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“FRESH”

agriFood open educational RESources for Human capital
managers

National context, HRM and validation analysis

By NEC, Cerknica, rev. FEH

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1 Εισαγωγή

1.1 Π1 – Ανάπτυξη ενός προτύπου επαγγελματικής ικανότητας

Αυτή η ανάλυση είναι μέρος του Παραδοτέου 1 - **Ανάπτυξη ενός προτύπου επαγγελματικής ικανότητας**. Η ανάλυση του ερωτηματολογίου των **διευθυντών ανθρωπίνου δυναμικού για τις ΜΜΕ του τομέα των αγροτικών τροφίμων (ΑΤ)** αποτελεί μέρος της αξιολόγησης των **ελλείψεων των διευθυντών του ανθρωπίνου δυναμικού στις επιχειρήσεις Αγροτικών τροφίμων** και θα μας βοηθήσει στην ανάπτυξη ενός ευρωπαϊκού προτύπου επαγγελματικής επάρκειας. Έχει το ρόλο της δημιουργίας ενός κοινού πλαισίου προσόντων στο πλαίσιο ενός ευρωπαϊκού συστήματος δεξιοτήτων, ικανοτήτων και γνώσεων που πρέπει να αποκτηθούν στο χώρο εργασίας. Ως εκ τούτου, η κύρια αναφορά είναι το ευρωπαϊκό πλαίσιο προσόντων, το οποίο θα χρησιμεύσει ως βασική δομή για την κατάρτιση ενός τελικού προγράμματος αξιολόγησης στο τέλος του κύκλου κατάρτισης.

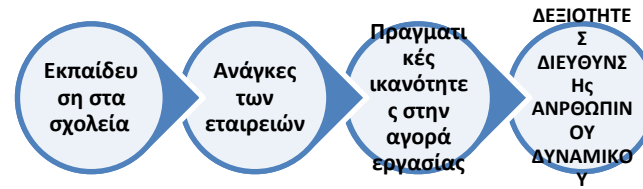
Το έργο FRESH επιθυμεί να πραγματοποιήσει τις δραστηριότητές του και τις ενέργειές του σε ένα ευρωπαϊκό πλαίσιο προκειμένου να δώσει μια απάντηση σε μια διασυννοριακή τάση που θεωρεί τις αναντιστοιχίες δεξιοτήτων ως κοινό πρόβλημα που χρειάζεται ένα ευρύτερο ευρωπαϊκό μέσο προς αντιμετώπιση του. Με τον τρόπο αυτό, το τελικό πρόγραμμα θα μπορούσε να μεταβιβαστεί, να εφαρμοστεί περαιτέρω από άλλους εκπαιδευτές ή να ανανεώσει άλλα μαθήματα κατάρτισης για τη διαχείριση ανθρωπίνων πόρων (HRM).

Αρχικά, οι εκπαιδευτές είχαν την ανάγκη να αξιολογήσουν τις διάφορες ειδικές ανάγκες των μικρών επιχειρήσεων που συμμετείχαν στο έργο. Αυτό τους έδωσε τη δυνατότητα να αναλύσουν τις διαφορετικές προσεγγίσεις στην διεύθυνση ανθρωπίνου δυναμικού που υιοθετεί κάθε επιχείρηση. Η εξέταση του πλαισίου ήταν σημαντική αν το έργο FRESH θέλει να αντιμετωπίσει τις πραγματικές επείγουσες ανάγκες του τμήματος HR κάθε επιχείρησης. Αυτή η από κοινού εξέταση των διαφόρων ευρωπαϊκών πλαισίων θα οδηγήσει σε περαιτέρω εξειδίκευση του πεδίου των παραδοτέων του έργου, δεδομένου ότι η εξέταση των αναγκών κάθε μικρής εταιρείας σε διαφορετικές χώρες της ΕΕ θα παράσχει στους εκπαιδευτές αντίστοιχες ενδείξεις σχετικά με το καθεστώς της διεύθυνσης του ανθρωπίνου δυναμικού στο τομέα των αγροτικών τροφίμων σε επίπεδο ΕΕ.

Το Παραδοτέο 1 θα παράγει τα ακόλουθα απτά αποτελέσματα:

- Εθνικό πλαίσιο, ανάλυση ανθρωπίνου δυναμικού και επικύρωση
- Ευρωπαϊκό Πρότυπο Προσόντων Επαγγελματικής Κατάρτισης για Διευθυντές Ανθρώπινου Δυναμικού στις Μικρές Επιχειρήσεις Αγροτικών Τροφίμων
- Δίπλωμα

Σε αυτό το Παραδοτέο θα αντιμετωπίσουμε το θέμα της ανάπτυξης δεξιοτήτων Διεύθυνσης Ανθρώπινου Δυναμικού και των κύριων πρωταγωνιστών σε αυτό και εμπλεκόμενων φορέων:



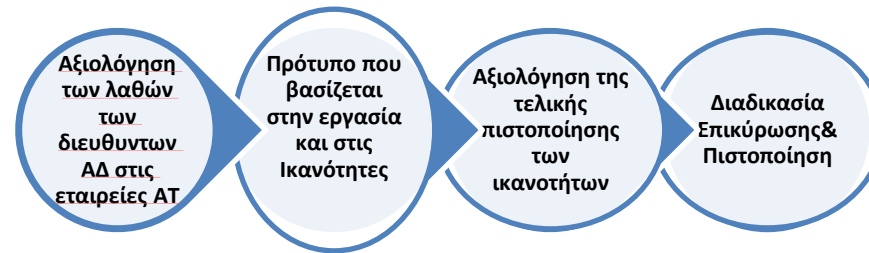
1.2 Π1-A1|Μεταφορά Γνώσης στις απαιτήσεις του Εθνικού Προτύπου Προσόντων

Η δράση αυτή προβλέπει τη μεταφορά πληροφοριών και γνώσεων σχετικά με το καθεστώς των υπηρεσιών των τμημάτων διεύθυνσης ανθρώπινου δυναμικού των μικρών επιχειρήσεων αγροτικών τροφίμων μεταξύ των επαγγελματικών συνδέσμων που συμμετέχουν, των παρόχων ΕΕΚ και των εμπειρογνομόνων στον τομέα του ανθρώπινου δυναμικού.

Γιατί; Για να κατανοήσουμε ποιες είναι οι δεξιότητες, ικανότητες και γνώσεις που απαιτούνται από τους επαγγελματίες του έργου, συμπεριλαμβανομένων των τελευταίων τάσεων στον τομέα.

Αυτό το προϊόν θα είναι μια ανάλυση που θα περιέχει πληροφορίες σχετικά με τις συγκεκριμένες προκλήσεις που αντιμετωπίζει η διεύθυνση ανθρώπινου δυναμικού στις μικρές επιχειρήσεις στον τομέα των αγροτικών τροφίμων, έναν κατάλογο ανανεωμένων και προηγμένων ικανοτήτων, δεξιοτήτων και γνώσεων που απαιτούνται για να εξασκούν καλά το επάγγελμα της διεύθυνσης ανθρώπινου δυναμικού, καθώς και ένα συμπέρασμα για τις απαιτήσεις της επικύρωσης της άτυπης μάθησης σε κάθε χώρα που συμμετέχει στο έργο.

Τόσο ο εταίρος NEC όσο και ο εταίρος FEH διαθέτουν την τεχνογνωσία για την ανάπτυξη μιας στρατηγικής προσέγγισης για την αντιμετώπιση των χαμηλών επιδόσεων στον τομέα της διεύθυνσης του ανθρώπινου δυναμικού στις μικρές επιχειρήσεις του τομέα των αγροτικών τροφίμων. Οι επιχειρηματικοί σύνδεσμοι διαθέτουν γνώσεις σχετικά με τις συγκεκριμένες προκλήσεις στον τομέα της διεύθυνσης των ανθρώπινων πόρων καθώς και το ευρύτερο πλαίσιο που αντιμετωπίζουν οι μικρές επιχειρήσεις στην επικράτειά τους και ως κέντρα κατάρτισης έχουν την δυνατότητα της άτυπης εκπαίδευσης. Η ανάλυση του πλαισίου θα οδηγήσει στην αξιολόγηση του γενικού επιπέδου δεξιοτήτων και ικανοτήτων όσον αφορά την ΔΑΔ στις εμπλεκόμενες επιχειρήσεις



1.3 Π1-A2|Εκπόνηση ενός Ευρωπαϊκού Προτύπου Επαγγελματικής Ικανότητας

Ο σκοπός αυτού του μέρους του Παραδοτέου είναι η ανάπτυξη ενός προτύπου για τον προσδιορισμό των επαγγελματικών δραστηριοτήτων και των καθηκόντων εργασίας των διευθυντών ανθρώπινου δυναμικού για τις μικρές επιχειρήσεις στον τομέα των αγροτικών τροφίμων. Το πρότυπο αυτό θα αναφέρει επίσης τη διαμόρφωση του εκπαιδευτικού προγράμματος και του εκπαιδευτικού υλικού.

1.4 Μεθοδολογία

1.4.1 Τεχνικό Μέρος

Το παρόν έγγραφο ετοιμάζεται μέσω τυποποιημένων ερευνών. Διεξάγεται έρευνα σε ένα δείγμα (π.χ. διευθυντές ανθρώπινου δυναμικού ή γενικά διευθυντικά στελέχη σε μικρούς οργανισμούς), μια μέθοδος συλλογής δεδομένων (π.χ. ερωτηματολόγιο) και ατομικές ερωτήσεις ή στοιχεία που γίνονται δεδομένα τα οποία μπορούν να αναλυθούν στατιστικά. Μια έρευνα μπορεί να επικεντρωθεί σε διάφορους τύπους θεμάτων, όπως προτιμήσεις, απόψεις, συμπεριφορά ή πραγματικές πληροφορίες, ανάλογα με το σκοπό της. Δεδομένου ότι η έρευνα βασίζεται σχεδόν πάντα σε δείγμα του πληθυσμού, η επιτυχία της έρευνας εξαρτάται από την αντιπροσωπευτικότητα του δείγματος σε σχέση με τον πληθυσμό-στόχο που ενδιαφέρει τον ερευνητή.

Στην έρευνα μας χρησιμοποιήσαμε ανοιχτές και κλειστές ερωτήσεις. Για να αξιολογήσουμε τη γνώμη ενός ατόμου χρησιμοποιήσαμε ερωτήσεις τύπου Likert ή απλά ναι, όχι, δεν ξέρω ερωτήσεις. Η κλίμακα Likert είναι μια κλίμακα πέντε (ή επτά) σημείων που χρησιμοποιείται για να επιτρέψει στο άτομο να εκφράσει πόσο συμφωνεί ή διαφωνεί με μια συγκεκριμένη δήλωση. Μια ερώτηση τύπου Likert (ή «αντικείμενο») ζητά από τους ερωτώμενους να

επιλέξουν μία από τις διάφορες απαντήσεις που κατατάσσονται με σειρά αντοχής.

Τα στοιχεία και οι κλίμακες Likert παράγουν κανονικά δεδομένα, δεδομένα που μπορούν να ταξινομηθούν. Στα στατιστικά στοιχεία, τα ομαδικά δεδομένα είναι ένας τύπος στατιστικών δεδομένων που αποτελείται από αριθμητικές βαθμολογίες που υπάρχουν σε μια κανονική κλίμακα, δηλ. Μια αυθαίρετη αριθμητική κλίμακα όπου η ακριβής αριθμητική ποσότητα μιας συγκεκριμένης τιμής δεν έχει σημασία πέρα από την ικανότητά της να καθορίζει μια κατάταξη σε ένα σύνολο δεδομένων.

Για τα δεδομένα των κλειστών ερωτήσεων, αποφασίσαμε να υπολογίσουμε και να παρουσιάσουμε το **Mode (Mo)**, τον μέσο όρο (Mdn) και την κατανομή των απαντήσεων (n - μέγεθος δείγματος, % του n). Ο μέσος όρος είναι η τιμή που χωρίζει το υψηλότερο μισό ενός δείγματος δεδομένων, ενός πληθυσμού ή μιας κατανομής πιθανοτήτων από το κατώτερο μισό. **To mode** είναι η τιμή που εμφανίζεται πιο συχνά σε ένα σύνολο δεδομένων.

Τα δεδομένα των ανοιχτών ερωτήσεων παρουσιάζονται ως ένα σύνολο απαντήσεων με παραδείγματα.

1.4.2 Πλαίσιο και Εργαλεία

Η αξιολόγηση των λαθών των διευθυντικών στελεχών του ανθρώπινου δυναμικού στις επιχειρήσεις AT προβλέπει τη μεταφορά πληροφοριών και γνώσεων σχετικά με το καθεστώς των τμημάτων διεύθυνσης του ανθρώπινου δυναμικού των μικρών επιχειρήσεων AT μεταξύ των συμμετεχουσών **επιχειρηματικών συνδέσμων, των παρόχων ΕΕΚ και των εμπειρογνομώνων ΑΔ**. Το έργο θέλει να αντιμετωπίσει τις πραγματικές επείγουσες ανάγκες του τμήματος ΑΔ κάθε επιχείρησης.

Η αξιολόγηση των λαθών των διευθυντικών στελεχών του ανθρώπινου δυναμικού στις επιχειρήσεις AT διεξήχθη σε **3 στάδια και με 3 διαφορετικούς πρωταγωνιστές - διευθυντές ΑΔ σε οργανισμούς, εκπαιδευτές και προσωπικό που εργάζεται σε επιχειρηματικούς συνδέσμους**.

Οι επιχειρηματικοί σύνδεσμοι διαθέτουν γνώσεις σχετικά με τις συγκεκριμένες προκλήσεις στον τομέα της διαχείρισης των ανθρώπινων πόρων και το ευρύ πλαίσιο που αντιμετωπίζουν οι μικρές επιχειρήσεις στην επικράτειά τους. Οι επιχειρηματικοί σύνδεσμοι υπογράμμισαν τις προκλήσεις που αφορούν ιδιαίτερα τον τομέα της διεύθυνσης ανθρώπινου δυναμικού στις μικρές επιχειρήσεις στον τομέα των ΑΤ, προκειμένου να δημιουργηθούν ειδικά προσόντα για τον τομέα αυτό. Τα κέντρα κατάρτισης διαθέτουν την προοπτική της μη τυπικής εκπαίδευσης.

Στο στάδιο αυτό, οι επιχειρηματικοί σύνδεσμοι εξέτασαν τα εθνικά τους προγράμματα στον τομέα της διεύθυνσης ανθρώπινου δυναμικού. Έχοντας εντοπίσει τις γνώσεις, τις δεξιότητες και τις ικανότητες που οι διευθυντές μικρών επιχειρήσεων γεωργικών προϊόντων διατροφής πρέπει να διαθέτουν ή

δεν διαθέτουν, αυτό θα συμβάλει στην ανάπτυξη αυτής της φάσης. Αυτή η εργασία θα εγγυάται την ποιότητα και τη συνάφεια της αγοράς με το εκπαιδευτικό πρόγραμμα.

Εργαλεία:

Το εργαλείο 1 για τους επιχειρηματικούς συνδέσμους το εργαλείο 2 για τα κέντρα κατάρτισης για την ανάλυση των συγκεκριμένων προκλήσεων στον τομέα της διεύθυνσης ανθρώπινου δυναμικού και του ευρύτερου πλαισίου που αντιμετωπίζουν οι μικρές επιχειρήσεις στην επικράτειά τους ήταν ένα μια έρευνα με ένα ερωτηματολόγιο που αποστάληκε μέσω ηλεκτρονικού ταχυδρομείου με 2 ανοιχτές ερωτήσεις:

- **Ποιες πιστεύετε, από την επαγγελματική εμπειρία σας, είναι οι προκλήσεις που επηρεάζουν τη διεύθυνση ανθρώπινου δυναμικού στις μικρές επιχειρήσεις στον τομέα των ΑΤ;**
- Τι νομίζετε από την επαγγελματική σας πείρα, ότι χρειάζονται οι εταιρείες και οι διευθυντές του ανθρωπίνου δυναμικού τους στον τομέα των αγροτικών τροφίμων από τα κέντρα κατάρτισης (όσον αφορά τα εξατομικευμένα προσόντα που ετοιμάζουμε);

Στάλθηκαν οι ερωτήσεις στους εταίρους του έργου μέσω ηλεκτρονικού ταχυδρομείου και τους ζητήθηκε να συγκεντρώσουν τις απαντήσεις των υπαλλήλων του οργανισμού τους και του εξωτερικού προσωπικού τους εάν έχουν. Τα αποτελέσματα θα υποστηριχθούν με την έρευνα των γνώσεων, των δεξιοτήτων και των ικανοτήτων που πρέπει να διαθέτουν ή να στερούνται οι διευθυντές μικρών επιχειρήσεων ΑΤ.

Εργαλείο 3 - Ερωτηματολόγιο για τις επιχειρήσεις: Η έρευνα για τα επαγγελματικά πρόσωπα που δραστηριοποιούνται στον τομέα διεύθυνσης ανθρώπινου δυναμικού στον τομέα ΑΤ ή τα γενικά διευθυντικά στελέχη. Σχεδιάστηκε ως δομημένη έρευνα που αποστάληκε ως ηλεκτρονικό ερωτηματολόγιο που λειτουργεί στα web browsers, tablets και κινητά τηλέφωνα και ετοιμάστηκε στην ηλεκτρονική πλατφόρμα 1ka.com.

Εργαλείο 4 - Η εκπόνηση ενός ευρωπαϊκού προτύπου επαγγελματικών ικανοτήτων χωρίζεται σε δευτερεύοντα εργαλεία:

Προσδιορισμός της κοινής ευρωπαϊκής περιμέτρου των επαγγελματιών, προφίλ και προσόντων για τη διεύθυνση του ανθρώπινου δυναμικού στον τομέα ΑΤ (ταξινόμηση στο πλαίσιο του ΕΠΠ και του ΕΠΠ). Ιδιαίτερη προσοχή δόθηκε στις εθνικές διαδικασίες αναγνώρισης της μη-τυπικής μάθησης σε κάθε συμμετέχουσα χώρα. Στόχος ήταν να εντοπιστούν τα επαγγελματικά προφίλ σε κάθε χώρα (επαγγελματική μορφή, ονομασία, περιγραφή, πλαίσιο ...). Τίτλος στο Αναλυτικό Περιεχόμενο μιας κοινής ανάλυσης εργαλείων είναι «Επαγγελματίες που ασχολούνται με τις δραστηριότητες της Διεύθυνσης Ανθρώπινου Δυναμικού στο τομέα των ΑΤ» στην κάθε χώρα.

- Για την κατανόηση των εθνικών διαδικασιών αναγνώρισης της άτυπης μάθησης σε κάθε συμμετέχουσα χώρα, χρησιμοποιήσαμε δύο κεφάλαια στην περίληψη ενός κοινού εργαλείου ανάλυσης:
- Εθνικές κατηγορίες προσόντων σε κάθε χώρα

Ανάλυση των επαγγελματικών προσόντων που σχετίζονται με έναν διευθυντή Ανθρώπινου Δυναμικού: Επισκόπηση των ειδικών χαρακτηριστικών των επαγγελματικών προφίλ που εμπλέκονται στις δραστηριότητες της "Διεύθυνση Ανθρώπινου Δυναμικού στον τομέα των μικρών επιχειρήσεων του τομέα των ΑΤ" στη χώρα. Παρακαλούμε αναφέρετε σχετικές εκπαιδεύσεις για επαγγελματίες στο οποίο αναφέρεται το έργο. Επικεντρωθείτε επίσης σε όλα τα μη τυπικά μαθήματα κατάρτισης για τον τομέα της διεύθυνσης του ανθρώπινου δυναμικού και της αυτοδιοίκησης. Στην περίπτωση μας, επικεντρωθήκατε στα μαθησιακά αποτελέσματα και στη δυνατότητα ενσωμάτωσης των μαθησιακών μας αποτελεσμάτων σε άλλα επαγγελματικά προσόντα (ως σημείο αναφοράς) και στα παραδείγματα αναγνώρισης και επικύρωσης.

Αυτή η από κοινού εξέταση των διαφόρων ευρωπαϊκών πλαισίων θα οδηγήσει σε περαιτέρω εξειδίκευση του πεδίου των παραδοτέων του έργου, δεδομένου ότι η εξέταση των αναγκών κάθε μικρής εταιρείας σε διαφορετικές χώρες της ΕΕ θα παράσχει στους εκπαιδευτές αντίστοιχες ενδείξεις σχετικά με το καθεστώς της διεύθυνση ανθρώπινου δυναμικού σε μικρομεσαίες επιχειρήσεις στον τομέα των ΑΤ σε επίπεδο ΕΕ. Έτσι, θα μπορούσαν να εφαρμοστούν τα Πρότυπα Προσόντων, συμπεριλαμβανομένων των εθνικών διαφορών και αναγκών.

2 Αξιολόγηση των λαθών των διευθυντών Ανθρώπινου Δυναμικού στις εταιρείες αγροτικών τροφίμων

Αυτό το παραδοτέο είναι μια ανάλυση που περιέχει πληροφορίες σχετικά με τις συγκεκριμένες προκλήσεις που αντιμετωπίζει η διεύθυνση ανθρώπινου δυναμικού στις μικρές επιχειρήσεις στον τομέα των ΑΤ.

Κύριοι παράγοντες της αξιολόγησης ήταν εταίροι του έργου και δύο εξωτερικοί εκπαιδευτές. Οι επιχειρηματικοί σύνδεσμοι διαθέτουν γνώσεις σχετικά με τις συγκεκριμένες προκλήσεις στον τομέα της διεύθυνσης ανθρώπινου δυναμικού και το ευρύ πλαίσιο που αντιμετωπίζουν οι μικρές επιχειρήσεις στο τομέα τους τα κέντρα κατάρτισης κατέχουν την προοπτική της μη τυπικής εκπαίδευσης. Η ανάλυση του πλαισίου θα οδηγήσει στην αξιολόγηση του γενικού επιπέδου δεξιοτήτων και ικανοτήτων όσον αφορά την διεύθυνση ανθρώπινου δυναμικού στις εμπλεκόμενες επιχειρήσεις.

Η αξιολόγηση ετοιμάστηκε με στόχο να εξασφαλιστεί η ποιότητα και η συνέπεια της αγοράς με το εκπαιδευτικό πρόγραμμα.

