



CIRCULAR HRM

Aligning Circular Economy with Human Resources Management

Trainer Evaluation Guide

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CIRCULAR HRM



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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.

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**.

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. **Assessment** 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 5 at which the student is studying.
- The assessment should include reasonable and relevant distractors to minimise the potential for guessing.

2.3. Assessment Information and process:

Scope of the exam:	Seven individual exams, one at the end of each module.
The number of attempts:	<p>The participant can take the exams as many times as the student wants, there is no limit.</p> <p>This includes both the assessment of knowledge and the assessment of skills and competences.</p>
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:	<p>The online assessment represents 100% of the student grade.</p> <p>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.</p>
Certificate of Completion:	<p>Upon completion of the course, the student will be able to print the diploma and from the platform.</p> <p>The student will be able to include his achievement diploma in his Europass certificate supplement</p> <p>https://europa.eu/europass/en/europass-certificate-supplement-examples</p>
Blended learning course assessment	<p>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.</p> <p>For online students, practical activities (blended learning) will not score, but it is recommended that they do them to reinforce their knowledge.</p> <p>For work groups guided by a trainer, this will determine the value or score of the activities based on their difficulty.</p>

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.

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 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.

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
- 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**
 - Case study analysis and evaluation
 - Case study analysis and evaluation – Examine and define the direct and indirect benefits
 - Case study analysis and evaluation – Examine and define the values, communication and time
 - Case study analysis and evaluation – Examine and define the hierarchical structure and the area of special attention needed.

- 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
 - Case study analysis and evaluation – Examine and define the work environment proposition
 - Case study analysis and evaluation – Examine and define the work environment
 - Case study analysis and evaluation – Examine and define the direct and indirect benefits in improving the work environment
 - Case study analysis and evaluation – Examine and define the values, communication and time
 - Case study analysis and evaluation – Examine and define structure and the area of special attention needed in the work environment.

- 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
- 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
- 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
 - Case study analysis and evaluation – Examine and define the activities in internal job training
 - Case study analysis and evaluation – Examine and define the use of the tips for internal job training
 - 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:

- 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
 - Case study analysis and evaluation – Examine and define the change role activities
 - Case study analysis and evaluation – Examine and define the use of change roles in your organisation
 - 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
- 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
 - Case study analysis and evaluation – Examine and define the activities in reintegration
 - Case study analysis and evaluation – Examine and define the use of the tips for reintegration
 - Case study analysis and evaluation – Examine and define the organisation of the safety and health training for the employee reintegration
- Think about reintegration plan
 - 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
 - Case study analysis and evaluation – Examine and define the activities in absenteeism
 - Case study analysis and evaluation – Examine and define the use of the tips for absenteeism
 - 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
<p>Online:</p> <ul style="list-style-type: none"> • Multiple choice question • True/false questions <p>Blended learning:</p> <ul style="list-style-type: none"> • Individual or group project work
Selected Criteria for assessment
<p>Online:</p> <ul style="list-style-type: none"> • 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 <p>Blended learning:</p> <ul style="list-style-type: none"> • 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
<p>Online:</p> <ul style="list-style-type: none"> • True/false questions <p>Blended learning:</p> <ul style="list-style-type: none"> • Individual or group project work
Selected Criteria for assessment
<p>Online:</p> <ul style="list-style-type: none"> • Understand Fit for work • Know and apply Employee support model • Know when an employee is unfit to work <p>Blended learning:</p> <ul style="list-style-type: none"> • Elaborate and define Guidelines for unfit to work • Circular HRM Case Study on addiction management <ul style="list-style-type: none"> ○ Case study analysis and evaluation – Examine and define addiction management ○ Case study analysis and evaluation – Examine and define the use of prevention for addiction in your organisation

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

Mobility

- Case study analysis and evaluation – Examine and define the use of Mentoring for Employee Mobility in your organisation
- 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?
 - Develop a General pipeline for design of the training plan
- How we can improve the transfer to the workplace of the training actions
- (Equipo Humano Experience)
- Circular HRM Case studies in Training and Lifelong Learning
 - Case study analysis and evaluation – Examine and define the activities in Training and Lifelong Learning
 - Case study analysis and evaluation – Examine and define the use of the tips for Training and Lifelong Learning
 - 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 Inplacement concept and its connection with the circular approach

Blended learning:

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

- 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 gamification can 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
 - Case study analysis and evaluation – Examine and define Talent Initiatives
 - Case study analysis and evaluation – Examine and define the use Talent Initiatives in your organisation
 - 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
- 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
 - 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
 - Case study analysis and evaluation – Examine and define the activities on circular career-track
 - 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

When the concept of “functionality economy” is applied to human resources its purpose can be very similar. In HRM the concept involves the prioritisation of 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
 - Case study analysis and evaluation – Examine and define the mobility proposition
 - Case study analysis and evaluation – Examine and define mobility
 - Case study analysis and evaluation – Examine and define the direct and indirect benefits in improving the mobility
 - Case study analysis and evaluation – Examine and define the values, communication and time
 - Case study analysis and evaluation – Examine and define structure and the area of special attention needed in mobility
 - Case study analysis and evaluation – Examine and define the circular HRM solutions on the short and long terms
- 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:

- 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
 - Case study analysis and evaluation – Examine and define shared economy
 - Case study analysis and evaluation – Examine and define shared economy
 - Case study analysis and evaluation – Examine and define the direct and indirect benefits in improving shared economy
 - Case study analysis and evaluation – Examine and define the values, communication

and time

- Case study analysis and evaluation – Examine and define structure and the area of special attention needed in the shared economy.
- 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:

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

- 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
 - Apply: tips to conduct an effective employee exit interview and common mistakes
- Case Study on guidance on employment of older workers
 - Case study analysis and evaluation – Examine and define proactive age management
 - Case study analysis and evaluation – Examine and define the direct and indirect benefits of age management
 - Case study analysis and evaluation – Examine and define the values, communication and time
 - Case study analysis and evaluation – Examine and define structure and the area of special attention needed in age management
 - 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 mutually 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 specialised 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 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, business person 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

5. Blended learning activities Answers

In this section you will find the references (PPT) that you must take into account to develop the exercises, some exercises proposed do not have an objective answer, they are open questions, that is why we propose a series of instructions for the trainer and the evaluation of the students' essays or self-reflections is left to their discretion.

These activities do not score for online students, but it is recommended that they do them to reinforce their knowledge.

In the BLC (Blended Learning Course) evaluation with a trainer, 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.

5.1. Eco-conception

Learning Unit 1: HR eco-conception for a Circular organisation Exercises

1. Create a general draft of a Sustainable programme for you organisation

You can find the characteristics that a sustainable programme must include, on slide 8 of module 1. The student must create a document of 1 or 2 pages detailing a list of the measures to be implemented in their own company in each of these areas, depending on the type of company and its sector, taking into account the principles of corporate social responsibility.

If the student does not belong to a company, they can make it an ideal case of a company that they know, in the sector they want.

2. Apply tips for a workplace flexibility plan

Write a one-page document with concrete measures to improve in your company, taking into account the tips and information on labour flexibility. Failing that, choose a company from the case studies that includes flexibility plans.

The document must contain:

1. Analysis of current labour flexibility in your company
2. Improvements to add

Slides 10 to 17

3. Recognise the types of remote teams, and identify the correct one for you organisation

Identify the type of teleworking that exists (if any) in your company, and indicate why it is the ideal. In the event that your company does not have one, propose a type of telework that would be suitable and for which sector of the workforce.

For those students without that do not belong to a company, they should propose and justify the best telework for an industrial company:

- **Supervisors** (Distributed office)

Supervisors can telework, as long as there are workers who are using the machine at the time and who have the ability to respond to extreme situations. Reviewing productivity or energy consumption ratios is a job that, in certain industrial activities, can be done from home. There is no great difficulty in that regard.

- **Accountants** (Fully remote)

Accounting work can be done almost entirely from home. The only thing necessary is to receive via e-mail or intranet all the information on invoices, amortisations and income. This is one of the positions that, in times of Covid-19, have teleworkers. The goal is to reduce the chances of contagion by contact.

