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METHODOLOGICAL GUIDE FOR VOCATIONAL EDUCATION TEACHERS

TRANSVERSAL SKILLS IN TIME OF COVID



 **TRANSVERSAL SKILLS**
IN TIME OF COVID

**FOR VOCATIONAL EDUCATION TEACHERS
WHO WORK WITH STUDENTS
STUDYING IN THE
ECONOMIC AND ADMINISTRATIVE SECTOR
SHAPING THEIR PERSONAL AND SOCIAL COMPETENCES**

TRANSVERSAL SKILLS IN TIME COVID



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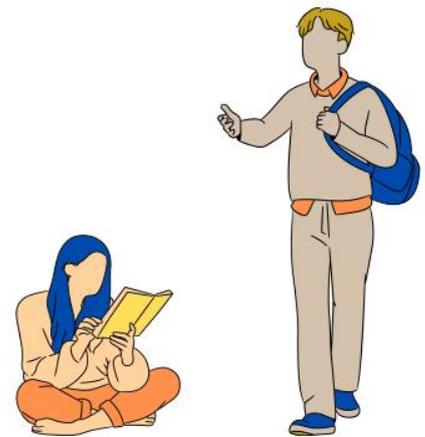
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INTRODUCTION - RULES OF REMOTE WORK WITH STUDENTS

In the face of constant changes introduced by the Ministry of Education, teachers are forced to follow the novelties that appear in the education system in each country affected by the COVID-19 epidemic.

For this reason, many of them decide to broaden their qualifications and teach vocational subjects in secondary and vocational schools through online studies.

The world is moving forward: new solutions, technologies, programs appear every now and then, with new regulations coming into force. It's hard to keep up with it on your own, and employers require staff to be trained and be aware of current affairs.

Remote learning, although known for a long time, has only now gained popularity. This was the result of the epidemiological situation that prevailed around the world. People were forced to limit contacts with other people, stationary facilities were closed, and e-learning became the only form of learning.

At first, distance learning looked very worrying. People could not learn in front of computer monitors but with time it became something completely normal.

Teachers and students had to understand that it is just as effective to learn in the classroom, as it is to in your own home. Currently, distance learning does not significantly differ from traditional learning.

The main difference is the direct lack of a teacher or lecturer, but this is compensated through interesting materials and modern tools which facilitate the acquisition of new messages.



Synchronised training - which takes place in real time, most closely resembles traditional professional courses.

On a specific date and time, students and the trainer, teacher or lecturer connect through a special e-learning application. They can communicate with each other via video calls, chats, and other messaging applications. Students can work in remote groups, complete exercises, have discussions and come to a common conclusion together. Participants have public chats, private chats with teachers or lecturers at their disposal, and thanks to cameras with a microphone, they can express themselves, show completed exercise cards or share their screen view. This form of teaching requires certain dispositional qualities, but not as much as in the case of classroom teaching. Centres and universities offering remote courses are happy to help participants, with classes taking place at hours tailored to the needs of the group.

Asynchronous training - this type of training is not real-time; lessons are pre-recorded, and students can play them back at any time. To use this form of learning, you only need to purchase the access to the materials. This is enough to learn at any time, even at night, on weekends and during holidays. This form of teaching is convenient and accessible even to the busiest people but requires greater self-discipline and independence. There is no teacher who explains difficult issues on an ongoing basis. Most often, people organizing this type of online vocational training set specific dates during which you can talk to the lecturer. Technical support is also readily available making it easier to access and use the courses. Asynchronised professional courses include lectures, presentations, slides, and animations. Importantly for the participants, they can be accessed and replayed many times and the most difficult concepts can be repeatedly viewed.

People who got to know e-learning quickly realised that this form of teaching was extremely comfortable and convenient. Most people when faced with the choice of in-home or distance learning, will choose the latter.

The advantages of e-learning highlighted by the students are:

Great accessibility - people living in small towns and villages were often disadvantaged because they could not receive training in their place of residence.



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They had to travel to large agglomerations, which was very troublesome and disorganised their lifestyle. Today, thanks to the possibilities offered by remote learning, everyone, regardless of their place of residence, age, or quality of health, can expand their professional qualifications. This form is especially useful for the sick, disabled, or young parents who cannot leave the house for a long time. Currently, a resident of London can train with an outstanding tutor from Krakow or Dublin, and then receive a certificate, which will be a great advantage when looking for a job.

Flexible study time - sometimes course attendance is prevented by a car breakdown, sudden personal matters, or illness. Thanks to remote vocational courses, you can learn at any time, as well as on days off and at night. In the event that an unforeseen circumstance makes it impossible to participate in the lecture, it will be possible to view it and replay it at another convenient time.

Time saving - remote learning is a huge time saver, which is as precious as gold today. There is no need to travel to classes. All you need is a computer, smartphone, internet access and a quiet place where you can watch the recording and participate in the training.

Money saving - online vocational courses are several times cheaper than their stationary counterparts.

Ease of use - anyone who has used a computer at least once can grasp remote learning. All you need is to go to the course page and follow the directions that appear on the screen.

Interesting materials and modern tools - there are a lot of online courses available online, which is why institutions try to beat their competition. In order to attract new participants, they provide interesting tools and materials, e.g., slide shows or animations. The participants can use chats, blogs, and materials in the form of pdf files too.

Possibility of obtaining a certificate - online professional courses are just as important as those conducted in a traditional form. Most of them end with the issuance of an appropriate certificate or diploma to show the authentication of the credentials.

