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Remote Working Management Skills for HR Professionals

HANDBOOK FOR TRAINERS

University of Maribor

Faculty of Organizational Sciences

Remote Working Management Skills for HR Professionals

Handbook for Trainers

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1 Introduction

The Covid-19 virus outbreak in late 2019 - early 2020 led to a surge of remote working, where the majority of EU white collar workforce was compelled to work in an out-of-office setting; this comes to a sharp contrast compared to past years, where just 5-10% of EU employees have been working remotely. Nevertheless, such a rise in remote working has not been unprecedented; there has been a steady, yet minimal, increase through the years in the numbers of remote workers (esp. in the ICT sector), with a similar spike during the 2002-2003 SARS outbreak and other similar cases of business interruptions. The difference this time is that the increase in remote working due to Covid-19 virus outbreak has been fuelled both by more flexible and decentralised management practices, as well as more widely available technologies. Moreover, people are more used to it, be it for work or for personal communication. This led to an immediate and creative adaptation of workplaces to a remote work mode, where in many occasions the entire workforce worked from home.

The most pressing issue and challenge that became obvious is the possibility of a lasting workplace change, where a greater part of the workforce works out of premises in the immediate future. In addition, clear and consistent policies on remote working are missing from many companies, exposing a lack of HR preparations on the topic in many companies (e.g. remote work company-wide policies, management & contingency plans). HR professionals need to be able to

address these new challenges by redesigning processes, and retraining / supporting their colleagues on how to manage an increased remote workforce. From redefining goals and roles of staff, to redesigning personal interactions and normalising

the new work environment, HR managers are faced with new tasks that were not part of their portfolios so far, and were rather a small part of the training they had undergone. The project aims to document the emerging skills gap for managing a remote workforce & to develop corresponding Open Educational Resources (OERs) and a training training for the continuous professional development of HR professionals, trainers, supervisors, consultants and managers of organisations and teams.

In particular, the project REMOWA will:

1. Document the skills required for managing a remote workforce, improving skills intelligence at the EU level
2. Define learning outcomes for a C-VET training for HR professionals on remote work management
3. Make available a sector-validated online training for HR professionals
4. Provide ready-to-use tools for the workplace to support the role of HR professionals as trainers and mentors.

The handbook "Remote working management skills for HR professionals-HANDBOOK FOR TRAINERS" is related to online training for HR professionals.

In the handbook, we present the curricular aspects of the training. The emphasis is on the following:

– list of skills for mangers;
– list of learning outcomes;
– list of learning contents;
– learning strategies and methods;
– learning materials;
– instructions for examination and grading;

– instructions for implementation.
There are six learning modules in the list of learning contents: Communicational skills, Digital skills, Work-life balance, skills, Organizational skills, Leadership skills and HRM skills.

For each learning module, we prepared the learning material:

- – Case studies;
- – Practical exercises;
- – Questions and answeres;
- – Multiple choice questions.

The trainer also has available for each learning module:

- – Power point presentations (5 files for each learning module);
- – Lecture notes (10-15 pages for each learning module).

Presentations and lecture notes are not included in this handbook. They are published separately.

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2 General information about the project REMOWA

2.1 Project partner organizations

The handbook, entitled "Remote working management skills for HR professionals-HANDBOOK FOR TRAINERS" has been developed as part of an Erasmus+ project, ERASMUS+: 2020-1-PL01-KA202-082239-Remote working management skills for HR professionals ("project REMOWA"), involving six partner organizations from six European countries, under the coordination of the leadin partner PAIZ Konsulting Sp. z o.o., Czeremchowa 21, Lublin, Poland .

The partnership comprises 6 organisations from 6 EU countries:

- PAIZ Konsulting Sp. z o.o., Czeremchowa 21, Lublin, Poland
- Innovela sprl, Avenue Xavier Henrard 28, 1150 Woluwe-Saint-Pierre, Belgium
- EXELIA E. E., Leof. Kifisias 296, Chalandri 152 32, Greece
- INSTITUTO UNIVERSITARIO DE LISBOA, Avenida das Forças Armadas, 1649-026 Lisboa, Portugal

- Strukovna udruga djelatnika u upravljanju ljudskim resursima - Centar HR, Ožujska 1, 10 000 Zagreb, Croatia
- UNIVERZA V MARIBORU, Fakulteta za organizacijske vede, Kidričeva cesta 55a, 4000 Kranj, Slovenia

2.2   Contributors to the REMOWA project documentation

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3 How to access and use the THE REMOWA MOOC

3.1 Openlearning

The "REMOWA" online course is hosted on OPENLEARNING (www.openlearning.com); an online learning platform that allows individual educators (e.g., individual trainers, universities, colleges, consortia and public institutions) to create and deliver Massive Open Online Courses (MOOCs) in a wide range of disciplines and subjects. OPENLEARNING gives anyone the opportunity to offer truly interactive instruction without the need to write any code. Learning activities are combined with social mechanisms and facilitation/monitoring tools that allows to create engaging online learning experiences. The platform is designed to provide a community-based learning environment in which learners are actively involved in learning process and feel empowered, passionate communities of practice flourish, and deep learning experiences are fostered through carefully designed and interactive courses.

OPENLEARNING provides a wide range of authoring tools to make the process of learning easier and more entertaining (e.g., auto-assessment, blog, discussion forum). Courses are structured into (individual) learning modules that are populated with text, images, videos, presentations, info graphics, and exercises that essentially

enhance the learning process and enable students to evaluate their knowledge and skill acquisition. OPENLEARNING employs a social media workflow with built-in galleries, announcements, wikis, blog pages, and discussion spaces to encourage commenting and liking throughout students' learning journey. These tools aim to support interaction with peers and facilitators and ultimately foster a community of collaborative learners. The platform also supports content in different languages. Finally, to support flexible and ubiquitous learning, all courses are compatible with mobile devices such as laptops, smart phones and tablets.

OPENLEARNING forms a global educational community with (as of October 2021):

- 2.93 million learners
- 278 Higher Education (accredited) courses
- 184 institutions
- 4,260 private courses

Features, functionalities and tools

- No limitation on who can publish
- No restriction on language to use
- Content under open license
- Self-paced learning
- Modular learning
- Learning activities that can be sequenced
- 24/7 access to material and course content
- Versatile interactive tools (widgets)
- Automated assessment
- Self-assessment □   Notifications
- Comments thread on each page
- Discussion forum Blog
- Online chat
- Social media connections
- Groups of learners

- – Badges
- – Certification
- – Progress monitoring
- – Learning Analytics

3.2   Minimum system requirements

This section presents the minimum system requirements for using OPENLEARNING (as of January 2022). These requirements may change over time, following future programming improvements or amendments.

3.2.1   Operating systems

Currently, authoring is only available on desktops. Learning is supported on desktops and mobile devices running Android and iOS. It is recommended to use the newest version of any software, when possible.

- – Desktop: Windows 10, MacOS Mojave and above
- – Mobile devices (via OpenLearning application): Android 4.1 and above, iOS 9 and above

3.2.2   Internet browsers

OpenLearning runs on the following browsers:

- – Chrome (recommended)
- – 32bit version of Chrome v80 and above
- – Firefox Mozilla v54 and above
- – Microsoft Edge 86 and above
- – Safari v13 and above
- – MS Internet Explorer is not recommended

3.2.3   Internet requirements

At minimum a broadband connection (256 Kbit/sec or faster—this buffering will allow you to view videos and online presentations), USB wireless modem, ADSL, T1/T2, fibre optic or cable.

For more information on minimum system requirements, please visit: https://help.openlearning.com/t/y7grg4/minimum-system-requirements-for-maximising-your-openlearning-experience.

3.3   Creating an account on OPENLEARNING

All users (both educators and learners) on OPENLEARNING need to create a user profile so as to get access to available courses and authoring tools. To create a new profile account, users have to enter their full name, a valid e-mail address to use as the login and a profile name. The latter will be the name displayed on the platform. There is also the option for users to sign up using their Facebook profile.

To sign up, an account password is also required. It is recommended that users should create a strong password that will include a mix of uppercase letters, lowercase letters, numbers, and symbols to prevent unauthorised access and keep their profile secure.

To create a user profile:

1. Go to www.openlearning.com and click on the "Sign up" link next to the "Log in" button.
2. The sign up form must be filled in with all the required information.
3. Enter your full name, your profile name and a valid e-mail address to use as the login for OpenLearning.
4. Create a user password. The user password must contain at least six characters.
5. Click on "Create my account".
6. To get started, you need to verify your email address by clicking on the relevant link in the email you will receive upon submitting the sign-up form.

3.4   How to customise your profile

Users can easily customise their profile on the platform by selecting unique profile images, changing their display name and primary email address, adding location and time zone, as well as additional email addresses, and by providing biographical/personal information in the "About" section.

How to edit your profile

1. Select "Account Settings" from the drop-down menu to access your profile summary.
2. You will be able to edit your profile image, display name, primary email address, time zone and other personal features. Click into any of these areas and make your changes. You can easily change your email address and reset your password.
3. To edit your biographical information, you need to go to the "My profile" section from the drop-down menu to access your profile summary and write a small paragraph about yourself. Keep in mind that when you create courses, some of your biographical information will automatically display on the course summary page.

3.5   How to navigate within the REMOWA MOOC

The tabs on the left side bar will facilitate users to navigate through the online course. The course contains a homepage that introduces learners to the course and provides basic details that make learners feel welcomed, the syllabus page presenting course structure and learning outcomes, the welcome activity to break the ice, where each learner can introduce themselves to the other participants thereby creating a sense of community and increasing interaction, the learning activities section that determines the major topics and materials students need to study to achieve learning outcomes, the announcement section in which facilitators post important messages relate to the course content and schedule, aiming also through motivational messages to increase students' engagement and activity, and the student area (discussion forums) where learners can interact with their peers, share files and views and post anything they think it is interesting and relevant to the course subject.

Learners can navigate within the 6 learning modules using the left-hand navigation bar and selecting the chapter they want to review and study.

Modules are further broken down into reading materials (as presented within learning units), Questions and Answers, Case Studies, Practical Exercises, and Multiple Choice Questionnaires. Once you click the title of a particular learning unit, the sub-sections will be automatically displayed. Users need to click on one of the section headers (displayed) to jump to that part of the module.

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4 Link the theory with practice

4.1 Basic principles of connecting theory with practice

The course provider and lecture must always keep in mind the two principles on which our course is based:

– on the principle of science and
– the principle of connecting theory with practice.

The principle of science means that our course completly bases on the principles of science:

– goals and competencies of the course;
– elements and structure of the curriculum and
– selection of modules and learning units.

Curriculum objectives were defined as knowledge and competencies. For goals, we started from Bloom's taxonomy of goals, and for competencies we started from the Bartram frame of competencies.

The key words of Bloom's taxonomy of goals are:

- **Knowledge** "involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting."
- **Comprehension** "refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications."
- **Application** refers to the "use of abstractions in particular and concrete situations."
- **Analysis** represents the "breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between ideas expressed are made explicit."
- **Synthesis** involves the "putting together of elements and parts so as to form a whole."
- **Evaluation** engenders "judgments about the value of material and methods for given purposes."

Bartram eight competencies include:

- leading and deciding;
- supporting and cooperating;
- interacting and presenting;
- analyzing and interpreting;
- creating and conceptualizing;
- organizing and executing;
- adapting and coping;
- enterprising and performing.

The course provider and lecture are responsible that students achieve goals and acquire competencies.

The structure of the curriculum in general has elements as defined in theory: objectives, learning content, methods, lectures, learning materials, evaluation and implementation. We paid special attention to each of the elements.

The entire learning content is structured into modules: There are six learning modules: Communication skills, Digital skills, Work-life balance, skills, Organizational skills, Leadership skills and HRM skills.

Each of the modules has its basis in the findings of science. One of the modules "Digital skills" is different from the others and is completely practically oriented.

The modules are systematically structured into learning units. Each of the learning unit also has a basis in the development of science in each of the fields. For example: The module "Human Resources Management Skills" is structured into five learning units:

- Principles and processes of HRM
- Organizational behaviorism
- Work engagement
- Job satisfaction and organization climate
- Organizational culture

The content of each learning unit is based on the findings and achievements of science. For example. When we discuss about organisational culture, we refer to the findings of Geert Hofstede.

We also prepared materials:

- ppt presentations for each learning unit;
- 2 case studies for each module;
- 2 practical exercises for each module;
- questions and answers for each module;
- multiple choice questions for each module;
- lecture notes for each module.

We followed the principle of connecting theory with practice in practical exercises and case studies. In each module, there are two case studies and two practical exercises, except for one module which is different. For practical examples, we have chosen completely real environments. The task of the students will be to solve completely practical problems on the basis of knowledge of the theory.

4.2   Integrations REMOWA modules into schools

Because we have prepared the curricula in the way we described in the chapter above, the course is also suitable for use in schools.
For use in schools, the course itself is suitable as an optional subject. In some countries, secondary schools have e.g. optional content. Our course fully meets these requirements.

However, the curriculums are prepared in such a way that they can also be included as obligatory contents, by individual modules, but also as a whole. However, in this case accreditation is required (eg with the national higher education accreditation agency).

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5 The skills required for managing a remote workforce

5.1 List of skills

The skills required for managing a remote workforce can be divided into six content learning modules:

1. Communicational skills
2. Digital skills
3. Work-life balance skills
4. Organizational skills
5. Leadership skills
6. HRM skills

5.2   Learning outcomes

5.2.1   Communicational skills

5.2.1.1   Goals

By the end of this training, the participants will:

- Understand what communication methods/channels to use for what purposes
- Know the rules of behaving in online environment and understand the reasons for such behavior conduct
- Understand how to use email so that it supports two-way communication and the principles of structuring written communication
- Know the rules of structuring written communication to make it effective
- Know the characteristics of clear/meaningful and effective feedback
- Understand the role of giving and accepting feedback
- Know the latest trends in PP presentations
- Know how to build an engaging speech
- Know the tips of engaging the audience in their presentations
- Understand what assertive communication is
- Be able to describe different listening levels
- Know the importance of active and emphatic listening
- Analyze different question types as to the quality of information they can generate.

5.2.1.2 Competences

By the end of this education, participants will be able to:

- Set clear expectations
- Recognise clear and effective feedback
- Implement the effective feedback principles in practice

– Adjust the presentations to the listener's preferences resulting from Social Styles
– Recognise a good PP presentation
– Recognize different listening levels
– Explain how superficial listening causes communication problems
– Create a sequence of questions that will lead the conversation in the desired direction

5.2.2 Digital skills

5.2.2.1 Goals

By the end of this training, the participants will:

– Know what Digital tools could be used for communication purposes and what are they predominantly used for
– Understand what communication platforms/tools are most appropriate
– Know pros and cons of using each of above tools
– Understand what collaboration tools can be used in virtual team work
– Know how online collaboration applications make it easier for a team to work together
– Know online platforms/tools available for online data sharing
– Know tips and tricks how to use online sharing platforms effectively.

5.2.2.2 Competences

By the end of this education, participants will be able to:

– Select appropriate digital tools for online communication, group work or data sharing
– Prepare for using selected digital tools for remote work
– Design group work scenarios and templates in selected communication, collaboration and sharing tools

5.2.3 Work-life balance skills

5.2.3.1 Goals

By the end of this education, participants will be able to :

  – memorize and remember the JD-R model
  – identify "symptoms" of low work-life balance
  – apply mindfulness-based stress reduction (MBSR) strategies.
  – apply mindfulness-based cognitive therapy (MBCT) strategies.[1]
  – distinguish different stressful conditions.
  – be able to stop working at the end of the shift.
  – take advantage of companies' flexibility policies.
  – create strategies to cooperate with peers to make work lighter
  – evaluate the job satisfaction.
  – evaluate the work engagement.

5.2.3.2 Competences

By the end of this education, participants will be able to:

  – cope with pressure.
  – develop flexible routines.
  – time management.
  – decide and initiate actions.
  – cooperate between other remote workers and between departments.
  – present values of work-life balance culture.
  – create a strategy to improve flexibility policies.
  – create a strategy to improve resilience in stressful conditions.
  – organize job activities to promote teamwork related to remote workers.
  – communicate if feeling symptons of burnout.

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[1] https://doi.org/10.1080/17439760.2019.1578892

5.2.4 Organizational skills

5.2.4.1 Goals

By the end of this education, participants will be able to:

- memorize employee's rights and obligations;
- understand complex legal topics of remote working;
- understand principles of bureaucratic organization, project work, and learning organization;
- apply attributes of a learning organization into the practice of remote working;
- analyze informal organization and social networks of remote workers;
- evaluate the strengths and weaknesses, opportunities and threats of remote working in the organization;
- create a quality standards for custmer satisfaction.

5.2.4.2 Competences

By the end of this education, participants will be able to:

- lead and supervise the remote workers.
- adhere to principles and values of remote working;
- cooperate between other remote workers and between departments;
- present goals, and objectives of an organization;
- analyze the suitability of different types of organizations for different tasks;
- create concept of learning organization into practice;
- plan tasks and organize remote workers;

5.2.5 Leadership skills

5.2.5.1 Goals

By the end of this education/ training, participants will be able to:

- Understand the principles for managing teams.
- Establish support/trust both on classic and remote working.
- Build positive relationships with employees and between them.
- Be a transformational leader.
- Be able to establish expectations and goals.
- Solve problems.
- Encourage team self-managment

5.2.5.2 Competences

By the end of this training, participants will be able to:

- Lead and supervise employees.
- Create a trusting environment within the team.
- Cooperate between other remote workers and between departments.
- Use problem solving skills.
- Stimulate and encourage employees to innovate and be autonomous.
- Work with the team to develop goals and expections for the given tasks.
- Promote a learning process and develop the team.
- Give constructive feedback.

5.2.6 HRM skills

5.2.6.1 Goals

By the end of this education, participants will be able to :memorize bureaucratic procedures related to remote working.

– understand bureaucratic procedures related to remote working;
– understand principles of group behaviourism;
– execute basis procedures of recruitment and selection;
– evaluate the job satisfaction;
– evaluate the work engagement;
– evaluate the organizational culture;
– create an organizational climate.

