



ORGANISATIONS
INTO Learning Workplaces

**TOWARDS A HOLISTIC TRANSFORMATION OF
ORGANISATIONS INTO LEARNING WORKPLACES**

Work Package: 6

Work Package Title: Development of Employees - Positive Attitude towards Learning Workplaces and Transversal Skills' Training

Activity title: Development of Training Materials, Activity LTL1

Coordinator:

MMC Mediterranean
Management Centre

Partners:



CYPRUS
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Agreement number: 612910-EPP-1-2019-1-CY-EPPKA3-PI-FORWARD

Programme:	Erasmus+
Sub-programme:	Support for Policy Reform
Programme Guide / Call for Proposals:	EACEA-36-2018
Action:	PI-FORWARD - Support for policy reform – Forward-Looking Cooperation Projects
Project Title:	TOWARDS A HOLISTIC TRANSFORMATION OF ORGANISATIONS INTO LEARNING WORKPLACES
Project Acronym:	LEARN
Project Agreement Number:	612910-EPP-1-2019-1-CY-EPPKA3-PI- FORWARD

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‘Six Top Transversal Skill for Employees’ Training Workshop: Activity Templates

This document comprises templates for different types of activities to be used for the development of activities that will be implemented in the ‘Six Top Transversal Skills for Employers’ workshop; along with the PowerPoint presentation for each training module, they will provide the workshop trainer with a comprehensive set of training tools.

In each training module, the most appropriate activity types should be selected and the respective templates included in this document should be used for their development.

At the beginning of each activity template there is a table to indicate the number and title of the module in which the activity is being developed, the code and title of the activity (see below), the aim of the activity, the learning outcomes set for the specific module that are covered by this activity, and some hints and tips for the trainer that will implement the activity. Also, the level of difficulty of the activity on a scale from low to high difficulty activities is marked.

The six modules of the ‘Six Top Transversal Skills for Employees’ training are the following:

1. *Communication (C)*;
2. *Team Building (TB)*;
3. *Resilience (RL)*;
4. *Responsibility and Ethical Practicing (REP)*;
5. *Personal Leadership and Entrepreneurial Mindset (PLEM)*; and
6. *Learning to Learn (LTL)*.

For marking the code of each activity, the acronym of the module as indicated in the modules’ list above followed by the serial number of the module should be used. Therefore, the code, for example, of the first activity of the first training module, that is, ‘Communication’, will be ‘C1’. Likewise, the code of the third activity of the second module, that is, ‘Team Building’, will be ‘TB3’ and so on.

Each activity should also be given a title that will follow the activity code. For example, ‘C1. Basic Communication Principles’.

The activity codes and titles indicated in the templates should be mentioned in the PowerPoint presentation for the respective modules too in order for the trainer to find them easily and implement them where required.

1. Group (Experiential) Exercise

Module Number and Title:	Module 6. Learning to learn
Activity Code and Title:	LTL1 Snowball
Activity Aim:	To come up with the most important issues, questions, ideas relevant to the learning to learn skill
Learning Outcomes covered through the Activity:	1. Define 'learning to learn' (K)
Hints and Tips for the Trainer to implement the Activity:	N/A
Level of Difficulty of the Activity:	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High

Exercise Title

Snowball. What do you think about...

Implementation Instructions

1. The facilitator presents the sentence **“Learning to learn as a competence that allows people to become more effective, flexible and self-organized learners in a variety of contexts.”** to participants. Each participant first thinks about the sentence for one minute, with the goal of generating at least three reactions, comments, answers, etc.
2. Two participants then come together with their lists and try to come up with three things they agree on.
3. The pairs of participants then join with another pair and try to come up with three things they agree on. Repeat for as many iterations as desired.
4. Eventually, bring the room together as a group to hear what the participants have decided are the three most important issues, questions, ideas relevant to the topic discussed.

Number of Persons/Groups Involved

Entire room

Task(s)

1. Each participant first thinks about the sentence for one minute, with the goal of generating at least three reactions, comments, answers, etc.
2. Two participants then come together with their lists and try to come up with three things they agree on.

3. The pairs of participants then join with another pair and try to come up with three things they agree on. Repeat for as many iterations as desired.
<i>Allocation of Tasks</i>
N/A
<i>Duration (in min)</i>
40 min
<i>Material and Equipment (if applicable)</i>
- Notebook/paper
<i>Classroom Setting (if applicable)</i>
N/A
<i>Exercise Worksheet (if applicable)</i>
N/A
<i>Debriefing Questions</i>
<ol style="list-style-type: none"> 1. What did the group have to do or believe to be successful? 2. What did a fellow team member do that was really helpful? 3. What was one good idea that someone suggested? 4. How is one benefit of working with partners that you do not choose?
<i>Remarks by the Trainer</i>
N/A

Note:

As many debriefing questions as required should be added.