Η πρώτη ανοιχτή ερώτηση ήταν: **Τι πιστεύετε, από την επαγγελματική εμπειρία σας, είναι οι προκλήσεις που επηρεάζουν τη διεύθυνση ανθρώπινου δυναμικού στις μικρές επιχειρήσεις στον τομέα των ΑΤ;**

Η προοπτική των **εταίρων** αποκάλυψε ότι οι διευθυντές των μικρών οργανισμών και οι διευθυντές του ανθρώπινου δυναμικού:

- Δεν είναι δυνατόν να ξέρουν τα πάντα, επομένως εξαρτώνται πολύ περισσότερο από την εξωτερική υποστήριξη
- Όχι πολλοί οργανισμοί είναι σε θέση να κάνουν μια σημαντική ανακάλυψη, χωρίζοντας την ιδιοκτησία, την εργασία και τη διεύθυνση
- Οι περισσότερες μικρές επιχειρήσεις του τομέα των Αγροτικών τροφίμων είναι οικογενειακές επιχειρήσεις
- Τα διοικητικά καθήκοντα τα χειρίζονται μέλη της οικογένειας που δεν είναι απαραίτητα ειδικοί στον τομέα, ούτε εκπαιδευμένοι να εφαρμόσουν σωστά μια στρατηγική ανθρώπινου δυναμικού
- Η διεύθυνση ανθρώπινου δυναμικού περιορίζεται στα ελάχιστα απαραίτητα νομικά ζητήματα, όπως οι συμβάσεις και οι μισθολογικές καταβολές
- Δεν υπάρχει γνώση της ωφέλειας που θα μπορούσε να προσφέρει μια υψηλής ποιότητας διεύθυνση ανθρώπινου δυναμικού στην εταιρεία
- Η διεύθυνση ανθρώπινου δυναμικού περιορίζεται σε μια πολύ βασική προοπτική των συμβάσεων εργασίας, χωρίς να σκεφτόμαστε τη συνεχή κατάρτιση, τη διαχείριση ταλέντων κλπ.
- Οι μικρομεσαίες εταιρείες δεν έχουν αφιερωμένους ανθρώπους στο τμήμα ανθρώπινου δυναμικού και, κατά συνέπεια, δεν έχουν βασικές γνώσεις σχετικά με τον τρόπο με τον οποίο μπορούν να διοικούν τους ανθρώπους, καθορίζουν τις σταδιοδρομίες, προσφέρουν κατάλληλη κατάρτιση και αξιολογούν το προσωπικό.

Η συνέντευξη με τον **εξωτερικό εκπαιδευτικό οργανισμό** KLIN από τη Σλοβενία (με δυο ειδικούς) αποκάλυψε περισσότερα σχετικά με τα προφίλ των ομάδων στόχων, παρά το περιεχόμενο της κατάρτισης. Περιέγραψαν τα διευθυντικά στελέχη πολύ μικρών και μικρών εταιρειών ως πολύ απασχολημένα, επικεντρωμένα στην επιχειρηματική δραστηριότητα που ασκούν και στις πωλήσεις. Ως εκ τούτου, οι διευθυντές τους σε μικρούς οργανισμούς είναι

δύσκολο να επικεντρωθούν, είναι λιγότερο παρόντες, ακόμη και όταν βρίσκονται στις διαλέξεις. Η εκπαίδευσή τους θα πρέπει να βασίζεται πάνω στην συμμετοχικότητα, την εκμάθηση μέσω πρακτικής, την εξέταση περιπτώσεων, την ανταλλαγή μαθησιακών δραστηριοτήτων από ομότιμους. Κατά την άποψή τους, η κατάρτιση λειτουργεί εάν είναι ακριβής, με πρακτικά εργαλεία, τα οποία έχουν σαφή βήματα στην κατανόηση του τρόπου εφαρμογής τους. Η μάθηση είναι πιο αποτελεσματική εάν έχουν τη δυνατότητα να την εξασκήσουν.

Όσον αφορά τους Διευθυντές Ανθρώπινου Δυναμικού σε μικρούς οργανισμούς συμφώνησαν ότι η διεύθυνση ανθρώπινου δυναμικού δίδεται σε διαφορετικό προσωπικό ή σε εξωτερικούς οργανισμούς. Οι πολύ μικροί και οι μικροί οργανισμοί διαθέτουν προσωπικό διοίκησης, το οποίο ασχολείται επίσης με αυτό το θέμα. Υπάρχουν σπάνιες μικροί κυρίως μεσαίου μεγέθους, οργανισμοί που διαθέτουν ειδικό προσωπικό Ανθρώπινου Δυναμικού. Σε πολλούς οργανισμούς, η διεύθυνση ανθρώπινου δυναμικού καλύπτεται από μη επαγγελματικό διοικητικό προσωπικό ή από εξωτερικούς παρόχους. Ωστόσο, η διαδικασία πρόσληψης και καθοδήγησης, μερικές φορές και η μαθητεία εκτελείται από τους διευθυντές μερικές φορές από επικεφαλής δραστηριότητας. Από την άποψη του εκπαιδευτή, οι περισσότερες μικροί και μεσαίοι οργανισμοί χρησιμοποιούν εξωτερικούς οργανισμούς, συνήθως λογιστικές εταιρείες, οι οποίες παρέχουν επίσης υπηρεσίες διοίκησης εργοδότησης. Τα έγγραφα για την ασφάλεια στην εργασία ετοιμάζονται από επαγγελματίες και την διαχειρίζεται εσωτερικά με βάση τις οδηγίες τους. Τα υπόλοιπα καλύπτονται συνήθως από το διευθυντικό και διοικητικό προσωπικό.

Όλα αυτά δημιουργούν μια σειρά προκλήσεων για τους διευθυντές του ανθρώπινου δυναμικού

- Έλλειψη επαγγελματισμού
- Έλλειψη ηγεσίας
- Έλλειψη κατανόησης της έννοιας της διεύθυνσης του ανθρώπινου δυναμικού πέρα από την επιλογή εργαζομένων, νομικά θέματα και θέματα ασφάλειας στην εργασία.
- Έλλειψη χρόνου για συμμετοχή στην κατάρτιση και επένδυση χρόνου στην διεύθυνση ανθρώπινου δυναμικού
- Δεν δίνει προτεραιότητα στην διεύθυνση ανθρώπινου δυναμικού σε μακροπρόθεσμη προοπτική
- Έλλειψη επαγγελματικής προσέγγισης στη στρατηγική διεύθυνση, ανάπτυξη ανταγωνιστικού πλεονεκτήματος μέσω εσωτερικών πόρων (γνώση, άνθρωποι πόροι).

Η δεύτερη ερώτηση ήταν η ακόλουθη: "ήταν αυτό **τι νομίζετε από την επαγγελματική σας πείρα, ότι χρειάζονται οι εταιρείες και οι διευθυντές του ανθρώπινου δυναμικού τους στον τομέα των αγροτικών τροφίμων από τα κέντρα κατάρτισης (όσον αφορά τα εξατομικευμένα προσόντα που ετοιμάζουμε);"**

Η προοπτική των **εταίρων** αποκάλυψε ότι οι διευθυντές του ανθρώπινου δυναμικού στον τομέα των αγροτικών τροφίμων χρειάζονται:

- Χρειάζονται υψηλής ποιότητας, ακριβής, πρακτικές και εφαρμόσιμες λύσεις και μια υπόσχεση (μια πεποίθηση) ότι η εκπαίδευση θα προσφέρει την προστιθέμενη αξία.
- να επικεντρωθούν στην κατάρτιση των διευθυντών σε ηγετικές τους ικανότητες (ιδιοκτήτες / διευθυντές μικρών οργανισμών και μεσαίοι διευθυντές)
- Σχέδιο ανάπτυξης ομάδας και ανθρώπων προσαρμοσμένο στους στόχους των επιχειρηματικών τους σχεδίων
- κατάρτιση με κατάλληλο χρόνο (διαφορετικό σε κάθε τομέα)

- πρακτικά παραδείγματα και εργασία σε περιπτώσεις και μάθηση "κάνοντας / εξασκούμε"
- Ευέλικτες επιλογές κατάρτισης
- Εμπειρογνώμονες σε εκπαίδευση ενηλίκων και εκπαίδευση επαγγελματικής ανάπτυξης
- Προ-αναπτυγμένα μοντέλα, υποθέσεις, ασκήσεις, που εμπλέκουν την ανταλλαγή με συναδέλφους
- Η κατάρτιση που έχει καλύτερη τήρηση της νομοθεσίας είναι περισσότερη αποδεκτή από άτομο που εργάζεται σε μικρό οργανισμό
- Σύντομη περιεκτική εκπαίδευση, και πρακτικά εργαλεία για την ανάπτυξη περιγραφών θέσεων εργασίας, σταδιοδρομιών, καθορισμού KPIs και αξιολόγησης KPIs

Τονίζουν αυτή την προσέγγιση στην εκπαίδευση των ενηλίκων, ιδιαίτερα σε μη επαγγελματική κατάρτιση.

3 Πρότυπο βασισμένο στην εργασία και την Ικανότητα

Βασισμένη στα δεδομένα, σχεδιάστηκε μια λίστα των αναθεωρημένων και καινοτόμων δεξιοτήτων, ικανοτήτων και γνώσης που είναι αναγκαίες να έχει ένα καλός διευθυντής ανθρωπίνου δυναμικού.

Ως αποτέλεσμα της εκπαίδευσης, ο εκπαιδευόμενος θα μπορεί να προσφέρει συμβουλές και να καθοδηγεί τους διευθυντές για το προσωπικό και σχετικά προβλήματα και να εκτελεί καθημερινή εργασία σε θέματα σχετικά την διεύθυνση ανθρωπίνου δυναμικού.

Γενικές Ικανότητες:

Οι διευθυντές Ανθρώπινου Δυναμικού πρέπει να :

- να αναλύουν, να συνθέτουν και να προβλέπουν λύσεις και συνέπειες,
- να εφαρμόζουν τη γνώση στη θεωρία και την πρακτική,
- να εφαρμόζουν τις γνώσεις, την πληροφόρηση και την τεχνολογία των πληροφοριών στην εργασία τους,
- διδάσκουν αποτελεσματικά,
- να εφαρμόζουν την γνώση από την διαμόρφωση της στρατηγικής πολιτικής και την πολιτική εφαρμογής
- να αναλύουν τα θέματα και να παρουσιάζουν τη λύση τους σε διάφορες ομάδες χρησιμοποιώντας διάφορες τεχνικές,
- να αναπτύξουν κριτική σκέψη και αξιολόγηση,
- να δημιουργήσουν αποτελεσματικές σχέσεις με τους άλλους και να συνεργαστούν με το εργασιακό και κοινωνικό περιβάλλον,
- να χρησιμοποιήσουν στην πράξη τις έννοιες της ηγεσίας για τη μεσαία διεύθυνση και τη διεύθυνση μικρών οργανισμών.
- να αναπτύξουν δεξιότητες ομαδικής εργασίας λαμβάνοντας παράλληλα υπόψη την ποικιλομορφία, την πολυπολιτισμικότητα και την ηθική
- να αναπτύξουν τη δική τους μάθηση και καριέρα, καθώς και τη συνεχή επαγγελματική ανάπτυξη (δια βίου μάθηση, εκπαίδευση και κατάρτιση)
- Να αναπτύξουν και να χρησιμοποιούν οργανωτικές και ηγετικές ικανότητες,

- Να αναπτύξουν προσωπικές αξίες και επαγγελματική ηθική
- να επικοινωνούν σε περισσότερες από μία γλώσσες
- να διαχειρίζονται πληροφορίες και συστήματα αρχείων συμβατικά και με την χρήση υπολογιστή

Ειδικές Ικανότητες:

Οι διευθυντές ανθρώπινου δυναμικού θα μπορούν :

- να σχεδιάζουν ατομικά τους ανθρώπινους πόρους και να διαχειρίζεται τις απασχολήσεις, να συνδέουν τα επιχειρηματικά σχέδια με τα σχέδια εργασίας
- διεκπεραιώνουν αποτελεσματικά την διαδικασία εργοδότη-απασχόλησης, συμπεριλαμβανομένων των συνεντεύξεων, πειθαρχικών διαδικασιών και διαδικασιών αποζημίωσης, διαδικασίας λήξης της σύμβασης εργασίας
- συμπληρώνουν τις σχετικές αιτήσεις σε διαδικασίες ενώπιον των αρχών κοινωνικής ασφάλισης - κοινωνική ασφάλιση - (εθνικό πλαίσιο)
- οργανώνουν και σχεδιάζουν εργασίες ώστε οι εργαζόμενοι να είναι ευχαριστημένοι, παρακινημένοι, ικανοποιημένοι και να έχουν θετική στάση απέναντι στην εργασία
- διαχειρίζονται το στρατηγικό κύκλο HRM - χρήση προσεγγίσεων, μοντέλων, τεχνικών και λύσεων στο επίπεδο της διαχείρισης των ανθρώπων στην εργασία, λαμβάνοντας υπόψη τις δεξιότητες, τις ικανότητες και τις γνώσεις τους, καθώς και θέματα που συνδέονται με την ηλικία, όπως διεξαγωγή συνεντεύξεων προσωπικού και ετήσιες αξιολογήσεις, που συνθέτουν ένα σχέδιο ανθρώπινου δυναμικού και ένα μέρος ενός οικονομικού σχεδίου που σχετίζεται με το κόστος εργασίας (εύρεση καλών ανθρώπων, επιλογή, πρόσληψη, αξιοποίηση των δυνατοτήτων τους, καθοδήγηση για την επίτευξη των στόχων, ενσωμάτωση των προσπαθειών τους στον οργανισμό, κατάρτιση και την ανάπτυξή τους, την προώθηση / μείωσή τους και τη διατήρηση / τερματισμό τους)
- να εμπλουτίζουν την εμπιστοσύνη των εργαζομένων σε έναν οργανισμό
- να εφαρμόζουν και να διαχειρίζονται το σύστημα αξιολόγησης της απόδοσης και τα πακέτα αμοιβών, λαμβάνοντας επίσης υπόψη και εκτιμώντας τις ανάγκες των εργαζομένων, ιδιαίτερα όσον αφορά τις προσδοκίες ψυχολογικών συμβάσεων
- να χρησιμοποιούν προσεγγίσεις στη διαχείριση της γνώσης και να είναι σε θέση να εφαρμόσουν στην πράξη την ιδέα της μάθησης και τη δια βίου μάθησης, να κατανοήσουν το ρόλο της σύγχρονης διαχείρισης, τις διάφορες πτυχές της διαχείρισης της γνώσης, θα είναι σε θέση να χρησιμοποιούν το μοντέλο της διαδικασίας διαχείρισης της γνώσης - τη διαχείριση της γνώσης και τον εκπαιδευτικό οργανισμό.
- να αναπτύσσουν ανεξαρτησία κατά τον σχεδιασμό και την ανάπτυξη εκπαιδευτικών προσεγγίσεων για τη διά βίου μάθηση (Εκπαιδευτική πολιτική).
- να σχεδιάζουν, αναπτύσσουν, εκτελούν και ελέγχουν την κατάρτιση, την προώθηση και την καθοδήγηση - την ανάπτυξη ανθρώπινων πόρων (Διαχείριση ταλέντων).
- να καθορίζουν τα κριτήρια για την αξιολόγηση των επιδόσεων, θα είναι σε θέση να αξιολογήσουν το επίπεδο δυσκολίας της εργασίας όσον αφορά τις ικανότητες, τις ευθύνες και τους άλλους όρους - την απόδοση και την αξιολόγηση του επιπέδου δυσκολίας της εργασίας.
- να επικοινωνούν, να επηρεάζουν και να διαπραγματεύονται με τους εργαζόμενους και τους δημόσιους υπαλλήλους. ανακοινώνουν τη φιλοσοφία, τις νομικές επιπτώσεις και τις στρατηγικές των σχέσεων των εργαζομένων, συμπεριλαμβανομένης της εσωτερικής επικοινωνίας.

- να εντοπίζουν και να λαμβάνουν μέτρα κατά της παρενόχλησης και της εκφοβιστικής συμπεριφοράς στο χώρο εργασίας, να προστατεύουν την ιδιωτική τους ζωή και την προσωπικότητά τους και να επικοινωνούν την πολιτική για τη σεξουαλική παρενόχληση και άλλες γενικές αρχές φιλοσοφίας και στόχους για την ισότητα ευκαιριών (συνεπής και ισότιμη μεταχείριση όλων των εργαζομένων).
- να συνδέουν και διαχειρίζονται την ευημερία και την υγεία στην εργασία – παρακολουθούν και ελέγχουν το επίπεδο της ασφάλεια και υγείας.

4 Εθνικό Πλαίσιο Προσόντων, διαδικασία επικύρωσης & πιστοποίηση

Η εκπόνηση ενός ευρωπαϊκού προτύπου επαγγελματικής ικανότητας βασίζεται στην έρευνα γραφείου στις χώρες των εταίρων. Στο πρώτο μέρος, οι εταίροι εξέτασαν τις εθνικές κατηγορίες προσόντων και προσπάθησαν να εξηγήσουν ποιες είναι οι εθνικές κατηγορίες προσόντων και εάν μπορεί να αποδοθεί μερική επίσημη πιστοποίηση. Μέσα από την έρευνα, οι εταίροι προσπαθούν να βρουν έναν κατάλληλο επίσημο τρόπο αξιολόγησης, επικύρωσης και αναγνώρισης στην αντίστοιχη χώρα.

Με βάση τα Εθνικά Πλαίσια Προσόντων, το σλοβενικό σύστημα επιτρέπει συμπληρωματικά προσόντα σε διαφορετικά επίπεδα σε αντίθεση με τις άλλες χώρες των εταίρων που δεν διαθέτουν αυτό το είδος τυπικών προσόντων. Υπάρχει η δυνατότητα επίσημης πιστοποίησης για επαγγελματική εκπαίδευση 20-50 ωρών στην Ισπανία. Προκειμένου να γίνει αυτή η πιστοποίηση, η φορέας κατάρτισης πρέπει πρώτα να ζητήσει πιστοποίηση για να μπορέσει να πραγματοποιήσει επίσημη εκπαίδευση και στη συνέχεια να προτείνει το πρόγραμμα για πιστοποίηση και να το γίνει αποδεκτό. Είναι απίθανο το έργο αυτό να φτάσει σε αυτό το επίπεδο πιστοποίησης.

Στο δεύτερο μέρος, οι εταίροι αναζητούσαν παραδείγματα επαγγελματιών που ενδιαφέρονται για τις δραστηριότητες "διεύθυνσης ανθρώπινου δυναμικού στις μικρές επιχειρήσεις του τομέα των αγροτικών τροφίμων" ή παραδείγματα κατάρτισης για το έργο FRESH. Μετά τη συγκέντρωση των δεδομένων από τις αντίστοιχες χώρες, συνειδητοποιήσαμε ότι η κατάρτιση στη διεύθυνση ανθρώπινου δυναμικού (όχι μόνο για τον τομέα των αγροτικών τροφίμων) σε αυτό το επίπεδο του Ευρωπαϊκού Πλαισίου Προσόντων είναι σπάνια. Η ανεπίσημη κατάρτιση καλύπτει μόνο μερικά θέματα. Δεν υπάρχει παράδειγμα του επιπέδου 4 του ΕΠΠ ή παρόμοια κατάρτιση για τους διευθυντές Ανθρώπινου Δυναμικού στον τομέα των αγροτικών τροφίμων στις χώρες που συμμετέχουν μέχρι στιγμής.

Υπάρχουν παραδείγματα σε χώρες όπου «άλλα» επίσημα πρόγραμμα σε κάποιο επίπεδο αναγνωρίζουν τα μαθησιακά αποτελέσματα ορισμένων μορφών κατάρτισης (τυπική, άτυπη ή μη-τυπική) και μειώνει ή επαναπροσδιορίζει τον αναμενόμενο φόρτο εργασίας για να επιτύχει το επιθυμητό προσόν, με βάση το Eurorpass, πιστοποιητικό και συμπλήρωμα μέσω της αξιολόγησης, επικύρωσης και αναγνώρισης των μαθησιακών αποτελεσμάτων.

Στο έργο μας, η εκπαίδευση και τα προσόντα θα απονεμηθούν σε ένα ανεπίσημο πλαίσιο, όπου οι συμμετέχοντες εταίροι και άλλοι συνεργάτες θα αναγνωρίσουν την εκπαίδευση και θα παραδώσουν ένα πιστοποιητικό (Eurorpass) στα άτομα έχουν ολοκληρώσει την εκπαίδευση. Οι συνεργάτες έχουν την ευκαιρία να εκδώσουν το πιστοποιητικό στο όνομα των επιμελητηρίων ή Προϊόν του έργου FRESH.

