WEED OUT Course

Training Manual

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1. Introduction

Education is a key driver in countering workplace violence in the HORECA sector in the long term. Managers play a crucial role in this. Therefore, the WEED OUT project has decided to develop a vocational training to professionalise and sensitise managers and to provide them with specific and methodological knowledge. This document is the training manual and contains a short description of the project in the first section. This is followed by general information about WEED OUT course. The quality standards based on ECVET are described in more detail afterwards. The fifth chapter contains the curriculum, which was designed based on the results of the needs analysis. Finally, all modules are presented in detail including learning outcomes, EQF levels, scope of the unit, further literature and templates for a training design.

2. About WEED OUT

WEED OUT project is funded by the European Commission´s Erasmus+-programme. The project started in November 2021 and lasts for 2 years. This project designs a unique training program and develop the relevant tools for HORECA management to prevent, identify and manage occupational violence. In the case of occupational violence, preventive measures may not eliminate incidents of violent behaviors completely, but they will reduce them considerably and discourage future ones. HORECA is a sector where occupational violence thrives, primarily because it is manned by people with lower formal qualifications or very little training or come from vulnerable groups of the population such as young people, women with family responsibilities, migrants, or members of ethnic minorities. Workplace violence is a health and safety hazard. All hazards require preventive measures to minimize the risk of them occurring. It is important therefore for HORECA management to know how to effectively defuse any such threat. In business, all these hazards are identified and described within a Risk Assessment Plan which is a part of a wider Occupational Health and Safety (OHS) management plan. Most OHS plans, although they recognize Occupational Violence as a risk, they often offer superficial remedies that touch the awareness level. HORECA faces chronic labour shortages, and the current levels of workplace violence may demotivate people to seek employment there. Furthermore, workplace violence has a ripple effect on society, the economy, and the quality of life of the Europeans. There is a need for drastic actions to defuse the situation and reverse the current negative labour conditions in the HORECA sector. People working in the HORECA sector are entitled to have safe and healthy working environments. It is time to "Weed out Occupational Violence from HORECA"!

Project Objectives:
- Enhance the role of VET in the effective prevention and management of workplace violence in HORECA.

- Increase awareness among management and stakeholders.
- Offer HORECA managements training to further develop their Occupational Health and Safety management plans against workplace violence.
- Foster inclusive, healthy and safe HORECA employment.
- Improve the Occupational conditions in the sector to attract more labour.
- Manage the emotional, social and psychological stress of the victims.
- Contribute to a violence-free Tourism and Catering sector in Europe.

3. General information on the WEED OUT Course

Managers in the HORECA sector have a critical role to play. There is a need for sensitization, qualification and professionalization of managers in the case of occupational violence. For this reason, they are the main target group of the course. The WEED OUT course will address the challenges faced by HORECA managers in identifying, preventing and managing occupational violence incidents in the workplace. The training materials will cover the following topics in order to provide the skills to prevent and manage workplace violence in practice:

- Causes and mechanisms of action
- Effects of exposure to workplace violence
- EU and national instruments to combat workplace violence including legal basis
- Gender considerations and intercultural management in understanding occupational violence
- Organizational factors associated with exposure to various forms of violence
- Conducting conversations in challenging situations
- Prevention and management strategies

The uniqueness of the course is characterised by the tailoring of the content to the needs of the target group. The WEED OUT course comprises a total of 20 units and has been divided into seven modules. The scope of the units was adapted based on the resources of the target group to ensure the time implementation of this vocational training. A particular added value of the WEED OUT course is its flexibility. On the one hand, the modules are designed like elements and can be treated flexibly in terms of their sequence. This means that the needs of learners can be addressed even more specifically. Depending on the interest and needs of the learner, adjustments can be made here. On the other hand, units can be flexibly divided to gain attractiveness in a work-related context. The training can be offered as a full-day training of 2.5 days in total or in half-day blocks with several dates. In this way, the implementation can be varied in terms of time. The format of the WEED OUT COURSE is also interesting for learners because of its innovative approach. The course is designed to fit a face-

to-face, blended or distance learning environments based on the identified learning needs. The learning outcomes follow ECVET Standards in order to meet the prerequisites for high-quality education, which are elaborated on in the next section. The curriculum has a high practical relevance to the HORECA sector and combines theoretical models with practical examples.

In summary, completing a WEED OUT training will offer the target group the skills to prevent and act professionally in case of occupational violence. In addition, they will gain the necessary knowledge to recognize and respond to occupational violence at an early stage and to sensitize their staff accordingly. The course can be transferred to other types of enterprises and has the potential to be a key in order to weed out occupational violence from all sectors across Europe.

4. Quality standards based on ECVET

The learning outcomes of the WEED OUT course have been formulated based on ECVET standard. These have been elaborated per module in order to achieve transfer of outcomes for each thematic focus. The following section describes in detail the approach to formulate the learning outcomes in order to meet the quality standards in VET.

1. Preliminary Note

The following information and examples are intended as an advice for developing a common European orientation in vocational education and training in describing learning outcomes. For this purpose, it applies the ECVET approach. The guidelines are based on the terms defined in the ECVET recommendation and the joint European principles.

2. What are learning outcomes?

Learning outcomes are statements of what a learner knows, understands and is able to do on completion of a learning process. Learning outcomes are defined in terms of knowledge, skills and competence.

- Knowledge means the body of facts, principles, theories and practices that is related to a field of work or study. It is described as theoretical and/or factual knowledge;
- Skills means the ability to apply knowledge and use know-how to complete tasks and solve problems. They are described as cognitive (logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments);
- Competence means the proven ability to use knowledge, skills and personal, social and methodological abilities in work or s the scope of a unit of learning outcomes in relation to the

duration of the mobility phase, i.e. the "workload" in the sense of the study situations and in professional and personal development. It is described in terms of responsibility and autonomy.

