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Recruiting the Young Generation Workforce: Innovative HR-Management

Further vocational training in Human Resources Management for SMEs

Evaluation of the Training Activities



Compiled by Alexander Frevel

Arbeit und Zukunft e.V. [PP 7]



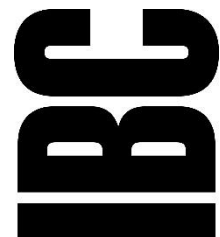
Wielkopolska Izba Rzemieśnicza
w Poznaniu



ESTONIAN
CHAMBER OF COMMERCE
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Izba Rzemieśnicza w Opolu



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1. Formal Classification of the Report

The report presented here is laid out in the project's work plan in **Work Package (WP) 5** "Training HR management for SMEs" as Output O 4 "Training programme for SME managers".

Activity 1 contained the "Development of a concept as well as drafts for curriculum, teaching materials, etc. for comprehensive further training of owners, managers and Human Resources Managers of SMEs" (hereafter briefly named HRM training), responsibly carried out by the International Business College [project partner (PP) 6 – IBC].

Activity 2 dealt with the "Development of a coaching programme for accompanying guidance by teachers and counsellors during the phases of learning at work and realization of development projects", developed by the Hanse Parliament [PP 1 – HP].

Activity 3 contained the "Testing of the training and coaching programme under different national conditions".

The trainings were conducted by four project partners in three countries:

- Izba Rzemieslnicza w Opolu / Chamber of Crafts – CCO, Opole/Poland [PP 3]
- Wielkopolska Izba Rzemieslnicza w Poznaniu – WIR / Greater Poland Chamber of Crafts in Poznań /Poland [PP 4]
- Eesti Kaubandus-Tööstuskoda / Estonian Chamber of Commerce and Industry – ECCI Tallinn/Estonia [PP 5]
- International Business College – IBC, Kolding/Denmark [PP 6]

Main subject of the report is the **Activity 4** "Evaluation of the trials and on the basis of the evaluation results, completion of the further training and coaching programme with all documents", lead executed by Arbeit und Zukunft [AuZ – PP 7].

Based on the evaluation and the developed examination regulations (**Activity 5**, Hanse Parliament – PP 1), some "Development application notes and usage recommendations for the further education and coaching programme and for conducting examinations" should be compiled as **Activity 6** by Arbeit und Zukunft [AuZ – PP 7].

2. Training Programme Human Resources Management (HRM)

2.1 Contents and Material Basis of the Training Programme HRM

The material basis of the HR-Management trainings were

(1) the elaborations developed in WP 1 on "Good Practices and Concept" (Output O 1: Digitisation Concept to Support Human Resources Management) as a holistic approach for a new modern Human Resources management in SMEs and

(2) a toolbox for the determination of personal competences and conceptions of life as well as comparison with company goals (WP 3, Output O 2).

Both reports are described separately.

The target groups of the HR-Management Training programme were owners, HR-managers and qualified workers of SMEs with tasks and interest in personnel development in general and recruitment processes in particular.

To prepare for the implementation of the qualification offers

a) for HR managers and managers of SMEs (WP 5) and



b) for mentors (WP 6),

a train the trainer / train the consultant concept "Training Programme Competence Assessment" was developed and tested as a model [WP 4; Output O 3] by Arbeit und Zukunft [PP 7 – AuZ]. The seminar covered the content of the two outputs O 1 and O 2 mentioned above and at the same time provided basic knowledge on the implementation of HR-Management seminars by the participating institutions of the project partners.

That seminar was held in Kolding (Denmark) in November 2021.

2.2 Methodological Basis of the Trainings: the KAIN Concept – Knowledge Acquisition according to Individual Needs

One methodological focus was the orientation towards the KAIN concept – Knowledge Acquisition according to Individual Needs. The basic design of the training programmes accordingly provides for a three-part structure:

Part 1: Classroom teaching

The core of this training module consists of a 1.5 to 2-days workshop in which the participants get to know (usually science-based) models and instruments from project-related research and practice for structuring and solving problems and learn to apply them (mentally). This is intended to create a common conceptual basis for the further procedure in the training.

The models and instruments presented (as design recommendations for practical use) ideally from a common framework in which, in particular, the existing experiences of the participants are to be integrated in order to pursue the training objectives. The experiences of the participants should serve to supplement or modify the proposals for structuring and solving problems given by the lecturer.

Thus, at an early stage of the training, a necessary mental adaptation of the proposed models and instruments to the individual needs and characteristics of the participants on site (usually with different framework conditions) should take place.

A further focus of the first part of the training is to introduce the participants with the planning, implementation and also (critical) evaluation of their own project, which is to be dealt with in the second part of the training. Thus, another central goal of this part of the training is to give the participants important impulses for the implementation of the presented models and instruments in their own project. The application and implementation of the presented models and instruments by the participants "at home" is, so to speak, the focus of the second part of the training concept.

Part 2: Self-study in own company / organisation

In the second part, the participants have the task of applying the knowledge acquired in the first part and the knowledge of how to shape their own practice in the sense of the training idea in their companies/organizations. For a sustainable (learning) effect it is necessary that they plan, implement, evaluate, critically reflect and document their own project or activities to improve a situation on site under their individual framework conditions in the "here and now".

This phase with the duration of approx. 12 – 18-weeks is accompanied and supported by professional advice and support from the trainers/consultants. In principle, the participants should apply and implement the knowledge they have acquired in Part 1 themselves. As a rule, however, advice and support are often required in order to apply the process of adapting the knowledge acquired in Part 1 of the training appropriately under the real conditions on site and to lead one's own project to success.



This second part of the training enables in particular the very welcome didactic aspect of working on concrete improvements in one's own company / at one's own workplace, which is associated with a high motivation to learn. In this learning process, the company management and other employees are usually intensively involved in what is actually done at the workplace, thus achieving joint learning and strong multiplication effects in the training.

Further advantages are that what has been learnt is directly implemented in everyday business life, that the innovations associated with project work are in the interest of company's management, quickly become visible and motivate managers to promote further training for the workforce and to use it as a strategic instrument of company management. It also responds to the particular needs of small and medium-sized enterprises, which are constantly suffering from a lack of time as the biggest obstacle to training.

Part 3: Individual project presentation and reflection

In the third part of the training, the experiences and the insights gained will be presented and exchanged at a joint event, with the participants presenting and discussing their individual projects. Both the participants and the trainers have the particular task of reviewing the projects and reflecting on whether or respectively what contribution they make to the sustainable pursuit of the overarching training idea to strengthen the capacity and ability for HR policy and workplace innovation. The exchange between the participants can provide them with very valuable impulses on how to make their own project even more successful. In this context, an important goal can also be to show which major obstacles are responsible for "not-yet-success" in order to work on this in the future.

3. Evaluation

3.1 Theory-based Approach of Evaluation

The aims and targets of the evaluation of any change measures or actions are always context dependent issues. This is also how any training measures are to be assessed.

The evaluation of the quality of an educational programme includes the methodical compilation and justified appraisal of processes and results based on verifiable criteria in the sense of an impact control for the reflective review and assessment of any necessary adjustments to the content or structure of the educational measure.

Usually this is done in three dimensions:

1) The **Input evaluation** considers the conceptual and material preparations. For example, the interesting questions are: Is there a concept with teaching and learning objectives? Is the selection of topics based on the needs of the target group (companies, persons with specific functions)? Do the modules follow on each other in a target-oriented way? Are there teaching and learning materials for all modules? Is there enough time for self-learning and for communication and cooperation (interactive group work)? Have the lecturers been selected according to their pedagogical and professional competences?

The input to be evaluated naturally also includes the course implementation activities in accordance with the content, didactic, time structure, and framework conditions conducive to learning (facilities, equipment).