5 Αποτελέσματα του Εργαλείου 1 για τους επαγγελματικούς συνδέσμους για να αναλύσουν τις συγκεκριμένες προκλήσεις στη διεύθυνση Ανθρώπινου Δυναμικού

Με μια ανοιχτή ερώτηση στους επιχειρηματικούς συνδέσμους, επιδιώξαμε να κατανοήσουμε τις προκλήσεις των οργανισμών αγροτικών τροφίμων που αντιμετωπίζουν οι διευθυντές ανθρώπινου δυναμικού ή οι γενικοί διευθυντές που είναι υπεύθυνοι για τον ανθρώπινο δυναμικό. Ως εμπειρογνώμονες και οργανισμοί υποστήριξης, έχουν διαφορετική, πιο απεριόριστη άποψη και κατανόηση των μελών τους. Οι απαντήσεις παρουσιάζονται ανά χώρα:

Η ερώτηση ήταν: **Ποιες πιστεύετε, από την δικής σας επαγγελματική εμπειρία, ότι είναι οι προκλήσεις που επηρεάζουν τη διεύθυνση Ανθρώπινου δυναμικού στις μικρές επιχειρήσεις στον τομέα των αγροτικών τροφίμων;**

Σλοβενία	Με βάση τη συμβουλευτική και καθώς είμαστε ένα οργανισμός που στηρίζει επιχειρήσεις, οι μικρές επιχειρήσεις στερούνται πάντοτε επαγγελματισμό. Δεν είναι δυνατόν, ένα άτομο να γνωρίζει τα πάντα, ως εκ τούτου εξαρτώνται τόσο πολύ από την εξωτερική υποστήριξη και βοήθεια. Οι ιδιοκτήτες, οι οποίοι είναι επίσης διευθυντές και εργαζόμενοι, είναι συνήθως καλοί σε αυτό που κάνουν - την παροχή προϊόντων / υπηρεσιών. Όταν μεγαλώνουν και αναπτύσσονται στην πάροδο του χρόνου, πολλοί οργανισμοί δεν είναι σε θέση να κάνουν μια σημαντική ανακάλυψη, και να διαχωρίσουν την ιδιοκτησία, την εργασία και τη διεύθυνση. Δεδομένου ότι οι οργανισμοί δεν είναι μεγάλοι, το εύρος του κινδύνου είναι χαμηλότερο από ό, τι στις μεγάλες εταιρείες, ωστόσο οι λανθασμένες αποφάσεις που μπορεί να παρθούν μπορεί να είναι τόσο καταστροφικές όσο στις μεγάλες εταιρείες. Δεδομένου ότι οι εταιρείες δεν είναι μεγάλες, ακόμη και μικρά βήματα, νέες κατευθυντήριες γραμμές και πρακτική, μπορεί να κάνουν μια μεγάλη αλλαγή και να έχουν ένα θετικό αντίκτυπο. Οι εταιρείες διαφέρουν πολύ, και μπορούμε να βρούμε ακραία θετικά και αρνητικά παραδείγματα. Γενικά, η πρόκληση των μικρών οργανώσεων είναι επίσης η στιγμή που επενδύουν σε νέες γνώσεις - χρειάζονται υψηλής ποιότητας, ακριβής, πρακτικές λύσεις και μια υπόσχεση (μια πεποίθηση) ότι η εκπαίδευση θα προσφέρει την προστιθέμενη αξία.
Ισπανία	Οι περισσότερες μικρές επιχειρήσεις του τομέα των αγροτικών τροφίμων είναι οικογενειακές επιχειρήσεις, επομένως σε πολλές περιπτώσεις τα μέλη της οικογένειας χειρίζονται τα διοικητικά καθήκοντα, στα οποία δεν είναι ειδικοί και δεν εκπαιδεύονται να εφαρμόσουν σωστά μια στρατηγική ανθρώπινου δυναμικού. Επίσης, το διοικητικό προσωπικό θα χειριστεί όχι μόνο το ανθρώπινο δυναμικό, αλλά θα κάνει και άλλες δραστηριότητες όπως διοικητικές, οικονομικές ή εμπορικές δραστηριότητες. Η διεύθυνση

	<p>ανθρωπινού δυναμικού περιορίζεται στα ελάχιστα απαιτούμενα νομικά ζητήματα, όπως οι συμβάσεις και οι μισθολογικές πληρωμές. Καθώς αυτό μπορεί να είναι δύσκολο για τον υπεύθυνο, τις περισσότερες φορές, τα καθήκοντα αυτά ανατίθενται σε ένα εξωτερικό συνεργάτη, όπως σε έναν οργανισμό αξιολόγησης που ειδικεύεται σε αυτού του είδους τις υπηρεσίες.</p> <p>- Μία από τις κύριες προκλήσεις θα είναι, αφενός, η γνώση της διεύθυνσης του ανθρωπίνου δυναμικού. Αν η διεύθυνση Ανθρωπίνου Δυναμικού ανατίθεται εξωτερικά και θεωρείται νομικό ζήτημα, πιστεύουμε ότι δεν υπάρχει γνώση του οφέλους που θα μπορούσε να προσφέρει μια υψηλής ποιότητας διεύθυνση ανθρωπίνου δυναμικού στην εταιρεία. Επίσης, η διεύθυνση ανθρωπίνου δυναμικού περιορίζεται σε μια πολύ βασικά ζητήματα όπως οι συμβάσεις εργασίας, χωρίς να σκεφτόμαστε τη συνεχή κατάρτιση, τη διαχείριση ταλέντων κλπ.</p> <p>- Αφού διαπιστωθεί η ανάγκη για διεύθυνση ανθρωπίνου δυναμικού, τότε η δεύτερη πρόκληση θα είναι η κατανομή του προσωπικού σε αυτό το καθήκον και η κατάρτιση ατόμων που δεν είναι εξειδικευμένα σε αυτόν τον τομέα, αλλά έχουν μάλλον γενικό διοικητικό προφίλ.</p>
Ελλάδα	/
Γαλλία	/
Κύπρος	Σε γενικές γραμμές (όχι μόνο στον τομέα των αγροτικών τροφίμων) οι ΜΜΕ δεν έχουν αφοσιωμένους ανθρώπους στο τμήμα ανθρωπίνου δυναμικού και επομένως τα άτομα αυτά δεν έχουν βασικές γνώσεις σχετικά με τον τρόπο με τον οποίο μπορούν να διοικούν τους ανθρώπους, να καθορίζουν τις σταδιοδρομίες, να προσφέρουν κατάλληλη κατάρτιση και να αξιολογούν το προσωπικό.

6 Αποτελέσματα του Εργαλείου 2 για τα κέντρα κατάρτισης για να αναλύσουν τις συγκεκριμένες προκλήσεις στη διεύθυνση Ανθρωπινού Δυναμικού

Με μια ανοιχτή ερώτηση σε κέντρα κατάρτισης, επιδιώξαμε να κατανοήσουμε τις ανάγκες των οργανισμών Αγροτικών Τροφίμων (διευθυντές ανθρωπίνου δυναμικού ή γενικούς διευθυντές υπεύθυνους για ανθρωπινό δυναμικό). Ζητήσαμε από κέντρα κατάρτισης να σκεφτούν τι θέλουν οι διευθυντές ΑΔ/ οργανισμοί από αυτά. Θα μπορούσε να αφορά τον χρόνο, τα θέματα, τις μεθόδους κλπ. Ορισμένα κέντρα κατάρτισης έχουν λεπτομερείς αναλύσεις αναγκών των χρηστών τους. Ωστόσο, δεν επικεντρώνονται όλες στο τομέα των Αγροτικών Τροφίμων. Οι απαντήσεις παρουσιάζονται ανά χώρα:

Η ερώτηση ήταν: **Τι νομίζετε, από την επαγγελματική σας πείρα, ότι οι εταιρείες και οι διευθυντές ΑΔ στον τομέα των αγροτικών τροφίμων χρειάζονται από τα εκπαιδευτικά κέντρα (όσον αφορά τα εξατομικευμένα προσόντα που ετοιμάζουμε);**

Ισπανία	Οι εταιρείες χρειάζονται ένα σχέδιο ανάπτυξης ομάδας και ανθρώπων προσαρμοσμένο στους στόχους των επιχειρηματικών τους σχεδίων. Υπάρχει μια τεράστια διαφορά στη διαχείριση του ανθρώπινου δυναμικού των μικρών επιχειρήσεων με τη διαχείριση του ανθρώπινου δυναμικού μιας μεγάλης επιχείρησης, για παράδειγμα. Το ανθρώπινο δυναμικό των εταιρειών αγροτικών τροφίμων χρειάζεται εκπαίδευση σε πολλούς τομείς, αλλά τις περισσότερες φορές πρώτα πρέπει να επικεντρωθούν στην εκπαίδευση των διευθυντών στις δεξιότητες ηγεσίας τους. Είναι επίσης σημαντικό να ενισχυθούν οι ηγετικές ικανότητες των μεσαίων διευθυντών.
Σλοβενία	<ul style="list-style-type: none"> - Χρειάζονται υψηλής ποιότητας, ακριβής, πρακτικές, και εφαρμόσιμες λύσεις και μια υπόσχεση (μια πεποίθηση) ότι η εκπαίδευση θα προσφέρει την προστιθέμενη αξία. - Η κατάρτιση για καλύτερη τήρηση της νομοθεσίας είναι περισσότερο επιθυμητή από ένα άτομο που εργάζεται σε μικρό οργανισμό - Κατάρτιση με κατάλληλο χρόνο (διαφορετικό σε κάθε τομέα). - Παρέχοντας πρακτικά παραδείγματα και επιτρέποντας την επεξεργασία των περιπτώσεων και "κάνοντας / ασκούμε" - Ευέλικτες επιλογές κατάρτισης - Εμπειρογνώμονες σε εκπαίδευση ενηλίκων και εκπαίδευση επαγγελματικής ανάπτυξης - Προ-αναπτυγμένα μοντέλα, υποθέσεις, ασκήσεις, που εμπλέκουν την ανταλλαγή με συναδέλφους
Ελλάδα	/
Γαλλία	/
Κύπρος	Σύντομη περιεκτική εκπαίδευση και πρακτικά εργαλεία για την ανάπτυξη περιγραφών θέσεων εργασίας, διαδρομές σταδιοδρομίας, καθορισμού KPIs και αξιολόγησης KPIs.

7 Αποτελέσματα Εργαλείου 3 – Ερωτηματολόγιο για εταιρείες

Η ανάλυση αποκάλυψε ότι αναζητούνται και χρειάζονται θέματα σχετικά με τον τρόπο προσέλκυσης ταλέντων και την ανάπτυξη της διατήρησης του ταλέντου, τον τρόπο αύξησης της απόδοσης και της δέσμευσης των εργαζομένων ή τα πρακτικά εργαλεία για την ενθάρρυνση ενός πιο συνεκτικού και υποστηρικτικού εργασιακού περιβάλλοντος .

Η πιο μικρή γνωριμία με τα θέματα εντοπίστηκε στον τομέα της πολυμορφίας της εργασίας και του προγραμματισμού του εργατικού δυναμικού. Τα

σχόλια και οι συνεντεύξεις με εκπαιδευτές και ειδικούς σε θέματα ανθρώπινου δυναμικού αποκάλυψαν ότι απαιτούνται ικανότητες και πρακτικά εργαλεία στις σχέσεις των εργαζομένων και την απόλαυση των εργαζομένων.

Οι ερωτηθέντες πιστεύουν στις αρχές του σεβασμού, στην οικοδόμηση εμπιστοσύνης και εμπιστευτικότητας σε έναν οργανισμό. Η ανάλυση αποκάλυψε ότι αναζητούνται και χρειάζονται θέματα σχετικά με τον τρόπο προσέλκυσης ταλέντων και την ανάπτυξη της διατήρησης του ταλέντου, τον τρόπο αύξησης της απόδοσης και της δέσμευσης των εργαζομένων ή πρακτικά εργαλεία για την ενθάρρυνση ενός πιο συνεκτικού και υποστηρικτικού εργασιακού περιβάλλοντος.

Στις επόμενες σελίδες, μπορείτε να βρείτε μια λεπτομερή αναφορά στο ερωτηματολόγιο φόρμας απαντήσεων.

//More details about the Tool 3 - Questionnaire for companies you can find in the English version of the report, along with the Results of Tool 4 - Elaboration of a European Standard of Professional Competence. //



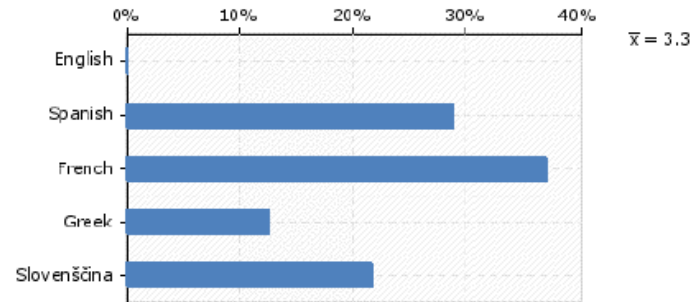
7.1 Q1: Language

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

Results table

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

Analysis of country specific graphs results



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

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

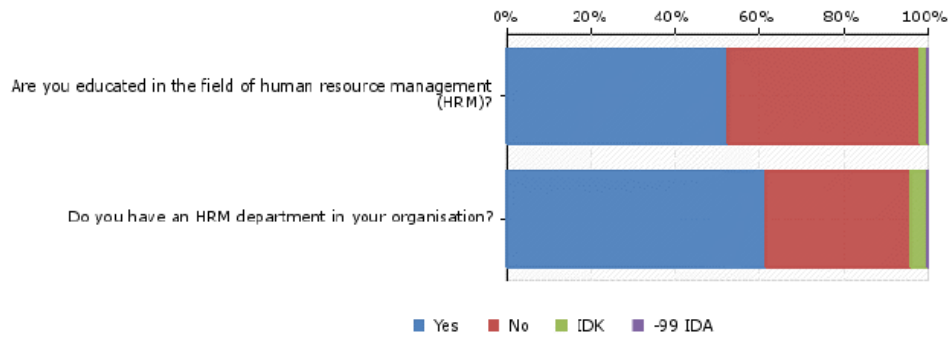
On a question: *Are you educated in the field of human resource management?* in Spain (f= 12, f% = 40,00%) and in Slovenia (f= 5, f% = 20,83%) most of respondents answered with Yes, and in France (f= 30, f% = 75,00%) and in Greece (f= 10, f% = 71,43%), most of respondents answered with No.

Results table

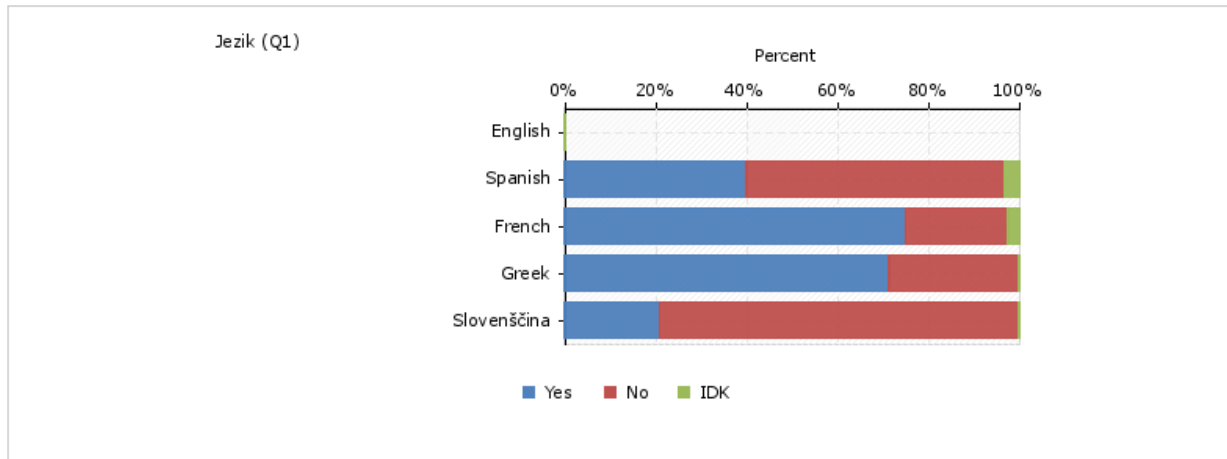
		Yes (1)	No (2)	IDK (3)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0		
		0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	12	17	1	30	No	No
		40,00%	56,67%	3,33%	100,00%		
	French (3)	30	9	1	40	Yes	Yes
		75,00%	22,50%	2,50%	100,00%		
Greek and Cypriot (4)	10	4	0	14	Yes	Yes	

		71,43%	28,57%	0,00%	100,00%		
	Slovene (5)	5	19	0	24	No	No
		20,83%	79,17%	0,00%	100,00%		
	Total	57	49	2	108	Yes	Yes
		52,78%	45,37%	1,85%	100,00%		

Analysis of general graphs results



Analysis of country specific graphs results



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

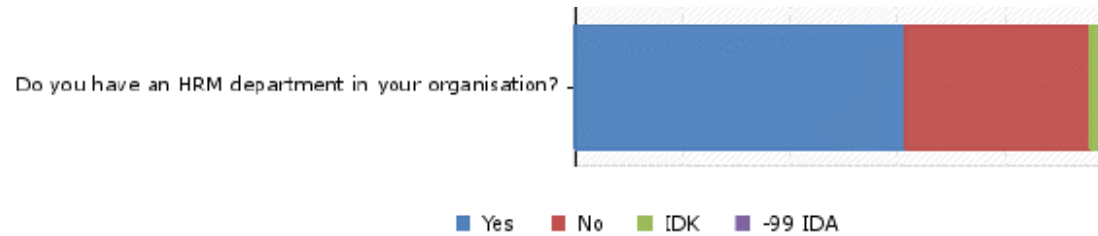
Comment: Overall, out of 111 respondents, 107 respondents were valid (N= 107). 66 respondents (61,68%) answered with Yes, 37 respondents (34,58%) answered with No and 4 respondents (3,74%) answered with IDK, as you can see from the results in the table below.

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

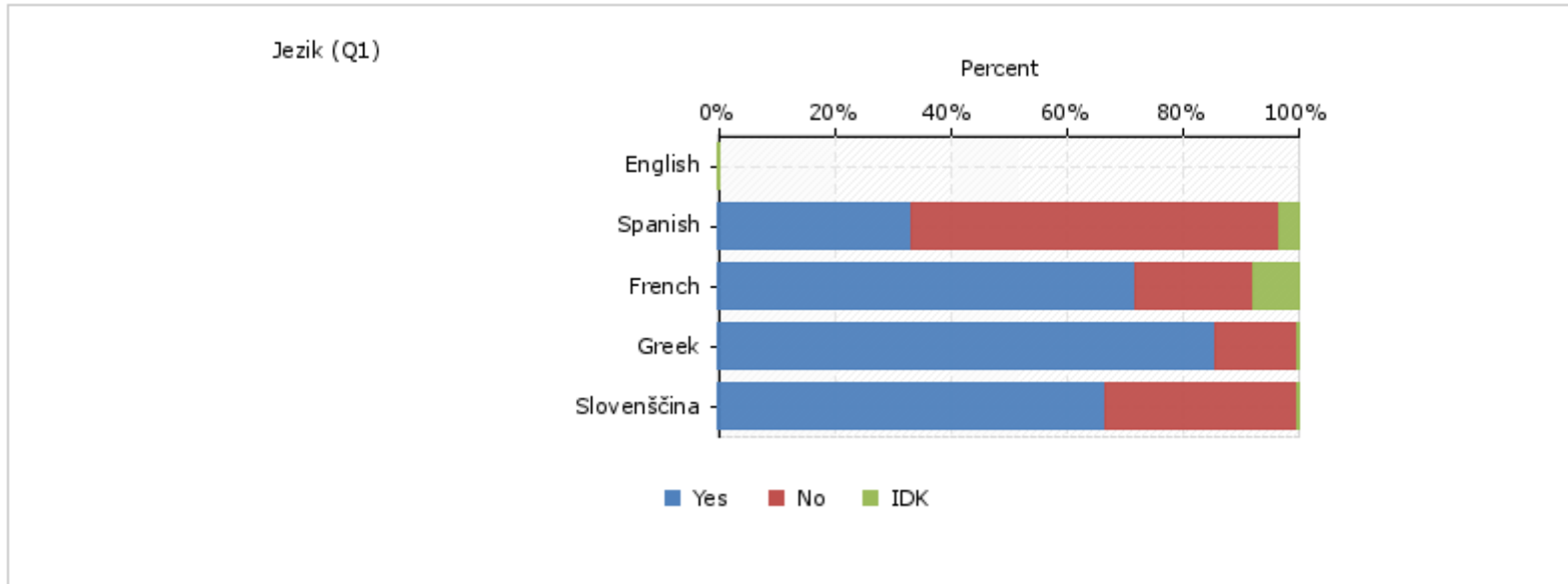
		Yes (1)	No (2)	IDK (3)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0		
		0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	10	19	1	30	No	No
		33,33%	63,33%	3,33%	100,00%		
	French (3)	28	8	3	39	Yes	Yes
		71,79%	20,51%	7,69%	100,00%		
Greek and Cypriot (4)	12	2	0	14	Yes	Yes	

		85,71%	14,29%	0,00%	100,00%		
Slovene (5)		16	8	0	24	Yes	Yes
		66,67%	33,33%	0,00%	100,00%		
Total		66	37	4	107	Yes	Yes
		61,68%	34,58%	3,74%	100,00%		

Analysis of general graphs results



Analysis of country specific graphs results



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

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

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

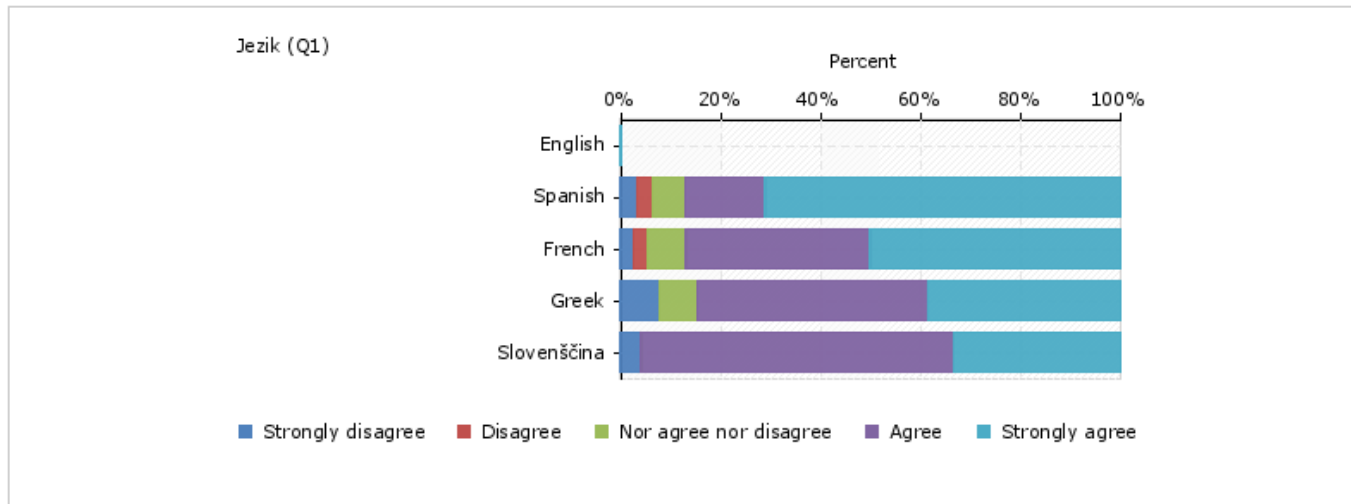
		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0	0	0		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	1	1	2	5	22	31	Strongly agree	Strongly agree

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

Analysis of general graphs results



Analysis of country specific graphs results



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

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

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

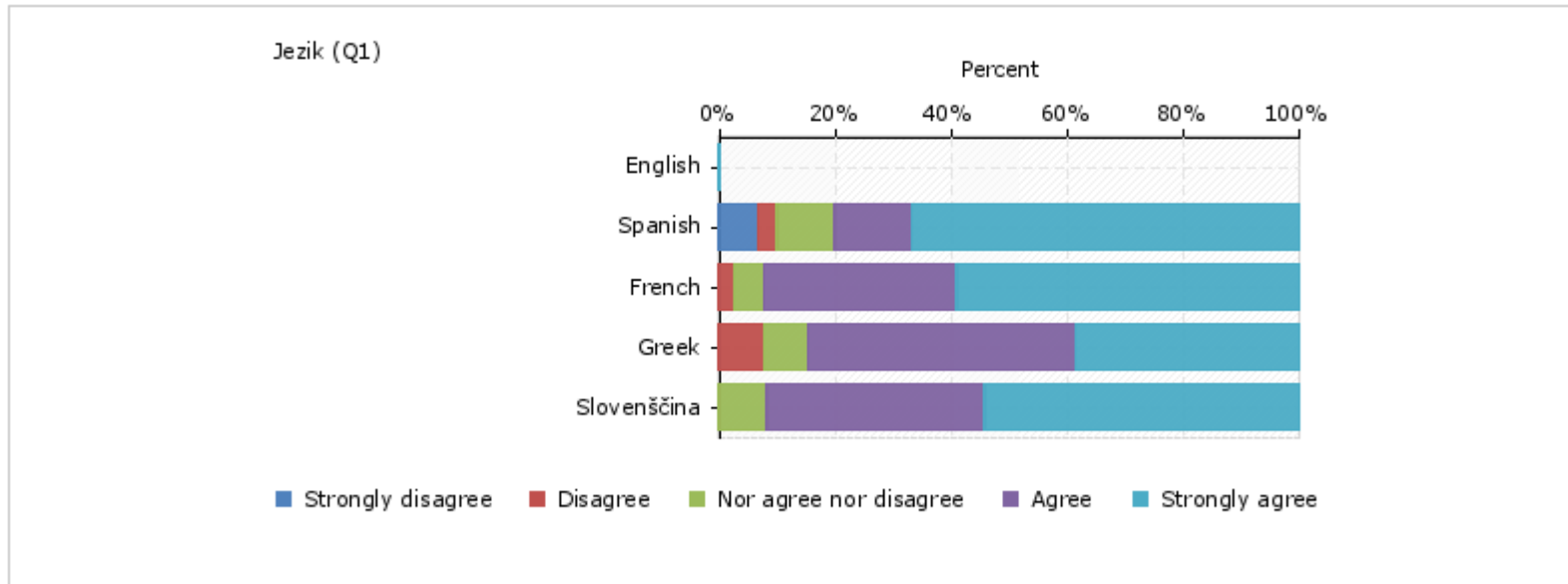
Results table

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

Analysis of general graphs results

General graph results are presented under Q3a.

