CIRCULAR HRM

Aligning Circular Economy with Human Resources Management

Student Evaluation Guide

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1. Introduction

This Evaluation guide was prepared to assist the trainer or teacher with assessment principles and methodology of the Circular HRM, Aligning circular economy with human resource management course.

The course is designed within the **European Qualification Framework (EQF) level 5,** and it has the **learning outcomes** as its main principle.

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

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

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

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

1.1. Understanding Circular HRM concepts

One of the objectives of the course will be that students can understand and apply the 7 concepts to their organisations that are why the tutor or trainer must be able to understand the scope and meaning of the concepts.

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These concepts are aimed at improving the work environment, as well as helping improve the skills of workers, therefore, **these concepts are not focused on recycling, or reusing people as mere waste**, that is the way a linear economy works, moreover, the purpose of these concepts is quite the opposite, it is about requalifying the skills of workers, so that they can get their full potential within the same company, therefore HRM Circular is focused on the retention of talent and well-being of the workers, by means of using the available resources of the company, in a circular way, integrating in all the areas of this, understanding that **these resources are not the people, but their abilities and potentials**.

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2. Assessment Principles and Methodology

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

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

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

The e-platform can provide any online **pre-assessment** of knowledge, skills or competencies. Students can perform a self-evaluation and cross-checking through the platform with activities and blended contents. Based on the perception, he or she can decide to take the online exams directly. However, we strongly recommend going through lectures, resources and student's book. Teachers and trainers of the blended learning course are invited to perform the pre-assessment of students before the learning unit to determine the level of knowledge in particular topics. Before the start of the course, the assessment to determine a student's learning style or preferences can be performed. Contain a pre-assessment??; questions will be included,by the trainer, which determine the age, level and types of studies, as well as the student's objectives, without entering into specific knowledge.

2.1. Assessment Considerations

In the online course, two types of assessments are used:
1. **Self-assessment**, with quizzes during the learning units, to give students feedback and make the learning experience more interactive. Questions do not use weights or points. Serve as knowledge reinforcement and interactive activity.
2. **A**ssessment as the final online exam with quizzes at the end of each module, to determine the level of understanding the student has achieved. These questions are located at the end of each Module on the platform.

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

Since online-based learning and assessment have challenges and opportunities, we tried to **optimise the performance of the course and assessment** to be transferable as much as possible in

the light of EU dissemination and sustainability of the Circular HRM project and not to lose **competence-based design approach**.

The course is oriented towards the learning outcomes, so the **contextual/situation learning** through problem-based, case-based and project-based learning is desirable. Some of these approaches were transferred on the online platform. However, more of these learning approaches are possible in the blended learning type, of course. The disadvantage is that a lot of student self-engagement is expected. From **the assessment** point of view, **problem-based, case-based principles** are included. The students are expected to know how to use the provided resources and show applicable use through the case studies provided at the online assessments.

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

- 7 modules that will include the theoretical contents in PPT slides and as downloadable PDF document (part of the Student Book, below)
- 10 questions or activities in each module
- Blended learning activities
- Student's book (The student can download the pdf in each module of the platform)
- Case studies for each module
- EQF Document
- Evaluation – Assessment guide (PDF) for Trainers
- Evaluation – Assessment guide (PDF) for Students

2.2. Assessment principles

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

- The assessment should be aligned with the learning goals and learning outcomes.
- The consideration concerning time should be made (realistic time frame in which students could be expected to complete the exams). Approximate 1h and 20 minutes for self-learning, and 2h for blended learning.
- The assessment instructions and question-wording should be understandable.
- Technical limitations of the platform should be considered.
- Where possible, meaningful feedback should be provided.
- Distribution of the knowledge, skills and competence related questions should be balanced.
- The assessment should consist of knowledge and practical competency-based approach.
- The assessment should be designed consistently and, on the level, EQF 4 at which the student is studying.
- The assessment should include reasonable and relevant distractors to minimise the potential for guessing.

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2.3. Assessment Information and process:

Scope of the exam:	Seven individual exams, one at the end of each module.
The number of attempts:	The participant can take the exams many times as the student wants, there is no limit.
	This includes both the assessment of knowledge and the assessment of skills and competences.
Time limitation:	The exam does not have a time limitation.
Grading method:	The highest points of the attempt will count for grading.
Grade:	Grade consists of points (10 points) for each question. The final grade is the sum of the grades of each module.
Online assessment:	The online assessment represents 100% of the student grade.
	The course is completed if the student succeeds in achieving 80% points or more in each module assessment. For this the student must obtain more than 80 points or have answered 8 questions online in each module, and have completed a total of 7 modules.
Certificate of Completion:	Upon completion of the course, the student will be able to print the diploma and from the platform.
	The student will be able to include his achievement diploma in his Europass certificate supplement
	https://europa.eu/europass/en/europass-certificate-supplement-examples
Blended learning course assessment	In the BLC evaluation it is recommended that the online evaluation represents 60% of the mark, and the evaluation of group work (Blended learning activities) represents (if any) 40% of the mark.
	For online students, practical activities (blended learning) will not score, but it is recommended that they do them to reinforce their knowledge.
	For work groups guided by a trainer, this will determine the value or score of the activities based on their difficulty.