5.2.6.2 Competences

By the end of this education, participants will be able to:

– lead and supervise basic procedures of recruitment, selection, and compensation;
– cooperate between other remote workers and between departments;
– present values of organizational culture;
– analyze human needs of remote workers;
– create a strategy to improve job satisfaction;
– create a strategy to improve work engagement;
– organize job activities of HRM department related to remote workers.

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6 Learning contents, strategies and methods

6.1   Communicational skills

Table 1: Communicational skills

	TITLE OF LEARNING UNIT	CONTENT	DURATION	STRATEGIES/METHODS/ACTIVITIES/EXERCISES
1.	Remote communication -Introduction	– What does this new communication model involve? – Formal presentations and delivering speeches remotely.	15 min	Lecture notes: Remote communication - introduction
2.	Asking questions and listening skills in the remote and digital environment	Manager to employee communication/ peer to peer communication: – General questioning techniques and the use of questions in remote communication – Importance of emphatic listening Communication problems resulting from the lack of social contact and how to solve them	60 min	– Lecture Notes: Asking questions and listening skills in the remote and digital environment – Case study 1: Solving remote communication problems – Questions & answers for learning Unit 2

	TITLE OF LEARNING UNIT	CONTENT	DURATION	STRATEGIES/METHODS/ACTIVITIES/EXERCISES
3.	Exercising influence remotely	– Verbal and nonverbal techniques – Digital environment requirements	30 min	– Lecture notes: Exercising influence remotely – Presuasion – PP presentation : Exercising
4.	Communication during meetings	– Types of online meeting (topic, purpose, participants) – Choosing communication channel - factors to be considered – Structuring online meetings	45 min	– Lecture notes: Communication during meetings – Practical exercise 1: Communications skills during meeting
5.	Giving and receiving feedback remotely	– Rules of valuable feedback – Issues resulting from giving feedback without direct personal contact and remedies Feedfoward instead of feedback – a solution for remote management.	60 min	– Lecture Notes: Giving and receiving feedback remotely – PP presentation: Giving and receiving feedback – Practical Exercise 2: Giving constructive feedback where expectations differ

	TITLE OF LEARNING UNIT	CONTENT	DURATION	STRATEGIES/METHODS/ACTIVITIES/EXERCISES
6.	Formal remote communication	– Designing and delivering presentations – Designing and delivering formal speeches	30 min	– Case study 2: Designing virtual meetings and delivering presentations – Questions & answers for learning Unit 6

6.2   Digital skills

Table 2: Digital skills

	TITLE OF LEARNING UNIT	CONTENT	DURATION	STRATEGIES/METHODS/ACTIVITIES/EXERCISES
1.	Digital tools for communication purposes (understanding + Identifing)	– What communication platforms/tools (for PC and Mobile devices) are most apropriate for remote work? (Videoconferencing applications, etc) – Classification - what are they predominantly used for – Pros and cons of using those tools	90 min	– Lecture notes: Digital tools for communication purposes – PP presentation : Online communication tools Case study 2: Designing virtual meetings and delivering presentations

	TITLE OF LEARNING UNIT	CONTENT	DURATION	STRATEGIES/METHODS/ACTIVITIES/EXERCISES
		− Costs, User fiendly − Provide further links into how to use them		
2.	Online tolls for group work/collaboirating tools	− what collaboration tools can be used in virtual team work − How collagoration and group work applications can make it easier for a team to work together − Learn how to use collaboration tolls Make available collaboration tolls to everyone	90 min	− Lecture Notes: Online tools for group work/collaborating tools − PP presentation : Online collaboration tools − Case study 1: Collaboration tools − Practical exercise 1: Design group templates for collaboration tools
3.	Online data sharing tools	− Online platforms for data sharing. − practicing to use data sharing tools properly/ editing reading rights − Tips and trics	45 min	− Lekture notes: Online data sharing tools − Practical exercise 2: Practice use of data sharing tools

6.3 Work-life balance skills

Table 3: Work-life balance skills

	TITLE OF LEARNING UNIT	CONTENT	DURATION	STRATEGIES/METHODS/ACTIVITIES/EXERCISES
1.	Principles and processes of Work-life balance.	– Basic definition of work-life balance. – Work-life balance policies. – Risks for work-related stress.	30 mins	Training – Present the objectives – Learn how to Breath Focus – 8 min – Learn the definition and policies to apply for better work-life balance and the risks associated to a neglect of WLB, using an expositive method – Breath Meditation (try to repeat at home daily) – 5mins Outside of Training – Complete a lifestyle survey and reflect in a small text what needs to change in order to have WLB – 5 mins – Breath Meditation daily – 5 mins – Questions/answers – Multiple-choice questions
2.	Values of work-life balance culture.	– Job-demands and Resources Theory (JDR). – Job satisfaction and engagement: how work-life balance affects it.	90 mins	Training – Breath Focus – Present the objectives – Learn what is the JDR Theory, how WLB affects job satisfaction and engagement, and the difference of the classic workplace and remote working and how to achieve WLB in each situation; using an expositive method

	TITLE OF LEARNING UNIT	CONTENT	DURATION	STRATEGIES/METHODS/ACTIVITIES/EXERCISES
		Work-life balance: a classic workplace *vs.* remote working.		– Overcoming internal and external obstacles to achieving balance – 5 min. Outside of Training – Complete a questionnaire (using COPSOQ to interpret the results) to understand whether the person stands in a balance or not. – 10 mins – Make a plan on how to improve WLB using the JDR theory. – Questions/answers – Multiple-choice questions – CASE STUDY 1: George Smith Life Battles
3.	Mindfulness-based strategies.	– What does mindfulness really mean? – Mindfulness-based stress reduction *vs.* mindfulness-based cognitive therapy. – Mindfulness-based practices for professionals.	65 mins	Training – Breath Focus – 2 mins – Present the objectives – 2 mins – Body Scan – 5 mins – Mindful Communication - 4 mins – Stressful Situations - 5 mins – Progressive Muscle Relaxation - 10 mins – Focus on Sounds and Thought (while working) - 30 mins – Use the *FFMQ self-report to assess potential improvements in all five mindfulness domains*[1] and discuss results Outside of Training – Lying yoga – 30 mins

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[1] Mindfulness Goes to Work: Impact of an Online Workplace Intervention

	TITLE OF LEARNING UNIT	CONTENT	DURATION	STRATEGIES/METHODS/ACTIVITIES/EXERCISES
				− Questions/answers − Multiple-choice questions
4.	Flexibility culture.	− Why routines shouldn't be rigid and unchangeable. − Flexibility to maintain a balance. − Why organizations should have Flexibility policies. − Relation between flexibility and work engagement.	45 mins	Training − Breath Focus − Present the objectives − Explain using an expositive method why routines shouldn't be rigid and unchangeable, importance of flexibility, flexibility policies, and the relationship between flexibility and work engagement − Leading the Unknown − Discuss how to apply all the learned concepts in several daily tasks – 10 mins Outside of Training − Write down 5 measures that seem important to implement in order to have more work flexibility and improve work engagement − Start implementing one different thing a day to do in order to work on flexibility. − Questions/answers − Multiple-choice questions
5.	Importance of clocking-out	− Remote working and being able to stop answering to work calls at non working hours. − Time management: leaving at the end	90 mins	Training − Breath Focus − Present the objectives − Time Management Initiative (Your Priorities) − Explain using an expositive method the importance of clocking out, time management and the relation between working hours limit and performance − Make a workday plan and discuss

	TITLE OF LEARNING UNIT	CONTENT	DURATION	STRATEGIES/METHODS/ACTIVITIES/EXERCISES
		of 8h of work (or at the end of shift). − Working hours limit and performance relation.		Outside of Training − Make turning off your work phone/ computer a rule for non-working hours (daily). − Questions/answers − Multiple-choice questions − CASE STUDY 2: The Importance of Effective Time Management

6.4 Organizational skills

Table 4: Organizational skills

	TITLE OF LEARNING UNIT	CONTENT	DURATION	STRATEGIES/METHODS/ACTIVITIES/EXERCISES
1.	Organisational Design	− The methodology of Organisational Design. − Elements of Organisational Design. − Identifying and designing the organizational structures. − Manage remote work schedule	3h	− PPT presentation − Questions&Answeres − Multiple choice questions − Practical exercise 1
2.	Legal framework for remote working in EU	− Problematic topics of remote working.	2h	− PPT presentation − Questions&Answeres − Multiple choice questions

	TITLE OF LEARNING UNIT	CONTENT	DURATION	STRATEGIES/METHODS/ACTIVITIES/EXERCISES
		− Legal Issues with remote working. − Developing a Legal Framework for Remote working in EU.		− Case study 2 − Practical exercise 2
3.	Employee's rights and obligations, Employer's rights and obligations	− Employee's rights and obligations. − Employer's rights and obligations − Remote working and employer supervision.	2h	− PPT presentation − Questions&Answeres − Multiple choice questions − Case study 2 − Practical exercise 1 − Practical exercise 2
4.	Formal and informal organization	− Remote working and informal organization − Remote work in relation with informal organisation	3h	− PPT presentation − Questions&Answeres − Multiple choice questions
5.	Bureaucratic vs professional organization vs project work vs learning organization	− Remote working and principles of bureaucratic organization. − Projects and Remote working. − Remote working and attributes of a learning organization.	3h	− Case study 1 − PPT presentation − Questions&Answeres − Multiple choice questions

6.5   Organizational skills

Table 5: Leadership skills

	TITLE OF LEARNING UNIT	CONTENT	DURATION	STRATEGIES/METHODS/ACTIVITIES/EXERCISES
1.	What is leadership and How to be a leader	− What is Leadership? − Manager versus leader − Leadership traits, behaviors and skills	90 mins	Training − Present the objectives – 2 mins − Breath Focus – 2 mins − Learns the different definitions of leadership – 10 mins − Distinguishes managers and leaders – 5 mins − Understands the different types of leaders – 5 mins Outside of Training − Identifies the different characteristics of her / his direct supervisor and reflects about the appropriateness of different past behaviors as a leader or manager – 20 mins. − Questions/answers − Multiple-choice questions − CASE STUDY 1: Reed Hastings Transformational Leadership
2.	Mananging teams	− Establishing a relationship with a team. − Lead individuals versus lead a team. − Communicate efficiently with the team.	30 mins	Training − Present the objectives – 2 mins − Breath Focus – 2 mins − Learn how to lead a team – 5 min − Explain how to communicate efficiently – 3 mins − Learn how to manage a team virtually – 4 mins Outside of Training

	TITLE OF LEARNING UNIT	CONTENT	DURATION	STRATEGIES/METHODS/ACTIVITIES/EXERCISES
		– How to manage teams virtually.		– Discuss how virtual leadership communication can be more efficient – 10 mins. – Questions/answers – Multiple-choice questions
3.	How to develop a team	– Cooperation between team members. – Virtual team developing vs classic teams. – Stimulate and encourage employees to innovate and be autonomous.	30 mins	Training – Present the objectives – 2 mins – Breath Focus – 2 mins – Understands the importance of cooperation between team members – 5 min – Distinguishes virtual and classic teams – 5 mins – Understands the importance to stimulate and encourage employees to innovate – 5mins Outside of Training – Discuss the best strategies to create efficient remote team leadership. Provide good examples from the COVID-19 pandemic experience – 15 mins – Questions/answers – Multiple-choice questions
4.	Develop trust within the team and leader	– Developing trust with virtual teams vs classic teams. – Trust and cooperative relationships.	30 mins	Training – Present the objectives – 2 mins – Breath Focus – 2 mins – Understands the difference between trust in virtual and traditional teams – 5 min – Understands the model of risk-taking behavior in teams – 10 mins – Learns about trust in cooperative and cohesive teams – 10mins

	TITLE OF LEARNING UNIT	CONTENT	DURATION	STRATEGIES/METHODS/ACTIVITIES/EXERCISES
		– Trust and cohesion in a team.		Outside of Training – Discuss a strategy to implement team trust in virtual teams. – 15 mins – Questions/answers – Multiple-choice questions
5.	Feedback	– Why feedback should be an integral part of leadership; – Constructive feedback; – How to communicate positive and negative feedback with virtual teams	90 mins	Training – Present the objectives – 2 mins – Breath Focus – 2 mins – The participant understands the importance of feedback for leadership – 5 min – Learns the notion of constructive feedback – 5 mins – Knows and differentiates the difference between communicating positive and negative feedback in virtual teams – 5mins Outside of Training – Reflects and describes the feedback strategical approach form the direct supervisor while communicating with virtual team in real situations with their subordinates. – 30 mins – Questions/answers – Multiple-choice questions – CASE STUDY 2: The Importance of Feedback
6.	E-Leadership	– What is E-Leadership. – E-Leadership main challenges.	45 mins	Training – Present the objectives – 2 mins – Breath Focus – 2 mins – The participant learns about the concept of e-leadership – 5 min

	TITLE OF LEARNING UNIT	CONTENT	DURATION	STRATEGIES/METHODS/ACTIVITIES/EXERCISES
		– How to deal with e-leaderhip challenges.		– The participant learns about the different e-leadership challenges – 5 mins – Understands the main strategies to deal with e-leadership challenges – 5mins Outside of Training – Develop in peers a strategy to improve e-leadership in our company and discuss about the possible obstacles and enablers. – 30 mins – Questions/answers – Multiple-choice questions

6.6   HRM skills

Table 6: HRM skills

	TITLE OF LEARNING UNIT	CONTENT	DURATION	STRATEGIES/METHODS/ACTIVITIES/EXERCISES
1.	Principles and processes of HRM	– Basic procedures of recruitment, selection, compensation. – Personnel administration. – Bureaucratic procedures related to remote working.	3h	– PPT presentation – Questions&Answeres – Multile choice questions – Practical exercise 1
2.	Organizational behaviorism	– Group behaviorism: a	2h	– PPT presentation – Questions&Answeres

	TITLE OF LEARNING UNIT	CONTENT	DURATION	STRATEGIES/METHODS/ACTIVITIES/EXERCISES
		classic workplace vs remote working. − Human needs: a classic workplace vs remote working. − Job satisfaction: a classic workplace vs remote working.		− Multile choice questions
3.	Work engagement	− Concept of work engagement vs the concept of motivation. − how to measure the work engagement of remote workers. − Concept »UWES« vs concept »Gallup Q12« − How to improve the work engagement of remote workers.	3h	− PPT presentation − Questions&Answeres − Multile choice questions − Practical exercise 2
4.	Job satisfaction and organization climate	− What terms: »job satisfaction« and »organization climate« really mean?	3h	− PPT presentation − Questions&Answeres − Multile choice questions − Case study 2

	TITLE OF LEARNING UNIT	CONTENT	DURATION	STRATEGIES/METHODS/ACTIVITIES/EXERCISES
		– Job satisfaction: a classic workplace vs remote working. – Organization climate: a classic workplace vs remote working. – How to improve a job satisfaction of remote workers.		
5.	Organizational culture	– Development of the phenomenon of organizational culture. – Hofstede's cultural dimensions theory and GLOBE. – How to improve some cultural dimensions of remote workers.	3h	– PPT presentation – Questions&Answeres – Multile choice questions – Case study 1
6	Organizational identity	– Remote working and new values of organization. – Remote working and new symbols. – Remote working and rebranding of organization.	2h	– PPT presentation – Questions&Answeres – Multile choice questions

REMOTE WORKING MANAGEMENT SKILLS FOR HR PROFESSIONALS
HANDBOOK FOR TRAINERS
M. Ferjan, A. Mazurek, K. Mitrut, A Vourda, D. Solomos, A. I. Ferreira, M. Bernik

University of Maribor Pres

7 Learning materials

7.1 Communicational skills

7.1.1 Introduction

Communication in remote teams is a make or break factor, so choosing the right ways to do this with a remote team is key.

Looking at the Remote – How 2020 survey results, you can see that a large majority of managers are evenly using synchronous and asynchronous methods. For the 12% that are mainly using synchronous communication, their teams are communicating in real-time mainly through meetings. With communication being so key for remote workers, thought needs to be taken about the methods and ways remote teams communicate. Without being in the same office or sometimes even the same time zone, organic ways of communicating become much more difficult. Certain instantaneous methods of communication, known as synchronous communication, can help replicate this to some extent. Examples of synchronous communication include phone calls, video chats, online meetings, and chat messaging services.

Using a video call to communicate with your team members can be good for getting the message across quickly, but it's not always a possible option to take.

Differences in time zones and working hours are a good example of where synchronous communication isn't the best idea. Situations like task setting in a remote team also provide a good example of when we should use asynchronous communication.

It can be likely in remote teams that not everyone is available at the same time due to flexibility in working hours and being based around the globe. Using an instant messaging service in this scenario isn't the best idea. Examples of asynchronous communication include: email, comment functions in collaborative software, and work message boards. Asynchronous communication allows for a remote team member to deal with messages in a time and manner that suits them, and reduces the amount of interruptions they have in their working day.

How do you understand communication? Is it just speaking, listening and writing? What is important in communication in remote work?

In fact, everything we do or don't do communicates something. What we say and how we say it, how we act or don't act, what we wear or what car we are driving. Everything sends a message.

You need to understand this, to make sure that what you are communicating is what you really intend to communicate.

7.1.2   Case study 1

Presentation of the environment

CompuServe is a small IT service company. They provide all range of computer services including: computer hardware upgrading, computer repair and selling new and off-leased refurbished laptops, PC computers and networking equipment. CompuServe employs 12 IT service technicians and 4 salespeople. Most of the work is done online or at the client's premises. Thanks to the way the work is organised, the company does not need to rent a large office. An additional benefit is the time saved on commuting to the office.

The whole organisation is managed by the owner. Most of the time he communicates with the employees remotely and once every fortnight they have a face to face meeting. During those meetings he defines the job to be done and distributes responsibilities; there is always time for questions but employees seem to understand everything and meetings finish quickly.   As it often happens, there are misunderstandings. While on the shop floor, problems arise since employees do not fully understand instructions but are afraid to mention this to the boss since they would have to contact him directly on the phone or online. They think that if they do, the boss will consider them incompetent.

