



# CAR Master training

## Syllabus of face-to-face workshop

Day 5

Topic:

Leadership role of masters/foremen



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# 1 INTRODUCTION

Project CAR Master, No. 2021-1-CZ01-KA220-VET-000033332, is a European Project which is supported by ERAMUS+ – KA2 Cooperation for innovation and the exchange of good practices, Strategic Partnerships for VET education.

The project is mainly focused on blended learning educational program CAR Master and on creating an online platform as a tool for innovative methods which educates masters. The aim of our project is to identify current qualification requirements of CAR Masters in the European automotive sector.

40 % of the education is available online in the CAR Master program, and this tool is supported by face-to-face training, which consists of 60% of the whole learning content. Online learning platform provides modern and attractive methods of education – MOOC, microlearning, gamification etc.

In order to achieve this objective, CAR Master intends to create a standardized non-academic knowledge base with the learning material to spread out the information about the benefits and challenges of blended learning in Europe. More specifically, the project results are the following:

**Result 1: Definition of key skills of masters**

**Result 2: CAR Master Curriculum**

**Result 3: CAR Master Learning experience platform**

**Result 4: Face to face study**

**Result 5: Accreditation CAR Master**

**Result 6: CAR Master xlearning platform - finalization**

This workshop syllabus is part of the result 4– Face to face study. We are using the flipped classroom methodology, when the target group will be supported by a face-to-face workshop to successfully graduate the whole learning sessions, including the learning materials in Results 2 and 3.

The workshop syllabus is a very detailed document for the teachers and trainers, including the schedule, goals, and teaching methods of working with the target group during the face-to-face sessions.

Consequently, the Erasmus+ project CAR Master aims at the following activities:

- To define the competence framework of production managers
- To improve the combination of hard and soft skills of production managers (masters)
- To develop open education and innovative practices in a digital area and face-to-face (blended learning)
- To create an online platform as a tool for innovative methods which educate masters.

This **workshop syllabus** was **established for adult educators** working in production companies with masters, foremen, team leaders or productive managers. The main objective is to develop the competencies that productive managers need for daily practical work in industrial companies. It gives an overview of the objectives, the target group, and the contents of the learning materials. In addition,

it provides adult educators with ideas on how to include these contents in their teaching and how to deliver them to their learners.

## 1.1 Face to face workshop

CAR Master methodology consists of 10 learning units in MOOC:

**Unit 1: Total productive maintenance**

**Unit 2: Production process**

**Unit 3: Quality control methods**

**Unit 4: Digital Competences**

**Unit 5: Economical and organizational knowledge**

**Unit 6: Professional communication**

**Unit 7: New technologies**

**Unit 8: Environment and green skills**

**Unit 9: Health promotion and Risk prevention**

**Unit 10: Leadership role of masters**

All content units have in the online platform the sections self-assessment tool, MOOC with quizzes, gamification and microlearning.

Face-to-face workshop consists of 5 days to support the self-study during the learning session through the CAR Master Learning experience platform. The workshop syllabus follows the 7 units from the whole learning content as follows:

- Day 1: Total productive maintenance (4 hours) and Production process (4 hours)
- Day 2: Quality control methods (4 hours) and Economic and organizational knowledge (4 hours)
- Day 3: Digital Competences (8 hours)
- Day 4: Professional Communication (8 hours)
- Day 5: Leadership role of masters (8 hours)

We, therefore, support using the **flipped classroom principle** with self-assessment tool, MOOC, microlearning, and gamification (PR3) primarily for theoretical parts of courses that do not require intensive student-teacher interaction. This frees up discussion between the teacher and the student within the direct teaching subsidy - in a face-to-face meeting, there is more space for critical topics, deeper explanations or confrontation of expert opinions and their defence.

One day/8 hours will be focused on the above-mentioned 7 topics – in total 5 days.

That document is primarily addressed to adult educators: teachers, trainers or some persons realizing the training with adults in production companies. It is a detailed syllabus with the proposed time schedule, which can be modified according to the needs of the trainers and especially of the workshop's participants.

## 2 WORKSHOP SYLLABUS

### 2.1 Goals

The aim of this workshop series is to help the adult learners to become more effective in their daily work of master/productive manager. They will practice the knowledge from the self-study with many practical examples, case studies with the support of the trainer and in the team.

- Adult learners will be able to use the theoretical knowledge in practice.
- Adult learners will be able to use the theoretical knowledge in team cooperation.
- Adult learners will understand the consequences of the appropriate topics in practical use.
- Adult learners will learn to share the obtained skills with your colleagues and teacher.

### 2.2 Session Goals

The following session goals follows the learning objectives of online study and are addressed to the adult educators to understand the learn objectives of each topic. The session goals for workshop's participants are stated in the attachment Nr. 1 (Syllabus of full-time workshop for adult learners) and should be share with the participants before workshop or on its very beginning.

#### 2.2.1 Total productive maintenance

After completing the session "Principles of Total Productive Maintenance" the participant will know and be able to:

- the basics around maintenance
- describe maintenance strategies
- the economic importance of maintenance
- describe typical weak points
- the most important basics of Total Productive Maintenance (TPM)
- the 8 pillars concept of TPM
- goals of TPM
- the 5S method
- the most important basics of people management under TPM
- the concept of autonomous maintenance
- how to introduce the concept of TPM to employees

- how to delegate tasks
- the concept of autonomous maintenance

### **2.2.2 Production process**

In this learning session, the participant deals with the most essential basics of the production process. The participant will learn:

- important elements and instruments around work and process planning
- planning strategies and planning methods
- coding and numbering
- the tasks of scheduling
- how the lead time is made up
- the most important terms of capacity and materials management
- methods and goals around material planning as well as working time organization
- the objectives of capacity management
- material requirements planning
- the basics of working and operating time organisation
- the principles of Lean production and associated tools
- the basics of the value chain and how to fundamentally reduce waste along it
- how the KANBAN system works

### **2.2.3 Quality control methods**

To understand the important and cross-company aspect, the participant will

- Know what quality planning involves
- Able to name the levels of quality planning
- Know quality characteristics
- Able to describe internal and external advantages of quality management systems
- Know the objectives, principles, and benefits of quality management systems

- Know the continuous improvement process (CIP) approach to product, process and service quality
- Able to name the phases of CIP
- Know the differences between CIP and Kaizen
- Four important quality management tools and their use in the automotive industry (Ishikawa/fishbone diagram, 5 Why method, Poka-Yoke, 8D method)

#### 2.2.4 Economic and organizational knowledge

In this session the participant will learn about:

- the sub-areas of accounting
- the principles and tasks of controlling
- definitions the terms income and expenses
- definitions the term costs
- name the objectives of human resource planning
- definitions qualitative human resource planning and describe the procedure in qualitative human resource planning
- definitions the terms payment system and remuneration
- the European minimum requirements of working conditions
- the EU regulations to improve work-life balance
- questions they are allowed to ask during a job interview

#### 2.2.5 Digital Competences

In this session the participant will:

- understand the basic characteristics of data security.
- understand the terms cybercrime and hacking.
- be able to recognize malicious and unsolicited emails.
- know measures to physically secure computers and mobile devices.
- know the important mathematical and statistical functions of Excel.
- be able to visualise the data adequately.