2.4. Form of Assessment:

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

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

The online **assessment of skills and competences** focuses on the understanding of course matter and examples and the resource. The student has to show the application, analyse and evaluation of course matter in connection to the modules' study case. The study case will appear as the last slide of each unit. That means that the student has to show the understanding of the knowledge, use of provided templates (skills) and utilisation in the context of the case study. In addition, the questionnaires are designed as statements of the theoretical contents of each module.

> *Example:*
>
> *The student chooses the correct answer based on the steps provided on "How to implement change management:". The student must show that she/he understands what change management is and the meaning of that order, not only memorizing but also following a logical order, in which each step has a meaning. She/He has to review the theoretical resources, as well as all the content related to change management, to understand the sequence, and select the correct order that defines a good change management plan. She/He must understand the context of the case studies that serve as examples and practical cases of measures that she/he can implement in her/his organisation. The student must demonstrate a solid understanding of what are the true characteristics of change management as a circular practice.*

Sequence Question

Specify the correct order, (example) example
3 Set a delivery time…
2 Explain the changes from old to new.
1 Talk to them. It is vital to recognize the skills and passions of the employee
6 Hold a department meeting.
4 Provide the appropriate training.
5 Create goals for the new position
7 Start Slow transition

Starting and Finishing the Online Assessment:

On the platform, you can go directly to the assessment section and take the activities, a reading and understanding of the theoretical modules is recommended to carry out the activities.

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

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

3. Methods and Criteria for Assessment

The methods and criteria for evaluation are designed so that both trainers and students have a general and complete guide to the contents, learning objectives, both online and face to face with activities proposed in blended learning, individually and collectively.

It is therefore necessary that both the students and the trainers have the evaluation guide open during the realisation of the modules, so that they can consult the proposed activities.

3.1. Module 1 – Eco conception

Module 1
Eco-conception
The design of work practices and workspaces, emphasising maximum positive impact on a worker during his/her employed experience are considered a core component of Circular HRM practices
Learning Unit 1:
HR eco-conception for a Circular organisation
Methods
Online Assessment quiz: • Matching exercise • Drag item question • True-false questions • Multiple choice question Blended learning: • Individual or group project work
Selected Criteria for assessment
Online: • Understand Eco-conception: What is the issue that the eco-conception of human resources does not address? • True-false in flexibility • Matching remote teams • True-false in executive skills • Drag general pipeline for design of the training plan • Know: Examples of the ways in which workers can demonstrate flexibility • Know: Examples of manager flexibility include

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- Understand the benefits of Workplace Flexibility and its relationship with circular HR management or HR eco-conception
- The Importance of Self-Organising Teams in Agile
- Match identified factors of success or failing self-organizing teams
- Self-Assessment: Multiple choice question What feature doesn't need a Self-Organising teams?

Blended learning (Practical activities):

- Create a general draft of a Sustainable programme for your organisation
- Apply tips for a workplace flexibility plan
- Recognise the types of remote teams, and identify the correct one for you organisation
- A Self-Organising Team Success Story: Evolution of Bridge as an Employee-Driven Organisation (think on the proposed case)
- set up mission and vision in the organisation on the case
- define common values in the organisation on the case
- propose solutions on forming the organisational culture on the case
- develop content, text and images about the different organisational structures on the case
- propose alternative solutions regarding the type of organisation structure on the case
- prepare a specification of the flexible based on the needs and organisational and circular HRM strategy
- prepare staff planning based on different situations in an organisation and calculate the long term, mid-term and short-term staff planning and present it in the staff plan
- Apply tips: How to Create a Self-Organising Team
- Create a simple Flexible plan on the case: Write a Flexible Plan to negotiate with the Employee (think about the questions)
- Why does the employee want a flexible schedule?
- How will a flexible schedule benefit both the employer and the employee?
- Description of the employee's home works office, and equipment
- Description of the communication process with co-workers, managers, and customers
- Description of the work process linked to specific performance goals
- Description of the evaluation process and reporting periods
- Type of support the employee needs to make the flexible arrangement successful
- Any other specific needs that the position and job responsibilities demand

- **Circular HRM Case studies in workplace flexibility**
  - o Case study analysis and evaluation
  - o Case study analysis and evaluation – Examine and define the direct and indirect benefits

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- o Case study analysis and evaluation – Examine and define the values, communication and time
- o Case study analysis and evaluation – Examine and define the hierarchical structure and the area of special attention needed.
- o Case study analysis and evaluation – Examine and define the circular HRM solutions on the short and long terms

Learning Unit 2:

How to design a Work Environment based on HR eco-conception or circular HR

Methods

Online quiz:

- Matching Question

Blended learning:

- Individual or group project work

Selected Criteria for assessment

Online:

- Identify factors of how improvement work environment
- Identify factors at European level
- Know different examples of activities, strategies or ideas of how improvement work environment
- Know about types of remote teams.
- How to Create a Self-Organising Team (Tips)
- Prepare competency's assessment and needs analysis in the self-organising team
- Propose solutions to attract talent on the case
- Propose solutions to retain and motivate teams on the case
- Give an example of competencies assessment on the self-organizing team
- Prepare strategies and methods to develop talent and a talent promotion plan on the case
- Use the different approaches for the selection of candidates and prepare a selection plan to constitute a self-organising team
- Prepare and execute a self-organising team based on the competencies, skills and abilities they address
- Blended learning:
- Circular HRM Case studies in Work Environment
  - o Case study analysis and evaluation – Examine and define the work environment proposition
  - o Case study analysis and evaluation – Examine and define the work environment

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- o Case study analysis and evaluation – Examine and define the direct and indirect benefits in improving the work environment
- o Case study analysis and evaluation – Examine and define the values, communication and time
- o Case study analysis and evaluation – Examine and define structure and the area of special attention needed in the work environment.
- o Case study analysis and evaluation – Examine and define the circular HRM solutions on the short and long terms

Learning Unit 3:
How to integrate an HR eco-conception or circular HR employee mindset with positive management principles

Methods

Online:
- Online quiz
- Multiple-choice questions
- Sequence question
- True-false question

Blended learning:
- Individual or group project work

Selected Criteria for assessment

Online:
- Select the incorrect characteristics of Employee feedback loop
- Know Components of Employee feedback loops
- Apply the process of employee feedback loops in your strategic human resources plan
- What are delegation skills and the type of delegation skills
- know how to differentiate the types of delegation skills in your organisation
- Blended learning:
- How to integrate a HR eco-conception or circular HR employee mindset using positive management principles
- Know about key parts of Feedback loops
- Tips on How to Calculate Turnover Rate
- Propose calculate the turnover rate of their own company
- Analysis and evaluation of new trends of performance evaluation – Examine and define the Implementation of new performance evaluation in the organisation
- Define criteria for the assessment of performance in terms of competencies, responsibilities and other conditions and design the performance assessment on the case

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- Propose the most appropriate ongoing performance appraisal system and pay packages based on their case
- Develop a training plan for the case
- Use the different approaches for knowledge management process on the case

3.2. Module 2 – Recycle

Module 2

Recycle

The mentorship of a worker who is considering leaving the company (e.g. due to retirement, or the completion of a project) to apply their skill-set in a different role within the company (e.g. proactive use of skill set prior to retirement, or re-orient skill set to a new project) is considered a core component of Circular HRM practices

Learning Unit 1:

Career guidance and requalification strategies to optimize redeployment in the company

Methods

Online:
- True-False Question
- Multiple-choice questions
- Matching question
- Sequence question

Blended learning:
- Individual or group project work

Selected Criteria for assessment

Online:
- Know and define a circular job analysis
- Know and define characteristics of circular job analysis
- Select the incorrect characteristics of circular job analysis
- Match different circular skills
- Recognize different steps in the circular job analysis process
- Tips of inclusion of Circular skills
- Recycling: Matching the Right Talent with the Right Roles
- Self-assessment: Choose the correct sentence: What problem can a good job analysis solve?

Blended learning:
- Elaborate Career guidance and requalification strategies to optimise redeployment in the company

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- Present relevant information, elements and steps about Circular job analysis
- Apply circular job analysis in your organisation processes
- Tips: How to Develop a Skills Inventory for the Circular skills
- Create a skills inventory for your organisation
- Know the benefits of skills inventory
- Know six types of circular skills
- Prepare a practical example of procedures with a skills inventory- relevant applications, correct tools

Learning Unit 2:
How to offer training to develop employability within the organisation

Methods

Online:
- Multiple Choice question
- True/false questions

Blended learning:
- Individual or group project work

Selected Criteria for assessment

Online:
- Select true or false about employability definition
- Understand employability definition
- Know ways of Training for internal employability
- How to boost soft skill recognition
- Know The 10 actions of the Skills Agenda for Europe
- Know tools for Training in digital skills
- Select what is not a practice to retain employees?
- Select true or false about providing training in generic skills
- How to improve the digital skills of employees
- Circular and Management strategies for an internal career transition
- Self-assessment: Select true or false about internal talent

Blended learning:
- Consider and apply the following tips for internal hiring in your organisation
- Consider and apply for an adequate strategy in professional transition
- Elaborate a plan for you organisation that incorporates good practices to retain talent presented
- Circular HRM cases studies in internal job training

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- o Case study analysis and evaluation – Examine and define the activities in internal job training
- o Case study analysis and evaluation – Examine and define the use of the tips for internal job training
- o Case study analysis and evaluation – Examine and define the organisation of the safety and health training for the employee

Learning Unit 3:
Job crafting to explore opportunities within the company

Methods

Online:
- Multiple choice question
- Matching question

Blended learning:
- Individual or group project work

Selected Criteria for assessment

Online:
- Understand what is job crafting
- Know the benefits of job crafting
- Select what is not an Advantage of Job Crafting?
- Know the type of self-knowledge as a tool for work satisfaction
- Understand the order of How to implement change management
- Match three Areas in job crafting
- Self-assessment true-false in job Crafting technique