3. How are units of learning outcomes determined?

A unit of learning outcomes should be designed in such a way as to provide a(n almost) consistent and structured learning process, with agreed coherent learning outcomes and clear criteria for assessment. In this context, it must be agreed on time required to complete the unit of learning outcomes. The following criteria are intended to support you to determine the units of learning outcomes:

- Units of learning outcomes should be designed in such a way that they can be completed as independently as possible of other units of learning outcomes. In individual cases, this can lead to redundancies when describing several units, i.e. competences may be listed in unit B which are already part of unit A. This does not preclude those parties involved in a mobility partnership from agreeing in advance on the competences/units of learning outcomes which the learner has already achieved.
- Units of learning outcomes should include all necessary learning outcomes, i.e. they should describe the intended professional competences as well as the necessary social and personal competences in this context.
- Units of learning outcomes should be structured and dimensioned in such a way that the relevant learning outcomes can actually be achieved in the given time, i.e. during the period of mobility. Units of learning outcomes should therefore not be too extensive.
- In view of the role of a unit of learning outcomes within the framework of transnational mobility, it is, however, often not necessary to structure the entire qualification or the entire training program in unit of learning outcomes.

4. What is to be taken into consideration when formulating learning outcomes?

Basically, learning outcomes should be formulated in such a way as to be understandable and thus "manageable" for all those involved. We should consider the following points when formulating learning outcomes:

- Learning outcomes refer to vocational qualifications (in the sense of assessable vocational competences), not to the individual's specific development of vocational competence. The learning outcomes which are to be described are based on the learning achievements of an average learner. Learning outcomes are described from the perspective of the learner (not from the perspective of the instructor). Learning outcomes do not describe the learning target or the learning path, but the result following the completion of a learning process.

- Learning outcomes should be verifiable and assessable. Learning outcomes should be described in as concrete terms as possible so that it can be determined within the framework of an evaluation process whether the learner has achieved the learning outcomes. The learning outcomes should, however, be formulated in such a way as to also enable the learners to judge whether the results have been achieved.
- The nature of the learning process and the learning method itself are not relevant for the description of learning outcomes. The learning outcomes in the form of knowledge, skills and competences within a unit of learning outcomes should not be described in a complex form.

5. How are learning outcomes formulated?

The following basic principles can make it easier to reach an understanding between the mobility partners when describing learning outcomes:

- Use of active, clearly understandable verbs – verbs should describe measurable or observable actions, e.g. "explain", "represent", "apply", "analyse", "develop", etc. Below you find a list of verbs which can be used when formulating learning outcomes. This can be supplemented by job-specific verbs from the HORECA-sector. Verbs such as "to be familiar with" should not be used.
- Specification and contextualization of the active verb – it should be described what the knowledge and ability refer to in concrete terms, or what type of activity is involved. The learning outcomes formulation should consist of a verb and the related object as well as an additional (part of a) sentence describing the context.
- Avoiding vague, open formulations – learning outcomes should be described briefly and precisely, complicated sentences should be avoided, learning outcomes should not be formulated in too general or in too concrete terms; clear (simple and unambiguous) terminology should be used as far as possible (i.e. do not write: He/She knows the regional products and is able to prepare simple meals).
- Orientation towards minimum demands for achieving learning outcomes – learning outcomes should comprehensibly describe the minimum demands for achieving/validating a unit of learning outcomes, i.e. all learning outcomes which are necessary for fulfilling the tasks in the sense of a complete vocational activity should be listed.
- Qualifications-/competence level is described comprehensibly – formulations, particularly verbs and adjectives should reflect the level of qualification/competence (EQF or sectoral framework) of a unit of learning outcomes. The learning outcomes description should comprehensibly depict whether the vocational competences can for example be applied under supervision, autonomously or responsibly and competently.
- The title of a unit of learning outcomes should be clear and comprehensible for all persons involved (partner institutions, learners) and it should reflect the content of the unit.

6. List of verbs based on Bloom's taxonomy

It distinguishes between six cognitive levels with increasing levels of complexity: Examples of active verbs are listed at each level:

- Knowledge Being able to recall and pass on information as precisely as possible.
  Examples of active verbs at this level: Arrange, define, describe, duplicate, identify, label, list, match, memorize, name, order, outline, recognize, relate, recall, repeat, reproduce, select, state

- Comprehension: Being able to interpret information and relate and summarize it in one's own words. Examples of active verbs at this level: Classify, convert, defend, describe, discuss, distinguish, estimate, explain, express, extend, generalize, give example(s), identify, indicate, infer, locate, paraphrase, predict, recognize, review, rewrite, select, summarize, translate

- Application: Being able to apply abstractions (rules, methods, etc.) in concrete situations. Examples of active verbs at this level: Calculate, demonstrate, develop, interpret, judge, modify, organize, predict, select, sketch, transfer

- Analyzing: Being able to break down ideas or problems into simpler parts and compare. Examples of active verbs at this level: Analyze, appraise, compare, conclude, determine, discriminate, experiment, illustrate, infer, test

- Evaluating: Being able to compile component ideas into a new whole. Examples of active verbs at this level: Argue, assess, compare, decide, evaluate, predict, recommend, summarize, validate

- Creating: Being able to make a qualified judgement. Examples of active verbs at this level: Argue, arrange, expand, relate, generalize, generate, combine, join.

Source: Bundesministerium für Bildung und Forschung (2011). *Geographical Mobility in Vocational Education and Training: Guidelines for describing units of learning outcomes.* Bonn.