- be able to create a pivot table.
- understand the basic characteristics of data security.
- understand the terms cybercrime and hacking.
- be able to recognize malicious and unsolicited emails.
- know measures to physically secure computers and mobile devices.
- know the important mathematical and statistical functions of Excel.
- be able to visualise the data adequately.
- be able to create a pivot table.

### 2.2.6 Professional Communication

After completing this unit, the participant will have the following knowledge to:

- understand how communication processes are structured.
- explain how communication works according to the sender-receiver model.
- know possible reasons for communicative misunderstandings.
- explain which goals can be pursued with questioning techniques.
- explain when a conflict exists and what the basic characteristics are.
- name the basic characteristics of an escalation.
- know the basic patterns of conflict resolution.
- know potential subjects of dispute which can further lead to conflicts.
- know tools for difficult communication situations.
- explain possible meeting objectives.
- know the rules of meeting preparation.

### 2.2.7 Leadership role of masters

In detail, the participant should have the following knowledge after completing the course unit:

- define the leadership styles and list the competence of leaders.
- know the basic pillars of successful (team) leadership.
- know the definition of a team role.



- present different circumstances that have a motivating effect on employees.
- know the characteristics of ageing-appropriate work design.
- describe how age can influence the ability to work and behavioural prevention of work in old age.
- explain the term gender.
- explain the relationship between language and reality and use this to make arguments for gender-sensitive language.
- awareness that the unequal treatment of men and women is not only based on biological but rather on social factors.
- know what intercultural diversity is and can effectively support cultural diversity, promote cross-cultural communication and understanding.

### 2.3 Duration

The recommended duration of the workshop is 5 days, 8 hours per day and 40 hours in total. The recommended length for each of 7 learning session is stated above and can be changed according to the requirements of the particular company or participants. The workshop is designed to support the students in the whole process of blended learning:

- To explain the adult learners the complete methodology of CAR Master
- To prepare the adult learners for all phases of blended learning and be a supportive guide for them during the workshops
- To provide the adult learners with face-to-face support, interactive activities, and practical examples of the learning content
- To ensure the adult learners the various interactive methods in groups, pairs or self-study with the teacher's support in workshops

All proposed activities are specified in more detail and with an estimated time framework. But of course, the activity running or final evaluation discussion is directly proportional to the number and activity of the participants, and the planned time could be longer. It is up to the teacher or trainer to manage the activities and discussions to benefit all participants and to adjust the quantity and length of all proposed activities to the particular group of participants.

The mentioned duration and schedule of the whole workshop is only a recommendation. If the teacher/trainer feels that it would be useful to prolong the duration for more days using all proposed activities, it can be provided. The minimal duration of 5 days/40 hours should be kept reaching the required educational effect for the target group.

It is up to teachers and trainers to customize a proposed pool of activities to the national and local habits. The teacher or trainer is the most familiar with the needs of a particular group, so it is up to him/her to change the start of the workshop (f.e. from 9:00 to 8:00) or the duration of the workshop from 8 to 6 hours and plan more days to keep the recommended duration. The teachers and trainers can understand the proposed learning content as a pool of recommended activities, and their use and composition should strictly respect the needs of a particular group of participants and national/local habits.

1<sup>st</sup> day is recommended to realize before starting the whole study to obtain the appropriate information on how the whole learning methodology works.

The other days should follow the week (or more) after self-study of the appropriate unit/topic.

The recommendation for the total period of face-to-face workshop is 5 weeks (1 day per week), but the final decision on how to implement this workshop is up to the teacher/trainer. The workshop can also be realized as intensive training in 1 week, or the trainer can choose another division of 5 days.

## 2.4 Required texts, materials or equipment

Each activity proposed in the workshop design has its structure with a detailed description of the required texts, materials or equipment. The following items are generally necessary for successful workshop running in general.

### For participants:

- link to learning texts for self-study: CAR Master platform registration, including the self-assessment tool
- notebook/tablet/smartphone for self-study sessions
- papers/pencils etc.

### For trainers/adult educators:

- flipchart, board
- data projector for presentations
- notebook
- cards for participants
- papers, pencils
- dissemination material of the project (PR video, leaflets etc.)
- equipment stated directly in the description of each activity.

## 2.5 Target group

The target group we focus on is formed mainly by masters (foremen/production managers). They implement the management decision right into the work of operators. They have a direct impact on the quality of products and the effectiveness of the process. Right now, all industrial companies have a lack of educated employees for the position of managers. In general, CAR Master's target audience is:

- Industrial companies
- Masters and talents in industrial production
- Trainers, HR experts
- Educational institutions and schools

It is recommended to have only a small group of the participants – maximum of 15 persons to ensure the individual access and support to all of them.

## 2.6 Evaluation of the workshop

The participant will be a successful graduator if participates in 70% of the total workshop duration, i.e. he/she has to pass at least 28 hours in face-to-face learning (in case of planned 40 recommended hours). After successful participation, the participant will receive the certificate confirming the attendance. The certificate template is attached to that document as Appendix Nr. 3.

It is recommended to ask the participants for their expectations at the beginning of the face-to-face workshop and to obtain the final feedback on the last day of the workshop. The continuous evaluation will be made at the end of each session day.

The evaluation of the knowledge and skills will be realized continuously during the session by the teacher. The participants will receive individual recommendations continuously during the whole workshop.

The trainer should appreciate the partial successes of the learning and be supportive individually to each participant.

# 3 SCHEDULE OF THE WORKSHOP

## 3.1 Day 5 – Leadership role of foremen/masters

### Introduction:

The fifth day of the face-to-face methodology is focused on the tenth learning topic: Leadership role of masters. The learning duration of this topic should be 8 hours; the whole learning day is planned for 8 learning hours with short coffee breaks and 1 hour for lunch. The planned schedule can be changed according to the trainer's needs and participants' group – also, division to 2 half days is possible.