2) The **Output evaluation** is usually done by asking the participants and the lecturers whether the inputs and implementation have led to the desired results: Has the target group been reached? Have all the modules been carried out? Was the time planning right? Were there sufficient opportunities to ask



questions and hold discussions? Was the ratio of knowledge transfer to self-learning and group work appropriate? Was the content conveyed in a good and comprehensible way? Was the methodology and didactics appropriate for the participants? Are the teaching and learning materials comprehensible, complete and appropriate for the target group? Is the content sufficiently practical, usable and applicable for the participants? Were the framework conditions conducive to learning?

3) An **outcome evaluation** in the sense of sustainable individual and company effects can only be carried out after a longer phase of practical application. The outcome does not only depend on the training, but is essentially determined by the operational conditions (e.g. decision-making competence, implementation competence, support of supervisors and colleagues).

In value chains, input, output and outcome are intertwined. Example: Outputs of the conceptual development of a training measure include a curriculum and teaching and learning materials. These are also necessary inputs for the implementation of a training course.

Vocational education and training takes place to impart information, knowledge, skills, competences and abilities. For the purpose of monitoring success, the educational offer and the learning results are examined. This presupposes that the desired goals and objectives are verifiably formulated and described in a measurable way. Example: The statement "12 participants should be acquired, of which at least 10 successfully complete the examination" is measurable, whereas "As many people as possible should participate and complete the examination" does not formulate clear objectives and is not verifiable.

When reviewing the impacts, a distinction is made between the numerically measurable or assessable results and an assessment of the development and implementation process.

a) The process orientated analysis is called **formative evaluation**. Examples of questions are: Is the educational measure active-creative? ... constructive? ... communication-promoting?

b) For the analysis of the learning success, summarising and balancing assessments are made from the perspective of the participants and the lecturers. This is usually done by means of a questionnaire. The central questions of this so called **summative evaluation** are, for example: Does what was learned correspond to the knowledge and skills to be acquired? Was learning adequately supported / encouraged? Are the learning materials comprehensible?

Possible topics for an evaluation of an educational offer are for example¹:

- **Adequacy**
To what extent do the (learning) objectives and content of the (learning) objectives and contents of the training measure offered of the target group?
- **Satisfaction**
How satisfied are the participants?
- **Learning support**
To what extent do the didactic conception and its implementation support the acquisition of technical (...) competences?

¹ The examples are taken from: Rühmling, Melanie: Evaluation in Bildungsprogrammen. In: Universität Rostock, Wissenschaftliche Weiterbildung (Hrsg.): Weiterbildungsmanagement professionalisieren. Anregungen aus der Weiterbildungspraxis [Evaluation in Educational Programmes. In: University Rostock, Scientific Continuing Education (ed.): Professionalising continuing education management. Suggestions from continuing education practice]. Rostock 2017, S. 114-133



- **Learning success**
To what extent do the participants achieve the goals set for the learning field?
- **Learning gain**
To what extent have the participants developed their existing competences through the training programme?
- **Transfer success/benefit**
How do participants apply their knowledge and skills in their professional practice?

Thus, in ideal world, the courses, the methods used in the courses and the means to evaluate the outcome of the course, the learning of trainees and the efficacy and success of the methods should be designed together so that the whole course is seen as main process inside which the training and evaluation are parallel sub-processes. This would be the best way to ensure that exactly those goals set to this unique program are measured during the evaluation.

Evaluation of courses including gained results and found problems is essential to be able to further develop the existing training programs as well as to consider the experiences gathered from these programmes when building new curricula.

When evaluating a training course, the goals and real results should be compared. This is not always possible or fair and just. The evaluation should only target those measurable issues that the designer, teacher, facilitator or student themselves have an impact on. Evaluating the impacts of training programs against the presented main goals would require large societal researches including the recording of the initial situation before starting the programs and the long-term follow-up research in which the conducted interventions and actions (in this case: new forms of training and education) and their impacts on change of variables is followed. The final conclusions can be drawn just after some years or after decades. – Due to the time constraints in this project, this is not possible. In this respect, the entire evaluation process must and can be simplified.

The most important variables, on point of view of achieving the goals set, are the motivation of participants, the support they get, the relevance of issues in curricula, the quality of material used, and the ability of facilities to support training and learning. Although most of the variables presented above are so called soft variables, which can't be measured directly by targeting the measurement tool to some point or phase in the process, they can be assessed indirectly by assessing the feelings and comments of participants and other stakeholders.

In this project the experiences and comments of participants have been surveyed by simple questionnaires with questions approaching the common impressions, the applicability of facilities, the relevance and importance of each issue and the experienced quality of each lesson and material used.

3.2 Evaluation Concept

The type of the evaluation applied here follows the standard course of evaluation methods, i.e. formative, process, and output evaluation.

- The formative evaluation will provide feedback to the curriculum designers, developers and implementers to ensure that designed and implemented courses really meets the needs of the intended audience, i.e. assure or improve the quality of program. Furthermore, the evaluation also provides information that benefits the development of the program, facilities and timing. Formative evaluation and analyses will answer to the following questions:



- Were the goals and objectives suitable for the audience?
 - Were the training methods and course materials appropriate for the audience?
 - Should the programme or part of it be further developed and if so, how and to what extent (in terms of content, methodology)?
- The process evaluation will provide information concerning the training and lectures, like asked questions and verbal feedbacks.
 - Process evaluation answers the question “What did you do?”
 - It focuses on procedures and actions used to produce results.
 - Process evaluation takes place during the training delivery and at the end of the training.
 - The co-organizer (Responsible for the course)
 - monitors the training,
 - describes the training process as a whole, and
 - records the findings into the written report.
 - The outcome evaluation tries to find out how the knowledge, attitudes, and behaviours of the audience developed. It takes a long time to determine the outcomes of the education and training, so at this stage only the most important topics that the participants have learned at the end of the training will be assessed.

3.3 Survey Instruments being used

In accordance with the project partners, four questionnaires were developed: (1) two for the participants (1a) after the first part of the training and (1b) after the third part, and (2) also for the trainers (2a and 2b).

The basic structure of the questionnaires and instructions for their use are briefly described below. The questionnaires are attached to the report in Attachments 1 to 4.

Phase	Participants	Lecturers	Attachment No.
Survey immediately after KAIN phase 1	1a		1
Survey immediately after KAIN phase 3	1b		2
Survey immediately after KAIN phase 1		2a	3
Survey immediately after KAIN phase 3		2b	4

- (1) The surveys have been conducted with partly similar, but in particular also in each case specific questions in alignment with the tasks of the respective first and third phase according to the KAIN concept. The second phase of independent work on a self-selected topic was not included in the course evaluation. The questionnaires are appended in attachments 1 and 2. For reasons of data protection, the survey is conducted anonymously. The questionnaires cover the following topics:
- a) The name of the course and the dates of implementation are listed at the beginning.
 - b) This is followed by a few brief queries about the participant's personal data: gender, age, sector of the company, workplace / job.
 - c) The questions for the evaluation of the training refer to the implementing organisation, the spatial and technical equipment, the course materials, the topicality and relevance of the contents, the content structure (red thread), the theory-practice relationship, the comprehensibility of the teaching, methodology and didactics, and the time structure. In addition, assessments are asked



about the increase in knowledge, the usability, the group atmosphere and the social contact with other participants. – Please note that different topics can be asked separately if this is necessary.

- d) The open questions explore what was (particularly) well and not so well liked, which topics should be dealt more or less intensive and whether something was missed.

If the questionnaires need to be compiled to other languages, the organizer has to take care of this.

- (2) Semi-structured questionnaires have also been developed for the trainers / lecturers / teachers. The questionnaires are appended in attachments 3 and 4.

The questions refer to the organisation, the spatial and technical equipment, whether the contents fit the needs of the participants, and the time structure. In addition, assessments are asked about the qualification preconditions of the participants as well as their motivation and willingness to learn, and their cooperation with other participants. At least is asked, whether the contents of the training match to the requirements of the qualification.

Time to fill in the survey (approx. 5-10 minutes) should be given at the end of each workshop.

Please note: The surveys for participants and lecturers will be (and have been) conducted twice, in the end of both workshops (KAIN-phases part 1 and 3)!

