing with clients, peers and colleagues (from the same and different hierarchy levels).	
<b>UNITS OF LEARNING OUTCOME</b>	1.-	WRITTEN AND ORAL EXPRESSION AND UNDERSTANDING
	2.-	RESPECT FOR AND UNDERSTANDING DIVERSE POINTS OF VIEW
	3.-	SATISFYING CUSTOMER NEEDS - DEALING WITH COMPLAINTS
	4.-	INTERACTION WITH PEERS AND COLLEAGUES FROM DIFFERENT HIERARCHY LEVEL

PART 2	LEARNING OUTCOMES		
UNIT 1 OF THE LEARNING OUTCOME	KNOWLEDGE	SKILLS	COMPETENCE
<b>WRITTEN AND ORAL EXPRESSION AND UNDERSTANDING</b>  This refers to the capacity of passing on of knowledge and experience by communicating facts as well as expressing and interpreting thoughts and feelings in both oral and written form in the full range of	To know about the communication theory and how to apply it when dealing with complaints: To know how to make information precise and concise and guide through the conversation in order to transfer the message and achieve understanding	To be able to use some different question techniques, offer and summarise information and solutions and to point out the most important and relevant information.	Uses clear and concise communication to deal with complaints and proactively shapes the development of a conversation.
	To know about communication channels of humans (visual, auditive and kinaesthetic/tactile).	To be able to communicate by paying attention to the audio, visual and non-verbal channels.	Communicates by addressing all communication channels in accordance with the information to transmit and alternating them appropriately.
	To know about different presentation material/tools such as Flip-charts, Black/Whiteboards, beamer, PowerPoint etc. to support the topics and information to get across.	To be able to produce and present learning/teaching contents with the support of different tools	Designs and uses presentation materials to support, underline and develop information transfer in the treated topic.

societal and cultural contexts.	To know how to express agreement or disagreement.	To be able to reason and respond to requests when necessary and to be able to express agreement or disagreement in a constructive manner.	Defends and arguments proper point of view within a discussion.
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PART 2		LEARNING OUTCOMES		
UNIT 2 OF THE LEARNING OUTCOME	KNOWLEDGE	SKILLS	COMPETENCE	
<b>RESPECT FOR AND UNDERSTANDING OF DIVERSE POINTS OF VIEWS</b>  This refers to the ability to listen to the needs, experiences, arguments and demands of others, to respect their views and respond to these in an adequate way.	To know about “respect” as a basic value.	To be able to treat others with respect.	Respects others and takes points of view of other into consideration and integrates them.	
	To know about the concept of empathy and filter the needs and other aspects in clients’ complaints and to know about how to react to a complaint in a friendly and constructive way	To be able to formulate empathic expressions, responding to complaints e.g. “I imagine your problem could be...”; “If I were in your shoes...”, etc.	Shows empathy with the clients and uses appropriate techniques when handling complaints. Uses the clients’ “language” when required.	
	To know about codes of conduct i.e. manners.( as for example in companies or societies)	To be able to behave according to the code of conduct within certain settings	Respect and understanding is a guiding principle in a discussion. At the same time personal opinions and statements are being expressed openly.	
	To know about the concept of “active listening”	To be able to apply active listening in an authentic way.	Listens carefully and responds to the content and context of communication in appropriate manner.	

PART 2		LEARNING OUTCOMES		
UNIT 3 LEARNING OUTCOME UNITS	KNOWLEDGE	SKILLS	COMPETENCE	
<b>SATISFYING CUSTOMER NEEDS -</b>	To know about structural and systemic connections of related topics.	To be able to cross-link different contents (to other contexts/topics).	Highlights and integrates interconnections.	

<p><b>DEALING WITH COMPLAINTS</b></p> <p>This refers to the ability to understand the emotion and stress within communication behaviour regarding complaint-situations as well as the ability to discover customer needs.</p>	To know about complaint management and guided answers and questions to it.	Using certain terms for complaining in an effective way and also to react on complaints.	Is familiar with different kinds of complaints and with ways of tackling them.
	To know about the importance of knowing the target group e.g. to have more background information about the target group.	To be able to check attention and reception of information conveyed with the audience (people receiving the information).	Communicates (in writing and orally) adapted to the target group.
	To know topic specific vocabulary in one's professional field and to know synonyms and descriptions for expressions, things or for explaining something.	To be able to describe something in different ways using synonyms and descriptions.	Uses adequate expressions.

PART 2	LEARNING OUTCOMES		
UNIT 4 OF THE LEARNING OUTCOME	KNOWLEDGE	SKILLS	COMPETENCE
<p><b>INTERACTION WITH PEERS AND COLLEAGUES FROM DIFFERENT HIERARCHY LEVEL</b></p> <p>This refers to the ability to communicate and transfer know-how and experience to others. This may occur through using "the language" of the person who receives the information.</p>	To know about how communication styles can be connected to one's role at work and how to adapt them (in oral and written communication)	To be able to communicate within various professional contexts.	Adapts communication style according to situation and recipient of message.
	To know about various types of conversation e.g. formal/informal, debate, discussion, conference etc.	To be able to understand texts (articles) of different complexity levels. To be able to identify and respond to the type of conversation taking place.	Reads, understands the required types of written communication used in his/her work field. Is aware of the type of conversation taking place and acts accordingly.
	To know about giving and receiving feedback in communication with colleagues at different hierarchic levels	To be able to think of what the message behind a feedback can be.	Provides constructive feedback showing sensitivity and understanding according to the others and integrates feedback correspondingly and reacts to it in a welcoming way.