



Agrifood Open Educational Resources for Human Capital Managers

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“FRESH”

agriFood open educational RESources for Human capital managers

European Standard of Professional Competence for human resources managers
for small companies in the agri-food sector

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Introduction

This European Standard of Professional Competence for human resources managers for small companies in the agri-food sector is part of output **O1 - Development of a standard of professional competence**. The first part of the FRESH project aimed to develop a standard for the occupational activities and working tasks of human resource (HR) managers for small companies in the agri-food sector. This standard is also the base for the configuration of the training course and learning materials.

This first output has the role of creating a common framework for qualifications in the scope of a European scheme of skills, competencies and knowledge to be acquired at the workplace. The principal reference is, therefore, the **European Qualifications Framework (EQF)**, which will serve as a core structure for the construction of a final assessment curriculum at the end of the training course.

FRESH wants to perform its activities and actions within a European framework in order to give a transnational response to a cross-border trend which sees skill mismatches as a shared problem that needs a broader European instrument to be tackled. In this manner, the final curriculum could be transferable, further implemented by other trainers or refresh other training courses on human resources management (HRM).

This document is prepared based on the **National context, HRM and validation analysis** document that partners prepared prior to the development of EQF. The analysis consists of an **assessment of the defects of HR managers in agri-food (AF) firms** in partners' countries and envisages the transfer of information and knowledge regarding the status of human resources management departments of small agri-food businesses among business associations, VET providers and HR experts. The analysis contains grass-root information about the specific challenges faced by HRM in small businesses from the agri-food sector.

HRM knowledge and practice have been traditionally disregarded among agri-food small enterprises, and it has been rarely considered a source of competitive advantage. CEDEFOP claims that better-managed HR could reduce skill mismatches. The availability of such a focus in continuous non-formal education is scarce or inexistent in many EU countries. This constitutes a remarkable innovation within agri-food education systems.

European Qualifications Framework (EQF) Level

Elaboration of a European Standard of Professional Competence is based on the desk research in partners respective countries. The European Standard of Professional Competence of Human Resources Manager for Small Companies in the Agri-food Sector is described within the framework of EQF (level 4). The resulting qualification is presented on a Europass Certificate Supplement template using the glossary recommended by CEDEFOP (learning outcomes, knowledge, skills and competencies).

The knowledge, skills and competencies on the EQF level 4 are described as:

KNOWLEDGE	SKILLS	COMPETENCES
Level 4		
Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study.	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities.

Partners were elaborating and looking for examples of the professional figures concerned by "HRM in small enterprises of the agri-food sector" activities or examples of training in the extent of our project. After gathering the data from respective countries, we realised that training in the HRM field (not just for AF sector) at this EQF level is rare. Non-formal training is covering just partial topics. There is no example of EQF level 4 or similar training for HR managers in AF sector in participating countries at this point.

Synthesis of the Occupation and Professional Roles

Synthesis of the occupation:

Human resources manager for small companies in the agri-food sector is responsible for managing human resources in accordance with the organisation's strategy and organisation's needs, in order to meet legal requirements and staff management policies, and foster talent management, employee commitment, including corporate socially responsible practices and prevention of occupational risks.

Human resources manager for small companies in the agri-food sector is someone who plans, organize, coordinate, direct and evaluate the performance of human resources and participate in the elaboration of labour policy of the organization, as well as providing solutions to conflicts and labour problems that arise, selecting the personnel, identify the training needs and represent the organization before the union and labour organizations in accordance with established guidelines, policies, procedures and quality criteria.

