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“FRESH”

agriFood open educational RESources for Human capital
managers

(Módulos educativos gratuitos para responsables de
recursos humanos del sector agroalimentario)

**Contexto nacional, gestión de recursos humanos y análisis de
validación.**

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Index

1	PREMISA.....	5
1.1	O1 – DESARROLLO DE UN PERFIL DE COMPETENCIA PROFESIONAL	5
1.2	O1-A1 TRANSFERENCIA DE CONOCIMIENTO EN LOS REQUISITOS DE CALIFICACIÓN ESTATAL	6
1.3	O1-A2 DEFINICIÓN DEL STANDARD OCUPACIONAL	7
1.4	METODOLOGÍA.....	7
1.4.1	Parte técnica.....	7
1.4.2	Herramientas y direcciones de trabajo.....	8
2	EVALUACIÓN DE LOS DEFECTOS DE LOS GERENTES DE RECURSOS HUMANOS EN LAS EMPRESAS	
A-F	10	
3	OCCUPATIONAL AND COMPETENCE-BASED STANDARD	11
4	NQF, VALIDATION PROCESS & CERTIFICATION	¡ERROR! MARCADOR NO DEFINIDO.
5	RESULTS OF TOOL 1 FOR BUSINESS ASSOCIATIONS TO ANALYSE THE SPECIFIC HRM CHALLENGES	
	¡ERROR! MARCADOR NO DEFINIDO.	
6	RESULTS OF TOOL 2 FOR TRAINING CENTRES TO ANALYSE THE SPECIFIC HRM CHALLENGES	
	¡ERROR! MARCADOR NO DEFINIDO.	
7	RESULTS OF TOOL 3 - QUESTIONNAIRE FOR COMPANIES	¡ERROR! MARCADOR NO DEFINIDO.
7.1	Q1: LANGUAGE.....	19
7.2	Q2A: ARE YOU EDUCATED IN THE FIELD OF HUMAN RESOURCE MANAGEMENT (HRM)?.....	19
7.3	Q2B: DO YOU HAVE AN HRM DEPARTMENT IN YOUR ORGANISATION?.....	21
7.4	Q3A: LEARN HOW TO IMPROVE THE WORKING RELATIONSHIP AMONG EMPLOYEES	23
7.5	Q3B: I WOULD LIKE TO INCREASE THE PERFORMANCE OF YOUR EMPLOYEES	26
7.6	Q3C: I WOULD LIKE TO LEARN HOW TO ATTRACT TALENT TO MY FIRM.....	28
7.7	Q3D: I WOULD LIKE TO HAVE TOOLS TO FOSTER A MORE INCLUSIVE AND SUPPORTIVE WORKING ENVIRONMENT (AN INCLUSIVE ENVIRONMENT IS ONE IN WHICH MEMBERS FEEL RESPECTED BY AND CONNECTED TO ONE ANOTHER).	30
7.8	Q3E: I WOULD LIKE TO FOSTER A WELL-BEING AT WORK SUPPORTING WORK-LIFE BALANCE.....	32
7.9	Q3F: I WOULD LIKE TO INCREASE THE COMMITMENT OF THE STAFF WITHIN THE ORGANIZATION.....	34
7.10	Q3G: I WOULD LIKE TO LEARN HOW TO DEVELOP BETTER FLEXIBLE WORKING HOURS AND SUPPORT WORK-LIFE BALANCE	36
7.11	Q3H: I WOULD LIKE TO DEVELOP TALENT RETENTION AND MOTIVATION PROGRAMS IN THE ORGANISATION.....	38
7.12	Q3I: I WOULD LIKE TO BE TRAINED IN EFFECTIVE PERFORMANCE MANAGEMENT	40
7.13	Q3J: I WOULD LIKE TO CREATE AN INTEGRATION PROGRAM FOR THE DIFFERENT GENERATIONS OF WORKERS....	42
7.14	Q3K: I WOULD LIKE TO LEARN HOW TO MONITOR AND CONTROL HEALTH AND SAFETY PERFORMANCE.....	44
7.15	Q3L: I WOULD LIKE TO ENSURE THAT EMPLOYEES ARE HAPPY, MOTIVATED, SATISFIED AND HAVE POSITIVE ATTITUDES TOWARDS WORK	46
7.16	Q4: DESCRIBE SOME CONCERNS OR CHALLENGES THAT YOU HAVE AHEAD	48
7.17	Q5A: I BELIEVE THAT I MUST REINFORCE THE RECOGNITION AND REWARD POLICIES FOR MY EMPLOYEES.....	50
7.18	Q5B: I WOULD LIKE TO CREATE AN ORGANIZATION CULTURE BASED ON TEAMWORK	52
7.19	Q5C: I WANT TO IMPROVE MY TRANSPARENCY AND EQUALITY POLICIES	54
7.20	Q5D: I BELIEVE IT IS ESSENTIAL TO MANAGE THE WORKFORCE IN RELATION TO THE GROWTH AND DECLINE CYCLES OF THE ENTERPRISE.....	55
7.21	Q5E: I BELIEVE THAT A MINORITY AND WOMEN’S INCLUSION PLAN WOULD ENHANCE THE BUSINESS CULTURE OF MY ORGANISATION	57
7.22	Q5F: I BELIEVE THAT EVERY DAY IT IS MORE IMPORTANT TO EMBED PRINCIPLES OF RESPECT	59

7.23	Q5G: I WANT TO ENSURE COOPERATIVE INDUSTRIAL RELATIONS WITH UNIONS.....	61
7.24	Q5H: I WANT TO ACTIVELY NURTURE EMPLOYEES' TRUST AND CONFIDENCE IN AN ORGANISATION.....	63
7.25	Q6A: I THINK I SHOULD IMPROVE MY SKILLS AND COMPETENCIES IN HRM PRACTICES.....	65
7.26	Q6B: I AM IN FAVOUR OF FURTHER TRAINING MY EMPLOYEES TO UPSKILL THEM.....	67
7.27	Q6C: I WOULD LIKE TO HAVE A TOOL TO UPDATE MY SKILLS IN MANAGING THE HUMAN RESOURCES OF MY ENTERPRISE.....	69
7.28	Q7A: HOW WOULD YOU RATE YOUR ACQUAINTANCE WITH WORKFORCE PLANNING.....	70
7.29	Q7B: HOW WOULD YOU RATE YOUR ACQUAINTANCE WITH EQUALITY AND DIVERSITY OF YOUR WORKFORCE....	72
7.30	Q7C: HOW WOULD YOU RATE YOUR ACQUAINTANCE WITH EMPLOYEE RELATIONS.....	74
7.31	Q7D: HOW WOULD YOU RATE YOUR ACQUAINTANCE WITH EMPLOYEE ENGAGEMENT.....	76
7.32	Q8: THE REASONABLE LENGTH OF THE COURSE WOULD BE... ..	78
7.33	Q9: WOULD YOU RATHER TAKE AN HRM COURSE?.....	80
7.34	Q10: SIZE OF YOUR ORGANIZATION.....	82
7.35	Q11: YEARS ON MARKET.....	84
7.36	Q12: SECTOR YOUR COMPANY IS WORKING IN.....	86
7.37	Q13: IN WHICH COUNTRY ARE YOU BASED.....	87
7.38	Q14: IF YOU ARE INTERESTED IN OBTAINING INFORMATION REGARDING THE FREE TRAINING COURSE WE WILL DEVELOP, PLEASE LEAVE YOUR EMAIL BELOW:	89

8 RESULTS OF TOOL 4 - ELABORATION OF A EUROPEAN STANDARD OF PROFESSIONAL

COMPETENCE ¡ERROR! MARCADOR NO DEFINIDO.

8.1	SUMMARY.....	¡ERROR! MARCADOR NO DEFINIDO.
8.2	NATIONAL CATEGORIES OF QUALIFICATION PER COUNTRY.....	91
8.2.1	<i>Slovenia</i>	91
8.2.2	<i>Spain</i>	93
8.2.3	<i>Greece</i>	96
8.2.4	<i>HQF Levels</i>	97
8.2.5	<i>Qualification Types</i>	98
8.2.6	<i>France</i>	101
8.2.7	<i>Cyprus</i>	103
8.3	THE PROFESSIONAL FIGURES CONCERNED BY "HRM IN SMALL ENTERPRISES OF THE AGRI-FOOD SECTOR" ACTIVITIES.....	106
8.3.1	<i>Slovenia</i>	106
8.3.2	<i>Spain</i>	107
8.3.3	<i>Greece</i>	108
8.3.4	<i>France</i>	108
8.3.5	<i>Cyprus</i>	111
8.4	ANALYSE THE PROFESSIONAL QUALIFICATIONS RELATED TO AN HR MANAGER: OVERVIEW OF THE SPECIFIC CHARACTERISTICS OF THE PROFESSIONAL FIGURES CONCERNED BY "HRM IN SMALL ENTERPRISES OF THE AGRI-FOOD SECTOR" ACTIVITIES.....	114
8.4.1	<i>Slovenia</i>	114
8.4.2	<i>Spain</i>	119
8.4.3	<i>Greece</i>	121
8.4.4	<i>France</i>	126
8.4.5	<i>Cyprus</i>	128

1 Premisa

1.1 O1 – Desarrollo de un perfil de competencia profesional

Este análisis es parte de los resultados correspondientes a los objetivos de **O1 - Desarrollo de un estándar de competencias profesionales**. El análisis del cuestionario de los gerentes de recursos humanos centrado en las PYMEs del sector agroalimentario (AF) es parte de la “Evaluación de la posible falta de conocimiento en los gerentes de recursos humanos en las empresas del sector” y nos ayudará a desarrollar un estándar europeo de competencia profesional. Tiene el objetivo de crear un marco común para las calificaciones en el ámbito de un esquema europeo de habilidades, competencias y conocimientos que se adquieren en el lugar de trabajo. La referencia principal de evaluación es, por lo tanto, el [Marco Europeo de Cualificaciones](#), que servirá como una estructura central para la construcción de un plan de estudios de evaluación final del éxito del curso de capacitación.

FRESH desea realizar sus actividades y acciones dentro de un marco europeo para dar una respuesta transnacional a una tendencia transfronteriza que ve la falta de armonización en competencias de este personal y por ello necesita un instrumento europeo más amplio para ser abordado. De esta manera, el plan de estudios final podría ser transferible, implementado por otros capacitadores o actualizar otros cursos de capacitación en gestión de recursos humanos a lo largo del territorio europeo (HRM).

En el inicio del proyecto, los capacitadores tuvieron la necesidad de evaluar las diversas necesidades específicas de las pequeñas empresas que participan en el proyecto. Esto les dio la posibilidad de analizar los diversos enfoques de gestión de recursos humanos que adopta cada empresa. El examen del contexto fue crucial dado que FRESH quiere abordar las urgencias reales del departamento de recursos humanos de cada firma. Esta revisión conjunta de los diferentes contextos europeos permitirá afinar aún más el alcance de los entregables del proyecto, ya que el examen de las necesidades de cada pequeña empresa en diferentes países de la UE proporcionará a los capacitadores evidencia relevante del estado de la gestión de recursos humanos en las PYMEs del sector agroalimentario repartidas a través del territorio de la UE.

La implantación de este paquete de trabajo O1 producirán los siguientes resultados:

- Análisis de validación de los departamentos de recursos humanos en un contexto nacional
- Estándar europeo de calificación de competencia profesional para gerentes de recursos humanos en pequeñas empresas agroalimentarias
- Diploma

En la implantación de O1, abordamos el siguiente problema del desarrollo de habilidades de GRH y sus principales actores / partes interesadas:



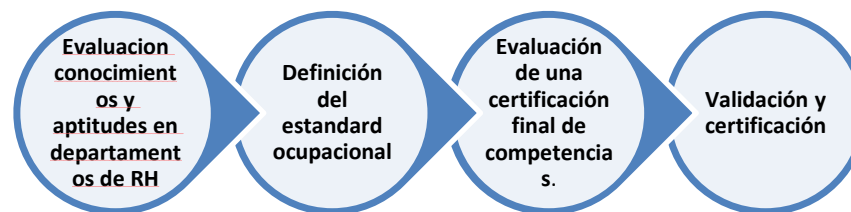
1.2 01-A1|Transferencia de conocimiento en los requisitos de calificación estatal

Su acción prevé la transferencia de información y conocimiento sobre el estado de los departamentos de gestión de recursos humanos de pequeñas empresas agroalimentarias entre las asociaciones empresariales participantes, proveedores de formación FP y expertos en recursos humanos.

¿Por qué? Para entender cuáles son las unidades de habilidades, competencias y conocimientos que necesitan los profesionales que aborda el proyecto, incluidas las últimas tendencias en el sector.

Como resultado se obtendrá información fundamental sobre los desafíos específicos que enfrenta la gestión de recursos humanos en las pequeñas empresas del sector agroalimentario: una lista de habilidades, competencias y conocimientos actualizados y de vanguardia necesarios para realizar una gestión de recursos humanos competente, así como una definición de las necesidades para la validación del aprendizaje no formal en cada país participante.

Tanto NEC como FEH poseen la experiencia para desarrollar un enfoque estratégico para aumentar la importancia del departamento de Recursos Humanos en pequeñas empresas del sector agroalimentario. Las asociaciones empresariales poseen además el conocimiento sobre los desafíos específicos de gestión de recursos humanos y el amplio contexto que enfrentan las pequeñas empresas en sus territorios, y como centros de capacitación, también poseen una perspectiva de educación no formal. A través del análisis dentro de este contexto, esperamos obtener una evaluación general de las habilidades y competencias con respecto a la gestión de recursos humanos en las empresas involucradas.



1.3 O1-A2|Definición del standard ocupacional

El alcance de esta tarea es desarrollar un estándar para identificar las actividades ocupacionales y las tareas diarias de trabajo de los gerentes de recursos humanos en pequeñas empresas en el sector agroalimentario. En base a esta información se configurará el curso de capacitación y los materiales de aprendizaje.

1.4 Metodología

1.4.1 Parte técnica

Un documento basado en exigencias de competencias técnicas se preparará través de encuestas en nuestros grupos objetivo (Gerencia de departamentos de RH en PYMES) así como preguntas individuales con respuestas asociadas cuantificables que puedan analizarse estadísticamente (sistema Likert, explicado abajo). El contenido de la encuesta puede centrarse en diferentes tipos de temas, como preferencias, opiniones, comportamiento o información objetiva, dependiendo de su propósito. Dado que la investigación de la encuesta se basa casi siempre en una muestra de la población, el éxito de la investigación depende de la representatividad de la muestra con respecto a una población objetivo de interés para el investigador.

En nuestra encuesta, utilizamos preguntas abiertas y cerradas. Para evaluar la opinión de una persona, utilizamos preguntas Likert-escala o simplemente "sí", "no", "no conozco la respuesta". La escala de Likert es una escala de cinco (o siete) puntos que se usa para permitir que el individuo exprese cuánto está de acuerdo o en desacuerdo con una declaración en particular. Una pregunta tipo Likert (o "ítem") solicita a los encuestados que seleccionen una de las varias respuestas que se clasifican en orden de popularidad.

Los temas y sistemas de puntuación de Likert producen datos ordinales que se pueden clasificar. En estadística, los datos ordinales son un tipo de datos estadísticos que consta de puntuaciones numéricas que existen en una escala ordinal, es decir, una escala numérica arbitraria donde la cantidad numérica exacta de un valor particular no tiene importancia más allá de su capacidad para establecer una clasificación sobre un conjunto de datos puntos.

Para los datos de preguntas cerradas, decidimos calcular y presentar la moda (Mo), la mediana (Mdn) y la distribución de las respuestas (n - tamaño de muestra, % de n). La mediana es el valor que separa la mitad superior de una muestra de datos, una población o una distribución de probabilidad, de la mitad inferior. La moda es el valor que aparece más a menudo en un conjunto de datos.

Los datos de las preguntas abiertas se presentan como una suma de respuestas con ejemplos.

1.4.2 Herramientas y direcciones de trabajo.

La evaluación de la posible falta de conocimiento entre gerentes de RR.HH. en compañías del sector AF contempla la transferencia de información y conocimiento sobre el estado de los departamentos de gestión de recursos humanos de pequeñas empresas agroalimentarias entre las **asociaciones empresariales participantes, proveedores de estudios FP y expertos en RR.HH.** El objetivo último del proyecto es abordar las urgencias reales del departamento de recursos humanos de cada firma.

La evaluación de los defectos de los gerentes de recursos humanos en las firmas A-F se realizó en **3 pasos y con 3 actores diferentes: gerentes de recursos humanos en organizaciones, capacitadores y personal que trabaja en asociaciones empresariales.**

Las asociaciones empresariales poseen conocimientos sobre los desafíos específicos de gestión de recursos humanos y el amplio contexto que enfrentan las pequeñas empresas en sus territorios y sector. Las asociaciones empresariales subrayaron los desafíos que afectan especialmente a la gestión de recursos humanos en pequeñas empresas en el sector agroalimentario, con el fin de construir una calificación a medida para sus asociados. Los centros de formación poseen una perspectiva de educación no formal.

En esta etapa, dichas asociaciones estudiaron sus esquemas nacionales en el campo de la gestión de recursos humanos. Una vez establecidos los conocimientos, habilidades y competencias que los gerentes de pequeñas empresas agroalimentarias deben poseer o no, ayudarán al desarrollo de esta fase. Esta tarea garantizará la calidad y la relevancia en el mercado del curso de formación.

Herramientas:



Este proyecto ha sido financiado con el apoyo de la Comisión Europea. Esta publicación refleja únicamente las opiniones del autor. La Comisión no se hace responsable del uso que pueda hacerse de la información en él contenida.

La herramienta 1 destinada para asociaciones empresariales y la herramienta 2 para centros de capacitación y formación profesional se utilizaron para analizar los desafíos específicos en gestión de RH y el amplio contexto al que se enfrentan las pequeñas empresas en sus territorios. Dichas herramientas se desarrollaron en forma de encuesta, compuesta por un cuestionario que fue enviado por correo electrónico con 2 preguntas abiertas:

- ¿Cuáles cree que son, a partir de su experiencia laboral, los desafíos que afectan a la gestión de recursos humanos en pequeñas empresas en el sector agroalimentario?
- ¿Qué piensa, forme su experiencia laboral, que necesitan las empresas y sus gerentes de gestión de recursos humanos en el sector de FA de los centros de capacitación (en relación con la calificación a medida que estamos preparando)?

Las preguntas se enviaron a los socios del proyecto por correo electrónico y se les pidió que reunieran las respuestas de los empleados y el personal externo de su organización, si las tienen. Los resultados serán contrastados junto con en la investigación de los conocimientos, habilidades y competencias que los gerentes de pequeñas empresas agroalimentarias debían poseer.

Herramienta 3 - Cuestionario para empresas: la encuesta para los trabajadores en gestión de recursos humanos en el sector A-F o gerentes generales. Fue diseñado como un cuestionario en línea que funciona en ordenadores, tabletas y teléfonos móviles, y se preparó en la plataforma en línea 1ka.com.

Herramienta 4 - La elaboración de una norma europea de competencia profesional, se divide en las siguientes sub-herramientas:

Identificación del perímetro común europeo de figuras profesionales, perfiles y calificaciones para gestión de HR en el sector A-F (Clasificación dentro de EQF y NQF). Se prestó especial atención a los procesos de reconocimiento nacional para la identificación del perímetro común europeo de figuras profesionales, perfiles y calificaciones para la gestión de recursos humanos en el sector A-F (Clasificación dentro de EQF y NQF). Se prestó especial atención a los procesos de reconocimiento nacional para el aprendizaje no formal en cada país participante. El objetivo era detectar las figuras profesionales en cada país (figura profesional, denominación, descripción, contexto...). El título en el esquema de una herramienta común de análisis es de los profesionales afectados por las actividades de "HRM en pequeñas empresas del sector agroalimentario".

- Para comprender los procesos de reconocimiento nacional para el aprendizaje no formal en cada país participante, utilizamos dos capítulos en el esquema de una herramienta común de análisis:
- Categorías nacionales de calificación en (País)

Analizar las calificaciones profesionales relacionadas con un gerente de recursos humanos: Resumen de las características específicas de las figuras profesionales involucradas por las actividades de "Gestión de recursos humanos en pequeñas empresas del sector agroalimentario" en (País específico). Por favor, enumere las piezas relevantes de capacitación para figuras profesionales en nuestro alcance del proyecto. Enfocarse también en todas las piezas de capacitación no formal para el sector de GRH y AF. En nuestro caso, la atención se centra en los resultados de aprendizaje y en la posibilidad de integrar nuestros resultados de aprendizaje a otras calificaciones profesionales (como punto de referencia) y los ejemplos de reconocimiento y validación.

Esta revisión conjunta de los diferentes contextos europeos permitirá afinar aún más el alcance de los entregables del proyecto, ya que el examen de las necesidades de cada pequeña empresa en diferentes países de la UE proporcionará a los capacitadores evidencia relevante del estado de la gestión de recursos humanos en las empresas PYME agroalimentarias a lo largo de todo el territorio EU. Las normas de calificación podrían implementarse incluyendo las diferencias y necesidades propias de cada país.

2 Evaluación de los defectos de los gerentes de recursos humanos en las empresas A-F

Este resultado es un análisis que contiene información básica sobre los desafíos específicos a los que se enfrenta la gestión de recursos humanos en pequeñas empresas del sector agroalimentario.

Los participantes de este proceso fueron los socios del proyecto y dos capacitadores externos. Las asociaciones empresariales poseen conocimiento sobre los desafíos específicos de gestión de recursos humanos y el amplio contexto que enfrentan las pequeñas empresas en sus territorios, los centros de capacitación, y también poseen una perspectiva de educación no formal. Este análisis contextual llevará a la evaluación del nivel general de habilidades y competencias con respecto a la gestión de recursos humanos en las empresas involucradas.

El proceso de evaluación se preparó con el objetivo de que la tarea garantice la calidad y la relevancia en el mercado del curso de capacitación.

La primera pregunta abierta fue: **¿Cuál cree que es su experiencia laboral, cuáles son los desafíos que afectan a la gestión de recursos humanos en pequeñas empresas en el sector agroalimentario?**

La información obtenida ayudó a destacar la opinión de los gerentes de pequeñas organizaciones y de RH, los cuales manifestaron que:

- No es posible que una persona sepa todo, por lo tanto, son mucho más dependientes del apoyo externo
- No existen muchas organizaciones capaces de hacer un gran avance, separando la propiedad, el trabajo y la administración
- La mayoría de las pequeñas empresas del sector agroalimentario son empresas familiares.
- Las tareas administrativas son manejadas por miembros de la familia que no son necesariamente expertos en el campo, ni entrenados para implementar adecuadamente una estrategia de recursos humanos
- La gestión de recursos humanos se reduce a los problemas legales mínimos necesarios, como contratos y nóminas
- No hay conciencia del beneficio que un HRM de alta calidad podría proporcionar a la empresa
- La gestión de recursos humanos se limita a una perspectiva muy básica de los contratos laborales, sin pensar en la formación continua, la gestión del talento, etc.

- Las PYMEs no tienen personas dedicadas en el departamento de recursos humanos y, por lo tanto, no tienen conocimientos básicos sobre cómo dirigir a las personas, definir trayectorias profesionales, ofrecer capacitación adecuada y evaluar al personal.

La entrevista con la **organización de capacitación externa** KLIN de Eslovenia (dos expertos) repasó más sobre los perfiles de los grupos objetivo, más que el contenido de la capacitación. Describieron a los gerentes de micro y pequeñas empresas como extremadamente ocupados, enfocados en la actividad comercial que están ejecutando y generando ventas. Por lo tanto, sus gerentes en organizaciones pequeñas son difíciles de enfocar, están menos presentes, incluso cuando están en las conferencias. Su capacitación debe organizarse como actividades atractivas, aprender haciendo, repasar un caso, compartir actividades de aprendizaje. En su opinión, la capacitación funciona si son eficientes, con herramientas prácticas, que tienen pasos claros para entender cómo implementarlos. El aprendizaje es más eficiente si tienen la posibilidad de practicarlo.

Con respecto a los gerentes de recursos humanos en las organizaciones pequeñas, acordaron que la GRH se transmita a personal diferente o a organizaciones externas. Las micro y pequeñas organizaciones cuentan con personal administrativo, que se ocupa también de este tema. Existen organizaciones pequeñas, en su mayoría medianas, que tienen personal especial de recursos humanos. En muchas organizaciones, la gestión de recursos humanos está cubierta por personal administrativo no profesional o proveedores externos. Sin embargo, el proceso de contratación y orientación, a veces la tutoría es ejecutada por los gerentes, a veces por un jefe de actividad. Desde el punto de vista del capacitador, la mayoría de las micro y pequeñas organizaciones utilizan organizaciones externas, generalmente empresas de servicios contables, que también proporcionan la administración esencial de contratos y empleo. La seguridad en el trabajo es que la documentación suele ser preparada por profesionales y administrada internamente según sus instrucciones. El resto suele ser cubierto por el gerente y el personal de administración.

Todo esto supone una serie de retos para los gerentes de RRHH

- Falta de profesionalidad.
- Falta de liderazgo
- Falta de comprensión del concepto de GRH por encima de la elección de trabajadores, trabajo legal y seguridad en el trabajo.
- Falta de tiempo para participar en capacitación e invertir tiempo en la gestión de recursos humanos.
- No priorizar GRH en una perspectiva a largo plazo
- Falta de enfoque profesional para la gestión estratégica, desarrollando una ventaja competitiva a través de activos internos (conocimiento, recursos humanos).

La segunda pregunta fue **¿Qué piensas, desde tu experiencia laboral, que las empresas y sus responsables de la gestión de recursos humanos en el sector AF necesitan de los centros de formación (en relación a las cualificaciones a medida que estamos preparando)?**

La perspectiva de los **socios** reveló que los responsables de la GRH necesitan:

- necesita soluciones de alta calidad, directas al punto, prácticas, aplicables y una promesa (teniendo la convicción) de que la capacitación proporcionará el valor agregado.

- centrarse en capacitar a los gerentes en sus habilidades de liderazgo (propietarios / gerentes de pequeñas organizaciones y mandos intermedios en mayores orígenes)
- plan de desarrollo de equipos y personas adaptado a los objetivos de sus planes de negocios.
- formación con tiempo adecuado (diferente a un sector).
- ejemplos prácticos y trabajar en casos y aprender "haciendo / practicando"
- opciones de entrenamiento flexibles
- expertos en formadores de desarrollo profesional y adulto.
- modelos pre-desarrollados, casos, ejercicios, que involucren el intercambio de pares
- la capacitación para cumplir mejor con la legislación es más visitada por una persona que trabaja en organizaciones pequeñas
- capacitación breve y práctica condensada y herramientas prácticas para desarrollar descripciones de puestos, trayectorias profesionales, establecer Indicadores Clave de Rendimiento (KPIs) y evaluarlos.

Destacan ese enfoque en la educación de adultos, especialmente en la formación profesional no profesional.

3 Estándar ocupacional y basado en competencias

Sobre la base de todas las entradas, se diseñó una lista de habilidades, competencias y conocimientos actualizados y de vanguardia necesarios para realizar una gestión de recursos humanos competente.

Como resultado de la capacitación, el aprendiz podrá brindar asesoramiento y asesoría a la gerencia sobre políticas de personal y problemas relacionados, y prácticamente ejecutar el trabajo diario en asuntos relacionados con GRH.

Competencias generales:

Los gestores de RR.HH serán capaces de:

- analizar, sintetizar y prever soluciones y las consecuencias.
- aplicar el conocimiento en la teoría y la práctica,
- aplicar el conocimiento, la información y la tecnología de la información en su trabajo,
- enseñar con eficacia,
- aplicar la formulación de formularios de conocimiento de la política estratégica y la política de implementación.
- analizar problemas y presentar su solución a varios grupos utilizando diversas técnicas,
- desarrollar evaluaciones críticas y autocríticas.

- establecer relaciones efectivas con los demás y colaborar con el entorno laboral y social,
- desarrollar el pensamiento crítico y la evaluación,
- utilizar los conceptos de liderazgo para la gestión de nivel medio y la gestión de pequeñas organizaciones en la práctica.
- desarrollar habilidades de trabajo en grupo teniendo en cuenta la diversidad, el multiculturalismo y la ética,
- desarrollar su propio aprendizaje y carrera, así como el desarrollo profesional continuo (aprendizaje a lo largo de toda la vida, educación y capacitación),
- desarrollar y usar habilidades de organización y liderazgo,
- desarrollar valores personales y ética profesional.
- comunicarse en más de un idioma
- gestionar información y sistemas de archivos en soporte convencional y computador.

Competencias específicas:

Los gestores de RR.HH serán capaces de:

- planificar individualmente los recursos humanos y gestionar los empleos.
- vincular los planes de negocios a los planes de trabajo.
- realizar de forma efectiva procedimientos con un procedimiento de empleo del empleador, que incluye entrevistas, procedimientos disciplinarios y de compensación, procedimiento de terminación de contrato de trabajo.
- elaborar las solicitudes pertinentes en los procedimientos ante las autoridades de seguridad social - seguridad social (contexto nacional)
- organizar y diseñar el trabajo para que los empleados estén contentos, motivados, satisfechos y tengan actitudes positivas hacia el trabajo
- administrar el ciclo estratégico de gestión de recursos humanos: utilizar enfoques, modelos, técnicas y soluciones a nivel de la gestión de las personas en el trabajo, teniendo en cuenta sus habilidades, competencias y conocimientos, así como cuestiones relacionadas con la edad, como la realización de entrevistas de personal y evaluaciones anuales , armando un plan de recursos humanos y la parte de un plan financiero relacionado con los costos laborales (encontrar buenas personas, selección, reclutamiento, utilizarlos en todo su potencial, guiarlos hacia el logro de objetivos, integrar sus esfuerzos en la organización, capacitar y desarrollarlos, promoverlos / degradarlos y retenerlos / terminarlos)
- fomentar la confianza de los empleados y la confianza en una organización
- implementar y administrar el sistema de evaluación de desempeño y los paquetes de pago, además de tener en cuenta y apreciar las necesidades de los empleados, particularmente en términos de expectativas de contratos psicológicos
- utilizar enfoques para la gestión del conocimiento y podrá implementar en la práctica el concepto de organización de aprendizaje y el aprendizaje a lo largo de toda la vida, comprenderá el papel de la gestión moderna, diversos aspectos de la gestión del conocimiento; Podrá utilizar el modelo de proceso de gestión del conocimiento: la gestión del conocimiento y la organización de aprendizaje.
- desarrollar la independencia en la planificación y el desarrollo de enfoques educativos para el aprendizaje a lo largo de toda la vida (política educativa).
- planificar, desarrollar, ejecutar y controlar la capacitación, la promoción y la tutoría: desarrollo de recursos humanos (gestión del talento).

- definir criterios y evaluar el desempeño, será capaz de evaluar el nivel de dificultad del trabajo en términos de competencias, responsabilidades y otras condiciones: desempeño y evaluación del nivel de dificultad del trabajo.
- comunicar, influir y negociar con trabajadores y funcionarios públicos; Comunicar la filosofía, las implicaciones legales y las estrategias de las relaciones con los empleados, incluida la comunicación interna del edificio.
- identificar y tome medidas contra el acoso y la intimidación en el lugar de trabajo, proteja su privacidad y personalidad y comunique la política sobre el acoso sexual y otros objetivos y filosofía generales de igualdad de oportunidades (tratamiento coherente y equitativo para todos los empleados).
- conectar y administre el bienestar y la salud en el trabajo: controle y controle el desempeño de salud y seguridad

4 Marco Nacional de Cualificaciones (NQF), Proceso de validación y certificación

La elaboración de una norma europea de competencia profesional se basa en la investigación teórica en los socios de los respectivos países. En la primera parte, los socios revisaron las categorías nacionales de calificación e intentaron explicar cuáles son las categorías nacionales de calificación y si se puede otorgar una acreditación oficial parcial. A través de la investigación de escritorio, los socios intentan encontrar una forma formal adecuada de evaluación, validación y reconocimiento en el país correspondiente.

Basado en los marcos nacionales de calificación, el sistema esloveno permite calificaciones adicionales en diferentes niveles en contraste con otros países socios, que no tienen este tipo de calificación formal. Existe la posibilidad de obtener una calificación formal, un certificado profesional, para una capacitación de 20 a 50 horas en España. Para hacer esto, la entidad de capacitación tiene que solicitar primero la acreditación para poder impartir capacitación oficial y luego proponer el programa y hacerlo aceptable. Es poco probable que este proyecto alcance este nivel de acreditación.

En la segunda parte, los socios buscaban ejemplos de las figuras profesionales involucradas en las actividades de "Gestión de recursos humanos en pequeñas empresas del sector agroalimentario" o ejemplos de capacitación en la medida de nuestro proyecto. Después de recopilar los datos de los respectivos países, nos dimos cuenta de que la capacitación en GRH presentada (no solo para el sector de AF) en este nivel de Marco europeo de cualificaciones para el aprendizaje permanente (EQF-MEC) es rara. La formación no formal está cubriendo sólo temas parciales. No hay ningún ejemplo de EQF nivel 4 o capacitación similar para gerentes de recursos humanos en el sector de FA en los países participantes en este momento.

