



Itinerariul Dialogue Social Dialogue training program

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July 2013

Qualify Just IT Solutions and Consulting LTD. (IPS Innovative Prison Systems) is a spin-off company of I.Zone Knowledge Systems, SA (who previously incorporated GLOBAL CHANGE Consultores, SA) specialized in developing prison management solutions.

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Qualify Just/IPS network works as a platform to unite individuals that are prominent in their respective fields and connects them to develop innovative analysis, programs and exhaustive research on probation and prison systems management and technologies.

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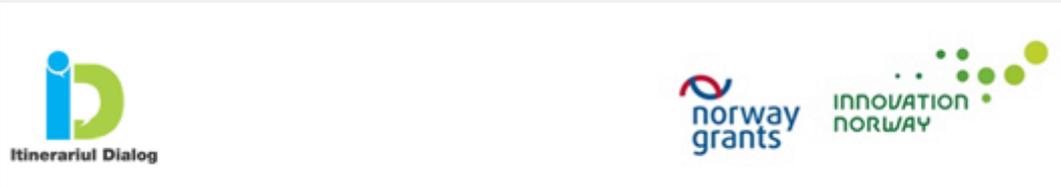
Partnership



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Introduction

Industrial relations involve a very high level of complexity. There are global, continent, national, regional, and local and organization layers to be taken into account. Each of these layers getting more interrelated and interdependent. Despite this approximation each reality keeps their specificities and paradoxes, linked to cultural, social, historical, political, and economic and some other dimension that impact on how in a certain historical they converge.

Social Dialogue and collective bargaining are on the base of industrial relations. These were not the names to workers struggles to achieve better working conditions back to late XIX or early XX centuries. If we go back to uprisings or revolts still social dialogue and collective bargaining don't appear. Even so, they are at the heart of industrial relations and emerged on a context of social negotiation processes focus on labor conditions and well being.

In fact talking about social dialogue and collective bargaining call up to group's negotiation, different views face-to-face from which an output must come up. Fortunately for Europe we now focus on a formal and institutionalized process where each party is recognized and physical aggression is excluded. Somehow, the different parts in "dialogue" recognize the other party right to defend and promote their interests.

The recognition of interest from the counterpart is perhaps the most important factor in a negotiation process. The others could be the value of those interests and the interests rank for that counterpart. We enter in the information and communication dimensions. Each part looking to be better informed, prepared about the other so it can deliver, as possible proposals from which gets its interests.

Of course everything can get even more complex in tripartite or multilateral processes, where some counterpart is limited to a wide range of other "dialogue" processes. This complexity is the challenge, the core of competition to better conditions and interest achievement.

This course offers a strategic and integrated perspective about how to prepare and how to deal with social dialogue and collective bargaining in different types of negotiating situations. The first part of the course (packages 1-2) covers the basics elements of social dialogue and decent work, seeking to reinforce complexity analysis capacity. The second part of the course (packages 3-4) enters in basic soft skills like communication, conflict management and collaboration necessary to prepare for hard and long negotiation and agreements implementation processes. The third part (packages 5-7) aim at the core of this training – negotiation, provides trainees with basic information and puts them to practice in simulated environment or through exercises. Topics like decision making, negotiation under uncertainty, integrative negotiation, collective bargaining and other are dealt with.



1. Training assumptions / philosophy

Based on a rigorous alignment between organization, creativity and experience we believe that the present training can contribute to:

- ∴ Facilitate and speed target group learning process
- ∴ Increase stakeholder's gains and participation satisfaction level
- ∴ Commit target groups with continuous and regular training as the mean to achieve better performance

The present program assumes the critical role of active learning methodologies, focus on experience exchange (case studies, role plays, study visit, etc...), simulations, games and experiential learning.

To complement active learning methodologies an e-learning component will be developed allowing the target group to meet with flexibility time scarcity, develop self-learning skills, promote external discussion self-organized groups and class session to focus on active learning.

In the partnership we believe that a competent negotiator is the one capable to perform a correct assessment and act accordingly with a certain context, taking the most valuable attitudes and behaviors proportional to facts and challenges faced. The trainees are therefore understood as persons mature and empower to commit in self-development investment.

The trainee is the first asset in the training process. Our understanding is that being competent implies, firstly, his cognitive resources mobilization (knowledge, information, values, and intelligence, perception and reasoning schemes) to find solution to a problem.

An individual action results are perceived to be obtained from his know-how (*savoir faire*) application and oriented to aggregate economical-resources value to the organization. We believe that training effectiveness will higher is trainees understand that they can only create value for themselves if that results in added value generation for the organization or groups where they belong.

Cooperation in long term delivers higher results and impact at an organizational level than competitiveness, which is more focus on an individual and short term gains perspective.

The natural response to acting stimulus is cognitive resource mobilization based on past experience conjointly with present context interests from which results short term performance and future impact and experiences. This is a permanent process and it is to this process that we use the competency concept. For us the competency concept is

funded in *two pillars of our pedagogic* intervention in terms of competency development:

- ✓ Competency is inextricably bound to the person, organization context and to the process ongoing (the training program must develop and consolidate through case studies, good practices and other active methods among trainees in class sessions);
- ✓ Collaborators performance is directly influenced by process results, meaning that it must be measured quantitative and qualitatively.