Blended learning:
- Elaborate Different strategies to perform Job Crafting for you company

Learning Unit 4:
Readaptation: Changes of roles within the company

Methods

Online:
- Sequence question: How to implement change management

Blended learning:
- individual or group project work

Selected Criteria for assessment

Online:

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- Understand what change management in circular context
- Know change management teams and roles
- Select what is not an Advantage of Job Crafting?
- Know How to implement change management: The manager's vision for an internal employee transition

Blended learning:

- Elaborate a change management plan: inspired in the manager's vision for an internal employee transition for your organisation
- Circular HRM case studies in Change of roles
  - o Case study analysis and evaluation – Examine and define the change role activities
  - o Case study analysis and evaluation – Examine and define the use of change roles in your organisation
  - o Case study analysis and evaluation – Examine and define new role change strategies

3.3. Module 3 – Repair

Module 3
Repair
In HRM, the concept repair supports the reintegration of an employee, so that after a period of leave (short / long term), he/she can continue working in his/her original function, or in a new role within the same company
Learning Unit 1: **How to develop employee reintegration after a long period of absence in a circular HR approach?**
Methods
Online: - True-False Question   - Multiple-choice questions   - Matching question   - Sequence question   Blended learning: - Individual or group project work
Selected Criteria for assessment
Online: - Know and define a reintegration process   - Know and apply a Competency Framework for Managers to Support the Return to Work

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- Match Rehabilitation and 5 Reintegration scenarios
- Recognize the European context of reintegration
- Know and apply a good Return-to-work Interview Routine
- Tips How to conduct a return to work interview?
- Know and apply a return to work in stages
- Mapping the employee experience

Blended learning:
- Circular HRM Case study in Reintegration
    o Case study analysis and evaluation – Examine and define the activities in reintegration
    o Case study analysis and evaluation – Examine and define the use of the tips for reintegration
    o Case study analysis and evaluation – Examine and define the organisation of the safety and health training for the employee reintegration
- Think about reintegration plan
    o Prepare a practical example of procedures with an Employee Experience Journey Map - relevant applications, correct tools

Learning Unit 2:
How to manage employee absenteeism?

Methods

Online:
- Multiple Choice question
- True/false questions

Blended learning:
- Individual or group project work

Selected Criteria for assessment

Online:
- Know and define the concept and causes of absenteeism
- Recognize Recent history of absenteeism in the European Union
- Apply Creative Ideas for Employee Attendance Improvement Plan
- Understand Circular approaches to reduce absenteeism in the workplace
- Know ways of reduce absenteeism

Blended learning:
- Elaborate a plan and calculate for quantification tool for Employee Absenteeism: Absenteeism rate or KPI for absenteeism
- Circular HRM Case Study in absenteeism
    o Case study analysis and evaluation – Examine and define the activities in absenteeism

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- o Case study analysis and evaluation – Examine and define the use of the tips for absenteeism
- o Case study analysis and evaluation – Examine and define the organisation of the safety and health training for reducing employee absenteeism

Learning Unit 3:
How to prevent and manage stress and burnout?

Methods

Online:

- Multiple choice question
- True/false questions

Blended learning:

- Individual or group project work

Selected Criteria for assessment

Online:

- Understand Job-stress Causes and the importance of stress management within the company
- Apply Circular approaches to Managing stress in the workplace
- Know Circular Approaches to Workload Management
- Apply strategies that will help to effectively manage the workload of your talent
- Tips: How to end burnout syndrome

Blended learning:

- Elaborate a plan on burnout Prevention strategies
- Create a work climate survey

Learning Unit 4:
How to handle addictions to maintain the professional relationship?

Methods

Online:

- True/false questions

Blended learning:

- Individual or group project work

Selected Criteria for assessment

Online:

- Understand Fit for work
- Know and apply Employee support model

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- Know when an employee is unfit to work

Blended learning:

- Elaborate and define Guidelines for unfit to work
- Circular HRM Case Study on addiction management
  - o Case study analysis and evaluation – Examine and define addiction management
  - o Case study analysis and evaluation – Examine and define the use of prevention for addiction in your organisation
  - o Case study analysis and evaluation – Examine and define new preventions on employee addiction

3.4. Module 4 – Reuse

Module 4
Reuse In HRM, the concept of "reuse" is understood as the ability of both, companies and employees, to know how to reinvent themselves and improve their skills without losing productivity at organisational and individual level
Learning Unit 1: **Mentoring and Employee Mobility**
Methods
Online: • True-False Question • Multiple-choice questions Blended learning: • Individual or group project work
Selected Criteria for assessment
Online: • Understand mentoring program and Employee Mobility • Know Mentoring Mechanisms for Employee Mobility • Recognize an Effective Mentorship Programme for Employee Mobility • Order the following elements to build: General pipeline for design of the mentoring programme • Select true or false "For promoting mentoring programme it is bad to develop an internal communication campaign." Blended learning: • Apply and elaborate a Successful Mentorship Programme

