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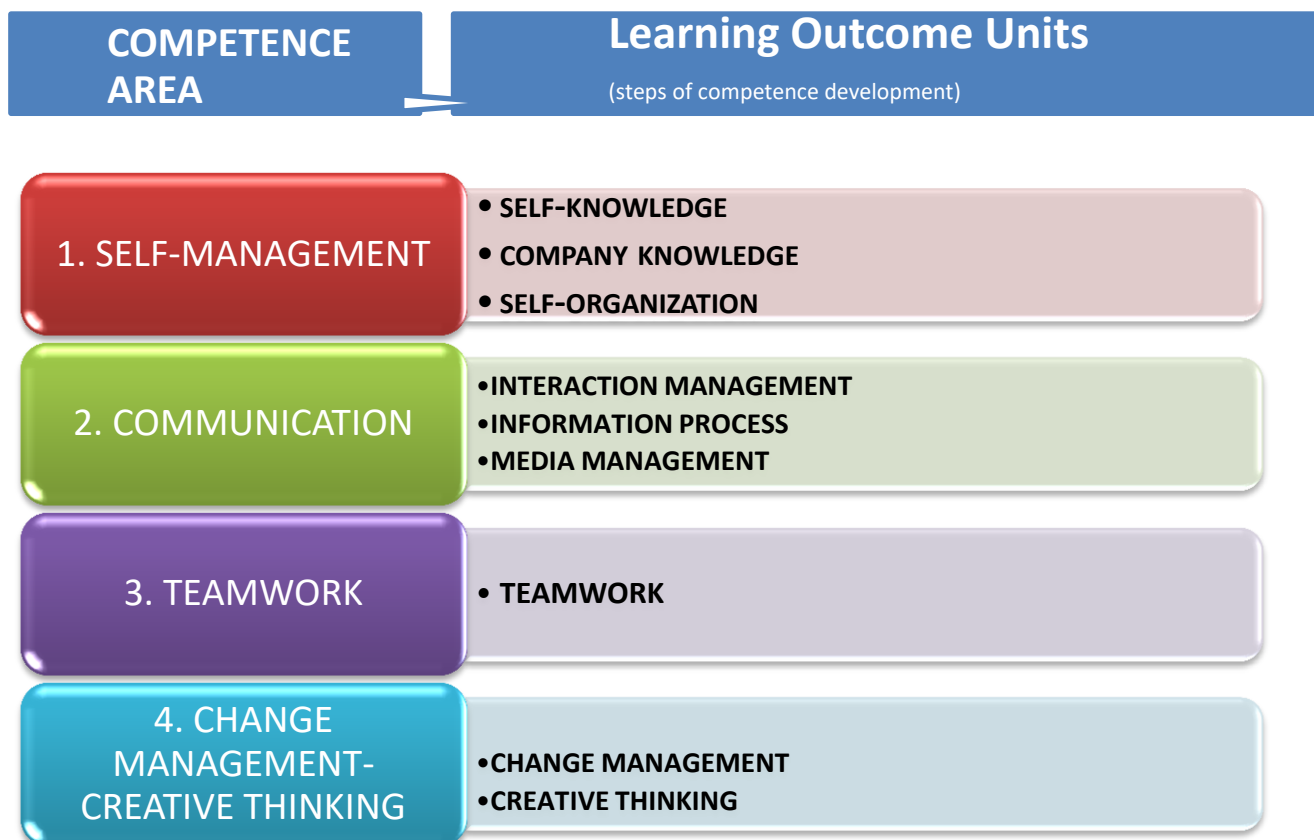|	
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Disclaimer

This document contains the "translation" of the Training Programme for employers proposed by Telefonica (IO 4).

The programme designed by Telefonica is composed of 4 modules, addressing 4 main content and competence areas.

The translation of the programme into Learning Outcomes is a key part of the certification scheme (IO 5), because it facilitates the organization of the assessment and the certification phase. Moreover, the Digital Workplace project intends to contribute to applying the learning outcomes-oriented ECVET approach, following the EU Commission recommendations for a more transparent system of qualification in Europe that could promote Lifelong Learning, mobility and better employment.

The overall scheme of the programme, in terms of Learning Outcomes, is described in the following picture. Each competence area is subdivided into one or more Learning Outcome Unit, depending on its complexity. Each single unit is therefore described in terms of Learning Outcomes in tables that contain the summary description of the Unit and the breakdown of the Unit in Knowledge, Skills and Competences.

The professional profile addressed corresponds, as specified in the programme document by Telefonica, both to professionals working as employee or freelance and teachers of any educational level involved in programmes for digital work education. As we cannot know his/her level of independency and "power" within the organization, the Unit content can be adapted and some items can be just deleted (this is the case when "if applicable" is indicated).