Analysis of country specific graphs results



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

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

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

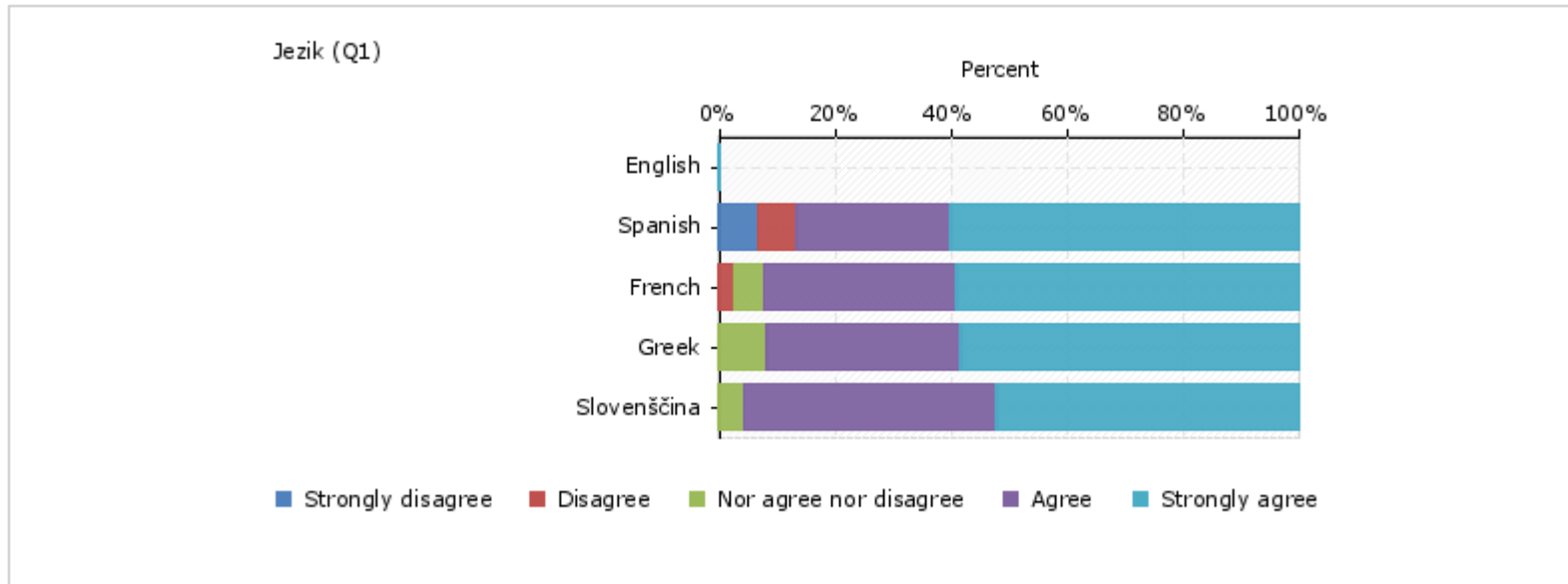
Results table

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

Analysis of general graphs results

General graph results are presented under Q3a.

Analysis of country specific graphs results



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

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

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

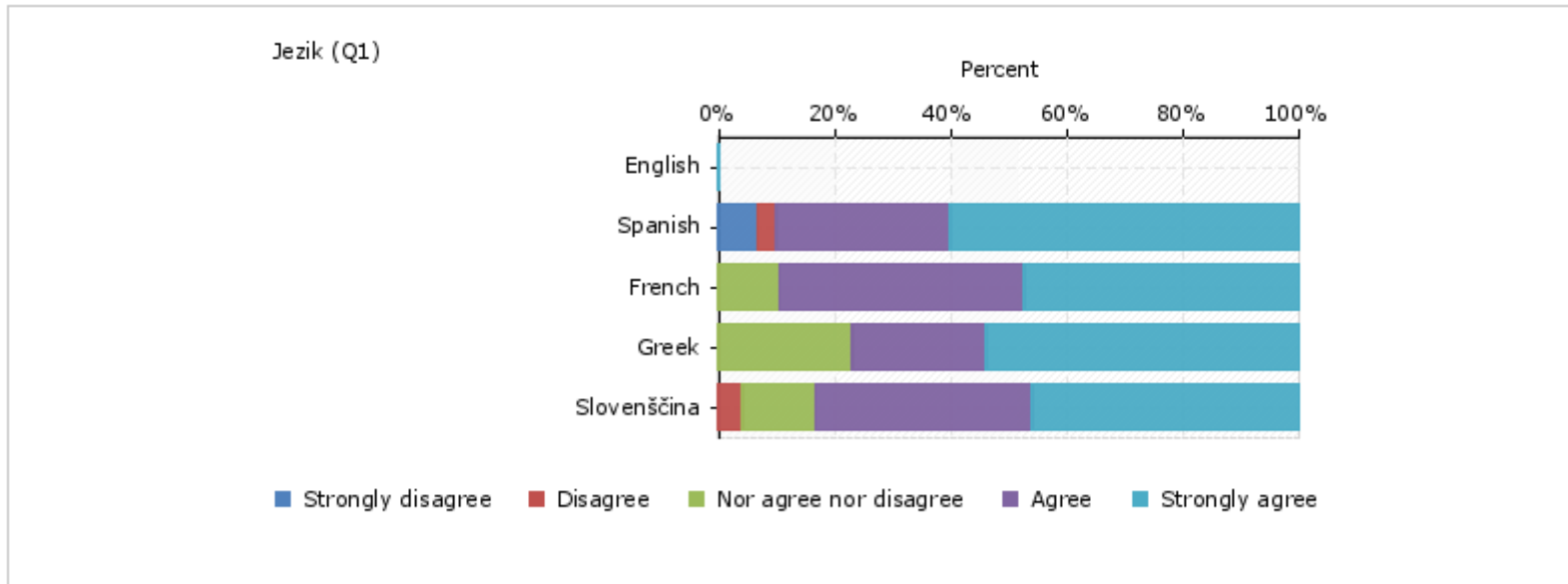
Results table

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

Analysis of general graphs results

General graph results are presented under Q3a.

Analysis of country specific graphs results



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

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

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

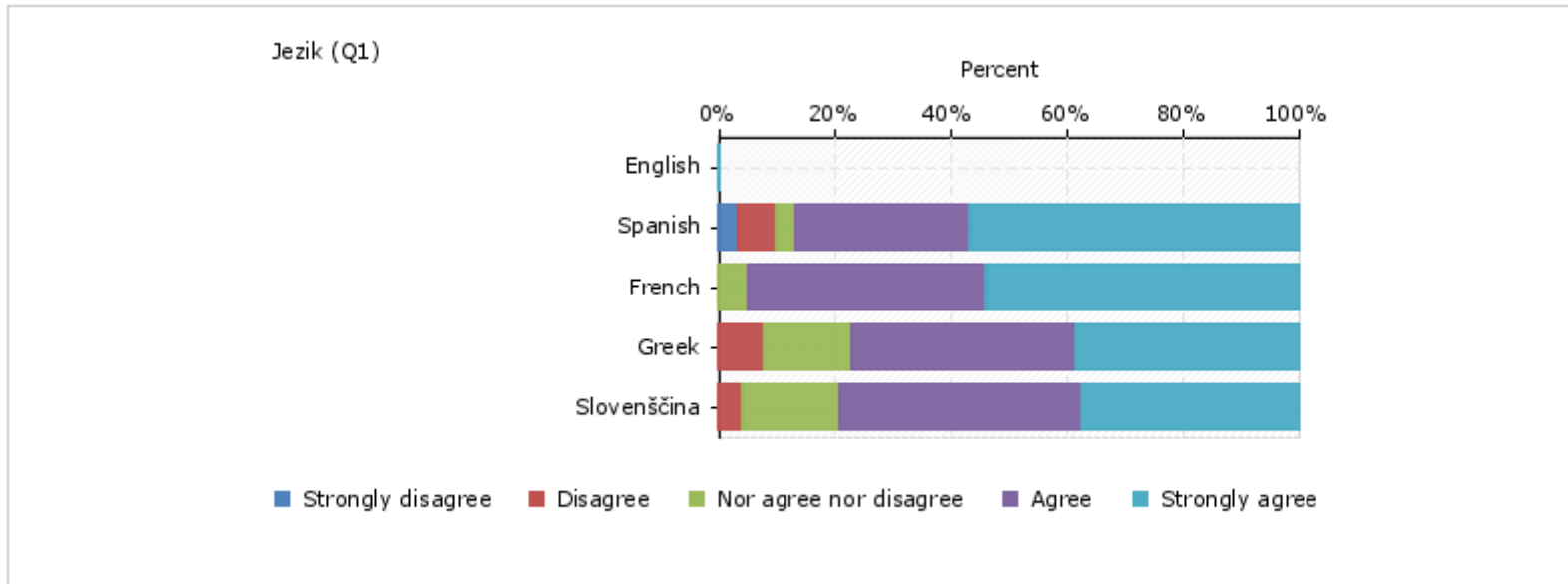
Results table

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

Analysis of general graphs results

General graph results are presented under Q3a.

Analysis of country specific graphs results



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

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

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

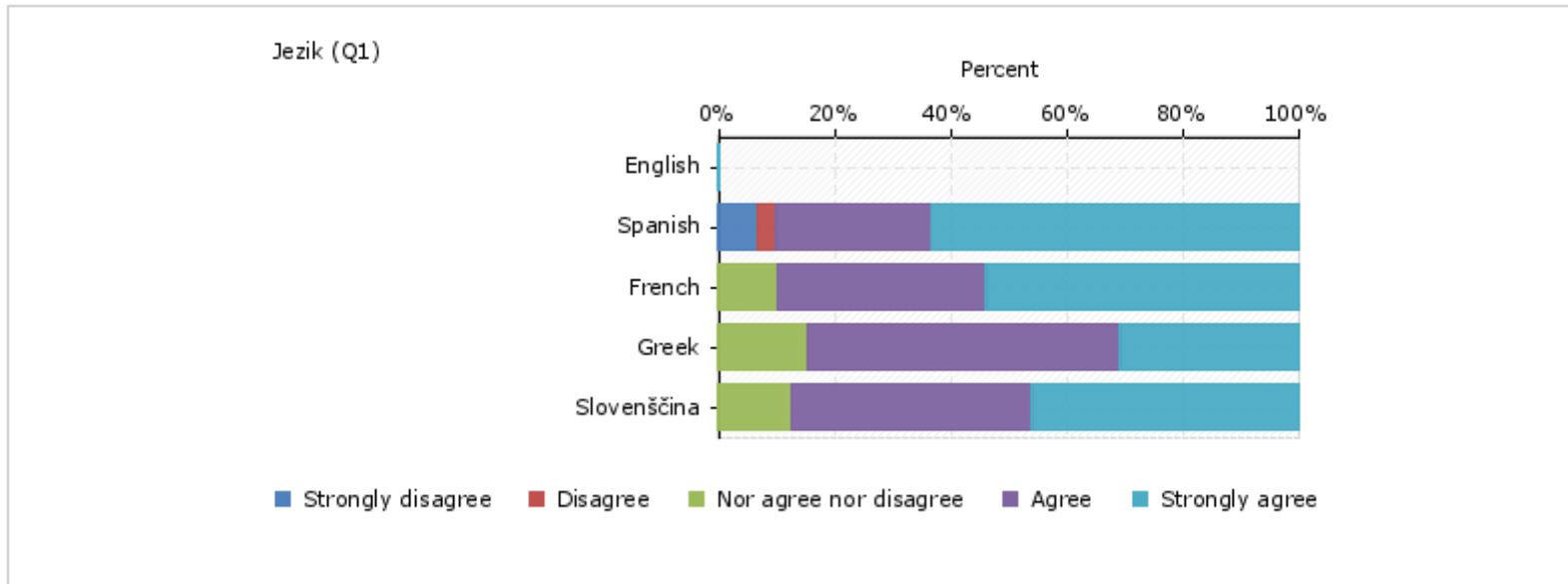
Results table

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

Analysis of general graphs results

General graph results are presented under Q3a.

Analysis of country specific graphs results



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

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

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

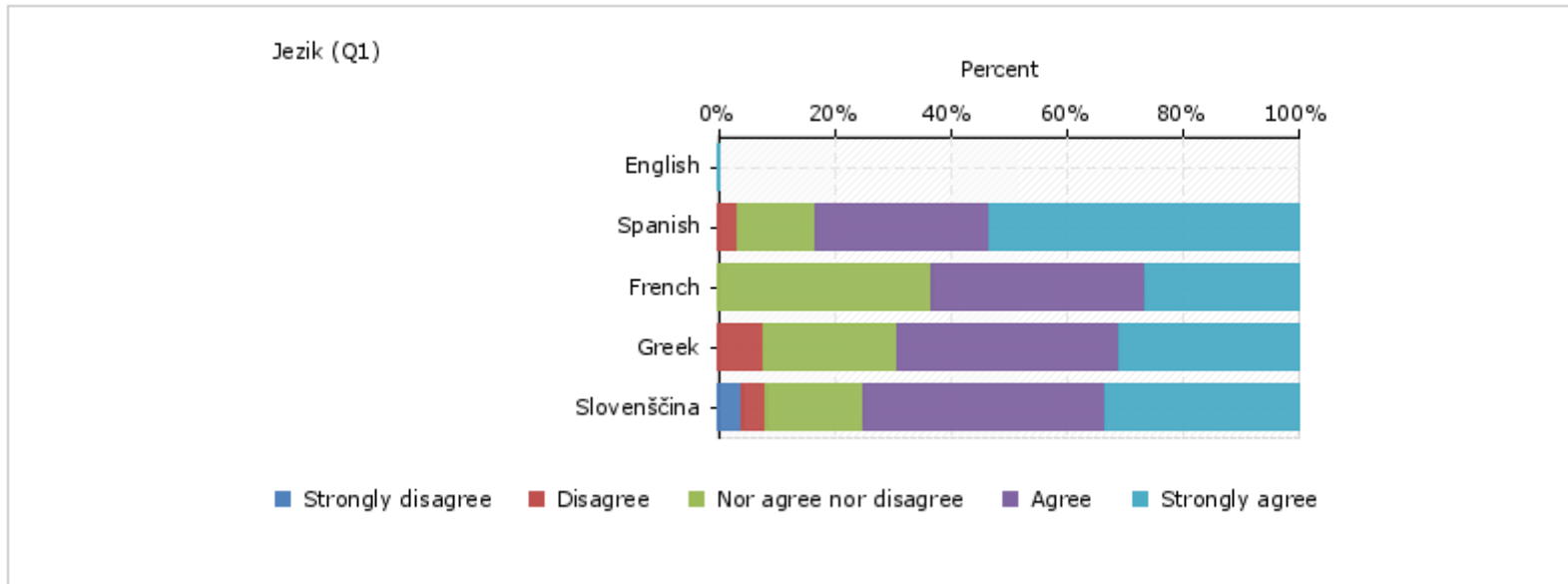
Results table

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

Analysis of general graphs results

General graph results are presented under Q3a.

Analysis of country specific graphs results



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

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

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

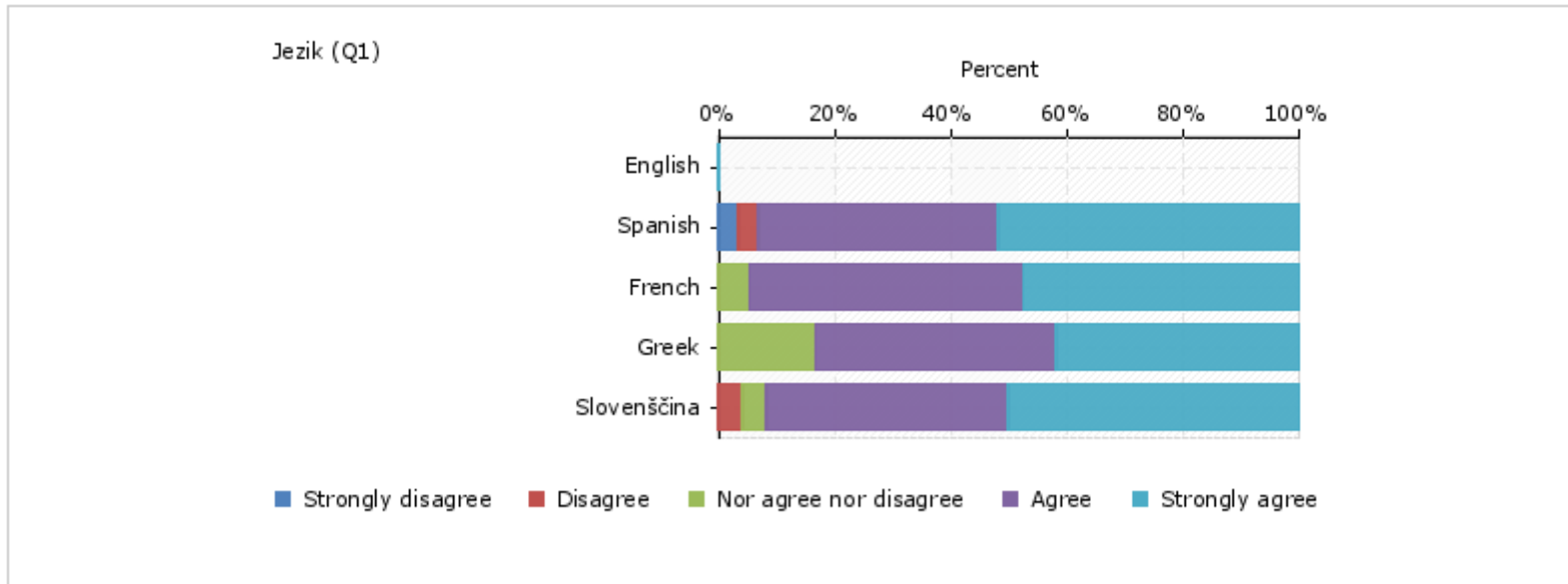
Results table

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

Analysis of general graphs results

General graph results are presented under Q3a.

Analysis of country specific graphs results



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

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

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

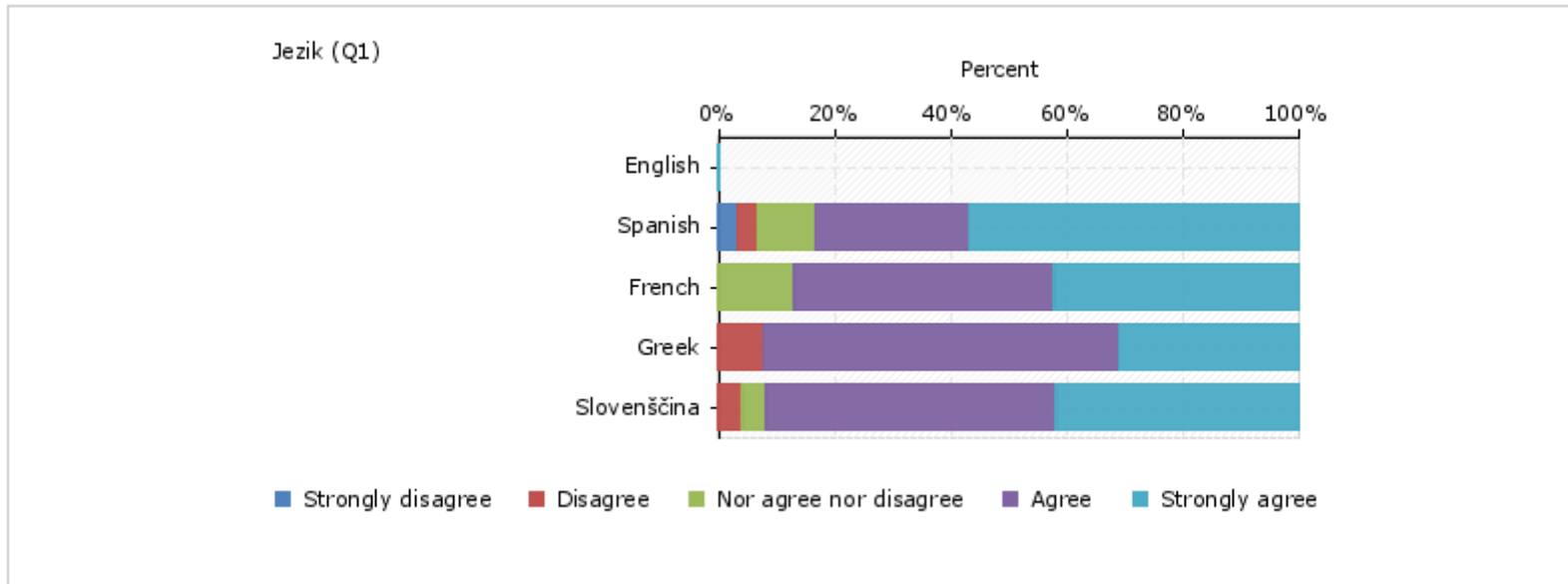
Results table

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

Analysis of general graphs results

General graph results are presented under Q3a.