1.1. Key concepts about learning assumption & philosophy

- Global:** implies real interaction between different knowledge domains, having in consideration that learning to be effective must be sustain in knowledge (know-knows), competencies (know-how) and attitudes (know-to-be).
- Commitment:** there is only learning with trainee participation in measurable behavior change.
- Continuous:** learning is an endless process which requires ongoing update, remake and investment.
- Gradual:** learning is a path based on building from the simpler layer to more complexes, seeking step-by-step development, from easy to difficult, from concrete to abstract and from known to unknown.
- Cumulative:** new acquisition are assimilated and associated to existent ones. Learning something new implies build puzzles, structures and schemes that are built and increase significance of past learning's'.

2. Training cycle

The present training program follows a specific cycle in which the present document is part of the second stage:



Figure 1– I-Zone Knowledge Systems SRL model

Stage 1 Training needs evaluation

The “*Itinerariul Dialog*” project foresees a wide and comprehensive research to training needs, by reviewing pre-existent data, operating two focus groups: national tripartite and transnational, and through a survey launch.

Under these previous activities knowledge, insights and reflection was accumulated to get a clear and coherent picture over training needs in the framework of social dialogue context; between Romanian Prison Workers National Union, National Prisons Administration and Justice Ministry. Therefore, any comparison or adaptation to other context needs to be carefully prepared.

The completion of this stage is achieved with the approval of the present document, meaning that besides procedures already described, this document was screened and validated after stakeholder’s analysis and discussion. The validation results in the launch of public acquisition process to hire training services. Bidders offer must comply with the present program specification and requirements.

At the beginning of the course each trainee will assess his competencies level, a evaluation that will work to better understand results at the end of the course. The assessment must cover the competencies identified in present document on chapter 5.

Stage 2 Training objectives & contents setup

In this stage we mean the creation of the training program that serves as basis to subsequent stage – content development for cases, simulations, role-play, eLearning, games and other training activities. The present program details training course framework specifications:

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- Training assumption / philosophy
- Training cycle specifications
- Training objectives
- Competencies to develop
- Training Methodology
- Training program: component, domains and duration
- Gantt – calendar
- Resources
- Facilities and Equipment's
- Training groups' composition & trainees profile
- Trainers Profile and Role

At the end of this stage the delivered document must be prepared to start accreditation procedures at the competent Romanian National authorities by the winning bidder in the acquisition process launch by “*Itinerariul Dialog*” promoter.

The present document provides specific requirements for training course setup, including online platform – Learning Management System (see annex 1), collaborative offline activities (workgroup assignments) and class sessions. Sections along the document provide in detail those specifications (see chapter 6 and annexes 3 and 4).

Stage 3 Training action organization

In here we include all actions and effort to implement the present training program and necessary requires three steps:

1. Service acquisition process

Project promoter, as already mentioned is responsible for the launch and management of an efficient service acquisition process, respecting all European and National laws and Innovation Norway requirements.

2. Promotion/advertisement, recruitment and selection of trainees.

Promotion and advertisement is foreseen in project communication plan, being the project promoter responsible for its execution (for further details please consult referred document through email: contact@snlp.ro).

The recruitment will be achieved by profile definition between SNLP, NPA and Justice Ministry, creation of a pool of candidates and endorsement of individual invitation by the project promoter with coverage of the other interested parties.

Only the invitation rejection triggers issuing new invitation, so partners should create a pool with suitable dimension to avoid any repetition of recruitment process.

3. Resources, facilities and equipment

Project promoter must assure that all logistical conditions, under his supervision are prepared to deploy and in the acquisition procedure that the call winner guarantees those resources inscribed in the public acquisition framework (please see chapter 8 for more details).

4. ICT Platform (Learning Management System)

The LMS basic functionalities are presented in the document and must be subject of setup and configuration in promoter acquired server.

5. Training contents: eLearning, sessions, case studies, simulations and other pedagogical resources

The present document specifies themes, domains, contents and requirements with the necessary details. The project promoter has a story board to follow content development and assure that they match what was foreseen and is needed.

Further details of training contents can be found under methodology, objectives and program chapters.

The eLearning content development specifications are provided in annex 2.

6. Trainers recruitment and selection

Project promoter and partners can work together to present trainer's referrals to training provider. The trainers profile is detailed in the present document on chapter 11. It is also important to clarify with training provider that project promoter assumes costs related to invited trainers and speakers from partners such as EPSU, KY and KFY¹. Also that these are mandatory trainers/speakers being necessary to define in short notice, after training service bid closing which specific workshop-class sessions will they provide.

¹ The role of the training provider will be to engage with the European Public Services Union (EPSU), Norwegian Prison Worker Union (KY) and Norwegian National Prison Administration (KFY) experts in delivering case studies and with those operate simulations, role plays and discussion. These case studies must be integrated in training course program – contents.

