



# Project Result 3

## Continuous Professional Development Curriculum



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## Project Introduction

### General aspects

Today, professional activity at the level of small and medium-sized businesses is increasingly dynamic and in a constant state of flux, in accordance with global trends and the accelerated evolution of technology. If, prior to 2020, the telework was optional, no more than 5.4% of freelancers or occasional sectors in SMEs worked from home, according to EU statistics compiled by EUROSTAT, more than 40% of employees in the European Community passed in full telework beginning in the first quarter of 2020, a trend that continues today. This is also supported by the fact that, according to EU statistics, more than fifty percent of employees have no experience with teleworking, which makes the transition to this new type of organisation even more difficult, lowering employee productivity and short- or medium-term company productivity. Current labour market dynamics reveal a mismatch between the competencies of employees and the requirements of the market. Regarding the benefits of telework, this new type of professional organisation demonstrates to bring, in addition to challenges, a plethora of advantages. These include travel time savings, company-level resource savings for utilities and rent payments, and mineral resource savings. Therefore, there is a need to develop the necessary skills and approaches at the level of company management for the permanent integration of telework in certain professional sectors. However, these advantages of teleworking are inaccessible to employers and workers who lack the skills and competencies required to organise work in this remote setting. If this trend persists, employees lacking the required skills and competencies risk losing their jobs, leading to an increase in the European unemployment rate. Therefore, the skill sets of employees at all professional levels must be redefined.

Thus, the goal of the Reliable GREEN project is to provide a training framework for adult educators, current employees, and prospective employees so that they can acquire the digital, software, and transversal skills and abilities that will facilitate their adaptation to this new, accelerated international trend. Providing these skills and competencies and encouraging businesses and policymakers to continue adopting telework will have numerous medium- and long-term social, economic, and environmental benefits for the European community. As a result, the project will address these requirements and provide assistance to SME leaders and VET instructors by providing individualised education and training materials that will develop the essential skills and competencies of back-office employees and SME executives. In reality, the project seeks to develop training methodologies, curriculum, and resources that address the requirements of back-office employees, leaders of SMEs, and VET instructors in order to adapt to a remote working environment and make it a reality in the business environment. In this way, the initiative will cultivate digitalized, environmentally focused European businesses.

Therefore, the Reliable GREEN initiative intends to:

- Establish a labour market centre in each partner nation to facilitate the implementation of telework.
- Address the deficiency in the provision of VET to assist SME employees in upgrading their skills for remote work environments.
- Equip VET instructors with the skills, competencies, and dispositions required to design innovative, technology-focused training activities and services for businesses.
- Develop the digital, soft, and transversal skills of SME employees in order to acclimatise to a remote working environment.
- Enhance the well-being, motivation, and productivity of employees working online.
- Develop accessible and innovative educational resources for innovative work practises.
- Develop an accessible e-learning platform centred on self-assessment and training.
- Providing management tools to SME leaders so they can digitally administer the organization's activities.
- Enhance the adaptability of work schedules at the SME level.



To achieve the project results and Reliable GREEN's goals, the consortium will engage in a complex array of activities aimed at responding to the needs of the labour market, introducing innovative approaches to vocational education and training to increase its dynamic and adaptability, and overcoming the mismatch between employees' skills and competencies and the trend to digitalize administrative work in SMEs.

The project participants will actively collaborate to develop the following six project outcomes/deliverables:

- Labour market analysis and potential hubs
- Methodological Guidelines for Preparing to Teach and Train Using Technology
- Curriculum for Continuous Professional Development
- Adaptive Telework Toolkit for Small and Medium-Sized Businesses
- E-learning platform Compendium for SME executives

To accomplish these outcomes, the project partners will carry out the following tasks: research, data collection via interviews and questionnaires, methodological design, curriculum design, resource design, and e-Learning platform design.

The implementation of the resources through media-rich tools will contribute to the digitalization of directed and self-directed learning in vocational education and training.

In addition, the project partners will conduct management, quality assurance and evaluation, monitoring, dissemination, and sustainability activities to ensure the highest quality of deliverables and results. Thus, the Reliable GREEN consortium is confident in its ability to deliver high-quality results to a large number of stakeholders, VET instructors, SME employees, and executives.

In addition, for each test of a project's outcome, the partners will organise Peer groups with the goal of aligning the outcome with the expectations of VET instructors, SME employees, and business leaders, and providing a viable solution to their requirements by way of tailored resources.

To ensure perfect collaboration and communication, the project partners will convene on a regular basis in the context of the Transnational Partners Meeting and on a monthly basis at the level of the project's Management committee, evaluating risks, assessing progress, and determining further details.

The project outcomes are quite complex, with a focus on the quality development and implementation of project activities and on meeting all requirements, which formed the basis of our approach and effort. Consequently, the collaboration and activities of the consortium will result in:

*1 – Labour Market Analysis and Hub Opportunities* – will provide a solid knowledge basis for the methodology and resources that the partners will design to facilitate the adaptation of the management and employees of small and medium-sized businesses to telework.

*2 - Getting set to teach and train with technology – Methodological guidelines* will enable VET tutors to remotely create, organise, and manage authentic, innovative, and engaging training activities for employers and employees of companies.

*3 - Continuous Professional Development Curriculum* - will develop the digital, soft, and transversal skills and competencies of the employees, so that they can adapt to the new work environment, without feeling the changes at a psychological level, which would negatively impact their productivity, motivation, and work results.

*4. Adaptive Telework Toolkit for SMEs* - will provide employees with the resources they need to enhance and adapt their professional activity to the new organisation.

*5 - Innovative educational resources compendium for SMEs leaders* - will develop the future competencies for administering the professional activity of small and medium-sized businesses in the context of digitalization and globalisation.



*6 - E-learning platform* - is the essential project deliverable that incorporates all project resources and provides the instrument required to allocate access to the resources based on the user's interest and expertise.

As a result, the initiative is anticipated to:

- Provide a sustainable methodology for adult educators to develop digital and soft skills adapted to the new requirements and dynamics of the labour market.
- Make pertinent, innovative, and accessible learning resources available to adult students and teachers.
- Raise the interest of stakeholders in training adults to acquire the required skills and competencies for remote work.
- Enhance employee motivation and output.
- Equip students with the skills and competencies necessary to acclimatise to the new requirements.
- Increased learning opportunities for graduates and at-risk employees.
- Provide learners from disadvantaged groups with equal access to educational activities and resources.
- Enhance the competencies and knowledge of SME personnel.
- Increase stakeholder interest in inventive digital and soft skills approaches.
- Establishing a comprehensive and engaged community of stakeholders.



## Project Result 3 Description

### Project result type: Course/ Curriculum

The mismatch between the skills and competencies of SME back-office employees and the labour market dynamics in the era of rapid digitalization of administrative work and processes necessitates the development of an individualised Continuous Professional Development Curriculum aimed at fostering the necessary skills for remote work. The third project outcome will outline the curriculum framework necessary for VET trainers to offer training activities adapted to the current needs of small and medium-sized businesses to conduct professional telework, increase productivity and employee satisfaction, and transform this temporary organisation into a situation on the labour market. By means of this project's outcomes, VET instructors will be able to develop digital skills and competencies, soft skills, and transversal skills, thereby overcoming skills disparity and addressing the requirements of the labour market in terms of online working. The curriculum intends to develop the digital, soft, and transversal skills and competencies of the employees so that they can adapt to the new work environment without experiencing psychological changes that would negatively impact their productivity, motivation, and work results. Curriculum emphasis will be placed on:

- Self-motivation and emotional intelligence
- Communication and collaboration
- Time management
- Digital security for employees
- Flexibility and productivity
- Digital safety for employees
- ICT Literacy for remote work
- Green organisation of home office.

The approach will meet and respond to the requirements of the labour market by providing a curriculum tailored to online work. Each module will include 4 hours of guided learning and 6 hours of self-learning activities. By completing the curriculum, employees of SMEs will be able to organise their work in a remote setting with an emphasis on their motivation, productivity, and the promotion of a green approach to administrative work. In this manner, they will contribute to the formulation of a new generation of remote digital administration.



# Continuous Professional Development Curriculum

## Module 1 – Time Management

Prepared by FIP

### Background

Remote working has become a prevalent and preferred mode of work for many employees. While it offers flexibility and freedom, it also demands a high level of self-discipline and effective time management. In this article, we delve into the importance of time management in remote working and provide valuable tips for employees to enhance their time management skills in a remote work environment.

Time management plays a pivotal role in remote work due to the absence of traditional office structures and direct supervision. Here's why it is crucial for remote workers to master this skill:

1. **Productivity Boost:** Efficient time management ensures that remote workers make the most of their working hours, leading to increased productivity and the timely completion of tasks and projects.
2. **Goal Attainment:** Setting clear goals and managing time effectively empowers remote workers to prioritise tasks, focus on critical objectives, and work steadily towards achieving their targets.
3. **Work-Life Balance:** Effective time management helps establish boundaries between work and personal life, preventing remote workers from feeling overwhelmed and maintaining a healthy work-life balance.

To enhance productivity while working remotely, it's important to implement a range of strategies. Start each day by outlining specific goals and priorities to guide your work and allocate time efficiently. Setting clear objectives helps maintain focus and ensure tasks are accomplished in a timely manner.

Creating a consistent daily routine is another key aspect of remote work productivity. Establish designated working hours, breaks, and personal time within your routine to provide structure and discipline. By adhering to a routine, you enhance your focus and overall productivity.

In addition to goal-setting and establishing a routine, prioritising tasks is crucial. Identify and prioritise tasks based on their importance and urgency. By focusing on completing high-priority tasks first, you ensure that crucial objectives are accomplished in a timely manner.

Another effective technique for remote work productivity is time blocking. Allocate specific time blocks for different types of work or activities. For instance, dedicate focused blocks for deep work, meetings, and administrative tasks. This technique optimises productivity and minimises distractions.

Minimising distractions is essential in a remote work environment. Turn off notifications, set boundaries with family or roommates, and create a dedicated workspace that minimises interruptions. By reducing distractions, you can maintain focus and productivity throughout the day.

Utilising technology can also greatly enhance productivity. Leverage productivity tools such as project management software, task trackers, and time management apps. These tools help organise work, track progress, and provide reminders for deadlines, keeping you on track and ensuring nothing falls through the cracks.

Effective communication is crucial for remote workers. Clear and timely communication with colleagues and supervisors is necessary for collaboration and accountability. Set regular check-ins, use collaboration platforms, and communicate progress to ensure alignment and successful outcomes.

Taking breaks and practicing self-care are important for maintaining productivity in the long run. Regularly recharge and maintain focus by engaging in activities that promote well-being, such as



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exercise, mindfulness, or hobbies. Remember, self-care contributes to long-term productivity and prevents burnout.

Learning to delegate tasks is also valuable in a remote work setting. Identify tasks that can be delegated to others, fostering teamwork and alleviating workload. Delegating empowers colleagues and allows you to focus on high-value assignments.

Finally, continuous evaluation and adaptation are essential for improving time management practices. Regularly assess your strategies and identify areas for improvement. Experiment with different techniques and adapt your approach based on what works best for you. By being open to change and learning from experience, you can continually optimise your productivity while working remotely.

Effective time management is the cornerstone of success for remote workers. By mastering this skill, employees can optimise productivity, achieve goals, and maintain a healthy work-life balance. Embracing strategies such as setting clear objectives, establishing routines, prioritising tasks, and leveraging technology will empower remote workers to thrive in their professional endeavours. With dedication and practice, anyone can unlock the full potential of remote work through effective time management.

## Content

<b>ReliableGREEN Continuous Profession Development</b> <b>MODULE TITLE: Time Management</b> <b>Designed by: Future in Perspective</b>			
<b>Aim of the module/learning unit</b>	The aim of this module is to introduce the importance of time management in relation to remote workers who are working for SMEs. The core aim of the module is to provide time management techniques, skills, and procedures to participants who can implement these strategies when remote working.		
<b>TOTAL Learning time of which:</b>	<b>Face-to-face learning</b>	<b>Of which assessment</b>	<b>Self-directed learning</b>
	4 hours		6 hours
<b>LEARNING OUTCOMES</b> <b>On successful completion of this module/learning unit (LU), trainees will be able to:</b>			
<b>Knowledge</b>	K 1 – Understand the main concepts of planning, preparing, scheduling as core elements of efficient time management		
<b>Skills</b>	S 1.1 – Apply techniques of planning, scheduling, and preparing tasks S 1.2 – Show dynamism S 1.3 – Use proper planning tools		
<b>Competences (Attitudes and Values)</b>	C 1 – Enrich productivity and efficiency		





## Face-to-face Training

Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
<b>A1.1</b>	Icebreakers	Face-to-face learning	All	30 minutes
<b>Overview of Content</b>	<ol style="list-style-type: none"> <li>1. Divide participants into groups of 3-4 people.</li> <li>2. Explain to the group that each person will share three statements about themselves, two of which are true and one of which is a lie.</li> <li>3. Once each person has shared their three statements, the rest of the group must try to guess which statement is the lie.</li> <li>4. After each person's turn, encourage the group to ask follow-up questions to learn more about each other and spark conversation.</li> <li>5. Continue playing until everyone in the group has had a chance to share their three statements.</li> <li>6. Conclude the activity by thanking everyone for participating and encouraging them to continue to get to know each other throughout the session. This ice-breaker is a great way to create a relaxed and inclusive atmosphere for VET educators to learn and collaborate.</li> </ol>			
<b>Content delivery methods</b> (lecture, discussions, research, group work, etc.)				
Group work				
<b>Didactic Materials Required</b> (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)				
<b>Assessment method</b>				
By evaluating the task completed in the worksheet (Annex 2).				
<b>References (if necessary)</b> (please use APA Style)				



Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A1.2	<i>Distraction Detective</i>	Face-to-face learning	All	75 minutes
<b>Overview of Content</b>	<p>The objective of this activity is to help participants identify and eliminate distractions that impede their time management and productivity.</p> <ol style="list-style-type: none"> <li>1. The facilitator divides the participants into groups of 3-4 people.</li> <li>2. Introduce the topic of time management and distractions, and explain the objective of the activity.</li> <li>3. The facilitator sets a timer for 15 minutes and asks each group to brainstorm and write down on sticky notes the distractions they encounter while working, such as social media notifications, phone calls, email alerts, etc.</li> <li>4. Ask each group to place their sticky notes on the whiteboard or flipchart.</li> <li>5. For 10 minutes, the facilitator leads the group in a discussion on each distraction, and ask the group to identify ways to eliminate or manage it.</li> <li>6. Write down the solutions on the whiteboard or flipchart.</li> <li>7. After all distractions have been discussed, ask each group to select the top three distractions they will commit to eliminating or managing.</li> <li>8. The facilitator sets a timer for 15 minutes and asks each group to create a plan of action for eliminating or managing their selected distractions.</li> <li>9. After the timer has elapsed, the facilitator gives the groups 5 minutes each to present their plan of action to the whole group.</li> <li>10. Once each group has presented, the facilitator leads a group discussion on the effectiveness of the plans and provide feedback on ways to improve them for the final 15 minutes.</li> </ol>			
<b>Content delivery methods</b> (lecture, discussions, research, group work, etc.)				
Lecture Discussion/debate Group work				
<b>Didactic Materials Required</b> (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)				
as shown above, under section "Overview of Content".				
<b>Assessment method</b>				
By evaluating the task completed in the worksheet (Annex 2).				



Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A1.3	<i>Priority Matrix</i>	Face-to-Face Learning	All	60 minutes
<b>Overview of Content</b>	<p>The objective of this activity to help participants identify their priorities and manage their time effectively using the priority matrix.</p> <ol style="list-style-type: none"> <li>1. The facilitators divides participants into groups of 3-4 people.</li> <li>2. Provide each group with a whiteboard or flip chart paper, markers, and a priority matrix template.</li> <li>3. The facilitator explains the concept of the priority matrix, which involves categorising tasks based on their importance and urgency.</li> <li>4. The facilitator asks each group to list all the tasks they need to accomplish in their work as VET educators. Encourage them to be as specific as possible.</li> <li>5. Once each group has compiled their task list, the facilitator asks them to use the priority matrix template to categorise each task based on its importance and urgency.</li> <li>6. Once the participants have categorised their tasks, the facilitator asks each group to discuss their findings and share their insights with the rest of the group. Encourage them to discuss any challenges they faced in categorising their tasks, and any strategies they used to prioritise their work.</li> <li>7. Finally, ask each group to create an action plan for managing their time more effectively based on their priority matrix. Encourage participants to identify specific steps they can take to ensure they focus on the most important and urgent tasks first, and delegate or eliminate tasks that are low in importance and urgency.</li> <li>8. The facilitators conclude the activity by asking each group to share their action plan with the rest of the group. Encourage participants to discuss any new strategies they learned for managing their time more effectively, and how they plan to implement these strategies in their work as VET educators.</li> </ol>			
<b>Content delivery methods (lecture, discussions, research, group work, etc.)</b>				
Lecture Discussion/debate Group work				
<b>Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)</b>				
<ul style="list-style-type: none"> <li>• Large whiteboard or flip chart paper</li> <li>• Markers</li> <li>• Priority matrix template (can be printed or drawn on the whiteboard)</li> </ul>				
<b>Assessment method</b>				
By evaluating the task completed in the worksheet (Annex 2).				



## Self-Directed Learning

Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A1.4	<i>Pomodoro Timing</i>	Self-Directed Learning	All	60 minutes
<b>Overview of Content</b>	<p>Article link: <a href="https://www.focusboosterapp.com/blog/the-science-behind-the-pomodoro-technique/">https://www.focusboosterapp.com/blog/the-science-behind-the-pomodoro-technique/</a></p> <p>The article explains the science behind the Pomodoro Technique, a time management strategy that breaks down work into 25-minute intervals with short breaks in between. The article provides an overview of the benefits of this technique and explains how it works to improve productivity.</p> <p>Instructions:</p> <ol style="list-style-type: none"> <li>1. Read through the article to gain an understanding of the Pomodoro Technique and its benefits.</li> <li>2. Take notes on key points and jot down any questions or ideas that come up as you read.</li> <li>3. Consider how you can apply the Pomodoro Technique to your own work to improve productivity and time management.</li> <li>4. Experiment with the Pomodoro Technique by setting a timer for 25 minutes and focusing on a task without interruptions, then taking a short break before starting the next 25-minute interval.</li> <li>5. Reflect on your experience using the Pomodoro Technique and evaluate its effectiveness for your work style and tasks.</li> <li>6. Repeat the process as needed to continue practicing and refining your time management skills.</li> </ol>			
<b>Content delivery methods</b> (lecture, discussions, research, group work, etc.)				
Individual work				
<b>Didactic Materials Required</b> (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)				
as shown above, under section "Overview of Content".				
<b>Assessment method</b>				
By evaluating the task completed in the worksheet (Annex 2).				



Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A1.5	<i>Overcoming Distractions to Maximise Time</i>	Self-directed learning	All	30 minutes
<b>Overview of Content</b>	<p>Article link: <a href="https://blog.mozilla.org/en/uncategorized/nir-eyal-interview/">https://blog.mozilla.org/en/uncategorized/nir-eyal-interview/</a></p> <p>The interview provides insights into how to overcome distractions and improve productivity. Eyal, the author of "Hooked: How to Build Habit-Forming Products," shares tips and strategies for managing distractions and staying focused on tasks.</p> <p>Instructions:</p> <ol style="list-style-type: none"> <li>1. Read through the interview to gain an understanding of the strategies and tips for managing distractions and improving productivity.</li> <li>2. Take notes on the key points and jot down any questions or ideas that come up as you read.</li> <li>3. Consider how you can apply Eyal's strategies and tips to your own work and life to improve productivity and time management.</li> <li>4. Experiment with the strategies by implementing them in your daily routine.</li> <li>5. Reflect on your experience using the strategies and evaluate their effectiveness for your work and life.</li> <li>6. Repeat the process as needed to continue practicing and refining your time management skills.</li> </ol>			
<b>Content delivery methods</b> (lecture, discussions, research, group work, etc.)				
Individual work				
<b>Didactic Materials Required</b> (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)				
as shown above, under section "Overview of Content".				
<b>Assessment method</b>				
By evaluating the task completed in the worksheet (Annex 2).				



Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A1.6	<i>Getting Things Done &amp; Time Management</i>	Self-directed learning	All	60 minutes
<b>Overview of Content</b>	<p>Video link: <a href="https://www.youtube.com/watch?v=kOSFxKagOm4">https://www.youtube.com/watch?v=kOSFxKagOm4</a></p> <p>The TEDx talk by David Allen titled "Getting in control and creating" provides insights into his "Getting Things Done" (GTD) methodology, which is a framework for managing tasks and achieving goals. In the talk, Allen explains how the GTD methodology can help individuals get more control over their lives and achieve greater levels of productivity and effectiveness.</p> <p>Instructions:</p> <ol style="list-style-type: none"> <li>1. Watch the talk to gain an understanding of the GTD methodology and its key principles.</li> <li>2. Take notes on the key points and jot down any questions or ideas that come up as you watch.</li> <li>3. Consider how you can apply the GTD methodology to your own work and life to improve productivity and time management.</li> <li>4. Start implementing the GTD methodology by using Allen's five-step process: capture, clarify, organise, reflect, and engage.</li> <li>5. Reflect on your experience using the GTD methodology and evaluate its effectiveness for your work and life.</li> <li>6. Repeat the process as needed to continue practicing and refining your time management skills.</li> </ol>			
<b>Content delivery methods</b> (lecture, discussions, research, group work, etc.)				
Individual work				
<b>Didactic Materials Required</b> (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)				
as shown above, under section "Overview of Content".				
<b>Assessment method</b>				
By evaluating the task completed in the worksheet (Annex 2).				



Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A1.7	<i>Getting Your Priorities Straight</i>	Self-directed learning	All	90 minutes
<b>Overview of Content</b>	<p>Article link: <a href="https://asana.com/resources/priority-matrix">https://asana.com/resources/priority-matrix</a></p> <p>Template link: <a href="https://conceptboard.com/blog/priority-matrix-free-template-conceptboard/">https://conceptboard.com/blog/priority-matrix-free-template-conceptboard/</a></p> <p>The article provides insights into how to identify priorities and get more done using a priority matrix. The article explains the concept of the priority matrix and provides tips for using it effectively to manage time and achieve goals.</p> <p>Instructions:</p> <ol style="list-style-type: none"> <li>1. Read through the article to gain an understanding of the priority matrix and its benefits.</li> <li>2. Take notes on key points and jot down any questions or ideas that come up as you read.</li> <li>3. Consider how you can apply the priority matrix to your own work to improve productivity and time management.</li> <li>4. Write down a list of the tasks that must be completed by the end of day, the week, the month.</li> <li>5. Experiment with the priority matrix by creating your own matrix and prioritising your tasks that you listed above accordingly. Make sure to complete these</li> <li>6. Reflect on your experience using the priority matrix and evaluate its effectiveness for your work style and tasks.</li> <li>7. Repeat the process as needed to continue practicing and refining your time management skills.</li> </ol>			
<b>Content delivery methods</b> (lecture, discussions, research, group work, etc.)				
Individual work				
<b>Didactic Materials Required</b> (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)				
as shown above, under section "Overview of Content".				
<b>Assessment method</b>				
By evaluating the task completed in the worksheet (Annex 2).				



Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A1.8	<i>Self-Reflection</i>	Self-directed learning	All	60 minutes
<b>Overview of Content</b>	<p>The objective of this activity is to help individuals reflect on their time management skills while working remotely, identify areas for improvement, and develop a plan of action to enhance their productivity.</p> <p>Instructions:</p> <ol style="list-style-type: none"> <li>1. Set aside 60 minutes of uninterrupted time for this activity.</li> <li>2. Find a quiet and comfortable space where you can reflect without distractions.</li> <li>3. Start by reviewing your typical workday when working remotely. Identify the time of day when you are most productive, the tasks that take up most of your time, and any recurring distractions that you encounter.</li> <li>4. Reflect on your current time management strategies. What works well for you, and what needs improvement?</li> <li>5. Take note of any time-wasting activities that you engage in, such as checking social media or email excessively, or procrastinating on important tasks.</li> <li>6. Consider the impact of your time management on your work-life balance. Are you able to separate work and personal time effectively?</li> <li>7. Identify any external factors that may affect your time management, such as unreliable internet connection, lack of a dedicated workspace, or interruptions from family members.</li> <li>8. Reflect on the tools and resources that you use to manage your time while working remotely, such as calendars, to-do lists, and project management software. Do these tools work for you, or do you need to try different ones?</li> <li>9. Use your reflections to create a list of actionable steps to improve your time management while working remotely.</li> <li>10. Prioritise the most important steps and create a plan of action for implementing them.</li> <li>11. Review your plan of action regularly and make adjustments as needed.</li> </ol> <p>This activity can be repeated periodically to monitor progress and make further improvements to your time management skills!</p>			
<b>Content delivery methods (lecture, discussions, research, group work, etc.)</b>				
Individual work				
<b>Didactic Materials Required</b> (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)				
as shown above, under section “Overview of Content”.				
<b>Assessment method</b>				
By evaluating the task completed in the worksheet (Annex 2).				





Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A1.9	<i>Task Management</i>	Self-directed learning	All	60 minutes
<b>Overview of Content</b>	<p>Article link: <a href="https://www.timedoctor.com/blog/remote-work-time-management/">https://www.timedoctor.com/blog/remote-work-time-management/</a></p> <p>The objective of this activity is to help individuals reflect on their remote work time management skills and identify practical ways to improve them based on the article linked above.</p> <p>Instructions:</p> <ol style="list-style-type: none"> <li>1. Begin by reading the article "12 practical and effective remote work time management tips" by Time Doctor.</li> <li>2. Take notes while reading, jotting down key points, insights, and any questions that come up.</li> <li>3. Once you have finished reading, take some time to reflect on your own remote work time management skills.</li> <li>4. Consider the tips presented in the article and compare them to your current habits and routines.</li> <li>5. Identify areas where you could improve your remote work time management skills.</li> <li>6. Write down your reflections on the following prompts: <ul style="list-style-type: none"> <li>• What are my current strengths in remote work time management?</li> <li>• What areas do I need to improve?</li> <li>• What specific actions can I take to improve my remote work time management skills?</li> </ul> </li> <li>7. Review your reflections and identify 2-3 actionable items that you can implement to improve your remote work time management skills.</li> <li>8. Create a plan of action for implementing your identified items, including specific steps and timelines.</li> <li>9. Commit to implementing your plan, and schedule a follow-up reflection session in a week or two to evaluate your progress.</li> </ol>			
<b>Content delivery methods</b> (lecture, discussions, research, group work, etc.)				
Individual work				
<b>Didactic Materials Required</b> (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)				
as shown above, under section "Overview of Content".				
<b>Assessment method</b>				
By evaluating the task completed in the worksheet (Annex 2).				



## Teamwork And Communication

Prepared by UPB

### Background

The Teamwork and Communication module enables participants to work in teams and make communication between colleagues and other stakeholders as profitable and efficient as possible. For achieving this, the trainees will learn the principles of teamwork as well as the four elements of teamwork competence. This way, learners know about the theory behind teamwork and can use it in practice afterwards. They will also get to know the different roles which team members can be in. They will learn about each role, their strengths and weaknesses and try them during the module.

As the title of this module suggests, teamwork and communication go hand in hand. As soon as someone is in contact with others, let alone work with others, there will be communication. Therefore, this module provides an overview of the simple act of communication as well as the four sides model of communication. To know about this theoretically is a good start to recognize it in practice and finally use it as a technique. Moreover, as the trainees will mostly be in remote work, they will learn important aspects of online communication, as it differs from face-to-face communication. They will get to know chances and difficulties and can use this information into their online work or even private environment. The module also provides different kinds of tools and their benefits for online communication, so that trainees know which kind of tools they can use for which kind of situation or need. The module ends with an insight into communication competence. This will round up the module and the content of teamwork and communication, as communication competence is a key factor when it comes to working in teams and communicating with others.

Apart from 4 hours of face-to-face learning, the learners get the chance to use their new skills through self-directed learning activities. They consist of all aspects of the module which they learned about in the previous part. It includes teamwork, conflict management and negotiation techniques.

After the module, the learners will have gained a wide range of knowledge, a new set of skills as well as competences which they can use in their working life.



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## Content

<b>ReliableGREEN Continuous Professional Development</b> <b>MODULE TITLE: TEAMWORK AND COMMUNICATION</b> <b>Designed by: UPB</b>			
<b>Aim of the Module/ Learning unit</b>	After the module, the learners will have gained a wide range of knowledge, a new set of skills as well as competences which they can use in their working life.		
<b>TOTAL Learning time of which:</b>	<b>Face-to-face learning</b>	<b>Of which Assessment</b>	<b>Self-directed learning</b>
	<b>4 h</b>	<b>0 h</b>	<b>6 h</b>
<b>LEARNING OUTCOMES</b>			
On successful completion of this Module/ Learning Unit (LU), trainees will be able to:			
<b>Knowledge*</b>	<b>K 2.1. Understand the principles of teamwork.</b> <b>K 2.2. Understand the four elements of teamwork competence.</b> <b>K 2.3. Understand the different roles in teams, their strengths and weaknesses.</b> <b>K 2.4. Understand the simple act of communication.</b> <b>K 2.5. Understand the four sides model of communication.</b> <b>K 2.6. Understand the chances and difficulties of online communication.</b> <b>K 2.7. Understand different kinds of tools and their benefits for online communication.</b> <b>K 2.8. Understand the importance of communication competence.</b>		
<b>Skills*</b>	<b>S 2.1. Fostering elements of teamwork competence and being able to use it.</b> <b>S 2.2. Identify and choose roles in teams.</b> <b>S 2.3. Fostering good communication in teamwork and in general.</b> <b>S 2.4. Fostering good communication in teamwork and in general in an online environment.</b> <b>S 2.5. Fostering elements of communication competence and being able to use it.</b>		
<b>Competences* (Attitudes and Values)</b>	<b>C 2.1. Develop teamwork competence.</b> <b>C 2.2. Develop communication competence.</b> <b>C 2.3. Develop media competence concerning communication tools.</b>		



## Face-to-face training

Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A 2.1.	<i>Theoretical background of teamwork competence and different roles in teams.</i>	Face-to-face-learning	K 2.1. Understand the principles of teamwork. K 2.2. Understand the four elements of teamwork competence. S 2.1. Fostering elements of teamwork competence and being able to use it. C 2.1. Develop teamwork competence.	1 h
<b>Overview of Content</b>	<ul style="list-style-type: none"> <li>The lecturer welcomes the participants (trainees) and emphasizes that this Learning Unit 2 is developed in the framework of the ReliableGREEN project; The lecturer introduces the project milestones and objectives. <b>(8 min)</b></li> <li>S/he announces the learning objectives of this activity, which are: understand the principles of teamwork, understand the four elements of teamwork competence and different roles in teams, their strengths and weaknesses. <b>(2 min)</b></li> <li>Trainees are asked to share their thoughts and experiences of teamwork on paper. <b>(5 min)</b></li> <li>Trainees are asked to share their thoughts and experiences of teamwork in an online environment on paper. <b>(5 min)</b></li> <li>Trainees are asked to share their paper and tell the others about their thoughts and experiences and focus on the differences of online and offline scenarios. <b>(5 min each trainee)</b></li> <li>Lecturer summarizes the main differences of the results provided by the trainees. <b>(5 min)</b></li> <li>Lecturer asks for a definition of teamwork. Trainees try to come up with one. Lecturer offers a definition of teamwork. Trainees discuss the definitions and try to agree on one. <b>(15 min)</b></li> <li>Lecturer gives input on the topic teamwork competence. S/he introduces the four elements of teamwork competence. <b>(10 min)</b></li> <li>Trainees are asked to provide an overview of the four elements. <b>(5 min)</b></li> </ul>			
<b>Content delivery methods</b> (lecture, discussions, research, group work, etc.)				
Lecture Discussion/debate				
<b>Didactic Materials Required</b> (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)				
Power-Point Presentation, video projector and computer Pens, paper				
<b>Assessment method</b>				
N/A				
<b>References (if necessary)</b> (please use APA Style)				



Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A 2.2.	<i>Team Roles at Work</i>	Face-to-face-learning	K 2.3. Understand the different roles in teams, their strengths and weaknesses. S 2.2. Identify and choose roles in teams.	0,5 h
<b>Overview of Content</b>	<ul style="list-style-type: none"> <li>The lecturer, together with the trainees, recap the main aspects of teamwork competence which were previously introduced. They can have a look at their overview of the four elements of teamwork competence. <b>(3 min)</b></li> <li>S/he announces the learning objectives of this activity, which are understanding the different roles in teams, their strengths and weaknesses and identifying and choose roles in teams. <b>(1 min)</b></li> <li>Lecturer introduces the topic of team roles and provides an overview. <b>(1 min)</b></li> <li>Trainees are asked to get together in groups and choose different team roles for everyone. Each of them has to read the information about their team role and present it to the other team members. <b>(20 min)</b></li> <li>Lecturer recaps all important information about the team roles in connection with team competence. <b>(5 min)</b></li> </ul>			
<b>Content delivery methods</b> (lecture, discussions, research, group work, etc.)				
Group work				
<b>Didactic Materials Required</b> (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)				
PPT Overview of team roles				
<b>Assessment method</b>				
N/A				
<b>References (if necessary)</b> (please use APA Style)				



Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A 2.3.	<i>Communication is key</i>	Face-to-face-learning	K 2.4. Understand the simple act of communication. K 2.5. Understand the four sides model of communication. S 2.3. Fostering good communication in teamwork and in general.	1 h
<b>Overview of Content</b>	<ul style="list-style-type: none"> <li>Lecturer introduces the topic communication and gives an overview of the objectives of this activity which are understanding the simple act of communication, understanding the four sides model of communication and fostering good communication in teamwork and in general. <b>(2 min)</b></li> <li>Lecturer introduces the four sides model of Schulz von Thun. <b>(10 min)</b></li> <li>Trainees are asked to perform role play in teams in which they have to find the four sides of communication. <b>(40 min)</b></li> <li>Lecturer and trainees recap what happened in the group work and try to figure out the most important aspects of communication. <b>(8 min)</b></li> </ul>			
<b>Content delivery methods</b> (lecture, discussions, research, group work, etc.)				
Lecture Role play/group work Discussion/debate				
<b>Didactic Materials Required</b> (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)				
PPT Skript				
<b>Assessment method</b>				
N/A				
<b>References (if necessary)</b> (please use APA Style)				
Martinich, A. P. (1984). Communication and Reference. Berlin, Boston: De Gruyter. Schulz von Thun, F. (1981). Miteinander reden 1.: Störungen und Klärungen. Allgemeine Psychologie der Kommunikation. Reinbek: Rowohlt Verlag.				



Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A 2.4.	<i>Online communication, online tools and communication competence.</i>	Face-to-face-learning	K 2.6. Understand the chances and difficulties of online communication. K 2.7. Understand different kinds of tools and their benefits for online communication. K 2.8. Understand the importance of communication competence. S 2.4. Fostering good communication in teamwork and in general in an online environment. S 2.5. Fostering elements of communication competence and being able to use it. C 2.2. Develop communication competence. C 2.3. Develop media competence concerning communication tools.	1,5 h
Overview of Content	<ul style="list-style-type: none"> <li>• Lecturer and trainees give a short recap of the four sides model of communication. <b>(2 min)</b></li> <li>• Lecturer leads over to the next topic of online communication and provides an overview. <b>(3 min)</b></li> <li>• Trainees are asked to think about their previous experiences and share them. They should focus on aspects which are good about online communication and aspects which are challenging. <b>(5 min)</b></li> <li>• Lecturer gives an overview of how to overcome difficulties of online communication according to Brewer (2015). Trainees can add their suggestions. <b>(5 min)</b></li> <li>• Lecturer gives examples for common tools which are used for online communication. <b>(3 min)</b></li> <li>• Trainees are asked to share which online tools they know and/or use for online communication. <b>(5 min)</b></li> <li>• Lecturer sums up online communication. <b>(2 min)</b></li> </ul>			



	<ul style="list-style-type: none"> <li>• Trainees are asked to formulate a definition for communication competence. <b>(3 min)</b></li> <li>• Lecturer offers different definitions of communication competence and focuses on a common sense. <b>(3 min)</b></li> <li>• Lecturer gives input on how to develop communication competence. <b>(2 min)</b></li> <li>• Trainees are asked to research on the topic nonverbal communication. The goal is to find at least 5 aspects and create a short article for their peers. <b>(30 min)</b></li> <li>• Trainees share the most interesting aspects of their articles with their peers. <b>(15 min)</b></li> <li>• Lecturer sums up the module teamwork and communication. <b>(12 min)</b></li> </ul>
<b>Content delivery methods</b> (lecture, discussions, research, group work, etc.)	
Research Oral presentation Lecture	
<b>Didactic Materials Required</b> (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)	
PPT Articles	
<b>Assessment method</b>	
N/A	
<b>References (if necessary)</b> (please use APA Style)	
Brewer, P. E. (2015). International Virtual Teams. Engineering Global Success. Macon, Georgia: Mercer University, IEEE Press.	