The case of the work of accountants could be extended to some clerks. However, this will only be valid when there is daily support within the offices. That is, as a partial solution.

- **Directors** (Flexible remote)

Managers have been teleworking for a long time and, in this sense, there is a part of the functions that can be carried out by telephone or computer. When it comes to an industrial company, this question becomes more important if you have to make trips or negotiations abroad. The last function is that you can carry out your work in a more efficient way and, above all, minimise risks.

Once again, the "mix" between presence and work abroad has to be balanced. Not surprisingly, this is the way to get the most out of each function. The idea is that both questions can be combined in an intelligent way.

Slide 23

4. A Self-Organising Team Success Story: Evolution of Bridge as an Employee-Driven Organisation (think on the proposed case)

Open question or self-reflection:

- Set up a 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 hr 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.

5. Apply tips: How to Create a Self-Organising Team

Open questions or self-reflection:

Try to explain in a one-sheet document, how you would apply these tips to create or implement a self-organising team in your organisation.

6. Create a simple Flexible plan on the case: Write a Flexible Plan to negotiate with the Employee (think about the questions)

Open question or self-reflection:

- Why does the employee want a flexible schedule?
- How does 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.

7. Circular HRM Cases study in workplace flexibility

Open question or self-reflection:

- Study case analysis and evaluation
- Study case analysis and evaluation – Examine and define the direct and indirect benefits
- Study case analysis and evaluation – Examine and define the values, communication and time
- Study case analysis and evaluation – Examine and define the hierarchical structure and the area of special attention needed.
- Study case analysis and evaluation – Examine and define the circular HRM solutions on the short and long terms

Learning Unit 2:

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

Exercises

Blended learning:

1. Circular HRM Cases study in Work Environment

Open question or self-reflection:

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

Learning Unit 3:**1.3. How to integrate a HR eco-conception or circular HR employee mindset with positive management principles****Exercises**

Blended learning:

1. How to integrate a HR eco-conception or circular HR employee mindset using positive management principles**Open question:**

Write in a one-page document, defining the most important positive management principle or those that you think are most important for your company or for a company in general. (Write concrete cases).

Choose between these options:

- Feedback loops
- Delegation skills
- Turnover avoidance

Slides 41-47

2. Know about key parts of Feedback loops

Imagine a situation of daily feedback loop in a company between supervising employees, and identify the parts of it.

Example: A sales employee proposes to the manager a specific training for all departments, which he ends up impacting on improving the work of a close colleague, and he gets a new sales technique that affects the sales colleague.

3. Tips How to Calculate Turnover Rate

- Propose calculate the turnover rate of their own company or a selected case

Slide 47

Let's go through another example. But this time, we'll start with working out your average number of staff in a year.

Your company has 200 employees at the start of 2017. During the year, 20 employees leave and you replace 10 of them. This leaves you with 190 employees.

$$200 + 190 = 390$$

$$390 \div 2 = 195$$

You have an average of 195 staff working for you in a year.

Got it? OK, let's move on.

Now that you know your average number of staff, you can follow the rest of the equation:

$$\frac{20 \text{ (number of leavers)}}{195 \text{ (average staff)}} = 0.10$$

$$0.10 \times 100 = 10\%$$

Your labour turnover for 2017 is 10%.

Think of a one-sheet trading plan on how to implement positive management training to your company's workers or to a hypothetical sales company (measures of a training plan to improve the delegation skills of your workers).

4. Analysis and evaluation of new trends of performance evaluation – Examine and define the Implementing new performance evaluation in your organisation

Slides 49-50

Write a reflection, which do you think is the best new trend to make an evaluation in your organisation, or in current organisations according to your criteria, taking into account:

- Propose the most appropriate ongoing performance appraisal system and pay packages based on their case

5. Develop a training plan for the case

- Use the different approaches for knowledge management process on the case

Open question:

Think of a one-sheet trading plan on how to implement positive management training to your company's workers or to a hypothetical sales company (measures of a training plan to improve the delegation skills of your workers)

5.2. Module 2 – Recycle

Learning Unit 1: Career guidance and requalification strategies to optimize redeployment in the company Exercises

1. Present relevant information, elements and steps about Circular job analysis

- Taking into account the characteristics that a circular job analysis must have, exposed in slide 8-9 of module 2.
- Briefly write a one-page essay on how you could improve the steps to create a circular job analysis. Do you think any step or feature is missing?
- Describe how you would apply circular job analysis in your organisation, following the Steps in the circular job analysis process.

2. Create a skills inventory for your organisation

Open question

Create a skills inventory in matrix form, which reflects circular skills necessary for a tourism company. For this keep in mind;

Take into account the Tips: How to Develop a Skills Inventory for the Circular skills, when developing

- a) That reflects the benefits of skills inventory.
- b) Include examples of the six types of circular skills.
- c) Prepare a practical example of procedures with skills inventory- relevant applications, correct tools.

(1 or two pages)

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

1. Consider and apply the following tips for internal hiring in your organisation

The trainer can create a group dynamic, they must find three advantages and disadvantages:

a) Advantages

So, why would you want to hire internally versus looking for talent outside the company? Here are some of the main reasons companies might prefer internal recruiting:

- **Reduces training costs** – by leveraging employees that you already have, you don't need to train new employees. Even if new systems or other small processes need to be taught, not having to go through the entire training and (onboarding process) is a significant time and money saver.
- **Boost employee morale** – everybody wants to feel like they matter in their organisation. Promoting from within and/or getting people into roles that they are passionate about will boost both morale and your bottom line.
- **Reduce job posting and screening costs** – by recruiting from within, you cut the need to have the hiring manager or recruiter post/advertise jobs and screen unqualified candidates.
- **Decrease employee turnover** – in most cases, unplanned turnover is a negative event in an organisation. A high employee turnover rate can be a sign that something is wrong in your company. By matching internal candidates with roles that fit their passions and unique skill sets, you can increase the chance that they will stay with your company for the long haul.

b) Disadvantages

Adversely, why would a company be hesitant to use internal recruiting? Here are some of the most often cited reasons:

- **Lack of fresh perspectives** – one of the benefits of external recruitment is hiring employees with fresh ideas and perspectives that can result in new insights for your company. By recruiting from within you might miss out on these innovative perspectives.
- **Workplace jealousy** – humans are emotional beings. Assuming you make a strong hire, recruiting externally can help you avoid some of the workplace jealousy that results when someone loses out on a promotion that goes to a coworker.
- **Replacing the employee you promote/transfer** – in many cases, when someone gets promoted or transferred to a new role the previous position doesn't magically go away. You are still going to have to find somebody, either internally or externally, to fill that role. Recruiting internally can seem like a quick way to fill open positions on the surface, but if you don't have someone in mind who is readily available to backfill the old position it can open up an entirely new can of worms. At the end of the day, you're going to end up recruiting from outside or, overall, be down one employee.

2. Elaborate a plan for you organisation that incorporates good practices to retain talent presented

Propose to the students, which list 10 practices to retain talent in an organisation.

3. Circular HRM cases studies in internal job training

- a. Case study analysis and evaluation – Examine and define the activities in internal job training
- b. Case study analysis and evaluation – Examine and define the use of the tips for internal job training.
- c. 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.

Exercises

1. Elaborate Different strategies to perform Job Crafting for you company

a) The Job Crafting Exercise

Having a good sense of what job crafting involves is an excellent start if you want to give it a try. At the same time, it helps to have an idea of where you might start—what opportunities you might pursue. That's what The Job Crafting Exercise aims to help you achieve, by encouraging you to view your job as malleable, craftable, and in your control.

In essence, The Job Crafting Exercise helps you perceive seemingly unconnected and segmented tasks as 'building blocks' for you to shape in a way that means something.

Developed by Berg, Dutton, and Wrzesniewski (2013), it's broken into several parts. Throughout all of these, it helps to keep the JD-R Model in mind. Can you identify which aspects are demands, and which are resources? What could you benefit from more of, in terms of reducing your psychological costs—stress, energy, etc.? Where might you welcome a stretch or a challenge?