Stage 4 Training deployment & monitoring

This stage is detailed across the document; it will have three main domains-themes:

- Social dialogue
- Decent work
- Negotiation and,
- Communication

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All these themes are covered under leadership and human resources training program national reference framework.

The course will be delivered in two main components:

- ✓ Theory – mostly by eLearning, existent studies and articles
- ✓ Practice – mostly in class sessions, but also under offline collaborative challenges

In the present proposal was taken in consideration all procedures done and data collected under the state-of-the-art research action and stated in its report.

Monitoring will be constant focus in all training stages and phases through preventive and corrective perspectives in the following levels:

- Objectives – if training and sessions objectives were meet to feedback
- Tools – if the one's used were according to what was planed
- Procedures – if what was planned and foreseen was delivered
- Frequency – if participants meet training goals
- Knowledge – if trainees feel capable to applying what they acquired

Above all training provider and project promoter must continuously follow up training deployment to assure that expectation are being meet, logistical problems are solved and trainees are satisfied.

Stage 5 Training results assessment

The training results assessment is achieved through a process started on first stage. At course closure the assessment will look at the process, learning reaction and learned knowledge. The results assessment should provide an overview over:

- Know the difficulties and progress in each trainee learning's
- Input's to correction or changes in learning methods
- Diagnosis test (done at the first stage)
- Individual learning's
- Working groups effectiveness
- Continuous evaluation on modules

- Delivery process
- Satisfaction level over different training components
- Work meetings between trainees and training provider (opening and closing)

3. Training Methodology

To achieve our goals we believe on applying a blended learning format² with a threefold approach: learning platform with eLearning contents, collaborative activities and active methods in class session emphasizing experiential learning.

3.1. Blended Learning

This format basis on complementing class training with side formal instructions and contents delivered online where student owns control over time, place, path and pace³.

The suitable model from different blended learning options is the “**rotation model**”⁴, where trainees are challenged in different learning contexts/modalities to apply, experience and reflect over learning’s acquired through online and in class⁵.

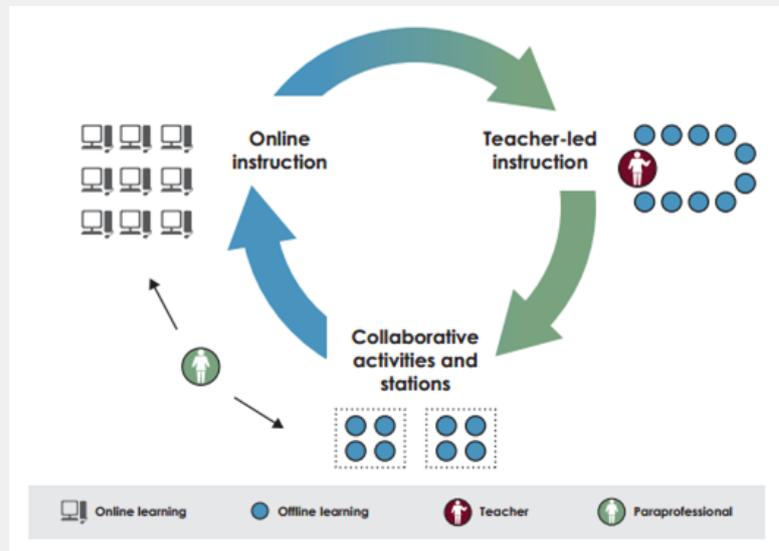


Figure 2 – Station rotation model, KIPP LA Empower Academy

We can obviously conclude the three fold approach with correspondent modalities:

- ∴ Class sessions
- ∴ Online

²In “Classifying K–12 Blended learning” by Heather Staker and Michael B. Horn (2012)

³In Heather Staker and Michael B. Horn (2012)

⁴In Heather Staker and Michael B. Horn (2012)

⁵In Scheme from Heather Staker and Michael B. Horn (2012)

∴ Collaborative activities – workgroup challenges /assignments

3.1.1. Class sessions: active methods

The present training program is design based on Experiential Learning (EL) methodology. EL refers to “develop a personal understanding, knowledge, skills and attitudes throughout the analysis and reflection related to a specific activity”.

In this sense “Activity includes anything from the explanation gave by an individual over one idea or the completion of a simple task trough group interaction involving a wide range of mental and behavioral attributes.

Experiential Learning is referred as “activity based learning” or as “active learning”. The changes at the learning level are achieved because trainees develop a self-comprehension of the learning’s’ and identify what is relevant at their specific competency development level.



With this methodology trainees understand:

- ✓ What changes they are able to achieve
- ✓ How those changes can be accomplish
- ✓ The benefits those changes can generate
- ✓ The impact those changes will have in the future (at personal and professional level)

The use of this method intends to increase participants’ engagement level, a more effective learning process and the achievement of training program goals.