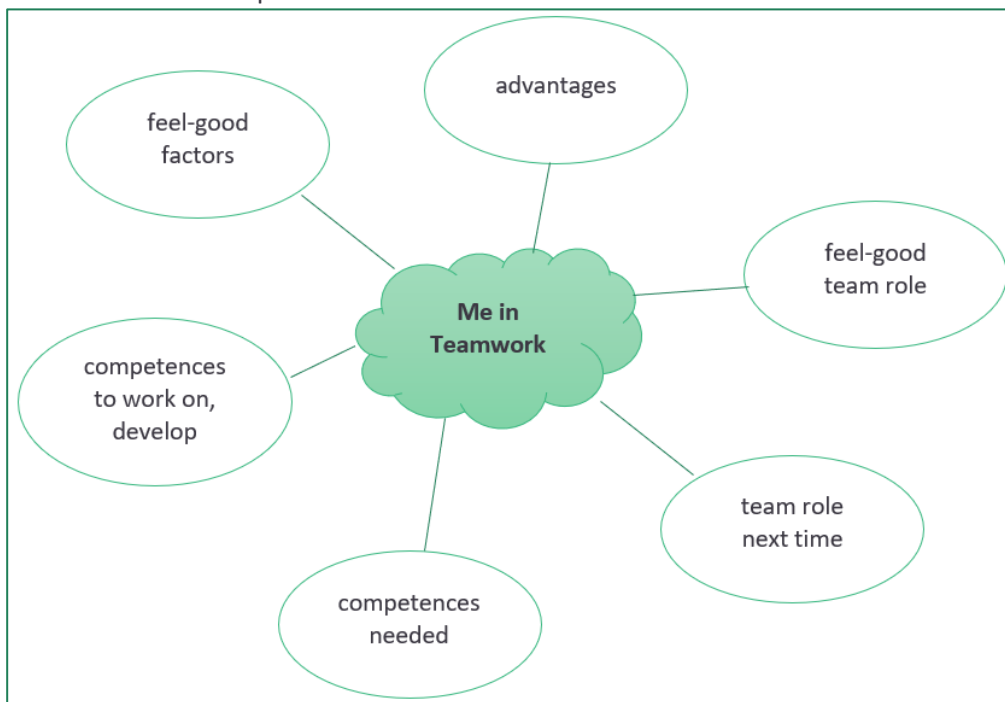


## Self-directed learning

Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A 2.5.	<i>Self-Directed activity: Me in Teamwork</i>	Self-directed learning	K 2.1. Understand the principles of teamwork. K 2.2. Understand the four elements of teamwork competence. K 2.3. Understand the different roles in teams, their strengths and weaknesses. S 2.1. Fostering elements of teamwork competence and being able to use it. S 2.2. Identify and choose roles in teams. S 2.3. Fostering good communication in teamwork and in general. S 2.4. Fostering good communication in teamwork and in general in an online environment. C 2.1. Develop teamwork competence.	1,5 h
<b>Overview of Content</b>	<p>This self-directed learning activity is about the learners themselves working in a team. It is all about reflecting ones own person and experiences in teamwork.</p> <ul style="list-style-type: none"> <li>• Learners create a mind map.</li> <li>• Learners think about aspects they need to feel comfortable working in a team.</li> <li>• Learners think about aspects they like and appreciate about working in a team. They think about all the advantages.</li> <li>• Learners think about which team role they feel most comfortable in and explain why.</li> </ul>			



- Learners reflect on which team role they would like to try out and explain why they have not had this role before.
- Learners list a range of competences needed to work in a team. They should refer to their own experiences.
- Learners reflect on their experiences and name competences they would like to work on and develop further.
- The mind map could look like this:



**Content delivery methods** (lecture, discussions, research, group work, etc.)

Self-directed learning

**Didactic Materials Required** (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)

Mind map

**Assessment method**

N/A

**References (if necessary)**

(please use APA Style)



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Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity												
A 2.6.	<i>Self-Directed activity: Identify conflict management techniques</i>	Self-directed learning	K 2.4. Understand the simple act of communication. K 2.5. Understand the four sides model of communication. K 2.6. Understand the chances and difficulties of online communication. K 2.8. Understand the importance of communication competence. S 2.3. Fostering good communication in teamwork and in general. S 2.4. Fostering good communication in teamwork and in general in an online environment. S 2.5. Fostering elements of communication competence and being able to use it. C 2.1. Develop teamwork competence. C 2.2. Develop communication competence.	1,5 h												
<b>Overview of Content</b>	<p>After learning about communication and teamwork, the learners have an idea about conflict potential due to false communication. Therefore, it is important to get to know conflict management techniques. The learners are going to learn about conflict management techniques during this session of self-directed learning.</p> <ul style="list-style-type: none"> <li>Learners watch the following video about conflict management techniques: <a href="https://www.youtube.com/watch?v=v4sby5j4dTY">https://www.youtube.com/watch?v=v4sby5j4dTY</a></li> <li>Learners create a table which could look like this:</li> </ul> <table border="1"> <thead> <tr> <th>Nr.</th> <th>Conflict management technique</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> </tr> <tr> <td>...</td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Learners fill in the table while watching the video.</li> <li>Learners choose three of the techniques which they find most interesting/helpful and explain why they think so and when they would use them.</li> </ul>				Nr.	Conflict management technique	Description	1			2			...		
Nr.	Conflict management technique	Description														
1																
2																
...																
<b>Content delivery methods</b> (lecture, discussions, research, group work, etc.)																
Self-directed learning																
<b>Didactic Materials Required</b> (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)																
YouTube Video																
Table																



<b>Assessment method</b>
N/A
<b>References (if necessary)</b> (please use APA Style)
Brainy Dose (2020). 14 Effective Conflict Resolution Techniques. Available: <a href="https://www.youtube.com/watch?v=v4sby5j4dTY">https://www.youtube.com/watch?v=v4sby5j4dTY</a>



Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A 2.7.	<i>Self-Directed activity: Enumerate negotiation techniques (part 1)</i>	Self-directed learning	K 2.4. Understand the simple act of communication. K 2.5. Understand the four sides model of communication. K 2.6. Understand the chances and difficulties of online communication. K 2.8. Understand the importance of communication competence. S 2.3. Fostering good communication in teamwork and in general. S 2.4. Fostering good communication in teamwork and in general in an online environment. S 2.5. Fostering elements of communication competence and being able to use it. C 2.1. Develop teamwork competence. C 2.2. Develop communication competence.	1,5 h
<b>Overview of Content</b>	<p>As communication and teamwork is always about finding compromises and negotiate about an outcome which makes everyone happy, the learners are going to get to know negotiation techniques. They can use these techniques in their private and working life.</p> <ul style="list-style-type: none"> <li>Learners read this publication about negotiation techniques: <a href="https://www.unomaha.edu/nebraska-business-development-center/files/publications/negotiation-techniques.pdf">https://www.unomaha.edu/nebraska-business-development-center/files/publications/negotiation-techniques.pdf</a></li> <li>Learners choose three of these techniques which they find most interesting. They explain these techniques in their own words and explain why they find them in particular interesting.</li> </ul>			
<b>Content delivery methods</b> (lecture, discussions, research, group work, etc.)				
Self-directed learning				
<b>Didactic Materials Required</b> (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)				
Publication				
<b>Assessment method</b>				
N/A				
<b>References (if necessary)</b> (please use APA Style)				
Uhing, R. (2016). Eight Techniques for Favorable Negotiation Outcomes. Nebraska Business Development Center. Available: <a href="https://www.unomaha.edu/nebraska-business-development-center/files/publications/negotiation-techniques.pdf">https://www.unomaha.edu/nebraska-business-development-center/files/publications/negotiation-techniques.pdf</a>				



Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A 2.8.	<i>Self-Directed activity: Enumerate negotiation techniques (part 2)</i>	Self-directed learning	K 2.4. Understand the simple act of communication. K 2.5. Understand the four sides model of communication. K 2.6. Understand the chances and difficulties of online communication. K 2.8. Understand the importance of communication competence. S 2.3. Fostering good communication in teamwork and in general. S 2.4. Fostering good communication in teamwork and in general in an online environment. S 2.5. Fostering elements of communication competence and being able to use it. C 2.1. Develop teamwork competence. C 2.2. Develop communication competence.	1,5 h
<b>Overview of Content</b>	<p>As the learners have already chose three of the negotiation techniques which they find interesting, they can now take these techniques and think further.</p> <ul style="list-style-type: none"> <li>• Learners look at their three negotiation techniques and their explanations again.</li> <li>• In the next step, they think of a situation in which they would use each of the techniques.</li> <li>• Learners write a concrete situation with background information and everything which seems important to know about and explain, why they would use this particular negotiation technique.</li> <li>• If the learners will go a step further, they will integrate their knowledge and skills about communication and teamwork as well. They should take 30 minutes for each technique.</li> </ul>			
<b>Content delivery methods</b> (lecture, discussions, research, group work, etc.)				
Self-directed learning				
<b>Didactic Materials Required</b> (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)				
Publication				
Results of <i>Self-Directed activity: Enumerate negotiation techniques (part 1)</i>				
<b>Assessment method</b>				
N/A				
<b>References (if necessary)</b> (please use APA Style)				
Uhing, R. (2016). Eight Techniques for Favorable Negotiation Outcomes. Nebraska Business Development Center. Available: <a href="https://www.unomaha.edu/nebraska-business-development-center/files/publications/negotiation-techniques.pdf">https://www.unomaha.edu/nebraska-business-development-center/files/publications/negotiation-techniques.pdf</a>				



## Ethics And Safety

Prepared by GIE

### Background

The Ethics and Safety module will enable participants to develop an ethical approach to working remotely while maintaining their own and their coworkers' safety.

It emphasises the introduction of a theoretical framework pertaining to the central theme, remote work, so that students can comprehend the fundamental principles and elements that help them define a safe work framework.

Particular emphasis is placed on aspects determined at the level of businesses and small to medium-sized businesses. All of these principles aid the student in comprehending the significance of their practical application, so that his professional activity is marked by productivity, well-being, security, and confidentiality.

Safety is a similarly intricate concept. As many workplace dangers can transfer to an employee's home location, it is advantageous to design a safety plan tailored to remote workers. Ergonomic issues, slips and accidents, and job-related stress, including mental health, are all covered. However, it is impractical to identify every remote employment scenario.

To reduce the likelihood of illness or injury while working remotely, it is also the employee's responsibility to evaluate their current workspaces and implement the necessary safety protocols.

Working from a distance can cause permanent physical damage. Employees who work from home frequently experience eye strain and musculoskeletal disorders such as neck and back discomfort. Inactivity or an improper workstation layout causes these repetitive stress injuries, also known as overuse injuries. Long work hours, mental tension, and a lack of social interaction can all lead to fatigue and a decline in productivity.

In the realm of digitization, the concept of cyber-security is added and gains increasing significance.



## Content

<b>ReliableGREEN Continuous Professional Development</b> <b>MODULE TITLE: ETHICS AND SAFETY</b> <b>Designed by: GIE</b>			
<b>Aim of the Module/ Learning unit</b>	Ethics and safety module will empower trainees to cultivate an ethical approach of working remotely preserving their personal and professional safety		
<b>TOTAL Learning time of which:</b>	<b>Face-to-face learning</b>	<b>Of which Assessment</b>	<b>Self-directed learning</b>
	<b>4 h</b>	<b>0 h</b>	<b>6 h</b>
<b>LEARNING OUTCOMES</b>			
On successful completion of this Module/ Learning Unit (LU), trainees will be able to:			
<b>Knowledge*</b>	<b>K 3.1. Understand the principles of ethics when working remotely.</b> <b>K 3.2. Understand the basic elements of online safety.</b> <b>K 3.3. Identify the challenges in respecting the ethics of working remotely.</b> <b>K 3.4. Identify the risks of working online.</b>		
<b>Skills*</b>	<b>S 3.1. Practice self-monitoring.</b> <b>S 3.2. Demonstrate compliance and discipline.</b> <b>S 3.3. Practice online safety measures.</b> <b>S 3.4. Apply critical thinking in solving complex problems.</b> <b>S 3.5. Apply content development safety measures.</b>		
<b>Competences* (Attitudes and Values)</b>	<b>C 3.1. Cultivate originality of work.</b> <b>C 3.2. Preserve personal integrity.</b> <b>C 3.3. Cultivate a balanced behaviour between personal and professional life.</b>		





## Face-to-Face Training

Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A3.1.	<i>Theoretical background of ethics and safety when working remotely</i>	Face-to-face-learning	<b>K3.1.</b> Understand the principles of ethics when working remotely; <b>K3.2.</b> Understand the basic elements of online safety.	1 h
<b>Overview of Content</b>	<ul style="list-style-type: none"> <li>The lecturer welcomes the participants (trainees) and emphasizes that this Learning Unit 3 is developed in the framework of the ReliableGREEN project; The lecturer introduces the project milestones and objectives</li> <li>S/he announces the learning objectives of this activity, which are: understand the principles of ethics when working remotely and understand the basic elements of online safety <b>(5 min)</b></li> <li>Trainees are asked to briefly brainstorm and write down on post-it's the first main challenge that crosses their mind and that they have faced when working remotely, from a safety and ethics point of view <b>(2 min)</b></li> <li>All post-its will be displayed on the white-board and briefly reviewed <b>(8 min)</b></li> <li>The main concepts on ethics when working remotely are introduced by the lecturer with the help of the PPT in Annex 1, slides 8-26 <b>(20 min)</b></li> <li>The lecturer and the trainees recap the main principles of ethics from a theoretical point of view <b>(5 min)</b></li> <li>The main concepts on safety when working remotely are introduced by the lecturer with the help of the PPT in Annex 1, slides 27-39 <b>(15 min)</b></li> <li>The lecturer and the trainees recap the main principles of safety from a theoretical point of view <b>(5 min)</b></li> </ul>			
<b>Content delivery methods</b> (lecture, discussions, research, group work, etc.)				
Lecture Discussion/debate				
<b>Didactic Materials Required</b> (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)				
Power-Point Presentation, video projector and computer Post-its Pens Whiteboard				
<b>Assessment method</b>				
N/A				
<b>References (if necessary)</b> (please use APA Style)				



Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A3.2.	<i>Become a master of ethics when working remotely</i>	Face-to-face-learning	<b>K3.3.</b> Identify the challenges in respecting the ethics of working remotely; <b>S3.1.</b> Practice self-monitoring; <b>S3.2.</b> Demonstrate compliance and discipline; <b>C3.1.</b> Cultivate originality of work.	1 h
<b>Overview of Content</b>	<ul style="list-style-type: none"> <li>The lecturer, together with the trainees, recap the main aspects of ethics which were previously introduced; the main ideas are written down on the white board as a spider map <b>(10 min)</b></li> <li>S/he announces the learning objectives of this activity, which are identify the challenges in respecting the ethics of working remotely, practice self-monitoring, demonstrate compliance and discipline and cultivate originality of work <b>(5 min)</b></li> <li>The trainees are asked to form 2-3 groups of work; each group receives a project to be developed: You are part of a new project team in your company; the project will be started from scratch, meaning: concept, definition, development, approval, implementation, evaluation. Taking into account that all work will be performed in team, fully remotely, the groups are asked to perform a SWOT analysis on the project life-time development; the SWOT analysis will be written down on white board papers <b>(15 min)</b></li> <li>One representative of each group will present the results of the SWOT analysis <b>(10 min)</b></li> <li>The trainees, guided by the lecturer, will highlight the aspects of the SWOT analysis focusing on ethics and safety of remote work <b>(5 min)</b></li> <li>The trainees will perform a brainstorming activity to replicate to the weaknesses and challenges of ethics and safety when working remotely, in order to show compliance, discipline and cultivate originality in their work; the results will be written down on the white papers, in a different colour, right next to the discussed weakness and challenge <b>(15 min)</b></li> </ul>			
<b>Content delivery methods</b> (lecture, discussions, research, group work, etc.)				
SWOT Analysis, Group work, Brainstorming				
<b>Didactic Materials Required</b> (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)				
2 White boards Papers Pens in different colours				
<b>Assessment method</b>				
N/A				
<b>References (if necessary)</b> (please use APA Style)				



Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A3.3.	<i>I am not the victim of online and remote working</i>	Face-to-face-learning	<b>K3.4.</b> Identify the risks of working online; <b>S3.2.</b> Demonstrate compliance and discipline; <b>S3.3.</b> Practice online safety measures; <b>C3.3.</b> Cultivate a balanced behaviour between personal and professional life;	1 h
<b>Overview of Content</b>	<ul style="list-style-type: none"> <li>• The lecturer, together with the trainees, recap the main aspects of online safety which were previously introduced; the main ideas are written down on the white board as a spider map <b>(10 min)</b></li> <li>• S/he announces the learning objectives of this activity, which are identify the risks of working online, demonstrate compliance and discipline, practice online safety measures, cultivate a balanced behaviour between personal and professional life <b>(5 min)</b></li> <li>• The lecturer explains the task will be based on role-play; the entire class will take the role of a team in a company – each trainee will have a position, such as: accountant, secretary, project manager, assistant manager, project implementation team member, trainer, human resources responsible, work security responsible etc. additional roles can be established by the lecturer and the trainees.</li> <li>• On the white board, the lecturer designs a table and allocates a column to each established role;</li> <li>• The team switched the activity to online environment; each team member, based on the allocated role, will enlist on post-its the duties of the job, 3 benefits of remote working (online environment), 3 challenges and 3 risks of working remotely and online; the post-its will be displayed on the white board, on the column corresponding to the allocated role;</li> <li>• The lecturer will loudly read the results <b>(20 min)</b></li> <li>• The entire team will openly discuss how to apply the online safety measures and how to organize the work, to practice safety measures, demonstrate compliance, discipline and assure a proper balance between personal and professional life; all the issued ideas will be noted on a block <b>(15 min)</b></li> </ul>			