1. First, you'll create what's known as a Before Sketch. This helps you understand how you're allocating and spending your time across various tasks. Think here in terms of energy, and broadly about resources and demands.
2. The next step is grouping your whole job into three types of Task Blocks. The biggest of these blocks are for tasks which consume the most of your effort, attention, and time; the

smallest blocks are for the least energy-, attention-, and time-intensive tasks, and some will fall into the middle, 'medium-sized' blocks.

3. With this knowledge of how your personal resources get allocated, you now craft an After Diagram of what your ideal role will look like. Of course, you aren't stepping completely outside of what you're formally required to do, but do use your strengths, passions, and motives to create something more meaningful. And in doing so, we use the same idea of task blocks—of course, this time with different priorities.
4. Now you have an After Diagram, and you can 'frame' different task groups—Role Frames, which you see as serving different functions. Here, you're crafting your perceptions so you can label different tasks in reimagined ways: rather like our chef-turned-food artisan above.
5. The last step is where you create an Action Plan to set out clear goals for the short- and long-term. How are you going to move from your Before Diagram (current job) to your After Diagram (ideal job)?

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

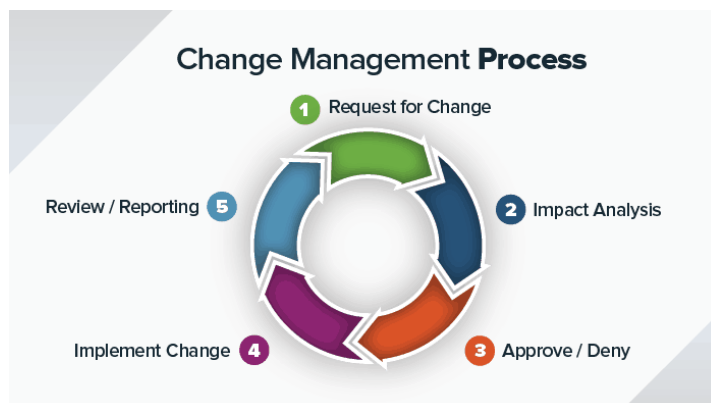
Exercises

1. **Elaborate a change management plan: inspired in the manager's vision for an internal employee transition for your organisation**

Considering slide 40 on the manager's vision in the employee transition:

Elaborate a series of specific steps on an employee transition, which includes circular values, continuity, feedback, and well-being.

Complete each of the steps, with the characteristics that you think are necessary in each phase



- **Circular HRM case studies in Change of roles**
 - Case study analysis and evaluation – Examine and define the change role activities

- Case study analysis and evaluation – Examine and define the use of change roles in your organisation
- Case study analysis and evaluation – Examine and define new role change strategies.

5.3. Module 3 – Repair

Learning Unit 1:

How to develop employee reintegration after a long period of absence in a circular HR approach?

Exercises

1. Circular HRM Case study in Reintegration

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

2. Think about reintegration plan

- Prepare a practical example of procedures with an Employee Experience Journey Map - relevant applications, correct tools.
- Lists in which situations a reintegration process may be needed

Learning Unit 2:

How to manage employee absenteeism?

Exercises

1. Elaborate a plan and calculate for Quantification tool for Employee Absenteeism: Absenteeism rate or KPI for absenteeism

Taking into account this example determines if the percentage of absenteeism is correct and why.

Company A, with 400 employees, measures the rate of absenteeism per employee over a period of one year:

Total number of days absent per employee:

Total number of days absent in the year: 1000
Total number of employees: 400
 $1000/400 = 2.5$ days of absence per employee

Total number of working days: 260 (in a year) per employee

Absenteeism rate per employee:
Total number of days absent per employee / total number of working days x 100
 $2.5 / 260 \times 100 = 0.96\%$,

Therefore, the absenteeism rate per employee is less than 1% (unlikely result in real life)
This will likely be the result of 200 or more employees with no days off, and the remaining employees with a few days off per year.

(Answer: An absence rate of 1.5% is considered normal. A lower rate may indicate employees are afraid of taking unscheduled absences, preferring presenteeism that could indicate issues with company culture. A higher rate may indicate another range of issues impacting employee wellbeing.)

2. Circular HRM Case Study in absenteeism

- Case study analysis and evaluation – Examine and define the activities in absenteeism
- Case study analysis and evaluation – Examine and define the use of the tips for absenteeism
- 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?

Exercises

1. Elaborate a plan on burnout Prevention strategies

Taking into account the content on burnout, lists 10 burnout prevention strategies:

Examples:

Cut Back On Meetings

Meetings are notorious for bogging down employees' schedules and leading to stress and overwhelm. Video company Storyblocks implemented No-Meeting Wednesdays to give employees time to work without interruptions. PR firm Highwire has a goal to purge 30% of meetings and shorten all necessary meetings.

2. Create a work climate survey

In 1 or 2 pages, based on the content of the PPT, define 10 questions and elements that a work climate survey should / can include.

Some sample questions:

Questions based on Teamwork

Please select the most appropriate answer option

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
There is a spirit of teamwork in the organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managers encourage teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees are capable of dealing with problems as a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees meet goals and deadlines for all the projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shared resources are judiciously utilized by all the employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Questions based on Ethics and Value

Please select the most appropriate answer option

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Organization values are clear to the employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees trust each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees treat each other with respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees follow company rules and regulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organization values its employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Questions based on Innovation and Leadership

Please select the most appropriate answer option

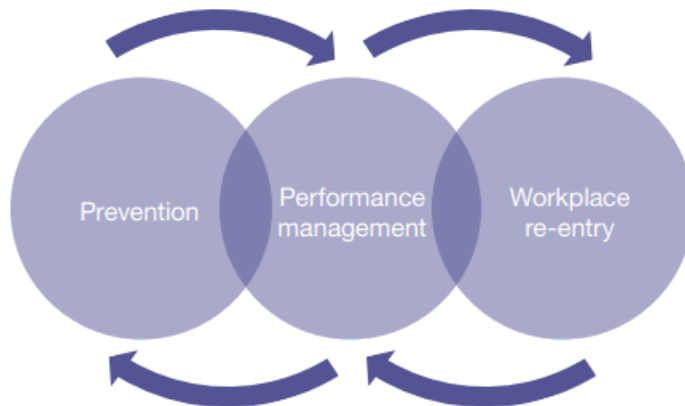
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Employees are encouraged to think out of the box	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management is open to new suggestions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This organization appreciates bright ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership appreciates open door policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a clear communication between leadership and employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Exercises

1. Elaborate and define Guidelines for unfit to work

Based on slides 53-54 module 4, and on the fit-for work model. Please provide a paragraph explaining what elements must be taken into account to reintegrate a person who has overcome drug addiction in the re-entry phase.



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

5.4. Module 4 – Reuse

Learning Unit 1: Mentoring and Employee Mobility

Exercises

1. Apply and elaborate a Successful Mentorship Programme

On a sheet of paper, answer the following questions with a paragraph each of them:

1. How to define the strategy and operating model of the mentoring program?

2. How to develop company-wide support and leadership buy-in for the mentoring program?
3. How to promote the tutoring program?
4. How to administer the tutoring program?
5. How to measure the results of the tutoring program?

2. Circular HRM Case Studies in Mentoring for Employee Mobility

- Case study analysis and evaluation – Examine and define Mentoring for Employee Mobility
- Case study analysis and evaluation – Examine and define the use of Mentoring for Employee Mobility in your organisation
- 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

Exercises

1. Consider and apply steps on How to develop a good training plan?

Write a sheet with the elements that a good internal training program should have for a small company dedicated to real state consulting:

In order to continue developing the training plan, the HR Manager needs to clarify several aspects of the training:

- Training content: What theoretical and practical knowledge should be taught to overcome the detected needs and acquire the indicated capacities?
- Target population: Which workers in the company would you be most interested in training?
- Number of people: How many people would be targeted?

