



women in

TRAINING ITINERARY



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Education and Culture DG

Lifelong Learning Programme

WOMEN IN - Telework for life-work reconciliation in EU: promoting women participation and mobility, ref. 2011-1-ES1-LEO05-36491.

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Training itinerary

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I. Introduction

This document describes the training for WOMEN-in – an international project with partners in Spain, Austria, Greece, Bulgaria, the United Kingdom and Rumania, which aims at reconciling the family and professional life of women by promoting possibilities for teleworking and thereby enabling women to re-enter the labour market. In order to achieve these objectives, **WOMEN-in** concentrates on three different areas: it aims at promoting the possibilities for teleworking, it aims at furthering teleworking on an institutional level as possibility of a flexible work programme with potential advantages for companies, and it **aims at providing a specific training programme which enables women who already are teleworkers, or those who want to become teleworkers, to acquire the necessary transversal skills and key competences they need in order to successfully work in a teleworking environment.** This last aspect will mainly be dealt in this document, the ‘**Training itinerary**’, that shall offer a guideline to the development of training material which that learner group can (mainly) use in a self-learning method supported by an interactive training platform that is based on web 2.0.

A. Advantages and disadvantages of teleworking

In each partner country, extensive research has been conducted in the form of a survey to attain information about the current situations of women in the labour market and teleworking. The studies have shown that while teleworking has various advantages, such as flexible working schedules, economic savings as the need to commute has become moot, increased productivity and less stress (except for a flexible schedule, however, advantages are debatable and not all participants of the survey in all of the partner countries have agreed), it also offers a variety of disadvantages or challenges, especially to women. Among the most frequently listed disadvantages were, first and foremost, isolation, followed by extra unpaid hours, increased costs of heating, electricity and telephone, and reduced personal image and impact in the companies.

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B. Key competences and transversal skills

Based on the advantages and disadvantages, the partners identified six key competences which women in teleworking should possess:

- self-management,
- self-empowerment,
- ICT competences,
- communicative competences,
- entrepreneurial competences and
- intercultural competences.

The key competence self-management includes the following transversal skills: time management and specific aspects for teleworkers, e.g. time-management (how to plan their schedule to efficiently execute their work tasks), work-life-balance (how to incorporate their work load *and* their families/leisure activities to be content in both areas), organisation of the work ‘space’ at their homes in order to facilitate switching off and to stop working after a certain amount of hours, and change management for teleworkers. Also Project management and stress management techniques form part of self-management.

Under the key competence ‘self-empowerment’, the following transversal skills can be subsumed: motivation and how to motivate themselves (in order to successfully complete their work tasks in a reasonable amount of working hours), how to get appreciation as a teleworker (how to overcome the fear of not being fully appreciated as a member of the working community and also within the company), learn how to learn, how to set their own learning path (in order to succeed in a teleworking environment and also in order to climb up the ladder professionally), and self-assessment.

The ICT competences are vital for both the communication between teleworkers and superiors and colleagues, as well as for completing their work tasks. Teleworkers should be familiar with and know how to use new apps and communication software to improve their working processes and they should also know how to operate, e.g. social media in order to stay in contact with superiors and co-workers and combat the feeling of isolation. They should be familiar with different work techniques, such as how to work efficiently

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work on several PCs. Another essential ICT skill for teleworkers is to use and be familiar with security arrangements, both on- and offline, to keep the confidentiality of company data. Moreover, office programmes and internet skills are important when it comes to ICT competences of teleworkers.

Communicative competence includes the following transversal skills for teleworkers: knowledge of and adherence to the etiquette of the teleworking community, research skills, i.e. knowledge of where and how to get relevant information, knowledge of how to be included in social communication and where to get social support and actually utilise the respective communicative techniques to reduce feelings of isolation, as well as self-marketing. Moreover, negotiation skills and presentation skills need also be in the repertoire of a successful teleworker.

The key competence entrepreneurial competences and skills include the knowledge of how and where to get legal information and help, as well as knowledge about teleworkers' rights and obligations.

The last key competence, intercultural competence includes an awareness of national stereotypes, especially in communication, and general knowledge of interculturality and diversity.

Based on these skills and competences, the WOMEN-in training will consist of six modules, each of which will focus on one key competence and shall be provided by material appropriate for self-learning; they shall develop or further the participants' skills related to the key competences. In the following sections, the six modules will be described in more detail.

The modules are structured in the following way and provide:

- Information on contents and methodological approach
- Foreseen outputs/ outcomes
- Recommended duration
- Assessment aspects

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II. Training itinerary

A. General description of the training

To answer typical restrictions related to life and work of teleworking women the country reports organised by all project partners have revealed - particularly time and placement in remote areas/ far away from the companies they work for – the training focuses on ODL (open distance learning) and will be provided via an interactive training platform, based on web 2.0, where the participants will find the modules, explanatory texts and videos, a forum to exchange views and experiences, to ask questions and discuss training- and work-related issues. Hence, although the training is mainly designed as self-learning activity, there will be also activities included to communicate and learn with others – e.g. via videoconferencing and online communication/collaboration. The training will take part over a period of 3 weeks (exact length will be established after all activities are planned) and may include longer optional and additional sessions (such as group discussions) on the weekends.

B. Introductory e-learning (Self-learning)

Before the introductory session, which will be organised on the interactive learning platform, the participants will receive an e-mail with all the necessary information about the platform, i.e. the link for the platform, information about the registration procedures and their registration data (user name and password), the different features of the platform and how to operate them (NB: ALL PARTNERS TO PROVIDE THE INFO-MAIL IN THEIR OWN LANGUAGE!).

An introductory session will be organised as a video (based on a PowerPoint presentation). In the beginning, the current situation of teleworking, the concepts, the advantages and disadvantages will be presented, as well as information on these topics.

Approx. 20 mins

Then the training schedule will be explained and familiarise the learners with the necessary tools (such as the platform and the web 2.0 features) to complete the introductory training. For reference purposes, information on these topics shall also be made available on the

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platform. Participants should have the possibility to ask/post questions on the forum.

Approx. 30 mins

After the organisational details, the participants should get acquainted with the platform and introduce him/herself on the platform. For this, they should answer the following questions:

- Do you already have experience with teleworking?
- If yes, what are your experiences?

This session will last **approx. 20 mins** (depending on the number of participants)

C. Module 1: key competence self-management

a. time management

1.a general time management strategies

A video or similar material will guide participants through reflecting on their experiences with time management and the particularities of time management in teleworking –

approx. 10 mins

As optional activity they could brainstorm about this with peers on the forum or chat features of the platform

Best practises for specific time management needs in teleworking shall then help them to understand the main concepts – **approx. 20 mins**

As optional activity other participants could discuss answers to individual styles and solution to challenges online

As transfer activity, the participants compile a ppt. presentation with the best practises of time management in teleworking/what they take 'home' from the online discussion; results could be posted and shared with peers or even other participants.

Output: the participants become aware of (possible challenges of) time management and various coping strategies as well as their own (former) attitudes.

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A text on time management in EN:

<http://www.ccee.fr/prod%20finis/module%20TM/Microsoft%20Word%20-%20Time%20Management%20EN%20Version.pdf>

The above document is the (self-)training module on ‘time management’ of an earlier BEST international project, CC-EE – Culture et Citoyenneté Européenne pour l’Employabilité. It can be given as a general introduction on time management.

