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UNIT 4

Elements 1 to 3

TRAINER'S GUIDE



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LTA TRAINER'S GUIDE: UNIT 4

Entrepreneurship and service competence

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RE	Restricted to a group specified by the consortium (including the Commission Services)	
CO	Confidential, only for members of the consortium	

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1 Why a Trainer's Guide

LTA Trainer's Guides aim to provide prospective trainers with an overview of a training unit and to support them by the design and delivery of their own trainings.

The LTA Curriculum provides you with an overview of the training for each of the 6 Units:

- Unit 1. Understanding accessibility
- Unit 2. Linguistic competence
- Unit 3. IT competence
- Unit 4. Entrepreneurship and Service competence
- Unit 5. Respeaking
- Unit 6. Velotyping

All LTA Trainer's Guides are grounded on the rationale behind the LTA curriculum and build upon the three elements of the pedagogical framework which was developed as part of Intellectual Output 2 by Carlo Eugeni¹ (SSML Pisa, Intersteno):

- 1 Aims and objectives
- 2 Training and learning methods
- 3 Assessment

In brief, training needs to be contextualised and adapted to the type of training institution, vocational or academic, and type of trainee. Learning outcomes (LO) should be used to describe the knowledge, skills, and abilities that trainees should have acquired by the completion of a Unit and a course. Lastly, training should follow a clear progression which, together with suitable training tasks and assessment tools, will enable trainers and trainees to monitor their achievements along the learning process.

All documents related to LTA training (Trainers' Guides and training materials) can be downloaded at www.ltaproject.eu. If you have any difficulties or would like to share with us your experience with the materials, please contact the project leader rocio.bernabe@sdi-muenchen.de.

¹ Contact person: IO2 leader: carloeugeni@gmail.com

The full IO2 report accessible here: www.ltaproject.eu

2 Overview of Unit 4

This section includes general information about how to organise the training process as well as descriptions of the unit structure and contents, learning outcomes to be achieved, available training resources, tasks and their keys, where necessary.

The recommendations, workload, and resources provided in this section pertain to the design of a 30 ECTS course as described in the LTA Course video and the videos about the Respeaking track and the Velotyping track. https://ltaproject.eu/?page_id=1808.

2.1 Aims

On completion of this Unit, trainees will have acquired the necessary knowledge and skills to organise their work efficiently in terms of management, business and interpersonal skills. Trainees will be able to identify causes of stress derived from the job and to describe coping strategies for each type of situation: before, during or after the job. Trainees will also be able to explain the concept of personal resilience and its importance for real-time intralingual subtitles.

The table below provides an overview of the Unit structure and requisites.

Table 3: Overview Unit 4

Name	Entrepreneurship and Service Competence
ECTS/ECVETS	3
N. of Elements	3
Level of difficulty	<p>Beginners level: LO1 and LO3 of Element 2</p> <p>Intermediate level: LO2 of Element 2 and from LO1 to LO3 of Element 3</p> <p>Advanced level: LO1 to LO3 of Element 1.</p>
Workload	75 hours (27 class hours and 48 self-study)
Requirements	None
Name of the Elements	<p>E1. Management and interpersonal skills</p> <p>E2. Stress management and personal skills</p> <p>E3. Business strategies</p>



When to teach Unit 4	This Unit provides future professionals with average knowledge and intermediate to advanced skills that are necessary to start managing a business as real-time intralingual subtitle. The Unit also raises awareness about the risks of stress-related to the job and shows coping strategies.
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2.2 Learning outcomes

On completion of the Unit, trainees should be able to demonstrate knowledge and skills in each of the three elements:

- Element 1: Management and interpersonal skills
- Element 2: Stress management and personal skills
- Element 3: Business strategies

The knowledge, skills, and abilities to be acquired are stated below as learning outcomes (LO).

ELEMENT 1: Management and interpersonal skills

- LO 1.** Plan job-related tasks by considering other dependencies such as schedule, costs, human and physical resources and related risks.
- LO 2.** Identify possible clients and sponsors in his/her country of real-time intralingual subtitling service.
- LO 3.** Timely and effectively listen, answer, and respond to customer's requests to ensure accessibility.

