



AgriFood Open Educational Resources for Human Capital Managers

Erasmus+ Programme

Action: KA2 – Strategic partnership for vocational education and training

Project number: 2017-1-FR01-KA202-037492

“FRESH”

agriFood open educational RESources for Human capital managers

Teacher Book | Fundación Equipo Humano
January 2020



FUNDACIÓN **equipo humano**

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 Teacher Book is one of them. Within this document, trainers, teachers, HR managers, trainers and students may go through all contents. The Teacher Book is composed by three parts:

- Training profile: includes general information about the course, learning path, the structure of the modules and its learning units, learning goals and learning objectives of the learning units
- Methodology guideline: practical guide for the use of the e-platform and explains the technical and educational background of the course
- Evaluation guide: prepared to assist the trainer or teacher with assessment principles and methodology of the course (scope of exams, online assessment, certification completion; grading method; methods and criteria; study cases and exercises). Teacher’s evaluation guide includes answers.

You have a compilation of these three documents in the following pages.



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Training Profile | By BIC Ljubljana and NEC, Cerknica
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1. Introduction

This document defines the **training profile** for non-formal HRM training course in the agri-food sector that was prepared following the “European Standard of Professional Competence for human resource managers for small companies in the agri-food sector” document.

During the formulation of this training profile of **Strategic Human Resources Management for small businesses in the agri-food sector course, the partners incorporated a European perspective to the course**, thus matching training practices to organisational needs. The developed training profile and course are the result of the collaboration of experts in the agri-food sector, innovative training methods, and the labour market needs.

This document was designed for *teachers, trainers or students*, with the aim to help them understand the **training profile** by comprehending the **general information about the course, learning path, the structure of the modules and its learning units, learning goals and learning objectives of the learning units**.

In order to ensure clarity of this document, corresponding **Units of Learning outcomes of the course** are presented in the “*European Standard of Professional Competence for human resource managers for small companies in the agri-food sector*” document. The **assessment procedure and assessment criteria of the learning units** are presented in the “*Evaluation guide*”. All three documents, along with this Training profile, are meant to be used together and complement each other.

ECVET, EQAVET and EQF standards were used in this course for non-formal lifelong learning. We believe that the use of these standards will enhance HR managers’ employability and mobility throughout the EU, by improving the transfer, recognition and accumulation of learning outcomes.

2. Training Profile

2.1 | Title of the Course and Participants Profile

Title of the course: *Strategic Human Resource Management for small businesses in the agri-food sector.*

The participants in the training course are expected to enhance relevant knowledge, skills and competences on human resource management (HRM) for handling staff challenges in the agri-food sector. A human resource manager for small companies in the agri-food sector is responsible for managing human resources in accordance with the Strategy and needs of the organisation, in order to meet legal requirements and staff management policies, and foster talent management, employee commitment, including corporate Social responsibility practices and prevention of occupational risks. As a result of the training, he or she will be able to provide advice and counsel to management on staffing policy and related problems. Building capacity on strategic HRM in firms can embed competitive advantage through attraction, development and retention of talent in firms.

- The assessment should be designed consistently and, on the level, EQF 4 at which the student is studying.
- The assessment should include reasonable and relevant distracters to minimise the potential for guessing.

2.2 | EQF Level

The course is designed within the European Qualification Framework (EQF) level 4, and it has the learning outcomes as the main principle.

In order to ensure clarity of this document, corresponding Units of Learning outcomes of the course are presented in another document, named “European Standard of Professional Competence for human resources managers for small companies in the agri-food sector”.

Learning outcomes are described as the knowledge, skills and competencies on the European Qualification Framework (EQF) level 4 and are described as:

Units of Learning Outcomes	
KNOWLEDGE – Knows and understands...	SKILLS – Can...
 <p>Factual and theoretical knowledge in broad contexts within a field of work or study.</p>	 <p>A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study.</p>

COMPETENCIES – Is able to...



Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities.

2.3 | Assessment, Validation and Recognition

The FRESH partnership prepared common EQF and corresponding course for Strategic Human Resource Management for small businesses in the agri-food sector. The systematisation of the learning outcomes in EQF is compatible with the European principles of assessment of non-formal learning and quality assurance framework for VET.

The **detailed assessment procedure and assessment criteria of the learning units** are presented in the “*Evaluation guide*” document.

The course is completed if the student passes the online assessment.

Assessment procedure:

The assessment is done after each module, containing more learning units. The assessment is based on the multiple-choice questions that test knowledge, understanding and use of the skills, without practically testing the skills and abilities - competencies. There are three types of multiple-choice questions, first correspond to factual and theoretical knowledge, second to exercises that were part of lectures and third are based on the scenarios from the assessment study cases.

Upon completion of the course, the student will be able to print the diploma and Europass Certificate Supplement.

Validation and recognition:

The diploma and Europass Certificate Supplement are mutually recognised by FRESH project partners.

Sectoral representatives:

- ASSOCIATION NATIONALE DES INDUSTRIES ALIMENTAIRES - French national association which represents the Food and Drink industry sector.
- FEDERACION EMPRESARIAL DE AGROALIMENTACION DE LA COMUNIDAD VALENCIANA (FEDACOVA) - Federation of Food Industries of the Region of Valencia, Spain.
- SYNDESMOS ELLINIKON VIOMICHANION TROFIMON SOMATEIO - Federation representing the interests of the Hellenic Food and Drink Industries, Athene, Greece.

Other partners – VET and training centres:

- Biotehniški izobraževalni center Ljubljana - Biotechnical Educational Centre Ljubljana is a public education institution, Ljubljana, Slovenia.
- EDITC LTD – Educational and training centre, Nicosia, Cyprus.
- Fundación Equipo Humano – foundation working on social and labour integration of people, Valencia, Spain.
- NEC NOTRANJSKI EKOLOŠKI CENTER, CERKNICA - Competence centre for entrepreneurship, sustainable development, project management, rural development and creative industries, Cerknica, Slovenia.

The training is performed in a non-formal framework, where participating partners and other collaborators are recognising the training and award the Diploma and the Europass Certificate Supplement for the users completing the training. Partners issue the diploma and certificate in the name of chambers or networks they represent. Partners are considering including other sectoral representatives as well (industry relevant partners) in the near future.

2.4 | The Estimated Duration of the Course

The online course **is expected to be 30 hours long**. That can vary in time participants need to go through the e-course, its materials and assignments. Student can study at his/her own pace. The total workload with the self-study, assignments and reading is estimated to 60 hours.

2.5 | The European Credit System for Vocational Education and Training

The European *Credit System* for Vocational Education and Training (ECVET) differ from country to country. Partners agreed that student accumulates **2 ECVET** with the completion of this course.

ECVET credit points can be appointed for:

- 25-30 hours - 1 ECVET (Slovenia, Spain)
- 29 hours - 1 ECVET (France)
- 30 hours - 1 ECVET (Greece, Cyprus)

2.6 | Transferability - Note for Training Centres

This training course can be used as a **blended learning course**. When training is provided in the class with the support of the e-platform and developed materials, the duration of the course can be adjusted to the training centre needs. The course contains the materials and templates for different tasks and skill development (e.g. business plan, SWOT, Canvas, Recruitment exercise, Performance assessment, etc.). The templates can be used in-class or as a homework assignment. Student can build the portfolio with the assignments/products, that could be a part of the final assessment.

The total workload of the course will depend on the quality and depth of the assignments. If the process will lead to the validation of the non-formal learning experiences through the recognition of the acquired

competences, please refer to EQF (*“European Standard of Professional Competence for human resources managers for small companies in the agri-food sector”* document), Evaluation guide and use Europass Certificate Supplement at the end of the training.

2.7 | Additional Information

EQAVET guidelines

EQAVET guidelines are followed for documenting, developing, monitoring, evaluating and improving this non-formal training curriculum. Partners of the project will assess the relevance of the common EQF and Strategic Human Resources Management for small businesses in the agri-food sector course in the year 2023. The assessment will include the students' analysis of the use of acquired competencies in practice and the relevance of the EQF with the partners - sectoral representatives and their members. If you have recommendations you want to share with us, please write to one of the following training partners.

Fundación Equipo Humano, NEC and EDITC have shown their interest in commercially up-taking the outputs to re-use the materials, adjust it to the specificities of HR in other industrial sectors and multiply the impacts beyond the agri-food cluster. For any further information, you can contact one of these partners.

Supplementary qualification or other qualifications on the national level:

Based on the **National context, HRM and validation analysis (IO1)** about the national qualification frameworks, Slovenian system enables supplementary qualifications, for 30-80h training, on different levels in contrast to other partner countries that do not have this type of formal qualification. Supplementary qualification is a qualification that supplements an individual's competence at the level attained in a specific professional field and is tied to the needs of the labour market. BIC Ljubljana and NEC Cerknica can be the assessment body. The awarding body can only be the suggester (employer, group of employers or the national employment office). Upon completion of the project, NEC and BIC will try to find the national suggestion for the recognition and Supplementary qualification award. For further inquiries, please contact the Slovenian partner NEC, Cerknica after mid-2020. There is a possibility to obtain a formal qualification - a professional certificate, for 20 - 50h training in Spain. In order to do this, the training entity has to request for accreditation first to be able to deliver official training and then propose the programme and make it acceptable. It is unlikely for this project to reach this level of accreditation. Other partner countries do not award the formal qualification for the duration of this course. The student has the possibility to check with other providers of qualifications if the obtained competences contribute to the accumulation of the ECVET in their programme. Assessment, validation and recognition depend on the provider of qualifications.

3. Learning Path

The learning path consists of **four modules**. Each module consists of **learning units**.

The student follows the structure of the course from the first to the fourth module and its learning units.

More detailed learning path of each **learning unit** is presented in the following pages.



Module 1 | Staff Management

This paragraph is presenting the structure of the **Module 1 - STAFF MANAGEMENT**, its learning units, learning path, learning goals and learning objectives.

Learning Unit	Learning path	Learning goals	Learning objectives
1. Staff Planning in the Organisation	1. The module will start with the concept of business modelling and planning.	<ul style="list-style-type: none"> To introduce students with the business background, the evolution of the business and factors of success. To develop knowledge, understanding and skills related to business developing and planning in the organisations. 	<ul style="list-style-type: none"> To familiarize students with the factors of success or failing business. To present the variables determining the Canvas business model and train students to use it in the case. To explain the SWOT analyse by presenting the elements and by identifying the most significant Strengths, Weaknesses, Opportunities, Threats on the case. To explain the Business canvas model and give an example of how to design the Business canvas. To give the examples on how to elaborate and obtain the necessary information in the process of preparing a business plan. To explain the business plan template and how to create a simple business plan.
	2. It will continue with the definition and concept of the organisational culture.	<ul style="list-style-type: none"> To develop knowledge, understanding and skills related to organisational culture. 	<ul style="list-style-type: none"> To explain the elements and types of organisational culture. To present principles, guidelines and examples for setting up mission and vision in the organisation. To explain the principles and guidelines for defining values in the organisation.

			<ul style="list-style-type: none"> To give them examples of the techniques for defining common values in the organisation and how to communicate them.
	3. Identification of Suitable Flow Chart and Organisation Structures.	<ul style="list-style-type: none"> To develop knowledge, understanding and skills related to Suitable Flow Charts and Organisation Structures. 	<ul style="list-style-type: none"> To explain the definitions and elements of different types of flow charts. To present different type, the use and application of organisational structures. To give them examples of the steps for structuring an organisation.
	4. Understanding the background and framework of staff planning, we will continue with Creating a job profile and description.	<ul style="list-style-type: none"> To develop knowledge, understanding and skills related to Creating a job profile and description in the organisation. 	<ul style="list-style-type: none"> To explain the components, role, specification and steps of creating the job description in a selection process. To explain the components of the job profile. To give the examples on approaches to collect information for identification of the job profile. To give the examples on how to prepare a specification of the job description.
	5. And finish with Staff Planning and Managing Strategic HRM Cycle.	<ul style="list-style-type: none"> To introduce students on how to perform Staff Planning. 	<ul style="list-style-type: none"> To familiarize students with the staff planning in a broader context and as the first step in a SMEs business. To give the examples and calculation of long term, mid-term and short term-staff planning strategies. To give the examples about the application of staff planning phases and steps. To give examples of different templates for staff planning. To familiarize students with the approaches, models, techniques and solutions at the level of managing people at work, taking into

			<p>account their abilities, competencies and knowledge, as well as age-related issues.</p> <ul style="list-style-type: none"> To explain different types of work shifts (hours per day, type of contracts, timetables, etc.) and rotation formulas.
		<ul style="list-style-type: none"> To develop knowledge, understanding and skills related to the strategic human resource cycle. 	<ul style="list-style-type: none"> To explain the specifics of the workforce in the agro-food sector. To explain the concept, definition elements and formation of a human resources strategy. To explain concept, definition, elements and implementation of the strategic HRM cycle.
<p>2. Talent Management</p>	<p>1. The section will start with the implementation of Talent Management in the Organisation.</p>	<ul style="list-style-type: none"> To develop knowledge, understanding and skills related to Talent Management in the Organisation. 	<ul style="list-style-type: none"> To familiarize students with career and continuous professional development. To explain the concept and definition of talent and talent management. To explain the phases and implement procedures to carry out talent management. To explain competencies assessment and needs analysis. To familiarize students with the strategies and methods to attract talent. To explain the talent promotion plan. To familiarize students with the strategies and methods to develop talents and their potentials. To familiarize students with the strategies and methods to retain and motivate talents.

	<p>2. It will continue with the implementation of the Selection and Recruitment in the Organisation.</p>	<ul style="list-style-type: none"> • To develop knowledge, understanding and skills related to Selection and Recruitment in the Organisation. 	<ul style="list-style-type: none"> • To explain the concept and definition of selection. • To explain the elements of the selected plan. • To familiarize students with a selection strategy and approaches for the selection of candidates. • To explain the concept, definition and elements of and recruitment process. • To familiarize students with how to use the different approaches and sources for recruitment of candidates. • To familiarize students with the strategies and methods of recruitment interviews based on the competencies, skills and abilities. • To explain the contents of an interview of "Critical incidents".
<p>3. Staff</p>	<p>1. The section will start with the implementation of the Performance Assessment in the Organisation.</p>	<ul style="list-style-type: none"> • To develop knowledge, understanding and skills related to Performance Assessment in the Organisation. 	<ul style="list-style-type: none"> • To explain the concept and definition of performance assessment. • To explain the strategies and methods for skills analysis. • To explain the criteria for, design, and implementation of performance assessment in terms of competencies, responsibilities and other conditions. • To explain the concept, definition and elements of the performance appraisal system and pay packages. • To familiarize students with strategies and methods of performance assessment interviews and conducting personnel interviews and annual appraisals. • To familiarize students with trends in the performance

			assessment and guiding employees towards the accomplishment of objectives.
	2. It will continue with the implementation of Knowledge Management and Training in the Organisation	<ul style="list-style-type: none"> To develop knowledge, understanding and skills related to Knowledge Management and Training in the Organisation. 	<ul style="list-style-type: none"> To explain the concept, definition, elements and approaches of knowledge management and its implementation. To explain the concept and definition of a learning organisation and its implementation. To explain the concept and definition of lifelong learning. To give examples of how to develop, implement and evaluate a training programme.

Module 2 | Labour Relations

This paragraph is presenting the structure of the **Module 2 - LABOUR RELATIONS**, its learning units, learning path, learning goals and learning objectives.

Learning Unit	Learning path	Learning goals	Learning objectives
1. Legislation	1. The module will start with the European Labour Legislation	<ul style="list-style-type: none"> To introduce students to the European Labour Legislation. To develop knowledge, understanding and skills related to labour laws and regulations in the EU from HRM perspective. 	<ul style="list-style-type: none"> To familiarize students with the labour relations in the EU. To give the examples on how to identify and find the laws and regulations in the EU (contracts, work schedules, collective dismissals, social security, health protection and security and other conditions). To present how to implement employment procedures according to information and terms of European labour legislation. To explain the European Strategy of Employment. To explain the minimum requirements for labour affairs incorporated at EU level. To present the list of directives from the EC that cover labour issues.
	2. It will continue with the application of the National Labour Legislation in Everyday Employment Matters	<ul style="list-style-type: none"> To develop knowledge, understanding and skills related to labour laws and regulations on the national level. 	<ul style="list-style-type: none"> To familiarize students with the national labour legislation. To present the collective agreements. To explain social security. To give information on how to register someone in social security. To present different types of employment/work contracts.

			<ul style="list-style-type: none"> • To explain how to conduct employment procedures, including contracts, labour acts and government relation procedures, before, during and after the employment.
<p>2. Prevention of occupational risks</p>	<p>1. The section will continue with the Prevention of Occupational Risks from an HR Perspective</p>	<ul style="list-style-type: none"> • To develop knowledge, understanding and skills related to the Prevention of Occupational Risks from an HR Perspective. 	<ul style="list-style-type: none"> • To familiarize students with Risk prevention at work. • To explain the components of Occupational risk prevention (ORP). • To explain the obligations of the employer and the company in ORP and its legislation. • To familiarize students with types of infractions, sanctions and costs. • To familiarize students with specifics in the agro-food sector. • To explain the benefits of a sound risk prevention strategy.

Module 3 | Corporate Social Responsibility

This paragraph is presenting the structure of the **Module 3 - CORPORATE SOCIAL RESPONSIBILITY**, its learning units, learning path, learning goals and learning objectives.