**9:00 – 10:00 – Welcome, introduction and expectations**

In first 30 minutes, the teacher will introduce himself/herself and ask the participants for an introduction of each participant and expectations (2-3 minutes per participant). After the introduction, the teacher will warm up the participants with an icebreaker.

<b>WORKSHOP SESSION</b>	<b>CAR Master - Icebreaker</b> <b>Day 5, 9:30 – 10:00</b>
<b>ACTIVITY NAME</b>	<b>Icebreaker – What we have in common</b>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>● To know each other</li> <li>● To be warmed up</li> <li>● To ice break the group atmosphere</li> </ul>
<b>DESCRIPTION</b>	<ol style="list-style-type: none"> <li><b>1. Preparation</b> The preliminary preparation is not necessary</li> <li><b>2. Explain the activity to the students (briefing) – 5 minutes</b> <ul style="list-style-type: none"> <li>● Explain what students can expect from the next 30 minutes</li> <li>● Create a pleasant and positive atmosphere</li> </ul> </li> <li><b>3. Run the activity – 15 minutes</b> <ul style="list-style-type: none"> <li>● Group work - 15 minutes: <ul style="list-style-type: none"> <li>- Divide the participants into small group (3-4 participants)</li> </ul> </li> <li>● The task for group will be a finding of issues what we have in common</li> <li>● Common answers should not be too general, such as: we are human, we have two hands, we live in Europe. Rather, the answers should be: we live in some city, we work in IT, we play football, we support Real Madrid, we like meatballs, we like to get up early, we have children, dogs etc.</li> </ul> </li> <li><b>4. Evaluation (debriefing) – 10 minutes</b> <ul style="list-style-type: none"> <li>● Each group present their common things</li> <li>● Ask your learners if they have some questions.</li> </ul> </li> </ol>
<b>TIME FOR THE ACTIVITY</b>	<p><b>Total time: 30 minutes (+ preparation time)</b></p> <p>-----</p> <p><b>Preparation time:</b> 0 minutes  <b>Briefing time:</b> 5 minutes  <b>Activity time:</b> 15 minutes  <b>Evaluation time:</b> 10 minutes</p>
<b>SETTING OF THE ACTIVITY</b>	<p><i>Identify if it is an individual or group activity, if it is led by the teacher or if it is self-learning, if it is done in class or at home. If it is done in group, specify the number of students per group. Specify also the different roles of the teacher and the learners.</i></p> <p>This activity is led by the teacher/trainer and done in the plenum in class.</p> <p>Teacher's/Trainer's role:</p> <ul style="list-style-type: none"> <li>● Explaining the running of activity</li> <li>● Continuous organization of the activity</li> </ul>

	<ul style="list-style-type: none"> <li>Facilitation of the discussion and evaluation</li> </ul> Learners' role: <ul style="list-style-type: none"> <li>The students are listening to the explanations, actively working (individually, in the plenum)</li> </ul>
<b>MATERIALS FOR THE TEACHER</b>	
<b>MATERIALS FOR THE STUDENT</b>	<ul style="list-style-type: none"> <li>Papers, pencils</li> </ul>

**10:00 – 11:10**

**Learning Unit I: Leadership role of masters**

<b>WORKSHOP SESSION</b>	<b>CAR Master: Learning unit I. Leadership Role of Masters</b> <b>Day Nr. 5 time 10:00 – 11:10</b>
<b>ACTIVITY NAME</b>	<b>Situational Leadership – how to implement into the masters' praxis</b>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Understand the principle of situational leadership and be able to apply it in master's practice</li> </ul>
<b>DESCRIPTION</b>	<ol style="list-style-type: none"> <li><b>Preparation – 10 min</b> The trainer prepares the explanation of the 4 levels of competence and commitment (using the worksheets)</li> <li><b>Explain the activity to the students (briefing) – 10 min</b> <ul style="list-style-type: none"> <li>Explain what students can expect from the next 40 minutes.</li> <li>Explain to students briefly the 4 levels of competence and commitment. Use worksheet, live examples and your experience.</li> </ul> </li> <li><b>Run the activity – 40 min</b> <ul style="list-style-type: none"> <li>Step 1. Individual work/task: Please imagine your work team at your workplace: how are the members of your team divided on the levels M1 - M4?</li> <li>Step 2. Work in pairs: Create pairs and discuss: <ul style="list-style-type: none"> <li>How is your work team at your workplace distributed according to each level?</li> <li>Which of the levels is most represented?</li> </ul> </li> <li>Step 3. Work in pairs: <ul style="list-style-type: none"> <li>Choose together one of the levels M1 - M4 (you can choose the level most represented by your team members)</li> <li>Please develop together with your partner at least one specific measure you can use to lead your team members at the chosen level.</li> </ul> </li> <li>Step 4. Work in plenum: <ul style="list-style-type: none"> <li>Presentation: Share you ideas with the whole team</li> <li>Did you find some similar solutions?</li> </ul> </li> </ul> </li> <li><b>Evaluation (debriefing) – 10 min</b> <ul style="list-style-type: none"> <li>Ask your learners if they have some questions</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>The trainer comments/feed back to the developed measures</li> </ul>
<b>TIME FOR THE ACTIVITY</b>	<p><b>Total time:</b> 60 minutes (+ preparation time)</p> <p>-----</p> <p><b>Preparation time:</b> 10 minutes  <b>Briefing time:</b> 10 minutes  <b>Activity time:</b> 40 minutes  <b>Evaluation time:</b> 10 minutes</p>
<b>SETTING OF THE ACTIVITY</b>	<p><i>Identify if it is an individual or group activity, if it is led by the teacher or if it is self-learning, if it is done in class or at home. If it is done in group, specify the number of students per group. Specify also the different roles of the teacher and the learners.</i></p> <p>This activity is led by the teacher/trainer and done in the plenum in class.</p> <p>Teacher's/Trainer's role:</p> <ul style="list-style-type: none"> <li>Explaining the running of activity</li> <li>Continuous organization of the activity</li> <li>Facilitation of the discussion and evaluation</li> </ul> <p>Learners' role:</p> <ul style="list-style-type: none"> <li>The students are listening to the explanations, actively working (individually, in pairs, in the plenum)</li> </ul>
<b>MATERIALS FOR THE TEACHER</b>	<ul style="list-style-type: none"> <li>Explanation: 4 levels of competence and commitment in Appendix to Day 5 Nr. 4a</li> </ul>
<b>MATERIALS FOR THE STUDENT</b>	<ul style="list-style-type: none"> <li>Worksheet: Explanation for each participant - in Appendix to Day 5 Nr. 4a</li> <li>Pencils</li> </ul>