The local organiser will analyse the questionnaires and provide a summary to the evaluator. If there are free speech answers in some other language than English, it is recommended to translate them.

The evaluator compiles all the feedback and creates a summary.

4. Evaluation Results – Application Notes and Usage Recommendations

4.1 Evaluation Reports of the Implementing Organisations

The evaluation reports of the implementing project partners have been slightly revised, mainly linguistic corrections have been made, and the structure and formatting have been standardised. They are listed in → Attachments 5 to 9. Here follows a summary of the most important indications of positive aspects and suggestions for changes.

The target number of participants was exceeded by a third.

The table shows the distribution for the implementing project partners involved.

Implementation by project partner	Number of participants		
	Training part 1	Training part 3	
Opole (PL)	16	16	→ Attachment 5
Poznan (PL)	9	3	→ Attachment 6
Tallinn (1) (EST)	12	4	→ Attachment 7
Tallinn (2) (EST)	22	9	→ Attachment 8
IBC Kolding (DK)	9	7	→ Attachment 9
Sum	68	39	
Target value	50		



- ∅ The report from **Opole** (see attachment 5) makes the importance of the topic clear. All participants were dealing with HR Management tasks for the first time and diagnosed large knowledge gaps. In particular, the topic of different values and behaviours among distinct generations and the need to pay attention to this in recruitment, e.g. through different advertising channels, was of importance to them. In this respect, they found it important to gain knowledge about the possibility of recruiting employees from the generations Y and Z. The idea to involve employees in the recruitment process was accepted with approval.

The participants recommended conducting trainings for all members of the economic self-government organization. They expressed support for the use of recruitment tools developed by the REGROW project. – These forms, however, should be adapted to the needs of each company individually.

The Chamber of Crafts in Opole has declared its commitment to help and support the recruitment process in companies. A tab dedicated to job offers submitted by entrepreneurs will be created on the website of the Chamber of Crafts. These offers will be available to graduates of industry schools and adults looking for a job in a given profession.

- ∅ The report from **Poznan** (see attachment 6) explains in detail the existing problems of the younger generations from the point of view of the project partner. The assessment of the seminar from the participants' perspective was extremely good – each of the factors in the questionnaire was covered by 100%, which means that the training was very satisfactory for the participants.

The time for project was slightly too long. The participants carried out projects that were not complicated and were mostly seen as operational improvements, so the 12-18 weeks to complete the project was too long.

The content of the training was very comprehensive, well prepared and very interesting for many participants, however when thinking about SMEs it would be better to restrict it to some important issues (educational leave is commonly known and if you are a manager, even a HR manager, you have to know it as it is stated in labour law code). Furthermore, it might be better to design the theoretical part to take 3 hours per day (e.g. in online form) over several days, instead of 8 hours in one day.

- ∅ The pilot seminar in **Estonia** (see attachment 7) experimented with several lecturers for each training topic, making the overall layout very versatile and interesting for the participants. The participant's prior knowledge on the topic of Human Resources Management was rather low.

The topic the participants had chosen for their homework was related to onboarding which seems to be a theme participants felt was not structured enough in their companies. But: Participants admitted that it was too early to share the results of the project implementation as no new staff had entered the organization within the time period.

Feedback of participants on **part 1**:

Participants were (very) satisfied with the organization of the seminar. The facilitation (location, room, technical equipment etc.) was suitable for training. The course material was comprehensible. The training material reflected the state of knowledge well. The sequence of lessons made sense. Some participants mentioned that there could have been more time for sharing experiences with other participants.

Participants liked the most the practical examples, openness and charisma of the speakers, choice of topics, learning environment, knowledge sharing.



What could have been better: More time for some topics (e.g. mental health, labour law), as some topics On the other hand some topics like diversity at workplace could have had less time.

Most of the participants said they would recommend the training to others, as it was motivating and informative.

Feedback of participants on **part 3**:

Time between 1st, 2nd and 3rd training days was too long. Also, it was quite a challenge to showcase results of the project because they are long-term.

Feedback of **trainers& facilitators**:

All the trainers and facilitators loved that the participants were active listeners and worked along with them. They asked questions and shared the stories and situations of their respective companies. In group exercises the discussions were vivid and different perspectives were shared. Lots of good ideas were recorded to flipcharts, from where participants could copy them onto their own notepads.

- ∅ The 2nd pilot seminar in **Estonia** (see attachment 8) built on the experiences of the first seminar. The implementation in autumn 2022 had no far-reaching changes in content. Due to the positive outcome of the first training, the seminar was quickly fully booked and, with 22 participants, had by far the highest demand of the trials.

Overall, there was an extremely positive assessment of the seminar. – With one exception, all items were rated with over 4.4 out of 5 points. The highest values were given to ‘location of the training and facilities’, ‘Comprehensibility of the course material’ (both 4.94), and ‘Appropriateness of methodology and didactics’ (4.82). The training had improved the knowledge in HR-Management und the participants rated the benefits for professional applicability and their future career highly.

The only critical remark was that there could be more time scheduled for each topic (average score 3.65).

The most important topics that were dealt with independently in the company during the practical phase (part 2) were onboarding (4 times), dealing with different generations in the company (3 times), and mental health.

Participants got many ideas what to implement in their company. All would recommend the course to others.

Lecturers were satisfied with the organization and facilitation of the training: everything was on time, as more of an introduction to the topic the schedule was sufficient. Participants were active and gave some good feedback later.

- ∅ The training in **Denmark** (see attachment 9) was carried out at the IBC – International Business College with nine participants from eight companies. It was conducted by the experienced Chief Consultant of the IBC. The course was according to the KAIN-concept. The participants were very heterogeneous in terms of the companies' areas of activity, of age structure as well as in regard to their previous knowledge in the field of HRM.

Participants were (very) satisfied with the organization of the training program. The facilitation (location, room, technical equipment etc.) was suitable. The course material was understandable, the training material was very good; the sequence of lessons was okay. Some mentioned that there could have been even more time for experience sharing among other participants. The participants said that



there were too many topics to 2 days. Fewer topics and more depth would have been better or more days.

What participants liked most the practical examples from the trainer, choice of topics, the learning environment of IBC, and the exchange of knowledge and experience with each other. Most would recommend the training to their colleagues or other.

What could be done better: The participants wanted more information about personal data (European General Data Protection Regulation and Danish Law), Whistleblowing, and Headhunting; the topic of Generation Z was too long.

To the third part it was noted that the instructor explained the individual subjects very well and a lot of experience was shared on the day. The support of the teacher has been very good during the presentations. The other participants' feedback during the presentations was engaged and fruitful. It was nice to have plenty of time for the presentations. The participants think that their knowledge has improved by participating in the HR program. The KAIN program was a good way to work with the HR program.

The trainer loved that the participants were active listeners and worked along with them. They asked questions and shared the stories and situations of their respective companies. In group exercises the discussions were good and perspectives were shared.

Hr liked the visits and sparring at the companies and the interacting between trainer and participant. The presentations on the operational development projects were of high quality. There was enough time to share knowledge between the participants and they were very pleased with that.

4.2 Summarised Evaluation – Application Notes and Usage Recommendations

The participating organisations assessed the seminar contents as necessary and helpful for the target group. The course materials were rated well. All institutions have confirmed that they want to continue the training after the end of the project.

Nevertheless, there is a need for adjustment in terms of time:

- 1) It was often requested that some topics (especially onboarding, mental health, recruiting and generational aspects) should be covered more intensively. - If other topics are not to be shortened or omitted, an extension of part 1 to 3 days should be considered.
- 2) The period of about 2 months for the independent practical work on a project seemed too long to some participants. It should be considered to shorten this second phase to 4 to 6 weeks, depending on the complexity of the chosen topics.

It can (should) be expected that implementing organisations know the actual needs of enterprises. Their exploration as well as an assessment of the qualification requirements (in particular knowledge of the subject area, previous management approaches) are a necessary prerequisite for preparing the course content as well as the intensity of the processing in a way that is appropriate for the target group.