5. Curriculum

The curriculum has a high practical relevance to the HORECA sector and combines theoretical models with practical examples. The learning approach is based on a good mix of knowledge transfer, self-organised learning tasks and peer group learning. This is important to meet the demand for sustainability in education. In addition to imparting new information and knowledge, the professional context and the practical everyday life of the learners are also included to ensure transfer. The following table contains an overview of the selected modules including the scope of learning, learning objective and learning outcomes.

5.1.   Overview

Modules	Units	Main topics	Learning objective	Learning Outcomes
Causes and mechanisms of action	4	● Definition, types & forms of violence ● Definition, types & forms of discrimination ● Basics of the diversity dimension as causes of discrimination ● Cultural imprints in the working context ● Specifics of intercultural teams ● Risk groups and vulnerable situations for occupational violence ● Micro-, meso- and macrolevel in organizations as causes for occupational violence	The learner will know the differences between the different types and forms of occupational violence and discrimination. The learner will use the dimensions of diversity to promote intercultural competences and inclusion. The learner will cultivate self-reflection regarding cultural imprints.	1. He/she is able to differentiate between the different types and forms of occupational violence and discrimination. 2. He/ she is able to take into account the diversity dimensions in order to promote intercultural competences among the staff and minimize the risk of discrimination. 3. He/ she is able to reflect upon his/her own cultural imprints.
Effects of exposure to workplace violence	3	● Potential consequences for affected persons (psychological and physical consequences, consequences at the workplace, ...) ● Potential consequences for the company (economic consequences, consequences in cooperation, consequences for employees involved, consequences in external effects, structural consequences,...)	The learner will understand the effects of occupational violence at different levels and will develop effective measures to counteract these effects. The learner will know how to cope with a possible bystander approach.	1. He/she is able to understand the effects of occupational violence at different levels (individual, interpersonal, institutional, etc.). 2. He/ she it is able to develop effective measures to constructively counteract these effects. 3. He/ she is able to cope with a possible bystander approach on a professional level.

		● Power of the bystander approach		
EU & national instruments to combat workplace violence / legal basis	2	● Directives, treaties, policies on a European level ● National framework on violence & discrimination of the project countries including - in the criminal law sense - in the sense of administrative criminal law - at the workplace ● Legal definition of occupational violence, course of proceedings, measures on the part of the employer, consequences and severity of punishment	The learner will be familiar with the national and European framework regarding workplace violence. The learner will know which legal provisions will apply in the event of an incident. The learner will apply the best possible strategy for the given situation.	1. He/she is able to describe the relevant national and European framework to combat workplace violence. 2. He/ she is able to analyze the legal provisions that would apply in the event of an incident. 3. He/ she is able to apply the best possible solving strategy for the given situation based on the legal framework for the organization and the persons concerned.
Gender considerations and intercultural management in understanding occupational violence	2	● History and developments of the labour market and its relation to gender inequalities in the workplace ● Gender-specific characteristics at management level ● Micro- and power politics in organisations ● Definition and differentiation between stereotypes, prejudices and clichés ● Identification of intercultural situations and tools to deal with them	The learner will know the difference between stereotypes, prejudices and clichés and will identify gender-specifics characteristics in the working context. The learner will cope with micro- and power political systems in the organization.	1. He/she is able to differentiate between stereotypes, prejudices and clichés. 2. He/ she is able to identify gender-specific characteristics in the working context in specific on the management level. 3. He/ she is able to cope with micro- and power political dynamics in the organization.
Organizational factors associated with exposure to various forms of violence	3	● Distinction between organisational structure and culture and their modes of action ● Basics of primary, secondary and tertiary prevention strategies for occupational violence ● Relevant leadership competences in the context of occupational violence ● Sector-specific factors	The learner will know the functioning of organizational structure and culture. The learner will understand the basics of the primary, secondary and tertiary strategy model. The learner will develop specific leadership skill regarding occupational violence.	1. He/she is able to describe the functioning of organizational structure and organizational culture. 2. He/ she is able to select appropriate measures based on primary, secondary and tertiary prevention strategy model. 3. He/ she is able to apply necessary leadership skills in the context of occupational violence.
Conducting conversations	2	● Basics of communication, specifically non-violent communication ● Effective preparations for challenging conversations	The learner will know the basics of non-violent communication and will know	1. He/she is able to explain the basics of non-violent communication.

in challenging situations		● Leading a conversation (golden rules and techniques)	how to prepare a challenging conversation. The learner will have the ability to lead conversations in challenging situations.	2. He/ she is able to prepare a challenging conversation using effective communication methods and negotiation techniques. 3. He/ she is able to lead conversations in challenging situations.
Prevention and management strategies	4	● Primary prevention - Policy (relevant information on how to formulate a policy / design a health and safety plan, good practice examples) - Trainings ● Secondary prevention - contact points including internal and external support system - effective complaint mechanism and immediate possibilities for action - Risk analysis and specifics on internal and external communication ● Tertiary prevention - Monitoring system - Possibilities of support for the affected person - Team dynamics	The learner will understand the difference between primary, secondary and tertiary prevention. The learner will know how to formulate an effective policy and will lead the staff how to deal with occupational violence in the organization.	1. He/she is able to differentiate between primary, secondary and tertiary prevention strategies. 2. He/ she is able to develop an effective and tailor-made policy. 3. He/she is able to communicate to staff with appreciation how to deal with occupational violence in the organization.

5.2. Modules

In the following section, the individual modules are presented in detail. The main topics, the scope of the units, EQF levels, learning outcomes based on ECVET and the literature used are described in the first table. The second table contains a detailed design how the module is structured.