**11:10 – 11:25**

**Coffee break**

**11:25 – 12:25**

**Learning unit II: Diversity of the work team**

<b>WORKSHOP SESSION</b>	<p><b>Name of learning unit II. Leadership Role of Masters</b>  <b>Day Nr. 5 time 11:25 – 12:25</b></p>
<b>ACTIVITY NAME</b>	<p><b>How to deal with the diversity of the work team (interculturality, age, gender)</b></p>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>To be able to understand the team diversity as a benefit, not a threat</li> </ul>
<b>DESCRIPTION</b>	<ol style="list-style-type: none"> <li><b>Preparation – 10 min</b>  The trainer prepares the short explanation of the diversity: What does diversity in the work team mean?</li> <li><b>Explain the activity to the students (briefing) – 5 min</b> <ul style="list-style-type: none"> <li>Explain what students can expect from the next 40 minutes.</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>● Explain to students briefly the diversity in the work team.</li> </ul> <p><b>3. Run the activity – 45 min</b></p> <ul style="list-style-type: none"> <li>● Step 1. Divide the group into two smaller teams</li> <li>● Step 2. Work in teams: Task for the team 1: What do you see as the benefits of diversity in the work team? (at least three benefits) Task for the team 2: What do you see as the risk of diversity in the work team? (at least three risks) (each team writes on flipchart, presents in plenary)</li> <li>● Step 3. Plenary work – brainstorming on flipchart moderated by the trainer: <ul style="list-style-type: none"> <li>- In your master role, how do you use the benefits of diversity to help your team perform well?</li> <li>- In your master role, how would you deal with the risks of diversity to support good team performance?</li> </ul> </li> </ul> <p><b>4. Evaluation (debriefing) – 10 min</b></p> <ul style="list-style-type: none"> <li>● Ask your learners if they have some questions</li> <li>● Provide comment and feed back on the proposed measures</li> </ul>
<b>TIME FOR THE ACTIVITY</b>	<p><b>Total time:</b> 60 minutes (+ preparation time)</p> <p>-----</p> <p><b>Preparation time:</b> 10 minutes  <b>Briefing time:</b> 5 minutes  <b>Activity time:</b> 45 minutes  <b>Evaluation time:</b> 10 minutes</p>
<b>SETTING OF THE ACTIVITY</b>	<p><i>Identify if it is an individual or group activity, if it is led by the teacher or if it is self-learning, if it is done in class or at home. If it is done in group, specify the number of students per group. Specify also the different roles of the teacher and the learners.</i></p> <p>This activity is led by the teacher/trainer and done in the plenum in class.</p> <p>Teacher's/Trainer's role:</p> <ul style="list-style-type: none"> <li>● Explaining the running of activity</li> <li>● Continuous organization of the activity</li> <li>● Facilitation of the discussion and evaluation</li> </ul> <p>Learners' role:</p> <ul style="list-style-type: none"> <li>● The students are listening to the explanations, actively working (individually, in pairs, in the plenum)</li> </ul>
<b>MATERIALS FOR THE TEACHER</b>	<ul style="list-style-type: none"> <li>● Explanation: the team diversity in Learning text Content Unit 10</li> </ul>
<b>MATERIALS FOR THE STUDENT</b>	<ul style="list-style-type: none"> <li>● Learning text Content Unit 10, flipchart, marker</li> </ul>

**12:25 – 13:25 Lunch**

**13:25 – 13:45 Energizer**

<b>WORKSHOP SESSION</b>	CAR Master - Energizer Day 5, 13:25 – 13:45
<b>ACTIVITY NAME</b>	Icebreaker – Emoji quiz
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>● To know each other</li> <li>● To be warmed up</li> <li>● To ice break the group atmosphere</li> </ul>
<b>DESCRIPTION</b>	<ol style="list-style-type: none"> <li><b>1. Preparation (10 minutes)</b> <ul style="list-style-type: none"> <li>● Prepare a list of movie, book and song titles written in emojis. Here are a few examples to get you started: <ul style="list-style-type: none"> <li>● 🗑️😞 = Whiplash (movie)</li> <li>● 🚢👤💀 = Jaws (movie)</li> <li>● 🐷🐄🐑🐔🏠🌿 = Animal Farm - George Orwell (book)</li> <li>● 🧑🚆 = The Girl on The Train - Paula Hawkins (book)</li> <li>● 🧑💡💡 = Blinding Lights - The Weekend (song)</li> </ul> </li> </ul> </li> <li><b>2. Explain the activity to the students (briefing) – 5 minutes</b> <ul style="list-style-type: none"> <li>● Explain what students can expect from the next 20 minutes</li> <li>● Create a pleasant and positive atmosphere</li> </ul> </li> <li><b>3. Run the activity – 15 minutes (group work)</b> <ul style="list-style-type: none"> <li>● Share the template of first emoji quizz with the group.</li> <li>● You can either ask your employees to write down their answers in silence or</li> <li>● if you prefer to make things a little more lively—you can allow players to shout out their guesses. The player with the most correct answers wins!</li> </ul> </li> <li><b>4. Evaluation (debriefing) – 5 minutes</b> <ul style="list-style-type: none"> <li>● You can ask the participants about their feedback.</li> </ul> </li> </ol>
<b>TIME FOR THE ACTIVITY</b>	<p><b>Total time:</b> 25 minutes (+ preparation time)</p> <hr/> <p><b>Preparation time:</b> 0 minutes  <b>Briefing time:</b> 5 minutes  <b>Activity time:</b> 15 minutes  <b>Evaluation time:</b> 5 minutes</p>
<b>SETTING OF THE ACTIVITY</b>	<p><i>Identify if it is an individual or group activity, if it is led by the teacher or if it is self-learning, if it is done in class or at home. If it is done in group, specify the number of students per group. Specify also the different roles of the teacher and the learners.</i></p> <p>This activity is led by the teacher/trainer and done in the plenum in class.</p> <p>Teacher’s/Trainer’s role:</p> <ul style="list-style-type: none"> <li>● Explaining the running of activity</li> <li>● Continuous organization of the activity</li> </ul> <p>Learners’ role:</p> <ul style="list-style-type: none"> <li>● The students are listening to the explanations, actively working (individually, in the plenum)</li> </ul>



