Working Tri 21

Training courses designed to acquire skills, knowledge and competences to recruit the people with some disability into the furniture workforce.

Output 4

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SALER/SELLER (OTHER PROFILES)

Level 2 Training Course (EQF)

Combined (Competence and Knowledge)

Target group: People with lung cancer

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1. TRAINING COURSE RATIONALE AND CONTENT

1.1 INTRODUCTION OF THE FURNITURE FIELD

"The furniture industry is a labour-intensive and dynamic sector dominated by small and medium-sized enterprises (SMEs) and micro firms. EU furniture manufacturers have a good reputation worldwide thanks to their creative capacity for new designs and responsiveness to new demands. The industry is able to combine new technologies and innovation with cultural heritage and style, and provides jobs for highly skilled workers.

The Eu furniture industry plays a crucial role for the following key aspects:

- Employment - the sector employs around 1 million workers in 130 thousand companies generating an annual turnover of around EUR 96 billion;
- Trend setting - EU furniture manufacturers set global trends. About 12% of designs registered in the Office for Harmonization in the Internal Market relate to this sector;

High-end segment - the EU is a world leader in the high-end segment of the furniture market. Nearly two out of every three high-end furniture products sold in the world are produced in the EU"[1].

According to the final report *The EU furniture market situation and a possible furniture products initiative,*[2]"one quarter of the world's furniture is produced in the EU. In 2010, about 940,000 European workers were employed in approximately 130,000 firms. In the same year, the sector's production amounted to more than €83 billion with a value added of nearly €29 billion.1 Germany, Italy, Poland and France ranked among the top 10 furniture manufacturers worldwide, and held a combined share of 17% of world production and almost 60% of EU production.

The furniture sector stands to benefit from the EU Flagship Initiative on Industrial Policy in the Globalization Age launched within the Europe 2020 strategy.2 This initiative places

[1]European Commission, *Internal Market, Industry, Entrepreneurship and SMEs* (www.ec.europa.eu/growth/sectors/raw-materials/industries/forest-based/furniture/

[2]The final report *The Eu furniture market situation and a possible furniture products initiative*[2] has been has been produced by CEPS, EconomistiAssociati, CSIL and Demetra and submitted to the European Commission DG Enterprise and Industry Within Framework Contract /ENTR/008/006.

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emphasis on the role played by the European manufacturing industry as a driver of economic growth and employment levels in Europe".

According to the EU Commission the EU furniture sector has undergone significant changes to make it more export-oriented and to focus on upgrading quality, design, and innovation. These changes include restructuring, technological advances, and business model innovations. The main opportunities ahead lie in:

- Investment - continuing investment in skills, design, creativity, research, innovation, and new technologies can result in new products, which are in line with the changing population structure, lifestyles and trends, as well as with new business models and supplier-consumer relationships.
- Research - research in advanced manufacturing technologies can result in the creation of high technology and knowledge intensive jobs, which would give the sector the attractiveness it needs to attract employees from younger generations. This could help rejuvenate the sector while keeping it highly competitive on the world stage.
- Access to new markets– EU furniture manufacturers are recognised worldwide for their quality and design. This creates opportunities for the sector to further seize other markets, in particular in high-end segments and emerging economies"[3].

[3]European Commission, *Internal Market, Industry, Entrepreneurship and SMEs* (www.ec.europa.eu/growth/sectors/raw-materials/industries/forest-based/furniture/

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1.2 JOB DESCRIPTION

The development of this Training course (O4) takes part of a wide research carried by WT21 project partners:

- 01: Research carried out by BFM (UK) and CETEM (Spain)to investigate the functions involved in different occupations across the furniture industry and the suitability of these roles for people with lung cancer.
- 02: Analysis in people with some disabilities about skills and the kept competencies and potential skill mismatches for the working life. The research has been carried out by AIPD (Italy).
- 03: Listing file with possibilities in each position in furniture field and people with some disabilities. The research has been carried out by CETEM (Spain).

Focusing on the investigations carried out by the project partners, ASSOCIAZIONE CENTRO STUDI CITTA' DI FOLIGNO (Italy) developed some training courses designed to acquire skills, knowledge and competencies to recruit the people with some disability into the furniture workforce.

This training course is focused on other profiles of "SALES/SELLER".

A link between company and customers is needed as the products already manufactured or the designs mush reach the market for sale. It should be noted that the Upholstery manufacturing is made to a bespoke request from the customer so there is no product in stock. The person in doing this part of the process is the "Seller" which is in charge of trade relations, receiving customers and offering factory models that are on display and traveling to store introducing the company's products. It has some administrative features, but most of their work is involving around to contacts customers. In general, this role requires the use of a car where samples are taken to the customer. It is also very common for the seller to have a sales area or group of customers with they manage.

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1.3 DESCRIPTION OF COURSE CONTENT AND LEARNING OUTCOMES

The course introduces you to the hand techniques of furniture making, with a special focus on the upholstery and the specific job profile of “sale/seller”. In fact, the course aims at providing the learners with the skills and competencies needed for working in the field of hand crafted furniture, performing the tasks of “sale/seller”. The learner will be able to trade relations, receiving customers and offering factory models that are on display and traveling to stores introducing the company's products, some administrative features.

At the end of the training course, the learner can:

- state their own responsibilities for health and safety in the workplace and state the health and safety guidelines to be followed in the workplace;
- cooperate with other colleagues;
- understand the organization of the company where he/she works;
- selling preparation;
- perform the tasks needed for the selling process (preparation on trade relations, how to receive customers and offer factory models, introduction of company’s product and performing administrative features)
- monitor and evaluate the work.

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1.4 METHODOLOGY

Assuming we learn more when we active participate in the process of learning, through discussion, practice, review, or application (Grunert, 1997), this training course aims at creating a dynamic learning environment and incorporating active learning strategies into every unit.

The activities and material available on Basecamp – *WT21 Online Training Course* have been designed to encouraging small-group critical analysis exercises, case-based problem solving exercises, debates, brainstorming.

The active and participative methodology will play a key role in promoting the integration between theory and practice. The 50% of the Unit (about 50 hours) will be based on .online activities. Tutors and learners will have the chance to use the open source platform Basecamp for sharing knowledge, consult reference materials and training material. Basecamp also offers to-do lists, wiki-style web-based text documents, milestone management, file sharing, time tracking, and a messaging system.

Materials for tutors (links to useful websites, books, videos, slides etc.) are provided in different languages: English- Spanish- Italian.

It is important to point out that the learners' training path will also be based on a 2 months work placement.

The work placement aims at providing an opportunity for learners to spend a 2 months period working in the furniture field (upholstery). Learning through work placement will provide learners the chance to deepen into the study programme by experiencing the work life, transferring and adapting practical and theoretical knowledge acquired.

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1.5 UNITS

	Units	Level EQF	Learning Hours
1	Understand Employer Organisations	2	5
2	Employee Rights and Responsibilities	2	5
3	Communicate in a business environment	2	15
4	Work in team	2	20
5	Health and Safety at work	2	15
6	Basic Principles of selling crafted furniture	2	10
7	Prepare Selling skills and Process	2	25
8	Evaluate your own performance	2	5

- The units have been designed based on inputs and information from stakeholders (employers, providers, and other relevant disable organisations/resources) and therefore further adjustment maybe required to meet the need of each individual with lung cancer.

- People with lung cancer may experience specific difficulties related to their disabilities to carry out the majority of the tasks of this job profile, but with facilitating tools they should be able to overcome this difficulties.

  Specifically, there are some *reasonable adjustment* that can be implemented in order to undue a border or a disproportion, making modifications or adjustments to ensure to persons with this disability to work in an environment on equal basis with others, as stated by the U.N. Convention on the Rights of Persons with Disabilities.

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Some examples of *reasonable adjustment* may be:

• Provide flexibility to allow the individual to stand or sit.
• Provide an office with working windows.
• Allow a flexible schedule and use of leave time.
• Make sure materials and equipment are within easy reach.
• Provide adjustable ventilation.
• Keep the working environment free from dust and smoke.
• Avoid temperature extremes.
• Provide training on sensitivity to the co-workers.

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1.5.1. UNIT 1: Understand Employer Organisations

EQF level: 2

Learning hours: 5

Unit type: Knowledge

Unit Summary

Employer organisations have an extensive range of purposes such as: supplying goods and services; manufacture goods.

Some organisations want to make profits to fulfil their shareholders, but others do not. This unit looks at the different types of organisations and how the vary operating in the private and public sector, NGOs.

You will learn about internal and external factors influence on how the organisations operate and function.

Learning outcomes and assessment criteria

In order to pass the unit *Understand Employer Organisations* the learner needs to demonstrate he/she can meet all the unit learning outcomes.