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- o Define the mentoring programme strategy & operating model
- o Develop company-wide support and leadership buy-in for the mentoring programme.
- o Promoting the mentoring programme
- o Administering the mentoring programme
- o Measure results of the mentoring programme
- Circular HRM Case Studies in Mentoring for Employee Mobility
  - o Case study analysis and evaluation – Examine and define Mentoring for Employee Mobility
  - o Case study analysis and evaluation – Examine and define the use of Mentoring for Employee Mobility in your organisation
  - o Case study analysis and evaluation – Examine and define new ways of Mentoring for Employee Mobility

Learning Unit 2:
Coaching and/or training employees for fostering internal employability

Methods

Online:
- Sequence question
- True/false questions

Blended learning:
- Individual or group project work

Selected Criteria for assessment

Online:
- Understand Coaching and Training for Internal Employability
- Know the Advantages and disadvantages of Internal Organisational Coaching Programme
- How to Approach an Internal Coaching programme?
- Know External Versus Internal Coaching
- In-house Training programme tip
- Know New trends in training delivery
- Know and apply In-placement strategy in Edenred
- Select true-false Is necessary to start an Internal Coaching program active listening?
- Order the general pipeline for design of the training plan

Blended learning:
- Consider and apply How to Approach an Internal Coaching programme?
- Consider and apply steps on How to develop a good training plan?
  - o Develop a General pipeline for design of the training plan
- How we can improve the transfer to the workplace of the training actions

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- (Equipo Humano Experience)
- Circular HRM Case studies in Training and Lifelong Learning
  - o Case study analysis and evaluation – Examine and define the activities in Training and Lifelong Learning
  - o Case study analysis and evaluation – Examine and define the use of the tips for Training and Lifelong Learning
  - o Case study analysis and evaluation – Examine and define the organisation of the Training and Lifelong Learning

Learning Unit 3:
In-placement Programme as a Tool for encouraging Internal Employee Mobility

Methods

Online:
- Multiple choice question
- Matching question

Blended learning:
- Individual or group project work

Selected Criteria for assessment

Online:
- Understand Implacement concept and its connection with the circular approach

Blended learning:
- Elaborate Employee Career Paths and Ladders plan
  - o Apply and identity Factors which indicate need to use career paths
- Circular HRM Case Studies of In-placement programmes
  - o Case study analysis and evaluation – Examine and define the activities in In-placement programmes
  - o Case study analysis and evaluation – Examine and define the use of the tips for In-placement programmes
  - o Case study analysis and evaluation – Examine and define In-placement programmes in the organisation

Learning Unit 4:
Retention and/or Training of Employees about to Retire or Leave the Company to Share their Expertise within the Company

Methods

Online:
- Multiple choice question

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- True/false questions

Blended learning:

- Individual or group project work

Selected Criteria for assessment

Online:

- Understand Employee retention and 'reuse' in organisations
- Know and apply Broad-based vs. Targeted Strategies
- Know and define Retention and Age management in the company
- Know and define Reverse Mentoring
- Tips on Employee Retention and Age Management

Blended learning:

- Enumerate good practices on Employee Retention and Age Management in your company
- Circular HRM Case studies on Retention and Age Management
  - o Case study analysis and evaluation – Examine and define Retention and Age Management
  - o Case study analysis and evaluation – Examine and define the use Retention and Age Management in your organisation
  - o Case study analysis and evaluation – Examine and define new Retention and Age Management strategies

3.5. Module 5 – Industrial Ecology

Module 5
Industrial ecology
In HRM the concept involves categorising the skill set of workers, for the planning and implementation of worker-centred strategies to optimise these skills within a business ecosystem. It can also mean avoiding the waste of local resources that would not be taken into account by companies
Learning Unit 1: **How to detect hidden talents in your company?**
Methods

Online:

- True-False Question
- Multiple-choice questions
- Sequence question

Blended learning:

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- Individual or group project work

Selected Criteria for assessment

Online:

- Understand the difference between talent management and traditional human resource management
- Identification of internal talent within the organisation/company
- Know and apply Gamification
- Recognize how can gamification boost and develop hidden talents in the company?
- Understand Main advantages of the application of gamification strategies in HR
- Encourage innovation through intrapreneurship

Blended learning:

- Define steps on **How to encourage intrapreneurship in a business**
- Circular HRM Case Studies in Talent Initiatives
  - o Case study analysis and evaluation – Examine and define Talent Initiatives
  - o Case study analysis and evaluation – Examine and define the use Talent Initiatives in your organisation
  - o Case study analysis and evaluation – Examine and define new Talent Initiatives strategies

Learning Unit 2:
How to promote diversity in recruitment, management and staff allocation?