Hay ejemplos en países que "otros" programas formales a cierto nivel, reconocen los resultados de aprendizaje de cierta capacitación (formal, informal o no formal) y reducen o restablecen la carga de trabajo esperada para lograr la calificación deseada, basada en el Europass, certificado y suplemento a través de la evaluación, validación y reconocimiento de resultados de aprendizaje.

En nuestro proyecto, la capacitación y la calificación se otorgarán en un marco no formal, donde los socios participantes y otros colaboradores reconocerán la capacitación y entregarán un certificado (Europass) para los usuarios que hayan completado la capacitación. Los socios tienen la oportunidad de emitir el

certificado en nombre de las cámaras o redes que representan. Los socios pueden considerar incluir también a otros representantes sectoriales (socios relevantes de la industria).

La conclusión y los requisitos para la validación del aprendizaje no formal en cada país participante, la certificación y la evaluación se seguirán investigando y desarrollando en el producto 2 del proyecto FRESH.

5 Resultados de la Herramienta 1 para asociaciones empresariales para analizar los desafíos específicos de la GRH

Con preguntas abiertas a asociaciones empresariales, nuestro objetivo fue obtener información sobre la comprensión de los desafíos de las organizaciones A-F que enfrentan los gerentes de recursos humanos o los gerentes generales responsables de los recursos humanos. Como expertos y organizaciones de apoyo, tienen diferentes puntos de vista y comprensión de sus miembros. Las respuestas se presentan por país:

La pregunta fue: ¿Cuál cree usted que, a partir de su experiencia laboral, son los desafíos que afectan a la gestión de recursos humanos en pequeñas empresas en el sector agroalimentario?

Eslovenia	Basadas en la consultoría y en ser una organización de apoyo empresarial, las pequeñas empresas siempre carecen de profesionalismo. No es posible que una persona lo sepa todo, por lo tanto, son mucho más dependientes de la ayuda externa, ayuda. Los propietarios, que también son gerentes y trabajadores, generalmente son buenos en lo que hacen: suministro de productos / servicios. Cuando crecen y se desarrollan a través del tiempo, no muchas organizaciones son capaces de hacer un gran avance, separando la propiedad, el trabajo y la administración. Dado que las organizaciones no son grandes, el alcance del riesgo es menor que en las grandes empresas, sin embargo, las decisiones erróneas pueden ser tan devastadoras como en las grandes empresas. Dado que las empresas no son grandes, incluso pequeños pasos, nuevas pautas de práctica, pueden hacer un gran cambio y un impacto positivo. Las empresas varían mucho, y podemos encontrar ejemplos extremadamente positivos y negativos. En general, el desafío de las pequeñas organizaciones es también el momento en el que invierten en nuevos conocimientos: necesitan alta calidad, al punto, soluciones prácticas y aplicables y una promesa (con la convicción) de que la capacitación proporcionará el valor agregado.
España	- La mayoría de las pequeñas empresas del sector agroalimentario son empresas familiares, por lo tanto, en muchas ocasiones, las tareas administrativas son manejadas por miembros de la familia que no son necesariamente expertos en el campo, ni están capacitados para implementar adecuadamente una estrategia de recursos humanos. Además, el personal administrativo no solo se

	<p>encargará de los recursos humanos, sino que será multitarea y también se ocupará de actividades administrativas, financieras o comerciales. GRH se reduce a las cuestiones legales mínimas necesarias, como contratos y nóminas. Como esto puede suponer un reto para la persona a cargo, la mayoría de las veces, estas tareas se externalizan a un organismo de evaluación especializado en este tipo de servicios.</p> <ul style="list-style-type: none"> - Uno de los principales desafíos sería, por lo tanto, primero, el conocimiento de la GRH. Si los recursos humanos a menudo se externalizan y se consideran un problema legal, pensamos que no hay conciencia del beneficio que una GRH de alta calidad podría proporcionar a la empresa. Además, la gestión de recursos humanos se limita a una perspectiva muy básica de los contratos laborales, sin pensar en la formación continua, la gestión del talento, etc. - Una vez establecida la necesidad de GRH, entonces, el segundo desafío será la asignación de personal para esta tarea, y la capacitación de personas que no están especializadas en este campo pero que tienen un perfil administrativo bastante general. <p>Grecia</p>
Grecia	/
Francia	/
Chipre	En general, (no solo en el sector agroalimentario) las PYMEs no tienen personas dedicadas en el departamento de recursos humanos y, por lo tanto, no tienen conocimientos básicos sobre cómo dirigir adecuadamente a las personas, definir trayectorias profesionales, ofrecer capacitación adecuada y evaluar al personal.

6 Resultados de la Herramienta 1 para asociaciones empresariales para analizar los desafíos específicos de la GRH

Con preguntas abiertas a centros de formación, nuestro objetivo fue obtener información sobre la comprensión de las necesidades de las organizaciones A-F (gerentes de recursos humanos o gerentes generales responsables de los recursos humanos). Les preguntamos a los centros de capacitación qué creen ellos que los gerentes / organizaciones de recursos humanos necesitan de ellos. Podría tratarse de tiempo, temas, métodos, etc. Algunos centros de capacitación tienen análisis detallados de las necesidades de sus usuarios. Sin embargo, no todos se centran en el sector A-F. Las respuestas se presentan por país:

La pregunta fue: ¿Qué piensa, de su experiencia laboral, que necesitan las empresas y sus gerentes de gestión de recursos humanos en el sector de FA en los centros de capacitación (en relación con la calificación a medida que estamos preparando)?

España	Las empresas necesitan un equipo y un plan de desarrollo de personas adaptado a los objetivos de sus planes de negocios. Hay una gran diferencia en la gestión del capital humano de las pequeñas empresas con la gestión de las grandes, por ejemplo. Los RR.HH. de las empresas de AF necesitan capacitación en muchas áreas, pero la mayoría de las veces el primer enfoque debe ser capacitar a los gerentes en sus habilidades de liderazgo. También es relevante para mejorar las habilidades de liderazgo de los gerentes de nivel medio.
Eslovenia	<ul style="list-style-type: none"> - necesitan soluciones de alta calidad, directas al punto, prácticas, aplicables y una promesa (teniendo la convicción) de que la capacitación entregará el valor agregado. - la capacitación para tener un mejor cumplimiento de la legislación es más visitada por una persona que trabaja en pequeñas organizaciones - formación con tiempo adecuado (diferente al sector). - dar ejemplos prácticos y permitir trabajar en casos y "haciendo / practicando". - opciones de entrenamiento flexibles. - expertos en formadores de desarrollo profesional y adulto. - modelos pre-desarrollados, casos, ejercicios, que involucran el intercambio entre pares.
Grecia	/
Francia	/
Chipre	Formación breve y condensado y herramientas prácticas para desarrollar descripciones de los puestos de trabajo, trayectorias profesionales, establecer Indicadores Clave de Rendimiento (KPIs) y evaluarlos.

7 Resultados de la Herramienta 3 – Cuestionario para empresas

El análisis reveló que los temas de como atraer talento y desarrollar la retención del talento, como aumentar el rendimiento y el compromiso de los empleados, o herramientas prácticas para fomentar un ambiente de trabajo más inclusivo y solidario son requeridos y necesarios.

El conocimiento más débil de los temas se identificó en el campo de la diversidad del trabajo y la planificación de la fuerza laboral. Los comentarios de los encuestados individuales y las entrevistas con capacitadores y expertos en recursos humanos revelaron que se necesitan competencias y herramientas prácticas en las relaciones con los empleados y el disfrute de los empleados.

Los encuestados creen en los principios de respeto, construyendo confianza en una organización. El análisis reveló que se buscan y necesitan los temas sobre cómo atraer talento y desarrollar la retención de talento, cómo aumentar el desempeño y el compromiso de los empleados, o herramientas prácticas para fomentar un entorno de trabajo más inclusivo y de apoyo.

En las siguientes páginas, puede encontrar un informe detallado en el cuestionario del formulario de respuestas

En las siguientes páginas (hasta la página 90, sección 8) es posible encontrar más detalles sobre la Herramienta 3 – preguntas para empresas del sector agroalimentario así como los resultados de la Herramienta 4 – Elaboración de un Estándar Europeo de Competencia Profesional. Los resultados están en todas las versiones en Inglés.



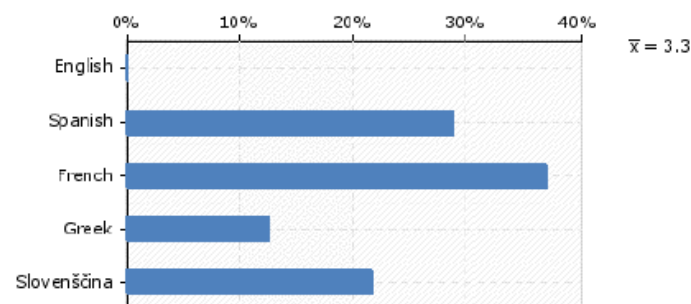
7.1 Q1: Language

Comment: Overall, out of 111 respondents, 32 respondents (29%) were from Spain, 41 respondents (37%) were from France, 14 respondents (13%) were from Greece and Cyprus, and 24 respondents (22%) were from Slovenia.

Results table

Q1	Language	Frequency	Percent	Valid	Cumulative	Mode	Median
	Answers						
	1 (English)	0	0%	0%	0%		
	2 (Spanish)	32	29%	29%	29%	/	/
	3 (French)	41	37%	37%	66%	/	/
	4 (Greek and Cypriot)	14	13%	13%	78%	/	/
	5 (Slovene)	24	22%	22%	100%	/	/
Valid	Valid	111	100%	100%			

Analysis of country specific graphs results



7.2 Q2a: Are you educated in the field of human resource management (HRM)?

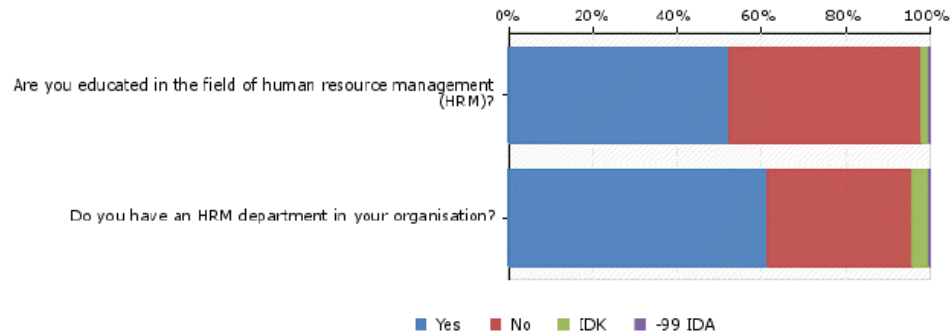
Comment: Overall, out of 111 respondents, 108 respondents were valid (N=108). 57 respondents (52,78%) answered with Yes, 49 respondents (45,37%) answered with No and 2 respondents (1,85%) answered with IDK, as you can see from the results in the table below.

On a question: *Are you educated in the field of human resource management?* in Spain (f= 12, f% = 40,00%) and in Slovenia (f= 5, f% = 20,83%) most of respondents answered with Yes, and in France (f= 30, f% = 75,00%) and in Greece (f= 10, f% = 71,43%), most of respondents answered with No.

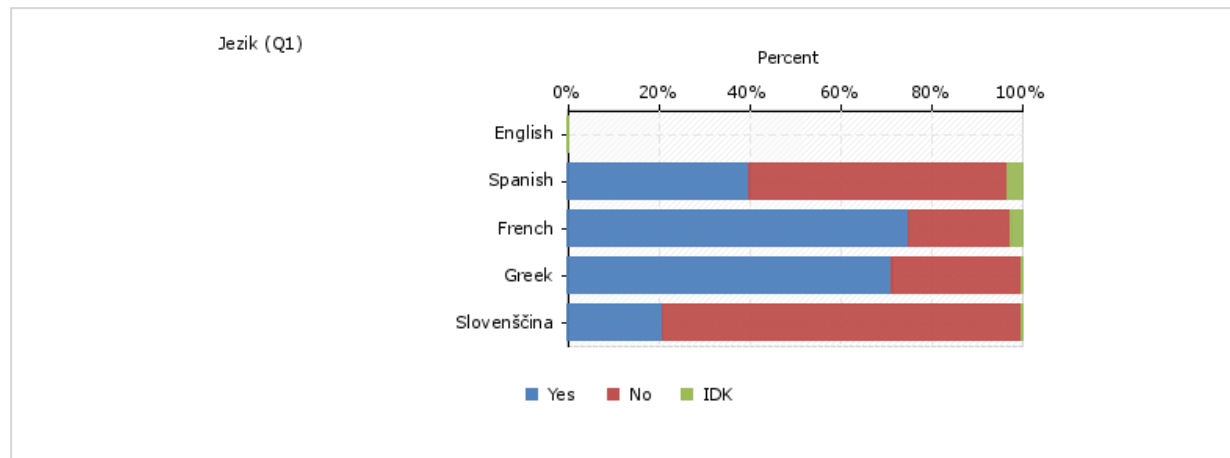
Results table

		Yes (1)	No (2)	IDK (3)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0		
		0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	12	17	1	30	No	No
		40,00%	56,67%	3,33%	100,00%		
	French (3)	30	9	1	40	Yes	Yes
		75,00%	22,50%	2,50%	100,00%		
	Greek and Cypriot (4)	10	4	0	14	Yes	Yes
		71,43%	28,57%	0,00%	100,00%		
	Slovene (5)	5	19	0	24	No	No
		20,83%	79,17%	0,00%	100,00%		
	Total	57	49	2	108	Yes	Yes
		52,78%	45,37%	1,85%	100,00%		

Analysis of general graphs results



Analysis of country specific graphs results



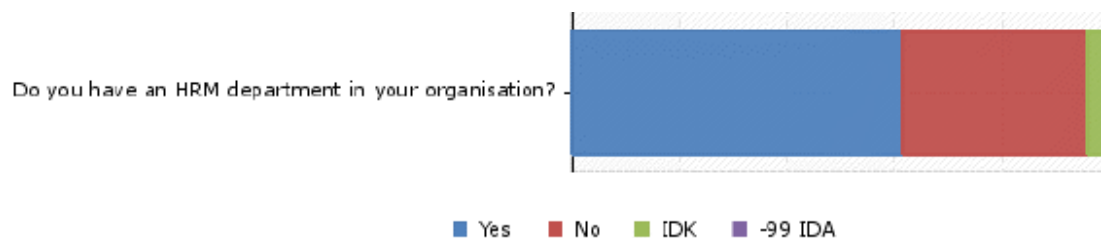
7.3 Q2b: Do you have an HRM department in your organisation?

Comment: Overall, out of 111 respondents, 107 respondents were valid (N= 107). 66 respondents (61,68%) answered with Yes, 37 respondents (34,58%) answered with No and 4 respondents (3,74%) answered with IDK, as you can see from the results in the table below.

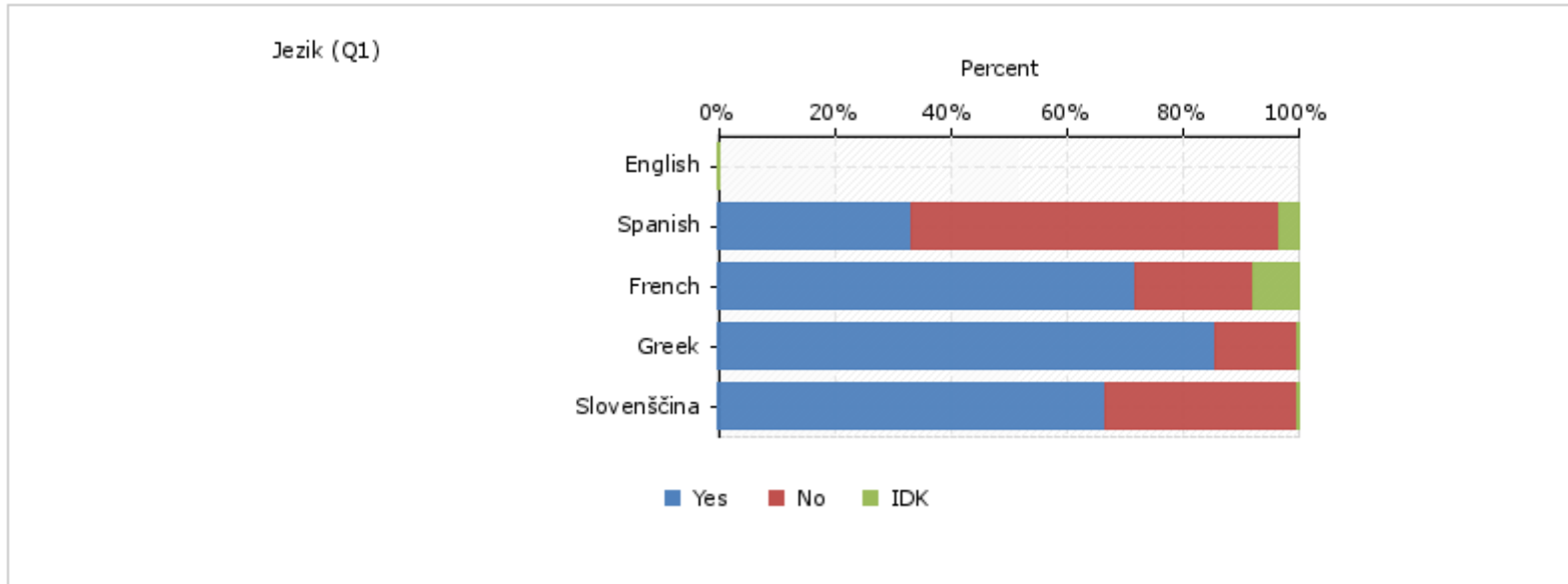
On a question: *Do you have an HRM department in your organisation?* in France (f= 28, f% = 71,79%), in Greece and Cyprus (f= 12, f% = 85,71%) and in Slovenia (f= 16, f% = 66,67%) most of respondents answered with Yes, and in Spain (f= 19, f% = 63,33%) most of respondents answered with No.

		Yes (1)	No (2)	IDK (3)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0		
		0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	10	19	1	30	No	No
		33,33%	63,33%	3,33%	100,00%		
	French (3)	28	8	3	39	Yes	Yes
		71,79%	20,51%	7,69%	100,00%		
	Greek and Cypriot (4)	12	2	0	14	Yes	Yes
		85,71%	14,29%	0,00%	100,00%		
	Slovene (5)	16	8	0	24	Yes	Yes
		66,67%	33,33%	0,00%	100,00%		
	Total	66	37	4	107	Yes	Yes
		61,68%	34,58%	3,74%	100,00%		

Analysis of general graphs results



Analysis of country specific graphs results



7.4 Q3a: Learn how to improve the working relationship among employees

Comment: Overall, out of 111 respondents, 106 respondents were valid (N= 106). 4 respondents (3,77%) answered with Strongly disagree, 2 respondents (1,89%) answered with Disagree, 6 respondents (5,66%) answered with nor agree nor disagree, 40 respondents (37,74%) answered with Agree and 54 respondents (50,94%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *Learn how to improve the working relationship among*, in Spain (f= 22, f% = 70,97%), and in France (f= 19, f% = 50,00%) most of respondents answered with Strongly agree, and in Greece and Cyprus (f= 6, f% = 46,15%) and in Slovenia (f= 15, f% = 62,50%), most of respondents answered with Agree.

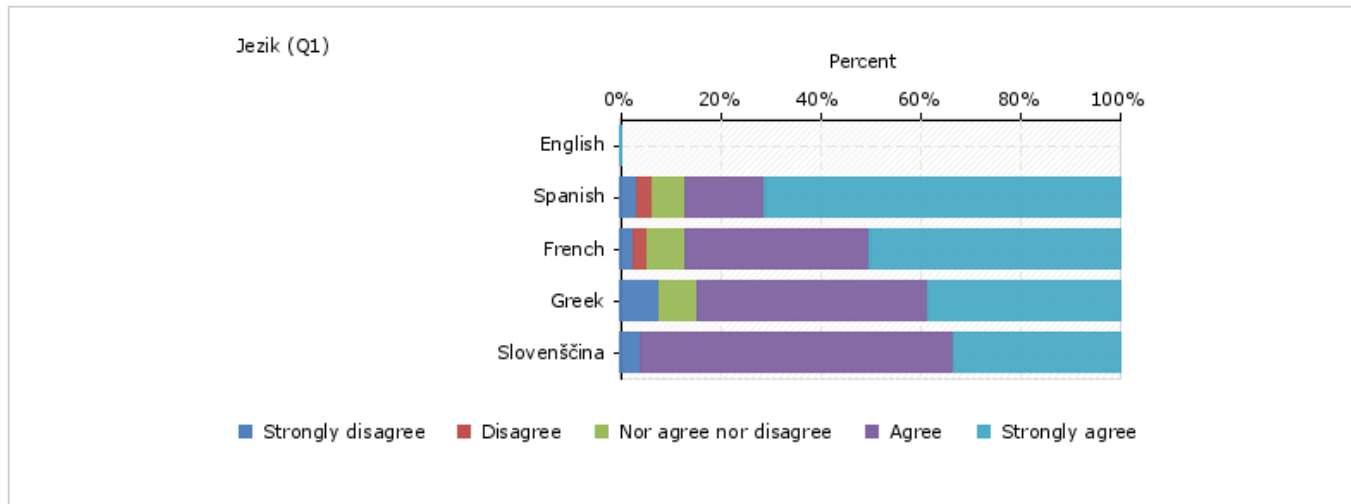
		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0	0	0		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	1	1	2	5	22	31	Strongly agree	Strongly agree

		3,23%	3,23%	6,45%	16,13%	70,97%	100,00%		
French (3)		1	1	3	14	19	38	Strongly agree	Strongly agree
		2,63%	2,63%	7,89%	36,84%	50,00%	100,00%		
Greek and Cypriot (4)		1	0	1	6	5	13	Agree	Agree
		7,69%	0,00%	7,69%	46,15%	38,46%	100,00%		
Slovene (5)		1	0	0	15	8	24	Agree	Agree
		4,17%	0,00%	0,00%	62,50%	33,33%	100,00%		
Total		4	2	6	40	54	106	Strongly agree	Strongly agree
		3,77%	1,89%	5,66%	37,74%	50,94%	100,00%		

Analysis of general graphs results



Analysis of country specific graphs results



7.5 Q3b: I would like to increase the performance of your employees

Comment: Overall, out of 111 respondents, 106 respondents were valid (N = 106). 2 respondents (1,89%) answered with Strongly disagree, 3 respondents (2,83%) answered with Disagree, 8 respondents (7,55%) answered with nor agree nor disagree, 32 respondents (30,19%) answered with Agree and 61 respondents (57,55%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *I would like to increase the performance of your employees*, in Spain (f= 20, f% = 66,67%), in France (f= 23, f% = 59,97%), and in Slovenia (f= 13, f% = 54,17%) most of respondents answered with Strongly agree. In Greece and Cyprus (f= 6, f% = 46,15%) most of respondents answered with Agree.

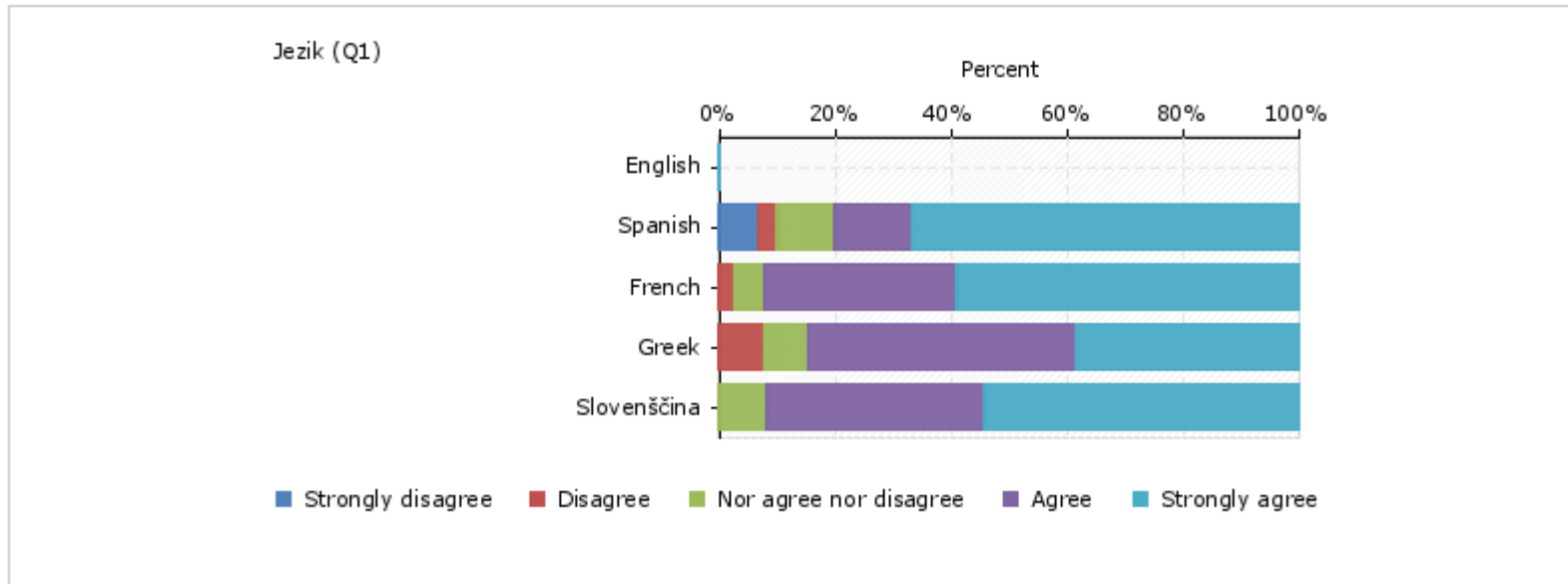
Results table

		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0	0	0		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	2	1	3	4	20	30	Strongly agree	Strongly agree
		6,67%	3,33%	10,00%	13,33%	66,67%	100,00%		
	French (3)	0	1	2	13	23	39	Strongly agree	Strongly agree
		0,00%	2,56%	5,13%	33,33%	58,97%	100,00%		
	Greek and Cypriot (4)	0	1	1	6	5	13	Agree	Agree
		0,00%	7,69%	7,69%	46,15%	38,46%	100,00%		
	Slovene (5)	0	0	2	9	13	24	Strongly agree	Strongly agree
		0,00%	0,00%	8,33%	37,50%	54,17%	100,00%		
	Total	2	3	8	32	61	106	Strongly agree	Strongly agree
		1,89%	2,83%	7,55%	30,19%	57,55%	100,00%		

Analysis of general graphs results

General graph results are presented under Q3a.

Analysis of country specific graphs results



7.6 Q3c: I would like to learn how to attract talent to my firm

Comment: Overall, out of 111 respondents, 104 respondents were valid (N = 104). 2 respondents (1,92%) answered with Strongly disagree, 3 respondents (2,88%) answered with Disagree, 4 respondents (3,85%) answered with nor agree nor disagree, 35 respondents (33,65%) answered with Agree and 60 respondents (57,69%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *I would like to learn how to attract talent to my firm*, in Spain (f= 18, f% = 60,00%), in France (f= 23, f% = 58,97%), in Greece and Cyprus (f= 7, f% = 58,33%), and in Slovenia (f= 12, f% = 52,17%) most of respondents answered with Strongly agree.

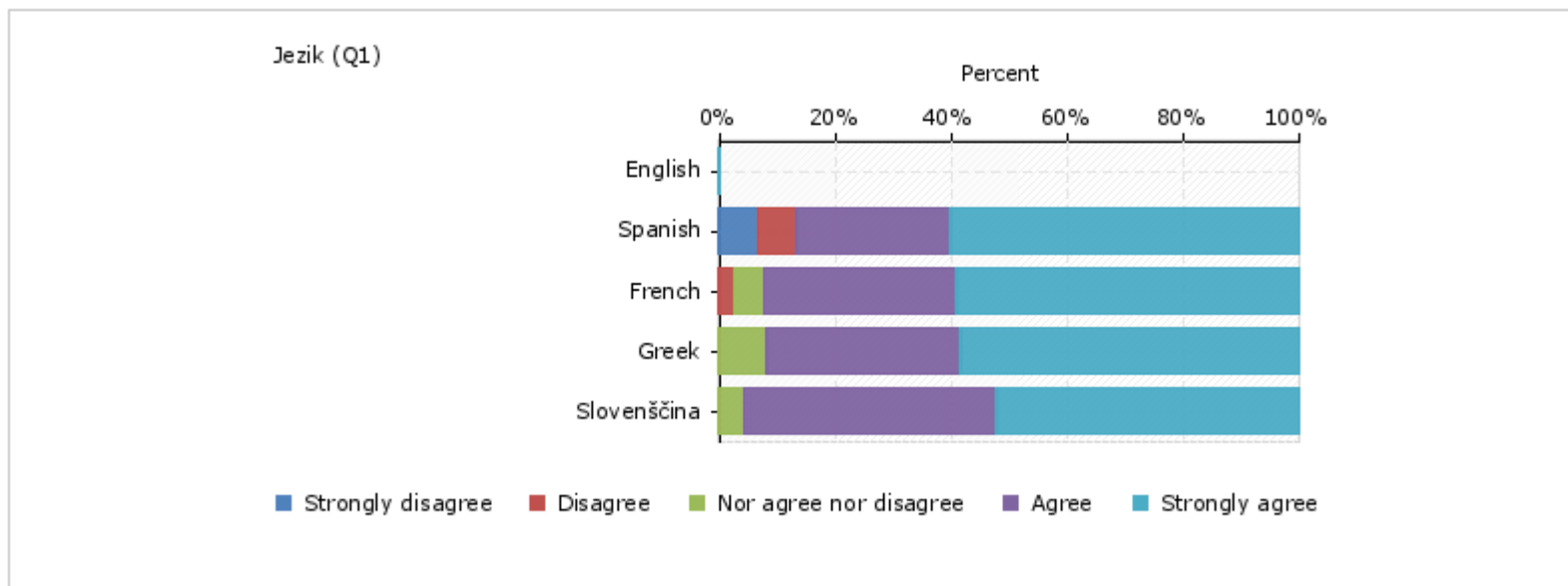
Results table

		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0	0	0		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	2	2	0	8	18	30	Strongly agree	Strongly agree
		6,67%	6,67%	0,00%	26,67%	60,00%	100,00%		
	French (3)	0	1	2	13	23	39	Strongly agree	Strongly agree
		0,00%	2,56%	5,13%	33,33%	58,97%	100,00%		
	Greek and Cypriot (4)	0	0	1	4	7	12	Strongly agree	Strongly agree
		0,00%	0,00%	8,33%	33,33%	58,33%	100,00%		
	Slovene (5)	0	0	1	10	12	23	Strongly agree	Strongly agree
		0,00%	0,00%	4,35%	43,48%	52,17%	100,00%		
	Total	2	3	4	35	60	104	Strongly agree	Strongly agree
		1,92%	2,88%	3,85%	33,65%	57,69%	100,00%		

Analysis of general graphs results

General graph results are presented under Q3a.

Analysis of country specific graphs results



7.7 Q3d: I would like to have tools to foster a more inclusive and supportive working environment (An inclusive environment is one in which members feel respected by and connected to one another).

Comment: Overall, out of 111 respondents, 105 respondents were valid (N = 105). 2 respondents (1,90%) answered with Strongly disagree, 2 respondents (1,90%) answered with Disagree, 10 respondents (9,52%) answered with nor agree nor disagree, 37 respondents (35,24%) answered with Agree and 54 respondents (51,43%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *I would like to have tools to foster a more inclusive and supportive working environment*, in Spain (f= 18, f% = 60,00%), in France (f= 18, f% = 47,37%), in Greece and Cyprus (f= 7, f% = 53,85%), and in Slovenia (f= 11, f% = 45,83%) most of respondents answered with Strongly agree.