People who are not used to sitting in front of a computer for a long time, who prefer live contact, are often the most concerned about remote learning. Of course, this must be respected, everyone has the right to choose and, if they wish, they can improve their qualifications during training, courses, and full-time studies.

A major obstacle for learners can include the lack of other people to discuss with or spend break together. Another problem which makes remote learning difficult could include the lack of appropriate equipment. Although less and less often, it is also possible that someone does not have a working computer or internet access. In this case, it is better to choose the traditional form of face-to-face learning. The inability to pay attention when sitting in front of the monitor in your own home can also pose a problem, especially when there are many distractions that make learning difficult.

To solve this problem, it is necessary to find a quiet place, turn off the radio or TV, put down the phone, and ask other household members for a moment of quiet moment alone.

GUIDELINES FOR THE DEVELOPMENT OF SOCIAL AND PERSONAL COMPETENCES IN THE ECONOMIC AND ADMINISTRATIVE SECTOR

The determinants of the development directions of the economic and administrative industry are economic and social changes, the development of technology and technology, geographical and professional mobility of Poles, and above all, the increase in the expectations of employers in terms of knowledge and skills of employees.

Soft skills competences concern psycho-physical qualities and social skills. These are universal competences that are useful in various work positions as they help to cooperate together with the team, supervisors, and clients. Examples include:

- communication skills
- action dynamics
- creativity;
- ability to work in a team;
- time management;
- resistance to stress.



SOFT SKILLS COMPETENCES

Contrary to appearances, soft skills can be exercised and developed. However, this process is more difficult and complex than improving hard competences.

Properly shaped professional competences allow employees to perform tasks at the required level and proficiency.

Generally speaking, professional competences can be divided into:

- **personality competences** - related to the individual performance of tasks that affect the overall quality of their performance (speed, diligence, adequacy).

- time management,
- analytical thinking,
- attention to detail
- accuracy

- **social competences** - related to contact with other people, which determine the effectiveness of cooperation, communication, and ability to influence others.

- assertiveness,
- communication skills
- ability to build a relationship by connecting with other people

There are also more complex typologies of competences organised within the competency models.

Competences are also defined as: "the scope of knowledge, skills and responsibilities, as well as powers of attorney and powers granted on the basis of qualifications to act and decide, as well as issuing judgments".

According to another definition, competence is a conglomerate of:

- acquired knowledge in a given field (**what I know**)
- skills (**procedural knowledge - I know how to do this and I can do it**)
- attitudes (**I want to, and I am ready to, use my knowledge**)

Some authors add a fourth competency element to the three identified above: **personality traits**.

In contemporary economic conditions, the importance of competences is being more recognised.

SOCIAL AND PERSONAL COMPETENCES

To perform professional tasks in the economic and administrative industry, it is necessary to achieve the learning outcomes of the pupil or student as part of 'Personal and Social Competences'.

The Regulation on the core curriculum for vocational education of 2019 states that teachers of all compulsory education, in the field of vocational education, should create conditions for students to acquire personal and social competences.

This is a good solution but for it to be effective, at the beginning of the education cycle (i.e., in grade I), students should have compulsory educational classes in personal and social competences.

'Personal and Social Competences' lessons introduced at the beginning of the education cycle would show students what competences and skills are important in

the administrative and office profession which they then acquire, they would also allow them to learn various methods and techniques and acquire basic knowledge and skills in this area.

Thanks to this, a foundation would be created, used by each student to build personal and social competences and ability to organise the work of their team in a given profession. In addition, the introduction of compulsory 'Personal and Social Competences' education into the vocational curricula ensures that the core curriculum for vocational training will unquestionably be implemented in this area.

TIPS FOR MOTIVATING A STUDENT IN THE ON-LINE LEARNING PROCESS

During the implementation of the curriculum for compulsory educational activities in the field of personal and social competences, the teacher / lecturer may use various methods of conduct aimed at achieving the intended learning outcomes.

These methods should be differentiated depending on the students' abilities, their interest in the subject, and the conditions in which the program is implemented. The teacher should strive to ensure that the students consciously and actively participate in the teaching-learning process; this will allow for easier achievement of learning outcomes.

The degree of students' activity will depend on their talents and interest in particular aspects of the teaching material.

The active participation of students in teaching can be achieved through the selection of appropriate teaching methods.

Therefore, in the teaching-learning process, interactive methods should be used, e.g.:

- interactive quizzes
- webquests
- discussions
- mind maps
- simulation methods
- theatrical techniques (improvisation, staging, drama)
- flipped lesson
- word cafe
- brain storming
- case studies
- situational method
- entrusting tasks to smaller teams e.g., 2-3 people.
- project method (e.g., thematic puzzles, collages, information boards, videos, student blogs and vlogs),

By using these methods, students can actively participate in class and acquire the skills they will need in their future working life. Contact methods play a very important role, such as:

- meetings,
- interviews,
- educational trips,
- participant observations.

Due to the use of these methods, the student has the opportunity to learn about the personal and social competences presented by various people. These methods make it possible to confront the acquired knowledge with practice. In the teaching-learning process, it is advisable to use the **portfolio method**.

As part of this method, it is particularly important to keep a folder in which the student keeps documents, exercises, and tests they have prepared.

Another teaching method which is worth using in the teaching-learning process is guidance in the acquisition of practical skills.

This method is especially useful during the implementation of the teaching material in which the student acquires new skills or improves their existing ones.