Synopsis:

Section II, ‘Cultural attitudes and time management’ firstly presents research on cultural attitudes and time management (polychromic vs. monochromic time perceptions, sequential vs. synchronic time, human time relationship) and then describes understandings of time in four European countries (German speaking countries, France, Sweden).

Section III deals specifically with time management in daily life: III.1 explains a number of time management techniques (Prioritising, Recognising Energy- and Time Killers, Planning time effectively). The techniques are followed by self-study exercises on time management.

Section IV and V can be omitted for our purposes (they deal with time management in the cleaning and building sectors), but the conclusion, Section VI lists ‘10 tips and tricks for better personal time management’.

References and links in German for Austria¹:

http://www.teachsam.de/arb/zeitmanagement/zeitmanag_1.htm

-> this article provides general information on time-mangement

http://www.teachsam.de/arb/zeitmanagement/zeitmanag_1_1.htm

-> this article provides information on the different time types which are important for appropriate measures and methods in time management

The following links describe and exemplify various time-management tools:

¹ All listed references and links in German for Austria in this document: access date: 09-07-12.

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Compiling to-do lists:

http://www.teachsam.de/arb/zeitmanagement/zeitmanag_2_2_2.htm

ABC-Analysis for assigning priority:

http://www.teachsam.de/arb/zeitmanagement/zeitmanag_2_3_3.htm

Priority lists: http://www.teachsam.de/arb/zeitmanagement/zeitmanag_2_3_2.htm

Delegating: http://www.teachsam.de/arb/zeitmanagement/zeitmanag_2_3_7.htm

The 'Pareto-Principle':

http://www.teachsam.de/arb/zeitmanagement/zeitmanag_2_3_4.htm

References and links in Romanian language:

http://anale.feaa.uaic.ro/anale/resurse/27_Corodeanu_DT_-

[_Managementul timpului sau tehnici si instrumente pt a economisi eficient timpul.pdf](http://anale.feaa.uaic.ro/anale/resurse/27_Corodeanu_DT_-Managementul_timpului_sau_tehnici_si_instrumente_pt_a_economisi_eficient_timpul.pdf)

this article is a very good presentation of the time management concept

<http://www.manager.ro/articole/managementul-timpului/54/>

link for a section of website www.manager.ro, dedicated to time management and including 5 articles on this topic

<http://www.la-psiholog.ro/info/managementul-timpului>

A very good article that describe the time management process

<http://www.wall-street.ro/articol/Management/13857/Managementul-timpului.html>

Article about time management

http://www.ueb.ro/stiinteeconomice/masterat/mp/Managementul_timpului_in_proiect%20CS%20PWC%20Catalin%20Dinu.pdf

ppt presentation of a project about professional techniques for time management

<http://www.slideserve.com/magar/managementul-timpului-si-al-prioritatilor>

presentation Slide Share about time and priorities management

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References and links in Spanish:

Gestión del tiempo en el trabajo, Caos o gestión del tiempo por Miguel Ángel Aguirre:

<http://desarrollo-profesional.universia.es/recursos-y-consejos/guias-y-consejos/gestion-tiempo/>

(Resumen de los factores importantes de la incorrecta gestión del tiempo)

Las diez herramientas prácticas para la gestión del tiempo:

<http://www.legaltoday.com/blogs/gestion-del-despacho/blog-manual-interno-de-gestion/las-diez-herramientas-practicas-para-la-gestion-del-tiempo>

10 Consejos para la gestión eficaz del tiempo: <http://ciclog.blogspot.com.es/2010/09/10-consejos-para-la-gestion-eficaz-del.html>

Gestión del Tiempo. Método Eisenhower:

<http://factorhumanocoaching.blogspot.com.es/2011/05/gestion-del-tiempo-metodo-eisenhower.html>

Manejo eficiente del tiempo: Las seis cosas más importantes:

<http://www.mujeresdeempresa.com/negocios/negocios000301.shtml>

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1.b coaching session

The participants find a text about work-life balance in teleworking on the platform [ALL PARTNERS SHOULD PROVIDE A TEXT IN THEIR OWN LANGUAGE]. They read it and are then guided via a questionnaire about their personal time management.

As optional activity: they form pairs and coach each other (via skype)

– **approx. 25 mins**

Issues in this questionnaire (and in optional activity to discuss):

- fixed schedule?
- comfortable with schedule?
- How does leisure time fit in?
- Comfortable wt. that solution? – what could improve?
- How to keep schedule + avoid procrastination

Output: the participants find ways to optimise their work-life balance in the given situation.

An article in EN on ‘Finding an extra day a week: the positive influence on perceived job flexibility on work and family life balance’ by J. Hill, A. Hawkins, M. Ferris, M. Weitzman:

<http://www.choixdecariere.com/pdf/6573/2010/HillHawkinsFerrisWeitzman2001.pdf>

This article describes a study conducted at IBM to investigate the work-life balance of workers in the office contrasted with teleworkers at the same company and gives implications of the results. The article can be used as an introduction to the topic work-life balance if translated into the project languages, as well as, optionally, an incentive for discussion.

References and links in German for Austria:

Definition of Work-Life Balance:

<http://de.wikipedia.org/wiki/Work-Life-Balance>

A more detailed description:

http://www.wiley-vch.de/books/sample/3527502734_c01.pdf

This article provides different methods for retaining work-life balance:

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<http://www.simplify.de/die-themen/sie-selbst/work-life-balance/einzelansicht/article/work-life-balance-massnahmen/>

References and links in Romanian language:

<http://www.wall-street.ro/editorial/135/Work-life-balance-sau-despre-echilibrul-intre-munca-si-viata.html>

Article about work-life balance

<http://blog.myjob.ro/evenimente/echilibrul-jobviata-personala-sa-muncesti-cu-placere-si-sa-castigi-suficienti-bani>

Very interesting article: Balance job / personal life: to work with pleasure and earn enough money,

<http://www.managementsipsihologie.ro/site/film/77>

Video about work and life balance

References and links in Spanish:

¿Qué es la conciliación personal, familiar y laboral?

http://www.gizartelan.ejgv.euskadi.net/r45-conccont/es/contenidos/informacion/conc_que_es/es_info/que_es_conciliate.html

Lejos de la conciliación real:

<http://www.muieresycia.com/index.php?x=nota/46326/1/lejos-de-la-conciliacion-real>

5 consejos para conciliar como en Noruega:

<http://www.muieresycia.com/index.php?x=nota/41711/1/5-consejos-para-conciliar-como-en-noruega>

¿Es posible conciliar la vida laboral y la vida familiar?

Dos entrevistas a Nuria Chinchilla, directora del IESE y experta en conciliación de la vida laboral y la vida familiar:

<http://es.youtube.com/watch?v=4CIrEmXrJ94>

<http://es.youtube.com/watch?v=tyIVgSsNvGU>

Decepal: empresa familiarmente responsable

Decepal es una de las empresas referentes en cuanto a la flexibilidad horaria y la conciliación de la vida laboral y la vida familiar. Esta es una entrevista a Rosa Jarillo, directora gerente de Decepal, en la que explica su experiencia con la flexibilidad, y las ventajas que ha reportado a su empresa. Entre otras se trata el tema del teletrabajo



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<http://es.youtube.com/watch?v=QIFiQKVqUHE>

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1.c How to keep distractions at bay

Participants will brainstorm about possible distractions when teleworking (family, www, friends, household...) – material to guide them should be a variety of text types incl. video (e.g. YOUTUBE NB: ALL PARTNERS SHOULD FIND IN THEIR OWN LANGUAGE). The list of all answers could be posted then on the platform immediately after the brainstorming.

