Agrifood Open Educational Resources for Human Capital Managers

Erasmus+ Programme
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"FRESH"

agriFood open educational RESources for Human capital managers

Student Book | By Fundación Equipo Humano
January 2020

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Introduction

FRESH's objective: HR skill gaps in the Agrifood sector

The EU skills intelligence centre CEDEFOP concluded that together with the commonly addressed "actual skill mismatches", there are other "apparent skill gaps" linked to employers' low commitment to talent management, low quality jobs, inadequate investment in training, or other inefficient Human Resource Management (HRM) practices. In fact, among the 39% EU firms affected by skill mismatches, the apparent skills gap was found true for 80%, face to a 20% affected by real skill gaps among SMEs further away from the technology frontier needing qualified manual workers, being the agri-food (A-F) sector one of the most affected.

The food and drink industry accounts for more than 285,000 SMEs (99.1% of A-F sector companies) that generate almost 50% of the food and drink industry turnover and value added and provide 2/3 of the employment of the sector.

Addressing this significant imbalance, the FRESH project has developed several Intellectual Outputs under the framework of the Erasmus+ programme that can tackle this situation. One of them is the "Development of a curriculum on strategic HRM for small businesses in the agri-food sector". Among its deliverables, the Student Book is one of them. Within this document, HR managers, trainers and students may go through all contents.

In the following page, an index can be found. Here all parts of the materials can found. Apart from the learning materials, at the end of the document, a glossary and some of the references consulted have also been included.

Through the training materials, different issues related to Human Resources (HR) will be found such as Staff management; Talent Management; Organisational Culture in a company; Equality and Diversity at workplace. Tools, links and other sources are available.

Other documents to fully understand the scope of this training are the Methodology Guideline and the Training Profile.

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1. Personnel management

1.1 | Personnel planning

1.1.1 | Business models

One of the first sections is the one focused on business models. The main contents of this section focus on how to successfully plan and develop your business plan, the mistakes to avoid once you start a business with some specific indications, how to use key management tools to develop a solid business and If necessary, how to use concrete tools to change the way a business has been established.

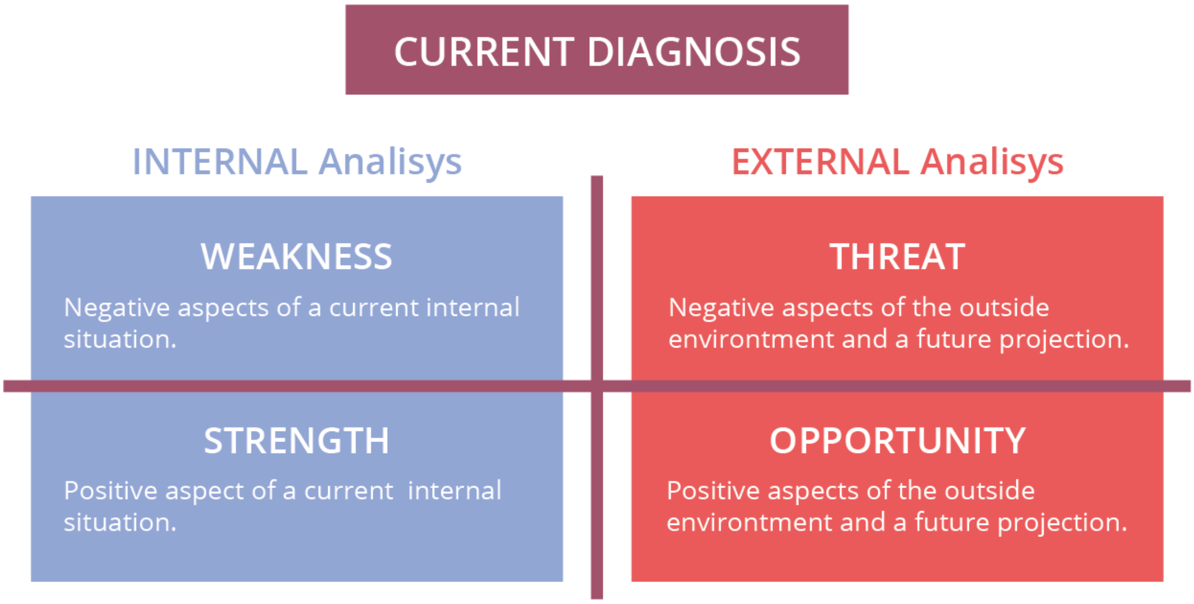
The **"Personnel Planning"** section is divided into different areas:

- Business planning.
- The organizational culture in your company.
- Organisational chart.
- Staff Planning.

SWOT

The SWOT analysis is a study that consists of identifying the strengths, weaknesses, opportunities and threats of a certain company in its sector in a way that helps us make decisions and adopt strategies by consolidating strengths, minimizing weaknesses, taking advantage of opportunities, and eliminating or reducing threats.

In the following photographs you can see a summary of the basic structure of a SWOT. Next, each of its components is described.



STRENGHTS

These are the internal characteristics of the company that facilitate or help to meet the objectives set.

Example of STRENGTHS of a company:

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- Good value for money.
- Exclusivity in the designs.
- Fast delivery service.
- Good online acquisition.
- Shop 24/7 at the online store (no limits).
- Cost savings of a physical and personal structure.
- Very active in RRSS.
- Possibility of obtaining benefits for the client with the offer of discounts for loyalty.
- Ecological packaging: Good image through environmental awareness.

WEAKNESSES

These are the internal characteristics of the company that can become barriers and complicate the achievement of the objectives set.

Example of WEAKNESSES of a company:

- Recently created company.
- Bad web positioning and RRSS - SEO/SEM.
- Impossibility to adapt the product according to clients.
- Little financing.
- Poor corporate image.
- Bad relationship with the distributor.
- Scarce sales network.

OPPORTUNITIES

These are the situations presented by the company's environment that can help to achieve the objectives set.

Example of OPPORTUNITIES of a company:

- Exponential growth of e-commerce.
- Export subsidies.
- European aid programme for the sector.
- Increased demand for the product.
- New law on the bonus of entrepreneurial fees.
- Tax incentives for innovation.
- New road improving transport connection.
- Proximity of the port for maritime transport.

THREATS

These are the situations that the company's environment presents and that can negatively affect the achievement of the objectives set.

Example of THREATS in a company:

- High rivalry in the sector.

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- Large number of competitors.
- Very powerful competitor (e.g. AMAZON).
- Untrustworthy consumer trend in the sector, supply searchers.
- Prestige of competition already established in the sector.
- New regulation with more restrictive controls.
- Tax increase.

How can I perform a SWOT from my own company? Here are some questions that a company can ask itself to carry out a SWOT. In the specific activities of the course you can find exercises focused on carrying out a personalized SWOT.

TYPICAL QUESTIONS TO ASK IN A SWOT ANALYSIS:

STRENGTHS	WEAKNESSES
What do we do the best? Which of our resources are not exclusive? What does the market percive as a strenght? What elements increase success?	What can we improve? What could be avoided? What does the market percive as a weakness? What kind of factors decrease success?
OPPORTUNITIES	**THREATS**
Is there a change of trend? Is there any new regulatory framework? Has stylelife changed somehow?	Is there any technological change? Is there any legal change? Any possible products that substitute yours?

The SWOT, in general, is a great first step to know the specific situation of the company.

BUSINESS PLAN + CANVAS MODEL

MODEL CANVAS helps to develop a business plan. It is a way to graphically present your business idea and that can help to visualize the main problems of your business model.

It includes the following elements:

1. Customer segment:

A customer segment consists of that group of people, users or organizations for which the business idea creates value. That is, those users whose problems you are helping to solve or needs that you are helping to satisfy. In other words, potential customers. If in a specific case there are different types of clients, these will also have to be reflected. The types of clients that can be added vary from direct to indirect. An example of direct customers: the end users of a product; An example of indirect customers: advertisers.

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2. **Proposal of value:**

   The value proposition is neither more nor less than that differentiating element that leads potential customers to decide on a business idea and not on that of the competition.

3. **Channels:**

   In order to deliver the value proposition to our clients, we must also think about the so-called Channels. In other words, how we are going to deliver our value proposition to each of our customer segments. A channel is simply any medium that connects your project with your clients, communicating and delivering a value proposition for said client segment.

4. **Model of customer-company relationship:**

   Once the other sections are clear, the customer-company relationship model tries to respond in a concise way to how the value proposition will be related to the customer segment.

   - **Personal:** Through direct communication, for example: face-to-face or by telephone.
   - **Remote:** When indirect communication is established, possibly with the use of technological resources such as e-mail, messaging or mailboxes.
   - **Automated:** Direct customer service is emulated based on an automated process, generally using computer tools.
   - **Individualized:** Particular or exclusive service is offered to customers.
   - **Collective:** Attention is given to a group of clients or community, organized in forums, talks, workshops.
   - **Through third parties:** When our value proposition reaches the customer segment by entities or services external to the company, for example: sales assistants for insurance policies.
   - **For self-service:** The value proposition is provided in such a way that the clients take care of themselves.
   - **Co-Creation:** The customer segment has to be an active part of the value proposition.

5. **Source of income:**

   This refers, in a practical way, to the type of income you can have. These types of income can vary depending on the frequency (punctual, recurring), the reason for which it is received (sale, rent, installments) or the price policies used.

6. **Resources at your disposal:**

   This section will focus on the resources available to the company and answers the question what key resources does your business require in order to move forward. What are the needs in material and human terms that the operation of the business requires.

7. **Activities to be carried out:**

   In the specific case of companies in the agri-food sector, these refer to all the production activities that are going to be implemented as well as the design, production and distribution of the products. Production is the dominant activity within manufacturing companies that manufacture products.

8. **Participating partners:**

   If the company has several partners, the canvas model tries to answer the question about what partners can do better for the business or product idea, and therefore enrich their business model. Depending on the type of partners in charge at any given time, said partners may contribute different aspects.

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9. **Structure of costs:**

   It basically consists of identifying costs, classifying them, and allocating them to each of the elements of the business model in mind. This structure is primarily made up of costs related to key resources, key activities and key partners.

The final objective is to quantify the investment needed to sustain the business model, something that is essential to verify economic viability and evaluate its profitability.

** You can find a model of canvas in the exercises proposed for unit 1.1*

Thanks to the CANVAS method, which develops the parts indicated above, the so-called Business Plan can be developed. The **Business Plan** is a document that identifies, describes and analyzes a project in operation (in a given period of time), as a new activity or business opportunity.

The Plan should examine the technical, economic and financial viability, and develop all the procedures and strategies necessary for the achievement of the defined objectives.

The preparation of a Business Plan covers two specific objectives:

1. On the one hand, it allows the management of the company or the promoter of the new project, to carry out an exhaustive market study that will provide the information required to carry out a correct positioning of the project and to determine with enough certainty its viability. In addition, the Business Plan will develop the necessary strategic measures in each specific functional area to achieve the objectives that the Plan itself will have foreseen. Once in place, the Plan will serve as an internal tool to assess the progress of the company and its deviations from the planned scenario, and as a source of valuable information for budgeting and reporting.
2. On the other hand, in its executive version, the Business Plan serves as a business card for third parties, banks, investors, private institutions, public bodies and other agents involved when any type of collaboration, help and financial support is required

Among the available resources you can download a document with the different parts of a Business Plan and some keys on how to develop it.

The 10 mistakes to avoid when undertaking:

Ref. Agustín Cuenca as a founder of internet companies is great: he worked as CEO and founder in Qarana (he got to be worth 150 million dollars), he has created projects like Play Wireless, Wimba Robotics or Niuco Educación or ICOfunding.com. In other words, he knows what he's talking about because he has lived it first hand.

Now he is the founder and CEO of ASPgems, a company of specialized software solutions adapted to each of his clients. One of his latest projects is Neurok, an online training platform for learning by sharing.

Even through is an independent profile and sector, Cuenca advises things like not to hold on to the initial idea blindly, but to launch it and let it evolve, for example. Or that you should not confuse the roles of founder and worker. Some of his suggestions are:

1. Thinking that the business idea is the most important thing.
2. Confusing roles of employees, partners and founders.
3. Base your business plan on risk analysis.
4. Not to think that things can go wrong.
5. Don't think about the treasury.
6. Working only for investors.

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7. Do not change your business plan once the company is up and running.
8. Copying the things of success badly is to say that they do not suit your company.
9. Starting for the wrong reasons (e.g. money instead of something you are passionate about).
10. No studying, no learning.

Resources: In the Resources section on the FRESH online platform you can find documents and information that help to develop a SWOT analysis (Weaknesses, Threats, Strengths and Opportunities); A canvas model to better visualize the different parts of it and be able to complement it, in addition to a structure or Business Plan model that includes the basic parts of it. This last document includes rhetorical questions in order to better develop the parts of a Business Plan.

1.1.2 | The organizational culture

Usually these beliefs and shared values are not explicit, are not defined, written or documented, they are implicit. People know them day by day, by the way they work in the company. Although not explicit, organizational culture can make the difference between success and failure. It is the set of perceptions, feelings, attitudes, habits, beliefs, values, traditions and forms of interaction within and between groups in all organizations.

The organizational culture can facilitate the implementation of the strategy if there is a strong coherence between the two or, on the contrary, prevent or delay its implementation. If we accept the premise that business strategy, in addition to leading the company towards the achievement of certain economic objectives, serves as a guide in its constant search to improve its operation, it can therefore be deduced that culture can and does influence the results of the company's activity.

It is important to keep in mind that the culture of the company can have a significant impact on the company's activity, so it is important that it is constantly reviewed with the aim of making sure that the objectives are being met.

Culture is not something eternal, stable and invariable. It is something that is created over time and that can change with the evolution of the organization. Furthermore, organizational culture is not something that simply belongs to an organization. Culture can be typical of a division, a department or a work team. This is not good or bad in itself, it will depend on the situation and the way in which it is necessary to develop the work to achieve the organizational objectives.

Characteristics of organizational culture:

Business culture has certain characteristics that are key to achieving a positive impact on both human relations and the projection of the organization. It is up to each company to apply or adjust them according to its vision. These are some essential characteristics:

- **Physical space:** The physical space of an organization also affects and can imply about the idea of the culture of a company. Some of these elements would include how to distribute and delimit the space (shared, open spaces, closed doors, security, fair distribution, etc.), possible personal and / or corporate decoration (personal photos, work photos, professional titles; logo of the company; exhibition products; ostentatious decoration) and even the functionality of the space (presence / absence of social spaces, order, cleanliness, time to relax).
- **Risk tolerance:** Refers to the degree of freedom that employees have to make risky decisions.

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- **Proactivity:** Refers to the degree of independence that individuals have to make decisions for themselves within the organization.
- **Identity:** Refers not only to the image of the company (graphic identity, logo, distinctive colors, etc.), but also to the degree of coherence. The more consistent the identity, the more enduring it will be over time. This normally refers to the degree to which people who work in the company identify with it. In the most superficial, it also refers to the style, appearance or clothing imposed by the company, the freedom and individuality of style or other related.
- **Shared culture:** Refers to the values, beliefs and behaviors that are shared by the members of the organization.
- **Communicational model:** Implies a hierarchy in terms of functions and processes in the company's internal communications. Communication is an essential element for training and maintaining the organizational culture of a company. Some important elements are the procedures for establishing the exchange of information and ideas (mail, telephone, face-to-face, etc.); the facilities to find certain people in the organization (facilities, a lot of administration, availability) or the way in which meetings can be requested or formalized (formal, among colleagues, people needed in them, answered opinions, etc.).
- **Control:** A characteristic to validate the fluidity of processes in organizations is the degree of direct supervision of employees. Generally, to a greater degree or number of supervisors, the processes are less fluid.
- **Incentives:** Business culture must contemplate the existence or not of an incentive system, as well as the criteria with which employees can enjoy them: productivity, seniority, etc.

One of the most important is the mission, vision and values of a company, related to Organizational Culture.

These three concepts define the objectives of the organization and are also a fundamental part of the definition of culture of an organization since they are at the base of the other concepts.

In many cases the objectives of the company will determine, in one way or another, how to achieve them, and how employees must behave in their workplace.

Having a well-defined mission, vision and values is essential for the development of an appropriate organizational culture for the objectives of a company. Coherence is essential for workers to accept and internalize the culture of their organization.

Mission

It defines the raison d'être of the company, the needs they cover with its products and services, the market in which the company develops and the public image of the company or organization.

The company's mission answers the question: why does the organization exist?

When defining the mission of our organization, we must bear in mind that 3 fundamental elements must be present:

- Description of what the organization does (What to do).
- Who is the objective of our work (Who is going to implement it).
- What is unique about the organization (What makes us different from the rest).

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Some other answers:

- What was the company created for? (original idea, needs, satisfaction, etc.).
- What does the company know well? (diagnosis, products, personal selection, etc.).
- What does the company lack to provide its employees? (security, change of promotions, personal and professional development, etc.).

Vision

Define and describe the future situation of what the company wants to have. The purpose of the vision is to guide control and encourage the organization as a whole to reach its desired state.

The vision of a company is the answer to the question: how do we want our company / organization to be in the following years?

- What position does the company have with respect to the position it wants to occupy in its sector in the coming years? (In sales, profitability, quality, innovation, etc.).
- Is there a company in the same sector or any other, even worldwide, that the company would like to look like?
- As a worker, what would you like the company to achieve / convert so that as a worker you are committed and proud?

It is important that the vision of the company is shared by as many workers as possible. To establish a long-term future and positive evolution, it is essential that the aspirations of the workers can be fulfilled and that they feel that they participate in the advancement of the organization.

Values

It defines the set of principles, beliefs and norms that determine the management of the organization. Values are guiding principles that guide and share the members of an organization.

The basic objective of the definition of corporate values is to have a frame of reference that inspires and regulates the life of the company.

Values are one of the fundamental pillars of the organization's culture, although not the only one, of course. It is very important to define in a manner consistent with the objectives of the company. If you want workers to feel part of the organization and collaborate in the evolution and search for the vision, these values must be shared and accepted by all, they must never be imposed.

Some questions to work on values:

- What values are considered important in the company? (Quality of service, customer orientation, teamwork, results orientation, etc.).
- How are the values reflected in daily work?
- How important is each of these values in the company? (On a scale of 1 to 5 for example).

Examples of values:

- Customer orientation.
- Commitment to results.

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- Sustainability.
- Interest in people.
- Social responsibility.
- Integrity.

Resources: To see examples of mission, vision and values of the agri-food sector and how to develop them, documents 4 and 5 are available in the resources section of the FRESH online platform. Document 6 is a visual thinking exercise that can help describe the aspect of a company today and that can help to have a broader vision from.

1.1.3 | Organization chart

The organization chart of a company consists of the informative graphic representation of the company's structure. It represents the company's employees and human resources, as well as the departmental structures, and is a good outline of the hierarchical relations within the organisation.

Each company will have its own organization chart that will depend on its activity, its production volume and its business culture.

The preparation of an Organization Chart serves to:

- Formally form hierarchies between the different positions and departments.
- Clarify responsibilities and workloads (processes, communication, etc.).
- Reflect the role of each position in each company.
- It facilitates the global vision of the organization to the new incorporations.
- Clarifies hierarchical dependency.
- Formalize internal relationships.

It is convenient to have different organization charts, general (company), specific (areas or departments, processes), functional (tasks to be carried out by each one) or relational, depending on who will use the organization chart and its purpose.

A well-defined organizational chart facilitates both day-to-day management and strategic planning. Some of the basic elements that all companies have, are shown in the following points:

- **Management:** The senior management part of the company. They are responsible for making significant decisions for the organization.
- **Middle line:** Includes all the middle managers of the company. They can be said to be the link between the top management and the line of operations of the organization.
- **Core of operations:** Made up of the workers who are directly related to the production of the good or service and its distribution.

Other components of the company can be:

- **Technostructure:** These are analysts outside the company's management who analyse and present changes to the company's structure (extensions, restructuring, etc.) to make it more efficient.

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- **Support staff:** This is a part of the company that does not collaborate directly in the performance of the activity, but is dedicated to support functions for better performance. They may not be part of the company, but rather be subcontracted (e.g. consultancy).

However, not all of these elements are presented in the organization chart of the company since depending on the sector and the type of company these may vary. In the case of the company in the agri-food sector, there will be one that represents Management, Human Resources and later the Operations Center and below, Support Employees. This will also depend on the size of the company, regardless of whether it comes from the same sector.

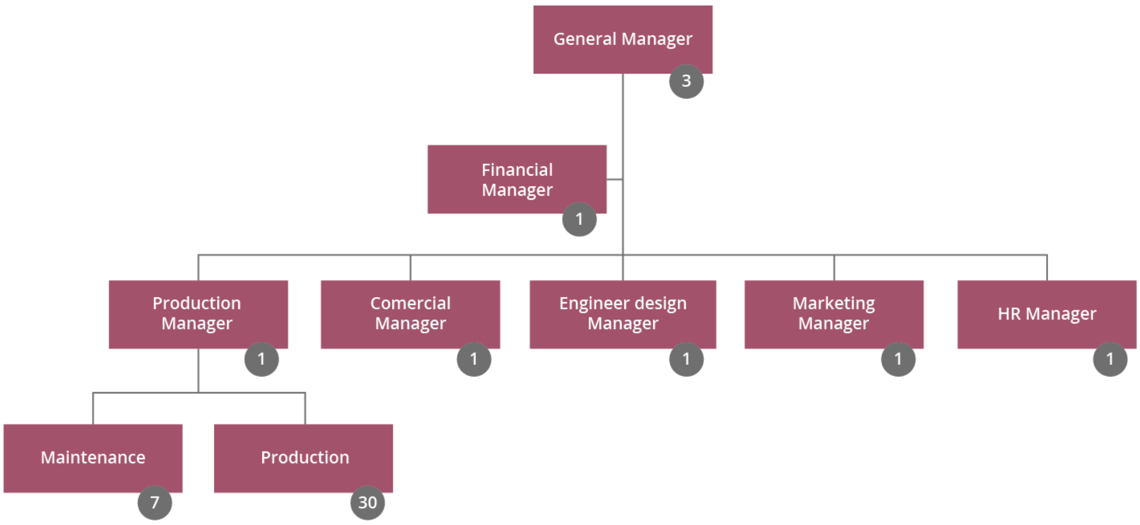
Types of organization charts

Below are the most expanded organizational charts in the organizations:

Simple organization

The most common in small and medium enterprises. It mainly involves managers and the core of operations, and does not have the other possible elements.

This structure allows for fluid communication between senior management and operators, an essential point when it comes to new companies that are adapting to the environment and need to be flexible.



Functional organigram

This representation includes the main functions assigned to the different work centers, as well as the units and their interrelations. This type of organization chart is very useful for training staff and presenting the organization in a general way.

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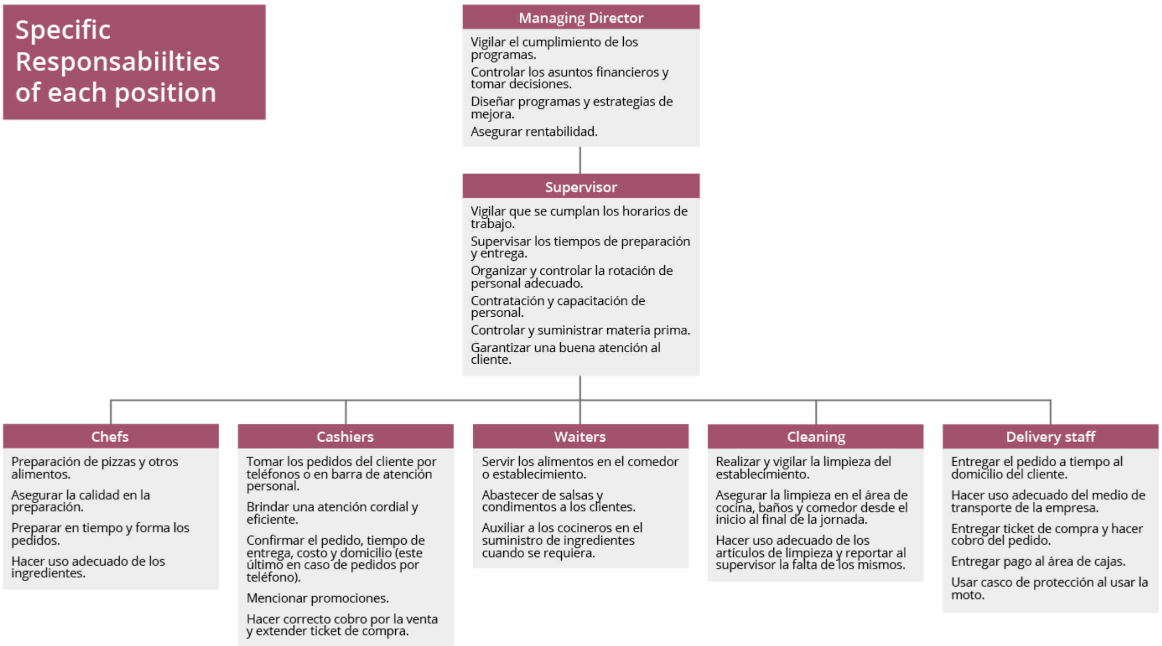
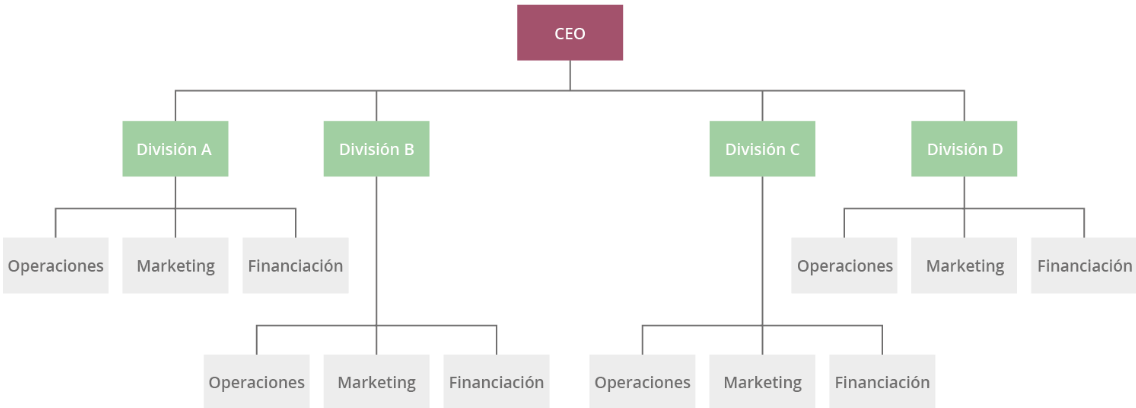


Divisional form

Typical of large companies that need a more complex structure because of the type of work they do or their size.

