Module 4
Unit 6

Project Title	Social Entrepreneurship Strategy Planning
Project Acronym	SESP
Grant Agreement Number	2011 – 1 – BG1 – LEO05 – 05037
Deliverable Type	Service / Product
Deliverable Number	4
Date of Delivery	28/09/2012
Author	Vanda Sousa
Editors	Merig/Saretas
Related Work Package	WP 3 – Learning Model and Content
Availability of Deliverable	Internal Document

Table of Contents

Module 4 Social Enterprises Human Resources Management

Unit 6: Human Resources Management

Module 4: Social Enterprises Human Resources Management

Unit 6: Human Resources Management

Entrance

Keywords
Small and medium enterprise, training,

Learning Objective

Finishing Unit 6, you will be able to recognize the concept of Human Resources Management (HRM) and will be able to define its most important characteristics. You will be able to apply the principles of Human Resources Management to your Social Enterprise (SE). This unit will also make you aware of the importance of a Lifelong Learning strategy and will provide you with the tools to diagnose and improve the training needs at your own Social Enterprise.

Estimated Time

It will take you about **75 minutes** to go through the entire module. You will need additional time to do the exercises and apply the different tools.

Introduction

Human Resources Management (HRM) aims to select, manage and guide the collaborators or employees towards the company's goals and objectives. The principal objective of HRM is to align the company policies with its strategies. Through an adequate approach, HRM identifies the knowledge, skills, and competencies needed for the performance of the activities of each position or function that are necessary for attaining the objectives of the company.

6.1 Human Resources Management

Human Resources Management (HRM) is crucial in order for the enterprise to be able to anticipate changes and establish the overall vision and relationship between the different functions. For this reason, HRM must be able to manage the information about the choice according to predictable scenarios and leverage among employees adaptability and problem solving. Thus, strategy is one of the main functions of HRM. This capability makes companies able to prepare the resolution of a given problem and offers them the ability to respond timely to any issues.

6.1.1. What is the purpose of Human Resources Management?

Human Resources Management (HRM) aims to select, manage and guide the collaborators and employees towards the company goals and objectives. This principal objective of HRM is to align the company policies with its strategies. Through an adequate approach, HRM identifies the knowledge, skills, and competencies needed for the performance of the activities of each position or function that are necessary for attaining the objectives of the company.

HRM is crucial for anticipating these changes and establishing, the overall vision and relationship between the different functions. For this reason, HRM must be able to manage the information about the choice according to predictable scenarios and leverage among employees adaptability and problem solving. The ability to anticipate the uncertainties and challenges that the company faces is another central aspect of the HRM that lets it make companies flexible and able to adapt to the surroundings and the challenges they face. Thus, strategy is also one of the main functions of HRM. This capability makes companies able to prepare the resolution of a given problem and offers them the ability to respond timely to any issues.

The socio-organisational and strategic management is also a part of Human Resource Management. HRM department professionals select, manage and guide the employees towards the goals of the company. Its main function is the management of staff and their competences to improve the economic performance and thus lead to better overall business effectiveness.

Human Resources Management aims to select, manage and guide the employees towards the objectives and goals of the company.

The role of HRM may also be somewhat different depending on the company. The size of a company and its sector cause certain characteristics. In a Small and Medium Enterprise

(SME) there is a direct relationship between the leaders and employees with regards to the problems company is facing. Likewise, the SME does not face with such acuteness many of the strategic management issues that are identified in most large companies.

Another important task of HRM is the development of skills, through which it seeks to improve and enhance the individual profile of each employee by providing training. One of the most important tools available to HRM to achieve its objectives is the implementation of learning and training programmes for associates and employees that allows the individual to use and develop the knowledge, skills and abilities within the adequate learning environment. Thus, HRM also has the task of performance optimization; for example, it is not enough for a company to invest in training - HRM must be able to motivate agents to put to everyday use the new skills acquired.

The age of a company is also anything from a factor to a basic variable with respect to sedimentation of particular cultural and organisational dynamics, as well as certain styles of management and leadership that materialize; the hierarchical relationships in the company can serve as example. Thus, it becomes clear that we need to highlight the growing importance of HR management in the Social Enterprises (SE), or Social Economy, since they are characterized by belonging to the community sector and based strongly in the voluntary.

Despite the spread in recent years of people management courses, the practice is still confused with an activity restricted to the human resources sector. In this context, human skills are of paramount importance for any manager. The main model of people management is currently based on management skills. However, the term HR can also be employed to refer to company employees. But more often, when referring to Human Resources Management, we refer to the function that involves acquiring, developing, and retaining employees and directing them to the company's policies. The basic objective of pursuing the role of HR is to align HRM policies with the organisation's strategy.

6.1.2. Which are the Key Competences of Human Resources Management?

Human action involves care for needs, such as desires, emotions, job tasks, eating, and it encourages the creation of knowledge and skills. You should also remember that the set of beliefs and values, embedded in everything we do, will determine our degree of motivation to perform a given activity. Competence, expressed by a singular skill, is thus operationalized through the processes of self-esteem and identification of the subject of action that determine the different degrees of competence. The concept of "competence" encompasses knowledge, skills and the unique characteristics of human achievement. Also, the HRM competence integrates various human dimensions when it comes to developing an activity. We should also emphasize that HRM is, essentially, the recognition of the need for

competences at an organization or its employees, and the provision of the solution, usually through a training plan aiming to overcome the need for such competences.

Competence in management is the integration and coordination of a set of knowledge, skills and attitudes (KSA) in its manifestation, which produces a differentiated performance. The administrator, in order to be professionally successful, needs to develop three durable skills: knowledge (information, concepts, ideas, and experience), perspective (put knowledge into action) and attitude (making things happen).