Problem

Several problematic situations have occurred in the company recently. This resulted in poorly executed service repairs for a key customer. After having checked with the service technicians for possible reasons, the boss got the impression that they did not fully understand what he had had in mind when explaining his expectations. The owner decided he would like to organise a meeting to discuss what can be done to avoid such problems in the future and to improve internal communication.

Task 1

Imagine that you are the owner of that company. In preparation for the meeting with the employees answer the following questions:

- What could be the causes of these problems?
- If the problem is caused by faults in communication (which you suspect) what would you do to avoid such problems in the future?
- How would you implement those procedures?

Write your findings in the comments area below.

Task 2

Prepare the meeting structure:

- What information would you want to get from them?
- What questions would you ask to get information? Prepare some examples
- How would you make sure that they understand your intentions? Prepare some examples

Write your findings and examples in the comments area below.

7.1.3 Case study 2

Presentation of the environment

P&V Inc. is a medium sized company employing 95 people. At the moment they have 9 regional offices located in the main cities of your country. You are the regional manager of one of the regional offices. Before pandemics, every month you meet with other regional managers and Country Sales Managers in P&V headquarters to discuss sales results, problems and plans in each region. The meeting was usually organised in a hotel in one region and lasted 6-8 hours, mostly spent on listening to presentations. The real value was the evenings that you used to meet informally to exchange experiences and ideas, discuss problems and benefit from solutions suggested by other colleagues.

During the pandemic times you had to change your habits. Face-to-face meetings were replaced by virtual ones. From your perspective those virtual meetings were less time consuming than in-person ones. You didn't have to travel, you just opened the Zoom app on your computer and that's it. After the first two virtual meetings you found out that you had to be active only during your presentation and participate in general discussion at the end of the meeting. During other managers' presentations you could switch off your video camera and do something else. Anyway, all other presentations had the same structure and only numbers were different.

Problem

After 6 months, the Country Sales Manager decided to change something. He still wanted to keep the virtual formula for monthly meetings but would like to discuss with all regional managers what could be improved. He found out that the impact from virtual meetings was not the same as face-to-face ones. Something was missing. Interaction between participating managers was very low. He suspected that they were doing other things during each others' presentations. Sometimes he had a feeling that it was useless to waste time for idle discussions.

Task 1

As the regional sales manager analyse the questions prepare for the discussion:

- In your opinion why those virtual meetings became less effective than in-person?
- Did the managers lose anything when in-person meetings were replaced with virtual ones?
- Why are most managers passive during presentations?

Write your findings in the comments area below.

Task 2

- What changes would you do in the virtual meeting structure to make it more productive?
- What would you change in the meeting agenda to make all participating managers more active?
- What would you change in your presentation to increase audience engagement?

Write your findings in the comments area below.

7.1.4   Practical exercise 1

TITLE: Communications skills during meeting

Learning unit:

− Communication Skills.

Topic:

− Communication during meetings

Goal:

− Knows how to prepare for remote meeting

Competences:

− Set clear meeting goals for virtual meeting
− Using questioning and influencing skills in virtual meetings

Instructions:

− Individual practice with feedback from the manager/trainer.

Duration:

− Getting ready for the meeting – 1 week
− Meeting with employees – 30 min.
− Evaluating the job done and discussion with the manager /trainer - 45 minutes.

Performance criteria:

− Goals and objectives set in writing according to SMART setting rules
− Influencing sentences and questions designed to achieve the objectives

– Meeting reviewed with the supervisor and "better" version designed if needed

Recommended literature:

– PP presentation: Exercising Influence
– Online resources

Presentation of the environment/ instructions

Most often when managers/leaders think about future meetings with employees they try to prepare what to say during conversation. Most professionals believe that they should prepare for such meeting by asking themselves 4 questions:

1st: Why are we meeting?
2nd: What actions do I expect from employees during and after the meeting?
3rd: What should I do, say or ask to make them do these tasks with commitment?
4th: What will be the agenda/structure of the meeting

These 3 issues are extremely important when the meeting will take place in a virtual environment, when managers cant see all reactions of the audience (employees).

Your task is to:

– Prepare for a virtual meeting with your employees
– Conduct the meeting
– Reviewed the meeting with the supervisor and prepare "better" version designed if needed

Before the meeting:

Write down:

– your goals and objectives for the meeting (should comply with the SMART principles)
– actions expected from employees during and after the meeting

−   sentences and questions you may use during the meeting
−   the agenda/structure of the meeting.

The knowledge that you may want to review includes:

−   Lecture notes: Structuring online meetings
−   Presentation: Exercising influence
−   Lecture notes: asking questions and listening skills
−   Online resource – SMART goals setting

During the meeting:

Be flexible. Use only those sentences and questions that fit the conversation and meet your goals.

7.1.5   Practical exercise 2

TITLE: Giving constructive feedback where expectations differ

Learning unit:

−   Communication skills.

Topic:

−   Feedback

Goal:

−   Knows the characteristics of clear/meaningful and effective feedback
−   Understands the role of giving and accepting feedback

Competences:

−   Set clear expectations

– Recognise clear and effective feedback
– Implement the effective feedback principles in practice

Instructions:

– Individual practice with feedback from the manager.

Duration:

– Getting ready for 2 feedback conversations – 1 week
– Feedback conversations – 2x ca15 minutes.
– Evaluating the job done and discussion with the manager /trainer - 45 minutes.

Performance criteria:

– Expectations set in writing according to the model
– Feedback given following the criteria
– Feedback reviewed with the supervisor and "better" version designed if needed

Recommended literature:

– PP presentation:
– Online resources

Presentation of the environment/ instructions

Each of us likes when clear expectations are set. We know what we are supposed to do and we know when we are doing it the expected way (most of the time). Yet from time to time we are faced with the situation that employees do not work to the expected standard. In such a case the review of expectations and feedback are the immediate tools a manager can use.

Your task is to:

– Choose two of your employees who are performing below the standard and prepare yourself to conduct a feedback conversation with them (one by one, of training); next, conduct feedback conversations.

Before the conversation:

While getting ready for the feedback conversations, make sure you review the goals and objectives set for/with these particular employees and define in precise terms (with facts where possible) why you are unhappy with their performance.

The knowledge that you may want to review includes the rules of giving constructive feedback, listening at all levels to make sure you understand what is being said (topic: listening) and using questions to move the conversation forward and gather the interlocutor's perspective (topic: asking questions).

During the conversation:

Follow the tips (below) on giving constructive feedback and make sure you finish the conversation agreeing on the next steps and setting expected outcomes clearly.

Knowledge tips:

Well formed outcome is:

– Positive, tangible, specific, written
– Initiated and amended by you
– Richly describes (see, hear, feel,etc) outcome
– Mutually beneficial
– Flexible
– Next step clear
– Increases future choices

<u>7 golden rules of feedback</u>

- Timely – do it quickly, face to face and in private
- Specific and owned – agree the facts
- Ask and listen
- Criticise action/behaviour not individual
- Why it is important
- Agree on an alternative approach
- Value the individual

7.1.6   Questions and answers

Content: Learning Unit 2 - Asking questions and listening skills in the remote and digital environment

Question: Why, as a manager, should you pay special attention to developing your listening skills?

Answer: Listening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated.

Content: Learning Unit 2 - Asking questions and listening skills in the remote and digital environment

Question: Are listening and hearing the same?

Answer: Hearing refers to the sounds that enter your ears. It is a physical process that, provided you do not have any hearing problems, happens automatically. Listening means paying attention not only to the story, but to the way it is told, to the use of language and voice, and to the way the other person uses his or her body.

Content: Learning Unit 6 - Formal remote communication

Question: What are 5 top activities listeners do while watching someone present remotely?

Answer:

- 42% read emails or text messages
- 28% complete work not related to the presentation
- 28% scroll through memes on social media
- 27% use the bathroom
- 26% listen to music or prepare meals

Content: Learning Unit 6 - Formal remote communication

Question: Why are most work presentations boring?

Answer: Canva's survey found three reasons your colleagues' minds start to wander during presentations:

- 60% say they're too long
- 54% say they're too data heavy
- 52% say they have dull or uninspiring visuals.

Content: Learning Unit 6 - Formal remote communication

Question: How to engage your audience during presentations and meetings?

Answer: By asking questions, showing gratitude, incorporating humour, or including entertaining or relatable photos and videos, we can make audiences more engaged in our presentations, and leave them less tempted by distraction

7.1.7 Multiple choice questions

Instruction: Quick assessment. Mark the correct answer.

Q1: HR Director to his subordinate: "You will go to that meeting next Thursday with this training company we have chosen to do training for us."

Sub: "Why?"

HR: "Because I am your boss and I'm telling you to do it."

This is an example of:

    A. Communication
    B. Power.
    C. Manipulation.
    D. Influence.

Q2: HR Director to his subordinate: "We have a meeting next Thursday with this training company we have chosen to do training for us." This is an example of:

    A. Communication.
    B. Power.
    C. Manipulation.
    D. Influence.

Q3: A shopper in a supermarket is approached by a hostess saying that she has a gift for him. She says that he will receive a bottle of expensive perfumes completely for free. Then she takes a bag into which she packs the gift bottle together with another one and hands it over to the man saying that the 1st bottle is free if he buys two bottles.This is an example of:

    A. Communication.
    B. Power.
    C. Manipulation.
    D. Influence.

Q4: HR Director to his subordinate: "We have a meeting next Thursday with this training company we have chosen to do training for us. If you go to that meeting you can leave early on Friday." This is an example of:

A. Communication.
B. Power.
C. Manipulation.
D. Influence.

Q5: Receiving a mint from a waiter increased the tip by 3%. The tip increased by 14% when people received two minutes and when a single mint was given but after giving the mint the waiter left and then turned back and gave the second mint saying that it is "especially for nice people" – tips increased by 23%. This is an example of:

A. Reciprocity.
B. Authority.
C. Liking.
D. Scarcity.

Q6: In a study conducted in a real estate office, people calling with a request for being connected to an agent were informed by the receptionist about years of experience that the agent had (15 or 20). Due to this introduction the number of appointments increased by 20% and the number of signed contracts – by 20%. This is an example of:

A. Reciprocity.
B. Authority.
C. Consistency and commitment .
D. Scarcity.

Q7: To avoid difficult questions during a presentation the presenter says: "It is an honour to speak in front of such an audience. I really appreciate that you have come here despite the early hour and ugly weather." This is an example of:

A. Reciprocity.
B. Social proof.

C. Consistency and commitment.

D. Liking.

Q8: To increase the number of people who have joined, signed up, and donated, websites publish names of the people who have already done it. This is an example of:

A. Reciprocity.

B. Consistency and commitment.

C. Social proof.

D. Authority.

Q9: Asking the patients to write down appointment details on the appointment card helped to reduce missed appointments at health centres by 18%, compared to a situation when the health centre staff wrote down this information on the appointment cards.This is an example of:

A. Reciprocity.

B. Authority.

C. Consistency and commitment.

D. Scarcity.

Q10: Announcement of Black Friday sales leads to enormous crowds of shoppers hunting for bargains on that one day; shoppers being tempted by enormous savings that supposedly will be available only on that day. This is an example of:

A. Social proof.

B. Authority.

C. Liking.

D. Scarcity.

Q11: 'Based on your experience, what do you suggest we do here?' This is an example of:

A. Funnel question.

B. Closed question.

    C. Disempowering question.

    D. Empowering question.

Q12: 'So, if I get this qualification, will I get a raise?' This is an example of:

    A. Funnel question.

    B. Closed question.

    C. Open question.

    D.   Empowering question.

Q13: 'Do you love our amazing support team?' This is an example of:

    A. Leading question.

    B. Open question.

    C. Rhetorical question.

    D. Disempowering question.

Q14: 'Don't you love the way the text picks up the colours in the photographs?' This is an example of:

    A. Empowering question.

    B. Probing question.

    C. Rhetorical question.

    D. Closed questio.

Q15: 'What exactly do you mean by fast-track?' This is an example of:

    A. Disempowering question.

    B. Probing question.

    C. Closed question.

    D. Funnel question.

Q16: 'How can I help you understanda better?' This is an example of:

    A. Open question.

    B.   Rhetorical question.

    C. Closed question.
    D. Funnel question.

Q17: 'Don't you know any better than that?' This is an example of:

    A. Probing question.
    B. Closed question.
    C. Empowering question.
    D. Disempowering question.

Q18: 'Were any of them wearing anything distinctive?' This is an example of:

    A. Probing question.
    B. Open question.
    C. Funnel question.
    D. Empowering question.

Q19: Which statement is false?

    A. With the ability to listen effectively, messages are easily misunderstood.
    B. Hearing is a physical process that, provided you do not have any hearing problems, happens automatically.
    C. Listening is the ability to accurately receive and interpret messages in the communication process.
    D. Listening means paying attention not only to the story, but to the way it is told, eg. body language, voice, etc.

Q20: Which of the following statements describes discriminative listening?

    A. It involves the understanding of the meaning of words or phrases.
    B. It is developed at a very early age.
    C. This is the most complex form of listening.
    D. Each kind of voice sounds the same for the recipient.

Q21: Which of the following statements does not describe the comprehensive listening?

- A. It is more complex than discriminative listening.
- B. Using overly complicated language or technical jargon, therefore, can be a barrier to comprehensive listening.
- C. Two different people listening to the same thing may understand the message in two different ways
- D. It is involuntary and doesn't imply understanding the message.

Q22: Which of the following types of listening is the most active one?

- A. Comprehensive listening .
- B. Informational listening.
- C. Empathic listening.
- D. Ccritical listening.

Q23: While listening actively recipient's interest can be conveyed to the speaker by using both verbal and non-verbal messages such as:

- A. Avoiding eye contact .
- B. Agreeing by saying 'Yes' or simply 'Mmm hmm' .
- C. Trying not to show any emotions.
- D. Tvoiding giving feedback.

Q24: Which of the following elements is not a part of the 4-ears model of Schulz von Thun?

- A. Factual information.
- B. Appeal.
- C. Relationship.
- D. Motivation.

Q25: A good feedback shouldn't be…

- A. Cconstructive.

B. Precise.
C. Planned.
D. Delayed.

Q26: Which of the following elements is common both for positive and negative feedback?

A. description of one's behaviour or performance.
B. establish plan for future.
C. listening and reaction.
D. explain the positive impact.

Q27: In case of the negative feedback, if your recipient is confused, you should:

A. Describe one more time the behaviour or performance you want to redirect.
B. Specify your expectations for actions.
C. Explore positive results.
D. Explain the positive impact.

Q28: The last element of both negative and positive feedback giving process should be:

A. Plan for future.
B. Help offer.
C. Giving thanks your recipient.
D. Explain the positive impact

Check the answers:

1: B	8: C	15: C
2: A	9: C	16: A
3: C	10: D	17: D
4: D	11: D	18: C
5: B	12: B	19: A
6: B	13: A	20: B
7: D	14: C	21: D

22: B	25: D	28: C
23: B	26: A	
24: D	27: B	

7.2   Digital skills

7.2.1   Introduction

The Internet, and the recent expansion of online social media platforms, offers a wealth of opportunities for communication that most of us use regularly these days. Much of what we have learned about online communication through the development of email, web chat rooms and learning forums applies also to social media exchanges via Facebook, Twitter and other channels which support online interaction between members of organisations and communities.

There are two main ways of communicating online, and these are called synchronous and asynchronous, which can be defined as follows:

–   *Synchronous* communication means taking place in 'real time'; for example, via instant messaging or a 'chat' facility.
–   *Asynchronous* communication takes place when participants communicate in their own time; for example, by responding to messages that have been posted in an online forum.

If you take part in social networks, you will recognise that these terms could be applied to those too.

In this module you will learn about the following online communication tools:

–   Skype
–   Zoom
–   Microsoft Teams
–   Google Hangouts
–   Slack
–   GoToMeeting

- – Dialpad
- – Free Conference
- – Join.me
- – Gather

You will also learn about 10 useful online collaboration tools:

- – ClickUp
- – MeisterTask
- – BaseCamp
- – Asana
- – Trello
- – Wrike
- – FileStage
- – Week Plan
- – Mural
- – Team Viewer

7.2.2   Case study 1

TITLE: Collaboration tools

Presentation of the environment

A car dealership with 3 salons in different locations (altogether 150 employees).

With new technologies and trends coming quickly to the market (car detailing, electric vehicles) everyone needs a fast update. So far information has been distributed during meetings organised in respective car shops. When the COVID 19 pandemics started, to reduce the risk of personal contact the Manager decided to run the meetings on Skype. The method worked for a while but soon it turned out that not everyone seemed to have all information they needed to answer the clients" questions and the new solutions were not selling well.

What went on during virtual meeting? The files that have worked well on overhead projector did not work via Skype; active participation of employees in virtual meetings diminished, since the changes that were suggested by them could not be introduced to the presented documents at the spot , so they got discouraged, were doing other things with cameras switched off. But most importantly, later on they were not able to provide information to the clients since they simply did not have it. After each meeting the Manager was introducing the changes to the presented documents and then called up another meeting to check if the introduced changes were what the employees intended. Or she would send out the corrected files by intranet and waited for answers

Problem

The process described above became so tedious that the Manager asked you for help. She asked you to recommend a tool that would be best for the purposes she described (and you knew from your own experience) and… easy to master.

Task 1

You have been using Trello for your personal purposes for 6 months and you are convinced it will be adequate. You also feel comfortable explaining it to the boss. You are aware though, that she always likes to have a choice. Prepare recommendation of 2-3 comparable tools/platforms, making sure that you present Trello as the most suitable one.

7.2.3   Case study 2

TITLE: Designing virtual meetings and delivering presentations

Presentation of the environment

PRINTSERVICE.com is a small company employing 15 people. It provides printer rentals, leasing & sales of new and used copiers. At the beginning of 2020 as the majority of companies you had to switch to fully remote work. You had several good and bad experiences with digital tools for remote work. After a year of remote work you have decided that you could continue working with this model.