The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes The learner will	**Assessment criteria** The learner can
1 Understand organisational structures	1.1 Outline the differences between the private sector, public sector and NGOs. 1.2 State the functions of different organisational structures

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2 Understand the organisational environment	2.1 Describe the internal and external influences on organisations 2.2 Outline why change in the business environment is important

Evaluation Grid

CRITERIA	FOCUS		EVALUATION
Functionality	1-2	The product is sorely lacking so much as to compromise the functionality	
	3-4	The product presents gaps which makes it uncertain functionality	
	5-6	The product has a minimum functionality	☐
	7-8	The product is functional according to the full acceptability parameters	
	9-10	The product is excellent from the point of view of functionality	
Completeness	1-2	The product is seriously incomplete	
	3-4	The product has gaps regarding completeness	
	5-6	The product is complete in essential ways	
	7-8	The product is completed according to the full, acceptability parameters	☐

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	9-10	The product is excellent from the point of view of completeness	
Correctness	1-2	The performance of the product has serious shortcomings from the point of view of the execution	
	3-4	The performance of the product has shortcomings from the point of view of the execution	
	5-6	The product is would the word constructed be better? in a sufficiently correct way	
	7-8	The product is completed according to the full acceptability parameters	
	9-10	The product is excellent from the point of view of correctness	
Respect of the time	1-4	The period necessary for the performance is wider than indicated and the student has ineffectively used the time available	
	5-7	The period necessary for the performance is slightly larger than indicated, and the student has used effectively - albeit slowly - the time available	
	8-10	The period necessary for the realisation corresponds to what is indicated and the student has used effectively the time available	
Precision and	1-2	The student uses the tools and technologies in a	

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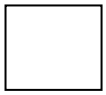
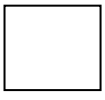
dexterity in the use of tools and technologies		completely inadequate way	
	3-4	The use of tools and technologies shows gaps	
	5-6	The student uses the tools and technologies to a minimum standard	
	7-8	The student uses tools and technologies in compliance with the parameters	
	9-10	The student uses tools and technologies in an excellent way	
Research and information management	1-2	The student does not find the information	
	3-4	Research and information management are carried out in an inadequate manner	
	5-6	The student searches for essential information and manages information in a barely adequate way	
	7-8	Research and management of information are carried out in an excellent way	
	9-10	Research and management of information are carried out in an excellent way	
Relationship with trainers and other adult figures	1-2	The student does not relate at all correctly with adults	
	3-4	The student has gaps in the care of relationships with adults	
	5-6	In relationships with adults the student manifests	

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		an essential fairness	
	7-8	The student interacts with adults by adopting a fully correct behaviour	
	9-10	The student enters into a relationship with adults with an open and constructive style	
Crisis management	1-2	The student in the face of acrisis becomes discouraged and does not proceed further	
	3-4	In a crisis the student enters into a state of confusion and asks for help to others by delegating to them to answer	
	5-6	In a crisis the student puts into action a tactic aimed at overcoming minimal difficulties	
	7-8	The student is able to address the crisis with a strategy of request aid and active intervention	
	9-10	The student is at ease in the face of crisis and is able to choose among several strategies the most appropriate and challenging from the point of view of learning	
Communicative and expressive skills	1-2	The student is seriously clumsy in communication	
	3-4	The student communicates using a poor vocabulary	
	5-6	The student communicates using an essential vocabulary and aiming for minimal communication	

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	7-8	The student shows adequate communication and expression	
	9-10	The student shows excellent communicative and expressive skills	
Use of technical-professional lexicon	1-2	The student does not have a technical-professional vocabulary	
	3-4	The student has gaps in technical and professional language	
	5-6	The student showed a satisfying technical and professional lexicon	
	7-8	The mastery of the technical and professional language of the student is satisfactory	
	9-10	The student has a technical-professional lexical richness	
Ability to use the knowledge acquired	1-2	It is not able to capitalise on the knowledge acquired	
	3-4	The student shows little aptitude to use, in the reflection, the knowledge acquired	
	5-6	The student uses the essential knowledge	
	7-8	The student uses the knowledge gained in a relevant way	
	9-10	The student shows an excellent ability to use the knowledge acquired	
Self-	1-2	The student does not undertake any assessment	

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assessment		of his/her work	
	3-4	The evaluation of the work is incomplete	
	5-6	The student carries out the assessment of his/her work in a minimal way	
	7-8	The student is able to properly evaluate his/her own work and to intervene for the necessary corrections	
	9-10	The student proceeds with a constant evaluation focus of his/her work and aims to improve it continuously	

TEAM	_____ _____ _____ _____

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Material for tutors

- **Suggested resources:**

- **Websites**

  English: The times 100 business case studies: http://www.cimaglobal.com/Study-with-us/Careers-advisers/Lecturers-toolkit/The-Times-100-Business-Case-studies/ https://www.tes.com/member/The%20Times%20100

  Spanish:Ideas de negocios. 100 Emprededores exitosos. http://ideasdenegocios.com.ar/100-emprendedores-exitosos.htm

  Italian: Diventare Imprenditore. http://intraprendere.net/2050/35-segnali-che-rivelano-la-vostra-natura-di-imprenditore-2/

- **Books**

  English: Needle D – Business in Context: An Introduction to Business and its Environment (4th edition) (Cengage Learning Business Press, 2004)

Spanish: EL PLAN DE NEGOCIO: LA METODOLOGÍA DE LOS SIETE PASOS:

Guía del gerente para crear un plan de negocios paso a paso de Antonello E.Bove.

Italian*: Business plan. Il manuale per la redazione di un piano d'impresa efficace e complete, Con CD-ROM di Gionata Bronconi e Stefano Cavaciocchi.*

- **Other**

  TV programmes that have business items most frequently:

  The Money Programme, BBC2

  Working Lunch, BBC2

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Understanding Employer Organisations: Level 2 Diploma in Business Administration

http://www.skillsteam.com/wp-content/uploads/2014/12/Resource-Workbook-BA-Unit-2-Understand-Employer-Organisations-1.pdf

- **Multimedia:** Available on Basecamp - *WT21 Online activities* (Basecamp)
- ***Basecamp***

  *link:*https://3.basecamp.com/3259131/buckets/439746/documents/63314998

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1.5.2. UNIT 2: Employee Rights and responsibility

EQF level: 2

Learning hours: 5

Unit type: Knowledge

Unit summary

It is paramount employees have a good understanding of their rights and responsibilities specific to the organisation, industry and sector in which they work. In fact, being aware of the principles governing employment plays a key role in protecting both employee and employer, ensuring that work practice is undertaken in a mutually respectful and safe environment.

This unit is about the roles and occupations in your organisation and industry and in other organisations, industries and sectors.

To conclude, in this unit you will also learn about the expectations required of you as an employee.

Learning outcomes and assessment criteria

In order to pass the unit *Employee Rights and Responsibilities* the learner needs to demonstrate he/she can meet all the unit learning outcomes.

The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

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Learning outcomes The learner will	**Assessment criteria** The learner can
1 Understand the role of organisations and industries	1.1 Explain the role of their own occupation within an organisation/industry 1.2 Describe the organisation's principles of conduct and codes of practice
2. Understand employers' expectations and employees' rights and obligations	2.1 Describe the employer and employee statutory rights and responsibilities that affect their own role 2.2 Describe the employer's expectations (presentation; punctuality; behaviour) 2.3 Describe the procedures and documentation that protect relationships with employees

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Evaluation Grid

CRITERIA	FOCUS		EVALUATION
Functionality	1-2	The product is sorely lacking so much as to compromise the functionality	
	3-4	The product presents gaps which makes it uncertain functionality	
	5-6	The product has a minimum functionality	
	7-8	The product is functional according to the full acceptability parameters	
	9-10	The product is excellent from the point of view of functionality	
Completeness	1-2	The product is seriously incomplete	
	3-4	The product has gaps regarding completeness	
	5-6	The product is complete in essential ways	
	7-8	The product is completed according to the full, acceptability parameters	
	9-10	The product is excellent from the point of view of completeness	
Correctness	1-2	The performance of the product has serious shortcomings from the point of view of the	

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		execution	
	3-4	The performance of the product has shortcomings from the point of view of the execution	
	5-6	The product is would the word constructed be better? in a sufficiently correct way	
	7-8	The product is completed according to the full acceptability parameters	
	9-10	The product is excellent from the point of view of correctness	
Respect of the time	1-4	The period necessary for the performance is wider than indicated and the student has ineffectively used the time available	
	5-7	The period necessary for the performance is slightly larger than indicated, and the student has used effectively - albeit slowly - the time available	
	8-10	The period necessary for the realisation corresponds to what is indicated and the student has used effectively the time available	
Precision and dexterity in the use of tools and technologies	1-2	The student uses the tools and technologies in a completely inadequate way	
	3-4	The use of tools and technologies shows gaps	
	5-6	The student uses the tools and technologies to a	