Approx. 15 mins

In an interactive session, the participants will read the list and then discuss with peers to rank the distractions according to their frequency and severity; further topics to discuss and share with peers: possible methods to combat the distractions.

Approx. 40

mins

Output: the participants learn about methods of how to minimise distractions in their work space.

Assessment: the activity is seen as successful if the participants seem positive about the various techniques.

References and links in German for Austria:

This article provides a brief introduction into the topic ‘distractions in teleworking’:

<http://www.experto.de/b2b/organisation/stressabbau/telearbeit-so-gehen-sie-mit-ablenkungen-und-unterbrechungen-um.html>

This article treats general distractions at work, but the content can easily be transferred to teleworking:

<http://karierebibel.de/brain-at-work-wie-wir-uns-weniger-leicht-ablenken-lassen/>

This article deals with self-motivation and the danger of distractions:

http://www.focus.de/finanzen/karriere/perspektiven/zukunft/zukunft-der-arbeit/checkliste_aid_28401.html

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References in Spanish:

El teletrabajo funciona, pero no en pijama:

http://elpais.com/diario/2011/07/05/sociedad/1309816801_850215.html

Consejos para Teletrabajar – I – Entorno Familiar:

<http://globalplace.net/blog/consejos-para-teletrabajar-i-entorno-familiar/>

1.d project management

The participants find an introductory text about project management on the interactive learning platform. [NB: ALL PARTNERS TO PROVIDE ONE IN OWN LANGUAGE]

The text will explain the different steps of project management² (specify task/project; plan the project – time needed, support/information from colleagues or superiors?, activities to complete project, resources needed); communicate the plan to the project team/colleagues, superiors; agree upon and possibly delegate project actions; self-motivate; check progress (esp. with respect to time schedule); complete the project; report/hand in results).

The participants will now be asked to pick a typical work task and write a detailed ‘project management’ plan for the task (including e.g. which colleagues to contact for which information/support...) paying attention to the steps mentioned in the introductory text.

Approx. 45 mins – 1 hr.

They can then upload the plan onto the platform and receive feedback from peers. The participants can also comment the project plans and thereby also give feedback.

Output: the participants learn about project planning and transfer the learned information by writing a project plan for a work task.

Assessment: the exercise is seen as successful if the project plans indicate that the participants have understood the various steps and their importance.

² Information taken from <http://www.businessballs.com/project.htm#project-management-tools> and adapted to teleworking situation.

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References and links in German for Austria:

A concise definition of project management:

<http://wirtschaftslexikon.gabler.de/Definition/projektmanagement-pm.html>

This article describes in more detail the various process groups within process management: <http://www.gpm-infocenter.de/PMMethoden/EinfuehrungProzessgruppen>

This article provides an overview on different kind of methods in project management:

<http://www.gpm-infocenter.de/PMMethoden/EinfuehrungMethodenarten>

Methods in project management (general description + detailed step-by-step analysis):

- ABC-analysis: <http://www.gpm-infocenter.de/PMMethoden/ABC-Analyse>
<http://www.gpm-infocenter.de/uploads/PMMethoden/ABC-Analyse.pdf>
- - Decision tree: <http://www.gpm-infocenter.de/PMMethoden/Entscheidungsbaum>
<http://www.gpm-infocenter.de/uploads/PMMethoden/Entscheidungsbaum.pdf>
- - cost-benefit analysis: <http://www.gpm-infocenter.de/PMMethoden/Kosten-Nutzenanalyse>
<http://www.gpm-infocenter.de/uploads/PMMethoden/Kosten-Nutzenanalyse.pdf>
- - relevance tree: <http://www.gpm-infocenter.de/PMMethoden/Relevanzbaum>
<http://www.gpm-infocenter.de/uploads/PMMethoden/Relevanzbaumanalyse.pdf>
- - structure plan: <http://www.gpm-infocenter.de/PMMethoden/Strukturplanung>
<http://www.gpm-infocenter.de/uploads/PMMethoden/Strukturplanung.pdf>
- - preparation for negotiations: <http://www.gpm-infocenter.de/PMMethoden/Verhandlungsvorbereitung>
<http://www.gpm-infocenter.de/uploads/PMMethoden/Verhandlungsvorbereitung.pdf>
<http://www.gpm-infocenter.de/uploads/PMMethoden/Checkliste%20Vision.pdf>
<http://www.gpm-infocenter.de/uploads/PMMethoden/Checkliste%2020%20Fragen.pdf>
<http://www.gpm-infocenter.de/uploads/PMMethoden/Checkliste%20Zielformulierung.pdf>

As before, the first link provides an overview on the method, the second a step-by-step analysis, the third instructions for the 'envisioning process', the fourth lists 20



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questions which need to be asked in negotiation preparations, and the fifth lists relevant questions that lead towards a concrete formulation of goals.

References and links in Romanian language:

http://ro.wikipedia.org/wiki/Managementul_proiectelor

Definition and concept- project management

<http://ro.scribd.com/doc/21878998/Managementul-Proiectelor>

Book: management of projects

References and links in Spanish:

Método PERT: http://www.yolose.es/gestion_pert.html

Animación multimedia sobre la gestión de proyectos:

<http://www.youtube.com/watch?v=SUC5ECUdFvk>

N.B: THE LINKS FOR THE PREPARATION FOR NEGOTIATION CAN ALSO BE USED IN THE NEGOTIATION SKILLS UNIT OF MODULE 4!

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1.e organisation of work space

The participants are asked to insert their suggestions as how to organise their work space into a list on the platform.

Output: participants become aware of possible ‘dangers’ of work place organisation in teleworking environments.

1.f stress management techniques

In order to learn stress management techniques, the participants should at first determine their current stress level. For this purpose, they should take the Holmes-Rahe stress test (see footnote³). This stress test determines their current level of stress. The participants will be able to take the test on the platform [Partner responsible for platform to provide this link!]. After completing the stress test, participants will read information about various relaxation techniques which will be provided on the platform. The participants can reflect upon – or as optional activity - discuss the relaxation techniques with peers in the forum they want to use and form a concrete plan which contains when and how often they will make use of the relaxation techniques. Ideally, the participants will adhere to their relaxation plan.

We recommend, as this is very personal, the participants will keep their relaxation plans to themselves.

Any questions can be posted on the platform’s forum and answered by their colleagues.

Outcome: the participants will become aware of their stress level, learn about relaxation techniques and formulate a concrete relaxation plan which enables them to reduce their stress level.

References and links in Spanish:

El estrés laboral y su prevención: http://www.madridsalud.es/temas/estres_laboral.php

¿Cómo manejar el estrés laboral?: http://www.rhh-web.com/Como_manajar_el_estres_laboral.html

Trabajar sin estrés – según el método Kanban: http://www.youtube.com/watch?v=I-H-WXAX_oM&feature=related

³ http://www.mindtools.com/pages/article/newTCS_82.htm

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1.e. change management = be flexible, adapt easily to new aspects of work, new areas of responsibility

Materials provided on the platform give the input regarding what change management means for teleworkers – even greater flexibility as to areas of responsibility (through video on platform) ... (see above) [NB: EACH PARTNER TO PROVIDE IN OWN

LANGUAGE] - **approx. 10 mins**

Participants should then (a) write a checklist or (b) discuss online on pros (if possible, not focus on cons) – **approx. 20 mins**.