It has a structure in which all the elements appear but the core of operations is formed by other complete organizational structures. Therefore, it is a very broad hierarchy in the company, as shown below.



Matrix structure

It represents a corporate structure in which employees participate in specific projects while continuing to perform their duties. Dual channels are used: on the one hand, the main hierarchy; and on the other, specific programs/projects.

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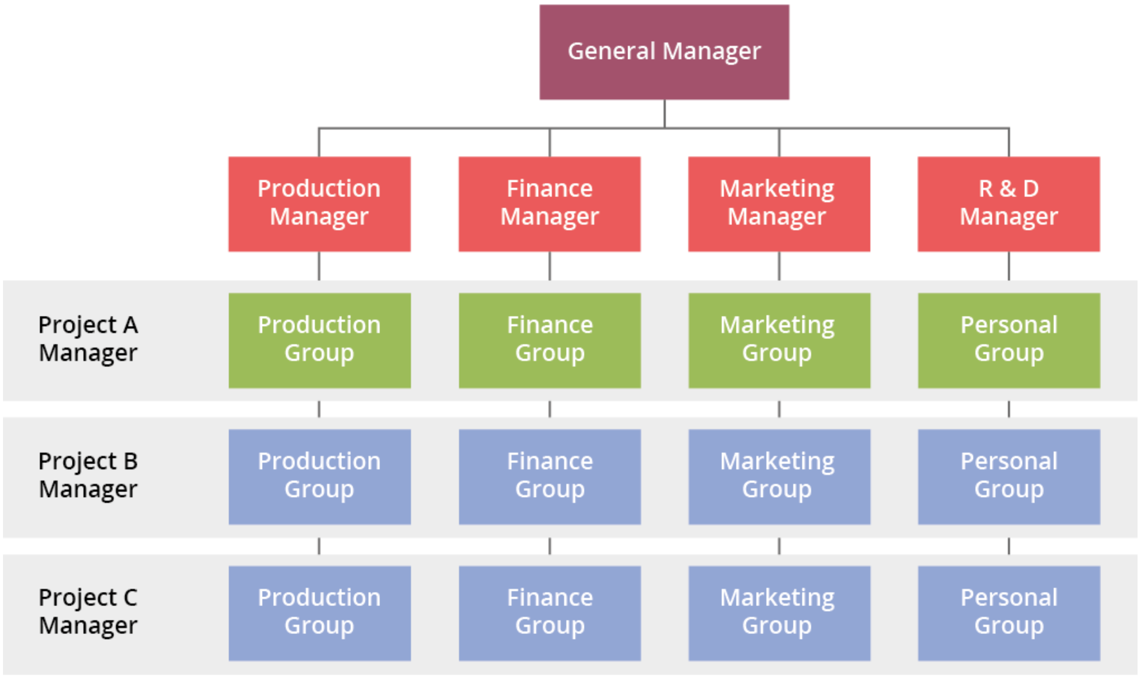

How can I make the organization chart of a company step by step?

First of all, you must consider that the same person can occupy several departments at the same time; several departments can be united by carrying out tasks from the same person, and you can even have one or more outsourced departments.

Once with this in mind, the basic steps to make an organization chart would be:

1. Make a list with all the possible departments of your company.
2. Define, as much as possible, the functions to be performed in each department and the person who would be responsible for performing those tasks.
3. Make a small outline on paper and pencil or with some office programs. The examples above can serve as inspiration.
4. Analyze that the departments and their functions have been correctly identified. Changes can be made later.
5. Communicate the organization chart to employees so that they know their managers and the internal operation of the company.

The fact of having formalized and available to all staff the organization chart:

- It facilitates the global vision of the organization to the new incorporations.
- Clarifies hierarchical dependence.
- Formalizes internal relationships.

Resources: Downloadable organizational charts that can be edited are available in the Resources section, in order to have a clearer distribution and internal business organization. The contents of this module can help modify those available on the platform and adapt it to different realities.

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1.1.4 | Job description

As the name suggests, it is a document that details and clarifies the essential aspects of a work center (responsibilities, interrelations, etc.). Specifically, the document usually covers the following aspects:

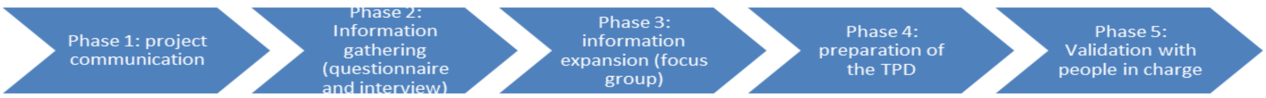
- Job name.
- Training required.
- Mission statement.
- Hierarchical dependency and position in the organization chart.
- Interdepartmental relations.
- Main responsibilities and functions.
- Competence profile (general and specific competences).
- Type of connection to the company.
- Salary range.

This is what would be called a job analysis and job description project in which all the managers of the company, including employees in those same positions and with more experience can participate.

What are the objectives of the job Analysis and Description Project?

A. *To synthesize and formalize the basic aspects (key) of the jobs, so that they serve as **a reference for the proper functioning of the company**…*
B. *To favour a **shared vision of the organisation**.*
C. ***To involve the staff** in an internal and transversal process, such as the TPD.*
D. *Establish the **basis for future development of the Performance Evaluation**.*

PHASES OF THE PROJECT:



The expected results after this process are greater agility and control over the following processes:

- Recruitment and selection of personnel.
- Improved functional clarity.
- Avoiding overlaps or function gaps.
- Training Planning.
- Quality Processes.

In order to collect the necessary information to carry out Job Descriptions, it is recommended to combine different information collection methods, so as to integrate key information about the company and the jobs that make it up.

- **Questionnaire:** This will set out the different skills and their definition so that, depending on the department and job, a series of skills are selected and prioritised.
- **Individual interviews:** From which we will extract all the information about the position provided by a sample of people who currently occupy the job in question.

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- **Focus group:** Creation of discussion groups to present and contrast aspects related to the organizational chart and the hierarchical units or functions, as well as to discuss the key competences for the organization (general or corporate) and the key competences of the job (specific).

Resources: In the "resources" section there is an example of Job Description (DPT), accompanied by a series of questions to extract the basic questions. Likewise, an advice document is included to develop a quality DPT.

1.1.5 | Staff planning

Staff planning is a process that aims to anticipate the human resource needs in a company, both for the present and for the future, in order to meet the objectives set.

In other words, it seeks to qualify and quantify the number of people who optimize results in the short, medium and long term, key information that can make the difference between profit and loss.

In other words, on the one hand, a company with a number of personnel below the optimum number does not manage to meet the objectives set (e.g. causing delays in production), and on the other hand, with a higher number unnecessary costs will be incurred.

Template planning can provide the following **benefits**:

- Identifying current and future staffing needs.
- Obtain a template with realistic dimensions for each moment.
- Promote the promotion and qualification of the staff (career plans), taking into account the needs of the company at all times.
- Increasing work motivation.

Workforce planning encompasses a group of plans that are fundamental for companies to have a successful workforce, they are:

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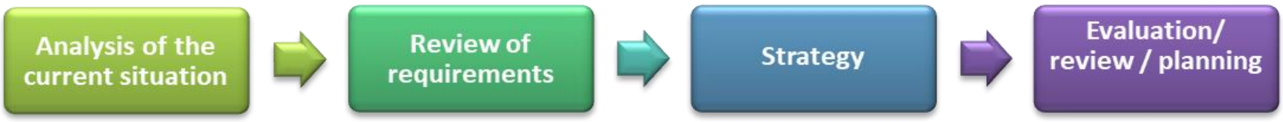
The staff planning process includes the following phases:



Phase 1. Collect qualitative and quantitative information on the whole structure of the company, with the aim of knowing how many staff it has and what each one is doing (organization chart, job description, staff rotation, etc.).

Phase 2. Through the previous analysis, the company knows what resources it has as well as the needs that will arise and are not covered. It is also important to take into consideration the fact that many companies are immersed in needs that vary substantially over time, e.g. seasonality. It is at this stage that special emphasis would be placed on workforce planning, designating the jobs, activities and responsibilities of each worker or group of workers, mainly based on the activity of previous years.

Phase 3. Implement a staffing strategy to address results. Increase, decrease or maintain staff to meet needs, and staff can be transferred to new functions if their skills are not used (e.g. temporary employment contracts, functional mobility (for organizational reasons), etc.)

Phase 4. Finally, evaluate the strategy applied and, if necessary, make new revisions and planning. As discussed above, planning can be based on experience, previous reports or evaluation results.

Templates can be planned in the short, medium or long term:

1. **Short term planning**: This is when you plan for a period up to one year. This is where you foresee what will affect the Company in the short term, for example, retirements, layoffs, leaves, etc. (see example 1). Short-term anlasysis allows companies to kow the personnel needs to be covwred so

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that production is assured. However, it is also important to know how many poeple are needed in production and in the administrative area, i.e. direct and indirect labour.

A. **Direct labour** can be foreseen with the following formula: (see example 2)

$$Need\ for\ personnel = \frac{No.of\ units\ to\ be\ produced\ annually}{units\ produced\ per\ hours \times No.of\ hours\ per\ year}$$

B. **Indirect labour** (administrative) can be foreseen through an analysis of proven or experience-based organisational criteria and anticipated workloads. (See example 3 and 4, respectively).

2. **Medium and long-term staffing**: When estimating staffing needs for a period of 3 and 10 years. This is associated with a more complex compliance, because there is greater variation in the factors that influence the staff.

The following statistical methods can be used to estimate medium- and long-term planning:

A. **Trend extrapolation:** Is a method based on historical data. (See example 5)
B. **Correlation and regressions.**
C. **Forecasting models:** This is the method that makes estimates based on expected and unexpected variables. (See example 6)
D. **Non-quantiative forecasting methods:** This is based on expert or specialist opinion and is often applied to complement the above methods.

Below are some examples of questions that help to understand the situation of the company:

- How many employees does my company have? And, how many workers do I need in my Company?
- What technical skills do they have? And what technical skills do they need to have?
- What department are they in? Are they where they should be? What other departments could they be in?
- What responsibilities do they have? What functions do they perform? and what do they need to do?
- Do the workers have training, should I train my staff or hire trained staff, how many need to be trained?
- Are my workers' skills being used?
- With the current arrangement, am I optimizing production?
- What changes can I make to optimize the jobs in my company to make better use of the resources and economic benefit?

Resources: In the "resources" section you can find examples of diagrams. In turn, examples of company policies related to various sections: training, leadership, employee participation and other real examples. These types of practices are cross-cutting in people management.

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1.2 | Talent management

1.2.1 | Talent Management in the Organization

Talent Management is a process that adds value to your organization in each of its phases. Talent management aims **to retain the most valuable assets of your company in order to** build loyalty in your talent and be efficient.

Managing talent in your company is estimating the knowledge, skills and performance necessary and / or desirable in order to obtain maximum value creation. This will allow you to design the set of policies and practices necessary to direct the aspects related to your human capital.

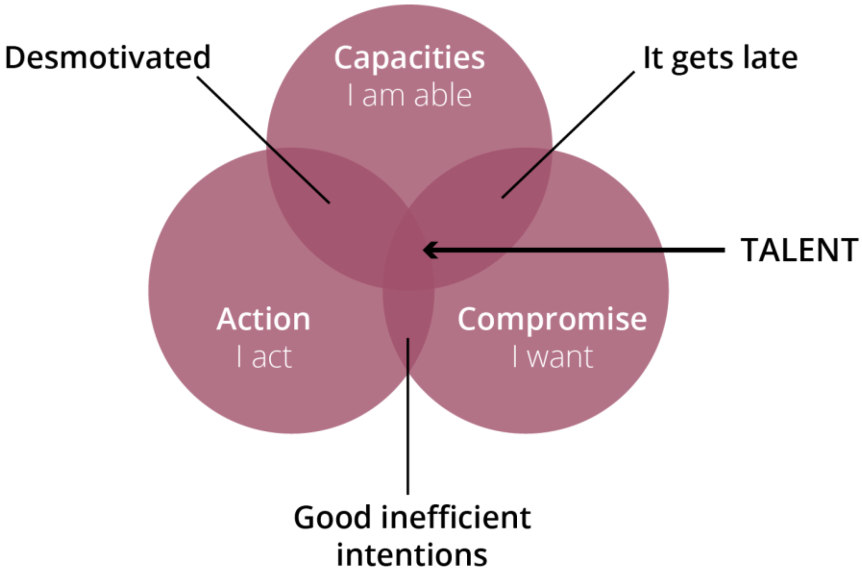
Generally, within the management and development of talent, we will find a relationship with sections of the module such as recruitment, training and / or performance evaluation.

STAGES OF TALENT MANAGEMENT:

1. **Define talent**

   For the talent management process to be successful, we need to correctly define what talent is. As for the business field, we will define the characteristics of talent for the organization, such as competencies, skills and desired values in line with the mission and values of the company. In other words, defining talent is not easy ... Talent is defined based on the needs of the company, its customers, the way it works, the leadership style, the job, etc. It is a complex term that depends on the characteristics of each company.

   In a summarized way, Talent can be summed up by Power, Wanting and Acting:



   Briefly, it is essential to achieve **a proper fit between the business needs of your organization and the individual needs of each employee**. The following are questions, whose answers can place the current and future needs of a company:

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ORGANIZATIONAL NEEDS	INDIVIDUAL PROFESSIONAL DEVELOPMENT NEEDS
What are the main strategic aspects of the organization for the coming years?	How to find opportunities within the organization that:
What are the main challenges you will have to face?	Adapt to their virtues
What skills, knowledge and experiences will be required?	Cover the development needs
What type of employees will be required?	Provide challenges
Does the organization have enough human capital to meet the critical challenges?	Match your interests and values

2. Attracting talent

To attract talent, it is necessary to generate a brand as an employee, achieving greater visibility for the talent that you want to capture. It has to be analysed where the company is at and where to direct it, oriented to the active search for new talents and generate new contacts.

Attracting new employees will give value to your company. **It is very important that you know the qualities that the company has and rely on them to be able to capture the different candidates and achieve the goals and objectives that are proposed**. The person dedicated to attracting applicants to the job should be based on three fundamental aspects to effectively achieve that recruitment.

Detailed profile of the job vancancy to know their characteristics → What are the skills the candidate needs? → Disseminate the job vacancy

To do this, you should:

Write in detail the profile you are looking for (responsibilities, minimum experience in the position, language requirement, availability to travel, etc.). For this point you can consult the Description part of `Workstation.

On the other hand, **describe what skills are available to the candidate to qualify for employment** (leadership, communication skills, etc.).

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Finally: **have the ability to promote the position in a professional, serious and attractive way** (through the corporate website, job fairs, dissemination among employees, etc.). This part can be found in the Selection and recruitment section.

Creativity is essential when attracting talent, because the person in charge of recruitment must use different resources that are motivating. In addition, we must also have the ability to make a choice optimizing costs and leaning flexibly on new social networks, agreements with universities or internal promotions.

How you can attract talent, in a very simple way:

1. Work for the Brand as employer.
2. To get workers into ambassadors of the companies.
3. Define clearly the type of talent you are looking for.
4. Actively look for new talents in fair, forum, universities…
5. Keep a data base of candidates updated.

HOW TO ATTRACT TALENT

HOW **NOT** TO ATTRACT TALENT

How not to attract talent:

1. Give an unrealistic image of the company outwards.
2. Do not take care of your employees and that they speak badly of the company.
3. Stay only with the candidates that show interest.
4. Do not publish profiles and values that I look for in candidates.

3. Value talent

To assess talent it is advisable to detect what we have within the organization, with an **established system to measure talent**, clearly defining what is measured and why it is measured, creating a map of talent.

The starting point for us to develop talent assessment tools are competencies and objectives. Reflecting on the competencies of the organization and on which ones we should focus to achieve the objectives and results derived from the Strategic Plan and achieve competitive advantage in the market, will be a key success factor:

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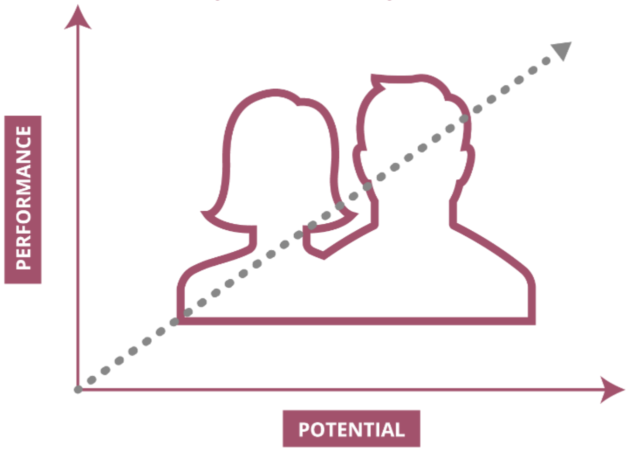
PERFORMANCE ASSESSMENT

Corporative Competences
Work Position Competences
Objectives

POTENTIAL

Learning abilities
Growth Motivation
Attitude
Commitment
Speed of development



The detection of individual potential in the company is the most important prediction variable of the success of an individual in a given position.

4. Developing talent

It is also necessary that we know the concerns and motivations of the different talents that we have detected in the company to establish different actions adapted to the needs of each person, always according to the possibilities of the company.

Development actions can be carried out both inside and outside the workplace, following up on these plans to assess that the actions implemented are adapted to the needs of the workers and the company at the present time, and even in the future.

The development of professional careers is usually collected under the concepts of:

- **Career planning:** When the problem is analysed from the employee's perspective.
- **Career direction:** When done from the perspective of the company.

Companies must assess the real career possibilities based on their strategic needs. The number and specialization of people with high potential will probably not match the number and specialization of employees who may have a real career opportunity within the company (horizontal or vertical promotion). It is essential not to create false expectations for employees regarding future promotions.

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On the other hand, the possibility of creating a **succession plan** involves planning the possibilities of replacing personnel in the short, medium and long term. This situation allows companies more stability, as they will be prepared for personnel losses, both planned and unplanned.

This plan must contemplate each job or the most important (strategic) and identify who will be the most appropriate people for each.

In case we cannot identify any internal person with the necessary characteristics in the short term, it is essential that we use **external recruitment**.

5. **Retain talent**

It is important that we **analyse the atmosphere of the organization continuously over time, assess the concerns, motivations and needs of workers**. In this way, we can detect the motivations that drive the orientation of good performance to continue developing strategies that add value to the company.

The establishment of strategies for the retention of people in our companies is fundamental, since this depends on the monitoring and continuity and integration of them to the changes in the environment.

Human talent is a strategic resource, since it is valuable, inimitable and irreplaceable and it is also a sustainable competitive advantage. Companies must take care to retain human talent. The workers have the knowledge, the experience, the skill and as time goes by they specialize in carrying out the work in our companies.

The retention of talent arises from the need of companies to maintain the most valuable assets, and that the employees who remain do not suffer the consequences of rotation:

- Demotivation of the group.
- Restructuring of work plans.

The importance of retaining the best talents as a business strategy entails evaluating the methods and good practices in personnel management, employed from the moment in which the recruitment of the professional, the induction and the planning of objectives of the organization is carried out.

The following graphs shows the fundamental points for the retainment of talent:

- Ask employees, talk to them and know what they need.
- Detec motivations that show a superior performance.
- Try to have all needed resources.
- Reward the good work done.
- Consider an strategy, be coherent as a business and show a real concern about empployees' situation.
- Not only speak but also hear carefully.

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Among other things, it is essential that our organization:

- **Motivates**, as long as it starts from the basis of a fair salary, there are important non-monetary incentives for talent retention (conciliation, emotional salary, etc.).
- **Working conditions**, which provide people with adequate tools and technology to perform their tasks, in addition to the comfortable working day, the appropriate ergonomic, hygienic and temperature conditions.
- **Recognition**, understood as positive feedback when tasks are performed well and the contribution to the company is worthy of being taken into account.
- **Attractive job opportunities** within the company to ensure that the employee is motivated to undertake new projects within the company, feeling satisfied.
- **Feeling of belonging**, based on the link between employee and company that strengthens the existing relationship (eg the worker is proud to belong to the company).
- **Training** to grow and develop professionally, improving processes and personal satisfaction, relating to the improvement of position in the company (eg offering training courses by the company).

6. Absenteeism

As explained, employees implicitly ask to keep their commitment to the organization a series of items:

- Training.
- Job security.
- Flexibility.
- Punctual salary.
- Good working conditions.

The breaking of these conditions, as well as responsibilities not adapted to the position, excessive workload, etc. entails a decrease in motivation, decrease in performance, increase in absenteeism and increase in staff turnover.

For all these reasons, it is essential that we maintain an adequate working environment, since in case of not obtaining it, there are usually negative consequences on the physical and mental health of the workers and the operation of the company. Absenteeism is a defence against job dissatisfaction.

In the materials added, psychosocial factor analysis surveys can be found in order to learn about these factors and improve them. Concretely, in the Detection and Analysis section, about surveys and Work

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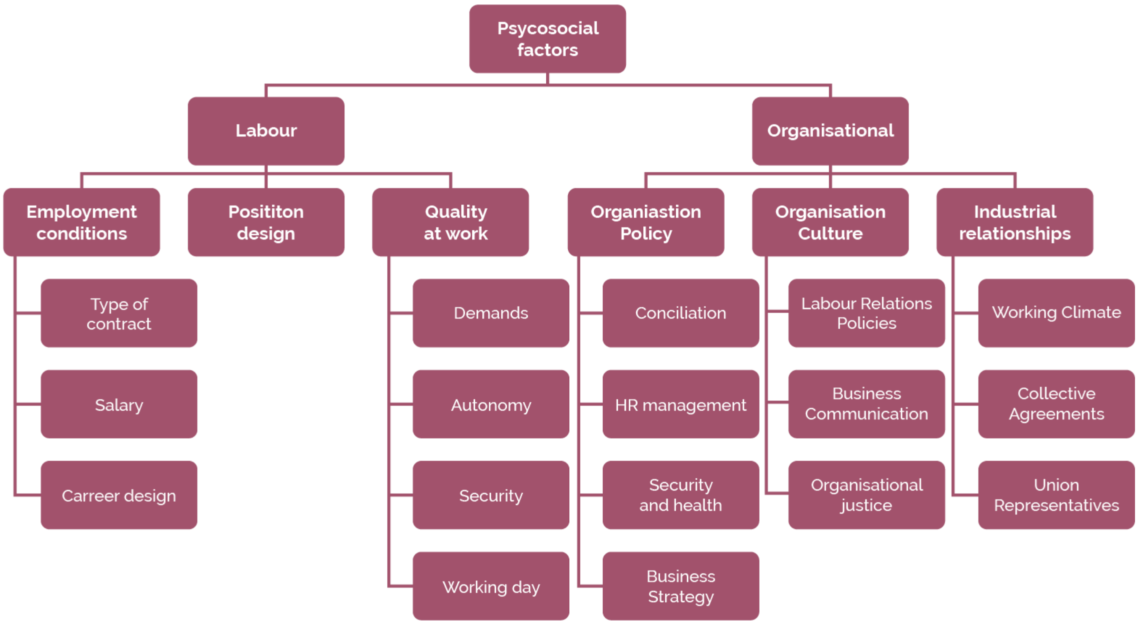
Environment further details can be found about how to detect and analyse such situations. Hereunder, you can find a clear division of factors that affect someone's workplace situation: labour and organisational reasons.



1.2.2 | Selection and Recruitment in the Organization

The selection of personnel aims to find the right candidate to cover a particular job vacancy in your company. In order to carry out this process in an optimal way, you must take into account the strategic objectives of your organization (Mission, Vision, Values) and their characteristics, as well as the requirements of the position to be filled. To do this, a Job Description, or DPT (**resource of module 1.1 Personnel Planning**) shall be used.

For small companies, this process can be expensive, since there is no specialized personnel dedicated to HR.

Along the following sections we will give **practical advice** on how to make a good selection of staff, mainly on the agribusiness sector, so that the staff of a company in the agronomy sector company can have the enough resources for filling a job vacancy with the optimal candidate, and with the lowest possible cost.

Before considering the incorporation of a new person into our company, we should ask ourselves the following questions:

- Is it really necessary to carry out a new incorporation?
- Have we thought about the work that person will be in charge of? Who will be person resposible for that person?
- Is there no employee within the company who could assume the functions?

There is no simple way to fit these questions but some aspects to consider could be:

- **Current and foreseen work volume**, as well as billing that the company must reach to justify the cost of the work position that I want to open.

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- Perform **an analysis of functions** through the Description of Job Posts tab (see resource of module 1.1 Personnel planning).
- Those people who, internally, can carry out the responsibilities of the new position to be filled can opt for this position. This process is known as **"Internal Promotion"**.

PHASES OF THE SELECTION PROCESS

Once we are decided to start an election process, it is best to know the phases you will have to go through. It is recommended that you follow these stages as stated below, and followed by a brief description:

H.H.R.R. planification
↓
Need analysis
↓
Analysis of the Job vacancy
↓
Recruitment
↓
Curriculum screen
↓
Pre-selection of candidates
↓
Assesment Center
↓
Personnal interview and test
↓
Final interview
↓
Hiring of the selected candidate
↓
Welcome and incorporation

For those more important and to consider, you may find a description that may help you implementing a selection process:

1. Needs analysis

As its name indicates, the main objective is to identify exactly which needs are expected to be met through this incorporation as well as the skills and characteristics that must meet filling the job vacancy.

Two tools that allow us to clarify this process are:

- Statement of the job description.
- Meeting with the supervisor of the future incorporated to determine the context and requirements of the job to be covered. This part is not necessary if you are the responsible for that area.