2. How we can improve the transfer to the workplace of the training actions (Equipo Humano Experience case)

Place the students in groups of three to discuss the Equipo Humano experience case (*PPT Module Reuse Unit 2*)

Summarize all the conclusions of each group.

3. Circular HRM Case studies in Training and Lifelong Learning

- Case study analysis and evaluation – Examine and define the activities in Training and Lifelong Learning
- Case study analysis and evaluation – Examine and define the use of the tips for Training and Lifelong Learning
- Case study analysis and evaluation – Examine and define the organisation of the Training and Lifelong Learning

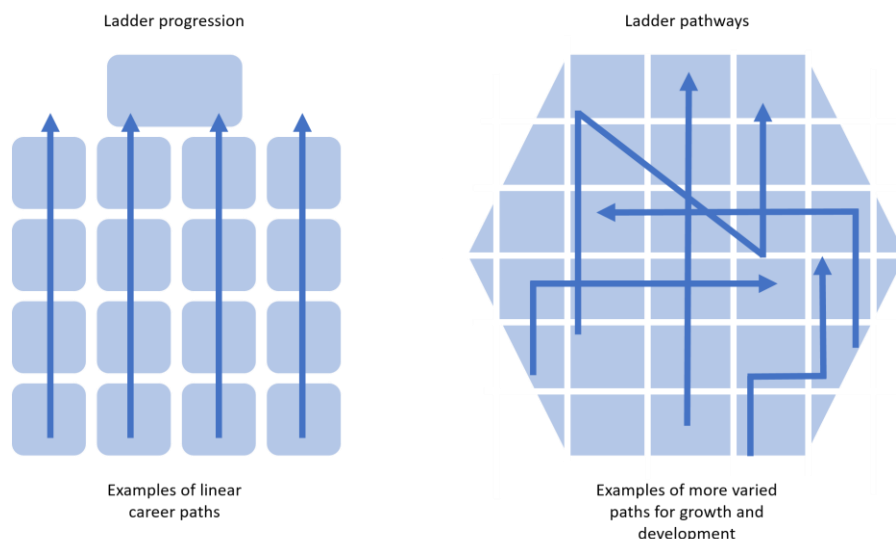
Learning Unit 3: In-placement Programme as a Tool for encouraging Internal Employee Mobility

Exercises

1. Elaborate Employee Career Paths and Ladders plan

On one page the student must answers these questions.

- Apply and identify Factors which indicate need to use career paths.
- Difference than the elements that Career Ladders (linear) must have to transform into a Career Lattices (circular).



2. Circular HRM Case Studies of In-placement programmes

- Case study analysis and evaluation – Examine and define the activities in In-placement programmes
- Case study analysis and evaluation – Examine and define the use of the tips for In-placement programmes
- 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

Exercises

1. Enumerate good practices on Employee Retention and Age Management in your company

Ask the students to differentiate 5 best practices for your company in talent retention and age management.

2. Circular HRM Case studies on Retention and Age Management

- Case study analysis and evaluation – Examine and define Retention and Age Management
- Case study analysis and evaluation – Examine and define the use Retention and Age Management in your organisation
- Case study analysis and evaluation – Examine and define new Retention and Age Management strategies.

5.5. Module 5 – Industrial ecology

Learning Unit 1: How to detect hidden talents in your company?

Exercises

1. Define steps on How to encourage intrapreneurship in a business

With all the information from module 5, write a one page essay.

- What do you think are the new trends to promote intrapreneurship?
- What measures can your company take, or do you think companies can take to encourage intrapreneurship of employees with years and stability in the company?

2. Circular HRM Case Studies in Talent Initiatives:

- Case study analysis and evaluation – Examine and define Talent Initiatives
- Case study analysis and evaluation – Examine and define the use Talent Initiatives in your organisation
- 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?

Exercises

1. Consider and apply the following Key elements needed for any diversity management strategy.

The trainer will propose the following reflection question to the students.

What specific strategies do you think can be implemented to improve diversity in your company in a continuous and inclusive way?

2. Case study in Diversity

- 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?

Exercises

1. Consider and apply the main route points to develop an expertise-based or circular career-track

The trainer will propose the following reflection question to the students.
Answer the following question in a paragraph:

What points are being applied in your company, or what points do you think are the most relevant to apply for a good expertise-based or circular career-track?

2. Circular HRM Case studies in circular career-track

- Case study analysis and evaluation – Examine and define the activities on circular career-track
- Case study analysis and evaluation – Examine and define the use of the tips for circular career-track

5.6. Module 6 – Functional economy

Learning Unit 1 Functional Economy

Learning Unit 2 Mobility. How to manage talent?

Exercises

1. Create a secondment with eight steps to a successful secondment

2. Case studies on mobility

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

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

Taking into account the two modalities of mobility management in slide 2 module 6, write two examples that need one or the other modality.

- Case-by-case mobility: it is decided when there is a job vacancy or when staff are needed for a particular mission
- Organized mobility: it is based on a forward-looking job management policy. This is the most suitable for ensuring that companies do not need to manage requests in a hurry and retain their employees through good careers management.

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

Exercises

1. Consider and apply Reasons and advantages on Outsourcing / Subcontracting

Prepare 1 practical examples for each of these advantages, be inspired by your previous experience of daily situations or hypothetical cases.

1. Optimisation of production processes
2. Economic savings on last generation technologies and infrastructures
3. More time for activities
4. Greater flexibility and adaptability
5. Attitudes of mistrust
6. Competitive advantage
7. Enjoy the services of great professionals without the need to increase staff costs

(One paragraph for each advantage)

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

Exercises

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

Propose to the students an internet search to find 2 different platforms, and discuss in common which cases are more optimal (advantages or disadvantages)

Learning Unit 7: Pluriactivity

Learning Unit 8: Total Management workforce

Methods

1. Consider and think about five steps for Strategic Workforce

Based on all the information provided, write 4 challenges that you think you can solve with the Strategic Workforce

Answer

Common challenges workforce planning can help resolve:

Budget Cuts	Skill Gaps	Realignment	Change in Mandate
 <p>By strategically planning its workforce, an organization can ensure that it has access to the skills needed to meet current and future</p>	 <p>By strategically planning its workforce, an organization will know where there is a skill need for its current and future state, allowing it to strategically plan talent distributions to meet mission needs of today and tomorrow.</p>	 <p>Often times an organization's skills needs will shift over time. By using workforce planning, an organization will know where it has existing skillsets, and can internally streamline position transitions with relative ease.</p>	 <p>A change in an agency's mandate can mean a change in the scope or needs of its work. By having an active workforce plan an agency will be in a position to proactively reshape its existing and future workforce skills profile to meet new mission needs.</p>

5.7. Module 7 – Second hand and sharing economy

Learning Unit 1: Shared Economy

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

Exercises

1. Case study on shared economy

- Case study analysis and evaluation – Examine and define shared economy
- Case study analysis and evaluation – Examine and define shared economy
- Case study analysis and evaluation – Examine and define the direct and indirect benefits in improving shared economy
- Case study analysis and evaluation – Examine and define the values, communication and time
- Case study analysis and evaluation – Examine and define structure and the area of special attention needed in shared economy
- 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.)

Exercises

1. Consider how synergies between enterprises, local authorities and other local actors could be improved

Based on the information on synergies, on slides 21-22 of module 7, please write reflection on one page at most, on how there could be more synergy between these entities to achieve an efficient external job market.

2. Case study on proactive career management

- Case study analysis and evaluation – Examine and define proactive career management
- Case study analysis and evaluation – Examine and define the direct and indirect benefits of proactive career management
- Case study analysis and evaluation – Examine and define the values, communication and time
- Case study analysis and evaluation – Examine and define structure and the area of special attention needed in proactive career management
- 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**Exercises****1. Create an Exit-interview**

- Apply: tips to conduct an effective employee exit interview and common mistakes

Think and write 10 questions that can be incorporated into an exit-interview.

Some examples:

Are there any other benefits you feel should have been offered?