ELEMENT 2: Stress management and personal skills

- LO 1.** Explain the main causes of stress derived from the job and different working contexts, and list coping techniques before, during, and after live situations, and develop personal resilience.
- LO 2.** Deal with feedback as well as provide feedback and solutions in conflictive situations.
- LO 3.** Remain objective, neutral and follows a code of conduct in the interaction with end-users and costumers at work.



ELEMENT 3. Business strategies

LO 1. Prepare for professional interviews with customers and potential customers.

LO 2. Develop a service portfolio adapted to the market.

LO 3. Evaluate a critical situation, identify the problem, and find solutions.

2.3 Training contents

The table below provides an overview of the training

Table 4: Training contents for Unit 4

Element	Content
Management and interpersonal skills	<ul style="list-style-type: none"> • Overview, main rules and models about project management. (e.g., key elements, stages of a project, costs and risks) • Market analysis and situation • Scheduling jobs: Checklist what to consider • Planning risks • How to communicate with clients: getting the information I need for the job, obtaining feedback, critical situations • Customer acquisition management • Communication models
Stress management and personal skills	<ul style="list-style-type: none"> • Types of stress • How to identify job-related stress situations; improvising and having a plan B • Coping strategies: what are they, how do they work • Building up personal resilience • Feedback (e.g. nonviolent communication, conflictive situations) • Code of conduct

Element	Content
Business strategies	<ul style="list-style-type: none">• Dos and don'ts in a job interview• Talking to potential clients (e.g. preparation, briefing and debriefing)• Creating a service portfolio (Boston consulting group)• Identify strengths, weaknesses, opportunities and threats• Business model (Canvas)

2.4 Recommended training and learning methods

- Lectures to introduction theory and concepts
- Discussions based on research articles, project, etc.
- Analyzing existing recordings
- Discussion of guidelines
- Implementation of guidelines

3 Unit 4: Recommended materials for trainers

LTA Units include:

- 1 LTA materials which are fully accessible for trainees with and without disabilities;
and
- 2 training materials created by external authors or institutions.

For copyright reasons, we kindly ask prospective trainers not to modify the provided training materials without the expressed written consent of the authors and to always cite the source.



3.1 Types of material

Each LTA Unit provides different types of training materials (e.g. core videos², recommended readings, tasks, assessments). Though the number and nature may vary depending on the course all Units include:

- Class-work material: core material to be used “in the class” (be it physical or virtual) by trainers to achieve an LO;
- Self-study material: material to be used outside classes by the trainees to further develop an LO;
- Accompanying material: subtitles in .SRT format, presentations in .PPT format, transcripts in .PDF format and other materials created during the LTA project;
- Suggested readings: websites, academic papers, laws, etc. providing information which can be useful in diverse settings and contexts, though not essential to acquire an LO;
- Tasks: material especially created by LTA partners or made available by third parties to be able and accomplish a technique-specific or general LO.
- Tests: material used to both assess one’s background and achieved results after a Unit/Unit and after the full course.

3.2 ELEMENT 1: Management and interpersonal skills

This element includes the following training material:

Plan job-related tasks

- 1 https://www.youtube.com/watch?v=9cdh_aroq4&list=PL7qhCLtDxsd_wRbMMg_tih3ibVLu93KK0

WHAT: LTA video lecture and presentation: Task planning

WHY: Overview of project management. Explains all important points to consider when planning tasks and how to plan a project.

² All LTA videos are subtitled in English and available at the LTA YouTube channel: <https://www.youtube.com/channel/UCW4Tp6hLEG8dty1KJTNMP0Q/featured>.



WHERE: Classroom or self-study

DURATION: ca. 18 minutes

WHO: ZDF Digital

Strategies to identify possible clients

- 2 https://www.youtube.com/watch?v=FCJ8zwXgqoM&list=PL7qhCLtDxsd_wRbMMg_tih3ibVLu93KK0&index=2

WHAT: LTA video lecture and presentation: Customer acquisition

WHY: Shows different ways and strategies to contact and find protentional clients.