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		minimum standard	
	7-8	The student uses tools and technologies in compliance with the parameters	
	9-10	The student uses tools and technologies in an excellent way	
Research and information management	1-2	The student does not find the information	
	3-4	Research and information management are carried out in an inadequate manner	
	5-6	The student searches for essential information and manages information in a barely adequate way	
	7-8	Research and management of information are carried out in an excellent way	
	9-10	Research and management of information are carried out in an excellent way	
Relationship with trainers and other adult figures	1-2	The student does not relate at all correctly with adults	
	3-4	The student has gaps in the care of relationships with adults	
	5-6	In relationships with adults the student manifests an essential fairness	
	7-8	The student interacts with adults by adopting a fully correct behaviour	

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	9-10	The student enters into a relationship with adults with an open and constructive style	
Crisis management	1-2	The student in the face of a crisis becomes discouraged and does not proceed further	
	3-4	In a crisis the student enters into a state of confusion and asks for help to others by delegating to them to answer	
	5-6	In a crisis the student puts into action a tactic aimed at overcoming minimal difficulties	
	7-8	The student is able to address the crisis with a strategy of request aid and active intervention	
	9-10	The student is at ease in the face of crisis and is able to choose among several strategies the most appropriate and challenging from the point of view of learning	
Communicative and expressive skills	1-2	The student is seriously clumsy in communication	
	3-4	The student communicates using a poor vocabulary	
	5-6	The student communicates using an essential vocabulary and aiming for minimal communication	
	7-8	The student shows adequate communication and expression	
	9-10	The student shows excellent communicative and	

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		expressive skills	
Use of technical-professional lexicon	1-2	The student does not have a technical-professional vocabulary	
	3-4	The student has gaps in technical and professional language	
	5-6	The student showed a satisfying technical and professional lexicon	
	7-8	The mastery of the technical and professional language of the student is satisfactory	
	9-10	The student has a technical-professional lexical richness	
Ability to use the knowledge acquired	1-2	It is not able to capitalise on the knowledge acquired	
	3-4	The student shows little aptitude to use, in the reflection, the knowledge acquired	
	5-6	The student uses the essential knowledge	
	7-8	The student uses the knowledge gained in a relevant way	
	9-10	The student shows an excellent ability to use the knowledge acquired	
Self-assessment	1-2	The student does not undertake any assessment of his/her work	
	3-4	The evaluation of the work is incomplete	

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	5-6	The student carries out the assessment of his/her work in a minimal way	
	7-8	The student is able to properly evaluate his/her own work and to intervene for the necessary corrections	
	9-10	The student proceeds with a constant evaluation focus of his/her work and aims to improve it continuously	

TEAM	_____ _____ _____ _____

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Material for tutors

- **Suggested resources:**

- **Websites**

  English: www.acas.org.uk – The Advisory, Conciliation and Arbitration Service: government funded agency which provides advice on industrial relations and employment issues.

  www.cipd.co.uk – Chartered Institute of Personnel and Development: the professional body for HR and people development

  www.hse.gov.uk – Health and Safety Executive: providing information on health and safety rights and responsibilities.

  www.legislation.gov.uk – Managed by the National Archives: publishing all UK legislation

  Spanish: Derechos y deberes del trabajador

http://desarrollo-profesional.universia.es/mercado-laboral/tus-derechos/derechos-deberes-trabajadores/

Qué derechos tengo como trabajador de una empresa: http://negocios.uncomo.com/articulo/que-derechos-tengo-como-trabajador-de- una-empresa-7551.html

Italian: Tutti i diritti, doveri e responsabilità dei Rappresentanti dei Lavoratori http://www.unibo.it/it/ateneo/organizzazione/rls/rls-diritti-responsabilita

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Privacy del lavoratore tra diritti, obblighi e responsabilità:

http://www.sviluppomanageriale.it/management-risorse-umane/item/privacy-del-lavoratore-tra-diritti-obblighi-e-responsabilita.html

Il datore di lavoro e le sue responsabilità in materia di sicurezza e tutela dei lavoratori secondo il diritto comunitario:
http://www.diritto.it/docs/25386-il-datore-di-lavoro-e-le-sue-responsabilit-in-materia-di-sicurezza-e-tutela-dei-lavoratori-secondo-il-diritto-comunitario

- **Books:**

Spanish:Estatuto de los Trabajadores (Códigos Básicos) de El Derecho

Italian: La responsabilità civile del lavoratore subordinato verso il datore di lavoro Copertina flessibile – 31 dic2012 di Gianpiero Belligoli (Autore), Giampaolo Perdonà (Autore)

- **Videos:**

Video Tutorials: The 14 short videos (about 3 minutes each) describe good and bad practices in the relationship between the trainee with intellectual disabilities and their tutor, as well as the other co-workers. Available in different languages and subtitles: English, Italian, Spanish and Portuguese. http://www.on-my-own.eu/en_GB/videos

- M**ultimedia**: Available on Basecamp - *WT21 Online activities* (Basecamp)
- **Basecamp**

  *link:*https://3.basecamp.com/3259131/buckets/439746/documents/63314998

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1.5.3. UNIT 3: Communicate in a business environment

EQF level: 2

Learning hours: 15

Unit type: Competence

Unit Summary

In any aspect of life, communication is paramount. Proper communication ensures everyone is on the same page and things flow a little easier. Underpinning all interactions with internal and external audiences, effective business communication also plays a key role in any job profile and workplace.

This unit is about developing the knowledge and skills of communication needed in the work place, investigating into the different ways to communicate with others, including verbal and non-verbal communication. Effective communication skills are essential to master as they're often at the top of the list of qualities demanded by employers. This unis is about how to plan your communication and the forms of written communication. Learners will also cover face-to-face communication and learn how to communicate effectively by phone, presentation skills and listening skills.

Learning outcomes and assessment criteria

To pass the unit *Communicate in a business environment* the learner needs to demonstrate he/she can meet all the unit learning outcomes.
The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

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Learning outcomes The learner will	**Assessment criteria** The learner can
1 Understand the requirements of verbal business communication	1.1 Explain why different communication methods are used in the business environment 1.2 Describe the communication requirements of different audiences 1.3 Explain the importance of using appropriate body language and tone of voice when communicating verbally
2 Be able to communicate in business environments	2.1 Identify the nature, purpose, recipient/s and intended use of the information to be conveyed (written and face-to-face communication) 2.2 Use language that is appropriate for the recipient's needs (written and face-to-face communication) 2.3 Use body language and tone of voice (face-to-face communication) 2.4 Respond in a way that is appropriate to the situation and in accordance with organisational policies and standards (written and face-to-face communication).

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Evaluation Grid

CRITERIA	FOCUS		EVALUATION
Functionality	1-2	The product is sorely lacking so much as to compromise the functionality	
	3-4	The product presents gaps which makes it uncertain functionality	
	5-6	The product has a minimum functionality	☐
	7-8	The product is functional according to the full acceptability parameters	
	9-10	The product is excellent from the point of view of functionality	
Completeness	1-2	The product is seriously incomplete	
	3-4	The product has gaps regarding completeness	
	5-6	The product is complete in essential ways	
	7-8	The product is completed according to the full, acceptability parameters	☐
	9-10	The product is excellent from the point of view of completeness	
Correctness	1-2	The performance of the product has serious shortcomings from the point of view of the execution	

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	3-4	The performance of the product has shortcomings from the point of view of the execution	
	5-6	The product is would the word constructed be better? in a sufficiently correct way	
	7-8	The product is completed according to the full acceptability parameters	
	9-10	The product is excellent from the point of view of correctness	
Respect of the time	1-4	The period necessary for the performance is wider than indicated and the student has ineffectively used the time available	
	5-7	The period necessary for the performance is slightly larger than indicated, and the student has used effectively - albeit slowly - the time available	
	8-10	The period necessary for the realisation corresponds to what is indicated and the student has used effectively the time available	
Precision and dexterity in the use of tools and technologies	1-2	The student uses the tools and technologies in a completely inadequate way	
	3-4	The use of tools and technologies shows gaps	
	5-6	The student uses the tools and technologies to a minimum standard	

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	7-8	The student uses tools and technologies in compliance with the parameters	
	9-10	The student uses tools and technologies in an excellent way	
Research and information management	1-2	The student does not find the information	
	3-4	Research and information management are carried out in an inadequate manner	
	5-6	The student searches for essential information and manages information in a barely adequate way	
	7-8	Research and management of information are carried out in an excellent way	
	9-10	Research and management of information are carried out in an excellent way	
Relationship with trainers and other adult figures	1-2	The student does not relate at all correctly with adults	
	3-4	The student has gaps in the care of relationships with adults	
	5-6	In relationships with adults the student manifests an essential fairness	
	7-8	The student interacts with adults by adopting a fully correct behaviour	
	9-10	The student enters into a relationship with adults with an open and constructive style	