Output: participants realise pros of the need to be flexible in their role as teleworkers

References and links in German for Austria:

Two definitions of Change Management (the first one is concise, the second gives a more detailed definition):

http://www.koerber-consulting.de/?Change_Management

<http://de.wikipedia.org/wiki/Ver%C3%A4nderungsmanagement>

(NB: further links/references which are more applicable to teleworking - the above definitions are general definitions of change management, may be provided at a later point if found in German.)

Romanian links and references:

<http://unpan1.un.org/intradoc/groups/public/documents/un-dpadm/unpan044161.pdf>

<http://ro.scribd.com/doc/20934662/Managementul-schimbarii>

<http://www.mnemos.ro/blogpost.aspx?a=Ce%20inseamna%20managementul%20schimbarii%3F>

References and links in Spanish:

Test de flexibilidad: <http://perdidosenelespaciodeltrabajo.com/2012/03/13/test-de-flexibilidad/#more-172>

Cómo organizar el tiempo en el teletrabajo: <http://trabajo.excite.es/organizar-tiempo-teletrabajo.html>



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Gestión del tiempo en el trabajo: <http://desarrollo-profesional.universia.es/recursos-y-consejos/guias-y-consejos/gestion-tiempo/>

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D. Module 2: key competence self-empowerment

2.a motivation, self-motivation

Materials provided on the platform give input on motivation/self-motivation/how to motivate yourself. NB: EACH PARTNER TO PROVIDE IN OWN LANGUAGE The participants can then form pairs on the interactive platform and talk about their motivational strategies, how they could implement the strategies the training mentioned, ... Without the possibility to form pairs, they should reflect upon their own attitudes and write a short 'learning diary' for the remaining time of the training.

- approx. 45 mins – 1 hr.

feedback: In an interactive session, participants can give brief feedback if the 'peer coaching' was successful, if they want to, can also tell what they realised, what they learned

Output: participants find out about self-motivational tools and learn how to apply them to their current situation

References and links in German for Austria:

This article provides five tips against a motivational low at the work place:

http://www.focus.de/finanzen/karriere/management/motivation/tid-5265/motivation_aid_50341.html

This is a detailed seminar description on 'Self-motivation in theory and practise – reaching learner success with your inner team' by Eva-Maria Schumacher:

http://www.viel-wissen.de/export/sites/default/de/downloads/presentation_frau_schumacher.pdf

This training itinerary provides information about motivational strategies beginning on p.28, and about self-motivation beginning on p.34:

http://www.trainplan.de/Shop/Items/3-934812-35-X/demo_skript.pdf

Romanian references and links:

<http://autoeducare.ro/motivare-vs-automotivare>

A link for an article about motivation vs self motivation

<http://www.castigatimp.ro/posts/cea-mai-buna-tehnica-de-auto-motivare>

A link for an article about self motivation technics

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http://www.consultingreview.ro/revista_tiparita/articol/decembrie-2008/despre-motivatie-si-motivare.html

A link for an article about motivation

References and links in Spanish:

11 estímulos para el trabajo: <http://www.unav.es/noticias/opinion/op090504.html>

¿Cómo solucionar la falta de motivación?

<http://www.trabajando.es/detallecontenido/idnoticia/113/como-solucionar-la-falta-de-motivacion.html>

Las 8 teorías más importantes sobre la motivación: <http://manuelgross.bligoo.com/las-8-teorias-mas-importantes-sobre-la-motivacion-actualizado>

2.b. learning to learn

2.b.1 strengths and weaknesses

In order to properly learn how to learn and how to set their own learning path, participants need to know their own strengths and weaknesses, the materials provided on the platform give a brief input of why participants need to know this and about strengths and weaknesses in general NB: EACH PARTNER TO PROVIDE IN OWN LANGUAGE

- approx. 10 mins

The participants carry out a strengths and weaknesses analysis on their own -

Method applied: personal SWOT analysis (strengths weaknesses opportunities threats)

-> form see annex 1

- approx. 1 hr

Optional activity: The participants can post and discuss their results with others on the platform – **approx. 30 mins (15 mins./participant)**

Output: participants become (more) aware of their strengths and weaknesses,

Assessment: the exercise is seen as successful if this appears to be the case.

References and links in German for Austria:

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The following article briefly explains why strengths and weaknesses analyses (in form of a personal SWOT analysis) are important and how they are done; is also gives an example of a personal SWOT analysis in a job-related situation:

<http://www.benscon.com/staerken-schwaechen-analyse.html>

The following article provides an example of a personal SWOT analysis in the context of a particular job and goal finding activities, and gives good leading questions for the 4 areas of the analysis:

<http://www.domendos.com/fachlektuere/fachartikel/artikel/coaching-mit-der-swot-analyse/>

The following article (only use as possible additional information, as only the second paragraph is of use) talks about strengths and weaknesses analysis as the basis for career development:

<http://www.bwl24.net/blog/2009/05/17/selbstmanagement-%E2%80%93-zeit-gewinnen-durch-eine-bessere-organisation/>

Romanian references and links:

<http://www.myjourney.ro/resurse/cursuri-online/curs-dezvoltare-personala/module/swot/>

This is a link through an on-line training module: Personal Swot analyze

<http://www.cempres.ro/centru/index.php/femeia-si-studiul/femeile-si-educatia/17-descopera-ti-punctele-tale-forte-prin-analiza-swot>

This is a link through a theoretical presentation about personal SWOT analyse on a website dedicated to Woman

References and links in Spanish:

Análisis DAFO: Es necesario llevar a cabo un autoanálisis para aclarar tus objetivos, conocer cuáles son tus debilidades y fortalezas personales, así como qué oportunidades y amenazas hay en tu entorno y debes considerar. A este tipo de análisis se le conoce con las siglas DAFO (Debilidades, Amenazas, Fortalezas y Oportunidades):

http://bae.portalento.es/modulos/analisis_Autoconocimiento.html

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2.b.2 how to set their learning goals – method: SMART analysis

The concept of the SMART analysis shall be explained in the training materials and how it is carried out NB: EACH PARTNER TO PROVIDE IN OWN LANGUAGE –

approx. 15 mins

The participants think of their goals that may relate to their strengths and weaknesses analysis and carry out a smart analysis for one of them, on the platform questions can be posted and support can be given by peers –

approx. 30 mins

Output: participants become aware of and know how to use a method that enables them to plan their own learning path.

References and links in German for Austria:

This scientific article (lengthy!!), titled ‘Motto-Ziele, S.M.A.R.T Ziele und Motivation’ (Motto-Goals, S.M.A.R.T Goals and motivation) in detail deals with the importance of goals, various tasks and their goals, goal-commitment, smart-goals in practise, motto-goals, goal types and their connection to motivation. It can be used as additional information in German, or, translated into the other project languages, could be used (maybe in abbreviated form, not all chapters/subchapters may be necessary) as an introduction to goal setting, smart-analyses and motivation. The article is the Introduction of the following book:

Birgmeier, Bernd (Hrsg.): Coachingwissen. Denn sie wissen nicht, was sie tun?

VS Verlag für Sozialwissenschaften / GWV Fachverlage GmbH

Wiesbaden 2009, S. 183-205

ISBN 978-3-531-16306-2

Link to the article:

<http://www.majastorch.de/download/mottoziel.pdf>

2.c self-assessment

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In order to enable the participants to plan their career, it is important to help them find out whether their current view of themselves is appropriate, and to find out whether they are fit to work in teleworking. Two methods will be introduced.