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Work Package: 6

Work Package Title: Development of Employees - Positive Attitude towards Learning Workplaces and Transversal Skills' Training

Activity title: Development of Training Materials, Activity LTL2

Coordinator:

MMC Mediterranean
Management Centre

Partners:



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Each activity should also be given a title that will follow the activity code. For example, ‘C1. Basic Communication Principles’.

The activity codes and titles indicated in the templates should be mentioned in the PowerPoint presentation for the respective modules too in order for the trainer to find them easily and implement them where required.

1. Group (Experiential) Exercise

Module Number and Title:	Module 6. Learning to learn
Activity Code and Title:	LTL2. Quescussion
Activity Aim:	<ul style="list-style-type: none"> To generate a variety of thoughts about the topic. To develop a list methods and technics for learning to learn skills development process.
Learning Outcomes covered through the Activity:	1. Define “learning to learn”
Hints and Tips for the Trainer to implement the Activity:	N/A
Level of Difficulty of the Activity:	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High

Exercise Title

Quescussion. How to improve “learning to learn” skills or competences?

Implementation Instructions

- 1. Quescussion is discussion through questions only.*
- 2. The facilitator starts the Quescussion by asking a question related to the discussion topic and writing it on the board.*
- 3. Participants may only respond or add to the discussion in the form of more questions. Each question is written down on the board. This discussion model is very informal and participants should take turns shouting out questions as they think of them.*
- 4. There are three rules: (1) Only questions are allowed. (2) If someone makes a statement everyone yells “statement!” and (3) Two other people must speak before a participant can participate again.*
- 5. Following Quescussion, the participants can then focus on one or two of the key questions raised in greater depth.*
- 6. Alternatively, if the questions are recorded on the board, the participants can vote on the question that they would like to explore further using dotmocracy (voting with dots).*

Number of Persons/Groups Involved

Entire room

Task(s)

<ol style="list-style-type: none"> 1. Facilitator asks the question “How to achieve “learning to learn” skills?” 2. Participants respond or add to the discussion in the form of more questions. 3. Participants can then focus on one or two of the key questions raised in greater depth.
<i>Allocation of Tasks</i>
N/A
<i>Duration (in min)</i>
20-25 min
<i>Material and Equipment (if applicable)</i>
N/A
<i>Classroom Setting (if applicable)</i>
N/A
<i>Exercise Worksheet (if applicable)</i>
N/A
<i>Debriefing Questions</i>
<ol style="list-style-type: none"> 1. What was one positive thing that happened during the quescussion? 2. What surprised you about this activity? 3. How do you feel your solution relates to real-world situations and problems?
<i>Remarks by the Trainer</i>
N/A



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Work Package Title: Development of Employees - Positive Attitude towards Learning Workplaces and Transversal Skills' Training

Activity title: Development of Training Materials, Activity LTL3

Coordinator:

MMC Mediterranean
Management Centre

Partners:



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1. Group (Experiential) Exercise

Module Number and Title:	Module 6. Learning to learn
Activity Code and Title:	LTL3. Concept basket
Activity Aim:	<ul style="list-style-type: none"> Describe different learning processes and assessments. Appreciate learning to learn as a key competence for own progression as well as organisational success.
Learning Outcomes covered through the Activity:	<ol style="list-style-type: none"> Define different learning styles (K) Identify one's personal way of learning (one's own learning style) (S)
Hints and Tips for the Trainer to implement the Activity:	N/A
Level of Difficulty of the Activity:	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High

Exercise Title
<i>Concept basket</i>
Implementation Instructions
<ul style="list-style-type: none"> Facilitator will show the different learning techniques Participants should classify in each type of learner basket. Participants will discuss about the implementation of this techniques or if they can give another example.
Number of Persons/Groups Involved
<i>Entire room</i>
Task(s)
<ol style="list-style-type: none"> To classify each learning technique in each type of learner basket. Discuss about them.
Allocation of Tasks
N/A
Duration (in min)
<i>15 min</i>
Material and Equipment (if applicable)