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Crisis management	1-2	The student in the face of acrisis becomes discouraged and does not proceed further	
	3-4	In a crisis the student enters into a state of confusion and asks for help to others by delegating to them to answer	
	5-6	In a crisis the student puts into action a tactic aimed at overcoming minimal difficulties	
	7-8	The student is able to address the crisis with a strategy of request aid and active intervention	
	9-10	The student is at ease in the face of crisis and is able to choose among several strategies the most appropriate and challenging from the point of view of learning	
Communicative and expressive skills	1-2	The student is seriously clumsy in communication	
	3-4	The student communicates using a poor vocabulary	
	5-6	The student communicates using an essential vocabulary and aiming for minimal communication	
	7-8	The student shows adequate communication and expression	
	9-10	The student shows excellent communicative and expressive skills	
Use of technical-	1-2	The student does not have a technical-professional vocabulary	

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professional lexicon	3-4	The student has gaps in technical and professional language	
	5-6	The student showed a satisfying technical and professional lexicon	
	7-8	The mastery of the technical and professional language of the student is satisfactory	
	9-10	The student has a technical-professional lexical richness	
Ability to use the knowledge acquired	1-2	It is not able to capitalise on the knowledge acquired	
	3-4	The student shows little aptitude to use, in the reflection, the knowledge acquired	
	5-6	The student uses the essential knowledge	
	7-8	The student uses the knowledge gained in a relevant way	
	9-10	The student shows an excellent ability to use the knowledge acquired	
Self-assessment	1-2	The student does not undertake any assessment of his/her work	
	3-4	The evaluation of the work is incomplete	
	5-6	The student carries out the assessment of his/her work in a minimal way	
	7-8	The student is able to properly evaluate his/her own work and to intervene for the necessary	

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		corrections	
	9-10	The student proceeds with a constant evaluation focus of his/her work and aims to improve it continuously	

TEAM	_____ _____ _____ _____

Material for tutors

- **Suggested resources**

- **Books**

English: Goldman, E., *As Others see us: body movement and the Art of Successful Communication*. Routledge, 2008.

Watzlawick , W.,BeavinBavelas, J. and Jackson Don A. *Pragmatics of Human Communication.* Norton, 1967

Butterfield J – Verbal Communication: Illustrated Course Guides (2nd edition) (Cengage Learning, 2012) ISBN 9781133526520

Spanish:La comunicación en el trabajo Tapa blanda – 11 mar 2002 de Judith Taylor (Autor)

El lenguaje del cuerpo en el trabajo: claves para la comunicación no verbal Tapa blanda – 1 oct 2011 de Allan Pease (Autor), Barbara Pease (Autor), Isabel Murillo Fort (Traductor)

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***Italian**:* Le 3 anime della comunicazione. Consigli pratici per comunicare meglio nel lavoro, nelle relazioni e nella vita Copertina flessibile – 26 mar 2015 di Andrea Bovero (Autore)

Il colloquio strategico in azienda: Manuale della comunicazione efficace nel mondo del lavoro di Salvatore D'Andrea (Autore), Giorgio Nardone (Autore)

- **Websites**

English: www.bbc.co.uk/skillswise – BBC Skillswise: learning resources which include verbal and written methods of communication

http://www.bbc.co.uk/skillswise/topic-group/speaking-and-listening

http://www.creducation.org/resources/nonverbal_communication/what_is_nonverbal_communication.html m.php

Methods of Telephone communication:
http://assets.mheducation.es/bcv/guide/capitulo/8448180860.pdf

Five Telephone Communication Skills Tips for Customer service:
http://www.skillsyouneed.com/rhubarb/customer-service-telephone-skills.html

Useful Telephone Phrases: https://www.youtube.com/watch?v=6tfFRD0enV0

***Spanish**:*Cómo mejorar la comunicación en tu lugar de trabajohttp://noticias.universia.es/en-portada/noticia/2012/12/04/986286/como-mejorar-comunicacion-lugar-trabajo.html

***Italian**:* Migliorare la comunicazione sul luogo di lavoro
http://www.counselingitalia.it/articoli/2841-migliorare-la-comunicazione-sul-luogo-di-lavoro

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Lavoro: migliorare la comunicazione in sei passi

http://www.manageronline.it/articoli/vedi/8131/lavoro-migliorare-la-comunicazione-in-sei-passi/

La gestione del telefono:
http://www.slideshare.net/formattore/il-telefono

Comunicazione Telefonica:
http://www.slideshare.net/mimmopnl/comunicaz-telef-2

5 Consigli per rispondere cortesemente al telefono in ufficio: http://it.wikihow.com/Rispondere-al-Telefono-Cortesemente.

- **Videos:**

English: Video Tutorials: The 14 short videos (about 3 minutes each) describe good and bad practices in the relationship between the trainee with intellectual disabilities and their tutor, as well as the other co-workers. Available in different languages and subtitles: English, Italian, Spanish and Portuguese. http://www.on-my-own.eu/en_GB/videos

Workplace Communication Skills:

https://www.youtube.com/watch?v=MO8Jz7b9wH8

English lesson – Telephone Skills: How to speak effectively over the phone: https://www.youtube.com/watch?v=mmXAqMQe0AI

Spanish:Comunicación Efectiva y Escucha Activa
https://www.youtube.com/watch?v=ubGc27yfRAo

Italian: Corso base di PNL: corso HD | Lezione 1 | Cosa vuol dire comunicarehttps://www.youtube.com/watch?v=MMglHv-Xm2o

Corso base di PNL: corso HD | Lezione 2 | I presupposti della comunicazione https://www.youtube.com/watch?v=aeQm_7YWZAk

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Corso base di PNL: corso HD | Lezione 3 | Efficacia della comunicazione https://www.youtube.com/watch?v=7CEpfDP_PyY

- ***Multimedia***: Available on Basecamp - *WT21 Online activities* (Basecamp)
- ***Basecamp***

  *link:*https://3.basecamp.com/3259131/buckets/439746/documents/63314998

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1.5.4. UNIT 4: Work in team

EQF level: 2

Learning hours: 20

Unit type: Competence

Unit Summary

Teamwork in the workplace offers the company and staff the ability to become more familiar with each other, learn how to work together and work efficaciously. Besides being vital to the success of the company, teamwork also plays a crucial role for the development of each employee. This unit is about operating actively within the team in order face problems, find solutions, plan the activities and produce collective outcomes. You will also learn how to negotiate solutions, aims and resources with others, maintaining a cooperative relationship.

Learning outcomes and assessment criteria

To pass the unit *Work in team* the learner needs to demonstrate he/she can meet all the unit learning outcomes. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes The learner will	**Assessment criteria** The learner can
1 Be able to interact with colleagues and work in group	1.1 Use appropriate team-building strategies 1.2 Use appropriate team-work strategies 1.3 Make a distinction between leadership and partnership

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	1.4 Recognize and change their own way to relate to others of relationship on feedback 1.5Assess the activities(successes and objectives achieved) by identifying the factors that have influenced the success, aiming at a future improvement.

Evaluation Grid

CRITERIA	FOCUS		EVALUATION
Functionality	1-2	The product is sorely lacking so much as to compromise the functionality	
	3-4	The product presents gaps which makes it uncertain functionality	
	5-6	The product has a minimum functionality	☐
	7-8	The product is functional according to the full acceptability parameters	
	9-10	The product is excellent from the point of view of functionality	
Completeness	1-2	The product is seriously incomplete	
	3-4	The product has gaps regarding completeness	☐
	5-6	The product is complete in essential ways	

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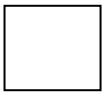
	7-8	The product is completed according to the full, acceptability parameters	
	9-10	The product is excellent from the point of view of completeness	
Correctness	1-2	The performance of the product has serious shortcomings from the point of view of the execution	
	3-4	The performance of the product has shortcomings from the point of view of the execution	
	5-6	The product is would the word constructed be better? in a sufficiently correct way	
	7-8	The product is completed according to the full acceptability parameters	
	9-10	The product is excellent from the point of view of correctness	
Respect of the time	1-4	The period necessary for the performance is wider than indicated and the student has ineffectively used the time available	
	5-7	The period necessary for the performance is slightly larger than indicated, and the student has used effectively - albeit slowly - the time available	
	8-10	The period necessary for the realisation corresponds to what is indicated and the student	

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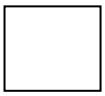
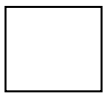
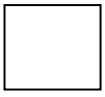
		has used effectively the time available	
Precision and dexterity in the use of tools and technologies	1-2	The student uses the tools and technologies in a completely inadequate way	
	3-4	The use of tools and technologies shows gaps	
	5-6	The student uses the tools and technologies to a minimum standard	
	7-8	The student uses tools and technologies in compliance with the parameters	
	9-10	The student uses tools and technologies in an excellent way	
Research and information management	1-2	The student does not find the information	
	3-4	Research and information management are carried out in an inadequate manner	
	5-6	The student searches for essential information and manages information in a barely adequate way	
	7-8	Research and management of information are carried out in an excellent way	
	9-10	Research and management of information are carried out in an excellent way	
Relationship with trainers and other adult figures	1-2	The student does not relate at all correctly with adults	
	3-4	The student has gaps in the care of relationships	