Method 1: DISC Profile⁴

DISC stands for: Dominance (‘Emphasis on shaping the environment by overcoming opposition to accomplish results’) – influence (‘Emphasis on shaping the environment by influencing or persuading others’)– steadiness (‘Emphasis on cooperating with others within existing circumstances to carry out the task’)- conscientiousness (‘Emphasis on working conscientiously within existing circumstances to ensure quality and accuracy’)⁵ DISC is an assessment tool which allows the participants to gain information about their personality and their behaviour.

The participants have to answer questions and their profile will be created online. There are various websites which offer free DISC tests (the original DISC test can be done online, but has to be purchased at <http://www.discprofile.com/discclassic.htm>). Free versions are available at: <http://secure.motivationalliving.com/freebie.asp> ,

<http://www.teachmeteamwork.com/teachmeteamwork/2010/07/free-disc-personal-strengths-profile-discover-what-drives-you-and-your-team-members.html>

in **English** or at

<http://career-test.de/einstellungstest/DISG-Persoenlichkeitsprofil.html>

in **German**.

NB: PARTNER S whose Language has not been listed above TO PROVIDE similar IN OWN LANGUAGE

References and links in Spanish:

¿Estás preparado para teletrabajar?:

<http://blog.epistele.com/estas-preparado-para-teletrabajar/>

Habilidades psicosociales para el teletrabajo (1)

http://www.tendencias21.net/trabajo/Habilidades-psicosociales-para-el-teletrabajo-1_a43.html

Habilidades sociales para el teletrabajo (2):

⁴ Cf. <http://discprofile.com/whatisdisc.htm>

⁵ Descriptions taken from *ibid.*

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http://www.tendencias21.net/trabajo/Habilidades-sociales-para-el-teletrabajo-2_a44.html

Romanian references and links:

<http://www.tudormateescu.ro/cum-sa-ti-stabilesti-obiective/>

This is a link for an very comprehensive article that explain haw to set your objectives

http://www.teamcoaching.ro/dezvoltare_personala.html

This link is through a website of a coaching provider

Output: the participants gain deeper insight into their personality and their behaviour, which supports them in assessing whether they are fit for teleworking and/or to which aspects they need to pay particular attention.

Method 2: value inventory

List of values (appetence and aversion), participants receive grid and have to rank values according to their believes

The analysis of the value inventory is done by looking at the rankings so the participants are able to analyse their value system themselves. They do not need to share their results with other participants as values are a very personal and private matter.

Output: Helps them to realise their own driving forces behind actions, what is important to them, often has surprising results and may change the perception of things.

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E. Module 3: key competence ICT use

3.a general office software

In this unit, the participants will watch a video (which the partners will record – NB: OR PARTNERS SHALL FIND APPROPRIATE ONES ON e.g. YOUTUBE) on the platform which explaining to them which general office software they will need when teleworking (word processing software, spread sheet software, presentation program, database applications and their main uses.

The participants should already be familiar with the programmes and know how to use them in work-related tasks, however, the materials will rather focus on advanced beginners.

They are able to post questions regarding the programmes in the platform's forum. The other participants can help them and answer their questions.

Output: the participants will be (re-)familiarised with the general office software used in teleworking.

References and links in German for Austria:

These you-tube videos are an introduction to **Microsoft Office Word 2010** in four parts: They deal with and explain the most frequently used basic features.

<http://www.youtube.com/watch?v=fHvmtfsErXc&feature=related> - part 1

<http://www.youtube.com/watch?v=etDoh4R0EnI&feature=relmfu> - part 2

http://www.youtube.com/watch?v=GqyaGaw_MMw&feature=fvwrel - part 3

http://www.youtube.com/watch?v=_7nf2H0hXdo&feature=relmfu - part 4

The following you-tube video gives an overview of **EXCEL 2010** and its most important uses (length: ~23 mins.). It is titled 'part 1', there is, however, no part two.

<http://www.youtube.com/watch?v=mnBJ93XCiS8&feature=related>

This you-tube video teaches the main uses of **PowerPoint 2010**:

<http://www.youtube.com/watch?v=jexr6AOx23o&feature=plcp>

This video gives an introduction into database production using Microsoft **ACCESS 2007**:

<http://www.youtube.com/watch?v=EGWtkrfCAzM&list=UUP6iBldxLgHrvtsyYL5j5QQ&index=1&feature=plcp>

Links in English:

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<http://www.learnopenoffice.org/tutorials.htm>

Website with tutorials for **Open Office** softwares

3.b

The participants will watch a short video which will explain the main uses of the internet (NB: PARTNERS SHALL FIND APPROPRIATE ONES ON e.g. Youtube, Vimeo, Limelight) and how to conduct online searches.

They are able to post questions regarding the internet in the platform's forum. The other participants can help them and answer the question.

Output: the participants will be (re-)familiarised with the basic uses of the internet and how to conduct searches and will be able to use the internet accordingly.

References and links in German for Austria:

N.B. no video on the main uses of the internet and a web search found, but a sequence of articles (all accessible via the following link) which describe and explain methods of conducting a web-search:

http://www.teachsam.de/arb/internet/WWW/arb_www_2.htm

References and links in Spanish:

Consejos basicos para buscar en Internet:

<http://www.maestrosdelweb.com/editorial/buscarinteli/>

Hacer und búsqueda efectiva en google:

http://www.bbva.com/TLBB/swf/pdfs/BBVA_busqueda_sencilla.pdf

3.c social media/networking in teleworking

Training material will introduce the topic of social media/networking in teleworking -> use of various platforms (facebook, ...), forums, but also internet and safety aspects... - **approx.**

10 mins

The participants brainstorm on their own how they could use social media to battle feelings of isolation (like by forming groups in facebook, being active on forums) – Preferably, this should be done with other teleworkers or colleagues. However, based on this, they should perform

e-learning tasks as follows:

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- form a group on facebook and invite the other participants
- open a forum or a thread on a forum for teleworkers (ideally with the other participants) and try to socialise online

Links to do this are e.g.: PARTNERS SHALL FIND APPROPRIATE ONES

Feedback: the participants can give online feedback to others and also ask possible remaining questions

Assessment: feedback is given through the forums the participants open or are active in/through their facebook group

Output: the participants become aware of the possibilities social media offer and learn how to use them (better).

References and links in German for Austria:

The following three links are links to platforms which allow the creation of an online forum for free (and without the need to buy web space before setting up the forum):

<https://www.phpbb.de/>

<http://www.forumprofi.de/>

<http://www.forumieren.com/>

N.B. an already existing forum for teleworkers was not found in German.

References and links in Spanish:

Las redes sociales: introducción:

http://www.uam.es/personal_pdi/elapaz/mmmartin/complementos/tmonograficos/ateg_g_redessociales/introduccion_a_las_redes_sociale.htm#VI

E-CHANCE 2.0 (El proyecto e-Chance 2.0 tiene como objetivo promover el espíritu emprendedor entre las mujeres que utilizan las tecnologías basadas en las aplicaciones web 2.0 y tecnologías tales como wikis, blogs, redes sociales, de código abierto, de contenido abierto, de intercambio de archivos, peer -production, etc.):

<http://www.e-chance2.eu>

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3.e communication software/Skype

Training material will introduce the importance of Skype (AND similar conference tools) and its uses – video conferencing, (video) chatting, calling colleagues in the office/superiors and seeing them (-> be able to interpret non-verbal communication!!!)