Learning Unit	Learning path	Learning goals	Learning objectives
1. Equality and Diversity	1. The module will start with Corporate Social Responsibility, Equality, Diversity and Related European Legislation	<ul style="list-style-type: none"> To develop knowledge, understanding and skills related to Corporate Social Responsibility, Equality, Diversity and Related European Legislation. 	<ul style="list-style-type: none"> To explain the concept, definition, elements and tools of corporate social responsibility (CSR). To explain the concept and definition of Equality and Diversity. To familiarize students with the CSR policies in the EU and EU Directive about equality. To familiarize students with the Global Compact UN for CSR in SMEs and Millennium Development Goals (MDGs). To explain the sustainable business modelling. To give the examples on how to assess the level of CSR with a self-assessment tool for CSR and develop CRS roadmap.
	2. It will continue with the Corporate Social Responsibility, Equality and Diversity and Related National legislation and Benefits	<ul style="list-style-type: none"> To develop knowledge, understanding and skills related to Corporate Social Responsibility, Equality and Diversity and Related National legislation and Benefits. 	<ul style="list-style-type: none"> To familiarize students with the national legislation covering Corporate Social Responsibility, Equality and Diversity. To familiarize students with the legislation on bonuses and subsidies for the hiring of different groups in the respective country. To give the examples on how to find and use relevant legal and other agreements or acts for specific target groups. To give the examples on how to find and follow legislation and

			<p>subsidies in the field of SCR and hiring different target groups.</p> <ul style="list-style-type: none"> • To explain the administratively conduct employment procedures for the target groups.
<p>2. Capacity and Good Practices</p>	<p>1. The section will continue with Implementation of the Equality plan in the Organisation Based on the Best Practices</p>	<ul style="list-style-type: none"> • To develop knowledge, understanding and skills related to Equality plan in the Organisation. 	<ul style="list-style-type: none"> • To explain the phases and steps to implement an equality plan (diagnosis, the definition of an equality plan, development and launch of the equality plan, steps to follow, recommendations). • To present the concept and definition of harassment and bullying in the workplace, privacy, personality, sexual harassment and other general, equal opportunity philosophy concepts and objectives. • To give the examples on how to design and methods of implementing the equality plan. • To give the examples on best practise and success stories of implementing equality plan and target groups into the organisation and human resource practices in general.

Module 4 | Employee Commitment

This paragraph is presenting the structure of the **Module 4 - EMPLOYEE COMMITMENT**, its learning units, learning path, learning goals and learning objectives.

Learning Unit	Learning path	Learning goals	Learning objectives
1. Detection and analysis	1. The module will start with Practising Good Internal Communication and Climate in the Organisation	<ul style="list-style-type: none"> To develop knowledge, understanding and skills related to Good Internal Communication and Climate in the Organisation. 	<ul style="list-style-type: none"> To explain the concept, definition, elements, benefits and importance of internal communication. To familiarize students with long-term and short-term communication strategies and related tools. To familiarize students with procedures to promote good internal communication. To explain concept, definition, elements, phases and methods of climate in the organisation. To explain how to plan and implement a working climate study. To give the examples on how to format good climate and continuous communication improvement. To present elements of a positive working environment, personal values and professional ethics.
2. Participation and involvement	1. It will continue with the implementation of the strategies for participation and involvement in the organisation	<ul style="list-style-type: none"> To develop knowledge, understanding and skills related to participation and involvement in the organisation. 	<ul style="list-style-type: none"> To explain the concept, definition and types of participation. To explain the concept and definition of involvement. To give the examples of strategies and methods for participation and involvement. To present staff participation processes.

			<ul style="list-style-type: none"> To explain policies to obtain commitment.
3. Leadership	1. The section will continue with Recognition and Development of Leadership Styles in the Organisation	<ul style="list-style-type: none"> To develop knowledge, understanding and skills related to Leadership in the Organisation. 	<ul style="list-style-type: none"> To explain the concept and definition of Leadership. To give the examples on leadership styles and its applications reflecting organisation types. To present how to self-evaluate the leadership style.
4. Welfare policies	1. The section will start with Understanding Communication as a Welfare Enabler in an Organisation	<ul style="list-style-type: none"> To introduce students to communication as a Welfare Enabler. To develop knowledge, understanding and skills related to communication. 	<ul style="list-style-type: none"> To explain the concept, definition and policies to obtain welfare. To explain the types of communication in a company: external communication, internal communication, formal and informal communication, descendent communication, ascendant communication, horizontal communication, one-way and two-way communication, informal networks and formal networks. To explain the types of messages. To give the examples on communication styles, strategies and ways of persuasion and negotiations with workers To give examples of assertiveness techniques. To explain the communication plan and its design.
	2. It will continue with the Initiating and Managing Team Work in Small Organisations	<ul style="list-style-type: none"> To develop knowledge, understanding and skills related to team and group work. 	<ul style="list-style-type: none"> To explain the concept, definition, advantages and disadvantages of teamwork. To explain the concept, definition, advantages and disadvantages of group work. To explain the decision tree for teamwork or group work. To present the name, describe, choose and set different roles in

			the team.
	<p>3. And finish with Practising Solving Conflicts in the Organisation</p>	<ul style="list-style-type: none"> To develop knowledge, understanding and skills related to solving problems in the organisation. 	<ul style="list-style-type: none"> To give the examples of strategies and tools for teamwork. To explain the concept, definition and types of conflict. To explain the concept, definition and types of motivation. To explain the personal values and personnel motivation systems. To familiarize students with steps for identification of the conflicts. To familiarize students with alternative methods and techniques for solving conflicts. To give examples of professional ethics standards. To give the examples on elements of a relationship strategy.



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1. Introduction

The methodology guide document serves as a practical guide for the use of the e-platform and explains the technical and educational background of the course.

Partners were innovating based on existing non-formal training courses and qualification standards for HRM in the agri-food sector and defining a new European perspective to the HRM approach. After synthesising the EQF of the profession, the Training profile was developed. The profile was base for the preparation of the Students Book, The Evaluation Guide and the training materials and resources. Development of an open-source Learning Management System (LMS) and training course contents were parallel. ICT LMS helps to make the methodological approach more attractive for users and to broadcast the results worldwide (digital open channels, flexible and interactive training experience) as an open educational resource (OER).

During the digitalisation, the digital materials and interactive content were developed. Exercises and tasks for the assessment were selected. MOOCs can have a different level of interaction, based on the expected knowledge, skills and competences. Scope of the digitalisation can be resource-heavy, and partners decided to spend dedicated project hours in the development. The selected approach is balanced between self-study from the Student book, support from the e-platform by presentations and resources, and use of question and exercises-based interaction during the e-course.

We believe that this course is contributing to the development of the best practices and relevant knowledge on the competitive advantage and a more committed HRM.

2. Methodology Guideline

The course is divided into four modules, including four videos and a vast number of written materials as resources. The course can be executed in two ways, as a self-study with use of the e-platform or can be presented as the blended learning course by the teacher.

Partners were developing assignments and exercises along the training course in coordination with the innovative training methodologies. The methodology for delivering this training uses **innovative pedagogies and digital open channels**.

The participatory development of the course is also an innovative way to get research and training closer to the industry. Working together, trainers and businesses tailored a competitive approach and matched training practices to organisational needs.

To fully exploit the course, the student has **access to the most important study material** on the platform:

- Student's Book
- Training Profile
- Evaluation Guide

They are all an essential part of the study, and we highly recommend using them all in the process along to the online course and resources.

The online course enables the student to obtain knowledge and some skills through the online presentation and further develop the skills and competencies through the use of resources provided after each unit. The student should follow the sequence of the modules and units. Each module consists of one or more units and resources of the unit.

Each unit has a slide show containing the presentation of content, information or examples. To make learning more interactive, quizzes and drag and drop actives are included. These quizzes do not bring any points during the course. They help to memorise and make the learning experience more pleasant. However, these quizzes might reappear in the final evaluation of the module.

There are two exams at the end of each module—one to test the knowledge and one to test the skills and competencies. **The exam** is prepared in the form of quizzes.

The online **assessment of knowledge** focuses on the factual and theoretical knowledge, its understanding and application. Therefore, the quizzes contain the true/false and multiple-choice questions, gap fills, drag and drop, matching and ordering exercises. These exercises appear as formative assessment (no points) during the learning units and repeat during the final exam in random order.

The online **assessment of skills and competences** focuses on the understanding of course matter and examples of the resources' templates use. The student has to show the application, analyse and evaluation of course matter in connection to the modules' study case.

The main disadvantage of the online exam is the limited capacity to assess skills and competences. From the multiplication perspective of this course and its assessment, the case study approach was selected to evaluate students' skills and competences. Therefore, we suggest teachers or trainers in a blended learning course to use the recommendations in the Training profile and the Evaluation guide about the development of skills and competences. The course is meant to be as practical as possible for the students in continuing VET. In this case, students should generate products based on the provided templates individually or in groups and teachers should evaluate the products as part of the assessment.

EQAVET guidelines were and will be followed for documenting, developing, monitoring, evaluating and improving this non-formal training curriculum, in order to guarantee a high-quality product and an easier recognition throughout Europe.

3. Examples of Exercises

The interactive content was used on the e-platform to engage with the learner and make the learning experience better. The same type of exercises is used in the assessment as well. The interactive content plays a vital role in maintaining the attention of the students on the e-platform. During the course, many exercises and quizzes are used, so the student can memorise and sum up the important part of the unit. Students using interactive content are more engaged and learn faster.

Two types of content were used, question-based and exercises based. E-platform and assessment include true/false and multiple-choice questions, and gap fill, drag and drop, matching and ordering exercises.

For educational and assessment purposes, the following type of exercise were used:

Multiple-choice questions:

Find the main 2 mistakes to avoid once starting a business.

Select one or more correct answers from the choices below

- If you don't know, learn
- Surrounding yourself with inspiring people
- If it doesn't work, try differently
- To think that the business idea is the most important thing
- Confuse roles of employees, partners and founders
- Base your business plan on risk analysis

True/false questions:

In the Talent Management, it is indispensable to find a commonplace between the needs of the employer and the employee

- False
- True

Gap-fill exercise questions:

Drag the correct words to complete the sentence What is a labor relation?

Labor relations are determined that are located between and labor in the .

In this relationship, the person who contributes the capital or the means of production is specific

, instead, the person who contributes the work is considered a .

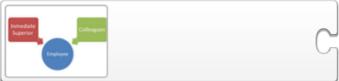
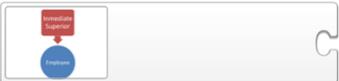
These labor relations are regulated by the employment contract, that is, the is the norm that regulates the between employer-worker.

labor legislation	partners	terms	labor relationship
worker	Shares	capital	employment contract
production process	ouput	investors	employer

Drag and drop exercise:

Here you have three different models of Performance Assesment.

Match the following items:

	Evaluation 180°
	Evaluation 90°
	Evaluation 360°

Matching exercise:

Match the following items. You can find several questions that could be made in an interview. Match each question with the skill or competence that corresponds.

 Tolerance to pressure	With which groups of people do you have feel more comfortable
 Customer orientation	What kind of decisions you delegate in your team and which
 Motivation	Do you remember any kind of improvement you have had to

Ordering exercise:

**Arrange the following items in the correct order
Order the following phases of a selection process in the
way you think it is the most appropriate:**

1.
2.
3.
4.
5.

Single choice questions based on the study case:

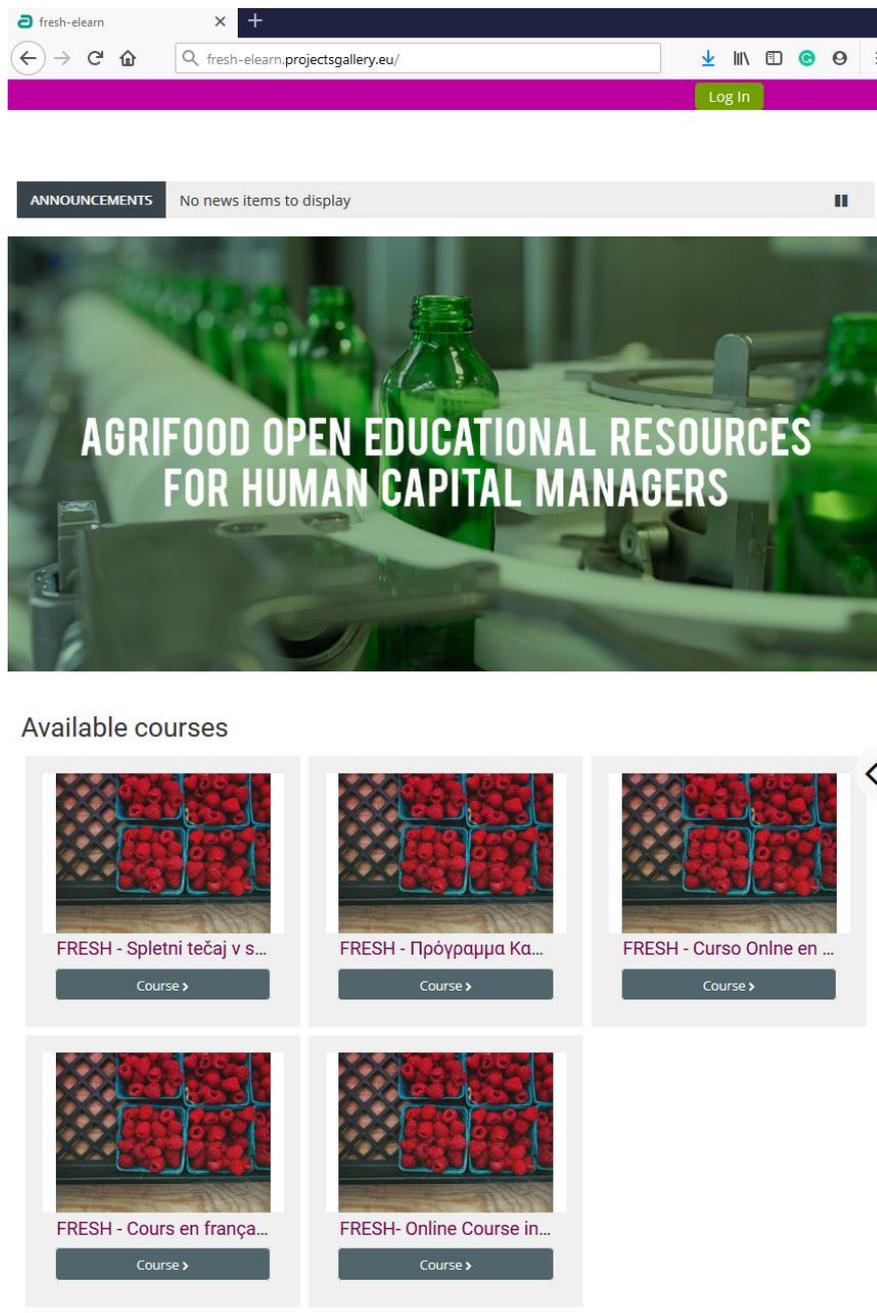
**CANVAS - Select one correct answer based on the case
study facts from the choices below:**

- Customer segment : Fitness and special nutrition stores
Source of income : margin of 20%
- Customer segment : individuals with special nutrition needs (diets and fitness)
Value proposition : Nutritionally full product with no added salt and sugar
- Customer segment : individuals with special nutrition needs (diets and fitness)
Source of income : sale rising 20% per year
- Customer segment : Fitness and special nutrition stores
Value proposition : unique peanut butter spread

4. How to Access the Platform, Create an Account, Login on the Platform

4.1 | Accessing the platform and selecting your language

1. Go to <http://fresh-elearn.projectsgallery.eu/>
2. Scroll down and select the course in one of the languages (English, French, Greek, Spanish, Slovenian).

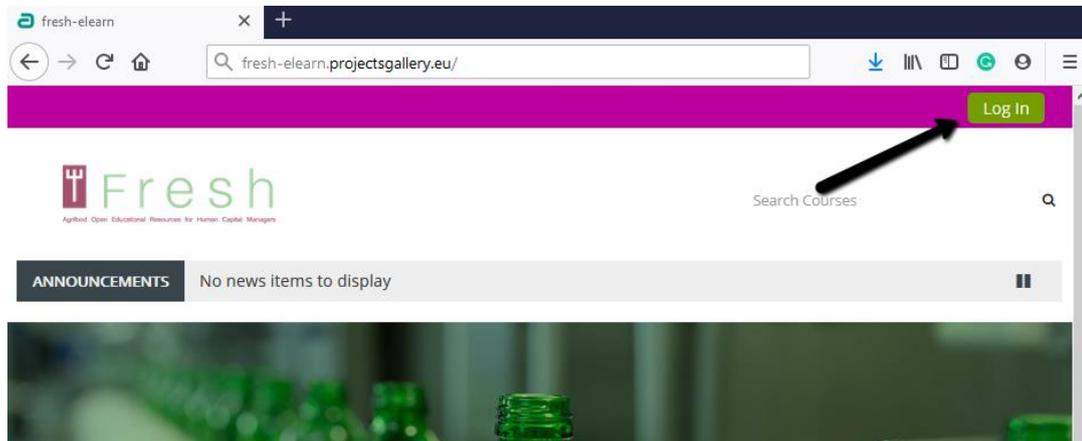


The screenshot shows a web browser window with the URL fresh-elearn.projectsgallery.eu/. A green 'Log In' button is visible in the top right corner. Below the navigation bar, there is an 'ANNOUNCEMENTS' section with the text 'No news items to display'. A large banner image features green glass bottles on a production line with the text 'AGRIFOOD OPEN EDUCATIONAL RESOURCES FOR HUMAN CAPITAL MANAGERS'. Underneath the banner, the 'Available courses' section displays five course cards, each with a raspberry image and a 'Course >' button. The course titles are: 'FRESH - Spletni tečaj v s...', 'FRESH - Πρόγραμμα Κα...', 'FRESH - Curso Online en ...', 'FRESH - Cours en frança...', and 'FRESH- Online Course in...'.