Causes and mechanisms of action

Learning units

Module	Causes & mechanism of action
Topics	- Definition, types & forms of occupational violence - Definition, types & forms of discrimination - Basics of the diversity dimension as causes of discrimination - Cultural imprints in the working context - Specifics of intercultural teams - Risk groups and vulnerable situations for occupational violence - Micro-, meso- and macrolevel in organizations as causes for occupational violence
EQF-Level	4
Duration	4 units
Learning objective	The learner will know the differences between the different types and forms of occupational violence and discrimination. The learner will use the dimensions of diversity to promote intercultural competences and inclusion. The learner will cultivate self-reflection regarding cultural imprints.
Knowledge	He/she is able to differentiate between the different types and forms of occupational violence and discrimination
Skills	He/ she is able to take into account the diversity dimensions in order to promote intercultural competences among the staff and minimize the risk of discrimination.
Competence	He/ she is able to reflect upon his/her own cultural imprints
Further information	Argrusa, J. F., Coats, W., Tanner, J., and Leong, J. S. L. L. (2002): Hong Kong and New Orleans: A comparative study of perceptions of restaurant employees on sexual harassment. International Journal of Hospitality and Tourism Administration, 3, 3, 19-31 Argrusa, J. F., Coats, W., Tanner, J., and Leong, J. S. L. L. (2002): Hong Kong and New Orleans: A comparative study of perceptions of restaurant employees on sexual harassment. International Journal of Hospitality and Tourism Administration, 3, 3, 19-31

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Peterson, R. D., Krivo, L. J., & Harris, M. A. (2000). Disadvantage and neighborhood violent crime: Do local institutions matter? Journal of Research In Crime And Delinquency, 37(1), 31-63.

University, U.S. (2016) *Understanding the dimensions of diversity*, *USU*. Available at: https://extension.usu.edu/employee/diversity/dimensions-of-diversity

Training Design

Time / Duration	Unit	Content	Method	Learning Outcome
10 min.		Introduction of Units, Learning Outcomes	Input: PPT Slide 1-4	1. He/she is able to differentiate between the different types and forms of occupational violence and discrimination. 2. He/ she is able to take into account the diversity dimensions in order to promote intercultural competences among the staff and minimize the risk of discrimination. 3. He/ she is able to reflect upon his/her own cultural imprints.
20 min.		Definition, Forms and Types of Occupational Violence	Input: PPT Slide 5-8	
20 min.		Discussion in class about examples, experiences about any kind of occupational violence	Group learning	
	1			
10 min.		*Break*		
30 min.		Basics of the diversity dimension as causes of discrimination	Input: Slide 9-16	
20 min.		Self-reflection based on the diversity dimension	Self-directed Learning	
	1			
10 min.		*Break*		
30 min.		Micro-, meso- and macro level in organizations as causes for occupational violence & Cultural imprints in the working context; Specifics of intercultural teams	Slide 17-19	
20 min.		In class exercise	Slide 20	
10 min.		*Break*		
20 min.		In class exercise	Slide 20	
20 min.		Presentation of the results	Group learning	
10 min.		Closure		
	2			

Effects of exposure to workplace violence

Learning units

Module	Effects of exposure to workplace violence
Topics	- Potential consequences for affected persons (psychological and physical consequences, consequences at the workplace, ...) - Potential consequences for the company (economic consequences, consequences in cooperation, consequences for employees involved, consequences in external effects, structural consequences,...) - Power of the bystander approach
EQF-Level	4
Duration	3 units
Learning objective	The learner will understand the effects of occupational violence at different levels and will develop effective measures to counteract these effects. The learner will know how to cope with a possible bystander approach.
Knowledge	He/she is able to understand the effects of occupational violence at different levels (individual, interpersonal, institutional, etc.).
Skills	He/ she it is able to develop effective measures to constructively counteract these effects.
Competence	He/ she is able to cope with a possible bystander approach on a professional level.
Further information	A Bystander Intervention Training https://righttobe.org/guides/bystander-intervention-training/ A guide to the Bystander Approach and further reading https://drexel.edu/~/media/Files/oed/PDF/soc_bystander_intervention_guide_web_final.ashx;_z=z?la=en American Academy of Experts in Traumatic Stress 2020 https://www.aaets.org/traumatic-stress-library/workplace-violence Andoh, A. K. (2001) sexual harassment in the workplace: The Ghanaian experience, Centre for Social Policy Studies (CSPS), University of Ghana, Legon, No. 9 ISSN 0855-3726 Bureau of Labour Statistics (2012). Census of Fatal Occupational Injuries Summary. Retrieved on April 3, 2014 from http://www.bls.gov/iif/ osh_wpvs.htm Bystander Approaches https://aifs.gov.au/sites/default/files/publication-documents/acssa-issues17_1.pdf https://core.ac.uk/download/pdf/234669966.pdf https://core.ac.uk/download/pdf/234669966.pdf

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	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7215457/#:~:text=WPV%20may%20cause%20not%20only,shame%20%5B2%2C8%5D
	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7215457/#:~:text=WPV%20may%20cause%20not%20only,shame%20%5B2%2C8%5D
	https://www.researchgate.net/publication/313425432_The_Bystander_Approach_to_Sexual_Assault_Risk_Reduction_Effects_on_Risk_Recognition_Perceived_Self-Efficacy_and_Protective_Behavior
	Marit Vartia-Väänänen, M. (2009). Organisational and individual consequences of workplace violence and harassment. Retrieved on March 7, 2014 from https://osha.europa.eu/en/seminars/seminar-on- violenceand-harassment-at-work/speech- venues/day-1/spspeech.2010-12-14.2867785670