Analysis of country specific graphs results



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

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

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

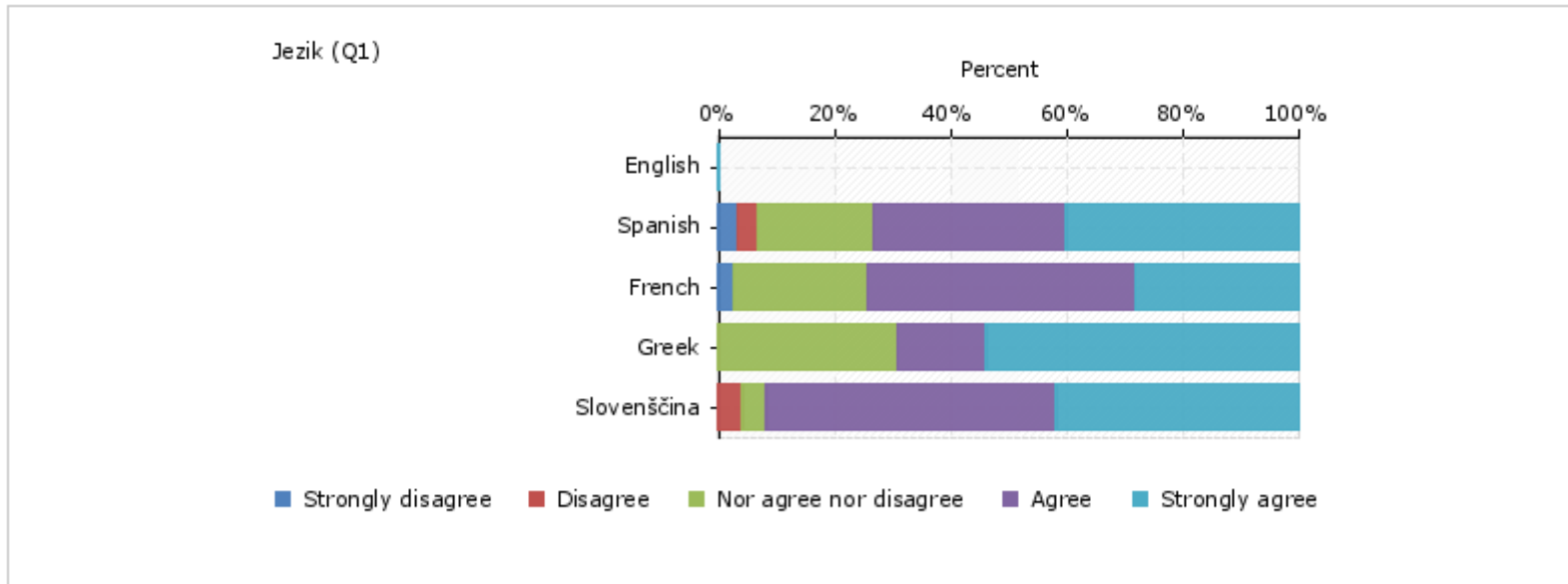
Results table

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

Analysis of general graphs results

General graph results are presented under Q3a.

Analysis of country specific graphs results



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

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

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

Results table

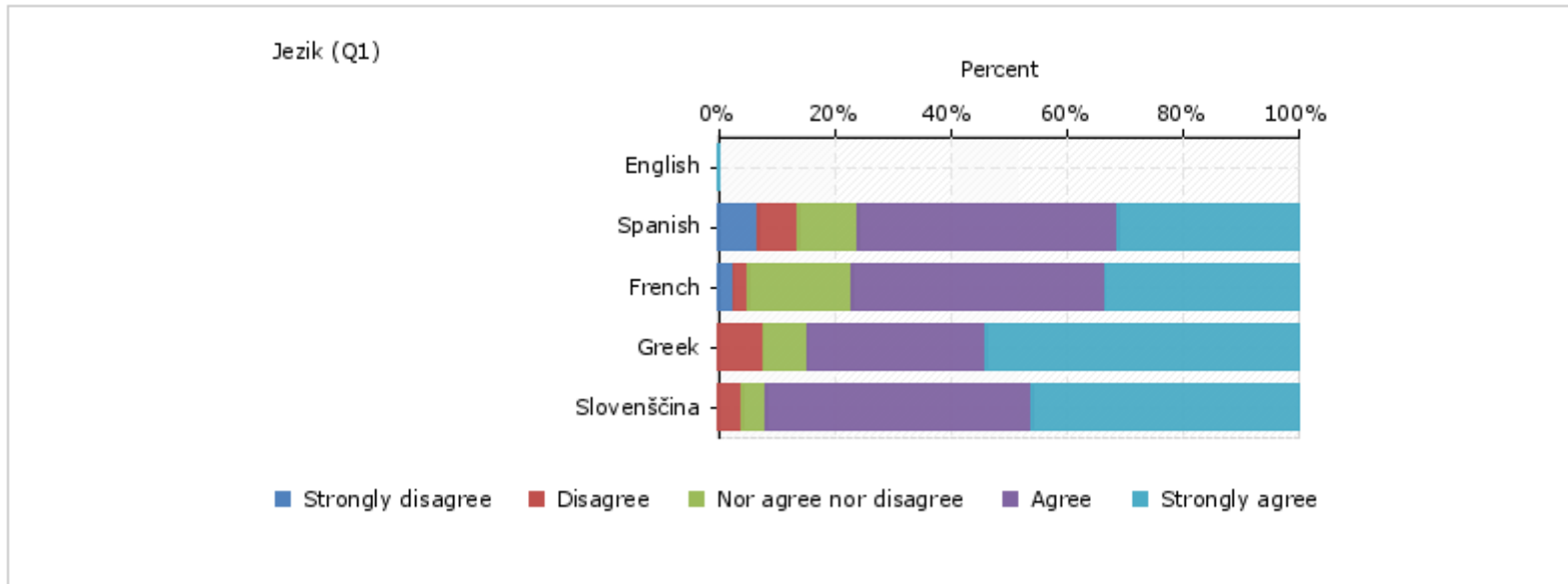
Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
3	5	12	45	40	105	Agree	4

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

Analysis of general graphs results

General graph results are presented under Q3a.

Analysis of country specific graphs results



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

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

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

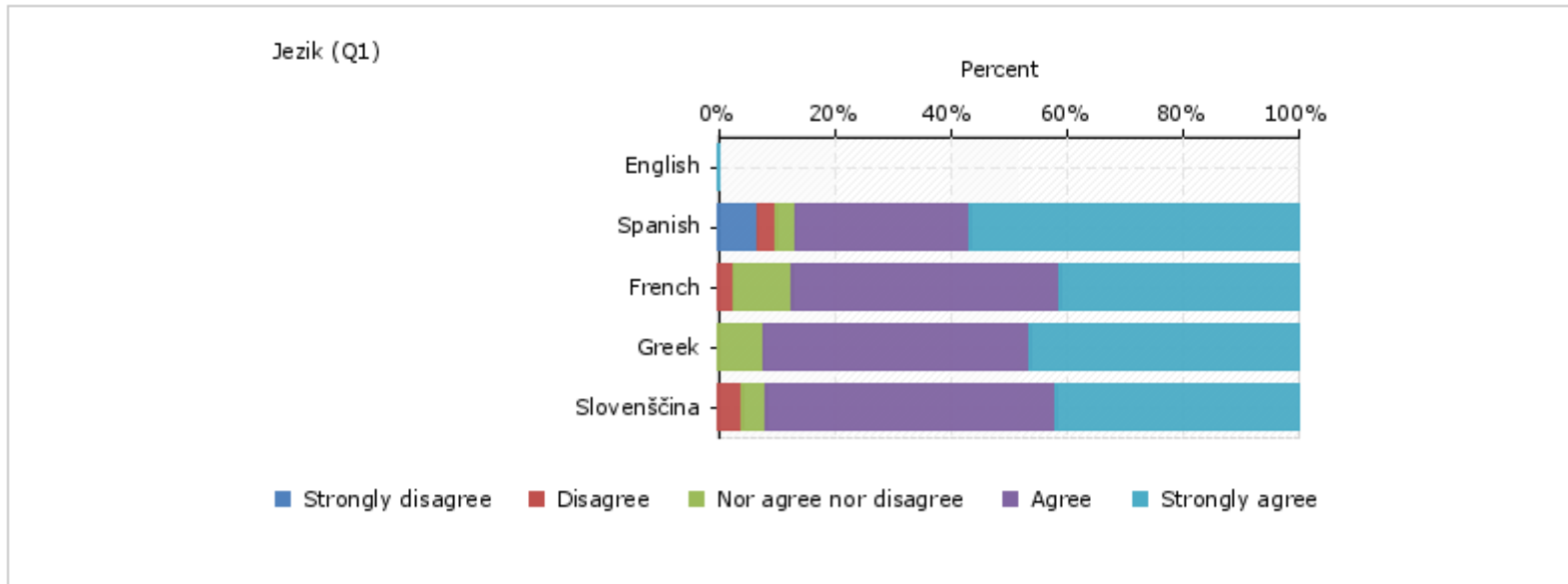
Results table

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

Analysis of general graphs results

General graph results are presented under Q3a.

Analysis of country specific graphs results



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

Comment: ?

Results table

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

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

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

Analysis of general graphs results



Analysis of country specific graphs results



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

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

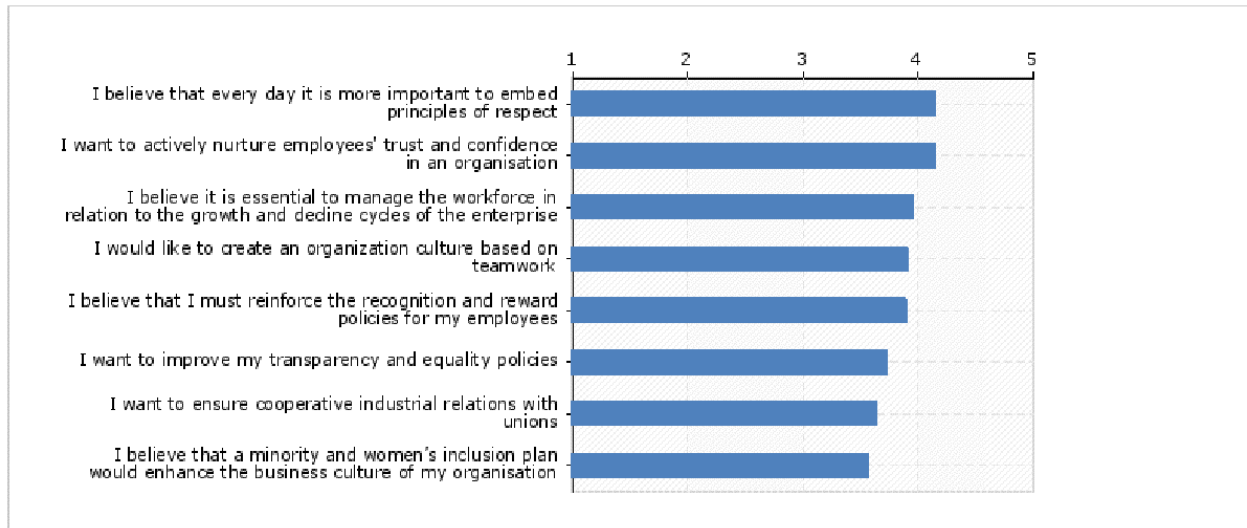
On a statement: *I believe that I must reinforce the recognition and reward policies for my employees*, in Spain (f= 19, f% = 63,33%), in France (f=17, f% = 48,57%), and in Greece and Cyprus (f= 6, f% = 53,85%) most of respondents answered with Agree. In Slovenia (f= 11, f% = 45,83%) most of respondents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

Results table

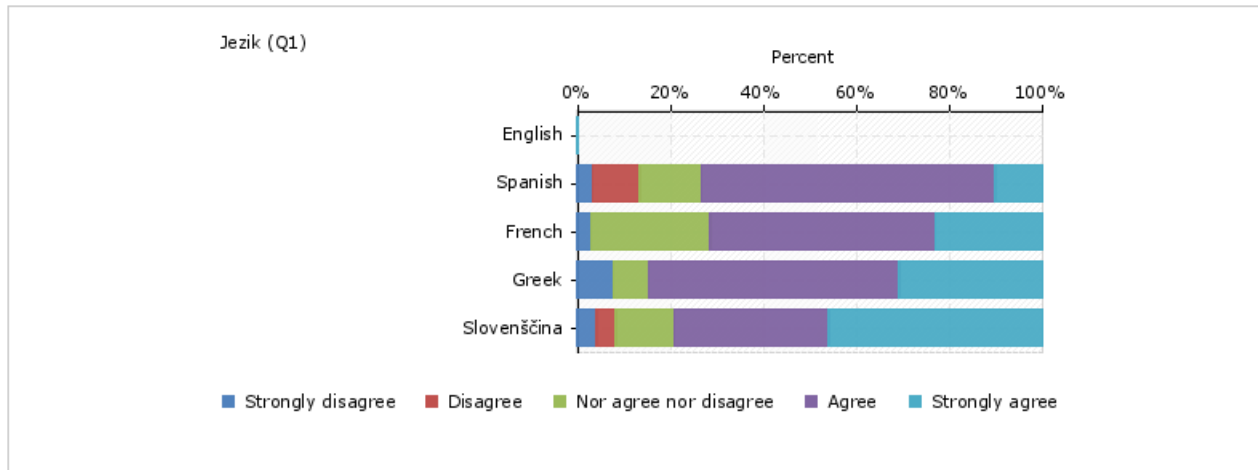
		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0	0	0		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	1	3	4	19	3	30	Agree	Agree
		3,33%	10,00%	13,33%	63,33%	10,00%	100,00%		
	French (3)	1	0	9	17	8	35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

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

Analysis of general graphs results



Analysis of country specific graphs results



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

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

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

Results table

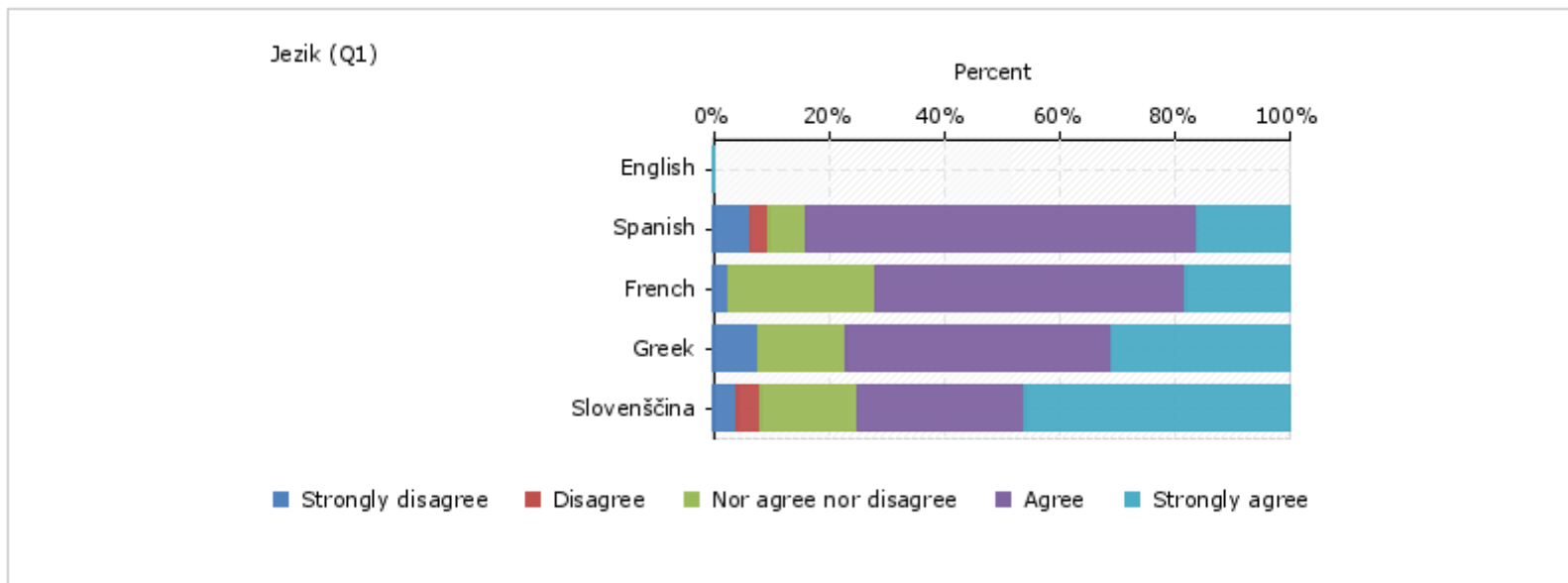
Language (Q1)		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
English (1)		0	0	0	0	0	0		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
Spanish (2)		2	1	2	21	5	31	Agree	Agree
		6,45%	3,23%	6,45%	67,74%	16,13%	100,00%		
French (3)		1	0	10	21	7	39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

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

Analysis of general graphs results

General graph results are presented under Q5a.

Analysis of country specific graphs results



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

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

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

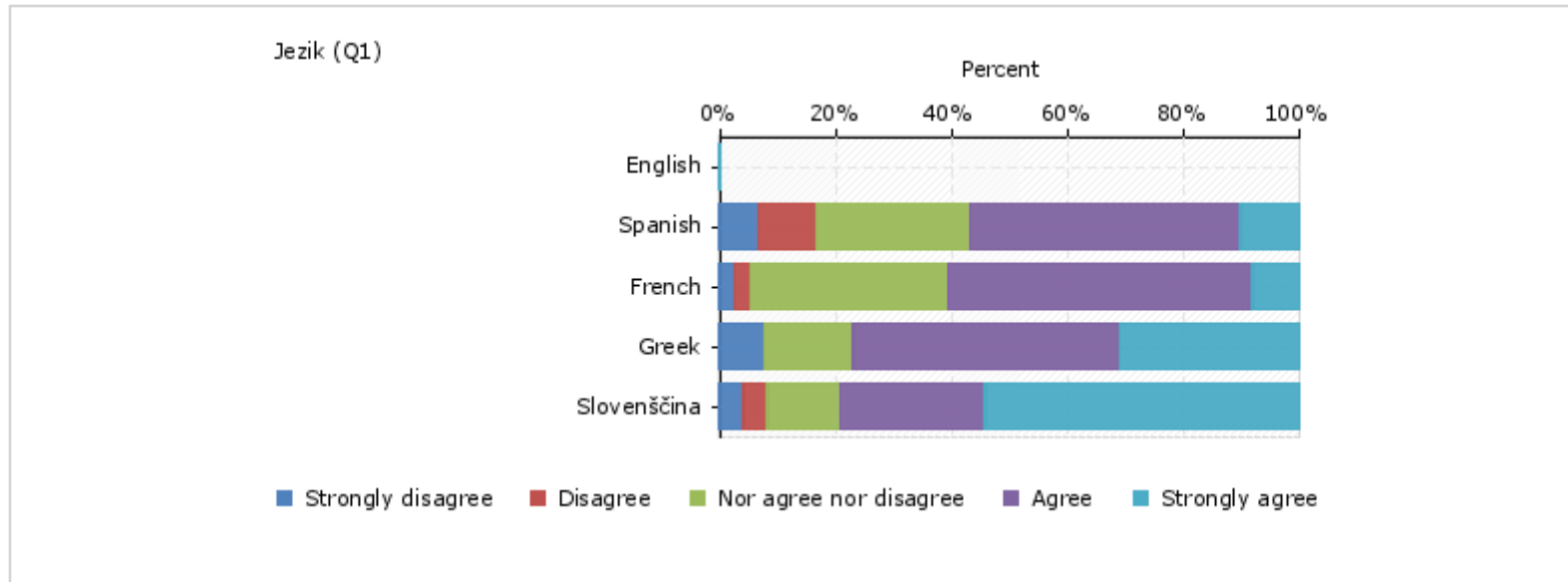
Results table

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

Analysis of general graphs results

General graph results are presented under Q5a.