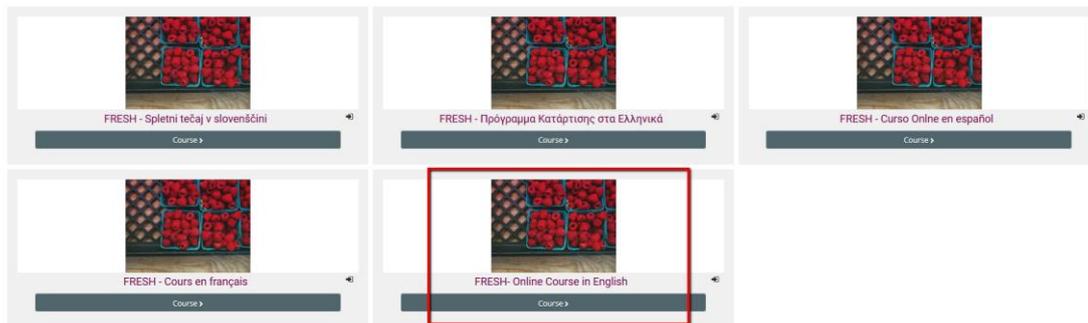
4.2 | Creating an account

To create an account, follow the steps below:

1. Click on the login icon as shown below.



or press the selected course.



2. Click on the button “Create new account”.

Remember username

Forgotten your username or password?

Cookies must be enabled in your browser [?](#)

Some courses may allow guest access

Log in

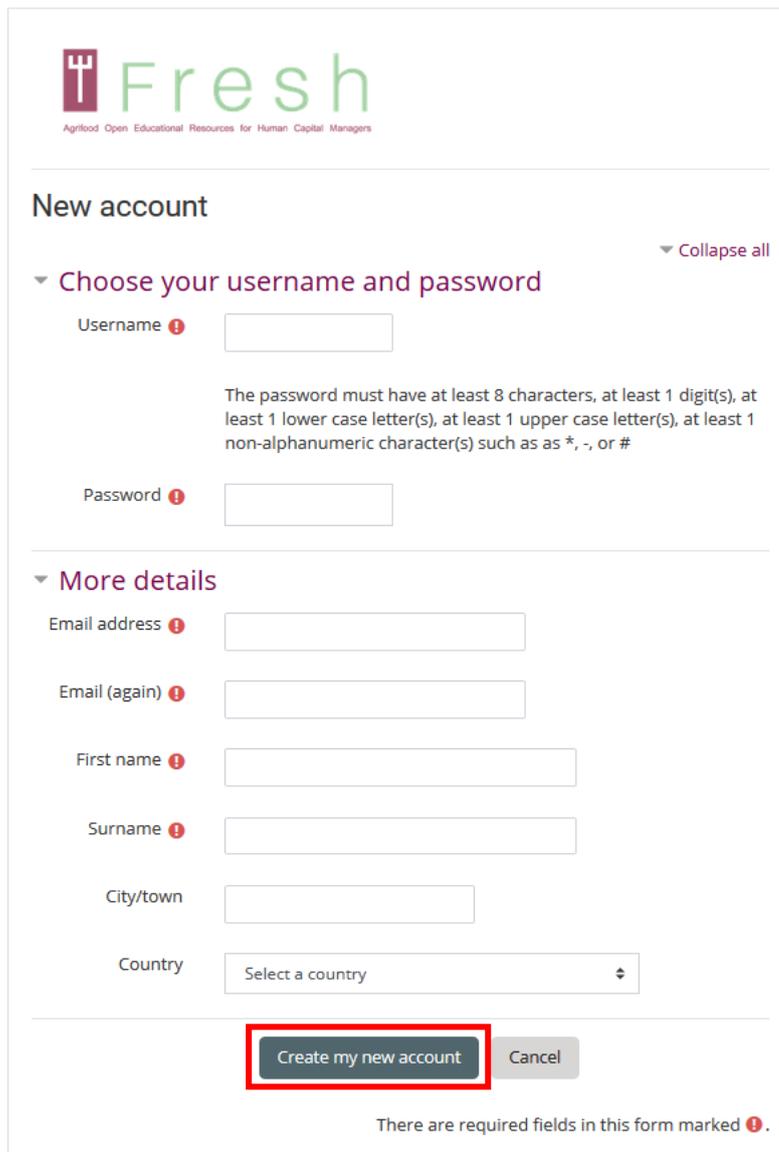
Log in as a guest

Is this your first time here?

For full access to this site, you first need to create an account.

Create new account

3. Fill in your details, as shown below and press “Create my new account”.



The screenshot shows the 'New account' registration page on the Fresh platform. The page has a header with the Fresh logo and tagline. Below the header, there is a section titled 'New account' with a 'Collapse all' button. The first section is 'Choose your username and password', which includes a 'Username' field and a 'Password' field. A password requirement note states: 'The password must have at least 8 characters, at least 1 digit(s), at least 1 lower case letter(s), at least 1 upper case letter(s), at least 1 non-alphanumeric character(s) such as *, -, or #'. The second section is 'More details', which includes fields for 'Email address', 'Email (again)', 'First name', 'Surname', 'City/town', and a 'Country' dropdown menu. At the bottom of the form, there are two buttons: 'Create my new account' (highlighted with a red box) and 'Cancel'. A note at the bottom of the form states: 'There are required fields in this form marked ⓘ'.

Note: Make sure you enter your name correctly as it will appear on the certificate. Also, your email must be correct since the activation link will be sent to your inbox.

An email with a link will be sent to your mailbox. Click the link to activate your account.

Note: Sometimes, the email goes in the junk folder. Please check your junk folder!

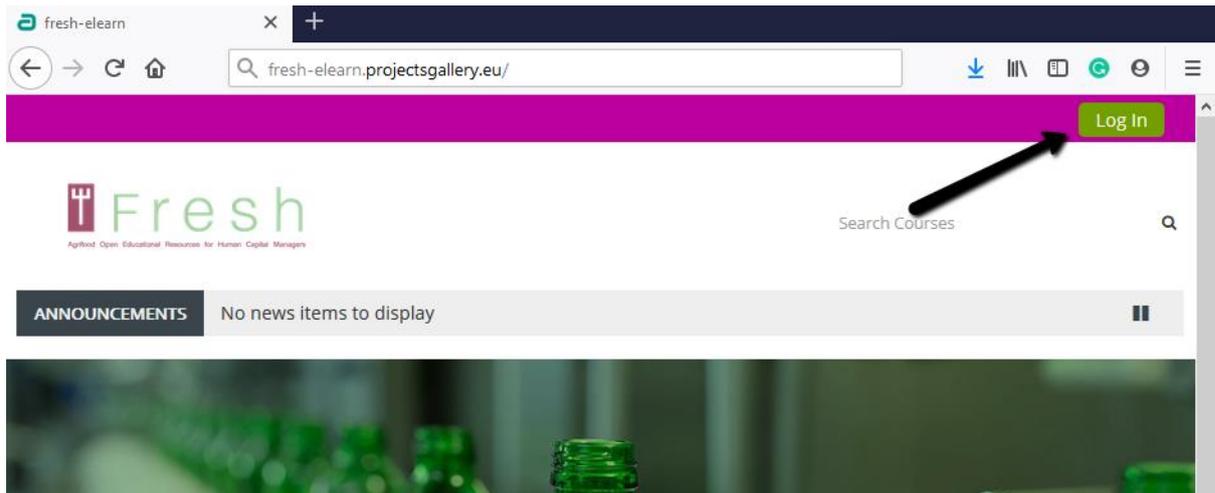
4.3 | Login on the platform FRESH and self-enrol in a course

4.3.1 To login

Follow the steps below to login on the platform:

1. Click on Login on the upper right corner of your screen.
2. Enter your username and password.

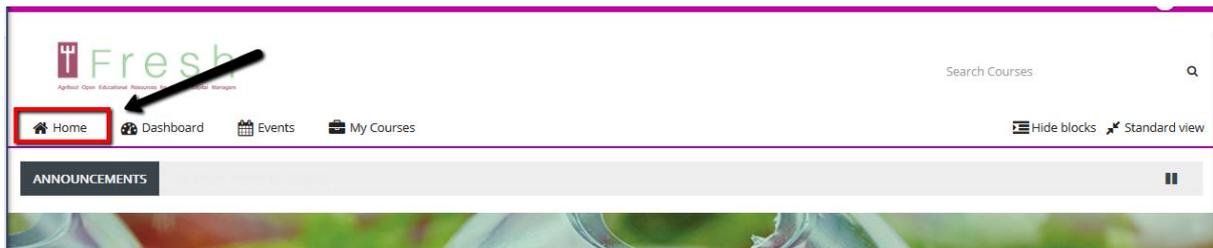
Note: Username and password are case sensitive.



4.3.2 To enrol in a course

To enrol in a course, follow the steps below:

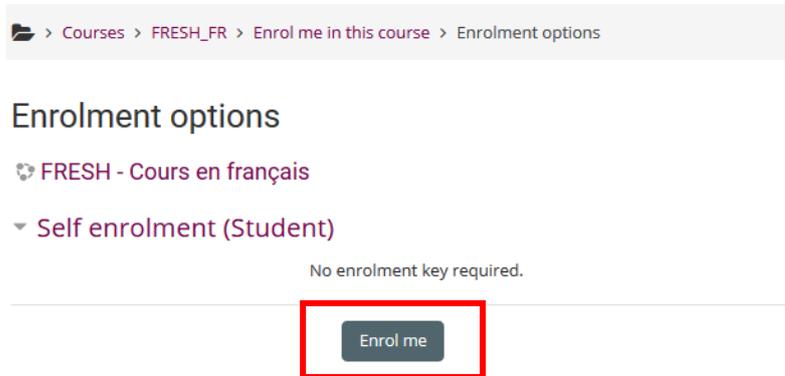
1. Go to Home



2. Select the Course in your preferred language as shown below:



3. Click Enrol me.



5. How the Platform Works

5.1 | Navigation

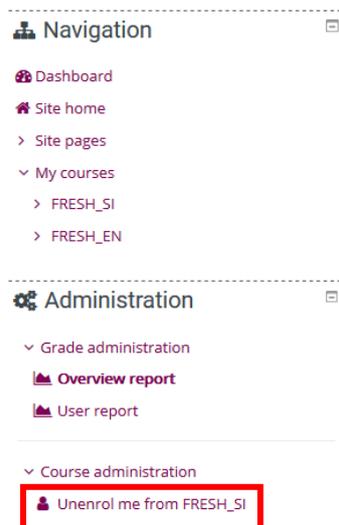
Main navigation buttons are:

- Home – Where you will find the available courses.
- Dashboard – Where you can see the enrolled courses.
- My Courses – Where you can select the course you want to attend at the moment.
- This course – Where you can see other participants, grades, resources and your report based on the modules.



Feel free to explore the platform. As well the navigation panel and administration.

If you want to unenroll the course, you can do it in a Course administration.



5.2 | Reading the units of each module

Entering the course, the four modules will be displayed. Please read all the content of the units. The module consists of units and their resources, and you may read the units unlimited times. Each unit is completed if you read all the slides and review all the resources. You can also mark a unit manually to complete by clicking the box next to the unit (on the right).

Note that there are two tests at the end of each unit to assess your knowledge, skills and competences. To complete the course, you have to pass the tests of all four modules.

Module 1: Staff Management

- M1 Unit 1: Staff Planning**

In this unit you will understand and know the background and framework of staff planning in the organisation based on business model, business plan, organisational structure and culture to manage strategic human resource cycle.

Some of the sections this unit has are related to the Definition and Concept of Business Modelling and Planning and the Organisational Culture and how to develop it: Organisation Structures and Flow Charts and the creation of Job Descriptions are also part of it.
- Resources for M1 Unit 1**
- M1 Unit 2: Talent Management**

In this unit you will learn how to manage the talent of an organisation in the way to utilise them to their full potential: how to attract, retain and boost talent in an organisation.

This means understanding of the implementation of Talent Management in the Organisation and knowing selection and recruitment processes strategies so that you may attract the best talent around you.
- Resources for M1 Unit 2**
- M1 Unit 3: Staff Management Policies**

In this unit you will learn how to design staff management policies and how to apply the appropriate performance assessment depending on each case.

Also, how practically implement the learning organisation concept and lifelong learning by taking into account various aspects of knowledge management and training in the organisation. Two main aspects will be dealt with in this unit: performance assessment and training programmes.
- Resources for M1 Unit 3**
- M1: Test your knowledge**
- M1: Test your skills and Competences**

To enter the unit, you have to press the link and press entre (look at the next page). A new window will open, and then you can navigate through the slides and interactive exercises.

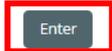
M1 Unit 1: Staff Planning

In this unit you will understand and know the background and framework of staff planning in the organisation based on business model, business plan, organisational structure and culture to manage strategic human resource cycle.

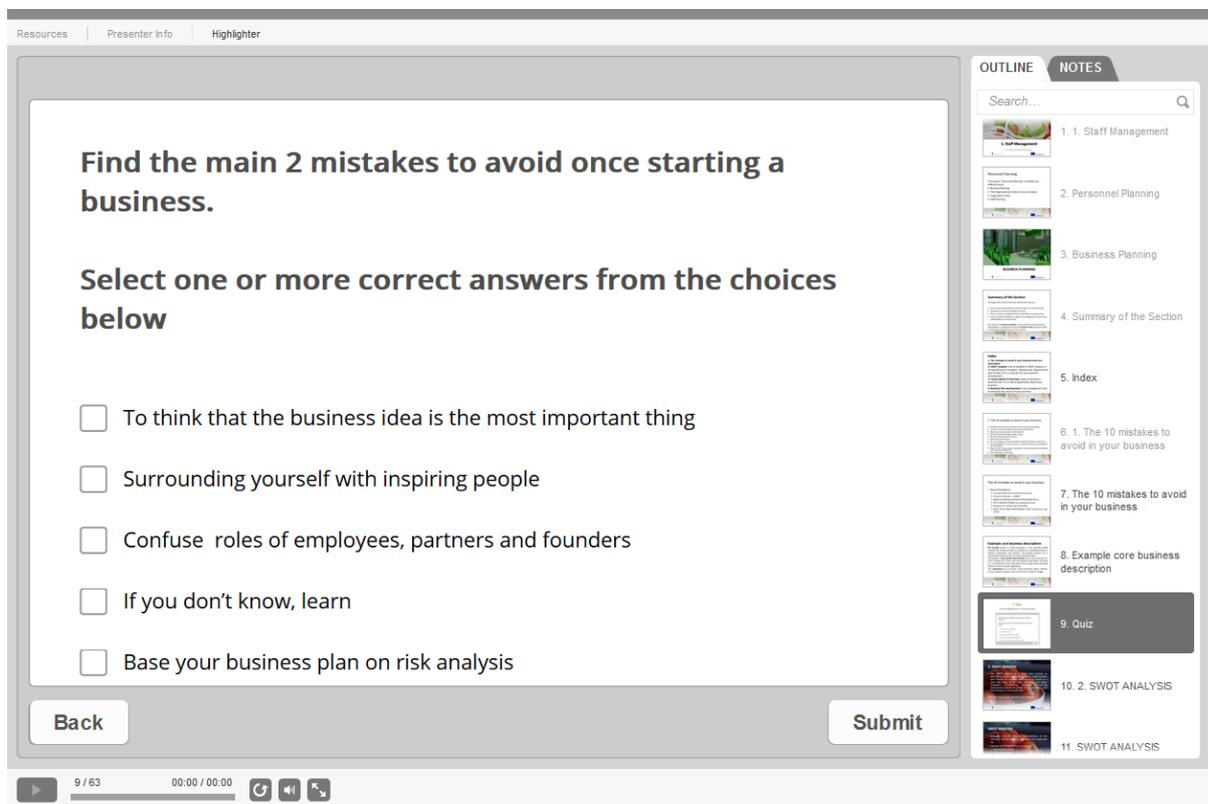
Some of the sections this unit has are related to the Definition and Concept of Business Modelling and Planning and the Organisational Culture and how to develop it; Organisation Structures and Flow Charts and the creation of Job Descriptions are also part of it.

Number of attempts allowed: Unlimited
 Number of attempts you have made: 1
 Grade for attempt 1: 100%
 Grading method: Highest attempt
 Grade reported: 100%

Start a new attempt



During the unit, quizzes will appear. They will be in the form of exercises or questions.



5.3 | Taking the Online Assessment

The assessment is available at the end of each module and covers all learning units of the module.

To begin the assessment, the student clicks the “test icon” at the end of the paragraph, just after the last resources of the module. Note that there are two tests at the end of each unit to assess your knowledge, skills and competences. To complete the course, you have to pass the tests of all four modules. To take the final exam, follow the steps below:

Click on the link to take the final exams of the module.

