

Ready4EU

TRAINING CURRICULUM

KNOWLEDGE AND SKILLS FOR WORKING
IN THE EU INSTITUTIONS, BODIES AND AGENCIES



Building

Capacity

Sharing

Networking

Learning

TRAINING CURRICULUM – KNOWLEDGE AND SKILLS FOR WORKING IN THE EU INSTITUTIONS, BODIES AND AGENCIES – READY4EU

Human Resources Management Authority
Decision on adoption of the Curriculum 01-112/24-1124/2
31 May 2024

Publisher:

Human Resources Management Authority

Editor:

Agron M. Camaj, Director

Editorial Team:

Department for training and professional development of civil and local civil servants and state employees
Zemka Striković, Deputy Director

Authors:

Bojan Božović, State Secretary, Ministry of European Affairs;
Bojan Vujović, General Director, Directorate for Coordination of the EU Financial Support, Ministry of European Affairs;
Dragana Marković, MA, Head of the Division for Programming, Directorate for Coordination of the EU Financial Support;
Ministry of European Affairs;
Marija Hajduković, General Director, Directorate for Strategic Planning in Public Administration,
International Cooperation and IPA Funds, Ministry of Public Administration;
Ivana Petričević, Partnership and Knowledge Management Officer, ReSPA;
Dragan Đurić, PhD, Expert.

Methodologically edited by:

Sonja Vojinović, Head of the Division for Development and Implementation of the Training Curricula;
Stefan Radević, MA, Head of the Division for Planning and Quality Assessment of Training Curricula;
Gordana Bošković, Deputy Director of the Vocational Education and Training Centre.

Translated by: Jelena Pralas, PhD

Design and pre-press:

Lidija Savković, independent advisor | Department for Human Resources Management

Press:

Number of copies: 200

Contact:

Department for vocational training and specialization of civil servants and local civil servants and state employees
Human Resources Management Authority
Jovana Tomaševića 2A, 81000, Podgorica
E-mail: obuka@hrma.me

CONTENTS

WORD OF INTRODUCTION	7
GENERAL INFORMATION ABOUT THE CURRICULUM	8
1. MODULE I – EU History and Public Administration	12
1.1 DEVELOPMENT OF EUROPEAN INTEGRATION PROCESSES	13
1.2 DEVELOPMENT OF VERTICAL EUROPEAN INTEGRATION	14
1.3 DEVELOPMENT OF HORIZONTAL INTEGRATION	15
1.4 PROCESS OF MONTENEGRO'S ACCESSION TO THE EUROPEAN UNION	16
1.5 POLICY DEVELOPMENT IN THE EU	17
1.6 EUROPEAN ADMINISTRATIVE AREA	18
1.7 IMPORTANCE OF TRANSLATION IN THE EU	19
2. MODULE II - European Union Law	20
2.1 LEGAL NATURE OF THE EUROPEAN UNION	21
2.2 SOURCES OF LAW OF THE EUROPEAN UNION AND ALIGNMENT WITH THE EU ACQUIS, METHODOLOGY, AND IMPLEMENTATION	22
2.3 EUROPEAN UNION INSTITUTIONS	23
2.4 FUNDAMENTAL HUMAN RIGHTS AND FREEDOMS IN THE EUROPEAN UNION	24
3. MODULE III - International relations in the EU context	25
3.1 DIPLOMATIC LAW AND PRACTICE	26
3.2 INTERNATIONAL RELATIONS	28
3.3 BILATERAL AND MULTILATERAL RELATIONS	29
3.4 NEGOTIATING AND LOBBYING IN THE EU	30
3.5 MONTENEGRO AND EUROPEAN UNION	31
3.6 MONTENEGRO AND NORTH-ATLANTIC ALLIANCE (NATO)	32
3.7 ECONOMIC AND CULTURAL DIPLOMACY	33
3.8 SECURITY IN THE SERVICE OF FOREIGN AFFAIRS	34

4. MODULE IV - Forms of work in the EU and employment opportunities	35
4.1 FIELDS OF WORK AND TYPES OF JOBS IN THE INSTITUTIONS, BODIES AND AGENCIES OF THE EUROPEAN UNION	36
4.2 CATEGORIES AND PROFILES OF EMPLOYEES IN THE INSTITUTIONS, BODIES AND AGENCIES OF THE EUROPEAN UNION	37
4.3 PRECONDITIONS FOR WORKING IN THE INSTITUTIONS, BODIES AND AGENCIES OF THE EUROPEAN UNION	38
4.4 PROCEDURES OF EMPLOYMENT IN THE INSTITUTIONS, BODIES AND AGENCIES OF THE EUROPEAN UNION	39
4.5 EPSO – VISION, COMPETENCES AND THE MANNER OF WORK	40
4.6 EPSO FRAMEWORK OF COMPETENCES	41
4.7 EPSO TESTING/CHECKING ABILITIES	42
4.8 WHAT DOES EMPLOYMENT IN THE EU INSTITUTIONS, BODIES AND AGENCIES OFFER	43
5. MODULE V - General Business Skills Framework	44
5.1 BUSINESS EFFICIENCY	45
5.2 BUSINESS COMMUNICATION	46
5.3 NEGOTIATIONS AND NEGOTIATION SKILLS	47
5.4 DIPLOMATIC PROTOCOL	48
6. MODULE VI - Framework of digital skills	49
6.1 STATISTICAL PROCESS OF COLLECTING AND ANALYSIGN DATA	50
6.2 DIGITAL SKILLS FOR 21ST CENTURY	51
6.3 ARTIFICIAL INTELLIGENCE	52





A WORD OF INTRODUCTION

Accession to the European Union is a significant step for Montenegro that brings along numerous opportunities, but also numerous challenges. As a future EU member, Montenegro will need to fully understand, implement, and contribute to development of common policies and standards of the European Union. In that context, it is of utmost importance that our civil servants are adequately prepared for working in international settings, and that they learn about legal, administrative, and procedural frameworks that regulate the work of EU institutions.

Completion of the process of Montenegro's accession to the European Union and achieving the status of an EU Member State will create numerous new opportunities for Montenegrin citizens, one of them being the right to get employment in the EU institutions, bodies, and agencies.

The fact that, after the completion of the accession negotiations, representatives of Montenegrin administration will be in the position to apply for jobs in European institutions generates the need to start in time with specific training Curricula for those who are interested in using such opportunities.

The Curriculum "Ready4EU" includes fundamental knowledge about how the European Union and its institutions operate, as well as about its legislative process and the specific skills and competences needed for working in the international administrative context. Participants of the Course based on this Curriculum will have an opportunity to use the theory classes, practical workshops and simulations to acquire necessary knowledge and skills and to learn about the best practices that will ensure that they can contribute to an efficient functioning of the state administration in the EU context.

The aim of this Curriculum is to ensure that Montenegro's civil servants are fully prepared to take new responsibilities, deal with new challenges, and use the opportunities that EU membership brings along in the best possible ways. "Ready4EU" is the key investment in the future of Montenegro as an equal and active EU member, which is of Montenegro's general national interest, while future employment of Montenegrin citizens in numerous EU institutions will increase the possibilities to influence development and implementation of EU policies after membership.