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		with adults	
	5-6	In relationships with adults the student manifests an essential fairness	
	7-8	The student interacts with adults by adopting a fully correct behaviour	
	9-10	The student enters into a relationship with adults with an open and constructive style	
Crisis management	1-2	The student in the face of a crisis becomes discouraged and does not proceed further	
	3-4	In a crisis the student enters into a state of confusion and asks for help to others by delegating to them to answer	☐
	5-6	In a crisis the student puts into action a tactic aimed at overcoming minimal difficulties	
	7-8	The student is able to address the crisis with a strategy of request aid and active intervention	
	9-10	The student is at ease in the face of crisis and is able to choose among several strategies the most appropriate and challenging from the point of view of learning	
Communicative and expressive skills	1-2	The student is seriously clumsy in communication	
	3-4	The student communicates using a poor vocabulary	☐
	5-6	The student communicates using an essential	

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		vocabulary and aiming for minimal communication	
	7-8	The student shows adequate communication and expression	
	9-10	The student shows excellent communicative and expressive skills	
Use of technical-professional lexicon	1-2	The student does not have a technical-professional vocabulary	
	3-4	The student has gaps in technical and professional language	
	5-6	The student showed a satisfying technical and professional lexicon	
	7-8	The mastery of the technical and professional language of the student is satisfactory	
	9-10	The student has a technical-professional lexical richness	
Ability to use the knowledge acquired	1-2	It is not able to capitalise on the knowledge acquired	
	3-4	The student shows little aptitude to use, in the reflection, the knowledge acquired	
	5-6	The student uses the essential knowledge	
	7-8	The student uses the knowledge gained in a relevant way	

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	9-10	The student shows an excellent ability to use the knowledge acquired	
Self-assessment	1-2	The student does not undertake any assessment of his/her work	☐
	3-4	The evaluation of the work is incomplete	
	5-6	The student carries out the assessment of his/her work in a minimal way	
	7-8	The student is able to properly evaluate his/her own work and to intervene for the necessary corrections	
	9-10	The student proceeds with a constant evaluation focus of his/her work and aims to improve it continuously	

TEAM	_____ _____ _____ _____

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- **Suggested resources**
- **Books**

English: Jones, A. Team-building activities for every group. Richard WA, 1999.

Top 20 books on teams and teamwork: hhtp://blog.readytomanage. come/top-20-books on teams-an

Spanish:Cómo aprender a trabajar en equipo 1: Juegos e improvisaciones (Animación de grupos)Tapa blanda– 2 sep 2009de Klaus W. Vopel(Autor)

Italian: 99 idee per lavorare in gruppo. Strategie e suggerimenti per una didattica efficaceCopertina flessibile– 22 ott 2012di ElkeDreyer(Autore), Katrin Harder(Autore), G. Ianeselli(Traduttore)

Lavorare in gruppoCopertina flessibile– 1969 di A. Conquet(Autore)

- **Video:**

English:Video Tutorials: The 14 short videos (about 3 minutes each) describe good and bad practices in the relationship between the trainee with intellectual disabilities and their tutor, as well as the other co-workers. Available in different languages and subtitles: English, Italian, Spanish and Portuguese. http://www.on-my-own.eu/en_GB/videos

The meaning of TEAM. Together Everyone Achieves More!
https://www.youtube.com/wath?v=o9mdHMtxOjY-teamwork/

Spanish: Grupos y equipos de trabajo, y trabajo en equipo: https://www.youtube.com/watch?v=ajpILcwPE5U

Diferencia entre grupo y equipo: https://www.youtube.com/watch?v=nGf0DPX_Gcs

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Trabajo en Equipo (John C Maxwell) https://www.youtube.com/watch?v=2-zCR9Q70VM

Italian: Lavorare in gruppo: https://www.youtube.com/watch?v=YaVug4MPSFE

- **Websites**

English: Workplace that Work: http://hrcouncil.ca/hr-toolkit/workplaces-teams.cfm

Working on Teams:
http://hrweb.mit.edu/learning- development/learning-topics/teams/articles/basics

Spanish: 10 claves del trabajo en equipo
https://www.entrepreneur.com/article/267144

Italian: Gruppo di lavoro e lavoro in gruppo: l'unione che fa la forza!
http://www.psicologiaok.com/517/lavorare-in-gruppo-lunione-che-fa-la-forza/

I gruppi di lavoro Potente strumento per il miglioramento
http://qualitiamo.com/miglioramento/team/gruppi%20di%20lavoro.html

- **Multimedia**: Available on Basecamp - *WT21 Online activities* (Basecamp)
- ***Basecamp*** *link:*
https://3.basecamp.com/3259131/buckets/439746/documents/63314998

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1.5.5. UNIT 5: Health and Safety at work

EQF level: 2

Learning hours: 15

Unit type: Competence

Unit Summary

Health and safety in the workplace is an essential part of working in a business environment. There are legal requirements such as the Health and Safety at Work by the European Directive, which sets out the necessities for both employers and employees. Whichever task carried out in the business environment, health and safety entail legal requirements. This unit is about knowing the requirements, its significance and appliance in order to work in a business environment.

In this unit you will learn how to learn to work in and contribute to a safe working environment. You will learn about health and safety duties in a business environment and the practices to use to prevent harm.

Learning outcomes and assessment criteria

To pass the unit *Health and Safety at Work*, the learner needs to demonstrate he/she can meet all the unit learning outcomes.

The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

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Learning outcomes The learner will	**Assessment criteria** The learner can
1 Understand health and safety responsibilities in the work place	1.1 State health and safety responsibilities of employers 1.2 State their own responsibilities for health and safety in the workplace 1.3 State the health and safety guidelines to be followed in the workplace
2 Know how to work in a safe way in the work place	2.1 Identify possible health and safety hazards in the work place and the way in which accidents can be avoided in the workplace – upholstery field 2.3 Outline organisational emergency health and safety procedures
3 Be able to comply with health and safety requirements in the work place	3.1 Take action to guarantee that their own behaviour does not harm others 3.2 Follow manufacturers or organisational instructions for the use of equipment, materials and products 3.3 Follow organisational procedures to minimise risks to health and safety in the workplace

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Evaluation Grid

CRITERIA	FOCUS		EVALUATION
Functionality	1-2	The product is sorely lacking so much as to compromise the functionality	
	3-4	The product presents gaps which makes it uncertain functionality	
	5-6	The product has a minimum functionality	☐
	7-8	The product is functional according to the full acceptability parameters	
	9-10	The product is excellent from the point of view of functionality	
Completeness	1-2	The product is seriously incomplete	
	3-4	The product has gaps regarding completeness	
	5-6	The product is complete in essential ways	
	7-8	The product is completed according to the full, acceptability parameters	☐
	9-10	The product is excellent from the point of view of completeness	
Correctness	1-2	The performance of the product has serious shortcomings from the point of view of the execution	

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	3-4	The performance of the product has shortcomings from the point of view of the execution	
	5-6	The product is would the word constructed be better? in a sufficiently correct way	
	7-8	The product is completed according to the full acceptability parameters	
	9-10	The product is excellent from the point of view of correctness	
Respect of the time	1-4	The period necessary for the performance is wider than indicated and the student has ineffectively used the time available	
	5-7	The period necessary for the performance is slightly larger than indicated, and the student has used effectively - albeit slowly - the time available	
	8-10	The period necessary for the realisation corresponds to what is indicated and the student has used effectively the time available	
Precision and dexterity in the use of tools and technologies	1-2	The student uses the tools and technologies in a completely inadequate way	
	3-4	The use of tools and technologies shows gaps	
	5-6	The student uses the tools and technologies to a minimum standard	

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	7-8	The student uses tools and technologies in compliance with the parameters	
	9-10	The student uses tools and technologies in an excellent way	
Research and information management	1-2	The student does not find the information	
	3-4	Research and information management are carried out in an inadequate manner	
	5-6	The student searches for essential information and manages information in a barely adequate way	
	7-8	Research and management of information are carried out in an excellent way	
	9-10	Research and management of information are carried out in an excellent way	
Relationship with trainers and other adult figures	1-2	The student does not relate at all correctly with adults	
	3-4	The student has gaps in the care of relationships with adults	
	5-6	In relationships with adults the student manifests an essential fairness	
	7-8	The student interacts with adults by adopting a fully correct behaviour	
	9-10	The student enters into a relationship with adults with an open and constructive style	

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Crisis management	1-2	The student in the face of a crisis becomes discouraged and does not proceed further	
	3-4	In a crisis the student enters into a state of confusion and asks for help to others by delegating to them to answer	
	5-6	In a crisis the student puts into action a tactic aimed at overcoming minimal difficulties	
	7-8	The student is able to address the crisis with a strategy of request aid and active intervention	
	9-10	The student is at ease in the face of crisis and is able to choose among several strategies the most appropriate and challenging from the point of view of learning	
Communicative and expressive skills	1-2	The student is seriously clumsy in communication	
	3-4	The student communicates using a poor vocabulary	
	5-6	The student communicates using an essential vocabulary and aiming for minimal communication	
	7-8	The student shows adequate communication and expression	
	9-10	The student shows excellent communicative and expressive skills	
Use of technical-	1-2	The student does not have a technical-professional vocabulary	