Training Design

Time / Duration	Unit	Content	Method	Learning Outcome
10 min.		Introduction of Units, Learning Outcomes	Input: PPT Slide 1-5	1. He/she is able to understand the effects of occupational violence at different levels (individual, interpersonal, institutional, etc.).
20 min.		In class exercise	Instruction PPT Slide 6	
20 min.		Potential consequences for affected persons, part I	Input: Slide 7 -9	
	1			
10 min.		*Break*		2. He/ she is able to develop effective measures to constructively counteract these effects.
20 min.		Potential consequences for affected persons, part II	Input: Slide 10 - 13	
30 min.		In class exercise	Instruction PPT slide 14	
	1			
10 min.		*Break*		
10 min.		Uber case study	Case study, slide 15	3. He/ she is able to cope with a possible bystander approach on a professional level.
20 min.		Bystander approach	Input: Slide 16 - 21	
20 min.		Group Activity	Slide 22	
10 min.		*Break*		
	1			

EU & national instruments to combat workplace violence / legal basis

Learning units

Module	EU & national instruments to combat workplace violence / legal basis
Topics	- Directives, treaties, policies on a European level - National framework on violence & discrimination of the project countries including - in the criminal law sense - in the sense of administrative criminal law - at the workplace - Legal definition of occupational violence, course of proceedings, measures on the part of the employer, consequences and severity of punishment
EQF-Level	4
Duration	2 units
Learning objectives	The learner will be familiar with the national and European framework regarding workplace violence. The learner will know which legal provisions will apply in the event of an incident. The learner will apply the best possible strategy for the given situation.
Knowledge	He/she is able to describe the relevant national and European framework to combat workplace violence. He is able to use a comprehensive overview of Frameworks, Directives, Policies and Agreements attempting to tackle the difficult issue of Harassment and Violence at the workplace
Skills	He/ she is able to analyze the legal provisions that would apply in the event of an incident. He/she is able to develop an approach, guidelines, strategies for preventing harassment and violence in the workplace He she is able to design a course of proceedings and measures on the part of the employer, set procedures
Competence	He/ she is able to apply the best possible solving strategy for the given situation based on the legal framework for the organization and the persons concerned. He/ she is able to communicate these principles, policies and procedures to the management and employees
Further information	C190 - ILO Violence and Harassment Convention, 2019 (No.190) This is the full text of the original C190. https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C190 R206 – ILO Violence and Harassment Recommendation, 2019 (No.206) This is the full text of the original R206.

	https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:R206
	Video: What is C190?, Common GUF Campaign This is a video which explains some keys aspects of the Convention. https://www.dropbox.com/s/gqbgue68va763p7/C190%20Final%20English.mp4?dl=0
	Mini guide on C190 & R206, International Trade Union Confederation (ITUC) This is mini guide highlights some of the most important parts of C190 and R206.https://www.ituc-csi.org/IMG/pdf/c190_mini_guide_en.pdf
	Frequently asked questions on C190 & R206, International Trade Union Confederation (ITUC). This document answers some of the most frequently asked questions about C190 and R206.https://www.ituc-csi.org/IMG/pdf/c190_faqs_en.pdf
	ILO Policy Brief. ILO Violence and Harassment Convention No. 190 and Recommendation No. 206, International Labour Organization (ILO), 2020 This policy brief gives an overview of the Convention and Recommendation.
	http://www.ilo.ch/wcmsp5/groups/public/ed_dialogue/actrav/documents/briefingnote/wcms_749786.pdf
	Outcome of the Meeting of Experts on Violence against Women and Men in the World of Work, International Labour Organization (ILO), 2016 This report provides information from the first Meeting of Experts on Violence against Women and Men in the World of Work. https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---relconf/documents/meetingdocument/wcms_533534.pdf
	EDF (2018), Global framework agreement on the EDF Group's corporate social responsibility (Word), Paris.
	IUF, IndustriALL and Unilever (2016), Joint Commitment to preventing sexual harassment, London.
	Sodexo (2017), Sodexo–IUF Joint Commitment on preventing sexual harassment, Dublin.
	IUF and Meliá Hotels International (2019), IUF/Meliá agreement on workplace right, Palma de Mallorca.
	IUF and AccorInvest (2019), Agreement on fighting sexual harassment, press release, 16 September.
	UNI Global Union (2018), UNI Global Union and Carrefour united in fight to stop violence against women, press release, 3 October.
	EurWORK European Observatory of Working Life

Training Design

Time / Duration	Unit	Content	Method	Learning Outcome
5 min.		Providing overview of the module, learning outcomes, check-in	Input: PPT Slide 1-4	
5 min.		Question, followed by open discussion on the basis of what consists of harassment and violence at work and the duty of the employer	Ice breaker & open discussion, PPT slide 6	
10 min.		Workplace violence and the Legal European and National Basis. (Providing an overview of strategic frameworks, agreements, definitions, directives, C190 and R206 ratification)	Input: Slide 7 -11	
10 min.		Task: Study the document of FAQs regarding ILO C190 & R206, and come up with situations that are covered by the above	Learning task	1. He/she is able to describe the relevant national and European framework to combat workplace violence.
10 min.		National Frameworks of Member states (Frameworks, European Directives & national legislations compliance)	Case study, PPT slide 12 Group Learning	
10 min.		Based on this material and acting as the manager, participants will have open discussion on raising awareness and develop participation initiatives for the sector and employees.	Group Learning, Open discussion	2. He/ she is able to analyze the legal provisions that would apply in the event of an incident.
	1			
10 min.		*Break*		
5 min.		Providing overview of the 2nd unit		3. He/ she is able to apply the best possible solving strategy for the given situation based on the legal framework for the organization and the persons concerned.
15 min.		Legal definition of occupational violence (The 2007 Framework Agreement on Harassment and Violence at Work, Guidelines on prevention of third-party violence and harassment at work signed by central governments & sectoral social partners, developing Workplace Policies, the employer's duty)	Input PPT slide 19-26	
10 min.		Practical Example: The IUF & Meliá Agreement-Principles, procedures and processes to prevent sexual harassment in the workplace	Case study, PPT 19 - 26	
20 min.		Task of previous practical examples	Group Learning, PPT 29	
	1			
10 min.		*Break*		