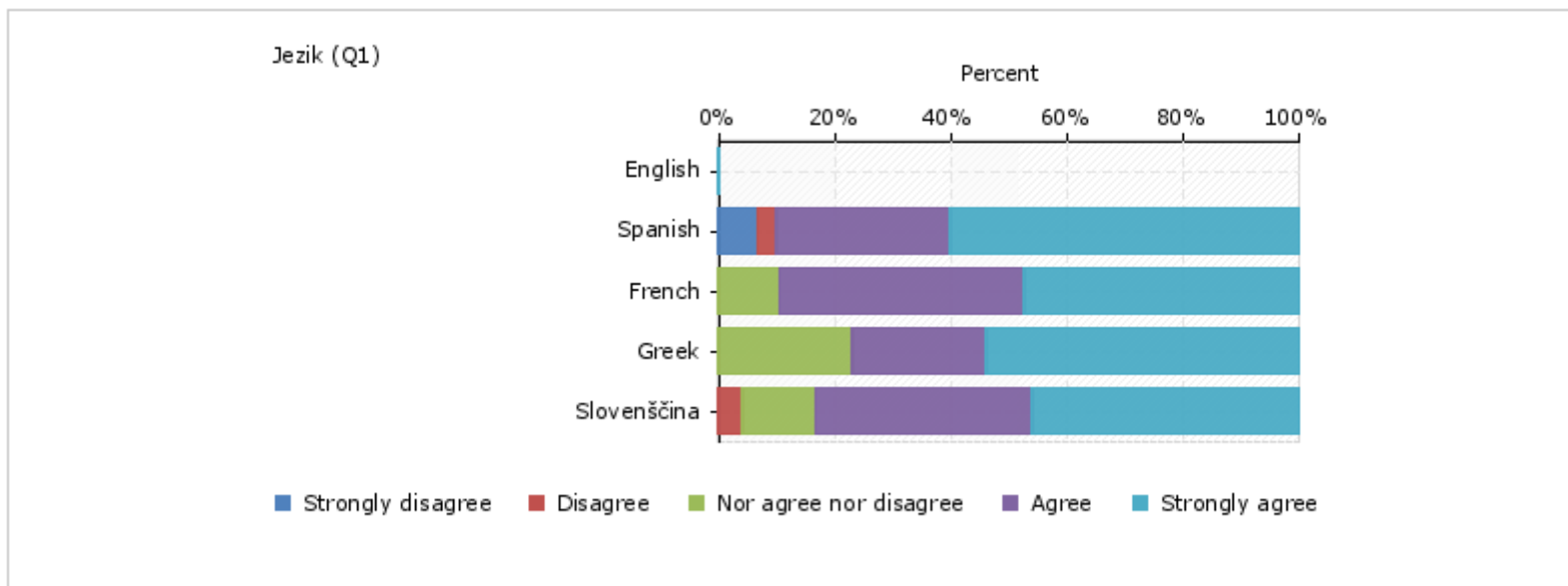
Results table

		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0	0	0		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	2	1	0	9	18	30	Strongly agree	Strongly agree
		6,67%	3,33%	0,00%	30,00%	60,00%	100,00%		
	French (3)	0	0	4	16	18	38	Strongly agree	Strongly agree
		0,00%	0,00%	10,53%	42,11%	47,37%	100,00%		
	Greek and Cypriot (4)	0	0	3	3	7	13	Strongly agree	Strongly agree
		0,00%	0,00%	23,08%	23,08%	53,85%	100,00%		
	Slovene (5)	0	1	3	9	11	24	Strongly agree	Strongly agree
		0,00%	4,17%	12,50%	37,50%	45,83%	100,00%		
	Total	2	2	10	37	54	105	Strongly agree	Strongly agree
		1,90%	1,90%	9,52%	35,24%	51,43%	100,00%		

Analysis of general graphs results

General graph results are presented under Q3a.

Analysis of country specific graphs results



7.8 Q3e: I would like to foster a well-being at work supporting work-life balance

Comment: Overall, out of 111 respondents, 106 respondents were valid (N = 106). 1 respondent (0,94%) answered with Strongly disagree, 4 respondents (3,77%) answered with Disagree, 9 respondents (8,49%) answered with nor agree nor disagree, 40 respondents (37,74%) answered with Agree and 52 respondents (49,06%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *I would like to foster a well-being at work supporting work-life balance*, in Spain (f= 17, f% = 56,67%), in France (f= 21, f% = 53,85%), in most of respondents answered with Strongly agree. In Greece and Cyprus (f= 5, f% = 38,46%) in most of respondents answered with Agree and Strongly agree and in Slovenia (f= 10, f% = 41,67%), in most of respondents answered with Agree.

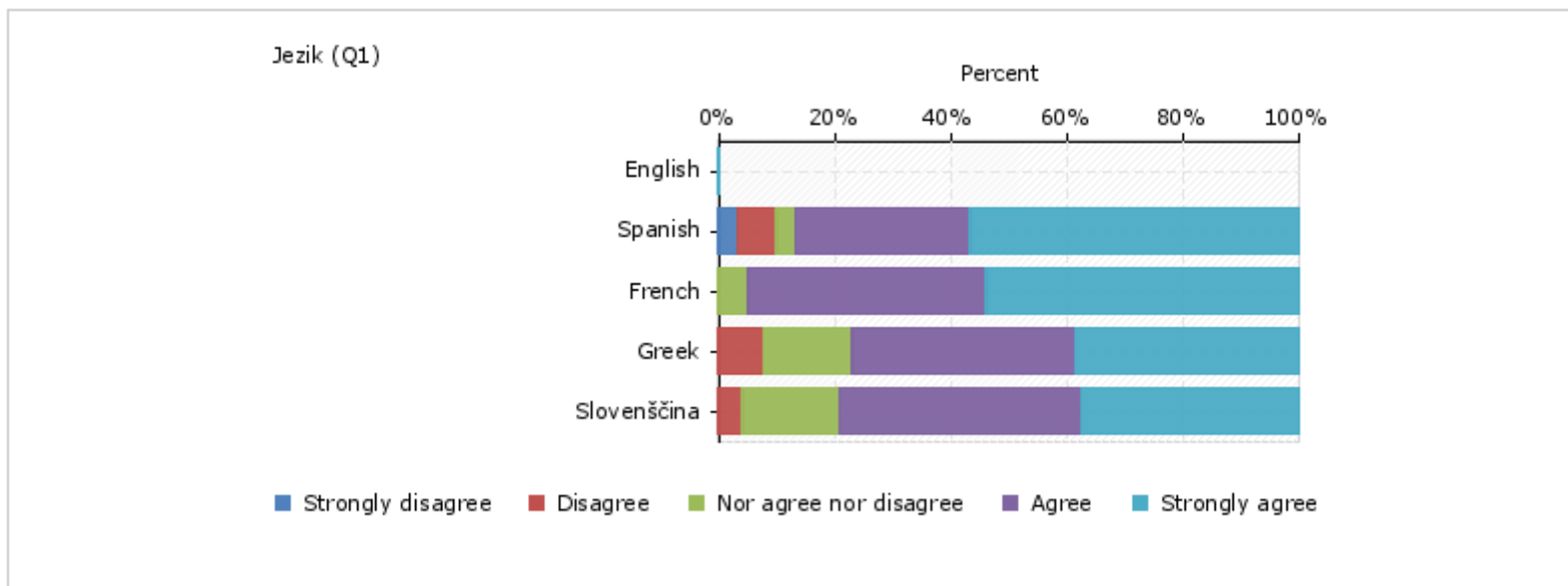
Results table

		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0	0	0		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	1	2	1	9	17	30	Strongly agree	Strongly agree
		3,33%	6,67%	3,33%	30,00%	56,67%	100,00%		
	French (3)	0	0	2	16	21	39	Strongly agree	Strongly agree
		0,00%	0,00%	5,13%	41,03%	53,85%	100,00%		
	Greek and Cypriot (4)	0	1	2	5	5	13	Agree and Strongly agree	Agree
		0,00%	7,69%	15,38%	38,46%	38,46%	100,00%		
	Slovene (5)	0	1	4	10	9	24	Agree	Agree
		0,00%	4,17%	16,67%	41,67%	37,50%	100,00%		
	Total	1	4	9	40	52	106	Strongly agree	Agree
		0,94%	3,77%	8,49%	37,74%	49,06%	100,00%		

Analysis of general graphs results

General graph results are presented under Q3a.

Analysis of country specific graphs results



7.9 Q3f: I would like to increase the commitment of the staff within the organization

Comment: Overall, out of 111 respondents, 106 respondents were valid (N = 106). 2 respondents (1,89%) answered with Strongly disagree, 1 respondent (0,94%) answered with Disagree, 9 respondents (8,49%) answered with nor agree nor disagree, 39 respondents (36,79%) answered with Agree and 55 respondents (51,89%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *I would like to increase the commitment of the staff within the organization*, in Spain (f= 19, f% = 63,33%), in France (f= 21, f% = 53,85%), and in Slovenia (f= 11, f% = 45,83%) most of respondents answered with Strongly agree. In Greece and Cyprus (f= 7, f% = 53,85%) most of respondents answered with Agree.

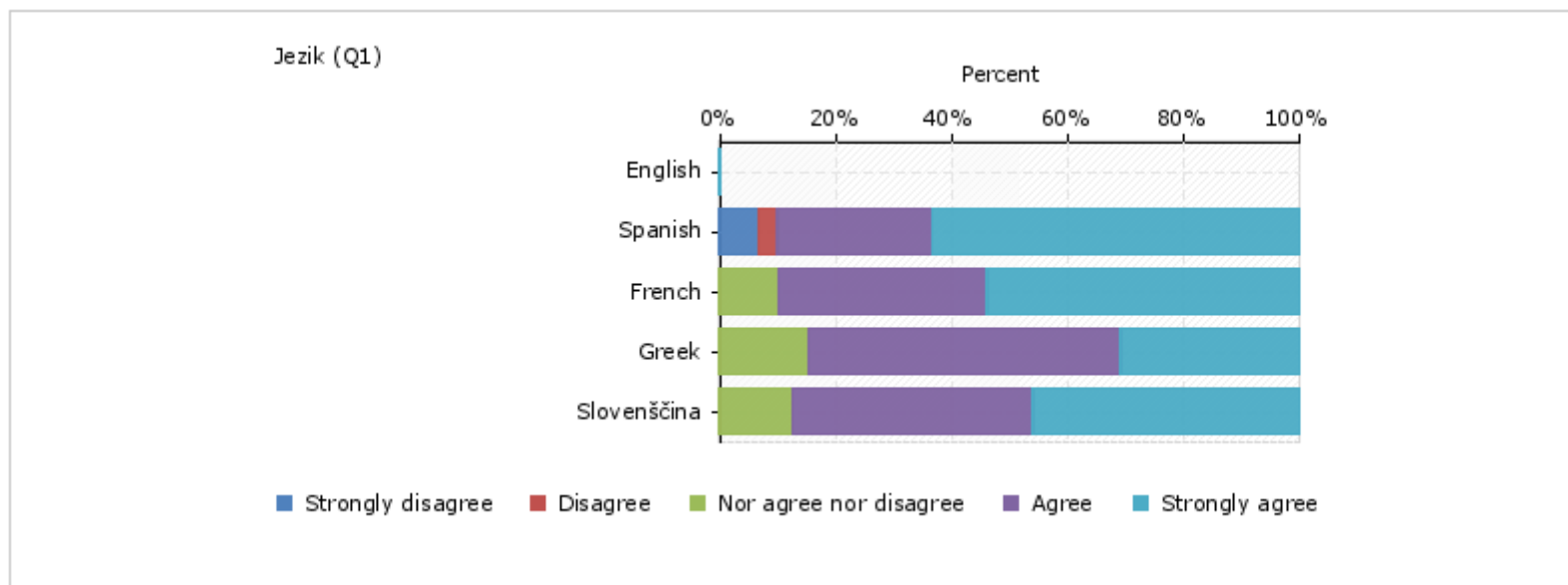
Results table

		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0	0	0		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	2	1	0	8	19	30	Strongly agree	Strongly agree
		6,67%	3,33%	0,00%	26,67%	63,33%	100,00%		
	French (3)	0	0	4	14	21	39	Strongly agree	Strongly agree
		0,00%	0,00%	10,26%	35,90%	53,85%	100,00%		
	Greek and Cypriot (4)	0	0	2	7	4	13	Agree	Agree
		0,00%	0,00%	15,38%	53,85%	30,77%	100,00%		
	Slovene (5)	0	0	3	10	11	24	Strongly agree	Agree
		0,00%	0,00%	12,50%	41,67%	45,83%	100,00%		
	Total	2	1	9	39	55	106	Strongly agree	Agree
		1,89%	0,94%	8,49%	36,79%	51,89%	100,00%		

Analysis of general graphs results

General graph results are presented under Q3a.

Analysis of country specific graphs results



7.10 Q3g: I would like to learn how to develop better flexible working hours and support work-life balance

Comment: Overall, out of 111 respondents, 105 respondents were valid (N = 105). 1 respondent (0,95%) answered with Strongly disagree, 3 respondents (2,86%) answered with Disagree, 25 respondents (23,81%) answered with nor agree nor disagree, 38 respondents (36,19%) answered with Agree and 38 respondents (36,19%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *I would like to learn how to develop better flexible working hours and support work-life balance*, in Spain (f= 16, f% = 53,33%) in most of respondents answered with Strongly agree. In all other countries, in France (f= 14, f% = 36,84%), in Greece and Cyprus (f= 5, f% = 38,46%) and in Slovenia (f= 10, f% = 41,67%), in most of respondents answered with Agree.

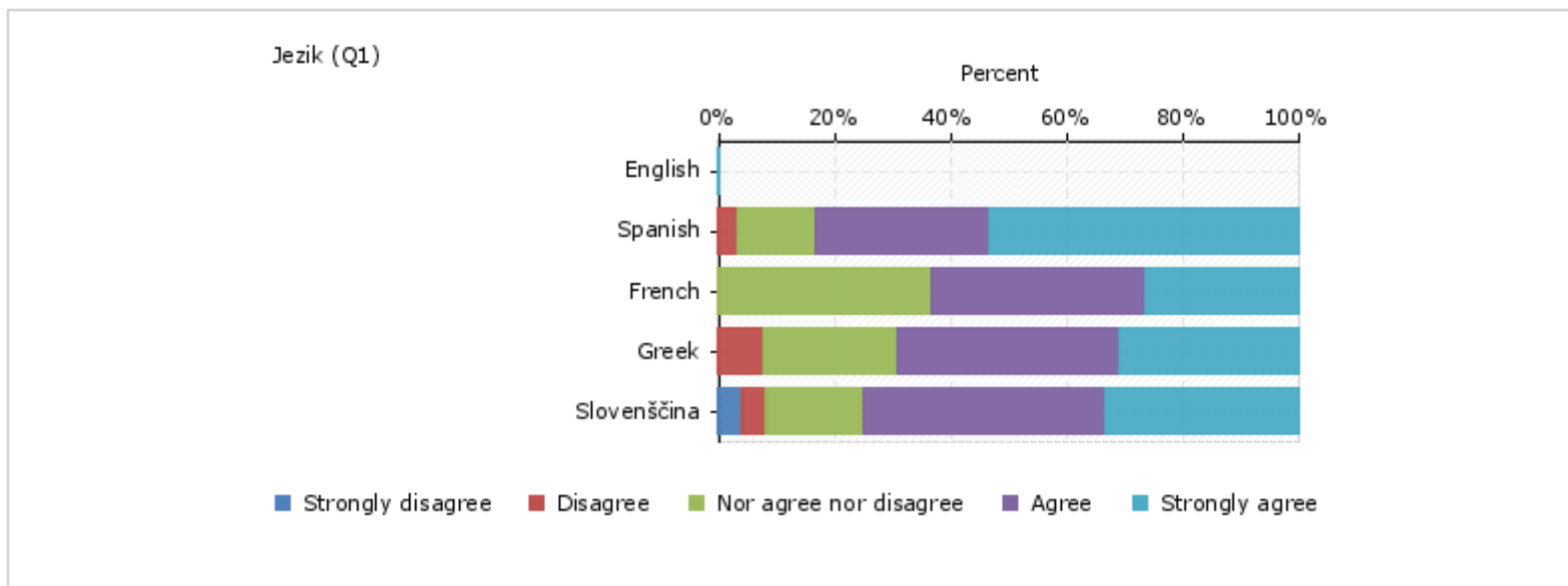
Results table

		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0	0	0		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	0	1	4	9	16	30	Strongly agree	Strongly agree
		0,00%	3,33%	13,33%	30,00%	53,33%	100,00%		
	French (3)	0	0	14	14	10	38	Agree	Agree
		0,00%	0,00%	36,84%	36,84%	26,32%	100,00%		
	Greek and Cypriot (4)	0	1	3	5	4	13	Agree	Agree
		0,00%	7,69%	23,08%	38,46%	30,77%	100,00%		
	Slovene (5)	1	1	4	10	8	24	Agree	Agree
		4,17%	4,17%	16,67%	41,67%	33,33%	100,00%		
	Total	1	3	25	38	38	105	Agree	Agree
		0,95%	2,86%	23,81%	36,19%	36,19%	100,00%		

Analysis of general graphs results

General graph results are presented under Q3a.

Analysis of country specific graphs results



7.11 Q3h: I would like to develop talent retention and motivation programs in the organisation

Comment: Overall, out of 111 respondents, 103 respondents were valid (N = 103). 1 respondent (0,97%) answered with Strongly disagree, 2 respondents (1,94%) answered with Disagree, 5 respondents (4,85%) answered with nor agree nor disagree, 45 respondents (43,54) answered with Agree and 50 respondents (48,54%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *I would like to develop talent retention and motivation programs in the organisation*, in Spain (f= 15, f% = 51,72%) and in Slovenia (f= 12, f% = 50,00%), in most of respondents answered with Strongly agree. In France (f= 18, f% = 47,37%), and in Greece and Cyprus (f= 5, f% = 41,67%) in most of respondents answered with Agree and Strongly agree.

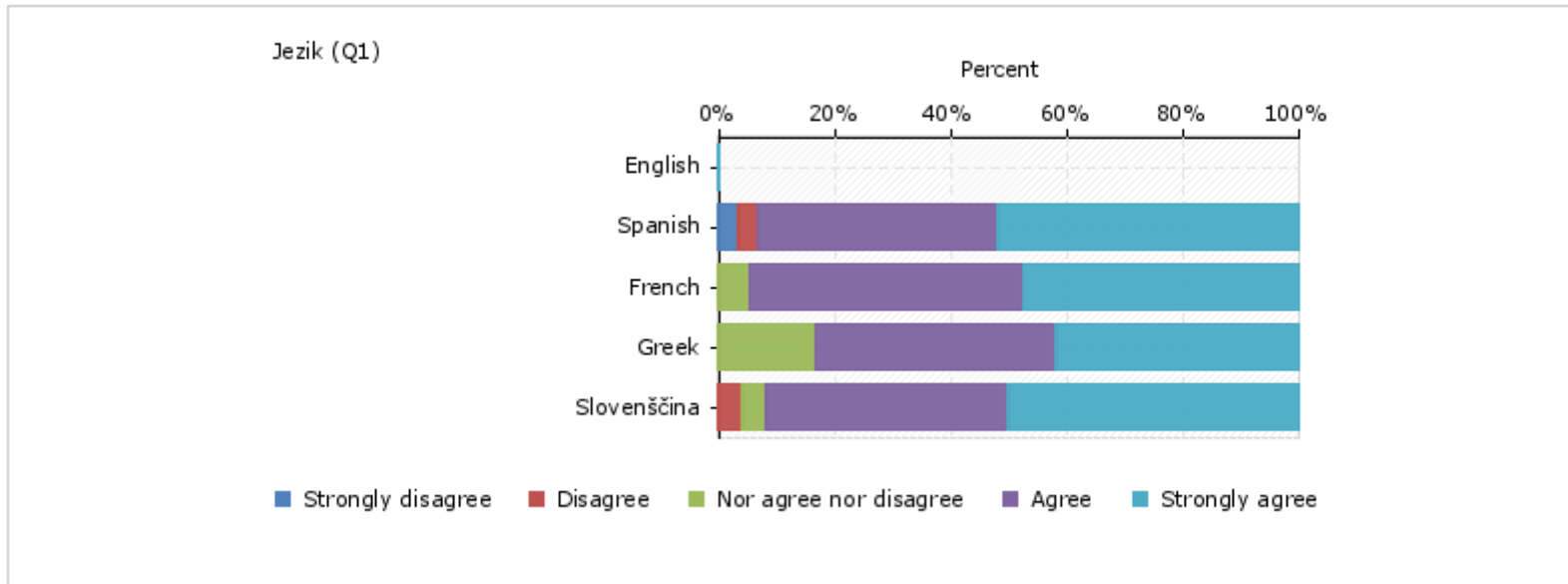
Results table

		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0	0	0		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	1	1	0	12	15	29	Strongly agree	Strongly agree
		3,45%	3,45%	0,00%	41,38%	51,72%	100,00%		
	French (3)	0	0	2	18	18	38	Strongly agree and Agree	Agree
		0,00%	0,00%	5,26%	47,37%	47,37%	100,00%		
	Greek and Cypriot (4)	0	0	2	5	5	12	Strongly agree and Agree	Agree
		0,00%	0,00%	16,67%	41,67%	41,67%	100,00%		
	Slovene (5)	0	1	1	10	12	24	Strongly agree	Strongly agree and Agree
		0,00%	4,17%	4,17%	41,67%	50,00%	100,00%		
	Total	1	2	5	45	50	103	Strongly agree	Agree
		0,97%	1,94%	4,85%	43,69%	48,54%	100,00%		

Analysis of general graphs results

General graph results are presented under Q3a.

Analysis of country specific graphs results



7.12 Q3i: I would like to be trained in effective performance management

Comment: Overall, out of 111 respondents, 105 respondents were valid (N = 105). 1 respondent (0,95%) answered with Strongly disagree, 3 respondents (2,86%) answered with Disagree, 9 respondents (8,57%) answered with nor agree nor disagree, 45 respondents (42,86%) answered with Agree and 47 respondents (44,76%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *I would like to be trained in effective performance management*, in Spain (f= 17, f% = 56,67%) in most of respondents answered with Strongly agree. In all other countries, in France (f= 17, f% = 44,74%), in Greece and Cyprus (f= 8, f% = 61,54%) and in Slovenia (f= 10, f% = 41,67%), in most of respondents answered with Agree.

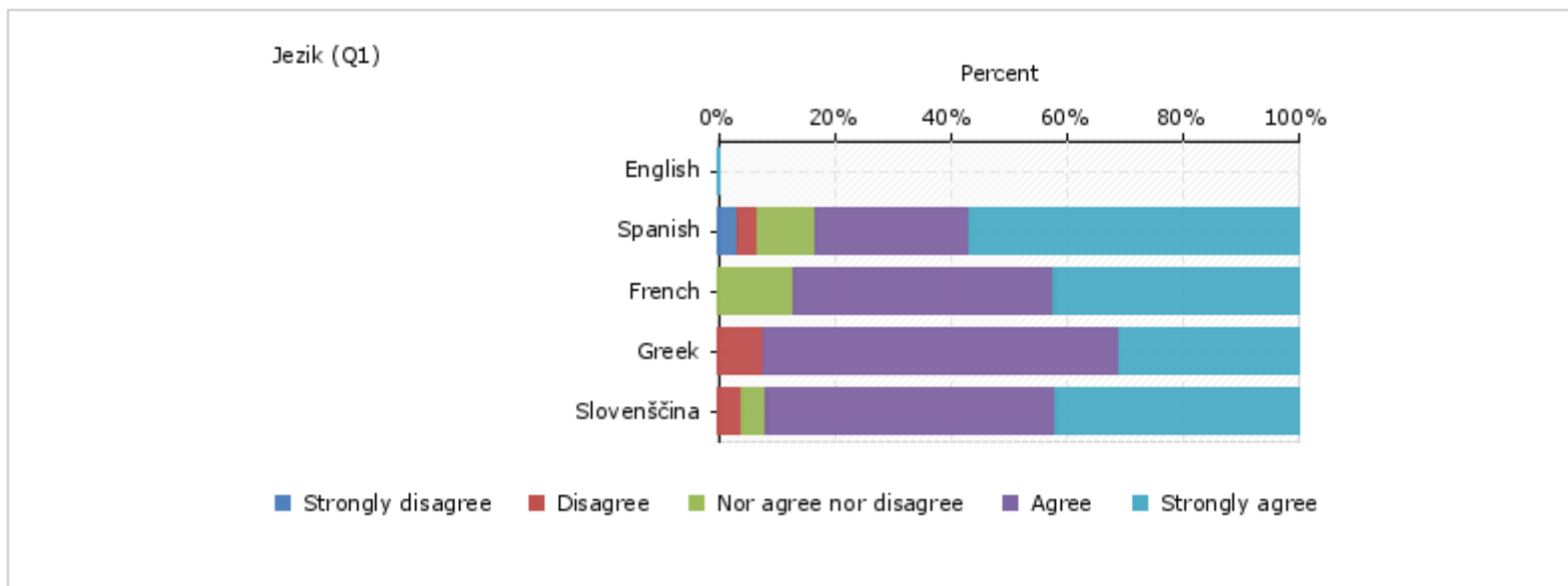
Results table

		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0	0	0		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	1	1	3	8	17	30	Strongly agree	Strongly agree
		3,33%	3,33%	10,00%	26,67%	56,67%	100,00%		
	French (3)	0	0	5	17	16	38	Agree	Agree
		0,00%	0,00%	13,16%	44,74%	42,11%	100,00%		
	Greek and Cypriot (4)	0	1	0	8	4	13	Agree	Agree
		0,00%	7,69%	0,00%	61,54%	30,77%	100,00%		
	Slovene (5)	0	1	1	12	10	24	Agree	Agree
		0,00%	4,17%	4,17%	50,00%	41,67%	100,00%		
	Total	1	3	9	45	47	105	Agree	Agree
		0,95%	2,86%	8,57%	42,86%	44,76%	100,00%		

Analysis of general graphs results

General graph results are presented under Q3a.

Analysis of country specific graphs results



7.13 Q3j: I would like to create an Integration program for the different generations of workers

Comment: Overall, out of 111 respondents, 106 respondents were valid (N = 106). 2 respondents (1,89%) answered with Strongly disagree, 2 respondents (1,89%) answered with Disagree, 20 respondents (18,87%) answered with nor agree nor disagree, 42 respondents (39,62%) answered with Agree and 40 respondents (37,74%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *I would like to create an Integration program for the different generations of workers*, in Spain (f= 12, f% = 40,00%), in Greece and Cyprus (f= 7, f% = 28,21) most of respondents answered with Strongly agree. In France (f=18, f% = 46,15%), and in Slovenia (f= 12, f% = 50,00%) most of respondents answered with Agree.

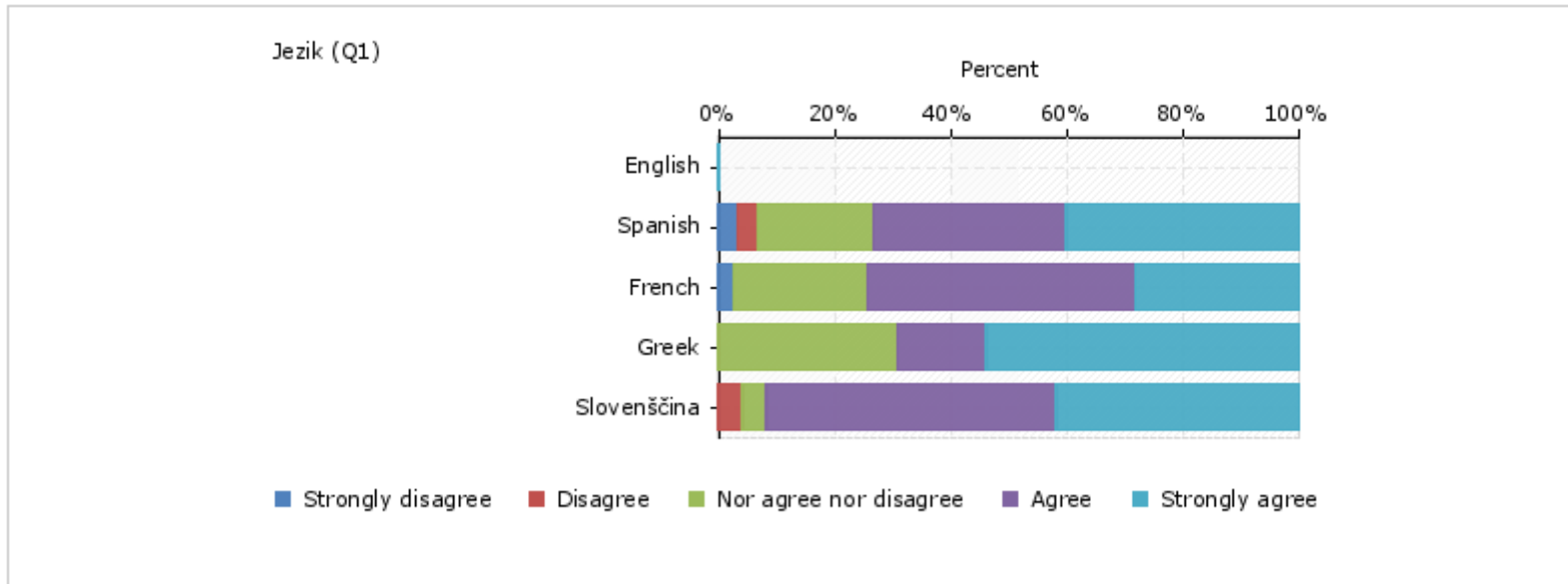
Results table

		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0	0	0		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	1	1	6	10	12	30	Strongly agree	Strongly agree
		3,33%	3,33%	20,00%	33,33%	40,00%	100,00%		
	French (3)	1	0	9	18	11	39	Agree	Agree
		2,56%	0,00%	23,08%	46,15%	28,21%	100,00%		
	Greek and Cypriot (4)	0	0	4	2	7	13	Strongly agree	Strongly agree
		0,00%	0,00%	30,77%	15,38%	53,85%	100,00%		
	Slovene (5)	0	1	1	12	10	24	Agree	Agree
		0,00%	4,17%	4,17%	50,00%	41,67%	100,00%		
	Total	2	2	20	42	40	106	Agree	Agree
		1,89%	1,89%	18,87%	39,62%	37,74%	100,00%		

Analysis of general graphs results

General graph results are presented under Q3a.

Analysis of country specific graphs results



7.14 Q3k: I would like to learn how to monitor and control health and safety performance

Comment: Overall, out of 111 respondents, 105 respondents were valid (N = 105). 3 respondents (2,86%) answered with Strongly disagree, 5 respondents (4,76%) answered with Disagree, 12 respondents (11,43%) answered with nor agree nor disagree, 45 respondents (42,86%) answered with Agree and 40 respondents (38,10%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *I would like to learn how to monitor and control health and safety performance*, in Spain (f= 13, f% = 44,83%), and in France (f=17, f% = 43,59%), most of respondents answered with Agree. In Greece and Cyprus (f= 7, f% = 53,85) most of respondents answered with Strongly agree, while in Slovenia (f= 11, f% = 45,83%) most of respondents answered with Strongly agree and Agree.

Results table

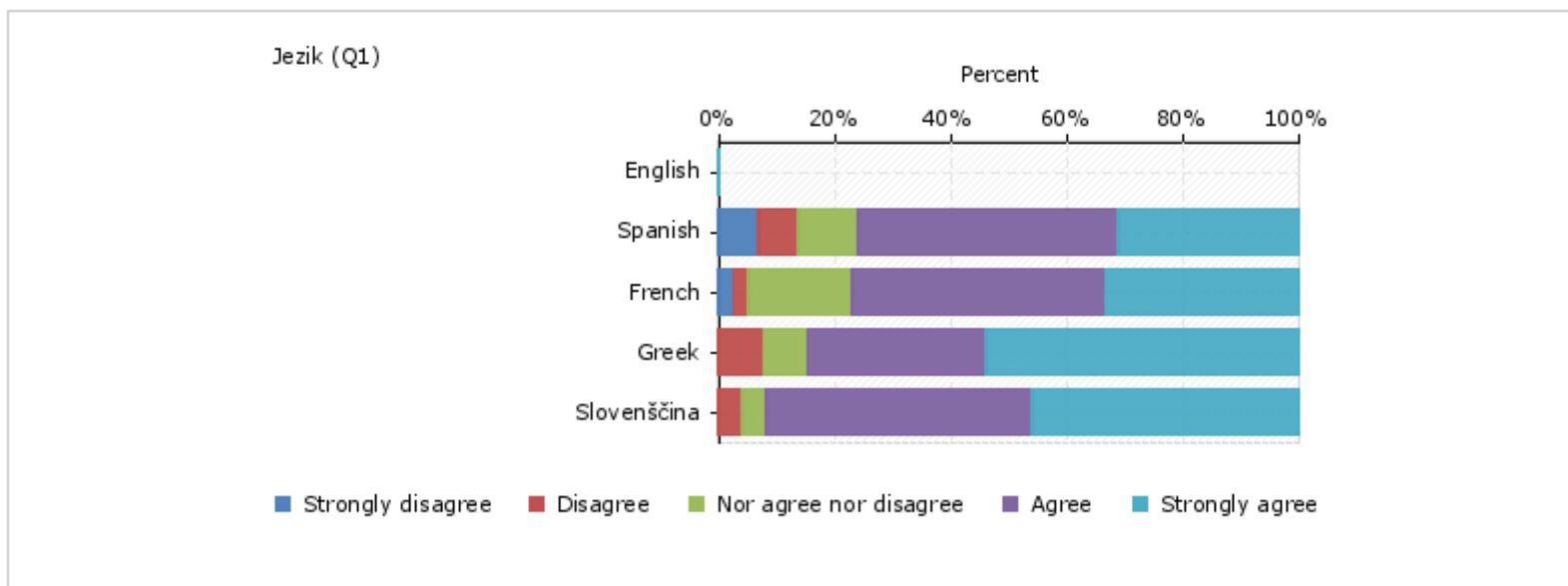
Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
3	5	12	45	40	105	Agree	Agree

Language (Q1)	English (1)	0	0	0	0	0	0		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	2	2	3	13	9	29	Agree	Agree
		6,90%	6,90%	10,34%	44,83%	31,03%	100,00%		
	French (3)	1	1	7	17	13	39	Agree	Agree
		2,56%	2,56%	17,95%	43,59%	33,33%	100,00%		
	Greek and Cypriot (4)	0	1	1	4	7	13	Strongly agree	Agree and Strongly agree
		0,00%	7,69%	7,69%	30,77%	53,85%	100,00%		
	Slovene (5)	0	1	1	11	11	24	Agree and Strongly agree	Agree
		0,00%	4,17%	4,17%	45,83%	45,83%	100,00%		
	Total	3	5	12	45	40	105	Agree	Agree
		2,86%	4,76%	11,43%	42,86%	38,10%	100,00%		

Analysis of general graphs results

General graph results are presented under Q3a.