Alternatively: the participants brainstorm the uses of Skype or other conferencing tools

- **approx. 10 mins.**

Follow- up: group discussion about uses, pros and cons of Skype (or VOIP in general) – **approx. 20 mins**

The participants carry out some tasks using Skype.

Feedback: participants give feedback to others via Skype (chat or video conferencing, as preferred), have possibility to ask questions

Output: participants learn about possibilities and tools of Skype and how to use them

3.f. how to work on several PCs

Training material will introduce the importance of saving their data and bringing it with them when they work on several computers, so that they always have everything they need with them (methods: portable hard drive or USB)

mins

- **approx. 10**

3.f. security issues for teleworkers

Brainstorming activity – possible ways of keeping your data secure (eg. Online security settings, VPN connection, ...) As instruction, they can do online research or watch the following youtube videos:

DE. http://www.youtube.com/watch?v=hMbcjmVXV_w

Or **EN:** http://www.youtube.com/watch?v=bo_3JTDclNM

References and links in Spanish:

Seguridad Informatica...Teletrabajo

http://www.taringa.net/posts/info/7047435/Seguridad-Informatica_Teletrabajo.html

Consejos para minimizar los riesgos de seguridad informática cuando se es teletrabajador:

<http://aticser.wordpress.com/2012/07/06/consejos-para-minimizar-los-riesgos-de-seguridad-informatica-cuando-se-es-teletrabajador/>

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- ALSO ALL OTHER PARTNER LANGUAGES TO BE ADDED BY PARTNERS

– approx. 10-15 mins

Optional: group discussion of brain storming + pinning out good practises – **approx. 30 mins**

And e-learning activity: the participants set up a VPN connection with their IT colleagues

Assessment: the exercise was successful if the participants managed to set up a VPN connection.

Output: the participants learn how to adapt security settings on their PC/laptop and set up a secure online connection in order to keep confidentiality of data and communication.

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F. Module 4: key competence communicative competences

4.a. etiquette of teleworking communication (= netiquette)

Training material will give a brief introduction about 'netiquette' - **approx- 5 mins**

the participants brainstorm the contents of the netiquette - **approx. 10 mins**

Optional activity: group discussion about the results of the brain storming + the necessity of a netiquette – **approx. 20 mins**

e-learning activity: the participants fill in a questionnaire about the netiquette on an online platform (can also be something like: this (...) is an email to ..., why does/does it not adhere to the netiquette, what would you change?)

Assessment: the exercise is seen as successful if the participants seem have understood the importance of adhering to the netiquette and will follow the principles during the remaining training time and beyond.

Output: the participants learn about the netiquette, its contents and why it is important to adhere to it

4.b. how/where to get information

Method: videoconference

Training material will give brief introduction about how and where to get information needed for different tasks when teleworking (from colleagues, superiors, intranet, company databases, different departments in the company ...) - **approx. 5 mins**

An individual brainstorming on how to get information (ask for it, how to best ask for it) and where (who to ask, where to look for it) should then follow. - **approx. 15-20 mins**

A list of all suggestions (this is a brainstorming, so everything is valid) can then be posted and shared with peers. - **approx. 15-20 mins.**

Transfer: after the group discussion, the participants proceed to compile a list of what for them and their situation were the most important techniques in gathering information and post them on the platform.

Evaluation: the exercise is seen as successful if there was high participation in the discussion and the participants' lists give the impression that they understood the value of different techniques.

Output: the participants gain a repertoire of ways of how and where to find information they need to complete their work tasks.

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4.c. how to be included in social communication?

The participants will find a brief description of the changes teleworking brings to their relationship with their team/their colleagues (no spontaneous conversations over a cup of coffee, no unplanned lunches, no non-verbal cues...) on the platform. The participants shall be made aware that contact with their colleagues will have to be relatively frequent to function as 'social network' where teleworkers can get social support. Teleworkers have to pay particular attention to their social contacts and to finding a way of being included in social communication.

The participants will form pairs and discuss orally via Skype or telephone or via chat/e-mail what they could do to still be included in social communication with their colleagues. Some incentives can be given: e.g. a weekly or bi-weekly lunch meeting, weekly video chats ... They may also draw attention to some cons of teleworking when talking to their colleagues to avoid resentment or jealousy of their work situation.

Each one should then prepare a short presentation and upload it onto the platform for all participants to see.

Output: the participants will be familiar with various techniques to be included in social communication and get social support by colleagues, thereby battling feelings of isolation. This exercise also gives psychological support to the participants because they will then be aware of what they can do against feeling isolated.

General text in EN:

NB: Maybe the book 'Managing Telework' by K. Daniels, D. Lamond, and P. Standen could get held of. It contains the chapter 'Socializing teleworkers into the organisation' by Jon Billsberry. This chapter (reading sample under:

<http://books.google.at/books?hl=de&lr=&id=UvHYY8158GIC&oi=fnd&pg=PA43&dq=change+management+teleworkers&ots=AN-mtyo9MT&sig=OwNTvHNPBb7wHEOfnQB40aUsgRO#v=onepage&q=change%20management%20teleworkers&f=false>

May be very interesting for this part of Module 4 and could be translated into the project languages and made accessible to the participants.

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References and links in Spanish:

[“El teletrabajo implica una forma de gestión diferente”](#) :

http://www.callcenternews.com.ar/~ccnewsco/index.php?option=com_content&view=article&id=436:el-teletrabajo-implica-una-forma-de-gestion-diferente-&catid=100:gestion&Itemid=481

Google Books: El teletrabajo. Entre el mito y la realidad

Autorius (-ia): Jordi Buira, Jordi Buira Ciprés:

http://books.google.lt/books?id=rEkmxA1Y2o4C&pg=PA14&lpg=PA14&dq=TELETRABAJO+ESPANA&source=bl&ots=wmwLFL2T2Y&sig=4wvaMq4vwVv_nPlvg7IRX06QVFA&hl=lt&sa=X&ei=EjolUNrEB4qMswb3-IGoAg&redir_esc=y#v=onepage&q=TELETRABAJO%20ESPANA&f=false

4.d. self-marketing and presentation skills

Self-marketing and presentation skills are closely linked in teleworking. Teleworkers need to know how to creatively and attractively present themselves and their work through communication software. Research activity: the participants will conduct online-research on the topic of self-marketing and presenting in teleworking.

They will answer the following questions in an online questionnaire – or for themselves:

Which self-marketing techniques (applicable to your job as a teleworker) have you found?

- Do you think they are good techniques/tools?
- In which situations would you apply them?
- Which presentation techniques have you found?
- Do you think they are good techniques?
- With which communication software can you use which tool?

Answers can be posted onto the platform. The participants will read them and then discuss them via chat.

Presenting activity: Each participant will chose one technique and present their work (can also be fictitious) to other colleagues using the communication software suitable to the technique.

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The colleagues shall give them constructive **feedback**.

4.e negotiation skills

Negotiating successfully is an especially important skill for teleworkers as direct communication situations are limited in favour of situations with indirect communication.

A technique for successful negotiation and the minimisation of conflict is non-violent communication which was developed by Marshall Rosenberg in the 1960s. Rosenberg proposes four components of communication/negotiation:

A observation

B feelings

C needs

D requests.⁶

Videos on the platform [NB: PARTNERS SHALL FIND APPROPRIATE ONES in own Language] shall show different approaches – a guideline should then help them to find out (a) which of them would be more appropriate to follow in the given situation and (b) the way they would have reacted in a self-reflexion session.