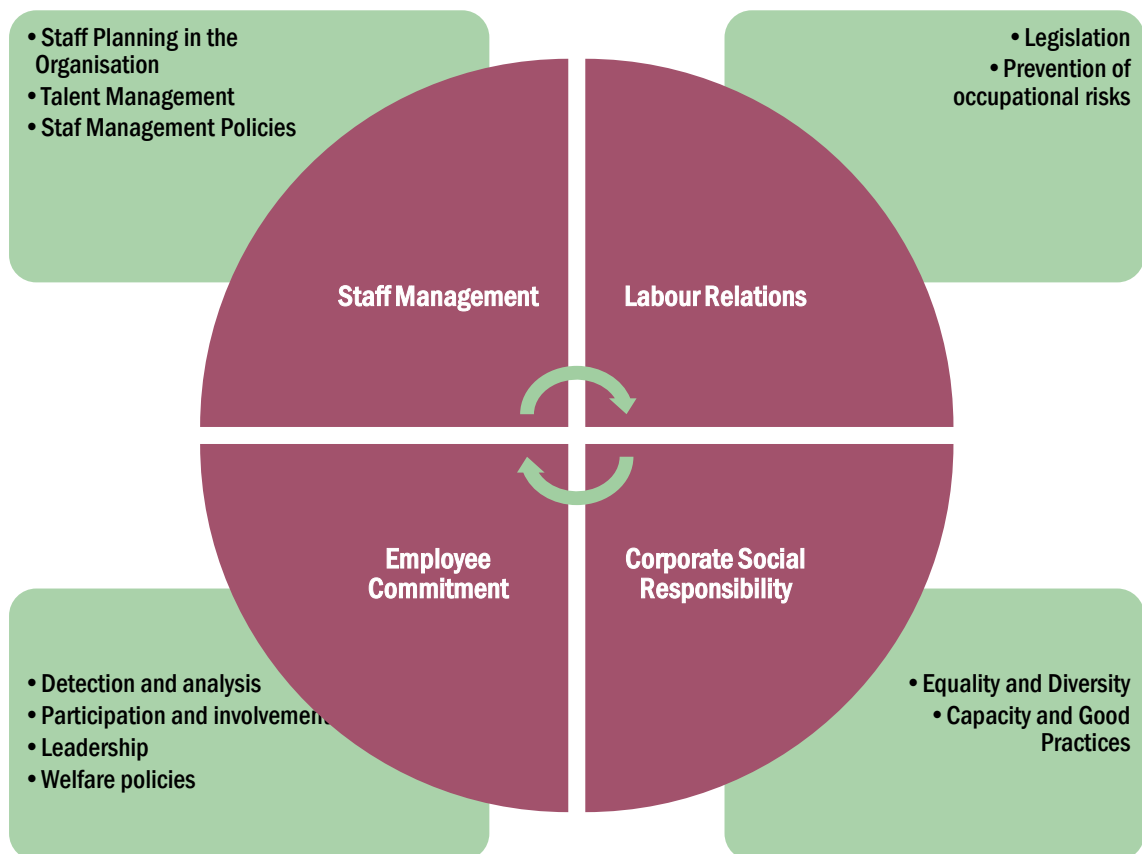
In addition, we can describe the Human resources manager for small companies in the agri-food sector as someone who:

- Appreciate the needs of employees, particularly in terms of psychological contract expectations.
- Provide advice and counsel to identify and solve problems of individual employees.
- Manage the strategic hr cycle (finding good people, utilising them to their full potential, guiding them towards the accomplishment of objectives, integrating their efforts into the organisation, training and developing them, promoting/demoting them and retaining/terminating them).
- Communicate the philosophy, legal implications and strategies of employee relations.
- Ensure consistent and equitable treatment of all employees.
- Ensure cooperative industrial relations with unions.
- Provide advice and counsel to management on staffing policy and related problems.
- Monitor and control health and safety performance.
- Communicate policy on sexual harassment and other general equal opportunity philosophy and objectives.
- Involve line management in strategic hr decisions.
- Nurture employees' trust and confidence in an organisation.
- Support all functional departments in their strategic hr decisions.
- Ensure that employees are happy, motivated, satisfied and have positive attitudes towards work.
- Make informed decisions.

- Negotiate with staff and institutions inside and outside the organization.
- Maintain the confidentiality of the information.
- Lead the work of teams and people to achieve objectives.
- Manage conflicts.

As result of the training will be able to provide advice and counsel to management on staffing policy and related problems.

The following figure represents the sum-up of Human resources manager’s responsibilities.



Human resources manager for small companies in the agri-food sector can take several professional roles as:

- Chief of staff.
- Human resource manager.
- Head of staff relations.
- Manager recruitment and selection.
- Payroll Manager.
- Training manager.
- Human resource assistant .

Related disciplines and/or verifiable competences:

- Human resources management.
- Business Administration.
- Organisational Psychology.
- Bachelor of Accounting.