Skills are most often developed through a **demonstration by the lecturer** - usually combined with instructions for the student on how to perform a specific task, followed by attempts by the student and which are then corrected by the teacher.

Another teaching method that can be used in the teaching-learning process is the **simulation method**.

It consists of creating a simplified model of a fragment of reality. This method ensures, on one hand the shaping of skills in conditions close to reality, and on the other hand, it allows avoidance of the real-life consequences of unsuccessful attempts.

Some of the issues covered by the subject of personal and social competences, especially related to the introduction of new concepts, require the use of traditional teaching methods, e.g.

- lecture,
- teaching conversation,
- working with text.

During the teaching-learning process, it is also worth using other sources of information:

- internet,
- online encyclopaedias
- online dictionaries
- online quizzes/tests



Thanks to this, it is possible to develop students' ability to search for and use various sources of information. Many students will often use electronic media.

ICT tools (information and communication technologies) can be used to make students interested in the subject and to verify the initial or acquired knowledge, which is presented in an attractive form.

It is recommended to use applications for teachers of the 'Learning Apps' type.

USE OF INTERACTIVE METHODS

Use of interactive quizzes in applications such as:

- Kahoot,
- Quizziz,
- Quizlet,
- virtual classes

It is even possible to work on mobile phones that students usually have with them, in real or deferred time.

Supporting students' motivation is an important task of the teacher / lecturer. You may start with the diagnosis of students' needs, to then adjust the style of work to them.

Ken Blanchard's work on the 4 styles of management may be of use.

The model applies to management, but the rules apply to working with and in any group and are successful in education.

The styles listed are based on a diagnosis of the needs of specific people. When observing students, you can divide them into four groups.

1. **They cannot and do not want to:** Such students need a teacher-instructor who will provide them with knowledge about how to perform a task and why (what benefit they will get). This group requires the teacher's attention, constant control of the way work is performed and its progress, as well as supporting messages. Worksheets, task instructions, detailed lesson or homework plans will be useful so that the students, by following the instructions, achieve the planned goal. The teacher should strive to reduce working time as much as possible in such a way that students can move on to the next group as quickly as possible.
2. **They cannot, but they want to:** You can work with this group in a coaching style, i.e., set them tasks, advise them, discuss possibilities, involve them in

planning and monitoring plans. Techniques such as decision trees, mental maps of various types, diagrams, tables, charts etc. will be useful. There is still a need to strengthen students' confidence and support their self-esteem.

3. **They can, but don't want to:** the teacher focuses on motivating - supports, encourages, persuades, shows benefits. These students may be encouraged to use unconventional work tools: projects (e.g., with the use of IT technology, reverse lesson, question star, force field analysis). In the action itself, the teacher leaves a great deal of independence to the students, but constantly monitors their activities.
4. **They can and want to:** the teacher gradually expands the students' responsibility and exercises general supervision over the activities but agrees to the implementation of the goals set by the students, while monitoring their activities. The teacher organises educational processes considering the great freedom of students in the selection of forms, methods and tools for achieving success. Techniques and tools based on the use of technology, independent material development, extensive mental maps and projects involving the combination of knowledge and skills in various subjects can be effective for these students.

Communication focused on internal motivation and good diagnosis can be the basis for effective work in the classroom, leading not only to the acquisition of knowledge and skills, but also to the acquisition of permanent competences. This requires the teacher's commitment and ability to diagnose the group, mindfulness (which is a characteristic of good observers) and coping with own emotions (this can be a serious obstacle in the diagnosis of students' needs and capabilities).

DESCRIPTION OF TOOLS FOR REMOTE WORK WITH THE STUDENT ALONG WITH THEIR USES

We searched for distance learning solutions that would allow you to get started 'on the go' without having to assemble complicated setups. The resources



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collected here are very popular, available in most languages and easy to use. Their use will allow you to soon start your adventure with remote education.

OVERVIEW OF TOOLS

Office packages

- Microsoft Office on the Web and Office 365
- Google tools

Educational resources

- Khan Academy
- YouTube
- Ninateka
- Remote lessons

Create your own resources

- Adobe Scan
- Prezi
- Audacity
- Windows 10 photos

Publication and sharing

- Issue
- Youtube
- SlideShare
- SoundCloud
- DropBox

Communication

- Teams
- Hangouts
- Hangouts Meet
- Zoom

OFFICE PACKAGES

Preparing a presentation, document or spreadsheet is the basic task of online office packages. They allow you to collaborate on documents (work in groups), share resources, and ability to comment and add changes. These are basic tools used by teachers conducting distance education.

Although free solutions are still very useful, it is worth getting solutions dedicated to education.

MICROSOFT OFFICE FOR THE WEB AND OFFICE 365

After creating an account, we gain access to a limited set of the most important applications running in the browser. Such a set, with a little bit of good will, makes it possible to create great educational resources.

STUDENT AND TEACHER VERSION – OFFICE 365 – INCLUDES THE USE OF MICROSOFT TEAMS

Advantages

- Free access
- Ability to import MS Office documents
- The ability to create spreadsheets, documents, and presentations
- The ability to keep OneNote notebooks
- No installation required

Disadvantages

- Limited set of features in the free version
- Mobile applications only allow the viewing documents in the free version

GOOGLE TOOLS

The use of the Google package as an educational tool allows not only for the creation of, but also the sharing of teaching materials. Basic tools are available for free with your google account.