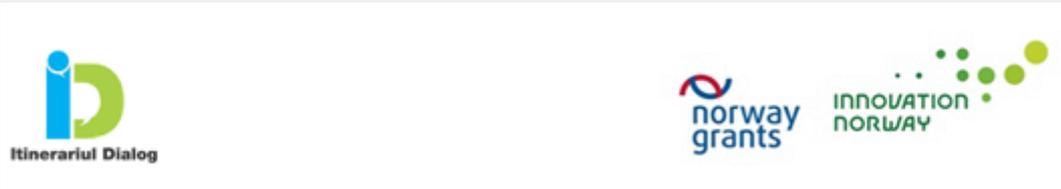
These activities will assume different formats:

- Pedagogic & ludic games
- Role play
- Case studies (external but real situations)
- Best practices

Workshops (discussion over pre-established themes) and with invited speakers

3.1.2. Online Platform & eLearning contents

With the appearance and diffusion of at distance learning methods emerged ICT infrastructure to accommodate and boost these training approaches. The name gave to this ICT tools is learning management systems (LMS), normally an online platform



capable to host eLearning contents (presentations, movies, word, pdf and other documents formats) and an online interactivity component that facilitates trainees interaction (chats, forums', internal emailing, video conferencing and other tools). Of course the quality and diversity of functionalities associated to a specific LMS depends of the buyer resources and aims. Nevertheless, we can find different open source or affordable solutions⁶ that can clearly be used to reinforce training effectiveness. Even though these affordable solutions present some constraints mainly in terms of compatibility and integration of communication tools, for instants: personal email, other chats rooms and social platforms already used by participants.

The LMS in the present training course will be used mainly in:

- ✓ Display theoretical content (movies, tools, presentations)
- ✓ Deliver instruction for offline challenges
- ✓ Communication between trainees and trainers
- ✓ Collaboration among trainees
- ✓ Trainees' assessment

3.1.3. Collaborative offline activities (workgroup assignments)

The collaborative offline activities consist in assigned challenge to trainees as individuals or in groups that require their execution to be performed before or after correspondent class session. The results from these collaborative offline activities must be delivered to the trainer so we can feed the class session with those inputs. The competencies to be applied range from preparing and manage negotiations' identify win-win approaches and control agreements implementation.

In this training course the collaborative offline⁷ activities will be focus on simulations, case studies and role plays at individual and group levels:

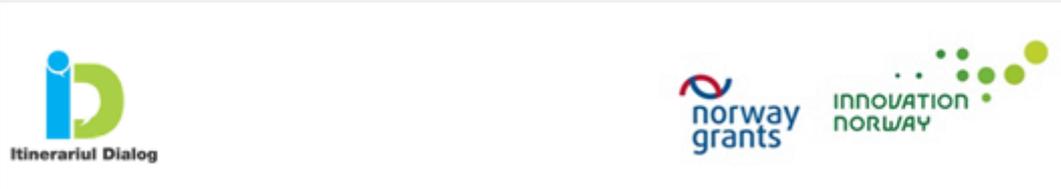
- ∴ Negotiation
- ∴ Conflict Management
- ∴ Agreements implementation
- ∴ Interpersonal communication

4. Training objectives

The aim of this training program is aligned with the funding program mission: to promote social dialogue and decent work agenda in Romania. The training program includes trainees from Government, Unions and Employers representatives.

⁶ We present two references: Moodle (<http://moodle.com/>), Totara (www.totarlms.com) and others. Any LMS must comply with specifications presented in annex 1.

⁷ In the document we use several names: offline, workgroup challenges / assignments. The idea is to transmit that trainees will engage in simulations, case study and tasks outside class and online sessions.



The training program is a step and resource towards that mission, meaning that our purpose is to reach the following goals:

- ✓ to provide awareness and understanding about the contemporary issues in social dialogue process, new trends and challenges; and the impact of globalization
- ✓ to update and reinforce participants' communications, team building, research, critical self-examination and influencing skills
- ✓ to enable participants, through exercises, to conduct effective negotiation processes: from setting the agenda, organizing plan: strategy, tactics and flexibility, understand and manage different types of negotiations situations;
- ✓ to enable participants to manage conflicts, stress and time under results delivery pressure, challenges identification and priorities hierarchy organization
- ✓ to set specific informal and formal tripartite collaboration groups for exchange of information and mutual learning (structures to sustain social dialogue)

5. Competencies to develop

At the end of the course trainees should able to:

- ✓ Apply a social and economic environment analysis framework; and trends and challenges update process
- ✓ Lead and participate in negotiation processes by identify negotiation contexts, setting goals, choose negotiation strategy, tactics and techniques, manage the negotiation plan, know negotiation profiles
- ✓ Plan, organize and conduct work meetings, dealing with discussion, analysis and decision making effectively
- ✓ Design commitments correspondent action plans and implementation follow up mechanisms (monitoring)
- ✓ Develop the participants' ability to work in teams: cope with stress, pressure and conflict understanding its effects in perception, attention, and collaboration and negotiation performance
- ✓ Increase networking and influence using different negotiation layers and multilateral approaches
- ✓ Develop the participants' ability to apply the different concepts, models and frameworks to the analysis of real life situations