N/A
<i>Classroom Setting (if applicable)</i>
N/A
<i>Exercise Worksheet (if applicable)</i>
N/A
<i>Debriefing Questions</i>
<ol style="list-style-type: none"> 1. How did you figure out the solution? 2. How did you help others during this process? 3. How will you use what you've learned in the future?
<i>Remarks by the Trainer</i>
N/A



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Work Package: 6

Work Package Title: Development of Employees - Positive Attitude towards Learning Workplaces and Transversal Skills' Training

Activity title: Development of Training Materials, Activity LTL4

Coordinator:

MMC Mediterranean
Management Centre

Partners:



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1. Group (Experiential) Exercise

Module Number and Title:	Module 6. Learning to learn
Activity Code and Title:	LTL4. Let's help Claire!
Activity Aim:	To analyze and to find learning opportunities through a SWOT. To improve employees' learning process.
Learning Outcomes covered through the Activity:	<ol style="list-style-type: none"> 1. Identify one's own learning needs (K) 2. Use SWOT to identify learning opportunities (S) 3. Describe different learning pathways, focusing on the non-formal and informal options (K) 4. Manage one's own learning process (S)
Hints and Tips for the Trainer to implement the Activity:	
Level of Difficulty of the Activity:	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High

Exercise Title

Let's help Claire!

Implementation Instructions

- Participants must classify each post-it according to each SWOT.
- Based on the analysis of Claire's SWOT, they must choose the learning opportunities she has.
- Solution:
 - Strengths: communication, punctual, organised, conscientious, experience in the company, motivated.
 - Weaknesses: IT skills, foreign language skills, time management, management skills, lack of experience of team management, gets easily stressed.
 - Opportunities: more responsibilities, variety in new job, learn new skills, higher salary, company car, be part of the decision making process.
 - Threats: lives far from work, difficulty to travel.

Number of Persons/Groups Involved

Task(s)

N/A

<i>Allocation of Tasks</i>
N/A
<i>Duration (in min)</i>
15 min
<i>Material and Equipment (if applicable)</i>
N/A
<i>Classroom Setting (if applicable)</i>
N/A
<i>Exercise Worksheet (if applicable)</i>
N/A
<i>Debriefing Questions</i>
<ol style="list-style-type: none"> 1. What does this activity suggest about our daily actions at work? 2. How well did you perform during the task? 3. Did anyone surprise you?
<i>Remarks by the Trainer</i>
N/A



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Work Package: 6

Work Package Title: Development of Employees - Positive Attitude towards Learning Workplaces and Transversal Skills' Training

Activity title: Development of Training Materials, Activity LTL5

Coordinator:

MMC Mediterranean
Management Centre

Partners:



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1. Group (Experiential) Exercise

Module Number and Title:	Module 6. Learning to learn
Activity Code and Title:	LTL5. Index card pass
Activity Aim:	<ul style="list-style-type: none"> To point out current self-regulated techniques or methods. To adapt employees needs to their daily tasks.
Learning Outcomes covered through the Activity:	<ol style="list-style-type: none"> Define the ADDIE model (K) Identify one's own learning needs (K) Set SMART learning goals (S) Use SWOT to identify learning opportunities (S) Describe different learning pathways, focusing on the non-formal and informal options (K) Manage one's own learning process (S)
Hints and Tips for the Trainer to implement the Activity:	N/A
Level of Difficulty of the Activity:	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High

Exercise Title

Index card pass. What do you need to check your learning process?

Implementation Instructions

1. Give each participant an index card. Ask them to write down one question from the question "What do you need to check your learning process?" more specific to their needs.
2. Participants then exchange cards, making at least 4 passes (or more!). If they get their own card back, they can keep it or they can make an extra pass.
3. Have participants get in groups of 3-4. Each participant should read their index card, and as a group pick one index card question they want to address. Participants should then discuss possible answers to the question.
4. After participants have had time to discuss, pick a few questions to discuss as a group.