Since the first part has already been described above, we will follow analysing the second part. For this, we will have to develop an offer that contains, at least:

- Job title and brief description.
- Necessary skills to fill the position.

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- Daily tasks to perform.
- Required technical knowledge.
- Skills required to execute and applied to the open position.
- Professional skills.
- Tools, machinery or computer applications as a plus for the described job.

Depending on the knowledge, skills and experience of each candidate we will choose better the open vacancy.

In the case of companies in the agri-food sector, it will depend on the size and skills we require from the incoming profiles. In that case, if we look for a technical profile we will focus on those skills strictly related to the technical position to be covered. If it is a more flexible profile, we will need to analyse other types of competences (leadership, effectiveness, companionship, etc.).

At the end of this section, we will propose different methods to discard and choose candidates.

2. Recruitment

During this phase we must get candidates for the position we want to cover in the most efficient way possible. Recruitment is the set of actions and procedures that aim to attract the right candidates to occupy the vacancy job in an organization.

Mainly, there are two types of recruitment, internal and external.

- The internal recruitment is the one that will provide candidates who already work in your organization, that is, among employees who wish to occupy a different position to the one they are currently performing in your company.
- The external recruitment is the one that will allow you to find a candidate through the different sources of recruitment existing beyond your company.

In order to be effective in external recruitment, it is essential to know the different sources of external recruitment. Its objective is to provide us with an adequate number of candidates that meet the competences required for the offered position.

Depending on the profile of the position to be filled, the sources of external candidates will be selected. The most important are detailed below:

- Recommended candidates throught your network.
- Advertisements at unemployment offices and agencies.
- Advertisements in vocational training centres and universities.
- Consultancy firms specialized on personal selection.
- Temporary Work Agencies (TWA).

Sources of Recruitment 2.0:

- Job portals (Infojobs, Indeed, Infoempleo, Tecnoempleo, etc.).
- Professional social networks (LinkedIn, Womenalia, etc.).

The latter are some examples of reputated networks on job seekers/offers. Below you can have a list of advantages and disadvantages:

Advantages

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- More economical than traditional processes.
- Access to more candidates (assets and liabilities), and highly-skilled.
- Quick access to candidates' information.
- The reactions of the candidates are observed in real time.
- Analysis of the observed movements of the competitors for a job position.
- Get connection and link between the organization and the candidate.
- Improves Employer Branding, showing a modern and updated company.
- Greater diffusion of the job offer and unrelated-network candidates.

Disadvantages

- Investment time on the construction of the network and definition of the strategy.
- Importance of getting a corporate account that does not depend too much on the person who manages it but on the corporation values overall.
- Investment time on checking references of candidates who have been found in the network.
- Open exposure to criticism.
- You can incur the failure to lose the forms when carrying out the selection process.
- Possible poor use by the candidates of social networks.
- Deviate from the focus point.

There are other ways to classify the recruitment strategies. This classification takes into account the forms of publication of the candidatures. In that sense some of the ways to get candidates could be divided into:

- **Formal channels:** Local development agencies, official schools, training centres, universities or business schools, press announcements, self-candidacies, via the corporate website.
- **Informal roads:** Acquaintances, relatives of workers, recommendations, etc.
- **Specialized routes:** Consulting services.

We need to bear in mind that what matters to us is the recruitment effectiveness, and this will vary depending on the position offered as well as our company and brand.

3. Pre-selection

Once we have candidates for our offer, the next step is to identify those that best suit our needs.

Reading the obtained curriculums is the first approach to the candidate, since it gives us a lot of information about the person, about everything in terms of previous work experience, training, etc. The main objective is to choose those candidates whose curriculum is more suited to our ideal profile. Therefore, the screening of curriculums allows us to streamline any selection process since it is the first filter, prior to the telephone interview.

In this pre-selection by curriculum we start from a given:

Any candidate who does not meet the requirements of the position shall be discarded from the process, unless the recruitment phase has not produced the desired effects.

To make a good pre-selection we should take into account certain aspects and criteria of the curriculum such as:

Shape

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- If the CV has a cover letter: whether it is personalized or standard.
- Font, design, etc.
- Design: outstanding title to facilitate reading.

When start reading

- Proper organization and distribution of the different sections.
- If those aspects that are important for the position are highlighted.
- Logic in the presentation of his professional career.
- Coherence, corrections and misspellings.

Content

- Personal information (names, address, population, telephone, email...)
- Professional objective: basic, academic, complementary training.
- Professional experience: entry and exit of companies and sector, functions, responsibilities in each position and see if they have increased, changes in work.
- Languages, computer skills, immediate availability, change of residence, interests.

Photography

There is a lot of debate about the suitability of the photo in the curriculum and in the selection process since it can induce to discrimination thus leaving aside other more important aspects. Therefore, it is recommended to focus on the content of the CV rather than the existence or not of the photograph.

Below are shown some examples of curriculum:

CURRICULUM VITAE

DATOS PERSONALES

Nombre:	Willy Francisco Gómez Ramírez
Profesión:	Diseñador Web Freelance
Dirección:	2 callejón B 7-84 zona 4, Huehuetenango.
Teléfono:	77642914, 41662088
Fecha de nacimiento:	8 de febrero de 1990 (25 años)
DPI:	1772 83025 1301
Estado civil:	Casado
Licencia:	Tipo "C", tipo "M"

PREPARACIÓN ACADÉMICA

Estudios Universitarios
Cursando el 12avo semestre en Ingeniería en Sistemas
Universidad Mariano Gálvez de Guatemala

Estudios de Nivel Diversificado
Bachiller en Ciencias y Letras
Colegio de la Salle Huehuetenango

Estudios de Nivel Básico
Colegio de la Salle Huehuetenango

Estudios de Nivel Primaria
Colegio de la Salle Huehuetenango

OTROS ESTUDIOS

Diplomado en Operador en Computadoras
Centro de Estudios Técnicos en Computación, CETEC Plus
Huehuetenango, Guatemala

Diplomado en Programador en Computadoras
Centro de Estudios Técnicos en Computación, CETEC Plus
Huehuetenango, Guatemala

Diplomado en Electrónica Analógica
Instituto Técnico de Capacitación y Productividad, INTECAP
Huehuetenango, Guatemala

NATALIA JUARRANZ

CONSULTORA SENIOR DE RECURSOS HUMANOS

SOBRE NATALIA

COMPETENCIAS PROFESIONALES

PREMIOS

CONTACTO

SOCIAL

EXPERIENCIA Y PRINCIPALES PROYECTOS

EDUCACION

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4. Personal interview

The interview can have different objectives but the main one is: **to inform the candidate about the company and the position, to know the personal and professional characteristics of the candidate and their motivation** towards the position, as well as to transmit the image of the company.

During the personal interview you should get as much information as possible about the candidate to find out if he is suitable for the job that we have vacant. It is also essential not to focus only on your knowledge, but **to know the person** and see if it can fit into the culture and activity of our company.

The structure of a basic interview is usually structured as follows:

1. **Greeting / Welcome**. It is usually the first personal contact between the candidate and the interviewer.
2. **Initial conversation**. Brief introductory talk that serves to create a relaxed atmosphere between you and the candidate.
3. **Introduction**. It begins with the subject, presenting the position or the company in order to focus the conversation.
4. **Interviewer questions / Candidate responses**. The questions are usually about general topics at the beginning, going deeper into details and more specific aspects as the interview progresses.
5. **Closing the interview**. It is usually interesting to review some of the points or topics that you have tried, to make sure that you have understood the candidate and that we do not leave anything in the inkwell. It is advisable to inform the candidate about the following phases of the process, if there would be more interviews, expected time of incorporation of the candidate and closure of the process as well as allowing her/him to ask questions about any doubts that may have raised during the interview.

It is advisable to inform the candidate of the following phases of the process, if there would be more interviews, the expected deadline for incorporating the candidate and closing the process, as well as allowing him to ask questions about any doubts that may have arisen.

In any case, some practical general aspects that you can take into account when conducting the interview:

1. Maintain eye contact with the person interviewed.
2. Pay attention; try to avoid unexpected interruptions such as mobile phone, mail, etc.
3. Take care of your body posture and your voice.
4. Address the way you formulate your questions. Avoid those questions that show your opinion on a typical issue.

Currently, the most used interview is the **interview of critical incidents**. This interview allows to know the profile of the candidate and check if he would fit into the company by asking questions about his/her behavior shown in past situations (example of critical incident question: In that case, what did you do when the machine was blocked?).

It is important to emphasize that in order to successfully carry out this type of interview, **each of the competencies** required by the position to be filled must be defined.

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- So far we have mentioned two types of interviews:
- Interview of critical incidents.
- Interview by competences.

INTERVIEW OF CRITICAL INCIDENTS

The critical incident interview is characterized by the following aspects:

- Normally we will ask the candidate for a significant recent situation for him or representative of his previous job.
- We look for the candidate to present a concrete situation that he has experienced (telling it like a movie) where he tells us **what happened, what he did and how he solved that problem** or situation.
- It allows seeing what elements the candidate gives importance to as well as his way of making decisions and reasoning in stress situation.
- It also analyzes competencies but based (..?)

INTERVIEW BY COMPETENCES

It is important to know the competences of the candidate. The information put on the curriculum is very static and does not allow us to fully understand the responsibilities, specific activities and possibilities that may have within the company.

Some of the competences that can be assessed with some simple questions are the following:

- Customer orientation.
- Learning capacity.
- Productivity.
- Adaptability- flexibility.
- Leadership.
- Persuasion and influence.
- Teamwork.
- Tolerance to pressure.
- Emotional stability.
- Problem resolution.
- Self-image.
- Person-office-company adaptation.
- Expectations of professional development.
- Motivation regarding the new position.

The competency interview is useful for what is known as a structured exploration strategy and tries to find the indications that the person interviewed has a series of competences, investigating if they have been put into practice beforehand.

Questions asked in a behavioral or competency interview lead candidates to talk about their previous professional experiences, what they have actually said or done, since the candidate is asked to describe things such as "an experience that they had "," Occasions when... "and" examples of... ". These types of questions discourage the candidate from giving theoretical answers.

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Tips: It only matters what the candidate may have already done in some concrete situation of your recent past. Generalities are not sought nor what the candidate "thinks he would do if...". Questions about specific behaviors do not lead the candidate to the correct answer, because **there is no correct answer**.

These types of interviews are based on the STAR model.

- A real Situation that the interviewee has lived in his recent past
- What was the Task that the interviewee had to perform in that situation, that is, what was their role.
- What was your Action or concrete action, that is, what exactly did you do?
- What was the Result of this action?

If the interviewee gives very general answers to an open question or tends to get lost describing non-relevant aspects, we can use these types of questions to get clarifications:

- What made me get into that situation?
- Who intervened?
- What was your role exactly?
- What did you do then?
- What result was produced?
- Can you describe it to me in more detail?

In the platform, you can find some documents such as group exercises to select candidates (group activities) with concrete questions about interviews so that, depending on the skills and knowledges you aim to assess you can choose.

* Recruitment sources in the European Union

Hiring techniques and strategies used at national level do not differ to those used at European level. However, in this section, we present some tools that can help you when expanding your workforce with international profiles that contribute to target foreign talent and help internationalize your team and company profile.

EURES (European Job Mobility Portal)

One of the main tools to speed up and facilitate hiring processes at European level is the EURES (European Job Mobility Portal).

EURES **offers advice for the mobility of workers and helps employers to hire workers from other countries, in addition to guiding** those who work in border regions as well as companies that are on the border between two or more European countries.

Among the services that can be found in EURES, companies can benefit from:

- Search engines for candidates in 31 countries.
- Possibility of publishing job offers in several countries at the same time.
- Receive advice on hiring personnel in other countries and the regulations applicable to posted workers.
- Receive information and advice about the labor market in other countries.

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- Contact EURES advisors directly.
- Receive information, recommendations and advice through their Newsletter about potential candidates in the fields that are interested to them.

Some of the above services require being registered as a user and company, especially those focused on the publication and search of jobs on the EURES portal itself. Here we indicate the first steps to follow to enjoy your opportunities:

1. **Register as a user**. You can register as an entrepreneur here. Once registered you will receive a confirmation email.
2. **Register as a company**. Once you accept the email you can access your personal account. To create a company account, access the option Profile in the upper right part of the screen and in the My Account menu access the option Create a Company. You will be asked for a description of the company and basic information.

You can now access all its features. Once all the information has been sent and confirmed by the program itself, you will be able to access all the services offered by EURES.

Once you have registered your company, you can Access to all the services such as candidates search, management of their profiles and publish offers to work in your company.

- **Search for candidates**: the portal gives you the opportunity to access around 10,000 job offers in different fields. The search options are divided into the type of contract required, the location, position, level of training or language in which you are.
- **Management of selected candidates**: once you have selected the interested profiles, you can manage them, organize them and classify them according to your preferences.
- **Youth opportunities**: in this section you can publish the offers of, generally, internship or training positions in the job that most interest your company. In them you will have to add some small descriptions like the one of the job, what the profile you are looking for will learn and what you expect from it.
- **Your first job in EURES**. Through this initiative, you will be able to access the different Employment Services in different countries that will help you access young European professionals between 18 and 35 years old who are looking for work. You can consult the Program Guide and some quick FAQs that can get you out of doubt.
- **Reactivation**. Here you will find the same type of service explained above focused on qualified positions of employees over 35 years of age. You will be able to consult the different platforms that will help you in the process once you register.

Other services **require registering your user profile** in the EURES platform or in the different Job Portals to which the page can redirect you:

- Publish vacancies in the Public Employment Services of EU countries.
- Tips, tactics and information to consider before, during and after the hiring process of an employee from another European country. These guides are specific to the portal and are **VERY RECOMMENDED** for those who want to have a team with personnel from other countries of the European Union.

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- **Your first job in EURES**. Through this initiative, you will be able to access the different Employment Services in different countries that will help you access young European professionals between 18 and 35 years old who are looking for work. You can check the Program Guide and some FAQs which can help you solving your doubts.
- **Reactivation**. Here you will find the same type of service explained above but focused on skilled candidates over 35 years.

For more information you can check their website and all the opportunities provided in the following link.

European Business Exchange Program: Erasmus for Young Entrepreneurs

The **European Erasmus program for Young Entrepreneurs** focuses on giving the opportunity to entrepreneurs without experience to acquire the necessary skills to create and / or successfully manage a small or medium business in Europe.

This is done through exchanges between the New Entrepreneurs (New Entrepreneurs) or NE and the Host Companies (Host Entrepreneurs) or HE.

The aim of the New Entrepreneur (NE) is not only to have training but also to learn the skills that you can offer as an experienced entrepreneur. As a host entrepreneur, you can benefit from the new ideas that a new entrepreneur can bring to your company. The objective of the program is to be a beneficial collaboration for both, thanks to which you can discover new European markets, find partners or know different ways of doing business.

You can also benefit from the opportunity to establish a wide network of contacts. There is the possibility that you continue to collaborate and establish new long-term partners through the NE you hosted or through your contacts or networks.

To request more information about the procedures to follow to register as a Host Entrepreneur and to be able to collaborate with other entrepreneurs at a European level, you can request information from the Local Contact Points established in each participating country of the program.

Resources

In this section we include several guides, exercises and practices that can be used in daily activities of a Company:

1. **Types of questions in interviews by competences or critical incidents depending on the competences to evaluate**.
2. **Group joint exercises for groups**: the Cast Away. Here several considerations have been added (criteria and observations) that should be considered at the time of implement the exercises.
    - Who starts the conversation with the rest of the people of the group (it could be the boldest person, the more active and the more willing to cooperate).
    - What people keep a more active role at the time of discussing and showing arguments for the choices of their materials and who are less active.
    - What person or group of people propose a method to get to an agreement (types of votes; consensus, or others). Those that go for a concrete method have usually more friendly positions with their colleagues.
    - There are roles that stand out for trying to persuade with the rest of the group to be

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valued the options that he/she has chosen on an individual basis. Persons with these roles usually have key communication and leadership skills in job positions such as commercial, team manager, etc.

- Other competences that may be observed in the group exercise are: time management, resources management and planning, among others.

1.3 | **Personnel Management Policies**

1.3.1 | Performance Evaluation

Performance evaluation is a formal system through which companies can obtain information on the contribution of the different employees of your company. The final objective is to contribute to the improvement of the company from the development of the employees and the knowledge of their skills.

There is no single way to evaluate performance, which implies that each company must decide the form that its evaluation system will take. This will depend on the sector, number of employees, facilities, skills to analyze, etc.

One of the main characteristics of the procedure of this system is that it must be continuous. It cannot be specific or unexpected actions, but when it starts within a company, the Performance Evaluation must be carried out periodically and predictably for the employee.

In addition, this process has to be systematic.

The aspects to be evaluated and the procedures to do so must be documented and known by both the evaluated and the evaluators. It is good to know also that performance management affects **EVERYONE** in the organization. It is not a process that applies only to operational personnel, but to all company personnel.

It is also important that the **criteria** used to make judgments about performance are raised constructively, so that the strengths and weaknesses of the actions being evaluated are identified.

Performance management

Performance management is mainly concerned with establishing the conditions that allow the achievement of results through better use of available resources. It is concerned with management issues such as:

- Necessary skills and knowledge.
- Feedback.
- Communication.
- Goal setting processes.
- Evaluation and self-evaluation.
- Analysis of results.

The **Competencies refer** to the abilities that an individual possesses based on personal characteristics that can significantly influence the achievement of results. This approach allows identifying situations of absence or presence of competencies, as well as different degrees of competence in people and a different disposition to put them into practice to obtain organizational results. It is understood that competencies are linked to individual and collective effectiveness.

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Maintaining a management and skills development system means having a system for simultaneously identifying training needs. The step from ***the identification of competencies to the identification of training needs is immediate***. The design of training systems and how to identify them is included in the corresponding training section.

Taking this into account, it is necessary to prepare a dictionary of competencies to evaluate inherent in the organization. This will collect the competencies that are aligned with the mission and vision set by the company and that are necessary for the correct performance of the position. Each position in the company will have defined the competencies required for the proper performance of its tasks.

A dictionary of competencies that can serve as a reference to define the own ones of each company, **Martha Alles' Dictionary of Compentencies**, of free access in the network. Some examples of competences are:

- Leadership.
- Communication.
- Flexibility.
- Initiative.
- Customer orientation.
- Quality orientation.
- Teamwork.
- Self control.

With this in mind, it is necessary to develop a dictionary of competencies to evaluate that are inherent to the organization. This will include the competences that are aligned with the mission and vision raised by the company and that are necessary for the correct performance of the position. Each position in the company will have defined the competencies required for the proper performance of its tasks.

These competences are divided into degrees depending on the level at which such competence should be present in each position. Thus, between positions that share the same competition, there may have different requirements. For example:

Customer orientation	
It is the vocation and desire to satisfy customers with personal commitment to fulfill their requests, wishes and expectations.	
4. High level	Makes sure you know the expectations of the clients properly and that they are satisfied; He only feels that he has done his job well when the client states that his expectations have been systematically met and exceeded and shows enthusiasm.
3. Good level	Defends and represents the interests of the client within the company beyond the formal relationship established, executing the actions required in the organization itself.
2. Minimum level	Tracks customer's needs. He is especially helpful in critical moments.
1. Initial level	It gives immediate response to the customers' requirement. Solves problems that may arise. Tries to correct the mistakes made.

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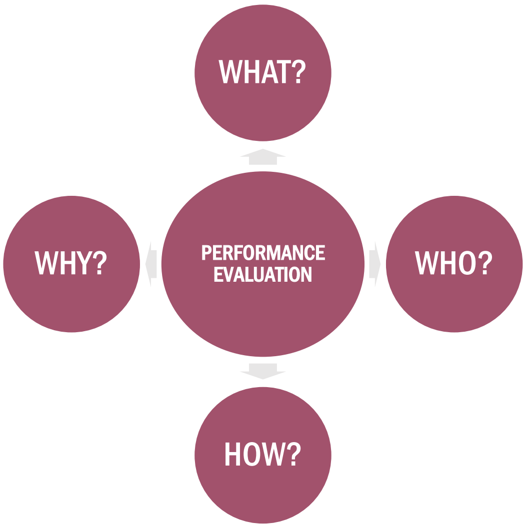
Summing up, the design of the Performance Evaluation system includes the following aspects:

Performance Evaluation: what for?



Purposes

Performance evaluation may have different objectives, including Performance Control and talent development.

The performance evaluation may have as purpose a process of control over the organization's staff and may be aimed at obtaining information to make decisions regarding personnel, for example:

- Remuneration.
- Contracts renovation.
- Conversion of temporary contracts into undefined.
- Layoffs.
- Promotions.

At the same time, it is important to provide feedback to employees about their performance so that the process develops properly. They can be given information about how they are doing their job, about their strengths and what they should improve, analyze the obstacles that are in their daily performance and that prevent them from achieving their goals. Thus, workers become aware of where they are, where they can reach and how they can get it, improving the company's situation in the long term.

At the same time, the evaluation of performance also allows us to have a development function, since it facilitates the evaluation of the possible policies or practices that we are carrying out in terms of Human Resources.

Performance evaluation generally provides benefits depending on the profile within the company. For example:

- **Benefits for the Manager or Head of Department / Company:**
  - Better evaluate the work and behaviour of workers, with a system that eliminates subjectivity.
  - Propose measures and guidelines to improve the performance of its workers
  - Transmit to your workers that you have an objective evaluation system, whose purpose is to know the performance of each one to provide positive solutions.

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- **Benefits for the employee:**
  - Know the aspects of their behavior and kind of work that the company values in the workers.
  - Know what measures the boss can establish (training, salary increases, promotions, etc.) and what the worker can take (courses on his own, effort in certain areas, knowledge of his good work, etc.).
  - Self-evaluation and self-criticism of the development of their work.

- **Benefits for the organization:**
  - Objective evaluation of the potential of human resources in the short, medium and long term.
  - Identification of employees who need training or improvement, and those who are in a position to promote or be transferred to other positions.
  - Dynamism in human resources policy, stimulating productivity and improving human relations at work.

Performance Evaluation: what?

Object

In most cases, it is advisable to evaluate both the process as such and its results. This allows knowing the variables that are beyond the control of the workers but that nonetheless influence their results. Only by exploring the process, what your employee does in the company, can you know the reasons for the success or failure of the employee. These reasons are fundamental for making decisions that are perceived as fair, as well as guiding employees and developing action plans that allow for good and better results in the future.

Performance Evaluation: who?

Agents

There are several people who can perform performance evaluation within a specific company:

- Management or department managers.
- Companions.
- The worker himself (self-evaluation).
- Clients, suppliers, users...

In the case of a company, the best evaluator is one who knows the objectives of each job he or she is evaluating well, frequently observes the behavior and performance of the worker and is capable of making reliable and valid judgments. That is, a person close to the evaluated person.

Depending on who is doing this evaluation, there are different types of evaluation:

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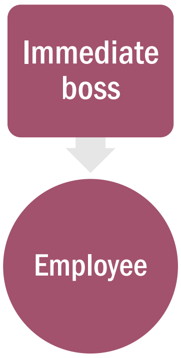
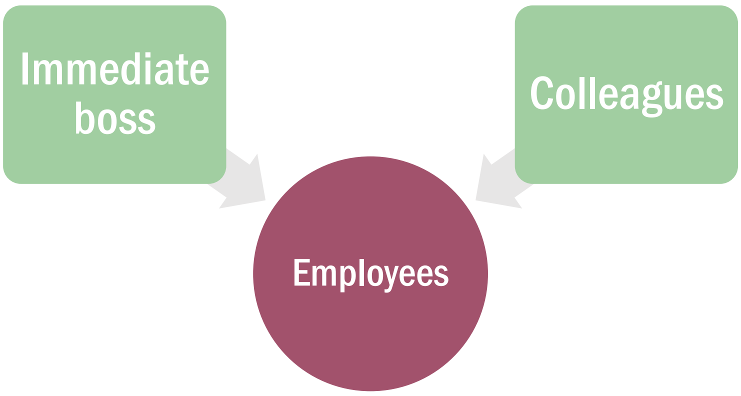
90º Evaluation



180º evaluation



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Performance Evaluation: how?

The interview is one of the most important stages. However, one of the key tools in performance evaluation prior to the interview is the questionnaire.

Questionnaire

- The questionnaire is intended to perform a performance evaluation in order to know the factors that each employee has developed to a greater or lesser extent.
- Of course, not all factors are equally important for each position, nor are all essential in all companies. Although this list of factors is quite generic and applicable to most organizations, it should be reviewed and modified if deemed necessary, to adapt it to the exact characteristics of your company.

The facts

In order to evaluate the performance of each worker, it is necessary to carry out a standard evaluation of the factors that intervene in all work activities. Namely, and as a minimum:

1. Skills
2. Effort
3. Responsibility
4. Labor Behaviors / Performance

Each of these factors has various sub-factors:

1. Skills
    - Creativity.
    - Analytical capacity.
    - Initiative.
    - Autonomy.
    - Flexibility.
    - Planning and time management.
    - Complexity of tasks.
    - Decision-making capacity.
    - Information management.
    - Ability to write or prepare reports.

2. Effort
    - Level of effort to improve your work.
    - Effort to meet the objectives set.
    - Volume of work.
    - Importance of work.
3. Responsibility
    - Delegation.
    - Ability to involve your team in projects.
    - Recognition and gratification of the effort of its collaborators.

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- Supervision of others.
- Ability to integrate into the team.
- Material care.
- Accuracy to assume mistakes.
- Procedures.
- Contacts with other employees.

4. Labor Behaviors / Performance
   - Interest in the position.
   - Involvement in projects.
   - Good deal with the client.
   - Puntuality.
   - Absenteeism.
   - Compliance with established deadlines.
   - Updating your training.

It is very important that the evaluation of each worker, whenever possible, is carried out by several people. This will avoid to a greater extent subjective evaluations influenced by elements other than the actual performance of the worker.

It is also essential in this process that workers are informed of the results they obtain. That they know the whole process and why and why the evaluation is done. Performance evaluation is not an evaluation that seeks the harm of workers, but quite the opposite. The ultimate goal is to help workers better understand their position, the skills it requires, and what can be done to improve.