GENERAL INFORMATION ABOUT THE CURRICULUM

WHO IS THIS CURRICULUM INTENDED FOR:

The Curriculum for acquisition of knowledge and skills for working in the EU institutions, bodies and agencies - Ready4EU is intended for civil servants in public administration that are seconded or interested in working in the EU institutions, bodies and agencies.

ELIGIBILITY CRITERIA FOR PARTICIPATION IN THE CURRICULUM:

- VII-1 level of education qualification,
- One year of experience,
- Decision on permanent employment (for an unlimited period of time),
- English language level B2.

WHO ARE THE LECTURERS?

Lecturers, i.e. trainers, are eminent experts with long experience and great knowledge in the thematic areas envisaged in the Curriculum, hired from the pool of lecturers/trainers defined by Human Resources Management Authority (HRMA), as well as external experts hired by the Government of Montenegro, ReSPA, EIPA and other international partners.

IMPLEMENTATION OF THE CURRICULUM:

The Curriculum is implemented in cycles, which means that all topics envisaged in this Curriculum are implemented in the manner and at the pace defined in the Implementation Calendar. After the Implementation Calendar is defined, Human Resources Management Authority publishes a Public Call for Applications that defines requirements, manner of application, required documents and the application deadline.

Participants are obliged to attend at least 80% of the training course based on this Curriculum, which they undertake by signing a Contract on attending the training.

Based on a needs analysis, the participants will be provided advanced foreign language courses.

FUNDS FOR IMPLEMENTATION:

Funds for implementation of the Curriculum and the attendance of participants are secured in the Budget of Montenegro or through support of international partners.



EU History and Public
Administration

MODULE I

European Union Law

MODULE II

International relations
in the EU context

MODULE III

Forms of work in the EU and
employment opportunities

MODULE IV

General Business
Skills Framework

MODULE V

Framework
of digital skills

MODULE VI

MODULE

I

EU HISTORY AND PUBLIC ADMINISTRATION

The purpose of this Module is to introduce the training participants into the topics of conception and development of European integration processes and today's European Union; its institutional framework, relations between institutions and the manner in which legal enactments and policies are adopted, particularly the EU budget. Another goal of this Module is to teach the participants about the waves of EU enlargement and the key aspects of the enlargement policy, particularly the stabilisation and association process. A constituent part of this Module are the topics of European Administrative Area, reform policies and public administration improvements in the EU, as well as the importance of translation of EU legal enactments to the official languages of Member States.

Scope: 25 hours

Contents:

- Development of European integration processes – 2 hours;
- Development of vertical European integration – 4 hours;
- Development of horizontal European integration – 3 hours;
- Process of Montenegro's accession to the European Union – 6 hours;
- Policy development in the EU – 6 hours;
- European Administrative Area – 2 hours;
- Importance of translation in the EU – 2 hours.

1.1 DEVELOPMENT OF EUROPEAN INTEGRATION PROCESSES

Goal: Providing training participants with the introduction about the basics of the historic circumstances surrounding the birth of the idea of European unity and the course of creating the first European institutions (European Coal and Steel Community, European Economic Community and Euratom), as well as about the fundamental European values, constants and challenges of developing security relations within European and Euro-Atlantic integration

Implementation Mode: Lecture, presentations, discussion, and interaction.

Scope: 2 hours

Contents:



- Birth of the idea on European Community and Schuman Declaration;
- European Coal and Steel Community (Treaty of Paris);
- European Economic Community and EURATOM (Treaty of Rome);
- EU values;
- Security aspects of the European integration process.

After attending this training the participant will be able to:

- Explain the concept of the idea of European unity and name the fundamental European values;
- Explain the essence of the Schuman Declaration;
- Identify the general aim of developing the European Coal and Steel Community;
- Explain on an example the organization and functions of the European Coal and Steel Community;
- Explain the concept and goals of developing the European Economic Community;
- Identify key results of the Treaty of Rome;
- Explain on a concrete example the challenges of the relations between European Union and NATO.



1.2 DEVELOPMENT OF VERTICAL EUROPEAN INTEGRATION

Goal: Provide training participants with the introduction about the basics of development of the integration process in Europe, political and constitutional-law foundations for deepening that process and extending the number of policies included in the integration process, based on the explanation of how the so called four freedoms of the Schengen acquis came into being.

Implementation Mode: lecture, presentations, discussion, and interaction.

Scope: 4 hours

Contents:



- Single European Act;
- Creating European Union – Maastricht Treaty;
- The Treaty of Amsterdam;
- The Treaty of Nice;
- European “Constitution”;
- The Treaty of Lisbon.

After attending this training, the participant will be able to:

- Present the course of development of legal order of the European Union;
- Distinguish features and achievements of the reformed EU foundation treaties;
- Explain relations between policies and legal enactments on the level of the EU;
- Analyse the course of development of competences of EU institutions in certain policies;
- Explain the importance and present development of the Schengen Agreement on a concrete example.

1.3 DEVELOPMENT OF HORIZONTAL INTEGRATION

Goal: Providing the training participants with an introduction into development of the EU enlargement policy, enlargement waves, particularly the so-called historical enlargement, creation and development of special EU policy for Western Balkans – Stabilization and Association Process.

Implementation Mode: lecture, presentations, discussion, and interaction.

Scope: 3 hours

Contents:



- EU enlargement policy;
- Enlargement waves;
- Copenhagen and Madrid criteria;
- The historic enlargement;
- Accession of Bulgaria, Romania and Croatia;
- European states outside of the EU (status of Norway, Switzerland, Iceland etc.)
- Brexit.

After attending this training, the participant will be able to:

- Explain the course of development and logic of the interest behind European enlargement policy;
- List the general goals of Copenhagen and Madrid criteria;
- Explain the importance of the Copenhagen criteria;
- Explain the importance of the Madrid criteria;
- List the benefits of the Copenhagen and Madrid criteria;
- Explain on a concrete example how Copenhagen and Madrid criteria are applied;
- List the key features of the historic EU enlargement;
- List the features of the latest EU enlargement waves;
- List key benefits exercised by Bulgaria, Romania and Croatia through their accession into the EU membership;
- Explain the status of countries outside of the EU;
- List key reasons and causes of Brexit;
- Explain the principles of new methodology – key features.

1.4 PROCESS OF MONTENEGRO'S ACCESSION TO THE EUROPEAN UNION

Goal: Explaining the beginning of the process of negotiations of Montenegro and Serbia about the Stabilization and Association Agreement and continuation of the Montenegro's negotiations with the EU after the independence was restored.

Implementation Mode: lecture, presentations, discussion, and interaction

Scope: 6 hours

Contents:



- Development of the notion of Western Balkans;
- Developing the stabilisation and association process;
- Negotiations of the State Union of Serbia and Montenegro about the Stabilization and Association Agreement with the EU;
- Stages and methodology of Montenegro's accession negotiations;
- Status of the process of association and accession to the EU of the candidate countries and potential candidate countries.