Version for students and teachers - **G Suite for Schools and Universities**, enriched with additional functionalities of the **Hangouts** messenger and **Google Classroom** tools, seems to be a great solution for building a virtual classroom

Advantages

- Free access
- Can work with multiple document formats
- The ability to create spreadsheets, documents, and presentations
- Possibility to hold 'Google Keep' notebooks
- No installation required

Disadvantages

- The Google package may not be intuitive for MS Office users



EDUCATIONAL RESOURCES

The use of ready-made materials is a great strategy in many common educational situations. Among the above-mentioned solutions, it is easy to find materials that are of a high substantive and didactic level.

KHAN ACADEMY

You can find valuable films and curricula in the field of sciences here, and the number of educational materials on the humanities and social sciences is constantly growing.

Advantages

- A rich thematic offer
- Great use of drawings and virtual boards
- Ability to create virtual classes

Disadvantages

- Small availability of materials in non-English languages

YOUTUBE

A huge video site, it offers extremely valuable educational resources including lectures by recognized professors, 3D simulations, numerous trivia programs, as well as resources aimed directly at students.

Advantages



- Rich library of educational video materials
- Speed of action
- Ease of sharing
- Very simple navigation

Disadvantages

- It is difficult to separate valuable content from false and incorrect content

NINATEKA

It is a real paradise for humanists and an interesting place for seekers of social knowledge. Ninateka is a platform that shares the resources of the National Audio-visual Institute. There you can find films, radio plays, performances, interviews, and documents. It holds the ability to activate an account for teachers, which gives access to lesson plans and the ability to generate access codes for students.

Advantages

- Rich library of educational video materials
- Speed of action
- Ease of sharing
- Very simple navigation

Disadvantages

- It is difficult to separate valuable content from fictitious or inaccurate content
- Remote lessons
- It is a government portal aimed at students and teachers. Officials tried to gather educational resources based on e-textbooks and multimedia materials (e.g., YouTube).

The most important tool is a **smartphone** with a basic set of applications provided by the manufacturer.

It is a powerful means of communication using the possibilities offered by the **Google or Apple** platform. Therefore, among the most important programs, we have omitted applications that support the standard use of the camera and microphone

PUBLICATION AND SHARING

ADOBE SCAN

A great application for Android and Apple smartphones, allowing you to transform a printout, page from a book or magazine or a drawing on a blackboard, into a digital document that can be easily shared through various channels.

Advantages

- Convert handwriting into editable text
- Great quality of scans
- Speed of action
- Ability to save in PDF

Disadvantages

- Older smartphones require good lighting of the scanned resource

PREZI

For some time now, traditional PowerPoint presentations have been replaced by modern-looking animated slides created in Prezi.

Proper use of this tool allows you to create beautiful, memorable presentations. In the basic version, we have a free package, and teachers are offered a 14-day trial version of the Premium package.

Advantages

- Great looking animated shows
- Professional look of the slides
- Works in the browser
- Easily share your presentation

Disadvantages

- You need graphic design skills in order to create your own template
- Pretty complicated editing

AUDACITY

Free software that can successfully replace professional solutions is very rare to find. Audacity is irreplaceable in editing sound recorded with a phone or computer microphone. With its help, you can cancel noise, record multiple tracks, split audio files and much more - it's the perfect tool for making professional podcasts.

Advantages

- Effects
- Ability to register multiple tracks
- Clean-up of audio tracks
- Professional editing capabilities

Disadvantages

- Complicated handling of more advanced functions



WINDOWS 10 PHOTOS

This free application built into Windows10 allows you to create a video-based material using images and sound. It is a program that is more than enough to edit the lesson recordings made with the use of a mobile phone.

Advantages

- Intuitive operation
- Fast action
- Support for standard formats
- Availability

Disadvantages

- Lack of advanced features
- Publication and sharing

ISSUE

Issue is an indispensable tool when publishing large PDF files so that they can be read without the need to download; for example, on a smartphone. It is a digital platform for publishing magazines, e-books, and teaching materials.

Advantages

- Free plan
- Ease of use
- Hassle-free sharing

Disadvantages

The document must be properly formatted to remain legible

YOUTUBE

When you need to share a video, YouTube is often an irreplaceable solution. It is worth paying attention to the privacy settings. You can only share videos with people who have a link. The video will therefore be unavailable from the search engine.

Advantages

- Huge popularity of the website
- Intuitive operation
- Possibility to publish a video of considerable length
- Possibility of running live streams

Disadvantages

- None identified



SLIDESHARE

Often, when you want to share a presentation prepared in PowerPoint, it is sent by e-mail. Then each recipient opens it in their own system. Often times, the design falls apart and then just doesn't work. Thanks to the use of SlideShare, it is possible to publish a presentation online, then you can send a link which keeps the consistency of the presentation.

Advantages

- Intuitive operation
- Ability to load large presentations
- No installation required
- Same presentation design on all devices

Disadvantages

- Brazen ads

SOUNDCLOUD

The website is dedicated to publishing audio recordings. While it's primarily aimed at musicians, it can make a great podcast publishing and audio publishing tool for teachers. In fact, all you need to begin is a smartphone.

Advantages

- Intuitive operation
- Possibility of placing recordings on your website
- Great sound quality
- Friendly mobile application

Disadvantages

- Slow website operation

DROPBOX

It can be used to delegate access to specific hard disk folders to specific people. This is space on a server which allows for file sharing. The free version is completely sufficient for basic educational activities.