Problem

You have been using a variety of tools, with varied success rate. You have been working with Skype, Ms Teams, WeTransfer, Dropbox, Google Meet – so far you have no preferences but you realize that you cannot work like that forever since the free versions have limitations and you are worried about the security of data. Also employees always needed to announce by email or text message that they were sending documents via this or that channel which was unprofessional and introduced a lot of chaos.

Task 1

You are a CEO and a General Manager of that company. Prepare a story board of the remote work procedure. Looking at the processes decide where you need support of digital tools . Consider data sharing, instant communication, collaboration, group work, real time sharing of documents, project management. Prepare a list of tools/solutions that seem most appropriate for the processes/objectives. Check if there are tools that combine several functionalities. Decide on the tool/tools and write your selection criteria below in the comment area.

7.2.4   Practical exercise 1

TITLLE: Design group templates for collaboration tools

Learning unit:

   – Digital Skills

Topic:

   – Online tools for group work/collaborating tools

Goal:

– Know how to use collaboration tools

Competences:

– Knows how to prepare for remote brainstorm session

Instructions:

– Individual practice with feedback from colleague or employee.

Duration:

– Designing templates – 90 min
– Evaluating designed templates with colleague or employee - 45 minutes.

Performance criteria:

– 3 templates for brainstorm session are prepared
– All templates were evaluated

Recommended literature:

– PP presentation: Online collaboration tools
– Online resources: MURAL tutorials

Presentation of the environment/instructions

Using digital tools for online meetings requires not only knowledge of how to use a selected tool but also some online facilitation skills. In remote work most of workshop templates should be prepared before running a remote meeting.

You are a manager of a small 5-employee team. Next week you will be conducting a virtual brain storm session using MURAL App. There are several topics you would like to brainstorm and gather ideas from the team:

- What is hindering the sales?
- What could help with selling more products/services to existing customers?
- To what new groups of customers could we sell our products?

Your task is to:

- Download and instal MURAL App in your computer
- Prepare at least 3 templates for brainstorm sessions using MURAL
- Reviewed prepared templates with one/several of your colleagues

7.2.5 Practical exercise 2

TITLE: Practice use of data sharing tools

Learning unit:

- Digital Skills

Topic:

- Online data sharing tools

Goal:

- Training to use data sharing tools properly/ editing reading rights

Competences:

- Prepare for using selected data sharing tools for remote work

Instructions:

– Individual practice

Duration:

– Uploading and installing data sharing tools – 2 days
– Testing online sharing tools – 1 week.

Performance criteria:

– Every data sharing tool listed in Lecture Notes tested

Recommended literature:

– Lecture notes: Data sharing tools
– Online resources: templates and tutorials

Presentation of the environment/instructions

Sharing documents and files is one of the main digital competencies necessary to work remotely. When we work at the same office we usually use Intranet or internal server for sharing documents. Switching to remote work we usually loose that opportunity. Now is your chance to find another option to share important documents.

Your task is to:

– Set your expectations for a data sharing tool and test each of data sharing tools listed in Lecture Notes according to the criteria.
– Select a document you would normally share and send it to selected people (or a different account of yours) to test the tool/platform.

7.2.6   Multiple choice questions

Instruction: Quick assessment. Mark the correct answers.

Q1: What factors, out of the ones mentioned below, should you take into consideration when choosing your first communication platform: (select all that apply)

A   The number of participants.   **B**   Private rooms,

C   Security mechanisms.   **D**   Hardware.

E   Screen sharing option.   **F**   Chat option.

G   The speed of broadband connection.

Q2: Looking at the list of communication tools, mark the ones that offer chat as an option.

A   ZOOM.   **B**   Teams.

C   SLACK.   **D**   DIALPAD.

Q3: Select all online web conferencing tools.

A   Skype.   **B**   ClickUp.

C   Team Viewer.   **D**   Slack.

E   Gather.

Q4: Online project management applications are best for:

A	Fast communication.	**B**	Assigning group and individual tasks.
C	File storage.	**D**	Instant communication.
E	Online collaboration.	**F**	Moving forward with taks on a regular basis
G	Monitoring progress.	**H**	Tracking delays and reacting promptly.

Q5: On the basis of your experience and the information from the 2 communication chapters, mark the sentences that carry the true message:

A	Virtual collaboration does not require contacts between a manager and employees on a regular basis.	**B**	Virtual collaboration can be as effective as face to face one if conducted properly.
C	Virtual communication demands less preparation from the manager.	**D**	Virtual communication is better for dealing with employee's personal problems.
E	Virtual communication does require that much empathy on the part of the leader as a face to face one.	**F**	Virtual communication saves time.

Q6: Which of the mentioned platforms would you use for online sharing of large files:

A   Wetransfer.   **B**   Trello.

C   Teams.   **D**   iCloud.

E   Skype

Check the answers:

6: A, D
5: B, F
4: B, D, E, F
3: A, D
2: A, B
1: A, B, C, F, F

7.3   **Work-life balance skills**

7.3.1   **Introduction**

The challenges of work-life balance are huge these days. Work has become a big part of life, especially now, with the COVID-19 pandemic, remote work made it even more difficult to separate work life and personal life. Today we live in a fast-paced society, filled with responsibilities and deadlines, and that is why work-life balance is so important.

Work-life balance *is a state of equilibrium in which the demands of both a person's job and personal life are equal*[1]. A lack of work-life balance becomes a problem, leads to stress, lower levels of productivity, overall sickness, burnout, depression, which is a problem for employees and organizations. And this is the reason why these learning units are of such importance; they will help to draw strategies on how to make work-life balance easier and give out some great mechanisms to cope with daily challenges.

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[1] Work-life balance. (2002). The Word Spy. Retrieved January 30, 2003, from
http://www.wordspy.com/words/work-lifebalance.asp

7.3.2   Case study 1

TITLE: George Smith Life Battles

George Smith is an IT technician who joined a North American multinational in 2015. He started as an intern and was identified as a high potential asset. Since 2016, he has been working remotely from home and his supervisors, from an early stage, have given him the most challenging projects to respond to the requests of the best customers. Software development has always been one of George's dreams, but when in 2019 he decided to get married and raise a family, other dreams began to take over his life. Basically, he realized that his role as a husband, in sharing domestic tasks, and as a father of a 7-month-old baby girl, is a tremendous challenge. The house's mortgage is quite high and weighs heavily on the young couple's family budget, so George feels he must learn a lot on the company to achieve increasingly ambitious goals and thus earn a lot more money to pay the hefty installments to the bank.

Managers understand George's determination to earn more money, so they are always demanding more. Co-workers are feeling some envy of George. Many of them stopped talking to him. When he must work as a team, he feels that he has to take on all the responsibilities. This leaves you on your toes at the end of the day. When he turns off the computer at the office, he feels he has to help with the housework and support his wife who also works remotely from home. Having a baby doesn't make your life easier either, as he feels he can't keep up with his daughter's growth as he would like. This is an important phase in a baby's growth that he doesn't want to miss.

With all this, in recent months he began to develop more aggressive behavior towards his co-workers and his wife at home. After each aggressive behavior, he develops feelings of guilt, because his peers and his wife are not to blame for the demands, he makes on himself. With all this, you have been developing negative thoughts and a lot of anxiety. Managers and colleagues found that their performance is no longer the same. They're worried about George. His wife wonders if he really needs help. In a first consultation with a psychologist, he was diagnosed with burnout and generalized anxiety disorder.

Learning unit:

– Values of WLB Culture

Topic:

– JDR and job satisfaction and engagement: how Work-life balance affects it

Competences:

– Lead and supervise basic procedures of recruitment and selection

Instructions:

– A total of two participants do Case study 1.

Duration:

– Understand what the problem is and relate the JDR model with the case – 30 minutes.
– Discuss what are the possible causes of low WLB and relate with the case – 30 minutes
– Compare the given problems with your problems on your day-to-day job – 30 minutes
– Discuss how to increase Georges resources and reduce the demands – 15 minutes

Performance criteria:

– Completed Values of work-life balance culture unit.

Recommended literature:

– PowerPoints
– References used for the PowerPoints

Presentation of the environment

George Smith is an IT technician who joined a North American multinational in 2015. He started as an intern and was identified as a high potential asset. Software development has always been one of George's dreams, but realized that his role as a husband, in sharing domestic tasks, and as a father of a 7-month-old baby girl, is a tremendous challenge.

Problem:

The house's mortgage is quite high and weighs heavily on the young couple's family budget, so George feels he must learn a lot on the company to achieve increasingly ambitious goals and thus earn a lot more money to pay the hefty installments to the bank. In recent months he began to develop more aggressive behavior towards his co-workers and his wife at home. Managers and colleagues found that their performance is no longer the same. In a consultation with a psychologist, he was diagnosed with burnout and generalized anxiety

Task 1:

- Identify, on Case study 1, situations that reveal difficulties in finding a balance between family and work. 15 minutes.

Task 2:

- According to the case, what are the possible consequences of a low level of WLB while working remotely for your company? 15 minutes

Task 3:

- How can the J-DR model be used by human resource managers to increase WLB in your company? 15 minutes.

7.3.3   Case study 2

TITLE: The Importance of Effective Time Management

Mary Lewis Spencer is the typical businesswoman who is always available to help. She never says no to a request from his boss or co-workers. She has taken on several challenges within the company and is responsible for managing the accounts of several important clients. In addition, she holds various management positions at Bank CSPI, a leading entity in the Swiss financial sector with branches spread over 78 countries. Mary also coordinates the commercial area in Asia and Africa. This increased responsibility, in a rapidly expanding area of the globe, brought her a recognition within the company that he had never had before. Mary appears to have an appropriate profile to assume a reference position on the board of the Zurich-based company in 2 or 3 years. With the pandemic she needed to develop all the work remotely, and everything became more complicated.

Not everything in Mary's life is positive. Dedication to CSPI led Mary to give up family and social life. In fact, it's rare to have a few days when turning off the computer in the office of her luxurious apartment on Vendraft Str, one of the wealthiest parts of Zurich, she cries because her social life is really very poor. It boils down to a few brief phone calls to mom and dad when the latter is available to answer. Mary is 38 years old and has never built a solid relationship to one day think about getting married, getting together or even having a child. With age, physical problems began to appear with an increase in problems related to low back pain and an increase in blood pressure and diabetes associated with the high number of hours sitting at the computer and the daily consumption of fast food and packaged food that you buy in a supermarket nearby.

Learning unit:

  – Importance of clocking-out

Topic:

  – Time Management

Goal:

- Better time management

Competences:

- Manage time effectively

Instructions:

- A total of two participants do Case study 2.

Duration:

- What is Time Management - 10 min.
- Prepare a PowerPoint presentation of the solution to the problem – 30min
- Show the presentation of the solution to your other colleagues – 10min
- Discussion how hard it can get to manage time properly – 30min

Performance criteria:

- Completed presentation.

Recommended literature:

- PowerPoints
- References used for the PowerPoints

Presentation of the environment

Mary Lewis Spencer is the typical businesswoman who is always available to help. She has taken on several challenges within the company and is responsible for managing the accounts of several important clients and holds various management positions at Bank CSPI.

Problem:

Dedication to CSPI led Mary to give up family and social life. Mary is 38 years old and has never built a solid relationship to one day think about getting married, getting together or even having a child. With age, physical problems began to appear with an increase in problems related to low back pain and an increase in blood pressure and diabetes associated with the high number of hours sitting at the computer and the daily consumption of fast food and packaged food that you buy in a supermarket nearby.

Task 1:

- How do you characterize May Spencer's time management process? Make a reflection, in group, about your time management strategies. What should be avoided and improved? 30 minutes.

Task 2:

- Base on the case study, mention 2 or 3 good mindfulness-based stress reduction exercises that could be implemented by managers and employees. 15 minutes.

7.3.4   Case Studies Answers Sheet

Case-study 1

Task 1:

Answer:

- "When in 2019 he decided to get married and raise a family, other dreams began to take over his life"; "Having a baby doesn't make your life easier either, as he feels he can't keep up with his daughter's growth as he would like. This is an important phase in a baby's growth that he doesn't want to miss."

Task 2:

Answer:

– Feelings of guilt, aggressiveness, which may be associated with clinical conditions of generalized anxiety and depression motivated by occupational burnout.

Task 3:

Answer:

– Increase available resources (e.g., encourage more sharing of tasks with other colleagues, supportive leadership, team development) and reduce demands (e.g., reduce working hours in the company, not authorize work outside working hours, decrease the difficulty level of the task and amount of work).

Case-study 2

Task 1:

Answer:

• Mary Spencer must rethink her priorities and learn to say "no" within the company. She must choose which positions she really wants to take and make choices that could be difficult. With that, she should devote more time to her family and personal life.

Task 2:

Answer:

– Some mindfulness-based practices for professionals, that are free and easy to do without others help are: the five senses exercise, body scan, self-

compassion pause and breath focus (as explained earlier). These are just some examples of many mindfulness-based exercises that exist.

7.3.5   Practical exercise 1

TITLE: Reed Hastings Leadership Style

Learning unit:

– How to be a Leader

Topic:

– Transformational Leadership

Competences:

– Understand the basic characteristics of transformational leadership.

Performance criteria:

– Completed Unit 1: How to be a leader.

Recommended literature:

– PowerPoints
– References used for the PowerPoints

Presentation of the environment

Reed Hastings is a Software Engineer who created Netflix alongside a business partner, in 1997. Netflix started as subscription DVD rental, something new to the market, to make return fees obsolete. In 2007 he started the streaming platform, that we all know today, and is a big hit worldwide, and number 1 on the market. He gives his employees room to be creative and autonomy to solve their problems, he does

this by allowing them unlimited vacation time with the condition to deliver results and keep their position as the market-leading product.

Problem

The DVD rental market has a hole in it, there wasn't any subscription-based entertainment service. Hastings found a possible solution to that problem, and he invested in his idea, he wanted to make return fees obsolete. He created a subscription-based service for DVD rentals, DVD readers were just entering the market, but Hastings had a gut feeling that this would be breakthrough technology, and he invested in this solution while having a certain leadership style. Hastings was driven by results, so he gave, and continues to give, his employees total autonomy with the condition of delivering results.

Task 1:

– Identify, on case study 1, some actions that Hastings took to make him a Transformational Leader.

Answer:

– "He gives his employees room to be creative and autonomy to solve their problems, he does this by allowing them unlimited vacation time with the condition to deliver results and keep their position as the market-leading product."

Task 2:

– In what aspects can Transformational Leadership help a company?

Answer:

– "Transformational leaders have the ability to craft and communicate a vision that identifies the highest goals of an organization, that combines self-interest and charisma to motivate people to achieve those goals. They

can empathize with their followers. Employees usually prefer this type of leadership because it encourages behaviors like creativity, recognition of one's accomplishments, builds trust within the team, and inspires a collective vision (Notgrass, 2014 in Northouse, 2015)."

Task 3:

- What are the main characteristics of a Transformational Leader?

Answer:

- "These leaders gather certain characteristics: Charisma that provides a vision and a sense of mission, earns respect and trust from the team; inspiration by communicating high expectations and important goals in a simple and positive way; intellectual stimulus by promoting intelligence, rationality, and problem solving in the team; and individualized consideration by giving personal attention to each team member, the leader treats each employee individually and advises the team members, individually which makes them feel important and appreciated. A person with these certain characteristics is more likely to be a great leader."

7.3.6 Practical exercise 2

TITLE: Work engagement and organizational culture

Learning units:

- Feedback

Topic:

- Why feedback should be an integral part of Leadership.

Goal:

– Evaluate the importance of Feedback.

Performance criteria:

– Completed Unit 5: Feedback.

Recommended literature:

– PowerPoints
– References used for the PowerPoints

Presentation of the environment

Google's history started in 1996, when Larry Page and Sergey Brin were doing a research project at Stanford University. The company was incorporated in 1998, and as many big Silicon Valley companies, it started based in a garage. This company's mission is to organizer the worlds information and make it university accessible and useful.

At Google the focus is the individual. The company makes sure its employees have time to work on their individual projects and has never taken part in the traditional annual performance review we all know most companies do.

Problem:

At Google the focus is the individual. The company makes sure its employees have time to work on their individual projects and has never taken part in the traditional annual performance review we all know most companies do.

In its place, Google, relies on continuous feedback. This dates to the beginning of the company, they think that it's more important to develop its employees than focusing on yearly reviews. At Google, the managers and its subordinates work together, and feedback is constant, this means that employees are constantly being

coached, and have direct feedback every step of the way, this makes it easier to be better and learn more.

Task 1:

– What are some positive outcomes from Feedback?

Answer:

– "It boosts employee engagement and makes the employees more motivated; this happens because it helps employees clarify what's going on and helps them become more productive. Feedback also makes career development possible; this happens because, citing Morgeson et al (2009) *feedback enables the team to effectively assess its past and current performance and then adapt as needed to ensure future success*. Lastly, feedback makes the leader, and its leadership better. This happens because it helps clarify if the leader is doing a good job communicating and expressing himself to its team and understand what needs to change in order to be more supportive and consistent for the team (Northouse, 2018)."

Task 2:

– How did feedback impact Google?

Answer:

– "At Google, the managers and its subordinates work together, and feedback is constant, this means that employees are constantly being coached, and have direct feedback every step of the way, this makes it easier to be better and learn more. It ultimately results in a high-performing culture based on open and honest exchange of feedback"

Task 3:

– How are Feedback and Trust related?

Answer:

- – Breuer et al. (2020) supports that trust is seen as a key success factor to ensure effective collaboration. There're some key factors to develop trust, as Breuer et al (2020) describes, these are: ability, benevolence, predictability, integrity, and transparency. These lead to trust, and then they open doors to disclosure, reliance, and contact-seeking, these come after there is a relationship of trust built. Trust and feedback are linked, if there's trust, there's honest feedback, that is vital to improve in anything."

7.3.7   Questions and answers

Content: Principles and processes of Work-life balance.

Question: What is the basic definition of work-life balance?