After attending this training, the participant will be able to:

- Analyse historical background that caused the development of the notion of the Western Balkans
- Explain the basic differences between the Stabilization and Association Process and earlier enlargement waves;
- Explain chronology and notion of the course of negotiations of the State Union Serbia and Montenegro on the Stabilization and Association Agreement with the EU;
- List key features of the accession process to the EU;
- List preconditions for accession to the EU;
- Name key challenges that Montenegro faces in the process of conducting negotiations on the Stabilization and Association agreement with the EU;
- Name preconditions for Montenegro's entering into the accession negotiations;
- Analyse the current status of Montenegro in comparison to the beginning of the accession negotiations;
- Explain the course of association and accession of the Western Balkan countries to the EU;
- List the status of the Western Balkan countries and Eastern Partnership countries in the process of association to the EU.

1.5 POLICY DEVELOPMENT IN THE EU

Goal: Providing the training participants with the introduction into the basics and the manner of developing policies and legal enactments in various policy areas in the European Union, like Common Agricultural Policy, Cohesion Policy, Social Policy, etc.

Implementation Mode: lecture, presentations, discussion, and interaction.

Scope: 6 hours

Contents:



- Cycle of development of policies and legal enactments in the EU, presented through the relations in the institutional triangle – Commission – Council – Parliament, during the process of adoption of the EU Budget and multi-annual financial framework, as well as development of a single monetary policy of the EU;
- Types of EU legal enactments;
- Key features of some European policies (Common Agricultural Policy, Cohesion Policy, Social Policy, etc.);
- Procedures for adoption of decisions in the institutional triangle (Commission – Council – Parliament);
- Process of adoption of the EU budget;
- Characteristics of the process of adoption of multi-annual financial frameworks;
- Development of the European Monetary Union.

After attending this training, the participant will be able to:

- Name the key features of the process of developing policies and adopting legal enactments of the EU;
- List the basic types of legal enactments of the EU;
- Explain on an example the characteristics of a concrete European policy;
- Explain basic features of relations in the key institutional triangle (Commission – Council – Parliament)
- Explain the procedure and manner of adoption of the EU Budget;
- Analyse the complexity of the process of adoption of multi-annual financial frameworks;
- Distinguish legal harmonisation from the open coordination method;
- Explain the role of advisory institutions of the EU in the process of policy development;
- Explain the notion and importance of the European Monetary Union;
- Explain the goals of development of the European Monetary Union.

1.6 EUROPEAN ADMINISTRATIVE AREA

Goal: Provide the training participants with an introduction into the basic features of a modern public administration, European principles of public administration, its general development courses and the role of various institutions and organizations within the EU that contribute to the promotion of the public administration reform.

Implementation Mode: lecture, presentations, discussion, and interaction.

Scope: 2 hours

Contents:



- The role of public administration in development and coordination of public policies and Madrid criteria;
- European principles of public administration;
- New Public Management;
- Good Governance;
- The role of OECD/SIGMA and other organizations.

After attending this training, the participant will be able to:

- Explain the role of public administration in development and coordination of public policies;
- Name the key Madrid criteria that make the basis for the reform of public administration;
- List the key European principles of public administration;
- Explain the concept and the manner of functioning of the New Public Management;
- Analyse the contents of Good Governance;
- Analyse the role of OECD/SIGMA and other organizations and institutions within the EU that contribute to the improvement of the quality of work of public administration.

1.7 IMPORTANCE OF TRANSLATION IN THE EU

Goal: Providing the training participants with an introduction into the importance and manners of organizing translation in the EU, explanation of the legal and democratic aspect of developing national versions of the EU acquis, and explanation of the development of some key terms created within the process of European integration that have become a constituent part of Euro-jargon.

Implementation Mode: lecture, presentations, discussion, and interaction.

Scope: 2 hours

Contents:



- The first secondary legal enactment in the EC (In CELEX 31958R0001);
- Linguistic abundance and diversity of the EU (United in Diversity, In varietate concordia)
- EU 27 and 24 official languages;
- Translation of legal enactments and democracy, multilingualism as the foundation principle of the EU;
- Translation as an initial step in developing the national version of the EU acquis;
- Eurojargon;
- Importance of language as the vital element of functioning in the process of adoption of decisions in the EU;
- Terminology of EU negotiations

After attending this training, the participant will be able to:

- Explain the importance of implementation of the first secondary legislation enactment in the EC (in CELEX) 31958R0001;
- Apply the first secondary legislation enactment in the EC (in CELEX-u 31958R0001) in a concrete situation;
- Identify the importance and explain the ways to organize translation within the EU;
- List the Member States and official languages of the EU;
- Explain the democratic and legal importance of development of the national version of the EU acquis;
- Explain the development and the manners of use of the specific terms in the so-called Euro-jargon, like: acquis Communautaire, EU acquis, troika, trio, benchmarking, (potential) candidate country, acceding country, comitology, soft and hard law, Fortress Europe...

MODULE II

EUROPEAN UNION LAW

In the process of accession to the European Union, Montenegro, as a subject of international law, faces numerous challenges, particularly given the fact that the European Union is a sui generis institution and subject of law that numerous theoreticians define in different manners. The purpose of this module is to ensure that training participants are trained to understand and use the basic notions from the European Union law, particularly regarding implementation of the most important sources of the European law into the national legal and institutional system. In this respect, the module participants will have an opportunity to hear considerations about the position of the European Union in the current legal systems, about the influence of its sources of law that come from its institution, but also about the position of an “ordinary” person in this great system. The module will also tackle the work of the most important regional courts in Europe, their differences and similarities.

Scope: 30 hours

Contents:

- Legal nature of the European Union – 6 hours;
- Sources of law of the European Union and alignment to the EU acquis, methodology and implementation – 12 hours;
- European Union institutions – 6 hours;
- Fundamental human rights and freedoms in the European Union– 6 hours.

2.1 LEGAL NATURE OF THE EUROPEAN UNION

Goal: Introducing the training participants into the basics of international and European law, making distinction between these branches of law but also principles for acquiring rights and obligations of their subjects.

Implementation Mode: lecture, presentations, examples from practice, case studies, practical work, simulation, discussion, and interaction.

Scope: 6 hours

Contents:



- Basics of international public law;
- Conception of international (government) organizations;
- History of development of the European Union;
- Law of the European Union and European law – similarities and differences;
- Relations between European Union and other regional and international organizations;
- Relations between European Union and Member States;
- Relations between European Union and non-Member States;
- Principles of the European Union since its birth.

After attending this training, the participant will be able to:

- Name the key postulates of international public law;
- List the key international government organizations;
- Present in a chronology the key historical stages of development of the European Union;
- Clarify the basic rights of the European Union;
- Name the key subjects of international law;
- Name the key elements based on which the law of the EU is different from the European law;
- Present on a concrete example the relations between the European Union and other regional and international organizations;
- Analyse the relations between European Union and the Member States on the basis of the given example from practice;
- Analyse the relations between European Union and non-Member States on the basis of a concrete example from practice;
- List the key principles of the European Union since its establishment.

2.2 SOURCES OF LAW OF THE EUROPEAN UNION AND ALIGNMENT WITH THE EU ACQUIS, METHODOLOGY, AND IMPLEMENTATION

Goal: Introducing the training participants into the sources of law of the European Union, with a particular emphasis on the relations between primary and secondary sources of law, as well as on their relations with the sources of law in the Member States but also in Montenegro.

Implementation Mode: lecture, presentations, discussion, and interaction.