Human Resources Manager for Small Companies in the Agri-food Sector Professional Qualification Standard in the European Qualifications Framework (EQF)

*** ECVET credit points will be appointed (25-30 hours for 1 ECVET – Slovenia, Spain; 29 hours for 1 ECVET – France; 30 hours for 1 ECVET – Greece, Cyprus)*

Activity area:		ECVET credit points **
STAFF MANAGEMENT		
Section:		
1.1 Staff Planning in the Organisation		
COMPETENCIES – Is able to...		
<ul style="list-style-type: none"> Understand and know the background and framework of staff planning in the organisation based on the business model, business plan, organisational structure and culture to manage strategic human resource cycle. 		
Activity:		
Definition and Concept of Business Modelling and Planning		
Units of Learning Outcomes		
KNOWLEDGE – Knows and understands...	SKILLS – Can...	
<ul style="list-style-type: none"> Opportunities and mistakes when starting the business. Principles and guidelines of canvas business modelling. Internal and external swot (strengths, weaknesses, opportunities, threats) analyse. Modern principles of business planning. Elements of the business plan. 	<ul style="list-style-type: none"> Analyse the evolution of the business and its requirements. Identify and explain the factors of success or failing business. Describe and use the variables determining the canvas business model. Apply the knowledge of swot analyse on the case by identifying the most significant strengths, weaknesses, opportunities, threats of the case. Design the canvas business model on his/her own case. Elaborate and obtain the necessary information in the process of preparing a business plan. Create a simple business plan. 	
SPECIFIC COMPETENCIES – Is able to...		

- Develop a business model and business plan based on the evaluation of factors of success and failing.
- Analyse issues with swot analyse and present their solution to various groups.

Activity:

Definition and Concept of Organisational Culture

Units of Learning Outcomes

KNOWLEDGE – Knows and understands...	SKILLS – Can...
<ul style="list-style-type: none"> • The concept, definition and elements of organisational culture. • The concept, definition and elements of organisational culture. • Different types of organisational culture. • Principles and guidelines for setting up mission and vision in the organisation. • Principles and guidelines for defining values in the organisation. 	<ul style="list-style-type: none"> • Differentiate among various organisational cultures. • Apply techniques for setting up mission and vision in the organisation. • Apply techniques for defining common values in the organisation and communicate them. • Propose solutions on forming the organisational culture.

SPECIFIC COMPETENCIES – Is able to...

- Apply techniques to form and supervise an organisational culture according to the sector, needs, daily work and the future needs.

Activity:

Identification of Suitable Flow Chart and Organisation Structures

Units of Learning Outcomes

KNOWLEDGE – Knows and understands...	SKILLS – Can...
<ul style="list-style-type: none"> • Definition and elements of different types of flow charts. • Definition and elements of different types of organisational structure.s • The use and application of different organisational structures according to the number of employees, functions and objectives of the organisations. • Steps for structuring an 	<ul style="list-style-type: none"> • Recognize the different type of flow charts and use them. • Recognize the different type of organisational structures and select the most appropriate for their case. • Develop content, text and images about the different organisational structures. • Propose alternative solutions based on the steps for structuring an organisation. • Propose alternative solutions regarding type of organisation structure.

organisation.	
SPECIFIC COMPETENCIES – Is able to...	
<ul style="list-style-type: none"> Identify and use suitable flow chart in the organisation. Prepare and propose alternative solutions based on the steps for structuring an organisation. 	
Activity: Creating a job description	
Units of Learning Outcomes	
KNOWLEDGE – Knows and understands...	SKILLS – Can...
<ul style="list-style-type: none"> Components of the job description. Preparation and development of the job profile. Steps of how to make a job description in a selection process. Specifics in the agro-food sector. The role of the job description in the structure of the organisation. 	<ul style="list-style-type: none"> Use different approaches to collect information (individual interviews, focus groups, questionnaires). Conduct properly identification of the job profile. Prepare specification of the job description based on the needs and organisational and hrm strategy.
SPECIFIC COMPETENCIES – Is able to...	
<ul style="list-style-type: none"> Prepare a relevant job description with all its components for a selection process 	
Activity: Staff Planning and Managing Strategic HRM Cycle	
Units of Learning Outcomes	
KNOWLEDGE – Knows and understands...	SKILLS – Can..
<ul style="list-style-type: none"> The concept, definition and elements of a human resources strategy. The concept, definition and elements of the strategic hrm cycle. The staff planning in a broader context and as the first step in a smes business. Long term, mid-term and short term-staff planning strategies. The use and application of staff planning phases and steps in each of the phases. Work process dimensioning. 	<ul style="list-style-type: none"> Recognize and use the different approaches, models, techniques and solutions at the level of managing people at work in a small organisation, taking into account their abilities, competencies and knowledge, as well age-related issues. Link business plans to work and staff plans. Implement procedures for the formation of human resources strategy in a small organisation. Implement the strategic hrm cycle in a small organisation. Select and use different templates for staff planning based on different situations in an organisation.