Answer: The best-known theories of motivation stem from the assumption that man works to satisfy his needs. Goods that meet needs are often part of the outside world. Work engagement, however, comes from the man himself.

Content: Values of work-life balance culture and JD-R.

Question: Why is J-DR model so important to explain work-life balance?

Answer: According to the model, there is an energetic process that represents something that is bad for one's health and will have negative results (i.e., high job demands and low job resources) that in turn burnout and less job engagement.

The motivational process takes place through engagement with the organizational outcomes (Schaufeli & Bakker, 2004), this results in a lower intention to leave the organization. In conclusion, there should be more job resources rather than job demands, because motivational results (job resources) are a positive outcome, contrary to the energetic process (job demands) that leads to bad health results.

Content: Values of work-life balance culture

Question: Relate the Maslow's Hierarchy with work-life balance

Answer: Maslow's Hierarchy (1943) helps understand that work-life balance is something that a human being needs to thrive

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Content: Mindfulness-based strategies.

Question: Provide examples of some good mindfulness-based stress reduction exercises?

Answer: Examples of mindfulness-based practices are: the five senses exercise, body scan, self-compassion pause and breath focus

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Content: Flexibility culture.

Question: Provide best practices needed to build a culture of flexibility and health in the workplace

Answer: Organizational leadership commitment and supportive organizational policies and practices (including accountability and training, management and employee engagement, benefits, and incentives to support workplace health promotion and protection). Moreover, three policies should be developed: i) Computer at work saves and shuts down at leaving hours; ii) People who don't work more than the daily 8h and just on weekdays will have some sort of benefits; iii) Parents or someone who have the responsibility for the care of a child of school age or under should have a reduced schedule without losing the opportunity of a future promotion and other career expectations.

Content: Time management

Question: Why is time management so important? Please mention a few strategies

Answer: i) organize individual and organizational priorities; ii) make planning part of the day-to-day basis; iii) pinpoint priorities and organize time around them; iv) develop effective communication; v) avoid doing unnecessary things and can use that time to do productive tasks; vi) working hours should be limited to the 8h working day.

7.3.8   Multiple choice questions

Instruction: Please indicate only one the most accurate answer.

Q1: Does the employer charge a remote worker in the same way as if he did not work remotely?

A   Yes, because there is no difference between remote work and regular work.

B   No, someone who works at the office should be paid more because they work more.

C   No, someone who works remotely should be paid more because they work more.

D   No, they should charge a remote worker a little more to cover for electricity and other house expenses.

Q2: Does WLB include the juggle of 5 things?

A   No.

B   Yes, it includes juggling work, family, health, friends, and spirit.

C   Yes, it includes juggling work, family, health, friends, and privacy.

D   No, it includes juggling work, family, health.

Q3: Are flexible routines at work something positive?

A	No, routines should be rigid and unchangeable.	**B**	Yes, because they make people more creative.
C	Yes, routines should be flexible and open to change.	**D**	No, because the make people prone to laziness.

Q4: What's the definition of WLB?

A	Work-life balance is a state of equilibrium in which the demands of both a person's job and personal life are equal.	**B**	Work-life balance is a state of equilibrium.
C	Work-life balance is a state of equilibrium in which the demands of a person's job are low and there is a bigger focus on personal life.	**D**	Work-life balance is the impact of workers health and safety on business-related outcomes, such as worker performance, productivity, and turnover, may help to demonstrate the importance of protecting and promoting worker health.

Q5: Looking at Maslow's Hierarchy of needs what is the most basic need and what is the most superficial?

A	At the bottom of Maslow's Hierarchy of needs are safety needs and at the very top are self-actualization.	**B**	At the bottom of Maslow's Hierarchy of needs are physiological needs and at the very top are self-actualization needs.
C	At the bottom of Maslow's Hierarchy of needs are self-actualization needs and at the very top are physiological needs.	**D**	At the bottom of Maslow's Hierarchy of needs are love and belonging needs and at the very top are physiological needs.

Q6: What does the JD-R Theory focus on?

A   Productivity and Burnout.　　　**B**   Engagement and Depression.

C   Burnout and Engagement.　　　**D**   Burnout and Depression.

Q7: How is Engagement defined according to Schaufeli and Bakker (2004)?

A   Engagement is defined as "emotional exhaustion, cynicism and low professional efficiency."

B   Engagement is defined as having autonomy, learning and development, new opportunities for career advancement, good work relationships.

C   Engagement is defined as "a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption."

D   Engagement is defined as "a positive work-related state of mind"

Q8: What are the senses used in the Five Senses Exercise?

A   Sense of space, touch, hearing, smell, and taste.

B   Awareness, mindfulness, vision, hearing, smell.

C   Sense of space, touch, vision, hearing, smell.

D   Vision, touch, hearing, smell, and taste.

Q9: Is flexibility good for WLB?

A   No, for example, people who invested more time on family rather than work experienced a lower level of quality of life.

B   Yes, for example, people who invested more time on family rather than work experienced a higher level of quality of life.

C   No.

D   Yes.

Q10: What is a good flexibility policy?

A   People who don't work more than the daily 8h and just on weekdays will have some sort of benefits

B   Only work 4 days a week but have a 20% pay cut.

C   Paying people extra to work on weekends.

D   It's okay to work over hours if you didn't have time to finish everything at working hours.

Q11: What are the main challenges of remote working, according to Anoye and Kouamé (2018)?

A   Communication, isolation, technology, transportation, housing situation, relationships.

B   Communication, technology, housing situation, motivation.

C   Communication, geography and isolation, technology, motivation, relationships.

D   Communication, geography and isolation, technology, motivation, health.

Q12: Is remote working always better for WLB and flexibility?

A   No, because we live in a "always-on" era so there are fewer chances to disconnect, and there is lack of legislation to protect workers from overworking.

B   It can be better because one can manage their schedules easily.

C   Yes, because they can just disconnect out of working hours.

D   Yes.

Check the answers:

12: B
11: B
10: A
9: B
8: D
7: C
6: C
5: B
4: A
3: C
2: B
1: D

7.4   Organizational skills

7.4.1   Introduction

Organizational skills are the abilities to manage, including human resources, and achieve one or more goals effectively and efficiently. In working remotely, organizational skills are tied primarily to:

- Organizational design
- Employee's rights and obligations, Employer's rights and obligations and Legal framework for remote working in EU
- Formal and informal organization
- Bureaucratic vs professional organization vs project work vs learning organization
- Customer service

In organizational design, the focus is on the methodology of organizational design, the elements of organizational design and the identification and designing organizational structures.

Employee's rights and obligations, Employer's rights and obligations and Legal framework for remote working in EU do not involve just Employee's and Employer's rights and obligations, but also remote work and employer supervision,

problematic topics of remote work, legal issues in remote work and development of a Legal Framework for Remote working in EU

Organizational skills in remote work are very tied with formal and informal organization, especially with social networks among remote workers.

Bureaucratic vs professional organization vs project work vs learning organization is the next area of organizational skills in the remote work. Remote work requires special principles of bureaucratic organization, projects and attributes of a learning organizations.

7.4.2   Case study 1

TITLE: Develop a protocol for communication

Learning unit:

– Bureaucratic vs professional organization vs project

Topic:

– Remote working and principles of bureaucratic organization.

Goal:

– understand principles of bureaucratic organization.

Competences:

– lead and supervise the remote workers.
– plan tasks and organize remote workers.
– lead and supervise the remote workers.
– analyze the suitability of different types of organizations for different tasks.

Instructions:

– A total of three participants produces case study1.

Duration:

– Making presentation: 3 hours
– Show the presentation of the solution to internal manager/trainer/HR specialist/colleague: 15 minutes
– Discussion with internal manager/trainer/HR specialist/colleague about the presentation: 15 minutes

Performance criteria:

– Completed presentation.

Recommended literature:

– Gupt, C.: (2021): Customer service definition, skills, and important principles for 2021, Published May 26, 2021, https://www.zendesk.com/blog/customer-service-skills/
– Online resources
– Handbook

Presentation of the environment

Imagine you are the head of the payment card department at a bank. Your assignment relates to a call center for card business. There are 30 employees in the department. The work tasks of the department are:

– communication with customers;
– preparation of documentation for the issuance of a credit card (contracts, insurance,…);
– issuing credit cards;

- approval of card limits;
- card locks;
- receiving and resolving complaints;
- archiving documents;
- informing customers about changes in credit card terms and conditions;
- etc.

Problem:

For reasons of safety and health at work, at least 99% of cases with customers who have credit cards are resolved by phone or e-mail. As a rule, the client does not have physical contact with the bank's employees. At least half of the department staff work from home at all times. Workers working in the office or from home may change at the interval

Tasks:

- Develop a protocol for communication between a bank employee and a customer in the event of a customer phone call and e-mail (2-3 pages). Consider the following aspects of the protocol:
  - Whether it is an existing customer, a new customer or someone who wants to close the card?
  - Is it a complaint?
  - Observe the aspect of personal and banking data protection.
  - Observe the principle of immediate resolution of cases.
  - Observe the principle of traceability.
  - Observe the principle of compliance with the bank's rules
- Prepare a ppt presentation of the protocol presentation.

7.4.3   Case study 2

TITLE: Legal framework for remote working in EU

Learning unit:

− Legal framework for remote working in EU

Topic:

− Problematic topics of remote working.
− Legal Issues with remote working.
− Developing a Legal Framework for Remote working in EU.

Goal:

− understand complex legal topics of remote working.
− understand principles of bureaucratic organization, project work, and learning organization.
− evaluate the strengths and weaknesses, opportunities and threats of remote working in the organization

Competences:

− lead and supervise the remote workers.
− adhere to principles and values of remote working.
− plan tasks and organize remote workers.
− create concept of learning organization into practice.

Instructions:

− A total of three participants produces case study 2.

Duration:

- Making presentation: 3 hours
- Show the presentation of the solution to internal manager/trainer/HR specialist/colleague: 15 minutes
- Discussion with internal manager/trainer/HR specialist/colleague about the presentation: 15 minutes

Performance criteria:

- Completed presentation.

Recommended literature:

- International Labour Organization (ILO) (2020): Teleworking during the COVID-19 pandemic and beyondA Practical Guide, International Labour Office, Geneve, SOURCE: https://www.ilo.org/wcmsp5/groups/public/---ed_protect/---protrav/---travail/documents/instructionalmaterial/wcms_751232.pdf
- Handbook
- Online resources

Presentation of the environment

Imagine you are the director of a company that provides banking software to banks. Your task, responsibility and authority refers to a company that has 100 employees. You are fully responsible and responsible for the company before the owner. You have the power to propose internal rules. You prepare theses for the internal rules, review them and finalize them with the legal department, and you finally approve them.

Problem:

For infectious disease prevention reasons, at least half of the workers must work from home at all times. Your business is a critical infrastructure.
Workers working in the office or from home may change at intervals.

Tasks:

Create ABSTRACTS (approx. 3 pages) for the rules of work from home for your company. Theses will be reviewed by your legal department and transformed into a policy form. Consider the following aspects of the policy (keep in mind all the time that the nature of your work is such that you are a learning organization):

- the procedure for concluding a remote work contract;
- required work duties and expected work product;
- issues of ensuring safety and health at work (just state that this issue will be addressed by special rules);
- ways to monitor employee productivity;
- data protection requirements;
- time measurement;
- definition of prohibited practices;
- handling in the event of an injury at work;
- reporting by the employee on the records on the use of working time,
- the method of monitoring the assigned work tasks and the results of the employee or the employee's reporting on this,
- availability of the worker working from home - when, in what hours and in what way the worker must be available to the employer and when the employer must be available to the worker;
- enabling a secure Wi-Fi connection to the employer's network;
- the method of communicating information that is important for the implementation of the employment contract (eg leave, sick leave, business trips, etc.).
- Prepare a ppt presentation of the thesis presentation for the policy.
- Present how you considered the policy to be a learning organization

7.4.4 Practical exercise 1

TITLE: Organisational Design

Learning unit:

- Elements of Organisational Design.

Topic:

- Elements of Organisational Design.

Goal:

- analyze the suitability of different types of organizations for different tasks.

Competences:

- plan tasks and organize remote workers.

Instructions:

- A total of three participants do Exercise 1.

Duration:

- Making presentation: 3 hours
- Show the presentation of the solution to internal manager/trainer/HR specialist/colleague: 15 minutes
- Discussion with internal manager/trainer/HR specialist/colleague about the presentation: 15 minutes

Performance criteria:

– Completed presentation.

Recommended literature:

– Dingel, J.; Neiman, B. (2020): "How many jobs can be done at home?," Journal of Public Economics , 2020, 189. SOURCE: https://bfi.uchicago.edu/wp-content/uploads/BFI_White-Paper_Dingel_Neiman_3.2020.pdf
– Handbook
– Online resources

Presentation of the environment

Imagine you are the director of a company that provides banking software to banks. Your task, responsibility and authority refers to a company that has 100 employees. You are fully responsible and responsible for the company before the owner. You have the authority to propose internal rules, systematization, etc .. You prepare theses for internal rules, review them and finalize them by the legal department and you finally approve them.

Problem:

For infectious disease prevention reasons, at least half of the workers must work from home at all times. Your business is a critical infrastructure.
Workers working in the office or from home may change at intervals.

Tasks:

– Study the article: Dingel, J .; Neiman, B. (2020): "How many jobs can be done at home ?," Journal of Public Economics, 2020, 189. SOURCE: https://bfi.uchicago.edu/wp-content/uploads/BFI_White-Paper_Dingel_Neiman_3 .2020.pdf

- For the case of your company, find at least one example of a job that is clearly NOT suitable to be done remotely. Justify the choice.
- For the case of your company, find at least one example of a job that is undoubtedly SUITABLE to be done remotely. Justify the choice.
- Prepare a ppt presentation presentation.

7.4.5 Practical exercise 2

TITLE: Employee's rights and obligations, Employer's rights and obligations

Learning units:

- Work engagement
- Organizational culture
- Organizational identity

Topics:

- Employee's rights and obligations.
- Employer's rights and obligations
- Remote working and employer supervision.

Goal:

- memorize employee's rights and obligations.
- understand complex legal topics of remote working.
- apply attributes of a learning organization into the practice of remote working.

Competences:

- lead and supervise the remote workers.
- create concept of learning organization into practice.

Instructions:

- A total of three participants do Exercise 2.

Duration:

- Making presentation: 3 hours
- Show the presentation of the solution to internal manager/trainer/HR specialist/colleague: 15 minutes
- Discussion with internal manager/trainer/HR specialist/colleague about the presentation: 15 minutes

Performance criteria:

- Completed presentation.

Recommended literature:

- International Labour Organization (ILO) (2020): Teleworking during the COVID-19 pandemic and beyondA Practical Guide, International Labour Office, Geneve, SOURCE: https://www.ilo.org/wcmsp5/groups/public/---ed_protect/---protrav/---travail/documents/instructionalmaterial/wcms_751232.pdf
- Handbook
- Online resources

Presentation of the environment

Imagine you are the director of a company that provides banking software to banks. Your task, responsibility and authority refers to a company that has 100 employees. You are fully responsible and responsible for the company before the owner. You have the power to propose internal rules. You prepare theses for the internal rules, review them and finalize them with the legal department, and you finally approve them.

Problem:

For infectious disease prevention reasons, at least half of the workers must work from home at all times. Your business is a critical infrastructure.

Workers working in the office or from home may change at intervals. To protect yourself and your organization, you need to have an occupational safety and health policy. Solutions need to keep in mind that you are a learning organization because of the nature of your work.

Tasks:

- Create THESIS (approx. 3 pages) for the policy on safety and health at work for work from home for your company. Theses will be reviewed by your legal department and transformed into a policy form. Consider the following aspects of the policy:
    - Clarify and update the responsibilities of employers for the protection of occupational health and safety of the teleworker by taking stock of the health and safety risks and hazards, the home office environment, equipment, ergonomics, and stress as well as other mental health issues .
    - Clarify the rights and responsibilities of teleworkers regarding their health and safety while working from home.
    - Update and empower health and safety professionals with tools and processes in terms of workers 'health support systems, the working environment, training, information, and compliance mechanism regarding OSH and ergonomic protocols specifically designed for teleworkers.
    - Train managers and teleworkers on the importance of taking sufficient rest breaks during the workday, as well as clarifying that such breaks won't have negative career consequences.
    - Use every opportunity to promote physical health, including exercise, and encourage workers to maintain healthy eating habits, i.e., by sharing links to physical and mental wellbeing videos, and promoting the use of fitness apps and services.

–   Establish new options or augment existing options for psychological support for workers to share their fears and worries confidentially, i.e., through access to helplines, counseling, employee assistance programs.

–   Encourage managers to be a role model for staff under their supervision and conduct themselves in ways that show how to mitigate stress.

–   Consider allowing workers to borrow equipment from the office for the duration of pandemic-related teleworking, such as office chairs, monitors, and other relevant tools that are fully compatible with ergonomic standards.

–   KEEP IN MIND ALL THE TIME THAT THE NATURE OF YOUR WORK IS SUCH THAT YOU ARE A LEARNING ORGANIZATION

–   Prepare a ppt presentation of the thesis presentation for the policy.

7.4.6   Questions and answers

Content: Goals, and objectives of an organization

Question: How can we conceive of the purpose of an organization's existence?

Answer: There are basically two possible approaches to these issues:

1. We can consciously focus solely on economic effects, that is, on profits, regardless of everything else. Such an approach derives from the economic doctrine of liberalism or neoliberalism. In this case, some processes in the organization may be slightly less complex, some processes may not be at all, thus saving both the number of employees and the number of departments.

2. In addition to economic effects, the following may also be important to us: results related to customers (ie customer satisfaction), results related to owners or founders, results related to employees and results related to the wider society. Such an approach will primarily require us to adjust the formalization (in terms of quality rules of procedure, etc.), consequently we will have to adjust the processes, we may need a new department and a few more staff.

Content: Employee's rights and obligations

Question: Give an example of the rights that a remote worker has!

Answer: The worker has the right to safety and health at work.

Content: Complex legal topics of remote working

Question: Indicate which regulations govern the rights and duties related to remote work!