It must always be borne in mind that performance evaluation must be carried out on all workers (managers, bosses, bricklayers, laborers, etc.) since it is a comprehensive evaluation system that will serve to improve management and results of the entire organization.

The interview

The most important stage of the continuous process of performance evaluation when the purpose is the development of employees is the interview. Its role is the key to success.

This interview (meeting) that is recommended, having a semi-annual or annual periodicity, affects two people, the evaluator and one evaluated.

This is a quite complex phase, so it is recommended to train the evaluators to know the different phases of the process (which are presented below), as well as to communicate the results properly.

Regarding the key phases of the evaluation interview, the following stand out:

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Interview preparation
- Allow enough time
- Previously evaluate the performance
- Have enough time and privacy

Development
- Results checking
- Review of competencies and objectives
- Explore internal and external factors that have affected performance and results

Follow up
- Provide support
- Periodically review performance

Bias in the measurement

We must be aware that when evaluating we can present some kind of bias, such as:

- **Halo effect**: It is the tendency of the evaluator to value an employee positively or negatively, based on a single attribute or characteristic of the employee, which strongly influences the overall judgment of the evaluator, pervading in one way or another all his perceptions.
    - How to reduce it?
      Use several evaluators, evaluate each dimension separately.

- **Contrast effect**: The evaluation of a particular employee is influenced by the outcome of those who have been previously evaluated.
    - How to reduce it?
      Evaluate each dimension separately, changing the order of the evaluated.

- **Effect of importance**: The evaluator gives greater weight to the employee's last actions when judging their performance.
    - How to reduce it?
      Reduce the time between evaluations, raise awareness among the need to observe the behaviour of those evaluated throughout the year.

- **Generosity bias**: Tendency on the part of the evaluator to judge those evaluated more favourably than in reality.
- **Severity bias**: Tendency on the part of the evaluator to judge those evaluated more negatively than they would in reality.
- **Central tendency bias**: Tendency to make judgments that are not too far from the average values.

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In the latter, the best option is to use techniques and have a questionnaire that is as objective and technical as possible.

1.3.2 | Knowledge and Training Management

Training is the acquisition of knowledge, skills and attitudes necessary for a job.

As the head of a company or department, we should see training as an investment in the future of our company, as it will enable us to increase the performance of our employees and to meet the objectives set, as well as to take on future challenges.

Closely related to the above, we speak of learning organizations, such as those that "seek to create their own future, which assumes that learning is a continuous and creative process for its members, and that it develops, adapts and transforms itself in response to the needs and aspirations of people, both inside and outside themselves" (Navran Associates Newsletter, 1993).

It follows from the above that the main functions of training are:

- Promote adaptation to the evolution of professions and content.
- Be an instrument of professional development and means of social promotion.
- Contribution to improving the competitiveness of companies.
- Contribution to the development of new economic activities.

The **training process** consists of the following phases:

1. Needs diagnosis

Before you develop a training plan it is important that you identify the needs that exist in terms of the number of people to be trained and in what areas to train them. Training needs can be foreseen through:

- The company's strategy for the future (new products, new markets, etc.).
- Technological trends (new work instruments, automation of certain tasks, etc.).
- Changes in the environment (economical, political, legislative, etc.).
- Customer satisfaction surveys.
- Analysis of the environment at work.

An analysis of the external and internal factors that affect the company can also be carried out. Depending on whether they contribute to:

- The survival of the company and the improvement of its competitiveness.

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- The implementation of a training plan.

The analysis can be divided into two axes:

- Factors that condition the competitiveness of the company.
- Possibilities for the implementation of a training plan.

Once the needs are defined, the training plan will be created, which is nothing more than a document in which the information is gathered to ensure the training of its staff in a given period.

Another way of knowing the needs, individually, of each worker in your company is by making use of the questions in the document "Training needs assessment".

2. Development of a training plan

The training plan is a set of training actions that a company develops in order to train its workers so as to improve their skills, and thus, the performance of companies. Specifically, training can be on skills (most common), skills or attitudes:

- Do they know how to do the job? If the answer is No, the training will focus on Capabilities.
- Can they do the job? Aptitudes.
- Do they want or are they motivated to do the job? Attitudes.

With all this, the objectives pursued by skills training, which is the most common in companies in the agri-food sector are:

- Offer workers more opportunities with learning new technologies and new activities.
- Provide new knowledge and improve the quality of the job.
- Review knowledge to keep them updated.
- Improve job performance.
- Increase staff satisfaction.

When drafting the training plan, the following aspects must be taken into account:

- Preparation of a budget so that there is no improvisation.
- Definition of general objectives of the training plan and specific objectives to each job position.
- Definition of a duration and elaboration of a calendar so as to implement the plan.
- Description of the actions to be implemented, will be taught with internal resources (this is facilitated by the internal controls of the companies, usually improving internal communication and saving costs); or external (it happens when resorting to external companies to train workers, it is usually more objective and innovative).
- Identification of the groups that will be formed.
- Assignment of one or more managers to coordinate and evaluate the training. In the case of small businesses, it could simply be the Head or the Department Head.

You can find more details in the section “Design of the training plan” on SEPE website (Spain). You can download content and documents that will help you develop this plan.

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3. Training execution

Based on the training plan and the contents to be taught, the most appropriate type of training for the company and knowledge are selected.

The first characteristics to take into account would be:

- **Training contents**: What theoretical and practical knowledge should be imparted to overcome the needs identified and acquire the skills indicated?
- **Target population**: What company employees would be more interesting to train?
- **Number of people**: How many people would be recipients?
- **Schedule**: What period of the year is the most convenient for the staff to attend training activities?
- **Duration**: What maximum duration should the courses have, according to production needs, and in order to reconcile the professional and personal life of the workers?
- **Conference**: What schedule would be most appropriate?
- **Place of delivery**: Where would it be more convenient to impart the training?

In that sense, the types of training are:

- **Standard**: It is a more general and common training to several companies.
- **Tailored**: It is the training adapted to each company and / or to a specific agenda, it usually has a greater impact due to specificity
- **Face-to-face**: These are the typical classes with a teacher.
- **Online**: Is the training given through online devices.
- **Mixed**: It is the training distributed by face-to-face and online mode.
- **Workplace training**: This is the training aimed at learning specific skills in a job.

You can find below some methods to perform the training in a practical way:

- Training in learning - “learning by doing”.
- Case studies.
- Simulation of exercises.
- Representations.
- Conferences, videos, films and audiovisuals.
- Training in awareness workshops.

Depending on the characteristics chosen above, in some cases, the contents can be found in different portals both online, private, official and public.

4. Training evaluation

Finally, an evaluation of the training is carried out to know if there are changes in the productive results and in the skills, knowledge and abilities of the workers. For this, managers can apply the Kirkpatrick Evaluation Model, which is used by analyzing 4 evaluation levels:

- **Reaction**: Measuring the degree of satisfaction of the participants to the training through a questionnaire, getting to know the positive and negative aspects of the training.

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- **Learning**: The knowledge and skills acquired by those trained are measured through knowledge tests before and after training, interviews or skills tests or field work. It is recommended that you take tests or questions before and after the training on the specific topic.
- **Behaviour**: Evaluating if the knowledge acquired is being applied in the workplace and if there are changes in the results. This phase follows later, since the results of the different positions must be compared. This phase can be evaluated through a Performance Evaluation (See corresponding section), where we will evaluate the learning objectives obtained.
- **Impact**: Evaluating the benefits produced by training, such as customer satisfaction or corporate image. It can be applied through customer questionnaires.

Other aspects to evaluate can be:

- **Transferability**: It allows assessing the degree to which the trained person puts into practice, in the workplace, the knowledge acquired.
- **Return of the investment**: It measures the economic profitability of the training through the comparison between the amount invested in the training action and the increase in the company's profit as a result of said training.

Public subsidies for companies in order to implement training in their workplaces:

Spain

Companies may have access to subsidized training (they have financial aid that is made effective through discounts on Social Security contributions), through the State Foundation. In the following link companies can obtain all the information on this type of training:

https://www.fundae.es/Empresas%20y%20organizaciones/Pages/Bonificacion-8pasos.aspx

Depending on the characteristics chosen above, in some cases, the content can be found in different online, private, official and public portals. In the case of Spain, the best known is the State Foundation for Job Training or others available online:

https://www.fundae.es/Trabajadores%20y%20aut%C3%B3nomos/Pages/ComoFormarte.aspx

France

Greece

Companies in Greece have access to the Professional Training Program for Employees (LAEK) of the Employment Organization of the Workforce. Here a link with further information.

http://laek.oaed.gr/

Slovenia

Public Subsidies and support in field of training:

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Slovenia does not have one centralized body dealing with training of employed people. Most of the programs comes from the need of organizations and are executed in different types of national projects or services. Here you can find some training opportunities financed by the government:

- General trainings in field of business-related legislation, legal compliance, labour, taxation, accounting, business development, personal skills, etc. are available in national network of 12 one-stop-shops for (potential) entrepreneurs and companies named SPOT Svetovanje (SPOT Consultancy) – Slovenska poslovna točka (Sloveniana business point). Services are free for users. They are financed through Public Agency for Entrepreneurship, Internationalization, Foreign Investments and Technology (SPIRIT Slovenia). Your closes SPOT Consultancy you can find on http://spot.gov.si/info/spot-tocke-in-notarji/seznam-tock-spot-svetovanje-spirit-slovenija/ or spot.gov.si.
- Public Scholarship, Development, Disability and Maintenance Found of Republic of Slovenia offered different type of support eg. Scholarships for VET, Competences centres for development of the employees in different sectors covering the training cost of participating companies (e.g. KOC Hrana), as well with tenders for Comprehensible support to companies for active growing of the work force. More on http://www.sklad-kadri.si/si/
- Longest tradition among educational institutions in the field of adult business training has The Chamber of Commerce and Industry of Slovenia – Institute for business education. They offer Vocational College and VET programs, as well the NPK (national vocational qualifications) certification.
- Ministry of Education, Science and Sport is financing MUNERA 3 project. In the period 2018 to 2022, 86 vocational education and training programs for employees will be implemented at 86 schools across Slovenia, as additional training, qualifications or retraining, which must meet the needs of the labour market and individual jobs. Munera 3 offers employees numerous opportunities to participate in continuing vocational education and training programs, with the aim of improving their competences due to labour market needs, increased employability and mobility between the fields of work and personal development and functioning in modern society. You can find your training opportunity on this link - http://www.munera3.si/o-projektu/
- SIO – Subjekti inovativnega okolja: In the process of promoting innovation and entrepreneurship in different target groups, Innovative Environment Entities (SIOs) play an important role. Mostly, these are corporate and university incubators and technology parks and related organizations that promote the emergence of new businesses, especially those that are important for greater competitiveness, higher added value and more balanced regional entrepreneurship. Part of their program is organizing different workshops and training. Many training opportunities can be found in this organizations - https://www.podjetniski-portal.si/programi/sio-subjekti-inovativnega-okolja-sio/seznam
- Association of Employers of Slovenia organise many high-quality workshops and trainings - https://www.zds.si/sl/
- Chamber of Craft of Slovenia organise many high-quality workshops and trainings - https://www.ozs.si/koledar

Resources: Different resources and documents for both sections have been included in the FRESH online

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platform. Some focus on **helping to implement a performance evaluation**, specifically through the steps that a performance evaluation interview must have as well as instructions for its implementation. Different facets or factors are included to assess worker performance. Regarding training, you can find a document with a series of questions to implement in the company **and know the status of the training needs of employees**.

As mentioned in previous sections, both performance evaluation and job description are closely related to training, since depending on the possible deficiencies or needs of one or more employees, training is a possible solution in both cases. There is a great interconnection.

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2. Labor Relations

2.1 | Legislation

2.1.1 | Getting familiar with the European Labor Legislation.

DEFINITION OF LABOR RELATIONS

Labor relations are those established between capital and labor in the production process. In this relationship, the person who contributes the capital or the means of production is called the **employer or entrepreneur**, while the person who provides the work is called the worker. These employment relationships are regulated by the employment contract, that is, the employment contract is the norm that regulates the employment relationship between employer-worker.

There are more than 240 million workers in the European Union. European labor law allows a large number of citizens to directly enjoy their labor rights and has positive effects in one of the most concrete and important areas of their daily life.

But European labor law also benefits employers and society as a whole:

- By establishing a clear framework of rights and obligations in the workplace
- By protecting the health of workers
- By promoting sustainable economic growth.

Furthermore, European labor law is inseparable from the single market. The free movement of goods, services, capital and workers must go hand in hand with labor regulations that guarantee that countries and companies compete loyally, through the quality of their products and not by reducing that of their labor legislation.

As progress was made in the previous block, one of the priorities of the **European Union (EU)** within the European Employment Strategy and the European Labor Legislation are labor relations on issues such as:

1. Information and terms of the contracts.
2. Communication of any changes regarding employee contracts.
3. Minimum conditions in the different types of contract (temporary, defined in part-time or complete and indefinite).
4. Health protection and safety conditions.
5. Working hours.
6. Collective dismissals.
7. Social Security.

The objective is to establish minimum conditions in each of the areas that include the labour relations to which the Member States may adhere. Despite these minimum requirements, the EU never prevents Member States from choosing legislation with higher levels than specified.

Most of the legislation comes, as previously mentioned, from the DG for Social Affairs, Inclusion and Employment, focused on the development of European policies in the fields of Social Affairs and Employment and Training and Education.

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Different Directives and conditions that apply to the entire EU and that each Member State will later develop (in the following section you can see the Spanish case) can be found in each of the topics in the previous list, such as:

Information and terms of the contracts

Directive 91/533 / EEC establishes the general rules in some of the following points:

- The minimum obligations that the employer has when informing employees about their contract conditions.
- The means through which to communicate it.
- The type of relationship established between the two.
- The contract conditions of a worker who works in one or several different countries.

At the moment, this directive is being revised in the so-called Proposal for a Directive on predictable and transparent Working Conditions, through the EU co-decision process.

Conditions for temporary contracts (half-day and full-time)

Directive 1999/70 / EC establishes a series of basic points on the minimum rights of employees with temporary full-time contracts in relation to: rights to information and consultation, principles of non-discrimination and minimums to avoid repetitive use and abuse of these contracts.

On the other hand, **Directive 1997/81 / EC** deals with temporary part-time contracts where a specific definition of part-time worker is established and the principles of non-discrimination between these and other types of contract.

There are also some points that the employer must take into account in transfers and changes from temporary worker to part-time to full or indefinite.

Health protection and safety conditions

Directive 1989/391 / EC includes information related to health and safety in the workplace when dealing with aspects such as:

- The corresponding obligations in the matter of both employers and workers.
- Prevention of professional risks.
- Protection of safety and health in the workplace.
- Elimination of risk and accident factors.
- Information and consultation on all actions that affect safety and health in the workplace.
- Training of workers and their representatives in matters of safety and health.

Working hours

Directive 2003/88 / EC establishes the minimum requirements regarding the organization of working time in the company. Specifically in:

- Minimum periods of daily rest, weekly rest and annual vacations.
- Pauses and maximum weekly work duration.

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- Certain aspects of night work, shift work and rhythm of work.

Collective dismissals

Directive 98/59 / EC deals with different aspects related to collective dismissals, such as:

- Its definition, requirements and application requirements.
- The conditions and obligations of information and consultation that companies have when executing a collective dismissal.
- The procedure to follow to carry out the collective dismissal.

Social Security

Each EU Member State has its own social security system. However, the EU legislates so that the coordination between the different social security systems is as agile and flexible as possible and that the movement of people between countries of the European Union is not affected by the variety of social security systems between countries. .

In this section you can find out the tools that the European Commission makes available to know the different Social Security systems in each country and the different laws that would apply to those employees who work and live in different countries or work in several countries at the same time. :

To consult the different contact points in each EU State and its Social Security Systems, you can consult this link.

- Information on posted workers in each of the Member States (information, obligations, legislative frameworks, etc.) at this link. In general, the legislation and regulations to be applied change depending on whether an employee works as a displaced person for two years or more.
- Know the different situations that a company may encounter with a posted worker, at this link:
    - If you work in only one country.
    - If you work in a first country and live in another.
    - If it works completely.
    - If you work in more than one country.

The General Directorate for Social Affairs has EEISSS (Electronic Exchange of Information on Social Security Systems) available to all European citizens and their companies. An information portal with access to all the institutions of all the EU member countries.

Two explanatory videos on how the laws work in the EU:

- How the CE works (indicate minute in which DGs are mentioned). https://www.youtube.com/watch?v=mE1rnOi8AFc&list=PLqNq8AGWK_cmguZHPRMxrO-leUD5H-Dsr&index=1
- How laws are passed within the EU (role of the EC and DGs) https://www.youtube.com/watch?v=8C0Kq7ioOpk

2.1.2 | Application of national Labor Legislation in daily labor matters

1. GREEK LABOUR LEGISLATION

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Employment contracts

There are 4 large blocks with different types of labour contracts:

Full time
Part time
Of certain time
For an indefinite period of time

In the link below you can find all the relevant information http://www.yeka.gr/.

In the Greek legislation there are different laws and articles that regulate the scope of labour relations. In the website of the Ministry of Labour & Social Affairs, you will find the Labour Legislation http://www.yeka.gr

2. FRENCH LABOUR LEGISLATION

As mentioned earlier, the working relationship has two components:

The employer: The employer is a natural or legal person who is a party to an employment contract concluded with an employee. The employer exercises a power of direction and discipline over its employees. In return, the employer must provide them with work and remuneration.

The employee: An employee is defined as a natural person who is bound to an employer by the conclusion of an employment contract and by a permanent subordinate relationship. The employee has a number of legal or contractual rights attached to his status: information, expression, payment of a minimum wage according to the job held, limitation of working hours, etc. The duties he has in return towards his employer, which essentially consist in providing work according to the instructions given to him, are laid down by the regulations, by the employment contract and by the employer himself.

There are different types of employment contracts in French law:

Contract for an indefinite period of time
Fixed-term contract
Training and apprenticeship contract
Internship contract

These broad categories of contracts include different types of contracts. Other contracts, linked to specific missions, are also provided for by French law.

In the employment contract concluded in writing, the following minimum contents must appear:

- Company and worker data.
- Start date of the employment relationship and its duration.
- Type of contract.
- Professional category.
- Duration and distribution of the day, as well as the identification of the work center.
- Duration of the trial period.
- Duration of vacations.
- Remuneration.
- Applicable collective agreement.

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- Signature of employer and worker.

In the documents section, you can download several types of contracts under the French National Law.

In the French legislation there are different laws and articles that regulate the scope of labour relations, here are the main rules:

- Waldeck-Rousseau Law, 1884: right to form professional unions to defend the interests of workers.
- 1898: The Workers' Compensation Act establishes the principle of employer liability.
- 1910: creation of the Labour Code.
- 1946: law on collective labour agreements.
- Law on the creation of a minimum growth wage, the SMIC, 2 January 1970.
- 1982: order introducing 5 weeks of paid leave.
- Auroux Act, 1982 (workers' rights and freedoms, collective bargaining, security of working conditions).
- Aubry I law for the general reduction of working time to 35 hours in companies, 1998.
- Law on social modernization, more restrictive definition of economic dismissal, 2002.
- 20 October 2011: Ordinance transposing Directive 2009/38/EC on the establishment of a European Works Council or a procedure in Community-scale undertakings and Community-scale groups of undertakings for the purposes of informing and consulting employees.
- El Khomri Law, 2016: new rights for employees.

What is a collective agreement?

A collective agreement is a text signed by a group of employers and one or more trade union organizations of employees whose purpose is to establish a set of employment and working conditions as well as social guarantees.

These texts make it possible to supplement the labour law rules applicable to employees according to the specific characteristics of a profession, a professional branch, a geographical area, etc. They therefore help to define the legal regime applicable to a company's employees in terms of the right to work, and the collective agreement should not be confused with the collective agreement.

The collective agreement for the food industries was abolished and replaced on 21 March 2012 by the national collective agreement for the 5 branches of the food industry. This concerns, for example, the processing of fruit and vegetables or coffee, the manufacture of condiments (mayonnaise, mustard, etc.), the activities of biscuits, chocolate, etc.

- The agri-food industries also have national agreements mentioned in the collective agreement for the agricultural and food industries.
- In addition, companies whose main activity is the manufacture of processed food products (preparation of foie gras, manufacture of dishes, etc.) must apply the collective agreement of the processed food industry.

There are about thirty collective agreements for the agri-food industry: they are specific to each profession and branch of the field, and can be consulted at:
https://www.convention.fr/actualites/conventions-collectives-industrie-agro-alimentaire-117

General food consumer cooperatives must apply two different collective agreements:

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- The collective agreement of the non-salaried managers of consumer cooperatives, which defines the rights of the managers of these cooperatives.
- The collective agreement for the staff of consumer cooperatives, which must be applied to all staff of consumer cooperatives.

3. SLOVENIAN LABOUR LEGISLATION

As we have said before, the employment relationship involves two parts:

The entrepreneur or the employer: Entrepreneur can be any natural person over 18 years of age and with full capacity to act and has as an individual a full legal capacity. Exceptionally, full legal capacity may be acquired by a person who is not yet 18 years of age but has already completed 15 years in the case by obtaining a approval from the social work center for marriage and the court issues a decision by which the minor who has become a parent, gains full business acumen. The employer is a legal person and is represented on its behalf by a legal representative.

The worker: All those persons age 15 years of age or more who have not been deprived of their capacity to act through a judicial sentence can be workers. The worker: An employment contract with a person who has not reached the age of 15 is void. A child who has reached the age of 13 may undertake easier work in activities (defined by a separate rulebook), but not for more than 30 days during a calendar year during school holidays and in a manner and provided that the work does not pose a risk to safety or health, morale, education or development of the child. However, children under the age of 15 may work if they obtain a permit from a labor inspector (ZDR, article 214). In addition, people under 18 years of age may not perform overtime or work at night (more in ZDR, articles 196-198).

- In addition to the Employment Relationships Act (Zakon o delovnih razmerjih (ZDR-1), collective agreements and general acts of the employer also regulate employment.
- In Slovenia, an employment relationship is, in principle, concluded based on a **permanent employment contract**. However, it may also be concluded for **a fixed term**. Alternatively, it may be concluded for a full-time or part-time position.
- There are 6 different variations of employment contract:
    - Indefinite Employment Contract (base contract).
    - Temporary Employment Contract (law exception – up to 2 years or project time, defined in labour law – ZDR articles 52-56.
    - Employment Contract for apprenticeship (age 14 or more, part of educational programs).
    - Internship Employment Contract (max 1 year, extended up to 6 months, min 70% salery expected for this work position, part-time bassis (ZDR articvle 121-123)).
    - Employment Contratct with probationary period (up to 6 months probatiobary – 7 days cancellation period, continuing as regular contratct (ZDR, article 125.)).
    - The maritime employment contract (up to 86h overtime /month, max 14h per day and max 72h per week, min 6h rest if in two parts, ZDR article 218-223).

Employment Act (ZDR-1) defines in the article 31 elements of the employment contract as follows:

- Data on the contracting parties including their residence or registered office.
- The date of commencement of work.

- The job title or type of work, with a brief description of the work to the worker must perform under a contract of employment and for which they require the same level and direction of educational and other conditions of service in accordance with article 22 of this act.
- Place of work; if not specified the exact place, subject to the employee performs work at the headquarters of the employer.
- The period for which the contract of employment, the reason for the conclusion of a contract of employment for a fixed term and the manner of taking annual leave if the contract of employment for a fixed period.
- Determine whether there is a contract of employment with full-time or part-time.
- Provision of daily or weekly working time and the organization of working time.
- Determined the amount of the basic salary of a worker in the euro due to him for the performance of work under a contract of employment and any other payments.
- Stipulation on other components of the employee, payment period, payment day and manner of payment of wages.
- Provision of annual leave or the manner of determining the annual leave.
- The length of notice periods.
- Collective agreements which bind the employer or the employer's general acts which determine the conditions of workers.
- Other rights and obligations in cases specified by law.

(2) The contract of employment is on the issues set out in the seventh, ninth, tenth and eleventh indents in the preceding paragraph, the parties may refer to the applicable laws, collective agreements and general acts of the employer.

Slovenian law is also familiar with several specific forms of work for one-time, occasional or short-term work, such as work under a service contract (podjemna pogodba) or copyright contract (avtorska pogodba), temporary or occasional work of pensioners (začasno ali občasno delo upokojencev), supplementary work (osebno dopolnilino delo) or short-term work (kratkotrajno delo). You can also get a special status that allows you to perform a specific activity on your own without having to start a business or enter into an employment relationship.

You can find more in the documents section.

The most important laws

- **Slovenian Constitution, 1991**: Supreme rule that prevails over other laws and establishes basic labor rights: the right to work (Article 35.1 and 35.2), the right to collective bargaining between workers' representatives (Article 37.1 and 37.2) the right to organise and strike (Articles 28.1 and 28.2) and the guiding principles of social and economic policy (Articles 40, 41, 42 and 43) Link.
- **Employment Relationships Act (ZDR-1), 2013**: Standard governing labour law in Slovenia, which develops the rights and duties contemplated in the Constitution. It regulates the rights and duties of employees and employers, labor contracts, wages, working conditions, working time, procedures to conduct and determinate contracts and all other relevant employment connected issues. Link

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- **Employment Relationships Act (ZDR-1), 2013**: Standard governing labour law in Slovenia, which develops the rights and duties contemplated in the Constitution. It regulates the rights and duties of employees and employers, labor contracts, wages, working conditions, working time, procedures to conduct and determinate contracts and all other relevant employment connected issues.

What is collective agreement?

Written and negotiated agreement between the employer and the representatives of the workers whose objective is to regulate working conditions. The conditions established in the collective agreement mark the minimums that must be respected in labour contracts since labour contracts cannot establish less favourable working conditions than those in agreements.

There are two main types of collective agreements, those signed with an employer association or a trade union or those who got the extension of collective agreement through ministry. Slovenia has national collective agreement for sectors in practice. Collective agreements concluded for the territory of the country are entered in the register of collective agreements kept by the ministry responsible for labour.