Advantages

- Intuitive interface
- Desktop application
- Simple sharing
- Security

Disadvantages

- Small file sizes in the free version
- Limited disk capacity



COMMUNICATION

MICROSOFT TEAMS

A powerful communication tool used in corporations and medium and large institutions as the main tool for information exchange. It has recently been made available to schools. It gives great opportunities to communicate in a virtual classroom and integrate with the Office suite.

Advantages

- Professional and reliable tool
- Intuitive operation
- Great mobile application
- Security



Disadvantages

- It may run a bit slower as the number of users increases

HANGOUTS

Very basic tools can also be used effectively. Hangouts allows for a call for up to nine people. It is Google's main messenger.

Advantages

- Professional and reliable tool
- Intuitive operation
- Great mobile application
- Security

Disadvantages

- It may run a bit slower as the number of users increases

HANGOUTS MEET

The extended version of the Hangouts messenger is available in the **G Suite** for Schools and Colleges package. It enables meetings of up to 250 participants, recording, and image transfer. Of course, the application is perfectly integrated with other Google tools.

Advantages

- Ease of use
- Perfect integration with G Suite
- Easy file sharing
- Diverse communication tools



Disadvantages

- Call quality is not always of top-quality standard

ZOOM

An online communication environment that works great in educational situations. Although the educational plan is paid, it is worth using the free version that supports basic functionalities sufficient for everyday communication with students.

Advantages

- Very fast action
- Great mobile applications
- Good call quality

Disadvantages

- Not all EU languages are available as the system default
- In the free version, group meeting lasts only up to 40 minutes

A ROAD MAP FOR TEACHER CONDUCT OF CLASSES

Below, 'Personal and Social Competences' teaching material is presented and the learning outcomes which can be achieved as a result.

COMPETENCES – 2 HOURS

Teaching material:

- Definition of competences
- Personal competences
- Social competence
- Functionality of competencies

- Updating knowledge and improving skills

The general learning outcomes included in the core curriculum for the ‘Personal and Social Competences’ professions (8) update knowledge and improve professional skills.

DETAILED LEARNING OUTCOMES

Detailed learning outcomes:

- Defines the concept of "competence".
- Lists and describes professional competences needed in the profession in which they are educated.
- Explains the differences between competences and qualifications.
- Provides examples of forms in which knowledge can be updated and skills improved. Distinguishes personal competences from social competences.
- Describes the competence ladder and characterises its individual levels.
- Analyses their own competences from the point of view of the profession in which they are learning. Explains why it is worth to continue learning and educating yourself throughout your life.

COMMUNICATION BETWEEN PEOPLE – 3 HOURS

Teaching material:

- Definition of communication
- The process of interpersonal communication
- Barriers to communication between people
- Listening and its types
- Paraphrase
- Clarification
- Feedback



The general learning outcomes included in the core curriculum for the ‘Personal and Social Competences’ professions (11) are communicative.

DETAILED LEARNING OUTCOMES

- Defines the term "interpersonal communication"

- Lists two basic forms of interpersonal communication
- Explains what feedback is
- Lists elements of the communication process
- Lists barriers which arise during the process of communication between people
- Explains why listening is important in the communication process
- Lists the types of listening
- Explains what paraphrasing is and gives an example
- Explains what refinement is and gives examples
- Explains what feedback is and gives examples
- Describes the interpersonal communication process
- Characterises the elements of the interpersonal communication process
- Overcomes barriers arising in the process of communication between people
- Characterises the types of listening
- Actively listens to others
- Lists the qualities of a good and bad listener
- Uses paraphrase in everyday interpersonal communication.
- Uses clarity in everyday interpersonal communication.

BODY LANGUAGE – 1 HOUR

Teaching material:

- Three principles regarding the use of body language: holistic, coherent, and contextual.
- Mehrabian's rule.
- Body movements: facial expressions, eye contact, gestures, body position, touch.
- Spatial dependencies (the distance we maintain with the person during interaction).

DETAILED LEARNING OUTCOMES

- Lists three golden rules for body language
- Explains what the Mehrabian rule applies to
- Explains how body language influences the effectiveness of the communication process between people

- Distinguishes between the terms "body language" and "non-verbal communication"
- Lists body movements that affect the process of interpersonal communication. Lists and characterizes the elements of body language.
- Lists six basic emotions according to Ekman
- Lists the zones of spatial dependencies
- Characterises the three golden rules for body language
- Carries out the three golden rules for body language
- Consciously uses facial expressions, eye contact, gestures, body position and touch in the process of interpersonal communication.
- Characterizes the zones of spatial dependencies.
- Determines the distance which should be maintained with the person depending on the situation. Correctly interprets body language in the process of interpersonal communication.

SAVOIR-VIVRE, OR THE PRINCIPLES OF CULTURE AND ETHICS IN PRACTICE – 3 HOURS

Teaching material:

- The concepts of "savoir-vivre", "culture", "ethics".
- Characteristics of a well-mannered person.
- Choice of clothes appropriate to the situation.
- Official meetings.
- Principles of culture and ethics in cooperation.
- Netiquette and online ethics.



The general learning outcomes included in the core curriculum for the ‘Personal and Social Competences’ professions (1) adhere to the principles of culture and ethics. ‘Personal and Social Competences’ (2) is creative and consistent in the implementation of tasks.

DETAILED LEARNING OUTCOMES

- Explains the concepts of "savoir-vivre", "culture", "ethics".
- Lists the characteristics of a well-mannered person.