Gender considerations and intercultural management in understanding occupational violence

Learning units

Module	Gender considerations and intercultural management in understanding occupational violence
Topics	- History and developments of the labour market and its - relation to gender inequalities in the workplace - Gender-specific characteristics at management level - Micro- and power politics in organisations - Definition and differentiation between stereotypes, prejudices and clichés - Identification of intercultural situations and tools to deal with them
EQF-Level	4
Duration	2 units
Learning objectives	The learner will know the difference between stereotypes, prejudices and clichés and will identify gender-specifics characteristics in the working context. The learner will cope with micro- and power political systems in the organization.
Knowledge	He/she is able to differentiate between stereotypes, prejudices and clichés.
Skills	He/ she is able to identify gender-specific characteristics in the working context in specific on the management level
Competence	He/ she is able to cope with micro- and power political dynamics in the organization
Further information	Women and Tourism: Designing for Inclusion, World Bank, 2017. Report on how to integrate a gender lens into tourism development projects. Tourism's Dirty Secret: The Exploitation of Hotel Housekeepers, Oxfam Canada, 2017. Research report on the working lives of hotel housekeepers in Toronto (Canada), Punta Cana (Dominican Republic) and Phuket (Thailand), including sexual harassment and exploitation. Know How Guide: Human Rights and the Hotel Industry, International Tourism Partnership, 2014. Guide for hotel companies on how to implement the United Nations Guiding Principles on Business and Human Rights. Addressing Gender-Based Violence and Harassment: Emerging Good Practice for the Private Sector. ILO, C190 - Violence and Harassment Convention, 2019 (No. 190) (https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0:0::NO::P12100_ILO_CODE:C190)

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	Eurofound (European Foundation for the Improvement of Living and Working Conditions). Harassment and violence at work. (https://www.eurofound.europa.eu/observatories/eurwork/industrial-relations-dictionary/harassment-and-violence-at-work)
	Eurofound. Violence and harassment in European workplaces: Extent, impacts and policies. (https://www.eurofound.europa.eu/publications/report/2015/violence-and-harassment-in-european-workplaces-extent-impacts-and-policies)
	Restauranting through history (https://restaurantingthroughhistory.com/tag/immigrant-waitresses/)
	Gender matters: Rethinking violence in tourism// in Annals of Tourism Research, Volume 88, May 2021, 103143 (https://www.sciencedirect.com/science/article/pii/S0160738321000050)
	Eurofound (2022). Gender equality. https://www.eurofound.europa.eu/topic/gender-equality
	UNESCO (2022). Gender equality: one step forward, two steps back// in Reshaping policies for creativity: addressing culture as a global public good, pages 241-261, illustrations (https://unesdoc.unesco.org/ark:/48223/pf0000380503)
	EurWORK/European Observatory of Working Life (2020). Harassment and violence at work (https://www.eurofound.europa.eu/observatories/eurwork/industrial-relations-dictionary/harassment-and-violence-at-work)
	Esteban Ortiz-Ospina, Sandra Tzvetkova and Max Roser (2018). Women's employment//in Our World in Data (https://ourworldindata.org/female-labor-supply#labor-force-participation)
	Dianova (2017). A Silent "Colleague": Violence against Women in the Workplace (https://www.dianova.org/news/a-silent-colleague-violence-against-women-in-the-workplace/)
	European Parliament news (2022). Understanding the gender pay gap: definition and causes (https://www.europarl.europa.eu/news/en/headlines/society/20200109STO69925/understanding-the-gender-pay-gap-definition-and-causes)
	ILO. Global Wage Report 2018: The gender pay gap (https://www.ilo.org/global/about-the-ilo/multimedia/maps-and-charts/enhanced/WCMS_650829/lang--en/index.htm)

EIGE (The European Institute for Gender Equality). Good practices combating gender-based violence. (https://eige.europa.eu/gender-based-violence/good-practices/spain/masters-course-gender-violence-improves-professional-practice labour market for 10 years or more.

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https://www.researchgate.net/publication/334113553_An_Examination_of_the_Impact_of_Macro_Context_on_Women_CEOs_in_the_Hospitality_Industry

Hinchliffe, E. (2021). The number of women running Global 500 businesses soars to an all-time high. Fortune.

Gender matters: Rethinking violence in tourism. Annals of Tourism Research
https://www.sciencedirect.com/science/article/pii/S0160733832 1000050#bbb0075

Harvard Business Review, Power and Politics in Organizational Life (https://hbr.org/1970/05/power-and-politics-in-organizational-life)

Annals of Tourism Research, Volume 88, May 2021, Gender matters: Rethinking violence in tourism (https://www.sciencedirect.com/science/article/pii/S0160733832 1000050)

WORKPLACES THAT WORK FOR WOMEN, 60 years Catalyst (https://www.catalyst.org/research/workplace-sexism-climates/)

Protecting migrant workers from exploitation in the EU: workers' perspectives (https://fra.europa.eu/sites/default/files/fra_uploads/fra-2019-severe-labour-exploitation-workers-perspectives_en.pdf)

Same job, different income: withdrawing EU migrants' benefits would violate an EU founding principle (https://blogs.lse.ac.uk/brexit/2015/11/17/in-work-benefits-for-migrants-digging-a-hole/)