Scope: 12 hours

Contents:



- Sources of law of the EU (notion and types);
- Development of the sources and case law of the Court of the EU;
- Relations between national (internal) sources and sources of EU law;
- Primary sources;
- Secondary sources;
- Other sources of law and their importance;
- Introduction into the process of alignment of legislation;
- Sources of the EU acquis;
- Methodology of alignment and implementation of the law;
- Coordination of the process of alignment of the law;
- Instruments of approximation of legislation;
- IT system/data base as a tool for coordination of alignment with the EU law.

After attending this training, the participant will be able to:

- Explain the notion of EU law;
- Name the basic types of law that the functioning of the EU is based on;
- Recognize differences between sources and the level to which they are binding in the Member States;
- Explain the principles that the work of the Court of the EU is based on;
- Identify the location of the seat of the Court of the EU and what it deals with;
- Explain the postulates that the sources of the European law are based on;
- Differ in practice the key sources of the EU acquis;
- Explain on a practical example the procedures of alignment of legislation;
- List the instruments for approximation of legislation.

2.3 EUROPEAN UNION INSTITUTIONS

Goal: Providing the training participants with an introduction into the most important institutions of the European Union.

Implementation Mode: lecture, presentations, practical work, simulation, discussion, interaction.

Scope: 6 hours

Contents:



- Establishment of the European Union institutions;
- European Parliament;
- European Council;
- Council of the European Union;
- European Commission;
- Court of the European Union;
- European Central Bank;
- European Court of Auditors.

After attending this training, the participant will be able to:

- List the key European Union institutions;
- List the principles of the functioning of the European Union institutions;
- Explain the goals and purpose of the concrete institutions of the European Union;
- Distinguish competences of the European Union institutions.

2.4 FUNDAMENTAL HUMAN RIGHTS AND FREEDOMS IN THE EUROPEAN UNION

Goal: Introducing the training participants into the history and theory of development and protection of human rights in Europe, with a particular focus on the relations between European Union and the Council of Europe, and in particular between the case-law of the Court of the EU and European Court of Human Rights.

Implementation Mode: lecture, presentations, practical work, simulation, discussion and interaction.

Scope: 6 hours

Contents:



- History of protection of human rights in Europe;
- Council of Europe;
- European Court of Human Rights;
- Human rights in the EU;
- Similarities and differences in the protection of human rights in the EU and Council of Europe.

After attending this training, the participant will be able to:

- Analyse the historical context that caused development of the current model of protection of human rights in the European Union;
- Explain the competences of the Council of Europe;
- Explain the difference between the Council of Europe and European Council;
- List the key goals that the work of the European Court of Human Rights is based on;
- Explain the relations between European courts;
- Explain the functioning of the current system for protection of human rights in the European Union and the trends that are related to Montenegro.

MODULE III

INTERNATIONAL RELATIONS IN THE EU CONTEXT

Given the fact that the process of accession of Montenegro to the EU is defined as the key foreign policy goal, and given the stage in which it is expected that the negotiation process will be finalized, it is necessary that civil servants and employees on all levels are introduced to the basic notions and principles related to diplomatic skills and practices. This is particularly important given the prospects after the membership in the EU is achieved, which implies inclusion of Montenegro into a complex institutional framework of the EU, as well as into the mechanisms for making key policies and decisions on the EU level. It is precisely this possibility that members of Montenegrin administration can become a part of human resources of European institutions that imposes the need that, even before accession to the EU, Montenegro develops a certain level of diplomatic knowledge and skills, which would ensure easier adaptation to the conditions of work in the complex environment of the Brussels administration. In addition to this, possession of the basic diplomatic skills and principles of communication significantly facilitates daily work in Montenegrin administration, particularly given the need for continuous strengthening of capacities and developing a pool of human resources that will present Montenegro in the current Mission of Montenegro in the EU, and in the future Permanent Representative Office of Montenegro in the EU after the membership. Not less important is the need for civil servants and state employees to be qualified for proper and efficient communication with the representatives of the EU Member States, diplomatic corps and international organizations accredited in Montenegro, which has become a daily job of most of the employees in public administration. If we summarize all the listed needs, we can say that the goal of this module is to provide a summary overview of the theory of international relations, diplomatic relations of Montenegro and the EU, public relations in the context of diplomacy, economic diplomacy and functioning of diplomatic missions.

Scope: 48 hours

Contents:

- Diplomatic law and practice – 6 hours;
- International relations – 6 hours;
- Bilateral and multi-lateral relations – 6 hours;
- Negotiations and lobbying in the EU – 6 hours;
- Montenegro and European Union – 6 hours;
- Montenegro and North Atlantic Alliance (NATO) – 6 hours;
- Economic and cultural diplomacy – 6 hours;
- Security in the function of foreign affairs – 6 hours.



3.1 DIPLOMATIC LAW AND PRACTICE

Goal: Providing the training participants with an introduction into the basics of diplomatic law, diplomatic relations and the manner of operation of diplomatic-consular representative offices, representing the state in relations with international entities, manners and means of diplomatic communication, language in diplomacy, verbal and written communication, types of documents in diplomatic communication, organization of meetings, visits and methods of negotiations in multi-lateral organizations.

Implementation Mode: lecture, presentations, example from practice, case studies, practical work, simulation, discussion and interaction.

Scope: 6 hours

Contents:



- Basics of diplomatic law;
- Establishing diplomatic relations;
- Functions of diplomatic-consular representative offices;
- Permanent diplomatic missions and ranks of diplomatic representatives;
- agrément and presentation of credentials;
- Order of precedence, diplomatic corps and diplomatic staff;
- Status of a diplomatic-consular representative, privileges and immunities;
- Diplomatic asylum and diplomatic bag (valise);
- Representing states in relations with international organizations;
- Manners and means of diplomatic communication;
- Language in diplomacy;
- Negotiations – informal, formal, secret;
- Writing reports, analyses, minutes, reminders, platforms;
- Preparation and implementation of visits.

After attending this training, the participant will be able to:

- Explain the basics of diplomatic law and establishing of diplomatic relations;
- Explain the functions of diplomatic-consular representative offices;
- Distinguish between types of diplomatic missions and ranks of diplomatic representatives;
- Name the procedures for referral and taking the duty of a diplomatic representative;
- Explain the notion of order of precedence and diplomatic corps, and difference between categories of diplomatic staff;
- Explain the status of diplomatic-consular representatives, their privileges and immunities, including the diplomatic asylum and diplomatic bag (valise);
- Apply the manners and means of diplomatic communication;
- Apply the rules of verbal communication in line with diplomatic practice;
- Apply the rules of diplomatic correspondence and distinguish between the types of written communication;
- Distinguish types of negotiations and apply them in practice;
- Properly prepare a report, analysis, minutes, reminder and platform;
- Know the basic elements of proper preparation and implementation of visits.

3.2 INTERNATIONAL RELATIONS

Goal: Providing the training participants with an introduction into the history and theory of international relations, with a particular focus on contemporary international relations and process of globalization, subjects and actors of international relations and the manner of their operation.

Implementation Mode: lecture, presentations, discussion, and interaction.

Scope: 6 hours

Contents:



- History of international relations (period from Peace of Westphalia in 1648 to early 20th century);
- Contemporary international relations (from early 20th century until today);
- Globalisation, new power divisions and players;
- Theories of international relations;
- Subjects and actors of international relations and their operations;
- International organizations as entities of international relations (notion, types, goals).