Number of Persons/Groups Involved

Entire room

Task(s)

1. Participants should write down one question

<ol style="list-style-type: none"> 2. They will exchange the cards. 3. Facilitator should gather participants in 3-4 groups. 4. Participants should read the cards and pick one. 5. Participants should discuss about the picked one.
<i>Allocation of Tasks</i>
N/A
<i>Duration (in min)</i>
25-30 min
<i>Material and Equipment (if applicable)</i>
N/A
<i>Classroom Setting (if applicable)</i>
N/A
<i>Exercise Worksheet (if applicable)</i>
N/A
<i>Debriefing Questions</i>
<ol style="list-style-type: none"> 1. What was one of the challenges of doing this activity? 2. What did you like about how you cared for each other during this activity? 3. Before moving on to the next challenge, I would like you to identify one area where you feel you could have contributed more.
<i>Remarks by the Trainer</i>
N/A



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Activity title: Development of Training Materials, Activity LTL6

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Agreement number: 612910-EPP-1-2019-1-CY-EPPKA3-PI-FORWARD

Programme:	Erasmus+
Sub-programme:	Support for Policy Reform
Programme Guide / Call for Proposals:	EACEA-36-2018
Action:	PI-FORWARD - Support for policy reform – Forward-Looking Cooperation Projects
Project Title:	TOWARDS A HOLISTIC TRANSFORMATION OF ORGANISATIONS INTO LEARNING WORKPLACES
Project Acronym:	LEARN
Project Agreement Number:	612910-EPP-1-2019-1-CY-EPPKA3-PI-FORWARD

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‘Six Top Transversal Skill for Employees’ Training Workshop: Activity Templates

This document comprises templates for different types of activities to be used for the development of activities that will be implemented in the ‘Six Top Transversal Skills for Employers’ workshop; along with the PowerPoint presentation for each training module, they will provide the workshop trainer with a comprehensive set of training tools.

In each training module, the most appropriate activity types should be selected and the respective templates included in this document should be used for their development.

At the beginning of each activity template there is a table to indicate the number and title of the module in which the activity is being developed, the code and title of the activity (see below), the aim of the activity, the learning outcomes set for the specific module that are covered by this activity, and some hints and tips for the trainer that will implement the activity. Also, the level of difficulty of the activity on a scale from low to high difficulty activities is marked.

The six modules of the ‘Six Top Transversal Skills for Employees’ training are the following:

1. *Communication (C)*;
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4. *Responsibility and Ethical Practicing (REP)*;
5. *Personal Leadership and Entrepreneurial Mindset (PLEM)*; and
6. *Learning to Learn (LTL)*.

For marking the code of each activity, the acronym of the module as indicated in the modules’ list above followed by the serial number of the module should be used. Therefore, the code, for example, of the first activity of the first training module, that is, ‘Communication’, will be ‘C1’. Likewise, the code of the third activity of the second module, that is, ‘Team Building’, will be ‘TB3’ and so on.

Each activity should also be given a title that will follow the activity code. For example, ‘C1. Basic Communication Principles’.

The activity codes and titles indicated in the templates should be mentioned in the PowerPoint presentation for the respective modules too in order for the trainer to find them easily and implement them where required.

1. Group (Experiential) Exercise

Module Number and Title:	Module 6. Learning to learn
Activity Code and Title:	LTL6. Line-up.
Activity Aim:	To analyse current employees' assessments tools and methods. To improve employees' assessments skills and competences.
Learning Outcomes covered through the Activity:	<ol style="list-style-type: none"> 1. Identify ways to assess one's own learning progress (K) 2. Appreciate validation of formal, non-formal, and informal learning (A)
Hints and Tips for the Trainer to implement the Activity:	N/A
Level of Difficulty of the Activity:	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High

Exercise Title

Line-up. How many times did you implement it?

Implementation Instructions

1. Ask the entire group to line up along one wall of the class and then ask them how many times they implemented each self-assessment question.
2. Tell the participants that the right end of the line represents the position "I always implement it" and the left end of the line represents the position "I never implement it". Employees should mingle and discuss their opinion on the issue, eventually finding and taking their appropriate position within the continuum.
3. Once participants are in place, take a few moments to discuss why they have chosen the position they have in the various locations in the line-up.
4. Repeat for a variety of questions.

For another version of this activity, tape a circle in the center of the room. Participants who implement any self-assessment questions should stand close to the circle and those who never implement it should stand further away. Ask employees who are on the extremes (close or far away) and in the middle to explain why they chose that location.