<ul style="list-style-type: none"> • Types of work shifts (hours per day, type of contracts, timetables, etc.) And rotation formulas. • Specifics of the workforce in the agro-food sector. 	<ul style="list-style-type: none"> • Apply methods for current situation analysis. • Calculate the long term, mid-term and short-term staff planning. • Apply methods of staff planning phases and steps in each of the phases in a small organisation. • Practically plan staff day-to-day to long term.
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SPECIFIC COMPETENCIES – Is able to...

<ul style="list-style-type: none"> • Establish and evaluate a human resources strategy in a small organisation. • Individually plan human resources and manage employees in a small organisation. • Initiate and manage the strategic hrm cycle in a small organisation. • Apply knowledge form formulation of strategic policy and implementation policy. • Prepare and propose alternative solutions in staff planning and managing strategic hrm cycle in a small organisation.

**Section:
1.2 Talent Management**

COMPETENCIES – Is able to...

<ul style="list-style-type: none"> • Manage talents in the organisation in the way to utilise them to their full potential.
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**Activity:
Implementing Talent Management in the Organisation**

Units of Learning Outcomes

KNOWLEDGE – Knows and understands...	SKILLS – Can...
<ul style="list-style-type: none"> • Career and continuous professional development. • The concept and definition of talent. • The concept, definition and elements of a talent management. • Phases to carry out a talent management. • The needs of employee and organisation. • Strategies and methods to attract talent. • Principles and guidelines for setting up measurement of talents. 	<ul style="list-style-type: none"> • Implement procedures for talent management in the small organisation. • Elaborate and obtain the necessary information through the competency's assessment and needs analyse in the organisation. • Analyse the potentials of employees. • Apply strategies and methods to attract talent on their own case. • Apply strategies and methods to retain and motivate talents on their own case. • Apply strategies and methods to develop talent in their own case. • Match the performance level of employees with the necessary talent management phase.

- Competencies assessment in a small organisation.
- Steps to form a talent promotion plan.
- Strategies and methods to develop talents.
- Strategies and methods to retain and motivate talents.
- Problems in motivation and work environment.
- Specifics in the agro-food sector.

- Propose alternative solutions in motivation and how to tackle the absenteeism.

SPECIFIC COMPETENCIES – Is able to...

- Manage talent in the organisation in the way to utilise them to their full potential.
- Solve problems in motivation and work environment.
- Plan, develop, execute and control the developing, training, promotion and mentoring of human resources.
- Develop their own learning and career as well as continuous professional development (lifelong learning, education and training).

Activity:

Implementing Selection and Recruitment in the Organisation

Units of Learning Outcomes

KNOWLEDGE – Knows and understands...

- The concept and definition of selection.
- The concept, definition and elements of a selection strategy and plan.
- The concept and definition of recruitment.
- The concept, definition and elements of the recruitment process.
- Sources of recruitment.
- Strategies and methods of recruitment interviews based on the skills we are assessing.
- Contents of an interview of "critical incidents".

SKILLS – Can...

- Prepare a selection plan.
- Recognize and use the different approaches for selection of candidates.
- Recognize and use the different approaches and sources for recruitment of candidates.
- Prepare and execute the interview based on the competencies, skills and abilities they address.
- Propose alternative methods in selection and recruitment.

SPECIFIC COMPETENCIES – Is able to...

- Manage and perform administrative support for the selection and recruitment of Human Resources in a small organisation.