After attending this training, the participant will be able to:

- Explain historical context that caused development of international relations;
- Explain the basic theories of international relations;
- Explain the functioning of contemporary international relations;
- Explain the notion and influence of globalization;
- Explain the concepts of new divisions of power and key players;
- Name the subjects and actors of international relations and their operation;
- Analyse the operation of international organizations as subjects of international relations

3.3 BILATERAL AND MULTILATERAL RELATIONS

Goal: Providing the training participants with an introduction into the manners of making bilateral and multilateral cooperation, including the cooperation with the prominent international entities that EU – UN, OSCE and Council of Europe cooperate with.

Implementation Mode: lecture, presentations, practical work, discussion and interaction.

Scope: 6 hours

Contents:



- Bilateral cooperation – notion and basics;
- Promotion of Montenegro on the bilateral and multilateral level;
- Cooperation with the United Nations (UN) and specialized UN agencies;
- Cooperation with the Organization for Security and Cooperation in Europe (OSCE);
- Cooperation with the Council of Europe;
- Montenegro's membership in the regional international organizations and initiatives – the role and importance.

After attending this training, the participant will be able to:

- Explain the basics of bilateral cooperation, establishment and functioning of cooperation with other states;
- Identify the key knowledge necessary for representing the interests of the state on bilateral and multi-lateral level;
- Clarify the ways of cooperation with the United Nations (UN) and specialized UN agencies;
- Clarify the ways of cooperation with the Organization for Security and Cooperation in Europe (OSCE);
- Clarify the ways of cooperation with the Council of Europe;
- Explain the importance of Montenegro's membership in regional international organizations and initiatives.

3.4 NEGOTIATING AND LOBBYING IN THE EU

Goal: Providing the training participants with an introduction into the strategic and practical functions of the negotiating and lobbying skills in the EU, and acquiring capabilities to develop efficient strategies for presenting national positions and national interests on the level of the EU and applying a systematic approach in the negotiations and lobbying both within the process of Montenegro’s accession to the EU and after membership.

Implementation Mode: lecture, presentations, examples from practice, simulation, discussion, and interaction.

Scope: 6 hours

Contents:



- Methodology for writing national positions and rendering decisions in an inter-sectorial national coordination;
- Process and preparation of negotiations, strategies and types of negotiations with an emphasis on presenting national positions and national interests on the level of the EU, as well as the methods of exerting influence;
- Techniques and tactics in negotiations in the context of the process of decision making in the EU and the role of working bodies;
- Understanding lobbying, its basic notions and divisions and advocating public policies;
- Actors, strategies, and lobbying techniques;
- Lobbying in the European Union (institutional framework – European Commission, European Parliament, Council of the EU) and channels for exerting influence on the processes of political decision-making in the EU.

After attending this training, the participant will be able to:

- Explain the process of preparing national positions and their coordination on the national level;
- Understand and explain the context in which adequate methods of negotiation should be applied;
- Name the key techniques and tactics in negotiations and apply the knowledge for preparation of national positions, decision-making, problem-solving and achieving Montenegro’s interests on the level of working bodies of the EU;
- Explain the process of representing national level interests on the level of the EU;
- Explain the importance of lobbying in the process of accession and name the basic methods of lobbying;
- Explain and list the key lobbying practices in the European Union and the channels for exerting influence on shaping the European public policies.

3.5 MONTENEGRO AND EUROPEAN UNION

Goal: Providing the training participants with an introduction into development of diplomatic relations between Montenegro and the European Union, with a particular focus on the fields that are of importance for the future membership, like common foreign and security policy and enlargement policy, current focus of the EU foreign policy, and functioning and role of the European External Action Service (EEAS).

Implementation Mode: lecture, presentations, examples from practice, simulation, discussion, and interaction.

Scope: 6 hours

Contents:



- History of development of diplomatic relations between Montenegro and the EU;
- Common foreign and security policy;
- European External Action Service (EEAS) and the current focus of the EU foreign policy;
- European Union neighbourhood and the enlargement policy – Western Balkans, Eastern Partnership;
- Montenegro and membership in the European Union – accession process, contents and pace of negotiations, specific features of negotiations.

After attending this training, the participant will be able to:

- Explain chronology of development of diplomatic relations between Montenegro and the EU;
- Explain the basics and the importance of the common foreign and security policy;
- Explain the functioning of the European External Action Service (EEAS)
- Explain the current focus of the EU foreign policy;
- Explain the complexity of the European Union neighbourhood and understand the current focus of the policy of enlargement to the Western Balkans, Turkiye and Eastern Partnership;
- Name the key rights and obligations of the membership in the European Union, including the key elements of the accession process, contents and pace of negotiations and specific features of negotiations.

3.6 MONTENEGRO AND NORTH-ATLANTIC ALLIANCE (NATO)

Goal: Providing the training participants with an introduction into the basics and the manner of operation of the North-Atlantic Alliance (NATO), the manner in which cooperation is made on the relations Montenegro – NATO – EU, current geopolitical developments and strategies, as well as the elements of the NATO enlargement policy.

Implementation Mode: lecture, presentations, discussion, and interaction.

Scope: 6 hours

Contents:



- Historical circumstances of the establishment of NATO and North-Atlantic Treaty;
- Key political and military bodies (committees) of NATO and decision-making process;
- Montenegro’s participation in the current operations and missions implemented by NATO;
- Defence and deterrence policy, policy of projecting stability and allocations for defence;
- Cooperation on the relation Montenegro – NATO – EU;
- NATO “Open Door” policy and current geopolitical developments and strategies.

After attending this training, the participant will be able to:

- List the historical circumstances of the establishment of NATO and the importance of the North-Atlantic Treaty
- Present the institutional framework of NATO, including the key political and military bodies (committees) of NATO and the decision-making process;
- Explain Montenegro’s participation in the current operations and missions implemented by NATO;
- Explain the notions of defence and deterrence policy, policy of projecting stability and allocations for defence;
- Explain on a concrete example the bases for cooperation between Montenegro – NATO – EU;
- Explain the meaning of the NATO “Open Door” policy and explain the current geopolitical developments and strategies.

3.7 ECONOMIC AND CULTURAL DIPLOMACY

Goal: Providing the training participants with an introduction into the goals and models of economic diplomacy, achieving and promoting economic cooperation with the diaspora, principles of development cooperation, manners to valorise the resources in the field of culture and basics of cultural diplomacy.

Implementation Mode: lecture, presentations, practical work, discussion and interaction.

Scope: 6 hours

Contents:



- Goals, contents, stakeholders and models of economic diplomacy;
- Commercial diplomacy;
- Support to internationalization of economy;
- Economic cooperation with the diaspora – emigration;
- Promotion of Montenegro’s economic interests;
- Protection of Montenegro’s traditional cultural heritage through a modern presentation;
- International promotion of Montenegro’s culture;
- Cultural diplomacy in the function of international valorisation: art, festivals, culture and art events; Montenegro and UNESCO;
- EU funds available to Montenegro in the field of culture;
- International cultural programmes that Montenegro participates in; Cultural heritage of Montenegro – the notion and division.