The implementing organisations can of course make adjustments to the seminars. This includes first and foremost the selection of topics according to the needs of the companies and the previous knowledge of the participants. The time structure of the seminar (e.g. conducting them on several half days) as well as the possibility of offering parts of the qualification as an online training, are also freely selectable. Country-specific features (laws, company conditions, relations (values / attitudes) between employers and employees) are to be urgently observed.



For the selection of practice-relevant projects in KAIN phase 2, care must be taken that the topics neither over- nor under-challenge in terms of time or content. The time frame for this phase should be geared to this. The lecturers should actively support in the choice of topics, if necessary.

An increase in participation in the third phase could be possible if the visits to the participants in their companies were used for a coaching or counselling conversation, as the experience in Denmark shows.

When adapting the evaluation questionnaires, care should be taken to ensure that the relevant questions are retained in order to be able to draw conclusions for any necessary adjustments in content, methodology, or time.

The partners from Opole and Estonia had a large loss of participants for the 3rd phase. In addition to work commitments, they unanimously pointed out that the time for practical work on a topic was obviously too long and therefore the willingness to participate dropped significantly. – Nonetheless, it may also be that this phase was not given any overriding relevance and/or the projects were not worked on. Without evaluating this phase, however, none of the assumptions can be falsified or confirmed.

Therefore it is worth thinking about extending the evaluation in two directions:

Firstly, KAIN phase 2 with the development of an operational concept could be evaluated on the process and the material results with inquiries of a) the participants, b) the supporting external consultants and c) the management of the delegating organisations.

Secondly, after a phase of practical implementation of the project – depending on the necessary duration of the implementation – an assessment of the impact could be carried out in the sense of an outcome review.

The evaluation could contain the following phases and respondents which are carried out at different times:

Phase	Participants (P)	Company (C)	Lectures (L)
(1) Survey immediately after KAIN phase 1	Questionnaire P 1		Questionnaire L 1
(2) Survey immediately after KAIN phase 2	Questionnaire P 2	Questionnaire C 1	Questionnaire L 2
(3) Survey immediately after KAIN phase 3	Questionnaire P 3		Questionnaire L 3
(4) Survey 3-12 months after KAIN phase 3 ("outcome")	Questionnaire P 4	Questionnaire C 2	

4.3 Final assessment

The pilot tests were successful from the perspective of the implementing organisations.

The participants assessed the contents as meaningful and relevant to practice.

The curriculum is thematically appropriate and meets the needs of the companies or those persons who are responsible for HRM.

The training materials are sufficient and instructive. Some necessary adjustments are due to specific individual and company needs as well as previous knowledge and experience. This problem can be reduced or avoided in advance through consultation with companies and potential participants.



The instruments presented were judged to be suitable. Company-specific adaptation needs can be realised – if necessary with the support of the chamber or other advisory institutions.

A fundamental revision of the further training programme (training concept; teaching and participant materials) is not necessary.

For the second KAIN phase of practical testing, possible topics should be selected in advance with the sending companies and with the potential participants. The supervision of the participants in this phase should be intensified in the sense of a coaching programme in order to improve the learning success and practical relevance.

The company visits can be used to intensify contacts. One learns about good solutions, but also about existing problems. Not infrequently, additional qualification or counselling services can be discussed.

5. Attachments

Attachments 1 to 9 follow on the next pages.



Attachment 1



Logo of the implementing organisation

HR Management Training

Questionnaire for Participants (phase 1)

Course <Name, Location, Date>.....

Your desired participation in this survey serves to assess all aspects of the qualification measure in order to evaluate what is good and what needs to be improved. Of course, all information will be treated confidentially in compliance with data protection laws and will only be evaluated anonymously.

⇒ Please tick the applicable box.

Personal Data

Form with fields for Gender, Age, Economic sector / Branch, and Workplace / Job, each with multiple choice options.

Scale: 1 = absolutely disagree / 2 = rather disagree / 3 = neither disagree or agree / 4 = tend to agree / 5 = fully agree

Table with 6 columns (statements and ratings 1-5) and 5 rows of statements for evaluation.



I felt the theory-practice ratio to be good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The topics and issues were relevant and responded to the goals of training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturers explained topics of the lessons, additional questions, experiences, and topical issues arisen during the course well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The methodology and didactics of the lecturers were appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There was enough time scheduled for each topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I got valuable knowledge from lessons and examples presented by lecturers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The training has improved my knowledge in HR management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe that I can utilize the knowledge gained from lessons in my future career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It was a pleasant group atmosphere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There was enough time for social contacts to other participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (free text)

What was good? What has pleased you?
What was not good? What made you upset?
Was the proportion of topics suitable or should something be increased / decreased?
Was anything missing that you might need in your future profession / occupation / job?
Would you recommend the course to someone you know? If not, why not?
Other comments

Thank you for your participation and cooperation.



Attachment 2



Logo of the implementing organisation

HR Management Training

Questionnaire for Participants (phase 3)

Course <Name, Location, Date>.....

Your desired participation in this survey serves to assess all aspects of the qualification measure in order to identify possible needs for improvement. Of course, all information will be treated confidentially in compliance with data protection laws and will only be evaluated anonymously.

⇒ Please tick the applicable box.

Personal Data

Gender	<input type="checkbox"/> Female (Mrs)	<input type="checkbox"/> Male (Mr)	<input type="checkbox"/> Other (Mx)
--------	---------------------------------------	------------------------------------	-------------------------------------

Age	<input type="checkbox"/> < 35 years	<input type="checkbox"/> 35 - 49 years	<input type="checkbox"/> ≥ 50 years
-----	-------------------------------------	--	-------------------------------------

Economic sector / Branch	<input type="checkbox"/> Crafts	<input type="checkbox"/> Industry	<input type="checkbox"/> Trade	<input type="checkbox"/> Services	<input type="checkbox"/> Other
--------------------------	---------------------------------	-----------------------------------	--------------------------------	-----------------------------------	--------------------------------

Workplace / Job	<input type="checkbox"/> Production	<input type="checkbox"/> HR area	<input type="checkbox"/> Other, namely:
-----------------	-------------------------------------	----------------------------------	--

Scale: 1 = absolutely disagree / 2 = rather disagree / 3 = neither disagree or agree / 4 = tend to agree / 5 = fully agree

	1	2	3	4	5
<i>[Only if different than in workshop 1]</i> The facilitation (location, room, technical equipment etc.) was suitable for training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturers explained topics of the lessons, additional questions, experiences, and topical issues arisen during the course well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The methodology and didactics of the lecturers were appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The support by the lecturer in the project work phase was good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The result reports were sufficiently valued by the lecturer and the other participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There was enough time scheduled for each presentation and discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



I got valuable insights from the presentations of other participants and the reflection on the results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The training has improved my knowledge in HR management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5
I believe that I can utilize the knowledge gained from lessons, practical phase and exchange of experiences in my future career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It was a pleasant group atmosphere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There was enough time for social contacts to other participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (free text)

What was good? What has pleased you?
What was not good? What made you upset?
Was the proportion of theory and practice suitable or should something be increased / decreased?
Was anything missing that you might need in your future profession / occupation / job?
Would you recommend the course to someone you know? If not, why not?
Do you think that the KAIN concept is basically suitable for linking theory and practice and for supporting your own learning?
Other comments

Thank you for your participation and cooperation.



Attachment 3



Logo of the implementing organisation

HR Management Training Questionnaire for Lecturers (phase 1)

Course <Name, Location, Date>

.....

Subjects / Topics that you have taught:

.....

Please evaluate the statements/questions with rough markings and give additional, differentiated comments.

(1) The organisation of the seminar (invitation, information, ...) was ...

1 = Insufficient	<input type="checkbox"/>	Comments:
2 = Sufficient	<input type="checkbox"/>	
3 = Moderate	<input type="checkbox"/>	
4 = Good	<input type="checkbox"/>	
5 = Excellent	<input type="checkbox"/>	

(2) The facilitation (location, room, technical equipment etc.) was ...