Analysis of country specific graphs results



7.15 Q3I: I would like to ensure that employees are happy, motivated, satisfied and have positive attitudes towards work

Comment: Overall, out of 111 respondents, 106 respondents were valid (N = 106). 2 respondents (1,89%) answered with Strongly disagree, 3 respondents (2,83%) answered with Disagree, 7 respondents (6,60%) answered with nor agree nor disagree, 45 respondents (42,45%) answered with Agree and 49 respondents (46,23%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *I would like to ensure that employees are happy, motivated, satisfied and have positive attitudes towards work*, in Spain (f= 17, f% = 56,67%). In France (f=18, f% = 46,15%), and in Slovenia (f= 12, f% = 50,00%) most of respondents answered with Agree. In Greece and Cyprus (f= 6, f% = 46,15) most of respondents answered with Strongly agree and Agree.

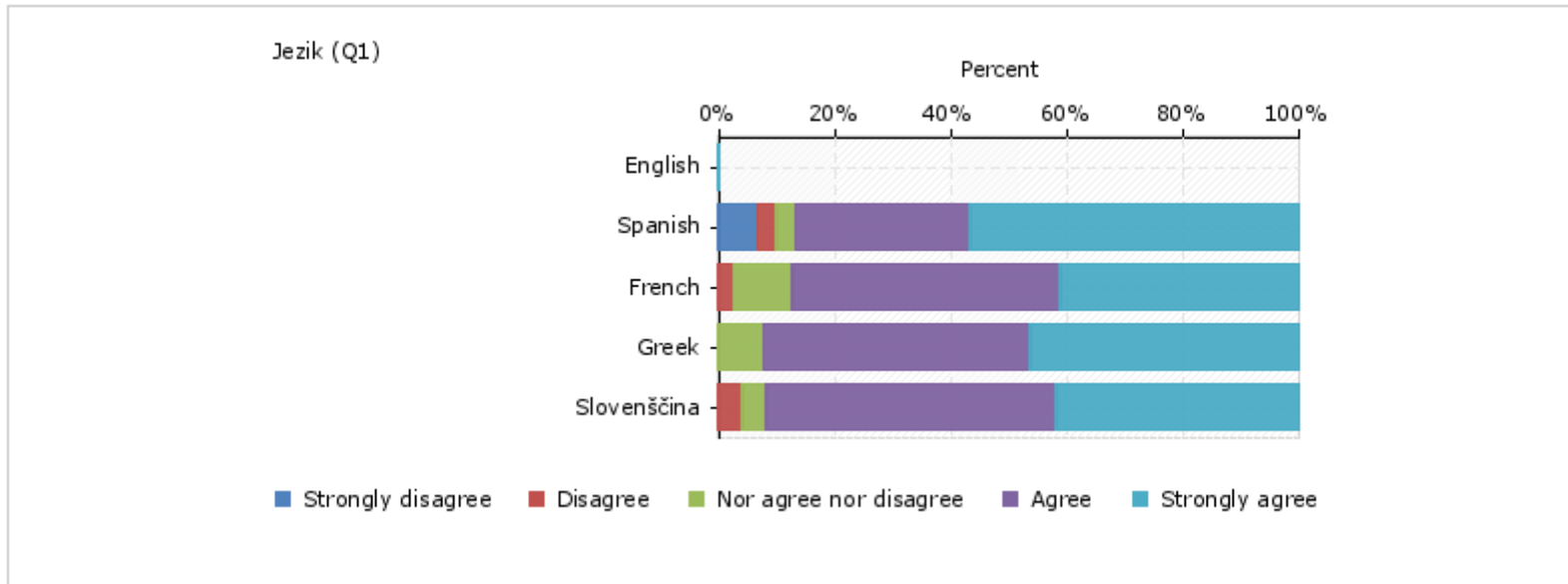
Results table

		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0	0	0		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	2	1	1	9	17	30	Strongly agree	Strongly agree
		6,67%	3,33%	3,33%	30,00%	56,67%	100,00%		
	French (3)	0	1	4	18	16	39	Agree	Agree
		0,00%	2,56%	10,26%	46,15%	41,03%	100,00%		
	Greek and Cypriot (4)	0	0	1	6	6	13	Agree and Strongly agree	Strongly agree
		0,00%	0,00%	7,69%	46,15%	46,15%	100,00%		
	Slovene (5)	0	1	1	12	10	24	Agree	Agree
		0,00%	4,17%	4,17%	50,00%	41,67%	100,00%		
	Total	2	3	7	45	49	106	Strongly agree	Strongly agree
		1,89%	2,83%	6,60%	42,45%	46,23%	100,00%		

Analysis of general graphs results

General graph results are presented under Q3a.

Analysis of country specific graphs results



7.16 Q4: Describe some concerns or challenges that you have ahead

Comment: ?

Results table

Language (Q1)	English (1)	
		✓
		✓
	Spanish (2)	retention and attraction of talent in demanding and competitive environments in continuous change

		no worries
		Keep in mind that options neither agree nor disagree are because we already have it managed and it works
		Challenge: Adapt with agility to the changing labour market
		The motivation of the staff is a sum of different things. if there are few who do not perform their tasks or are not motivated, they infect others and a serious problem is generated
		Mix of personal and working relationships. Disappointment on the part of some workers. Lack of effective work methodology. Sometimes I stress so much that I cannot manage my team.
		One of the concerns is that employees are not motivated or engaged with the company.
		The engagement of workers with the company.
		generational change in family business
		generational change in family business
	French (3)	the new generation does not have the same levers of satisfaction at work and will have to learn to juggle the two generations
		recruitment and retention of staff
		recruitment difficulties => shortage of labour and image of the agribusiness to value local management => positioning and role of the proximity manager. give the keys to an optimal proximity management security, working conditions and well-being
		the digital approach to work (digital transformation of companies) for all employees (including the least qualified).
		recruitment
		evolution of tools, local management, social legislation
		age pyramid and recruitment of competent and motivated people
		security of personal data, cohesion and commitment for the company
		agility and transversally that do not always go with process, alignment and communication. you have to be very fast but without putting pressure
		boredom of employees after a few years, difficulties in maintaining motivation
		to help agribusinesses develop their attractiveness! essential recruitment difficulty: lack of candidates - project to come: "wellbeing at work"
	Greek and Cypriot (4)	finding new tools for employees' development
	Slovene (5)	In the year 2017 we faced a deficit of appropriate work force in the labour market, but not so much from the competencies' point of view but mostly because of preparedness of accepting our working conditions. The greatest problem is three-shift work, that cannot be changed due to the principles of machine work and the amount of work. Problems occur also among the relationships between the employees - there are some people that could be sorted into "eternal pessimist and nagger", that are always unhappy and seek problems and hang out with people, who think the same as them. We've had a seminar with topic "leading difficult coo workers" but we still need more practical demonstration.

		Renew of payment model, improving relationship among employees, bigger commitment, more honesty
		retention and attraction of talent in demanding and competitive environments in continuous change, employment of older people, aging of employees, modern technologies in the production process, quality work force, qualified workforce, rewarding, motivation

Analysis of general graphs results



Analysis of country specific graphs results



7.17 Q5a: I believe that I must reinforce the recognition and reward policies for my employees

Comment: Overall, out of 111 respondents, 102 respondents were valid (N = 102). 4 respondents (3,92%) answered with Strongly disagree, 4 respondents (3,92%) answered with Disagree, 17 respondents (16,67%) answered with nor agree nor disagree, 51 respondents (50,00%) answered with Agree and 26 respondents (25,49%) answered with Strongly agree, as you can see from the results in the table below.

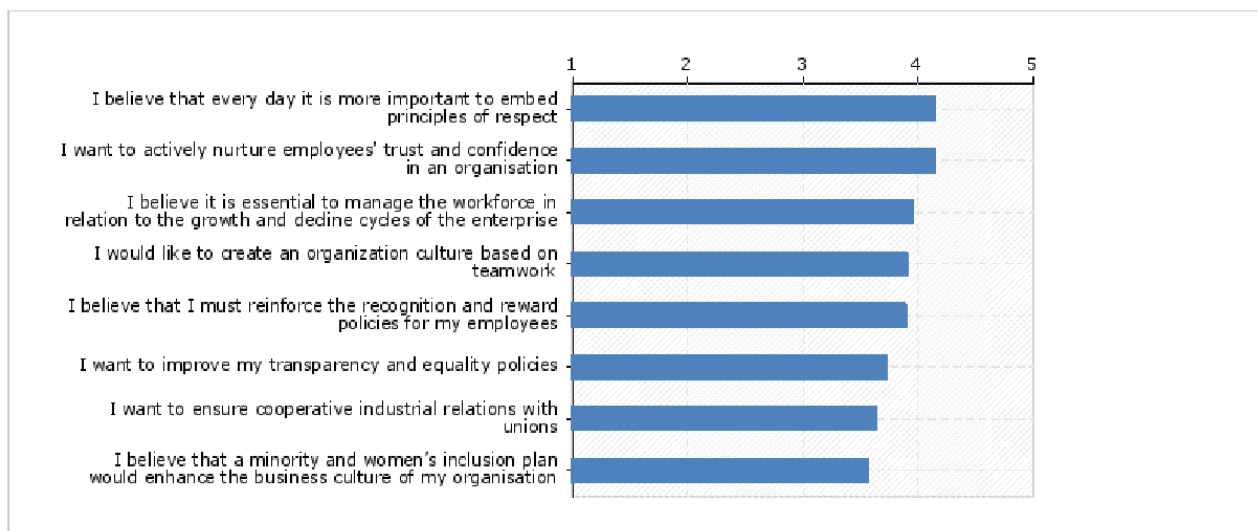
On a statement: *I believe that I must reinforce the recognition and reward policies for my employees*, in Spain (f= 19, f% = 63,33%), in France (f=17, f% = 48,57%), and in Greece and Cyprus (f= 6, f% = 53,85%) most of respondents answered with Agree. In Slovenia (f= 11, f% = 45,83%) most of respondents answered with Strongly agree.

Results table

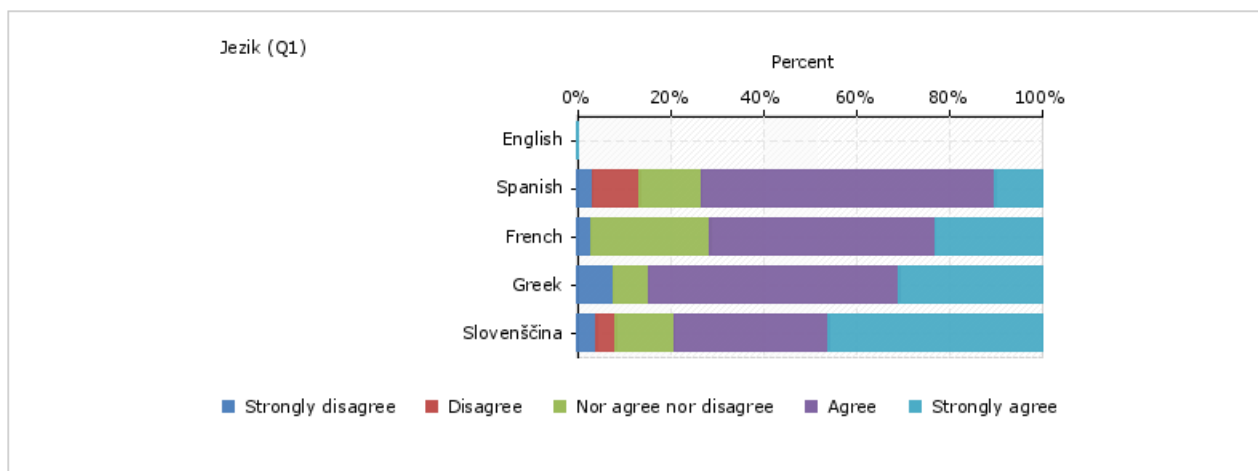
		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0	0	0		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	1	3	4	19	3	30	Agree	Agree
		3,33%	10,00%	13,33%	63,33%	10,00%	100,00%		
	French (3)	1	0	9	17	8	35	Agree	Agree
		2,86%	0,00%	25,71%	48,57%	22,86%	100,00%		

	Greek and Cypriot (4)	1	0	1	7	4	13	Agree	Agree
		7,69%	0,00%	7,69%	53,85%	30,77%	100,00%		
	Slovene (5)	1	1	3	8	11	24	Strongly agree	Strongly agree
		4,17%	4,17%	12,50%	33,33%	45,83%	100,00%		
	Total	4	4	17	51	26	102	Agree	Agree
		3,92%	3,92%	16,67%	50,00%	25,49%	100,00%		

Analysis of general graphs results



Analysis of country specific graphs results



7.18 Q5b: I would like to create an organization culture based on teamwork

Comment: Overall, out of 111 respondents, 107 respondents were valid (N = 107). 5 respondents (4,67%) answered with Strongly disagree, 2 respondents (1,87%) answered with Disagree, 18 respondents (16,82%) answered with nor agree nor disagree, 55 respondents (51,40%) answered with Agree and 27 respondents (25,23%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *I would like to create an organization culture based on teamwork*, in Spain (f= 21, f% = 67,74%), in France (f=21, f% = 53,38%), and in Greece and Cyprus (f= 6, f% = 46,15%) most of respondents answered with Agree. In Slovenia (f= 11, f% = 45,83%) most of respondents answered with Strongly agree.

Results table

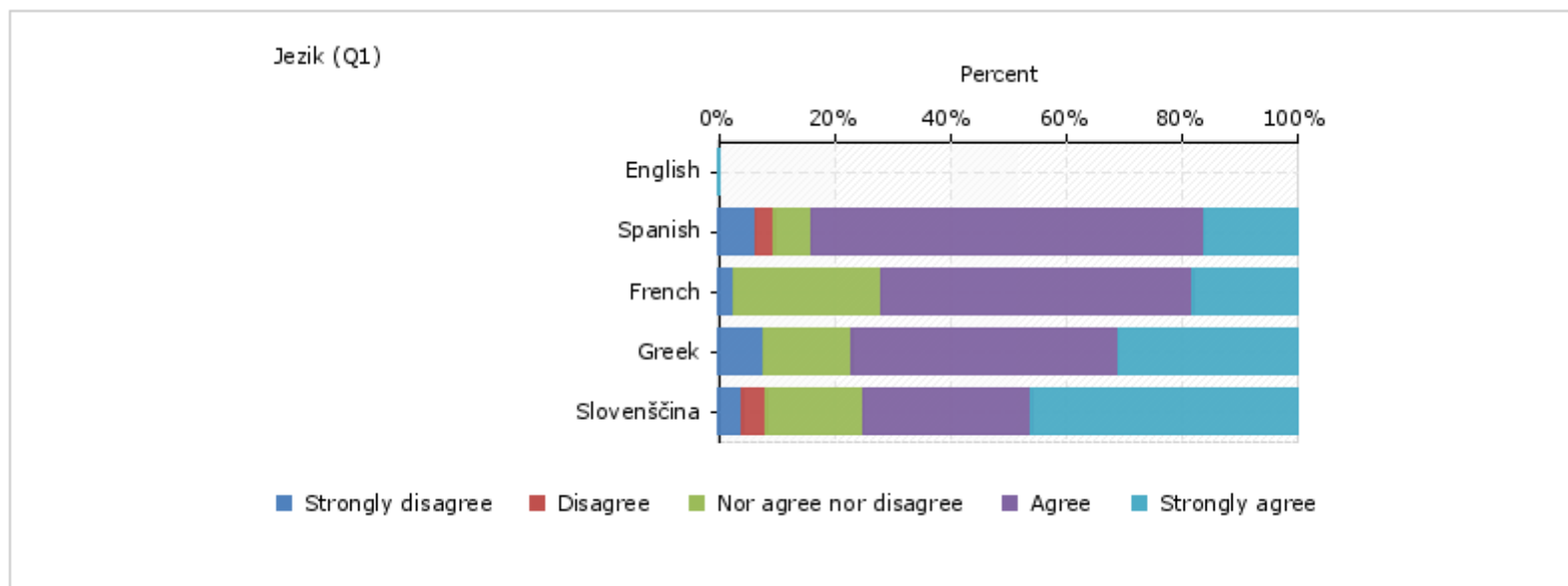
Language (Q1)		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0	0	0		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	2	1	2	21	5	31	Agree	Agree
		6,45%	3,23%	6,45%	67,74%	16,13%	100,00%		
	French (3)	1	0	10	21	7	39	Agree	Agree

		2,56%	0,00%	25,64%	53,85%	17,95%	100,00%		
Greek and Cypriot (4)		1	0	2	6	4	13	Agree	Agree
		7,69%	0,00%	15,38%	46,15%	30,77%	100,00%		
Slovene (5)		1	1	4	7	11	24	Strongly agree	Strongly agree
		4,17%	4,17%	16,67%	29,17%	45,83%	100,00%		
Total		5	2	18	55	27	107	Agree	Agree
		4,67%	1,87%	16,82%	51,40%	25,23%	100,00%		

Analysis of general graphs results

General graph results are presented under Q5a.

Analysis of country specific graphs results



7.19 Q5c: I want to improve my transparency and equality policies

Comment: Overall, out of 111 respondents, 105 respondents were valid (N = 105). 5 respondents (4,67%) answered with Strongly disagree, 5 respondents (4,67%) answered with Disagree, 26 respondents (24,76%) answered with nor agree nor disagree, 46 respondents (43,81%) answered with Agree and 23 respondents (21,90%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *I want to improve my transparency and equality policies*, in Spain (f= 14, f% = 46,67%), in France (f=20, f% = 52,63%), and in Greece and Cyprus (f= 6, f% = 46,15%) most of respondents answered with Agree. In Slovenia (f= 13, f% = 54,17%) most of respondents answered with Strongly agree.

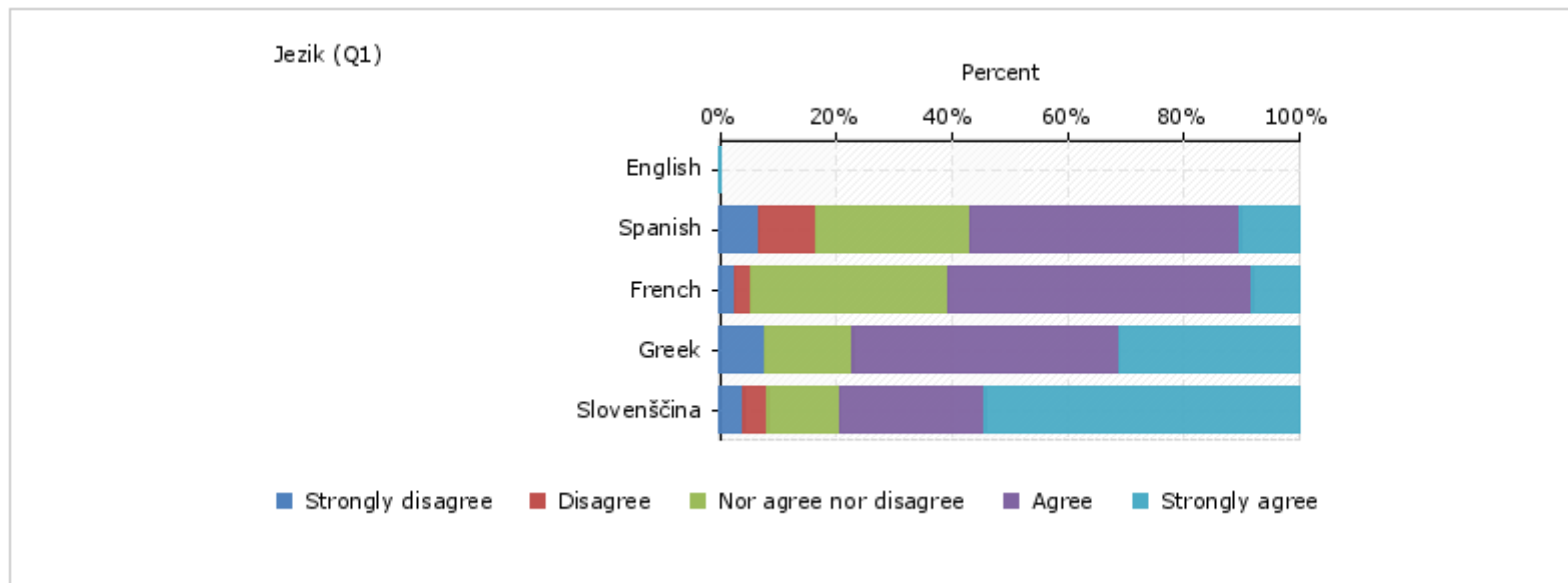
Results table

		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0	0	0		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	2	3	8	14	3	30	Agree	Agree
		6,67%	10,00%	26,67%	46,67%	10,00%	100,00%		
	French (3)	1	1	13	20	3	38	Agree	Agree
		2,63%	2,63%	34,21%	52,63%	7,89%	100,00%		
	Greek and Cypriot (4)	1	0	2	6	4	13	Agree	Agree
		7,69%	0,00%	15,38%	46,15%	30,77%	100,00%		
	Slovene (5)	1	1	3	6	13	24	Strongly agree	Strongly agree
		4,17%	4,17%	12,50%	25,00%	54,17%	100,00%		
	Total	5	5	26	46	23	105	Agree	Agree
		4,76%	4,76%	24,76%	43,81%	21,90%	100,00%		

Analysis of general graphs results

General graph results are presented under Q5a.

Analysis of country specific graphs results



7.20 Q5d: I believe it is essential to manage the workforce in relation to the growth and decline cycles of the enterprise

Comment: Overall, out of 111 respondents, 104 respondents were valid (N = 104). 5 respondents (4,81%) answered with Strongly disagree, 2 respondents (1,92%) answered with Disagree, 16 respondents (15,38%) answered with nor agree nor disagree, 51 respondents (49,04%) answered with Agree and 30 respondents (28,85%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *I believe it is essential to manage the workforce in relation to the growth and decline cycles of the enterprise*, in Spain (f= 18, f% = 60,00%), in France (f=16, f% = 43,24%), in Greece and Cyprus (f= 6, f% = 46,15%) most of respondents answered with Agree. In Slovenia (f= 11, f% = 45,83%) most of respondents answered with Strongly agree and Agree.

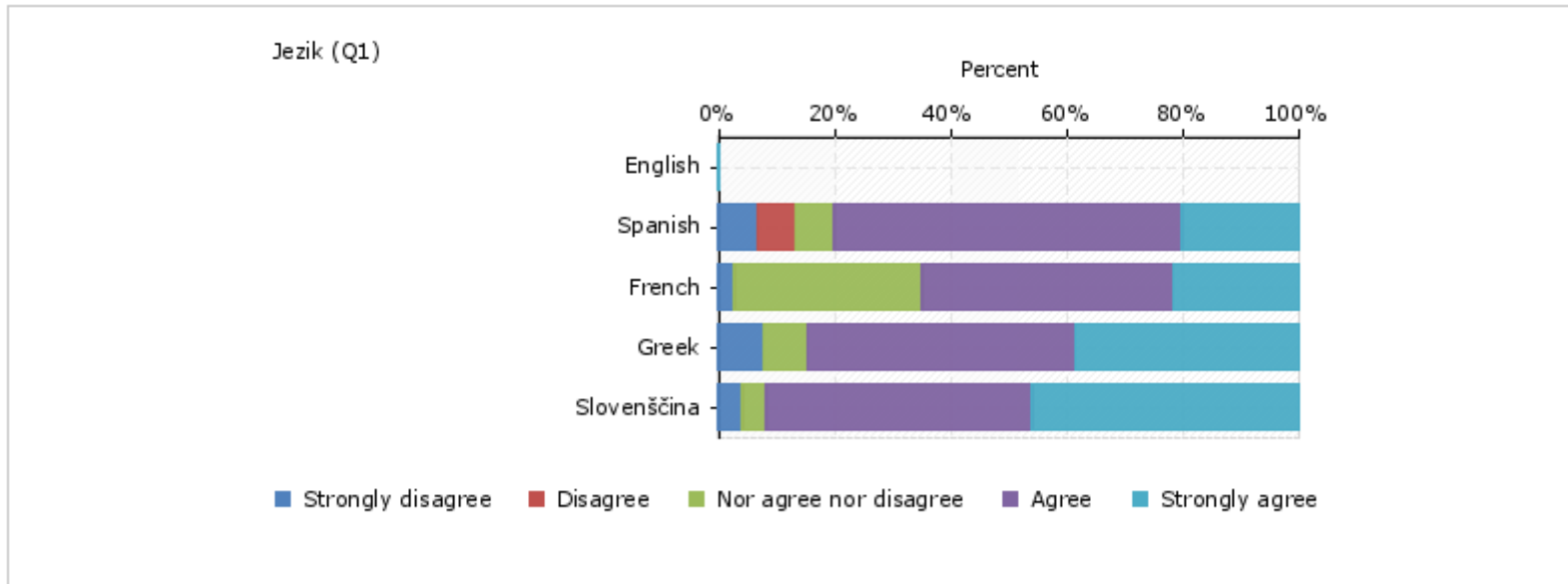
Results table

		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0	0	0		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	2	2	2	18	6	30	Agree	Agree
		6,67%	6,67%	6,67%	60,00%	20,00%	100,00%		
	French (3)	1	0	12	16	8	37	Agree	Agree
		2,70%	0,00%	32,43%	43,24%	21,62%	100,00%		
	Greek and Cypriot (4)	1	0	1	6	5	13	Agree	Agree
		7,69%	0,00%	7,69%	46,15%	38,46%	100,00%		
	Slovene (5)	1	0	1	11	11	24	Agree	Agree
		4,17%	0,00%	4,17%	45,83%	45,83%	100,00%		
	Total	5	2	16	51	30	104	Agree	Agree
		4,81%	1,92%	15,38%	49,04%	28,85%	100,00%		

Analysis of general graphs results

General graph results are presented under Q5a.

Analysis of country specific graphs results



7.21 Q5e: I believe that a minority and women’s inclusion plan would enhance the business culture of my organisation

Comment: Overall, out of 111 respondents, 101 respondents were valid (N = 101). 5 respondents (4,95%) answered with Strongly disagree, 7 respondents (6,93%) answered with Disagree, 33 respondents (32,67%) answered with nor agree nor disagree, 38 respondents (37,62%) answered with Agree and 18 respondents (17,82%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *I believe that a minority and women’s inclusion plan would enhance the business culture of my organisation*, in Spain (f= 15, f% = 51,72%), in France (f=15, f% = 40,54%), most of respondents answered with nor agree nor disagree. In Greece and Cyprus (f= 5, f% = 38,46%) and in Slovenia (f= 11, f% = 50,00%) most of respondents answered with Agree.

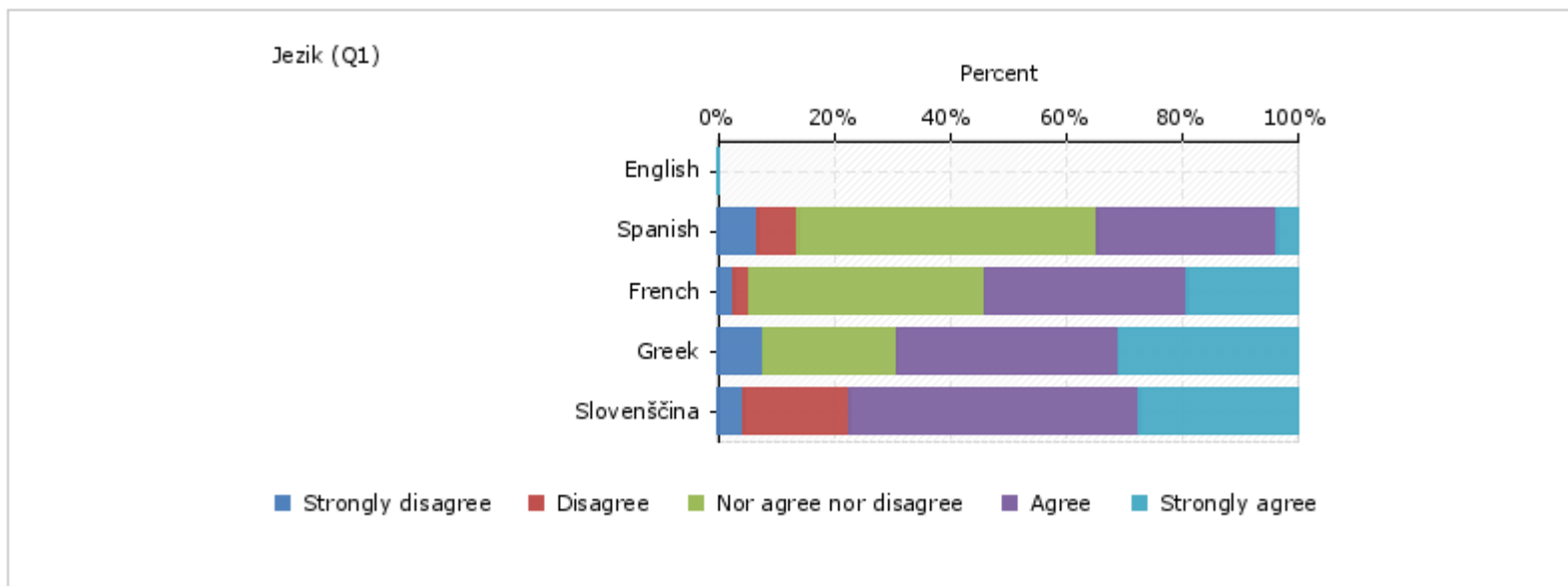
Results table

		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0	0	0		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	2	2	15	9	1	29	Nor agree nor disagree	Nor agree nor disagree
		6,90%	6,90%	51,72%	31,03%	3,45%	100,00%		
	French (3)	1	1	15	13	7	37	Nor agree nor disagree	Agree
		2,70%	2,70%	40,54%	35,14%	18,92%	100,00%		
	Greek and Cypriot (4)	1	0	3	5	4	13	Agree	Agree
		7,69%	0,00%	23,08%	38,46%	30,77%	100,00%		
	Slovene (5)	1	4	0	11	6	22	Agree	Agree
		4,55%	18,18%	0,00%	50,00%	27,27%	100,00%		
	Total	5	7	33	38	18	101	Agree	Agree
		4,95%	6,93%	32,67%	37,62%	17,82%	100,00%		

Analysis of general graphs results

General graph results are presented under Q5a.

Analysis of country specific graphs results



7.22 Q5f: I believe that every day it is more important to embed principles of respect

Comment: Overall, out of 111 respondents, 104 respondents were valid (N = 104). 5 respondents (4,81%) answered with Strongly disagree, 2 respondents (1,92%) answered with Disagree, 8 respondents (7,69%) answered with nor agree nor disagree, 47 respondents (45,19%) answered with Agree and 42 respondents (40,38%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *I believe that every day it is more important to embed principles of respect*, in Spain (f= 14, f% = 46,67%), in Greece and Cyprus (f= 7, f% = 53,85%), most of respondents answered with Agree. In France (f=16, f% = 42,11%) and in Slovenia (f= 10, f% = 43,48%), most of respondents answered with Agree and Strongly agree.

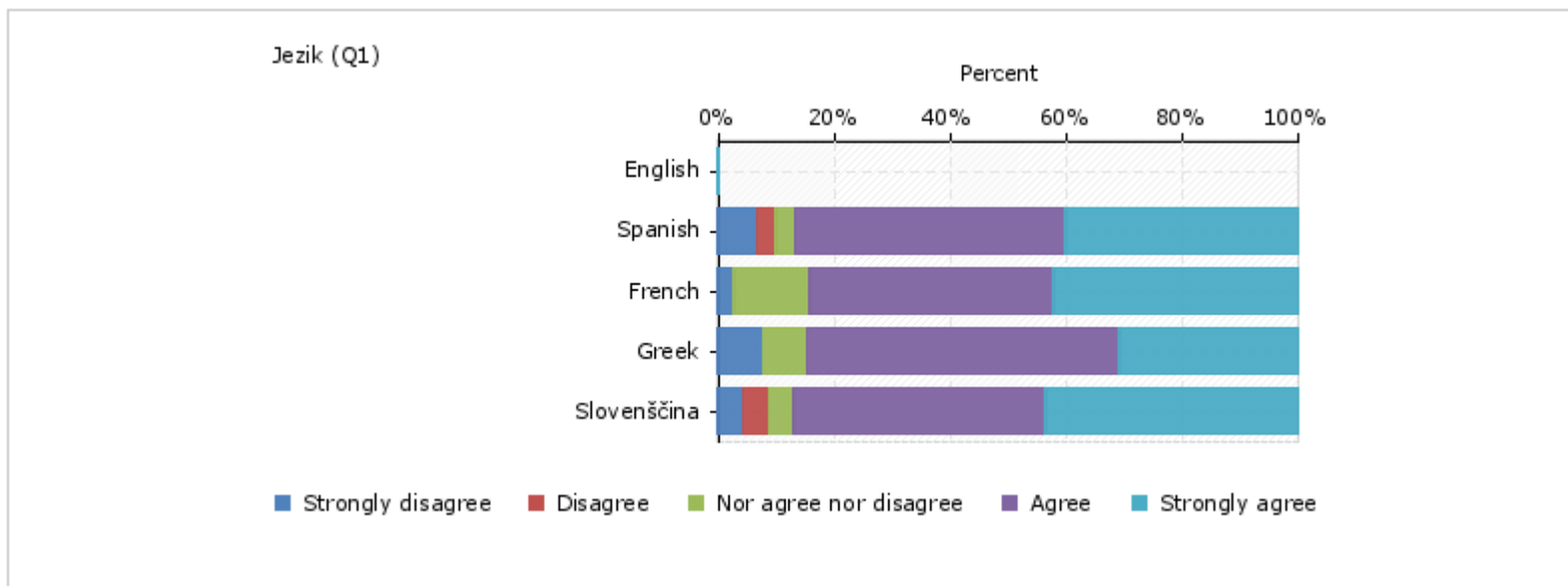
Results table

		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0	0	0		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	2	1	1	14	12	30	Agree	Agree
		6,67%	3,33%	3,33%	46,67%	40,00%	100,00%		
	French (3)	1	0	5	16	16	38	Agree and Strongly agree	Agree
		2,63%	0,00%	13,16%	42,11%	42,11%	100,00%		
	Greek and Cypriot (4)	1	0	1	7	4	13	Agree	Agree
		7,69%	0,00%	7,69%	53,85%	30,77%	100,00%		
	Slovene (5)	1	1	1	10	10	23	Agree and Strongly agree	Agree
		4,35%	4,35%	4,35%	43,48%	43,48%	100,00%		
	Total	5	2	8	47	42	104	Agree	Agree
		4,81%	1,92%	7,69%	45,19%	40,38%	100,00%		

Analysis of general graphs results

General graph results are presented under Q5a.