☐ Yes ☐ No

If "Yes", what?

Any other comments on benefits?

How frequently did you get performance feedback?

What were your feelings about the performance review process?

How frequently did you have discussions with your manager about your career goals?

What did you like most about your job and/or this company?

What did you like least about your job and/or this company?

What does your new job offer that your job with this company does not?

Why is the new job/company better?

Do you have any suggestions for improvement? Have you raised them in the past?

Would you recommend this company to a friend as a place to work?

☐ Yes, without reservations ☐ Yes, with reservations ☐ No

Additional comments about your job or this company

2. Case Study on guidance on employment of older workers

- Case study analysis and evaluation – Examine and define proactive age management
- Case study analysis and evaluation – Examine and define the direct and indirect benefits of age management
- Case study analysis and evaluation – Examine and define the values, communication and time
- Case study analysis and evaluation – Examine and define structure and the area of special attention needed in age management
- Case study analysis and evaluation – Examine and define the circular HRM solutions on the short and long terms

6. Online Assessment Exam Answers

6.1. Module 1 – Eco-conception

Module 1: Self-assessment questions

Multiple choice question

Select the correct answer option:	
Question:	Which component of the “Eco-conception” construct doesn't require Self-Organising Teams?
Mark the Correct Answer	
	Trust
✓	Rigid control
	Competency

	Collaboration

True / False question

Choose whether the statement is true or false:	
Question:	Delegation is not necessarily typified by a transfer of complete responsibility.
Mark the Correct Answer	
True	
False	

Module 1: Assessment questions

Multiple choice question

Select the correct answer option:		
Question:	Eco-conception of human resources covers:	
Mark the Correct Answer		
	Diversity and inclusion	
	Employee learning and growth	
	Competency	
✓	All of the above	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Multiple choice question

Select the correct answer option:	
Question:	The principle of eco-conception works for employee well-being through:
Mark the Correct Answer	
	Workplace flexibility
	Flexible careers and schedule
	Remote work and self-organizing teams
✓	All of the above

	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

True / False question

Choose whether the statement is true or false:		
Question:	Workplace flexibility means total readiness at any time to carry out any type of work.	
Mark the Correct Answer		
True		
False		
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Matching question

Match the following items with their descriptions:		
Question:	Types of remote teams. Match the following items with their descriptions:	
Item 1: Fully remote teams	Match 1: Don't have any central offices and everyone works from home.	
Item 2: Distributed office hubs	Match 2: Small offices are set up in different cities.	
Item 3: Flexible remote teams	Match 3: Employees aren't all in the same location all the time.	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Matching question

Match the following items with their descriptions:	
Question:	Match the following types of facility designs to increase employee well-being with their descriptions:
Item 1: Height-adjustable surfaces	Match 1: Allows employees to modify their working conditions based on how their bodies feel.

Item 2: Walking desks	Match 2: Allows employees to exercise without having to bear extreme outdoor conditions.	
Item 3: Flexible work space	Match 3: Allows employees to choose which zones they would like to work from.	
Item 4: Centralized amenities	Match 4: Break rooms, mail rooms and areas of relaxation motivates employees.	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Multiple choice question

Select the correct answer option:		
Question:	Which of the following is not an HR practice for integrating eco-conception in HRM?	
Mark the Correct Answer		
	Delegation	
	Employee feedback loops	
	Turnover management	
✓	Self-management teams	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

True / False question

Choose whether the statement is true or false:		
Question:	Employee feedback loops involve communicating information to employees about how their actions affect others.	
Mark the Correct Answer		
True		
False		
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Multiple choice question

Select the correct answer option:		
Question:	Delegation as a process involves the following method:	
Mark the Correct Answer		
	Training	
	Developing trust	
	Incremental allocation of tasks	
✓	All of the above	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

True / False question

Choose whether the statement is true or false:		
Question:		Too many employees leaving the company in any given period of time do not have an impact on its performance.
Mark the Correct Answer		
True		
False		
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Matching question

Match the following items with their descriptions:	
Question:	Match the following new trends in performance evaluation with their description.
Item 1: Self-evaluations	Match 1: Employees highlight what they believe are their most notable achievements and accomplishments.
Item 2: 360 assessments	Match 2: Employees are assessed by managers, peers and subordinates.
Item 3: Assessment without metrics	Match 3: Evaluating engagement, contributions, problem-solving and team work initiatives.
Item 4: Management evaluations	Match 4: Employees evaluate managers in key areas.

	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

6.2. Module 2 – Recycle

Module 2: Self-assessment questions

Multiple choice question

Select the correct answer option:	
Question:	A curricular job analysis can solve the following issue:
Mark the Correct Answer	
	A mismatch between expectation and desires
	A mismatch between job requirements and expectations.
	A mismatch between liability and compensation.

True / False question

Choose whether the statement is true or false:	
Question:	Talent mobility is the practice of using internal talent to fill positions within your company.
Mark the Correct Answer	
	True
	False

True / False question

Choose whether the statement is true or false:	
Question:	The personal reflection exercise is the second step in the process of applying any Job Crafting technique.
Mark the Correct Answer	

Answer	
	True
✓	False

Module 2: Assessment Questions

True / False question

Choose whether the statement is true or false:		
Question:	Recycle allows the reshaping of the type of work to be done, who will do it, and how it will also change the types of skills that will be needed to thrive in the company.	
Mark the Correct Answer		
✓	True	
	False	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

True / False question

Choose whether the statement is true or false:		
Question:	Circular Job Analysis, is a permanent process, and as the worker acquires new skills, the job position will be redefined.	
Mark the Correct Answer		
✓	True	
	False	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Multiple choice question

Select the correct answer option:		
Question:	A curricular job analysis can solve the following issue:	
Mark the Correct Answer		
	A mismatch between expectation and desires	
	A mismatch between job requirements and expectations.	
	A mismatch between liability and compensation.	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Multiple choice question

Select the correct answer option:		
Question:	Choose the incorrect sentence: The circular job analysis is characterised with the following elements:	
Mark the Correct Answer		
	It is a permanent and continuous process	
	It helps establish the value of employee behavior for an organisation.	
	It establishes the relationship with work, that involve recruitment, selection, compensation, training, health and safety.	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Sequence question

Arrange the following items in the correct order:	
Question:	Steps in the circular job analysis process? Arrange the following items in the correct order:
Specify the Correct order The following fulfilments are only an example	
2	Option 1: Select representative positions, based on the new skills
3	Option 2: Design what information you consider relevant
1	Option 3: Review information of the worker in his previous job inside or outside the company.
4	Option 4: Initiate a continuous analysis of the job.
6	Option 5: Search for training options

5		Option 6: Develop a job description and job specification, always counting on the employee.
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Matching question

Match the following items with their descriptions:		
Question:	Match the following types of circular skills with their descriptions:	
Item 1: Basic Abilities	Match 1: Developed skills that facilitate learning	
Item 2: Complex problem solving skills	Match 2: Developed skills used to solve cases in complex real-world environments.	
Item 3: Resource Management skills	Match 3: Developed capabilities used to allocate resources efficiently.	
Item 4: Social skills and soft skills	Match 4: Developed skills used to work with people to achieve goals.	
Item 5: Systems skills	Match 5: Develop capabilities used to understand, monitor, and improve sociotechnical systems	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

True / False question

Choose whether the statement is true or false:	
Question:	Employability becomes a new paradigm in the fight against labour and social exclusion of certain groups.
Mark the Correct Answer	
✓	True
	False

	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Multiple choice question

Select the correct answer option:		
Question:	Which of the following is not a practice to retain employees?	
Mark the Correct Answer		
	Engage recruiters by linking internal filling goals	
	Allow managers and employees to refer to each other about open positions	
	Avoid matching algorithms or technology-based	
	Elevate accountability for the long-term growth and professional interactions of employees	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Multiple choice question

Select the correct answer option:		
Question:	Which of the following is not an advantage of Job Crafting?	
Mark the Correct Answer		
	Professionals will develop a built-in sense of ownership	
	It returns the feeling of control over personal decisions	
	Aligns personal values with professionals	
	Tends to improve and encourage technical activities and skills	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Matching question

Match the following items with their descriptions:

Question:	Match the three areas of Job Crafting with their description.	
Item 1: Task Crafting	Match 1: Responsibilities are personalized depending on the personal skills of each professional.	
Item 2: Relational Crafting	Match 2: Affects the way professionals interact with people in their work environment.	
Item 3: Cognitive Crafting	Match 3: Refers to how tasks and relationships derived from work are perceived.	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

6.3. Module 3 – Repair

Module 3: Self-assessment questions

True / False question

Choose whether the statement is true or false:	
Question:	Competency Framework for Managers is a circular HR management approach for the continuous evaluation of the employee-employer relationship in order to determine how the reintegration process is progressing.
Mark the Correct Answer	
✓	True
	False

Multiple choice question

Select the correct answer option:	
Question:	Which of the following is not a measure for reducing absenteeism?
Mark the Correct Answer	
	Rationalization of schedules.