To practise the use of non-violent communication in negotiations, the participants should apply this directly in their working environment; as optional activity, they shall get in contact with one other peer learner via the platform and video chat negotiate a work-related issue (sample issues to discuss can be found on a list on the platform) and try to incorporate the principles of non-violent communication. They should give one another feedback on how they felt their communication went.

References and links in German for Austria:

Here, the links for ‘how to prepare for a negotiation’ (Module 1) are also applicable:

- <http://www.gpm-infocenter.de/PMMethoden/Verhandlungsvorbereitung>
<http://www.gpm-infocenter.de/uploads/PMMethoden/Verhandlungsvorbereitung.pdf>
<http://www.gpm-infocenter.de/uploads/PMMethoden/Checkliste%20Vision.pdf>

⁶ http://en.wikipedia.org/wiki/Nonviolent_Communication

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<http://www.gpm-infocenter.de/uploads/PMMethoden/Checkliste%2020%20Fragen.pdf>

<http://www.gpm-infocenter.de/uploads/PMMethoden/Checkliste%20Zielformulierung.pdf>

As before, the first link provides an overview on the method, the second a step-by-step analysis, the third instructions for the ‘envisioning process’, the fourth lists 20 questions which need to be asked in negotiation preparations, and the fifth lists relevant questions that lead towards a concrete formulation of goals.

This article describes the ‘Harvard Principle/Method’ of negotiations:

<http://www.rhetorik.ch/Harvardkonzept/Harvardkonzept.html>

This video teaches ‘Active Listening’ skills, which are important in the Harvard Principle of negotiations:

<http://www.youtube.com/watch?v=DseQwR5LcY0&feature=plcp>

This you-tube video teaches Rosenberg’s ‘Non-Violent Communication’, a method which can be used in negotiations, as well as in everyday communication:

<http://www.youtube.com/watch?v=B0GjlaC7qtI>

This Wikipedia entry also describes Rosenberg’s Non-Violent Communication.

http://de.wikipedia.org/wiki/Gewaltfreie_Kommunikation

References and links in Spanish:

Cómo desenvolverte en 15 situaciones reales para demostrar tu liderazgo, Ejercicios prácticos:

http://www.emprendedores.es/empresa/habilidades/mejora_como_lider/ejercicios_practicos

Diez técnicas para una comunicación asertiva:

<http://www.pymesyautonomos.com/consejos-practicos/10-tecnicas-para-una-comunicacion-asertiva>



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Cómo ser asertivo en el trabajo:

http://www.iseclinic.es/index.php?option=com_content&view=article&id=49%3Acomo-ser-asertivo-en-el-trabajo&catid=9%3Apsicologia-adultos&Itemid=173&lang=es

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G. Module 5: key competence entrepreneurial skills/competences

5.a. legal rights/obligations and where to find help

The participants carry out online research and fill out a 1. questionnaire about their legal rights and obligations and a 2. questionnaire about where to find help (if they have legal, work-related problems, what they should do if they fall ill, ...) (websites that will help are in Austria e.g. Arbeiterkammer, Gewerkschaft, Wirtschaftskammer, Sozialversicherungen, ... PARTNERS to ADD SIMILAR WEBSITES IN THEIR COUNTRIES)

They will find out if there are differences as to their status and which ones

– approx. 1,5 hrs.

Assessment: answers of the online questionnaire and the exercise is seen as successful if the participants appear to understand the topic

References and links in German for Austria:

Website of the Arbeiterkammer: <http://www.arbeiterkammer.at/beratung.htm>

Website of the Österreichischer Gewerkschaftsbund:

http://www.oegb.at/servlet/ContentServer?pagename=S06/Page/Index&n=S06_0

Website of the Wirtschaftskammer: <http://portal.wko.at/wk/startseite.wk>

Website of the Sozialversicherung:

http://www.sozialversicherung.at/portal27/portal/esvportal/start/startWindow?action=2&p_menuid=2&p_tabid=1

References and links in Romanian:

<http://www.codulmuncii.ro/cautare.php?search=munca+la+domiciliu>

<http://legearm.com/>

<http://www.ccisalaj.ro/proj/modul5.pdf>

<http://www.antreprenoriatul.ro/index.php/legislatie>

<http://www.fiitanarantreprenor.ro/content/competente-antreprenoriale-legislatie-comerciala-0>

<http://www.start-antreprenoriat.ro/Brosura-ian2012.pdf>

A link for an Entrepreneur's Guideline, Definition and competences of entrepreneurs, pag.12

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References and links in Spanish:

Cómo está regulado el teletrabajo en España:

<http://legal.practicopedia.lainformacion.com/laboral/como-esta-regulado-el-teletrabajo-en-espana-12762>

Se ha firmado el Acuerdo Marco Europeo sobre Teletrabajo:

<http://www.ugt.es/teletrabajo/teletrabajo.htm>

El libro blanco de teletrabajo en España:

<http://www.teledislab.es/descargas/libroblancoteletrabajoespana.pdf>

A text about what entrepreneurial skills and spirit mean in general, in EN:

<http://flipmag.com/swf/4POC1k1gxR>

The text stems from an earlier BEST international project – EnVogue, to be more specific, from the EnVogue Handbook. The text can be used as general introduction to entrepreneurship.

Synopsis:

Chapter 8, starting at p.40, describes entrepreneurial spirit in connection with education and VET, it goes on to list ‘entrepreneurial spirit skills, deals with ‘the accountability of an entrepreneur’ and ‘ideas and issues about how coaching can turn an entrepreneurial spirit into success’. Furthermore, ‘the importance of entrepreneurship in education’ is described and ‘entrepreneurship concepts’ are listed.

Questionnaire in E: see Annex

5.b self-marketing belongs to this module as well (see earlier chapter)

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F. Module 6: core competence intercultural competences and work aspects

6.a introduction about interculturality/diversity

Training material on the platform will give an introduction about interculturality/diversity in today's working environment and highlights the fact that due to the (often) indirect communication (weak communication?) in teleworking, teleworkers need to be much more attentive when communicating across cultural borders than in situations with direct communication, they have to watch out for different communicative strategies/preferences in different cultures. - approx. 30 mins

Text in English on 'Cultural diversity in Europe':

This text (which is the Handbook of the TANDEM project, another earlier BEST international project) deals with the 'Basic insights in to Cultural Diversity in Europe' starting on p. 14 until p. 21. It can be given as introductory text on cultural diversity, possibly followed by the definitions of 'interculturality' and 'diversity'. The 'Handbook for Didactic Guidelines' is downloadable via this link: <http://www.tandem-project.eu/en/products> (the first download-link on this site)

Synopsis:

The article (chapter) clarifies the term 'cultural diversity' and describes how cultural diversity and population change is important for the project countries. The information given can however also be used generally.

References and links in German for Austria:

A definition of interculturality, provided by ZARA:

http://www.zara.or.at/materialien/gleiche-chancen/elearning/bd/e_interkultur.htm

A Definition of Diversity, provided by ZARA:

http://www.zara.or.at/materialien/gleiche-chancen/elearning/bd/e_diversity.htm

Interculturality as defined by Wikipedia:

<http://de.wikipedia.org/wiki/Interkulturalit%C3%A4t>

Intercultural communication as defined by Wikipedia:

http://de.wikipedia.org/wiki/Interkulturelle_Kommunikation

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References and links in Spanish:

Comunicación intercultural:

http://www.educacion.navarra.es/portal/digitalAssets/2/2011_comintercultural.pdf

La diversidad en los grupos de trabajo: efectos
potenciales y posibilidades de gestión:

<http://www.iegd.org/spanish800/adjuntos/gestiondiversidadunivcadiz.pdf>

¿CÓMO CONSEGUIR UNA COMUNICACIÓN INTERCULTURAL EFICAZ?