1 = Insufficient	<input type="checkbox"/>	Comments:
2 = Sufficient	<input type="checkbox"/>	
3 = Moderate	<input type="checkbox"/>	
4 = Good	<input type="checkbox"/>	
5 = Excellent	<input type="checkbox"/>	

(3) How well did the curricular contents fit the needs and learning objectives of the participants?

1 = Insufficient	<input type="checkbox"/>	Comments:
2 = Sufficient	<input type="checkbox"/>	
3 = Moderate	<input type="checkbox"/>	
4 = Good	<input type="checkbox"/>	
5 = Excellent	<input type="checkbox"/>	



(4) How well did the schedules match the training content?

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

(5) How do you assess the qualification preconditions of the participants?

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

(6) How do you rate the motivation and willingness to learn of the participants?

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

(7) How do you assess the cooperation of the participants?

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

(8) How do the contents of the training match to the requirements of the qualification?

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

Thank you for your participation and cooperation.



Attachment 4



Logo of the implementing organisation

HR Management Training Questionnaire for Lecturers (phase 3)

Course <Name, Location, Date>

.....

Subjects / Topics that you have taught:

.....

Please evaluate the statements/questions with rough markings and give additional, differentiated comments.

(1) The organisation of the seminar (invitation, information, ...) was ...

1 = Insufficient	<input type="checkbox"/>	Comments:
2 = Sufficient	<input type="checkbox"/>	
3 = Moderate	<input type="checkbox"/>	
4 = Good	<input type="checkbox"/>	
5 = Excellent	<input type="checkbox"/>	

(2) The facilitation (location, room, technical equipment etc.) was ...

1 = Insufficient	<input type="checkbox"/>	Comments:
2 = Sufficient	<input type="checkbox"/>	
3 = Moderate	<input type="checkbox"/>	
4 = Good	<input type="checkbox"/>	
5 = Excellent	<input type="checkbox"/>	

(3) How well did the curricular contents fit the needs and learning objectives of the participants?

1 = Insufficient	<input type="checkbox"/>	Comments:
2 = Sufficient	<input type="checkbox"/>	
3 = Moderate	<input type="checkbox"/>	
4 = Good	<input type="checkbox"/>	
5 = Excellent	<input type="checkbox"/>	



(4) How well did the schedules match the training content and the time for the practical reports?

1 = Insufficient	<input type="checkbox"/>	Comments:
2 = Sufficient	<input type="checkbox"/>	
3 = Moderate	<input type="checkbox"/>	
4 = Good	<input type="checkbox"/>	
5 = Excellent	<input type="checkbox"/>	

(5) How well were the participants prepared for the presentation of their practical reports?

1 = Insufficient	<input type="checkbox"/>	Comments:
2 = Sufficient	<input type="checkbox"/>	
3 = Moderate	<input type="checkbox"/>	
4 = Good	<input type="checkbox"/>	
5 = Excellent	<input type="checkbox"/>	

(6) How do you assess the communication about the reports and the internal cooperation by the other course participants?

1 = Insufficient	<input type="checkbox"/>	Comments:
2 = Sufficient	<input type="checkbox"/>	
3 = Moderate	<input type="checkbox"/>	
4 = Good	<input type="checkbox"/>	
5 = Excellent	<input type="checkbox"/>	

(7) How do the contents of the training match to the requirements of the qualification?

1 = Insufficient	<input type="checkbox"/>	Comments:
2 = Sufficient	<input type="checkbox"/>	
3 = Moderate	<input type="checkbox"/>	
4 = Good	<input type="checkbox"/>	
5 = Excellent	<input type="checkbox"/>	

(8) Overall: What do you think of the KAIN concept in general?

1 = Insufficient	<input type="checkbox"/>	Comments:
2 = Sufficient	<input type="checkbox"/>	
3 = Moderate	<input type="checkbox"/>	
4 = Good	<input type="checkbox"/>	
5 = Excellent	<input type="checkbox"/>	

Thank you for your participation and cooperation.



Attachment 5



"Recruiting the Young Generation Workforce: Innovative HR Management (REGROW)"

Report on the Implementation of the HR-Management Training

Izba Rzemieslnicza w Opolu / Chamber of Crafts – CCO, Opole/Poland

The task of the Chamber of Crafts in Opole was to conduct the training "Recruiting employees of the young generation: innovative human resource management (REGROW)".

According to the KAIN-concept, the training was divided into two sequences. It was held on April 1 and 4 and on June 22-23, 2022 at the premises of the Chamber of Crafts in Opole. The training was attended by 16 representatives of companies from the following industries:

- Food - 5 companies
- Car mechanics - 2 companies
- Hairdresser - 2 companies
- Construction - 2 companies
- Production of sun protection systems - 1 company
- Chimney sweep - 1 company
- Interior design - 1 company
- Carpentry - 1 company
- Electric - 1 company.

The training was carried out by an external trainer from Opole. Between the training conducted in April and June, individual consultations and advisory support took place.

The participants were mostly owners or co-owners of establishments and managers. They have been surprised with the information obtained during the training. They diagnosed themselves with a lack of knowledge in many aspects related to Human Resources Management.

After the first stage of the training, it turned out that most of the project participants were not aware of such large differences between the generations. They did not know that during the recruitment process the channels of reaching job candidates should be diversified. During the training, they gained knowledge about the possibility of recruiting employees from the Y and Z generations.

As a result of the brainstorming on the recruitment process conducted during the training, the participants of the training suggested that the Chamber of Crafts in Opole should create a tab (subpage) on its website with job advertisements from entrepreneurs associated in the Chamber. This idea was favorably considered by the management of the Chamber and a new tab dedicated to job offers will be created during the modernization of the website.



The idea to involve employees in the recruitment process was accepted with approval. In addition, participants expressed support for the use of recruitment tools developed by the REGROW project. These forms, however, should be adapted to the needs of each company individually. Due to the influx of a large number of people of Ukrainian nationality, it is also worth preparing advertisements in Ukrainian. Most of them are women who can fill the gap in the food, catering or hotel industry.

The participants of the training admitted that they were participating in the training on Human Resources Management for the first time. Only one of the companies had its own personnel management strategy, the remaining ones declared that they would develop and implement such a strategy.

The problem of enterprises is very little or even no participation in social media. Not all companies have their own websites or Facebook accounts.

Participants of the training approached the offer of practical tasks by candidates with reserve. The legal aspect is of concern. There are no regulations in this respect in Poland. What happens if an accident occurs while performing such test tasks? The candidate does not have the status of an employee and is not insured. In Poland, the employment contract must be drawn up on the first day of work.

Only in one company the onboarding process was similar to the one presented during the presentation. In other companies, it was very short and did not exceed a week.

In the opinion of the participants, a weekly feedback round is an interesting idea. Employee feedback is just as important as customer feedback. The training participants implemented this measure in their companies.

Summing up, the training participants adapted the solutions presented during the training and consulting to the needs of their companies. They recommended conducting trainings for all members of the economic self-government organization.

The Chamber of Crafts in Opole has declared its commitment to help and support the recruitment process in companies. A tab dedicated to job offers submitted by entrepreneurs will be created on the website of the Chamber of Crafts. These offers will be available to graduates of industry schools and adults looking for a job in a given profession.



Attachment 6



"Recruiting the Young Generation Workforce: Innovative HR Management (REGROW)"

Report on the Implementation of the HR-Management Training

Wielkopolska Izba Rzemieslnicza w Poznaniu – WIR / Greater Poland Chamber of Crafts in Poznań

1. Facts (location, dates, number of participants etc.)

The training was organized in accordance to the KAIN method. The first training session was conducted on the 1st and 4th of April with 9 participants and on the 22nd of June with 3 participants. The period between the two dates was the time for making a HR project in accordance to the content presented in the training. Individual support was provided during this phase by consultants.

2. Organization and timeframe

Organization started up with preparing invitations and announcement of the training on the website of WIR and the partner institutions (City Hall Office, The Chamber of Industry and Commerce in Poznań). Then after the participants filled application forms, they were enrolled on the list and invited to the training.