Analysis of country specific graphs results



7.23 Q5g: I want to ensure cooperative industrial relations with unions

Comment: Overall, out of 111 respondents, 97 respondents were valid (N = 97). 4 respondents (4,12%) answered with Strongly disagree, 4 respondents (4,12%) answered with Disagree, 35 respondents (36,08%) answered with nor agree nor disagree, 34 respondents (35,05%) answered with Agree and 20 respondents (20,62%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *I want to ensure cooperative industrial relations with unions*, in Spain (f= 12, f% = 41,38%), and in Slovenia (f= 11, f% = 45,83%), most of respondents answered with Agree. In Greece and Cyprus (f= 5, f% = 41,67%) and in France (f=20, f% = 62,50%) most of respondents answered with nor agree nor disagree.

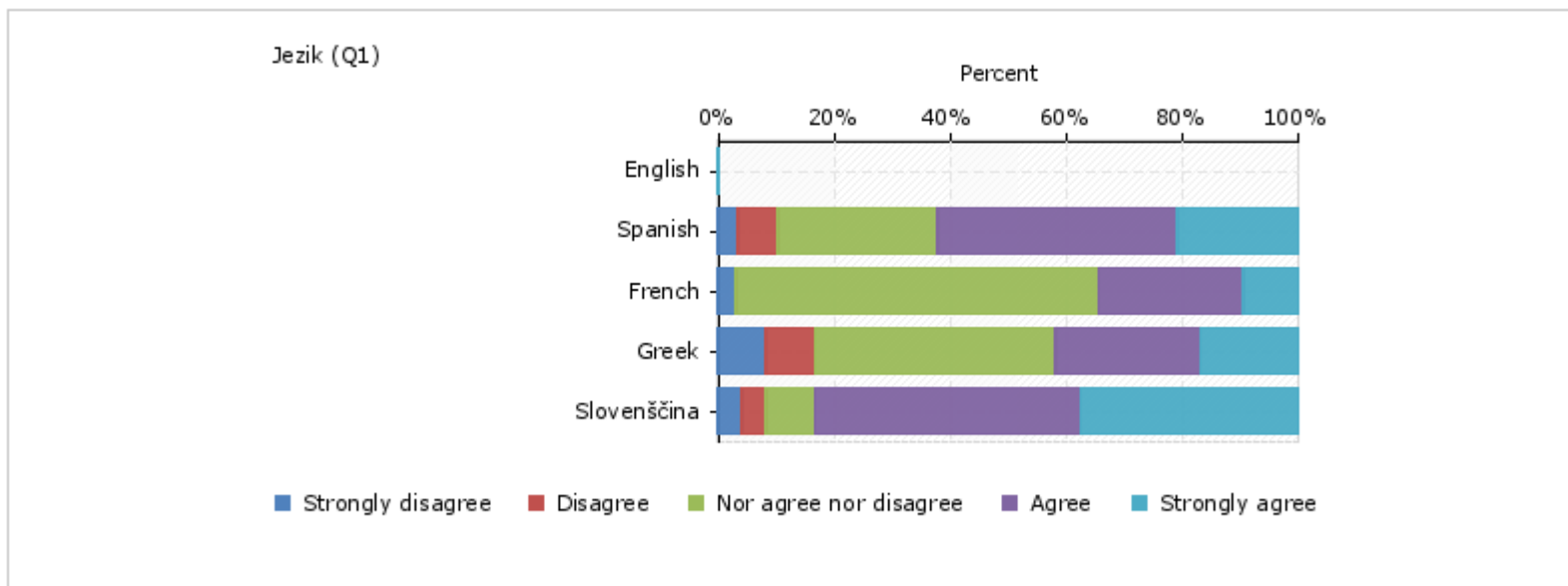
Results table

		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0	0	0		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	1	2	8	12	6	29	Agree	Agree
		3,45%	6,90%	27,59%	41,38%	20,69%	100,00%		
	French (3)	1	0	20	8	3	32	Nor agree nor disagree	Nor agree nor disagree
		3,13%	0,00%	62,50%	25,00%	9,38%	100,00%		
	Greek and Cypriot (4)	1	1	5	3	2	12	Nor agree nor disagree	Nor agree nor disagree
		8,33%	8,33%	41,67%	25,00%	16,67%	100,00%		
	Slovene (5)	1	1	2	11	9	24	Agree	Agree
		4,17%	4,17%	8,33%	45,83%	37,50%	100,00%		
	Total	4	4	35	34	20	97	Nor agree nor disagree	Agree
		4,12%	4,12%	36,08%	35,05%	20,62%	100,00%		

Analysis of general graphs results

General graph results are presented under Q5a.

Analysis of country specific graphs results



7.24 Q5h: I want to actively nurture employees' trust and confidence in an organisation

Comment: Overall, out of 111 respondents, 105 respondents were valid (N = 105). 5 respondents (4,76%) answered with Strongly disagree, 1 respondent (0,95%) answered with Disagree, 6 respondents (5,71%) answered with nor agree nor disagree, 55 respondents (52,38%) answered with Agree and 38 respondents (36,19%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *I want to actively nurture employees' trust and confidence in an organisation*, in Spain (f= 13, f% = 43,33%), most of respondents answered with Agree and Strongly agree. In all other countries, in France (f=24, f% = 63,16%), in Greece and Cyprus (f= 6, f% = 46,15%), and in Slovenia (f= 12, f% = 50,00%), most of respondents answered with Agree.

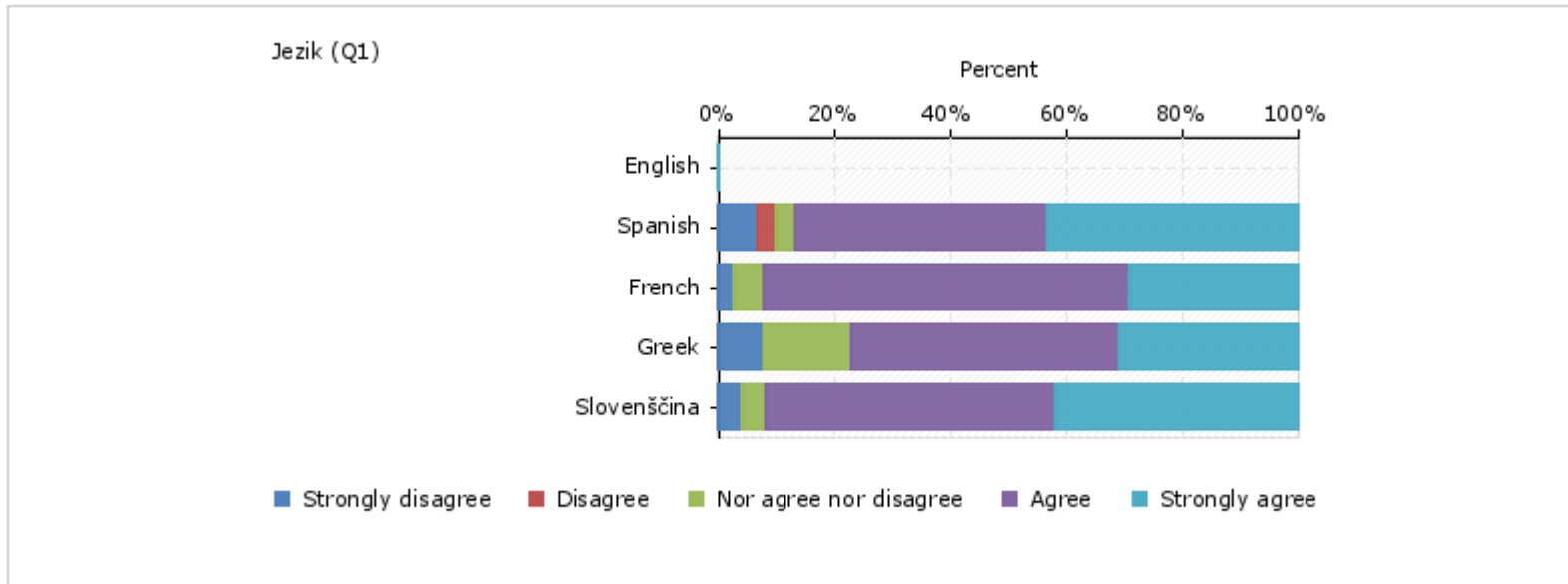
Results table

		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0	0	0		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	2	1	1	13	13	30	Agree and Strongly agree	Agree
		6,67%	3,33%	3,33%	43,33%	43,33%	100,00%		
	French (3)	1	0	2	24	11	38	Agree	Agree
		2,63%	0,00%	5,26%	63,16%	28,95%	100,00%		
	Greek and Cypriot (4)	1	0	2	6	4	13	Agree	Agree
		7,69%	0,00%	15,38%	46,15%	30,77%	100,00%		
	Slovene (5)	1	0	1	12	10	24	Agree	Agree
		4,17%	0,00%	4,17%	50,00%	41,67%	100,00%		
	Total	5	1	6	55	38	105	Agree	Agree
		4,76%	0,95%	5,71%	52,38%	36,19%	100,00%		

Analysis of general graphs results

General graph results are presented under Q5a.

Analysis of country specific graphs results



7.25 Q6a: I think I should improve my skills and competencies in HRM practices

Comment: Overall, out of 111 respondents, 105 respondents were valid (N = 105). 95 respondents (90,48) answered with Yes, 10 respondents (9,52%) answered with No, as you can see from the results in the table below.

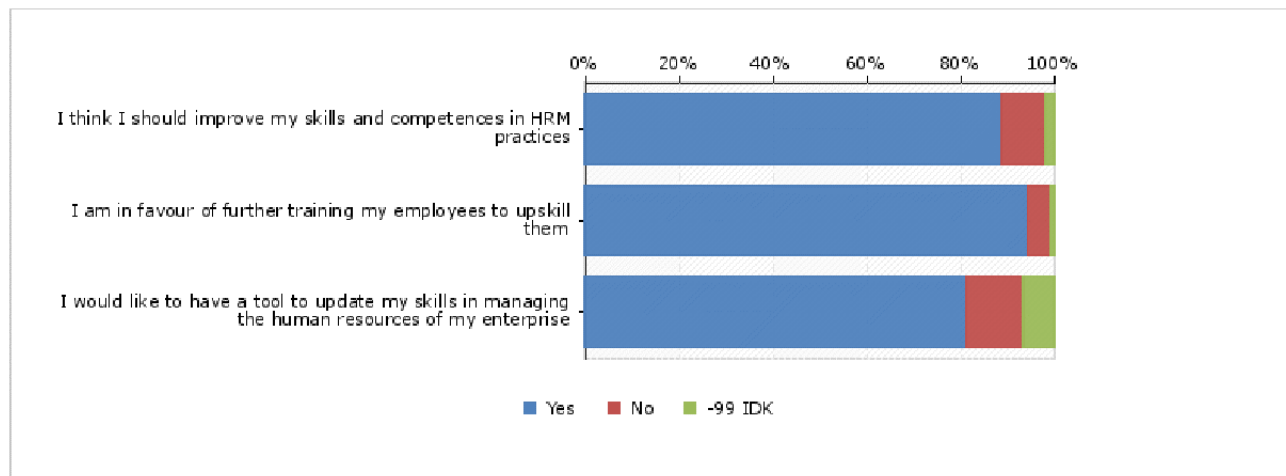
On a statement: *I think I should improve my skills and competencies in HRM practices*, in Spain (f= 28, f% = 93,33%), in France (f=37, f% = 94,87%), in Greece and Cyprus (f= 10, f% = 83,33%), and in Slovenia (f= 20, f% = 83,33%), most of respondents answered with Yes.

Results table

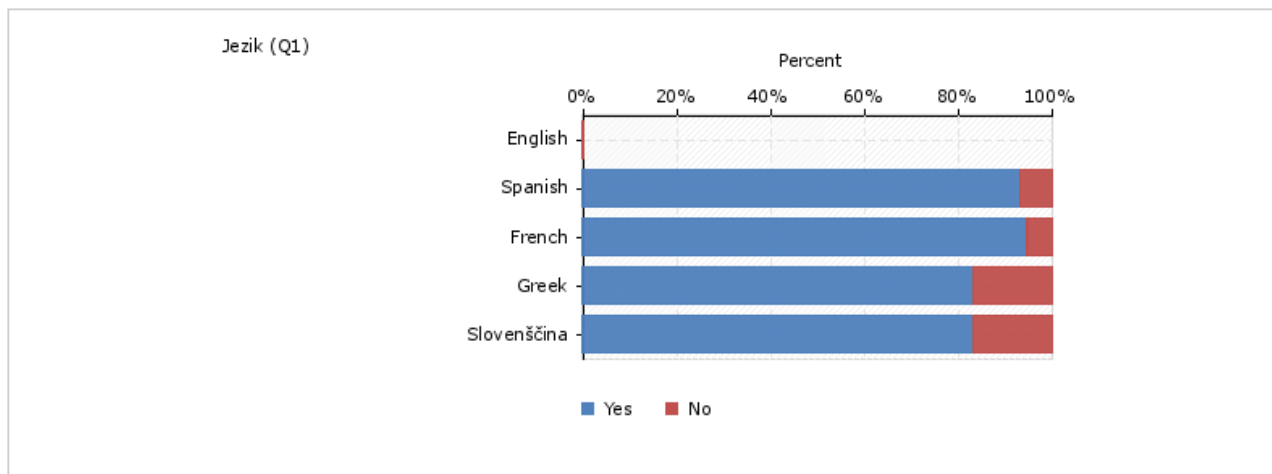
Yes (1)	No (2)	Total	Mode	Median

Language (Q1)	English (1)	0	0	0		
		0,00%	0,00%	100,00%	Yes	Yes
	Spanish (2)	28	2	30		
		93,33%	6,67%	100,00%	Yes	Yes
	French (3)	37	2	39		
		94,87%	5,13%	100,00%		
	Greek and Cypriot (4)	10	2	12	Yes	Yes
		83,33%	16,67%	100,00%		
	Slovene (5)	20	4	24	Yes	Yes
		83,33%	16,67%	100,00%		
	Total	95	10	105	Yes	Yes
		90,48%	9,52%	100,00%		

Analysis of general graphs results



Analysis of country specific graphs results



7.26 Q6b: I am in favour of further training my employees to upskill them

Comment: Overall, out of 111 respondents, 106 respondents were valid (N = 106). 101 respondents (95,28) answered with Yes, 5 respondents (9,472%) answered with No, as you can see from the results in the table below.

On a statement: *I am in favour of further training my employees to upskill them*, in Spain (f= 30, f% = 100,00%), in France (f=39, f% = 100,00%), in Greece and Cyprus (f= 11, f% = 84,62%), and in Slovenia (f= 21, f% = 87,50%), most of respondents answered with Yes.

Results table

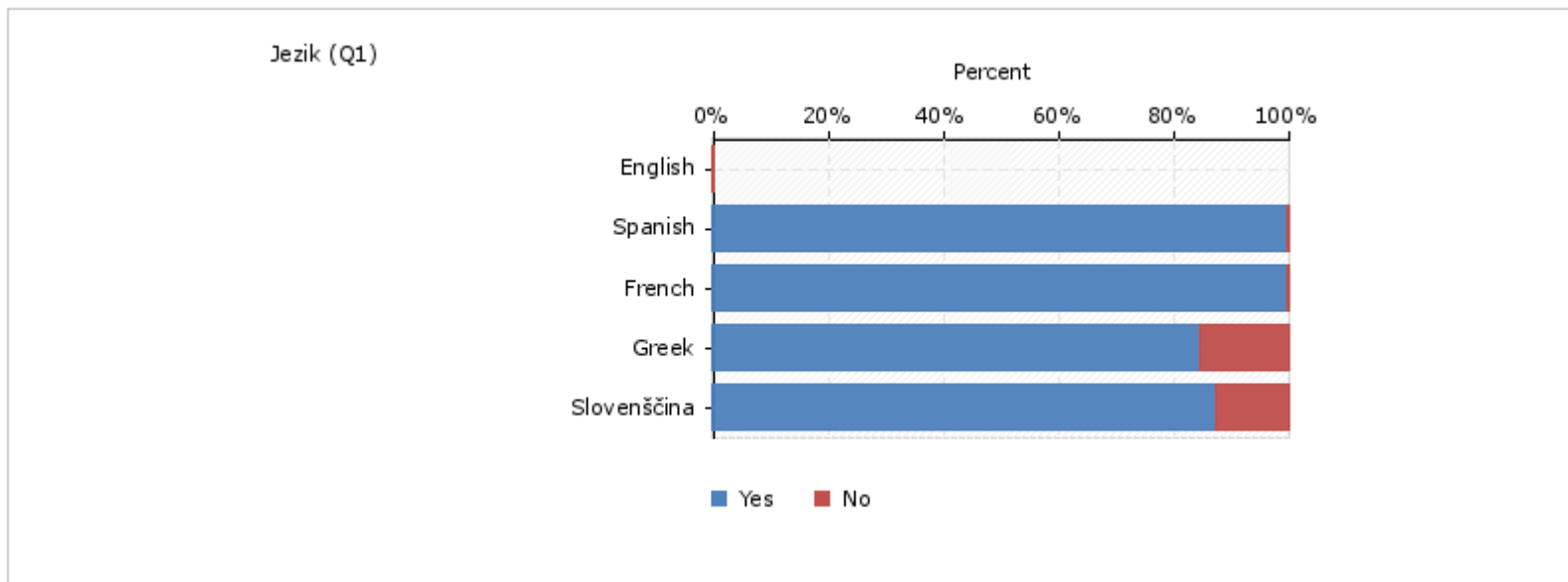
Language (Q1)		Yes (1)	No (2)	Total	Mode	Median
	English (1)	0	0	0		
		0,00%	0,00%	100,00%		
	Spanish (2)	30	0	30	Yes	Yes
		100,00%	0,00%	100,00%		
	French (3)	39	0	39	Yes	Yes
		100,00%	0,00%	100,00%		

Greek and Cypriot (4)	11	2	13	Yes	Yes
	84,62%	15,38%	100,00%		
Slovene (5)	21	3	24	Yes	Yes
	87,50%	12,50%	100,00%		
Total	101	5	106	Yes	Yes
	95,28%	4,72%	100,00%		

Analysis of general graphs results

General graph results are presented under Q6a.

Analysis of country specific graphs results



7.27 Q6c: I would like to have a tool to update my skills in managing the human resources of my enterprise

Comment: Overall, out of 111 respondents, 100 respondents were valid (N = 100). 87 respondents (87) answered with Yes, 13 respondents (13%) answered with No, as you can see from the results in the table below.

On a statement: *I would like to have a tool to update my skills in managing the human resources of my enterprise*, in Spain (f= 25, f% = 86,21%), in France (f=31, f% = 88,57%), in Greece and Cyprus (f= 10, f% = 83,33%), and in Slovenia (f= 21, f% = 87,50%), most of respondents answered with Yes.

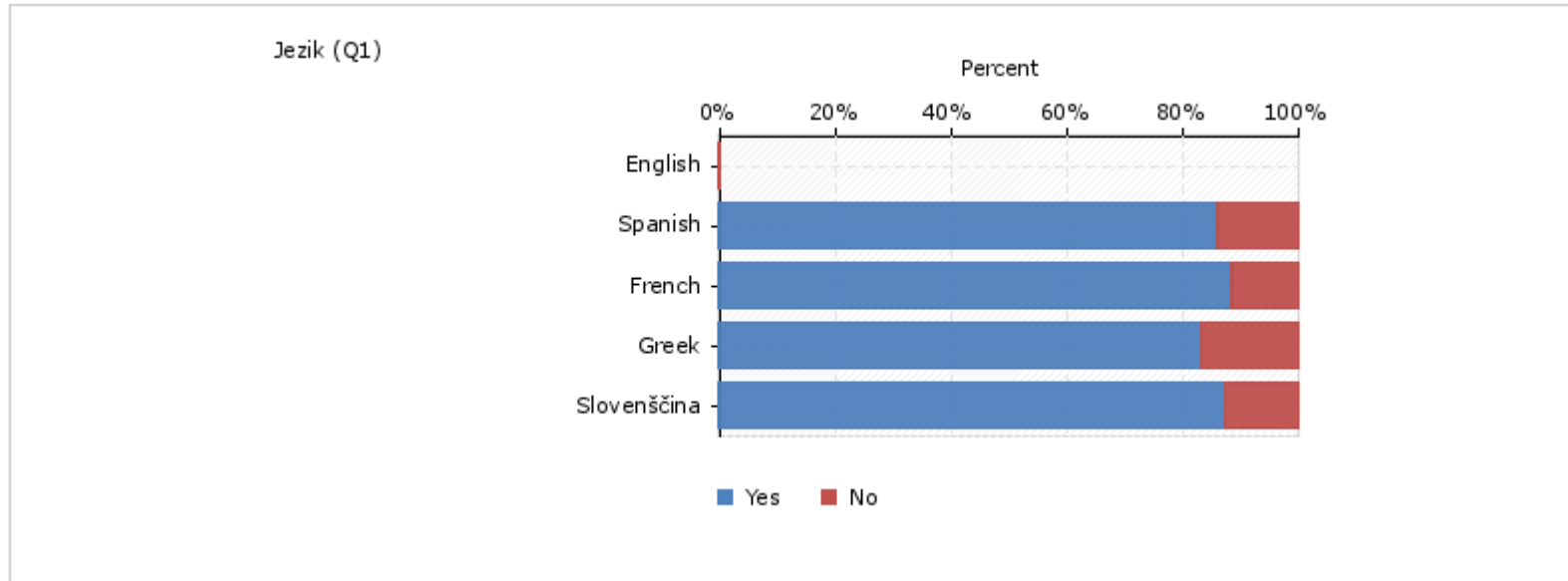
Results table

		Yes (1)	No (2)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0		
		0,00%	0,00%	100,00%		
	Spanish (2)	25	4	29	Yes	Yes
		86,21%	13,79%	100,00%		
	French (3)	31	4	35	Yes	Yes
		88,57%	11,43%	100,00%		
	Greek and Cypriot (4)	10	2	12	Yes	Yes
		83,33%	16,67%	100,00%		
	Slovene (5)	21	3	24	Yes	Yes
		87,50%	12,50%	100,00%		
	Total	87	13	100	Yes	Yes
		87,00%	13,00%	100,00%		

Analysis of general graphs results

General graph results are presented under Q6a.

Analysis of country specific graphs results



7.28 Q7a: How would you rate your acquaintance with workforce Planning

Comment: Overall, out of 111 respondents, 102 respondents were valid (N = 102). Average is 6,7, meanwhile standard deviation is 2,1.

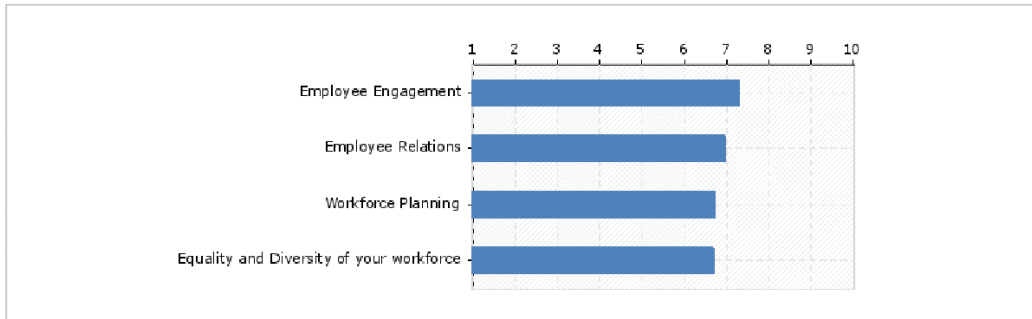
On a question: *How would you rate your acquaintance with workforce Planning*, in Spain (f= 8, f% = 26,6%), most of respondents answered with 5. In France (f=8, f% = 21,62%), most of respondents answered with 7, in Greece and Cyprus (f= 3, f% = 25,00%), and in Slovenia (f= 55, f% = 21,75%), most of respondents answered with 9,10.

Results table

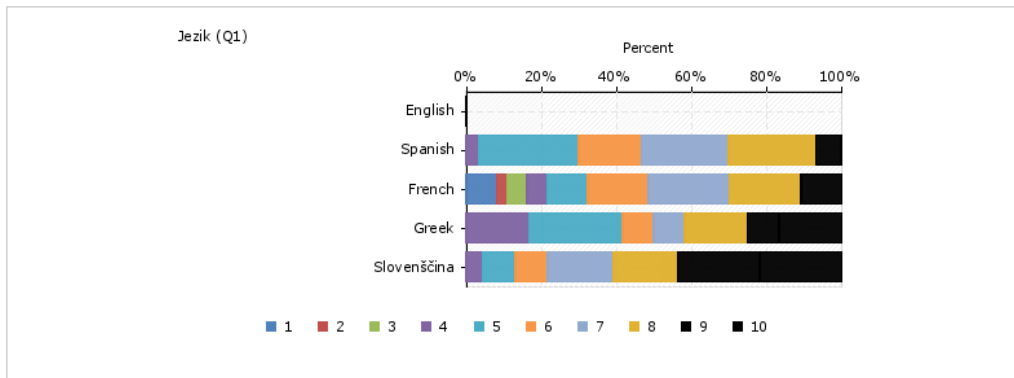
	Sub question	Answers											Valid	Units	Average	Std. deviation
		1	2	3	4	5	6	7	8	9	10	Valid				
Q7a	Workforce Planning	3 (3%)	1 (1%)	2 (2%)	6 (6%)	17 (17%)	14 (14%)	20 (20%)	20 (20%)	8 (8%)	11 (11%)	102 (100%)	102	111	6.7	2.1

		1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	8 (8)	9 (9)	10 (10)	Total	Mean	Mode	Median	
Language (Q1)	English (1)	0	0	0	0	0	0	0	0	0	0	0	0			
		0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	100,00%			
	Spanish (2)	0	0	0	1	8	5	7	7	2	0	0	30	6,57	5	7
		0,00%	0,00%	0,00%	3,33%	26,67%	16,67%	23,33%	23,33%	6,67%	0,00%	0,00%	100,00%			
	French (3)	3	1	2	2	4	6	8	7	0	4	4	37	6,14	7	7
		8,11%	2,70%	5,41%	5,41%	10,81%	16,22%	21,62%	18,92%	0,00%	10,81%	10,81%	100,00%			
	Greek and Cypriot (4)	0	0	0	2	3	1	1	2	1	2	2	12	6,75	5	6
		0,00%	0,00%	0,00%	16,67%	25,00%	8,33%	8,33%	16,67%	8,33%	16,67%	16,67%	100,00%			
	Slovene (5)	0	0	0	1	2	2	4	4	5	5	5	23	7,87	9,10	8
		0,00%	0,00%	0,00%	4,35%	8,70%	8,70%	17,39%	17,39%	21,74%	21,74%	21,74%	100,00%			
	Total	3	1	2	6	17	14	20	20	8	11	11	102	6,73	7,8	7
		2,94%	0,98%	1,96%	5,88%	16,67%	13,73%	19,61%	19,61%	7,84%	10,78%	10,78%	100,00%			

Analysis of general graphs results



Analysis of country specific graphs results



7.29 Q7b: How would you rate your acquaintance with equality and Diversity of your workforce

Comment: Overall, out of 111 respondents, 102 respondents were valid (N = 102). Average is 6,7, meanwhile standard deviation is 1,8.

On a question: *How would you rate your acquaintance with equality and Diversity of your workforce*, in Spain (f= 8, f% = 26,6%), most of respondents answered with 5. In France (f=9, f% = 24,32%), most of respondents answered with 7 and 9, in Greece and Cyprus (f= 4, f% = 33,33%), and in Slovenia (f= 6, f% = 26,09%), most of respondents answered with 7.

Results table

	Sub question	Answers											Valid	Units	Average	Std. deviation	
		1	2	3	4	5	6	7	8	9	10						

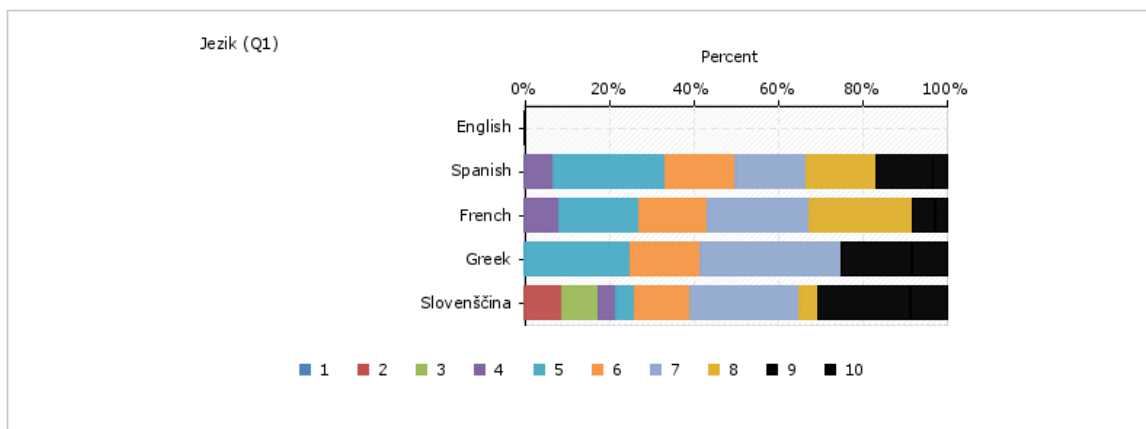
Q7b	Equality and Diversity of your workforce	0 (0%)	2 (2%)	2 (2%)	6 (6%)	19 (19%)	16 (16%)	24 (24%)	15 (15%)	13 (13%)	5 (5%)	102 (100%)	102	111	6.7	1.8
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		1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	8 (8)	9 (9)	10 (10)	Total	Mean	Mode	Median	
Language (Q1)	English (1)	0	0	0	0	0	0	0	0	0	0	0	0			
		0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	100,00%			
	Spanish (2)	0	0	0	2	8	5	5	5	4	1	1	30	6,63	5	6
		0,00%	0,00%	0,00%	6,67%	26,67%	16,67%	16,67%	16,67%	13,33%	3,33%	100,00%				
	French (3)	0	0	0	3	7	6	9	9	2	1	1	37	6,65	7,8	7
		0,00%	0,00%	0,00%	8,11%	18,92%	16,22%	24,32%	24,32%	5,41%	2,70%	100,00%				
	Greek and Cypriot (4)	0	0	0	0	3	2	4	0	2	1	1	12	6,92	7	7
		0,00%	0,00%	0,00%	0,00%	25,00%	16,67%	33,33%	0,00%	16,67%	8,33%	100,00%				
	Slovene (5)	0	2	2	1	1	3	6	1	5	2	2	23	6,61	7	7
		0,00%	8,70%	8,70%	4,35%	4,35%	13,04%	26,09%	4,35%	21,74%	8,70%	100,00%				
	Total	0	2	2	6	19	16	24	15	13	5	5	102	6,67	7	7
		0,00%	1,96%	1,96%	5,88%	18,63%	15,69%	23,53%	14,71%	12,75%	4,90%	100,00%				

Analysis of general graphs results

General graph results are presented under Q7a.

Analysis of country specific graphs results



7.30 Q7c: How would you rate your acquaintance with employee relations

Comment: Overall, out of 111 respondents, 102 respondents were valid (N = 102). Average is 7,0, meanwhile standard deviation is 1,6.

On a question: *How would you rate your acquaintance with employee relations*, in Spain (f= 10, f% = 33,33%), and in Greece and Cyprus (f= 6, f% = 50,00%), most of respondents answered with 6. In France (f=13, f% = 35,14%), most of respondents answered with 7, and in Slovenia (f= 8, f% = 34,78%), most of respondents answered with 8.