- When establishing priorities, the collective bargaining agreement will always prevail over the sector. The sectoral collective agreement establishes minimums that the company agreements can extend or clarify, but in no case the company agreements can worsen the conditions that mark the sector agreements.
- In business agreements, the degree of geographical proximity prevails, with local or regional scope having more weight over others. If there is no collective agreement, the minimum applicable regulations are those established in the Workers' Statute (*see figure 1*).
- Company should take into consideration the hierarchy of the legal documents.

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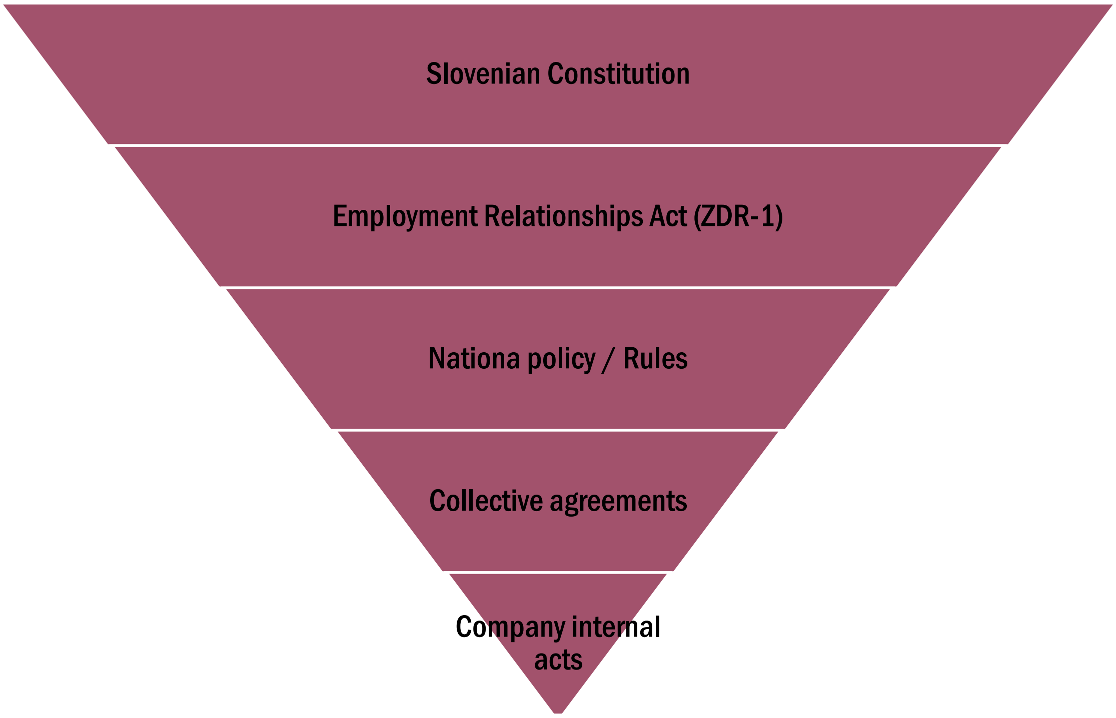

- Collective Agreement for Agriculture and Food Industry of Slovenia 2019
- The collective agreement is valid for the territory of the Republic of Slovenia. Applies to 68 activities defined by the Standard Classification of Activities code. The collective agreement applies to all workers employed by employers and students in practical training.

4. SPANISH LABOR LEGISLATION

Labor relations are those established between capital and labor in the production process. In this relationship, the person who contributes the capital or the means of production is called the employer or entrepreneur, while the person who provides the work is called the worker. These employment relationships are regulated by the employment contract, that is, the employment contract is the norm that regulates the employment relationship between employer-worker.

Employer

Any natural person over 18 years of age and with full capacity to act, who hires a worker, can be an entrepreneur.

People who want to be entrepreneurs and who are between 16 and 18 years of age, may carry out contracts only in the event that they are independent from their parents and have the authorization of them and / or their legal guardians.

The worker

All persons over 16 years of age who have not been deprived of their ability to act through a judicial sentence may be workers.

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In the case of people under 16 years of age, they may be workers with the prior authorization of their parents and / or legal guardians and the competent body, they are allowed to participate in public shows.

In addition, people under 18 years of age may not work overtime or work at night.

Types of Employment Contract

There are 4 large blocks of types of employment contracts:

- Indefinite Contract (18 types of indefinite contract).
- Temporary Contract (22 types of temporary contract).
- Training and Learning Contract (4 types of training and learning contract).
- Internship Contract (3 types of internship contract).

The following minimum content must appear in the written employment contract:

- Company and worker data.
- Start date of the employment relationship and its duration.
- Type of contract.
- Professional category.
- Duration and distribution of the day, as well as the identification of the workplace.
- Duration of the trial period.
- Duration of the holidays.
- Remuneration.
- Applicable collective agreement.
- Signature of the employer and the worker.

For a better understanding of the minimum contents that must be reflected in an employment contract, a link is attached that contains models of employment contracts that can be self-filled and are downloadable (https://www.sepe.es/contenidos/ companies / contracts_work / models_contract.html).

Spanish Labor Legislation

- **Spanish Constitution, 1978**: Supreme norm that prevails over the rest of laws and establishes the basic labor rights: the right to work (Article 35.1 and 35.2), the right to collective bargaining between the workers' representatives (Article 37.1 and 37.2) the right to organize and to strike (Articles 28.1 and 28.2) and the guiding principles of social and economic policy. (Articles 40, 41, 42 and 43) (https://www.boe.es/buscar/act.php?id=BOE-A-1978-31229).
- **Workers Statute, 1980**: Norm that governs labor law in Spain, which develops the rights and duties contemplated in the Constitution. It regulates the rights and duties of employees, employment contracts, wages and salary guarantees, faults and penalties for employees, promotion, the right of collective representation and the right to assembly. (https://www.boe.es/buscar/act.php?id=BOE-A-2015-11430).
- **Organic Law on Freedom of Association, 1985**: Norm that regulates the right to organize, the legal union system and union action.

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(https://www.boe.es/buscar/act.php?id=BOE-A-1978-31229).

- **Occupational Risk Prevention Law, 1996**: Norm that regulates the activities and measures necessary for the prevention of risks derived from professional activity (https://www.boe.es/buscar/act.php?id=BOE-A- 1995-24292).
- **General Law of Social Security, 1994**: Norm that regulates the structure, operation and management of Social Security: affiliation, contribution, health care, temporary disability, paternity, risk during pregnancy, risk of breastfeeding, care of minors with cancer, permanent disability, retirement and death and survival (https://www.boe.es/buscar/act.php?id=BOE-A-2015-11724).

Collective agreement:

Written and negotiated agreement between the employer and the workers' representatives that aims to regulate working conditions. The conditions established in the collective agreement mark the minimums that must be respected in labor contracts since labor contracts cannot establish less favorable working conditions than those of the agreements.

There are two main types of collective agreements, work and company agreements that affect the sector.

- **Company collective agreements:**
  - Nationals.
  - Autonomous.
  - Local.
- **Sectoral collective agreements:**
  - State and national.
  - Autonomous.
  - Provincials.
  - Interprovincial.
  - Local or regional.

When setting priorities, the company's collective agreement will always prevail over the sectorial one. The sectoral collective agreement establishes minimums that company agreements can broaden or qualify, but in no case can company agreements worsen the conditions set by sector agreements.

In company agreements, the degree of geographical closeness prevails, with the local or regional sphere having more weight over the others. In the absence of a collective agreement, the minimum applicable regulations are those established by the Workers' Statute (*see figure 1*).

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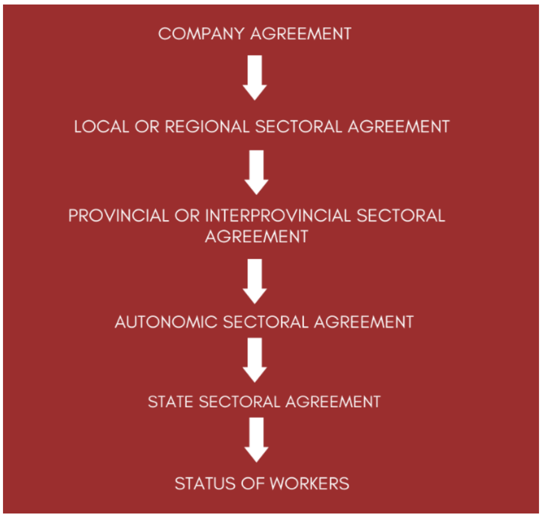

Collective agreement in agri-food:

BASIC AGREEMENT, OF STATE SCOPE, FOR THE MANUFACTURE OF VEGETABLE CONSERVATIONS

The precepts of this Basic Agreement regulate the labor relations of all the companies or work centers whose main activity, and with respect to the principles of the business units, manufacture of sea of canned vegetables, ready meals, juices and frozen vegetables, whatever be the name and personality. legal, private or public, of critical companies and the staff to whom they provide their services.

https://industria.ccoo.es/77d52f8a9f1478e3ebb6aaf982c4b0f9000060.pdf

COLLECTIVE AGREEMENT FOR HANDLING AND PACKING OF CITRUS, FRUITS AND VEGETABLES FOR THE VALENCIAN COMMUNITY 2016 TO 2020

This collective agreement will apply to all companies whose activity involves the selection, handling and packaging of citrus for selection in the national market or for export. The functional scope of the agreement will also include the activities of selection, handling and packaging of fruits and vegetables carried out by companies whose main activity is the handling of citrus fruits. In the case that the three activities of handling citrus, fruits and vegetables are carried out, it will be understood that the activity of citrus is the majority when the sea with respect to the other two activities is carried out separately.

Temporal scope 1. The validity of this collective agreement will be four years, from September 2016 to August 31, 2020. https://industria.ccoo.es/60d650f5c2a80c51423d4f1524678d33000060.pdf

2.2 | Prevention of occupational risks

2.2.1 | Prevention of occupational risks from the perspective of human resources

1. Spain

Occupational Risk Prevention is the discipline that promotes the health and safety of workers in the work environment, by detecting, evaluating and controlling the risks and hazards associated with work. Likewise, the PRL encourages the establishment and development of measures and activities necessary to prevent professional risks.

Occupational risks include, on the one hand, occupational accidents and, on the other, occupational diseases. An occupational accident is one that occurs due to human failure or another nature, during

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the workday, as well as accidents that occur on the way from the employee to the workplace or on the way home from work.

In the case of occupational diseases, they are listed in Royal Decree 1299/2006 (https://www.boe.es/buscar/act.php?id=BOE-A-2006-22169) and are all those that are they have occurred as a result of different circumstances in which employees carry out their work. According to this Royal Decree, they are divided into the following six groups:

- Occupational diseases caused by chemical agents.
- Occupational diseases caused by physical agents.
- Occupational diseases caused by biological agents.
- Occupational diseases caused by inhalation of substances and agents not included in other sections.
- Occupational skin diseases caused by substances and agents not included in any of the other sections.
- Occupational diseases caused by carcinogens.

Obligations of the employer in the prevention of occupational risks

Public Administrations and employers have the duty to protect their employees against occupational risks, guaranteeing their safety and health in all professional aspects by including preventive activity and adopting necessary measures.

Occupational Risk Prevention must be integrated into the organization's management system, at all activities and at all hierarchical levels, through the implementation and application of an Occupational Risk Prevention plan.

All organizations and Public Administrations must have a management system for the Prevention of Occupational Risks. Depending on the number of employees of the organization and the activities that are carried out, there are different models of organization of the preventive activity:

- Entrepreneur personally assumes the preventive activity (companies with less than 10 workers).
- Appointment of one or more company workers (companies with less than 500 workers or less than 250 workers if activities considered dangerous are carried out).
- Establishment of its own prevention service (companies with more than 500 workers or companies with between 250-500 workers that carry out activities included in Annex I of RD 39/1997 http://www.boe.es/buscar/act. php? id = BOE-A-1997-153).
- Hiring a third-party prevention service.

For more information: see **ROYAL LEGISLATIVE DECREE 5/2000**, of August 4, which approves the consolidated text of the Law on Offenses and Sanctions in the Social Order (Resources).

The mandatory actions regarding PRL in organizations are the following:

- Have an Occupational Risk Prevention Plan.
- The evaluation of occupational risks.
- The planning of preventive activity.

The entrepreneur will carry out the above actions based on the following general principles:

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- Avoid risks.
- Evaluate risks that can not be avoided.
- Combat risks from their source.
- Adapt the workplace to the employee and choose the equipment and methods of work and production to reduce monotonous and repetitive work and to reduce the effects of these on health.
- Take into account the evolution of technology.
- Substitute the dangerous for what involves less or no danger.
- Plan prevention through work organization, social relations and the influence of environmental factors at work.
- Adopt measures that put collective protection before individual protection.
- Give appropriate instructions to employees.

Legislation on Occupational Risk Prevention

There is a lot of regulations regarding the Prevention of Occupational Risks, although it should be noted that the supreme regulation in this regard is Law 31/1995, of November 8, on the Prevention of Occupational Risks.

(https://www.boe.es/buscar/act.php?id=BOE-A-1995-24292).

Likewise, you can find all the legislation regarding the Prevention of Occupational Risks at the following link: http://www.empleo.gob.es/es/Guia/texto/guia_10/contenidos/guia_10_22_1.htm

Experience in the Spanish Agri-Food Sector

Here you can find human resources management experiences in companies in the agri-food sector:

http://redsostal.es/videos/actualidad/videos_75_1_ap.html

In addition, in the complementary document of non-compliance sanctions you will find infractions and sanctions in the matter of labor risks:

ROYAL LEGISLATIVE DECREE 5/2000, of August 4, which approves the revised text of the Law on Offenses and Sanctions in the Social Order.

2. France

French law specifies what are occupational risks, the employer's responsibilities and the measures to be implemented.

The employer is required by law to take all necessary measures to ensure the safety and protect the physical and mental health of its employees (article L. 4121-1 of the Labour Code). The employer must not only reduce the risk, but also prevent it. This obligation is an obligation of result (Court of Cassation, Social Chamber, 22 February 2002, Appeal No 99-18389), i.e. in the event of an accident or illness linked to working conditions, the employer may be held liable.

The employer must take a number of measures that are organized around three axes:

- Actions to prevent occupational risks and hardship: adaptation of workstations, risk assessment, etc.

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- Information and training actions: presence of signs at dangerous places, registration of employees in workplace safety training, etc...
- The implementation of an appropriate organisation and resources: installation of appropriate machinery, removal of dangerous products, etc.

In addition, the employer is required to take into account the abilities of employees before assigning them tasks (article L. 4121-4 of the Labour Code).

If these measures have not been put in place, the employer is in breach.

In France, the **classification of offences** is determined by the seriousness of the penalties incurred. Labour law defines three types of offences:

- Minor Offence.
- Serious offence.
- Very serious offence.

Among the very serious offences we can find:

- Failure to comply with specific standards for the protection of the health and safety of workers during pregnancy and breastfeeding.
- Failure to comply with specific rules relating to the protection of the safety and health of minors.

3. Slovenia

Slovenian Occupational Safety and Health Act (Zakon o varnosti in zdravju pri delu (ZVZD-1))

- In accordance with the Occupational Safety and Health Act and other regulations, the **employer must ensure the safety and health of workers at work**.
- It ensures the safety and health of workers and other persons present in the work process by:
    1. Avoids hazards.
    2. Assesses risks.
    3. Manages source hazards.
    4. Adjusts the work to the individual.
    5. Adapts to technical progress.
    6. Replaces the dangerous with the dangerous or less dangerous.
    7. Develops a comprehensive security policy.
    8. Prioritizes collective security measures over individual.
    9. Gives workers adequate instructions.
    10. Informs and trains workers.

The employer must recognize all the risks at work. For each job, it must produce a written risk assessment, identifying the hazards, identifying which workers might be exposed to the hazard, deciding whether the risks are acceptable, and implementing and implementing measures to address them.

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Article 6 of the ZVZD-1 imposes on the employer a legal obligation to plan and implement health promotion in the workplace. In order to promote workplace health, the employer must provide the necessary resources, as well as the means of monitoring its implementation.

The implementation of health promotion at work consists of three phases: planning, implementation and verification. All three stages must be detailed in the safety statement.

Process:

1. Risk assessment (identification of hazards and measures).
2. Occupational safety and health training.
3. Preventive health examination.

Read more about:

- Obligations of employers, rights and duties of workers and self-employed persons.
- Occupational safety and health risks.
- Promotion of health at work.

Possible sanctions:

- Supervision of the implementation of laws, regulations and administrative provisions in the field of occupational safety and health is the responsibility of the Labor Inspectorate.
- The penalties for not promoting workplace health promotion are high, but the practice of imposing fines is not common.
- The employer can be fined between € 2,000 and € 40,000 for a misdemeanor by an employer who fails to plan or specify the promotion of health in the workplace in a risk assessment, fails to provide the necessary resources, nor does he have the means to monitor its implementation.
- A fine of between EUR 500 and EUR 4,000 shall be imposed on the responsible person of the employer who commits the offense referred to in the previous paragraph.

Type of infractions:

The penal provisions are defined in Chapter 10. The Occupational Safety and Health Act (ZVZD-1) from Articles 76 to 80. Employer offenses are defined in 49 points, such as:

- The employer does not evaluate in writing the risks to which workers are or may be exposed at work.
- Does not carry out periodic investigations into the harmfulness of the working environment and thus does not check the appropriate working conditions.
- Does not plan procedures for cases of workplace violence and does not inform them the workers who work in such workplaces.
- Not take measures to prevent, eliminate and manage cases of violence, bullying, harassment and other forms of psychosocial risk in the workplace.

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- Does not plan or specify the promotion of health at work in the safety statement with a risk assessment, does not provide it with the necessary resources, as well as the way of monitoring its implementation.
- Does not provide health checks for workers who are at risk for safety and health at work.
- Does not equip workplaces and means of working with warning and hazard signs and safety instructions.
- Does not provide training for workers during their working hours and for them free of charge.

More practical information in this field at: http://evem.gov.si/info/poslujem/varnost-in-zdravje-pri-delu/

Other links:

- Zakon o varnosti in zdravju pri delu (ZVZD-1)
- Pravilnik o opravljanju strokovnega izpita iz varnosti in zdravja pri delu
- Pravilnik o pogojih, ki jih mora izpolnjevati strokovni delavec za varnost pri delu
- Pravilnik o dovoljenjih za opravljanje strokovnih nalog na področju varnosti pri delu
- Pravilnik o preventivnih zdravstvenih pregledih delavcev
- https://www.gov.si/podrocja/zaposlovanje-delo-in-upokojitev/varnost-in-zdravje-pri-delu/
- https://www.gov.si/teme/tveganja-za-varnost-in-zdravje-pri-delu/
- http://www.osha.mddsz.gov.si/varnost-in-zdravje-pri-delu/informacije-po-temah/promocija-varnosti-in-zdravja-pri-delu
- http://www.osha.mddsz.gov.si/varnost-in-zdravje-pri-delu/publikacije
- http://www.osha.mddsz.gov.si/varnost-in-zdravje-pri-delu/predpisi
- http://www.osha.mddsz.gov.si/
- https://osha.europa.eu/sl/tools-and-resources

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3. Corporate Social Responsibility

3.1 | Equality and Diversity

3.1.1 | Become familiar with corporate social responsibility, equality, diversity and related European legislation

The essential contents Directive 2000/78 / EC on equal treatment in employment and occupation.

- Article 13 of the Racial Equality Directive (2000/43 / EC), Article 8a of Directive 76/207 / EEC on the implementation of the principle of equal treatment for men and women regards as access to employment, vocational training and promotion, and working conditions.
- Article 12 of the Gender Equality Directive Regarding goods and services (2004/113 / EC) and Article 20 of the Recasting Gender Equality Directive (2006/54 / EC) With regard to Equal Opportunities and equal treatment of men and women in matters of employment and occupation.

Definition of Corporate Social Responsibility

The European Commission defined, at the time, the concept of corporate social responsibility (CSR) as "the voluntary integration, by enterprises, of social and environmental concerns in their business operations and their interaction with their stakeholders" These two statements came from both the Millennium Goals and the Millennium Development from several statements by the United Nations (UN).

CSR is understood as all actions of the companies that go beyond its legal obligations towards society and the environment. Some regulatory measures create an enabling environment for businesses to voluntarily assume their social responsibility.

At European level, are two DGs that since the European Commission implement **the European Strategy for Corporate Social Responsibility**. This strategy is based on several recommendations made by the European Commission to adhere to enterprises adhere to the principles and guidelines promulgated by the RSC.

The Sustainable Development Goals (SDGs) are part of the United Nations' 2030 Agenda.

7 main elements of CSR:

- Item 1. Governance Orgacizacional element.
- Item 2. Human rights.
- Item 3. Environment.
- Item 4. Fair Practices.
- Item 5. consumer issues.

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- Item 6. Development and participation in society.
- Item 7. Work Practices.

Although much of European legislation is aimed at large companies, there are tools that since the **European Comission** They are made available for Small and Medium and help you implement your strategy Corporate Social Responsibility.

- Contact experts who can help you implement your own strategy Corporate Social Responsibility. http://www.sme-advisors-on-csr.eu/
- Information about training institutions RSC. http://www.prepare-net.com/sites/default/files/01_public_final_situation_report_csi.pdf
- CSR training for managers. http://www.bicero.com/training-services/ecsrm
- European Business Association for CSR. https://www.csreurope.org/get-equipped
- CSR awareness questionnaire in your company (attached).
- UN Global Compact Academy. https://academy.unglobalcompact.org/learn
- EMAS initiative. http://ec.europa.eu/environment/emas/index_en.htm

In the resources section you can find information that you can download to self-assess Corporate Social Responsibility (CSR) in your enterprise: "Self-evaluation of CSR in your company," No. 1 document.

3.1.2 | Become familiar with corporate social responsibility, equality and diversity and related national legislation and benefits

1. **Spain**

National subsidies and bonuses in Spain

In this section, you will see the types of bonuses and subsidies to hire a person at risk of exclusion: people with disabilities; minors under the age of 30; people over 45; risk of social exclusion and women victims of gender violence.

Disability

Companies that establish permanent contracts with a worker with some type of disability or change a training or temporary contract into a permanent one, will receive the following bonuses and subsidies.

If the company signs a full-time employee contract, the company will receive:

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Workers without a severe disability		Men	Women
	Under 45 years old	4500€/year	5350€/year
	Over 45 years old	5700€/year	5700€/year
Workers with a severe disability			
	Under 45 years old	5100€/ year	5950€/year
	Over 45 years old	6300€/year	6300€/year

Grant of around € 3,907 for each contract signed full time. If the contract is partial, the amount of the hiring aid will be reduced proportionally to the hours contracted.

Companies that sign training and apprenticeship contracts with an employee with some type of disability benefit from a 100% reduction in fees for fewer than 250 workers.

Companies that sign internship contracts with an employee with some type of disability will benefit from a 50% reduction in company fees for common contingencies.

Young people under 30 or with disabilities over 35%

A company can also be rewarded if it signs an indefinite contract with a person under the age of 35 if it has a disability equal to or greater than 33%.

The company can benefit from the following reductions in social security contributions for common contingencies:

		1st year	2nd year	3rd year
IN GENERAL	Comunidad Autónoma Canarias	90%	70%	40%
	The rest of Spain	1000€	1100€	1200€
WOMEN (in a job where less represented)	Comunidad Autónoma Canarias	100%	80%	50%
	The rest of Spain	1100€	1200€	1300€

The moment a micro-company or self-employed person signs a permanent contract with a person younger than 35 years old or with a disability greater than 33%, they will benefit from 100% Social Security contributions in one year.

Ages equal to or greater than 45 years

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In the same case, if that micro-company or self-employed person signs a contract with an employee over the age of 45, they will receive 100% compensation in their Social Security contributions in the year following the hiring.

This information is further developed and included in the guide of the "SEPE of bonuses and subsidies of the Spanish Government" document number 2. It can be found in the Resources section.

Groups at risk of social exclusion

In this part you can find the groups that are determined to be at risk of social exclusion:

- Person who receives a minimum insertion income.
- People who do not receive more state aid or who are not entitled for not meeting requirements.
- Young people between 18 and 30 years old from institutions for the protection of minors.
- People with addictive disorders and who are in the process of rehabilitation or integration at work.
- People with prison terms in a situation that allows them access to a job
- Minors from detention centers whose situation allows them access to a job.
- People from alternative accommodation centers.
- People from social prevention service centers.

When a company signs a temporary or permanent part-time or full-time contract with an employee belonging to some of these groups, they will receive the following bonuses:

- Each temporary contract will receive a bonus of € 41.67 / month (€ 500 / year) for the total duration of the contract.
- If these temporary contracts become permanent, the social security bonuses exceed € 50 / month (€ 600 / year) for four years
- If these temporary part-time contracts become permanent, the bonuses to the Social Security fee become € 650 / year for 4 years.

Victims of Domestic Violence, Terrorism, Gender or Human Trafficking

When a company closes a contract with any of these groups, either full-time or part-time, it may obtain the following bonuses:

Victim of Domestic Violence, if the contract is indefinite it would reach € 70.83 / month (€ 850 / year) for the following 4 years. If it is temporary, the bonus is € 50 / month (€ 600 / year) for the duration of the contract.

Victim of Gender Violence or Terrorism, if the contract is indefinite the bonus at € 125 / month, (€ 1,500 / year) for 4 years. If it is temporary, the bonus is € 50 / month (€ 600 / year) for as long as the contract is in force. .

When a company closes a contract with any of these groups, either full-time or part-time, it may obtain the following bonuses:

Victim of human trafficking, if the contract is indefinite it would reach € 125 / month, (€ 1,500 / year) for 2 years. If the contract is temporary, the bonus would be € 50 / month (€ 600 / year) for 2 years.

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United Nations Global Compact - Global Network

What is it?

The United Nations Global Compact operates in Spain through the Spanish Network, which currently has more than 1,508 entities adhering to this corporate social responsibility initiative: of which 22% are large companies, 61% are SMEs and the 16% are other types of entities (third sector, unions / business associations and educational institutions).