Methods

Online:

- Matching question
- True/false questions

Blended learning:

- Individual or group project work

Selected Criteria for assessment

Online:

- Understand what is diversity
- Understand Diversity management
- Understand Benefits of Diversity Management
- How to promote diversity in recruitment, management and staff allocation?
- Know Types of Diversity Management
- Know 10 diversity and inclusion best practices
- Know Characteristics of Diversity Management

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- Know How to measure diversity and inclusion initiatives
- Know Diversity and inclusion programs performance elements
- Define and apply Circular HR and industrial ecology strategies to promote diversity
- Recognize Advantages of Employee Branding
- Recognize Diversity and initiatives for well-being

Blended learning:

- Consider and apply the following Key elements needed for any diversity management strategy
- Case study in Diversity
  - o Case study analysis and evaluation – Examine and define the activities on Diversity Case study analysis and evaluation – Examine and define the use of the tips for Diversity management

Learning Unit 3:

How to develop an expertise-base or circular career-track?

Methods

Online:

- Sequence question

Blended learning:

- Individual or group project work

Selected Criteria for assessment

Online:

- Understand Management-based career-track
- Understand Expertise-base or circular career-track
- Order the main route points to develop an expertise-based or circular career-track

Blended learning:

- Consider and apply the main route points to develop an expertise-based or circular career-track
- Circular HRM Case studies in circular career-track
  - o Case study analysis and evaluation – Examine and define the activities on circular career-track
  - o Case study analysis and evaluation – Examine and define the use of the tips for circular career-track

3.6. Module 6 – Functional Economy

Module 6
Functional economy

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When the concept of "functionality economy" is applied to human resources its purpose can be very similar. In HRM the concept involves the prioritisation on human centred optimisation over

contractual obligation. The main objective of the functional economy is creating the highest

possible use value for the longest possible time while consuming as few material resources and energy as possible

Learning Unit 1 Functional Economy
Learning Unit 2 Mobility. How to manage talent?

Methods

Online:

- True-False Question
- Multiple-choice questions
- Sequence question

Blended learning:

- Individual or group project work

Selected Criteria for assessment

Online:

- Know and define the concept of "functionality economy"
- Know How to manage talent across or between projects
- Recognize Internal mobility from a contractual point
- Apply best practices for Internal mobility
- Understand Seconded Employee
- Understand External secondment

Blended learning:

- Create a secondment with Eight steps to a successful secondment
- Case studies on mobility
    - o Case study analysis and evaluation – Examine and define the mobility proposition
    - o Case study analysis and evaluation – Examine and define mobility
    - o Case study analysis and evaluation – Examine and define the direct and indirect benefits in improving the mobility
    - o Case study analysis and evaluation – Examine and define the values, communication and time
    - o Case study analysis and evaluation – Examine and define structure and the area of special attention needed in mobility
    - o Case study analysis and evaluation – Examine and define the circular HRM solutions on the short and long terms

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- Prepare a practical example of how to manage talent across or between projects

Learning Unit 3: Outsourcing / Subcontracting
Learning Unit 4: Self-Employment (Freelance)

Methods

Online:
- Multiple Choice question
- True/false questions

Blended learning:
- Individual or group project work

Selected Criteria for assessment

Online:
- Understand Outsourcing / Subcontracting (Reasons and advantages)
- Understand Self-employment (Freelance)
- Consider advantages and disadvantages about self-employment
- Recognize Work sharing platforms

Blended learning:
- Consider and apply Reasons and advantages on Outsourcing / Subcontracting

Learning Unit 5: Work Sharing Platforms
Learning Unit 6: Flexibility. Distance working

Methods

Online:
- Multiple choice question
- Matching question
- True/false question

Blended learning:
- Individual or group project work

Selected Criteria for assessment

Online:
- Recognize advantages and disadvantages on work sharing platforms
- Know collaborative tools
- Know the difference between Flexible working and telecommuting
- Understand and recognize the European Union Legislation on flexibility

Blended learning:

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- Search new kinds of work sharing platforms and consider how to apply them

Learning Unit 7: Pluriactivity

Methods

Online:
- Sequence question
- Multiple response question

Blended learning:
- Individual or group project work

Selected Criteria for assessment

Online:
- Understand the concept of Pluriactivity
- Know Multi-employment and multi-activity: main differences
- Know and apply total Management workforce
- Know and apply Workforce Planning

Blended learning:
- Consider and think about Five steps for Strategic Workforce

3.7. Module 7– Second Hand and sharing economy

Module 7
Second Hand and sharing economy
In HRM, the concept of "Second Hand and Sharing Economy" describes a process that supports the transition of a worker into the external job market where an employee no longer meets the requirements of their current contract obligations or when the needs of the company change

Learning Unit 1: Shared Economy
Learning Unit 2: How to support worker transition where contractual notice periods are in place

Methods

Online:
- True-False Question
- Multiple-choice questions

Blended learning:
- Individual or group project work

Selected Criteria for assessment

Online:
- Know and define The term "second hand and sharing economy"
- Understand How to support worker transition where contractual periods are in place

Blended learning:
- Case study on shared economy
  - o Case study analysis and evaluation – Examine and define shared economy
  - o Case study analysis and evaluation – Examine and define shared economy
  - o Case study analysis and evaluation – Examine and define the direct and indirect benefits in improving shared economy
  - o Case study analysis and evaluation – Examine and define the values, communication and time
  - o Case study analysis and evaluation – Examine and define structure and the area of special attention needed in shared economy.
  - o Case study analysis and evaluation – Examine and define the circular HRM solutions on the short and long terms

Learning Unit 3: Proactive career management process or considerations implemented within the company for the employees
Learning Unit 4: How to support transition of a worker into the external job market (coaching, restructuring process of the enterprises, outplacement, etc.)