- Effective conducting employment procedure, including interviews.

Section:

1.3 Staff Management Policies

COMPETENCIES – Is able to...

- Design the staff management policies and apply the appropriate performance assessment, including appraisal system and pay packages.
- Practically implement the learning organisation concept and lifelong learning by taking into account various aspects of knowledge management and training in the organisation.

Activity:

Implementing Performance Assessment in the Organisation

Units of Learning Outcomes

KNOWLEDGE – Knows and understands...	SKILLS – Can...
<ul style="list-style-type: none"> • The concept and definition of performance assessment. • Strategies and methods for skills analysis. • Competency-based management. • Steps to design performance assessment. • Strategies and methods of performance assessment interviews. • The concept, definition and elements of performance appraisal system and pay packages. • The trends in the performance assessment and guiding employees towards the accomplishment of objectives. 	<ul style="list-style-type: none"> • Apply methods of skills analysis. • Define criteria for assessment of performance in terms of competencies, responsibilities and other conditions. • Design and accomplish the performance assessment. • Implement procedures for conducting personnel interviews and annual appraisals. • Select the most appropriate performance appraisal system and pay packages based on their case.

SPECIFIC COMPETENCIES – Is able to...

- Individually manage the assessment of performance in terms of competencies, responsibilities and other conditions, such as level of difficulty of work.
- Implement and manage performance appraisal system and pay packages, as well taking into account and appreciate the needs of employees, particularly in terms of psychological contract expectations.
- Guiding employees towards the accomplishment of objectives, integrating their efforts into the organisation.

Activity: Implementing Knowledge Management and Training in the Organisation	
Units of Learning Outcomes	
KNOWLEDGE – Knows and understands...	SKILLS – Can...
<ul style="list-style-type: none"> • The concept, definition and elements of knowledge management. • The concept and definition of a learning organisation. • The concept and definition of lifelong learning. • Knowledge management process. • Phases and preparation process of the training plan. • The process of developing a training programme. • Training policies. • Employee training support systems in their own countries. 	<ul style="list-style-type: none"> • Develop a training plan in a small organisation. • Recognize the different knowledge management approaches. • Implement a learning organisation concept in their own case. • Implement knowledge management process in their own case. • Prepare, implement and evaluate a training programme.
SPECIFIC COMPETENCIES – Is able to...	
<ul style="list-style-type: none"> • Use approaches in knowledge management and the knowledge management process and model. • Practically implement the learning organisation concept and lifelong learning by taking into account the role of modern management and various aspects of knowledge management. • Develop independence in planning, developing and evaluating educational approaches to lifelong learning and organisational educational policy. 	

Activity area: LABOUR RELATIONS	ECVET credit points**
Section: 2.1 Legislation	
COMPETENCIES – Is able to...	
<ul style="list-style-type: none"> • Independently conduct procedures with an employee according to the EU and national labour legislation including contracts, labour acts and government relation procedures, before, during and after the employment. 	
Activity:	

Getting Familiar with the European Labour Legislation

Units of Learning Outcomes

KNOWLEDGE – Knows and understands...	SKILLS – Can...
<ul style="list-style-type: none"> • Definition of labour relations in the EU. • Basic elements of European labour legislation. • European Strategy of Employment. • Minimum requirements for labour affairs incorporated at EU level. • List of directives from the EC that cover labour issues - contracts information, communication regarding contract changes, social security, working times. 	<ul style="list-style-type: none"> • Identify and find the laws and regulations in the EU for their case. • Implement employment procedures according to information and terms of European labour legislation (contracts, work schedules, collective dismissals, social security, health protection and security and other conditions).

SPECIFIC COMPETENCIES – Is able to...

- Meet the legal compliance in the field of labour at European scope.
- Effective conduct procedures with an employee according to the EU labour legislation.

Activity:

Application of the National Labour Legislation in Everyday Employment Matters

Units of Learning Outcomes

KNOWLEDGE – Knows and understands...	SKILLS – Can...
<ul style="list-style-type: none"> • Labour legislation in your country. • Collective agreements. • Basic knowledge of social security. • How to register someone in the social security. • Different types of employment/work contracts . • Different types of procedures with an employee - employment procedure, disciplinary and compensation procedures, termination of employment contract procedure. 	<ul style="list-style-type: none"> • Find and use relevant legal and collective agreements acts. • Administratively conduct employment procedures, including contracts, labour acts and government relation procedures, before, during and after the employment.