6. Training program



6.1. Training duration

Approximately 3 months in 105 hours

6.2. Components

Theory: 25:00 hours or 24%

Practice: 80:00 hours or 76%

6.3. Training fields

Leadership and negotiation

6.3.1. Main themes/Domains

- ∴ Social dialogue: 8:30 hours
- ∴ Decent work: 8:30 hours
- ∴ Conflict Management: 15:30 hours
- ∴ Communication and meetings management: 15:30 hours
- ∴ Negotiation: 51:00 hours
- ∴ Agreements implementation: 6:00 hours

6.4. Training level

Continuous learning (initiation, intermediate and advanced)

6.5. Training format

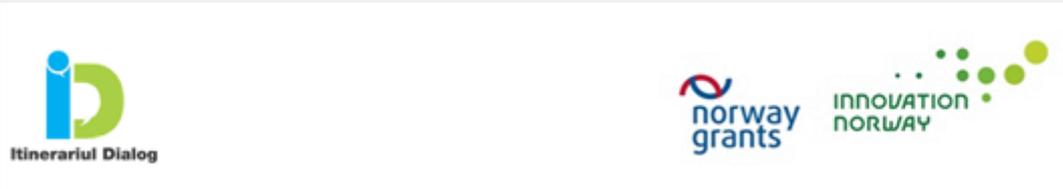
Blended learning, under rotation model: class session, workgroups (wg) challenges and online sessions⁸

The duration effort is distributed in the following way:

Training modalities	Duration	Session	
		Number	Hours
Class session	35	10	3:30
Workgroups ⁹	35	5	7:00
Online	35	14	2:30

⁸ This includes eLearning content viewing (managed by trainee), synchronous sessions with trainer (instruction, clarifications, feedback) with 1 hour duration and readings or exercises

⁹ The 7 h duration includes trainee or group previous preparation, 3:30 h for preparation and 3:30 for performing the challenge. These are estimates on average and depend on individual and group capacities and options



The training program, as stated in methodology chapter intends to invest strongly in experiential and active learning methods.

6.6. Contents / themes

To provide a better understanding we provide three perspectives: themes, modalities and packs¹⁰

6.6.1. Themes

- Introducing social dialogue (SD)
- Introducing decent work (DW)
- Collaboration vs conflict management (CC)
- Communication (bi-&multilateral) and work meetings management (CW)
- Decision taking and Negotiation (MN)
- Integrative negotiation (IN)
- Tripartite negotiation and asymmetric information (IN)
- Agreements Implementation (AI)

6.6.2. Training modalities per package

Sessions / Packs	Introducing social dialogue	Introducing decent work	Collaboration conflict management	Communication & meetings management	Decision taking & negotiation	Integrative Negotiation	Tripartite Negotiation	Agreements Implementation
Online	1 st /2 nd - 5h	3 rd /4 th - 5h	5 th /6 th - 5h	7 th /8 th - 5h	9 th /10 th - 5h	11 th - 2:30h	12 th /13 th - 5h	14 th - 2:30h
Class	1 st - 3:30h	2 nd - 3:30h	3 rd - 3:30h	4 th - 3:30h	5 th - 3:30h	6 th /7 th - 7h	8 th /9 th - 7h	10 th - 3:30h
Workgroup			1 st - 7h	2 nd - 7h	3 rd - 7h	4 th - 7h	5 th - 7h	

Figure 3 – Training modalities duration per training module/package

¹⁰The option to organize the training by packs follows the rotation model

6.6.3. Packages and contents detail

Below we present a first overview of packages/modules detail. For further specification details please see annexes n° 3 and 4.