Analysis of country specific graphs results



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

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

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

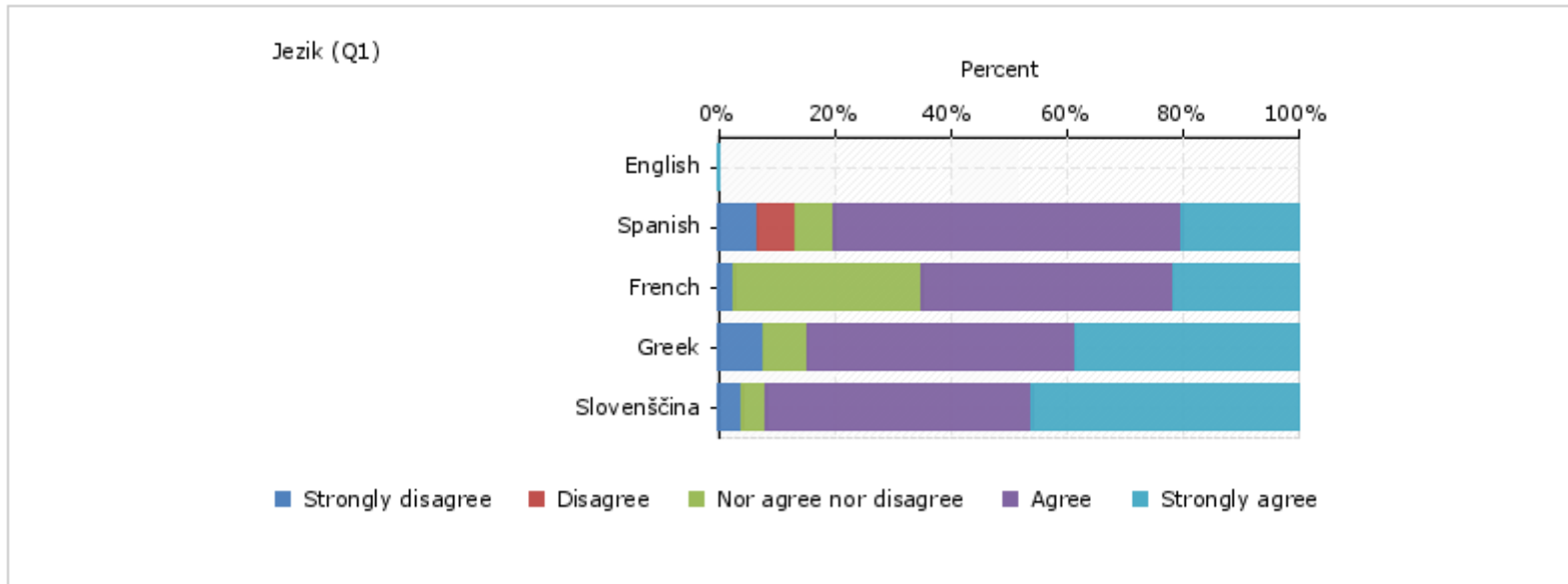
Results table

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

Analysis of general graphs results

General graph results are presented under Q5a.

Analysis of country specific graphs results



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

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

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

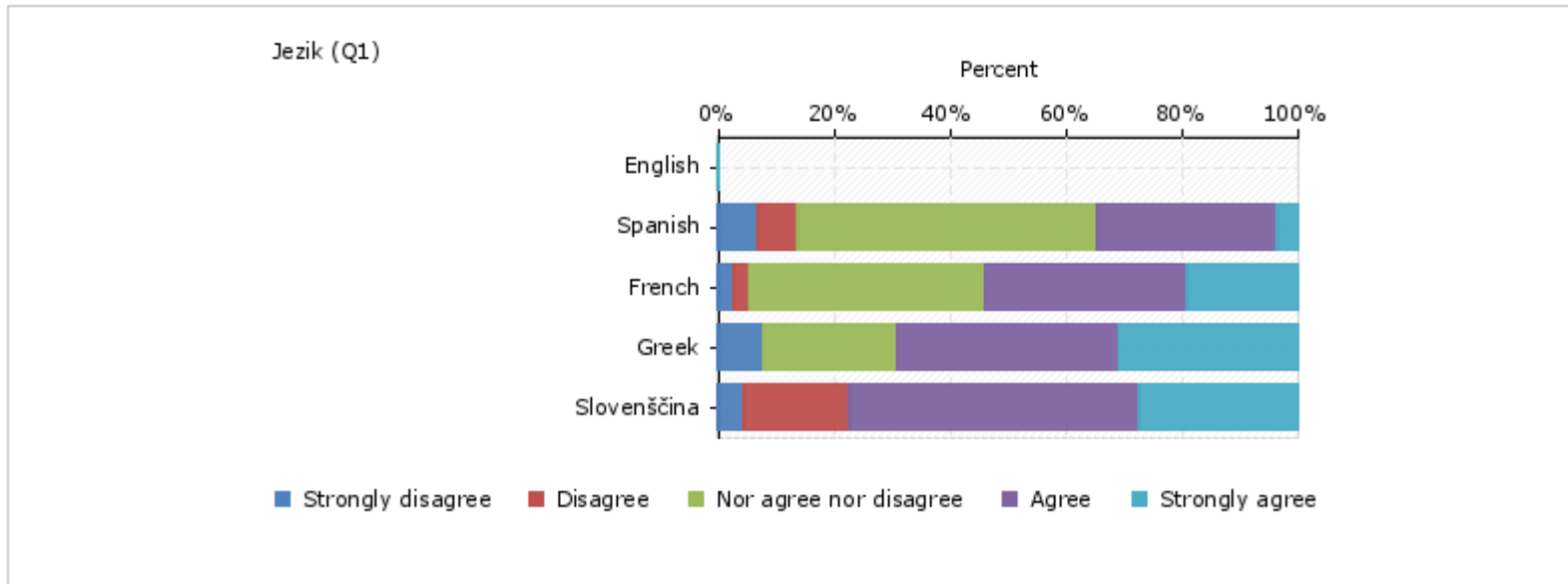
Results table

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

Analysis of general graphs results

General graph results are presented under Q5a.

Analysis of country specific graphs results



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

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

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

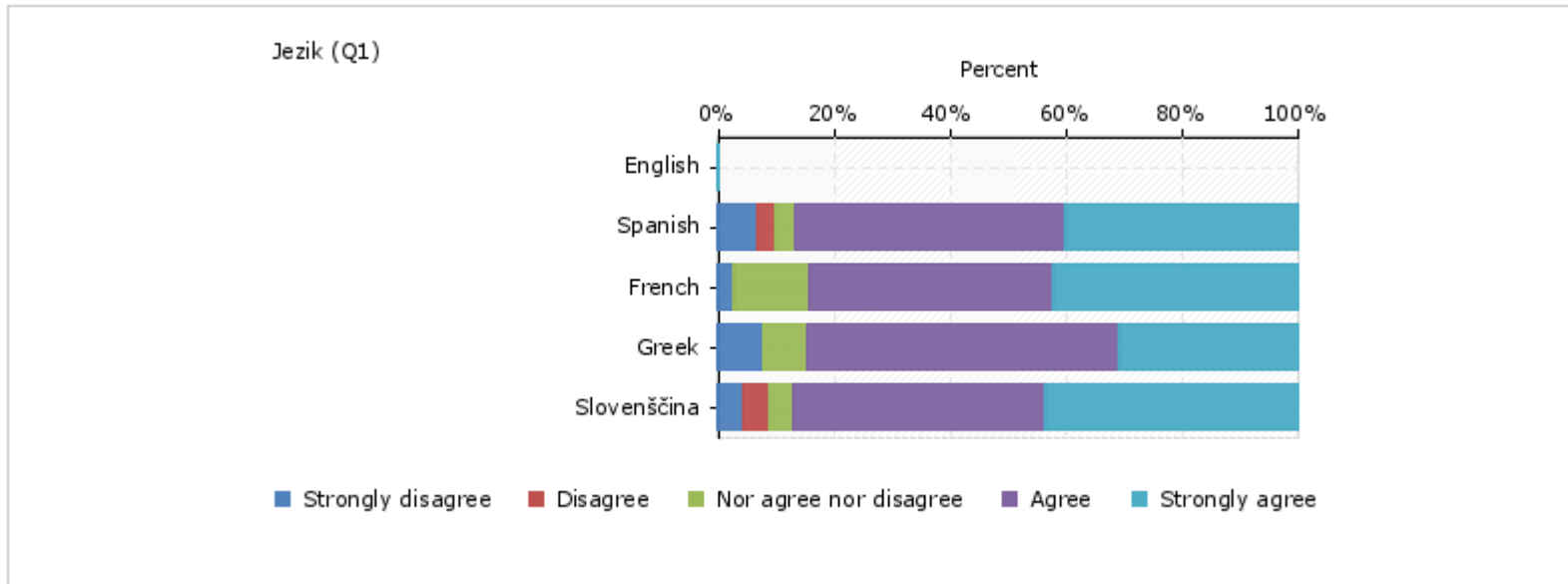
Results table

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

Analysis of general graphs results

General graph results are presented under Q5a.

Analysis of country specific graphs results



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

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

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

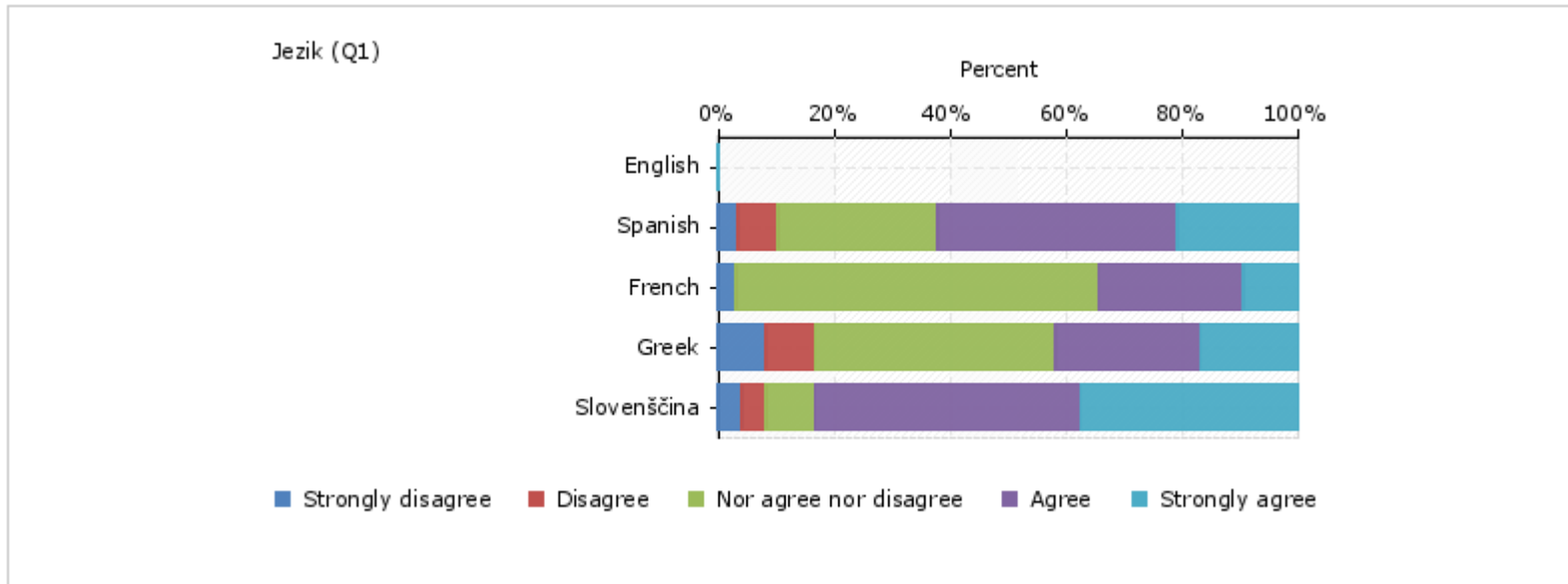
Results table

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

Analysis of general graphs results

General graph results are presented under Q5a.

Analysis of country specific graphs results



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

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

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

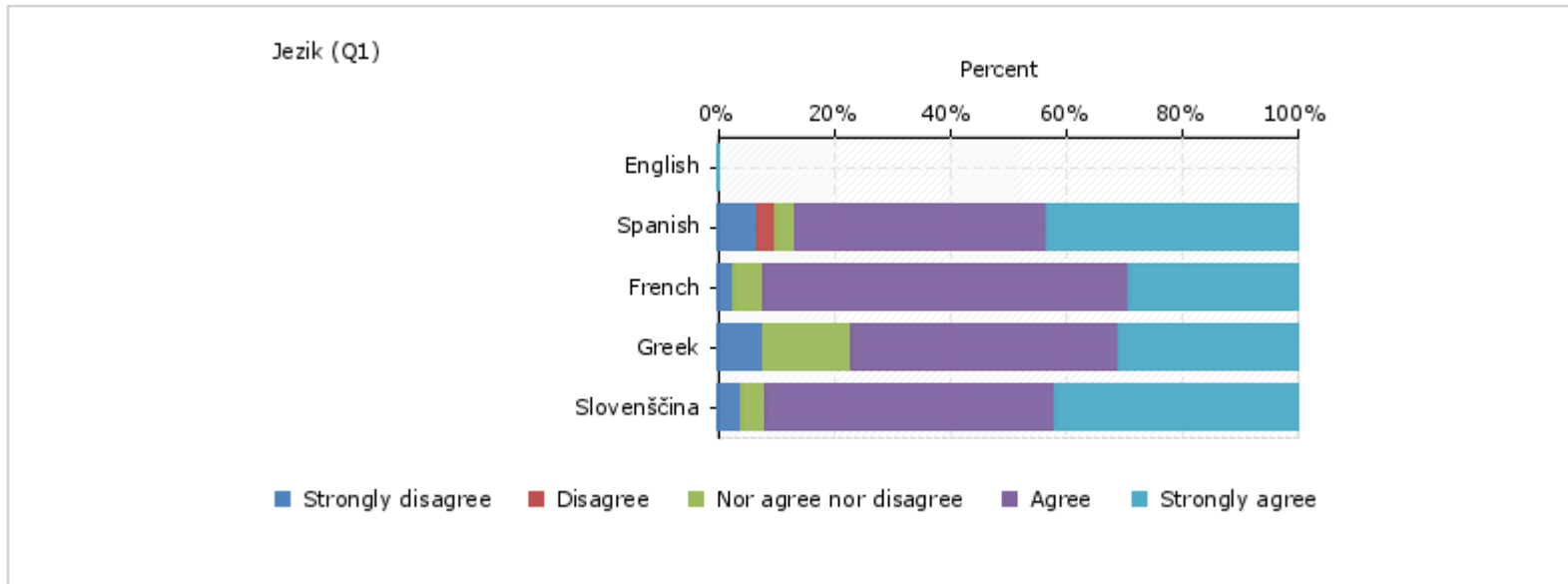
Results table

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

Analysis of general graphs results

General graph results are presented under Q5a.

Analysis of country specific graphs results



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

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

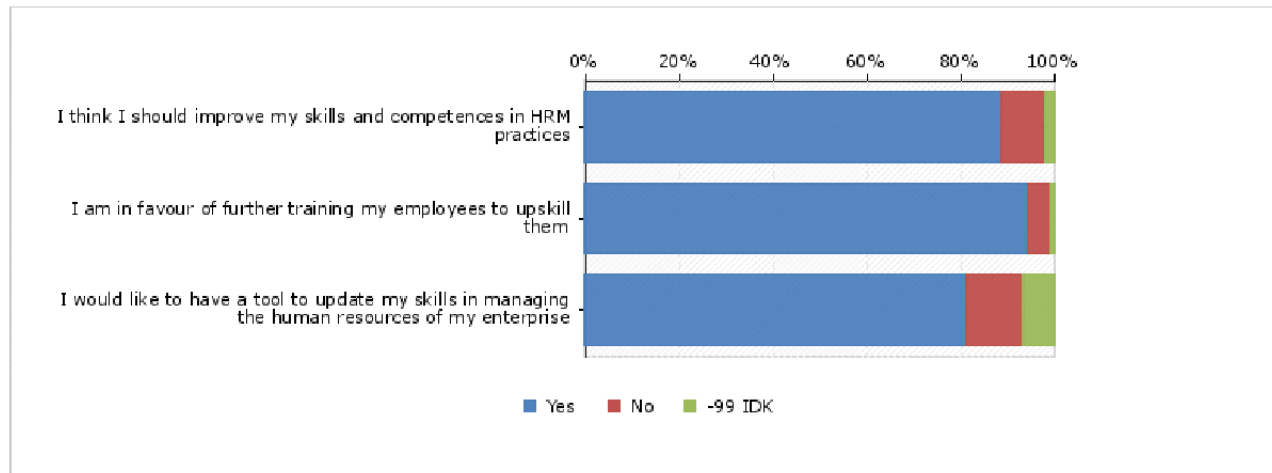
On a statement: *I think I should improve my skills and competencies in HRM practices*, in Spain (f= 28, f% = 93,33%), in France (f=37, f% = 94,87%), in Greece and Cyprus (f= 10, f% = 83,33%), and in Slovenia (f= 20, f% = 83,33%), most of respondents answered with Yes.

Results table

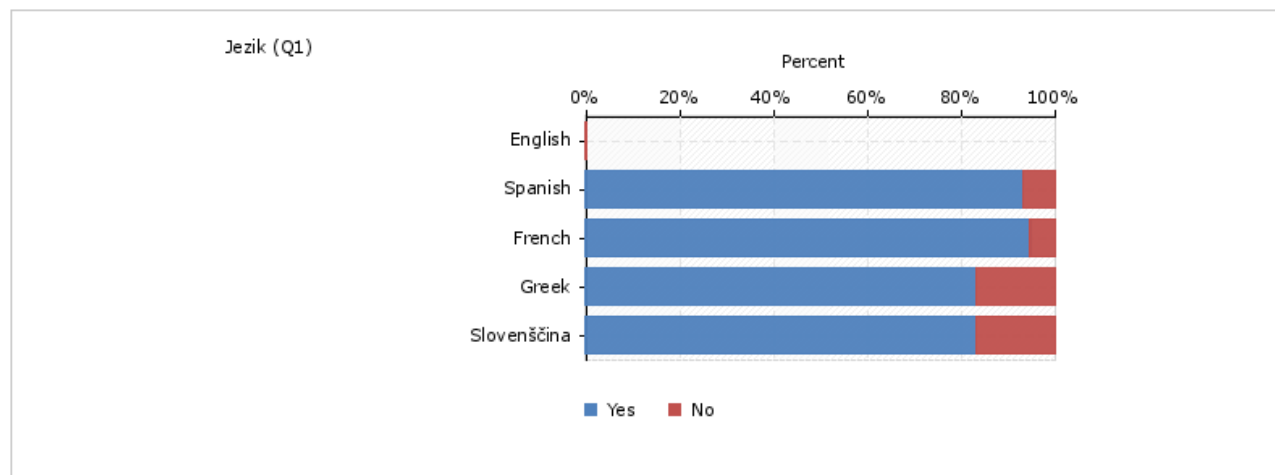
Yes (1)	No (2)	Total	Mode	Median

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

Analysis of general graphs results



Analysis of country specific graphs results



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

Comment: Overall, out of 111 respondents, 106 respondents were valid (N = 106). 101 respondents (95,28) answered with Yes, 5 respondents (9,4,72%) answered with No, as you can see from the results in the table below.

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

Results table

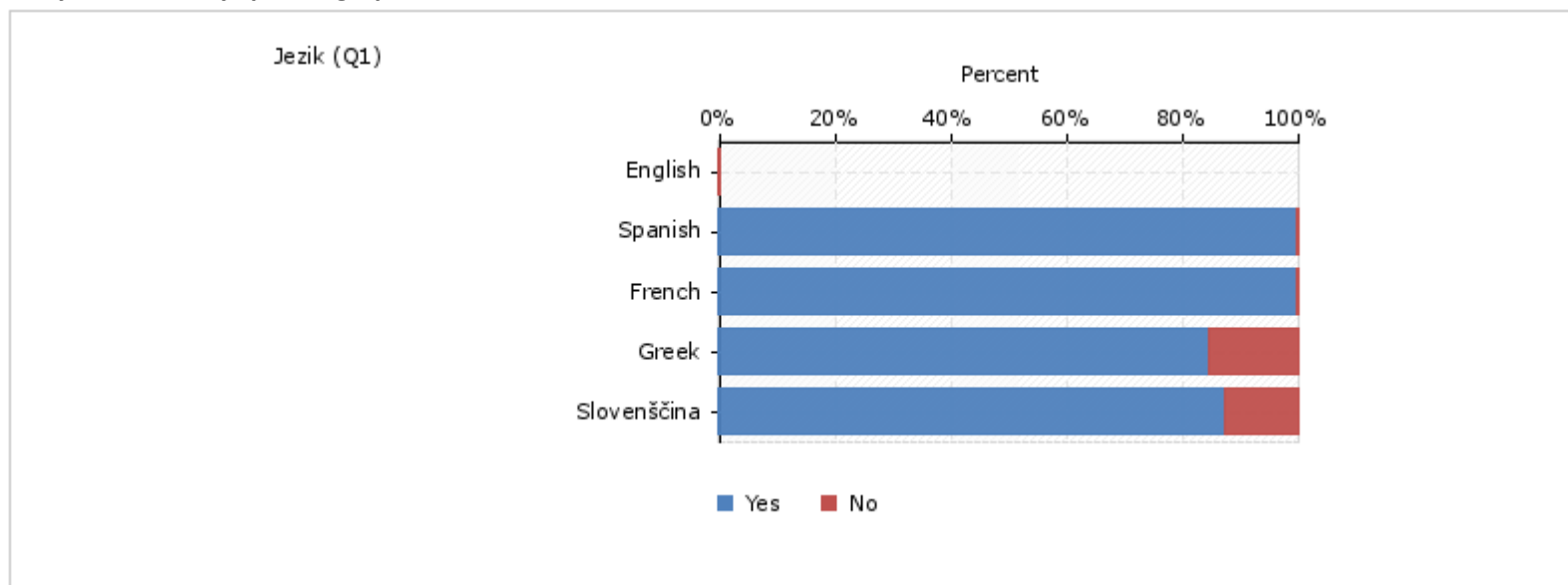
Language (Q1)		Yes (1)	No (2)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0		
		0,00%	0,00%	100,00%		
	Spanish (2)	30	0	30	Yes	Yes
		100,00%	0,00%	100,00%		
	French (3)	39	0	39	Yes	Yes
		100,00%	0,00%	100,00%		

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

Analysis of general graphs results

General graph results are presented under Q6a.