WHERE: Classroom or self-study

DURATION: ca. 18 minutes

WHO: ZDF Digital

Respond to costumer's requests

- 3 https://www.youtube.com/watch?v=aTqyyZK24Ug&list=PL7qhCLtDxsd_wRbMMg_tih3ibVLu93KK0&index=3

WHAT: LTA video lecture and presentation: Customer communication

WHY: Explains basics of communication models, what to consider at communicate with clients and how to respond to customer's requests.

WHERE: Classroom or self-study

DURATION: ca. 19 minutes

WHO: ZDF Digital



3.3 ELEMENT 2: Stress management and personal skills

Main causes of stress and techniques to handle it

- 4 https://www.youtube.com/watch?v=xEI5TJTFXZs&list=PL7qhCLtDxsd_H3cfQn9sYZ3LoXYT47ZWT

WHAT: LTA video lecture and presentation: Stress management

WHY: Explains factors for stress in the job and shows up techniques to build up personal resilience.

WHERE: Classroom or self-study

DURATION: ca. 12 minutes

WHO: ZDF Digital

Dealing with Feedback and providing it

- 5 https://www.youtube.com/watch?v=jEi0_8kxvZ4&list=PL7qhCLtDxsd_H3cfQn9sYZ3LoXYT47ZWT&index=2

WHAT: LTA video lecture and presentation: Feedback

WHY: Shows ways to communicate nonviolent and to handle feedback situations. Gives examples of conflictive situations in the working environment

WHERE: Classroom or self-study

DURATION: ca. 22 minutes

WHO: ZDF Digital

Remain objective, neutral and follow a code of conduct with customers

- 6 https://www.youtube.com/watch?v=6thr9MTLz1Q&list=PL7qhCLtDxsd_H3cfQn9sYZ3LoXYT47ZWT&index=3

WHAT: LTA video lecture and presentation: Codes of conduct

WHY: Explains principles of professionalism and the importance of objectivity.

WHERE: Classroom or self-study

DURATION: ca. 17 minutes



WHO: ZDF Digital

3.4 ELEMENT 3: Business strategies

Conduct professional interviews

- 7 https://www.youtube.com/watch?v=JLtNNJqLiBY&list=PL7qhCLtDxsd8UIW0rGNpftyv_26oE8DbD

WHAT: LTA video lecture and presentation: Professional interviews

WHY: Explains how to prepare before a professional interview and what to consider at a briefing and a debriefing

WHERE: Classroom or self-study

DURATION: ca. 10 minutes

WHO: ZDF Digital

Developing an own service portfolio

- 8 https://www.youtube.com/watch?v=2z2eMRGYRJo&list=PL7qhCLtDxsd8UIW0rGNpftyv_26oE8DbD&index=2

WHAT: LTA video lecture and presentation: Service portfolio

WHY: Explains the approach to create a service portfolio with all important factors with regard to the market.

WHERE: Classroom or self-study

DURATION: ca. 11 minutes

WHO: ZDF Digital

3.4.1 Evaluating critical situations

- 9 https://www.youtube.com/watch?v=cpf-mOVOM9k&list=PL7qhCLtDxsd8UIW0rGNpftyv_26oE8DbD&index=3

WHAT: LTA video lecture and presentation: Critical situations

WHY: Explains causes of critical situations concerning the job and how to deal with crises



WHERE: Classroom or self-study

DURATION: ca. 17 minutes

WHO: ZDF Digital

4 Recommended exercises

All Units have exercises. You can find the exercises in the PowerPoint files.

5 Recommended readings for trainees

We recommend you share the reading list of this unit with your trainees.

You can download the Reading list here: <https://ltaproject.eu/>

6 Assessment

The assessment methodology of this Unit includes:

- **A pre-assessment.** The pre-assessment test can be taken at the ECQA platform:
<http://ecqa.org/>
- **A peri-assessment.** The peri-assessment is an assessment that takes place during the learning process of the course: after a general unit, or after each Element of technique specific units. By doing this, you or your trainer can evaluate your progress before the completion of the unit. Section 6.1 down below includes some questions provided by the LTA partners.
- **A post-assessment.** The post-assessment takes place after the course. If you have not used the assessment questions in section 6.1, you can use them for this purpose, i.e., to evaluate your knowledge and skills upon completion of the whole course.
- **ECQA-Intersteno certificate exam.** On top of a trainer's guide, exercises and assessment questions, the LTA consortium has also created an internationally-recognised certificate that a professional can obtain as a proof of their acquired skills in any of the above working contexts.