Methods

Online:
- Multiple Choice question
- Matching question

Blended learning:
- Individual or group project work

Selected Criteria for assessment

Online:
- Define and understand the concept of proactive career management
- Know the process of Outplacement
- Know How to support transition of a worker into the external job market
- Understand the challenge of the adaptability of enterprises and the employability of workers
- Know the Regulation on the TFEU and Labour market adjustment policies
- Tips: Best practices in Europe: Types of national restructuring treatment systems
- Know and define restructuring systems

Blended learning:

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- Consider how could synergies between enterprises, local authorities and other local actors be improved
- Case study on proactive career management
  - o Case study analysis and evaluation – Examine and define proactive career management
  - o Case study analysis and evaluation – Examine and define the direct and indirect benefits of proactive career management
  - o Case study analysis and evaluation – Examine and define the values, communication and time
  - o Case study analysis and evaluation – Examine and define structure and the area of special attention needed in proactive career management.
  - o Case study analysis and evaluation – Examine and define the circular HRM solutions on the short and long terms

Learning Unit 5: Guidance on employment of older workers and working beyond the age of 50
Learning Unit 6: How to end the contract in peace

Methods

Online:
- Multiple choice question
- Matching question
- True/false question

Blended learning:
- Individual or group project work

Selected Criteria for assessment

Online:
- Guidance on employment of older workers and working beyond the age of 50
- Know benefits of hiring people over 50 years old
- Apply recruitment. Best Practices
- Define Health and disability management
- Know Exiting employment and transition to retirement
- Know and consider Special placement services for older workers
- Understand why do Letter of recommendation
- Tips: Characteristics of a strong recommendation

Blended learning:
- Create an Exit-interview
  - o Apply: tips to conduct an effective employee exit interview and common mistakes
- Case Study on guidance on employment of older workers

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o   Case study analysis and evaluation – Examine and define proactive age management

o   Case study analysis and evaluation – Examine and define the direct and indirect benefits of age management

o   Case study analysis and evaluation – Examine and define the values, communication and time

o   Case study analysis and evaluation – Examine and define structure and the area of special attention needed in age management

o   Case study analysis and evaluation – Examine and define the circular HRM solutions on the short and long terms

4. Validation and Recognition

Validation of learning outcomes achieved is based on an online assessment. The project partners have drawn up a common assessment framework, translated it into the respective languages, and are responsible for the operation of the online assessment of the *Circular HRM, Aligning circular economy with human resource management course*.

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

The diploma and Europass Certificate Supplement are issued and mutably recognised by Circular project partners:

Sectoral representatives:

Pour la Solidarité: Founded in 2002, the non-profit organisation "Pour la Solidarité" (PLS) is an independent think tank that works in favour of inclusive and sustainable Europe. Committed to reflect upon and to construct societal improvement, PLS offers to and shares with policy makers its thoughts centred on the value of solidarity. As THINK and DO THANK specialise in European matters, PLS is dedicated to the formulation of proposals and policy recommendations on public policies, personalised counselling and support to private and public actors in terms of consulting, training, formulation and project management, the writing of publications, conferences.

SGS TECNOS is a leader in certification and regulation. It's also a renowned training company with long experience in safety and wellbeing at work. They work to achieve an improvement in the working conditions. SGS TECNOS belongs to SGS Group, a multinational company with presence in more than 100 countries and more than 90.000 employees worldwide.

Since 2005, SGS has a specific department to carry out numerous National and International projects in all activities and sectors, to apply their expertise in public calls. In these projects, SGS

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has different roles (coordination, pedagogical reviewing, ICT Projects, R&D&i Projects, HSE (health and safety of work), environment, energy, vocational training, etc.

SGS has a long experience developing training materials for companies. Through its division of innovative projects, they have created innovative training in the framework of European projects to contribute to third entities to improve the working conditions of their employees, and face the challenges of the active ageing in workers.

Kaunas Science and Technology Park is the largest partner of science and business cooperation in this Baltic country. More than 350 companies have been incubated here with a success rate exceeding 90%. Today, we integrate more than 100 companies from IT sector, high tech sector, consultancies, advertisement & publishing companies and associated members. More than 90% employees of Kaunas Science and Technology Park companies are graduates, students or current academic staff of Kaunas University of Technology.

Park is an experienced and qualified partner to more than 50 science institutions and business associations from 23 countries. We have performed such roles as Assistant in E-Learning to innovative SMEs, Mediator of 500 Business Partnerships, Author of Regional Innovation Strategy, Facilitator of newly established businesses, Connector of different generation activities in Innovative Space Creation, and National Coordinator for the EU-scale Spatial Data project and many more. International partnership is realized via participation in European and world-wide networks and associations: IASP, BASTIC, SPICE group, WAINOVA. National partnership accounts for partnering with business support networks, Kaunas Chamber of Commerce, Industry and Crafts, Kaunas Regional Development Agency as well as Lithuanian Confederation of Industrialists, universities.