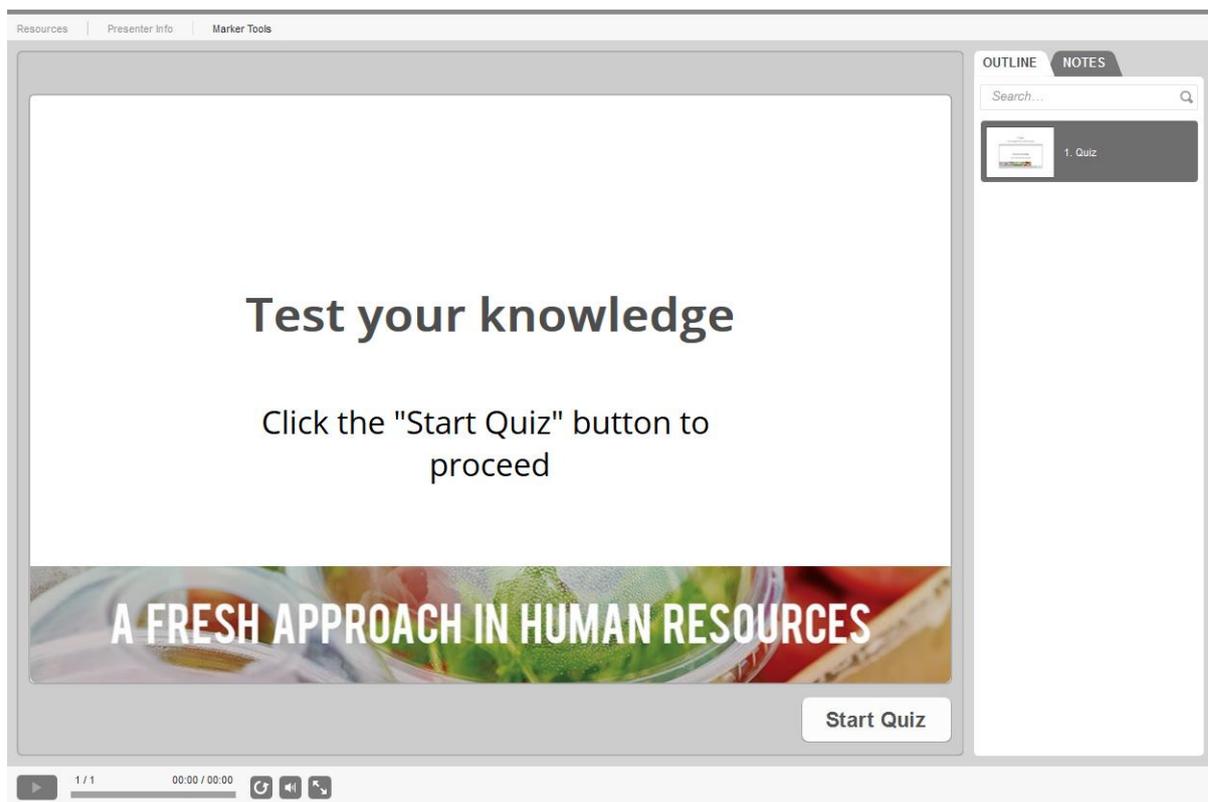
 **M1: Test your knowledge**

 **M1: Test your skills and Competences**

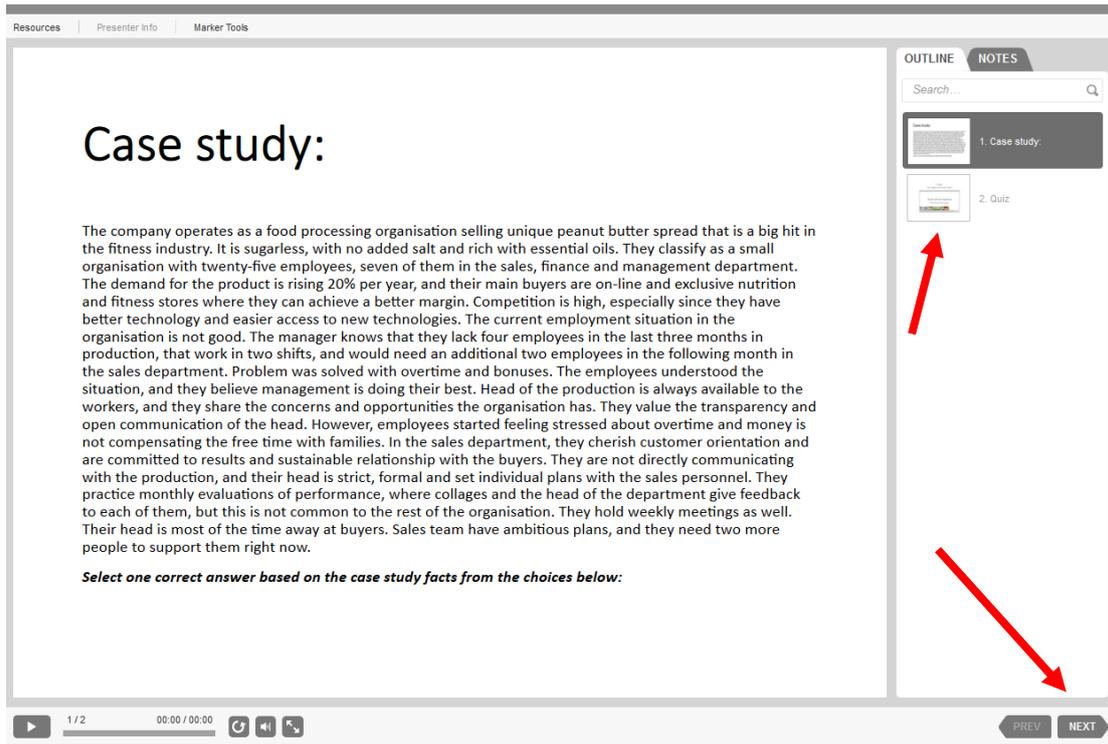
Please note that you may try the **exam 5 times**. If you did not pass the 1st time, we strongly suggest that you review the modules before the 2nd attempt. Please note that **every time you enter the exam, this counts as one attempt**.

A subpage will open where the student can view the number of attempts allowed, the number of attempts taken, the grade for each attempt, and grade reported containing the highest attempt result.

The “enter” button has to be clicked to start the exam. Afterwards, the new window opens, and the “Start Quiz” button has to be pressed.



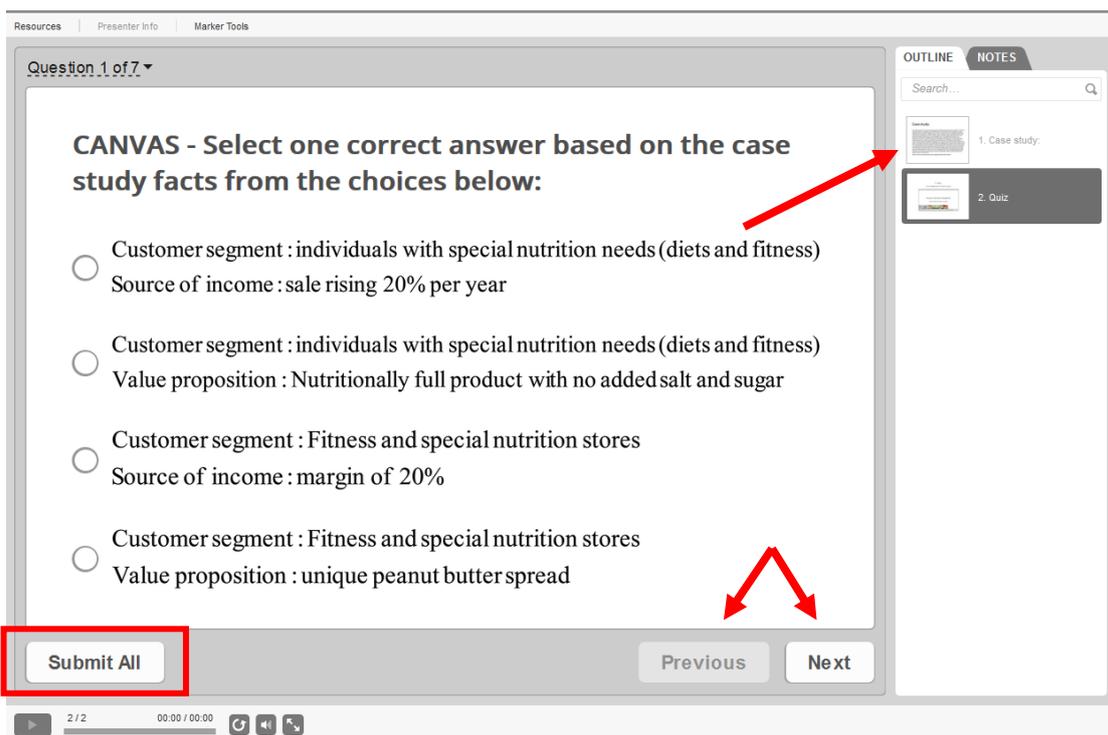
When you decide to participate in the “Test your skills and competences”, you follow the same steps as for “Test your knowledge”. After entering the Quiz, study case will appear. To start answering the questions, press next or the “2. Quiz” slide on the right side. You can return to the Case study by clicking “1. Case Study” on the right-side panel. You can return or skip questions. When you decide to finish the exam, press the “Submit All” button. You will find an example on the following page.



Case study:

The company operates as a food processing organisation selling unique peanut butter spread that is a big hit in the fitness industry. It is sugarless, with no added salt and rich with essential oils. They classify as a small organisation with twenty-five employees, seven of them in the sales, finance and management department. The demand for the product is rising 20% per year, and their main buyers are on-line and exclusive nutrition and fitness stores where they can achieve a better margin. Competition is high, especially since they have better technology and easier access to new technologies. The current employment situation in the organisation is not good. The manager knows that they lack four employees in the last three months in production, that work in two shifts, and would need an additional two employees in the following month in the sales department. Problem was solved with overtime and bonuses. The employees understood the situation, and they believe management is doing their best. Head of the production is always available to the workers, and they share the concerns and opportunities the organisation has. They value the transparency and open communication of the head. However, employees started feeling stressed about overtime and money is not compensating the free time with families. In the sales department, they cherish customer orientation and are committed to results and sustainable relationship with the buyers. They are not directly communicating with the production, and their head is strict, formal and set individual plans with the sales personnel. They practice monthly evaluations of performance, where collages and the head of the department give feedback to each of them, but this is not common to the rest of the organisation. They hold weekly meetings as well. Their head is most of the time away at buyers. Sales team have ambitious plans, and they need two more people to support them right now.

Select one correct answer based on the case study facts from the choices below:



Question 1 of 7

CANVAS - Select one correct answer based on the case study facts from the choices below:

- Customer segment : individuals with special nutrition needs (diets and fitness)
Source of income : sale rising 20% per year
- Customer segment : individuals with special nutrition needs (diets and fitness)
Value proposition : Nutritionally full product with no added salt and sugar
- Customer segment : Fitness and special nutrition stores
Source of income : margin of 20%
- Customer segment : Fitness and special nutrition stores
Value proposition : unique peanut butter spread

Submit All Previous Next

5.4 | Printing your certificate

To print the certificate:

1. If you attained a score of 60% and above the link to print, your certificate is enabled.
2. Click on the link and then click on download. The certificate is downloaded in pdf format.

3. Open the certificate to print.



Agrifood Open Educational Resources for Human Capital Managers

Erasmus+ Programme

Action: KA2 – Strategic partnership for vocational education and training

Project number: 2017-1-FR01-KA202-037492

“FRESH”

agriFood open educational REsources for Human capital managers

Evaluation Guide | By BIC Ljubljana and NEC, Cerknica
January 2020



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1. Introduction

This Evaluation guide was prepared to assist the trainer or teacher with assessment principles and methodology of the ***Strategic Human Resource Management for small businesses in the agri-food sector*** course.

The course is designed within the **European Qualification Framework (EQF) level 4**, and it has the **learning outcomes** as its main principle.

The purpose of the assessment is the evaluation of the student's understanding in light of the **learning goals of the course**. The learning path, **learning goals, and learning objectives** of this course are presented in the *Training profile* document.

The learning goals were transferred into **student learning outcomes**, that articulate what a student should know or can do after completing the course. Therefore, the **assessment of the student's learning outcomes** is actually the evaluation of the student's knowledge, skills and competencies (units of learning outcomes) presented in *The European Standard of Professional Competence for human resource managers for small companies in the agri-food sector* document. To have a full understanding of the knowledge, skills and competences the student should achieve, please refer to this document.

This Evaluation guide **consists of four parts**:

- The first part (*2. Assessment principals and methodology*) describes the **assessment principles and methodology** with the assessment exam examples.
- The second part (*3. Methods and criteria for assessment*) describes the **criteria for the assessment** of the course in the broader aspect, giving suggestions for the assessment in the blended learning type of the course as well.
- The third part (*4. Validation and recognition*) describes the **validation and recognition** principles.
- The fourth part (*5. Online Assesment exam asnwers*) presents the **online assessment exam with answers**. This part is only included for the Teachers Guide.

The Evaluation Guide, Training profile and European Standard of Professional Competence can be useful for the student as well. The documents can contribute to the understanding of the learning path, the outcomes they need to achieve and contemplation of their own learning, the continuing vocational training and understanding of the lifelong learning approach.

2. Assessment Principles and Methodology

Teaching requires assessment and assessment always involves students' work. This chapter will explain the **assessment principles and methodology** used to assess the online or blended learning course.

We encourage students, and teachers in the blended learning course, to have a look at the learning path, learning goals, and learning objectives of this course in the *Training profile* document and the student learning outcomes in *The European Standard of Professional Competence (ESPC)* of this course, where the learning outcomes are described as knowledge, skills and competences that a student should possess upon completing the course.

When students become aware of the learning goals, learning outcomes and the evaluation criteria for performance, **assessment as learning occurs**. This process encourages students to set goals, monitor their progress and reflect on their achievements, thus resulting in the students taking ownership and responsibility for their progress.

The e-platform does not provide any online **pre-assessment** of knowledge, skills or competences. Students can perform a self-evaluation and cross-checking through The Training profile and ESPC. Based on the perception, he or she can decide to take the online exams directly. However, we strongly recommend going through lectures, resources and student's book. Teachers and trainers of the blended learning course are invited to perform the pre-assessment of students before the learning unit to determine the level of knowledge in particular topics. Before the start of the course, the assessment to determine a student's learning style or preferences can be performed.

In the online course, two types of assessments are used:

- **Formative assessment**, with quizzes during the learning units, to give students feedback and make the learning experience more interactive.
- **Summative assessment** as the final online exam at the end of each module, to determine the level of understanding the student has achieved.

In a blended learning course, we encourage teachers to determine a student's knowledge and skills, including learning gaps as they progress through the learning units and modules. The regular feedback about the course matter and the use of resources is a valuable guide for learning.

Since online-based learning and assessment have challenges and opportunities, we tried to **optimise the performance of the course and assessment** to be transferable as much as possible in the light of EU dissemination and sustainability of the FRESH project and not to lose **competence-based design approach**.

The course is oriented towards the learning outcomes, so the **contextual/situation learning** through problem-based, case-based and project-based learning is desirable. Some of these approaches were transferred on the online platform. However, more of these learning approaches are possible in the

blended learning type, of course. The disadvantage is that a lot of student self-engagement is expected. From **the assessment** point of view, **problem-based, case-based principles** are included. The students are expected to know how to use the provided resources and show applicable use through the case studies provided at the online assessments.

The following **principles** were followed in preparing the online assessment as well:

- The assessment should be aligned with the learning goals and learning outcomes.
- The consideration concerning time should be made (realistic time frame in which students could be expected to complete the exams).
- The assessment instructions and question-wording should be understandable.
- Technical limitations of the platform should be considered.
- Where possible, meaningful feedback should be provided.
- Distribution of the knowledge, skills and competence related questions should be balanced.
- The assessment should consist of knowledge and practical competency-based approach.
- The assessment should be designed consistently and, on the level, EQF 4 at which the student is studying.
- The assessment should include reasonable and relevant distracters to minimise the potential for guessing.

Assessment Information and process:

Scope of the exam:	Four individual exams, one at the end of each module.
The number of attempts:	The participant can take the exam five times (five attempts allowed). This includes both the assessment of knowledge and the assessment of skills and competences.
Time limitation:	The exam does not have a time limitation.
Grading method:	The highest points of the attempt will count for grading.
Grade:	Grade consists of points (xx points) for each module. The final grade is the sum of the grades of each module.
Online assessment:	The online assessment represents 100% of the student grade. The course is completed if the student succeeds in achieving 60% points or more in each module assessment. Student accumulates 2 ECVET with the completion of this course.
Certificate of Completion:	Upon completion of the course, the student will be able to print the diploma and Europass Certificate Supplement from the platform.
Blended learning course assessment	In the BLC assessment is recommended that the online assessment represents 60% of the grade, and assessment of the project or group work represents 40% of the grade. The student will accumulate 2 ECVET with the completion of the online course and additional 1 ECVET for any 30 hours of workload.

Form of Assessment:

The **exam** is prepared in the form of quizzes. These quizzes test the knowledge, skills and competences. The skills and competences are assessed as far as automated online assessment allows for.

The online **assessment of knowledge** focuses on the factual and theoretical knowledge, its understanding and application. Therefore, the quizzes contain the true/false and multiple-choice questions, gap fills, drag and drop, matching and ordering exercises. These exercises appear as formative assessment (no points) during the learning units and repeat during the final exam in random order.

The online **assessment of skills and competences** focuses on the understanding of course matter and examples of the resources' templates use. The student has to show the application, analyse and evaluation of course matter in connection to the modules' study case. The study case will appear as the first slide during the assessment. That means that the student has to show the understanding of the knowledge, use of provided templates (skills) and utilisation in the context of the case study. The quizzes are designed as four statements about the case study, and the student has to select one.

Example:

The student chooses the correct answer based on the provided case study about "Analysis of the competition in the business plan". The student has to show the understanding of competitive analysis as part of the business plan. He or she has to review the course resources, where the business plan template is provided, and select the correct answer defining the direct and indirect competitors. He or she has to understand the context of the case study and recognise the correct competition among three wrong answers. The student has to show a solid understanding of who the real competitors are. The food processing organisation is selling unique peanut butter spread that is a big hit in the fitness industry.

no	Direct competition: other peanut butter producers, other spreads producers Indirect competition: food stores, supermarkets.
yes	Direct competition: other peanut butter producers, other spreads producers. Indirect competition: nuts growers, energy bars producers.
no	Direct competition: fitness stores, specialised nutrition on-line stores Indirect competition: food stores, supermarkets.
no	Direct competition: fitness stores, specialised nutrition on-line stores Indirect competition: nuts growers, energy bars producers.