	<ul style="list-style-type: none"> <li>The trainees and the lecturer will organize the blocks of ideas in the form of a pyramid, being called the remote-work safety pyramid <b>(10 min)</b></li> </ul>
<b>Content delivery methods</b> (lecture, discussions, research, group work, etc.)	
Role play Discussion/debate Team work	
<b>Didactic Materials Required</b> (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)	
Post-its White board Blocks Coloured pens	
<b>Assessment method</b>	
N/A	
<b>References (if necessary)</b> (please use APA Style)	



Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A.3.4.	<i>Assuring the professional integrity and originality of work</i>	Face-to-face-learning	<b>S3.5.</b> Apply content development safety measures; <b>C3.2.</b> Preserve professional and personal integrity.	1 h
<b>Overview of Content</b>	<ul style="list-style-type: none"> <li>The lecturer reviews the terms of professional and personal integrity <b>(5 min)</b></li> <li>S/he announces the learning objectives of this activity, which are apply content development safety measures and preserve professional and personal integrity <b>(5 min)</b></li> <li>The trainees will form two groups of work; based on the content development theoretical framework introduced in the A3.1, each group will design a separate Canva on the following topics: how will I safely develop my work content based on online sources and how will I assure my author rights on the developed work content <b>(20 min)</b></li> <li>Each group will select a representative to present the logical Canva of content development and content protection <b>(10 min)</b></li> <li>All trainees, guided by the lecturer, will design the content development map based on the 2 Canvas <b>(10 min)</b></li> <li>To wrap-up the directed-learning activities, each trainee receives a post-it and is asked to write down a sentence summarizing the added-value of the learning activities performed in the framework of the ReliableGREEN Project <b>(5 min)</b></li> <li>The post-its will be put on the white table and the lecturer will loudly read the results <b>(5 min)</b></li> </ul>			
<b>Content delivery methods</b> (lecture, discussions, research, group work, etc.)				
Brainstorming Team work Oral presentation				
<b>Didactic Materials Required</b> (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)				
White board Canva Post-its Pens				
<b>Assessment method</b>				
N/A				
<b>References (if necessary)</b> (please use APA Style)				



## Self-Directed learning

Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A.3.5.	<i>Self-Directed activities for learning consolidation</i>	Self-directed learning	K3.1. Understand the principles of ethics when working remotely; K3.2. Understand the basic elements of online safety; K3.3. Identify the challenges in respecting the ethics of working remotely; K3.4. Identify the risks of working online; S3.1. Practice self-monitoring; S3.2. Demonstrate compliance and discipline; S3.3. Practice online safety measures; S3.4. Apply critical thinking in solving complex problems; S 3.5. Apply content development safety measures; C3.1. Cultivate originality of work; C3.2. Preserve personal integrity; C3.3. Cultivate a balanced behaviour between personal and professional life.	6 h
<b>Overview of Content</b>	<ul style="list-style-type: none"> <li>The trainees will watch the following video: <a href="#"><i>Avoiding Ethical Issues in a Remote Work Environment</i></a> (60 min)</li> <li>The trainees will perform, individually, the following tasks: Based on their position and expertise, the trainees will adapt their job description to the full-remote working environment (20 min) Using 5 - A3 paper sheets, the trainees will design a Canva focusing on:               <ol style="list-style-type: none"> <li>Peculiarities of the job description</li> </ol> </li> </ul>			



	<ol style="list-style-type: none"> <li>2. Ethical issues that can arise from the job position (1 sheet for ethical issues that can arise when working on-site and 1 sheet for ethical issues that can arise when working remotely)</li> <li>3. Measures to avoid ethical issues when working remotely, based on the video</li> <li>4. The map of the ideal organisation of work in the remote environment, avoiding ethical issues <b>(100 min)</b></li> </ol>
<b>Content delivery methods</b> (lecture, discussions, research, group work, etc.)	
Self-directed learning	
<b>Didactic Materials Required</b> (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)	
Videos A3 paper sheets Coloured pencils	
<b>Assessment method</b>	
N/A	
<b>References (if necessary)</b> (please use APA Style)	



## Module 4 – Get GREEN

Prepared by CARDET

### Background

The COVID-19 pandemic has forced many employees to work from home, which has led to a significant reduction in carbon emissions and other environmental benefits. Remote work offers several advantages, including increased freedom, a better work-life balance, and shorter commutes. However, it is important to recognize that working from home also aligns with objectives for environmental sustainability. This theoretical background aims to explore the value of remote work and its relationship to environmental benefits<sup>1</sup>.

A green and sustainable work approach is essential for a strong global economy that integrates economic, social, and environmental well-being. The shift towards a green and sustainable work style has become an urgent issue as society becomes more aware of the environmental challenges our world faces. The traditional office-based work model contributes to environmental problems such as waste production, high energy consumption, and carbon emissions from commuting. As more individuals choose to work from home, adopting sustainable practices becomes increasingly important for businesses and individuals who want to protect the environment and promote a sustainable future<sup>2</sup>.

Working from home offers several advantages that align with sustainability goals. First, it reduces commuting or eliminates it altogether. Remote workers can significantly lower their carbon footprint and alleviate traffic congestion by avoiding the need to drive to a physical office. Second, working from home allows individuals to conserve energy. Remote employees can reduce energy consumption by utilizing energy-efficient appliances, adjusting heating and cooling systems according to their needs, and being mindful of their energy use. Third, studies have shown that remote employees tend to be more productive than their office-based counterparts. The ability to create a personalized workspace that enhances focus and efficiency, along with fewer distractions and a more pleasant working environment, contributes to this increased productivity<sup>3</sup>.

While working from home offers numerous benefits, it also presents challenges that need to be addressed. One challenge is maintaining work-life boundaries. Without clear boundaries, remote workers may end up working longer hours, leading to burnout and negative effects on their well-being. To ensure a sustainable work approach, it is crucial to establish and uphold work-life boundaries. Another challenge is social isolation. Working remotely can result in fewer social connections and feelings of isolation. Human interaction is essential for productivity and overall well-being. Remote workers can proactively seek ways to stay connected with coworkers and create opportunities for social engagement. Lastly, technology dependence is a challenge that needs to be managed. While technology enables remote work, it also contributes to electronic waste and increased energy consumption. Remote employees should be mindful of their technology usage, prioritize energy-efficient equipment, and recycle electronic waste properly<sup>4</sup>.

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<sup>1</sup>Smart, B. (1994). The Challenge of Going Green. Harvard Business Review. <https://hbr.org/1994/07/the-challenge-of-going-green>

<sup>2</sup>North Dakota State University. (n.d.). Grant Proposal Guide. [https://www.ndsu.edu/fileadmin/cfwriters/Graduate\\_Student\\_Writing\\_Resources/GrantOutline.pdf](https://www.ndsu.edu/fileadmin/cfwriters/Graduate_Student_Writing_Resources/GrantOutline.pdf)

<sup>3</sup>OECD. (2018). Global Competency for an Inclusive World. <https://www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf>

<sup>4</sup>IPCC. (2010). Risk management and decision making in relation to sustainable development. <https://www.ipcc.ch/srccl/chapter/chapter-7/>





To embrace a sustainable work approach while working from home, individuals can implement various techniques and tools that focus on optimizing energy consumption, reducing waste, and promoting responsible resource management. Embracing flexibility is key. Adopting flexible work schedules allows remote workers to align their working hours with periods of lower energy demand, contributing to overall energy conservation efforts. Video conferences and online meetings can replace physical travel, reducing carbon emissions associated with business travel. Promoting self-efficiency is crucial in optimizing energy consumption and embracing sustainable practices<sup>5</sup>.

Implementing energy-saving practices is essential. Remote workers can use power-saving settings on their electronic devices to cut energy use significantly. Switching to energy-efficient lighting solutions, such as LED lights, can considerably decrease electricity consumption. Managing standby power consumption by unplugging devices or using power strips can also save energy.

Promoting a sustainable mindset involves actively looking for ways to reduce waste and conserve resources. Remote workers should aim to cut waste in their daily work activities by reducing paper usage, recycling resources, and properly disposing of technological waste. Effective waste management strategies contribute to overall waste reduction efforts. Conserving resources like water, energy, and office supplies can be achieved through simple steps such as turning off faucets when not in use, adjusting printer settings to use less paper, and utilizing refillable ink cartridges.

To demonstrate a sustainable work approach, remote workers can adopt specific strategies when organizing their activities and workspace. Prioritizing digital communication and collaboration tools reduces the demand for printed documents and physical documentation, leading to reduced paper usage and a more environmentally friendly way of working. Implementing effective waste management practices, such as recycling paper and other materials, ensures proper sorting and disposal. Choosing eco-friendly office supplies and equipment that consider energy consumption, recyclability, and sustainability certifications creates a more sustainable workplace.

In conclusion, working from home presents a unique opportunity to embrace a green and sustainable work style. Individuals and companies can contribute to a more eco-friendly future by understanding the environmental benefits of remote work and implementing sustainable practices. Prioritizing energy conservation, waste reduction, and responsible resource management is crucial to make a positive impact on the environment and human well-being. By adopting these practices, remote workers can demonstrate that a sustainable work style is not only possible but necessary for a better and more sustainable future. Working from home while embracing a green and sustainable work approach is an effective way to align professional and personal objectives with the overall goal of building a sustainable environment for future generations<sup>6</sup>.

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<sup>5</sup>Sustainable Manufacturing and Design: Concepts, Practices and Needs. (2012). MDPI.  
<https://www.mdpi.com/2071-1050/4/2/154>

<sup>6</sup>United Nations. (2019). The Future is Now: Science for Achieving Sustainable Development.  
[https://sustainabledevelopment.un.org/content/documents/24797GSDR\\_report\\_2019.pdf](https://sustainabledevelopment.un.org/content/documents/24797GSDR_report_2019.pdf)



## Content

<b>ReliableGREEN Continuous Profession Development</b> <b>MODULE TITLE: Get GREEN</b> <b>Designed by: CARDET</b>			
<b>Aim of the module/learning unit</b>	The aim of this module is to underline the importance of green and sustainable work approaches in relation to remote workers who are working for SMEs. The core aim of the module is to provide techniques and tools on sustainable work approaches, and procedures to participants who can implement these strategies when remote working.		
<b>TOTAL Learning time of which:</b>	<b>Face-to-face learning</b>	<b>Of which assessment</b>	<b>Self-directed learning</b>
	4 hours	n/a	6 hours
<b>LEARNING OUTCOMES</b> <b>On successful completion of this module/learning unit (LU), trainees will be able to:</b>			
<b>Knowledge</b>	K 1 – Understand the importance of a green and sustainable work approach K 2 -Identify the benefits and challenges of the sustainable behaviour		
<b>Skills</b>	S 1– Embrace flexibility S 2– Become pro-active for self-efficiency S 3 – Show a sustainable behaviour in organizing the activity		
<b>Competences (Attitudes and Values)</b>	C 1 – Building a green culture of work for a sustainable approach C 2 -Enable environmental sustainability throughout remote work		



## Face-to Face-Training

### A4.1 \_ "Sustainability Stories"

Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A4.1	"Sustainability Stories"	Face-to-face learning	K1, K2	30 minutes
<b>Overview of Content</b>	<p>Engage participants talking about the value of adopting a green and sustainable work style, as well as the advantages and difficulties of sustainable conduct.</p> <p><u>Instructions:</u></p> <ol style="list-style-type: none"> <li>1. Divide the participants into small groups of three (3) to five (5) people.</li> <li>2. Explain that the activity will involve sharing personal stories related to sustainability and sustainable practices in the workplace.</li> <li>3. Give each group five (5) minutes to brainstorm and discuss their own experiences, either positive or negative, related to sustainability in the workplace. Encourage them to think about specific actions, initiatives, or challenges they have encountered.</li> <li>4. After the brainstorming session, ask each group to select a representative who will share their group's sustainability story with the larger group.</li> <li>5. Provide each representative with two (2) minutes to present their group's story, highlighting the importance of a green and sustainable work approach, and identifying both the benefits and challenges they encountered.</li> <li>6. After each presentation, open the floor for a brief discussion. Encourage participants to ask questions, share their thoughts, and reflect on the stories shared. Prompt them to identify common themes, challenges, or innovative solutions mentioned.</li> <li>7. Conclude the activity by summarizing the key points and insights shared during the discussions. Emphasize the importance of a sustainable work approach and its impact on both the environment and the workplace.</li> </ol> <p><u>Note:</u> Consider using visual aids like flipcharts or a whiteboard or <a href="#">Mentimeter</a>, to allow participants to write down important ideas and create a visual representation of the talks in order to increase engagement and interaction. This might serve as a visual aid for upcoming talks or activities and reinforce the learning objectives.</p>			
<b>Content delivery methods (lecture, discussions, research, group work, etc.)</b>				
Group work				
<b>Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)</b>				
N/A				
<b>Assessment method</b>				
N/A				
<b>References (if necessary) (please use APA Style)</b>				
N/A				



## A4.2\_ "Sustainability Scavenger Hunt"

Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A4.2	"Sustainability Scavenger Hunt"	Face-to-face learning	K1, K2	70 minutes
<b>Overview of Content</b>	<p><b>Instructions:</b>  <b>Necessary Materials:</b>            Provide participants with a <b>brief presentation or discussion</b> on the importance of a green and sustainable work approach, highlighting the environmental and organizational benefits _ pdf _ <b><i>Adaptive telework toolkit for SME_Module Get Green</i></b></p> <ol style="list-style-type: none"> <li>1. Divide the participants into small groups of (four) 4 to six (6) people.</li> <li>2. Explain that the activity is a scavenger hunt focused on finding examples of sustainable practices within the training venue or nearby environment.</li> <li>3. Hand out the list of sustainable behaviors or actions that each group needs to find and document. Examples may include recycling bins, energy-saving devices, eco-friendly materials, or signs promoting sustainability.</li> <li>4. Instruct the groups to explore the venue or nearby area to locate and photograph as many examples as possible within a specified time frame (e.g., 30 minutes).</li> <li>5. Encourage participants to engage with the venue staff or ask questions related to sustainability if necessary.</li> <li>6. After the allocated time, gather the groups back together and review the collected photographs. Ask each group to share their findings and discuss the sustainability practices they observed.</li> <li>7. Facilitate a group discussion to explore the importance of the identified sustainable practices and how they contribute to a green and sustainable work approach. Prompt participants to reflect on the benefits and challenges they encountered during the scavenger hunt.</li> <li>8. Summarize the key learnings from the activity and encourage participants to think about <u>how they can apply these sustainable practices in their own work environments</u>. One interactive tool, you could use is <a href="#">Mentimeter</a>.</li> </ol>			
<b>Content delivery methods</b> (lecture, discussions, research, group work, etc.)				
Group work				
<b>Didactic Materials Required</b> (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)				
<ul style="list-style-type: none"> <li>● List of sustainable behaviors or actions to find (see Worksheet_annex_1 )</li> <li>● Camera or smartphone for each group to document their findings</li> </ul>				
<b>Assessment method</b>				
N/A				



### A4.3\_ "Sustainable Solutions Brainstorming"

Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A4.3	"Sustainable Solutions Brainstorming"	Face-to-Face Learning	K1	70 minutes
<b>Overview of Content</b>	<p><u>Instructions</u></p> <p>Prior Material:</p> <p>Provide participants with a brief overview of sustainable behavior and its importance in the workplace. Discuss some common sustainability challenges faced by organizations.</p> <ol style="list-style-type: none"> <li>1. Divide participants into small groups of four (4) to six (6) people.</li> <li>2. Provide each group with a specific workplace scenario or challenge related to sustainability. For example, reducing paper waste, promoting energy efficiency, or implementing sustainable procurement practices.</li> <li>3. Instruct the groups to brainstorm and come up with creative and practical solutions to address the given scenario or challenge.</li> <li>4. Encourage participants to think outside the box and consider innovative ideas that align with a green and sustainable work approach.</li> <li>5. Allocate a specific time (e.g., 30 minutes) for the groups to brainstorm and write their ideas on sticky notes or index cards.</li> <li>6. Ask each group to present their solutions to the larger group, placing the sticky notes or index cards on the flipchart or whiteboard.</li> <li>7. Facilitate a discussion after each presentation, allowing participants to ask questions, provide feedback, and share their thoughts on the feasibility and potential impact of the proposed solutions.</li> <li>8. Summarize the key insights from the activity, highlighting the benefits and challenges of sustainable behavior that emerged during the brainstorming session. Encourage participants to consider how they can apply these solutions or adapt them to their own work environments.</li> </ol>			
<b>Content delivery methods (lecture, discussions, research, group work, etc.)</b>				
Lecture/ Presentation Discussion/debate Group work				
<b>Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)</b>				
<ul style="list-style-type: none"> <li>● flipchart or whiteboard</li> <li>● Markers</li> <li>● Sticky notes or index cards</li> <li>● Brief overview of sustainable behavior and its importance in the workplace (see Worksheet_annex_2)</li> </ul>				
<b>Assessment method</b>				
N/A				



## A4.4\_ "Sustainability Action Plan"

Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A4.4	"Sustainability Action Plan"	Face-to-Face Learning	S1/S2/S3	70 minutes
<b>Overview of Content</b>	<p>This activity encourages participants to think critically and creatively about incorporating sustainable practices into their workplace activities. By developing a sustainability action plan, participants gain practical insights and actionable strategies to enhance efficiency, reduce environmental impact, and foster a culture of sustainability within their organizations.</p> <p><b>Instructions</b></p> <p><u>Necessary Material:</u></p> <p>Provide participants with a brief overview of the importance of embracing flexibility, proactivity, and sustainable behavior in the workplace. Discuss the benefits of these practices for personal and organizational efficiency, as well as their positive impact on sustainability.</p> <ol style="list-style-type: none"> <li>1. Divide participants into small groups of four (4) to six (6) people.</li> <li>2. Explain that the activity will focus on creating a sustainability action plan for organizing a specific workplace activity, such as a team-building event, a meeting, or a training session.</li> <li>3. Instruct the groups to brainstorm and develop an action plan that incorporates principles of flexibility, proactivity, and sustainability. Encourage them to think about various aspects of the activity, including logistics, materials, resource management, and participant engagement.</li> <li>4. Provide each group with a flipchart or whiteboard and markers to create their action plan visually.</li> <li>5. Allocate sufficient time (e.g., 40 minutes) for the groups to discuss and outline their action plans, ensuring they consider sustainable alternatives and innovative approaches.</li> <li>6. Once the action plans are complete, ask each group to present their plans to the larger group. They can use the flipchart or whiteboard to illustrate their ideas and strategies.</li> <li>7. Facilitate a group discussion after each presentation, allowing participants to ask questions, provide feedback, and share their thoughts on the feasibility and potential impact of the proposed sustainability action plans.</li> <li>8. Summarize the key insights from the activity, highlighting the importance of flexibility, proactivity, and sustainable behavior in organizing activities. Encourage participants to consider how they can implement these principles in their day-to-day work and share their experiences and challenges during the implementation process.</li> </ol>			
<b>Content delivery methods (lecture, discussions, research, group work, etc.)</b>				
Lecture Discussion/debate Group work				