Answer: Legal aspects of teleworking are governed by:

- Recommendations of the International Labor Organization (ILO);
- National legislation;
- European Union law;
- Collective agreements;
- Internal acts of organizations.

Content: Principles of bureaucratic organization

Question: List some principles of bureaucratic organization according to Maximilian Weber!

Answer: Based on the above, the principles of bureaucratic organization are summarized in the following:

1. The members of the bureaucratic organization shall have specialized roles.
2. Everyone decides only within the limits of their competences.
3. Recruitment is based on formal qualifications and competences (eg through a public competition)
4. There are uniform principles for placement, promotion and relocation.

5. Fixed salaries

6. Progress on the principle of seniority

7. Career is determined by a systematic salary structure

8. There is a hierarchy, competence and responsibility, everyone decides only within their competences

9. Subordinate official conduct to strict rules of discipline and control

10. Procedures must be traceable.

11. Documents need to be archived.

12. The supremacy of abstract rules

13. The bureaucratic organization and everything related to it is impersonal.

14. Political neutrality.

Content: Learning organization

Question: List some attributes of a learning organization!

Answer: The attributes of a learning organization are:

– systematic problem solving and systematic thinking;
– experimentation;
– learning from past experiences;
– learning from others;
– •knowledge transfer;
– measuring progress;
– personal knowledge;
– common vision;
– mental models;
– team learning.

Content: Informal organization

Question: List some attributes of an informal organization!

Answer: The basic differences between a formal organization and informal organizations are:

- for the purpose of existence: the purpose of the existence of an informal organization is usually not determined, and the purpose of the existence of a formal organization is determined by the founder or owner.
- In internal procedures: internal procedures in a formal organization are determined by formalization, while in informal organizations they are developed on an ongoing basis.
- In values: the values of formal organizations are determined by the owners or founders, while in informal organizations the values are formed on the basis of interpersonal interactions.
- In rules: there are stable rules in formal organizations, but not in informal ones, or the rules are constantly adapted to the environment, interests or needs.
- In accountability: in formal organizations, responsibilities are clearly defined on the basis of hierarchy, while in informal organizations there are differences in authority and thus an informal hierarchy may exist, but there is no demarcation of responsibilities.

Content: Security and health at work

Question: What are the safety and health aspects of remote workers?

Answer: It is also important that the employer has an Occupational Safety and Health Policy. The Occupational Safety and Health (OSH) policy update and related actions may include the following aspects:

- Clarify and update the responsibilities of employers for the protection of occupational health and safety of the teleworker by taking stock of the health and safety risks and hazards, the home office environment, equipment, ergonomics, and stress as well as other mental health issues .

- Clarify the rights and responsibilities of teleworkers regarding their health and safety while working from home.
- Update and empower health and safety professionals with tools and processes in terms of workers 'health support systems, the working environment, training, information, and compliance mechanism regarding OSH and ergonomic protocols specifically designed for teleworkers.
- Train managers and teleworkers on the importance of taking sufficient rest breaks during the workday, as well as clarifying that such breaks won't have negative career consequences.
- Use every opportunity to promote physical health, including exercise, and encourage workers to maintain healthy eating habits, i.e., by sharing links to physical and mental wellbeing videos, and promoting the use of fitness apps and services.
- Establish new options or augment existing options for psychological support for workers to share their fears and worries confidentially, i.e., through access to helplines, counseling, employee assistance programs.
- Encourage managers to be a role model for staff under their supervision and conduct themselves in ways that show how to mitigate stress.
- Consider allowing workers to borrow equipment from the office for the duration of pandemic-related teleworking, such as office chairs, monitors, and other relevant tools that are fully compatible with ergonomic standards.

7.4.7   Multiple choice questions

Instruction: Quick assessment. Mark the correct answers.

Q1: What are dimensions of organizational structure? (select all that apply)

A	Complexity.	**B**	Technology.
C	Formalization	**D**	Values.
E	Centralization.	**F**	Buildings.
G	Public relations.			

Q2: Remote work is not further regulated by collective agreements.

A   Yes.   **B**   No.

Q3: Employer may also have special demands, such as avoiding pubčic Wi-FI.

A   Yes.   **B**   No.

Q4: It is forbidden that employer   checks that health and safety rules are being adhered to at the employee's home.

A   Yes.   **B**   No.

Q5: Informal groups arise for the following reasons… (select all that apply)

A   Individual interests which can   **B**   Technology.
        only be realised through the
        working of a group;

C   Formalization   **D**   Belonging to the same subculture.

E   Centralization.

Q 6:   The five attributes of a learning organization are: (select all that apply)

A   Individual interests.   **B**   Mental models.

C   Team learning.   **D**   Centralization.

Check the answers:

7.5   Leadership skills

7.5.1   Introduction

Leadership is a very complex term. It has been mentioned for the last centuries, leadership has several definitions and there are many ways of leading too. In this sense, essential components of leadership will be addressed in the following learning units.

There is a type of leadership that has been on the rise and is quite recent: - *E-Leadership*. With the current situation, still going through the COVID-19 pandemic, there are changes happening in the organizational context, many companies had to adapt to the contemporary uncertain and ambiguous world.

Leadership is one of the pillars of any organization, and as such is no exception to the rule regarding the need for renewal. There are some differences between the more traditional leadership and E-Leadership that we'll see in the following units.

7.5.2   Case study 1

TITLE: Reed Hastings Transformational Leadership

Learning unit:

–   How to be a Leader

Topic:

–   Transformational Leadership

Competences:

–   Understand the basic characteristics of transformational leadership.

Instructions:

- A total of four participants does Case study 1.
- DURATION:
- Understand what problem Reed Hastings solved and relate to the transformational leadership theory – 10 minutes.
- Discuss the possible factors that made Hasting idea so successful – 15 minutes
- Compare the cases to your type of leadership at work – 10 minutes
- Discuss how to apply these transformational factors to your day-to-day work – 15 minutes

Performance criteria:

- Completed Unit 1: How to be a leader.

Recommended literature:

- PowerPoints
- References used for the PowerPoints

Presentation of the environment

Netflix is an Internet subscription service company, but it didn't start like we know it today. Reed Hasting was a young software engineer that in 1991 decided to create a company that was fast to become a big player in the IT world, that was just starting to boom.

Despite many difficulties, Hastings management style, full of courage and inspiration surpassed their big rival Blockbuster in 2007, when he started the streaming platform, that we all know today, and is a big hit worldwide.

Hastings gives his employees room to be creative and autonomy to solve their problems, he does this by allowing them unlimited vacation time with the condition to deliver results and keep their position as the market-leading product.

Reed Hastings is a Software Engineer who created Netflix alongside a business partner, in 1997. Netflix started as subscription DVD rental, something new to the market, to make return fees obsolete. In 2007 he started the streaming platform, that we all know today, and is a big hit worldwide, and number 1 on the market. He gives his employees room to be creative and autonomy to solve their problems, he does this by allowing them unlimited vacation time with the condition to deliver results and keep their position as the market-leading product.

Problem

In 1997, Hastings forgot to return his rental movie to a big rental movie company at the time, he was fined $40 and that's when it all changed for the software engineer. In result of that, in 1997, Hastings founded a subscription DVD rental called Netflix, in a change to make return fees obsolete.

Using his knowledge in IT, Hasting created a more personalized option, once a customer chose some movies, a algorithm, something practically unheard at the time, would suggest similar types of movies to the customer. His revenue rapidly grew, and Netflix became a popular company.

The DVD rental market has a hole in it, there wasn't any subscription-based entertainment service. Hastings found a possible solution to that problem, and he invested in his idea, he wanted to make return fees obsolete. He created a subscription-based service for DVD rentals, DVD readers were just entering the market, but Hastings had a gut feeling that this would be breakthrough technology, and he invested in this solution while having a certain leadership style. Hastings was driven by results, so he gave, and continues to give, his employees total autonomy with the condition of delivering results.

Task 1:

– Understand what problem Reed Hastings solved and relate to the transformational leadership theory – 10 minutes.

– Discuss the possible factors that made Hasting idea so successful – 15 minutes

Task 2:

- Compare the cases to your type of leadership at work – 10 minutes

- Discuss how to apply these transformational factors to your day-to-day work – 15 minutes

7.5.3 Case study 2

TITLE: Importance of Feedback

Learning unit:

- Feedback

Topic:

- Why feedback should be an integral part of Leadership.

Goal:

- Evaluate the importance of Feedback.

Instructions:

- A total of four participants does Case study 2.

Duration:

- Discuss the importance of feedback – 10min
- Share personal negative experience because of lack of feedback- 10min
- Discuss how to improve feedback delivery daily – 20min
- Discuss how hard it can be to make constructive feedback – 15min

Performance criteria:

– Completed Unit 5: Feedback.

Recommended literature:

– PowerPoints
– References used for the PowerPoints

Presentation of the environment

Google's history started in 1996, when Larry Page and Sergey Brin were doing a research project at Stanford University. The company was incorporated in 1998, and as many big Silicon Valley companies, it started based in a garage. This company's mission is to organizer the worlds information and make it university accessible and useful.

At Google the focus is the individual. The company makes sure its employees have time to work on their individual projects and has never taken part in the traditional annual performance review we all know most companies do.

Problem:

At Google the focus is the individual. The company makes sure its employees have time to work on their individual projects and has never taken part in the traditional annual performance review we all know most companies do. Most of the companies follow performance appraisal model yet it is hardly ever effective as a tool to stimulate creativity and engagement. Google decided to introduce feedback model instead. Knowing the specifics of feedback structure, why do you think it is effective to stimulate development and creativity?

Task 1:

–   Discuss the importance of feedback. Think of the time when you were given feedback - how do you perceive the value of it based on your own experience? 5 minutes

–   Prepare a small presentation on why Google prefers continuous feedback to the traditional annual performance review. 15 minutes

Task 2:

–   How are Feedback and Trust related? Give examples from your own leadership practice. 10 minutes

–   Discuss with your group how to give constructive feedback. 15 minutes

–   Share examples among your group. 10 minutes

7.5.4   Case Studies Answers Sheet

Case-study 1

Task 1:

Answer:

–   "He gives his employees room to be creative and autonomy to solve their problems, he does this by allowing them unlimited vacation time with the condition to deliver results and keep their position as the market-leading product."

–   "Transformational leaders have the ability to craft and communicate a vision that identifies the highest goals of an organization, that combines self-interest and charisma to motivate people to achieve those goals. They can empathize with their followers. Employees usually prefer this type of leadership because it encourages behaviors like creativity, recognition of one's accomplishments, builds trust within the team, and inspires a collective vision (Notgrass, 2014 in Northouse, 2015)."

Task 2:

Answer:

– You may discuss how your leaders apply transformational leadership to your day-to-day work, by mentining that: "these leaders gather certain characteristics: Charisma that provides a vision and a sense of mission, earns respect and trust from the team; inspiration by communicating high expectations and important goals in a simple and positive way; intellectual stimulus by promoting intelligence, rationality, and problem solving in the team; and individualized consideration by giving personal attention to each team member, the leader treats each employee individually and advises the team members, individually which makes them feel important and appreciated. A person with these certain characteristics is more likely to be a great leader."

Case-study 2

Task 1:

Answer:

– "It boosts employee engagement and makes the employees more motivated; this happens because it helps employees clarify what's going on and helps them become more productive. Feedback also makes career development possible; this happens because, citing Morgeson et al (2009) *feedback enables the team to effectively assess its past and current performance and then adapt as needed to ensure future success.* Lastly, feedback makes the leader, and its leadership better. This happens because it helps clarify if the leader is doing a good job communicating and expressing himself to its team and understanding what needs to change in order to be more supportive and consistent for the team (Northouse, 2018)."

– "At Google, the managers and its subordinates work together, and feedback is constant, this means that employees are constantly being coached, and

have direct feedback every step of the way, this makes it easier to be better and learn more. It ultimately results in a high-performing culture based on open and honest exchange of feedback"

Task 2:

Answer:

- Breuer et al. (2020) supports that trust is seen as a key success factor to ensure effective collaboration. There are some key factors to develop trust, as Breuer et al (2020) describes, these are: ability, benevolence, predictability, integrity, and transparency. These lead to trust, and then they open doors to disclosure, reliance, and contact-seeking, these come after there is a relationship of trust built. Trust and feedback are linked, if there's trust, there's honest feedback, that is vital to improve in anything."

7.5.5   Questions and answers

Content: How to be a leader.

Question: What is transformational leadership?

Answer: Transformational Leadership exists when the person engages with others and creates connections that increase motivation and morality in both the leader and subordinates. Transformational leaders have the ability to craft and communicate a vision that identifies the highest organizational goals, that combines self-interest and charisma to motivate people to achieve those goals. They have the ability to empathize with their followers.

Content: Managing Teams.

Question: How to communicate efficiently?

Answer: Communication is a two-way street; this means that the leader has to be a good listener. This is important because the only way to efficiently help the team is if the leader listens to the teams struggles and challenges that they may be facing (Ayub et al., 2014).

Content: Feedback

Question: According to Morgeson et al. (2009) what is feedback?

Answer: Feedback is a *regulatory mechanism that directs and controls individual behavior* (Morgeson et al., 2009). This should be done regularly to help the team adapt to changing conditions and to improve its performance; the same goes to the team leader.

Content: E-Leadership.

Question: What is E-Leadership?

Answer: One of the most recent definitions of E-Leadership refers to it as the efficient use and combination of electronic communication methods and traditional methods that imply awareness of the current information and communication technologies, a selective adaptation of new ICT for the leader and for the organization, and the technical competence in the use of ICT (Van Wart et al., 2016).

Content: Develop trust within the team and leader.

Question: Key factors to develop trust according to Breuer et al. (2020)?

Answer: There're some key factors to develop trust, as Breuer et al (2020) describes, these are: ability, benevolence, predictability, integrity, and transparency. These lead to trust, and then they open doors to disclosure, reliance, and contact-seeking, these come after there is a relationship of trust built.

Content: How to develop a team.

Question: Importance of autonomy from the leader.

Answer: The leader must encourage self-management in the team, this is a more supportive and indirect form of team leadership, as Morgeson et al. (2009) explains in his article. This is linked with giving autonomy to the team, it's important so the team can learn with its own mistakes and work better toward solving its problems without always having to rely on the team leader this is positively related with the team's satisfaction (Morgeson et al., 2009)

7.5.6 Multiple choice questions

Instruction: Quick assessment. Mark the correct answer.

Q1: One possible definition of leadership is:

A The attitudes of an individual when directing the activities of a group towards a common goal

B The behavior of a group when directing the activities of an individual towards a common goal

C The behavior of an individual when directing the activities of a group towards a common goal

D The behavior of an individual when directing the activities of a group towards a single goal

Q2: Transactional leadership involves:

A	Creation of connections that increase motivation and morality in both the leader and subordinates	**B**	Focus on the exchanges that take place between leaders and their subordinates
C	The behavior of an individual when directing the activities of a group towards a common goal	**D**	Creation of ties that increase motivation and morality in both the leader and subordinates

Q3: The LMX theory explains that::

A	The leadership process is centered on the interactions between leaders and followers	**B**	Focus on the exchanges that take place between leaders and their family members
C	The leadership process is centered on the interactions between leaders and groups	**D**	The leadership process is centered on the exchanges between leaders

Q4: A team leader project manager is a type of:

A	Internal locus of leadership and informal leadership	**B**	External locus of leadership and informal leadership
C	External locus of leadership and formal leadership	**D**	Internal locus of leadership and formal leadership

Q5: Leadership efficient communication relies on:

A	Transparency and feedback	**B**	Networking and ties
C	Task orientation focus	**D**	Creative competences

Q6: While managing virtual teams, leaders should:

A   Motivate teams

B   Buy hi-tech support to assist teams

C   Develop more networks

D   Provide clear, assertive, and direct objectives

Q7: When developing remote teams, leaders should:

A   Develop individual meetings, feedback, continuous monitoring of progress and sharing of knowledge among team leaders

B   Develop regular meeting, feedback, continuous monitoring of progress and sharing of knowledge among team members

C   Develop networks, continuous role clarity and sharing of knowledge among family members

D   Develop at least one meeting per month, provide continuous monitoring of progress and sharing of knowledge among team members

Q8: Leaders can develop trust with virtual environments when they develop:

A   E-learning abilities and remove barriers to adhere to new technologies

B   Umbleness and clarify tasks

C   Predictability, integrity, and transparency

D   Social skills among team members

Q9: Some of the main e-leadership challenges are:

A   Geography, isolations and trusting relationships

B   Continuous monitoring of progress

C   Continuous role clarity

D   Share knowledge with all team members and top managers

Q10: E-leadership is:

A The efficient use of social networks and communication knowledge to use remote work platforms.

B The efficient use and combination of electronic communication methods that imply awareness of the current data and communication knowledge.

C The efficient use and combination of electronic communication methods and traditional methods that imply awareness of the current information and communication technologies.

D The capacity to communicate during the pandemic and other similar world crises.

Check the answers:

10: C
9: A
8: C
7: B
6: D
5: A
4: D
3: A
2: B
1: C

7.6   HRM skills

7.6.1   Introduction

Today we are facing remote work as never before. Covid-19 forced companies into a different form of work. Many companies required work from home from its employees. Because of that, managers today need to face new ways of dealing with employees. They need to change HRM skills in everyday tasks.

Related to remote work, we divided HRM skills into 6 groups:

1. principles and processes of HRM,
2. organizational behaviorism,
3. work engagement,
4. job satisfaction, and organizational climate,
5. organizational culture and
6. organizational identity.

Principles and processes of HRM involved recruitment, selection, compensation, personnel administration, and bureaucratic procedures related to remote working.

Organizational behaviorism is about group behaviorism and human needs in working remotely.

Job satisfaction and organizational climate defined differences between job satisfaction and organizational climate

Work engagement is about the concept of remote work engagement vs the concept of motivation, measurement of work engagement of remote workers and the comparison between UWES concept vs Gallup 12 concept.