- Explains consistent consequences in action.
- Describes how to prepare for a meeting and how to behave during and after the meeting.
- Describes the principles of culture and ethics to be followed when working with others.
- Describes the rules for sending business e-mails.
- Explains the terms "netiquette", "spam" and "hating".
- Cares for clothing and personal hygiene.
- Chooses an outfit appropriate to the situation.
- Applies the "priority rules" of business.
- Applies the rules of conduct applicable during official meetings.
- Applies rules of culture and ethics, which are to be followed in cooperation with others.
- Applies the rules for placing files on the Internet.
- Writes business e-mails prepared according to the rules of netiquette.
- Uses methods of defence against spam.

ETHICS AND RESPONSIBILITY IN COMMUNICATION – 2 HOURS

Teaching material:

- Ethical influence.
- Rules of exerting influence.
- Persuasion.
- Manipulation - unethical influence.
- Responsibility for unethical activities.
- Helping victims

The general learning outcomes included in the core curriculum for the ‘Personal and Social Competences’ professions (1) adhere to the principles of culture and ethics. ‘Personal and Social Competences’ (11) is communicative.

DETAILED LEARNING OUTCOMES

- Explains the terms "dialogue", "persuasion", "manipulation", "mc
- Explains what ethical influence is.
- Identifies the differences between ethical and unethical influenc
- Describes how persuasion works.



- Lists and characterizes the rules of exerting influence.
- Identifies manipulative social phenomena.
- Finds information about organisations where you can get help against the unethical behaviour of others.
- Characterizes the functions of dialogue.
- Applies the rules of ethical influence.
- Uses persuasion in everyday interpersonal communication. Identifies manipulative behaviour in others.
- Know the rules of responsibility for unethical actions.
- Identifies behaviours considered to be mobbing.
- Identifies behaviours considered to be stalking.

WORKING IN A TEAM – 3 HOURS

Teaching material:

- Differences between a group and a team.
- Team building process.
- Terms of cooperation in a team.
- People in the team.

The general learning outcomes included in the core curriculum for the ‘Personal and Social Competences’ professions (13) work together in a team.

DETAILED LEARNING OUTCOMES

Explains the term "group".

- Explains the term "team".
- Justifies the benefits of a team.
- Describes the team building process.
- Explains how the teamwork is influenced by behaviours conducive to team collaboration, and how destructive behaviours affect them.
- Describes what roles may be found in a team.
- Lists and characterises the personality types distinguished found based on teamwork.
- Based on their own experiences, they identify their own personality type - in terms of working in a team

- Explains the differences between a group and a team.
- Differentiates a group from a team based on the description of a given situation.
- Based on their own experience, they present the process of building a team.
- Provides examples of behaviours conducive to cooperation in a team.
- Provides examples of destructive behaviour in the team.
- Based on the description of the situation, they can identify the role of the described person in the team.
- Gives examples of teams functioning in companies in the industry in which they are gaining a profession in.
- Engages in various tasks performed by the team.
- On the basis of their own experience, identifies and describes the role carried out in a team in the past.

NEGOTIATION – 2 HOURS

Teaching material:

- Definition of negotiation.
- Characteristics of negotiations.
- Stages of negotiation.
- Negotiation styles.
- Techniques for negotiating an agreement.

The general learning outcomes included in the core curriculum for education in the professions ‘Personal and Social Competences’ (10) negotiate the terms of agreements.

DETAILED LEARNING OUTCOMES

- Provides a definition of negotiation.
 - Lists and characterises factors that affect the course and outcome of negotiations and lists the stages of the negotiation process.
 - Lists and characterises three basic styles of negotiation.
 - Describes the main principle of substantive negotiations.
 - Lists and characterises communication techniques conducive to improving negotiation skills.
 - Provides examples of situations when it is not worth to undertake negotiation talks.
- Defines the activities that should be performed at each stage of the negotiation.

- Explains the differences between matter-of-fact style and competitive style.
- Determines the consequences of a matter-of-fact style of negotiation.
- Compares and assesses the negotiating styles of different people - based on the description of the situation.
- Applies communication techniques conducive to improving negotiation skills.
- Negotiates a simple agreement or arrangement

ATTITUDE – 2 HOURS

Teaching material:

- Attitude.
- Objects, features, and elements of an attitude.
- Types of attitudes.
- Changing attitudes.
- Observance of professional secrecy.
- Openness to changes.

The general learning outcomes included in the core curriculum for the ‘Personal and Social Competences’ professions (6) is open to changes. ‘Personal and Social Competences’ (9) respects professional secrecy.

DETAILED LEARNING OUTCOMES

Defines the terms "attitude" and "self-worth".

- Lists and describes features of attitude.
 - Characterises the types of attitudes from the point of view of the attitude towards the subject of the attitude. Lists and characterises the elements of an attitude.
 - Clarifies the concept of "professional secrecy".
 - Explains what openness to change is.
 - Lists and characterizes the main orientations of changing attitudes.
 - Lists the stages of introducing a change.
 - Explains what the subject of attitude is.
 - Explains the complexity of attitude
 - Explains the influence of emotions, knowledge, and behaviour on a person's attitude.
- Characterises the stages of introducing change.

- Provides examples of positive and negative attitudes towards change. On the basis of the presented description, they identify the attitude of the described person to the changes.
- Provides examples of information constituting professional secrecy in the profession he acquires.
- Explains the importance of changing attitudes in human development.