COMPETENCE AREA	Learning Outcome Units (steps of competence development)
1. SELF-MANAGEMENT	• **SELF-KNOWLEDGE** • **COMPANY KNOWLEDGE** • **SELF-ORGANIZATION**
2. COMMUNICATION	•**INTERACTION MANAGEMENT** •**INFORMATION PROCESS** •**MEDIA MANAGEMENT**
3. TEAMWORK	• **TEAMWORK**
4. CHANGE MANAGEMENT-CREATIVE THINKING	•**CHANGE MANAGEMENT** •**CREATIVE THINKING**

SELF-MANAGEMENT

Unit 1.1	**SELF-KNOWLEDGE**		
	Summary description: He/She is able to identify his/her professional motivations, desires and attitudes; to plan and implement his/her own professional development taking into account his/her own strengths/weaknesses and ambitions, to evaluate the plan results and make plan for improvement.		
	KNOWLEDGE (he/she is able to)	**SKILLS** (he/she is able to)	**COMPETENCES** (he/she is able to)
	- describe one's own professional character, in terms of strength and weakness areas, in relation to the job at issue - identify one's own position in the career path - describe one's own professional motivations and ambitions - describe one's own professional development plan in relation to up-skilling and training	- analyze data about one's own professional performance in order to identify current strengths and weakness areas, in relation to the job at issue - make plan to progress in one's own career - elaborate proper strategies to overcome problems identified in the professional development process	- reflect upon one's own current professional situation and make plan for improvement - investigate possible causes of problems in the professional development process - monitor the one's professional development process - express and receive situation-based criticism about his/her professional role and performance

Unit 1.2	**COMPANY KNOWLEDGE**		
	Summary description: He/She is able to define company's identity and to follow company's main rules and procedures about quality, privacy & safety at work.		
	KNOWLEDGE (he/she is able to)	**SKILLS** (he/she is able to)	**COMPETENCES** (he/she is able to)

- define company's mission, vision and values - list and describe the most important internal standardized quality procedures (if any) - define the main rules of company's code of conduct - identify the most relevant company's rules and regulations about privacy and safety at work	- connect one's own professional mission, vision and values to the company's ones - follow the internal standardized quality procedures (if any) - follow company's code of conduct - follow company's rules and regulations about privacy and safety at work	- reflect upon one's own current professional situation in relation to company's mission, vision and values - evaluate internal standardized quality procedures (if any), in relation to his/her own tasks - solve possible problems in following company's code of conduct - solve possible problems in applying company's rules and regulations about privacy and safety at work

Unit 1.3	**SELF-ORGANIZATION**		
	Summary description: He/She is able to select and adopt the most suitable systems and tools for self-organization.		
	KNOWLEDGE (he/she is able to)	**SKILLS** (he/she is able to)	**COMPETENCES** (he/she is able to)
	- list and describe the most common time management systems and tools - list and describe the most common data management systems and tools	- analyze the most relevant features of the identified time management systems and tools in relation to his/her professional role and tasks - analyze the most relevant features of the identified data management systems and tools in relation to his/her professional role and tasks - select the most suitable time and data management systems and tools for his/her role and tasks	- evaluate the use of the data and time management systems and tools adopted - solve possible problems in using time and data management systems and tools - express and receive situation-based criticism in relation to self-organization and management systems/tools used

COMMUNICATION

Unit 2.1	**INTERACTION MANAGEMENT**		
	Summary description: He/She is able to express him/herself openly while listening to others, preventing conflicts but also solving them.		
	KNOWLEDGE (he/she is able to)	**SKILLS** (he/she is able to)	**COMPETENCES** (he/she is able to)
	- select relevant relational & emotional content to communicate to the right addressee in the organization - describe appropriately company's communication flows he/she is involved in - identify possible communication bottlenecks or problems in company's communication flows relevant to him/her	- elaborate the relational & emotional identified content in the most proper way depending on the context and the purposes - select the most suited communication channel to convey the chosen content - analyze the received answers and comments and take them in the right consideration	- reflect upon received feedback and express his/her own feelings and opinions - prevent possible source of conflicts - self-questioning after receiving unexpected feedback - monitor the adequacy of the communication channels adopted - express and receive situation-based criticism about his/her professional role and performance

Unit 2.2	**INFORMATION PROCESS**		
	Summary description: He/She is able to perform with success the whole information process required by the company by taking into proper consideration content relevance, communication channels and expected results.		
	KNOWLEDGE (he/she is able to)	**SKILLS** (he/she is able to)	**COMPETENCES** (he/she is able to)