Organizational culture in remote work is focused on the phenomenon of organizational culture, Hofstede's cultural dimensions theory, and GLOBE and how to improve some cultural dimensions of remote workers.

Organizational identity defines remote working and new values of an organization as well as remote working and new symbols and rebranding of an organization.

7.6.2 Case study 1

TITLE: Recruitment and selection process

Learning unit:

–   Principles and processes of HRM

Topic:

– Recruitment and selection process

Goal:

– Execute basis procedures of recruitment and selection

Competences:

– Lead and supervise basic procedures of recruitment and selection

Instructions:

– A total of two participants do Case study 1.

Duration:

– Design an advertisement for the job vacancy of sales associate – 30 minutes.
– Formulate the interview for candidates applying for the job vacancy of sales associate – 30 minutes
– Execute the interview with internal manager/trainer/HR specialist/colleague – 30 minutes
– Discussion with internal manager/trainer/HR specialist/colleague and justification of the selection – 15 minutes

Performance criteria:

– Completed Recruitment and selection process.

Recommended literature:

– Handbook
– Online resources

Presentation of the environment

The sports shop AMERA is located in Bolzano, Italy. It is a vast shop, more than 1000 m2. The shop is specialized in skiing equipment in winter and bicycling equipment in summer. But there is always mountain equipment for hiking.

Problem:

The sports shop AMERA is looking for a sales associate. A sales associate is responsible for assisting customers through the buying process. His duties include greeting customers when they enter the store, showing them products, using them, and ringing up customers' purchases on the POS register.

Job-related tasks are:

- Welcoming customers into the store
- Staying knowledgeable about a range of skiing, bicycling, and hiking products
- Explaining to customers the best products for their needs
- Recommending related products to increase customers' options and enrich the shopping experience
- Explaining the benefits and functions of products, method of preparation, and how to use them to achieve the best results
- Accepting and processing orders, operate the POS register, and resolve returns issues
- Promoting special sales, offers, and awareness of store loyalty program

Task 1:

- Design an advertisement for the job vacancy of sales associate
- Formulate the interview for candidates applying for the job vacancy of sales associate

Task 2:

- Execute the interview with internal manager/trainer/HR specialist/colleague
- Discussion with internal manager/trainer/HR specialist/colleague and justification of the selection.

7.6.3   Case study 2

TITLE: A job satisfaction of remote workers

Learning unit:

- Job satisfaction and organization climate

Topic:

- Job satisfaction: a classic workplace vs remote working.

Goal:

- evaluate the job satisfaction.

Competences:

- create a strategy to improve job satisfaction.

Instructions:

- A total of three participants do Case study 2.

Duration:

- Making the presentation - 3 hours.

– Show the presentation of the solution to internal manager/trainer/HR specialist/colleague
– Discussion with internal manager/trainer/HR specialist/colleague about the presentation

Performance criteria:

– Completed presentation.

Recommended literature:

– Handbook
– Online resources

Presentation of the environment

Imagine you are the head of the back office department at an insurance company. There are 20 employees in the department. The work tasks of the department are:
– communication with insurance agents;
– preparation of documentation (insurance policies for insurance over EUR 1 million);
– control of insurance policies for less than EUR 1 million
– archiving documents;
– monitoring the condition of shelves;
– informing clients about the training of insurance;
– notification of changes in insurance conditions;
– etc.

Problem:

For reasons of safety and health at work, half a year ago, half of the department's employees started working from home all the time. Workers who work in the office or from a home change at intervals.

Every year, they measure employee satisfaction through surveys. They measure the following satisfaction attributes:

- the salary of the individual;
- the possibility of an individual's career;
- employment security of the individual;
- the position of the department within the organization;
- perceived quality of direct communication of the individual with the immediate superior (timeliness of information, completeness of content);
- perceived quality of direct communication between departments.

There were no statistically significant differences between the results in previous years. In the last year, however, the survey showed statistically significant differences in items:

- the possibility of an individual's career;
- perceived quality of direct communication of the individual with the immediate superior (timeliness of information, completeness of content);

Attributes of dissatisfaction that were not present in previous years are identified. The differences can be attributed to the fact that remote work began.

Task 1:

- Examine the concepts of satisfaction.

Task 2:

- Prepare a ppt presentation of the solution to the problem.
- Show the presentation of the solution to internal manager/trainer/HR specialist/colleague
- Discussion with internal manager/trainer/HR specialist/colleague about the presentation

7.6.4 Practical exercise 1

TITLE: Principles and processes of HRM

Learning unit:

– Principles and processes of HRM.

Topic:

– Personnel administration.
– Bureaucratic procedures related to remote working.

Goal:

– memorize bureaucratic procedures related to remote working.
– Understand bureaucratic procedures related to remote working.

Competences:

– Lead and supervise basic procedures of recruitment, selection, and compensation.
– Organize job activities of HRM department related to remote workers.

Instructions:

– A total of three participants do Exercise 1.

Duration:

– Making the presentation - 5 hours.
– Presentation to other participants - 15 minutes.
– Discussion with other participants - 15 minutes.

Performance criteria:

– Completed presentation.

Recommended literature:

– Handbook
– Online resources

Presentation of the environment

Imagine you are the director of accounting service. One year ago, there were 40 employees in the service, and in the current year, more people were employed. You are the legal representative (director), which means you can enter into employment contracts, enter into annexes, and have other powers of the director.

The work tasks of the accounting service are:

– communication with customers;
– issuing invoices to customers;
– payment transactions for customers;
– calculation of salaries for employees of clients;
– posting of business events;
– other accounting service activities.

Problem:

For reasons of safety and health at work, you are in a situation where workers have to start working from home. The workers do not have a proper basis for this, and the company has not kept the necessary records so far.

Task 1:

– Examine the legislation and make an inventory of legal acts (laws, collective agreements, etc.) that regulate remote work.

– Find out what legal bases within your company are needed for employees to start working remotely.

Task 2:

– Find out what records your company needs to keep work remotely.
– Find out what the financial consequences of remote work will be (only savings and new cost items, no amounts)
– List all the activities that need to be done from the moment you decide to start working remotely until the payment of the first salary for work remotely.
– List the holders of these work tasks.
– Prepare a ppt presentation of the solution to the problem.

7.6.5   Practical exercise 2

TITLE: Work engagement and organizational culture

Learning units:

– Work engagement
– Organizational culture
– Organizational identity

Topics:

– Concept of work engagement vs the concept of motivation.
– How to measure the work engagement of remote workers.
– Concept »UWES« vs concept »Gallup Q12«
– How to improve the work engagement of remote workers.
– Hofstede's cultural dimensions theory and GLOBE.
– How to improve some cultural dimensions of remote workers
– Remote working and new values of an organization.

Goal:

– Evaluate the work engagement.
– Evaluate the organizational culture.

Competences:

– Create a strategy to improve work engagement.
– Present values of organizational culture.

Instructions:

– A total of three participants does Exercise 2.

Duration:

– Making the presentation - 5 hours.
– Presentation to other participants - 15 minutes.
– Discussion with other participants - 15 minutes.

Performance criteria:

– Completed presentation.

Recommended literature:

– Handbook
– Online resources

Presentation of the environment

Imagine you are the director of accounting service. One year ago, there were 40 employees in the service, and in the current year, more people were employed. You are the legal representative (director), which means you can enter into employment contracts, enter into annexes, and have other powers of the director.

The work tasks of the accounting service are:

- communication with customers;
- issuing invoices to customers;
- payment transactions for customers;
- calculation of salaries for employees of clients;
- posting of business events;
- other accounting service activities.

Organization identity:

- Central focus: they are small and medium enterprises, the activity is accounting service.
- Differentiation from others: the accounting service is famous for operating the most up-to-date (up-to-date posting) of competing services. Users can also use a certain amount of tax advice free of charge.
- The accounting service operates legitimately, correctly and reliably

Other circumstances:

- Salary is on average 30% higher than the industry average.
- Every employee gets a new workbook every year.
- Employees also have other bonuses.
- The employer has repeatedly received awards for the best employers in the region.
- The company is expanding rapidly, gaining new customers, in the last year there were 7 new jobs.

Problem:

For reasons of safety and health at work, half a year ago, half of the department's employees started working from home all the time. Workers who work in the office or from home change at intervals.

Employee satisfaction is measured each year using the Gallup Q12 method.

In previous years, less than 10% were actively unengaged, and in the last year, the survey showed 17% were actively unengaged. The result may be due to the introduction of teleworking, but it may also be due to expansion, as you have hired 7 new employees in the last year.

After that, you surveyed the UWES method and found a "medium" level of wok engagement for all three items. The researcher drew your attention to an atypical, very large standard deviation of the results (large scatter) of responses (meaning that some standouts are more engaged and others stand out less busy).

Task 1:

- Examine the concepts of cwork engagement.
- Prepare a ppt presentation of a solution to the engagement problem.

Task 2:

- Examine the GLOBE culture model.
- Examine Hofstede's model of culture.
- Examine the concept of organizational identity.
- Prepare a ppt presentation in which you present the activities of introducing your organizational culture among new employees.

7.6.6   Questions and answers

Content: Principles of group behaviorism

Question: What are the bureaucratic procedures related to remote work?

Answer: If someone works remotely, there are the same rights and duties in the relationship between the employee and the employer as if they were working at the employer's headquarters. The employer and the employee have mutual rights and obligations arising from the employment relationship. The employee also has rights

deriving from the law (eg: the right to social and sick insurance, the right to sick leave, the right to a pension).

It is therefore necessary to keep records of the work. Even when it comes to teleworking, this is no exception. The minimum standard of record keeping is national law. We cite as an example

Example of the Republic of Slovenia, Labor and Social Security Registers Act (Official Gazette of the Republic of Slovenia, No. 40/06) (Labor and Social Security Registers Act) The following records are kept in the field of labor and social security:

- records of employees,
- records of labor costs,
- records on the use of working time

Content: Job satisfaction

Question: What do you mean by "job satisfaction"?

Answer: An overview of the definitions of the term "job satisfaction" in recent decades shows that all definitions have some common features:

- most definitions define job satisfaction as an emotion, ie as a response of the human body to perception;
- the content or object of perception to which job satisfaction refers is multidimensional, it can be an object from the physical environment (eg characteristics of the workplace or work environment), it can be social interactions (related to a specific job or a specific job), it can be a combination of the above, but in any case it is related to the job or the specific work that someone is doing;
- the emotion can be more or less expressed, someone can just "think" it, but there can also be other reactions of the human body to perception, most often insomnia is mentioned;

– job satisfaction can have two different states; it can manifest in the form of "satisfaction" or it can manifest itself in the form of "dissatisfaction".

Content: The work engagement

Question: What does the term "work engagement" mean to you?

Answer: Work engagement means his personal effort that he invests in the work. In contrast, personal detachment means the simultaneous withdrawal of the man himself, an automatic defensive reaction, and preferentially reflects the concealment of true identity.

He found that employee engagement and non-engagement should be considered completely separately because these are two separate categories.

Work engagement is a simultaneous response of a person and primarily reflects the person himself. With engagement, a person reflects his / her connection with the work task and with others who are related to it. People who are engaged have qualities in them such as energy, cognitive abilities, and so on. These are reflected in the work effort.

Content: The difference between the phenomenon of motivation and work commitment

Question: What is the difference between motivation and work engagerment?

Answer: The best-known theories of motivation stem from the assumption that man works to satisfy his needs. Goods that meet needs are often part of the outside world.

Engagement, however, comes from the man himself.

Content: The organizational culture

Question: What are the dimensions of culture regarding the GLOBE model?

Answer: The GLOBE model identifies nine dimensions of culture that explain cultural differences at the national and organizational levels. Definitions of individual dimensions are:

- Uncertainty Avoidance is the degree to which people rely on the organization's social norms, rules, and policies to mitigate the unpredictability of future events and reduce their uncertainty.
- Power Distance is the degree to which members of society expect power to be distributed evenly.
- Social collectivism (Societal Collectivism-Collectivism I) is divided into two dimensions in the GLOBE project: social and collective; social collectivism is the degree to which society values and rewards integration into groups or group actions and joint resource sharing.
- In-Group Collectivism (Collectivism II) is the level of an individual's affiliation and identification with a group, family or organization.
- Gender Egalitarianism is the degree of society's tendency to reduce gender differences in the division of tasks, responsibilities and rewards.
- Assertiveness is the degree to which individuals are expected to be strong, confident and competitive or aggressive in their relationships.
- Future Orientation represents the degree to which society encourages and rewards future-oriented behavior (eg future planning, investing).
- Performance Orientation is the degree to which a company values and rewards individual achievements and excellence.
- Humanity (Humane Orientation) means how much society values and rewards selflessness, care, honesty, kindness and generosity.

Content: Organizational climate

Question: What is the difference between organizational climate, culture and satisfaction?

Answer:

- Satisfaction means the body's response to perception and has two "states": satisfaction (which has a "positive" sign ") and dissatisfaction (which has a" negative "sign).
- Organizational climate is a stimulus for some positive form of behavior of members of the organization (eg for innovation, quality) and has only one state: so if it exists it has only a positive sign).
- Organizational culture is "collective prog ramming of the mind" and is related to various contents.

Content: Organizational identity

Question: What is identity, what is image?

Answer:

- Identity is all that an organization really is.
- Image is everything that an organization looks to the outside.

7.6.7 Multiple choice questions

Instruction: Please indicate only one the most accurate answer.

Q1: Personnel management is part of Human Resources Management.

A   Yes, it is true. because there is no   **B**   No, it is not true.
difference between remote work
and regular work.

Q2: What is the task of HRM? Is to perform all the necessary activities which enable enthusiastic, motivated and content employees?

A	The task of HRM is to perform all the necessary activities which enable enthusiastic, motivated and content employees Yes, it includes juggling work, family, health, friends, and spirit.	**B**	The task of HRM is to perform all the necessary activities which enable very high return of assets (ROA).

Q3: Is the paradigm of organizational behaviour based on a study of volunteer factory workers or on a study of volunteer remote workers?

A	On a study of volunteer remote workers.	**B**	On a study of volunteer factory workers.

Q4: What's the definition of "Job satisfaction"?

A	Job satisfaction refers to physical response and consists of two "states" – contentment (positive value) and discontent (negative value);	**B**	Job satisfaction represents a stimulus reinforcing a positive behaviour in members of an organization (e.g. innovation, quality) and consists of a single state – in other words, it only possesses a positive value;

C	Job satisfaction refers to the "collective programming" of mind and may relate to different content.

Q5: What's the definition of "organizational climate"?

A   Organizational climate refers to physical response and consists of two "states" – contentment (positive value) and discontent (negative value);

B   Organizational climate represents a stimulus reinforcing a positive behaviour in members of an organization (e.g. innovation, quality) and consists of a single state – in other words, it only possesses a positive value;

C   Organizational climate refers to the "collective programming" of mind and may relate to different content.

Q6: What's the definition of "Organizational culture"?

A   Organizational culture refers to physical response and consists of two "states" – contentment (positive value) and discontent (negative value);

B   Organizational culture refers to the "collective programming" of mind and may relate to different content.

C   Organizational culture represents a stimulus reinforcing a positive behaviour in members of an organization (e.g. innovation, quality) and consists of a single state – in other words, it only possesses a positive value;

Q7: What is the difference between concept of motivation and concept of work engagement?

A Concept of motivation and concept of work engagement are the same thing.

B One of the foundations of behaviour is the stimulus-response (S-R) theory. The S-R theory claims that human behaviour is the result of responses to environmental stimuli in the form of reactions and behaviours The concept of work engagement is thus quite different from theories based on organizational behaviour. An employees' engagement describes the personal effort invested into their work.

Q8: What's the definition of "Organizational identity"?

A Organizational identity tells us what an organization looks like and everything that people perceive in relation to an organization.

B Organizational identity is only brand.

Check the answers:

8: A
7: B
6: B
5: B
4: A
3: B
2: A
1: A

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8 Developing additional materials

Our course is designed so that we can provide the opportunity to upgrade knowledge through links to other relevant sources.

Before deciding on additional materials, it is good to follow some rules or principles regarding the content of additional materials:

– The content of additional materials must be aimed at achieving pre-set goals and competencies.
– The additional materials must follow the already developed curricula.
– The content must ensure added value (eg linking theory to the local environment
– Content must be relevant.
– The content must be adapted to the prior knowledge, interests and needs of the users
– Appropriate terminology must be used.

Before the final publication of content on websites, we must also decide on the concept. We know several different concepts:

- **Classical concept** - based on the presentation and repetition of facts, legality, interdependence.
- **List -** based on the definition of the various categories we present.
- **Forum** - based on questions from home page visitors.
- **Classification** - based on the classification of advantages and disadvantages (the principle of "pluses and minuses").

However, if we use additional materials for e-learning, we must consider some other aspects:

- Individual units (eg files) need to contain only so many elements that there is no communication overload.
- There should be no unnecessary elements in the content (eg: unnecessary images, kitschy backgrounds, etc.).
- Attention should be paid to certain phenomena related to colors (eg: contrasts, color dullness, reaction times, color popularity, etc.).

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9   Background readings

Materials for both participants and the lecturer are also an integral part of our course.

In addition to the enclosed materials, we also recommend reading other materials, especially:

- scientific articles in scientific journals;
- any articles in business magazines;
- encyclopedias;
- scientific monographs;
- reading materials of specialized organizations and agencies.

As far as scientific journals are concerned, we recommend journals that are included in the Social Science Citation Index (SSCI). The list of journals is at:http://mjl.clarivate.com

Social Sciences Citation Index™ contains over 3,400 journals across 58 social sciences disciplines, as well as selected items from 3,500 of the world's leading scientific and technical journals.

We also recommend reading articles in the world's leading business newspapers. These include, for example:

– Forbes;
– Bloomberg;
– The Economist;
– Fortune
– Handelsblatt.

There are an unlimited number of monographs and encyclopedias on the market that cover the areas of our course: Communication skills, Digital skills, Work-life balance, skills, Organizational skills, Leadership skills and HRM skills.
We must be very careful when choosing authors, books and publishers. It is often a matter of commercial   work. Crucial to the selection of encyclopedias and monographs is that we always select only books from established international publishers. Selected books must be peer-reviewed, and it must be stated who the reviewer is.