**Didactic Materials Required** (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)

- flipchart or whiteboard
- Markers
- Sticky notes or index cards
- Brief overview of sustainable behaviour and its importance in the workplace (see Worksheet\_annex\_3)

**Assessment method**

N/A



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## Self-Directed Learning

### A4.5\_"Green Workplace Audit" (for group)

Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A4.5.	"Green Workplace Audit"	Self-Directed Learning	C2	60 minutes
<b>Overview of Content</b>	<p>In this self-directed learning activity, you will conduct a Green Workplace Audit to assess the sustainability practices in your work environment. The objective is to raise awareness about the current state of sustainability within your organization and identify areas for improvement.</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Each group member should have a <b>Green Workplace Audit checklist</b> (see worksheet_annex 4) that covers various aspects of sustainability, such as energy consumption, waste management, transportation, and purchasing practices.</li> <li>2. As a group, walk around your workplace, observing and documenting practices related to sustainability. Note areas where sustainability is being effectively implemented and areas that require improvement.</li> <li>3. Allocate sufficient time for each group member to complete the audit, ensuring thorough examination of each aspect.</li> <li>4. Once the audit is complete, reconvene as a group and discuss your findings, insights, and recommendations for building a green culture of work.</li> <li>5. Share your individual audit results and engage in a collaborative discussion to identify potential strategies and initiatives that can be implemented to enhance sustainability in the workplace.</li> <li>6. Develop an action plan as a group, outlining specific steps and timelines for implementing sustainable practices within your work environment.</li> <li>7. Summarize the key takeaways from the activity and assign tasks or responsibilities to each group member based on the action plan.</li> <li>8. Share your action plan with the larger group or relevant stakeholders to create awareness and foster support for the proposed sustainability initiatives.</li> <li>9. Follow up on the progress of your action plan in subsequent sessions and evaluate the effectiveness of the implemented sustainable practices.</li> <li>10. Reflect on the importance of a green culture of work and commit to embracing sustainable behaviors as a team for long-term environmental impact.</li> </ol>			
<b>Content delivery methods</b> (lecture, discussions, research, group work, etc.)				
Group work				
<b>Didactic Materials Required</b> (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)				
Green Workplace Audit checklist (see worksheet_annex 4)				
<b>Assessment method</b>				
N/A				





#### A4.6. "Sustainable Remote Work Practices" (for group)

Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A4.6.	"Sustainable Remote Work Practices"	Self-directed learning	C1	60 minutes
<b>Overview of Content</b>	<p>In this self-directed learning activity, you will explore sustainable practices and strategies that can be integrated into your remote work routine. The objective is to promote environmental sustainability while working remotely.</p> <p>Instructions:</p> <ol style="list-style-type: none"> <li>1. Review the <b>list of sustainable remote work practices provided to each group member</b> (Worksheet_annex_5). Choose at least three (3) practices that you can personally adopt and implement in your remote work setup.</li> <li>2. Take time to research and gather additional information about your chosen practices, including practical tips and resources for implementation.</li> <li>3. Create an action plan that outlines how you will integrate the selected sustainable practices into your remote work routine. Consider specific actions, timelines, and any potential challenges you may face.</li> <li>4. Share your action plan with the group through a collaborative platform or in a virtual meeting, allowing for feedback and discussion.</li> <li>5. Engage in a group discussion where you can exchange ideas, provide feedback to others, and discuss the benefits and challenges of implementing sustainable remote work practices.</li> <li>6. Reflect on the importance of environmental sustainability in remote work and how your individual efforts contribute to a larger collective impact.</li> <li>7. Commit to supporting and inspiring each other in adopting and maintaining sustainable behaviors throughout your remote work experience.</li> </ol>			
<b>Content delivery methods</b> (lecture, discussions, research, group work, etc.)				
Group work				
<b>Didactic Materials Required</b> (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)				
<b>list of sustainable remote work practices provided to each group member</b> (Worksheet_annex_5).				
<b>Assessment method</b>				
N/A				



## A4.7. \_"Sustainable Work-Life Balance" (for group)

Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A4.7.	"Sustainable Work-Life Balance"	Self-directed learning	C2	60 minutes
<b>Overview of Content</b>	<p>In this self-directed learning activity, you will focus on promoting a sustainable work-life balance. The objective is to recognize the importance of personal well-being and environmental stewardship.</p> <p><u>Instructions:</u></p> <ol style="list-style-type: none"> <li>1. Familiarize yourself with resources (see also worksheet annex 6) on the concept of sustainable work-life balance and its benefits for individuals and the environment.</li> <li>2. Reflect on your current work-life balance and identify areas where you can make sustainable improvements. Consider managing your workload, setting boundaries, practicing self-care, or incorporating eco-friendly activities into your leisure time.</li> <li>3. Develop a personal action plan that outlines specific strategies for achieving a sustainable work-life balance. Set realistic goals, outline practical steps, and anticipate potential obstacles.</li> <li>4. Implement your action plan, putting your strategies into practice to create a sustainable work-life balance.</li> <li>5. Document your experiences, challenges, and successes throughout the implementation process.</li> <li>6. Share your reflections and insights with the group during a follow-up session, either through a facilitated discussion or a group presentation.</li> <li>7. Engage in a conversation where you can learn from each other's experiences, provide support, and exchange ideas on achieving and maintaining a sustainable work-life balance.</li> <li>8. Emphasize the importance of maintaining a sustainable work-life balance for personal well-being, productivity, and environmental sustainability.</li> <li>9. Encourage each other to continue practicing and promoting sustainable work-life balance in your professional and personal lives, fostering a culture of sustainability.</li> </ol>			
<b>Content delivery methods</b> (lecture, discussions, research, group work, etc.)				
Group work				
<b>Didactic Materials Required</b> (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)				
10 points on sustainable work-life balance and its benefits for individuals and the environment (worksheet annex 6)				
<b>Assessment method</b>				
N/A				



## A4.8. "Green Culture Challenge" (for an individual)

Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A4.8.	"Green Culture Challenge"	Self-directed learning	Building a green culture of work for a sustainable approach.	90 minutes
<b>Overview of Content</b>	<p>In this self-directed learning activity, you will embark on a Green Culture Challenge to develop and promote sustainable work practices within your work environment. The objective is to create a culture that values environmental sustainability and fosters a sense of collective responsibility.</p> <p><u>Instructions:</u></p> <ol style="list-style-type: none"> <li>1. Begin by researching online articles, case studies, and resources that highlight the importance of building a green culture in the workplace. Some recommended resources include: <ul style="list-style-type: none"> <li>Sustainable Brands, (2017). Be a purpose-driven business by being a purpose-driven workplace. Retrieved from: <a href="https://sustainablebrands.com/read/organizational-change/be-a-purpose-driven-business-by-being-a-purpose-driven-workplace">https://sustainablebrands.com/read/organizational-change/be-a-purpose-driven-business-by-being-a-purpose-driven-workplace</a></li> <li>Sustainable Brands, (2023). Responding to cultural tipping points: Co-creating a brand culture for good. Retrieved from: <a href="https://sustainablebrands.com/read/collaboration-cocreation/responding-to-cultural-tipping-points-co-creating-a-brand-culture-for-good">https://sustainablebrands.com/read/collaboration-cocreation/responding-to-cultural-tipping-points-co-creating-a-brand-culture-for-good</a></li> <li>Sustainable Brands, (2022). Secrets for effective, transformative, authentic, culture-changing brand engagement. Retrieved from: <a href="https://sustainablebrands.com/read/behavior-change/secrets-of-effective-transformative-authentic-culture-changing-brand-engagement">https://sustainablebrands.com/read/behavior-change/secrets-of-effective-transformative-authentic-culture-changing-brand-engagement</a></li> <li>Sustainable Brands, (2019). How the world's best workplaces™ keep employees happy. Retrieved from: <a href="https://sustainablebrands.com/read/organizational-change/how-the-world-s-best-workplaces-keep-employees-happy">https://sustainablebrands.com/read/organizational-change/how-the-world-s-best-workplaces-keep-employees-happy</a></li> </ul> </li> <li>3. Familiarize yourself with techniques and strategies employed by successful organizations to promote sustainability and develop a sustainable work culture. Explore articles and case studies such as: <ul style="list-style-type: none"> <li>Roadbook, (2022). How Patagonia cultivates a sustainable work culture. Retrieved from: <a href="https://roadbook.com/opinion/patagonia-yvon-chouinard-climate-change-sustainable-business/">https://roadbook.com/opinion/patagonia-yvon-chouinard-climate-change-sustainable-business/</a></li> <li>GreenBiz, (2022). Expanding role of sustainability leadership. Retrieved from: <a href="https://www.greenbiz.com/article/expanding-role-sustainability-leadership">https://www.greenbiz.com/article/expanding-role-sustainability-leadership</a></li> </ul> </li> <li>4. Identify specific areas within your work environment where sustainable practices can be incorporated, such as energy conservation, waste reduction, and eco-friendly initiatives. Use resources like:</li> </ol>			



	<ul style="list-style-type: none"> <li>● U.S. Department of Energy,(2017). Energy Saver guide. Retrieved from: <a href="https://www.energy.gov/energysaver/articles/">https://www.energy.gov/energysaver/articles/</a></li> <li>● U.S. Department of Energy. (2022) 10 Energy Saving Tips for Spring. Retrieved from: <a href="https://www.energy.gov/energysaver/articles/10-energy-saving-tips-spring">https://www.energy.gov/energysaver/articles/10-energy-saving-tips-spring</a></li> <li>● Adobe, (2021). Sustainability guide for working at home. Retrieved from: <a href="https://blog.adobe.com/en/publish/2021/10/14/sustainability-guide-for-working-at-home.html">https://blog.adobe.com/en/publish/2021/10/14/sustainability-guide-for-working-at-home.html</a></li> </ul> <p>5. Based on your research and analysis, create a plan outlining actionable steps to introduce and promote sustainable practices within your work setting. Consider initiatives like recycling programs, energy-efficient measures, paperless workflows, and awareness campaigns. Get inspiration from:</p> <ul style="list-style-type: none"> <li>● Green Business Bureau. (2022, January 6). Green culture guide: How to build a workforce committed to sustainability. Retrieved from: <a href="https://greenbusinessbureau.com/green-practices/employees/green-culture-guide-how-to-create-a-workforce-committed-to-sustainability/">https://greenbusinessbureau.com/green-practices/employees/green-culture-guide-how-to-create-a-workforce-committed-to-sustainability/</a></li> <li>● Green Business Bureau, (2021). How to create a sustainability program: A 10 step guide to creating a purpose-driven business. Retrieved from: <a href="https://greenbusinessbureau.com/topics/green-team/how-to-create-a-sustainability-program-a-10-step-guide-to-creating-a-purpose-driven-business/">https://greenbusinessbureau.com/topics/green-team/how-to-create-a-sustainability-program-a-10-step-guide-to-creating-a-purpose-driven-business/</a></li> </ul> <p>6. Implement your plan and track your progress over a designated period of time. Monitor the adoption of sustainable practices, document challenges faced, and note successes achieved. Use tools such as:</p> <ul style="list-style-type: none"> <li>● CarbonBetter. (2023). Sustainability reporting frameworks, standards, and protocols: A complete guide. Retrieved from: <a href="https://carbonbetter.com/story/esg-reporting-frameworks/">https://carbonbetter.com/story/esg-reporting-frameworks/</a></li> <li>● WWF. (n.d.). Measure your impact. Retrieved from: <a href="https://wwf.panda.org/act/live_green/footprint_calculator/">https://wwf.panda.org/act/live_green/footprint_calculator/</a></li> </ul> <p>7. Engage with colleagues, superiors, or other individuals in your work community to share your knowledge, discuss ideas, and encourage their participation in fostering a green culture of work. Share relevant articles, case studies, and resources from your research to inspire and educate them about sustainable work practices.</p> <p>8. Reflect on the impact of the implemented sustainable practices on your work environment, individual well-being, and overall sustainability goals. Consider writing a blog post, creating an infographic, or preparing a presentation to share your findings and experiences with others.</p> <p>9. Summarize your experience and lessons learned in a report, presentation, or blog post, and share it with your peers or through professional networks to inspire others in creating a sustainable work culture.</p>
<b>Content delivery methods (lecture, discussions, research, group work, etc.)</b>	
Individual work	
<b>Didactic Materials Required</b> (worksheet, charts, handouts, didactic video, except from books/manuals, mind maps, etc.)	
N/A	
<b>Assessment method</b>	
N/A	



## A4.9. "Sustainable Remote Work Toolbox" (for an individual)

Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A4.9.	"Sustainable Remote Work Toolbox"	Self-directed learning	Enable environmental sustainability throughout remote work.	90 minutes
<b>Overview of Content</b>	<p>Description: In this self-directed learning activity, you will create a Sustainable Remote Work Toolbox to empower yourself with practical techniques and tools for incorporating environmental sustainability into your remote work practices. The objective is to develop a comprehensive set of resources that will guide your sustainable decision-making and actions while working remotely.</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>Begin by exploring online articles, blogs, and resources that offer insights and tips on environmental sustainability in remote work settings. Some recommended resources include: <ul style="list-style-type: none"> <li>Kirkpatrick P.,(2023). Working From Home Sustainability Tips – 9 EASY Ways to Go Green!. Retrieved from <a href="https://www.sustainablebusinesstoolkit.com/author/paul-kirkpatrick/">https://www.sustainablebusinesstoolkit.com/author/paul-kirkpatrick/</a></li> <li>Cunanan P.,(2021).10 Simple Ways to Create a Sustainable Home Office If You're Working From Home. retrieved from <a href="https://ecowarriorprincess.net/2021/01/ways-to-create-sustainable-home-office-if-youre-working-from-home/">https://ecowarriorprincess.net/2021/01/ways-to-create-sustainable-home-office-if-youre-working-from-home/</a></li> <li>Murphy L.,(2018). Reduce Your Carbon Footprint: Home Energy Use. Retrieved from: <a href="https://earth911.com/home-garden/reduce-carbon-footprint-home-energy-use/">https://earth911.com/home-garden/reduce-carbon-footprint-home-energy-use/</a></li> </ul> </li> <li>Identify key areas where sustainable practices can be implemented in your remote work routine, such as energy usage, waste management, digital workflows, and sustainable procurement. Use resources like: <ul style="list-style-type: none"> <li>Energy Star (n.d). Low- to No-Cost Tips for Saving Energy at Home. Retrieved from: <a href="https://www.energystar.gov/products/top_10_tips_renters">https://www.energystar.gov/products/top_10_tips_renters</a></li> <li>Kirkham A.,(2022). The paperless office: 10 ways to go paperless at work. Retrieved from: <a href="https://envoy.com/blog/10-ways-to-go-paperless-in-the-office/">https://envoy.com/blog/10-ways-to-go-paperless-in-the-office/</a></li> <li>Environmental Protection Department (2023). Green procuremnt for business and public. Retrieved from: <a href="https://www.epd.gov.hk/epd/english/how_help/green_procure/urrentgovernment.html#howbp">https://www.epd.gov.hk/epd/english/how_help/green_procure/urrentgovernment.html#howbp</a> =</li> </ul> </li> <li>Gather a collection of online tools, apps, and resources that can assist you in practicing sustainability. This may include energy monitoring apps, eco-friendly productivity tools, digital collaboration platforms, and sustainable supply chain databases. Consider resources such as: <ul style="list-style-type: none"> <li>Mukhopadhyay S.,(2022).Top 10 energy efficiency apps: Save the planet with these power -saving smartphone tools.Retrieved from : <a href="https://www.livemint.com/technology/apps/top-10-energy-">https://www.livemint.com/technology/apps/top-10-energy-</a></li> </ul> </li> </ol>			



	<p><a href="https://www.energysavingtrust.org.uk/a-guide-to-energy-efficiency-for-employees/">efficiency-apps-save-the-planet-with-these-power-saving-smartphone-tools-11654413817441.html</a></p> <ul style="list-style-type: none"> <li>○ ApployeBlog. (2022). 30+ Best Productivity Tools for Remote Teams in 2023. Retrieved from: <a href="https://apploye.com/blog/best-productivity-tools-for-remote-teams/">https://apploye.com/blog/best-productivity-tools-for-remote-teams/</a></li> <li>○ Linda.,(2021).How remote collaboration tools can help boost sustainability in business. Retrieved from: <a href="https://conceptboard.com/blog/remote-collaboration-sustainability/">https://conceptboard.com/blog/remote-collaboration-sustainability/</a></li> </ul> <p>4. Compile a list of best practices and guidelines for sustainable remote work, considering aspects like energy-efficient technology usage, paperless workflows, responsible waste disposal, and eco-friendly purchasing. Use resources like:</p> <ul style="list-style-type: none"> <li>○ Energy saving trust, (2022). A guide to energy efficiency for employees. Retrieved from: <a href="https://energysavingtrust.org.uk/a-guide-to-energy-efficiency-for-employees/">https://energysavingtrust.org.uk/a-guide-to-energy-efficiency-for-employees/</a></li> <li>○ SDSU Research Foundation,(n.d). TELEWORK ERGONOMICS GUIDELINES . Retrived from: <a href="https://www.foundation.sdsu.edu/pdf/hr_telework_ergo_guidelines.pdf">https://www.foundation.sdsu.edu/pdf/hr_telework_ergo_guidelines.pdf</a></li> <li>○ Sy J., (2023). A Guide to Office Waste: Facts, Figures &amp; Tips for Reduction. Retrieved from: <a href="https://www.unsustainablemagazine.com/guide-to-office-waste-facts-figures/">https://www.unsustainablemagazine.com/guide-to-office-waste-facts-figures/</a></li> </ul> <p>5. Organize the gathered information, tools, and resources into a user-friendly format. This could be a digital document, a bookmarked web page, or a customized workspace on a collaboration platform. Create categories and subcategories to make it easy to navigate and find relevant resources.</p> <p>6. Share your Sustainable Remote Work Toolbox with colleagues, friends, or online communities to encourage others to adopt sustainable practices while working remotely. Consider sharing it through email, a shared document, or a dedicated group discussion platform.</p> <p>7. Continuously update and expand your toolbox as you come across new ideas, tools, and resources related to sustainable remote work. Stay informed by following sustainability blogs, news outlets, and social media channels dedicated to eco-friendly work practices.</p> <p>8. Reflect on your experience using the toolbox and document any positive changes you have observed in your own environmental impact and work habits while working remotely. Consider writing a reflective journal entry or sharing your insights with others in your professional network.</p>
<b>Content delivery methods</b> (lectures, discussions, research, group work, etc.)	
Individual work	
<b>Didactic Materials Required</b> (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)	
N/A	
<b>Assessment method</b>	
N/A	