Starting and Finish the Online Assessment:

- The assessment is available at the end of each module and covers all learning units of the module.
- To begin the assessment, the student clicks the "test icon" at the end of the paragraph, just after the last resources of the module.

- A subpage will open where the student can view the number of attempts allowed, the number of attempts taken, the grade for each attempt, and grade reported containing the highest attempt result.
- To start the exam, the “enter” button has to be clicked. Afterwards, the new window opens, and the “Start Quiz” button has to be pressed.
- There is a possibility to move between the questions freely. So, you can skip a question and come back to it later.
- Please have in mind to scroll up or down during some of the questions. The exam screen cannot be extended. The slide bar on the right side will indicate the space of the exam question.
- To complete the test after answering all the questions, press “submit all” to finish and confirm again.
- Be aware that to read some of the options in the exercises (match; sequence; multiple choices) you have a small icon of a magnifier glass so to have the options bigger.
- The feedback will be shown immediately. The exam score is presented as the percentage of correct answers and the achieved points and expected passing score (percentage and points).

Limitation of the online assessment and recommendations for the blended learning course:

The main disadvantage of the online exam is the limited capacity to assess skills and competences. From the multiplication perspective of this course and its assessment, the case study approach was selected to evaluate students’ skills and competences. With this type of assessment, we can evaluate students remembering, understanding, applying, analysing and, in some parts, evaluating of course matters. We cannot test the application on the highest, applicable creation level (e.g. preparation of the business plan, or presentation/roleplay of the job interviews). Therefore, we suggest that teachers or trainers in a blended learning course use the highest level of evaluation on Bloom’s Taxonomy model - “create”. The course is meant to be as practical as possible for the students in continuing VET. In this case, students should generate products based on the provided templates individually or in groups and teachers should evaluate the products as part of the assessment.

3. Methods and Criteria for Assessment

Module 1 | Staff Management

Module: STAFF MANAGEMENT
Learning Unit 1: 1.1 Staff Planning in the Organisation
Methods
<p>Online:</p> <ul style="list-style-type: none"> • Online quiz. • Matching exercise. • Single choice questions based on the study case. <p>Blended learning:</p> <ul style="list-style-type: none"> • Individual or group project work.
Selected Criteria for assessment
<p>Online:</p> <ul style="list-style-type: none"> • Find the main two mistakes to avoid once starting a business. • Match identified factors of success or failing business. • Study case analysis and evaluation – Examine and define the CANVAS Customer segment and value proposition. • Study case analysis and evaluation – Examine and define the SWOT. • Study case analysis and evaluation – Examine and define the direct and indirect competition. • Study case analysis and evaluation – Examine and define the values, communication and time. • Study case analysis and evaluation – Examine and define the hierarchical structure and the area of special attention needed. • Study case analysis and evaluation – Examine and define the HRM Cycle solutions on the short and long terms. <p>Blended learning:</p> <ul style="list-style-type: none"> • Prepare SWOT analysis on the case. • Design the Canvas business model on the case. • Create a simple business plan on the case. • Set up mission and vision in the organisation on the case. • Define common values in the organisation on the case. • Propose solutions on forming the organisational culture on the case. • Develop content, text and images about the different organisational structures on the case. • Propose alternative solutions regarding the type of organisation structure on the case. • Prepare identification of the job profile on the case. • Prepare a specification of the job description based on the needs and organisational and HRM strategy.

- Prepare staff planning based on different situations in an organisation and calculate the long term, mid-term and short-term staff planning and present it in the staff plan.

Learning Unit 2:

1.2 Talent Management

Methods

Online:

- Online quiz.
- True/false questions.
- Multiple-choice questions.
- Matching exercise.
- Ordering exercise.

Blended learning:

- Individual or group project work.

Selected Criteria for assessment

Online:

- Match identified factors of how to attract talent.
- Match identified factors of how to retain talent.
- Select true or false about Talent management.
- Select true or false about key parts of development talent .
- Select true or false about key parts of Talent Management.
- Select true or false about the effect on absenteeism.
- Select true or false about the aim of Talent management.
- Select the three correct phases that are included in a selection process.
- Match identified interview question with the corresponding skill or competence that it is searched with it.
- Select three the correct options that correspond with the definition of an interview by critical incidents.
- Arrange in order from 1 to 7 the phases of a selection process.

Blended learning:

- Prepare competency's assessment and needs analysis in the organisation.
- Propose solutions to attract talent on the case.
- Propose solutions to retain and motivate talents on the case.
- Give an example of competencies assessment on the case.
- Propose solutions in motivation and how to tackle the absenteeism.
- Prepare strategies and methods to develop talent and a talent promotion plan on the case.
- Use the different approaches for the selection of candidates and prepare a selection plan.
- Prepare and execute the interview based on the competencies, skills and abilities they address.

Learning unit 3:

1.3 Staff management policies

Methods

Online:

- Online quiz.
- Multiple-choice questions.
- Matching exercise.
- Ordering exercise.
- Single choice questions based on the study case.

Blended learning:

- Individual or group project work.

Selected Criteria for assessment

Online:

- Match different models of Performance Assessment with its name.
- Match identified performance management steps with the description.
- Select the four correct characteristics of a Performance Assessment.
- Arrange in order from 1 to 7 the phases of an interview in a Performance Assessment.
- Arrange in order from 1 to 8 the phases of the development of a training program.
- Study case analysis and evaluation – Examine and define the Implementing Performance Assessment in the Organisation.

Blended learning:

- Propose skills analysis.
- Define criteria for the assessment of performance in terms of competencies, responsibilities and other conditions and design the performance assessment on the case.
- Give an example of conducting personnel interviews and annual appraisals.
- Propose the most appropriate performance appraisal system and pay packages based on their case.
- Develop a training plan for the case.
- Prepare and evaluate a training programme for the case.
- Use the different approaches for knowledge management process on the case.

Module 2 | Labour Relations

Module

LABOUR RELATIONS

Learning Unit 1:

2.1 Legislation

Methods

Online:

- Online quiz.
- Drag and drop exercise.
- Multiple-choice questions.
- Matching exercise.

- Ordering exercise.
- Single choice questions based on the study case.

Blended learning:

- Individual or group project work.

Selected Criteria for assessment

Online:

- Drag and drop different words about labour relation.
- Select the three correct characteristics of European labour law.
- Match different Directives with its content.
- Arrange in order from 1 to 6 the agreements according to the applicable national regulations.
- Study case analysis and evaluation – Examine and define the dismissal of workers coming from the maternity leave.
- Study case analysis and evaluation – Examine and define the working process during the summer holidays.
- Study case analysis and evaluation – Examine and define the frontier worker requirements.
- Study case analysis and evaluation – Examine and define the posted worker requirements.
- Study case analysis and evaluation – Examine and define the duration of holiday leave for workers based on the collective and other regulations – example 1.
- Study case analysis and evaluation – Examine and define the duration of holiday leave for workers based on the collective and other regulations – example 2.
- Study case analysis and evaluation – Examine and define the collective redundancies protocol – example 1.
- Study case analysis and evaluation – Examine and define the collective redundancies protocol – example 2.

Blended learning:

- Elaborate on the employment procedures according to the terms of European labour legislation (contracts, work schedules, collective dismissals, social security, health protection and security and other conditions).
- Present relevant legal and collective agreements acts.
- Administratively conduct employment procedures, including contracts, labour acts and government relation procedures on the case.
- Disciplinary and compensation procedures, termination of employment contract procedure.
- Prepare a practical example of procedures with an employee - employment procedure, relevant applications in proceedings before social security authorities - social security (national context).

Learning Unit 2:

2.2 Prevention of occupational risks

Methods

Online:

- Online quiz.
- True/false questions.

- Matching exercise.
- Single choice questions based on the study case.

Blended learning:

- Individual or group project work.

Selected Criteria for assessment

Online:

- Select true or false about different labour contracts.
- Select true or false about Labour Risk Prevention.
- Select true or false about Occupational risks.
- Select true or false about the Occupational Risk Prevention management system.
- Select true or false about the Occupational Risk Prevention management system integration.
- Match different infraction to the severity.
- Study case analysis and evaluation – Examine and define the obligation to assume prevention activities.
- Study case analysis and evaluation – Examine and define the use of the list of occupational accidents.
- Study case analysis and evaluation – Examine and define the organisation of the safety and health training for the employee.

Blended learning:

- Elaborate on the Labour Risk Prevention.
- Elaborate on the Occupational Risk Prevention management system.
- Prepare a practical example of safety and health training for the employee.

Module 3 | Corporate Social Responsibility

Module

CORPORATE SOCIAL RESPONSIBILITY

Learning Unit 1:

3.1 Equality and Diversity

Methods

Online:

- Online quiz.
- Multiple-choice questions.
- Single choice questions based on the study case.

Blended learning:

- Individual or group project work.

Selected Criteria for assessment

Online:

- Select the two correct answers about the definition of a Corporate Social Responsibility.

- Select the four correct answers about the categories of people of social risk or exclusion.
- Study case analysis and evaluation – Examine and define the aspects of corporate sustainability reporting.
- Study case analysis and evaluation – Examine and define the implementation of a more sustainable business model.
- Study case analysis and evaluation – Examine and use the United Nations Sustainable Development Goals (UN SDG).
- Study case analysis and evaluation – Examine and define the core subjects of CSR.

Blended learning:

- Assess the level of CSR with a self-assessment tool for CSR on the case (workplace policies, environmental policies, marketplace policies, community policies, company values).
- Develop CRS roadmap for the case.
- Give an example of selecting and using different tools and platforms that smes can use to get closer to the Millennium Development Goals (mdgs).
- Find and show the examples of the use of legislation and subsidies in the field of SCR and hiring different target groups (e.g. Disability, under 30 years of age, over 45 years of age, the risk of social exclusion, gender violence).
- Elaborate on the employment procedures for the target groups (e.g. Disability, under 30 years of age, over 45 years of age, the risk of social exclusion, gender violence).

Learning Unit 2:

3.2 Capacity and Good Practices

Methods

Online:

- Online quiz.
- True/false questions.
- Multiple-choice questions.
- Matching exercise.
- Ordering exercise.
- Single choice questions based on the study case.

Blended learning:

- Individual or group project work.

Selected Criteria for assessment

Online:

- Select true or false about the Diversity Charter initiative.
- Select true or false about Diversity Charter aims.
- Select true or false about Diversity Charter principles.
- Select true or false about Diversity Charter initiative participation .
- Select true or false about Diversity Charter tools, information and guidance.
- Select the five correct answers about the delivery of diversity at work.
- Match each of the types of actions in an equality plan with the proposed activities.

- Arrange in order from 1 to 8 the phases of implementation of an Equal Plan.
- Study case analysis and evaluation – Examine and define the Diversity Charter and Equality plan.
- Study case analysis and evaluation – Examine and define the key factors in measuring Diversity Impact of the companies.

Blended learning:

- Design equality plan on the case.
- Propose alternative methods of implementing the equality plan on the case.
- Apply the different approaches to equal opportunity philosophy and objectives on the case.
- Elaborate and the concepts from hr best practices.

Module 4 | Employee Commitment

Module EMPLOYEE COMMITMENT
Learning Unit 1: 4.1 Detection and analysis
Methods
<p>Online:</p> <ul style="list-style-type: none"> • Online quiz. • Multiple-choice questions. • Matching exercise. • Ordering exercise. • Single choice questions based on the study case. <p>Blended learning:</p> <ul style="list-style-type: none"> • Individual or group project work.
Selected Criteria for assessment
<p>Online:</p> <ul style="list-style-type: none"> • Select the five correct characteristics and objectives of a Work Climate Survey. • Arrange in order from 1 to 10 the phases of Work Climate Study. • Match different phases in the climate survey analysis. • Study case analysis and evaluation – Examine and define the common objective of the meeting (Detection and analysis). • Study case analysis and evaluation – Examine and define the element of good working climate in the organisation . • Study case analysis and evaluation – Examine and define the absentees. • Study case analysis and evaluation – Examine and define the rotation. <p>Blended learning:</p> <ul style="list-style-type: none"> • Elaborate on good internal communication. • Select and propose the most appropriate tools to foster short and long-term communication

strategy.

- Prepare a plan and implementation strategy for a working climate study
- Elaborate and obtain the necessary information about positive working environment examples.

Learning Unit 2:

4.2 Participation and involvement

Methods

Online:

- Online quiz.
- Multiple-choice questions.
- Matching exercise.
- Single choice questions based on the study case.

Blended learning:

- Individual or group project work.

Selected Criteria for assessment

Online:

- Select the five correct statements about motivation.
- Match transformative leadership features to its descriptions.
- Match items to descriptions about how to boost the motivation of employees.
- Match items to descriptions about how to demotivate of employees.
- Match items to descriptions about how to demotivate of employees.
- Match items to descriptions about how the company can motivate employees.
- Select the five correct statements about options that help motivating employees in a company.
- Study case analysis and evaluation – Examine and define the factors of inherent motivation.
- Study case analysis and evaluation – Examine and define the factors of external motivation.
- Study case analysis and evaluation – Examine and define the needs based on the McClelland Theory.

Blended learning:

- Define criteria for the selection the most appropriate type of participation and tools to foster participation on the expected level.

Learning Unit 3:

4.3 Leadership

Methods

Online:

- Online quiz.
- Multiple-choice questions.
- Matching exercise.
- Single choice questions based on the study case.

Blended learning:

- Individual or group project work.

Selected Criteria for assessment

Online:

- Match different types of leadership.
- Select the four correct answers about the situational leadership.
- Match different features of the transformative leadership.
- Match different type of organisation with the ideal leadership.
- Study case analysis and evaluation – Examine and define the chief and leader characteristics.
- Study case analysis and evaluation – Examine and define the transactional leadership styles.
- Study case analysis and evaluation – Examine and define the transactional leadership types.

Blended learning:

- Self-evaluate the leadership style.
- Give an example of leadership styles reflecting organisation types.

Learning Unit 4:

4.4 Welfare policies

Methods

Online:

- Online quiz.
- Multiple-choice questions.
- Matching exercise.
- Ordering exercise.
- Single choice questions based on the study case.

Blended learning:

- Individual or group project work.

Selected Criteria for assessment

Online:

- Match different types of team roles.
- Match different types of conflicts with its description.
- Arrange in order from 1 to 9 the steps of the conflict resolution process.
- Select the five correct statements of the all module 4 – formal networks, teamwork, types of conflicts, team leader, conflicts.
- Study case analysis and evaluation – Examine and define the types of communication.
- Study case analysis and evaluation – Examine and define the types of collaboration (team/group work).
- Study case analysis and evaluation – Examine and define the different types of conflicts.
- Study case analysis and evaluation – Examine and define the approach to solve the conflict.
- Study case analysis and evaluation – Examine and define the approach to measuring Diversity Impact.

Blended learning:

- Define criteria for welfare and present it on the case.
- Give an example of assertiveness techniques.

- Give an example on different types of communication in a company: external communication, internal communication, formal and informal communication, descendent communication, ascendant communication, horizontal communication, one-way and two-way communication, informal networks and formal networks.
- Propose the most appropriate communication plan.
- Propose strategies and ways of persuasion of workers on different cases.
- Propose strategies and ways of negotiations with workers in different cases.
- Name, describe, choose and set different roles in the team based on a case.
- Propose alternative methods and techniques for solving conflicts.
- Use the different approaches to design relationship strategy among the staff.
- Elaborate on how to handle conflict in the workplace (steps to tackle the conflicts).

4. Validation and Recognition

Validation of learning outcomes achieved is based on an online assessment. The project partners have drawn up a common assessment framework, translated it into the respective languages, and are responsible for the operation of the online assessment of the ***Strategic Human Resource Management for small businesses in the agri-food sector*** course.

The training is performed in a non-formal framework, where participating partners and other collaborators are recognising the training and award the Diploma and the Europass Certificate Supplement for the users completing the training. Partners issue the diploma and certificate in the name of chambers or networks they represent. Partners are considering including other sectoral representatives as well (industry relevant partners) in the near future.

The diploma and Europass Certificate Supplement are issued and mutually recognised by FRESH project partners:

Sectoral representatives:

- ASSOCIATION NATIONALE DES INDUSTRIES ALIMENTAIRES - French national association which represents the Food and Drink industry sector
- FEDERACION EMPRESARIAL DE AGROALIMENTACION DE LA COMUNIDAD VALENCIANA (FEDACOVA) - Federation of Food Industries of the Region of Valencia, Spain
- SYNDESMOS ELLINIKON VIOMICHANION TROFIMON SOMATEIO - Federation representing the interests of the Hellenic Food and Drink Industries, Athene, Greece.

Other partners – VET and training centres:

- Biotehniški izobraževalni center Ljubljana - Biotechnical Educational Centre Ljubljana is a public education institution, Ljubljana, Slovenia.
- EDITC LTD – Educational and training centre, Nicosia, Cyprus.
- Fundación Equipo Humano – foundation working on social and labour integration of people, Valencia, Spain.
- NEC NOTRANJSKI EKOLOŠKI CENTER, CERKNICA - Competence centre for entrepreneurship, sustainable development, project management, rural development and creative industries, Cerknica, Slovenia.

The European *Credit System* for Vocational Education and Training (ECVET) differ from country to country. Partners agreed that student accumulates **2 ECVET** with the completion of this course.