Results table

	Sub question	Answers										Valid	Units	Average	Std. deviation	
		1	2	3	4	5	6	7	8	9	10					Valid
Q7c	Employee Relations	0 (0%)	0 (0%)	1 (1%)	3 (3%)	17 (17%)	21 (21%)	19 (19%)	24 (24%)	12 (12%)	5 (5%)	102 (100%)	102	111	7.0	1.6

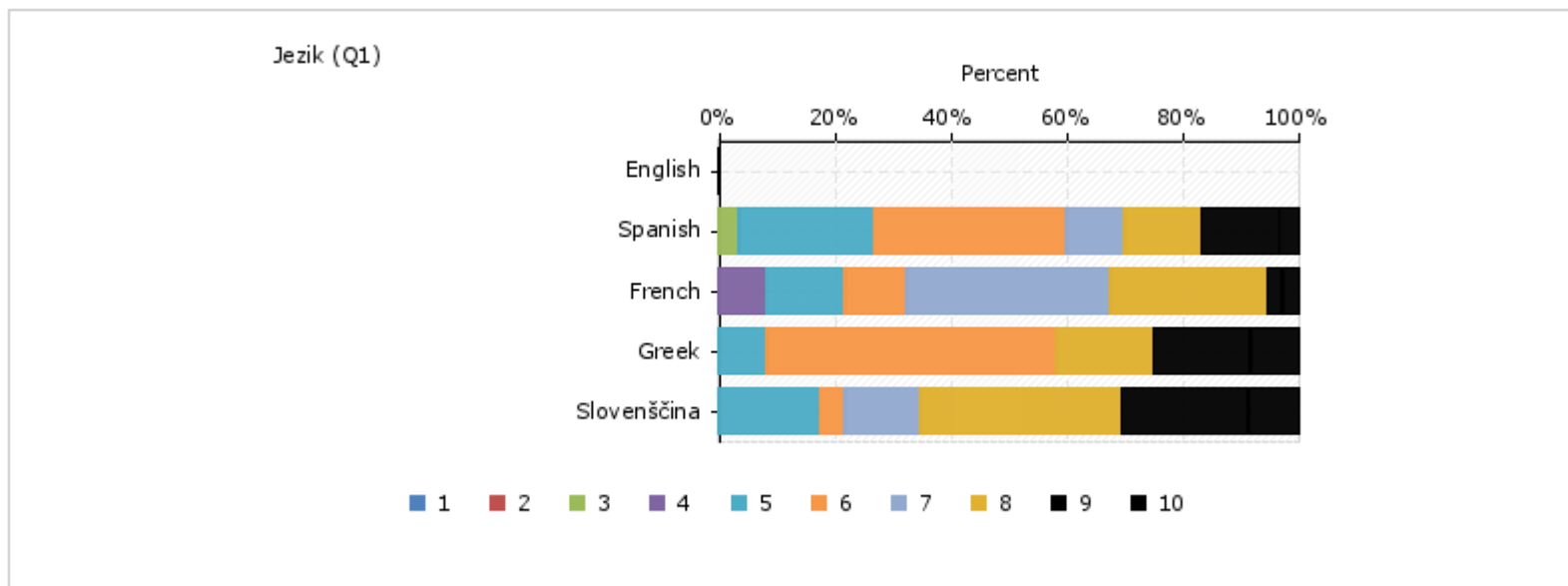
1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	8 (8)	9 (9)	10 (10)	Total	Mean	Mode	Median
0	0	1	3	17	21	19	24	12	5	102	7.0	8	7

Language (Q1)	English (1)	0	0	0	0	0	0	0	0	0	0	0			
		0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	0	0	1	0	7	10	3	4	4	1	30	6,57	6	7
		0,00%	0,00%	3,33%	0,00%	23,33%	33,33%	10,00%	13,33%	13,33%	3,33%	100,00%			
	French (3)	0	0	0	3	5	4	13	10	1	1	37	6,78	7	7
		0,00%	0,00%	0,00%	8,11%	13,51%	10,81%	35,14%	27,03%	2,70%	2,70%	100,00%			
	Greek and Cypriot (4)	0	0	0	0	1	6	0	2	2	1	12	7,08	6	6
		0,00%	0,00%	0,00%	0,00%	8,33%	50,00%	0,00%	16,67%	16,67%	8,33%	100,00%			
	Slovene (5)	0	0	0	0	4	1	3	8	5	2	23	7,65	8	8
		0,00%	0,00%	0,00%	0,00%	17,39%	4,35%	13,04%	34,78%	21,74%	8,70%	100,00%			
	Total	0	0	1	3	17	21	19	24	12	5	102	6,95	8	8
		0,00%	0,00%	0,98%	2,94%	16,67%	20,59%	18,63%	23,53%	11,76%	4,90%	100,00%			7

Analysis of general graphs results

General graph results are presented under Q7a.

Analysis of country specific graphs results



7.31 Q7d: How would you rate your acquaintance with employee Engagement

Comment: Overall, out of 111 respondents, 102 respondents were valid (N = 102). Average is 7,3, meanwhile standard deviation is 1,7.

On a question: *How would you rate your acquaintance with employee relations*, in Spain (f= 8, f% = 26,67%), and in Greece and Cyprus (f= 3, f% = 25,00%), most of respondents answered with 7 and 8. In France (f=11, f% = 29,73%), most of respondents answered with 7, and in Slovenia (f= 7, f% = 30,43%), most of respondents answered with 9.

Results table

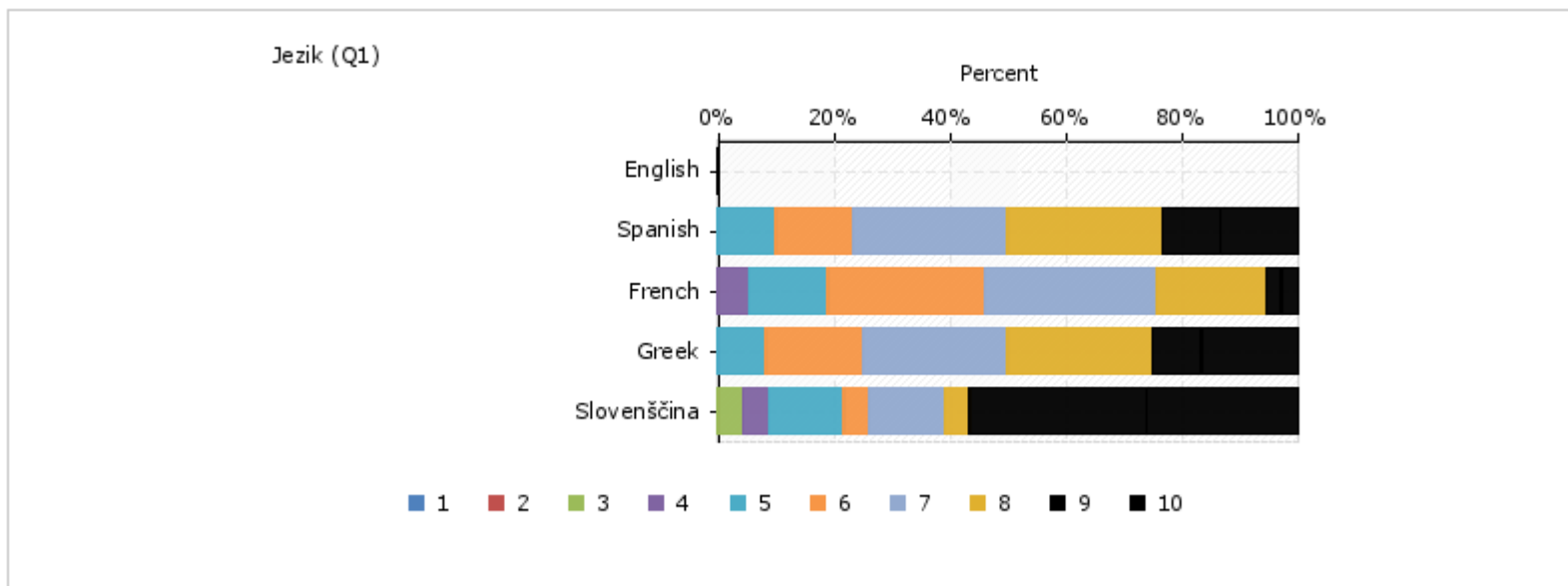
	Sub question	Answers											Valid	Units	Average	Std. deviation
		1	2	3	4	5	6	7	8	9	10	Valid				
Q7d	Employee Engagement	0 (0%)	0 (0%)	1 (1%)	3 (3%)	12 (12%)	17 (17%)	25 (25%)	19 (19%)	12 (12%)	13 (13%)	102 (100%)	102	111	7.3	1.7

		1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	8 (8)	9 (9)	10 (10)	Total	Mean	Mode	Median	
Language (Q1)	English (1)	0	0	0	0	0	0	0	0	0	0	0	0			
		0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	100,00%			
	Spanish (2)	0	0	0	0	3	4	8	8	3	4	4	30	7,53	7,8	7
		0,00%	0,00%	0,00%	0,00%	10,00%	13,33%	26,67%	26,67%	10,00%	13,33%	100,00%	100,00%			
	French (3)	0	0	0	2	5	10	11	7	1	1	1	37	6,62	7	7
		0,00%	0,00%	0,00%	5,41%	13,51%	27,03%	29,73%	18,92%	2,70%	2,70%	100,00%	100,00%			
	Greek and Cypriot (4)	0	0	0	0	1	2	3	3	1	2	2	12	7,85	7,8	7
		0,00%	0,00%	0,00%	0,00%	8,33%	16,67%	25,00%	25,00%	8,33%	16,67%	100,00%	100,00%			
	Slovene (5)	0	0	1	1	3	1	3	1	7	6	6	23	7,83	9	9
		0,00%	0,00%	4,35%	4,35%	13,04%	4,35%	13,04%	4,35%	30,43%	26,09%	100,00%	100,00%			
	Total	0	0	1	3	12	17	25	19	12	13	13	102	7,27	7	7
		0,00%	0,00%	0,98%	2,94%	11,76%	16,67%	24,51%	18,63%	11,76%	12,75%	100,00%	100,00%			

Analysis of general graphs results

General graph results are presented under Q7a.

Analysis of country specific graphs results



7.32 Q8: The reasonable length of the course would be...

Comment: Overall, out of 111 respondents, 105 respondents were valid (N = 105). 60 respondents (57,14%) answered with 8 - 16 hours

(1-2 working days), 28 respondents (60,00%) answered with 16 - 24 hours (2-3 working days) and 17 respondents (24%) answered with 24 - 32 hours

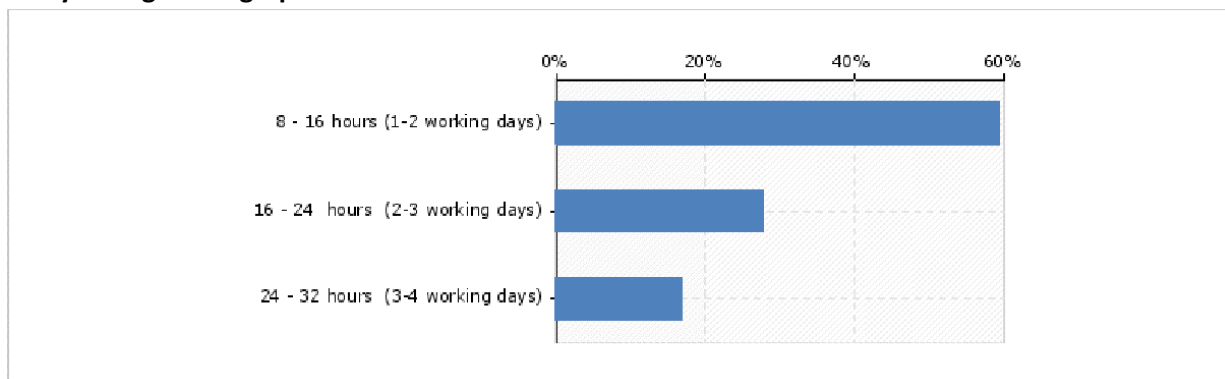
(3-4 working days), as you can see from the results in the table below.

On a statement: *The reasonable length of the course would be...*, in Spain (f= 20, f% = 76,92%), in France (f=33, f% = 80,49%), most of respondents answered with 8 - 16 hours (1-2 working days). In Greece and Cyprus (f= 6, f% = 46,15), most of respondents answered with 24 - 32 hours (3-4 working days) and in Slovenia (f= 21, f% = 87,50%), most of respondents answered with 16 - 24 hours (2-3 working days).

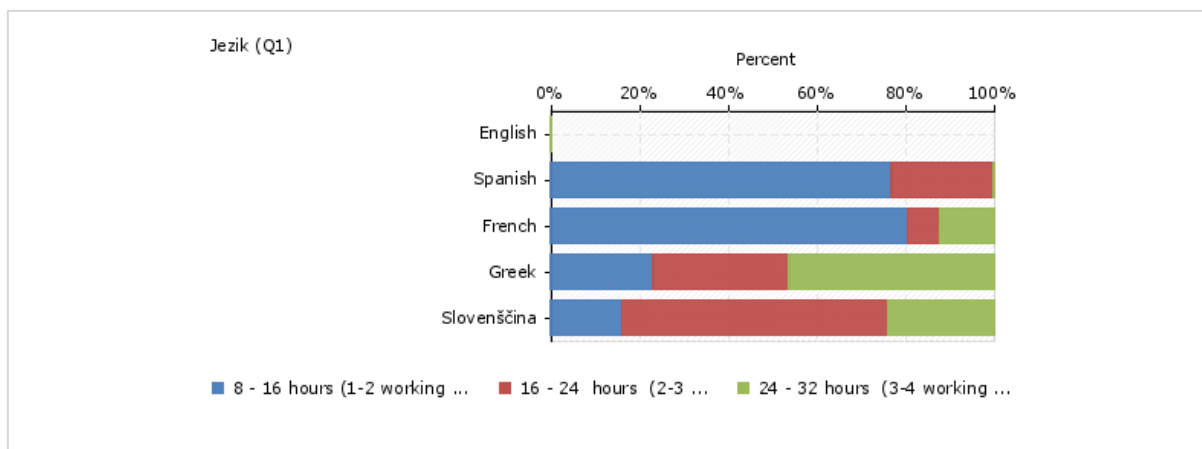
Results table

		8 - 16 hours (1-2 working days) (41)	16 - 24 hours (2-3 working days) (42)	24 - 32 hours (3-4 working days) (43)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0		
		0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	20	6	0	26	8 - 16 hours (1-2 working days)	8 - 16 hours (1-2 working days)
		76,92%	23,08%	0,00%	100,00%		
	French (3)	33	3	5	41	8 - 16 hours (1-2 working days)	8 - 16 hours (1-2 working days)
		80,49%	7,32%	12,20%	100,00%		
	Greek and Cypriot (4)	3	4	6	13	24 - 32 hours (3-4 working days)	24 - 32 hours (3-4 working days)
		23,08%	30,77%	46,15%	100,00%		
	Slovene (5)	4	15	6	25	16 - 24 hours (2-3 working days)	16 - 24 hours (2-3 working days)
		16,00%	60,00%	24,00%	100,00%		
	Total	60	28	17	105	8 - 16 hours (1-2 working days)	8 - 16 hours (1-2 working days)
		57,14%	26,67%	16,19%	100,00%		

Analysis of general graphs results



Analysis of country specific graphs results



7.33 Q9: Would you rather take an HRM course?

Comment: Overall, out of 116 respondents were valid (N = 116). 42 respondents (36,21%) answered with on-line, 27 respondents (23,28%) answered with face-to-face and 47 respondents (40,52%) answered with a combination of the two (blended learning course), as you can see from the results in the table below.

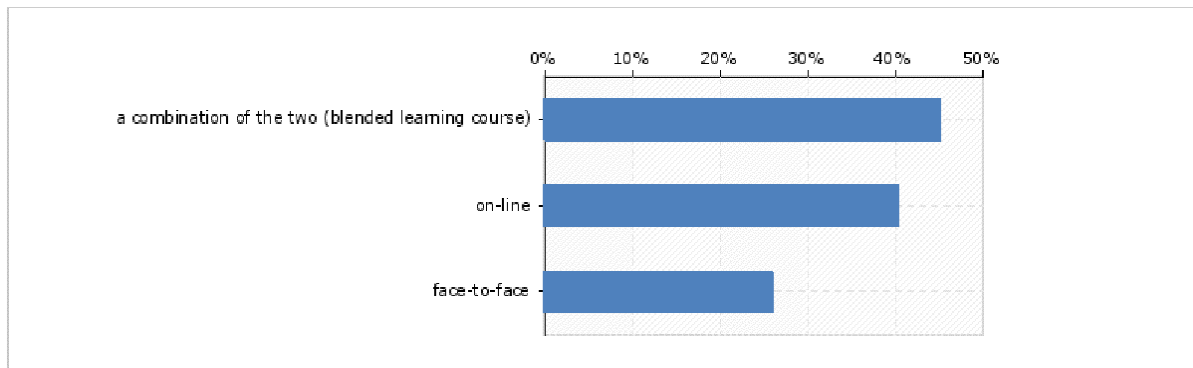
On a question: *Would you rather take an HRM course*, in Spain (f= 14, f% = 45,16%) and in France (f= 18, f% = 42,86%) most of respondents answered with a combination of the two (blended learning course). In Greece and Cyprus (f = 6, f% = 35,29%) most of respondents answered with face-to-face and a combination of the two (blended learning course). And in Slovenia (f = 9, f% = 34,62%, %) most of respondents answered with on-line and a combination of the two (blended learning course).

Results table

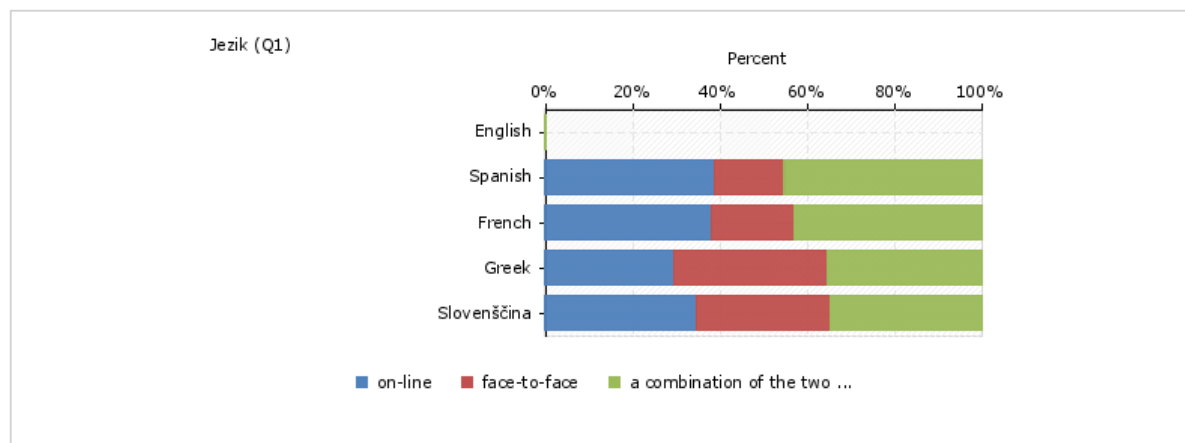
		on-line (44)	face-to-face (45)	a combination of the two (blended learning course) (46)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0		
		0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	12	5	14	31	a combination of the two (blended learning course)	face-to-face

		38,71%	16,13%	45,16%	100,00%		
French (3)		16	8	18	42	a combination of the two (blended learning course)	face-to-face
		38,10%	19,05%	42,86%	100,00%		
Greek and Cypriot (4)		5	6	6	17	face-to-face and a combination of the two (blended learning course)	face-to-face and a combination of the two (blended learning course)
		29,41%	35,29%	35,29%	100,00%		
Slovene (5)		9	8	9	26	on-line and a combination of the two (blended learning course)	face-to-face
		34,62%	30,77%	34,62%	100,00%		
Total		42	27	47	116	on-line	face-to-face
		36,21%	23,28%	40,52%	100,00%		

Analysis of general graphs results



Analysis of country specific graphs results



7.34 Q10: Size of your organization.

Comment: Overall, out of 111 respondents, 104 respondents were valid (N = 104). 27 respondents (25,96%) answered with Micro (up to 9 employees), 36 respondents (34,62%) answered with Small (from 10 to 49 employees) and 20 respondents (19,23%) answered with Medium (of 50-249 employees), as you can see from the results in the table below.

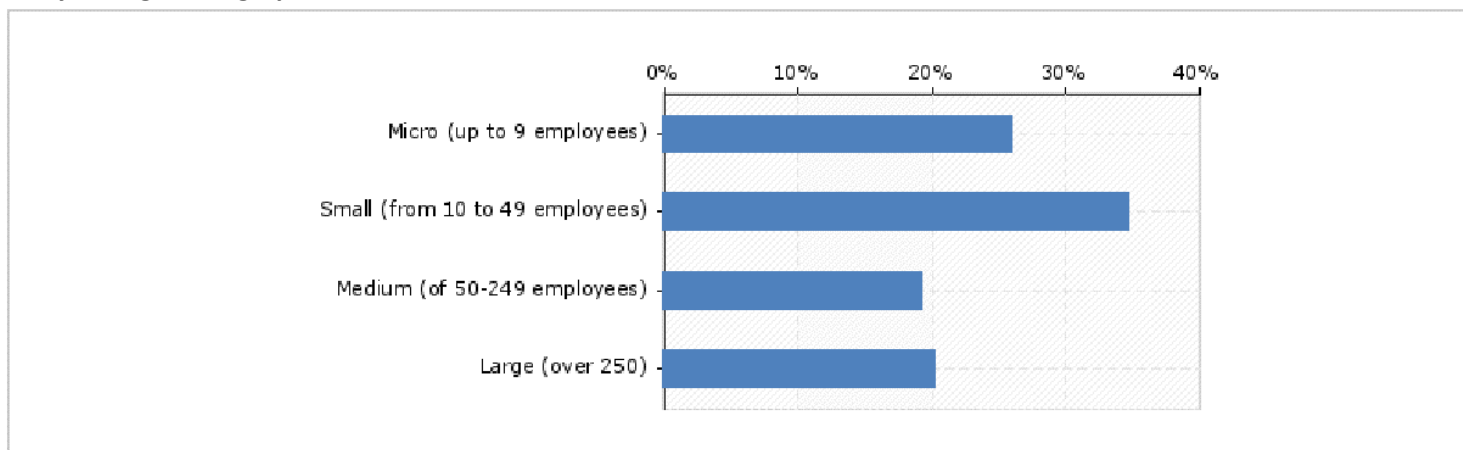
On a question: *Size of your organization*, in Spain (f= 14, f% = 50,00%) most of respondents answered with Micro (up to 9 employees). In France (f= 12, f% = 17,86%) most of respondents answered with Large (over 250). In Greece and Cyprus (f = 5, f% = 38,46%) most of respondents answered with Small (from 10 to 49 employees). And in Slovenia (f = 13, f% = 54,17%) most of respondents answered Small (from 10 to 49 employees).

Results table

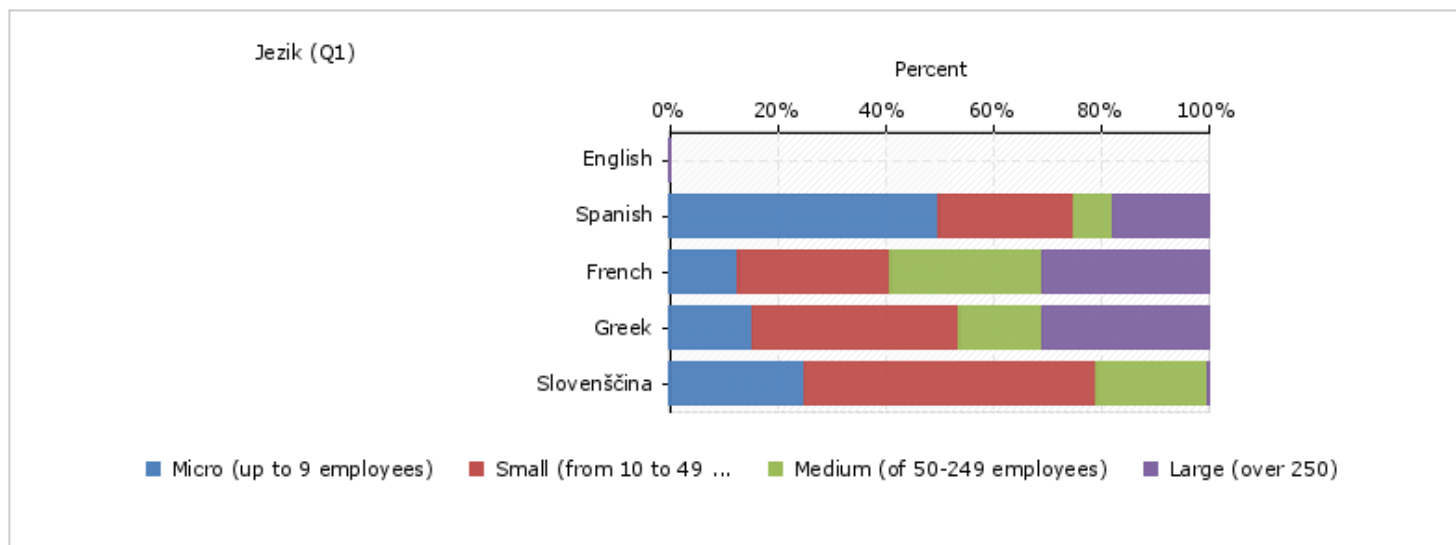
		Micro (up to 9 employees) (1)	Small (from 10 to 49 employees) (2)	Medium (of 50-249 employees) (3)	Large (over 250) (4)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0	0		
		0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	14	7	2	5	28	Micro (up to 9 employees)	Micro (up to 9 employees)
		50,00%	25,00%	7,14%	17,86%	100,00%		
	French (3)	5	11	11	12	39	Large (over 250)	Medium (of 50-249 employees)

		12,82%	28,21%	28,21%	30,77%	100,00%		
Greek and Cypriot (4)		2	5	2	4	13	Small (from 10 to 49 employees)	Small (from 10 to 49 employees)
		15,38%	38,46%	15,38%	30,77%	100,00%		
Slovene (5)		6	13	5	0	24	Small (from 10 to 49 employees)	Medium (of 50-249 employees)
		25,00%	54,17%	20,83%	0,00%	100,00%		
Total		27	36	20	21	104	Small (from 10 to 49 employees)	Small (from 10 to 49 employees)
		25,96%	34,62%	19,23%	20,19%	100,00%		

Analysis of general graphs results



Analysis of country specific graphs results



7.35 Q11: Years on market.

Comment: Overall, out of 111 respondents, 102 respondents were valid (N = 102). 5 respondents (4,90%) answered with 0-5 years, 19 respondents (18,63%) answered with and 5 – 10 years, 78 respondents (76,47%) answered with More than 10 years, as you can see from the results in the table below.

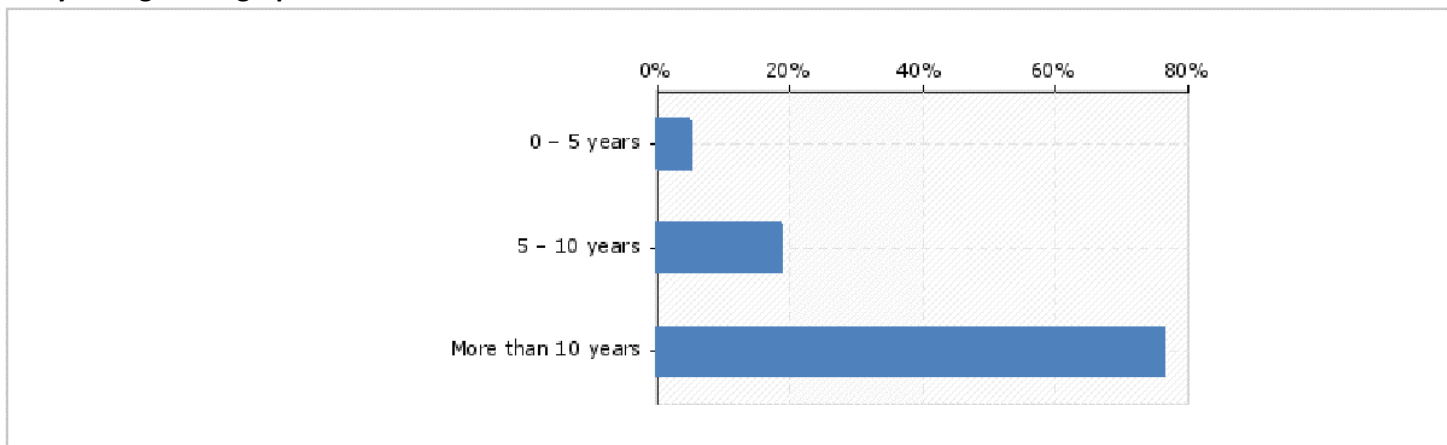
On a statement: *Years on market*, in Spain (f= 27, f% = 96,43%), in France (f= 36, f% = 94,74%), in Greece and Cyprus (f = 7, f% = 53,85%) most of respondents answered with More than 10 years. And in Slovenia (f = 12, f% = 52,17) most of respondents answered 5 – 10 years).

Results table

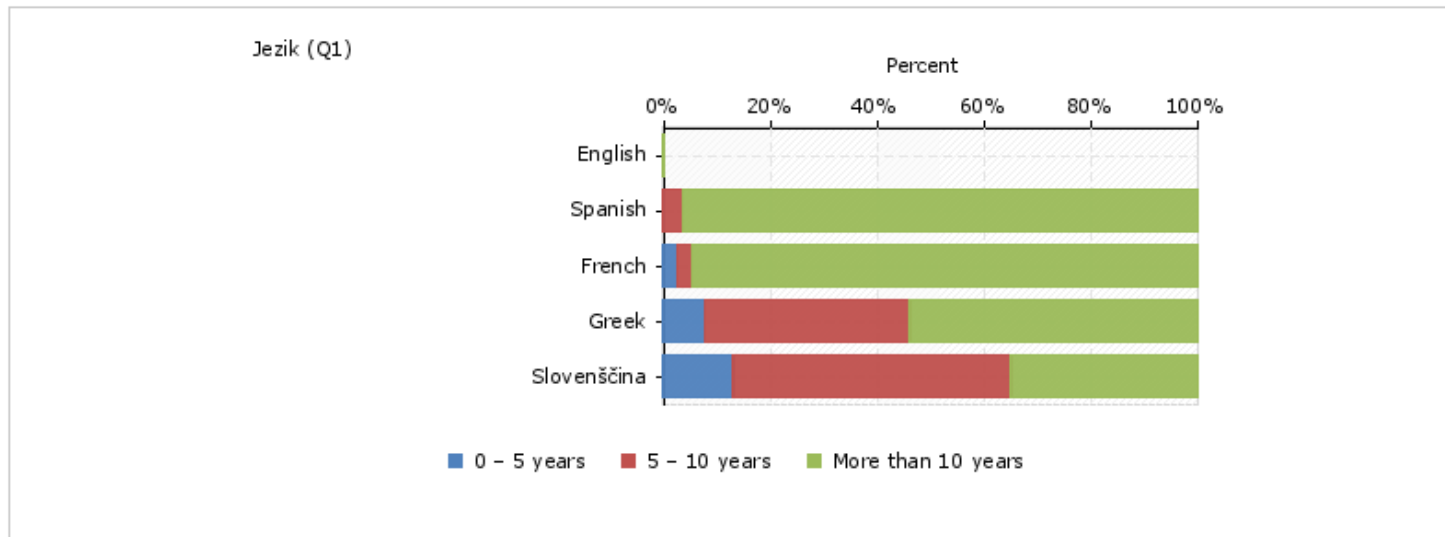
Language (Q1)		0 – 5 years (1)	5 – 10 years (2)	More than 10 years (3)	Total	Mode	Median
English (1)		0	0	0	0		
		0,00%	0,00%	0,00%	100,00%		
Spanish (2)		0	1	27	28	More than 10 years	More than 10 years
		0,00%	3,57%	96,43%	100,00%		
French (3)		1	1	36	38	More than 10 years	More than 10 years
		2,63%	2,63%	94,74%	100,00%		

Greek and Cypriot (4)	1	5	7	13	More than 10 years	More than 10 years
	7,69%	38,46%	53,85%	100,00%		
Slovene (5)	3	12	8	23	5 – 10 years	5 – 10 years
	13,04%	52,17%	34,78%	100,00%		
Total	5	19	78	102	More than 10 years	More than 10 years
	4,90%	18,63%	76,47%	100,00%		

Analysis of general graphs results



Analysis of country specific graphs results



7.36 Q12: Sector your company is working in.

1. Agribusiness
2. Food
3. Aviculture
4. Bakery and pastry industry
5. Beer production
6. Meat processing
7. Grain processing
8. Mustard manufacture and packaging
9. Industrial pastry bakery
10. Meat industry
11. Frozen
12. Mill
13. Meat processing
14. Agrofuel bottling
15. Food industry
16. Production
17. Manufacturing sector

18. Processing
19. Meat
20. Argo-food
21. Food industry
22. Nutrition
23. Manufacturing industry
24. Food company
25. Food industry
26. Food
27. Recycling system
28. Dairy products
29. Food coma

7.37 Q13: In which country are you based.

1. Spain
2. France, Canada, Slovenia, USA, Spain and Italy (java)
3. Slovenia
4. France (Corsican)
5. Slovenia
6. Greece
7. la France
8. France and United States
9. Greece
10. in Slovenia
11. France and International
12. Spain
13. France Germany
14. Spain
15. world
16. Slovenia



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7.38 Q14: If you are interested in obtaining information regarding the free training course we will develop, please leave your email below:

1. fclarulla@outlook.es
2. viveros@algeplant.es
3. casatoribio@casatoribio.com
4. select@disricaem.com
5. fabien.beraud@minoterieberaud.fr
6. v.dolfi@gbcorse.com
7. chatelain@chambresyndicalelevure.com
8. hr@jotis.gr
9. tjasa.medved@mercator-emba.si
10. celine.fougerouse@bellfoodgroup.com
11. ithan@attiki-pittas.gr
12. floralfa@floralfa.com
13. gwendoline@moulinsrioux.com
14. h.siam@ahchou.fr
15. info@naturval.com
16. charcuteriaelblanco@live.com
17. marie-ange.vang@campofriofg.com
18. angel@queserialoscorrales.com
19. thibaut.mayet@celnat.fr
20. xgeo@dodoni.eu
21. melissa.schrotmann@vandemoortele.com
22. adjunto.direccion@fedacova.org
23. evelyne.maitre@fr.nestle.com
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25. josepaterna@hotmail.com
26. db@novolyze.com
27. j.serrpe@gmail.com
28. jplanchot@minoterieplanchot.com
29. direction@lemontier.fr
30. elodie.masson@hubco.fr

8 Resultados de la Herramienta 4 – Elaboración de un Estándar Europeo de Competencias Profesionales

8.1 Resumen

La elaboración de un Estándar Europeo de Competencias Profesionales se basa en la investigación teórica en los socios de los respectivos países. En la primera parte, los socios revisaron las categorías nacionales de calificación e intentaron explicar cuáles son las categorías nacionales de calificación y si se puede otorgar una acreditación oficial parcial. A través de la investigación de escritorio, los socios intentan encontrar una forma formal adecuada de evaluación, validación y reconocimiento en el país correspondiente.