Analysis of country specific graphs results



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

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

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

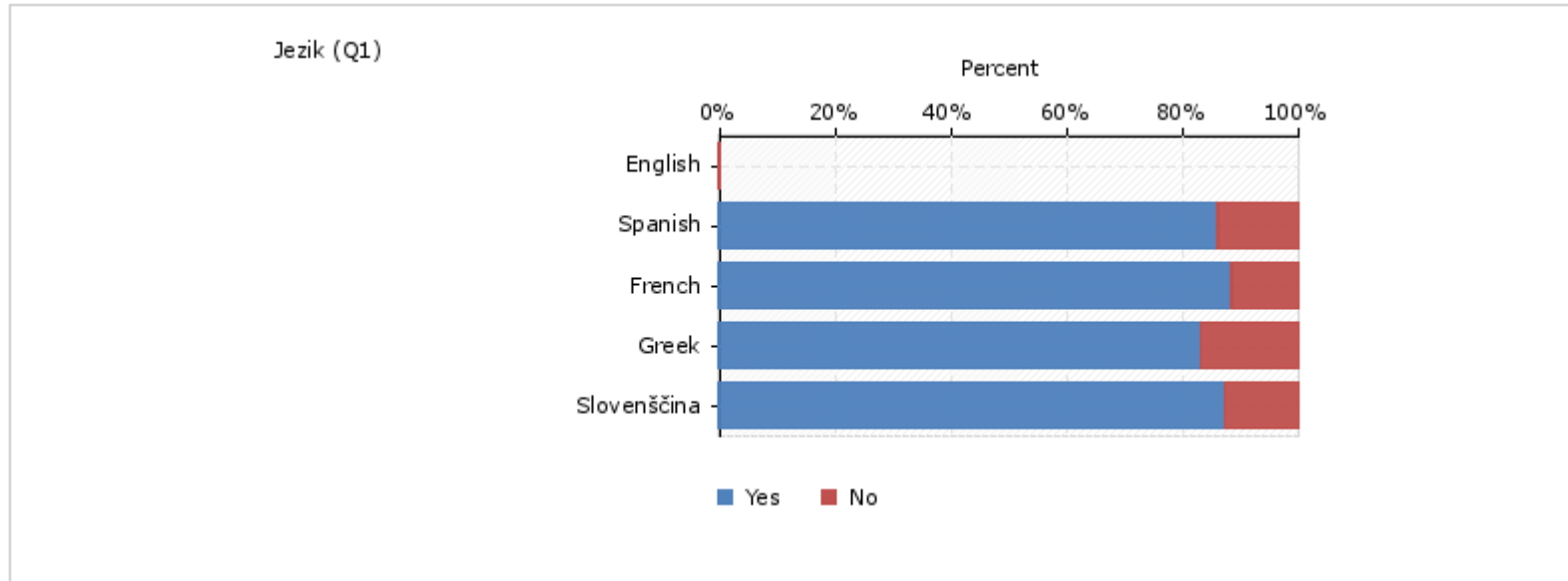
Results table

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

Analysis of general graphs results

General graph results are presented under Q6a.

Analysis of country specific graphs results



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

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

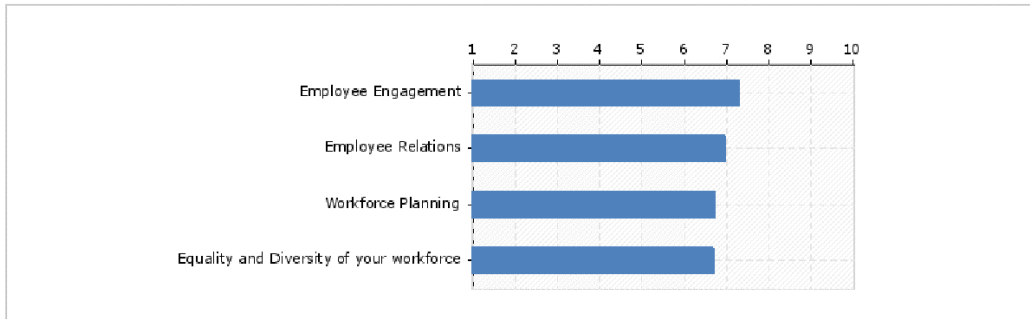
On a question: *How would you rate your acquaintance with workforce Planning*, in Spain (f= 8, f% = 26,6%), most of respondents answered with 5. In France (f=8, f% = 21,62%), most of respondents answered with 7, in Greece and Cyprus (f= 3, f% = 25,00%), and in Slovenia (f= 55, f% = 21,75%), most of respondents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

Results table

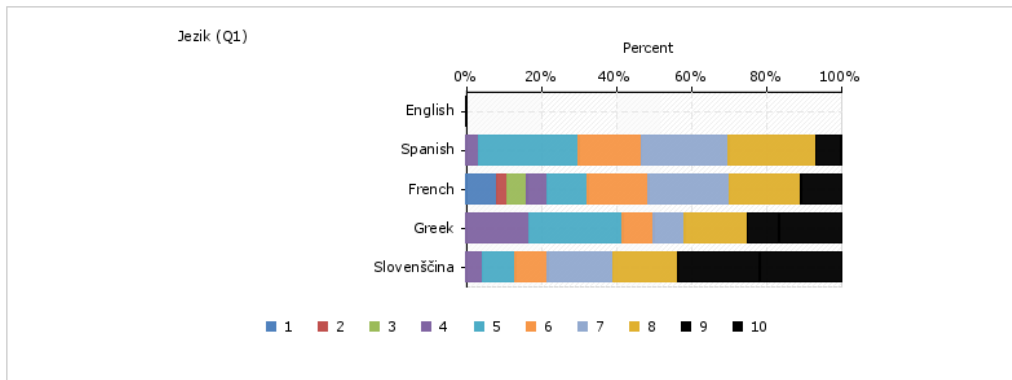
	Sub question	Answers											Valid	Units	Average	Std. deviation
		1	2	3	4	5	6	7	8	9	10	Valid				
Q7a	Workforce Planning	3 (3%)	1 (1%)	2 (2%)	6 (6%)	17 (17%)	14 (14%)	20 (20%)	20 (20%)	8 (8%)	11 (11%)	102 (100%)	102	111	6.7	2.1

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

Analysis of general graphs results



Analysis of country specific graphs results



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

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

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

Results table

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

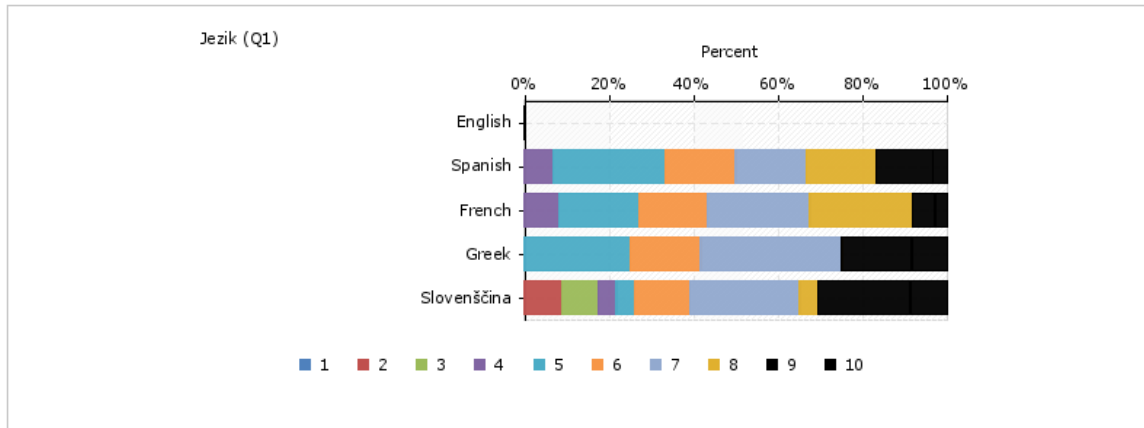
Q7b	Equality and Diversity of your workforce	0 (0%)	2 (2%)	2 (2%)	6 (6%)	19 (19%)	16 (16%)	24 (24%)	15 (15%)	13 (13%)	5 (5%)	102 (100%)	102	111	6.7	1.8
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		1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	8 (8)	9 (9)	10 (10)	Total	Mean	Mode	Median	
Language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

Analysis of general graphs results

General graph results are presented under Q7a.

Analysis of country specific graphs results



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

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

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

Results table

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

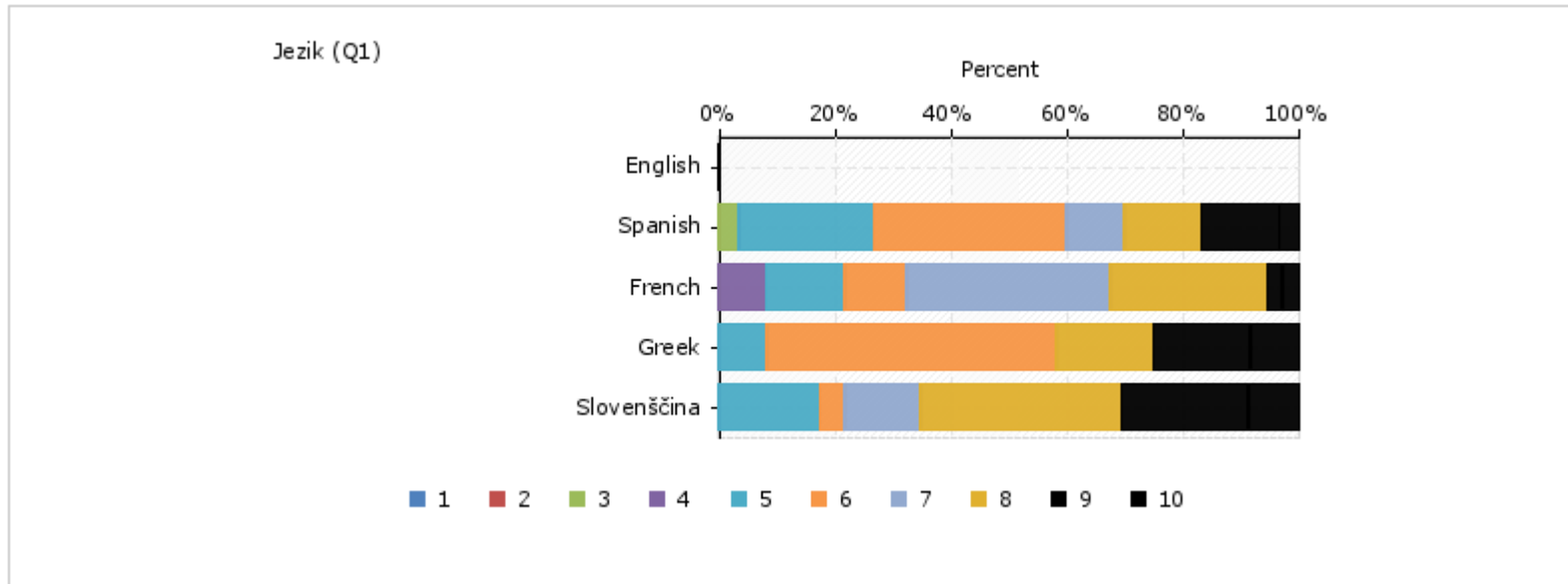
1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	8 (8)	9 (9)	10 (10)	Total	Mean	Mode	Median

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

Analysis of general graphs results

General graph results are presented under Q7a.

Analysis of country specific graphs results



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

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

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

Results table

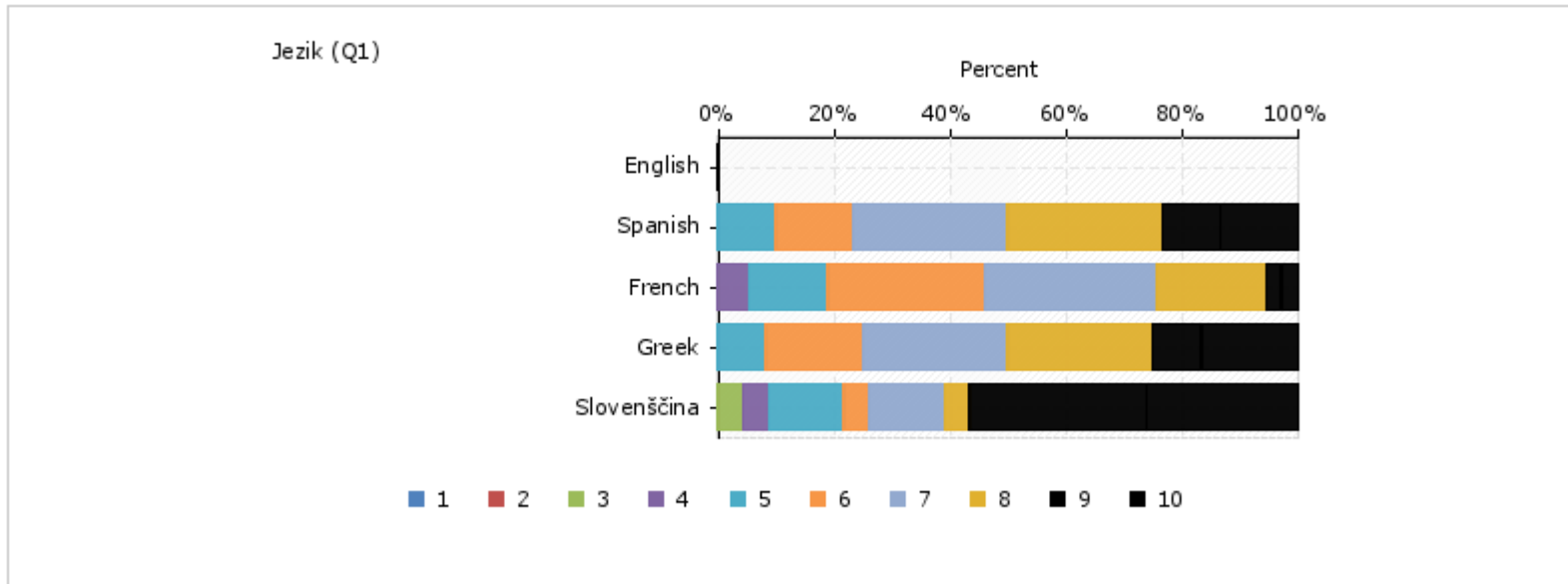
	Sub question	Answers											Valid	Units	Average	Std. deviation
		1	2	3	4	5	6	7	8	9	10	Valid				
Q7d	Employee Engagement	0 (0%)	0 (0%)	1 (1%)	3 (3%)	12 (12%)	17 (17%)	25 (25%)	19 (19%)	12 (12%)	13 (13%)	102 (100%)	102	111	7.3	1.7

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

Analysis of general graphs results

General graph results are presented under Q7a.

Analysis of country specific graphs results



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

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

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

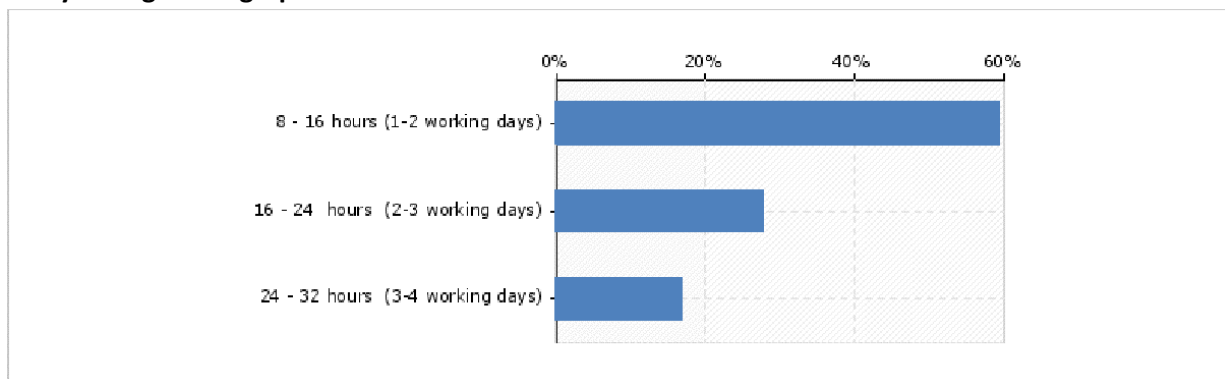
(3-4 working days), as you can see from the results in the table below.

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

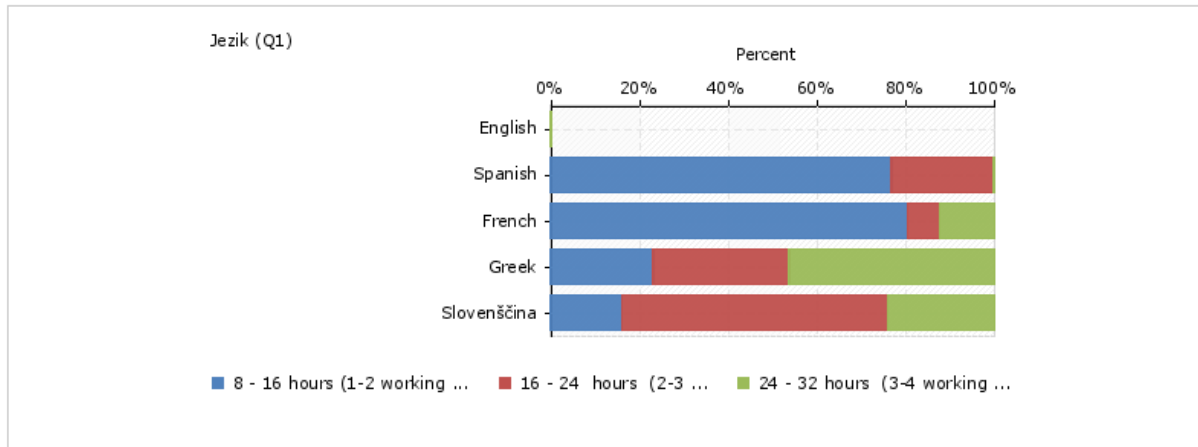
Results table

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

Analysis of general graphs results



Analysis of country specific graphs results



7.33 Q9: Would you rather take an HRM course?

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

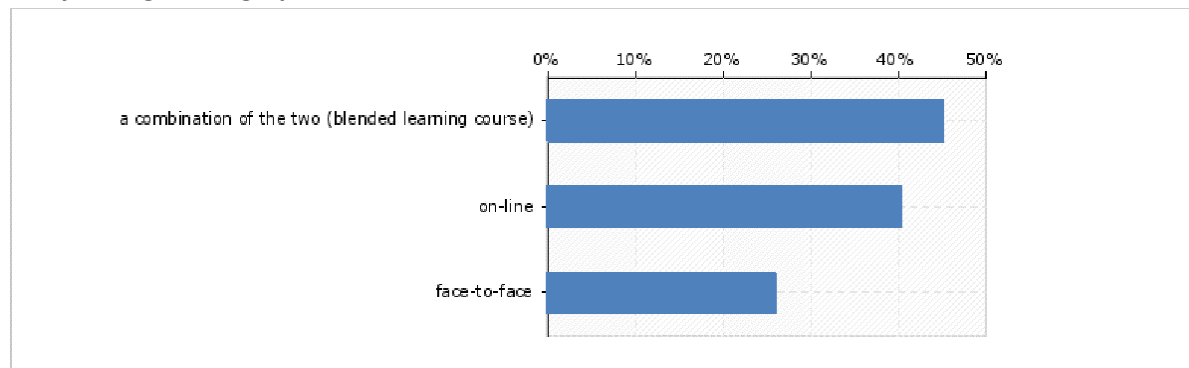
On a question: *Would you rather take an HRM course*, in Spain (f= 14, f% = 45,16%) and in France (f= 18, f% = 42,86%) most of respondents answered with a combination of the two (blended learning course). In Greece and Cyprus (f = 6, f% = 35,29%) most of respondents answered with face-to-face and a combination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

Results table

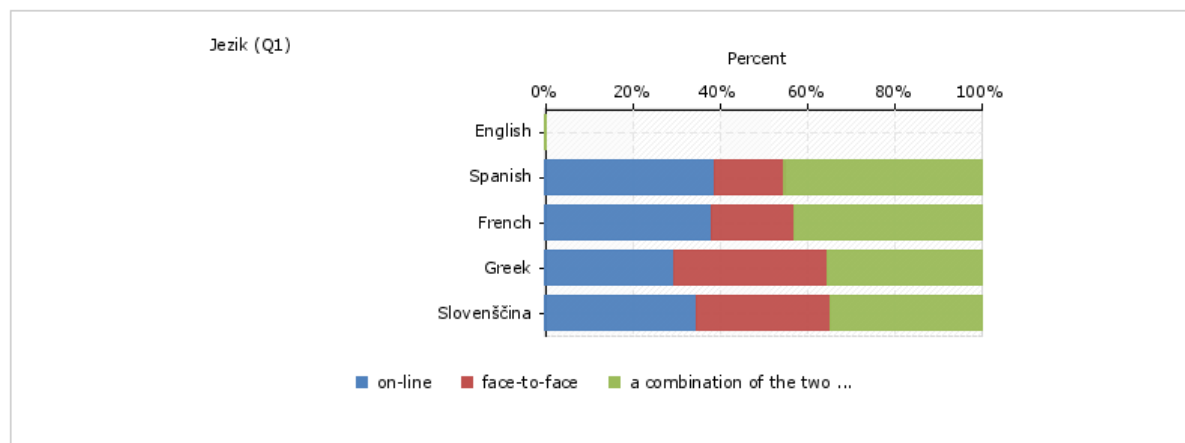
		on-line (44)	face-to-face (45)	a combination of the two (blended learning course) (46)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0		
		0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	12	5	14	31	a combination of the two (blended learning course)	face-to-face

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

Analysis of general graphs results



Analysis of country specific graphs results



7.34 Q10: Size of your organization.

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

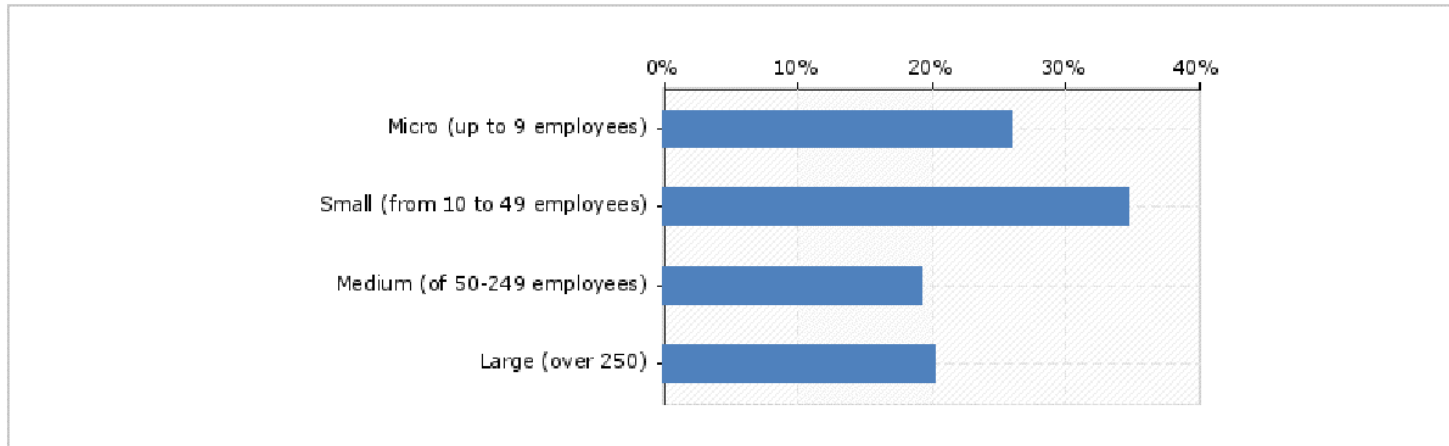
On a question: *Size of your organization*, in Spain (f= 14, f% = 50,00%) most of respondents answered with Micro (up to 9 employees). In France (f= 12, f% = 17,86%) most of respondents answered with Large (over 250). In Greece and Cyprus (f = 5, f% = 38,46%) most of respondents answered with Small (from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