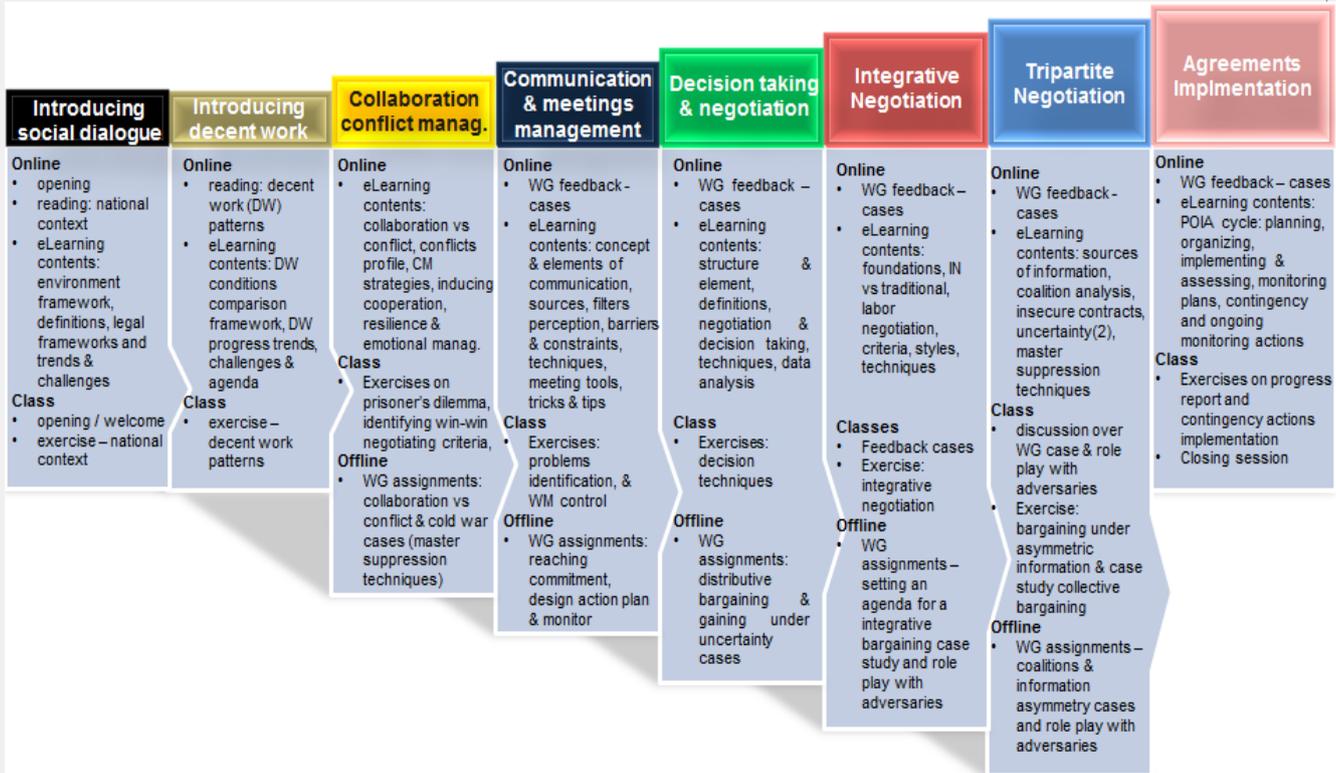


Figure 4 – Training contents synthesis per package

7. Calendar

LEGEND: MODALITIES - THEMES

- SD** SOCIAL DIALOGUE
- DW** DECENT WORK
- CC** COLLABORATION & CONFLICT MANAGEMENT
- CW** COMMUNICATION&MEETINGS
- MN** DECISION MAKIN & NEGOTIATION
- IN** INTEGRATIVE NEGOTIATION
- NI** TRIPARTITE NEGOTIATION
- AI** AGREEMENTS IMPLEMENTATION
- WEEKEND**
- ROMANIAN HOLYDAY**
- O** ONLINE SESSION
- C** CLASS SESSION
- W** GROUP WORK - OFFLINE



Figure 5 – Course 1 Gantt



Figure 5 – Course 2 Gantt

8. Resources

	Promoter	Provider	Trainees
Human	<ul style="list-style-type: none"> ✓ 1 Project Manager ✓ 1 Assistant ✓ 4 Trainers (partners) 	<ul style="list-style-type: none"> ✓ 1 Training Manager ✓ 1 IT assistant ✓ 1 Assistant ✓ 4 Trainers 	<ul style="list-style-type: none"> ✓ NA
Material	<ul style="list-style-type: none"> ✓ Equipped room (12-16 persons) ✓ Server ✓ LMS License ✓ TV, data show, video & photo camera ✓ Pen 	<ul style="list-style-type: none"> ✓ Manuals ✓ Dossier 	<ul style="list-style-type: none"> ✓ Computer ✓ Internet access outside job place

9. Location

Training will have place in Bucharest in SNLP facilities.

10. Language

Training will have 2 languages: Romanian & English

11. Training groups' composition & trainees profile

Groups can't have more than 16 trainees, so the pedagogical quality can be assured and programmatic goals achieved.

11.1. Trainees profile

- ✓ Union, Employers and Government members
- ✓ Represent the organization (present of future prospects)
- ✓ Seniority or with leading function in different levels
- ✓ English minimum skills (understanding in reading and listening)

12. Trainers Profile and Role

- ✓ Proved professional experience in social dialogue, negotiation or management
- ✓ Pedagogical accreditation or equivalent skills proved through professional experience in leading workshop, seminars, etc...
- ✓ Preferentially knowledge on using online resources available in the Learning Management Platform: e-tutoring.

12.1. Role& tasks in Training

Planning / Preparation

- _ training tasks analysis, rank and structuring: objectives, entrance and exist profiles, contentes and implementation conditions
- _ training action dossier elaboration
- _ planing and Conception of training development: themes, duration, objectives, contentes, methodology (activities), didactic resources / support documentation and evaluation.
- _ session plans development

Implementation / Animation

- _ training/learning process mediation: contente development, communication and trainees motivation management, time management and necessary resources, use of didactic auxiliary means
- _ learning progression management: use of training evaluation tools
- _ necessary adjustments implementation

Evaluation

- _ learning assessment and measuring tools application
- _ reaction evaluation and measuring tools application
- _ regulation aiming training process improvement



Annexes



Annex 1

eLearning management system specifications

This contents present base specifications, functionalities and services that must be available in the winning bid for eLearning platform and integrated in the procurement to be launched by the project promoter:

- Customized (integrated) e-Learning Platform (portal)
 - ✓ User management
 - ✓ Content management
 - ✓ Course management
 - ✓ Virtual classroom
 - ✓ Individual training/evaluation
 - ✓ Create tests, manage test sessions and release course certificates
 - ✓ Monitoring, statistics and reports
 - ✓ At least 200 learners, 10 trainers and other organization staff
 - ✓ The platform is SCORM 1.2 compliant and all other requirements requested in offer.
 - ✓ Load “PC usage/operator” course for 3 levels (existent contents and materials)
 - ✓ Platform setup according with the project graphical visual identity
 - ✓ Technical Assistance
 - ✓ Training in hosted in project promoter server
 - ✓ Preferably open source

Besides functionalities stated above the training provider must consider also the benefits from including the following functions presented below:

- ✓ Ability to customize roles and permissions
- ✓ Create organizational roles and hierarchies
- ✓ Map learning content to competencies
- ✓ Automatic evaluation of competencies
- ✓ Submission of competency evidence
- ✓ Map user to organizational roles
- ✓ View record of learning
- ✓ View submission, feedback and grades
- ✓ View progress through a learning programme
- ✓ Personal learning objectives
- ✓ Set priorities and dues dates for courses
- ✓ Sophisticated and flexible site-wide report builder

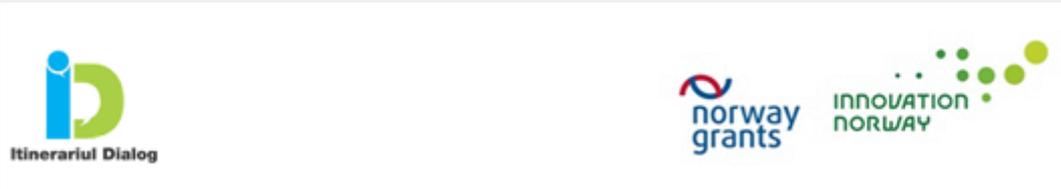


- ✓ Ability to build custom reports
- ✓ Scheduled report management
- ✓ Export to a variety of formats
- ✓ Integration with Google fusion tables
- ✓ Report dashboards for learners and Managers



Annex 2

eLearning contents development specifications



The proposal of eLearning contents development must consider following metrics, accepted in general, to the migration of class course contents to e-Learning:

- 1 hour of class training is equivalent to 0,3 hours of training in eLearning (playing time);
- Each hour of training in e-Learning (playing time) corresponds to approximately 30 web screens;
- Each powerpoint slide corresponds to approximately 1,5 web screens.

The class session training courses migration to *eLearning* format should ensure previous equivalent workloads. To illustrate we can say that the estimated duration of an eLearning course is distributed between several different training activities as follows:

<i>e-Learning component</i>	30%
Student Self Study	30%
Accompanied study (forums, chats, task completion)	40%

The project promoter server and configured platform must operate:

- ✓ The users registration and accessibility profile definition in the platform;
- ✓ The creation, by the University, of courses or seminars with training activities and contents;
- ✓ Integration of training courses produced in accordance with SCORM /AICC standards;
- ✓ The follow up and support of the students' participation and their activity grading.

The development of eLearning contents for the course should be framed by medium complexity development typology (C2), with the following characteristics:



Characteristics	<u>C2 - Articulate</u>
Script	Y
eLearning playing time	4-8 hours
Screens development estimation	120-180
Text expandable links (roll-over)	Y
Text boxes links	Y
Exercises (test type)	Y
Exercises created by training provider (relate, drag, matching)	30 % of screens
Interactivity	50 % of screens
Illustrations/images provided by the client	Y
Illustrations/images provided by I.Zone (images stock)	Y
2D static characters or given by training provider	Articulate
Flash animation (text)	25% of screens
Flash animations (images and effects)	25% of screens
Sound & locution (in Romanian)	Y
Document access (plus information)	Y
Final Evaluation test type	Y

Annex 3

session distribution per training modality

Online (eLearning + feedback + readings)

Sessions	Hours	Content
1 st & 2 nd	5	Introducing social dialogue (SD)
3 rd & 4 th	5	Introducing decent work (DW)
5 th & 6 th	5	Collaboration vs conflict management (CC)
7 th & 8 th	5	Communication & work meetings management (CW)
9 th & 10 th	5	Decision making & Negotiation (MN)
11 th	2:30	Integrative negotiation (IN)
12 th & 13 th	5	Tripartite negotiation & asymmetric information (NI)
14 th	2:30	Agreement Implementation & Monitoring (AI)

Class sessions

Sessions	Hours	Content
1 st	3:30	Introducing social dialogue (SD)
2 nd	3:30	Introducing decent work (DW)
3 rd	3:30	Collaboration vs conflict management (CC)
4 th	3:30	Communication & work meetings management (CW)
5 th	3:30	Decision making & Negotiation (MN)
6 th & 7 th	7	Integrative negotiation (IN)
8 th & 9 th	7	Tripartite negotiation & asymmetric information (NI)
10 th	3:30	Agreement Implementation & Monitoring (AI)

Offline sessions

Sessions	Hours	Content
		Introducing social dialogue (SD)
		Introducing decent work (DW)
1 st	7	Collaboration vs conflict management (CC)
2 nd	7	Communication & work meetings management (CW)
3 rd	7	Decision making & Negotiation (MN)
4 th	7	Integrative negotiation (IN)
5 th	7	Tripartite negotiation & asymmetric information (NI)
		Agreement Implementation & Monitoring (AI)