Basado en los marcos nacionales de calificación, el sistema esloveno permite calificaciones adicionales en diferentes niveles en contraste con otros países socios, que no tienen este tipo de calificación formal. Existe la posibilidad de obtener una calificación formal, un certificado profesional, para una capacitación de 20 a 50 horas en España. Para hacer esto, la entidad de capacitación tiene que solicitar primero la acreditación para poder impartir capacitación oficial y luego proponer el programa y hacerlo aceptable. Es poco probable que este proyecto alcance este nivel de acreditación.

En la segunda parte, los socios buscaban ejemplos de las figuras profesionales involucradas en las actividades de "GRH en pequeñas empresas del sector agroalimentario" o ejemplos de capacitación en la medida de nuestro proyecto. No hay ningún ejemplo de EQF-MEC nivel 4 o capacitación similar para gerentes de recursos humanos en el sector de AF en los países participantes en este momento.

Hay ejemplos en países que "otros" programas formales a cierto nivel, reconocen los resultados de aprendizaje de cierta capacitación (formal, informal o no formal) y reducen o restablecen la carga de trabajo esperada para lograr la calificación deseada, basada en el Europass, certificado y suplemento a través de la evaluación, validación y reconocimiento de resultados de aprendizaje.

En nuestro proyecto, la capacitación y la calificación se otorgarán en un marco no formal, donde los socios participantes y otros colaboradores (socios relevantes de la industria) reconocerán la capacitación y entregarán un certificado a los usuarios que hayan completado la capacitación.

8.2 National categories of qualification per country

8.2.1 Slovenia

What are the national categories of qualification in your country, what is the expected load (e.g. Hours of training) to achieve it?
<i>The Slovenian SQF differentiates between three categories of qualification: educational qualifications, vocational qualifications and supplementary qualifications</i>
Is it possible to be awarded the qualification for 20-50h training? If yes, how?
Supplementary qualification means a qualification that supplements an individual's competence at the level attained and in a specific professional field and is tied to the needs of the labour market. The training is usually 30-80h long. A certificate is awarded as proof of qualification. The Slovenian Qualifications Framework Act (2015) provides that an application for the inclusion of a supplementary qualification in the SQF may be submitted by an employer, a group of employers or by the Employment Service of Slovenia. The application form for the inclusion of a supplementary qualification in the SQF consists of six sections: a) basic details of the qualification, b) the standard of the supplementary qualification, c) the training programme, d) quality assurance, e) the needs in the labour market, and f) references of the proposer. Supplementary qualification description consists of including Learning outcomes, Assessment and completion, Condition for obtaining certificate & Awarding body. This Supplementary Qualification gives us the freedom with defining learning outcomes based on the industry and employer's relevant needs. No matter what the formal programs in countries are (formal education or national occupational qualification). In our case we do not talk of new a profession, but additional skills/competencies needed - it is the supplement qualification relevant for companies that are part of the national QF and EQF Example: http://www.nok.si/register/page-546/
Is it possible to be awarded partial official accreditation of some of the units of competencies of the professional certificate? If yes, how?
If an individual in formal education hasn't passed all obligations but is dropping out of school, can be awarded a partial recognition of the gained competencies. The individual is awarded a NPK (national vocational qualification) certificate for the modules/knowledge he has passed. NPK – based on RIC call you can submit the application for setting a new NPK in SOK. It is possible to give RIC a suggestion for the call. <u>Supplementary qualification</u> is the qualification that supplements the competence of an individual in certain professional area and is connected with the market needs. You are rewarded an acknowledgment of obtaining additional qualification (not a certificate, not a diploma ...)
Taking into consideration the categories of qualification in your country who can be the assessment and awarding body for the most relevant qualification?

The application for placing a new supplementary qualification into SOK is made by an employer, a group of employers or employment office of Slovenia (the proposer). The proposer cannot be an education institution. The proposer has to include the data of the provider of the training into the application (e.g. BIC Ljubljana).

After the supplementary qualification is implemented into SOK, the provider of the training implements the training, but the proposer does the acknowledgment of the supplementary qualification.

Is it possible that your organisation is the assessment or awarding body?

BIC Ljubljana and NEC Cerknica can be the assessment body.

The awarding body can be only the suggestor (employer, group of employers or the national employment office).

What are the steps to take?

The web form for proposing a new supplementary qualification into SOK (Slovenian frame of qualification) consists of 6 fundamental parts:

- a) basic information on the qualification
- b) the standard of additional qualification (name, conditions for obtaining, description of the learning outcomes, procedure for checking the learning outcomes)
- c) the training programs
- d) quality assurance
- e) labour market needs
- f) references of the proposer

The proposal for a new supplementary qualification to be put into SOK is judged by the professional committee (NKT – national coordination point of Slovenian and European qualification framework). The NKT coordinates the work of the professional committee, that is made of 7 members who are named by the minister (ministry of work). The committee's tasks are:

- setting criteria for the placement of additional qualifications into SOK
- setting a suggestion to implement the additional qualification into SOK
- monitoring the process of EQF development and the SOK development
- other tasks connected with placing new qualifications.

Is there any other way to be awarded the qualification in your country and is it relevant in our case?

NPK – national vocational qualification

Supplementary qualification

We expect that our qualification and training consist of new qualifications (new topics) that existing qualifications do not have. Is it possible to “fill” the existing professional qualification for HR managers with new competencies in your country? What would be the steps?

E.g.: The Slovenian SQF differentiates between three categories of qualification: educational qualifications, vocational qualifications and supplementary qualifications

The Slovenian SQF differentiates between three categories of qualification: educational qualifications, vocational qualifications and supplementary qualifications.

The best way to acknowledge new qualifications would be to make an application for a supplementary qualification.

Do you think it is possible to achieve this in the lifetime of the project?

It is possible. The steps to officially put a new supplementary competence into SOK and getting the approval from the committee takes approximately 2 months after submitting the application.

What are the conditions for assessment, validation and recognition (except for regular schools' system)?

E.g.: Supplement qualification description consist of including Learning outcomes, Assessment and completion, Condition for obtaining certificate & Awarding body. Applicant of the Supplementary Qualification defines assessment, validation and recognition conditions.

Supplement qualification description consist of including Learning outcomes, Assessment and completion, Condition for obtaining certificate & Awarding body. Applicant of the Supplementary Qualification defines assessment, validation and recognition conditions.

HRM acknowledgment in Slovenia:

NPK connected with HRM doesn't exist in Slovenia.

Supplementary competence connected with HRM doesn't exist in Slovenia.

There are several courses for human resource managers, but these courses are not implemented into the SOK. These are payable classes that provide a proof of attendance in the end.

HRM courses from agri-food field don't exist.

8.2.2 Spain

What are the national categories of qualification in your country, what is the expected load (e.g. Hours of training) to achieve it?

Spanish NQF is called MECU: Marco Español de Cualificaciones. MECU is an instrument to promote and improve everyone's access to lifelong learning and participation in it, as well as the recognition and use of qualifications at the national and European level. This framework, made of titles, diplomas and certificates is thus focused on lifelong learning. It is a structure of organisation of the qualifications by levels that goes from the most basic trainings to the most complex.

It includes:

- Qualifications obtained within the educational system: basic education, higher education, vocational education in formal educational frameworks.
- Qualifications obtained outside this educational system, for instance at work, in a labour context, collaboration with NGO, etc. This also includes professional certificates that might be obtained through the employment system, provided by certified training companies, etc.

Is it possible to be awarded the qualification for 20-50h training? If yes, how?

Yes. However, it is necessary to take care about the difference between formal and informal training. If we want to deliver a formal training, recognised by public administrations, it is necessary to make an agreement with the regional government. In this case, it would have to be proposed to the administration within the employment system, which is the one that could give accreditation to an entity to deliver a professional certificate.

In order to do this, the training entity has first to request accreditation to be able to deliver official training, and then propose the programme and make it accepted.

Also, for this project, it seems complicated to reach this level of accreditation. Furthermore, the proposal would develop the training and award the qualification in a non-formal framework, where participating partners and other collaborators recognise the training and deliver a certificate for the users having completed the training. In this context, the duration of the training could be any.

Is it possible to be awarded partial official accreditation of some of the units of competencies of the professional certificate? If yes, how?

Answer is the same as above.

Other option would be to talk with VET training school and suggest them to include our contents among their training offer, which might help, in a long term, to obtain a certification.

Taking into consideration the categories of qualification in your country, who can be the assessment and awarding body for the most relevant qualification?

If we consider that the most relevant qualification would be a “certificado de profesionalidad” (professional certificate, but again, it doesn’t seem very realistic to obtain such accreditation during the project life), assessment and awarding body should be an I-VET or C-VET institution.

If we consider delivering the qualification in a non-formal framework, then, any of the Spanish partners involved in FRESH could assess and award the qualification.

Is it possible that your organisation is the assessment or awarding body?

In a non-formal context, yes.

What are the steps to take?

The best would be to develop some kind of EUROPASS format certificate, which would help to present the competencies achieved and be useful for the beneficiaries of the course in order to present their qualification in their CV.

Is there any other way to be awarded the qualification in your country and is it relevant in our case?

Already described above:

- Formal way, with an accreditation given by the regional administration
- Non-formal way, by the partners.

We expect that our qualification and training consist of new qualifications (new topics) that existing qualifications do not have. Is it possible to “fill” the existing professional qualification for HR managers with new competencies in your country? What would be the steps?

The most similar existing training in our VET system in Spain would be “Administración de Recursos Humanos”, which is a level 3 VET diploma. A full description of this qualification is available here: http://incual.mecd.es/documents/20195/94271/ADG084_3+-+Q_Documento+publicado/612211c7-bbc6-4f4d-80d6-3637d007ac11

Incuale is the Spanish body in charge of the development of the national vocational studies catalogue. It defines the main lines that a qualification should have. Then, each regional government complete the qualification with own specificities. For instance, this qualification is presented by Generalitat Valenciana as follows:

<http://www.ceice.gva.es/web/formacion-profesional/oferta1>

It would be part of administration and management, and then “asistencia a la dirección”, which includes human resources.

http://www.ceice.gva.es/web/formacion-profesional/publicador-ciclos/-/asset_publisher/FRACVCOhANWa/content/ciclo-formativo-asistencia-a-la-direccion-loe-?redirect=/web/formacion-profesional/oferta-de-ciclos-formativos-de-formacion-profesional

Thus, depending on the competence, it would be necessary to check:

- 1) Compatibility with national catalogue.
- 2) If it is possible to propose it as an evolution in the regional catalogue.
- 3) In the framework of social partners negotiations with the administration, federations and unions can propose changes in the qualification. For this, the administration has to open a consultation about a qualification, then, social partners can send recommendations, and then negotiations lead to the definition of a new qualification.
- 4) FP titles are reviewed in this way every 5-6 years approx.

Do you think it is possible to achieve this in the lifetime of the project?

Considering the above no.

FEDACOVA, as social partners, could participate to consultations regarding a qualification. However, FEDACOVA represents the agrifood sector only, and the qualification taken as an example is not specific from this sector. Thus, most probably, a more general business representative organisation would be consulted first. In addition, FRESH is focused on agrifood sector, and there is not any HHRR qualification proposal in our national framework that is addressed to our sector specifically.

What are the conditions for assessment, validation and recognition (except for regular schools' system)?

If we consider a non-formal qualification, then, any assessment that we would decide in within the framework of this project would be valid.

8.2.3 Greece

What are the national categories of qualification in your country, what is the expected load (e.g. Hours of training) to achieve it?

The 8 levels of the Hellenic Qualification Framework cover the full qualification range between Primary and Higher education. Each level includes a set of skills, competencies and knowledge that determines the learning outcomes. The Learning Outcome constitute the qualifications of the corresponding level.

8.2.4 HQF Levels

Level	Knowledge	Skills	Competence
1	Has acquired basic general knowledge related to the working environment that may serve as input into lifelong learning paths	Can apply basic knowledge and perform a specific range of simple tasks; has basic and recurring social skills.	Can perform simple and repetitive tasks by applying basic knowledge and skills under direct supervision in a structured
2	Has acquired basic general knowledge related to a field of work or study that allow them to understand the procedures for implementing basic tasks and instructions	Can apply basic knowledge and perform a variety of complex tasks in a field of work or study; has communication skills.	Can perform tasks in a specific field of work or study under limited supervision and/or with some autonomy in a structured context.
3	Has acquired basic general knowledge that allows them to understand the relationship of theoretical knowledge and information with a field of work or study; understands the components and procedures appropriate to complex tasks and instructions.	Can demonstrate broad cognitive and practical skill in successful execution of complex tasks both in intimate and non-intimate contexts; has communication skills and problem-solving capabilities through selecting and applying basic methodologies, tools, materials and information.	Can perform tasks autonomously in a particular field of work or study; has the ability to adjust their behaviour depending on the needs of problem solving; takes initiatives in specified fields of work or study and acts under supervision in implementing emergency procedures of quality control.
4	Has acquired a wide range of theoretical knowledge and intelligence analysis allowing them to understand the field of work or study and apply data and processes in a general context.	Can use fluently the knowledge and ability to apply a range of techniques and specialized skills in a field of work or study; has communication skills at the level of theoretical and technical information and can find solutions to specific problems in a field of work or study.	May perform independently qualitative and quantitative tasks in a specific field of work or study that requires professional competence; has the ability to oversee the quality and quantity of work of other people with responsibility and autonomy; demonstrates an increased level of key competencies that can serve as the basis for studying higher education.
5	Demonstrates comprehensive, specialized, factual and theoretical knowledge within a field of work or study and is aware of the limits of	Holds a wide range of cognitive and practical skills required to find creative solutions to abstract problems.	Can manage and supervise, in the context of a specific task or learning process, in which unforeseen changes can occur; can revise and develop both their personal performance and

	knowledge.		that of others.
6	Has advanced knowledge of a field of work or study, involving critical understanding of theories and principles.	Possesses advanced skills and has the ability to demonstrate the virtuosity and innovation required to solve complex and unpredictable problems in a specialized field of work or study.	Can manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; can assume responsibility for managing the professional development of individuals and groups.
7	Has highly specialized knowledge, some of which is cutting-edge knowledge in a field of work or study and which is the basis for original thinking; has a critical awareness of knowledge issues in a field and at the interface of different fields.	Holds specialized problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields.	Can manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; can take responsibility for contributing to professional knowledge and practices and/or for the performance evaluation of strategy groups.
8	Has knowledge at the most advanced levels of a field of work or study and at the interface with other fields.	Has acquired very advanced and specialized skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation for enlarging and redefining existing knowledge or existing professional practice.	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research.

8.2.5 Qualification Types

1	PRIMARY SCHOOL CERTIFICATE
2	LOWER SECONDARY SCHOOL CERTIFICATE
3	VOCATIONAL TRAINING SCHOOL (SEK) SPECIALTY CERTIFICATE
3	VOCATIONAL TRAINING INSTITUTE (no longer awarded)
4	VOCATIONAL SCHOOL (EPA.S.) CERTIFICATE
4	GENERAL UPPER SECONDARY SCHOOL CERTIFICATE
4	VOCATIONAL UPPER SECONDARY SCHOOL CERTIFICATE
4	VOCATIONAL UPPER SECONDARY SCHOOL "DEGREE"
5	VOCATIONAL UPPER SECONDARY SCHOOL "DEGREE" AND APPRENTICESHIP CLASS
5	VOCATIONAL TRAINING DIPLOMA
5	VOCATIONAL TRAINING DIPLOMA (no longer awarded)
5	POST SECONDARY AND NOT HIGHER EDUCATION DIPLOMA OR 'DEGREE'

6	BACHELOR DEGREE
7	MASTER'S
8	DOCTORATE

Is it possible to be awarded the qualification for 20-50h training? If yes, how?

In Greece **EOPPEP** is the **National Organisation for the Certification of Qualifications and Vocational Guidance**, an all-encompassing statutory body investing on better quality and more efficient & reliable lifelong learning services in Greece. [EOPPEP](#) accredits and licenses Providers of non-formal education encompassing initial and continuing vocational training upon legislated criteria for infrastructure, trainers & curricula, as well as enacted specifications for the organisation and operation of the provider, employed staff and provided services.

Only the accredited from EOPPEP Provider of non-formal education can submit an application for the accreditation of a continuing vocational training programme and only if this is connected with the accredited Occupational Profiles. The application form has to contain the following information:

- **Description of the training programme**
 - Correlation with specific Occupational Profile
 - Scope of the programme
 - Specific Objectives – Expected results on the level knowledge, skills and competencies
 - The training needs of the trainees
 - The trainees background
 - Programme duration

- **Content of the training programme**
 - Training modules
 - Trainers Profile
 - Training programme methodology (theory – practise)
 - Educational techniques appropriate for adult education
 - Equipment and available resources

- **Assessment of the knowledge, skills and competencies**
 - Assessment method
 - Indicative questions / examination issues

The organization submit to EOPPEP a sealed folder with the above-mentioned information and to pay the relevant fees. The folder is assessed from a Committee of Experts which provides the approval or not.

Is it possible to be awarded partial official accreditation of some of the units of competencies of the professional certificate? If yes, how?

No

Taking into consideration the categories of qualification in your country, who can be the assessment and awarding body for the most relevant qualification?

The accredited from EOPPEP Provider of non-formal education.
Private Certification bodies accredited by Hellenic Accreditation System (ESYD)

Is it possible that your organisation is the assessment or awarding body?

No

What are the steps to take?

N/A

Is there any other way to be awarded the qualification in your country and is it relevant in our case?

No

We expect that our qualification and training consist of new qualifications (new topics) that existing qualifications do not have. Is it possible to “fill” the existing professional qualification for HR managers with new competencies in your country? What would be the steps?

Yes, after a consultation with the certification bodies in order to update the curriculum.

Do you think it is possible to achieve this in the lifetime of the project?

No, since there isn't in Greece an already existing qualification

What are the conditions for assessment, validation and recognition (except for regular schools' system)?

E.g.: Supplement qualification description consist of including Learning outcomes, Assessment and completion, Condition for obtaining certificate & Awarding body. Applicant of the Supplementary Qualification defines assessment, validation and recognition conditions.

EOPPEP aiming at confirming the acquisition of the required knowledge, skills and competencies by the trainees after the completion of the certified programs, proceeds with a process of certification of the acquired knowledge, skills and competencies. For that reason, a Special Scientific Committee is established for each certified professional profile, aiming at identifying a methodology and content of certification exams that meet and meet the specific requirements of each certified professional profile.

Certification tests for knowledge, skills and competencies of trainees.

Participants in the certification examinations have the right to have trained graduates who have completed the certified program, which has been implemented by an accredited vocational training organization according to the assessment system specified therein and who have applied for participation in a certification process. EOPPEP decides and announces the procedures, location and timing of the certification examinations. Certification exams may take place at national and / or regional level.

The Certification of Knowledge, Skills and Competence Committee classifies the performance of the certification examinations in 4 categories as follows:

Excellent	86-100	Certified
Well	66-85	Certified
Satisfactory	50-65	Certified
Insufficient	0-49	Not Certified

8.2.6 France

What are the national categories of qualification in your country, what is the expected load (e.g. Hours of training) to achieve it?

The French NQF is organised around educational qualifications, vocational qualifications and “Validation des Acquis de l’Expérience” system (Validation of non-formal learning). The French qualification system is based on 6 levels and 50 categories.

For more details: <http://www.rncp.cncp.gouv.fr/grand-public/qualificationsFramework>

Is it possible to be awarded the qualification for 20-50h training? If yes, how?

It depends on the qualification. A vocational qualification in France requires a minimum of 70h training, excluded from this condition the VAE system.

Is it possible to be awarded partial official accreditation of some of the units of competencies of the professional certificate? If yes, how?

VAE enables those concerned to obtain all or part of a certification for professional purposes on the basis of professional experience as a salaried employee, a self-employed person (tradespeople, tradespeople's assistants, members of professions, farmers, artisans, etc.) and/or a volunteer worker (in unions, associations, etc.) and/or a volunteer elsewhere, and/or an elected official, provided that the certification sought has a direct link with the experience.

Taking into consideration the categories of qualification in your country, who can be the assessment and awarding body for the most relevant qualification?

In France, the assessment and award of a qualification are accomplished through "La Direction régionale des entreprises, de la concurrence, de la consommation, du travail et de l'emploi » and « Commission Nationale de Certification Professionnelle »

Is it possible that your organisation is the assessment or awarding body?

NO

What are the steps to take?

/

Is there any other way to be awarded the qualification in your country and is it relevant in our case?

In France, the assessment and award of a qualification are accomplished through “La Direction régionale des entreprises, de la concurrence, de la consommation, du travail et de l’emploi » and « Commission Nationale de Certification Professionnelle »

We expect that our qualification and training consist of new qualifications (new topics) that existing qualifications do not have. Is it possible to “fill” the existing professional qualification for HR managers with new competencies in your country? What would be the steps?

Contact the official recognised training body and submit to them the idea to include our training modules in their pre-existing global training modules.

Do you think it is possible to achieve this in the lifetime of the project?

The submission duration of a vocational qualification trainer is about 30 days, suggesting that it is possible to achieve this in the lifetime of the project.

What are the conditions for assessment, validation and recognition (except for regular schools’ system)?

E.g.: Supplement qualification description consist of including Learning outcomes, Assessment and completion, Condition for obtaining certificate & Awarding body. Applicant of the Supplementary Qualification defines assessment, validation and recognition conditions.

Apply for and obtain a favourable decision from the Ministry in charge of Vocational Training. This will be achieved only if the Commission Nationale de Certification Professionnelle gives a positive opinion on the new training module.

8.2.7 Cyprus

What are the national categories of qualification in your country, what is the expected load (e.g. Hours of training) to achieve it?

The national categories of qualifications in Cyprus are:

- Educational/Academic qualifications which includes
 - Primary Education which requires six years of attendance
 - Lower secondary education (Gymnasium) which requires 3 years of attendance to earn an apolyterion
 - Apprenticeship Certificate which requires 4 years of attendance
 - Upper secondary education (Lykion) which requires 3 years of attendance to earn the Apolyterion
 - Upper Secondary Technical and Vocational Education and Evening Technical Schools which require 3 years of attendance to earn the Apolyterion
 - Tertiary education which is divided in different cycles
 - Post-secondary certificates and diplomas require 1 year
 - Post-secondary certificates and diplomas that require 2 years of attendance
 - Higher Certificates and Diplomas that require 3 years or more
 - University Degree (Ptychion /Bachelor's Degree) that require 3 or 4 years of attendance
 - Post Graduate Certificates that require 1or 2 years of attendance
 - Post Graduate Diploma that require 1 or 2 years of attendance
 - Master's Degree that require 1 or 2 years of attendance
 - Doctoral Degree that require 3 years of attendance
 - Vocational Qualifications which include
 - the System of Vocational Qualifications is carried out by the HRDA. The training of each qualification varies depending on the level of the NQF. If you have a certificate of the same level with the qualification then no training is needed. If you do not have a certificate that is of the same level as the qualification then you will need a minimum of 120 hours training.
- <http://www.anad.org.cy/images/media/assetfile/Αναθεωρημένος%20Οδηγός%20Πολιτικής.pdf>
http://www.cyqf.gov.cy/archeia/dimosiefseis/european_qualifications_framework_leaflet_el.pdf
- No supplementary Qualifications exist.

Is it possible to be awarded the qualification for 20-50h training? If yes, how?

It is not possible to be awarded a qualification after 20-50 hours of training. You will however, receive a certificate of attendance. Even if you wish to be awarded a Vocational Qualification under the Human Resource Development scheme you need at least 120 training hours. The Cyprus Qualification Framework does not include the supplementary qualification.

Page 39, Parartima V

<http://www.anad.org.cy/images/media/assetfile/Αναθεωρημένος%20Οδηγός%20Πολιτικής.pdf>

Is it possible to be awarded partial official accreditation of some of the units of competencies of the professional certificate? If yes, how?

No. There is no system available in Cyprus on that.

Taking into consideration the categories of qualification in your country, who can be the assessment and awarding body for the most relevant qualification?

Taking into account the categories of qualification in Cyprus, the assessment and awarding bodies in Cyprus are:

- For the primary and secondary education, the assessment and awarding body is the school
- For the tertiary education the assessment and awarding bodies are the college and/or the university
- For the vocational and occupational qualifications, the assessment and awarding body is the Human Resources Development Authority. However, HRDA under the System for Vocational Qualifications has developed many vocational qualifications but there is still a long way to go.

Is it possible that your organisation is the assessment or awarding body?

No, I do not think this is possible. Our organisation can provide the training on HRM to HR Managers of small Enterprises in the Agri Food Sector and can provide them with a certificate for it.

What are the steps to take?

n/a

Is there any other way to be awarded the qualification in your country and is it relevant in our case?

The only way is to bypass National Level and accredit a course using the ISO standard 17024.

We expect that our qualification and training consist of new qualifications (new topics) that existing qualifications do not have. Is it possible to “fill” the existing professional qualification for HR managers with new competencies in your country? What would be the steps?

E.g.: The Slovenian SQF differentiates between three categories of qualification: educational qualifications, vocational qualifications and supplementary qualifications

There is no qualification for HR managers in VET. In the academic sphere there is a relevant academic qualification. Therefore, I don't think we can “in a formal way/accredited way” fill in with new competencies.

Do you think it is possible to achieve this in the lifetime of the project?

I am not sure

8.3 The professional figures concerned by “HRM in small enterprises of the agri-food sector” activities

8.3.1 Slovenia

PROFESSIONAL FIGURE 1

1.1 DENOMINATION

Management of Organizations, Human Resources and Knowledge (undergraduate programme)

1.2 CONTEXT and LEGAL FRAMEWORK (*max 10 lines*)

The study program deals with understanding of the connection between modern practice and guidelines in the field of human resources management and wider social and economic changes. Knowledge of basic social sciences disciplines is upgraded with specific skills, so that graduates and graduates allow successful planning of personnel policy, employment and layoffs, analysis of work, care for education, career advancement of employees, design of evaluation and reward systems, management of relations between management and employees and employee satisfaction analysis. The career of a graduate in graduates leads to analytical, managerial and advisory work in the field of human resources in companies, media, other organizations, societies, public institutions, state administrations and international institutions.

1.3 DESCRIPTION (type of work, conditions, qualities, activities, type of costumers, self – employed person or employed person, etc...) (*max 10 lines*)

The career of graduates and graduates leads to analytical, managerial and advisory work in the field of human resources in companies, media, other organizations, societies, public institutes, state administration, international institutions, etc.

2 PROFESSIONAL FIGURE 2

2.1 DENOMINATION

Master of Sociology - Management of Organizations, Human Resources and Knowledge
(Master programme)

2.2 CONTEXT and LEGAL FRAMEWORK (max 10 lines)

HR managers must have a strong interpersonal focus and develop creativity, originality and adaptability in their work. This programme will provide all the conceptual and analytical knowledge and competencies needed to deal with the challenges at the operative and strategic level in the fields of organisation, human resources and knowledge management. Human resources development stems from the knowledge-based society and from work with people who are carriers of knowledge, abilities and competencies. Good human resources management can be a strategic comparative advantage or a breaking factor in the development of organisations, and poses many new challenges to organisations and their management.

2.3 DESCRIPTION (type of work, conditions, qualities, activities, type of costumers, self – employed person or employed person, etc...) (max 10 lines)

Graduates of this programme have enhanced career opportunities available in both the public and private sectors, and across a range of industries within those sectors. They can be involved in such activities as: strategic human resource management, management consultancy, administration, industrial relations, knowledge management, recruitment, occupational health and safety, training and development, and organisational improvement.

8.3.2 Spain

PROFESSIONAL FIGURE 1

1.1 DENOMINATION

Human Resources Manager

1.2 CONTEXT and LEGAL FRAMEWORK (max 10 lines)

Formal VET title registered in BOE with the reference RD107/2008 – national framework, level 3.

1.3 DESCRIPTION (type of work, conditions, qualities, activities, type of costumers, self – employed person or employed person, etc...) (max 10 lines)

Full description available here: http://incual.mecd.es/documents/20195/94271/ADG084_3+-+Q_Documento+publicado/612211c7-bbc6-4f4d-80d6-3637d007ac11

Labour scope: Area of Administration and Management of human resources. Public or private company. Labour advice. Assessment in SMEs and Microenterprise assumes all skills of qualification. In a large company it is possible to find jobs referred to a single unit of competence of those who configure the qualification. This qualification can be developed for others and on their own account.

In short, the HRM is in charge of:

- Administration of the Human Resources Department
- Staff management in SMEs

- Technical work related to Human Resources
- Payslips management

2 PROFESSIONAL FIGURE 2

2.1 DENOMINATION

Assistance to management

2.2 CONTEXT and LEGAL FRAMEWORK (max 10 lines)

Formal VET title registered in BOE with the reference ADG309_3 – national framework, level 3.

2.3 DESCRIPTION (type of work, conditions, qualities, activities, type of costumers, self – employed person or employed person, etc...) (max 10 lines)

Full description is available here: http://incual.mecd.es/documents/20195/94271/ADG309_3+-+Q_Documento+publicado/01443234-9c3b-4600-81f1-5948bd456654

Labour scope: Manage information and communications, internal and external, related to those responsible and bodies using, if necessary, the English language and / or another foreign language, maintaining the own archives of the secretariat direction, as well as attending the direction in the development and execution of the organizational activities delegated by it, with a global vision and proactivity, according to the objectives set and the internal norms established.

The assistant to management is in charge of:

- Administration and management of the communication of the direction
- Management of agenda
- Preparation of working documents

8.3.3 Greece

The professional figures concerned by “HRM in small enterprises of the agri-food sector” activities in Greece:

In Greece doesn't exist the professional figures of “HRM in small enterprises of the agri-food sector” or something similar.

8.3.4 France

PROFESSIONAL FIGURE 1

1.1 DENOMINATION

Human Resources Director

1.2 CONTEXT and LEGAL FRAMEWORK (*max 10 lines*)

HRDs often have a postgraduate degree in human resources or occupational psychology. But other training is not excluded: higher education degree in law, economics, human sciences, or an IEP.

Double degree programs are very popular: an engineering degree supplemented by a specialization in human resources, for example. It is also possible to turn to specialized schools.

1.3 DESCRIPTION (type of work, conditions, qualities, activities, type of costumers, self – employed person or employed person, etc...) (*max 10 lines*)

The responsibilities of the Human Resources Director cover all human relations in the company.

In concrete terms, he supervises social relations, i.e. the dialogue with the social partners (trade unions, works councils, staff representatives ...), administration and management of staff, training, internal communication ...

Placed directly under the direction of the Director General, it is he who proposes a human resources management policy and defines the methods of application.

Guarantor of the social climate

This is how he analyses the human needs of the company and gives guidelines to the recruiters to select the candidates likely to strengthen the workforce.

It also organizes the career management of the company's employees, their professional development, their progress in the hierarchy. Its services also ensure the administrative follow-up of employees (leave, contracts, pay, illness ...).