TOURISM'S DIRTY SECRET: THE EXPLOITATION OF HOTEL HOUSEKEEPERS: oxfam canada report. (https://oxfamilibrary.openrepository.com/bitstream/handle/10 546/620355/rr-tourisms-dirty-secret-

https://www.catalyst.org/research/women-in-management/

Training Design

Time / Duration	Unit	Content	Method	Learning Outcome
5 min.		Providing overview of the module, learning outcomes, check-in	Input: PPT slide 1-3	
15 min.		Topic 1 History of the labour market and gender inequalities in the workplace	Input: PPT slide 4 - 16	
15 min.		Comparative discussion on the data of the global wage report 2018 for your country and other chosen EU country https://www.ilo.org/global/about-the-ilo/multimedia/maps-and-charts/enchanced/WCMS_65029/lang--en/index.htm	Group learning	1. He/she is able to differentiate between stereotypes, prejudices and clichés. 2. He/ she is able to identify gender-specific characteristics in the working context in specific on the management level.
15 min.		Discussion „How your company can prevent sexual Harassment in the workplace	Learning task, PPT slide 19 - 21	
	1			
10 min.		*Break*		
5 min.		Input: Topic 2 Gender-specific characteristics at management level - at the workplace	Input PPT 4 -10	3. He/ she is able to cope with micro- and power political dynamics in the organization
15 min.		Topic 3. Definition and differentiation between stereotypes, prejudices and clichés	Input PPT slide 11-15	
10 min.		Topic 4. Micro- and power politics in organizations	Input PPT slide 16 - 21	
20 min.		Reflection and group discussion on what is the role of the formal and informal leaders in the organization	Group Learning	
	1			
10 min.		*Break*		

Organizational factors associated with exposure to various forms of violence

Learning units

Module	Organizational Factors associated with exposure to various forms of violence
Title of learning unit	- Distinction between organizational structure and culture and their modes of action - Basics of primary, secondary and tertiary prevention strategies for occupational violence - Relevant leadership competences in the context of occupational violence - Sector-specific factors
EQF-Level	4
Duration	2 units
Learning objective	The learner will know the functioning of organizational structure and culture. The learner will understand the basics of the primary, secondary and tertiary strategy model. The learner will develop specific leadership skill regarding occupational violence.
Knowledge	He/she is able to describe the functioning of organizational structure and organizational culture.
Skills	He/ she is able to select appropriate measures based on primary, secondary and tertiary prevention strategy model.
Competence	He/ she is able to apply necessary leadership skills in the context of occupational violence.
Further information	https://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/publication/wcms_535656.pdf https://terraform-20180423174453746800000001.s3.amazonaws.com/attachments/cjiisgqry00fzfxj71rd28btl-p4-vprchaen0217-workplace-violence-prevention-checklist.pdf https://www.researchgate.net/figure/Primary-secondary-and-tertiary-preventions-against-workplace-violence-from-psychiatric_tbl1_285152732 https://www.cdc.gov/niosh/docs/96-100/risk.html https://www.aihr.com/blog/leadership-competencies/#:~:text=Key%20leadership%20competencies%20include%20social,managing%20yourself%2C%20inclusiveness%2C%20organizational%20citizenship https://www.sigmaassessmentsystems.com/wp-content/uploads/2015/02/360-Scales.pdf

Training Design

Time / Duration	Unit	Content	Method	Learning Outcome
15 min.		Introduction of Units and Learning Outcomes	Input: PPT slide 1-5	1. He/she is able to describe the functioning of organizational structure and organizational culture.
15 min.		The distinction between organisational culture and organisational structure	Slide 5-9 Explain organisational structure types and culture based on Module content	
20 min.		In-class group exercise	Group learning	2. He/ she is able to select appropriate measures based on primary, secondary and tertiary prevention strategy model.
	1			
10 min.		*Break*		
10 min.		Basics/Short overview of prevention strategies	Input PPT slide 10 - 13	
10 min.		Leadership Competencies	Input PPT slide 14-16	3. He/ she is able to apply necessary leadership skills in the context of occupational violence.
10 min.		Sector related factors	Input PPT slide 17 - 21	
20 min.		In-class exercise	Group Learning	
	1			
10 min.		*Break*		

Conducting conversations in challenging situations

Learning units

Module	Conducting conversations in challenging situations
Title of learning unit	- Basics of communication, specifically non-violent communication - Effective preparations for challenging conversations - Leading a conversation (golden rules and techniques)
EQF-Level	4
Duration	2 units
Learning objective	The learner will know the basics of non-violent communication and will know how to prepare a challenging conversation. The learner will have the ability to lead conversations in challenging situations.
Knowledge	He/she is able to explain the basics of non-violent communication.
Skills	He/ she is able to prepare a challenging conversation using effective communication methods and negotiation techniques.
Competence	He/ she is able to lead conversations in challenging situations.
Further information	Amdur, Ellis. In the Eye of the Hurricane: Skills to Calm and De-escalate Aggressive & Mentally Ill Family Members . Edgework Books. Amdur, Ellis; Cooper, William. Safety At Work: Skills to Calm and De-escalate Aggressive & Mentally Ill Individuals - For All Involved in Threat Assessment & Threat Management. Edgework Books. McKay PhD, Matthew . Messages (The Communications Skills Book). New Harbinger Publications. Noll, Douglas . De-Escalate: How to Calm an Angry Person in 90 Seconds or Less . Atria Books/Beyond Words. Parker, Susan. Risk Assessing Bullying: Manage Workplace Bullying... before it happens Unknown. Patterson, Kerry; Grenny, Joseph; McMillan, Ron; McMillan, Ron; Switzler, Al; Switzler, Al. Crucial Conversations Tools for Talking When Stakes Are High McGraw-Hill Education Tannen, Deborah. I Only Say This Because I Love You. Random House Publishing Group.