CREATIVITY – 1 HOUR

Teaching material:

- Definition of the idea of creativity
- Principles of Leonardo da Vinci.
- Awakening creativity

The general learning outcomes included in the core curriculum for the ‘Personal and Social Competences’ professions (2) are creative and consistent in the implementation of tasks

DETAILED LEARNING OUTCOMES

- Defines the term "creativity".
- Determines the factors of creative work.
- Lists and describes selected methods and techniques supporting creativity.
- Lists and describes the characteristics of creativity.
- Lists ways to awaken creativity and consistency in action. Explains what creativity is all about.
- Identifies the factors of creative work appropriate to their profession.
- Applies the factors of creative work in the implementation of tasks.
- Applies selected methods or techniques of creative work in the implementation of their own tasks. Uses methods to stimulate creativity and consistency in action.
- Analyses their behaviour in terms of developing creativity

PROBLEM SOLVING – 2 HOURS

Teaching material:

- Concept of problem.
- Types of problems
- Identification of the problem.
- Approaching the problem.
- Problem solving
- Creative outlook for developing solutions.
- Negotiation techniques in solving problems.



The general learning outcomes included in the core curriculum for the ‘**Personal and Social Competences**’ (2) professions are creative and consistent in the implementation of tasks. ‘**Personal and Social Competences**’ (10) negotiates the terms of agreements. ‘**Personal and Social Competences**’ (12) uses methods and techniques for solving problems.

DETAILED LEARNING OUTCOMES

- Provides a definition of a problem.
- Lists types of problems depending on their cause.
- Explains what is involved in correct identification of the problem.
- Describes a positive approach to solving the problem.
- Lists 6 problem solving steps
- Lists the principles of looking for creative solutions to problem solving
- Lists 5 techniques for solving problems through negotiation
- Explains the consequences of a positive approach to problem solving.
- Describes what the various steps in problem solving involve. Characterises the rules of looking for creative solutions.
- Applies the principles of creative solutions.
- Characterises 5 techniques of solving problems through negotiation
- Explains what it means to focus on the problem, and not on the work position.
- Based on their own experience, analyses their own way of solving problems and draws conclusions about the mistakes made.

PLANNING AND TAKING ACTION – 2 HOURS

Teaching material:

- Planning.
- Goal setting.
- S.M.A.R.T.E.R. Principle
- Ways of planning.
- The Eisenhower Principle.
- Keeping a calendar.



The general learning outcomes included in the core curriculum for **‘Personal and Social Competences’ professions (3)** are able to plan activities and manage time. **‘Personal and Social Competences’ (4)** anticipates the effects of the actions taken. **‘Personal and Social Competences’ (5)** is responsible for the actions taken.

DETAILED LEARNING OUTCOMES

- Explains what planning is.
- Provides methods for effective planning.
- Describes the principle of S.M.A.R.T.E.R.
- Describes the Eisenhower principle.
- Describes the features of a good calendar.
- Lists and characterises the stages of planning.
- Defines goals using the S.M.A.R.T.E.R. principle
- Applies the Eisenhower Principle.
- Keeps own calendar in line with the features of a good calendar.

OVERCMING STRESS – 2 HOURS

Teaching material:

- The biology of stress.
- Reaction to stress.
- Overcoming stress.

The general learning outcomes included in the core curriculum for the **‘Personal and Social Competences’ professions (7)** apply stress coping techniques.

DETAILED LEARNING OUTCOMES

- Explains the concept of "stress".
- Gives examples of stress-related illnesses.
- Lists the psychological symptoms of stress.
- Lists the emotional symptoms of stress.
- Lists the physiological symptoms of stress.
- Lists ways (steps) to overcome stress.
- Describes stress levels.
- Explains what a stressor is and gives examples of common stressors.
- Lists the behavioural symptoms of stress.
- Applies methods (steps) to overcome stress.
- Based on own experience, analyses their own way to overcome stress and draws conclusions about the mistakes made in the past regarding overcoming stress



MAP OF PERSONAL AND SOCIAL COMPETENCIES IN THE ECONOMIC AND ADMINISTRATIVE SECTOR - WHAT COMPETENCIES ARE IMPORTANT AMONGST FUTURE EMPLOYEES OF THIS INDUSTRY

At the stage of pre-selection of candidates for work in the administration or office, instead of assessing their social competences, it is worth diagnosing the predisposition (potential) to shape this type of competence. It can be done quickly, reliably, and accurately with the use of psychometric tests, or more precisely, questionnaires for profiling professional personality. The greatest predisposition to shape social

competences is shown by extroverted people with the so-called functional personality. In other words, a candidate for a position that requires high social competence and frequent contacts with other people should be characterised by high extraversion and high emotional stability and conscientiousness, and at least moderate agreeableness. Such a personality profile is characteristic of a bold, self-confident, reliable, assertive person, but at the same time able to compromise.

A person with such a profile either already has high social competences (if his biography indicates numerous and intense experiences in professional roles that require frequent social contacts) or has all the advance potential to acquire this type of competence relatively quickly at the desired level. Hence, people with this personality profile should be preferred in positions that require high social competences. In the case of recruiting graduates, the assessment of their predisposition to shaping social competences may be the only method of checking their interpersonal talent, because these people will then be involved in additional training and other developmental impacts that will allow them to develop the necessary social competences. It is important that they have the right predispositions for this, so that the investment in their development will result in the rapid acquisition of the desired competences.