Number of Persons/Groups Involved

Entire room

<i>Task(s)</i>
1. ... 2. ... 3. ...
<i>Allocation of Tasks</i>
N/A
<i>Duration (in min)</i>
10-40 min
<i>Material and Equipment (if applicable)</i>
N/A
<i>Classroom Setting (if applicable)</i>
N/A
<i>Exercise Worksheet (if applicable)</i>
N/A
<i>Debriefing Questions</i>
1. What did you learn by participating in this service activity? 2. What did you learn today that you will take back to the workplace?
<i>Remarks by the Trainer</i>
N/A



ORGANISATIONS
INTO Learning Workplaces

**TOWARDS A HOLISTIC TRANSFORMATION OF
ORGANISATIONS INTO LEARNING WORKPLACES**

Work Package: 6

Work Package Title: Development of Employees - Positive Attitude towards Learning Workplaces and Transversal Skills' Training

Activity title: Development of Training Materials, Activity LTL7

Coordinator:

MMC Mediterranean
Management Centre

Partners:



CYPRUS
CHAMBER OF
COMMERCE AND
INDUSTRY



Cámara
Valencia



Αναπτυξιακή Εταιρεία
Επιμελητήριου Λάρισας



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Each activity should also be given a title that will follow the activity code. For example, ‘C1. Basic Communication Principles’.

The activity codes and titles indicated in the templates should be mentioned in the PowerPoint presentation for the respective modules too in order for the trainer to find them easily and implement them where required.

1. Group (Experiential) Exercise

Module Number and Title:	Module 6. Learning to learn
Activity Code and Title:	LTL7. Keep it mind
Activity Aim:	To analyse current employees' self-assessments tools and methods. To improve employees' self-assessments skills and competences.
Learning Outcomes covered through the Activity:	<ol style="list-style-type: none"> 1. Apply motivational and self-motivation techniques with regards to learning (S) 2. Appreciate learning to learn as a key competence for one's own progress as well as for organisational success (A)
Hints and Tips for the Trainer to implement the Activity:	
Level of Difficulty of the Activity:	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High

Exercise Title
<i>Keep it mind. Are there any examples of ways in which you can be motivated at work?</i>
Implementation Instructions
<ul style="list-style-type: none"> • The facilitator will share the question "Are there any examples of ways in which you can be motivated at work?" • The whole group will discuss and share their own experiences. • ...
Number of Persons/Groups Involved
Task(s)
N/A
Allocation of Tasks
N/A
Duration (in min)
15 min

<i>Material and Equipment (if applicable)</i>
N/A
<i>Classroom Setting (if applicable)</i>
N/A
<i>Exercise Worksheet (if applicable)</i>
N/A
<i>Debriefing Questions</i>
<ol style="list-style-type: none"> 1. What does this activity suggest about our daily actions at work? 2. How well did your perform during the task? 3. Did anyone surprise you?
<i>Remarks by the Trainer</i>
N/A



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**TOWARDS A HOLISTIC TRANSFORMATION OF
ORGANISATIONS INTO LEARNING WORKPLACES**

Work Package: 6

Work Package Title: Development of Employees - Positive Attitude towards Learning Workplaces and Transversal Skills' Training

Activity title: Development of Training Materials, Activity LTL8

Coordinator:

MMC Mediterranean
Management Centre

Partners:



CYPRUS
CHAMBER OF
COMMERCE AND
INDUSTRY



Cámara
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Αναπτυξιακή Εταιρεία
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1. Group (Experiential) Exercise

Module Number and Title:	Module 6. Learning to learn
Activity Code and Title:	LTL8. Buzz groups
Activity Aim:	To discuss about learning motivation impact.
Learning Outcomes covered through the Activity:	<ol style="list-style-type: none"> 1. Apply motivational and self-motivation techniques with regards to learning (S) 2. Appreciate learning to learn as a key competence for one's own progress as well as for organisational success (A)
Hints and Tips for the Trainer to implement the Activity:	N/A
Level of Difficulty of the Activity:	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High

Exercise Title

Buzz groups

Implementation Instructions

- *Group discussion*

1. Break the room into small groups. Each group discusses the question **“How does the learning motivation impact your training efforts?”** on their own for a few minutes to generate arguments, answers, or ideas.

2. Once time is up, have each small group share one idea, answer, or argument with the rest of participants. Record ideas on the board.

Number of Persons/Groups Involved

Entire room

Task(s)

1. Split participants in different groups
2. Each group should generate arguments, answers or ideas.
3. Group discussion

Allocation of Tasks

N/A
<i>Duration (in min)</i>
15 min
<i>Material and Equipment (if applicable)</i>
N/A
<i>Classroom Setting (if applicable)</i>
N/A
<i>Exercise Worksheet (if applicable)</i>
N/A
<i>Debriefing Questions</i>
<ol style="list-style-type: none"> 1. ... 2. ... 3. ...
<i>Remarks by the Trainer</i>
<ul style="list-style-type: none"> • Keep in mind that the larger the group, the less opportunity each student will have to participate in their small group discussion.