After attending this training, the participant will be able to:

- Identify the goals, functioning, stakeholders and models of economic diplomacy;
- Explain the importance of economic cooperation with the diaspora – emigration;
- Explain the basics and importance of promotion of economic interests of Montenegro;
- Name the key elements of Montenegro’s traditional cultural heritage;
- Name the key elements related to international promotion of Montenegro’s culture;
- Explain the concept of cultural diplomacy in the function of international valorisation of Montenegro;
- List international cultural programmes that Montenegro participates in;
- Explain the contents and value of Montenegro’s cultural heritage.

3.8 SECURITY IN THE SERVICE OF FOREIGN AFFAIRS

Goal: Upoznavanje polaznika/ca obuke sa bezbjednosnom kulturom u okviru diln-
troducing the training participants into the security culture within diploma-
tic communication with international entities, including the basic elements
of data protection and security risk assessment in case that data are compro-
mised.

Implementation Mode: lecture, presentations, discussion, and interaction.

Scope: 6 hours

Contents:



- Security culture;
- Data classified as secret;
- Procedure of classification of data;
- Access to secret data;
- Keeping, using and recording secret data;
- Managing data with certain degree of secrecy in the structure of EEAS.

After attending this training, the participant will be able to:

- Explain the basic principles of security culture within the diplomatic communication with international entities;
- Give the definition and classification of data with a degree of secrecy;
- Explain the procedure of designating data as secret;
- Apply the manner of access, use, keeping and recording the data with a level of secrecy;
- Give the basics of managing data with certain level of secrecy in the structure of EEAS.

MODULE IV

FORMS OF WORK IN THE EU AND EMPLOYMENT OPPORTUNITIES

EU membership is one of the main priorities of Montenegro's foreign policy. In parallel with the negotiation process, Montenegro has been working on preparing the human resources that will work in the institutions, bodies and agencies of the European Union after Montenegro becomes an EU Member State. Since employment in the institutions, bodies and agencies of the EU is a complex process that includes demanding procedures of application, testing and selection of candidates for various categories of employees and employment models, civil servants in Montenegro have to be timely introduced into the forms of work and procedure of employment in the institutions, bodies and agencies of the European Union, so that they could be adequately prepared for the procedures of application, testing and selection for employment.

Scope: 30 hours

Contents:

- Fields of work and types of jobs in the institutions, bodies and agencies of the European Union - 6 hours;
- Categories and profiles of employees in the institutions, bodies and agencies of the European Union – 3 hours;
- Preconditions for working in the institutions, bodies and agencies of the European Union – 3 hours;
- Employment procedures in the institutions, bodies and agencies of the European Union – 3 hours;
- EPSO – vision, competences and the manner of work – 3 hours;
- EPSO framework of competences – 3 hours;
- EPSO testing/checking abilities – 6 hours;
- What can employment in the institutions, bodies and agencies of the European Union offer – 3 hours.



4.1 FIELDS OF WORK AND TYPES OF JOBS IN THE INSTITUTIONS, BODIES AND AGENCIES OF THE EUROPEAN UNION

Goal: Inform the training participants about the institutions, bodies and agencies of the European Union, fields of work and types of jobs done there, as well as about their headquarters.

Implementation Mode: lecture, presentations, examples from practice, discussion and interaction.

Scope: 6 hours

Contents:



- EU institutions – fields of work, types of jobs, headquarters;
- EU bodies - fields of work, types of jobs, headquarters;
- Forms of work in the EU institutions;
- Decentralized EU agencies – fields of work, types of jobs, headquarters.

After attending this training, the participant will be able to:

- Name the institutions, bodies and agencies of the European Union;
- Name the fields of work, and types of jobs done by employees in the institutions, bodies and agencies of the European Union;
- List the headquarters of the institutions, bodies and agencies of the European Union;
- List the institutions involved in the procedures of publishing vacant positions, procedures of testing and procedures of selection of candidates to be employed in the institutions, bodies and agencies of the European Union.

4.2 CATEGORIES AND PROFILES OF EMPLOYEES IN THE INSTITUTIONS, BODIES AND AGENCIES OF THE EUROPEAN UNION

Goal: Introducing the training participants into the categories and profiles of employees in the institutions, bodies, and agencies of the European Union.

Implementation Mode: lecture, presentations, examples from practice, discussion and interaction.

Scope: 3 hours

Contents:



- Permanent employees
 - * Administrators,
 - * Assistants,
 - * Secretaries – officers;
- Employees on contracts;
- Employees for a limited period of time;
- Trainees;
- Delegated national experts;
- Others
 - * Temporary staff,
 - * EU experts,
 - * Assistants in the Parliament,
 - * Administrators,
 - * Translators/interpreters,
- Maintenance and canteen workers.

After attending this training, the participant will be able to:

- List the categories and profiles of employees in the institutions, bodies and agencies of the European Union;
- Link the payment grades with the categories of employees in the institutions, bodies and agencies of the European Union and compare differences in salary grades between various categories;
- Explain the differences in terms of possibilities for permanent employment and employment for a limited period of time in the institutions, bodies and agencies of the European Union;
- List the minimum requirements in terms of education level for permanent employees in the institutions, bodies and agencies of the European Union;
- Explain the ranges of salary grades and tasks and levels within the groups of jobs of the persons employed on contractual basis;
- List the tasks and types of jobs done by persons employed for a limited period of time;
- Explain preconditions and the length of traineeship (French stage);
- Explain the procedure of application and selection of the delegated national experts;
- Explain the procedure for hiring EU experts, assistants in the Parliament, translators/interpreters, and maintenance and canteen workers

4.3 PRECONDITIONS FOR WORKING IN THE INSTITUTIONS, BODIES AND AGENCIES OF THE EUROPEAN UNION

Goal: Introducing the training participants into the general and specific requirements for working in the institutions, bodies, and agencies of the European Union.

Implementation Mode: lecture, presentations, discussion, and interaction.

Scope: 3 hours

Contents:



- General preconditions for employment in the institutions, bodies, and agencies of the European Union
 - * 3 basic preconditions,
 - * Possible additional preconditions;
- Special preconditions for employment in the institutions, bodies, and agencies of the European Union
 - * Languages,
 - * Education,
 - * Professional experience,
 - * Age;
- Documentation to prove meeting the general and specific preconditions for employment in the institutions, bodies, and agencies of the European Union.

After attending this training, the participant will be able to:

- List the general and special preconditions for employment in the institutions, bodies and agencies of the European Union;
- Explain the procedures for certain jobs in the institutions, bodies and agencies of the European Union that may require additional preconditions for employment;
- List the documentation required as a proof for meeting general and specific preconditions for employment in the institutions, bodies and agencies of the European Union;
- Explain what is contained in the Notice of Competition, Call for Expression of Interest and Vacancy Notice;
- List the elements for distinguishing between requirements for employment in the institutions, bodies and agencies of the European Union based on the type of contract.

4.4 PROCEDURES OF EMPLOYMENT IN THE INSTITUTIONS, BODIES AND AGENCIES OF THE EUROPEAN UNION

Goal: Introducing the training participants into the procedures for employment in the institutions, bodies and agencies of the European Union

Implementation Mode: lecture, presentations, discussion, and interaction.