In the case of candidates for office and administrative positions, after the pre-selection stage and determining the pool of candidates with the necessary predispositions, it is important to precisely define the level of their current social competences. One of the most reliable and, at the same time, the most convenient tools for assessing social competences (as it allows for a quick diagnosis of competences in many candidates at the same time), or more precisely, the knowledge of desirable and effective interpersonal strategies in certain types of situations is the **competency questionnaire**.

During the implementation of education, particular attention should be paid to shaping personal and social competences of students.



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These competences are, next to professional competences, a key criterion in the employee recruitment process.

The core curriculum for vocational education includes the following personal and social competences:

- 1) adheres to the principles of culture and ethics;
- 2) is creative and consistent in the implementation of tasks;
- 3) is able to plan activities and manage time;
- 4) anticipates the effects of the actions taken;
- 5) is responsible for the actions taken;
- 6) is open to changes;
- 7) uses techniques of coping with stress;
- 8) updates knowledge and improves professional skills;
- 9) observes professional secrecy;
- 10) negotiates the terms of agreements;
- 11) is communicative;
- 12) uses methods and techniques for solving problems;
- 13) works well in a team.

The implementation of educational materials also requires paying attention to the achievement of effects in the area of personal competences and teamwork. It would be beneficial to emphasise the importance of work discipline, responsibility for work, creativity, timeliness, reliability, cooperation in a group, and approach to the client.

SOCIAL INTELLIGENCE

Social intelligence prevails over machines.

Social intelligence is the ability to connect deeply and directly with others, sense and stimulate reactions and desired interactions. Socially intelligent workers are able to quickly assess the emotions of those around them and adjust their words, tone, and gestures accordingly.

Empathy related to social intelligence is extremely desirable in business because it facilitates communication and understanding of partners, competitors, and customers. Thanks to it, we build teams in which cooperation is based on respect and trust. It has always been an extremely important skill for employees who need to collaborate and build relationships based on trust, but today it becomes especially important as we increasingly collaborate with ever larger groups of people from all walks of life. Our emotionality and "social IQ" have been developed over millennia of living in groups and are still one of the important strengths that give workers an advantage over machines.

As machines take over routine work, and at the same time more and more information available at their fingertips, the demand for such competences as **discovering and giving meaning or value**. With this, we are able to make decisions based on our observations and intuition. We are also innovative. A desired skill that machines cannot develop is **creativity** as well as **the ability to prioritise information** and **increase its usefulness** (critical thinking). The development of these skills is facilitated by training courses developing creativity, understood as a way of approaching issues and problems, serving to create business solutions. Humans are also distinguishable from machines by emotions. The **development of emotional intelligence** helps not only in the development of your own personality. It also creates the ability to recognise emotions and manage them, particularly in a situation of conflict. Social and personal competences are important for the employer and the employee himself. Their possession may turn out to be necessary in the profession.

SELF-ASSESSMENT QUESTIONNAIRE

The self-assessment questionnaire is a tool for monitoring the development of competences in the administration and office sector.

It is worth doing it yourself and analysing the acquired competences with your teacher.

- 1- Low
- 2- Insufficient
- 3- Sufficient

4- Good

5- High

Below the questionnaire there are descriptions of the competency categories.

No.	COMPETENCE	1	2	3	4	5
1	organisation of working time					
2	self-presentation					
3	communication with clients and the team					
4	teamwork					
5	performing administrative work					
6	preparation of documents relating to cases					
7	conducting administrative proceedings					
8	information activities and provision of documentation					
9	customer service					
10	knowledge of a foreign language					
11	personal development - training, degree, courses					
12	organisation of remote work time					
13	following instructions					
14	acting effectively as a team member					
15	effective communication within the organisation					
16	identifying and managing one's own roles and responsibilities, including time management					
17	using computer software effectively					
18	meeting the company's standards and procedures					
19	showing initiative					
20	preparation to work					
21	adaptability					
22	punctuality and attendance					
23	openness to changes					
24	stress management					
25	dynamics and drive					
26	openness to new challenges					
27	knowledge of cultural differences					
28	audience orientation					
29	operation of office equipment					

The degree of competence development

Self-organisation: 1,26

The ability to independently organise your work, precision, time management, initiative, independent decision making, entrepreneurship and showing initiative (planning and timely implementation of activities, effectiveness in achieving the goal), creativity (being innovative, coming up with new solutions), resistance to stress and willingness to work.

Interpersonal skills: 2,3,4,9,15

You can easily establish contacts with other people with whom you carry out tasks, work in a group, be communicative and convey your thoughts clearly and resolve conflicts between people.

Professional skills: 6,7,8,

Practical application of knowledge and skills in professional work and professional experience.

Cognitive skills: 23,27,28

Searching and analysing information, the ability to draw conclusions.

Technical skills: 29

Ability to use devices used in professional work.

Computer skills: 12,17

Ability to use a computer, the Internet and software used in professional work.

Formal Qualifications: 11

Education, qualifications, certificates, completed training.

Physical fitness: 24,25

Fitness, physical work skills, endurance.

Availability: 20,21,22

Willingness to work at any time or place, depending on the needs of the employer.



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Language skills: 10

The level of foreign language knowledge.

Office work: 13,18

Ability to organise and conduct office work independently.

Managerial skills: 16,19

Managerial skills and organisation of your own work, coordinating the work of other people and disciplining others.

How to assess your competences:

Calculate the results in a given category according to the formula: sum of results divided by their number, i.e., the average result.

$1 + 4 + 5 = 10 : 3 = 3.3$ ie 3, i.e. has sufficient competences, e.g. managerial skills.