The exam questions for the certificate are only available on the ECQA platform. The exam includes questions from Unit 1 to 4 and from Unit 5 or 6 depending on your specialization. We recommend you take the exam upon completion of the LTA course. The LTA materials are aimed at training professionals in real-time intralingual subtitling, through respeaking or velotyping, for the following working contexts:

- TV subtitling
- conference subtitling, or speech-to-text interpreting;
- parliamentary subtitling;
- personalised access in daily life (school, work, public administration...).

The certificate will follow these steps to be taken through the ECQA platform:

- Multiple-Choice Questionnaire (MCQ): the candidate answers to questions related to LTA learning outcomes, by selecting the correct answer from a list;
- MARS test: through an online software, the candidate listens to a speech and transcribes it verbatim as accurately and rapidly as possible;
- Oral exam: the candidate discusses – face to face or online – topics related to the profession with the certificate committee. ECQA refers to this part of the exam as "focus group".

These steps are to be taken in the above order, but do not need to be taken at the same time.

The candidate – a professional or a student – must take them individually, either the same day or over a set period of days after having passed the MCQs.

Upon request from an educational institution, association or single trainers, ECQA will set up a certification session by gathering internationally-recognised experts in the field the certification is required, in collaboration with the International Federation for Information and Communication Processing INTERSTENO. The committee will prepare the certification materials and monocratically assess the results.

6.1 Peri-assessment questions for the peri-assessment

This section provides questions for self-assessment. This self-assessment can be used by both: trainers in order to activate and test trainees' previous knowledge at the beginning of the course, and trainees who are willing to use the training materials auto-didactically.



Element 1. LO1

1. Project management is:
 - A. A function concerned with the planning, management and control of products and/or services during the product life cycle from market maturity to market exit.
 - B. The initiation, planning, controlling, monitoring and completion of projects.
 - C. The compilation and management of a portfolio, i.e. a stock of investments, in particular through purchases and sales in view of expected market developments.

Element 1. LO2

2. Which are techniques of customer acquisition?
 - A. Cold and warm calling.
 - B. Analyze customer data in terms of its value to the company.
 - C. Customer segmentation.

Element 1. LO3

3. Customer communication should be: (more options possible)
 - A. Unilateral.
 - B. Transparent.
 - C. Fast and directly.

Element 2. LO1

4. What did the psychologist Lazarus assume?
 - A. That a stress reaction is not due to the individual cognitive processing of the person affected.
 - B. That every new or unknown situation triggers stress.
 - C. That it is not the characteristic of the stimuli or situation that are important for a stress reaction.



Element 2. LO2

5. The concept of nonviolent communication shows us a transformation of our linguistic expression and our way we listen to others.
- A. True.
 - B. False.

Element 2. LO3

6. A code of conduct: (more options possible)
- A. Is intended to serve as a guideline in the professional dealings with business partners.
 - B. Is a set of rules outlining the norms, rules, and responsibilities or proper practices of an individual party, a company or an organization.
 - C. Is a non-voluntary commitment.

Element 3. LO1

7. A briefing with the client before the job should clarify: (more options possible)
- A. If the subs after the event should be adjusted?
 - B. What to consider in preparation.
 - C. All technical requirements.

Element 3. LO2

8. What does a SWOT analysis identify?
- A. Weaknesses.
 - B. Mistakes.
 - C. Profit.

Element 3. LO3

9. Which are factors of failure and critical situations?



- A. Technical issues.
- B. Soft issues.
- C. Incorrectly calculated schedule.
- D. All of them.

6.2 Keys to the peri-assessment questions

This section provides the keys to the peri-assessment, ordered by Elements:

Keys: 1 b, 2 a, 3 b+c, 4 c, 5 a, 6 a+b, 7a+b, 8 a, 9 d

6.3 Can I skip the unit?

We recommend to take the self-assessment test at the ECQA platform.

7 ECQA Certification and compliance

This Unit is part of the certified LTA course.

8 References

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10 Additional metadata³

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