- Specifics in the agro-food sector.

SPECIFIC COMPETENCIES – Is able to...

- Effectively conduct procedures with an employee - employment procedure, disciplinary and compensation procedures, termination of employment contract procedure.
- Draw up the relevant applications in proceedings before social security authorities - social security (national context).

Section:

2.2 Prevention of occupational risks

COMPETENCIES – Is able to...

- Provide support and assistance to observe and maintain conditions of safety and health, and to occupational risk prevention, from an HR perspective.

Activity:

Prevention of Occupational risks from HR Perspective

Units of Learning Outcomes

KNOWLEDGE – Knows and understands...

- The concept and definition of Risk prevention at work.
- Components of Occupational risk prevention (ORP).
- Obligations of the employer and the company in ORP and its legislation.
- Types of infractions, sanctions and costs.
- Benefits of a good risk prevention strategy.
- Specifics in the agro-food sector.

SKILLS – Can...

- Recognize the different types of violations within the ORP legislation in respective country.
- Follow and propose solutions for occupational risk from HR perspective.
- Participate in the processes of continuous improvement in the ORP.

SPECIFIC COMPETENCIES – Is able to...

- Manage occupational risk from an HR perspective.
- Monitor and control health and safety performance.

Activity area:

CORPORATE SOCIAL RESPONSIBILITY

ECVET credit points**

Section:

3.1 Equality and Diversity

COMPETENCIES – Is able to...

- Implement procedures to integrate CRS, equality and diversity in a small organisation to achieve a more sustainable business model by understanding the related EU and national legislation and financial and non-financial support in this filed.

Activity:

Getting Familiar with Corporate Social Responsibility, Equality, Diversity and Related European Legislation

Units of Learning Outcomes

KNOWLEDGE – Knows and understands...	SKILLS – Can...
<ul style="list-style-type: none"> • The concept and definition of corporate social responsibility (CSR). • The concept and definition of Equality and Diversity. • CSR policies in the EU. • Global Compact UN for CSR in smes. • Millennium Development Goals (mdgs). • EU Directive about equality (contents, issues that addresses). • Correlation between CSR and business success. • Elements of CSR. • Sustainable business modelling. • Phases and preparation process of CRS roadmap for smes. • Tools to integrate CSR. 	<ul style="list-style-type: none"> • Assess the level of CSR with a self-assessment tools for CSR on their own case (workplace policies, environmental policies, marketplace policies, community policies, company values). • Develop CRS roadmap for their own case. • Propose alternative solutions to achieve a more sustainable business model. • Successfully find, select and use different tools and platforms that smes can use to get closer to the mdgs.

SPECIFIC COMPETENCIES – Is able to...

- Implement procedures to integrate CRS, equality and diversity in a small organisation to achieve a more sustainable business model.

Activity:

Getting Familiar with Corporate Social Responsibility, Equality and Diversity and Related National legislation and Benefits

Units of Learning Outcomes

KNOWLEDGE – Knows and understands...	SKILLS – Can...
<ul style="list-style-type: none"> • National legislation covering Corporate Social Responsibility, Equality and Diversity. • Legislation on bonuses and 	<ul style="list-style-type: none"> • Find and use relevant legal and other agreements or acts for specific target groups. • Independently find and follow legislation

<p>subsidies for the hiring of different groups in the respective country (e.g. Disability, under 30 years of age, over 45 years of age, the risk of social exclusion, gender violence).</p>	<p>and subsidies in the field of SCR and hiring different target groups.</p> <ul style="list-style-type: none"> • Administratively conduct employment procedures for the target groups.
<p>SPECIFIC COMPETENCIES – Is able to...</p>	
<ul style="list-style-type: none"> • Successfully conduct employment procedures for the target groups and request subsidies and amounts that a company can get depending on the group they hire). 	

Section:
3.2 Capacity and Good Practices

COMPETENCIES – Is able to...

- Independently design and implement equality plan in the organisation based on the best practices in HRM filed.