The Spanish Network is, since its creation, one of the first national platforms of the Global Compact and the Local Network with the largest number of signatories. Its management model and organizational structure is one of the most advanced in the Global Compact, and it is also an outstanding local network for the type of activities and tools created to promote the implementation of the Ten Principles of the Global Compact and sensitize the private sector to contribute to the goals of the UN.

https://www.pactomundial.org/red-espanola-del-pacto-mundial/

- Benefits of being a partner: https://www.pactomundial.org/beneficios-de-ser-socio/
- Tools: https://www.pactomundial.org/her tools /

2. France

BUSINESS BENEFITS FOR CONTRACTING DIFFERENT COLLECTIVES

- **PEOPLE WITH DISABILITIES**
  - The employment of disabled workers is an obligation for any company employing more than 20 employees. To assist employers in taking on disabled workers, assistance is available.
  - Various aids are proposed to make it easier for employers to make the necessary accommodations to welcome and keep disabled workers in employment. The granting of this aid is ensured in particular by the Association de Gestion du Fonds pour l'Insertion Professionnelle: L'Agefiph. This reference structure for the professional integration of people with disabilities has a fund dedicated to financing aid, benefits and services to support disabled workers and employers.

Services and financial aid:

Aid related to the Recognition of Heavy Handicap (RLH)	5 516,50 € (10,03 € x 550) 10 982,85 € (10,03 € x 1095)
Support for the reception, integration and professional development of people with disabilities	3 000 €
Help with hiring under a professionalization contract	4 000 €
Assistance in hiring under an apprenticeship contract	3 000 €
Help in finding solutions to keep disabled employees in employment	2 000 €
Assistance in adapting to work situations	This may involve layout, specific software, auxiliary work, tutoring, interpreting or Braille transcription .

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The employment assistance for disabled workers (AETH) comes after the optimal layout of the workplace. It aims to compensate for the consequences of the disability on the professional activity. This aid is indexed to the minimum wage, to which a flat rate of 21.5% applies for employer and social security contributions. It is paid quarterly.

- **AID FOR HIRING A JOB SEEKER**
    - CUI - CIE (single integration contract - employment initiative contract)
    - Regional aid for occupational integration within the limit of 47 % of the gross hourly minimum wage paid for a maximum of 24 months.
    - CUI - CAE (single employment integration contract - employment support contract).
    - Regional aid for vocational integration of up to 95 % of the gross hourly minimum wage for a maximum of 24 months.
    - Exemption from social insurance contributions and family allowances.
    - Exemption from payroll tax, apprenticeship tax and participation in the construction effort.

Workers from difficult areas:

In order to combat unemployment, there are also recruitment aid schemes aimed at companies in certain geographical sectors experiencing socio-economic difficulties:

- **Rural revitalisation areas (rras).**
- **Defence Restructuring Areas (dras).**
- **The city's priority neighbourhoods (QPV).**

For companies recruiting in ZRR: Exemption from employer's contributions for 1 year for the recruitment of the 1st to 50th employee: total on salaries up to 1.5 times the SMIC, degressive on salaries between 1.5 and 2.4 SMIC, nil for a salary equal to or higher than 2.4 SMIC. The exemption concerns the employer's share of social insurance and family allowances.

For companies recruiting in ZRD: Exemption from the following employer's contributions for 5 years from the establishment or creation of the new activity: health and old-age contributions and family allowances. The exemption is: total for gross monthly salaries below 1.4 SMIC, then degressive for salaries between 1.4 and 2.4 SMIC, nil for salaries equal to or higher than 2.4 SMIC.

For companies recruiting in QPV: You can benefit from financial aid for the recruitment of a full-time employee in the amount of: 5,000 € per year over 3 years for a permanent contract, 2,500 € over a maximum of 2 years for a fixed-term contract of at least 6 months.

- **YOUNG WORKERS**

The apprenticeship contract:

Unique help for employers recruiting in apprenticeship.

General reduction of employer's contributions (e.g. Fillon reduction) on salaries not exceeding 1.6 SMIC. Aid for the conclusion of the contract up to a maximum of €3,000 for apprentices recognised as disabled workers. Receipt of apprenticeship tax known as the alternating bonus (for companies with 250 or more employees with more than 5% of young people in apprenticeship).

The professionalization contract:

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General reduction in employers' contributions (ex - Fillon reduction) reinforced since 1 January 2019. Aid for the conclusion of the contract of a maximum amount of €4 000 for the recruitment of a disabled person on a professionalisation contract. State aid of up to €2,000 for jobseekers over 45 years old who have not already worked in the company in the last 6 months. Flat-rate aid from Pôle emploi up to €2 000 per contract concluded with a job-seeker aged 26 and over.

You can find more information on: **https://www.economie.gouv.fr/entreprises/aides-employeur-embauche-emploi**

3. Greece

BUSINESS BENEFITS FOR CONTRACTING DIFFERENT COLLECTIVES

The Greek Manpower Employment Organization (OAED) promotes the employment through programmes aiming to reduce (a) labour costs (wages and salaries), (b) non-wage labour costs, by subsidizing social security contributions and facilitating transition to work, with special emphasis on the population groups most severely affected by unemployment, as well as on vulnerable population groups.

OAED runs:

- Employment Programmes.
- Benefits and Allowances (Unemployment Benefits, Maternity Allowances, other benefits, Subsidy for New Labour Market Entrants, Optional Insurance/Healthcare, Student Allowances).

In the link below you can find all the relevant information for the existing programmes: http://www.oaed.gr/home

4. Slovenia

Slovenian organisations follow international standards and directives on sustainability and SCR as:

- GRI standard (2017)
- ISO 26000 (2010)
- Poročilo Naša skupna prihodnost (Our Common Future, 1987)
- Directive on 2014/95/EU as regards disclosure of non-financial and diversity information 2014
- UN Global Compact
- OECD

Slovenian does not have a specifik law in this filed, however national documents are accepted:

National Strategy for Social Responsibility in Slovenia - The European Union has information on the orientations intended to present the 2020 strategy, but each Member State has adopted a national strategy for the development of society. In 2017, the Government of the Republic of Slovenia was its right.

Zakon o gospodarskih družbah (The Companies Act) transposes provisions on non-financial reporting into Slovenian law

Okvirni program prehoda v zeleno gospodarstvo (2015) – Framework Program for the Transition to the Green Economy (2015) - is a document of the Government of the Republic of Slovenia aimed at

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supporting the process of transition to the green economy and linking the measures and activities of sectoral policies.

National bonuses and subsidies:

Measures in the field of active employment policy and other services in the labour market are currently directed mainly towards the most vulnerable groups in the labour market. These are those who, despite more favourable economic conditions, are still less competitive in the labour market - long-term unemployed, often older and without adequate education, and young first-time job seekers.

- Most programs of active employment policy for unemployed persons are implemented through the Employment Service (Zavoda za zaposlovanje).

Employment service of Slovenia can award you subsidies for new jobs, reimburse your employer cost of social security for new employees, or co-finance your “public service employment” costs. You can get a grant to employ the unemployed.

Current programs to promote employment:

The following methods are available:

- You participate in **the subsidized employment programs** implemented under the Labor Market Regulation Act on the basis of a **public invitation** to which you submit your offer.
- You **claim reimbursement** of employer contributions of social security insurance by submitting an application under the applicable law.
- You apply **tax benefits** for employment on the basis of applicable tax law.
- You apply the **exemption** from employer contributions of social security insurance on the basis of the applicable legislation defining the implementation of the measure.

You can find the latest, most current opportunities at this ZRSZ link.

Here are some opportunities:

- Repayment of employer contributions of social security insurance for the first employment (- 50% of employer contributions for year 1 or -30% for the second).
- Reimbursement of contributions of social security insurance to employers in areas of high unemployment (Pokolpje, Maribor with surroundings, etc.) (100% of employer contributions).
- Exemption from employer contributions of social security insurance for persons over 55 (100% of employer contributions).
- Tax relief for the employment of the unemployed (up to 26 and over 55 years of age) (reduction of the tax base of 45% of the salary of an employed person).
- Tax incentives for employing people with disabilities (50% or 70% of paid salary).
- Public invitations like Active until retirement, employing young people, Employing me, etc.
- Specific measures are aimed at the employment of persons with disabilities: https://www.ess.gov.si/delodajalci/zaposlovanje_in_delo_invalidov

E-resources and literature:

- https://www.gov.si/podrocja/zaposlovanje-delo-in-upokojitev/zaposlovanje/
- https://www.gov.si/teme/ranljive-skupine-na-trgu-dela/

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- https://www.ess.gov.si/delodajalci/financne_spodbude
- https://www.ess.gov.si/
- Opredelitev CSR
- Enterprise 2020 brošura
- A guide to CSR in Europe (Country insights by CSR Europes National Partner Organisations)
- Program odgovornega ravnanja –zaveza GZS k trajnostnemu razvoju
- Smernice OECD za večnacionalne družbe
- Priročnik o človekovih pravicah za majhna in srednje velika podjetja

Resources: In the resources section of the FRESH online platform you can find different documents related to both sections. Regarding Corporate Social Responsibility, a self-assessment for the company itself on the level of commitment or measures implemented. Another supporting document focuses on the bonuses that some companies can obtain when they hire personnel from different vulnerable sectors.

3.2 | Capacity and Good Practices

Through the unit "Capacity and Good Practices" you will see three main areas such as:

- The Diversity Charter of the EU: benefits, awareness of the importance of diversity, tools and supporting activities for implementing diversity at workplace.
- Equality Plan: structure, what to consider, first steps, activities.
- Success stories of hiring groups at risk of exclusion.

Diversity Charter of the EU

Within the different initiatives at EU level available for the implementation of equality and diversity at the workplace, the Diversity Charter is one of the most recognized.

As part of the EU Charter of Fundamental Rights, the EU Commission put forward a proposal for a Directive on Transparent and Predictable Working Conditions in the European Union.

This will complement existing obligations and create new minimum standards to give all workers, including those in precarious forms of employment, more predictability and clarity as regards to their working conditions (Article 31 of the Charter).

(Ref . Annual Report on the Application of the EU Charter of Fundamental Rights)

The **Diversity Charter** is *"a short document voluntarily signed by a company which outlines the commitments that organizations have for promoting diversity and equal opportunities in the workplace, regardless of, for example, age, disability, gender, race or ethnic origin, religion or sexual orientation"*.

As stated in the official website of the EU, the "Diversity Charters was created in 2010 under as initiative of and with funding from the European Commission. The Platform offers a place for existing European Diversity Charters (currently 21) to exchange and share experience and good practices more easily through Platform meetings, expert seminars and annual high level forums".

These tools and information "encourage organisations (NGOs, public bodies, private companies…) to develop and implement diversity and inclusion policies". When companies sign this charter, "the

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organisation voluntarily commits to promote diversity and equal opportunities in the workplace, regardless of, for example, age, disability, gender, race or ethnic origin, religion or sexual orientation. The signing of this Diversity Charter provides access to vast peer network, publications and supporting tools for benchmarking, measuring and monitoring for companies to get inspiration from other and implement their own strategies.

Each country has its own Diversity Charter. In the case of those involved in the FRESH Project, some can be found on the following websites.

- **Spanish Diversity Charter**

  The Spanish diversity charter, Fundación Diversidad – Charter de la Diversidad en España, was launched in March 2009.

  The charter was launched at the initiative of the European Institute of Diversity Management and the Alares Foundation with the support of the Spanish Ministry of Equal Opportunities.

  More than 650 companies from both the public and private sector have now signed the diversity charter in Spain, including multinationals and others related.

  In the case of the Spanish Diversity Charter, this is managed by Fundación Diversidad and provides several activities and services to those that firm the Diversity Charter such as:

  1. Electronic Diploma that certifies to be a signature of the Charter.
  2. An identifying seal that a company/institution signing the Diversity Charter may use in all its internal and external communications.
  3. Adhesion of the Charter Signature List on the website of the entity managing the European Diversity Charter.
  4. Possibility of participating with an article in the newsletter of the Spanish European Diversity Charter in which promote any practices or activities implemented by the company.
  5. Possibility of participating in joint signature acts of other companies or networking events willing to participate in the EU Diversity Chart.
  6. Inclusion in the database of the entity managing the Spanish Diversity Charter in order to receive a monthly newsletter as well as events' invitation.

  For further information about its activities you may visit the following link: Spanish Diversity Charter.

- **Slovenian Diversity Charter**

  The Slovenian Diversity Charter was launched on 14 November 2017 and is coordinated by Dobrovita Ltd.

  The charter has over 60 signatories.

  The diversity charter of Slovenia is one of the outcomes of a project I.D.E.A.S. (Innovation. Diversity. Economy. Awareness. Success.)

  You can find more about the lists in which you commit yourself by signing it - more on the website: https://www.raznolikost.eu/

- **French Diversity Charter**

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The French diversity charter was launched in October 2004.

The charter was launched by Claude Bébéar, CEO of Axa It was the first of its kind in Europe, subsequently inspiring similar initiatives across Europe. The charter is hosted by Les Entreprises pour la Cité (previously IMS-Entreprendre pour la cite), an organization working to promote corporate social responsibility.

There are currently more than 3,200 signatories to the French charter, mostly small and medium-sized businesses, but it also includes public institutions.

- **Greek Diversity Charter**

The Greek Diversity Charter was launched by KEAN-Cell of Alternative Youth Activities in May 2019 in Zappeion Hall.

The charter is supported by the Greek General Secretariat for Gender Equality of Ministry of Interior, by the Economic and Social Council of Greece, by the Federation of Municipalities in Greece and by Hellenic Federation of Enterprises.

About 140 private enterprises with over of 50,000 employees, have signed the charter.

The charter covers all fields of discrimination: gender, age, ethnicity, disability, sexual orientation and religion, with a particular focus on gender equality at work.

Overall, the benefits of participating in the Charter of Diversity are:

1. **Raise awareness**: The principles of equal opportunities and respect for diversity must be included in the company's values and be disseminated among employees.
2. **Advance in the construction of a diverse workforce**: The company must promote the integration of people with diverse profiles (regardless of gender, sexual orientation, race, nationality, ethnicity, religion, beliefs, age, disability, etc.)
3. **Promote inclusion**: Integration must be effective, avoiding any type of discrimination (direct or indirect) at work.
4. **Consider diversity in all people management policies**: Diversity management should not be another human resources practice, but a transversal factor, which is at the base of all decisions taken in this area.
5. **Promote reconciliation through a balance in work, family and leisure time**: Organizations must establish mechanisms that allow the harmonization of working life with the family and personal life of all workers.
6. **Recognizing customer diversity**: Organisations must know the customer profile, recognising that their diversity is also a source of innovation and development.
7. **Extend and communicate the commitment to employees**: The commitment that the organization acquires by being a signatory of the Diversity Charter must be shared across the company.
8. **Extend and communicate the commitment to the supplier companies**: Inviting them to join the community of companies that in Spain adhere to the voluntary commitment promoted by the Charter.
9. **Extend and communicate this commitment** to administrations, business organisations, unions, and other social agents.

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10. **Reflect activities to support non-discrimination**, as well as the results that are obtained from the implementation of diversity policies in the company's annual report.

An Equality Plan in your company

What is it an Equality Plan?

An Equality Plan is a set of evaluable measures, taken after a situation diagnosis, aimed at achieving equal treatment and opportunities between women and men in the company and eliminating discrimination based on sex.

The equality plans will set the concrete equality objectives to be achieved, the strategies and practices to be adopted for their achievement, as well as the establishment of effective systems for monitoring and evaluating the objectives set.

Overall, there are some characteristics that usually all Equality Plans have:

1. Strategic. It articulates a new approach born out of a higher commitment.
2. Practical and realistic. It defines a precised procedure to develop actions, deadlines, responsabilities, follow-up indicators and monitoring and the neccessary sources in function of the chance of the organiation.
3. Transversal. In the sense that affects all policies and areas of a company, mainly those that deal with people, management of human resources, knowledge management, communication policies, among others. It also integrates in all phases from the decisión making process to planification, management and evaluation.
4. Participative. Because all sides of a company are represented. This includes representation of workers through Unions, the Board of Managers, and the employees in the Equality Commision.
5. Associated with an ongoing improvement since it is a living plan/document that is developed from a working process that gradually sustains with the development of actions, its results, the follow-up and the evaluation.
6. Flexible. It is possible to make changes before unexpected situations where there is need to adapt actions, deadlines so to meet the proposed objectives.
7. Transparent. Since it guarantees the right to information about the contents of the plan and the objectives established. It guarantees both rights for the legal representation of the staff and employees.

What does equality really mean?

This Equality is based on the principle of equality between men and women,. It means the absence of any kind of discrimination especially linked with maternity, family obligations, sexual orientation and civil status.

This principle may apply to training, promotion, remuneration, laboral relations, communication and harassment prevention.

To develop an Equality Plan, you should at least consider the next stages. These are considered the basics although further action can be taken and consulted in the materials in the glossary.

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1. Diagnosis.
2. Definition of the Equality Plan.
3. Development and implementation of the Equality Plan.

1. Diagnosis

The objective of the Diagnosis is to identify the exact situation in which the company finds itself in relation with the equality of opportunities between women and men. This diagnosis means a detailed **analysis of the situation of both genders in the company and identify its inequalities and imbalances**.

A diagnosis identifies possible umbalances, unequalities or discriminations caused by gender issues that need to be adreessed by the Plan and to establish indicators to improve equality within the company. Indicators might become objectives of the Plan which will need concrete actions and measures to be fulfilled.

The **design and the elaboration** of an Equality Plan is based on the results of the diagnosis previously made. This diagnosis described the situation of the company in gender equality issues. During this diagnosis, indicators will be defined about what is need to do in a Plan and what needs to be improved.

This will allow us to set the basis for the next steps: the definition of the Equality Plan and its implementation. To carry it out, it is necessary to analyze, on the one hand, characteristics of the workforce disaggregated by sex, such as, for example, sex, age, categories and professional groups, educational level, seniority, type of contract and working day, etc., and, on the other hand, the policies and management of human resources regarding access and selection, training, promotion, remuneration, conciliation, occupational health, etc. The methodology of a Diagnosis may be based on techniques and instruments of data gathering such as:

- In-depth interviews.
- Questionnaires to the staff.
- Access to formal data and documents needed for the implementation of the diagnosis.

Some sources of information could be:

- Business Pol.
- Organisational Chart
- Promotional Plans.
- Collective Agreements.
- Internal Rules.
- You can find others in the learning materials.

Data shall be disaggregated by gender and it is convenient that they match with at least the last 5 years (mínimum of 2 years should be a requierement) in order to appreciate the evolution of the company or the sector regarding the results of the indicators. To do it in a more visible way, it is recommended to relfect data in tables and in graphics if possible.

The data for a good diagnosis is related to several points:

- General features of the Staff, e.g.: Number and percentage of women and men in the company; level of training and gender.
- Access and selection process in the company, e.g.: Quantitative and qualitative data.

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- Types of professional profiles and how they are distributed among genders.
- Types of contracts and working hours (distribution per gender).
- Seniority in the company.
- Professional promotion between men and women.
- Reconciliation of work and family.
- Salary remuneration per genders.
- Occupational health from a gender perspective.

2. Definition of the Equality Plan

The final objective of all Equality Plans should be to integrate the principle of opportunities between men and women in the company. When developing the types of actions, we should have three types of actions very clear:

- Corrective actions.
- Preventive actions.
- Enabling action.

1. **Corrective actions**. Meant to amend the internal unbalances detected in the diagnosis phase. Actions that aim at reducing the inequality and its participation inside the company (hiring policies; training; equal participation).
   Some examples of **Corrective Actions** could be the establishment of a minimum percentage of women in all areas and departments; incorporate gender less represented in the company in case of dead heat merit and professional experience or try to include a true quality employment for both men and women.
2. **Preventive actions**. Meant to prevent future inequalities and guarantee the application of the equality principle. Actions that aim at preventing stereotypes in the management of Human Resources; communication; marketing or in whatever area that could cause inequality.
   Some examples of **Preventive Actions** could be the encouragement of the use of anonymous CV in our selection process; establish partnerships with universities and professional schools to promote access of women to the company; hold lectures, conferences and events led by women and/or provide the tools and training needed within the enterprise to achieve the same professional development opportunities between women and men, among others.
3. **Enabling actions**. Measures to apply where all workers may conciliate their personal and professional life. Actions that aim at securing the freedom of all employees to deal with personal matters.
   Some examples of **Enabling Actions** could be bank hours, exchange services and days, flexible schedule, intensive schedule available, telework and/or geographical mobility, among others.

In the resources section, you can check examples of possible enabling, preventive and corrective actions that you can implement in a company and that will broad your perspective when applying equalitarian measures.

3. Development and implementation of an Equality Plan

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There are several key elements during the implementation of an Equality Plan:

Define the calendar of the actions

The calendar and the schedule are important since it adjusts and defines the timing to develop each of the actions and measures detailed in the programme agreed. The plan may have duration of two, three or four years. It may adjust to a quarterly programming or month by month during two, three or four years of Plan Duration.

- When the plan will start being implementing.
- Define the exact dates for each activity.
- Duration of its activity.

A well-defined and scheduled calendar.

When defining the calendar and starting the Equality Plan, the Information and Communication is really important. You can find further details on the importance of the communication further below. At the start of the Equality Plan the Board of Members, as well those representing employees and the whole staff must be notified about the steps taken as well as the process and the role of the parties. Transparency and a good working climate will be facilitated that way. It will also contribute to make everyone in the company participant.

Identify the staff responsible for the actions

Appoint a person responsible of the whole process, capable of manage and develop the Plan. This person or group people will make sure the follow-up and all planned actions are meeting the objectives. All staff should know about its actions; existence, objectives and components.

The people in charge will change according to the nature and the content of each action and measure implemented. They are the ones responsible for its implementation and the collecting of expected results. They will also participate, in most of the cases, in the monitoring and follow-up of the Plan.

Some examples of the type of personnel that would be in charge of:

- Person responsible of the Human Resources Department who, without any doubt, will have an active role in the development of the Plan because its impact in the management of workers and employees.
- Person in charge of training in the case the Plan includes actions and measures of lifelong learning - training.
- Person responsible of Labour Risk Prevention and/or safety at work since the Plan must incorporate actions and measures to prevent and act in case of sexual harassment. This also depends at national context.

Follow-up and evaluation of the plan

Person or persons in charge of this follow-up need to make sure all activities respect the deadlines and timetable agreed.

The follow up and evaluation allow knowing in more details the development of the Equality Plan in the company and the results obtained in the different action areas during and after its implementation. It also shows the impact of the Equality Plan on the decrease of inequalities in the company. The Follow-up and the Evaluation of the plan are complementary:

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The Follow-up allows you:

- To continue to tailor the development of the Plan to the difficulties and needs coming up to achieve the objectives established. For that purpose, the Plan needs to have certain flexibility to adjust the implementation of the actions to reality.
- Obtain regular updated information from those people responsible or in charge of implementing the plan.
- Staff detailed information from the annual and final reporting of the implementation of the Equality Plan.

Evaluation allows you:

- To know and value the impact of the Plan in the continuous improvement of the equality objectives in the company.
- A decision making process that guarantees equality of opportunities permanently integrated in the company, both in the culture as well as in the management procedures.

Include some flexibility for correcting or re-adapting the plan

This will always allow that, if there are delays, the activities can be implemented on time. If changes happen, either the nature of the activities nor their objectives should change.

The tools used in the follow-up and the evaluation of the plan will allow you to have some flexibility so to make changes if necessary.

Communicate results to all people involved

An Equality Plan usually affects several people in the company since it is aimed at changing not just Human Resources Policies. It is a must to share it with the rest of the departments.

Communication about results is one of the last steps within a broader communication strategy that must start since the Equality Plan wants to be implemented. Communication is a basic element that continues through the whole project and that finishes in the communication of results.

At the start of the Equality Plan all parts must be informed. This includes the Board of Directors, those representing workers and employees and all staff. This first communiation must show the compromise acquired the objectives to be met as well as the process and the parts implicated. This way, Transparency and a good working climate will be facilitated that way. It will also contribute to make everyone in the company participant.

To guarantee that all personnel received information about the Equality Plan, formal and official channels must be used as well as the most common communication channels in the company.

To boost participation of the whole company, communication can take place in a bidirectional way. This allows knowing the personal opinions of the personnel about its development as well as improvement suggestions.

Success stories of companies hiring people under social or exclusion risk

Success Story, Spain:

Pablo Roca: an example of improvement under the Recolocaté program, a Spanish reintegration program managed by the Fundación Equipo Humano.

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"At Fundación Equipo Humano we are committed to equality in the employment opportunity for all people, that is why we tell the story of Pablo Roca Fernandez, one of our participants in the Recolócate 2016 Employment Program.

Pablo is a 27-year-old young man with a disability that makes it difficult for him to communicate with others and seriously hinders his employability options. But, at the same time, Pablo presents a series of values that Fundación Equipo Humano considers essential, such as caring for others, motivation, interest and dedication. That is why, together with the support of his family, we decided to accept him in the Employment program and contribute to make a dream come true, which is nothing but obtain a job.

Pablo participated with his tutor in the Support Unit in Coruña in different sessions organized by Fundación Equipo Humano which helped him look for internships in companies. He found one in "Jardineria Jardincelas", where for a month he received support and training from a Social Integration Technician who supervised Pablo's activities and accompanied him on his routes from home to work and vice versa.

More details on Paul's story can be found here.

Success Stories Slovenia

1. **Grunt, a social enterprise in the countryside (Slovenia).**

   Grunt, a social enterprise in the countryside, was established in 2014 with the goal to employ people with disabilities in agriculture. The founders of Grunt are Matija Zadrgal – the owner of the Zadrgal Farm in Komenda, and Peter Svetina – an expert in training and employing people with disabilities. They decided to join in a social enterprise and create working opportunities for people with disabilities. The social enterprise is located on the Zadrgal Farm in Komenda.

   Grunt is an employment centre. Currently they employ five people with disabilities that are working on the farm with the cooperation of two mentors and an expert in training and employing people with disabilities.