	Shift policies.
	Treating employees like people with private lives.
✓	Training programs only for the development of managers.

True / False question

Choose whether the statement is true or false:	
Question:	To detect addictions, it is important to know its symptoms, as well as to have the necessary monitoring tools. For example, conducting periodic work climate surveys.
Mark the Correct Answer	
	True
✓	False

Module 3: Assessment Questions

Multiple choice question

Select the correct answer option:		
Question:	The “repair” principle in different circular HRM strategies focuses on all of the following, except for the:	
Mark the Correct Answer		
✓	Passive management of absenteeism	
	Reintegration process of the worker after a long leave	
	Prevention and management of stress and professional exhaustion	
	Prevention and management of addictions in order to preserve the employment relationship	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

True / False question

Choose whether the statement is true or false:	
Question:	The reintegration of an employee after a long period of absence implies a need to recontact with the employee and reexamine their needs at the time of reincorporation.

Mark the Correct Answer		
True	✓	
False		
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Multiple choice question

Select the correct answer option:		
Question:	The employee does not need a rehabilitation in the following scenarios:	
Mark the Correct Answer		
	The employee can resume the agreed work tasks after some time, meanwhile, restricted jobs or other job duties can be performed.	
	The employee can resume the agreed tasks after a while, meanwhile, restricted work or other tasks cannot be performed.	
	The employee is permanently unable to resume the agreed functions however, restricted jobs or other job duties can be performed with the same employer.	
✓	All of the above.	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

True / False question

Choose whether the statement is true or false:		
Question:	Human Resources professionals suggest that there are two types of absenteeism: Direct and indirect absenteeism.	
Mark the Correct Answer		
True		
False	✓	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)

Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)
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Multiple choice question

Select the correct answer option:		
Question:	Absenteeism in the European Union: Which countries emphasize cost control, through reductions in sick pay coverage and levels of payment?	
Mark the Correct Answer		
✓	Bulgaria, the Czech Republic, Estonia, Hungary, Lithuania, Latvia, Poland, and Romania, Luxembourg and Malta	
	Austria, Belgium, Denmark, Finland, and Norway	
	Spain, France, Germany	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Multiple choice question

Select the correct answer option:		
Question:	The formula for calculating the impact of absenteeism is:	
Mark the Correct Answer		
	Total days absent per manager (days absent / total number of employees) / total working days x 100	
	Total days absent per manager (days absent / total number of employees) / total working days x 50	
✓	Total days absent per employee (days absent / total number of employees) / total working days x 100	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

True / False question

Choose whether the statement is true or false:	
Question:	"Stress can be understood as a disease which consists of chronic mental and physical fatigue produced by prolonged exposure to stressful

		situations.”	
Mark the Correct Answer			
True			
False		✓	
	Feedback	Score	
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)	
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)	

True / False question

Choose whether the statement is true or false:		
Question:	Job burnout also known as "burnout syndrome" is just one of many ways job stress can progress.	
Mark the Correct Answer		
True	✓	
False		
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Multiple choice question

Select the correct answer option:		
Question:		Which of the following is not an approach for managing stress in the workplace?
Mark the Correct Answer		
		Renewing the habitat
✓		Encouraging extra hours after work
		Encouraging social activity
		Creating quiet moments
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

True / False question

Choose whether the statement is true or false:		
Question:	The Fit for work concept focuses only on adapting a worker to employment, without intruding on their private life.	
Mark the Correct Answer		
True	✓	
False		
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

6.4. Module 4 – Reuse

Module 4: Self-assessment Questions

Multiple choice question

Select the correct answer option:	
Question:	Which of following phrases does not correspond to the understanding of the “reuse” concept in circular HRM?
Mark the Correct Answer	
	Involving employees in a mentoring programme
✓	Retention of employees about to retire, to share their experience or skills outside the company.
	Offering coaching or training to perform another function.
	Introduction of an in-placement or employment placement programme or another type of promotion of internal mobility.

Matching question

Match the following items with their descriptions:	
Question:	Match the following HR practices with their descriptions:
Item 1: Dual career ladders	Match 1: creating a career development plan that allows upward mobility for employees without requiring the progression into supervisory or managerial positions.
Item 2: Job	Match 2: broadening the scope of a job by varying the number of different tasks to be

redesign	performed or increasing the depth of the role by adding employee responsibility for planning, organizing and controlling tasks.
Item 3: Job rotation	Match 3: involving the systematic movement of employees from job to job within an organisation.
Item 4: Encore career paths	Match 4: providing the opportunity for an individual to do work that has a social impact after midlife work.

True / False question

Choose whether the statement is true or false:	
Question:	Inplacement refers to a career management approach aimed at reabsorbing excess or inappropriately placed employees into a restructured organisation.
Mark the Correct Answer	
	True
	False

Module 4: Assessment Questions

True / False question

Choose whether the statement is true or false:		
Question:	Employability is a term used to describe an approach to human resources management in which employers provide jobs and opportunities to develop skills that can be used to build a mobile career, 'generalized investments in employees'	
Mark the Correct Answer		
	True	
	False	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the	0 points (correct as appropriate)

	correct response.	
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True / False question

Choose whether the statement is true or false:		
Question:	The first and most important HR practice for the reuse principle of circular HRM is the introduction of a wide mentoring programme at the organization.	
Mark the Correct Answer		
	True	
	False	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Sequence question

Arrange the following items in the correct order:		
Question:		What are the recommended steps for developing a mentoring programme?
Specify the Correct order The following fulfilments are only an example		
2	Option 1: Developing company-wide support and leadership buy-in for the mentoring programme	
3	Option 2: Promoting the mentoring programme	
1	Option 3: Defining the mentoring programme strategy & operating model	
4	Option 4: Administering the mentoring programme	
5	Option 5: Measuring the results of the mentoring programme	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Multiple choice question

Select the correct answer option:	
Question:	Coaching and training differ from mentoring in the following aspects:
Mark the Correct Answer	

	Coaching and training provide support in updating employee skills while mentoring is the process of developing the core skills of employees to undertake new positions.	
	In contrast to mentoring programmes, coaching and training programmes have a wider applicability and they impact employee mobility and internal employability.	
	Coaching and training are short-term activities while mentoring provides long-term focus on the development of the employee.	
	All of the above.	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Multiple choice question

Select the correct answer option:		
Question:	Which of the following is not an advantage of Internal coaching?	
Mark the Correct Answer		
	No direct cost	
	More opportunities for the coach and coachee to know on another on a personal level	
	Coaches understand the organizational culture and processes	
	Coaching takes time away from day-to-day responsibilities.	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Sequence question

Arrange the following items in the correct order:	
Question:	What are the recommended steps for developing a training plan?
Specify the Correct order The following fulfilments are only an example	
2	Option 1: Research through observation, survey
3	Option 2: Formation of groups
1	Option 3: Identification of needs
4	Option 4: Setting goals
5	Option 5: Defining the training process