Even international organizations often publish publications that are important in our field. Such an organization is, for example, the ILO. So it makes sense to follow their website.

Finally, we must not forget the publications created within the European Union. These are different types of documents; from European Commission documents to publications that are intelectual outputs of EU projects.

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10   Trainers' minimum qualities

The course for HR professionals is basically meant as an online course. This is not meaning that distance learning only takes place. Part of the education can also take place in classical classroom, either through MS TEAMS, ZOOM, etc., or as individual consultations.

Of course, the trainer has to manage all of this, but above all, he (or she) has to be very flexible. **Flexibility is the first criterion for choosing a trainer**.

The trainer, of course, must have an appropriate level of formal education.

ISCED 7: Master's or equivalent level is considered to be the appropriate level.

Programmes at this level, are often designed to provide participants with advanced academic and/or professional knowledge, skills and competencies, leading to a second degree or equivalent qualification. Typically, programmes at this level are theoretically-based but may include practical components and are informed by state of the art research and/or best professional practice. They are traditionally offered by universities and other tertiary educational institutions.[1]

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[1] More about this:
https://eacea.ec.europa.eu/national-policies/eurydice/sites/default/files/the_structure_of_the_european_education_systems_2018_19.pdf

An important part of the trainers CV is one where he (or she) needs to state his (or her) job history. The trainer must show how experienced and relevant he (or she) is in relation to the learning topics.

As we have already stated, there are six learning modules in the list of learning contents: Communicational skills, Digital skills, Work-life balance skills, Organizational skills, Leadership skills and HRM skills.

As we can see, these are special features that can be quite different. For example: teaching "Working life balance" contents probably requires different trainer knowledge than teaching digital skills.

The important question is: do we need only one trainer for all learning modules, or do we need six trainers.

The answer is simple and logical. **We need specialists to teach**. If there is a person, who is a specialist in all areas, the trainer for all learning modules can be one person. However, this should be the exception as a rule. As a rule, we are looking for a trainer for each learning module separately.

The general selection criteria are related separately to each learning module. He (or she) must:

- know, understand and be able to describe general managerial knowledge;
- know and understand the list of learning outcomes for the particular learning module;
- be able to implement learning strategies and methods;
- be able to use learning materials;
- be able to prepare his/her own materials for learning units;
- be able to use case studies, practical exercises , homework and assessments to determine participant proficiency;
- be able to foster positive interactions with other people.

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11   Instructions for trainers

Most people would say that a trainer's first responsibility is to teach well.
But what term "teach well" really mean?

In our case, **the trainer's responsibility is related to the learning module**. The individual trainer is therefore responsible for the module, which he (or she) implements. In the case of our course, we have six learning modules: Communicational skills, Digital skills, Work-life balance skills, Organizational skills, Leadership skills and HRM skills. There are usually five learning units per each module.

As we suggested, we can have only one trainer for all the learning modules. However, this is an exception. It is better to have different trainers for different learning modules. The reason is not only specialization. The participants need different learning experiences. Different learning experiences can bring only different teachers.

For each learning module, the trainer is responsible:

– that participants at the beginning of the module understand what the objectives of the learning module are and which competencies they will achieve;

  − that during the implementation the participants achieve the goals and acquire competencies;
  − to do an assessment at the end of the course;
  − to carry out an evaluation.

The trainer has to do the following tasks:

  − tasks before articulation,
  − tasks during articulation, and
  − tasks after the articulation of each learning module.

The tasks before articulation are:

  − View the list of participants. It is good to know in advance, who the participants are.
  − Preparation of timelines. The course consists of six learning modules, so timetables must be planned in advance.
  − Review of materials. For each lerarning module, pre-prepared materials for participants are availible: ppt presentations, practical exercises, case studies, qustions and answeres and multiple choice questions.
  − Preparation of new materials if necessary. It is important for the participants to connect theory with practice. So the trainer can replace or add pre-prepared practical exercises and case studies with his (her) own examples from the local environment.

When we talk about articulation, we can have two things in our mind:

  − articulation of the learning module into five learning units, which is prepared in advance;
  − articulation of one learning unit, which is partly autonomy of the trainer.

At the first meeting, the trainer must explain, what learning goals are and what competencies need to be achieved. He (she) must also present how the knowledge assessment will take place.

The articulation of each unit consists of three phases:

- introduction;
- the core and
- conclusion.

Introduction consists of:

- introductory greeting to the participants;
- getting to know the trainer and participants;
- presentation of the learning material;
- identification of pre-knowledge and
- motivation of the participants.

The core is central part of the learning unit. in this part the participants get to know a new learning content. It is very important to consider the following:

- structure of learning content;
- strategies and methods;
- learning materials.

It is mandatory to use pre-prepared materials: practical exercises, case studies, questions and answers and multiple choice questions. This is the trainer's obligation. As we mentioned, the trainer can prepare his (her) own case studies and practical exercises with practical examples from the local environment. In doing so, he (she) must maintain the concept of practical exercises or case studies.

Pre-prepared PPTs are also available for participants. The trainer can prepare additional presentations

Conclusion consists of:

- summary;
- knowledge test (determining the results of the learning unit);

- announcement of the next learning unit and

- final greeting.

The REMOWA course can also be used in schools, colleges and faculties. The course as a whole, individual learning modules or individual units can be used. Case studies and practical examples are particularly suitable.

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12 How to facilitate the REMOWA MOOC

The REMOWA MOOC employs a learner-entered and personalised learning approach that places the learner at the heart of learning activities and educational process. Learner-centeredness is an educational approach that leads to high motivation and personal commitment to learn, deeper immersion in learning activities, and greater knowledge acquisition. In this context, learners can determine their own learning path, formulate individual goals, and select educational material and resources that address their distinct needs, preferences and expectations.

When teaching with the use of a MOOC, educators need to abandon their traditional role, which is to be the main source of information, and become a facilitator and motivator of learning. They should be more focused on the development of skills, competences and attributes and on comprehensive feedback, rather than on the dissemination of content. In MOOCs, the responsibilities of trainers include:

- – Encouraging critical thinking.
- – Fostering self-directed learning and curiosity.
- – Motivating learners to engage in learning activities and collaborative mechanisms.

In addition, trainers should find ways to create a learning environment that stimulates all participants in the virtual classroom, generates deep understanding, and promotes collaborative learning throughout the course.

Consequently, the trainer in REMOWA MOOC has to assume the role of facilitator a) providing regular and consistent feedback on tasks and exercises delivered by MOOC participants, b) encouraging learners to participate in learning activities, c) pinpointing learners' weaknesses and misconceptions, and d) responding to learners' questions and requests.

12.1   Introduce yourself to the class

Trainers are encouraged to introduce themselves to the class by presenting a short personal bio that demonstrates their educational background and area of expertise. From the very beginning, trainers need to set the tone for the course and describe their expectations in the virtual classroom. An interesting introduction will effectively increase participants' willingness to experience new learning opportunities and develop a sense of connection between trainer and learners. Trainers can prepare a welcome video to introduce the course and help learners get used to the format of the REMOWA MOOC. Introductory videos should answer initial questions and concerns, and set the course expectations while assisting in creating a positive first impression.

12.2   Promote online discussions and collaborative learning

The REMOWA MOOC highlights the value of peer assistance and collaborative learning through the incorporation of discussion boards, online chat, social media links, and a students' area. The students' area (i.e., discussion forum) is the place where learners can share knowledge and information with other participants, discuss key concepts and problems associated with the course, exchange views and opinions with trainers, and cooperate with peers to complete tasks and exercises. Trainers should encourage learners to participate in the discussion forum by providing incentives (e.g., provision of access to additional learning materials and pedagogical resources). Also, trainers need to enhance learners' motivation by being explicit about expectations and ground rules for the online discussion forum, setting the framework for interaction, peer collaboration and dialogue. To moderate the forum,

the trainer should become a facilitator and review the discussions without controlling or intervening in the dialogues. When it comes to questions, sometimes it is better to leave time for other participants to answer so as to encourage interaction among students.

12.3 Establish a communication scheme

Trainers should establish a well-defined communication scheme to facilitate interaction with learners and support learning throughout the course. The platform very recently released the "Microsoft Teams Meeting" widget which allows educators to engage with their learners in live audio/video meetings via the Microsoft Teams application. This widget enables Course Creator/Administrators, facilitators, and learners with an Active Microsoft Teams license, to schedule live audio/video meetings; and it enables learners themselves to participate in multimedia equipped meetings with fellow learners from within an OpenLearning course.

In addition, Trainers and Facilitators are encouraged to set/schedule online office hours once a week through the announcement section or the online chat, to engage in active discussions with learners, and providing assistance and clarifications, where needed. Strategic structured communication through regular emails and messages, including weekly feedback, announcements, and reminders will assist to maintain the engagement and focus of learners on the course experience and enhance the perception of a "teaching presence" by participants. Another channel to interact and communicate with learners is through the REMOWA student area (discussion forum). Trainers and facilitators need to monitor and interact in the forum as well.

12.4 Monitor learners' progress and engagement

OPENLEARNING provides several options to monitor learners' activity throughout the course, providing analytics for all students such as enrolment and completion date, active time spent in the course, overall progress status, and comments posted in discussion boards. This allows facilitators to extract aggregate statistics for the course (e.g., dropout rate, engagement, interactivity) and most importantly to identify which students lag behind or demonstrate a low engagement so as to take remedial actions that increase their willingness to complete the course.

For instance, facilitators can send reminder messages to students, indicating their progress and encouraging them to complete all sections. Another option is to issue badges for students that are actively involved in learning activities and have successfully completed work assignments and quizzes.

12.5   Create a sense of community and encourage interaction between students

The REMOWA MOOC features a welcome activity to make learners, to feel welcome right from the start of your course, warm up interaction, and help create a sense of community. The "Welcome Activity" acts as an "ice-breaker" inviting students to introduce themselves, share interesting information, fostering thus a sense of rapport and collective learning. Trainers are highly encouraged to prompt registered students to share a short message on the platform and take part in the welcome activity. In this activity, students are invited to play the game "two truths, one lie". The game is very simple and straightforward, and does not require any previous planning. The game is played as follows. Newcomers have to briefly introduce themselves and post three statements about their life to the rest of the community on the comments thread. The trick, here, is that the two of the statements given should be true and one should be a lie. At a next stage, the community ("peers") shall attempt to guess which statement is not true, and indicate the lie. Once a number of course participants have made their guess, the learner who started the group discussion shall reveal which statement is the lie.

The platform has also recently released the "chat room" widget; a collaboration and communication tool, to bring learners together and engage them in active discussion on designated topics. Trainers and facilitators are encouraged create breakaway groups of learners at key points in the course so that they can share ideas in real-time, work on common projects, and build an open environment of collaboration and co-creation.

12.6   Sharing the course

There are several options for sharing and disseminating the REMOWA MOOC.

1. You can invite students by email through the platform, as shown in the image below.
2. You can share the course in social media (FaceBook, Twitter, and LinkedIn).
3. You can email the link of the course.
4. You can embed the REMOWA MOOC into your own blog or website.
5. You can submit a request for publishing the course in the platform's marketplace.

OPENLEARNING lists courses that have successfully passed the "OPENLEARNING" course quality review.

(https://help.openlearning.com/t/63j3nl/1-about-our-course-quality-review-process).

12.7   Tips for trainers and facilitators

1. Facilitate the course and help learners achieve their personal learning objectives.
2. Encourage learners to participate in the "welcome activity" before engaging with learning activities.
3. Login daily to interact with participants and/or monitor course activity.
4. Monitor learners' progress and send reminder messages to students indicating their progress status and encouraging them to complete all sections.
5. Moderate learners' interaction in the REMOWA student area and chat rooms, as well as the comment threads on each course page.
6. Respond to learners' emails, messages and discussion postings within a day.
7. Prior to REMOWA MOOC release date, trainers should proofread the entire course, review all educational material, post an introductory announcement (or a welcome video), provide contact details, and set online office hours.
8. Schedule online office hours for learners that will take place once a week via the announcement section or the online chat.

9. Provide regular feedback on tasks and exercises submitted by learners and grade assignments (if relevant. Personalised feedback must be provided within forty-eight (48) hours after the submission of tasks due date.

10. Encourage learners to play the simulation game on a repetitive basis, until they achieve the optimal outcome.

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13   Examination and grading

13.1   Assesment of learning outcomes

At the end of each learning module, the candidates' knowledge is assessed. to successfully complete this course, candidate needs to get positive grades from all six learning modules, for each learning module separately.

The assessment procedures should refer to the following:

– **Focus:** randomly selected parts of learning units.
– **Methods:** digital exam, the exam containst heoretical questions and practical task
– **Type**: formative examination
– **Context and conditions:** the participant must answer to the randomly selected theoretical questions and solve a practical task.

Table 7: Criteria for grading

SAMPLE OF MEANING	GRADE
– The candidate does not understand the content of the question/exam obligation. – The candidate has partially remembered the learned content, he/she does not understand the topic. – The candidate does not understand the practical task. **Knowledge doesn't meet minimal criteria**	0
– The candidate has remembered the learned content, he/she understand the topic of theoretical questions and he/she understand the topic of practical task. **Knowledge only meets minimal criteria.**	1 Acceptable
– The candidate has remembered the learned content, he/she understand the topic and he/she is able to execute practical task. **Average performance. Good or solid knowledge, but with faults**	2 Good
– The candidate is able to evaluate the strengths and weaknesses, opportunities and threats. **Excellent or very good knowledge without or with some minor faults**	3 Excellent

13.2   ECVET points

What are ECVET points?

ECVET points are a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification.

How many ECVET points are allocated to a qualification and how is it done?

Allocation of ECVET points to a qualification is based on using a convention according to which 60 points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET.

For a given qualification, one formal learning context is taken as a reference and, on the basis of 60 points per year of formal full time VET, the total number of points is assigned to that qualification.

Units are components of qualifications. There is no ideal size for a unit. Therefore units determine the content and possibly the structure of the programme. However, for the same qualification, different education and training programmes may exist. An education or training programme is composed of different learning activities such as modules, placements, trainings etc to which a curriculum is related (learning objectives, content, assessment methods and material etc). The programme therefore structures the way the learning activities are organised. The relationships between units and these sets of learning activities depend on the qualifications system.

(MORE ABOUT ECVET POINTS, PLEASE SEE
https://www.cedefop.europa.eu/files/4900-att1-1-ECVET_QA_Final.pdf)

The entire qualification has 30 ECVET.

Representation of the overall weight of learning outcomes in a qualification:

– Each of the six learning modules has the same weight.
– All learning modules and learning units have the same weight.

(MORE ABOUT GENERAL PRINCIPLES OF ASSESSMENT, PLEASE SEE:
http://www.ecvet-   projects.eu/Documents/Note%20on%20assessment%20revis
ed.pdf)

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14 Implementation

Before the start of each learning module, implementation must be planned . It is necessary to plan: tasks, activities, who will do them and deadlines.

Table 8: The implementation plan can be prepared in the form of a table.

TASK	PERSON	DEADLINE
Setting the term of education		
Workspace reservation		
Agreement with the teacher, contracts, …		
Promotion		
Collecting applications from participants		
Contact with participants, contracts, …		
Contact with the teacher		
Transportation, parking spaces, other logistics		
Preparation of workspace for implementation		
Preparation of materials for implementation		
Financial accounting matters		
Issuance of certificates to participants		
Conducting an evaluation survey		

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15   Evaluation

At the end of each learning module, we do an evaluation. This means, that we separately evaluate each learning module (Communicational skills, Digital skills, Work-life balance skills, Organizational skills, Leadership skills, HRM skills).
The content of the evaluation questionnaire is the same for all learning modules in all countries.

Evaluation is carried out in the form of an anonymous survey: it can be a written questionnaire, but it can also be an anonymous online survey. All participants are invited to the survey. Participation is anonymous and voluntary.

If the survey is in online form, the online questionnaire is prepared by the national organizer of REMOWA education. If the survey is in paper form, the questionnaires are prepared by the national organizer of REMOWA education.

The teacher is responsible for the operational implementation of the evaluation questionnaire.

The results of the survey are analyzed by the national organizer REMOWA education. If it finds out, that a score is less than 3.00, the national organizer must take corrective action.

Table 9: Eevaluation questionnaire

	Strongly Disagree 1	Disagree 2	Neither Agree or Disagree 3	Agree 4	Strongly Agree 5
I know what the goal of this education was.					
The learning contents followed the goals of education.					
I learned a lot of new things in this education.					
After this education, I understand things I did not before.					
After this education, I am qualified to do things I have not done before.					
After this education, my competencies for the work I do have improved.					
The learning content was systematically structured and tied to learning materials.					
The teacher used such teaching strategies that I had to be active.					
The teacher used such teaching strategies that I acquire knowledge through interaction with others (e.g., classmates)					
During or after education, I analyzed the added value by myself.					
I noticed that teacher knew didactics; he lectures clearly, understandably, and systematically.					
I sensed that the teacher knew the content.					
I sensed the teacher's work engagement.					
I would also hire this teacher by myself for education in the company where I work.					
I would also recommend this educational content to my friends.					

Remote Working Management Skills for HR Professionals

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Abstract The handbook "Remote working management skills for HR professionals-HANDBOOK FOR TRAINERS" is related to online training for HR professionals. In the handbook, we present the curricular aspects of the training. The emphasis is on the following: list of skills for mangers; list of learning outcomes; list of learning contents; learning strategies and methods; learning materials; instructions for examination and grading; instructions for implementation. There are six learning modules in the list of learning contents: Communicational skills, Digital skills, Work-life balance, skills, Organizational skills, Leadership skills and HRM skills. For each learning module, we prepared the learning material: Case studies; Practical exercises; Questions and answeres; Multiple choice questions. The trainer also has available for each learning module: Power point presentations (5 files for each learning module); Lecture notes (10-15 pages for each learning module). Presentations and lecture notes are not included in this handbook. They are published separately.

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