Scope: 3 hours

Contents:



- Institutions involved in the procedures of advertising, testing/checking abilities and selection of candidates for employment in the institutions, bodies and agencies of the European Union and their competences;
- The manner of publishing the employment opportunities in the institutions, bodies and agencies of the European Union;
- Different procedures to check abilities for working in the institutions, bodies and agencies of the European Union;
- Competences that are expected from EU employees during their career;
- Websites where opportunities are published and (parts) of testing is done for possible employment in the institutions, bodies, and agencies of the European Union (EPSO, EUAN, EU job portal).

After attending this training, the participant will be able to:

- Explain the differences in the competences of the institutions involved in the procedures of advertising, testing/checking abilities and selection of candidates for employment in the institutions, bodies and agencies of the European Union;
- Name the differences in the procedures of publishing, testing/checking abilities and selection of candidates, depending on the institution, body and agency of the European Union, types of jobs and forms of engagement;
- Show on a concrete example the websites where one can find information about advertised employment opportunities;
- Use websites for applications and publishing (parts of) testing for employment in the European Union institutions, bodies, and agencies of the European Union.

4.5 EPSO – VISION, COMPETENCES AND THE MANNER OF WORK

Goal: Introducing the training participants into the EPSO (European Personnel Selection Office) vision, competences, and manner of work.

Implementation Mode: lectures, presentations, discussions, and interaction.

Scope: 3 hours

Contents:



- Competences of EPSO;
- Institutions for which EPSO organizes testing/checking of abilities;
- Testing/checking of abilities vs selection/engagement;
- Websites of EPSO – basic elements and contents.

After attending this training, the participant will be able to:

- Explain the vision of EPSO;
- List EPSO competences;
- List the institutions and bodies for which EPSO conducts the procedure of testing/checking abilities;
- Use EPSO website purposefully.

4.6 EPSO FRAMEWORK OF COMPETENCES

Goal: Introducing the training participants into the EPSO framework of competences

Implementation Mode: lecture, power point presentations, discussion and interaction.

Scope: 3 hours

Contents:



- EPSO framework of competences
 - * Critical thinking, analysing and creative problem-solving;
 - * Decision-making and getting results;
 - * Digital literacy and adaptability (information management);
 - * Self-management;
 - * Working together;
 - * Learning as a skill;
 - * Communication;
 - * Intrapreneurship.

After attending this training, the participant will be able to:

- List the basic competences expected from employees in the European Union institutions, bodies and agencies;
- Explain eight key competences and their key elements;
- Explain competences of the institutions in the process of assessment of some of the eight key competences;
- List specific conditions required for individual specialized profiles;
- Analyse the contents of Notice of Competition, identifying general competences and competences specific for certain area, as well as tests that EPSO uses within certain competitions.

4.7 EPSO TESTING/CHECKING ABILITIES

Goal: Introducing the training participants into the manner of application for EPSO testing/checking of abilities and elements of testing/checking abilities.

Implementation Mode: lecture, presentations, example from practice, discussion, and interaction.

Scope: 6 hours

Contents:



- Two different procedures for testing/checking the abilities done by EPSO;
- Permanent employees – open competition (general and specialist)
 - * Publishing Notice of Competition,
 - * Self-assessment – EASI (Experience Assessment Survey Instrument),
 - * Application,
 - * Testing stage
 - » Thinking skills (verbal, numerical and abstract),
 - » EU knowledge,
 - » Digital skills,
 - » Questionnaire for specific area with multiple answers offered,
 - » Written test,
 - * Checking if the requirements are met,
 - * Reserve list,
 - * Request for revision;
- Contract staff – CAST (Contract Agents Selection Tool) procedure
 - * Contract agents - CAST continuous procedure,
 - * Contract agents - ad hoc positions.

After attending this training, the participant will be able to:

- Make a clear distinction between two procedures for testing/checking abilities conducted by EPSO, which categories they are intended for and what they consist of;
- Explain the stages of open competition and CAST procedure for testing/checking abilities;
- List the manners in which self-assessment can be done using the EASI;
- Distinguish different test types/manners for checking abilities that can make a constituent part of testing/checking abilities implemented by EPSO;
- Use in a concrete situation the websites where he/she can find the examples of tests/questions that can make a constituent part of the test/checking of the ability organized by EPSO;
- Identify on a concrete example the traps and propose the ways to deal with them.

4.8 WHAT DOES EMPLOYMENT IN THE EU INSTITUTIONS, BODIES AND AGENCIES OFFER

Goal: Introduction of the training participants into the possibilities and benefits offered by the work in the EU institutions, bodies, and agencies.

Implementation Mode: lectures, PowerPoint presentations, examples from practice, discussion and interaction.

Scope: 3 hours

Contents:



- What does employment in the institutions, bodies and agencies of the European Union offer;
- What to expect in terms of the balance between professional and personal life;
- Payment grades and other employment conditions;
- Possibilities of promotion.

After attending this training, the participant will be able to:

- Identify the advantages and challenges of employment in the institutions, bodies and agencies of the European Union;
- Analyse the opportunities for personal and professional development offered by employment in the institutions, bodies and agencies of the European Union;
- Analyse the key information related to remuneration, contributions and other employment conditions in the institutions, bodies and agencies of the European Union;
- Analyse the opportunities and procedures for career promotion in the institutions, bodies and agencies of the European Union.

MODULE V

GENERAL BUSINESS SKILLS FRAMEWORK

In addition to basic knowledge and information needed in daily work for doing their jobs and completing their tasks, the employees need a set of skills that will ensure efficiency and effectiveness. These skills comprise application of knowledge and use of the stipulated manners of work in doing their tasks and solving problems. One of the basic skills that is necessary to develop in our time is self-motivation expressed through a genuine wish to work and achieve results. The ability to adapt to changes is the element necessary for employability in our time. Individuals who are ready for changes and who know how to adapt are more employable than those that do not have such skills. An important factor for measuring general skills is the ability to solve problems and make decisions. It is important to develop the ability to deal with problems and find the best solutions with the available resources. Individuals who have the capacity to render decisions are in a better positions than those who do not have that ability. All the skills described above are manifested in business efficiency and business communication. Team-work skills result from exercise and self-development. They are the necessary preconditions for good communication and the key factor for focusing the activities on achieving success of the entire organization. That is why the interpersonal skills are a must in today's business world, because they contribute to the growth and progress in the organization. A precondition for development of skills is a continuous self-development and development of one's potentials.

Scope: 24 hours

Contents:

- Business efficiency – 6 hours;
- Business communication - 6 hours;
- Negotiating and negotiation skills – 6 hours;
- Diplomatic protocol – 6 hours.

5.1 BUSINESS EFFICIENCY

Goal: Introducing the training participants into the criteria of work efficiency and the ways to set and achieve professional goals.

Implementation Mode: lecture, workshop, case study, role play, interaction.

Scope: 6 hours

Contents:



- Analysis of jobs and work activities by positions;
- Personal and collective mission and vision;
- Strategic management of one's own duties and activities;
- Goals, wishes, tasks, activities;
- Successful achievement of goals;
- Verbal and non-verbal communication;
- Obstacles and problems and their solving;
- Managing time, emotions, stress;
- Personal development.

After attending this training, the participant will be able to:

- Analyse him/herself, his/her job and role in the context of a broader business system and personal preferences;
- Apply the rules of strategic analysis of him/herself, his/her duties and approach to them;
- Set measurable and achievable goals based on the available resources;
- Implement activities aimed at achieving business efficiency;
- Clarify the tools and techniques of business effectiveness like: communication, challenges and problems and how to overcome them, stress, emotions;
- Explain the concept of personal development.