<b>MATERIALS FOR THE TEACHER</b>	
<b>MATERIALS FOR THE STUDENT</b>	<ul style="list-style-type: none"> <li>● Template with emoji quiz (inspiration in “preparation part”)</li> </ul>

**13:45 – 14:30 Activities to the topic: How to deal with the motivation of the team members**

<b>WORKSHOP SESSION</b>	<b>CAR Master: Learning unit I. Leadership Role of Masters</b> <b>Day Nr. 5 time 13:45 – 14:30</b>
<b>ACTIVITY NAME</b>	<b>How to deal with the motivation of the team members</b>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>● Learn to recognize motivators for the team members and be able to support the motivation of the team members</li> </ul>
<b>DESCRIPTION</b>	<ol style="list-style-type: none"> <li><b>1. Preparation – 10 min</b> The trainer prepares the short explanation of the Herzberg motivation Theory: hygiene factors and real motivators: How they affect employee motivation?</li> <li><b>2. Explain the activity to the students (briefing) – 10 min</b> <ul style="list-style-type: none"> <li>● Explain what students can expect from the next 40 minutes.</li> <li>● Explain to students briefly the Herzberg motivation theory</li> </ul> </li> <li><b>3. Run the activity – 30 min</b> <ul style="list-style-type: none"> <li>● Step 1. Divide the group into two smaller teams</li> <li>● Step 2. Work in teams (using worksheet) Each group chooses one hygiene factor and one motivator. Answer the questions: <ul style="list-style-type: none"> <li>- Why doesn't your chosen hygiene factor have a direct effect on the level of motivation in the long run?</li> <li>- Why does your chosen motivator still affect motivation in the long run? (each team writes on flipchart, presents in plenary)</li> </ul> </li> <li>● Step 3. Plenary discussion / share your experience and opinions <ul style="list-style-type: none"> <li>- How do hygiene factors really work in your company?</li> <li>- How do motivators really affect employee motivation in your team?</li> </ul> </li> </ul> </li> <li><b>4. Evaluation (debriefing) – 5 min</b> <ul style="list-style-type: none"> <li>● Ask your learners if they have some questions</li> <li>● Share your personal experience of how hygiene factors and motivators work in practice</li> </ul> </li> </ol>
<b>TIME FOR THE ACTIVITY</b>	<p><b>Total time: 45 minutes (+ preparation time)</b></p> <p>-----</p> <p><b>Preparation time: 10 minutes</b>  <b>Briefing time: 10 minutes</b>  <b>Activity time: 30 minutes</b>  <b>Evaluation time: 5 minutes</b></p>

<b>SETTING OF THE ACTIVITY</b>	<p><i>Identify if it is an individual or group activity, if it is led by the teacher or if it is self-learning, if it is done in class or at home. If it is done in group, specify the number of students per group. Specify also the different roles of the teacher and the learners.</i></p> <p>This activity is led by the teacher/trainer and done in the plenum in class.</p> <p>Teacher's/Trainer's role:</p> <ul style="list-style-type: none"> <li>● Explaining the running of activity</li> <li>● Continuous organization of the activity</li> <li>● Facilitation of the discussion and evaluation</li> </ul> <p>Learners' role:</p> <ul style="list-style-type: none"> <li>● The students are listening to the explanations, actively working (in groups, in the plenum)</li> </ul>
<b>MATERIALS FOR THE TEACHER</b>	<ul style="list-style-type: none"> <li>● Explanation: the Herzberg motivation Theory in the appendix to Day 5 Nr. 4c</li> </ul>
<b>MATERIALS FOR THE STUDENT</b>	<ul style="list-style-type: none"> <li>● Worksheet "Motivation" in the appendix to Day 5 Nr. 4b</li> <li>● Learning text content Unit 10,</li> <li>● flipchart, marker</li> </ul>

**14:30 – 14:45 Coffee break**

**14:45 – 15:05 Energizer II**

<b>WORKSHOP SESSION</b>	<p><b>CAR Master – Energizer II</b>  <b>Day 5, 14:45 – 15:05</b></p>
<b>ACTIVITY NAME</b>	<p><b>Desert Islands – pair work</b></p>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>● To ice-break the group atmosphere</li> <li>● To introduce yourself and to know each other</li> </ul>
<b>DESCRIPTION</b>	<ol style="list-style-type: none"> <li><b>1. Preparation</b> No preliminary preparation is necessary.</li> <li><b>2. Explain the activity to the students (briefing) – 2 minutes</b> <ul style="list-style-type: none"> <li>● Explain what students can expect from the next 10 minutes</li> <li>● Create a pleasant and positive atmosphere</li> </ul> </li> <li><b>3. Run the activity – 15 minutes</b> <ul style="list-style-type: none"> <li>● Pair work – form the pairs</li> <li>● Participants are asked to imagine that they are stranded on a desert island and can only bring three items with them. They then share what items they would choose and why.</li> <li>● When the first participant names 3-5 things and explains why, the other participant will say his/her proposals.</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>Both participants should agree on 3 most important things together.</li> </ul> <p><b>4. Evaluation (debriefing) – 18 minutes</b></p> <ul style="list-style-type: none"> <li>The teacher will ask each pair to present 3 things in plenum and mention the reasons for each thing.</li> <li>After the presentation the teacher asks: <ul style="list-style-type: none"> <li>Was it difficult to think out the things?</li> <li>Was it difficult to agree in pairs?</li> <li>Was it necessary to make a consensus?</li> </ul> </li> </ul>
<b>TIME FOR THE ACTIVITY</b>	<p><b>Total time: 15 minutes</b></p> <hr/> <p><b>Preparation time: 0 minutes</b></p> <p><b>Briefing time: 2 minutes</b></p> <p><b>Activity time: 10 minutes</b></p> <p><b>Evaluation time: 3 minutes</b></p>
<b>SETTING OF THE ACTIVITY</b>	<p><i>Identify if it is an individual or group activity, if it is led by the teacher or if it is self-learning, if it is done in class or at home. If it is done in group, specify the number of students per group. Specify also the different roles of the teacher and the learners.</i></p> <p>This activity is led by the teacher/trainer and done in the plenum in class.</p> <p>Teacher's/Trainer's role:</p> <ul style="list-style-type: none"> <li>Explaining the running of activity</li> <li>Continuous organization of the activity</li> <li>Facilitation of the discussion and evaluation</li> </ul> <p>Learners' role:</p> <ul style="list-style-type: none"> <li>The students are listening to the explanations, actively working (in pairs, in the plenum)</li> </ul>
<b>MATERIALS FOR THE TEACHER</b>	
<b>MATERIALS FOR THE STUDENT</b>	