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professional lexicon	3-4	The student has gaps in technical and professional language	
	5-6	The student showed a satisfying technical and professional lexicon	
	7-8	The mastery of the technical and professional language of the student is satisfactory	
	9-10	The student has a technical-professional lexical richness	
Ability to use the knowledge acquired	1-2	It is not able to capitalise on the knowledge acquired	
	3-4	The student shows little aptitude to use, in the reflection, the knowledge acquired	
	5-6	The student uses the essential knowledge	
	7-8	The student uses the knowledge gained in a relevant way	
	9-10	The student shows an excellent ability to use the knowledge acquired	
Self-assessment	1-2	The student does not undertake any assessment of his/her work	
	3-4	The evaluation of the work is incomplete	
	5-6	The student carries out the assessment of his/her work in a minimal way	
	7-8	The student is able to properly evaluate his/her own work and to intervene for the necessary	

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		corrections	
	9-10	The student proceeds with a constant evaluation focus of his/her work and aims to improve it continuously	

TEAM	_____ _____ _____ _____

Material for tutors

- **Suggested resources:**
- **Websites**

English: www.hse.gov.uk – Health and Safety Executive: providing information on health and safety rights and responsibilities

http://www.hse.gov.uk/woodworking/safetytopics.htm

p://ec.europa.eu/social/main.jsp?catId=148

Health and safety for disable workers and people who work with them: An easy read guide: http://www.hse.gov.uk/disability/easyread.pdf

Spanish: Prevencion de riesgos laborarles. http://www.osalan.euskadi.eus/s94-osa0050/es/contenidos/informacion/trabajadores_prevencion/es_prevenc/trabajadores_prevencion.html

Italian: Sicurezza Sul Lavorohttp://www.pmi.it/tag/sicurezza-sul-lavoro

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- **Books**

English: Health & Safety at Work Essentials: The One-Stop Guide to Health and Safety Issues in the Workplace 18 Jun 2015 by Henmans Freeth LLP

Spanish: Prevención de riesgos laborales. Seguridad y salud laboralTapa blanda– 8 may 2015 de MARÍA PILAR DÍAZ ZAZO(Autor)

Italian: Salute e sicurezza sul lavoro Copertina flessibile– 14 dic 2009

diL. Barbatoe C. Frascheri

- **Video**

Video Tutorials: The 14 short videos (about 3 minutes each) describe good and bad practices in the relationship between the trainee with intellectual disabilities and their tutor, as well as the other co-workers. **Available in different languages and subtitles: English, Italian, Spanish and Portuguese**. http://www.on-my-own.eu/en_GB/videos

English: Safety videos – 10 Commandments of Workplace Safety: https://www.youtube.com/watch?v=3C6js5JtCIQ

Spanish: Seguridad y Salud en el trabajo https://www.youtube.com/watch?v=vkV6Q6BEwmU

Italian: Corso base sicurezza

https://www.youtube.com/watch?v=uH1KeSkPXWA

Sicurezza sui luoghi di lavoro https://www.youtube.com/watch?v=ysf-7uHzlvA

- **Slides:**

English: Employee safety and health:

http://www.slideshare.net/rumel009/employee-safety-and-health-14803872

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- **Multimedia:** Available on Basecamp - *WT21 Online activities* (Basecamp)
- ***Basecamp***

  *link:*https://3.basecamp.com/3259131/buckets/439746/documents/63314998

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1.5.6. UNIT 6: PRINCIPLE OF SELLING CRAFTED FURNITURE

EQF level: 2

Learning hours: 10

Unit type: Knowledge

Unit Summary

The unit outlines the basic principles of selling with a special focus on thefield of upholstery manufacturing. This unit will lead you to a better understanding of sales process.

In this unit, you will also learn about the basic of some administrative features.

Learning outcomes and assessment criteria

In order to pass the unit *Principles of selling* the learner needs to demonstrate he/she can meet all the unit learning outcomes.

The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes The learner will	**Assessment criteria** The learner can
1 Understand the process of selling	1.1 Describe the features and the development of the selling process (trade relations, receiving customers and offering factory models that are on display and introducing the company's product) 1.2 Be able to prepare time planning is sales

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2. Be able to understand sales and marketing role	2.1 Comply with legal, regulatory and ethical requirements

Evaluation Grid

CRITERIA	FOCUS		EVALUATION
Functionality	1-2	The product is sorely lacking so much as to compromise the functionality	
	3-4	The product presents gaps which makes it uncertain functionality	
	5-6	The product has a minimum functionality	☐
	7-8	The product is functional according to the full acceptability parameters	
	9-10	The product is excellent from the point of view of functionality	
Completeness	1-2	The product is seriously incomplete	
	3-4	The product has gaps regarding completeness	
	5-6	The product is complete in essential ways	☐
	7-8	The product is completed according to the full, acceptability parameters	

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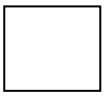
	9-10	The product is excellent from the point of view of completeness	
Correctness	1-2	The performance of the product has serious shortcomings from the point of view of the execution	
	3-4	The performance of the product has shortcomings from the point of view of the execution	
	5-6	The product is would the word constructed be better? in a sufficiently correct way	
	7-8	The product is completed according to the full acceptability parameters	
	9-10	The product is excellent from the point of view of correctness	
Respect of the time	1-4	The period necessary for the performance is wider than indicated and the student has ineffectively used the time available	
	5-7	The period necessary for the performance is slightly larger than indicated, and the student has used effectively - albeit slowly - the time available	
	8-10	The period necessary for the realisation corresponds to what is indicated and the student has used effectively the time available	
Precision and	1-2	The student uses the tools and technologies in a	

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dexterity in the use of tools and technologies		completely inadequate way	
	3-4	The use of tools and technologies shows gaps	
	5-6	The student uses the tools and technologies to a minimum standard	
	7-8	The student uses tools and technologies in compliance with the parameters	
	9-10	The student uses tools and technologies in an excellent way	
Research and information management	1-2	The student does not find the information	
	3-4	Research and information management are carried out in an inadequate manner	
	5-6	The student searches for essential information and manages information in a barely adequate way	
	7-8	Research and management of information are carried out in an excellent way	
	9-10	Research and management of information are carried out in an excellent way	
Relationship with trainers and other adult figures	1-2	The student does not relate at all correctly with adults	
	3-4	The student has gaps in the care of relationships with adults	
	5-6	In relationships with adults the student manifests	

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		an essential fairness	
	7-8	The student interacts with adults by adopting a fully correct behaviour	
	9-10	The student enters into a relationship with adults with an open and constructive style	
Crisis management	1-2	The student in the face of acrisis becomes discouraged and does not proceed further	
	3-4	In a crisis the student enters into a state of confusion and asks for help to others by delegating to them to answer	
	5-6	In a crisis the student puts into action a tactic aimed at overcoming minimal difficulties	
	7-8	The student is able to address the crisis with a strategy of request aid and active intervention	
	9-10	The student is at ease in the face of crisis and is able to choose among several strategies the most appropriate and challenging from the point of view of learning	
Communicative and expressive skills	1-2	The student is seriously clumsy in communication	
	3-4	The student communicates using a poor vocabulary	
	5-6	The student communicates using an essential vocabulary and aiming for minimal communication	

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	7-8	The student shows adequate communication and expression	
	9-10	The student shows excellent communicative and expressive skills	
Use of technical-professional lexicon	1-2	The student does not have a technical-professional vocabulary	
	3-4	The student has gaps in technical and professional language	
	5-6	The student showed a satisfying technical and professional lexicon	
	7-8	The mastery of the technical and professional language of the student is satisfactory	
	9-10	The student has a technical-professional lexical richness	
Ability to use the knowledge acquired	1-2	It is not able to capitalise on the knowledge acquired	
	3-4	The student shows little aptitude to use, in the reflection, the knowledge acquired	
	5-6	The student uses the essential knowledge	
	7-8	The student uses the knowledge gained in a relevant way	
	9-10	The student shows an excellent ability to use the knowledge acquired	
Self-	1-2	The student does not undertake any assessment	

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assessment		of his/her work	
	3-4	The evaluation of the work is incomplete	☐
	5-6	The student carries out the assessment of his/her work in a minimal way	
	7-8	The student is able to properly evaluate his/her own work and to intervene for the necessary corrections	
	9-10	The student proceeds with a constant evaluation focus of his/her work and aims to improve it continuously	

TEAM	_____ _____ _____ _____

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Material for tutors

- **Suggested resource**
- **Books**

English:Sell or Be Sold: How to Get Your Way in Business and in Life – Grant Cardone

The Psychology of Selling: Increase Your Sales Faster and EasierThanYouEverThoughtPossible – Brian Tracy

Spanish: Psicologia de ventas - Brian Tracy

Italian: L'arte di vendere. Manuale per venditori di ogni livello – Heinz M. Goldmann