Annex 4

training package contents details

Pack 1 – Introducing social dialogue

1st & 2nd online sessions (5 hours)

- ✓ opening / introduction
- ✓ reading case and instructions
 - national context
- ✓ eLearning contents:
 - macro& micro environment framework (political, economic, social, culture, etc...),
 - definitions,
 - legal frameworks,
 - trends& challenges

1st Class session (3:30 hours)

- ✓ opening / welcome
- ✓ exercise
 - national context

Pack 2 – Introducing decent work (DW)

3rd& 4th online sessions (5 hours)

- ✓ Reading case and instructions
 - decent work patterns
- ✓ eLearning contents
 - decent work conditions comparison framework (cultural, economic and political),
 - DW progress trends,
 - challenges and agenda

2nd Class session (3:30 hours)

- ✓ exercise
 - decent work patterns

Pack 3 – Collaboration vs conflict management

5th and 6th online sessions (5:00 hours)

✓ eLearning contents

- - collaboration vs conflict: advantages and disadvantages, results and impacts over time
 -
 - conflicts profile
 -
 - conflict management strategies: competing, joint solution, committing, avoiding and accommodating, signaling
 -
 - inducing cooperation
 -
 - conflict of interests
 -
 - resilience and emotional management

3th class sessions (3:30 hours)

✓ Exercises

- - prisoner's dilemma
 -
 - identifying win-win negotiating criteria
 -
 - conflicts of interests

1st offline session (7:00 hours)

✓ working group negotiation assignments (cases)

- - collaboration vs conflict
 -
 - cold war (master suppression techniques)

Pack 4 – Communication (bi-&multilateral) and work meetings management

7th and 8th online sessions (5:00 hours)

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- ✓ workgroups feedback
 - collaboration vs conflict and cold war cases
- ✓ eLearning contents
 - concept& elements of communication
 - communication sources: verbal, non-verbal, explicit and implicit
 - filters in reality perception: behaviors, attitudes, beliefs and values
 - barriers and constraints
 - techniques to effective communication: active listening, assertiveness, questioning, comprehension and empathy
 - tools, tricks and tips for preparing and conducting work meetings,

4th class sessions (3:30 hours)

- ✓ exercises
 - communication problems identification,
 - memo and notes registration techniques,
 - solving and work meeting control

2nd offline session (7:00 hours)

- ✓ working group negotiation assignments (cases)
 - reaching commitment,
 - design action plan and monitor implementation

Pack 5 - Decision taking and Negotiation

9th and 10th online session (5:00 hours)

- ✓ workgroups feedback
 - reaching commitment, design action plan and monitor implementation
- ✓ eLearning contents
 - structure and elements,
 - definitions,
 - negotiation & decision taking,
 - decision techniques (decision tree & other techniques),
 - data analysis and biased interpretation phenomena's (individual & group)

5th Class session (3:30 hours)

- ✓ exercises
 - decision techniques

3rd Offline sessions (7 hours)

- ✓ working group negotiation assignments (cases)
 - distributive bargaining
 - bargaining under uncertainty

Pack 6 – Integrative negotiation (IN)

11th online session (2:30 hours)

- ✓ workgroups feedback
 - distributive bargaining and bargaining under uncertainty cases
- ✓ eLearning contents
 - foundations
 - IN vs traditional
 - labor negotiation
 - negotiation criteria, styles & techniques

6th and 7th class sessions (7 hours)

- ✓ feedback
 - distributive bargaining and bargaining under uncertainty cases
- ✓ exercise
 - integrative negotiation

4th offline session (7:00 hours)

- ✓ working group negotiation assignments (cases)
 - setting an agenda for a integrative bargaining case study and role play with adversaries

Pack 7 – Tripartite negotiation & asymmetric information

12th and 13th online sessions (5:00 hours)

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- ✓ workgroups feedback - setting an agenda for an integrative bargaining case
- ✓ eLearning contents
 - sources of information (formal & networking),
 - coalition analysis,
 - insecure contracts/commitments,
 - uncertainty(2),
 - master suppression techniques

8th and 9th class sessions (7:00 hours)

- ✓ discussion
 - setting an agenda for an integrative bargaining case study and role play with adversaries
- ✓ exercise
 - bargaining under asymmetric information
- ✓ case study
 - collective bargaining

5th offline session (7 hours)

- ✓ working group negotiation assignments (cases)
 - coalitions and information asymmetry

Pack 8 – Agreement implementation and monitoring

14th online session (2:30 hours)

- ✓ workgroups feedback
 - coalitions and information asymmetry cases
- ✓ eLearning contents
 - the POIA cycle: planning, organization, implementation and assessment
 - setting monitoring plans, tools and criteria
 - setting contingency plans and actions
 - ongoing monitoring actions: teams, moments and efficacy

10th class sessions (3:30 hours)

- ✓ Exercises
 - progress report and contingency actions implementation
- ✓ Closing session



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