**15:05 – 16:35 Pair work: How to use the feedback as a tool to manage the team**

<b>WORKSHOP SESSION</b>	<p><b>CAR Master: Pair work</b></p> <p><b>Day 4, 15:05 – 16:35</b></p>
<b>ACTIVITY NAME</b>	<p><b>Giving a feedback</b></p>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>To learn provide a constructive feedback</li> <li>To learn to communicate together</li> <li>To learn to reach the required goal as the leader</li> </ul>
<b>DESCRIPTION</b>	<p><b>1. Preparation (2 minutes)</b></p> <p>Prepare at least 2 model situations from the daily work of foremen – for example:</p> <ul style="list-style-type: none"> <li>Evaluation of the operator during regular process of evaluation: imagine the concrete operator from your workplace and try to evaluate his/her work during the last half of year. Try to be specific:</li> </ul>

- What do you positively evaluate on him/her?
- Mention the real successes
- What do you consider as a challenge for him/her?
- What can the operator make better, what can he/she improve?
- The operator asks you for a holiday on a particular week, but you cannot accept it due to the small staff, which can affect the production. How do you tell the operator you cannot accept her/his requirement?

**2. Explain the activity to the students (briefing) – 5 minutes**

- Explain what students can expect from the next 40 minutes
- Create a pleasant and positive atmosphere

**3. Run the activity – 45 minutes (pair work)**

- The trainer will explain the principles of providing a feedback – in the appendix 4d (10 - 15 minutes)
- The participants form into pairs.
- Give/tell a description of the first situation to each pair.
- The participants are divided into roles: 1 will be the foreman and the second the operator.
- Both participants will play their roles with appropriate requirements and feedback. The operator will try to argue and not want to accept feedback. The foremen will continue with argumentation to reach the goal.
- The conversation will run approximately 10-15 minutes.
- The trainer will continuously walk through all pairs and listen to the discussions.
- After 20 minutes, the pairs will receive the second situation and switch the roles from foreman to operator.
- The new discussion will run again with switched roles app. 10-15 minutes.

**4. Evaluation (debriefing) – 45 minutes**

- You can ask the participants about their feedback
- The teacher will facilitate the discussion and give a space to all pairs to answer the questions:
  - Which role was more difficult for you?
  - What was difficult in communication?
  - What was the misunderstanding between persons?
  - Was difficult to argue?
  - Did you reach your goal as foreman?
  - What was the atmosphere during communication?
  - Did you finish with consensus and understanding or with negative emotions?
  - What could be better for next time?
  - Have you been successful in fulfilling of basic principles of feedback?
  - Which one was difficult for you?

Finally, the teacher summarizes how assertiveness and giving feedback are very difficult and how we can do our best to reach our goals.

**TIME FOR THE ACTIVITY**

**Total time: 90 minutes (+ preparation time)**

-----  
**Preparation time: 0 minutes**

**Briefing time: 5 minutes**

**Activity time: 45 minutes**

**Evaluation time: 45 minutes**

<b>SETTING OF THE ACTIVITY</b>	<p><i>Identify if it is an individual or group activity, if it is led by the teacher or if it is self-learning, if it is done in class or at home. If it is done in group, specify the number of students per group. Specify also the different roles of the teacher and the learners.</i></p> <p>This activity is led by the teacher/trainer and done in the plenum in class.</p> <p>Teacher's/Trainer's role:</p> <ul style="list-style-type: none"> <li>● Explaining the running of activity</li> <li>● Continuous organization of the activity</li> </ul> <p>Learners' role:</p> <ul style="list-style-type: none"> <li>● The students are listening to the explanations and actively working (individually, in the plenum)</li> </ul>
<b>MATERIALS FOR THE TEACHER</b>	<ul style="list-style-type: none"> <li>● Description of Feedback - in the appendix 4c</li> </ul>
<b>MATERIALS FOR THE STUDENT</b>	<ul style="list-style-type: none"> <li>● Description of 2 situations for each pair – inspiration in “preparation part”</li> </ul>

**16:35 – 16:50 Coffee break**

**16:50 – 18:00 The trainer will ask the participants about the evaluation of the whole day and workshop, fulfil their expectations, and recommend casual sources for studying the learned topics. The trainer should focus on the whole workshop and the whole learning process together with self-study (MOOC, microlearning, gamification etc.). The trainer will ask to go back to the self-evaluation tool in CAR Master platform to evaluate the development progress. The follow-up of the blended learning methodology can be recommended to return to the learning units in CAR Master platform: <https://platform.car-master.eu/> and repeat topics that are necessary.**

## 4 ATTACHMENTS

1. Syllabus of full-time workshop for adult learners
2. Schedule the full-time workshop on 1 page
3. Certificate template for full-time workshop
4. Appendix to Day 5:
  - a. Worksheet Situational leadership
  - b. Worksheet Motivation
  - c. Feedback principles



# CAR Master training

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# Syllabus of CAR Master workshop for participants

**Name:** CAR Master Workshop

**Duration:** 40 hours

## **Introduction:**

The project is mainly focused on blended learning educational program CAR Master and on creating an online platform as a tool for innovative methods which educates masters. The aim of our project is to identify current qualification requirements of CAR Masters in the European automotive sector.

40 % of the education is available online in the CAR Master program, and this tool is supported by face-to-face training, which consists of 60% of the whole learning content. Online learning platform provides modern and attractive methods of education – MOOC, microlearning, gamification etc.

This workshop syllabus was established for masters, foremen, team leaders or productive managers working in production companies. The main objective is to develop the competencies that productive managers need for daily practical work in industrial companies.

The workshop consists of 5 days which support the self-study through the CAR Master platform. The workshop syllabus follows the learning units of the whole methodology as follows:

- Day 1: Total productive maintenance (4 hours) and Production process (4 hours)
- Day 2: Quality control methods (4 hours) and Economic and organizational knowledge (4 hours)
- Day 3: Digital Competences (8 hours)
- Day 4: Professional Communication (8 hours)
- Day 5: Leadership role of masters (8 hours)

We, therefore, support using the flipped classroom principle with self-assessment tool, MOOC, microlearning, and gamification (PR3) primarily for theoretical parts of courses that do not require intensive student-teacher interaction. This frees up discussion between the teacher and the student within the direct teaching subsidy - in a face-to-face meeting, there is more space for critical topics, deeper explanations or confrontation of expert opinions and their defence.