Kaunas STP aims to increase the competitiveness of tech businesses globally by providing the highest-level innovation support services, making efficient use of the resources of the innovation ecosystem, developing the community of innovative businesses and fostering innovation culture within Kaunas region. Kaunas STP is a component of Lithuanian innovation ecosystem and as an organisation it is putting an effort to meet the present needs of business.

HR Square: Since 2003 HR Square, a Network for Labour Relations and Personnel Management comprises a print magazine, website, newsletters and an ever expanding array of seminars and conferences. HR Square has for the past five years refocused to become a network serving its members with independent information by facilitating contact, exchange and interaction through all possible channels. Today HR Square counts almost nearly 1500 active members in Belgium. Our members are HR-directors and managers from both private and public sectors, from local as well as multinational enterprises. As part of our mission, we organise and facilitate focus groups of HR professionals on topical (Change Management, Durability, Evidence Based HR eg…) or sector specific (Healthcare, local authorities, etc…). We have structural partnerships with relevant employer organisations, labour unions, and professional local HR associations as well as with notable universities and research groups. HR Square is the premier channel in Belgium through which HR-directors, Managers and professionals get information in the field of work, labour relations and new developments in HR.

Fundación Equipo Humano is a private non-for-profit foundation founded in 2010. The aim of the Foundation is social and labour integration of people. The Foundation was created by experienced professionals from the HR consultancy field. At present, 20 people from different backgrounds are working in our organisation, including psychology, political sciences, labour sciences, labour relations, law, etc.

Particularly, FEH has specialised in the implementation of innovative techniques and strategies focused on Human Resources in areas such as, employee engagement, managing internal process and decision making, development and planning of organisational strategies and methods, relationships with clients and suppliers, work environment studies and outdoor trainings and experiential training on transversal skills such as leadership, creativity, entrepreneurship and time management, among others.

The Foundation also works on employment and employability projects linked to as the regional governments of the Region of Valencia and Galicia. The addressed users are unemployed of all ages, and also the population at risk of social exclusion (ethnic minorities, victims of domestic violence, migrants, and low qualified young and elder workers).

Other partners – VET and training centres:

Aris Formazione e Ricerca (Aris - professional training and research) was founded in 1987 with the aim of delivering and designing integrated projects in the field of professional training, advanced research and counselling. Main areas of expertise are:

- VET, coaching and mentoring aiming at improving managerial skills in the cooperative sector;
- studies and innovative courses aiming at improving individual skills and competencies, related to local development;
- Social inclusion thanks to active labour policies; Integrated and synergic actions at regional, national and European level;
- Specific actions aiming at curriculum development of new professionalism in the service sector.

ARIS associates many social enterprises and cooperatives and acts to share knowledge and knowhow acquired by each, as a common value among its partners. One of the main successful peculiarities of ARIS, is the ability to study, understand and tackle specific needs form cooperatives and enterprises, people who work for and territories they operate in.

NUIGALWAY was founded in 1845 as QCG and, from 1904 to 1997, was known as UCG before changing to its current title. The university has 17,500 students across five Colleges with highly active agendas in teaching and research. 15% of the students are pursuing postgraduate studies and 2,300 international students come from 92 countries. It was recognised as Irish University of the Year 2018 by the Sunday Times.

NUIGALWAY is home to the TechInnovate (techinnovate.org) entrepreneurship development programme. Ireland is ideally placed to leverage the bio-waste startup revolution due to its

agrifood heritage and burgeoning tech sector. Based on MIT's Disciplined Entrepreneurship, TechInnovate immerses a team of engineer, businessperson and designer in an agrifood setting for needs finding/ carrying out primary market research. The team develops an investable business plan to commercialise an appropriate technology innovation to solve the key identified need. The TechInnovate Team works with students at all levels of education from primary level through to postgraduate programmes and beyond into industry.

The Center for Knowledge Management (CKM) is a research center established in 2008, with an aim of enhancing and improving knowledge management processes in all societal spheres in the Republic of Macedonia and the SEE region. Covering a wide area of activities performed in collaboration with the civil sector, the state and public administration and the profit sector, CKM's vision is to become an active actor in the institutional and economic development of the country, and the region in general. In particular of work, CKM's activities can be classified in several areas:

- At macro level, CKM conducts research and analysis in the area of local, national, and regional development for the purpose of exploring current and proposing new policies, measures and projects in the area of economic development, science and technology, business enabling environment and entrepreneurship.
- At micro level, CKM works towards supporting technology transfer, innovation and competitiveness across the dominant industries and sectors in the country and the SEE region, with projects that support use of new technologies and enable the cooperation of the scientific institutions with other stakeholders in the society.
- At organisational level, CKM enables young people, start-ups, SMEs and other organisations in Macedonia to improve their innovation potential as well as their decision-making capacity – www.ilab.mk

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