- **Websites**

English: Sell my Business, understanding the process of selling: http://uk.businessesforsale.com/uk/search/businesses-for-sale/articles/sell-my-business-understanding-the-process-of-selling

Spanish:Relación entre los procesos de compra y venta

http://www.monografias.com/trabajos72/relacion-procesos-compra-venta/relacion-procesos-compra-venta.shtml#ixzz4ElUNmNEh

Italian: Introduzione al concetto di marketing, pubblicità e vendita

https://studiograssi.wordpress.com/2008/07/04/introduzione-al-concetto-di-marketing-pubblicita-e-vendita-parte-prima/

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Comprensione dell'ambiente del potenziale cliente

(http://www.percorsidivendita.it/capitolo-4-esecuzione-del-piano-di-vendita-di-esercizio-via-vendita-diretta/regime-di-vendita-diretta/operazioni-di-vendita/esecuzione-del-piano-di-azione-di-zona/situazioni-di-vendita-competitiva/analisi-del-ciclo-di-vendita/approccio-al-cliente/comprensione-dellambiente-del-potenziale-cliente/)

- **Multimedia**: Available on *WT21 Online activities*(Basecamp)

- ***Basecamp***

  *link:*https://3.basecamp.com/3259131/buckets/439746/documents/63314998

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1.5.7. UNIT 7: Sale process

EQF level: 2

Learning hours: 35

Unit type: Competence

Unit Summary

In this unit, you will learn how to carry out a good sale process, improving your ability to build relationships, close deals and retain clients.

Learning outcomes and assessment criteria

To pass the unit *Sale process* the learner needs to demonstrate he/she can meet all the unit learning outcomes.
The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes The learner will	**Assessment criteria** The learner can
1. Be able to use different types of selling approaches and develop communication skills	1.1 Selling face to face 1.2 Selling by phone (inbound) 1.3 Selling by phone (outbound)
2. Be able to process sales order	2.1 Inputting and accessing sales or marketing data in information systems 2.2 Preparing and delivering a sales demonstration

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	2.3 Selling at exhibitions 2.4 Monitoring sales deliveries
3. Be able to follow up customers	3.1 Supporting customer in obtaining finances for purchases 3.2 Generating qualifying sale lead 3.3 Meeting customers' after sale needs 3.4 Handling objections and closing sales

Evaluation Grid

CRITERIA	FOCUS		EVALUATION
Functionality	1-2	The product is sorely lacking so much as to compromise the functionality	
	3-4	The product presents gaps which makes it uncertain functionality	
	5-6	The product has a minimum functionality	☐
	7-8	The product is functional according to the full acceptability parameters	

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	9-10	The product is excellent from the point of view of functionality	
Completeness	1-2	The product is seriously incomplete	
	3-4	The product has gaps regarding completeness	
	5-6	The product is complete in essential ways	
	7-8	The product is completed according to the full, acceptability parameters	
	9-10	The product is excellent from the point of view of completeness	
Correctness	1-2	The performance of the product has serious shortcomings from the point of view of the execution	
	3-4	The performance of the product has shortcomings from the point of view of the execution	
	5-6	The product is would the word constructed be better? in a sufficiently correct way	
	7-8	The product is completed according to the full acceptability parameters	
	9-10	The product is excellent from the point of view of correctness	
Respect of the time	1-4	The period necessary for the performance is wider than indicated and the student has	

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		ineffectively used the time available	
	5-7	The period necessary for the performance is slightly larger than indicated, and the student has used effectively - albeit slowly - the time available	☐
	8-10	The period necessary for the realisation corresponds to what is indicated and the student has used effectively the time available	
Precision and dexterity in the use of tools and technologies	1-2	The student uses the tools and technologies in a completely inadequate way	☐
	3-4	The use of tools and technologies shows gaps	
	5-6	The student uses the tools and technologies to a minimum standard	
	7-8	The student uses tools and technologies in compliance with the parameters	
	9-10	The student uses tools and technologies in an excellent way	
Research and information management	1-2	The student does not find the information	☐
	3-4	Research and information management are carried out in an inadequate manner	
	5-6	The student searches for essential information and manages information in a barely adequate way	
	7-8	Research and management of information are carried out in an excellent way	

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	9-10	Research and management of information are carried out in an excellent way	
Relationship with trainers and other adult figures	1-2	The student does not relate at all correctly with adults	
	3-4	The student has gaps in the care of relationships with adults	
	5-6	In relationships with adults the student manifests an essential fairness	
	7-8	The student interacts with adults by adopting a fully correct behaviour	
	9-10	The student enters into a relationship with adults with an open and constructive style	
Crisis management	1-2	The student in the face of a crisis becomes discouraged and does not proceed further	
	3-4	In a crisis the student enters into a state of confusion and asks for help to others by delegating to them to answer	
	5-6	In a crisis the student puts into action a tactic aimed at overcoming minimal difficulties	
	7-8	The student is able to address the crisis with a strategy of request aid and active intervention	
	9-10	The student is at ease in the face of crisis and is able to choose among several strategies the most appropriate and challenging from the point of	

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		view of learning	
Communicative and expressive skills	1-2	The student is seriously clumsy in communication	
	3-4	The student communicates using a poor vocabulary	
	5-6	The student communicates using an essential vocabulary and aiming for minimal communication	
	7-8	The student shows adequate communication and expression	
	9-10	The student shows excellent communicative and expressive skills	
Use of technical-professional lexicon	1-2	The student does not have a technical-professional vocabulary	
	3-4	The student has gaps in technical and professional language	
	5-6	The student showed a satisfying technical and professional lexicon	
	7-8	The mastery of the technical and professional language of the student is satisfactory	
	9-10	The student has a technical-professional lexical richness	
Ability to use the knowledge	1-2	It is not able to capitalise on the knowledge acquired	

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acquired	3-4	The student shows little aptitude to use, in the reflection, the knowledge acquired	
	5-6	The student uses the essential knowledge	
	7-8	The student uses the knowledge gained in a relevant way	
	9-10	The student shows an excellent ability to use the knowledge acquired	
Self-assessment	1-2	The student does not undertake any assessment of his/her work	☐
	3-4	The evaluation of the work is incomplete	
	5-6	The student carries out the assessment of his/her work in a minimal way	
	7-8	The student is able to properly evaluate his/her own work and to intervene for the necessary corrections	
	9-10	The student proceeds with a constant evaluation focus of his/her work and aims to improve it continuously	

TEAM	_____ _____ _____ _____

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Material for tutors

Suggested resources

- **Books**

English: The Challenger Sale: Taking Control of the Customer Conversation – Matthew Dixon and Brent Adamson

Spanish:El vendedor excelente: manual de tecnicas de venta para el exito – Elena Rubio Navarro

Introducción a las finanzas y la contabilidad – Jorge G. Prieto Ballester

Italian: La vendita persuasiva. Le strategie e le tecniche dei migliori venditori del mondo – Gianpaolo Pavone

Tecniche di vendita avanzata. Come diventare venditori capaci e convincenti – Fabrizio Sprega

Corso di contabilità e bilancio. Con CD-Rom (VI edizione)

Dictionary of Accounting Terms: http://www.accountingcoach.com/terms

- **Website**

English: Sales Excellence - How to become a Great Salesperson

https://www.youtube.com/watch?v=Tl6yL4wucqk

Top 3 Qualities of the Most Successful Sales Professionals
https://www.youtube.com/watch?v=gp65lSl8_94

Introduction to business accounting: http://www.learn-accounting.com
Accounting Tools: http://www.accountingtools.com/payroll-management

Dictionary of Accounting Terms:
http://www.accountingcoach.com/terms

Learn financial accounting:
http://www.tutorialspoint.com/accounting_basics/accounting_basics_tutorial.pdf

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Small Business Accounting Simplified by Daniel Sitarz (5h Edition)

Accounting Made Simple: Accounting Explained in 100 Pages or Less by Mike Piper

Spanish: Cómo Vender Un Producto A Un Cliente- 3 tácticas importantísimas para vender un producto
https://www.youtube.com/watch?v=7YamLYhNxRk

Método de argumentación para vender un producto
https://www.youtube.com/watch?v=rW38_5Zw0MQ

Cómo vender un producto a un cliente / JürgenKlarić
https://www.youtube.com/watch?v=c8J1UTnp52s

Introduccion a la contabilidad:
http://repositori.uji.es/xmlui/bitstream/handle/10234/46624/s66.pdf;jsessionid=FCEDCC7AF108A1620FCEB4FF97945F50?sequence=1

Manual Práctico de Introducción a la Contabilidad:
https://jalfaroman.files.wordpress.com/2010/06/manual-de-introduccion-a-la-contabilidad1.pdf

Italian: Tecniche di vendita: superare le obiezioni con domande aperte
https://www.youtube.com/watch?v=ThBhFoskDek

Tecniche di vendita per essere un venditore eccellente e superare le obiezioni del cliente
https://www.youtube.com/watch?v=aksSToPSGWE