   Their main activity is the manufacturing of dairy products and other home-made products from the production on the farm, maintaining the stables, working in the fields, etc.

   Source: http://grunt-sop.si/?lang=en_gb

2. **KNOF is a community which encourages sustainable development with an entrepreneurial mindset.**

   They are organised as social enterprise. Their mission is to co-create a self-sufficient, green and healthy region of Posavje, with supporting and encouraging new green jobs, also for vulnerable groups like handicapped and aged over 50 and young without work skills.

   During the complex development program, they provide practical trainings on various topics from entrepreneurial initiatives, self-realization, career-coaching; through natural building, gardening, decorating and cosmetics; through multimedia, laser engraving, photography; to English and German language catch-up.

   They live suitability. With their commitment and engagement of population at risk, enable them prosper.

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Source: https://new.knof.si/knof-community/

3. **Janez Kodila**, awarded craftsman of the year in 2014. The Kodila family has been involved in the processing of meat and meat products for three generations, and Janez Kodila laid the groundwork for high quality products. In 2002, he launched a production specialization and moved from a small meat and meat products store to an innovative production of dried and smoked meats. He created a brand that is known especially for its traditional Prekmurje flavors and is well known in other European markets.

    1. VIDEO: https://4d.rtvslo.si/arhiv/prava-ideja/174306758
    2. Interview: https://www.rtvslo.si/uspesna-slovenija/podjetnik-kodila-prekmurje-bi-moralo-biti-kot-slovenska-toskana/332592
    3. Web page: http://www.kodila.si/kdo-smo.php

    Additional reference material:

    4. The Leader of the Future is the Heart Leader: https://mladipodjetnik.si/novice-in-dogodki/novice/voditelj-prihodnosti-je-srcni-voditelj
    5. "Authentic leaders will be the winners of the next economic cycle": https://www.dnevnik.si/1042251708
    6. AEIOU Leadership: https://www.hrm-revija.si/aeiou-voditeljstva

Master's Degree - Leadership Development in a Learning Organization: http://www.cek.ef.uni-lj.si/magister/peterlin21-B-07.pdf

Success Stories Cyprus

Yota's story (surname not disclosed for personal data protection reasons). Yota is a person with a passion for writing. Despite the difficulties in communication, he is a person willing to learn and try.

Through the Sales Training program, the company MMC Management Center recognized the quality of its character and its willingness while at the same time perceived the difficulty of being placed in the position of Seller. Since her communication skills would not allow her to become a successful salesperson, MMC offered her the opportunity to gain work experience in her office. To this day, Giota is on the emergency secretariat support team.

Success Stories France

https://www.observatoires-alimentaire.fr/e-theque/diversite

Maison Paul has been committed for several years to the professional integration of people with disabilities. In order to promote employment, Paul innovates very early on and sets up a training program about the pastry-catering business for disabled people attending ESAT. This path is based on the mobilization of employees. It is for people with disabilities in a protected and adapted environment, with a real willingness to integrate the ordinary work environment. The objective is to welcome the people trained in this way into the company, first of all by making them available, and then a permanent contract.

The House's internal team has mobilized to define and implement this program, from the educational content to the effective reception of disabled persons trained in the shops.

More information HERE.

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EVEN SANTE INDUSTRIE. In 1996, following a specific industrial need Even Santé Industrie is similar to an ESAT, for manual intervention on a product packaging. Several handicapped people have been made available by ESAT to carry out this particular operation, in the company's workshops. Initially envisaged to be punctual, this subcontracting contract proved to be very satisfactory, and even enriching, to the point of being renewed. «One day, we even got out of a difficult negotiation with a client when he saw one of the disabled people kissing me goodbye. He understood that there were also human aspects at the heart of the business».

OTHER FRENCH SUCCESS STORIES: les Paysans de Rougeline, Maïsadour, Gosselin, Synergie bétail & Viande, Groupe Soparing BONGRAIN.

Resources: Related to the development and implementation of Equality Plans in the company, including concrete data that must be measured in order to make a diagnosis; suggestions about corrective, preventive and enabling activities in a company; the basic structure of an Equality Plan; the official document that can regulate the bases of the implemented actions (Commission) and an example of a questionnaire to be filled out by the employees.

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4. Employee engagement

4.1 | Detection and analysis

4.1.1 | Internal Communication and Labor Climate

The internal communication is a crucial element in every organization that offers a good service to both external and internal clients (employees and collaborators). In the last section of this same section we can focus on this aspect more carefully.

In this sense, and totally theoretically, within enterprise we can distinguish between daily communication (operational) and strategic (mid-long term).

The first one is related to the daily company activity that is generally executed via:

- E-mail.
- Telephone.
- Face to face.

The second one is referred to all the different aspects related to the same organisation (structure, functioning, etc).

In order to analyse these aspects, the more used methods are:

- Work session for continuing improvement.
- Monthly meetings.
- Annual meetings.
- Research about work environment.

In this section we are going to focus on the working environment which has the following objectives:

- **To know employees perception and opinion** in relation to the different topic issues (generally the main issues are about communication, team working, transparency of the gerarchical structure, satisfaction, salary, etc.)
- **To make employees active participants** with the purpose to make them feel motivated and their opinions highly valued.
- Obtain valuable information about the situation of the company in its day to day.
- Develop lines of action aimed at optimizing daily work by making it more efficient.

As a formal definition, the organizational climate can be defined as the set of perceptions that people of the organization have about the organization.

The better the work environment of an organization, the more satisfied and motivated the people will be and therefore their degree of involvement and membership in the organization will be greater, which will have an impact on an improvement in their work and greater customer satisfaction.

What elements promote a Climate in the company or positive Organization?

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Some aspects that companies should take into account when promoting a Positive Organizational Climate are:

- The nature of the work itself: variety, autonomy, exciting project, personal and professional development.
- Hours of work: Flexibility, number of hours, shifts.
- The working group: cohesion, environment, relationships.
- Recognition: consideration, participation in decision making, rewards.
- Type of organization: prestige, fame, size, future, participation in project.
- Incentives: salary, rewards, status.

The Organizational Climate is important due to different reasons:

- Job satisfaction. There is no doubt that a positive response at workplace is linked to good results in the working environment of a company.
- It is proven that if people are dissatisfied, organizations cannot aspire to competitive levels of quality in customer service, productivity and product quality. Motivated and committed staffs are a determining factor in the success of organizations.

Woking analysis climate:

The Working Climate Analysis helps us to analyse these aspects and improve them. But, to make a good Work Climate, what do we have to focus on? Below, there is a series of questions that will help us answering these questions:

- Have we researched and identified what are the significant aspects and their relative importance to achieve the satisfaction of our people?
- Do we periodically ask your satisfaction to our people through surveys, structured interviews or focus groups?
- Have we identified internal “performance indicators” that give us information that complements the previous one?
- Do we analyse the results and performance indicators, set goals and improvement plans and compare ourselves externally?
- Do we communicate the results to our people?

And for this it is necessary to have measurement and diagnostic instruments that allow the analysis and understanding of the work environment in order to help organizations improve their management.

The opinion survey among employees is the most effective tool for measuring, controlling and achieving improvements in the level of employee satisfaction. It is the main mechanism through which the employee's voice is heard and heard at the top of the organization.

In addition to the results obtained through the survey, there are other indicators, observable and quantifiable, that can be used to identify job dissatisfaction of workers. Examples of these indicators are:

- Rotation: Percentage of company departures over total people.
- Absenteeism and illness: Average days of leave per year per person.
- Punctuality: Average delay time per person.
- Labour conflict: Days lost per year due to strikes, stoppages, assemblies, etc.

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Phases in an analysis of Work Climate:

A climate project is developed in approximately 2 months, from the first communication of the project to the staff, the communication to the middle managers or employees of the results obtained from the survey and the priority lines to be addressed (invested) to the company.

All this, in addition, depends on the breadth of the company, the number of employees and delegations. The phases that usually accompany a climate project also depend on the company and may change. It is advisable that those parts that best suit our case can be assessed from the following phases, not taking literally each of the steps expressed below.

Phase 1: Planning

This phase tries to prepare the ground so that both those responsible and the recipients are clear about what is going to be done and what it will involve.

The key points of this phase are:

- Try to involve the management team as much as possible and understand the importance of these climate studies.
- Define the objectives before starting; the level of participation of the people and the information that will be provided to the participants.
- Know who you are going to have and what role you will play in each phase. For this it is important to communicate the initiative.
- The primary objective should be to identify the methodology and steps to be taken to reliably identify the possible causes of conflicts or dissatisfaction of the workers of the organization.

Phase 2: Collection of information

Before starting with the climate analysis we must gather information, if we do not have it, about how the organization is:

- Number of employees.
- Organization chart (departments and hierarchical relationships).
- Schedule.

This information will be very useful when adjusting the questionnaire to the characteristics of the organization. The questionnaire is the most reliable method to gather this type of information.

The next step will be to **deliver the questionnaire** (a proposal is available in the materials) to the people on whom we want to assess the work environment. They do not need to be very extensive. This depends mainly on the type and size of the company.

Ideally, distributing the questionnaire to each and every one of the employees of the company, along with the attached letter that presents and explains why and for what purpose the questionnaire will be used. This delivery can be made through the direct manager of each department; this way we will get a greater involvement on the part of all people. It is also important to carry out a follow-up of the same due to the daily tasks of the job, these questionnaires can be forgotten.

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Phase 3: Questionnaires

Different characteristics must be taken into account in relation to the questionnaires:

- **Anonymity**. To favour the sincerity and involvement of all workers, it is essential that the evaluation questionnaires be anonymous.
- **Collection of questionnaires**. One way to collect these questionnaires is that of a mailbox. A person normally in charge (administration, reception, etc.) may be responsible for the collection mailbox to assure workers that there will be no manipulations or problems with the anonymity of their participation.
- **Time**. It is convenient to provide this phase with prudential time to offer all workers the opportunity to participate.
- **Importance of the evaluation**. It is essential to emphasize the importance of this evaluation. To show all the people in the organization that the results obtained will not fall into a broken bag and that any measure put in place later will have an effect on improving their job satisfaction.

Phase 4: Diagnosis

Different phases must be taken into account in relation to the diagnosis:

- **Results**. Once we have the results of the questionnaires, the next step is to analyse these results.
- **Objective**. Evaluate where the causes of labour dissatisfaction of workers are, but also identify what are the variables that produce satisfaction.
- **Analysis**. The analysis of results may vary depending on the type of company, number of workers, departments, etc. Personal or more generic analyses can be done. In situations where companies are small, an analysis exposed to the group of workers on general results and possible solutions may be the best solution.

Phase 5: Action Plan

Once the analysis is done, a small strategy for implementing the organizational climate change management program can be developed.

- This can result in aspects such as what is going to be done, what results should be achieved, who are responsible for doing it and when it is expected to achieve those results.
- The Implementation Plan must be flexible (aspects of our environment may vary and certain conditions may change)

Phase 6: Communication of results

It is essential to disseminate the results among all people in the organization, sincerely and with no data manipulation. This is a way to involve all members of the company, generating confidence in the process and providing them with the opportunity to give their opinion and contribute their point of view.

Never forget that the evaluation of the climate is always done with a positive perspective and improvement of job satisfaction of workers. Communicating the results to the workers, if done in the correct way, can generate in them doubts about what is going to be done, what is the objective of the Climate study or what consequences it can have.

It is important to have well defined subsequent actions to be able to expose it clearly and sincerely so that you can start constructive conversations from any doubt that may arise.

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In the course documents you can find templates and examples to run your own climate analysis. These include some like proposal of Working Climate questionnaire (about possible questions to make in a Climate Survey) including an introduction letter and, secondly, instructions about how to evaluate a Climate Survey in a company.

Resources: Templates and examples for running a climate analysis can be found in the course documents. However, first of all it is worth considering the following. It is recommended to distribute the survey to all the people who are part of the organization (including ETT or trainees), since it encourages the participation of all without distinction and generates a sense of belonging to the company. **Climate studies are usually carried out approximately every 2 years**, so that improvement actions have been carried out from one study to another and effects can be observed.

There should be several items referring to the same dimension to obtain more reliable data. In the example, it can be better visible.

4.2 | Participation and involvement

When we talk about participation and involvement, we mean the company to generate attachment in its workers. An informal situation to exemplify involvement with the company could be the fact that staying 10 minutes outside working hours does not create a conflict or discomfort among the workers or that, despite the workload, attempts are made to carry it out in excess.

DIFFERENCE BETWEEN INVOLVEMENT AND PARTICIPATION

In human resources management, the meaning of these two terms is quite different, although in the general dictionary there is the same meaning. In human resources management, employee involvement can be defined in the way in which employees are included in its interest. It is an individually based attachment and it is direct. Management takes the initiative with individual employees and is included to achieve a specific common goal. It pursues the common interest between employees and management. Its main goals are to achieve employee empowerment and commitment. There is no hard and fast rule to increase participation.

On the other hand, in human resources management, **employee participation** is different from participation and it is a collective process. In this one, it tries to join others in all the activities that matter in the company. It includes participating in something and, more or less frequently, it has the backing of some norm and/or legislation in which labor rights are important for participation.

This participation and involvement can be achieved in many ways, but especially with some basic HR policies such as:

- **Remuneration system that seeks equity and salary justice**, so that collaborators perceive that the salary received is in accordance with the tasks they perform and the responsibilities.
- **Career and training plans**, to retain and develop talent (expanded in later blocks).
- Working hours that facilitate **balance** between work and personal life.
- **Labor flexibility**, when requesting permits, making up hours, etc.

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Simultaneously, the organization can promote measures of a more recreational or social nature, which generate team spirit and promote a sense of belonging to the company.

- **Participation in solidarity events** (solidarity races, tennis tournaments, etc.) in which, for example, everyone wears the same shirt with the company logo.
- **Open air days** in which to work the culture and company values (outdoor).
- **Business dinners / launches** with a section for "awards for the best worker / awards for the best division".

These measures, in any case, should be voluntary, not mandatory.

Some other activities to increase employee participation could be:

- **Joint breakfasts** with the manager or CEO of the company to share time and talk face-to-face on topics outside the office.
- **Establishing a dialogue area in the company**, an area where internal issues can be discussed.
- **Sports, stretching, yoga or other physical activities** promoted by the company.
- Snacks, fruit, coffee or others available in the company 24 hours.
- **Theme days**, depending on the occasion (Christmas, Birthdays, Halloween, local parties, or others)
- **Team building** training both within the company and outside.
- **Anonymous mailbox with suggestions** for improvements in the company.
- **Internal newsletters** or publications to know what each one is taking care of.

WHAT TO DO TO INVOLVE EMPLOYEES?

The most involved workers are more motivated and satisfied with their work, which positively influences their performance and improves organizational efficiency.

- Motivate to involve all staff within the organization. If the members of the organization are motivated and feel recognized in the performance of their tasks, they will strive to improve their results and integrate into the organization, the synergy of the group is achieved. The set of capabilities of each individual, enhances the ability to solve problems, and obtain group results.
- Favoring initiative and creativity improves the organization's objectives. Members of the organization are allowed to take the initiative in their task with the appropriate communication channels. Always, they must be aware of their limitations.
- Actively seek opportunities to improve their skills, knowledge and experience and allow to pass on their experiences to the rest of the organization. Delegate.
- Define the responsibility of people in reference to their own results.

The members of the organization act for themselves. They have an obligation to meet the needs and expectations of their work in a process. You have to exercise leadership in your task, and put everything you can on your side, so that the task is carried out successfully, and the desired results are achieved.

When the work team knows interesting and important company data, it contributes to the improvement of the company's results. The involvement with the work consists of 3 dimensions:

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1. **Psychological identification with work**: Importance that the subject attributes to work and to what extent he considers it central in his life.
2. **Relationship between performance and self-esteem**: Degree to which performance at work affects the subject's self-esteem.
3. **Feeling of duty and obligation towards work**: Loss of interest in work as it is one more obligation to fulfill.

THE MOTIVATION FACTOR

What is motivation?

Motivation is the impulse that initiates, guides and maintains the behavior of a person or team towards the fulfillment of results, work or objectives. It is the predisposition to act in one way or another.

What is work motivation?

Two definitions:

1. **First:** Internal energy that activates behavior and encourages people to work in order to achieve a goal or intended result, and implies a commitment to their work, the organization in which it develops and its objectives.
2. **Second:** The level of effort that people are willing to put in at work. Motivational factors are those elements that drive people to work and make them feel happy. Some are considered:
   - Achievements and Recognition.
   - Work content, responsibilities.
   - Progress and improvement - personal development.
   - Belonging to a Project.

Within the motivational factors we have the **intrinsic** and the **extrinsic**:

INTRINSIC FACTORS (WORKER'S OWN)

Actions carried out by the individual marked by their own will to achieve the goals and satisfy their needs, always in accordance with their abilities / capacities.

Defined by the fact of carrying out an activity for the pleasure and satisfaction that one experiences while doing it. Some examples:

- Work to be done in yourself.
- Personal achievements at work.
- Employee responsibility.
- Progress.
- Possibility of development within the company.

EXTRINSIC FACTORS (PROPER OF THE WORKER'S ORGANIZATION)

Factors that come from abroad. They normally start from the organization and must be facilitators which make the necessary elements available to individuals so that they can achieve their goals.

Some examples:

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- Salary.
- Job security.
- Working conditions.
- Internal procedures used by the company.
- Quality of work supervision and procedures.
- Relationships with colleagues and subordinates.
- Prestige, position of the company.

INTRINSIC	EXTRINSIC
Self-work	Promotions
Personal achievements	Praise
Recognition	Commendations
Responsibility	Awards
Autonomy	Rewards
Personal growth	Attention
Self-respect	Payments

ENVIRONMENTAL FACTORS

These factors are those whose presence does not have to mean motivation, however, the absence of these, discourages and are also important when taking them into account in our internal policies:

- Wage policy (irregular aspects).
- Perception of injustices.
- Management relationship and management.
- Communication.
- Work Environment.

In general, what motivates workers:

- Desire for activity.
- Desire for power.
- Desire for membership.
- Desire for competition.
- Desire for achievements.
- Desire for recognition.

And what can be demotivating:

- Unfulfilled expectations.

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- Unproductive meetings.
- Constant changes.
- Concealment of information.
- Disheartening responses.
- Useless efforts.

In summary, what can a company do to motivate its employees?

- Make management support and approve good performance.
- Encourage worker participation.
- Instill in workers the belief in the value of their work.
- Make sure that goals are perceived as achievable.
- Provide employees opportunities to use their intelligence to solve problems.
- Seek equity in relation to rewards and people.
- Keep employees productively busy.
- Not to ignore money.
- Make effective internal and external communication.

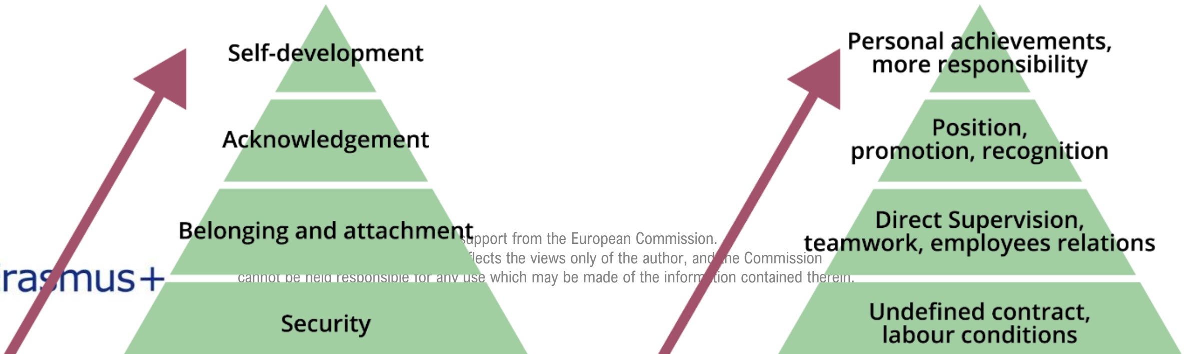
Other actions in order to…	
Motivate employees	**Demotivate / Avoid in the workplace**
• Promote the desire for belonging, achieving goals and planning joint actions. • Offer opportunities for the employee so that they asume responsibilities and greater leadership. • Guarantee measures for individual development and improvement, especially to strengthen their skills.	• Business policies such as favoritism, unvalued promotions and the like. • Too many rules, excessive control. • Poorly designed work processes. • Lack of supervisión. • Insufficient resources.

MOTIVATIONAL THEORIES

As a summary of the best-known theories of motivation so far, a summary of the three best-known so far are included. Of the three, the most applied to Human Resources systems is Maslow's Theory, although we can also find the Alderfer and McClelland Theories.

Knowledge of these theories can help us better understand the causes of motivation behind an employee:

- **Maslow's theory**. Motivation is a function of five psychological needs: physiological, security, affection, recognition and self-development.
  The basic principle of the theory is that the needs of an employee can be placed in different positions where the basic needs are at the bottom and the most developed at the top.



- **Alderfer Theory**. Motivation is a function of three basic states: existence, relationship and growth. Frustration at a higher level implies disdain for the next level.
- **MacClelland's Theory**. Motivation based on the needs of: belonging, power, competence and achievement.

In the materials you can find some examples where group activities focused on communication and teamwork are explained, which when applied at specific times can increase participation and involvement.

Resources: in the resources section you can find activities designed to be implemented with male and female employees and thus increase participation and involvement in activities called "outdoor" training.

4.3 | Leadership

Although they are often used interchangeably, the truth is **that leader and boss** are terms with different meanings: while the former imposes itself as authority and uses its power to rule over other people, the latter goes further. And it is that a good business leader not only leads but also motivates his team and influences him in a positive way, without imposing his own ideas, to achieve the goals and objectives of the organization. For this reason, companies today need much more than bosses. They need great leaders: **strategic, communicative, charismatic, enthusiastic and, above all, referents.**

In this sense, and before commenting on some advantages and tips for applying business leadership efficiently, it is essential to explain what the differences are between bosses and business leaders:

While **the boss** focuses on **quick wins** and the fulfillment of daily tasks, the leader seeks to harness the skills of employees to grow the organization and, of course, create a good work environment.

Knowing and handling relevant information gives a boss a feeling of power. Instead, the leader shares his knowledge to promote learning and the generation of new ideas.

The procedures to carry out the tasks are fixed and immovable for a boss, since it is the way he uses to establish control in the company. For his part, the leader, more focused on the long term, promotes changes in order to improve.

What is leadership? Leadership is the Art or process of influencing people so that they contribute willingly and enthusiastically to the fulfillment of group goals.

For some, leadership defines it as a synonym of administration and strictly relates it to motivation, with the voluntary and enthusiastic effort in the fulfillment of objectives in teams, with the determination, passion, formality and intensity in the execution of work.

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A leader by himself is not a leader, he requires followers. The leader delivers security, which shows his experience and technical capacity. It also instills values that go with quality, honesty, calculated risk taking on employees and customers, sympathy and magnetism to make your followers loyal. With greater understanding and motivation, the leader or administrator achieves great effectiveness.

It is commented that leaders can favor or hinder motivations and a variety of approaches and characteristics have been reached in the study of leadership, such as: **Autocratic, Democratic or Participatory and Liberal System**.

Within this style distinction, a good leader appears in the administrative part as the one who shows the greatest concern for both production and people. Based on this, the styles that we will see later are determined.

Leadership is also conceived as continuous. There are extremes in continuous cases such as the administrator who has a high degree of freedom, while the subordinates have a very limited one. At the other extreme, the freedom of the administrator is very limited and that of the subordinates very wide, it is also said that leaders are born from given situations. It is concluded or assumed that no leader is better than another; since it depends on the situations that appear, on the moments in which you are in life and the world reality.

It is accepted that a leader is more effective if he achieves that his subordinates fulfill both the goals and their personal aspirations.

We distinguish or classify them according to their behavior, which clarifies functions and tasks, traces a structure and helps their followers or groups to meet objectives; he is the transactional and the transformational, visionary, inspiring capable of transforming the organization. The charismatic that being similar to the one recently mentioned (transformational) that manages through his services to inspire others to imitate him or help him in his goals or achievements.

In a few words and summing up**, leader is the person who manages to inspire the admiration, respect and loyalty of his followers, obtaining goals and great achievements**.

Leadership is not domination, but the art of persuading people to work towards a common goal.

The destructive effects of lack of values, intimidated and powerless workers, arrogant bosses, or any of the other emotional deficiencies in the workplace can go completely unnoticed by those outside the immediate scene. But **the costs must be interpreted in signs such as the reduction of deadlines, errors and setbacks and an exodus of employees to more welcoming scenarios**. Inevitably there is a cost at the base of low levels of emotional intelligence at work. When it is high, companies can suffer significant damage, in the short or medium term.

The cost-effectiveness idea of Emotional Intelligence is relatively new to companies, something that **some managers may find difficult to accept**.

However, some of the reasons are very evident: imagine the consequences for a work group if someone is unable to avoid an outburst of anger or is not at all sensitive to how the people around him feel. When people are emotionally disturbed, **they cannot remember well, attend or learn effectively, or make clear decisions**.

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LEADERSHIP: DIFFERENCES

4.3.1 | Seven styles of leadership

DIFFERENT TYPES OF LEADERSHIP

Each of these leaderships, their main characteristics, behaviors and possible consequences when relating to the team are explained below.

1. AUTOCRAT BOSS

Features

- You are concerned about your own person and consider your own satisfaction as the main objective. For example, you prefer your personal advancement to the development of your company or department.

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- He considers that his collaborators are a class of servants whose concern may be, according to personalities, to flatter and / or dedicate all their efforts to him.
- Considers the guidelines as an inevitable evil whose form and content do not deserve to waste time, unless they are at the service of their own personal goals.
- He thinks that his collaborators should understand him without the need for explanations and that any time dedicated to informing or training them is useless energy.

Behaviors

- He does not delegate, does not inform or communicate, he expects his "servants" to guess him.
- Their main function is to reproach / punish the lack of results (which are always analyzed with respect to their personal goals).