Miquel Rodrigo

<http://www.alboan.org/archivos/511.pdf>

"Beyond Diversity" - Mas Allá de la Diversidad - Conflictos que se crean sobre la base de los diferentes antecedentes culturales de las personas en las pequeñas y medianas empresas (PYMEs) - <http://www.beyond-diversity.eu/>

6.b national/cultural stereotypes

Participants need to be made aware of their stereotypes to successfully work in an international/intercultural environment.

The platform will offer a brief introduction about stereotypes – **approx. 10 mins**
exercise, method: Eurorail (slightly altered for this training)

The participants are on an imaginary train ride through Europe and in each country, they “observe” the different ways of acting and especially communicating of the locals.

Optional: via the platform they form pairs and discuss what they have ‘noticed’ - **approx. 30 mins**

and then post their ‘findings’ onto the platform. – **approx. 30 mins**

Output: the participants are made aware of their stereotypes and are thus able to pay attention to them in intercultural communication.

References and links in German for Austria:

A definition and description of stereotypes and prejudices (and their interrelation):

<http://www.transkulturelles-portal.com/index.php/6/61>

A brief study of stereotypes and prejudices in international teams at the workplace:

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<http://teamarbeit.factlink.net/131886.7/>

The repercussions of stereotypes on intercultural communication is described in the last paragraph of this article

<http://lehrerfortbildung-bw.de/bs/bsa/bgym/kompcult/stereo/quelle.htm>

This website lists a number of national stereotypes (it is titled 'national stereotypes', but in my opinion, it also lists a great number of prejudices). This could be used as additional input after the 'trainride through Europe' exercise, maybe to spice up the discussions between participants.

<http://maciek.piranhho.de/nation.htm>

References and links in Spanish:

Prejuicios, estereotipos y discriminación:

http://www.conductitlan.net/psicologia_organizacional/prejuicio_estereotipo_discriminacion.pdf

¿Españoles vagos y alemanes sin gracia?

http://internacional.elpais.com/internacional/2012/01/25/actualidad/1327490972_788104.html

END of Training Itinerary

NB: at the beginning and at the end, participants should have the possibility to do the online questionnaire – different results should show them that /what they have learnt



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Annex 1

Personal swot analysis form⁷

SWOT Analysis Worksheet

Strengths

What do you do well?

What unique resources can you draw on?

What do others see as your strengths?

Weaknesses

What could you improve?

Where do you have fewer resources than others?

What are others likely to see as weaknesses?

Opportunities

What opportunities are open to you?

What trends could you take advantage of?

How can you turn your strengths into opportunities?

Threats

What threats could harm you?

What is your competition doing?

What threats do your weaknesses expose you to?

Instructions⁸:

Strengths

⁷ <http://www.mindtools.com/pages/article/worksheets/SWOTAnalysisDownload.htm>

⁸ http://www.mindtools.com/pages/article/newTMC_05_1.htm

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- What advantages do you have that others don't have (for example, skills, certifications, education, or connections)?
- What do you do better than anyone else?
- What personal resources can you access?
- What do other people (and your boss, in particular) see as your strengths?
- Which of your achievements are you most proud of?
- What values do you believe in that others fail to exhibit?
- Are you part of a network that no one else is involved in? If so, what connections do you have with influential people?

Consider this from your own perspective, and from the point of view of the people around you. And don't be modest or shy – be as objective as you can.

And if you have any difficulty with this, write down a list of your personal characteristics. Some of these will hopefully be strengths!

Weaknesses

- What tasks do you usually avoid because you don't feel confident doing them?
- What will the people around you see as your weaknesses?
- Are you completely confident in your education and skills training? If not, where are you weakest?
- What are your negative work habits (for example, are you often late, are you disorganized, do you have a short temper, or are you poor at handling stress)?
- Do you have personality traits that hold you back in your field? For instance, if you have to conduct meetings on a regular basis, a fear of public speaking would be a major weakness.

Again, consider this from a personal/internal perspective and an external perspective. Do other people see weaknesses that you don't see? Do co-workers consistently outperform you in key areas? Be realistic – it's best to face any unpleasant truths as soon as possible.

Opportunities

- What new technology can help you? Or can you get help from others or from people via the Internet?
- Is your industry growing? If so, how can you take advantage of the current market?

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- Do you have a network of strategic contacts to help you, or offer good advice?
- What trends (management or otherwise) do you see in your company, and how can you take advantage of them?
- Are any of your competitors failing to do something important? If so, can you take advantage of their mistakes?
- Is there a need in your company or industry that no one is filling?
- Do your customers or vendors complain about something in your company? If so, could you create an opportunity by offering a solution?

You might find useful opportunities in the following:

- Networking events, educational classes, or conferences.
- A colleague going on an extended leave. Could you take on some of this person's projects to gain experience?
- A new role or project that forces you to learn new skills, like public speaking or international relations.
- A company expansion or acquisition. Do you have specific skills (like a second language) that could help with the process?

Also, importantly, look at your strengths, and ask yourself whether these open up any opportunities – and look at your weaknesses, and ask yourself whether you could open up opportunities by eliminating those weaknesses.

Threats

- What obstacles do you currently face at work?
- Are any of your colleagues competing with you for projects or roles?
- Is your job (or the demand for the things you do) changing?
- Does changing technology threaten your position?
- Could any of your weaknesses lead to threats?

Performing this analysis will often provide key information – it can point out what needs to be done and put problems into perspective.

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A Personal SWOT Example

What would a personal SWOT assessment look like? Review this SWOT analysis for Carol, an advertising manager.

Strengths

- I'm very creative. I often impressing clients with a new perspective on their brands.
- I communicate well with my clients and team.
- I have the ability to ask key questions to find just the right marketing angle.
- I'm completely committed to the success of a client's brand.

Weaknesses

- I have a strong, compulsive need to do things quickly and remove them from my "to do" list, and sometimes the quality of my work suffers as a result.
- This same need to get things done also causes me stress when I have too many tasks.
- I get nervous when presenting ideas to clients, and this fear of public speaking often takes the passion out of my presentations.

Opportunities

- One of our major competitors has developed a reputation for treating their smaller clients poorly.
- I'm attending a major marketing conference next month. This will allow for strategic networking, and also offer some great training seminars.
- Our art director will go on maternity leave soon. Covering her duties while she's away would be a great career development opportunity for me.

Threats

- Simon, one of my colleagues, is a much stronger speaker than I am, and he's competing with me for the art director position.
- Due to recent staff shortages, I'm often overworked, and this negatively impacts my creativity.

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- The current economic climate has resulted in slow growth for the marketing industry. Many firms have laid off staff members, and our company is considering further cutbacks.

As a result of performing this analysis, Carol takes the bold step of approaching her colleague Simon about the art director's maternity leave. Carol proposes that both she and Simon cover the job's duties, working together and each using his or her strengths. To her surprise, Simon likes the idea. He knows he presents very well, but he admits that he's usually impressed by Carol's creative ideas, which he feels are far better than most of his.

By working as a team, they have a chance to make their smaller clients feel even better about the service they're getting. This takes advantage of their competitor's weakness in this area.