The first theoretical part took place in online form. 12 people were enrolled and 9 participants were present. As some of the participants were engaged in their duties and could not attend the training, they were offered to participate in following events. The training session lasted 8 hours at every of 2 days.

The second practical form took part in person in the Wielkopolska Chamber of Crafts. In that part 3 participants took part. They introduced projects concerning good practices in hiring new employees with using the technologies (like e.g. dedicated online application form), dealing with the problems of employer branding (the visibility of Facebook profile and the concept of leading the profile) and problems with motivating people of younger generation (benefits and remuneration management review).

After finishing the training session, each of participants was given the attendance certificates.

Then, a short evaluation in form of questionnaire was made.

3. Experiences and outcomes

The participants have underlined the importance of the necessity of acquiring new employees form generation Z and have shared their own experience in that matter. The most important conclusions are:

- On a labour market there is a very serious problem – each generation is better qualified than the previous one, but the young generation is lacking understanding of what they do and is not able to find satisfactory solutions. Each year more technology and digitalization are considered, there is a dynamic



development and generation Z has grown up in the free economy (in Poland the market situation has changed a lot).

- Generation Z is very well educated – they tend to get a better education, e.g. a university degree, but not every job requires a higher education. Generation Z has quite a high self-esteem, but that is only the first layer of personality, because inside they have many complexes that they cannot handle.
- The Internet has taught us that all steps are given. The ways of education have changed. Algorithms and instructions drive learning. That is the reason why generation Z is not able to find solutions by themselves. The young generation always wants to have a “nanny” and someone to guide them. This is a strong collision with the expectations of generation X and Y.
- Balance and aim are the basis for generation Z. They are not interested in many working hours. Many of them is interested in psychology, human relationship and influencing people.
- Generation Z has the most problems with simple, non-automated tasks.
- The representative creates credibility of the whole company –generation Z wants to see authentic working conditions. They are not forgiving of the first problems. They don't want to have problems and be fed up with duties.

The training was very good noted – each of the factors in the questionnaire was covered by 100%, which means that the training was very satisfactory for the participants.

4. Suggestions for further development of the toolbox

The time for project was slightly too long. The participants carried out projects that were not complicated and were mostly seen as operational improvements, so the 12-18 weeks to complete the project was too long.

The content of the training was very comprehensive, well prepared and very interesting for many participants. However when thinking about SMEs it would be better to restrict it to some important issues (educational leave is commonly known and if you are a manager, even a HR manager, you have to know it as it is stated in labour law code). Furthermore, it might be better to design the theoretical part to take 3 hours per day (e.g. in online form) over several days, instead of 8 hours in one day.



Attachment 7



"Recruiting the Young Generation Workforce: Innovative HR Management (REGROW)"

Report on the Implementation of the HR-Management Training

Eesti Kaubandus Toostuskoda (Estonian Chamber of Commerce and Industry [ECCI])

Location and time: 1st round of training programme for SME managers was tested in Estonia during March-May 2022. Trainings took place physically.

Training name: HR management ABC

Layout of the training:

Part 1: Classroom teaching (2 days) on 10-11th March 2022. Key objective for this part was imparting knowledge in HR management- forming a common ground within the group.

Part 2: Self-study in own company/organization with the support of trainers (10 weeks). Key objective of this part was the transfer and practical application of acquired knowledge in the trainees' individual job practice.

Part 3: Individual project presentation and reflection (approx. 1 day) on 24th May 2022. Key objective was to reflect on the individual job practice, identify major barriers and fix them in the future.

Profile of participants:

Company's sectors were a mix of services, manufacturing, and commerce. The 12 participants came from the following branches:

- unemployed

Biogas, shredded wood pulp

House building

Radiant heater

Environment

Electrical engineering

Road maintenance

Wood, pulp

Credit agency

Digital Products

Event agency, 3-D studio

Food



The operational functions were: 1 HR manager, 3 HR specialists, 2 office managers, 5 office/personal assistants.

There were 1 male and 11 female participants, which also reflects the fact that there are more females in HR related jobs (approx. 70%). 5 participants were under 35, 4 participants between 35-49, and 1 participant over 50, 2 unknown.

ECCI targeted the training to SMEs who do not have HR managers. Therefore the participants were also mainly assistants or HR specialists. Their prior knowledge on HR was rather low.

Recruitment: Invitation was sent to ECCI's member and non-member companies (size less than 100 employees) directly by e-mail. Target group was assistants and HR specialists. Some advertisement about training programme was also done in Facebook and LinkedIn. The event was also published on ECCI's homepage and registration was via the webpage:

<https://www.koda.ee/et/sundmused/personalijuhtimise-abc>

Organization

To make the training more dynamic, 6 trainers carried out the 2-day training, 1 additional trainer was used for 3rd training day. Different lecturers were engaged for each training topic, making the overall layout very versatile and interesting for the participants. Discussions, practical exercises and group work were also implemented during the training days.

Topics for day 1: REGROW project introduction and activities; Generational differences in recruitment (generation X, Z, Y); HR management systems; recruitment, job ads and roles; onboarding; HR and labour law.

Topics for day 2: Motivation packages; mental health; diversity at workplace; organizational culture; self-study exercise was explained, and homework given to the participants.

Topics for day 3: Individual project presentation (self-study presentations) and reflection; employer branding.

After the part I (classroom teaching) individual work was given to the participants (part II): trainees were tasked to apply skills and knowledge acquired in the first part of the training with respect to their individual job practice at their company/organization, in line with the training idea. 10 weeks were planned for the task. This phase was supported by professional advice and support from the trainers. Due to COVID situation, this support and consultation was given online.

3rd part of the training took place after 10 weeks before the initial training days. Unfortunately, due to unavailability and business travels, only 4 participants took part of the 3rd training day. It might also be that the commitment level was lower after longer break (10 weeks between the training days) and trainees were not so motivated to attend the 3rd training day.

Interestingly, the topic the participants chose for their homework was related to onboarding. At one side, it could be explained with a very vibrant presentation during 1st training day. But digging deeper, it was a theme participants felt was not structured enough in their companies.

Two of the participants who attended the 3rd day of training gave a detailed overview of how they set up the onboarding process. One person, who is also responsible for ISO certification in the company, said that when she set up the structure for onboarding, she followed the same structure that is required for the ISO audit.



Both persons admitted that it was too early to share the results of the project implementation as no new staff had entered the organization within the time period.

The third person who participated in the last training day was unemployed, but carried out the project on the basis of her last employer. Again, it focused on onboarding of logistics centre newcomers. Since the turnover rate in the logistics warehouse was considerably higher compared to other departments, it was a need which presented itself in full daylight. The new employee was provided a mentor - someone who had become familiar with all the systems and knew how everything works. Also, the benefits and remuneration model had to be overlooked within the same process. As the bonus system was heavily focused on volume, it was not fit for purpose if the person was still studying the systems.

The fourth participant could not be present at the training but sent the project overview in written. This project focused on employee's wellbeing. Anonymous questionnaire was passed to all company employees and results were gathered and analysed. The person was optimistic to carry this survey out in the future on regular basis. The feedback was sent in written format as well.

After presenting the projects, a trainer gave a fascinating workshop on employer branding. The topic was chosen because this is one of the issues where SMEs and micro-companies are lagging behind bigger players in the market. It involved discussions and practical recommendations so that participants left the training with empowered feeling. And the aim was well achieved.

Feedback of participants for part I:

Participants were very satisfied or satisfied with the organization of the seminar. The facilitation (location, room, technical equipment etc.) was suitable for training. The course material was comprehensible. The training material reflected the state of knowledge well. The sequence of lessons made sense. Some participants mentioned that there could have been more time for sharing experiences with other participants.

What participants liked the most:

practical examples, openness and charisma of the speakers, choice of topics, learning environment, knowledge sharing.

What could have been better:

More time for some topics, as some topics were too rushed, time was too limited.

Some topics could have had more time, like mental health, that is very important nowadays, as well as labour law, that is very complex. Topics like diversity at workplace could have had less time.

Most of the participants said they would recommend the training to others, as it was motivating and informative.