ECVET credit points can be appointed for:

- 25-30 hours - 1 ECVET (Slovenia, Spain)
- 29 hours - 1 ECVET (France)
- 30 hours - 1 ECVET (Greece, Cyprus)

Supplementary qualification or other qualifications on the national level:

Based on the National context, HRM and validation analysis (IO1) about the national qualification frameworks, Slovenian system enables supplementary qualifications, for 30-80h training, on different levels in contrast to other partner countries, that do not have this type of formal qualification. Supplementary qualification is a qualification that supplements an individual's competence at the level attained in a specific professional field and is tied to the needs of the labour market. BIC Ljubljana and NEC Cerknica can be the assessment body. The awarding body can only be the suggester (employer, group of employers or the national employment office). Upon completion of the project, NEC and BIC will try to find the national suggestion for the recognition and Supplementary qualification award. For further inquiries, please contact the Slovenian partner NEC, Cerknica after mid-2020. There is a possibility to obtain a formal qualification - a professional certificate, for a 20 - 50h training in Spain. In order to do this, the training entity Has to request accreditation first to be able to deliver official training and then propose the programme and make it acceptable. It is unlikely for this project to reach this level of accreditation. Other partner countries do not award the formal qualification for the duration of this course. The student has the possibility to check with other providers of qualifications if the obtained competences contribute to the accumulation of the ECVET in their programme. Assessment, validation and recognition depend on the provider of qualifications.

5. Online Assessment Exam Answers

Module 1 | Staff Management

Unit 1. Staff Planning in the Organisation

Exercise 1

Correct Answer	Find the main 2 mistakes to avoid once starting a business. Select one or more correct answers from the choices below.
	Base your business plan on risk analysis.
	If you don't know, learn.
	Surrounding yourself with inspiring people.
X	Confuse roles of employees, partners and founders.
	If it doesn't work, try differently.
X	To think that the business idea is the most important thing.

Exercise 2

Find the appropriate description for each part.	
	Deal with the situations that the environment of the company presents and that may adversely affect the achievement of the objectives set.
	Are the situations that the company's environment presents and that can help achieve the objectives set.
	It's an internal characteristics of the company that facilitate or help meet the objectives set.
	It's the internal characteristics of the company that can become barriers and complicate compliance with the set of objectives.

Unit 2. Talent Management

Exercise 1

Match the following items:

	Work out our branding in all ways.
	Become all employers in ambassadors of your company.
	Clearly define the kind of talent (job positions) I am looking for.
	Looking for my new talents in fairs, forums and universities.
	Keep updated a database of candidates.
	Give an unrealistic image of the company outwards.
	Do not take care of employers and discredit the company.
	Stick just with the candidates that apply.
	Do not publish profiles and values that I am looking for in my candidates.

Exercise 2

Match the following items:	
	Ask employees and talk with them about their needs.
	Detect motivations through attractive job positions.
	Make sure employees have the needed resources (tools and technologies).
	Recognize the work well done.
	Coherent Strategy as a company that allows developing a sense of belonging.
	Offer on-going training to grow professionally.

Exercise 3

Correct Answer	Choose whether the statement is true or false. In the Talent Management, it is indispensable to find a commonplace between the needs of the employer and the employee.
X	True

	False
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Exercise 4

Correct Answer	Choose whether the statement is true or false. The Performance Assessment, the Job Offer Description and the Recruitment Strategy are key parts of the development of talent.
	True
X	False

Exercise 5

Correct Answer	Choose whether the statement is true or false. Defining, attracting, valuing, developing and retaining are the key parts of Talent Management.
X	True
	False

Exercise 6

Correct Answer	Choose whether the statement is true or false. Training, Job Security, Flexibility, Punctual salary payments and good conditions do not have any effect on absenteeism.
	True
X	False

Exercise 7

Correct Answer	Choose whether the statement is true or false. Talent Management aims at retaining the most valued actives in our Company with the objective of keeping the talent within your reach.
X	True
	False

Exercise 8

Correct Answer	Multiple Choice (Multiple responses). Select the correct answer from the choices below. What are the phases that are included in a selection process?
x	Final Interview.
x	Needs analysis.
	Intermediate interview.
x	Selection of candidates.
	Planification.
	Company atmosphere survey.
	Work place assessment.

Exercise 9

Match the following items. You can find several questions that could be made in an interview. Match each question with the skill or competence that corresponds.

 Customer orientation	<p>Do you remember any kind of improvement you have had to implement due to a client's dissatisfaction?</p>
 Teamwork	<p>With which groups of people do you have feel more comfortable and you have performed better?</p>
 Motivation	<p>What are you expecting that this company may contribute to your way of life? What do you think you can contribute to it?</p>
 Tolerance to pressure	<p>Describe the tensest situation you have ever had. How was it solved?</p>
 Leadership	<p>What kind of decisions you delegate in your team and which you don't?</p>
 Adaptability	<p>Which are the most important situations you have faced recently? What learning lesson you took from them?</p>

Exercise 10

<p>Correct Answers</p>	<p>Select one or more correct answers from the choices below. Select those options that correspond with the definition of a interview by critical incidents.</p>
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X	Interviewer will ask the candidate for a significant recent situation for him or representative of his previous job.
	It tries to find a series of indications that tell that the person interviewed has a series of competences.
X	Candidate has to present a concrete situation that he has experienced.
	The interviewer will make questions that prove the knowledge of the candidate.
X	The candidate shows which elements gives importance as well as the way of making decisions and reasoning.

Exercise 11

Arrange the following items in the correct order.	
Order the following phases of a selection process in the way you think it is the most appropriate:	
1	Need analysis.
2	Recruitment.
3	Curriculum screen.
4	Pre-selection of candidates.
5	Personal interview
6	Group Dynamics
7	Final Decision

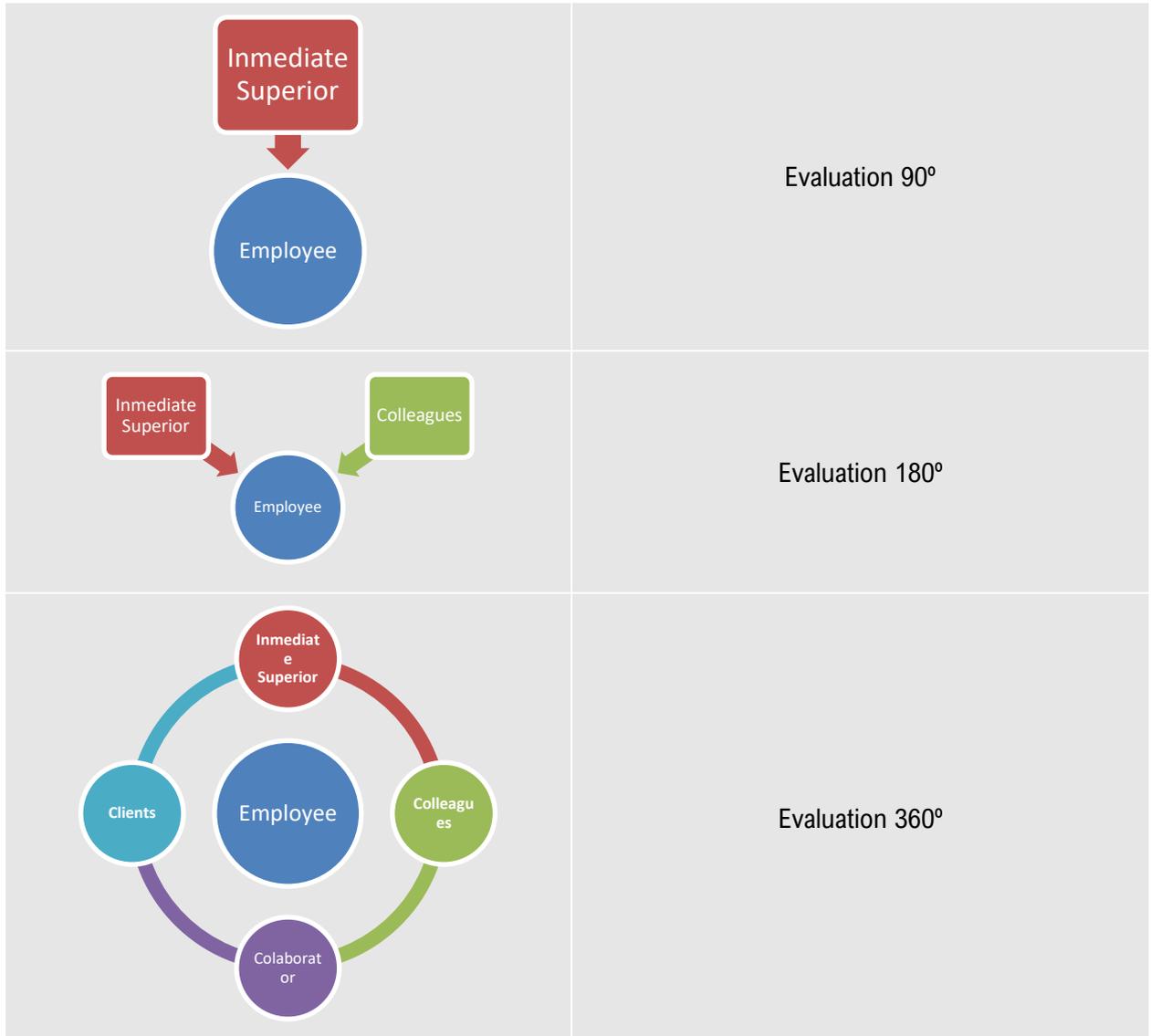
Unit 3. Staff Management Policies

Exercise 1

Correct Answers	Select one or more correct answers from the choices below regarding the characteristics of a Performance Assessment. Choose as correct as you think there are:
	A Performance Assessment is characterized by:
X	Having as final objective the enhancement of the company performance through its employees.
	Having an only way/strategy to carry it out.
X	Being a continuous process over time.
	Being a destructive process. It only highlights the negative aspects of a Company.
	It exclusively involves the immediate superiors of each department.
X	Being beneficial both employees, the Company as those responsible of the Company/departments.
	Being really difficult for it to have biases in its development.
X	Using the interview as main tool.

Exercise 2

Here you have three different models of Performance Assessment. Match the following items:



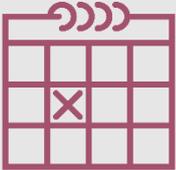
Exercise 3

Arrange the following items in the correct order regarding the phases of an interview in a Performance Assessment:

1	Gathering information, facts, data, and evidence.
2	Foreseeing a comfortable environment and pleasant.
3	Reminding the objective of the assessment.
4	Overview of this year's performance assessment.
5	Future Action Plan: new objectives to meet.
6	Agreement of the new objectives.
7	Ongoing informal overview of the progress.

Exercise 4

Match the following items:

 Diagnosis of needs	Study of number of areas, persons and working environment of the company.
 Development of a training plan	Main parts: Budget, calendar, objectives and evaluation.
 Implementation of the training	To consider: Number of people, contents, working times, type of training.
 Training Evaluation	Main points: Impact, learning path, reaction and behavior.

Exercise 5

Arrange the following items in the correct order Order the following sentences, taking into account the development of a training program in full:	
1	Identify the number of persons to trained and the training areas.
2	Creation of the Training Plan.
3	Development of the budget, objectives and calendar.
4	Selection of types of training: on-site, online, mixed, tailored or others.
5	Forms of providing the training: internal and external sources.
6	Development of the impact questionnaire.
7	Follow-up of the long-term results of the training.
8	Redirection of the training strategy.

Case Study Module 1

The company operates as a food processing organisation selling unique peanut butter spread that is a big hit in the fitness industry. It is sugarless, with no added salt and rich with essential oils. They classify as a small organisation with twenty-five employees, seven of them in the sales, finance and management department. The demand for the product is rising 20% per year, and their main buyers are on-line and exclusive nutrition and fitness stores where they can achieve a better margin. Competition

is high, especially since they have better technology and easier access to new technologies. The current employment situation in the organisation is not good. The manager knows that they lack four employees in the last three months in production, that work in two shifts, and would need an additional two employees in the following month in the sales department. Problem was solved with overtime and bonuses. The employees understood the situation, and they believe management is doing their best. Head of the production is always available to the workers, and they share the concerns and opportunities the organisation has. They value the transparency and open communication of the head. However, employees started feeling stressed about overtime and money is not compensating the free time with families. In the sales department, they cherish customer orientation and are committed to results and sustainable relationship with the buyers. They are not directly communicating with the production, and their head is strict, formal and set individual plans with the sales personnel. They practice monthly evaluations of performance, where collages and the head of the department give feedback to each of them, but this is not common to the rest of the organisation. They hold weekly meetings as well. Their head is most of the time away at buyers. Sales team have ambitious plans, and they need two more people to support them right now.

Select one correct answer based on the case study facts from the choices below:

CANVAS - Select one correct answer based on the case study facts from the choices below:

no	<ul style="list-style-type: none"> Customer segment: Fitness and special nutrition stores. Value proposition: Unique peanut butter spread.
no	<ul style="list-style-type: none"> Customer segment: Fitness and special nutrition stores. Source of income: Margin of 20%.
yes	<ul style="list-style-type: none"> Customer segment: Individuals with special nutrition needs (diets and fitness). Value proposition: Nutritionally full product with no added salt and sugar.
no	<ul style="list-style-type: none"> Customer segment: Individuals with special nutrition needs (diets and fitness). Source of income: Sale rising 20% per year.

SWOT - Select one correct answer based on the case study facts from the choices below:

no	<ul style="list-style-type: none"> Strengths: The demand is rising by 20%. Threats: Competition has better access to new technologies. Weaknesses: Company lack of human resources. Opportunity: Customers value the product due to its unique characteristics and positioning in the fitness industry.
yes	<ul style="list-style-type: none"> Strengths: Customers value the product due to its unique characteristics and positioning in the fitness industry . Threats: Competition has better access to new technologies. Weaknesses: Company lack of human resources. Opportunity: The demand is rising by 20%.
no	<ul style="list-style-type: none"> Strengths: The demand is rising by 20%. Threats: Company lack of human resources. Weaknesses: Competition has better access to new technologies. Opportunity: Customers value the product more due to positioning in the fitness industry.
no	<ul style="list-style-type: none"> Strengths: Customers value the product more due to positioning in the fitness industry. Threats: The demand is rising by 20%. Weaknesses: Company lack of human resources. Opportunity: Competition has better access to new technologies.

Analyse of the competition in the business plan - Select one correct answer based on the case study facts from the choices below:

no	<ul style="list-style-type: none"> • Direct competition: Other peanut butter producers, other spreads producers. • Indirect competition: Food stores, supermarkets.
yes	<ul style="list-style-type: none"> • Direct competition: Other peanut butter producers, other spreads producers. • Indirect competition: Nuts growers, energy bars producers.
no	<ul style="list-style-type: none"> • Direct competition: Fitness stores, specialised nutrition on-line stores. • Indirect competition: Food stores, supermarkets.
no	<ul style="list-style-type: none"> • Direct competition: Fitness stores, specialised nutrition on-line stores. • Indirect competition: Nuts growers, energy bars producers.

Organisational Culture - Select one correct answer based on the case study facts from the choices below:

no	<ul style="list-style-type: none"> • Values: Customer orientation, commitment to results. • Communication: Open communication through all organisation. • Time: frequency of staying late is too high.
no	<ul style="list-style-type: none"> • Values: Customer orientation, commitment to the sustainability. • Communication: Open communication through all organisation. • Time: Frequency of staying late is too high.
no	<ul style="list-style-type: none"> • Values: Customer orientation, commitment to the sustainability. • Communication: Is limited in the sales department and more open in the production. • Time: Leisure time is valued and not seen as lost time.
yes	<ul style="list-style-type: none"> • Values: Customer orientation, commitment to results. • Communication: Is limited in the sales department and more open in the production. • Time: Frequency of staying late is too high.

Identification of Suitable Flow Chart and Organisation Structures - Select one correct answer based on the case study facts from the choices below:

yes	<p>Hierarchical structure (levels):</p> <ol style="list-style-type: none"> 1. Manager 2. Finance; sales; production <p>Special attention needed: Head of sales is working mostly on operational tasks and not management tasks.</p>
no	<p>Hierarchical structure:</p> <ol style="list-style-type: none"> 1. Manager 2. Finance; sales <p>Special attention needed: Head of sales is working mostly on operational tasks and not management tasks</p>
no	<p>Hierarchical structure:</p> <ol style="list-style-type: none"> 1. Manager 2. Finance; sales <p>Special attention needed: Head of sales is working mostly on management tasks and not operational tasks</p>
no	<p>Hierarchical structure:</p> <ol style="list-style-type: none"> 1. Manager 2. Finance; sales; production <p>Special attention needed: Head of sales is working mostly on management tasks and not operational tasks.</p>

Staff Planning and Managing Strategic HRM Cycle - Select one correct answer based on the case study facts from the choices below:

no	<p>Proposed solutions on short terms:</p> <ul style="list-style-type: none"> • Additional raise of overtime and bonuses for all. <p>Proposed solutions on long terms:</p> <ul style="list-style-type: none"> • The HR manager must find the missing production employees. • Additional raise of overtime and bonuses for sales personnel.
yes	<p>Proposed solutions on short terms:</p> <ul style="list-style-type: none"> • The HR manager must find the missing production employees. • Additional raise of overtime and bonuses for sales personnel. <p>Proposed solutions on long terms:</p> <ul style="list-style-type: none"> • The HR manager must find the additional production employees. • The HR manager must find the missing sales employees.
no	<p>Proposed solutions on short terms:</p> <ul style="list-style-type: none"> • The company needs to give more management roles to head of sales and train the existing sales employees. • Additional raise of overtime for production employees. <p>Proposed solutions on long terms:</p> <ul style="list-style-type: none"> • The HR manager must find the missing production employees. • The HR manager must find the missing sales employees.
no	<p>Proposed solutions on short terms:</p> <ul style="list-style-type: none"> • Additional raise of overtime and bonuses for sales personnel. • The company needs to give more management roles to head of sales and train the new sales employees. <p>Proposed solutions on long terms:</p> <ul style="list-style-type: none"> • The HR manager must find the missing production employees. • The HR manager must find the additional production employees.