Activity:
Implementing Equality plan in the Organisation Based on the Best Practices

Units of Learning Outcomes

KNOWLEDGE – Knows and understands...	SKILLS – Can...
<ul style="list-style-type: none"> • Phases and steps to implement an equality plan (diagnosis, the definition of an equality plan, development and launch of the equality plan, steps to follow, recommendations). Real case studies of success stories. • The concept and definition of harassment and bullying in the workplace, privacy, personality, sexual harassment and other general equal opportunity philosophy concepts and objectives (consistent and equitable treatment of all employees). • Best practise and success stories of implementing equality plan and target groups into the organisation. • Best practise and success stories 	<ul style="list-style-type: none"> • Design equality plan. • Propose alternative methods of implementing the equality plan. • Recognize and apply the different approaches to equal opportunity philosophy and objectives. • Elaborate and apply the concepts from hr best practices.

of human resource practices in general.	
SPECIFIC COMPETENCIES – Is able to...	
<ul style="list-style-type: none"> Independently design and implement equality plan based on the best practices in HRM filed. Identify and take action against harassment and bullying in the workplace, protect their privacy and personality and communicate policy on sexual harassment and other general equal opportunity philosophy and objectives (consistent and equitable treatment of all employees). Develop group work skills while taking into account diversity, multiculturalism and ethics. 	

*** ECVET credit points will be appointed (25-30 hours for 1 ECVET – Slovenia, Spain; 29 hours for 1 ECVET – France; 30 hours for 1 ECVET – Greece, Cyprus)*

Activity area:		ECVET credit points**
EMPLOYEE COMMITMENT		
Section:		
4.1 Detection and analysis		
COMPETENCIES – Is able to...		
<ul style="list-style-type: none"> Conduct comprehensive research on working climate and initiate and maintain good internal communication to nurture employees' trust and confidence in an organization. 		
Activity:		
Practising Good Internal Communication and Climate in the Organisation		
Units of Learning Outcomes		
KNOWLEDGE – Knows and understands...	SKILLS – Can...	
<ul style="list-style-type: none"> The concept, definition and elements of internal communication. Benefits and importance of the internal communication in the organisation. Long-term and short-term communication strategies and related tools. The concept, definition and elements of climate in the organisation. 	<ul style="list-style-type: none"> Elaborate and implement procedures to promote good internal communication. Select the most appropriate tools to foster short and long-term communication strategy. Plan and implement a working climate study. Participate in the processes of climate formation and continuous communication improvement. Elaborate and obtain the necessary information about positive working 	

<ul style="list-style-type: none"> • Phases and methods of working climate studies. • Elements of a positive working environment. • Personal values and professional ethics. 	environment examples.
SPECIFIC COMPETENCIES – Is able to...	
<ul style="list-style-type: none"> • Implement a working climate study in a small organisation. • Initiate and maintain good internal communication in a small organisation. • Nurture employees' trust and confidence in an organization. 	

Section:	
4.2 Participation and involvement	
COMPETENCIES – Is able to...	
<ul style="list-style-type: none"> • Understand and use the strategies and the process for staff participation and involvement in the organisation. 	
Activity:	
Implementing strategies for participation and involvement in the organisation	
Units of Learning Outcomes	
KNOWLEDGE – Knows and understands...	SKILLS – Can...
<ul style="list-style-type: none"> • The concept and definition of participation. • The concept and definition of involvement. • Different type of participation to foster a deeper employee commitment. • Strategies and methods for participation and involvement. • Staff participation processes. • Policies to obtain commitment. 	<ul style="list-style-type: none"> • Select suitable methods to execute the participation and involvement strategy on their own case. • Select the most appropriate type of participation and tools to foster participation on the expected level.
SPECIFIC COMPETENCIES – Is able to...	
<ul style="list-style-type: none"> • Design, implement and supervise the staff participation and involvement processes. 	