Feedback of participants for part III:

Time between 1st, 2nd and 3rd training days was too long. Also, it was quite a challenge to showcase results of the project because they are long-term.

Feedback of trainers& facilitators:

All the trainers and facilitators loved that the participants were active listeners and worked along with them. They asked questions and shared the stories and situations of their respective companies. In group exercises the discussions were vivid and different perspectives were shared. Lots of good ideas were recorded to flipcharts, from where participants could copy them onto their own notepads.

The trainer of the 3rd training day, which focused on employer branding, brought many examples that are also suitable for smaller companies, easy to implement and do not require huge financial investment.



Attachment 8



"Recruiting the Young Generation Workforce: Innovative HR Management (REGROW)"

Report on the Implementation of the HR-Management Training

Eesti Kaubandus Toostuskoda (Estonian Chamber of Commerce and Industry [ECCI])

Location and time: The 2nd round of the training programme for SME and HR managers was tested in Estonia during October-December 2022. The first part of the training took place physically, the third part due to weather conditions both online and offline.

Training name: HR Management ABC

Layout of the training: The content and structure of the seminar was identical to the first trial in spring 2022 (see attachment 7):

Part 1: Classroom teaching (2 days) on 18-19th October 2022. Key objective for this part was imparting knowledge in HR management- forming a common ground within the group.

Part 2: Self-study in own company/organization with the support of trainers (8 weeks). Key objective of this part was the transfer and practical application of acquired knowledge in the trainees' individual job practice.

Part 3: Individual project presentation and reflection (half day) on 13th December 2022. Key objective was to reflect on the individual job practice, identify major barriers and fix them in the future.

Profile of participants

Of the total of 22 participants, 8 were engaged in trade, 6 were from different service sectors, 5 came from industrial companies and 3 were working in other sectors.

17 responded to the questionnaire, 2 were men, 15 were women.

4 were less than 35, 11 were between 35-49, and 2 were over 50 years old.

9 were working in HR department, 1 was manager, 2 in administration, 2 in sales, 1 in production, 2 were "other".

Recruitment

Invitation to the event was included in ECCI's monthly events' calendar. Event was also published on ECCI's homepage and registration was via the webpage.

Course was sold out quickly, no further advertisement was needed, and registration was closed weeks in advance, as places were sold out.



Organization

To make the training more dynamic, 6 trainers carried out the 2-day training, 1 additional trainer was used for 3rd training day. Different speaker was used for each training topic, making the overall layout very versatile and interesting for the participants, discussion, practical exercises and group work were also implemented during the training days.

Topics of the course

Part 1 was carried out over two days.

Topics for day 1: REGROW project introduction and activities; mental health, recruitment, job ads and roles; onboarding, motivation packages; diversity at workplace.

Topics for day 2: Generational differences in recruitment (generation X, Z, Y); HR management systems; HR and labor law, organizational culture; self-study exercise was explained, and homework given to the participants.

After the part 1 (classroom teaching) individual work was given to the participants (**part 2**): trainees were tasked to apply skills and knowledge acquired in the first part of the training with respect to their individual job practice at their company/organization, in line with the training idea. 8 weeks were planned for the task. This phase was supported by professional advice and support from the trainers. This support and consultation were given online.

Topics for day 3: Individual project presentation (self-study presentations) and reflection; Guest speaker: how to engage employees as employer ambassadors?

Feedback of participants for part I:

- 17 responded to the questionnaire, 2 were men, 15 were women.
- 4 were under 35, 11 between 35 and 49 and 2 over 50 years of age.
- 3 were from commerce sector, 7 from services, 4 from industry, 3 marked "other".
- 9 were working in HR department, 1 was manager, 2 in administration, 2 in sales, 1 in production, 2 were "other".
- Ø Participants were very satisfied with the organization of the training (average score 4,88 out of 5)
- Ø location of the training and facilities (average 4,94)
- Ø the course material was comprehensible (4,94)
- Ø The training material reflects the state of knowledge well (4,76)
- Ø The "red thread" was obvious; the sequence of lessons made sense (4,76)
- Ø I felt the theory-practice ratio to be good (4,41)
- Ø The topics and issues were relevant and responded to the goals of training (4,65)
- Ø The lecturers explained topics of the lessons, additional questions, experiences, and topical issues arisen during the course well (4,76),
- Ø The methodology and didactics of the lecturers were appropriate (4,82)
- Ø I got valuable knowledge from lessons and examples presented by lecturers (4,41)
- Ø The training has improved my knowledge in HR management (4,47)
- Ø I believe that I can utilize the knowledge gained from lessons in my future career (4,76)
- Ø It was a pleasant group atmosphere (4,88)
- Ø There was enough time for social contacts to other participants (4,47)



What could have been better?

- There could be more time scheduled for each topic (average score was 3.65 only)

What was good?

- + The atmosphere and the organizer!
- + Lecturer Signe Kiisk
- + I really liked the 2nd day, there were more practical topics
- + Some of the trainers were great, especially Signe Kiisk
- + Practicality
- + Two useful days
- + I liked the trainers Signe Kiisk and Lenne Lillepuu.
- + I liked the trainers, and I liked the choice of topics
- + Good trainers, mutual discussions
- + The lecturers were very competent, pleasant, could talk interestingly and give real life examples.
- + Unquestionably the best lecturer was Signe Kiisk, it never got boring. I could have listened to her all day.

What participants did not like:

- apart from some minor issues, participants pointed out that there was not enough time for each topic, and many presentations were therefore rushed.

What could be improved:

- ⇒ more time for topics, more about mental health issues, internal communication techniques, offboarding.

Most of the participants said they would recommend the training to others.

3rd part of the training took place after 8 weeks before the initial training days.

In order to give extra motivation to join the 3rd training day, we asked Signe Ventsel, recognized trainer and inspirational speaker to join and give a presentation on employer branding Ambassador. Also, she shared the first steps to take in the beginning of this journey. Which proved to be a challenge to participants was a question "What makes you a unique employee?" Several attendees admitted that this was a challenging question.

Since the heavy snowstorm had made some roads not usable, we decided on a last moment to have a training day in hybrid format. 4 participants joined online and 5 offline, making altogether 9 active participants.

After Signe's presentation, the participants presented the results of their operational projects.

T from company A said she ran the project with a special focus on mental health within her company. All employees were advised to go through self-evaluation of mental health and once advised to turn to family doctor as a result of the test, did it. She said that as a manager she considers mental health extremely important and plan to continue to have focus on the matter within the company.

S from company B focused the internal project on the most burning topic of the HR topics currently: onboarding. Company has hired 14 new employees this year and S admitted that during 1st and 2nd training day she had several times moments where she noted down different activities which could be carried out within the company. 2 departments had a well thought through onboarding process, but one was lacking it. Also, all newcomers were assigned a mentor. The onboarding process was described in



written format and a newcomer could get to know the employees during lunch on 1st day. Also, new joiners were asked some facts about themselves and 3 photos which could describe them very well- this way, it's possible to introduce the new employee once not everyone is in the office (one of the long-term effects of pandemic).

K from company C focused on generational differences during the internal project. First, she made the presentation to all employees attending the company annual information day (32 out of 44). After this, she kindly asked all participants to fill in the questionnaire developed and let also know if he/she agrees with the result. Out of 32 people 30 filled in the questionnaire. The results will be shared at <date>. Out of 30, 19 belong to generation Y, but only 15 think they do. The rest think they are more like generation X representatives.

S from company D focused as well on generational differences, but from a different angle. She made SWOT analyses on each generation present at work place. Those analyses should help middle managers in their daily tasks and will be presented to management board already in December. SWOT analyses were followed by larger risk analysis and from there you could see that some teams have only representatives from one generation. This may cause that it's difficult to understand the perspectives of other teams where other generations are present as well.

M from company E focused on internal project both on generational differences and onboarding. Why? Because both are crucial and critical when it comes to attracting new employees to join the team and keeping them within the company for longer time period. As for onboarding, she had received a manual from Finnish parent company but she admitted that the realities in Finland and Estonia are so different that many things need to be changed. She also explained to managers the role of mentoring and the expectations of different generations regarding the workplace.