## **Learning objectives:**

The aim of this workshop series is to help the masters, foremen, productive managers, team leaders to become more effective in their daily work. You will be able to use the theoretical knowledge in practice.

- You will be able to use the theoretical knowledge in team cooperation.
- You will understand the consequences of the appropriate topics in practical use.
- You will learn to share the obtained skills with your colleagues and teacher.

## **Required texts, materials, or equipment:**

- Link to CAR Master online platform: <https://platform.car-master.eu/>
- Notebook/tablet/smartphone for self-study sessions
- Papers/pencils etc.

**Evaluation:** You will receive a certificate for completing the workshop (at least 70% of your attendance).





# FACE TO FACE WORKSHOP



CAR Master

## Day 1

TPM + Production processes

9:00 - 09:20  
Introduction

09:20-10:00  
Expectations, warming

10:00-10:30  
Learning unit I to topic TPM

10:30-10:45  
Coffee break

10:45-13:00 Activities to  
topic TPM, summary

13:00-14:00  
Lunch

14:00 - 14:45 Learning unit II  
Production process

14:45-15:45  
Activities to topic

15:45-16:00  
Coffee break

16:00-17:15  
Putting theory into praxis

17:15-17:45  
Case studies to topic

17:45-18:00  
Evaluation, goodbye

## Day 2

Quality Control methods  
Economic knowledge

9:00 - 09:20  
Welcome, expectations

09:20-09:55  
Ice-breaker

09:55-10:55 Learning unit I:  
Quality Control methods

10:55-11:05  
Coffee break

11:05-13:00 Activities to  
topic

13:00-14:00  
Lunch

14:00 - 14:20 Energizer

14:20-15:00 Learning unit I:  
Economic knowledge

15:00-15:15  
Coffee break

15:15-16:35  
Activities to topic

16:35-17:50  
Case studies to topic

17:50-18:00  
Evaluation, goodbye

## Day 3

Digital Competences

9:00 - 09:55  
Expectations, ice-breaker

09:55-10:25 Learning unit I.  
Digital competences

10:25-10:40  
Coffee break

10:40-12:30  
Digital skills/tools at workplace

12:30-13:30  
Lunch

13:30-14:50  
Activities to the topic

14:50 - 15:10  
Energizer

15:10-15:55  
Practical activities of topic

15:55-16:10  
Coffee break

16:00-16:15  
Coffee break

16:10-17:45  
Group exercise + Case study

17:45-18:00  
Evaluation, follow-up

## Day 4

Professional Communication

9:00 - 9:30  
Welcome, expectations

09:30-10:15  
Ice-breaker

10:15-11:15 Learning unit I:  
Professional communication

11:15-11:30  
Coffee break

11:30-12:35 Learning unit II:  
Professional Communication

12:35 - 13:35  
Lunch

13:35-14:00  
Energizer

14:00-15:35  
Activities to the topic

15:35-15:45  
Coffee-break

15:45-16:10  
Energizer

16:10-17:40  
Pair work to the topic

17:40-18:00  
Evaluation, follow-up

## Day 5

Leadership of masters

9:00 - 10:00 Welcome,  
expectations

10:00-11:10 Learning unit I:  
Leadership of masters

11:10-11:25  
Coffee break

11:25-12:25 Learning unit II:  
Diversity of the work team

12:25-13:25  
Lunch

13:25 - 13:45  
Energizer

13:45-14:30  
Group exercise

14:30-14:45  
Coffee break

14:45-15:05  
Energizer II

15:05-16:35  
Pair work

16:35-16:50  
Coffee break

16:50-18:00 Evaluation,  
follow-up, goodbye



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CAR Master  
training

# CERTIFICATE

## OF PARTICIPATION

THIS IS TO CERTIFY THAT

has successfully completed the tailor-made training for foremen in production through the face to face workshop (scope of training 40 hours).



Innovation & Consulting



DANMAR IT matters  
COMPUTERS



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OSTBRANDENBURG

bit schulungcenter  
member of bit group



The CAR Master training certificate of participation has been issued based on at least 70% of personal participation on face to face workshop duration. The 7 thematic modules of face to face training corresponding to non-formal vocational education and training represent a set of learning objectives which are presented in the table.

1. Principles of Total Productive Maintenance (TPM) –4 hours	2. Production process basics – 4 hours	3. Quality control methods – 4 hours	4. Digital competences – 8 hours
<p>Knowing the maintenance strategies in production.</p> <p>Knowing the most important basics of TPM.</p> <p>Knowing the most important basics of people management under TPM.</p>	<p>Knowledge of the most important methods and instruments of work and process planning.</p> <p>Knowledge of the most important terms of capacity and materials management.</p> <p>Knowing how production factors from all areas of the company should be used economically and efficiently.</p>	<p>Knowing what quality planning means.</p> <p>Knowing what the aims and benefits of quality management represent.</p> <p>Knowing what the possibilities are for safe guarding and improvements.</p> <p>Knowing different quality management tools.</p>	<p>Knowing the basis of digital security.</p> <p>Knowing the basics of using Microsoft Excel.</p> <p>Knowing the most common online communication tools work.</p> <p>Knowing the basic rules for presentation</p>
5. Economic and organisational knowledge – 4 hours	6. Professional communication – 8 hours	7. The leadership role of masters – 8 hours	
<p>Knowing the basics of finance and economics and the interrelationships within the company.</p> <p>Knowing the planning staff and enforcing the company's strategy.</p> <p>Knowing the most important European basics concerning labour law.</p>	<p>Knowing about communication theories and how to deal with them in everyday life.</p> <p>Knowing about conflict management and how conflicts can be resolved professionally.</p> <p>Knowing about presentation techniques and how to apply them in meetings.</p>	<p>Knowing how to lead their employees successfully.</p> <p>Knowing how to behave as a leader in a team.</p> <p>Knowing to work in a multigenerational mix and the changes in old age.</p> <p>Knowing to work with people of different backgrounds and sexual orientations</p>	

## Appendix to Day 5 Nr. 4a

### Worksheet Situational Leadership

There is no one unique successful leadership style - a good leader needs to set up his/her leadership style according to the situation and the specific needs of the team members – we are speaking of the situational leadership. A master leads his team based on:

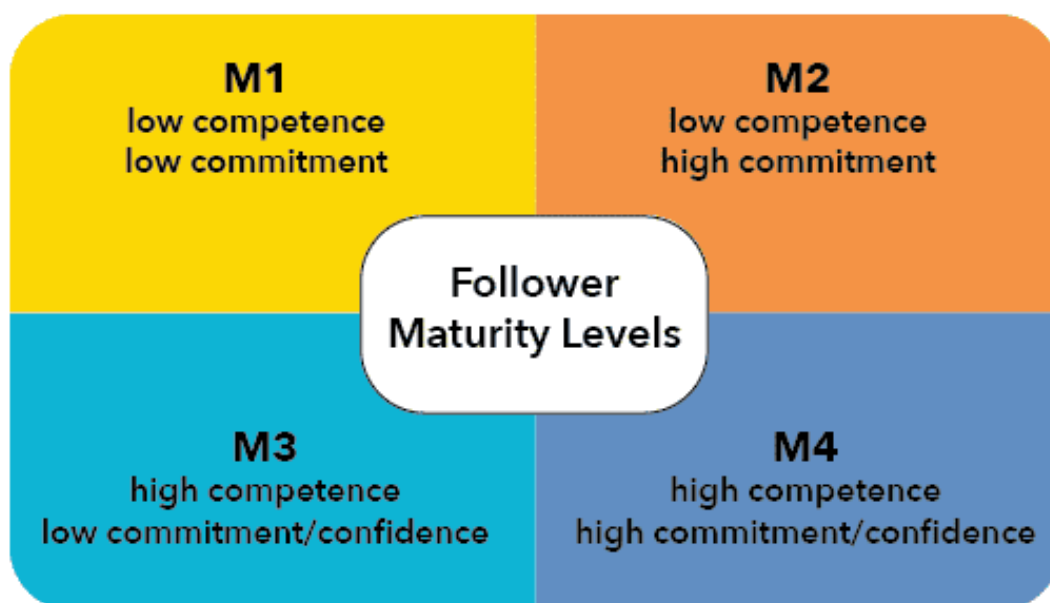
- the level of maturity (professional competence+ experience) of the team members
- the level of commitment - willingness of team members to take responsibility

Not all members have the same level of competencies/work maturity or commitment/willingness to take responsibility.

A practical tip on how to assess the level of work maturity/competences and willingness to take responsibility/commitment:

The four levels of maturity are defined as follows:

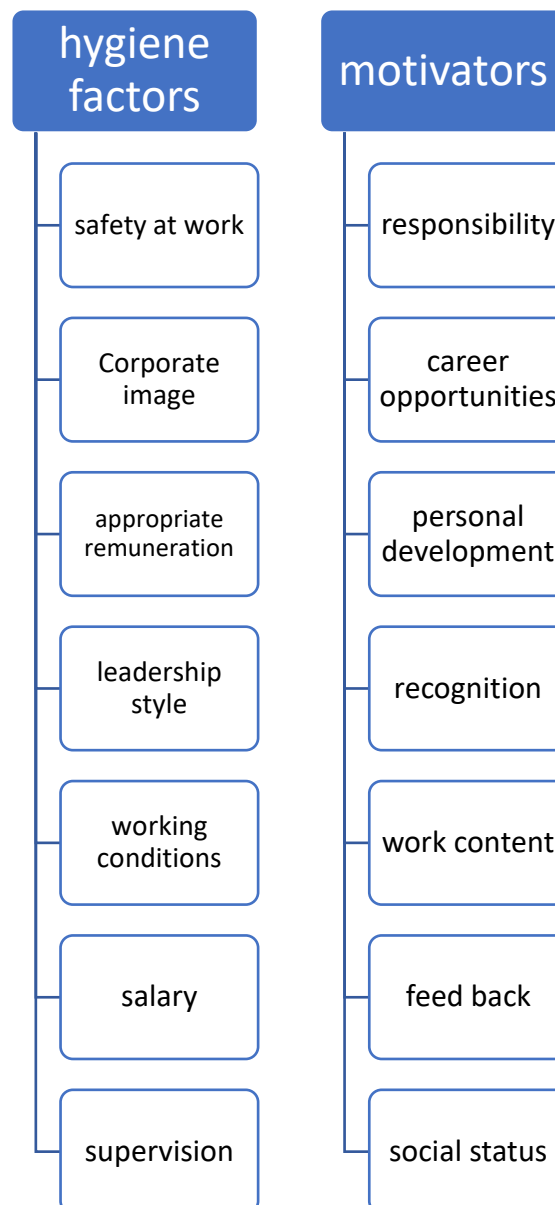
- **M1 - Low competence/Low commitment:** characteristic of newcomers to the team. They are just developing their competences and gaining experience. They need detailed instruction, guidance and supervision to complete the task successfully.
- **M2 - Some competence/ higher commitment:** team members already have basic experience and skills. They may lack confidence and self-assurance in completing tasks. They need the masters clear delegate the task and consistently check their performance. The Feedback is a key to developing competence and increasing commitment.
- **M3 - High competence/medium commitment a self-confidence:** Team members already have considerable experience and skills. They also have a relatively high willingness to take responsibility/commitment AND higher self-confidence - they can seek out tasks on their own and take them on proactively. But they may lack the confidence to perform to the best of their ability. There is necessary to give them more demanding tasks a and provide feedback.
- **M4 - High Competence/High Commitment/High Confidence:** team members have extensive experience and skills and can work independently or even suggest improvements to the task. They can see into the details of the task more deeply than the master.



Appendix to Day 5 Nr. 4b

Worksheet MOTIVATION

The two-factor theory developed by Frederick Herzberg defines basic factors that must be fulfilled to optimize work motivation. Herzberg distinguishes between two different influencing factors: the motivators, which must be fulfilled to create employee satisfaction, and the hygiene factors, which are needed to prevent dissatisfaction. In other words: hygiene factors don't really motivate people; they only cause demotivation if they are not properly fulfilled. The real reasons why people really try to do their best work performance are the MOTIVATORS.



Appendix to Day 5 Nr. 4c

Worksheet FEEDBACK principles

### 1. Be prepared

- Base the feed back on your own observations
- think about the most important points

### 2. Timemanagement

- plan enough time for the meeting
- choose a moment suitable for both

### 3. Start positively

- what you appreciate about the employee's work
- show empathy

### 4. Criticize directly but respectfully

- speak directly and clearly, avoid insults
- feedback is intended to satisfy both parties

### 5. Don't delay the feed back for long

- focus on the most important things of recent times
- talk about recent topics

### 6. Be concrete

- give specific examples / situations
- communicate your opinion clearly

### 7. Finish on a positive note

- don't react too emotionally
- prepare a positive ending