Implementing Performance Assessment in the Organisation - Select one correct answer based on the case study facts from the choices below:

no	Performance Assessment in the case is done through the questionnaire.
no	Performance assessment in the case is integrated into the company system, and it performed for all employees.
yes	Employees are informed about the results they obtain in the case.
no	A different person does performance Assessment of each employee in the case.

Module 2 | Labour Relations

Unit 1. Legislation

Exercise 1

Drag the correct words to complete the sentence
What is a labor relation?

Shares - Capital – Production process – output- terms- labor legislation – directive- employment contract- labor relationship- investors- partners.

Labor relations are determined that are located between capital and labor in the production process.

In this relationship, the person who contributes the capital or the means of production is specific employer, instead, the person who contributes the work is considered a worker. These labor relations are regulated by the employment contract, that is, the employment contract is the norm that regulates the labor relationship between employer-worker.

Exercise 2

Correct Answers	Getting acquainted with the European Labor Legislation Select the correct answers about the characteristics of European labor law. Select the answers you think are correct. European labor law is characterized by:
	Establish a clear framework of law, but not of obligations.
X	European law is strongly connected with the single market
	It must take into account the free movement of goods, services and capital.
	The states can only implement the minimum conditions of the European Union.
X	The European employment strategy is part of the Europe 2020 growth strategy.
X	One of the priorities of European labor legislation is collective dismissals.

Exercise 3

Match the following items:	
Directive 91/533 / EEC	The minimum obligations that the employer has when informing employees about their contract conditions.
Directive 1999/70 / EC	Information and consultation rights, principles of non-discrimination and minimums to avoid the repetitive use and abuse of these contracts.
Directive 1997/81 / EC	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.
Directive 1989/391/EEC	Includes information related to health and safety in the workplace.
Directive 2003/88 / EC	Organization of working time.

**Directive
98/59 / EC**

The conditions and obligations of information and consultation that companies have when executing a collective dismissal.

Exercise 4

Arrange the following items in the correct order.
Order the agreements according to the applicable Spanish regulations, in the order you think is the most authorized:

1	Company agreement.
2	Local or regional sector agreement.
3	Provincial or interprovincial sector agreement.
4	Autonomous Sector Agreement.
5	State Sector Agreement.
6	Status of workers.

Unit 2. Prevention of occupational risks

Exercise 1

Correct Answer	Choose whether the statement is true or false. There may be a number of different labor contracts depending on the National legislation.
X	True
	False

Exercise 2

Correct Answer	Choose whether the statement is true or false. Labor Risk Prevention is the discipline that promotes the health and safety of workers in the work environment.
X	True
	False

Exercise 3

Correct Answer	Choose whether the statement is true or false. In Occupational risks isn't include a work accident that is caused by human or other failure, during the work day.
	True
X	False

Exercise 4

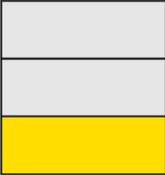
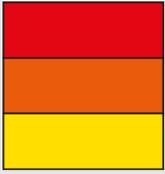
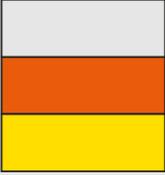
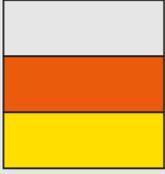
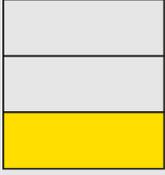
Correct Answer	Choose whether the statement is true or false. All organizations and Public Administrations must have an Occupational Risk Prevention management system.
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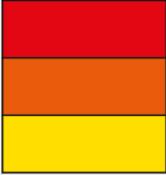
X	True
	False

Exercise 5

Correct Answer	Choose whether the statement is true or false The Prevention of Occupational Risks must be integrated into the management system of the organization, all activities and all hierarchical levels.
X	True
	False

Exercise 6

Match the following items depending if the infractions are minor, serious or very serious:	
 Minor	Company has been 2 weeks without cleaning the laboratory.
 Very Serious	Pregnant woman is exposed to toxic chemicals.
 Serious	Company refused to implement labor risks regulations.
 Serious	Worker does not know the results of the medical tests.
 Minor	New office opened after the collapse, but the authorities had no record.

	<p>Although the Labor and Social Security Inspection require that they stop the polluting activities in the work, the company did not.</p>
<p>Very Serious</p>	

Case Study Module 2

Company has 42 employees. The manager knows that they lack four employees in the last three months in production, that work in two shifts, and would need an additional two employees in the following month in the sales department. Up to now, the problem was solved with overtime and bonuses. Seven employees in the production have a contract on a temporary basis, and their legally possible prolongation will end in the month and a half. They should get full-time regular contracts or get dismissed. Five of the workers are part-time employed. Two workers will return from maternity leave in 1 month. Head of the production is not happy about it since he expects sick leaves and does not know if they will work in one shift or even on a part-time contract.

As an HR manager, you were asked to dismiss the workers coming from the maternity leave if possible. What are the options from the presented study case?

no	To agree with the supervisor and dismiss them from business reason.
yes	To offer a part-time contract to mothers and organise work in one shift and dismiss them later.
no	Leave the situation for now and let them continue working a full-time job in two shifts and dismiss them later.
no	Leave the situation and let them continue working a full-time job in two shifts since they are protected.

The manager from the presented study case asks you to organise the working process during the summer holidays. No new employees will be hired in two months. Since the part-time workers have more rest than full time, he asks you to arrange the shifts so they will cover missing full-time workers, including giving them more overtime work.

no	I schedule the work without consulting individual workers about their holidays and plan overtime for everyone. I schedule two workers coming from maternity leave in the missing parts of the two shifts.
no	I schedule overtime work to cover the absent full-time workers in an away that part-time workers work more in this period, and they will work less in the following months.
yes	I schedule the work of employees and plan overtime for everyone, except employees with limitations. I schedule two workers coming from maternity leave in the first shift.
no	I schedule overtime work to cover the missing full-time workers in an away that all workers work more in this period, and they will work less in the following months.

One of your **workers** from the presented study case live across the border and work full time in your organisation:

no	This is called a posted worker, and the employee's social security benefits are the responsibility of the country of residence.
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yes	This is called a frontier worker, and the employee's social security benefits are our responsibility.
no	This is called a frontier worker, and the employee's social security benefits are the responsibility of the country of residence.
no	This is called a posted worker, and the employee's social security benefits are our responsibility.

One of your **workers** from the presented study case is sent as a sales representative of the organisation to Norway for six months:

no	This is called a posted worker, and the employee's social security benefits are the responsibility of the country of temporary work.
no	This is called a frontier worker, and the employee's social security benefits are our responsibility.
no	This is called a frontier worker, and the employee's social security benefits are the responsibility of the country of temporary work.
yes	This is called a posted worker, and the employee's social security benefits are our responsibility.

The Employment Relationship act as a general document for labour relations changed in a way that employee has a minimum of 24 days of holiday. The collective agreement that you follow sets a minimum of 22 days of holiday. You need to set time of holiday leave for your employees from the presented study case.

no	I will set 22 days for full-time workers and 11 days for half -time workers.
no	I will set 24 days for full-time workers and 12 days for half -time workers.
yes	I will set 24 days for full-time workers and 24 days for half -time workers.
no	I will set 22 days for full-time workers and 22 days for half -time workers.

The Employment Relationship act as a general document for labour relations changed in a way that employee has a minimum of 20 days of holiday. The collective agreement that you follow sets a minimum of 24 days of holiday. You need to set time of holiday leave for your employees from the presented study case.

no	I will set 20 days for full-time workers and 10 days for half -time workers.
no	I will set 24 days for full-time workers and 12 days for half -time workers.
yes	I will set 24 days for full-time workers and 24 days for half -time workers.
no	I will set 20 days for full-time workers and 20 days for half -time workers.

The manager from the presented study case decided not to prolong the employment for seven workers with a temporary contract in the production. He already dismissed two employees in sales last week and twelve in a production a bit more than thirty days ago.

no	I have to notify authorities about the collective redundancies based on the number of dismissed employees in the last 30 days.
no	I do not have to notify authorities about the collective redundancies based on 21 dismissed employees in the last 30 days.
no	I have to notify authorities about the collective redundancies based on the number of dismissed employees in the last 90 days.
yes	I have do not have to notify authorities about the collective redundancies based on the number of dismissed employees in the last 90 days.

(temporary contracts do not count)

The manager from the presented study case has to dismiss seven workers within the production due to lack of orders. He already dismissed two employees in sales last week and twelve in a production a bit more than a month ago.

no	I have to notify authorities about the collective redundancies based on the number of dismissed employees in the last 30 days.
no	I do not have to notify authorities about the collective redundancies based on 21 dismissed employees in the last 30 days.
yes	I have to notify authorities about the collective redundancies based on the number of dismissed employees in the last 90 days.
no	I do not have to notify authorities about the collective redundancies based on the number of dismissed employees in the last 90 days.

(21 in 90 days)

Select the most suitable answer based on the study case:

no	Based on the number of employees in the study case, we are obliged to assume prevention activities. Since employer hired competent external services for safety at work and prevention of occupational risks, it discharges employer from his responsibilities in this area. The hired company takes responsibility.
no	Based on the number of employees in the study case, we are not obliged to assume prevention activities from the safety at work and prevention of occupational risks point of view.
yes	Based on the number of employees in the study case we are obliged to assume prevention activities, and despite hired competent external services for safety at work and prevention of occupational risks, it does not discharge employer from his responsibilities in this area.
no	Based on the number of employees in the study case, we are obliged to assume prevention activities from the safety at work risks point of view. We are responsible in this area and can not have a competent external service for it.

One of your employees got injured during work. The employee was home the fourth days. What do you do?

no	I do not enter the case to the list of occupational accidents because the worker is unfit for work for less than five working days.
no	I do not enter the case to the list of occupational accidents because we employ less than 50 people and the worker have to be unfit for work for more than five working days in this case.
no	I do not enter the case to the list of occupational accidents because we employ less than 50 people.
yes	I enter the case to the list of occupational accidents because the worker is unfit for work for more than three working days.

I have to organise adequate safety and health training for the employee:

no	When I recruit employee.
no	When I recruit employee and in the event of the introduction of new work equipment or a change in equipment.
no	When I recruit employee, in the event of a transfer or a change of job/position with the organisation, in the event of the introduction of new work equipment or a change in equipment.
yes	When I recruit employee, in the event of a transfer or a change of job/position with the organisation, in the event of the introduction of new work equipment or a change in equipment,

in the event of the introduction of any new technology.

Module 3 | Corporate Social Responsibility

Unit 1. Equality and Diversity

Exercise 1

Correct Answers	Select one or more correct answers from the choices below regarding the definition of a Corporate Social Responsibility. Choose as many boxes that you think are correct. A Corporate Social Responsibility is characterized by:
X	A company offering a constant voluntary and active contribution in order to improve its economic, social, environmental...
	Focusing on selling new products offering environmental and social benefits to the clients. Giving more visibility of your business.
	Being a destructive process. It only highlights the negative aspects of a Company.
X	It is how a Business management generates a positive impact on its customers, employees, stakeholders, local communities, environment and society in general. It's about complying with the existing National and International legislation related working conditions, social security (...).

Exercise 2

Correct Answers	Select among the following options, those that would considered people of social risk or exclusion:
	Unemployed people longer than 1 year.
	People between 30 and 35 years without children.
X	Recipients of minimum income or similar.
X	People between 18 and 30 old from child protection institutions.
X	People from alternative accommodation centers.
X	People in jail whose situation allows them to access a job.
	People older than 50 years old.

Unit 2. Capacity and Good Practices

Exercise 1

Correct Answer	Choose whether the following statements are true or false according to the Divertisy Charter contents seen so far. The Diveritsy Charter is an iniciative of the Council of Europe that promotes the economic
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	equality among employees.
	True
X	False

Exercise 2

Correct Answer	Choose whether the following statements are true or false according to the Divertisy Charter contents seen so far. The Divertisy Charter aims at extending and communicating minimum standards for all employees.
X	True
	False

Exercise 3

Correct Answer	Choose whether the following statements are true or false according to the Divertisy Charter contents seen so far. Promoting inclusion; reconciliation and the recognition of the diversity of customers are some the principles of the Diversity Charter.
X	True
	False

Exercise 4

Correct Answer	Choose whether the following statements are true or false according to the Divertisy Charter contents seen so far. Just a few companies in the EU may be part of this initiative.
	True
X	False

Exercise 5

Correct Answer	Choose whether the following statements are true or false according to the Divertisy Charter contents seen so far. Companies in the EU may find tools, information and guidance of how to implement diversity at their workplace.
	True
X	False

Exercise 6

Correct Answers	Select one or more correct answers from the choices below. Choose from the list of words you think you should consider in order to deliver diversity at work.
X	Offering Equal opportunity.
X	People with different characteristics (gender, age, cultural background, sexual orientation, education...).
	Workers able to do everything.

	Training in management.
X	It's about following diversity law (X).
X	Declare corporate commitment to diversity.
	Sharing food from different countries.
	Learning how to be more tolerant.
	Having special treatment for some people.
X	Include all workers in the company.

Exercise 7

Match the following items. Match each of the types of actions in an equality plan with the proposed activities. There is three of each type.

Corrective actions	Incorporate the less represented gender in some positions
Preventive actions	Carry out selection processes as transparent as possible and with a full access to all information
Enabling actions	Exchanging timetables and hours among employees according to their availability.
Corrective actions	Establish a minimum percentage of women in all departments of the company.
Preventive actions	Foster the use of anonymous curriculum in selection process.
Enabling actions	Implement time management training courses.
Corrective actions	Try to balance the part-time and full-time contracts between men and women
Preventive actions	Propose conferences, events and talks focused on gender equality to employees.
Enabling actions	Flexible timetables or intensive working times so to allow conciliation

Exercise 8

Arrange the following items in the correct order.

Take into account the phases of implementation of an Equal Plan and order the following actions.

1	Diagnosis Strategy.
2	Interviews; questionnaires; access to formal data.
3	Definition of the Equality Plan.
4	Identify corrective, preventive and enabling actions.
5	Define the calendar of the actions.
6	Identify the staff responsible of the follow-up.
7	Follow-up the plan.
8	Communicate results.

Case Study Module 3

The company works as a social enterprise in the field of food packaging with twenty full-time employees, ten of them are older than 58. Local prison has an agreement to send up to ten prisoners during summer and up to 5 in spring and autumn. Workers are packaging the local products from farms and small producers in paper boxes and plastic wraps. The company supervise the use of materials. However, in the last two years, they are increasing the amount of plastic packaging material and trash. They are legally obliged to report the traffic of the packaging materials. The company follows all regulations regarding operating business. They estimate they can produce with this amount of material for another year before the penalties will rise. Another aspect of their work is giving the opportunity to groups at risk. They have obtained several government subsidies from rural development and social found. They are proud to be deeply connected with the local community and provide service with the added value to society that was recognised by the city council. Company is committed to promoting diversity and equal opportunities in the workplace and have shared it with their suppliers.

Based on the study case, choose one of the four statements regarding corporate sustainability reporting:

no	Company is in the environmental aspect beyond the legal compliance level, and it acts towards the environmental sustainability of the business already. To report to our stakeholders, I suggest GRI standards.
no	Company is in the environmental aspect on a legal compliance level and does not act towards the environmental sustainability of the business. Therefore, I suggest implementing the supervision of non-compliance situations.
yes	Company is in the environmental aspect on a legal compliance level and does not act towards the environmental sustainability of the business. Therefore, I suggest implementing a volunteer environmental audit scheme (e.g. EMAS).
no	Company is in the environmental aspect beyond the legal compliance level, and it acts towards the environmental sustainability of the business already. Stakeholders can see it when they visit us.

Based on the study case, choose one of the four statements regarding implementing a more sustainable business model:

no	Company is in the environmental aspect beyond the legal compliance level, and it acts towards the environmental sustainability of the business already. Therefore, I recommend going towards more sustainable ways of packaging.
yes	Company is in the environmental aspect on a legal compliance level and does not act towards the environmental sustainability of the business. Therefore, I recommend going towards more sustainable ways of packaging.
no	Company is in the environmental aspect on a legal compliance level and does not act towards the environmental sustainability of the business. Therefore, I suggest investing in solar panels to produce our own energy.
no	Company is in the environmental aspect beyond the legal compliance level, and it acts towards the environmental sustainability of the business already. Therefore, I suggest investing in solar panels to produce our own energy.

Which of the United Nations Sustainable Development Goals (UN SDG) is addressed the most in the study case?

no	Responsible consumption and production.
yes	Reduced inequalities.
no	Sustainable cities and communities.

no Industries, innovation and infrastructure.

Based on the study case, choose one of the four statements regarding the corporate social responsibility of the organisation. CSR has seven core subjects, and the study case is addressing the following two:

no The environment & Fair operating practices.

no Human rights & Community involvement and development.

yes Community involvement and development & Labour practices.

no The environment & Consumer issues.

Based on the study case, choose one of the four statements:

no The organisation does not have an Equality plan.

no The organisation does not have the Diversity Charter.

yes The organisation has the Diversity Charter.

no The organisation has an Equality plan.

What would be the key factors in measuring Diversity Impact of the companies in the presented study case:

yes Diversity awareness, Diversity data, Diversity indicators and learning to reveal the impact.

no Diversity data, Diversity Analyse, Diversity indicators and learning to reveal the impact.

no Diversity data, Diversity Analyse, Diversity indicators.

no Diversity awareness, Diversity data, Diversity indicators.