6		Option 6: Evaluation of results and impact
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Sequence question

Arrange the following items in the correct order:		
Question:	What are the steps in developing a good Internal Coaching programme?	
Specify the Correct order The following fulfilments are only an example		
2	Option 1: Identifying and developing organisational coaches	
3	Option 2: Developing coaching mindsets	
1	Option 3: Developing a plan and setting goals	
4	Option 4: Developing coaching skills	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Matching question

Match the following items with their descriptions:		
Question:	Match the following HR practices with their descriptions:	
Item 1: Encore career paths	Match 1: providing the opportunity for an individual to do work that has a social impact after midlife work	
Item 2: Job redesign	Match 2: broadening the scope of a job by varying the number of different tasks to be performed or increasing the depth of the role by adding employee responsibility for planning, organizing and controlling tasks.	
Item 3: Job rotation	Match 3: involving the systematic movement of employees from job to job within an organisation.	
Item 4: Dual career ladders	Match 4: creating a career development plan that allows upward mobility for employees without requiring the progression into supervisory or managerial positions.	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)

Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)
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True / False question

Choose whether the statement is true or false:		
Question:	Inplacement refers to a career management approach aimed at reabsorbing excess or inappropriately placed employees into a restructured organisation.	
Mark the Correct Answer		
	True	
	False	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

True / False question

Choose whether the statement is true or false:		
Question:	Reverse Mentoring is the process by which young people, typically with less experience but with significant digital skills, can assist seniors with lengthy working experience who are seeking a mutual exchange in order to familiarise themselves with technology.	
Mark the Correct Answer		
	True	
	False	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

6.5. Module 5 – Industrial Ecology

Module 5: Self-assessment Questions

True / False question

Choose whether the statement is true or false:	
Question:	The concept of “industrial ecology”, as applied to human resources involves categorising the skill set of workers, for the planning and implementation strategies to optimise these skills within a business ecosystem.
Mark the Correct Answer	
	True
	False

True / False question

Choose whether the statement is true or false:	
Question:	The two types of Diversity Management are: Intranational diversity management and Cross-national diversity management.
Mark the Correct Answer	
	True
	False

Module 5: Assessment Questions

True / False question

Choose whether the statement is true or false:		
Question:	As applied to HRM, the principle of "Industrial ecology" involves categorising the skill set of workers, for the planning and implementation of worker-centred strategies to optimise these skills within a business ecosystem	
Mark the Correct Answer		
	True	
	False	
	Feedback	Score
Correct:	That's right! You chose	10 points (correct as appropriate)

	the correct response.	
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Multiple choice question

Select the correct answer option:		
Question:	The principle of Industrial Ecology encompasses the following HR practices:	
Mark the Correct Answer		
	Holistic talent management approach	
	Diversity management	
	Skills management	
	All of the above	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Multiple choice question

Select the correct answer option:		
Question:	What is the difference between talent management and traditional human resource management?	
Mark the Correct Answer		
	Compared to Traditional HRM, Talent management encompasses only administrative processes, labor regulation and benefits.	
	Compared to Talent management, Traditional HRM encompasses feedback approximation to the employee (personalized, continuous and adaptative).	
	Compared to Traditional HRM, Talent management focuses on a long-term plan with different strategies to develop the company's talent	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

True / False question

Choose whether the statement is true or false:		
Question:	Gamification is the use of mechanics, behavioural elements and design techniques only in gaming contexts. implementation of worker-centred strategies to optimise these skills within a business ecosystem	
Mark the Correct Answer		
	True	
	False	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Multiple choice question

Select the correct answer option:		
Question:	The feedback from a 360 evaluation is called:	
Mark the Correct Answer		
	Downward feedback	
	Multi-rater feedback	
	Upward feedback	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Matching question

Match the following items with their descriptions:		
Question:	Match the following key elements required for any diversity management strategy to their descriptions:	
Item 1: Identify resources for diversity programs	Match 1: make sure that the team members are on board and understand their roles and responsibilities	
Item 2: Set diversity goals & metrics	Match 2: start by looking at the areas the company team needs improvement	
Item 3: Recruit diverse talent	Match 3: avoid any type of bias which would be detrimental to	

	the diversity within the company	
Item 4: Prioritize inclusion programming	Match 4: host team building gatherings, highlight individual differences and unique interests	
Item 5: Implement diversity and sensitivity training	Match 5: the training should be regular occurrence	
Item 6: Build a diverse leadership team	Match 6: create a volunteer diversity and inclusion committee	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

True / False question

Choose whether the statement is true or false:		
Question:	The two types of Diversity Management are: Intranational diversity management and Cross-national diversity management.	
Mark the Correct Answer		
	True	
	False	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Matching question

Match the following items with their descriptions:		
Question:		Match the following key components of Diversity management with their descriptions.
Item 1: Diversity management is voluntary		Match 1: It is self-initiated by the companies
Item 2: Diversity management uses a broad definition of diversity		Match 2: Reduces potential objections from members of the majority group
Item 3: Diversity management aims at providing tangible benefits to the company		Match 3: It is seen as a business strategy aimed at tapping into the full potential
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

True / False question

Choose whether the statement is true or false:		
Question:	"Employee Branding" helps reduce costs because the recruiting efforts decrease as a result of the reduction of time spent firing candidates.	
Mark the Correct Answer		
	True	
	False	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Sequence question

Arrange the following items in the correct order:		
Question:		Arrange the following steps for developing an expertise-based or circular career-track:
Specify the Correct order The following fulfilments are only an example		
2	Option 1: Identifying the competencies required to perform the jobs	
3	Option 2: Building consistently updated job profiles based on experience	
1	Option 3: Creating an organization chart with each required job position and define their roles	
4	Option 4: Developing possible and personalized career maps	
6	Option 5: Identifying talents within the organization and the training to be covered based on the competences that must be developed.	
5	Option 6: Carrying out a performance evaluation process	
7	Option 7: Launching of the plan, the communication with the employees and monitoring of the programme	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

6.6. Module 6 – Functional Economy

Module 6: Self-assessment questions

Multiple choice question

Select the correct answer option:	
Question:	Which of these phrases correspond to the understanding the “Functional Economy” concept in circular HRM?
Mark the Correct Answer	
	The functional economics prioritises contractual obligations over the functions of the worker
	The functional economy aims to develop the use of products rather than their possession
	The functional economy aims to develop the possession of the products rather than their use
	The functional economy aims to mentor a worker who is considering leaving the company

Select the correct answer option:	
Question:	Which of the following answers are true?
Mark the Correct Answer	
	It is three times cheaper for the companies to make a new hire than to retain talent
	It is three times more expensive for the companies to make a new hire than to retain talent
	It costs the same for the companies to make a new hire than to retain talent

Module 6: Assessment Questions

True / False question

Choose whether the statement is true or false:		
Question:	The main objective of the functional economy is creating the highest possible use value for the shortest possible time while consuming as many material resources and energy as possible.	
Mark the Correct Answer		
	True	
	False	
	Feedback	Score
Correct:	That's right! You chose the correct	10 points (correct as appropriate)

	response.	
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Multiple response question

Select one or more correct answers:		
Question:		Choose the correct answers regarding the two types of mobility management policy: Select one or more correct answers:
Mark the Correct Answer		
		Case-by-case mobility: it is decided when there is a job vacancy or when staff are needed for a particular mission
		Case-by-case mobility: it is based on a future-planning job management policy.
		Organized mobility: : it is decided when there is a job vacancy or when staff are needed for a particular mission
		Organized mobility: it is based on a forward-looking job management policy.
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Multiple choice question

Select the correct answer option:		
Question:		The three phases of talent management include:
Mark the Correct Answer		
		Talent identification and acquisition, development and retention of talent, and talent knowledge integration and transfer
		Job analysis, talent acquisition, and talent deployment and use
		Labour market research, recruitment and use
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Multiple response question

Select one or more correct answers:
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Question:	The advantages of outsourcing/subcontracting include: Select one or more correct answers:		
Mark the Correct Answer			
	Economic savings on last generation technologies and infrastructures		
	Economic savings in terms of personnel		
	Increased time for activities		
	Quicker completion of tasks		
	Feedback	Score	
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)	
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)	