## Worksheets

### Worksheet\_annex\_1

<b>Title</b>	<b>List of sustainable behaviors or actions for trainees</b>
<b>Linked to</b>	<b>Activity A4.2 - Scavenger hunt</b>
<b>Content /provided material</b>	<p>Each of these examples provides a sustainable behavior or activity that fits with the scavenger hunt's learning objectives. Photographs can be used by you to record their discoveries, and afterward, during the group discussion, you can talk about the importance of these techniques.</p> <ol style="list-style-type: none"> <li>1. <u>Recycling Bins</u>: Look for designated recycling bins throughout the venue or nearby area, which encourage proper waste segregation and recycling.</li> <li>2. <u>Energy-Saving Devices</u>: Identify energy-saving devices such as smart thermostats, LED lighting fixtures, or motion-sensor lights that help minimize energy consumption.</li> <li>3. <u>Eco-Friendly Materials</u>: Locate examples of eco-friendly materials, such as furniture made from sustainable or recycled materials, biodegradable packaging, or products with eco-label certifications.</li> <li>4. <u>Water Conservation Measures</u>: Find water-saving fixtures like low-flow faucets, dual-flush toilets, or rainwater harvesting systems that promote efficient water usage.</li> <li>5. <u>Green Roof or Living Wall</u>: Spot any green roofs or living walls that incorporate vegetation, enhancing insulation, reducing energy consumption, and improving air quality.</li> <li>6. <u>Renewable Energy Sources</u>: Observe the presence of renewable energy sources like solar panels or wind turbines that generate clean energy on-site.</li> <li>7. <u>Bike Racks or Electric Vehicle Charging Stations</u>: Identify facilities that support sustainable transportation options, such as secure bike racks or electric vehicle charging stations.</li> <li>8. <u>Sustainable Landscaping</u>: Notice landscaping features that prioritize native plants, drip irrigation systems, or rain gardens, conserving water and supporting local biodiversity.</li> <li>9. <u>Waste Reduction Initiatives</u>: Discover initiatives like composting programs, reusable dishware and utensils, or refillable water stations that aim to minimize waste generation.</li> <li>10. <u>Sustainability Information and Signage</u>: Look for informative signage or displays that raise awareness about sustainability practices, educate visitors about environmental impact, or promote green initiatives.</li> </ol>





## Worksheet\_Annex\_2

Title	<b>Brief overview of sustainable behavior and its importance in the workplace, with some common sustainability challenges faced by organizations.</b>
Linked to	Activity A4.3 - "Sustainable Solutions Brainstorming"
Content /provided material	<p>Sustainable behavior refers to adopting practices that minimize negative impacts on the environment, promote social responsibility, and support long-term economic viability. In the workplace, sustainable behavior plays a vital role in fostering a responsible and ethical business culture. It involves implementing eco-friendly practices, resource conservation, waste reduction, and considering social factors such as employee well-being and community engagement. Embracing sustainable behavior not only demonstrates a commitment to environmental stewardship but also offers numerous benefits, including cost savings, improved brand reputation, increased employee morale, and resilience to changing market demands.</p> <p>Common Sustainability Challenges Faced by Organizations are as followed:</p> <ol style="list-style-type: none"> <li>1. <b>Energy Management:</b> Many organizations struggle with efficiently managing energy consumption and reducing their carbon footprint. Balancing the need for a comfortable working environment with energy conservation requires implementing energy-efficient technologies, optimizing heating and cooling systems, and promoting employee awareness about energy-saving practices.</li> <li>2. <b>Waste Management:</b> Effective waste management presents a challenge for organizations aiming to reduce their environmental impact. Issues like improper waste segregation, excessive paper usage, and inefficient recycling programs can hinder sustainability goals. Establishing robust waste management strategies, encouraging recycling and composting, and minimizing single-use items are essential steps toward addressing these challenges.</li> </ol> <p>By addressing these common sustainability challenges, organizations can make significant strides toward a greener and more sustainable work environment, fostering a culture of responsibility and positive change.</p>





## Worksheet\_annex\_3

<b>Title</b>	<b>Brief overview of the Importance of Embracing Flexibility, Proactivity, and Sustainable Behavior in the Workplace</b>
<b>Linked to</b>	<b>Activity A4.4 - "Sustainability Action Plan"</b>
<b>Content /provided material</b>	<p>Sustainable behaviors that reduce adverse effects on the environment, encourage social responsibility, and support long-term economic sustainability is referred to as sustainable behavior. Sustainable behavior is essential for building an ethical and responsible corporate culture at work. It entails putting eco-friendly methods into practice, conserving resources, reducing waste, and taking into account social concerns like employee wellbeing and community engagement. In addition to showing a commitment to environmental stewardship, adopting sustainable behavior has several advantages, such as cost savings, enhanced brand recognition, raised employee morale, and resistance to shifting market demands.</p> <p>Common Sustainability Challenges Faced by Organizations are as followed:</p> <ol style="list-style-type: none"> <li>1. <u>Energy Management</u>: Many businesses have trouble effectively controlling their energy usage and lowering their carbon footprint. Implementing energy-efficient technologies, optimizing heating and cooling systems, and raising employee understanding of energy-saving techniques are all necessary to strike a balance between the requirement for a comfortable working environment and energy conservation.</li> <li>2. <u>Waste Management</u>: The management of trash effectively is a difficulty for businesses looking to have a smaller environmental impact. Goals for sustainability can be hampered by problems including incorrect waste segregation, excessive paper use, and ineffective recycling systems. To solve these issues, it is crucial to establish effective waste management methods, promote recycling and composting, and reduce the usage of single-use items.</li> </ol> <p>By addressing these common sustainability challenges, organizations can make significant strides toward a greener and more sustainable work environment, fostering a culture of responsibility and positive change.</p>



## Worksheet\_annex 4

<b>Title</b>	<b>Green Workplace Audit Checklist</b>
<b>Linked to</b>	<b>Activity A4.5. - "Green Workplace Audit"</b>
<b>Content /provided material</b>	<p>Sample of a Green Workplace Audit Checklist:</p> <ol style="list-style-type: none"> <li><b>1. Energy Consumption</b> <ul style="list-style-type: none"> <li>• Do you use energy-efficient light bulbs?</li> <li>• Do you turn off lights and electronic devices when not in use?</li> <li>• Are you effectively utilizing natural lighting?</li> <li>• Have you enabled energy-saving settings on office equipment and appliances?</li> </ul> </li> <li><b>2. Waste Management</b> <ul style="list-style-type: none"> <li>• Are recycling bins available and clearly labeled?</li> <li>• Are you minimizing paper usage and encouraging double-sided printing?</li> <li>• Do you have separate bins for different types of waste (e.g., paper, plastic, organic)?</li> <li>• Are you disposing of hazardous materials properly and safely?</li> </ul> </li> <li><b>3. Transportation</b> <ul style="list-style-type: none"> <li>• Are you encouraging alternative transportation options (e.g., biking, carpooling, public transit)?</li> <li>• Do you have infrastructure for bicycle parking or electric vehicle charging?</li> <li>• Are you promoting remote work and flexible work schedules to reduce commuting?</li> </ul> </li> <li><b>4. Purchasing Practices</b> <ul style="list-style-type: none"> <li>• Are you prioritizing sustainable and eco-friendly products and materials?</li> <li>• Are you choosing vendors and suppliers based on their commitment to sustainability?</li> <li>• Are you minimizing packaging waste by requesting minimal packaging or reusable containers?</li> <li>• Are you using environmentally friendly cleaning products and office supplies?</li> </ul> </li> <li><b>5. Water Conservation</b> <ul style="list-style-type: none"> <li>• Do you have water-efficient fixtures installed (e.g., low-flow faucets, toilets)?</li> <li>• Are you promptly repairing leaks and encouraging water-saving practices?</li> <li>• Have you implemented rainwater harvesting or graywater recycling where feasible?</li> </ul> </li> <li><b>6. Indoor Air Quality</b> <ul style="list-style-type: none"> <li>• Are you using indoor plants to improve air quality and create a pleasant work environment?</li> <li>• Are you maintaining proper ventilation for fresh air circulation?</li> <li>• Are you minimizing harmful chemicals and toxins in cleaning products and furnishings?</li> </ul> </li> <li><b>7. Employee Engagement</b> <ul style="list-style-type: none"> <li>• Are employees educated and encouraged to adopt sustainable practices?</li> <li>• Are sustainability initiatives promoted through internal communications and events?</li> <li>• Are you actively seeking employee suggestions and feedback <b>regarding sustainability practices?</b></li> </ul> </li> <li><b>8. Green Initiatives</b></li> </ol>



	<ul style="list-style-type: none"><li>• Are there existing green initiatives or programs in place?</li><li>• Is there a designated sustainability team or committee responsible for driving green practices?</li><li>• Have you set goals and targets to measure and improve sustainability performance?</li></ul>
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## Worksheet\_annex\_5

<b>Title</b>	<b>List of sustainable remote work practices</b>
<b>Linked to</b>	<b>Activity A4.6. - "Sustainable Remote Work Practices"</b>
<b>Content /provided material</b>	<p>Here is a list of sustainable remote work practices that you can adopt as a group to promote environmental sustainability:</p> <ol style="list-style-type: none"> <li>1. <b>Energy Efficiency:</b> Use energy-efficient devices and adjust power settings to reduce energy consumption. Remember to turn off equipment when not in use, including computers, monitors, and printers.</li> <li>2. <b>Paperless Approach:</b> Embrace digital documents and minimize printing. Utilize electronic signatures, digital note-taking tools, and cloud storage for file sharing and collaboration.</li> <li>3. <b>Sustainable Purchasing:</b> Choose eco-friendly office supplies and equipment collectively. Opt for products made from recycled materials and select energy-efficient devices when upgrading technology.</li> <li>4. <b>Efficient Lighting:</b> Use natural light whenever possible and choose energy-efficient LED bulbs. Ensure proper lighting levels to avoid unnecessary energy consumption.</li> <li>5. <b>Waste Reduction:</b> Reduce paper waste as a team by maximizing digital communication and storage. Implement recycling systems for paper, plastic, and other recyclable materials in your remote workspaces.</li> <li>6. <b>Sustainable Transportation:</b> Minimize commuting as a group by working remotely or utilizing alternative transportation methods, such as biking or public transit, when commuting is necessary.</li> <li>7. <b>Water Conservation:</b> Practice water-saving habits collectively, such as using water-efficient fixtures and reducing water usage during breaks.</li> <li>8. <b>Eco-Friendly Breaks:</b> Incorporate eco-friendly activities into breaks together, such as going for a walk, spending time outdoors, or engaging in sustainable hobbies like gardening or composting.</li> <li>9. <b>Responsible Equipment Disposal:</b> Ensure that everyone properly disposes of electronic waste by recycling or donating old devices to ensure they do not end up in landfills.</li> <li>10. <b>Virtual Meetings and Collaboration:</b> Reduce the need for travel as a group by utilizing video conferencing tools for meetings and virtual collaboration platforms for teamwork.</li> </ol> <p>By adopting these sustainable remote work practices as a group, you can collectively contribute to a greener environment, reduce your carbon footprint, and promote a culture of sustainability in your remote work setups.</p>



## Worksheet\_annex\_6

<b>Title</b>	<b>10 points on sustainable work-life balance and its benefits for individuals and the environment.</b>
<b>Linked to</b>	<b>Activity A4.7. - " Sustainable Work-Life Balance"</b>
<b>Content /provided material</b>	<p>Achieving a sustainable work-life balance is essential in today's fast-paced and demanding world. It refers to the equilibrium between one's professional commitments and personal well-being, and it has numerous benefits for individuals and the environment. This introduction will outline ten key points highlighting the advantages of maintaining a sustainable work-life balance and provide a practical example for each point.</p> <ol style="list-style-type: none"> <li>1. A sustainable work-life balance promotes physical and mental well-being. For instance, taking regular breaks and having time for exercise and self-care can reduce stress levels and improve overall health.</li> <li>2. When individuals have a balanced life, they are more focused and productive during their working hours. For example, someone who takes time to engage in activities they enjoy outside of work may experience enhanced creativity and motivation when they return to their professional responsibilities.</li> <li>3. Maintaining a sustainable work-life balance allows individuals to invest time in their relationships, fostering stronger connections with family, friends, and loved ones. Spending quality time together promotes happiness and emotional well-being.</li> <li>4. By prioritizing personal interests and passions outside of work, individuals can find fulfillment and satisfaction in multiple areas of life. For instance, pursuing hobbies or volunteering can provide a sense of purpose and a break from work-related stress.</li> <li>5. Balancing work and personal life helps prevent burnout, which can have detrimental effects on both individuals and the environment. By avoiding exhaustion and maintaining a healthy state of mind, individuals can contribute positively to their professional and personal spheres.</li> <li>6. A sustainable work-life balance often leads to eco-friendly practices. For example, employees who have more time for themselves can make conscious choices such as reducing waste, using public transportation, or engaging in sustainable habits that contribute to a greener environment.</li> <li>7. Taking time away from work allows individuals to recharge their minds, promoting creativity and innovation. For instance, engaging in activities like reading, traveling, or pursuing a hobby can stimulate new ideas and perspectives.</li> <li>8. A well-rounded life outside of work can contribute to the development of skills that are transferable to the professional realm. For example, participating in team sports or volunteering can enhance teamwork, leadership, and communication abilities.</li> <li>9. Achieving a sustainable work-life balance promotes a sense of integration between professional and personal life. By setting boundaries and managing time effectively, individuals can find harmony between the two spheres, reducing stress and improving overall satisfaction.</li> <li>10. Ultimately, a sustainable work-life balance leads to long-term happiness and fulfillment. By prioritizing personal well-being alongside professional</li> </ol>



	<p>success, individuals can create a life that is meaningful, purposeful, and enjoyable.</p> <p>In conclusion, maintaining a sustainable work-life balance is not only beneficial for individuals but also for the environment. It leads to improved health and well-being, increased productivity, stronger relationships, and reduced burnout. Moreover, it promotes eco-friendly practices and enhances creativity, work-related skills, and overall happiness. By prioritizing a balanced life, individuals can contribute positively to their personal and professional spheres while fostering a sustainable future for themselves and the environment.</p>
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## Module 5 – Self-Regulation

Prepared by Righchallenge

### Background

The dynamics of the labor market in the era of fast digitalization of administrative work and processes rises the necessity to develop skills for self-regulation and employees' adaptation to remote work. In this module, with a variety of activities, VET trainers will be able to develop the knowledge and skills of trainees regarding motivation and self-management to carry out professional work in telework, increase productivity and satisfaction.

For this end, this module offers information on the psychological benefits of work and a reflection on how work fulfills individual psychological needs. With this, learners will become aware of the influence of work and its conditions on satisfaction and fulfilment, developing supportiveness and empathy towards colleagues in a remote context.

To respond to the need of adaptation to productivity patterns and management to remote work, with this module tutors will also develop the employees' understanding on self-regulation so they can be able to identify how self-regulation is developed and become conscious of their individual potential regarding self-regulation.

Additionally, this module aims to empower remote employees, developing their understanding regarding motivation and building opportunities to self-reflect on ones' own motivational trends, so they can become conscious of the impact of motivation and self-regulation on productivity and work.

As ReliableGREEN also aims to develop the digital, soft, and transversal skills and competences of employees, so that they can adapt to the new work environment, without feeling the changes at psychological level, in this module tutors will also explore the psychosocial challenges and risks to self-regulation in the workplace with trainers. With the activities developed with this goal, employees' will be able to identify psychosocial challenges to self-regulation in their current job and be able to identify strengths and weaknesses regarding self-regulation.

Finally, this module will offer knowledge on self-regulation and remote working and how to make home a healthy work environment so employees can become aware of possible strategies to cope with psychosocial challenges and stress.



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## Content

<b>ReliableGREEN Continuous Professional Development</b> <b>MODULE TITLE: Self-Regulation</b> <b>Designed by: Rightchallenge</b>			
<b>Aim of the Module/ Learning unit</b>	This module will offer knowledge on self-regulation and remote working and how to make home a healthy work environment so employees can become aware of possible strategies to cope with psychosocial challenges and stress.		
<b>TOTAL Learning time of which:</b>	<b>Face-to-face learning</b>	<b>Of which Assessment</b>	<b>Self-directed learning</b>
	4 hours	3 hours	6 hours
<b>LEARNING OUTCOMES</b>			
On successful completion of this Module/ Learning Unit (LU), trainees will be able to:			
<b>Knowledge*</b>	K 1 Understand what the psychological benefits of work are. K 2 Understand what self-regulation is. K 3 Understand the different kinds of motivation (intrinsic and extrinsic) and their relationship to self-motivation. K 4 Develop knowledge on the psychosocial challenges and risks to self-regulation in the workplace. K 5 Develop knowledge on self-regulation and remote working and how to make home a healthy work environment.		
<b>Skills*</b>	S 1 Be able to reflect on how work fulfills or not individual psychological needs. S 2 Be able to identify how self-regulation is developed. S 3 Be able to self-reflect on ones' own motivational trends. S 4 Be able to identify psychosocial challenges to self-regulation in current job. S 5 Be able to introduce and ask for changes to remote working environments to make them healthier.		
<b>Competences* (Attitudes and Values)</b>	C 1 Become aware of the influence of work and its conditions on satisfaction and fulfilment with work, developing supportiveness and empathy towards colleagues. C 2 Become conscious of individual potential regarding self-regulation. C 3 Become conscious of the impact of motivation and self-regulation on work. C 4 Become conscious of individual strengths and weaknesses regarding self-regulation. C 5 Become aware of possible strategies to cope with psychosocial challenges and stress.		