5.2 BUSINESS COMMUNICATION

Goal: Improving knowledge and skills of the training participants for business correspondence

Implementation Mode: lecture, presentations, practical exercise, simulation.

Scope: 6 hours

Contents:



- Process and types of communication;
- Business communication;
- Business etiquette – appearance;
- Business etiquette – introduction and forms of address;
- Business meetings;
- Business letters;
- Minutes from business meetings;
- Notion and rules of business correspondence.

After attending this training, the participant will be able to:

- Apply general rules of business communication;
- Apply the basic rules of business etiquette;
- Plan and prepare a business meeting;
- Write minutes from a business meeting;
- Recognize the rules for business correspondence and apply them in practice;
- Apply the rules for writing a business letter;
- Recognize the rules of electronic communication (Netiquette) and apply them in practice;
- Write a business mail in line with the rules of electronic communication.

5.3 NEGOTIATIONS AND NEGOTIATION SKILLS

Goal: Introducing the training participants into the methods and techniques of negotiating and negotiation skills.

Implementation Mode: lecture, presentations, practical exercise, simulation of conversation.

Scope: 6 hours

Contents:



- Negotiation process;
- Elements of negotiations;
- Principles of negotiations;
- Methods and techniques of negotiations;
- Negotiation styles;
- Negotiating in difficult situations;
- Importance of space and other conditions for implementing negotiations;
- Conducting the negotiation process;
- Mechanism for achieving the best solution in negotiations;
- Tips for good negotiators.

After attending this training, the participant will be able to:

- Know the negotiation process;
- Identify elements and principles of negotiations;
- Explain methods and techniques of negotiation;
- Explain negotiation styles;
- Explain negotiations in difficult situations;
- Explain the importance of space and other conditions for implementing negotiations;
- Conduct the negotiation process;
- Elaborate mechanisms for achieving the best solution in the negotiation process;
- Adopt tips for good negotiators.

5.4 DIPLOMATIC PROTOCOL

Goal: Qualifying the training participants for acquiring knowledge and skills of acting according to the rules of diplomatic protocol.

Implementation Mode: lecture, presentations, practical exercise, discussion.

Scope: 6 hours

Contents:

- Diplomatic order of precedence (preseance);
- Diplomatic corps;
- Diplomatic staff;
- Diplomatic language;



After attending this training, the participant will be able to:

- Explain the notion of preseance and basic rules of procedure in concrete situations (preseance of diplomatic staff in a mission, national preseance and preseance within international organizations, position of diplomatic representatives in the negotiations, diplomacy outside of the official premises, table meals, dinner, working breakfast, receptions and cocktails, expressions of grief and condolences, invitations, cards, dress-code, preseance at the table, etc.)
- Say who makes a diplomatic corps in a narrow and in a broader sense, how it acts and who is at the head of it;
- Explain the basic rules of procedure in case of a corps of a military attaché;
- Say who makes diplomatic staff;
- List types of diplomatic languages used in concrete situations (Council of Europe, ILO, NATO/OTAN, NAFTA, IMF, bilateral situations etc.)

MODULE VI

FRAMEWORK OF DIGITAL SKILLS

Digital skills for 21st century include a set of abilities to build an online identity and reputation and to manage it, as well as to use digital devices and media in a proper way, manage risks in the internet, detect cyber threats, use safe tools for data protection etc. On top of that, digital skills include the ability to develop digital emotional intelligence, digital literacy, and communication, as well as the ability to understand and respect legal digital rights.

Special attention is attracted by the area that is rapidly developing – AI (Artificial Intelligence). Artificial intelligence stems from four views: thinking like humans, thinking rationally, acting like humans, and acting rationally. It is important to understand the field of artificial intelligence, the ethics of artificial intelligence and the problems that we might face in the near future.

Special, and frequently unjustly neglected skill is statistical literacy that includes basic and important skills that can be used for understanding statistical information or research results, and they refer to the ability to organize data, develop and present tables and work with various presentations of data, as well as understanding the concept, terminology and symbols, understanding the probability as a measure of uncertainty.

Scope: 24 hours

Contents:

- Statistical process of collecting and analysing data – 6 hours.
- Digital skills for 21st century – 6 hours;
- Artificial intelligence – 12 hours.



6.1 STATISTICAL PROCESS OF COLLECTING AND ANALYSIGN DATA

Goal: Qualifying the training participants for acquiring knowledge and skills for statistical research.

Implementation Mode: lecture, presentations, practical exercise, discussion.

Scope: 6 hours

Contents:



- Why is statistics used;
- Classification of statistical research;
- Stages of statistical research;
- Ways to collect data;
- Creating questionnaires;
- Process of entering data;
- Control of entering of data;
- Processing collected data.

After attending this training, the participant will be able to:

- Distinguish types of statistical research;
- Explain the stages of statistical research;
- Create a questionnaire (give wordings to questions, order of questions to be asked);
- Explain the ways to collect data;
- Apply the ways to collect data;
- Apply the procedure of entering data;
- Apply the procedure to control entering of data;
- Compare the obtained data on different levels.

6.2 DIGITAL SKILLS FOR 21ST CENTURY

Goal: Qualifying the training participants for acquiring knowledge and skills to understand basic elements of digital literacy for 21st century.

Implementation Mode: lecture, presentations, practical exercise, discussion.

Scope: 6 hours

Contents:



- online identity and reputation;
- digital devices and media;
- managing risks in the Internet;
- digital emotional intelligence;
- digital literacy and communication;
- legal digital rights.

After attending this training, the participant will be able to:

- explain the rules of procedure according to which an online identity and reputation can be built;
- list the basic rules for managing online reputation;
- list the basic rules for using digital devices and media;
- list the basic rules for managing risks in the Internet;
- explain the ways to detect cyber threats;
- on an example use security tools for protecting data in the Internet;
- explain the notion of digital emotional intelligence;
- list the elements that contribute to development of digital emotional intelligence;
- explain what digital literacy and communication mean;
- list the basic principles of respect for legal digital rights.

6.3 ARTIFICIAL INTELLIGENCE

Goal: Qualifying the training participants for acquiring knowledge and skills for understanding the way of thinking and fields of artificial intelligence, the ethics of artificial intelligence and the problems that we might face in the near future.

Implementation Mode: lecture, presentations, practical exercise, discussion.

Scope: 12 hours

Contents:



- four views that create the basis of artificial intelligence: thinking like humans, thinking rationally, acting like humans, and acting rationally;
- fields of artificial intelligence;
- ethics of artificial intelligence;
- potential problems that will be produced by artificial intelligence in the near future
- possibilities created by artificial intelligence.

After attending this training, the participant will be able to:

- explain the four views that create the basis of artificial intelligence: thinking like humans, thinking rationally, acting like humans, and acting rationally;
- name the basic fields of artificial intelligence, their scope and basic features;
- explain the elements of ethics of artificial intelligence;
- list the potential problems that artificial intelligence will generate in the near future;
- explains the possibilities and advantages of use of artificial intelligence in concrete situations.



Ready4EU

Podgorica, 2024.