Consequences

- Your Regulatory Parent behavior tends to provoke Child, submissive or rebellious behaviors. Not being interested in your collaborators as a person, generates dissatisfaction. By not worrying about their information or training, they get collaborators with a low level of responsibility, as mere performers, who they don't know how to motivate.
- He often complains that he cannot delegate to anyone but gives no real opportunity to take initiative.
- He expects his collaborators to always act and think like him and he admits that things are done differently than he does.

2. BUREAUCRAT BOSS

Features

- Believes that well-defined procedures, well-stipulated regulations and their respect are a necessary and sufficient condition to ensure the optimal functioning of the business system.
- Think that the results failures come from the lack of precision of the rules or from the non-compliance with them.
- Try to have an answer prepared for any situation that may arise.
- He is the enemy of improvisation.
- You confuse the goal with the means to achieve it, and the way things are done matters more to you than what you do.

Behaviors

- Always prepared to legislate and extrapolate general rules based on a concrete and conjunctural situation.
- Multiply hierarchical relationships and administrative documents.

Consequences

His little interest in people prevents him from knowing how to manage and motivate them. As structures become increasingly slow and heavy, employees spend more time on administrative procedures than on contributing to achieving results. The efficiency of the structure is quite low.

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3. DEMOCRATIC BOSS

Features

- Consider the person of your collaborators as the most important thing.
- Shows concern for their feelings and opinions.
- Their decisions are conditioned by the reactions they induce in them.
- Not involved.

Behaviors

- Considering that the guidelines are sources of problems with the team, avoid dictating any, but rather expect your collaborators to become aware of the need to organize things themselves and expect them to do so.
- It delegates a lot but without organization or control.
- Always access a request (vacation, training, etc...).
- When he sees that the results are not as expected, he feels, and declares, betrayed.

Consequences

- Does not determine specific objectives, so it is unlikely that any will be achieved. Not knowing how to get involved or make decisions, their collaborators are left without guidance or guidelines, and end up holding a grudge against them. The lack of norms, goals and control produces the ineffectiveness of the structures.

When these pure types are combined two by two, three more types are achieved which are presented below.

4. DEMAGOGUE BOSS

The chief demagogue combines the autocratic style with the bureaucrat, that is, he forgets the collaborators.

Features

- You think you have the truth or the solutions, and that they are the product of your own abilities and of a precise and complete regulation. Therefore, he tries to impose his ideas and points of view on his collaborators.
- He believes that if his collaborators do not realize how good their decisions are, it is that they lack intelligence or capabilities.
- It has to despise the collaborators who do not admit their points of view or comply with their wills with docility.

Behaviors

- Authoritarian, centralizes the information to himself but does not return any in return, does not delegate, does not prepare or train his staff, criticizes others to excel personally or that they agree with him.

Consequences

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- Its authoritarianism provokes reactions of submission or rebellion; He is convinced that whoever has the information has the power, he does not inform but he is demanding of his collaborators who end up playing the game of disinformation as an escape measure against pressure.
- As it does not delegate or prepare its personnel, it gets mere executors who do not take responsibilities or frowned upon initiatives.
- By wanting to centralize too much and not knowing how to delegate, he is overwhelmed and repeats to his collaborators how badly they do everything, entertaining unproductive and unsatisfactory parallel relationships.

5. PATERNALISTIC BOSS

It results from the combination between the bureaucrat and the democratic.

Features

- It is focused on collaborators but concerned about the operation of the system, which it sees as a function of appropriate guidelines applied by motivated and satisfied collaborators,
- it gives more importance to the means (guidelines and collaborators) than to the end, therefore, it does not define the objectives well or control their achievement,
- Not personally involved.

Behaviors

- Practice a little blind delegation. His usual phrase is: How are you guys, everything okay?
- It does not usually intervene much in the operation of the department or company, except to conceive the regulations and a detailed manual of functions,
- You are willing to compromise to maintain a "happy family".

Consequences

- Stop being the guide and support for your team. The regulation does not have much to do with the objectives, which are also quite blurred.
- Lack of goals and achievements generates lack of motivation in your collaborators.

6. ACCOMPLICE BOSS

It is the combination between the autocrat and the democrat style.

Features

- Believes that the most important thing is the work environment and good relations with the team,
- You want to avoid tensions and conflicts,
- In the best case, you are not interested in rules and regulations, generally consider them a source of trouble,
- Expects your employees to take care of the peace and spontaneously adopt the appropriate behaviors and work decisions.

Behaviors

- He establishes many personal relationships with his collaborators, sometimes emotional.

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- He is always ready to chat, have coffee, etc... Some like to celebrate any event with the team: birthdays, births, etc...
- To avoid confrontations, you can give up giving work guidelines and control the results.
- It does not formalize either clear management objectives or, obviously, methods to achieve them.

Consequences

- Lack of clearly defined objectives impairs effectiveness. The lack of guidelines and methods can become a "letting go" that disturbs the collaborators, who do not know well what their roles and responsibilities are and lose interest and motivation due to lack of goals and achievements.

7. EFFECTIVE BOSS

The effective style corresponds to the harmonic integration between the three elements: boss, directives and collaborators.

Features

- Considers that long-term success and effectiveness depends on the correct dosage between assumed management functions, responsible collaborators, prepared and motivated because satisfied, and adapted and clearly communicated guidelines and guidelines.

4.3.2 | How to be a great leader: indispensable qualities

Although some people have the natural abilities and capacity to take on the tasks of leader... no one is born to be. To a greater or lesser extent, all people need to work and strive to become the benchmarks of their company. Especially in the areas that we explain below. And it is that gathering all these qualities we would be before the complete leader.

- **Charisma**: Or, in other words, the ability to attract, seduce and win over the work team so that it gives its best and, consequently, is capable of achieving the proposed goals and objectives.
- **Honesty**: It is an ethical value that, without a doubt, any business leader must have. And, otherwise, it will not inspire confidence in the work team.
- **Organization**: To exercise business leadership efficiently, it is not only necessary to have a thorough understanding of the operation of the company but also to know how to manage the resources it has, to have everything under control and to know how to react to problems that may arise.
- **Communication**: Public speaking is an indispensable quality for leaders in any field, including business. Knowing how to speak and transmit a message clearly is essential, as well as practicing active listening, the basis for effective communication.
- **Trust**: If a leader does not have the support of his team, he cannot be considered a leader. And, to earn it, you must inspire confidence in your collaborators. Only in this way can you take advantage of their skills to develop projects and meet objectives.
- **Future vision**: Being able to anticipate problems, detect opportunities, be able to see beyond and, in short, constantly seek improvement is a basic quality that all company leaders must have.

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- **Discipline**: You must, of course, know how to impose yourself as an authority when necessary. And it is that being understanding is not incompatible with being a demanding person who does not become small in the face of problems but quite the opposite.
- **Strategy**: The leader must constantly focus on growth, knowing where the organization is heading and what it needs to achieve the stated objectives, which does not mean that it must put aside the daily issues or setbacks that may arise at a time. determined.
- **Creativity**: In addition to being strategic, a good business leader must be original, innovative and creative to propose new solutions and see things from another point of view.
- **Problem solving**: Reacting quickly in the face of adversity, offering immediate and useful solutions with courage is another fundamental quality in a leader.
- **Negotiation**: A good leader knows how to deal with all kinds of people: end customers, employees and suppliers. Furthermore, he knows how to persuade and convince them using convincing arguments.
- **Motivation and optimism**: Knowing how to transmit your enthusiasm and your positive attitude to those around you so that they believe in you and your message is essential in intelligent leadership. And it is that a leader must be optimistic and know how to motivate his team to get them to trust him and follow his steps.
- **Empathy**: Or what is the same, knowing how to put yourself in the place of other people, understanding their emotions and acting according to their needs. In addition, you must be emotionally intelligent to quickly recover from complex situations and face adversities.
- **Constancy and continuous learning**: Last, and although it may not seem like it, the most important quality. And it is that as we mentioned at the beginning, and despite the natural abilities of each one, no one is born as a leader. In this sense, it is essential to recycle so as not to be left behind, constantly acquiring new knowledge and training in new fields.

In short: be humble, know the limits, lead by example, learn from the past and constantly try to improve. And, of course, keep your mind open to new proposals and ideas from third parties.

4.3.3 | Leadership styles and types of organization

1. FORMAL ORGANIZATION

Identified and relatively stable structure. The work that each person does is part of a set, except the management work that is perfectly defined.

Coordination is carried out through previously established standards. The people with whom you must do your work prevail and your personal attitude of cooperation is not taken into account.

The type of leadership that fits perfectly is the case of Bureaucratic Leadership which considers that a well-defined procedure, well-stipulated regulations and their respect are a necessary and sufficient condition to ensure the proper functioning of the team.

2. INFORMAL ORGANIZATION

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Formed by human groups that carry out different tasks, they are related by common interests. They are small groups whose members are united by friendship, the affinity appearing in them the leader as a figure that encourages their formation.

A Transactional Leadership is the one that is normally linked to this type of organization since the common interest is to promote motivational practices promoted by the leader.

3. HIERARCHICAL ORGANIZATION

Advantages: Each individual knows the task to be performed; the worker knows who to answer to and there is greater ease of control by superiors.

Disadvantages: Lack of flexibility. This type of organization is more typical of Leadership Situations, where there is a great dependency between a leader and his employee or follower.

4. FUNCTIONAL ORGANIZATION

Advantages: Each person masters the work that is asked; greater flexibility and greater coordination.

Disadvantage: Less discipline as there are more middle managers and a greater feeling of lack of responsibility. This organization is linked with the Transforming Leadership.

This leadership promotes a high content of knowledge and skills of key issues for the group in the organization. They promote a more technical role for employees in each position.

5. MIXED ORGANIZATION

Advantage: Retains unity of command and authority while integrating specialists into the organization.

Disadvantages: In case of error, the responsibility is not of the specialists but of the intermediate boss who advises them.

Effective Leadership fits into this organizational model. While accepting and clearly defining the framework structure, it leaves room for the initiative and maneuver of collaborators.

4.4 | **Welfare policies**

4.4.1 | Communication in your organization

Corporate welfare policies are made up of

1. Organizational communication processes
2. Conflict resolution
3. Teamwork

Communication as an organizational process

Communication intervenes in the five fundamental characteristics of the concept of organization:

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- **Made up of individuals**: Some type of communication is necessary for people to be able to relate and work in groups.
- **They are goal oriented**: Communication allows the members of the organization to know and share these goals and objectives.
- **Differentiation of functions**: Through communication each individual knows their role, their place and the tasks that correspond to them.
- **Coordinated and directed functions**.
- **Continuity in time**: Communication allows the transmission of the cultural elements that maintain the identity of the organization.

Types of organizational communication

Organizational communication is not a process that only takes place inside the company, but also outside it. The correct functioning of communication within the company must go parallel with external communication. In this way, both influence business success.

Internal communication

They are the communicative processes that are carried out within the company. It is the one that seeks the achievement of organizational objectives through messages with a good flow, with a good relationship between members, and with a suitable work environment. Thus, employees through communication feel identified and motivated to carry out their work and for the company to obtain optimal results.

If the internal communication flows are well established, when communication is effective within the company, it is possible to take it as a support or tool to spread the knowledge and information that you want it to have. It can be through written manuals, meetings, working groups.

Depending on the direction the messages take in the organization, we will have different communication networks whose origin can be formal or informal.

Formal networks

When the messages take the official paths that mark the hierarchy or the organization chart. Its objective is to efficiently coordinate all the activities distributed in the organization's structure.

In formal networks, messages can flow downward, upward, or horizontal.

When they are descending or ascending, the principle of authority or hierarchy applies.

Downward communication

It is the one that carries the information from the superiors to their subordinates. They are often given through this type of communication: work instructions, objective of the activities and the relationship between them, procedures and practices, feedback, motivational messages and organizational culture.

Upward communication

It is the one that occurs from subordinates to superiors. Usually to ask questions, give feedback and make suggestions. This type of communication provides feedback on how top-down messages were received and understood, helps measure organizational climate, promotes employee participation in decision-making.

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Horizontal communication

It is the one that occurs between people with the same hierarchical level. It is linked to the formation of groups. On some occasions, activities have to be carried out in which several workers are required to communicate, integrate and coordinate.

The groups that are created can be formal, when they are dedicated to work, problem solving or decision making; or informal, created based on friendship or a certain common interest.

They allow the coordination of tasks, problem solving, information sharing and conflict resolution.

Informal networks

It is the communication that is not established but still takes place. It arises from the need to socialize and create contacts. It provides performance feedback, translates commands into more accessible language, and is faster and more flexible. However, it may be incomplete, which can lead to misunderstandings.

In these cases, management must respond quickly and effectively by disseminating official information in a complete, clear and timely manner; worrying about what worries the staff.

External communication

It is one in which the messages are directed outside the company. It is the set of messages issued to external audiences to maintain or improve their relationships with them, projecting a favorable image and promoting their products or services.

4.4.2 | Teamwork and roles

Differences between work group and teamwork

In a company, a team of people who develop multiple tasks give rise to Group Work. Each person is responsible for his or her own work and has particular goals and interests independent of others. These are watertight departments in which the level of communication, trust and integration is limited.

However, when working as a team the responsibility and commitment is of all the areas or functions and with the own objectives of the organization. There is a high level of trust and fluid communication that increases the degree of commitment, the capacity to respond, giving rise to favourable results that are evident in shorter periods of time.

In a group, problems are difficult to solve. In a team, obstacles stimulate growth which are quickly solved by consensus. It is easier to obtain a solution among many than among one.

The notion of team implies the use of collective talent, produced by each person in their interaction with others.

In itself, the word "team" implies the inclusion of more than one person, which means that the objective set cannot be achieved without the help of all its members, **without exception**.

To work as a team you must not only spend the day in company. It's about sharing your ideas, everyone's efforts and your work to achieve common goals. Teamwork implies commitment, it is not only the strategy and the procedure that the company carries out to achieve common goals. It is also necessary

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that there is leadership, harmony, responsibility, creativity, will, organization and cooperation between each of the members.

The leader of a team should be a person with a high degree of empathy, able to put himself in the place of any co-worker. He or she must have certain inescapable qualities, among which Communication stands out. He or she must know how to communicate with his or her team, talk to them at all times and convey to them his or her opinion, always taking into account the opinion of any other person.

That is why it is very important that each member of the team has clearly defined his or her work. They must understand exactly how they contribute to the success of the whole organisation. Communication must go hand in hand with various concepts relevant to teamwork.

Firstly, **Complementarity**, as each team member brings his or her own specialty. All this knowledge is necessary to get the job done. Each person contributes to the success of the team according to his or her particular ability. The leader has to know these differential skills and promote them. It is this diversity that makes the team great. Collaboration allows the generation of a common language among all the members of a team, establishing general rules of operation. In addition, it reduces the fear of criticism and isolation.

On the other hand, the Responsibility of each person is fundamental for the teamwork to work properly. Each member of the team must do his or her job properly, meet the deadlines that are set and make the outcome of the work favorable. In addition, it is essential for teamwork to work properly. Each member of the team must do his or her job properly, meet the deadlines that are set and make the result of the work favourable. The common goal is related to the company's code: mission, vision and values. The goal of a good leader must be to achieve a team in which all members reflect the organization.

Finally, trust. Each person trusts in the good performance of the rest of their colleagues. This confidence leads him to accept and put the success of the team before his own personal performance.

Factors that facilitate teamwork

- Have a clear **mission, vision, purpose, objectives and common goals**.
- To know the development stage of the team.
- Good **internal organization** that leads to a clear and defined organizational climate.
- **Effective leadership** that is, having a process of creating a vision of the future that takes into account the interests of the members of the organization, developing a strategy to achieve this vision and encouraging people to implement the strategy.
- **Promote communication channels**, both formal and informal, while eliminating communication barriers and also encouraging adequate feedback.
- Existence of a **harmonious work environment**, allowing and promoting the participation of team members, where disagreement is used to seek performance improvement.

Belbin's roles

In 1981, a management theorist researcher Meredith Belbin published a book about the reasons for success and failure.

In this theory Belbin explains how to develop and understand the way of understanding teamwork.

Belbin identifies nine different functions. Each of them has its strengths, weaknesses and some limitations. These role groups are what define the success of a group. To know which people hold a role, which is key to the team's operation and its success.

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According to Belbin, there are three large groups that meet nine types of roles. These three major groups are divided into: action roles, social roles, and mental functions.

Here is a brief summary of each of Belbín's roles:

- **Impeller**: Energetic, challenging, dynamic. He has initiative and courage. Aggressive, provocative. Sometimes even offensive.
- **Implementer**: Planner, strategist, efficient. Concrete action plans. They have a hard time accepting change. Slow reaction capacity.
- **Finisher**: Responsible for carrying out specific tasks. Careful. Conscientious. Anxious. Perfectionist. Worried. It does not delegate.
- **Cohesive**: Cooperative, gentle, perceptive and diplomatic. Help the team unite. Making decisions is difficult.
- **Resource researcher**: Develop contacts. Outgoing, communicative, rrpp. Without stimuli, he quickly loses enthusiasm. It does not usually contribute original ideas.
- **Coordinator**: Tolerant, self-confident, promotes decision making. It can be perceived as manipulative. It delegates excessively.
- **Brain**: Creative. Unconventional solutions to difficult problems. Ignore the incidents. Not an effective communicator.
- **Evaluator monitor**: Logical point of view. Impartial. Judge accurately. Strategist. Lacks initiative and ability to inspire others.
- **Specialist**: Logical point of view. Impartial. Judge accurately. Strategist. Lacks initiative and ability to inspire others.

4.4.3 | Conflict resolution in the organization

The conflict in the company

Having some kind of conflict at work is almost assumed to be normal because people with different personalities, goals and needs must live together in the workplace. These conflicts can generate an

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atmosphere of hostility that must be resolved. In fact, if they are properly resolved, positive elements such as personal or professional growth can be brought out.

A conflict includes a situation in which one part of the members of a group adopts a position significantly different from the rest of the members, diminishing or eliminating cohesion. In a work team it can arise when there is a disparity of criteria between the members that conform a group.

In the development of a work team it is frequent that at some point personal conflicts may arise, the problem arises when conflicts end up generating a serious confrontation between two or more members of the team. This situation causes the team's performance to suffer immediately. For a team to be efficient, its members need to be perfectly attuned to each other. Bearing this in mind, it is clear that a team cannot allow this type of confrontation to occur within itself, and if it does, it must be stopped immediately.

The leader and all the members of the group are obliged to ensure that this harmony and good working atmosphere exists, which will considerably reduce the possibilities of confrontation.

Types of conflicts

- **Latents**: They exist but they do not manifest.
- **Manifests**: They manifest in a clear way.

The conflict rests on two basic pillars: one emotional and the other structural. When resolving a conflict, both parties, the rational and the emotional, must be considered. For this reason, the first thing is to detect the causes that provoke this emotional discomfort.

It can happen that this emotional discomfort has its origin in structural problems, such as the bad design of the structure in terms of internal organization, roles... Once this first step has been taken, action must be taken to prevent the conflict from becoming unmanageable.

Conflicts should not be forgotten but resolved, since an unresolved conflict will lead to the fractioning and dissolution of the work team, sooner or later. Failure to resolve conflicts due to lack of capacity or unwillingness to do so can lead to conflicts being taken to the personal level, destroying the possibility of the team functioning properly and wasting the talent of its members. In addition, it creates a bad working environment that impairs performance.

Causes of the labor conflicts

Conflict	Elements	Description
Resources conflict	Materials, computer's room,etc.	If several people within the team need the same resources, the leader should try to get everyone to use the resources efficiently, with the team's interest prevailing.
Style conflicts	Ways of working, personality, behavioural styles (order/ chaos, supervision/autonomy)	It is necessary to take into account the different styles that are marked by personality and needs when forming teams and assigning work roles.
Perception conflicts	Different points of view,	Open communication must be

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	rumors, differences between groups.	facilitated and solid arguments provided for each perception.
Goal conflict	Several goals and objectives within the company	Superiors must be coordinated in setting objectives and avoiding conflicting goals. Goals must be clear and good communication is necessary to set them.
Pressure disputes	Urgencias que promueven la presión y el estrés. Emergencies that promote pressure and stress.	It occurs when it is not possible to advance in the work because you depend on other departments that have other emergencies, but you have a deadline. It is necessary to make planning more flexible and to establish joint priorities.
Role conflicts	The same worker must perform tasks that do not correspond to his or her role.	Power struggles or clashes between workers can be generated because of overlapping functions. Good communication is needed about the need for each person to perform the task.
Value conflicts	Different personal values.	Make good selection of personnel, taking into account the alignment of values employee-company to hire.
Conflict over Company policy	Unclear company policies.	All employees must know the company's policies. They must be written clearly to avoid confusion and consistency between what is written and what is applied.

The following steps should be taken to resolve conflicts within groups:

- Define the problem (What's wrong?).
- Analyze its causes (Why?).
- Define objectives for action (What do we want to achieve?).
- Generate alternatives (What can we do?).
- Choose the most optimal alternative (What should we do?).
- Operationalize the chosen solution (How do we do it?).
- Put it into practice (Do it).
- Evaluate (How did we do?).

Other benefits that might not have been contemplated can be achieved by resolving a conflict. For example, a greater understanding among employees can be achieved because in order to resolve it, the people involved must become aware of the situation, offering them a new perspective on how to achieve their objectives. It also leads to greater group cohesion, creating more respect among team members and a greater ability to work together.

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Teamwork is defined as the union of two or more people organized in a certain way, cooperating to achieve a common goal which is the execution of a project.

How can we resolve these conflicts? The key is in Assertiveness and how to manage it to manage conflicts.

Assertiveness is a self-centered behavior that, far from being selfish, implies a deep respect both for our conversation partner and for ourselves. Both at the same level. To know how to use assertiveness, you must know how to ask, say no, negotiate, and be flexible in getting what you want or achieving your goals. Assertiveness also means receiving criticism and accepting complaints.

How to increase such assertiveness can be key to managing internal conflicts in the company. Developing it will help manage any conflict within the company / organization. Some guidelines to follow in companies can develop this quality in Human Resources managers or SME entrepreneurs.

1. Describe specific facts:

   Only then can you have a negotiation where you can set up a discussion. In describing the findings or events that occurred, the counterparty may not deny them. Thereafter, we can discuss solutions and make specific approaches. Here is a key question to avoid value judgments.

2. Express feelings:

   Communicate clearly and establish strong points about how what happened made you feel and your ideas about it. It is also the time to describe what you liked or didn't like; if you felt humiliated or can no longer bear a situation. It is not about being right or not, but expressing your point of view in a respectful way. You should not try to be right and you should not be criticized for that.

3. Ask specifically what we want others to do:

   It is not about speaking in general. You need to be concrete and specific. It is about expressing behaviors and situations that the counterpart can understand.

4. Explain the consequences (positive or negative) of your actions:

   It is about explaining the consequences of not doing what was asked of you. It is preferable to comment on the positive aspects.

Keys to managing conflicts

- Opening message: Assertively offer cooperation from the start
- Define the problem: Jointly set the problem ahead.
- Know the opinions of others: Notwithstanding.
- Express your opinion: Wthout confronting anyone
- Find common goals: What do we both want?
- Brainstorm, alternatives: That can resolve the situation and in the interest of all.
- Select possible solutions.
- Decide how to evaluate and control the results.

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Resources: In the resources section you can find Belbin questionnaires, which will help to recognize roles between employees as well as a tabulation table to calculate the results. As a last document, a small guide and steps on how to create a work wellness program in your company.

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Glossary

CANVAS. This model is one of the formulas that best helps to develop a business plan. It is a way of graphically exposing the business idea of a company and that can help to visualize the main problems of a specific business model. The first model was devised by Alexander Osterwalder and Yves Pigneur in 2011 (Generation of Business Models).

Diversity Charter of the European Union. Brief document voluntarily signed by a company setting out the commitments it has to promote diversity and equal opportunity in the workplace, regardless of, for example, age, disability, gender, race or ethnicity, religion, or sexual orientation. Initiative launched by the EU in 2010.

SWOT. It is a study that consists of identifying the weaknesses, threats, strengths and opportunities of a specific company in its sector in a way that helps companies make decisions and adopt strategies that reduce the former and increase the latter.

Job Description (DPT). Document that details and clarifies the essential aspects of a job (responsibilities, interrelationships, tasks to be performed, type of connection, salary range, among others.).

Climate Study. Analysis that helps us analyze internal aspects of the company and improve them. This includes the opinion of the employees and the general perception of the organization at a specific moment. The results can help the company implement changes that help them in their performance and well-being.

EURES. It is the European Labor Mobility Portal, which offers advice for worker mobility and helps employers to hire workers from other countries, in addition to guiding those who work in border regions as well as companies that are on the border between two or more European countries.

Performance evaluation. Formal system through which companies can obtain information on the contribution of the different employees of your company. The final objective is to contribute to the improvement of the company from the development of the employees and the knowledge of their skills.

Human resources management. It defines the processes by which companies plan, organize and manage the tasks and assets related to the people who make up the organization. This management involves areas such as remuneration, talent management, training in companies, selection, international mobility of workers, management of the work environment, among others.

Critical incidents. Type of interview that allows knowing the profile of the candidate and checking if he would fit into the company by asking questions about his behavior in the face of past situations.

Business organization chart. Informative graphic representation of its structure. In a way that represents the employees and human resources of the company, as well as the departmental structures, being a good outline of the hierarchical relationships within the organization.

Selection process. Set of stages or steps that aim to recruit and select the most suitable personnel for a job in a company.

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Labor Relations. Those that are established between capital and labor in the production process. In this relationship, the person who contributes the capital or the means of production is called the employer or entrepreneur, while the person who provides the work is called the worker. These employment relationships are regulated by the employment contract, that is, the employment contract is the norm that regulates the employment relationship between employer-worker.

Corporate Social Responsibility. Voluntary integration, by companies, of social and environmental concerns in their business operations and their relationships with their interlocutors.

Belbin roles. Classification of the functions of employees within the company depending on their role and functions. In this theory, Belbin explains how to develop and understand the way of teamwork.

Talent. Regarding the business environment, it is defined as the desired competences, aptitudes and values in accordance with the mission and values of the company. It is, in a nutshell, a combination of power, want and act taking into account the objectives of the company.

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