Section:	
4.3 Leadership	
COMPETENCIES – Is able to...	
<ul style="list-style-type: none"> • Recognise and develop different leadership styles at the personal and organisation level. 	
Activity:	

Recognition and Development of Leadership Styles in the Organisation	
Units of Learning Outcomes	
KNOWLEDGE – Knows and understands...	SKILLS – Can...
<ul style="list-style-type: none"> • The concept and definition of Leadership. • Different leadership styles and its applications. • Leadership styles reflecting organisation types. 	<ul style="list-style-type: none"> • Recognize the different types and applications of leadership styles. • Self-evaluate the leadership style. • Adjust the leadership style according to the goals. • Develop his/her own authentic leadership approach.
SPECIFIC COMPETENCIES – Is able to...	
<ul style="list-style-type: none"> • Use concepts of leadership for middle-level management and small organisation management in practice. • Develop and use organisational and leadership abilities. 	

Section:
4.4 Welfare policies

COMPETENCIES – Is able to...
<ul style="list-style-type: none"> • Design welfare policies and foster them through understanding how to communicate, influence, persuade and negotiate with others, initiating and managing teamwork, solving conflicts, so that employees are happy, motivated, satisfied and have positive attitudes towards work.

Activity:
Understanding Communication as a Welfare Enabler in an Organisation

Units of Learning Outcomes	
KNOWLEDGE – Knows and understands...	SKILLS – Can...
<ul style="list-style-type: none"> • The concept and definition of welfare. • Policies to obtain welfare. • The concept, definition and elements of communication. • Types of communication in a company: external communication, internal communication, formal and informal communication, descendent communication, ascendant communication, horizontal communication, one- 	<ul style="list-style-type: none"> • Apply the concepts of welfare. • Recognise situations in which they can use the different types of communication and select the right means of communications. • Recognise different communication styles and react to them. • Negotiate with workers. • Persuade others. • Apply assertiveness techniques and achieve their goals. • Design communication plan.

<p>way and two-way communication, informal networks and formal networks.</p> <ul style="list-style-type: none"> • Communication styles. • Types of messages. • Strategies and ways of persuasion and negotiations with workers. • Assertiveness techniques. • Communication plan. 	
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SPECIFIC COMPETENCIES – Is able to...

<ul style="list-style-type: none"> • Communicate, influence, persuade and negotiate with workers and civil servants. • Communicate the philosophy, legal implications and strategies of employee relations, including building internal and external communication.

**Activity:
Initiating and Managing Team Work in Small Organisations**

Units of Learning Outcomes

KNOWLEDGE – Knows and understands...	SKILLS – Can...
<ul style="list-style-type: none"> • The concept and definition of teamwork. • The concept and definition of group work. • Advantages and disadvantages of teamwork. • Advantages and disadvantages of group work. • Decision tree for teamwork or group work. • Roles in team. • Strategies and tools for teamwork. 	<ul style="list-style-type: none"> • Select the most appropriate way to collaborate based on the task. • Name, describe, choose and set different roles in the team. • Facilitate the teamwork. • Recognise the different factors that make the team work more effective. • Work with others as a team member.

SPECIFIC COMPETENCIES – Is able to...

<ul style="list-style-type: none"> • Decide on the type of collaboration (teamwork or group work) and facilitate the teamwork in a small organisation.

**Activity:
Practising Solving Conflicts in the Organisation**

Units of Learning Outcomes

KNOWLEDGE – Knows and understands...	SKILLS – Can...
<ul style="list-style-type: none"> • The concept and definition of conflict. 	<ul style="list-style-type: none"> • Understands personnel motivation systems.

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| <ul style="list-style-type: none"> • The concept and definition of motivation. • Personal values. • Types of motivation. • Types of conflicts. • Steps for identification of the conflicts. • How to handle conflict in the workplace (steps to tackle the conflicts). • Steps to tackle the conflicts. • Professional ethics standards. • Elements of relationship strategy. | <ul style="list-style-type: none"> • Recognize the different type of conflicts. • Propose alternative methods and techniques for solving conflicts. • Design relationship strategy among the staff. |
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SPECIFIC COMPETENCIES – Is able to...

- Suitable react in conflict and help handle conflict in the workplace.
- Develop personal values and professional ethics.
- Organise and design work so that employees are happy, motivated, satisfied and have positive attitudes towards work.
- Establish effective relations with others and collaborate with the working and social environments.
- Plan and implement a relationship strategy among the staff.

*** ECVET credit points will be appointed (25-30 hours for 1 ECVET – Slovenia, Spain; 29 hours for 1 ECVET – France; 30 hours for 1 ECVET – Greece, Cyprus)*