## Face-to-Face Training

Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A5.1	“The Psychological Impact of Work”	Face-to-face learning	K1 Understand what the psychological benefits of work are. S1 Be able to reflect on how work fulfills or not individual psychological needs.	1 hour
<b>Overview of Content</b>	<p><b>Task 1</b> – The trainer welcomes participants (trainees) and emphasizes that this module is developed in the framework of the ReliableGREEN project. Since this is the first activity, the trainer should start by describing the overall structure and aims of this module. Following, the trainer should initiate a reflection with the trainees regarding their expectations for the module. <b>(15 min)</b>.</p> <p><b>Task 2</b> – After the group initial reflection, the trainer will start by introducing the topic of the module with another open reflection question, in this case, about what the trainees think are the psychological benefits of work. Building on the general knowledge of the group, the trainer, firstly, introduces some statistics regarding the modern psychological impact of work and then, the understanding of the psychological impact of work in individuals as seen by the WHO are introduced by the lecturer with the help of the PPT in Annex 1, slides. <b>(20 min)</b>.</p> <p>The conversation around work today seems to be focused on the risks of work to people’s mental health, what are the benefits of work to one’s psychological dimension? According to the World Health Organization (2022), as of 2019, 15% of working adults have a mental disorder and around the globe about 12 billion working days are lost per year due to mental health issues.</p> <p>If healthy work conditions and environments are safeguarded, work can support individuals’ mental health as it provides: a livelihood, purpose, a sense of confidence and achievement. Healthy work environments are also promoters of positive relationships and a sense of community. A work life gives individuals a routine and a framework to structure their time.</p> <p>Additionally, the other benefits of work, such as, financial access provided by employment and securing basic needs are also mental health buffers (Paul &amp; Batinic, 2009)”</p> <p>Nonetheless, this benefits as already mentioned can only have a true positive impact in workers’ life if effective structures and support are set in place. If these are not taken in consideration, work can pose a series of psychological risk. On the other hand, unhealthy and unsafe work conditions can amplify other issue, for example, preexisting mental healthy issues, discrimination and inequality.</p> <p>Hence, as the effects of work are structural to a person’s psychological state, action on work’s psychological effects should be addressed with the involvement of workers and their representatives, enhancing motivation, a sense of agency and protecting its’ benefits.</p>			



Regarding remote working, individuals can experience a multitude of advantages that enhance their quality of life. These advantages include a better balance between their home and work lives, the ability to work in a more flexible and autonomous environment, the reduction of time commuting, and an increase in productivity, morale, and job satisfaction (Shimura et al., 2021).

However, some specificities of remote working can also have negative impacts on a person's mental health. Remote work can be linked to social isolation, leaving workers feeling disconnected from colleagues what can lead to loneliness. Furthermore, even though some experts defend that remote workers have a good work-life balance, some studies developed during the expansion of remote working in the COVID-19 pandemic showed that when working from home, workers' have more difficulty maintaining clear boundaries between work and personal life, leading to fatigue and burnout. Additionally, remote work can affect the relationship between workers, the lack of face-to-face communication can increase misunderstandings and delay the development of meaningful relationships between colleagues. Finally, remote workers report limit access to resources and technological issues that can be damaging to one's mental health, leading to frustration or a sense of powerlessness (Bertoni et al.,2021).

**Task 3** – The trainers will conclude the topic by asking trainees to share some concrete examples of their work life or organisation of the dimensions exposed in the previous task. This group discussion should be guided by the trainer with question of what benefits of work they can identify on the daily basis, and if they can think of ways to enhance the benefits of work in individuals' daily life.

The trainer should also guide the identification by trainees of the specific psychological benefits/challenges they personally face working remotely. If the training group consists of workers working remotely and non-remote workers, the trainer can also foster the debate between trainees regarding their experiences.

**(15 min).**

**Task 4** – To conclude, the trainer will recommend the “Guidelines on mental health at work” by the WHO and explore the “Recommendations for organization interventions” and “Recommendations for training workers” sections of the guide with the group **(10 min).**

The “Guidelines on mental health at work” by WHO (2022) provides evidence-based suggestions for the improvement of the mental health of workers. The recommendations highlight the need for collective interventions, such as, analyzing work and organizational structures, cultures, and policies. In addition, the guidelines offer a set of recommendations tailored for managers and workers that can be effective in preventing, protecting, promoting, and supporting their mental health. Furthermore, the guide takes into consideration the idiosyncrasies of each individual, taking special attention to workers living with mental health conditions.

#### **Content delivery methods** (lecture, discussions, research, group work, etc.)

Lecture  
Individual reflection  
Discussion/debate  
Guided Research

#### **Didactic Materials Required** (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)

PPT in Annex 1.  
Excerpts from the “WHO guidelines on mental health at work “published by the World Health Organisation on 28 of September of 2022.

#### **Assessment method**



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The reflections and conclusion dawned by trainees during the individual reflections and group discussions should be used by the trainer to assess the knowledge being retained during the activity and to give feedback to trainees.

#### References

- Bertoni, M., Cavapozzi, D., Pasini, G., & Pavese, C. (2021). Remote working and mental health during the first wave of the COVID-19 pandemic. *Available at SSRN 411199*
- Paul, K. I., & Batinic, B. (2009). The need for work: Jahoda's latent functions of employment in a representative sample of the German population. *Journal of Organizational Behavior, 31*(1), 45–64. <https://doi.org/10.1002/job.622>
- Shimura, A., Yokoi, K., Ishibashi, Y., Akatsuka, Y., & Inoue, T. (2021). Remote work decreases psychological and physical stress responses, but full-remote work increases presenteeism. *Frontiers in psychology, 12*, 730969
- World Health Organization. (2022, September 28). Guidelines on mental health at work. *World Health Organization*. <https://www.who.int/publications/i/item/9789240053052>
- World Health Organization: WHO. (2022, September 28). *Mental health at work*. <https://www.who.int/news-room/fact-sheets/detail/mental-health-at-work>



Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A5.2	“Mental Health and Work – Diverse approaches and experiences”	Self-directed learning	C1 Become aware of the influence of work and its conditions on satisfaction and fulfilment with work, developing supportiveness and empathy towards colleagues.	1h
Overview of Content	<p><b>Task 1</b> – Invite the trainees to watch the following online resources:</p> <p>What psychological benefits do you get from work? PsychHunt, 2020 – <a href="https://youtu.be/eYLEP-bxXv8">https://youtu.be/eYLEP-bxXv8</a></p> <p>“What psychological benefits do you get from working? Many people think that what they want from work is the same as what everyone else wants! However, we all have individual needs about what we want from a job. Understanding what psychological needs you meet through your work can help you make better decisions for your career and personal life. Do you know why you should work? Are you aware of the psychological needs you meet through working? Can you tell what’s the most &amp; what’s the least important in your job? (...)”</p> <p>Imagine if we put mental health first in a flexible workplace   Finlay Games   TEDxOpenUniversity, 2019 – <a href="https://youtu.be/miulUe39hcE">https://youtu.be/miulUe39hcE</a></p> <p>“Currently, people with mental health issues are viewed as needing to be fixed to fit back into society, however, rather than attempt to fix people to fit society, imagine if we instead fix society to fit people’s needs. Finlay Games, Blogger, Writer and Undergraduate at The Open University and Student Ambassador. Creates educational and inspirational content on topics of recovery, drawing from both his academic studies and lived experiences. Through transparent sharing, aims to inspire others to recover their life and rewrite their story.”</p> <p>Talking About Mental Health at Work – Can I Speak to Your Manager?   Mark Bailey   TEDxDayton, 2022 – <a href="https://youtu.be/pjRO0QcvPJI">https://youtu.be/pjRO0QcvPJI</a></p> <p>“Mark shares his own experiences with mental health challenges at work, some good and some bad, and then lays out effective ways for managers to address these kinds of challenges when brought to their attention. This includes creating an environment where employees aren’t afraid to speak up about what they’re going through, which can result in better relationships and even more productivity. Mark Bailey lives with anxiety, depression, and borderline personality disorder. Finding success on his journey has inspired him to help others, especially his peers at Procter and Gamble, where Mark is a Human Resources Expert. Mark created a global employee mental health support group, co-edits a healthy minds newsletter, and leads his site’s vibrant living program. Mark also leads Montgomery County NAMI’s Progression program which focuses on teen mental health in downtown Dayton, where he currently resides.”</p>			

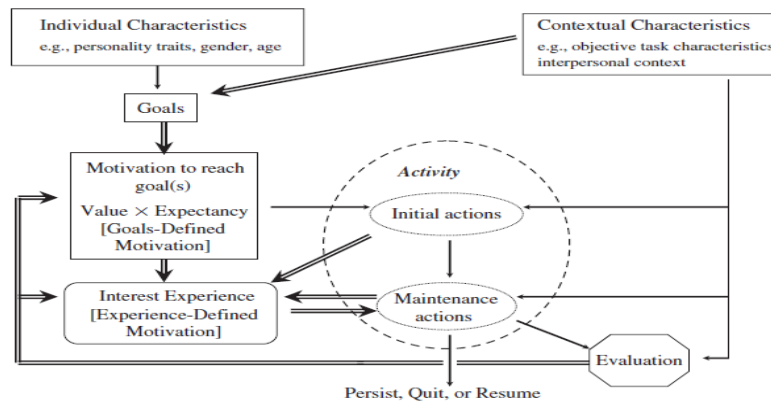


	<p><b>Task 2</b> – Trainees should reflect on the similar points made in the different videos, the main conclusions they have taken after watching each video and the recommendations given in the videos to protect and promote individuals’ satisfaction and fulfilment with work. To collect the results of these activity, the trainer should create an online board where trainees’ can write their reflections (for example, Padlet).</p>
<p><b>Content delivery methods</b> (lecture, discussions, research, group work, etc.)</p>	
<p>Video Individual Reflection</p>	
<p><b>Didactic Materials Required</b> (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)</p>	
<p>Didactic Videos Online Writing Board (for example, Padlet)</p>	
<p><b>Assessment method</b></p>	
<p>This activity will be assessed by reviewing the answers giving by the trainees on the online writing board provided. The trainer should review all answers and provide trainees with personalized feedback.</p>	
<p><b>References</b></p>	
<p>-</p>	



Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A5.3.	“Self-Regulation: Framework and Strategies”	Face-to-face learning	K2 Understand what self-regulation is. S2 Be able to identify how self-regulation is developed.	1 hour
Overview of Content	<p>Task 1 – The trainer should start by watching the following video with the group: <a href="https://www.youtube.com/watch?v=FZFIB2AxSM0">https://www.youtube.com/watch?v=FZFIB2AxSM0</a>  “Stuart Shanker, Distinguished Professor of Philosophy and Psychology at York University, CEO of The Mehrit Centre, Ltd., and author, talks at a Research Symposium about self-regulation.”</p> <p>Following, the trainer should initiate a reflection with the trainees regarding the video, if what the lecturer said in the video is what they expected Self-regulation to be and what is the first word that comes to mind when thinking about self-regulation. All answers gathered should be compiled in an online word cloud, using for example, mentimeter or kahoot. (15 min).</p> <p>Task 2 – After the group initial reflection, the trainer will start by introducing the topic of what is self-regulation with the help of the PPT in Annex 1, slides.</p> <p>Self-regulation is a process that includes all efforts and strategies developed and employed by an individual to attain and maintain goals. In Self-regulation we can include how individuals manage thoughts, emotions, and behaviors to achieve desired outcomes and goals. Self-regulation not only includes conscious efforts to manage time and resources but also involve automatic processes of the brain. Multiple neurological locations are at work maintain goals, accessing knowledge and regulating attention. It is not only a conscious effort, the person’s identity and emotions also have a role in how they process information and integrate it. So, Self-regulation is a complex and multilevel competence and understanding that self-management efforts, a person’s identity and motivations all play a part on self-regulation and on improving it (Lord et al., 2010).</p> <p>Additionally, self-regulation can not only be examined by looking at the individual, their context, and the conditions it offers are also important for the development and management of self-regulation behaviors (Sansone &amp; Thoman, 2026).</p> <p>The trainer can use the following model to explain self-regulation to trainers, retrieved from “Maintaining activity engagement: Individual differences in the process of self-regulating motivation” by Sansone and Thoman (2006) also available on PPT in Annex 1. (20 min).</p>			





**Figure 1**

Self-regulation of motivation model (adapted from Sansone and Smith, 2000). The left-hand side of the figure illustrates the part of the process that occurs within the individual; the right-hand side of the figure illustrates the role of the context at various points in the process. In the middle lies the "activity," which is composed of the actions resulting from the transaction among individuals' goals, task characteristics, and the context in which the person performs the activity at a particular point in time. Double lines indicate relationships that may be moderated by individual differences. For simplicity's sake, we have illustrated a "snapshot" of this process at a particular point in time. Over time, however, we expect that the individual and contextual characteristics will have a reciprocal influence.

After, the lecturer opens the discussion that will lead to the next task of the activity, by asking the group the following 3 questions:

Why do you think self-regulation is important in the workplace?

What do you think employees can do to improve the processes of self-regulation at work?

What you think employers can do to improve their staff's self-regulation?

Task 3 – The Trainer watches the following video with the group: <https://www.youtube.com/watch?v=u7r0x8ktfhE> exploring strategies to build self-management skills at work. The trainer will explore the topic of how self-regulation can be developed with the help of the PPT in Annex 1, slides.

As a competence, self-regulation at work can be promoted by creating opportunities to enhance and employ different skills at work. Self-management skills involve the capacity of employees to independently set goals and achieve tasks with initiative and clarity of what trajectory or action plan to follow.

Additional to collective efforts and the development of enabling organizational cultures and environments, employees can develop a set of skills that will assist with their personal development and self-regulation (Herrity, 2023):

Organization – organizational skills can apply to planning in terms of all different types of personal resources, such as, space, time, or energy. Organization includes the capacity to plan, prioritize, assess, and execute a task.

Goal Setting – defining what we want to achieve in clear, well-defined, realistic, relevant, and measurable objectives enhances productivity and agency.

Time management – timely organization of tasks involves prioritizing deadlines, avoiding distractions and procrastination, and maintaining focus.

Self-motivation – tasks developed with initiative ensures forward progress, for this end, employees should define goals and set objectives focusing on personal ambitions and needs.

Stress management – as a natural response to unpredictable situation, stress can be handled before it becomes an issue. Managing emotional responses, resting, and planning are important dimensions to self-regulation.

Accountability – taking ownership of tasks, being able to deliver what you have promised, being able to accept and own up to your own mistakes.





After exposing the content, the lecturer should open a group reflection about activities and strategies that can be useful to develop that set of skills. The lecturer should lead this reflection and add to the responses given by the group, some examples, that can be given are setting short and manageable goals, calendar management (for example, with google calendars), assessing one's strengths, performing one task at a time, practicing mindfulness and tracking progress. (15 min).  
 Task 4 – To introduce the role of organisations and managers on the development or their teams' self-regulation, the lecturer watches the following video with the group: <https://youtu.be/fm9kxMRCAGI>  
 "Kati Lechner, Director of People Operations and Talent Strategies at Wonderlic, shares some of the powerful ways that employers can help their employees develop better self-management skills."  
 Following, the lecturer should expose the content on the role of the organisations and managers on the development or their teams' self-regulation (Kester, 2022) with the help of the PPT in Annex 1, slides:  
 Focusing on creating enabling environments and avoiding control, managing teams should be promote employees' confidence with support and constructive feedback. When assigning a tasks or responsibility, managers should diagnose what resources or new knowledge would the employee need to succeed and ensure that those are meet.  
 Provide teams with clear objectives and expectations, meaning that employees should be supported by their managers in the definition of their goals and priorities. Track progress with transparency with a roadmap for growth and useful tools for the team.  
 Protect teams' psychological safety, supporting them with coping with the unexpected and issues.  
 To conclude, the lecturer should request the group to summarize the main ideas explored during the activity. (10 min).

**Content delivery methods** (lecture, discussions, research, group work, etc.)

Lecture  
 Discussion/debate  
 Individual Reflection

**Didactic Materials Required** (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)

PowerPoint Presentation  
 Didactic Video  
 Online Word Cloud

**Assessment method**

By evaluating the answers of the group to the reflection questions posed during the activity.

**References (if necessary)**  
 (please use APA Style)

Herrity, J. (2023, February 4). *Self-Management Skills: Definition, Examples and Tips*. Indeed Career Guide. <https://www.indeed.com/career-advice/career-development/self-management-skill>  
 Kester, L. (2022, August 22). *Self-Management Skills in the Workplace: Why They're Important and How to Develop Them*. Wonderlic. <https://wonderlic.com/blog/soft-skills/self-management-skills-in-the-workplace-why-theyre-important-and-how-to-develop-them/>  
 Lord, R. G., Diefendorff, J. M., Schmidt, A. M., & Hall, R. J. (2010). Self-regulation at work. *Annual review of psychology, 61*, 543-568.  
 Sansone, C., & Thoman, D. B. (2006). Maintaining activity engagement: Individual differences in the process of self-regulating motivation. *Journal of Personality, 74*(6), 1697-1720.