• describe the entire information process, from data collection to editing • identify and hierarchize the most relevant professional & technical information to process • select the most suited format, style and communication register to process selected data	• implement each phase of the information process • properly process the selected information • follow the rules of selected format, style and register	• monitor and evaluate each phase of the information process • evaluate the results of the information process • make possible corrections and integrations to the process results • receive and process adequately feedback about the outcomes produced

Unit 2.3	MEDIA MANAGEMENT	
	Summary description: He/She is able to select, use and evaluate the right online tools for supporting his/her work and company's goals achievement.	
	KNOWLEDGE (he/she is able to)	**SKILLS** (he/she is able to)	**COMPETENCES** (he/she is able to)

KNOWLEDGE (he/she is able to)	SKILLS (he/she is able to)	COMPETENCES (he/she is able to)
• identify the right social media, tools and apps for his/her professional purposes • describe the main features and functionalities of identified social media, tools and apps • identify the key constraints of each considered tool in terms of objectives, target groups and timeframes	• use the selected tools and social media for achieving the fixed professional goals • analyze the impact achieved both from a quantitative and a qualitative perspective • set up SEO (search engine optimization) and/or learning analytics systems • develop plans for brand awareness and online reputation	• monitor and evaluate each phase of the media management process • make possible corrections and integrations • bring him/herself to date about digital tools and media • receive and process adequately feedback

TEAMWORK

Unit 3.1	
	Summary description: He/She is able to work successfully in a virtual group, preventing problems and conflicts and possibly solving them.

KNOWLEDGE (he/she is able to)	**SKILLS** (he/she is able to)	**COMPETENCES** (he/she is able to)
- explain his/her own ideas and opinion - express his/her feelings in an open but non-threatening way - define team goals and constraints - describe his/her own role in the team - define calendars and workflows - describe virtual meeting organization - identify good strategies for keeping a good team climate - identify conflict signs - describe proper conflict resolution strategies	- ask questions to clarify others' ideas and emotions - initiate conversations about group climate or process if he/she sense tensions brewing - assign tasks and responsibilities - run virtual meetings - perform successfully his/her own tasks in due time - facilitate group decision making and conflict resolution - rotate roles to maximize his/her and others' group experience (if applicable) - apply reward system (if applicable)	- reflect on the activities and interactions of the group and encourage other group members to do so as well - give constructive feedback and reflect upon feedback received - evaluate teamwork in relation to expected results and workload of each member and make plan for possible improvement - evaluate virtual meetings and make plan for possible improvement - evaluate his/her own and others' role performance and make plan for possible improvement (if applicable) - evaluate reward impact (if applicable)

CHANGE MANAGEMENT

Unit 4.1	CHANGE MANAGEMENT		
	Summary description: He/She is able to understand the need of change in the organization and act consequently.		
	KNOWLEDGE (he/she is able to)	**SKILLS** (he/she is able to)	**COMPETENCES** (he/she is able to)
	- describe the importance and benefits of change in relation to the company's mission and his/her own role and responsibility - differentiate between change and transition - identify possible levels of change - identify the steps of the change process required in relation to his/her concrete situation - identify the obstacles to change including resistance and negative reactions - understand the effect of crisis during change	- analyze the change situation and select proper activities to carry out while avoiding risks - set change S.M.A.R.T. objectives for him/herself and others (if applicable) - perform change-oriented activities within the fixed timeframe - contribute to ease the tension caused by a change - encourage others during change	- monitor the progress of a change - reflect upon the effect of crisis during change in relation to him/herself and others and give feedback - give constructive feedback and reflect upon feedback received - evaluate his/her own style of response to change and compare it with others' style - copying with uncertainty staying focused - monitor and evaluate change follow-up - evaluate his/her own and others' role performance and make plan for possible improvement (if applicable) - evaluate reward impact (if applicable)

Unit 4.2	CREATIVE THINKING		
	Summary description: He/She is able to imagine and develop strategies for creative thinking to enhance productivity and solve problems.		
	KNOWLEDGE (he/she is able to)	**SKILLS** (he/she is able to)	**COMPETENCES** (he/she is able to)

• define what think "outside the box" thinking means • identify the ambiguities and multiple factors of a complex problem • select and interpret examples of constructive failure using historical or contemporary sources • select and interpret examples of novel ideas, forms and methods • describe key strategies and techniques for enhancing creativity in the workplace	• outline multiple divergent solutions to a problem • develop and explore risky or controversial ideas • apply techniques to help explore alternative solutions to a given problem and options such as brainstorming, visualisation, listing positive/negative/interesting attributes • develop a strong internal standard in relation to the merits of his/her own work

• predict the likely consequences of options and alternatives and systematically examine the pros and cons of each
• synthesize ideas/expertise to generate innovations
• monitor and evaluate his/her own persistency in following through ideas in terms of products and/or actions
• evaluate the outcomes of creativity in terms of situation-reframing