G from company F admitted that first and second training day brought her lots of AHA-moments. The company had recently hired 2 new employees and she could see several activities which needed improvement. So, her project focused on onboarding as well.

M from Company G affirmed, as did several others, that the first and second training days were extremely useful and had many new insights and AHA moments. The company already had started documenting the onboarding process before, but got inspired to do it more thoughtfully during training days. Also, she said that she had never heard of Diversity Charter before and got inspired to learn more about mental health at work place issues.

All in all, the participants left 3rd training day with lots of new ideas/inputs and easy things to add to their HR-related processes.

Feedback of participants for part III:

5 participants responded to the feedback questionnaire.

Participants agreed or fully agreed with all the statements on the questionnaire.

What was good?

- + many ideas what to implement in the company;
- + topics
- + a lot of new ideas and theories what to use in the workplace

Nothing was reported, what participants did not like.



All reported that the proportion of theory and practice was good.

Was anything missing?

- I would like more information about onboarding.
- Considering the timeframe a lot of topics were covered, so I think there was enough info.

Participants said they would recommend the course to others.

Feedback of trainers

For part 1:

Lecturers were satisfied with the organization and facilitation of the training; everything was on time, as more of an introduction to the topic the schedule was sufficient. Participants were active and gave some good feedback later.

One lecturer also commented that the ones who commit and deliver work based projects, are the ones who gave highest possible evaluation for 1st and 2nd training days. This was a common practice from first pilot. Hopefully, more participants will sign up for 3rd training day compared to first pilot training.

For part 3: The lecturer was very satisfied with all the aspects of the training (organization, facilitation, schedule, contents etc.).



Attachment 9



"Recruiting the Young Generation Workforce: Innovative HR Management (REGROW)"

Report on the Implementation of the HR-Management Training

IBC Innovationsfabrikken, Kolding, Denmark

Location and time: The training program for the HR program was tested in Denmark in March/April and June 2022. Trainings took place physically on IBC Innovationsfabrikken.

Layout of the training:

Part 1: Classroom teaching (2 days) on 31.03.-01.04.2022 at IBC. Key objective for this part was knowledge in HR Basic skills from recruiting and employment to dismissal of an employee and how digitalization can be used in this process.

Part 2: Visiting the participants companies and talking / sparring with the participants about their **plans within HR. Typical 2-3 hours at each company.**

Part 3: Classroom teaching (1 day) on 20.06.2022 at IBC. Key objective for this part was how the participants had worked with their new knowledge in between the part 1 until now. The day was used as a day where the participants should present what they have worked within the last 2 month.

Profile of participants:

The total number of participants for part 1 was nine (7 female and 2 male). Six people participated in part 3.

The distribution by sectors/areas of activity was very heterogeneous. Apart from the kindergarten, the following were present: truck sales and repair, transport, plastics production, building cleaning, machine trade, financial accounting, packing.

1 participant is experienced HR Manager but needs some inspiration how to digitize HR, 2 participants were new managers at a kindergarten and were beginners in HR, 3 participants were HR partners with high skills in HR, 2 participants were HR assistants and economy assistants at the same time.

The age distribution showed a mix of thirds: 3 under 35, 3 up to 50 and 3 older than 50 years.

Recruitment:

The event was published on IBC Innovationsfabrikkens homepage: <https://kurser.ibc.dk/hr-kursus>; registration was via the webpage or calling in to the IBC Coordinators who then talked with the participants about the contents of the training.



The HR program was also announced on 2 local business sites where local companies are linked up. Further the HR program was promoted on LinkedIn:

https://www.linkedin.com/posts/ankermeier_hr-kursus-activity-6909452961710542848-kxZI?utm_source=share&utm_medium=member_desktop

The participants said that there could have been more participants if the Program had been placed at the middle of the month.

Organization

The training was conducted by the Chief Consultant of the IBC. The whole training progress is a mix of classroom education, cases where the participants were working in small groups (3-4) and presenting their solutions in plenum for discussion and lots of sharing knowhow in-between the companies how they do things.

Topics of part 1 were introducing to all the skills you must know in the process from recruiting to employment to dismissal of an employee and how digitalization can be used in this process.

Topics of part 2 were visits in the participants companies. The teacher visited each of the participants in their companies for 2-3 hours. The participants presented what they had decided to work within the next months and for the next years within the HR area. The advisor encouraged them in their thoughts and ideas and how they could use the skills they had learned in the HR program. All the participants were engaged and liked these visits.

Topics on part 3 were presentation of the participants work during part 2 and sharing their plans for HR projects in the next years.

Feedback part 1 of participants: Participants were very satisfied or satisfied with the organization of the training program, but the information about the program could have been better. The local business sites had not informed good enough about the contents of the program. The information on IBC website was okay. The facilitation (location, room, technical equipment etc.) was suitable for training. The course material was understandable, the training material was very good; the sequence of lessons was okay. Participants mentioned that there could have been even more time for experience sharing among other participants. The participants said that there were too many topics to 2 days. Fewer topics and more depth would have been better or more days.

What participants liked the most: Practical examples from the trainer, choice of topics, the learning environment of IBC, exchange of knowledge and experience between each other. The participants would recommend the training to their colleges or other.

What could we do better: The participants wanted more information about personal data (European General Data Protection Regulation and Danish Law), Whistleblowing, and Headhunting; the topic of Generation Z was too long.

Feedback part 1 of trainer: The trainer loved that the participants were active listeners and worked along with them. They asked questions and shared the stories and situations of their respective companies. In group exercises the discussions were good and perspectives were shared. The trainer liked the visits and sparring at the companies and the interacting between trainer and participant.



What were the participants and the trainer talking/sparring about during the visit in part 2?

Only 7 of the participants wanted sparring in part 2:

S. at company A and his HR assistant work with a brand-new onboarding system that will start in April. Talked about competence development of the department managers and how they got started with it.

A. and C. at company B are working to get job descriptions made for all job functions. Guidelines for onboarding are being worked on. They both need to be trained as managers and therefore attend basic management training (C.) and advanced management training (A.). C. also registers for basic HR-training and A. for the X-training which she will use in the external contact.

H. at company C works with a new onboarding and offboarding system. She has created guidelines for both procedures and tested the offboarding and made small video sequences of the systems that must be used as part of everyday life. H. must start with a new system to create profile analyses for hiring and composition of teams.

L. at company D works with onboarding and creates guidelines for this. She made a year plan in relation to activities, and we talked about wanting it to fit in with the departments' year wheel. She wants to start competence development after the summer holidays, but is in the process of preparing for the department heads to describe the competence requirements per department. Work descriptions must also be drawn up for the individual jobs.

N. at company E works with guidelines for various procedures and functions related to training of new employees. They are in text and with pictures so that different nationalities can use them. The next project is a plan for developing the employees' skills so that they are retained in the company.

L. at company F is working on the implementation of a brand-new recruitment system and will go live on it in May. When the system has been run in, she must begin to complete the onboarding plans. She has tested it on 1 employee, so it needs to be adapted and more needs to be added in terms of what the department heads must take care of in the onboarding. She must also work with student training so that it is carried out in the same way in the x departments.

Feedback of participants on part 3: There were only 7 participants on part 3; 2 of them couldn't manage to come that day.

The participants were very satisfied with the facilitation of day 3 and that the IBC Innovation Factory was a nice place to be. The instructor explained the individual subjects very well and a lot of experience was shared on the day. The support of the teacher has been very good during the presentations. The other participants' feedback during the presentations was engaged and fruitful. It was nice to have plenty of time for the presentations. The participants think that their knowledge has improved by participating in the HR program. The KAIN program was a good way to work with the HR program.

Feedback of trainer for part 3: The trainer loved that the participants were active listeners and worked along with them. They asked questions and shared the presentations and stories from their respective work in the companies and it was of very high quality. There was enough time to share knowledge between the participants and they were very pleased with this.