## Self-Directed Learning

Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A5.4.	Turning Self Control into Self-Regulation	Self-Directed learning	C2 Become conscious of individual potential regarding self-regulation.	1 hour
<b>Overview of Content</b>	<p><b>Task 1</b> – Utilizing the “Self-Regulation Awareness” Worksheet (Annex 2) participants should record the following information for each identified time:</p> <ol style="list-style-type: none"> <li>1. Time of day</li> <li>2. Situation or trigger that led to a self-regulation challenge</li> <li>3. Emotions that they experienced during the challenge</li> <li>4. Thoughts that they experienced during the challenge</li> <li>5. Specific behavior or actions that they engaged in as a result of the challenge</li> <li>6. Outcome of the situation or challenge</li> </ol> <p><b>Task 2</b> – After completing the worksheet, participants should review their responses and look for patterns or themes that emerge. With the guidance of the Infographic participants should try to understand if they are implementing self-control or self-regulation. Leading this reflection participants set goals for improving their self-regulation skills, and brainstorm strategies that can be implemented in daily routines to support these goals. These conclusions reached should also be compiled in the “Self-Regulation Awareness” Worksheet.</p> <p>This activity can help individuals become more aware of their self-regulation patterns, identify areas for improvement, and develop strategies for effectively managing their thoughts, emotions, and behaviors.</p>			
<b>Content delivery methods</b> (lecture, discussions, research, group work, etc.)				
Individual work				
<b>Didactic Materials Required</b> (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)				
“Self-Regulation vs Self-Control” Infographic “Self-Regulation Awareness” Worksheet				
<b>Assessment method</b>				
By evaluating the task completed in the “Self-Regulation Awareness” Worksheet (Annex 2).				
<b>References (if necessary)</b>				
-				



Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A5.5.	Motivation Work Journal	Self-directed learning	S3 Be able to self-reflect on ones' own motivational trends.	1 hour
<b>Overview of Content</b>	<p>Learners will be instructed to reflect on their motivation levels at work and identify strategies for increasing motivation. For this end, learners should use the "Motivation Journal" in Annex 3, to write in free form their thoughts and feelings emerging when reflecting about their motivations.</p> <p>A motivation journal consists of regular entries where individuals reflect on their goals and identify any difficulties that may be impacting their motivation.</p> <p>The main goal of a motivation journal is to provide individuals with a way to track progress and increase motivation levels over time. By taking time to reflect on goals, accomplishments, and challenges, individuals can gain a clearer understanding of what motivates them. This self-awareness can help identify strategies to increase motivation levels and make positive changes.</p> <p>Learners need to reflect on their current motivation levels and identify the things that motivate them in their personal and professional lives. For that, learners will brainstorm strategies for increasing motivation, such as setting achievable goals, finding accountability partners, and celebrating successes.</p> <p>These reflections and strategies will be recorded in their Motivation Journal and reviewed regularly throughout the workday. Learners should add to the journal as they gain new insights and strategies.</p> <p>This activity can help learners increase their motivation by providing them with a structured way to reflect on their motivation levels, identify strategies for improvement, and track their progress over time.</p> <p>By creating a Motivation Journal, learners can develop a deeper understanding of their own motivations and build the skills and habits necessary for sustained motivation.</p> <p>These results will be followed up in the beginning of activity 3.2.</p>			
<b>Content delivery methods (lecture, discussions, research, group work, etc.)</b>				
Individual work				
<b>Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)</b>				
"Motivation Journal" Worksheet				
<b>Assessment method</b>				
By evaluating the task completed in the worksheet (Annex 3).				
<b>References (if necessary)</b> (please use APA Style)				
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Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A5.6.	“Intrinsic and Extrinsic Motivation”	Face-to-face activity	<p>K 3 Understand the different kinds of motivation (intrinsic and extrinsic) and their relationship to self-motivation.</p> <p>C3 Become conscious of the impact of motivation and self-regulation on work.</p>	1 hour
Overview of Content	<p>Task 1 –The trainer will start with an open reflection question, in this case, about activity 3.1. Building on the information shared by the group, the trainer introduces the topic of motivation with the help of the PPT in Annex 1. The trainer should also explore the main topics that will be addressed in this activity, such as, motivation and the different kinds of motivation (intrinsic and extrinsic) and their role in self-regulation and motivational patterns.</p> <p>Motivation is a process by which activity directed towards achieving goals is investigated and sustained. Motivation is a dynamic aspect of behaviour through which we seek to understand the process of orienting behaviour towards preferred situations and goals. It is generally defined as an inner state that stimulates, directs, and maintains behaviour and a process rather than a product. As a process, we do not observe motivation directly, but infer it through behaviors such as task choice, effort, persistence, and verbalizations. Motivation involves goals that drive the direction to action and requires activity (physical and mental) and can be observable through:</p> <p>Choice of task</p> <p>Persistence</p> <p>Effort</p> <p>Moving towards a goal is important and often difficult because it involves establishing a commitment and taking the first step. Motivational processes are critical to sustain action. Much of the knowledge about motivational processes comes from studying how people respond to difficulties, problems, failures, successes along the way to achieving their goals.</p> <p>As such, motivational “types” can be divided in three categories:</p> <p>Intrinsic Motivation</p> <p>Extrinsic motivation</p> <p>Internalized motivation</p>			



The intrinsic motivation paradigm focuses on the internal motivational state of the individual. The subject of motivation is not the person but the task, people are not “motivated” or “unmotivated”, it is the performing of a task that is intrinsically or extrinsically motivated.

To conclude this exposition, the lecturer gives practical examples of situations when a person can be “intrinsically motivated”, for example, trying to finish a book they are really enjoying or “extrinsically motivated”, such as, when working extra hours to meet a deadline. The lecturer should also request the group to give their own examples. (20 min).

Task 2 – The lecturer should address the extrinsic motivation situations shared by the group to introduce the knowledge regarding extrinsic motivation with the help of the PPT in Annex 1.

Extrinsic motivation is a construct that describes the process of performing an activity to obtain something that is external to the activity itself (an outcome/consequence). Extrinsic regulation is the category representing the least autonomous form of motivation. It characterizes behaviors performed to satisfy demands or obtain external rewards. The activity is regulated by the subject himself (by an internal force), but "pressured by intrapsychic forces external to the self (internally controlled action).

Internalization is described as the process of self-regulation through which external regulations are progressively internalized into one's personal regulatory system, describing, on a *continuum*, how the performance of a task can be positioned from a level of passive submission to external pressures, through conformism, to reaching an active commitment to the task.

Regulation through identification is reflected in the performance of behaviors according to values and rules with which the subject identifies. This regulation is distinguished from intrinsic motivation although the individual chooses the goals to which they attribute value, the behaviors to be performed may not be intrinsically interesting: interest derives from the realization of values internalized in the self.

The most autonomous form of extrinsic motivation is integrated regulation. Integration takes place when regulations by identification have been fully assimilated by the subject. As the reasons for performing an action are internalized, extrinsically motivated actions become more autonomous or self-determined (Sansone & Thoman, 2006).

Task 3 – Building on the information shared by the group, the lecturer continues the exposition about each type of motivation, starting with intrinsic motivation and its importance with the help of the PPT in Annex 1. (20 min).

Ryan and Deci (2000) analyzing the processes involved in intrinsic motivation, have described other forms of external motivation which, because they have the same key components as intrinsic motivation (feeling of competence and autonomy), and additional positive characteristics that are as or more efficient for learning and human development. The importance given to intrinsic motivation in work contexts is due to it being one of the most important sources of energy and has been consistently linked to productivity. Intrinsic motivation is not only a product of individual characteristics, work contexts also must have a set of factors to promote it:

Fostering autonomy – The experience of autonomy is a characteristic of intrinsic motivation, when a particular event is seen as being determined by internal causes



	<p>this will tend to promote intrinsic motivation. Contrary to the perception of an event as having been externally caused which will tend to decrease intrinsic motivation. Thus, external events affect intrinsic motivation by the subject's perceived locus of causality.</p> <p>Perceived competence – constitutes another characteristic dimension of intrinsic motivation, external events that contribute to increasing perceived competence promote intrinsic motivation.</p> <p>Thus, external events affect intrinsic motivation, mediated by perceptions of autonomy and competence. However, Deci and Ryan (2000) specify that perceived competence will not increase intrinsic motivation unless it is accompanied by a feeling of autonomy. Autonomy and perceived competence must exist in tandem to increase intrinsic motivation and task focus. If one of them is low, motivation is threatened, even if the other is high. If the two are not together it can even be an even greater threat to motivation.</p> <p>Obtaining positive feedback increases intrinsic motivation and negative feedback contributes to its decrease. However, positive feedback only promotes intrinsic motivation if it occurs in a context of perceived autonomy (if it is perceived as informative); any message conveying control induces a perception of external locus of causality and decreases intrinsic motivation. Although intrinsic motivation is a type of motivation to be increased, a large part of the activities we do are not intrinsically motivated.</p> <p>To conclude the activity, the trainer summarizes the topics explored in the lesson. (20 min).</p>
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**Content delivery methods** (lecture, discussions, research, group work, etc.)

Lecture  
Discussion/debate

**Didactic Materials Required** (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)

PPT in Annex 1.

**Assessment method**

By evaluating the answers of the group to the reflection questions posed during the activity.

**References (if necessary)**  
(please use APA Style)

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary educational psychology, 25*(1), 54-67.

Sansone, C., & Thoman, D. B. (2006). Maintaining activity engagement: Individual differences in the process of self-regulating motivation. *Journal of Personality, 74*(6), 1697-1720.



Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A5.7.	“Taking breaks, technological risks to self-regulation and procrastination”	Face-to-face learning	K 4 Develop knowledge on the psychosocial challenges and risks to self-regulation in the workplace.	1 hour
Overview of Content	<p>Task 1 – The trainer starts by introducing the topic of psychosocial challenges and risks to self-regulation in the workplace with the help of the PPT in Annex 1. The trainer should also explore the main topics that will be addressed in this activity, such as, the risks of not taking breaks, technological risks to self-regulation and procrastination. Following, the trainer should ask the group if they take breaks at work, why they take breaks and if they don't why they don't take breaks. For this group reflection, the trainer can use the following model to explain self-regulation to lecturers, retrieved from “Why do people (not) take breaks? An investigation of individuals’ reasons for taking and for not taking breaks at work” by Phan and Beck (2006) also available on PPT in Annex 1. (30 min).</p> <div data-bbox="497 927 1337 1330" data-label="Diagram"> <p>The diagram illustrates a model of self-regulation and break-taking behavior. It is divided into two levels: 'Within-person' (top) and 'Between-person' (bottom). In the 'Within-person' level, 'Workload' is linked to 'Sleep Quality', 'Fatigue', 'Negative Affect', and 'Performance Concerns'. 'Sleep Quality' also influences 'Fatigue'. 'Fatigue', 'Negative Affect', and 'Performance Concerns' all lead to 'Desire to Detach'. 'Desire to Detach' leads to 'Break-Taking Behavior'. In the 'Between-person' level, 'Micro-Break Climate' influences 'Desire to Detach'. Additionally, 'Expedience Concerns', 'Momentum Concerns', and 'Concern for Coworkers' are shown as external factors that influence 'Desire to Detach' and 'Break-Taking Behavior'.</p> </div> <p>Self-regulation and performing work tasks require energy, which is a resource divided by individuals by all tasks and responsibilities they have and is also finite. Taking breaks during the workday can help preserve energy and maintain levels of performance. However, employees restrain from taking breaks, maybe due to workload or due to other dimensions, such as, concerns regarding lack of productivity or an organizational culture or climate where breaks aren't acceptable or frowned upon (Phan &amp; Beck, 2023).</p> <p>Regarding break taking there are two main precedent explanations: Meijman and Mulder's (1998) effort-recovery model defines high workloads leading to fatigue may be a precedent to take breaks to recover. Contrastingly Vancouver, Weinhardt, and Schmidt (2010) theorize that high workloads deter break-taking, since accomplishing and responding to high workloads requires a great deal of time and effort.</p> <p>Break-taking is an auto-regulatory process and can be helpful in multiple occasions. So, it is important to acknowledge that high workloads combined with, negative experiences at work, performance concerns, low sleep quality and fatigue can be</p>			



detrimental to one's self-regulation and can be a challenge for workers that need to take breaks.

After this exposition, the trainer should ask the group what they think can be done to encourage employees to take breaks or to reduce employees' need to take breaks.

Organizations play a critical role in break-taking, so managers and leaders should: be flexible regarding the timing, frequency, or duration of employees' breaks; address work conditions or workload that can lead to burnout and negative emotions; promote employees' physical comfort at work with ergonomic workspaces; offer or implement training or workshops on how to improve sleeping habits and encourage workers to leave work at work by only contacting them if strictly necessary outside working hours. (Phan & Beck, 2023).

Additionally, leaders need to define concrete deadlines, due dates that are ill-defined and can be autonomously extended can lead to procrastination and multitasking. Contrary to popular belief, multitasking is a dysfunctional work strategy, associated with procrastination, delays and distractions (Steel et al., 2022).

Task 2 – Following, the trainer will explore the risks and challenges to self-regulation associated with technologies usage at the workplace with the help of the PPT in Annex 1. To introduce the topic, the trainer should ask the group what they do while taking breaks, the answers from the group should be compiled, using for example, Padlet, and the trainer should highlight the answers that refer to the use of technology, such as, checking social media, checking personal email, making a phone call, watching a YouTube video, etc.

After the expositive content, the trainer will implement a group debate about strategies to reduce technology's distractions and overload, starting with the following question:

Explore what can you do, that doesn't involve using technologies during your breaks.

Some examples are reading a book, taking a walk, or socializing with a co-worker. These answers should be compiled in the "Disconnecting from Technology" Worksheet (Annex 4). This worksheet, with all the strategies brainstormed during the debate, will be provided by the trainers to the group at the end of the session. (30 min).

Digital technologies are a commodity for any typical administrative or corporative worker but are also related to the fragmentation and interruption of workflow. Technologies represent involuntary disruptions, distractions, and interruptions during the workday.

Additionally, being "chronically online" poses a social behavioral challenge as it blurs the lines between work and life. Nowadays workers have technology, information, and interruption overload. This overall is linked to job stress and to reducing productivity and well-being at work. These technological intrusions and distractions represent a risk to self-regulation as managing multiple connections develops barriers to employees' engagement (Orhan et al., 2021).

**Content delivery methods** (lecture, discussions, research, group work, etc.)

Lecture

Discussion/debate

**Didactic Materials Required** (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)

PPT in Annex 1.



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“Disconnecting from Technology” Worksheet (Annex 4).

**Assessment method**

By evaluating the answers of the group to the reflection questions posed during the activity and the results of the end of activity debate compiled on the “Disconnecting from Technology” Worksheet.

**References (if necessary)**

(please use APA Style)

- Meijman, T. F., & Mulder, G. (1998). Psychological aspects of workload. In *Handbook of work and organizational: Work psychology*, Vol. 2, 2nd ed. (pp. 5–33). Psychology Press/Erlbaum (UK) Taylor & Francis
- Orhan, M. A., Castellano, S., Khelladi, I., Marinelli, L., & Monge, F. (2021). Technology distraction at work. Impacts on self-regulation and work engagement. *Journal of Business Research*, *126*, 341-349.
- Phan, V., & Beck, J. W. (2023). Why do people (not) take breaks? An investigation of individuals’ reasons for taking and for not taking breaks at work. *Journal of Business and Psychology*, *38*(2), 259-282.
- Steel, P., Taras, D., Ponak, A., & Kammeyer-Mueller, J. (2022). Self-regulation of slippery deadlines: the role of procrastination in work performance. *Frontiers in Psychology*, *12*, 6278.
- Vancouver, J. B., Weinhardt, J. M., & Schmidt, A. M. (2010). A formal, computational theory of multiple-goal pursuit: Integrating goalchoice and goal-striving processes. *Journal of Applied Psychology*, *95*(6), 985–1008. <https://doi.org/10.1037/a0020628>





Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A5.8.	"Exploring Psychosocial Challenges to Self-Regulation in the Workplace"	Self-directed learning	S 4 Be able to identify psychosocial challenges to self-regulation in current job. C 4 Become conscious of individual strengths and weaknesses regarding self-regulation.	1 hour
<b>Overview of Content</b>	<p>This is an activity that learners can do alone, after having an understanding of what is self-regulation, an awareness of their self-regulation patterns and the types of psychosocial challenges to self-regulation one can face.</p> <p>To develop this activity, learners will use the "Self-Regulation in the Workplace" Worksheet in Annex 5. On the worksheet, learners, after reflecting, write down the psychosocial challenges they face in their current job that make self-regulation difficult, being specific and detailed, giving examples of concrete situations (such as, checking social media too much or procrastinating "boring" tasks).</p> <p>Using the list of challenges, learners next identify patterns and common themes, being the challenges that seem to be more prevalent than others or the ones they find more difficult to overcome.</p> <p>Subsequently, learners reflect on their strengths when it comes to self-regulation, if they already apply any strategies or techniques that they find particularly effective, for example, do they prioritize tasks or take strategic breaks.</p> <p>Next, learners also reflect on their own weaknesses when it comes to self-regulation, what they struggle with or if they have any habits or behaviors that get in the way of their self-regulation.</p> <p>Compiling all this information on the "Self-Regulation in the Workplace" Worksheet, learners will reflect on solutions to address their individual weaknesses, identifying at least one solution that they plan to implement in order to improve their self-regulation.</p>			
<b>Content delivery methods</b> (lecture, discussions, research, group work, etc.)				
Individual work				
<b>Didactic Materials Required</b> (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)				
"Self-Regulation in the Workplace" Worksheet				
<b>Assessment method</b>				
By evaluating the task completed in the worksheet (Annex 5).				
<b>References (if necessary)</b> (please use APA Style)				
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Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A5.9.	“Remote Work Self-Management”	Self-directed learning	K 5 Develop knowledge on self-regulation and remote working and how to make home a healthy work environment. S 5 Be able to introduce and ask for changes to remote working environments to make them healthier. C 5 Become aware of possible strategies to cope with psychosocial challenges and stress.	2 hours
<b>Overview of Content</b>	<p><b>Task 1</b> – Invite the trainees to explore the following online resource <b>(30 min)</b>: How to Develop an Effective Remote Work Routine, Flexjobs, 2023 – <a href="https://www.youtube.com/watch?v=3lywJA9dT7E">https://www.youtube.com/watch?v=3lywJA9dT7E</a> “This webinar sheds some light on the differences between working remotely and working in a more traditional office environment. Learn best practices and hone skills to succeed at work.”</p> <p><b>Task 2</b> – Trainees should reflect on the points made in the video, the main conclusions they have taken after watching and the recommendations given to introduce changes to remote working environments to make them healthier and possible strategies to cope with psychosocial challenges and stress when working remotely. To collect the results of this activity, the trainer should create an online board where trainees’ can write their reflections (for example, Padlet) <b>(30 min)</b>.</p> <p><b>Task 3</b> – Trainees also should choose one of the strategies to make remote working environments healthier or to cope with psychosocial challenges and stress when working remotely and implement it on their workday. On the same online board, learners should add a reflection of that experiment and what was the outcome of implementing that strategy. <b>(1 h)</b>.</p>			
<b>Content delivery methods</b> (lecture, discussions, research, group work, etc.)				
Video Lecture, Individual work				
<b>Didactic Materials Required</b> (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)				
Didactic Video, Online Writing Board (for example, Padlet)				
<b>Assessment method</b>				
This activity will be assessed by reviewing the answers giving by the trainees on the online writing board provided. The trainer should review all answers and provide trainees with personalized feedback.				
<b>References (if necessary)</b> (please use APA Style)				
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