HRD skills :

- ▶ Sense of dialogue and conciliation
- ▶ Strong managerial skills
- ▶ Strategic and political skills
- ▶ Firmness, authority

2 PROFESSIONAL FIGURE 2

2.1 DENOMINATION

RECRUITMENT OFFICER

2.2 CONTEXT and LEGAL FRAMEWORK (max 10 lines)

To become a recruiter, you need to have a baccalaureate + 4 / + 5 in the field of human resources.

If several courses (business schools, IEP, university masters) lead to these functions, the ISEFAC RH offers a specialized course delivering a certificate certified by the State Level I (bac + 5) Master "Human Resources Manager«. This two-year work- study program is open to holders of a baccalaureate + 3 in human resources or a master 1 and 2.

2.3 DESCRIPTION (type of work, conditions, qualities, activities, type of costumers, self – employed person or employed person, etc...) (max 10 lines)

The daily life of a recruitment officer is attached to the human resources department, the recruiting officer 's objective, as the name implies, to hire staff according to the needs of his company. Its mission is divided into two parts: the definition of recruitment policy and the search for candidates. As a first step, the recruitment manager is in contact with the various department heads to collect and validate their order in need of personnel. He therefore designs the recruitment strategy to put in place. He then defines, in agreement with the heads of departments, the profile of the candidates sought. In a second step, the recruitment manager takes care of the writing and the diffusion of the advertisements. He collects the various applications, sorts and selects candidates, conducts job interviews, conducts personality tests and then recruits the most suitable person. Finally, he accompanies his new recruit to integrate better in the company.

3 PROFESSIONAL FIGURE 3

3.1 DENOMINATION

Responsible for personnel administration

3.2 CONTEXT and LEGAL FRAMEWORK (max 10 lines)

Training to become responsible for personnel administration

This profession is accessible from a bac +2 specialized in administration and personnel management. However, baccalaureate +5 training in human resources broadens career development opportunities.

3.3 DESCRIPTION (type of work, conditions, qualities, activities, type of costumers, self – employed person or employed person, etc...) (max 10 lines)

Within a company, the person in charge of personnel administration plays an important role within the human resources since he ensures all the administrative management of the personnel (the payslips, the requests for holidays, the update individual files ...). As a result, the head of personnel administration is also in charge of calculating all social security contributions: security, company, pension and provident plans, tax declarations. the person responsible for personnel administration also ensures compliance with the Labour Code and the internal regulations. Finally, the person in charge of the administration of the personnel controls the good application of the management policy of the structure.

8.3.5 Cyprus

The professional figures concerned by “HRM in small enterprises of the agri-food sector” activities in Cyprus

Inventory of figures with short description of each figure with its working context

3 PROFESSIONAL FIGURE 1- Certified Adult Trainer

3.1 DENOMINATION

Deliver courses that are subsidized by the Government

3.2 CONTEXT and LEGAL FRAMEWORK (max 10 lines)

In order to be authorized to deliver courses which are either subsidized by the HRDA a trainer must be certified by the HRDA. Moreover, if there is a call for tenders for a project co-funded by i.e. ESF and the call is issued by the HRDA then again, the trainers must be certified.

3.3 DESCRIPTION (type of work, conditions, qualities, activities, type of costumers, self – employed person or employed person, etc...) (max 10 lines)

The trainer can be self-employed or employed in an organization.

To be certified:

1. Have a total of 240 training hours if you have a relevant degree in Adult training or 540 in total. If the person does not have the required training hours, he/she must attend an HRDA approved Train the Trainer Course of at least 70 hrs
2. Then he/she must pass an exam which consists of:
 - a. Delivery of 45 min training to an examiner body
 - b. Pass an Interview
 - c. Pass an exam
 - d. Prepare an essay on a topic of his/her choosing
3. To retain the certification, he/she must at least deliver 150 training hours over a period of 3 years.

4 PROFESSIONAL FIGURE 1- Certified Photovoltaic Installer

4.1 DENOMINATION

Deliver courses that are subsidized by the Government

4.2 CONTEXT and LEGAL FRAMEWORK (max 10 lines)

In order to be authorized to install photovoltaics the technician must be certified by the Energy Department of the Ministry of Commerce.

4.3 DESCRIPTION (type of work, conditions, qualities, activities, type of costumers, self – employed person or employed person, etc...) (max 10 lines)

The installer can be self-employed or employed in an organization.

To be certified:

1. Undergo a training of 100 hours
2. Then he/she must pass a written and a practical exam

5 PROFESSIONAL FIGURE 1- ORGANIC/BIOLOGICAL FOOD SHOP OWNER

5.1 DENOMINATION

Organic/Biological food shop owner

5.2 CONTEXT and LEGAL FRAMEWORK (max 10 lines)

Organic foods have shown steady growth in Cyprus. Also, retail shops selling fresh and local organic products have increased significantly. However, in order to become the organic shop owner, under the Cyprus legislation, you do not need to have any specific training or specific certification. At the moment there is no vocational qualification standards developed for this position.

5.3 DESCRIPTION (type of work, conditions, qualities, activities, type of costumers, self – employed person or employed person, etc...) (max 10 lines)

An Organic/Bio food shop owner is the person that runs a small business of selling organic Agri food products. He is responsible for the:

- Communication with the suppliers
- Supervision of the shop's staff
- Handling of specific customer requests
- Handling of complaints
- Checking the economic status of the company

The target groups of his business are locals and tourists that care about their health and the environment as well.

This person is an employee of the company.

<https://www.scribd.com/doc/39579573/%CE%A3%CF%84%CF%81%CE%BF%CF%86%CE%AE-%CF%83%CF%84%CE%B1->

[%CE%B2%CE%B9%CE%BF%CE%BB%CE%BF%CE%B3%CE%B9%CE%BA%CE%AC-%CF%80%CF%81%CE%BF%CF%8A%CF%8C%CE%BD%CF%84%CE%B1-%CE%BA%CE%AC%CE%BD%CE%BF%CF%85%CE%BD-%CE%BF%CE%B9-%CE%9A%CF%8D%CF%80%CF%81%CE%B9%CE%BF%CE%B9](#)

6 PROFESSIONAL FIGURE 2- GUIDANCE PERSON IN AGRI-FOOD THEMED PARK (LIKE A CYPRUS OLIVE THEMED PARK)

6.1 DENOMINATION

Guidance person in agri-food themed park (like a Cyprus olive themed park)

6.2 CONTEXT and LEGAL FRAMEWORK (max 10 lines)

Agri-food themed parks are opening each year. However, in order to become a guidance person in a theme park, under the Cyprus legislation, you do not need to have any specific training or specific certification or degree. At the moment there is no vocational qualification standards developed for this position.

6.3 DESCRIPTION (type of work, conditions, qualities, activities, type of costumers, self – employed person or employed person, etc...) (max 10 lines)

The guidance persons in the Agri food themed park in Cyprus is responsible for

- the guidance of the visitors in the olive museum, which features olive oil extraction methods of the past (millstone, olive press) and various items related to the storage and uses of the olive oil as well as its history. Illustrated wallboards give a variety of interesting facts, such as wearing wooden shoes to press olives and the role played by the olive oil in the Mediterranean diet for medicinal and cosmetic purposes, as well as on other gifts and uses of the olive tree.
- providing information to the visitors regarding the role of the olive and olive oil in the Cyprus house and the Mediterranean diet, customs, traditions, history,

The target groups are locals and tourists that have an interest in the agricultural food like olives, in healthy lifestyle and students that wish to learn about this product, its history and use.

The profile of the guidance persons usually comprises knowledge of the product and its history and must have good communication skills the guidance person does not need to have a degree or a special qualification in order to do this work.

The guidance person is an employee of the park and may be a permanent employee or a seasonal employee in the park.

<http://www.cyprusfoodndrinks.com/cgibin/hweb?-A=181&-V=ohcompany& VCATEGORY=501012>

<http://www.oleastro.com.cy/en/>

7 PROFESSIONAL FIGURE 3- OWNER OF AGRI FOOD EXPORT COMPANY (EXPORTING FRESH FRUITS AND VEGETABLES)

7.1 DENOMINATION

Owner of Agri food export company (exporting fresh fruits and vegetables)

7.2 CONTEXT and LEGAL FRAMEWORK (max 10 lines)

Due to the good climate and whether conditions in Cyprus help Cypriots to grow fruits and vegetables. Although the total land dedicated to fruit and vegetable crops accounts for around 15% of the total cultivated land, their value makes up nearly 65% of the agricultural sector GDP. Furthermore, the sector is highly dependent on the export markets which take more than 50% of the total production. The owner if an Agri food export company may hold a university degree in management or in environmental management. At the moment there is no vocational qualification standards developed for this position.

7.3 DESCRIPTION (type of work, conditions, qualities, activities, type of costumers, self – employed person or employed person, etc...) (max 10 lines)

The owner of an Agri food export company is responsible for:

- Communication with representatives in the exporting countries
- Supervision of the personnel in the packing unit
- Communication with personnel that checks the quality of the products
- Checking the economic status of the company

The target group of his business is foreigners that wish to consume fresh and quality fruits and vegetables.

The owner of and small Agri- food export company is a permanent employee of the company.

8.4 Analyse the professional qualifications related to an HR manager: Overview of the specific characteristics of the professional figures concerned by “HRM in small enterprises of the agri-food sector” activities

Training in HRM is not available on EQF 6 or lower in Slovenia. There are some 1st and 2nd level Bologna university programmes specialised in HRM. Also, business school include HRM course as elective or mandatory course. Alternatives to develop competencies in HRM are individual trainings, conferences and professional events organised by Slovenian HR association. Slovenian HR association also accepted Standards of Slovenian human resources profession that was adopted from international standard of Society for Human Resource Management (SHRM).

8.4.1 Slovenia

Analyse the professional qualifications related to an HR manager: Overview on the specific characteristics of the professional figures concerned by “HRM in small enterprises of the agri-food sector” activities in SLOVENIA. Please list relevant trainings for professional figures in our scope of the project. Focus also on all non-formal trainings for HRM and AF sector. In our case the focus is on the learning outcomes and on the possibility to integrate our learning outcomes to other professional qualifications (as reference point).

Professional figures Characteristics (Name)	Training for human resource officer	Master’s degree in human resources management	Master's degree in labour and human resources law
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The professional figure is defined and/or regulated by the national, regional or sectoral laws and rules?	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input checked="" type="checkbox"/> <u>Not defined /regulated</u>	<input checked="" type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	<input checked="" type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated
The professional figure must have specific education, training or professional requirements? (What is needed to enrol to the training)	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____working professionals, HR developers, HR members, leader of HRM departments, managers of SMEs) <input type="checkbox"/> No requirements	<input checked="" type="checkbox"/> Education requirements (specify: A completed first-cycle study programme consisting of 180 credits; or completed three-year undergraduate study programme adopted prior to 11 June 2004. <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements	<input checked="" type="checkbox"/> Education requirements (specify: A completed first-cycle study in law Or. a completed first-cycle study programme in another field - prior to enrolment candidates must complete course units essential for further study, totalling 18 ECTS credits. <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements
What is the professional figure's NQF Level?	Not defined	SQF level 8 QF-EHEA Second cycle	SQF level 8 QF-EHEA Second cycle
What is the professional figure's EQF Level?	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input checked="" type="checkbox"/> EQF Level 7	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input checked="" type="checkbox"/> EQF Level 7
Learning outcomes:	Students will be able to: <ul style="list-style-type: none"> - prepare workplace analysis and determinate criteria 	Students will be able to: (general competencies) <ul style="list-style-type: none"> - analyse, synthesise and envisage solutions and the consequences, - apply knowledge in theory 	Students will be able to:(general competencies) <ul style="list-style-type: none"> - work autonomously and creatively and demonstrate mastery of complex tasks in the profession, - make decisions when addressing complex technical legal and human resources issues and formulating complex legal relationships,

	<ul style="list-style-type: none"> - use effective ad or self-selection tool for candidates - do phone selection process - manage employment interview - understand and use of key stages of the selection interview - use and understand procedures for recruitment (rights and obligations of the candidate (selected / not selected) - know how to prepare compulsory documentation before and when employed ...) - Understood legal framework: Rules on personnel procedures (employment contract, collective agreements, laws, mandatory and recommended internal acts ...); Personnel records (compulsory records, personal files, ...); Fixed-term employment 	<p>and practice,</p> <ul style="list-style-type: none"> - apply knowledge, information and information technology in their work, - teach effectively, - analyse issues and present their solution to various groups using various techniques, - master research methods, procedures and processes, develop critical and self-critical assessment, - develop creativity in the development of projects, initiative in management processes and independence in performing tasks, - establish effective relations with others and collaborate with the working and social environments, - develop group work skills while taking into account diversity, multiculturalism and ethics, - develop their own learning and career as well as continuous professional development (lifelong learning, education and training), - develop and use organisational and leadership abilities, - develop personal values and professional ethics, 	<ul style="list-style-type: none"> - communicate in a highly proficient manner both orally and in writing on labour law and human resources topics, - carry out research in the field of labour law and human resources, demonstrating mastery of the appropriate research methods, - demonstrate a capacity for ethical reflection and a commitment to professional ethics, - work in a group, - communicate in an international environment, - develop a critical attitude and thinking with regard to various developments in society, - demonstrate mastery of complex theoretical content in the legal and human resources fields, - analyse comparative legal resources, - (subject-specific competencies) - demonstrate in-depth knowledge of labour law and social security: individual labour law (for example the ability to draw up different types of employment contracts with workers or civil servants, all necessary acts in the procedure of concluding and terminating an employment contract with a worker or civil servant), collective labour law (for example the ability to draw up a draft company-level collective agreement, the necessary acts in relation to a works council and trade union), social security (for example the ability to draw up the relevant applications in proceedings before social security authorities), European and international labour law (demonstrate mastery of the rules of free movement of workers in the EU; resolve legal problems in the field of labour law and social security taking into account relevant international legal resources), - demonstrate in-depth knowledge of human resources material: modern approaches to human resource management (mastery of approaches, models, techniques and solutions at the level of managing people at work, taking into account their abilities, competencies and knowledge, such as conducting personnel interviews and annual appraisals, putting together a human resource plan and the part of a financial plan relating to labour costs), knowledge management and the learning organisation
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	<p>contract (restrictions, consequences, ...); Specific contractual terms: experimental work, internship, competitive ban / clause ...; Working hours (overtime, redistribution of working time, ...); Annual leave and recovery (height, use, ...); Payment for work (salary, work performance, benefits ...); Termination of an employment relationship (types, procedures, protected category, deadlines, ...)</p>	<ul style="list-style-type: none"> - (subject-specific competencies) - understand lifelong learning through the study of theoretical and methodological concepts, - demonstrate independence in planning and developing educational approaches to lifelong learning, - apply theoretical knowledge in the field of lifelong learning in developing modern life in society, - develop long-term, medium-term and short-term plans to develop lifelong learning in various fields, - solve specific problems in the field of lifelong learning, - plan and implement innovative projects in the field of lifelong learning, taking account of social and organisational circumstances where learning will be implemented, - develop systemic competencies in the area of management, quality, creativity and group leadership, - cooperate with the educational circle and local and wider social and working circles, - integrate and combine 	<p>(mastery of specific approaches to knowledge management and the introduction of the learning organisation concept, the importance of lifelong learning, understanding of the role of modern management, various aspects of knowledge management; the knowledge management process model: phases and content of the process, process management, methods, tools and techniques), human resources development – training, promotion, mentoring (the ability to compare and evaluate different concepts and theories from the field of organisational and managerial/leadership approaches with an emphasis on the development of a scientific theory of human resource management), performance and evaluation of the level of difficulty of work (mastery of criteria for defining and assessing performance and the ability to evaluate the level of difficulty of work in terms of competencies, responsibilities and other conditions),</p> <ul style="list-style-type: none"> - demonstrate mastery of legal and human resources methods and skills: they will master communication with workers or civil servants, mastery of negotiating skills (for example in negotiations with trade unions), learn to master the effective conducting of procedures with an employer (employment procedure, including interviews, disciplinary and compensation procedures, termination of employment contract procedure), learn to master the representation of an employer (and an employee or civil servant) before various authorities and institutions (the labour and social court, the Pensions and Disability Insurance Institute, the labour inspectorate, the Employment Service of Slovenia, the Health Insurance Institute), be able to identify and take action against harassment and bullying in the workplace, and be able to assess employee performance and protect their privacy and personality, - demonstrate mastery of a range of content from the field of economic law: company law (knowledge of the forms of legal and organisational status of companies and legal persons subject to public law, and of their organisation and management; the ability to deal with capital-related issues
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		<p>formal and non-formal forms of education in planning and implementing lifelong learning,</p> <ul style="list-style-type: none"> - advise organisations in designing, planning, implementing, supervising and evaluating mechanisms of training and education in the process of lifelong learning, - integrate information and communication technology and e-learning into educational and training processes, - plan the development of human resources in service, business and other activities by enabling and encouraging learning, critical self-reflection and a team approach to learning. 	<p>in the operations of companies, understanding of company, enterprise and worker relationships), tax law (knowledge of tax regulations and social security regulations determining the taxation of labour and the payment of social security contributions),</p> <ul style="list-style-type: none"> - demonstrate mastery of a range of content from other fields of law with a significant impact on labour relations and human resources processes: intellectual property law (the ability to draw up the acts or contracts necessary in connection with regulating the protection of intellectual property in a labour relationship), civil procedural law (ability to draw up an application before the labour and social court), alternative settlement of disputes (the ability to represent an employer or employee or civil servant in all alternative settlement proceedings and to draw up the most complex applications in these proceedings), criminal law (the ability to cooperate with law enforcement authorities, the investigating judge and the criminal court), personal data protection and information technology (the ability to classify confidential acts and documents and protect them adequately, including data in telecommunications and media).
<p>Assessment and completion (Process of assessment, exams, what needs to be done to get “certificate”):</p>	<p>Participation</p>	<p>Examination performance is graded as follows: 10 (excellent); 9 (very good: above-average knowledge but with some mistakes); 8 (very good: solid results); 7 (good); 6 (adequate: knowledge satisfies minimum criteria); 5–1 (inadequate). In order to pass an examination, a candidate must achieve a grade between adequate (6) and excellent (10).</p>	<p>Examination performance is graded as follows: 10 (excellent); 9 (very good: above-average knowledge but with some mistakes); 8 (very good: solid results); 7 (good); 6 (adequate: knowledge satisfies minimum criteria); 5–1 (inadequate). In order to pass an examination, a candidate must achieve a grade between adequate (6) and excellent (10).</p>

Assessment organisation (Who is doing assessment / review of knowledge):	Training centre	Independent higher education institute, International Faculty of Social and Business Studies	University of Maribor, Faculty of Law
Awarding body (Who is issuing "certificate"):	Training centre	Independent higher education institute, International Faculty of Social and Business Studies	University of Maribor, Faculty of Law
Additional relevant info (anything that helps us understand process, relevance of learning outcomes, assessment & rewarding, etc.):	30h course, 5 days 6h, including psychometric testing and 1h of coaching		

Training in HRM is not available on EQF 6 or lower in Slovenia. There are some 1st and 2nd level Bologna university programmes specialised in HRM. Also, business school include HRM course as elective or mandatory course. Alternatives to develop competencies in HRM are individual trainings, conferences and professional events organised by Slovenian HR association. Slovenian HR association also accepted Standards of Slovenian human resources profession that was adopted from international standard of Society for Human Resource Management (SHRM).

8.4.2 Spain

Analyse the professional qualifications related to an HR manager: Overview on the specific characteristics of the professional figures concerned by "HRM in small enterprises of the agri-food sector" activities in Spain. Please list relevant trainings for professional figures in our scope of the project. Focus also on all non-formal trainings for HRM and AF sector.

Professional figures Characteristics (Name)	Human Resources manager	Direction assistant
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<p>The professional figure is defined and/or regulated by the national, regional or sectoral laws and rules?</p>	<p><input checked="" type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated</p>	<p><input checked="" type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated</p>
<p>The professional figure must have specific education, training or professional requirements? (What is needed to enrol to the training)</p>	<p><input checked="" type="checkbox"/> Education requirements (specify: A-level (“Achilleate”) or 2nd grade diploma <input checked="" type="checkbox"/> Training requirements It can also be accessed thanks to a “prueba de acceso” – access test. <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements</p>	<p><input checked="" type="checkbox"/> Education requirements (specify: A-level (“Bachillerato”) or 2nd grade diploma <input checked="" type="checkbox"/> Training requirements It can also be accessed thanks to a “prueba de acceso” – access test. <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements</p>
<p>What is the professional figure’s NQF Level?</p>	<p>3</p>	<p>3</p>
<p>What is the professional figure’s EQF Level?</p>	<p><input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input checked="" type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6</p>	<p><input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input checked="" type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6</p>
<p>Learning outcomes:</p>	<ul style="list-style-type: none"> - Manage information and file systems in conventional support and computer - Perform administrative support to the tasks of selection, training and development of human resources. - Perform management and administrative control of human resources. - Manage office applications in information management and documentation 	<ul style="list-style-type: none"> - Managing and managing management communications autonomously. - Proactively manage activities to assist management in matters of organization - Communicate in English, with a competent user level, in the activities of assistance to management. - Communicate in a foreign language other than English, with an independent user level, in the activities of assistance to management.

		- Prepare documentation and professional presentations in different formats
Assessment and completion (Process of assessment, exams, what needs to be done to get “certificate”):	The assessment method is defined by each region and VET school. The assessment method is not defined in the title description.	The assessment method is defined by each region and VET school. The assessment method is not defined in the title description.
Assessment organisation (Who is doing assessment / review of knowledge):	Certified VET school	Certified VET school
Awarding body (Who is issuing “certificate”):	Certified VET school	Certified VET school
Additional relevant info (anything that helps us understand process, relevance of learning outcomes, assessment & rewarding, etc.):		

8.4.3 Greece

Analyse the professional qualifications related to an HR manager: Overview on the specific characteristics of the professional figures concerned by “HRM in small enterprises of the agri-food sector” activities in Greece. Please list relevant trainings for professional figures in our scope of the project. Focus also on all non-formal trainings for HRM and AF sector.

<p>Professional figures Characteristics (Name)</p>	<p>Master's Degree in "International Business and Management". Pathways: a) International Human Resources Management, (b) International Marketing. Department of Business Administration.</p>	<p>Master's Degree in "Business Administration" (MBA). Pathways: a) Marketing, b) Financial Administration, c) Human Resources Administration, d) Tourism Business Administration, e) Healthcare Units Administration, f) Educational Administrations Administration, g) Sports Units and Organisations Administration. Department of Business Administration - Department of Accounting and Finance - Department of Economics. University of Macedonia.</p>	<p>E-learning Programme: Human Resources Development</p>	<p>E-learning Programme: Human Resources Management</p>
<p>The professional figure is defined and/or regulated by the national, regional or sectoral laws and rules?</p>	<p>X National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated</p>	<p>X National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated</p>	<p>X National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated</p>	<p>X National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated</p>
<p>The professional figure must have specific education, training or professional requirements? (What is needed to enrol to the training)</p>	<p>x Education requirements (specify: <u> </u> _ BACHELOR DEGREE) <input type="checkbox"/> Training requirements (specify: <u> </u>) <input type="checkbox"/> Professional requirements (specify: <u> </u>) <input type="checkbox"/> No requirements</p>	<p>x Education requirements (specify: <u> </u> _ BACHELOR DEGREE) <input type="checkbox"/> Training requirements (specify: <u> </u>) <input type="checkbox"/> Professional requirements (specify: <u> </u>) <input type="checkbox"/> No requirements</p>	<p><input type="checkbox"/> Education requirements (specify: <u> </u>) <input type="checkbox"/> Training requirements (specify: <u> </u>) <input type="checkbox"/> Professional requirements (specify: <u> </u>) X No requirements</p>	<p><input type="checkbox"/> Education requirements (specify: <u> </u>) <input type="checkbox"/> Training requirements (specify: <u> </u>) <input type="checkbox"/> Professional requirements (specify: <u> </u>) X No requirements</p>

What is the professional figure's NQF Level?	MASTER'S DEGREE	MASTER'S DEGREE	CERTIFICATE OF SPECIALIZED EDUCATION	CERTIFICATE OF SPECIALIZED EDUCATION
What is the professional figure's EQF Level?	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input checked="" type="checkbox"/> EQF Level 7	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input checked="" type="checkbox"/> EQF Level 7	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6
Learning outcomes:	<p>Knowledge:</p> <ul style="list-style-type: none"> • Have increased expertise in Management Science and incorporate elements of scientific cutting edge developments in the fields of Human Resource Management and Marketing in the research professional activity in the international environment. • Demonstrate a critical understanding of the principles, theories, methodologies and practices of International Business Administration and its interface with other areas of knowledge. • Have increased critical understanding of the evolutionary dynamics and cutting-edge issues in all areas of Business and Organizations' Administration. • Select and organize appropriate strategies and practices for effective Management of Businesses and Organizations in the context of a changing global economy 	<p>Knowledge</p> <p>Graduates acquire increased specialized knowledge on the cognitive domains of the programme, with regard to the latest scientific developments, acquire the basis for original and critical thinking by combining various cognitive sectors, and are capable of connecting research to professional activity, taking into consideration the theories and methodologies of their cognitive domain.</p> <p>Skills</p> <p>Graduates acquire skills with regard to the practical application of theories and methodologies, the critical and original application of the knowledge acquired on research, the analysis and evaluation of modern relevant subjects, as well as the documentation and resolution of composite problems with clarity,</p>	<p>Aim</p> <ul style="list-style-type: none"> - It analyses the basic concepts of Human Resource Management, the role of which the HR department plays in the business, as well as the inextricable relationship between good HR practices and the achievement of business strategy, - extensive reference is made to the training and development of staff, in particular to the modern tendency to adopt a culture of continuous learning, as well as to the design and the implementation of a successful educational policy, - the concept and characteristics of entrepreneurship are analysed in detail - the competencies that guarantee the professional personal development, such as the development of negotiation, decision-making, presentation, persuasion and influence skills, as 	<p>- Aim</p> <p>- This training programme is addressed to Human Resources executives as well as Heads of Departments who wish to follow the developments in the international environment in the field of Personnel Management and to approach their subject with a modern, and effective way. The program focuses on the importance of the human factor in the operation, as well as the profitability of enterprises. In the modern business environment, more and more people recognize the importance of investing in human capital while surveys show that companies that play a leading role in the international arena not only invest in human capital but also take great "returns" on these investments. The selection and recruitment of staff, their training</p>

	<p>Skills:</p> <ul style="list-style-type: none"> • Implement methodological approaches and techniques in the performance of their organizational, production and administrative functions. • Implement with originality the knowledge acquired in research, analysis and development of innovative solutions to complex, interdisciplinary and innovative issues of International Business Administration. • Articulate in a scientifically documented manner innovative solutions to complex and new issues and formulate valid judgments, taking into account the respective relevant social, economic, cultural and ethical dimensions. • Document their scientific positions with specialized information and arguments towards a public specialized or not, with clarity, efficiency and accuracy. <p>Capacities:</p> <ul style="list-style-type: none"> • Continue to develop with autonomy their knowledge and skills at a high level. • Implement professionally the specialized knowledge and skills they have acquired and effectively address new, interdisciplinary or unforeseen issues. • Undertake independently responsibility to draft action plans 	<p>sufficiency, and precision, while taking into consideration the various application context thereof. In addition, they acquire skills for the collection and analysis of data, decision-making, the procedures of communication, the design of management programmes, as well as the management of teams.</p> <p>Competencies</p> <p>The graduates develop competencies at a high level and are capable of using them effectively, both in scientific and professional situations. Moreover, they are capable of using these competencies for the formulation of strategies, decision making, as well as crisis management. In addition, the acquire competencies for learning, setting objectives and priorities, managing time, and formulating and presenting reports using new technologies.</p>	<p>well as effective interpersonal communication skills in the working environment are analysed</p>	<p>and development, the techniques of enhancing work efficiency, the development of a performance appraisal system and pay packages, as well as the modern incentives for staff are examined in this program. At the same time, issues such as structure, the structure and optimum size of human resources, the assignment of responsibilities and the building of functional groups, as well as issues such as internal communication, industrial relations, entrepreneurship in general, and the creation of a secure working environment. At the end of the theoretical part of the Program, trainees have the opportunity to learn to use the Software Program and apply it to data from the actual workplace of companies collaborating with the program.</p>
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	to the entire range of operation of internationally oriented Businesses and Organizations, combining knowledge and practices taught in the MA Study Program.			
Assessment and completion (Process of assessment, exams, what needs to be done to get “certificate”):			Test after the end of each training module. The trainees have to get at least 50% success rate.	- Test after the end of each training module. The trainees have to get at least 50% success rate.
Assessment organisation (Who is doing assessment / review of knowledge):			National & Kapodistrian University of Athens – eLearning Centre of Continuous Education and Training	- National & Kapodistrian University of Athens – eLearning Centre of Continuous Education and Training
Awarding body (Who is issuing “certificate”):	Piraeus University of Applied Sciences Technological Educational Institute of Piraeus (T.E.I. of Piraeus)	University of Macedonia	National & Kapodistrian University of Athens – eLearning Centre of Continuous Education and Training	National & Kapodistrian University of Athens – eLearning Centre of Continuous Education and Training
Additional relevant info (anything that helps us understand process, relevance of learning outcomes, assessment &			Duration: 6 Months Total Hours: 199 - 244 ECVET: 6,58 - 20,33	Duration: 10 Months Total Hours: 377 - 422 ECVET: 31,42 - 35,17

rewarding, etc.):				
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8.4.4 France

Professional figures Characteristics (Name)	HR DIRECTOR	RECRUITMENT OFFICER	Responsible for personnel administration
The professional figure is defined and/or regulated by the national, regional or sectoral laws and rules?	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated
The professional figure must have specific education, training or professional requirements? (What is needed to enrol to the training)	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements
What is the professional figure's NQF Level?			
What is the professional figure's EQF Level?	<input type="checkbox"/> EQF Level 1	<input type="checkbox"/> EQF Level 1	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3

<p>Learning outcomes:</p>	<ul style="list-style-type: none"> ▶ Sense of dialogue and conciliation ▶ Strong managerial skills ▶ Strategic and political skills ▶ Firmness, authority 	<ul style="list-style-type: none"> ▶ Managerial and logistical skills ▶ Mastery of information and communication tools ▶ Spirit of analysis, synthesis and anticipation ▶ Relational and editorial ease ▶ Organization and rigor ▶ Mastery of one or more foreign languages depending on the activity of the company 	<ul style="list-style-type: none"> ▶ Administrative, managerial skills ▶ Very good knowledge of labour legislation ▶ Good manager ▶ Editorial, relational ▶ Organization, rigor
<p>Assessment and completion (Process of assessment, exams, what needs to be done to get “certificate”):</p>			
<p>Assessment organisation (Who is doing assessment / review of knowledge):</p>			

Awarding body (Who is issuing “certificate”):			
Additional relevant info (anything that helps us understand process, relevance of learning outcomes, assessment & rewarding, etc.):			

8.4.5 Cyprus

Analyse the professional qualifications related to an HR manager: Overview on the specific characteristics of the professional figures concerned by “HRM in small enterprises of the agri-food sector” activities in Cyprus. Please list relevant trainings for professional figures in our scope of the project. Focus also on all non-formal trainings for HRM and AF sector.

Professional figures Characteristics (Name)	Adult Certified Trainer
The professional figure is defined and/or regulated by the national, regional or sectoral laws and rules?	<input checked="" type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated

<p>The professional figure must have specific education, training or professional requirements? (What is needed to enrol to the training)</p>	<p><input type="checkbox"/> Education requirements (specify: _____)</p> <p><input checked="" type="checkbox"/> Training requirements (specify: ____70 hours training____)</p> <p><input type="checkbox"/> Professional requirements (specify: _____)</p> <p><input type="checkbox"/> No requirements</p>
<p>What is the professional figure's NQF Level?</p>	
<p>What is the professional figure's EQF Level?</p>	<p><input type="checkbox"/> EQF Level 1</p> <p><input type="checkbox"/> EQF Level 2</p> <p><input checked="" type="checkbox"/> EQF Level 3</p> <p><input checked="" type="checkbox"/> EQF Level 4</p> <p><input checked="" type="checkbox"/> EQF Level 5</p> <p><input type="checkbox"/> EQF Level 6</p>
<p>Learning outcomes:</p>	<p>There is a book of 50+ pages of the LOs</p>
<p>Assessment and completion (Process of assessment, exams, what needs to be done to get "certificate"):</p>	<ol style="list-style-type: none"> 1. Have a total of 240 training hours if you have a relevant degree in Adult training or 540 in total. If the person does not have the required training hours, he/she must attend an HRDA approved Train the Trainer Course of at least 70 hrs 2. Then he/she must pass an exam which consists of: <ol style="list-style-type: none"> a. Delivery of 45 min training to an examiner body b. Pass an Interview c. Pass an exam d. Prepare an essay on a topic of his/her choosing 3. To retain the certification, he/she must at least deliver 150 training hours over a period of 3 years.

Assessment organisation (Who is doing assessment / review of knowledge):	HRDA in collaboration with Accredited Testing Centres
Awarding body (Who is issuing “certificate”):	HRDA
Additional relevant info (anything that helps us understand process, relevance of learning outcomes, assessment & rewarding, etc.):	