Tecniche di vendita e marketing: teoria dei bisogni, desideri, piramide di Maslow e negoziazione.
https://www.youtube.com/watch?v=1pHJ5-lZHlU

[tecniche di vendita] BeauToskich: come conquistare il cliente:
https://www.youtube.com/watch?v=dGtZmJMXTms

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Una dispensa sulla contabilità generale:
http://www.studiamo.it/pages/economia-aziendale-e-diritto-commerciale-contabilita-generale-introduzione-alla-contabilita-generale-le-attivita-economiche/

La contabilità generale:
http://old.unipr.it/arpa/arearisu/2-Lacontabilitagenerale.pdf

- **Video**

Italian: Tutorial contabilità:
https://www.youtube.com/watch?v=ydgPbARIW9o&list=PLlJ7onDkXm5sKF7weMwc29vAAWTZBOMF6

English: Accounting basic lessons:
https://www.youtube.com/watch?v=Uz53r-pxiF8&list=PLD7BB386D296F61BE

Spanish: Iniciación a la Contabilidad:
https://www.youtube.com/watch?v=e3LKHZHvbL4&list=PL70B557294AE62F49

- **Multimedia:** Available on *WT21 Online activities*
- ***Basecamp***

*link:*https://3.basecamp.com/3259131/buckets/439746/documents/63314998

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1.5.8.UNIT 8: Evaluate own performance in a business environment (hand crafted furniture field)

EQF level: 2

Learning hours: 5

Unit type: Competence

Unit Summary

In this unit you will learn how to monitor and assess your own performance and discover ways to improve it. This requires you to work with others to identify your strengths and weaknesses, find out what information and support is available to help you develop a plan covering your personal and professional aspirations, and then put those plans into action.

Learning outcomes and assessment criteria

To pass the unit *Evaluate own performance in a business environment* the learner needs to demonstrate he/she can meet all the unit learning outcomes.
The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes The learner will	**Assessment criteria** The learner can
1. Be able to by checking the correct implementation of the current legislation, respect for the minimum mandatory requirements and its quality procedures.	1.1 Describe and apply the company's quality procedures 1.2 Detect critical deficiencies and propose measures to improve the product

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Evaluation Grid

CRITERIA	FOCUS		EVALUATION
Functionality	1-2	The product is sorely lacking so much as to compromise the functionality	
	3-4	The product presents gaps which makes it uncertain functionality	
	5-6	The product has a minimum functionality	
	7-8	The product is functional according to the full acceptability parameters	
	9-10	The product is excellent from the point of view of functionality	
Completeness	1-2	The product is seriously incomplete	
	3-4	The product has gaps regarding completeness	
	5-6	The product is complete in essential ways	
	7-8	The product is completed according to the full, acceptability parameters	
	9-10	The product is excellent from the point of view of completeness	
Correctness	1-2	The performance of the product has serious shortcomings from the point of view of the execution	

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	3-4	The performance of the product has shortcomings from the point of view of the execution	
	5-6	The product is would the word constructed be better? in a sufficiently correct way	
	7-8	The product is completed according to the full acceptability parameters	
	9-10	The product is excellent from the point of view of correctness	
Respect of the time	1-4	The period necessary for the performance is wider than indicated and the student has ineffectively used the time available	
	5-7	The period necessary for the performance is slightly larger than indicated, and the student has used effectively - albeit slowly - the time available	
	8-10	The period necessary for the realisation corresponds to what is indicated and the student has used effectively the time available	
Precision and dexterity in the use of tools and technologies	1-2	The student uses the tools and technologies in a completely inadequate way	
	3-4	The use of tools and technologies shows gaps	
	5-6	The student uses the tools and technologies to a minimum standard	

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	7-8	The student uses tools and technologies in compliance with the parameters	
	9-10	The student uses tools and technologies in an excellent way	
Research and information management	1-2	The student does not find the information	
	3-4	Research and information management are carried out in an inadequate manner	
	5-6	The student searches for essential information and manages information in a barely adequate way	
	7-8	Research and management of information are carried out in an excellent way	
	9-10	Research and management of information are carried out in an excellent way	
Relationship with trainers and other adult figures	1-2	The student does not relate at all correctly with adults	
	3-4	The student has gaps in the care of relationships with adults	
	5-6	In relationships with adults the student manifests an essential fairness	
	7-8	The student interacts with adults by adopting a fully correct behaviour	
	9-10	The student enters into a relationship with adults with an open and constructive style	

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Crisis management	1-2	The student in the face of acrisis becomes discouraged and does not proceed further	
	3-4	In a crisis the student enters into a state of confusion and asks for help to others by delegating to them to answer	
	5-6	In a crisis the student puts into action a tactic aimed at overcoming minimal difficulties	
	7-8	The student is able to address the crisis with a strategy of request aid and active intervention	
	9-10	The student is at ease in the face of crisis and is able to choose among several strategies the most appropriate and challenging from the point of view of learning	
Communicative and expressive skills	1-2	The student is seriously clumsy in communication	
	3-4	The student communicates using a poor vocabulary	
	5-6	The student communicates using an essential vocabulary and aiming for minimal communication	
	7-8	The student shows adequate communication and expression	
	9-10	The student shows excellent communicative and expressive skills	
Use of technical-	1-2	The student does not have a technical-professional vocabulary	

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professional lexicon	3-4	The student has gaps in technical and professional language	
	5-6	The student showed a satisfying technical and professional lexicon	
	7-8	The mastery of the technical and professional language of the student is satisfactory	
	9-10	The student has a technical-professional lexical richness	
Ability to use the knowledge acquired	1-2	It is not able to capitalise on the knowledge acquired	
	3-4	The student shows little aptitude to use, in the reflection, the knowledge acquired	
	5-6	The student uses the essential knowledge	
	7-8	The student uses the knowledge gained in a relevant way	
	9-10	The student shows an excellent ability to use the knowledge acquired	
Self-assessment	1-2	The student does not undertake any assessment of his/her work	
	3-4	The evaluation of the work is incomplete	
	5-6	The student carries out the assessment of his/her work in a minimal way	
	7-8	The student is able to properly evaluate his/her own work and to intervene for the necessary	

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		corrections	
	9-10	The student proceeds with a constant evaluation focus of his/her work and aims to improve it continuously	

TEAM	_____ _____ _____ _____

Material for tutors

- **Suggested resources**
- **Website**

English:https://www.aat.org.uk/evaluate-and-improve-own-performance-business-environment-0

http://www.sfedi.co.uk/standards/introduction-to-business-support-standards/3-evaluate-and-develop-your-own-performance

http://hubpages.com/business/Evaluate-and-improve-own-performance-in-a-business-environment-A-personal-statement-NVQ-Business-and-administration

www.acas.org.uk – The Advisory, Conciliation and Arbitration Service: government funded agency which provides advice on industrial relations and employment issues.

www.cipd.co.uk – Chartered Institute of Personnel and Development: the

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professional body for HR and people development

http://businesscasestudies.co.uk/business-theory/people/rights-and-responsibilities-of-employers-and-employees.html#axzz44g5Hw7L0

http://www.acas.org.uk/index.aspx?articleid=4663

https://www.gov.uk/browse/employing-people

https://www.gov.uk/browse/disabilities

Spanish:Optimiza la eficiencia de tu empresa

http://es.workmeter.com/blog/bid/295132/Evaluaci-n-del-rendimiento-laboral-en-las-empresas
Evaluar y mejorar el desempeño humano
https://www.emprendices.co/evaluar-y-mejorar-el-desempeno-humano/

Italian: L'impresa efficiente, Chiarissimo Calucci

- **Books:**

Italian: Valutare le prestazioni: Come gestire e migliorare la performance lavorativa (Aspetti della psicologia)Formato Kindle di Marco Giovanni Mariani(Autore)

Spanish: Cómo evaluar y mejorar sus capacidades personales (HABILIDADES DIRECTIVAS)Tapa blanda– 1 nov 2007 de Gareth Lewis(Autor)

- **Slides**

English: Copy of Evaluate and Improve own Performance Part: https://prezi.com/rbuod-6gdpwg/copy-of-evaluate-and-improve-own-performance-part-1/

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Spanish: Evaluar y mejorar el desempeno humano

http://www.slideshare.net/search/slideshow?searchfrom=header&q=Evaluar+y+mejorar+el+desempe%C3%B1o+humano

Italian: Valutare e migliorare le proprie prestazione in un ambiente aziendale

http://www.slideshare.net/silviaminardi/valutare-competenze?qid=fb7218e6-9461-4083-bbcb-e91882e7d689&v=&b=&from_search=1

- **Multimedia:** Available on *WT21 Online activities*
- ***Basecamp****link:*https://3.basecamp.com/3259131/buckets/439746/documents/6331499

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2. ENTRY REQUIREMENTS

This course has no formal entry requirements, however some level of empathy, improvisation and administrative features would be beneficial.

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