Module 4 | Employee Commitment

Unit 1. Detection and analysis

Exercise 1

Correct Answers	Select one or more correct answers from the choices below Select those options that are linked to the characteristics and objectives of a Work Climate Survey.
X	The objective of the Work Climate Survey is to know the opinion and perception of the employees of a company.
	Managers in a Work Climate Survey aim at having a more integrated team of employees.
X	A Work Climate Survey obtains valuable information about the daily activities of a company and its employees.
	It uses face-to-face meetings as the only method of analysis.
	It is important to involucrate just the employees.
	The phases that integrate a Work Climate Study are Planning, Information Gathering and Communication.
X	It is important to foreseen an Action Plan after the Work Climate Study.
X	The most suitable method to analyse the results in small companies is an statistical exposed to employees.
	A Work Climate Study uses a positive perspective with the aim of improving employee's satisfaction.

X It is important to contextualize the Work Climate Study by explaining its objectives, methodologies and possible future actions.

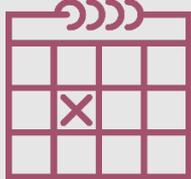
Exercise 2

Arrange the following items in the correct order Hereafter, you may find the different sentences that mention the process of a Work Climate Study. Sequence them taking into account the normal order of the different phases.

1	Set the stage for both managers and the target audience have clear what it is about to happen and what it implies.
2	Set the objectives before starting; the level of participation of the employees and the information to be provided.
3	Identify the methodology and steps to take to carry out the Work Climate Study.
4	Create and hand out to each of the employees the questionnaire, explaining the reasons and what purpose it will serve.
5	Garantee the anonimity while gathering the results of the questionnaire.
6	Analise the results and information obtained.
7	Assess and analyse where the insatisfactions of employees are, as well as what produce them.
8	Development of an activity plan or strategy for a change in the Work Climate to change.
9	Communicate the results to the employees.
10	Get all employees and members of the company to participate and provide the opportunity to give their opinion.

Exercise 3

Match the following items. They refer to phases in the climate survey analysis.

 Planning	Involve the whole team; Define Objectives and duties; identify methodology.
 Information gathering	Development and submission of questionnaires; Delivery of explication; Follow up of answers and responses.
 Development of questionnaires	Guarantee the anonymity; Give time to participate; MailBox Suggestion; Stress on the evaluation.

 Diagnosis	<p>Results analysis; Assess insatisfaction; Tailored analysis for each case.</p>
 Action Plan	<p>Implementation strategy; Distribution of responsibilities within the team; Flexibility; Measurable results.</p>
 Communication of results	<p>Dissemination of results; Involvement of the whole team; Future actions defined.</p>

Unit 2. Participation and involvement

Exercise 1

Correct Answers	Select one or more correct answers from the choices below Select those options that are related to the contents linked to motivation seen so far:
X	If the members of the organization are motivated and feel recognized in the performance of their tasks.
	There are two dimensions of implications with work: feeling of duty and obligation towards work and psychological identification with work.
X	Motivation is the impulse that initiates, guides and maintains the behavior of a person or team towards work, to achieve the desired or proposed goal or objective.
	There are only three Environment factors: Relation and management, Communication, Labour Environment.
X	Labor motivation is internal energy that activates the behavior and drives people to work in order to achieve a goal or an intended result, and implies a commitment to their work.
	Some external motivation are self-respect and personal achievements.
X	External factors are factors that come from abroad. They normally start from the organization and must be facilitators who make available to individuals the necessary elements so that they can reach the goals.
X	Alderfer Theory: Motivation is a function of three basic states: existence, relationship and growth. Frustration on a higher level implies disregarding the immediate lower.

Exercise 2

Match the following items regarding the transformative leadership with one of its features.	
Involvement	Can be defined in this way that employees are included in their interest. It is individual

	basis attachment and it is direct. Management takes the initiative with individual employees, getting included to achieve some specific common objective.
Participation	In this process, try to join with others in all the activities that matter in the company.
Internal Factors	Actions carried out by the individual marked by their own will to achieve the goals and meet their needs always in line with their skills / abilities.
Maslow Theory	The motivation is function of five basics psychological needs: physiological, safety, love, recognition and self-development.

Exercise 3

Match the following items. They refer to what a company can boost to motivate employees.	
	Desire of activities.
	Desire of power.
	Desire of membership.
	Desire of competence.
	Desire of achieving goals.
	Desire of acknowledgement.

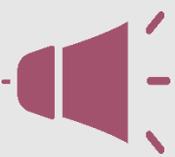
Exercise 4

Match the following items. They refer to what may demotivate employees in a company.

	Unfulfilled expectations.
	Unproductive meetings.
	Constant changes.
	Hide information.
	Discouraging answers .
	Useless efforts.

Exercise 5

Match the following items. They refer to what a company may do to motivate their employees.	
	Management Board of the company supports good performance.
	Boost participation of workers in the decision making.

	Inculcate employees the believe ofthe value of their work.
	Make sure that the goals are achievable.
	Give employees the opportunities to use their inteligena and skills to solve daily problems.
	Seek equity related to people and rewards.
	Keep employees productively busy.
	Never ignore the salary.
	Make an effective internal and external communication.

Exercise 6

Correct Answers	Select one or more correct answers from the choices below. Select those options that help motivating employees in a company.
X	Give employees the opportunities to use their intelligence and skills to solve daily problems.
	Constant changes in the teamwork so that new people can bring new ideas.
x	Make an effective internal and external communication.
	Give them free hugs every morning.
x	Individual differences should be acknowledged among employees.
	Hide information and low expectations.
x	A good performance made by any of the employees supported by the Management Board.

x Implement activities that can make employees to desire of achieving their goals.

Unit 3. Leadership

Exercise 1

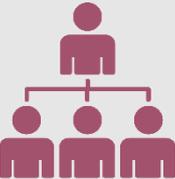
Match the following items regarding the transformative leadership with one of its features.	
 Autocrat Leadership	Concerned about his own person and considers his own satisfaction as the main objective. His collaborators should understand him without explanations.
 Bureaucrat Leadership	Well-defined procedures, well-stipulated regulations and respect for them are a necessary and sufficient condition to ensure the operation of the company. Try to have an answer prepared for any situation that may arise.
 Democratic Leadership	Collaborators as the most important. Shows concern for their feelings and opinions. Delegate a lot but without organization or control.
 Demagogue Leadership	Thinks that he has the truth or the solutions, and that they are the product of his own abilities. Despise the collaborators who do not admit their points of view or fulfill their wills.
 Paternalistic Leadership	Focused on collaborators but concerned about the operation of the system. Does not define the objectives well or control their achievement.
 Accompanying Leadership	Most important thing is the work environment and good relations with the team. Wants to avoid tensions and conflicts.

 Effective Leadership	<p>Considers that long-term success and effectiveness goes through the correct dosage between management functions and responsible, prepared and motivated collaborators.</p>
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Exercise 2

Correct Answers	Select one or more correct answers from the choices below.
	The “situational leadership” is characterized by:
X	A behavior from the leader that changes according the circumstances .
	Not taking into account employees’ opinions.
X	Takes a similar approach between leaders and employees than parents and sons: the more autonomy employees have, the more their control vary.
	One of its main factors is the inspiration that transmit to his employees.
X	It is based on four managing styles: order, persuade, participate and delegate.
	It is a leadership whose first worry is, mainly, the situation of the employee.
X	It describes the leadership as a curving line, not in a lineal way.
	The leader takes into account everyone’s opinion before his own.

Exercise 3

Match the following items regarding the transformative leadership with one of its features.	
 Charismatic leadership	<p>Those who have this leadership easily gain the confidence and respect of their employees. Employees easily identify with them.</p>
 Individualized consideration	<p>Leaders focus on the diagnosis, and capacities of the employees in order to attend their needs. Feedback is reciprocal.</p>

 Intellectual stimulation	<p>Boost creativity and focus on the insides of the problems. They use intuition, logic and keen on using innovative methods.</p>
 Inspirational leadership	<p>They give courage, increase optimism and enthusiasm and they are able to communicate their visions.</p>

Exercise 4

Match the following items. Match each type of organization with its ideal leadership.	
Formal Organisation	Bureaucratic Leadership considers that a well-defined procedure, well-stipulated regulations and respect for them enough to ensure a good functioning of the team.
Informal Organisation	Transactional Leadership, usually linked to this organisation since the common interest is boosted by motivational practices promoted by the leader.
Hierarchical Organization	Situational Leadership, where there is a big dependence between leader and followers.
Functional Organization	Transformational Leadership, which promotes high knowledge/skills of key issues for the group and the organization. They promote a more technical role of employees in each position.
Mixed Organization	Effective Leadership, which accepts and defines a clear framework structure and leaves a margin of initiative and maneuver to collaborators.

Unit 4. Welfare policies

Exercise 1

Match the following items regarding the transformative leadership with one of its features.	
 Driver	<p>Dynamic, darefull, has initiative. Sometimes might be provocative and often offensive.</p>
 Implementer	<p>Concrete Action Plans. It takes them to accept change and have a slow reaction. They are efficient, strategic and natural planners.</p>

 Finisher	<p>Responsible to carry out specific tasks. Committed. Anxious. Perfectionist. Worried. Do not delegate.</p>
 Cohesive	<p>Cooperative, perceptive, calm, apacible, and diplomatic. Helps the team to join forces. Hard to make decisions.</p>
 Resources researcher	<p>Develops contacts, extrovert, communicative, public Relations Do not bring up original ideas, easily losses temper.</p>
 Coordinator	<p>Tolerant, sure of him/herself; boost decision making processes. Can be perceived as manipulator; delegates too much.</p>
 Mastermind	<p>Creatives. Unconventional solutions for difficult problems. Ignores incidents. It is not a good communicator.</p>
 Evaluator	<p>Logical point of view. Impartial. Accurate. Strategy. Lacks initiative to inspire others.</p>
 Specialist	<p>Specific qualities and knowledge. Contributes only when knows the issue. Talk a lot in technical terms.</p>

Exercise 2

<p>Match the following items regarding the different types of conflicts seen so far.</p>	
<p>Perceptions Conflict</p>	<p>There are different points of view, rumours, differences between groups.</p>
<p>Conflicts for goals</p>	<p>There are several goals and objectives within the company.</p>
<p>Resource Conflict</p>	<p>The leader tries to make everyone use resources efficiently prevailing the interest of the team.</p>
<p>Conflict of styles</p>	<p>It is necessary to take into account the different personalities and needs when assigning work roles</p>

Pressure Conflict	There are emergencies that promote stress. It occurs when it is not possible to advance in the work because there is a deadline for delivery.
Role conflict	Power struggles or confrontations between workers can be generated because functions overlap.
Conflict over values	You have to make a good selection of personnel, taking into account the employee-company alignment to hire.
Conflict over company policies	Rules should be clearly written to avoid confusion and consistency between written and applied.

Exercise 3

Order the following statements according to the conflict resolution process.	
1	Define the problem (What's wrong?).
2	Analyze its causes (Why?).
3	Define objectives to act (What do we want to achieve?).
4	Generate alternatives (What can we do?).
5	Choose the most optimal alternative (What should we do?).
6	Operate the chosen solution (How do we do it?).
7	Put it into practice (Do it).
8	Evaluate (How have we done it?).
9	Define the problem (What's wrong?).

Exercise 4

Correct Answers	Select those answers that, after having studied the contents of the module, you believe are correct.
	In teamwork each person is responsible for their own work and has individual and independent goals and interests for others.
X	Formal networks are when the messages take the official routes that mark the hierarchy or the organization chart.
	The descending communication is what brings the information of the subordinates to their superiors.
X	Teamwork is defined as the union of two or more people organized in a certain way, who cooperate to achieve a common goal that is the execution of a project.
X	The types of conflicts according to their state, can be latent or manifest.
	The conflict is based on two basic pillars: one emotional and the other rational.
X	The team leader must be a person with a high degree of empathy, able to put himself in the place of any co-worker.
X	A conflict encompasses that situation in which a part of the members of a group adopts a position significantly different from the rest of the members, decreasing or eliminating cohesion.
	By implementing a wellness policy at work, organizations can create supportive cultures in the workplace that encourage absenteeism.

Case Study Module 4

Ms Green is head of the sales department and leading her team of ten employees in the company with 148 employees. She reports directly to the CEO, and she has full authority to perform tasks within the company. Her sales goals are set on the company level, and her bonuses are based on the success of her team. CEO is supervising her work monthly, and they are correcting plans quarterly. She is ambitious, and her supervisors enable her to spend up to ten days per year in sales, leadership and sale management training. She used ten days in the last five years. In her free time, she prefers to run and do free climbing. When working with her team, she gives tributes to the team as a whole and never points out the individuals in the team since she believes that the team as a whole contribute to the overall success. On the individual meetings, she sets the sales expectations and key performance indicators (KPI) to the employee and connects the payments and quarterly rewards to it. Last department meeting, she held was no different from others. She sent the schedule in advance, and her team reported regular issues and their day to day challenges. There is high competition between the team members. All team members are focused on their personal KPIs. One of the things she pointed out in the meeting was that she had taken a new approach to measuring individual contribution to the company. She will start measuring absenteeism, and it will be connected to the yearly bonus. No one was happy about it, especially two of the members that have young kids and both of them are at top three in yearly sales. Additionally, she explained that due to rotations in the organization in different departments, the CEO promised a bonus of 5000 EUR for a successful head hunt of a new employee. If the employee stays one year, 30% and if at least two years, 100% of the bonus. One of the top three employees got visibly upset in the meeting and impose that has no control if her daughter got sick in the kindergarten and that she is a great worker reaching all the KPIs. Ms Green responded that having kids was her own decision, and I cannot be an extenuating circumstance towards other employees' comparison. The rules are the same for everyone. Ms Green can be moody about responses she gets from her team, and she is sharp in the communication. The oldest co-worker refers to her as a devil in red when she is not around, because she wears red a lot. In general, all employees have benefits in the company that result in flexible time and professional development plan. Company is a well-organized organisation with a 40-year of tradition; employees perceived working in it a safe job. The HR department is promoting this through their values.

What is the common objective of the head of sales meetings in the case study?

no	To know employee's perception.
no	To make employees active participants.
yes	Obtain valuable information about day to day work.
no	Develop lines of action aimed at optimizing daily work.

What element of good working climate in the organisation do you not recognise in the study case?

no	In the nature of the work, since employees have autonomy and personal development.
no	In hours of work, with the flexibility and distribution of working hours.
yes	In cohesion and relationships in the working group.
no	In incentives like salary, rewards and status.

When the head of sales was referring to absenteeism in the case study, she was referent to...

no	Percentage of company departures over total people.
yes	Average days of leave per year per person.
no	Average delay time per person.

no Days lost per year due to strikes, stoppages, assemblies, etc.

When the head of sales was referring to rotation in the case study, she was referent to...

yes Percentage of company departures over total people.

no Average days of leave per year per person.

no Average delay time per person.

no Days lost per year due to strikes, stoppages, assemblies, etc.

What are inherent motivation factors not specific to the head of sales?

yes Self-development/ Personal growth.

no Autonomy.

no Self-respect.

no Personal achievements.

What are external motivation factors not specific to the team members?

no Rewards.

yes Praises.

no Payments.

no Attention.

What needs based on the McClelland Theory are addressed the least in the organisation:

no Belonging.

yes Power.

no Competence.

no Achievement.

Which of the following statements is correct based on the study case:

no Head of sales is a leader since her position is imposed by authority and comes from the hierarchy.

no Head of sales is a leader since she does not treat people as things or mean of sales drive.

no Head of sales is chief since she gets consent in working activities.

yes Head of sales is chief since she is mostly assigning the tasks.

Which of the following transactional leadership styles is significant to head of sales based on the study case:

yes Active leader.

no Passive leader.

no Laissez-Faire leader.

no Non from above.

Which of the following leadership types is significant to head of sales based on the study case:

yes Autocrat leadership.

no Effective leadership.

no Demagogue leadership.

no Accompanying leadership.

Which of the following statements is correct based on the study case:

- no** Informal networks are used to distribute descending information about the headhunting bonuses.
- yes** Head of the sales is mostly using descending communication in the department.
- no** Part of the study case is about external communication.
- no** Head of the sales is mostly using ascending communication in the department.

Is the study case referring to “the team” right when talking about the head of sales and the sales employees?

- no** Yes, they practice teamwork.
- yes** No, they practice group work.
- no** No, sales employees practice teamwork without the head of sales.
- no** I cannot tell from the study case.

We know different types of conflicts. What type of conflict happened between the head of sales and one of the top workers?

- no** Conflict over company policies.
- yes** Conflict of perceptions.
- no** Conflicts for goals.
- no** Conflict over values.

The correct approach to solve the conflict in the study case would be:

- yes** Analyze its causes, Define objectives to act, Generate alternatives, Choose the most optimal alternative, Operate the chosen solution, Put it into practice, Evaluate.
- no** Define objectives to act, Generate alternatives, Choose the most optimal alternative, Prepare solution aligned to your personal goals, Put it into practice, Evaluate.
- no** Define objectives to act, Generate alternatives, Choose the most optimal alternative, Prepare solution aligned to your personal goals, Put it into practice.
- no** Analyze its causes, Define objectives to act, Generate alternatives, Choose the most optimal alternative, Operate the chosen solution, Put it into practice.

What would be the key factors in measuring Diversity Impact of the companies in the presented study case:

- yes** Diversity Awareness, Diversity data, Diversity indicators and learning to reveal the impact.
- no** Diversity data, Diversity Analyse, Diversity indicators and learning to reveal the impact.
- no** Diversity data, Diversity Analyse, Diversity indicators.
- no** Diversity Awareness, Diversity data, Diversity indicators.