True / False question

Choose whether the statement is true or false:		
Question:	Self-employed workers are persons who are not linked to a company by an employment contract but by a service contract and are paid in the form of fees or commissions.	
Mark the Correct Answer		
	True	
	False	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Matching question

Match the following items with their descriptions:	
Question:	Match the following advantages/disadvantages with their descriptions:
Item 1: Advantage in productivity	Match 1: It gives team members the tools they need to work with others regardless of where they are
Item 2: Advantage in costs	Match 2: It allows employees to work from home
Item 3: Disadvantage in Security	Match 3: Many people still have the mindset that storing data in the cloud is not as secure
Item 4: Advantage in Projects Management	Match 4: All project materials and communications with external

	parties are kept in the same work space	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Multiple choice question

Select the correct answer option:		
Question:	Which of the following are not advantages from working from home?	
Mark the Correct Answer		
	Condensed schedules	
	Integration	
	Saves money	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

True / False question

Choose whether the statement is true or false:		
Question:	The "Framework Agreement on Telework" aims at establishing a general context at a European level concerning the employment conditions of teleworkers and at reconciling the needs for flexibility and security shared by employers and workers.	
Mark the Correct Answer		
	True	
	False	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Multiple response question

Select one or more correct answers:		
Question:	Select the correct description for multi-employment and multi-activity. (One or more correct answers:)	
Mark the Correct Answer		
	Multi-employment: The person is going to carry out this work on their own account or for others, with the possibility of combining both.	
	Multi-employment: When you work for yourself, you are carrying out an activity as an employee for two or more enterprises	
	Multi-activity: The person is going to carry out this work on their own account or for others, with the possibility of combining both.	
	Multi-activity: When you work for yourself, you are carrying out an activity as an employee for two or more enterprises	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Sequence question

Arrange the following items in the correct order:		
Question:		Order the following steps for Strategic Workforce Planning.
Specify the Correct order The following fulfilments are only an example		
2	Option 1: Determining Strategic Positions	
3	Option 2: Having Strategic Intent	
1	Option 3: Reporting, Monitoring, and Adjusting	
4	Option 4: Identifying Strategic Players	
5	Option 5: Implementing an action plan	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

6.7. Module 7 – Second Hand and Sharing Economy

Module 7: Self-assessment Questions

Multiple choice question

Select the correct answer option:	
Question:	Which of these phrases correspond to the understanding the “second hand” concept in circular HRM?
Mark the Correct Answer	
	The reintegration of an employee, so that after a period of leave
	The ability of both, companies and employees, to know how to reinvent themselves without losing productivity
	Supporting the transition of a worker into the external job market when he is not meeting the requirements of their contractual obligations
	Process of understanding the need of workers to optimize redeployment within the same company

Multiple response question

Select one or more correct answers:	
Question:	Which of the following answers are true? Select one or more correct answers:
Mark the Correct Answer	
	Human resource practices must not be conceptualized and developed to incite proactivity among employees.
	Proactive enacting mainly consists of taking initiatives to prepare for the future
✓	Proactive planning mainly consists of taking initiatives to prepare for the future
	Training programs on how to activate and provoke proactivity among employees should be developed in organisations

Module 7: Assessment Questions

True / False question

Choose whether the statement is true or false:

Question:	When the concept of “second hand” is applied to human resources, this concept describes a process that supports a worker's transition to the external labour market while still meeting the requirements of his or her current contractual obligations	
Mark the Correct Answer		
	True	
	False	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Multiple response question

Select one or more correct answers:		
Question:	Which of the following elements are essential in the functioning of the circular economy? Select one or more correct answers:	
Mark the Correct Answer		
	<input type="checkbox"/>	Companies must be isolated in one area of activity and be specialized in that area
	<input checked="" type="checkbox"/>	Companies should look at the connections that can be made with other sectors
	<input checked="" type="checkbox"/>	Companies should promote the development of employees and welcome new ones with other relevant actors
	<input type="checkbox"/>	When opportunities for advancement within a company are limited, it is important to let people withdraw and make way for new employees
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Multiple choice question

Select the correct answer option:	
Question:	Should training programs on how to activate and provoke proactivity among employees in organisations be developed?
Mark the Correct Answer	
	<input checked="" type="checkbox"/> Yes, it could help employees and guide them on the best way to improve on their proactivity

	No, it is not necessary, proactivity can create problems for the company's management.	
	No, it is better for each employee to train on his or her own and the company can save these costs	
	No, proactivity can lead to conflict between employees. It is better if they do not take initiative and allow themselves to be bossed around by their superiors.	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Matching question

Match the following items with their descriptions:		
Question:	Match the three following key components of Diversity management with their descriptions.	
Item 1: General Adjustment Programmes	Match 1: consist of labour, education and social policies that help workers adapt to economic changes, regardless of the initial cause of those changes	
Item 2: Specific Adjustment Programmes	Match 2: are designed to help workers displaced by an economic change	
Item 3: Active labour policies	Match 3: seek to increase the probability that unemployed workers find a new job. They increase the efficiency of the labour market by enhancing its ability to match jobs with vacancies and improve the skills of the unemployed	
Item 4: Passive labour policies	Match 4: do not directly help workers to find employment but provide financial support to displaced workers. It can include unemployment insurance, employment protection, minimum wage and other forms of income support.	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)

Multiple response question

Select one or more correct answers:	
Question:	Symptoms of "survivor's syndrome" are: Select one or more correct answers:
Mark the Correct Answer	
✓	Stress
	Security
✓	Lack of motivation
	Unconcern for the future

	Overconfidence	
✓	Mistrust	
	Wanting to live everything with intensity	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Multiple choice question

Select the correct answer option:		
Question:	The main objectives of a well-managed employment-oriented restructuring should be:	
Mark the Correct Answer		
	The highest possible unemployment to save salaries	
	To achieve a stronger company regardless of the number of workers made redundant	
	That no one is left unemployed or excluded at the end of the process.	
	Restructuring is not recommended under any circumstances	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Matching question

Match the following items with their descriptions:		
Question:		Match the following HR practices with their descriptions:
Item 1: Training and lifelong learning		Match 1: absence of age limits in access to in-house training opportunities; special efforts to motivate them; using older employees and their qualifications as facilitators of further education for the rest of the employees
Item 2: Career Development		Match 2: the precise matching of job specifications with the work-related performance changes typical of older age over the course of their life
Item 3: Flexible work		Match 3: special measures of daily or weekly working hours reduction; Adjustment of shift schedules; specific paid leave provisions
Item 4: Health management		Match 4: establishing mixed-age groups to ensure that different age-specific performance potentials and competencies are optimally deployed.
	Feedback	Score

Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
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Multiple response question

Select one or more correct answers:		
Question:	The most common mistakes you should avoid in an exit interview are: Select one or more correct answers:	
Mark the Correct Answer		
✓	Try to convince the worker to stay in the company	
✓	Judge the reason he/she has	
	Try to learn the reasons why he/she wants to leave	
	Defend the company against possible disagreements	
	Discard employee anxiety during the exit interview	
	Ask for suggestions	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)

Multiple response question

Select one or more correct answers:		
Question:	Tips for a strong letter of recommendation Select one or more correct answers:	
Mark the Correct Answer		
	a recommendation from a co-worker that talks about what fun you have at work	
	include anecdotes from the worker in his or her spare time.	
✓	a specific and detailed letter backed by evidence	
	written by a supervisor	
	write down salary aspirations	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)

Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)
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True / False question

Choose whether the statement is true or false:		
Question:	If the employee, after leaving the company, continues to work in the same sector and keeps in touch with former colleagues and managers, they will be seen as competition. It is advisable to break the links with the former company.	
Mark the Correct Answer		
	True	
	False	
	Feedback	Score
Correct:	That's right! You chose the correct response.	10 points (correct as appropriate)
Incorrect:	You did not choose the correct response.	0 points (correct as appropriate)



CIRCULAR HRM



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