Results table

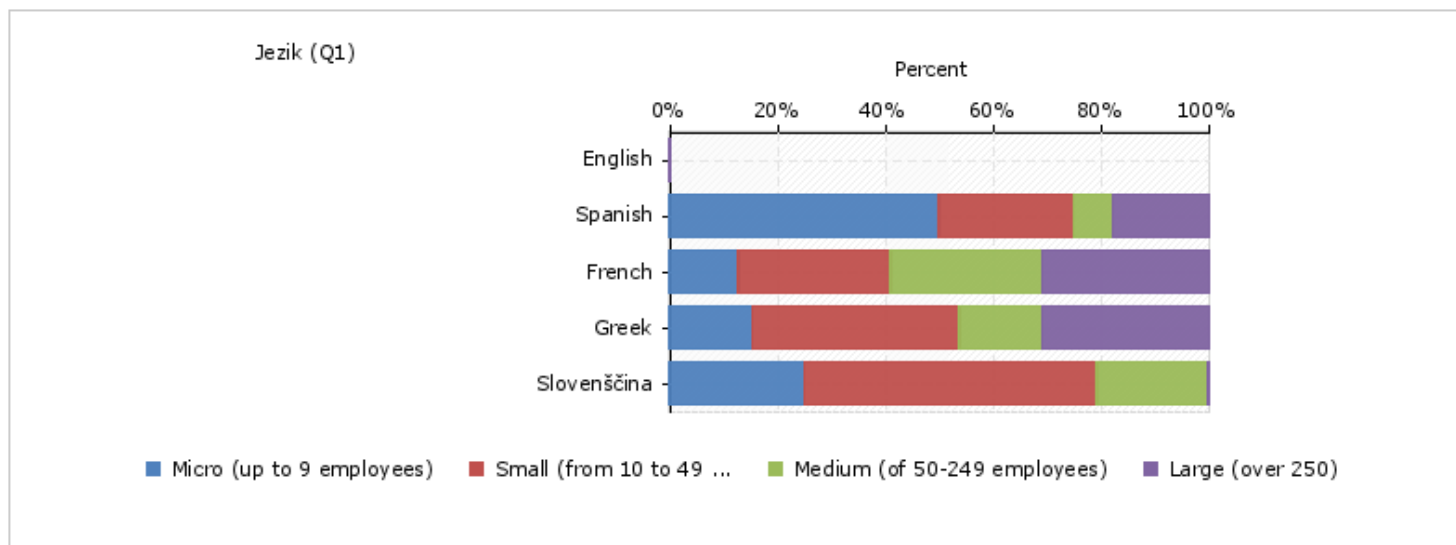
		Micro (up to 9 employees) (1)	Small (from 10 to 49 employees) (2)	Medium (of 50-249 employees) (3)	Large (over 250) (4)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0	0		
		0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	14	7	2	5	28	Micro (up to 9 employees)	Micro (up to 9 employees)
		50,00%	25,00%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

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

Analysis of general graphs results



Analysis of country specific graphs results



7.35 Q11: Years on market.

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

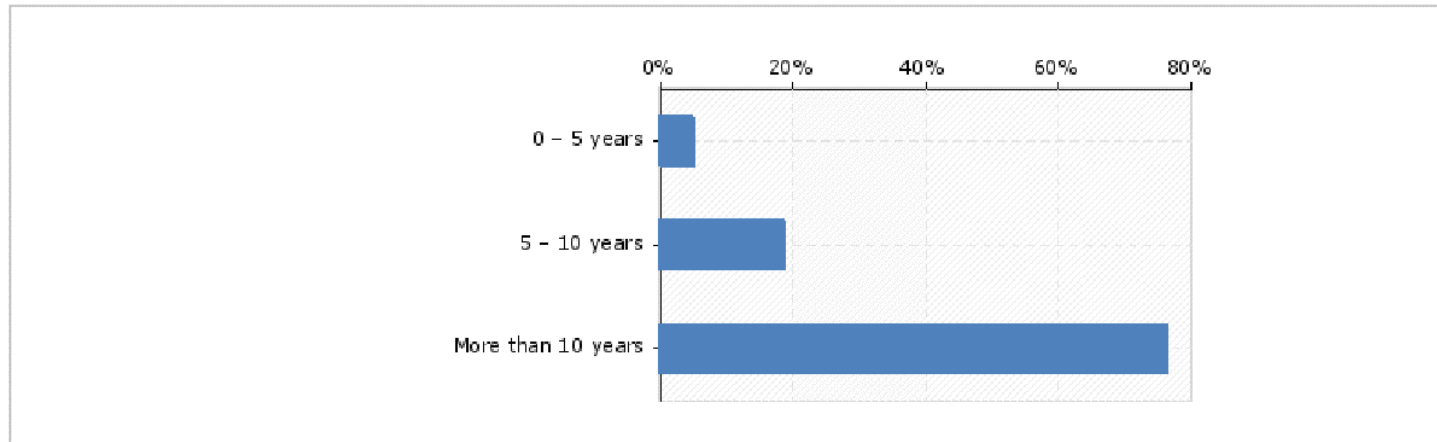
On a statement: *Years on market*, in Spain (f= 27, f% = 96,43%), in France (f= 36, f% = 94,74%), in Greece and Cyprus (f = 7, f% = 53,85%) most of respondents answered with More than 10 years. And in Slovenia (f = 12, f% = 52,17) most of respondents answered 5 – 10 years).

Results table

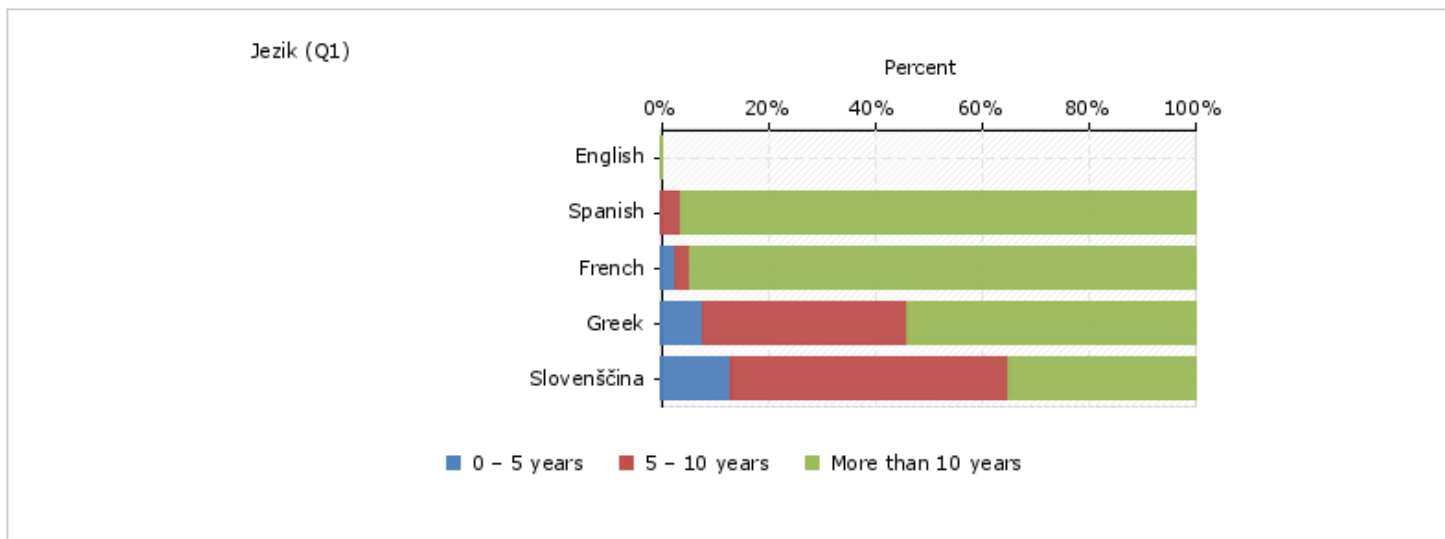
		0 – 5 years (1)	5 – 10 years (2)	More than 10 years (3)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0		
		0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	0	1	27	28	More than 10 years	More than 10 years
		0,00%	3,57%	96,43%	100,00%		
	French (3)	1	1	36	38	More than 10 years	More than 10 years
		2,63%	2,63%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

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

Analysis of general graphs results



Analysis of country specific graphs results



7.36 Q12: Sector your company is working in.

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

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

7.37 Q13: In which country are you based.

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

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

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

8 Αποτελέσματα του Εργαλείου 4 – Εκπόνηση του Ευρωπαϊκού Προτύπου της Επαγγελματικής Ικανότητας

8.1 Περίληψη

Η δημιουργία ενός ευρωπαϊκού προτύπου επαγγελματικής ικανότητας βασίζεται στην έρευνα που έγινε στις χώρες των εταίρων. Στο πρώτο μέρος, οι εταίροι εξέτασαν τις εθνικές κατηγορίες προσόντων και προσπάθησαν να εξηγήσουν ποιες είναι οι εθνικές κατηγορίες προσόντων και εάν μπορεί να αποδοθεί μερική επίσημη πιστοποίηση. Μέσα από την έρευνα, οι εταίροι προσπαθούν να βρουν έναν κατάλληλο επίσημο τρόπο αξιολόγησης, επικύρωσης και αναγνώρισης στην αντίστοιχη χώρα.

Με βάση τα Εθνικά Πλαίσια Προσόντων, το σλοβενικό σύστημα επιτρέπει συμπληρωματικά προσόντα σε διαφορετικά επίπεδα σε αντίθεση με τις άλλες χώρες των εταίρων που δεν διαθέτουν αυτό το είδος τυπικών προσόντων. Υπάρχει η δυνατότητα επίσημης πιστοποίησης για επαγγελματική εκπαίδευση 20-50 ωρών στην Ισπανία. Προκειμένου να γίνει αυτή η πιστοποίηση, η φορέας κατάρτισης πρέπει πρώτα να ζητήσει πιστοποίηση για να μπορέσει να πραγματοποιήσει επίσημη εκπαίδευση και στη συνέχεια να προτείνει το πρόγραμμα για πιστοποίηση και να το γίνει αποδεκτό. Είναι απίθανο το έργο αυτό να φτάσει σε αυτό το επίπεδο πιστοποίησης.

Στο δεύτερο μέρος, οι εταίροι αναζήτησαν παραδείγματα επαγγελματιών που ενδιαφέρονται για τις δραστηριότητες "διεύθυνσης ανθρώπινου δυναμικού στις μικρές επιχειρήσεις του τομέα των αγροτικών τροφίμων" ή παραδείγματα κατάρτισης για το έργο μας. Δεν υπάρχει παράδειγμα του επιπέδου 4 του ΕΠΠ ή παρόμοια κατάρτιση για τους διευθυντές Ανθρώπινου Δυναμικού στον τομέα των αγροτικών τροφίμων στις χώρες που συμμετέχουν μέχρι στιγμής.

Υπάρχουν παραδείγματα στις χώρες όπου ένα άλλο επίσημο πρόγραμμα σε κάποιο επίπεδο αναγνωρίζει τα μαθησιακά αποτελέσματα ορισμένων μορφών κατάρτισης (τυπικά, άτυπα ή ανεπίσημα) και μειώνει ή επαναπροσδιορίζει τον αναμενόμενο φόρτο εργασίας για να επιτύχει το επιθυμητό προσόν, με βάση το Eurorpass, πιστοποιητικό και συμπλήρωμα μέσω της αξιολόγησης, επικύρωσης και αναγνώρισης των μαθησιακών αποτελεσμάτων.

Στο έργο μας, η εκπαίδευση και τα προσόντα θα απονεμηθούν σε ένα ανεπίσημο πλαίσιο, όπου οι συμμετέχοντες εταίροι και άλλοι συνεργάτες θα αναγνωρίσουν την εκπαίδευση και θα παραδώσουν ένα πιστοποιητικό (Eurorpass) στα άτομα έχουν ολοκληρώσει την εκπαίδευση. Οι συνεργάτες έχουν την ευκαιρία να εκδώσουν το πιστοποιητικό στο όνομα των επιμελητηρίων ή Προϊόν του έργου FRESH.

8.2 National categories of qualification per country

8.2.1 Slovenia

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

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

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

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

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

BIC Ljubljana and NEC Cerknica can be the assessment body.

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

What are the steps to take?

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

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

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

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

Is there any other way to be awarded the qualification in your country and is it relevant in our case?
NPK – national vocational qualification Supplementary qualification
We expect that our qualification and training consist of new qualifications (new topics) that existing qualifications do not have. Is it possible to “fill” the existing professional qualification for HR managers with new competencies in your country? What would be the steps? <i>E.g.: The Slovenian SQF differentiates between three categories of qualification: educational qualifications, vocational qualifications and supplementary qualifications</i>
The Slovenian SQF differentiates between three categories of qualification: educational qualifications, vocational qualifications and supplementary qualifications. The best way to acknowledge new qualifications would be to make an application for a supplementary qualification.
Do you think it is possible to achieve this in the lifetime of the project?
It is possible. The steps to officially put a new supplementary competence into SOK and getting the approval from the committee takes approximately 2 months after submitting the application.

What are the conditions for assessment, validation and recognition (except for regular schools’ system)? <i>E.g.: Supplement qualification description consist of including Learning outcomes, Assessment and completion, Condition for obtaining certificate & Awarding body. Applicant of the Supplementary Qualification defines assessment, validation and recognition conditions.</i>
Supplement qualification description consist of including Learning outcomes, Assessment and completion, Condition for obtaining certificate & Awarding body. Applicant of the Supplementary Qualification defines assessment, validation and recognition conditions. <u>HRM acknowledgment in Slovenia:</u> NPK connected with HRM doesn’t exist in Slovenia. Supplementary competence connected with HRM doesn’t exist in Slovenia. There are several courses for human resource managers, but these courses are not implemented into the SOK. These are payable classes that provide a proof of attendance in the end. HRM courses from agri-food field don’t exist.

8.2.2 Spain

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

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

It includes:

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

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

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

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

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

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

Answer is the same as above.

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

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

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

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

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

In a non-formal context, yes.

What are the steps to take?

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

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

Already described above:

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

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

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

Incuat is the Spanish body in charge of the development of the national vocational studies catalogue. It defines the main lines that a qualification should have. Then, each regional government complete the qualification with own specificities.

For instance, this qualification is presented by Generalitat Valenciana as follows:

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

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

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

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

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

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

Considering the above no.

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

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

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

8.2.3 Greece

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

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

8.2.4 HQF Levels

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

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

8.2.5 Qualification Types

1	PRIMARY SCHOOL CERTIFICATE
2	LOWER SECONDARY SCHOOL CERTIFICATE
3	VOCATIONAL TRAINING SCHOOL (SEK) SPECIALTY CERTIFICATE
3	VOCATIONAL TRAINING INSTITUTE (no longer awarded)
4	VOCATIONAL SCHOOL (EPA.S.) CERTIFICATE
4	GENERAL UPPER SECONDARY SCHOOL CERTIFICATE
4	VOCATIONAL UPPER SECONDARY SCHOOL CERTIFICATE
4	VOCATIONAL UPPER SECONDARY SCHOOL "DEGREE"
5	VOCATIONAL UPPER SECONDARY SCHOOL "DEGREE" AND APPRENTICESHIP CLASS
5	VOCATIONAL TRAINING DIPLOMA

5	VOCATIONAL TRAINING DIPLOMA (no longer awarded)
5	POST SECONDARY AND NOT HIGHER EDUCATION DIPLOMA OR 'DEGREE'
6	BACHELOR DEGREE
7	MASTER'S
8	DOCTORATE

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

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

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

- **Description of the training programme**
 - Correlation with specific Occupational Profile
 - Scope of the programme
 - Specific Objectives – Expected results on the level knowledge, skills and competencies
 - The training needs of the trainees
 - The trainees background
 - Programme duration
- **Content of the training programme**
 - Training modules
 - Trainers Profile
 - Training programme methodology (theory – practise)
 - Educational techniques appropriate for adult education
 - Equipment and available resources
- **Assessment of the knowledge, skills and competencies**

- Assessment method
- Indicative questions / examination issues

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

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

No

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

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

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

No

What are the steps to take?

N/A

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

No

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

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

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

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

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

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

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

Certification tests for knowledge, skills and competencies of trainees.

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

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

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

8.2.6 France

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

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

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

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

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

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

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

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

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

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

NO

What are the steps to take?

/

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

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

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

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

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

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

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

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

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

8.2.7 Cyprus

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

The national categories of qualifications in Cyprus are:

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

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

http://www.cyqf.gov.cy/archeia/dimosiefseis/european_qualifications_framework_leaflet_el.pdf

- No supplementary Qualifications exist.

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

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

The Cyprus Qualification Framework does not include the supplementary qualification.

Page 39, Parartima V

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

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

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

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

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

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

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

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

What are the steps to take?

n/a

Is there any other way to be awarded the qualification in your country and is it relevant in our case?
The only way is to bypass National Level and accredit a course using the ISO standard 17024.
We expect that our qualification and training consist of new qualifications (new topics) that existing qualifications do not have. Is it possible to “fill” the existing professional qualification for HR managers with new competencies in your country? What would be the steps?
<i>E.g.: The Slovenian SQF differentiates between three categories of qualification: educational qualifications, vocational qualifications and supplementary qualifications</i>
There is no qualification for HR managers in VET. In the academic sphere there is a relevant academic qualification. Therefore, I don't think we can “in a formal way/accredited way” fill in with new competencies.
Do you think it is possible to achieve this in the lifetime of the project?
I am not sure

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

8.3.1 Slovenia

PROFESSIONAL FIGURE 1

1.1 DENOMINATION

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

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

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

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

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

2 PROFESSIONAL FIGURE 2

2.1 DENOMINATION

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

2.2 CONTEXT and LEGAL FRAMEWORK (max 10 lines)

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

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

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

8.3.2 Spain

PROFESSIONAL FIGURE 1

1.1 DENOMINATION

Human Resources Manager

1.2 CONTEXT and LEGAL FRAMEWORK (max 10 lines)

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

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

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

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

In short, the HRM is in charge of:

- Administration of the Human Resources Department
- Staff management in SMEs
- Technical work related to Human Resources
- Payslips management

2 PROFESSIONAL FIGURE 2

2.1 DENOMINATION

Assistance to management

2.2 CONTEXT and LEGAL FRAMEWORK (max 10 lines)

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

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

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

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

The assistant to management is in charge of:

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

8.3.3 Greece

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

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

8.3.4 France

PROFESSIONAL FIGURE 1

1.1 DENOMINATION

Human Resources Director

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

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

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

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

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

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

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

Guarantor of the social climate

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

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

HRD skills :

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

2 PROFESSIONAL FIGURE 2

2.1 DENOMINATION

RECRUITMENT OFFICER

2.2 CONTEXT and LEGAL FRAMEWORK (max 10 lines)

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

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

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

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

3 PROFESSIONAL FIGURE 3

3.1 DENOMINATION

Responsible for personnel administration

3.2 CONTEXT and LEGAL FRAMEWORK (max 10 lines)

Training to become responsible for personnel administration

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

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

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

application of the management policy of the structure.

8.3.5 Cyprus

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

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

3 PROFESSIONAL FIGURE 1- Certified Adult Trainer

3.1 DENOMINATION

Deliver courses that are subsidized by the Government

3.2 CONTEXT and LEGAL FRAMEWORK (max 10 lines)

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

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

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

To be certified:

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

4 PROFESSIONAL FIGURE 1- Certified Photovoltaic Installer

4.1 DENOMINATION

Deliver courses that are subsidized by the Government

4.2 CONTEXT and LEGAL FRAMEWORK (max 10 lines)

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

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

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

To be certified:

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

5 PROFESSIONAL FIGURE 1- ORGANIC/BIOLOGICAL FOOD SHOP OWNER

5.1 DENOMINATION

Organic/Biological food shop owner

5.2 CONTEXT and LEGAL FRAMEWORK (max 10 lines)

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

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

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

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

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

This person is an employee of the company.

<https://www.scribd.com/doc/39579573/%CE%A3%CF%84%CF%81%CE%BF%CF%86%CE%AE-%CF%83%CF%84%CE%B1-%CE%B2%CE%B9%CE%BF%CE%BB%CE%BF%CE%B3%CE%B9%CE%BA%CE%AC-%CF%80%CF%81%CE%BF%CF%8A%CF%8C%CE%BD%CF%84%CE%B1-%CE%BA%CE%AC%CE%BD%CE%BF%CF%85%CE%BD-%CE%BF%CE%B9-%CE%9A%CF%8D%CF%80%CF%81%CE%B9%CE%BF%CE%B9>

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

6.1 DENOMINATION

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

6.2 CONTEXT and LEGAL FRAMEWORK (max 10 lines)

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

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

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

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

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

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

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

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

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

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

7.1 DENOMINATION

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

7.2 CONTEXT and LEGAL FRAMEWORK (max 10 lines)

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

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

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

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

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

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

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

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

8.4.1 Slovenia

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

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

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

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

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

8.4.2 Spain

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

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

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

8.4.3 Greece

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

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

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

rewarding, etc.):				
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8.4.4 France

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

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

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

8.4.5 Cyprus

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

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

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

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