Training Design

Time / Duration	Unit	Content	Method	Learning Outcome
10 min.		Providing overview of the modul, learning outcomes, check-in	Input: PPT slide 1-9	1. He/she is able to explain the basics of non-violent communication.
20 min.		Pre-contact – Designing a safe place Individual task or a group work	PPT slide 10 – 13	
20 min.		Start of the contact – Introducing and setting boundaries	PPT slide 14 – 18 Group learning	2. He/ she is able to prepare a challenging conversation using effective communication methods and negotiation techniques.
	1			
10 min.		Break		
20 min.		Contact – Conducting conversations	Input PPT slide 19 – 23 Individual task	
20 min.		Closing the contact	Input PPT slide 14-16 Group learning	3. He/ she is able to lead conversations in challenging situations.
10 min.		Post contact – Learning moments and prevention	PPT slide 18 – 31 Individual task	
	1			
10 min.		Break		

Prevention and management strategies

Learning units

Module	Prevention and management strategies
Title of learning unit	- Primary prevention - Policy (relevant information on how to formulate a policy / design a health and safety plan, good practice examples) - Trainings - Secondary prevention - contact points including internal and external support system - effective complaint mechanism and immediate possibilities for action - Risk analysis and specifics on internal and external communication - Tertiary prevention - Monitoring system - Possibilities of support for the affected person - Team dynamics
EQF-Level	4
Duration	4 units
Learning objective	The learner will understand the difference between primary, secondary and tertiary prevention. The learner will know how to formulate an effective policy and will lead the staff how to deal with occupational violence in the organization
Knowledge	He/she is able to differentiate between primary, secondary and tertiary prevention strategies.
Skills	He/ she is able to develop an effective and tailor-made policy.
Competence	He/she is able to communicate to staff with appreciation how to deal with occupational violence in the organization
Further information	ARMSTRONG, M., 2007. Řízení lidských zdrojů: nejnovější trendy a postupy : 10. vydání. 1. vyd. Praha: Grada. ISBN 978-80-247-1407-3. ATTEBYOVÁ S., 2021. Proč je zásadní vytvářet dobrou týmovou dynamiku na pracovišti? . [online] [vid. 2022-15-08]. Available: https://www.callbridge.com/cs/blog/good-team-dynamics-is-essential-in-the-workplace/ CRDR spol. s.r.o., 2017. Analýza a řízení rizik BOZP. Identifikace, hodnocení a management ve firmách a jiných organizacích. [online] [vid. 2022-15-08]. Available: https://www.dokumentacebozp.cz/aktuality/analyza-rizik-bozp-rizeni-hodnoceni-identifikace-management/

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MIOVSKÝ, M., SKÁCELOVÁ, L., ZAPLETALOVÁ, J., NOVÁK, P. 2010. Primární prevence rizikového chování ve školství. Tišnov: Sdružení SCAN.

MŠMT, 2005. Standardy odborné způsobilosti poskytovatelů programů primární prevence užívání návykových látek. Praha: MŠMT.

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Training Design

Time / Duration	Unit	Content	Method	Learning Outcome
10 min.		Providing overview of the module, learning outcomes, check-in		
10 min.		Input: Topic 1: Prevention policies - providing an overview of the module, an approximation of the theoretical base of prevention policies (something is wrong, negative effects of bullying on employees, negative effects of bullying on employers, prevention policies, mobbing)-	Input PPT slide 1– 7	1. He/she is able to differentiate between primary, secondary and tertiary prevention strategies..
15 min.		Practical examples (Hyundai Motor Manufacturing Czech s.r.o.)-	PPT slide 8 - 11 Case study	
15 min.		Open discussion on the topic of prevention policies (experiences, ideals, comments, etc.)	Group learning	2. He/ she is able to develop an effective and tailor-made policy
	1			
10 min.		*Break*		3. He/ she is able to to communicate to staff with appreciation how to deal with occupational violence in the organization
5 min.		Providing overview of the unit, check-in		
15 min.		Primary prevention - what is primary prevention, breakdown of primary prevention, policy formulation, formulation of policy and design health and safety plan, in forming an effective workplace violence strategy, typology of workplace violence, indicators of potential violence by an employee, prevention of violence and harassment in HORECA	Input PPT slide 1 - 11	
10 min.		Task 1 (own experience with primary prevention)	PPT slide 12 Case study	
10 min.		task 2 (build process of primary prevention)	PPT slide 13 Case study	
10 min.		Open discussion on the topic of primary prevention (experiences, ideals, comments, etc.)	Group Learning	
	1			
10 min.		*Break*		

5 min.		Providing overview of the unit, check-in	
15 min.		Secondary prevention - what is secondary prevention, risk analysis, objective of the risk analysis, risk management has individual phases, specifics on internal and external communication, effective complaint mechanism and immediate possibilities for action-	Input PPT 1 - 12
10 min.		Task 1 (own experience with secondary prevention)	PPT slide 13
10 min.		Task 2 (build process of secondary prevention)	PPT slide 14
10 min.		Open discussion on the topic of secondary	Group learning
	1		
10 min.		*Break*	
5 min.		Providing overview of the unit, check-in	
15 min.		Tertiary prevention - what is tertiary prevention, monitoring system, possibilities of support for affected person, team dynamics-	Input PPT slide 1 -6
10 min.		Task 1 (own experience with primary prevention)	PPT slide 8
10 min.		Task 2 (build process of tertiary prevention)	PPT slide 9
10 min.		Open discussion on the topic of tertiary prevention (experiences, ideals, comments, etc.)	Group learning
	1		