The core competences in HRM are usually organized according to their manifestation:

- Essential skills: higher activities which are key to the survival of the organization and central to strategy formulation;
- Distinctive Competence: activities that customers recognize as differentiating factors from the competition and that provide competitive advantages;
- Organisational skills: skills and key activities expected of each business unit of the company;
- Support Skills: Activities that are important to support a range of skills;
- Dynamic capabilities: capabilities of an enterprise to adapt the skills of its employees over time. They are directly related to important resources for change;
- Overview Skills: they are not restricted to a specific area of the company, but are spread broadly across the organization.

Another way to organize the skills necessary to exercise the HRM is the following:

- Basic skills: are based on the ability to operate efficiently and scientific principles of a general nature about the specific skills and management on vocational training;
- Specific skills: are the area of content in the work and the possession of knowledge and skills required for activity.

The different competences consider above can be organized as follows:

Table 1: The Key Competences of HRM

Strategic Contribution	The strategic contribution level of competence considers culture management, fast change, involvement in business decision making and leveraging customer information to create unified and customer focused organisations.
Personal Credibility	The HR is credible to their colleagues and to employees.
HR Delivery	This competence encompasses the activities traditionally associated with HR– staffing, development, organisational structure, HR measurement, legal compliance and performance management.
Business Knowledge	HRM professionals must understand their organisation and use their knowledge to make strategic contributions.
HR Technology	Technology is more and more used in the HRM services, so HRM professionals need to be able to use it well.

6.1.3. How is Human Resources Management important for the Social Economy?

The socio-organisational and strategic management of an enterprise depend on its HRM. HRM selects, manages and guides the employees towards the goals of the company. Its main function is the management of the competences, that is, it aims to improve the economic performance and thus attain better overall business effectiveness. These aspects are more and more necessary nowadays, and have a growing importance for SEs.

Thus, HRM also has the task of performance optimization; for example, it is not enough for a company to invest in training - HRM must be able to motivate agents to put to everyday use the new skills they acquired. Thus, one of the most important areas in Human Resource Management (especially at SEs) is the motivation of workers through effective management subsystems such as salaries, training, and implementation of an organisation's formative work that encourages the individual to apply their acquired knowledge.

The ability to anticipate the uncertainties and challenges that SEs face is another central aspect of HRM. Thus, it is their task should be up to make SE companies flexible and able to adapt to the surroundings and the challenges they face.

Skills assessment is yet another aspect of HRM. It is used to check whether the behavioural profile and technical employees of a corporation are in line with the ideal profile required by position or function, and it is also tied to the development of skills, thorough which HRM intends to improve and enhance the individual profile of each employee by providing training.

6.1.4. Examples

Follow the link http://www.youtube.com/watch?v=2wAU7YWfshson on YouTube (subtitles are available) and reflect about the experience and work developed by GSBI – Social Entrepreneur Insights – Meds & Food For Kids – Peanut Butter for Haiti's Starving Children

Do you think that at your own SE company, HR management is aware of these aspects and responsibilities? What would you like to change?

EXERCICE: Take some time and think – does the above experience inspire you in dealing with your own problems? Justify your answer.

6.1.5. Summary of Key Points

The socio-organisational and strategic management of an enterprise depend on its HRM. Its main function is the management of the competences; another central aspect is ability to anticipate the uncertainties and challenges that the company faces is another central aspect of the HRM. It also has the task of performance optimization, and to that end, it seeks to improve and enhance the individual profile of each employee by providing training. In addition, this makes it necessary that the people involved in HRM are able to motivate employees to make everyday use of their newly acquired skills. Thus, in the area of HRM, and SEs in particular, one of the most important areas in Human Resource Management is the motivation of workers through effective management subsystems such as salaries and training that encourage the individual to apply their acquired knowledge.

6.2. European Union Position and Lifelong Learning

The population ageing, the rapid globalisation that we see is mainly due to the rapid development and expansion of new technologies of communication and information are some of the factors that brought about profound social, cultural, and work environment change in modern advanced economies. Every Small and Medium Enterprise (SME) and SE

has its own experience on this fact. We can even say that, due to their own nature – because they are SMEs, work with social goals, and have a strong base of volunteering - they feel it even more strongly. As every worker, SMEs and SEs feel they are under pressure to adapt and enhance their skills on an on-going basis. Today, being open to a Lifelong Learning perspective is imperative; it means a lifetime learning activity, improving your knowledge, know-how, skills, competences and qualifications for various reasons - personal, social and professional. From a SE perspective, this means that enterprises must take advanced vocational training into account in the long term.

6.2.1. What is the European Union Position and Lifelong Learning

Lifelong learning and vocational training are the most important indicators for innovation and development processes and is thus the job engine in the European economy. Vocational training on the one hand provides a competitive advantage to enterprises, while on the other hand it raises the human capacity of the individual employee. In order to foster innovation processes and create innovative environments, technical, theoretical as well as collaborative expertise and skills are essential. Social economy enterprises, namely the small and micro ones, need to have wider access to training for managers and employees specifically addressing their learning needs. The project outcomes can be an adequate tool at that purpose, contributing positively to human resource development in those enterprises of the social economy sector.Since 2007, the European Commission has integrated all the educational and training initiatives in the Life Long Learning Programme (http://ec.europa.eu/education/lifelong-learning-programme/doc78), which aims to enable individuals at all stages of their life - from childhood to old age - to pursue learning, and make use of learning opportunities across Europe. This program emphasizes the importance of detect strategies to answer training needs. This represent also the commitment to building a learning society in all EU Member States as the most effective way to achieve economic growth and sustain democracy and social cohesion.

In order to have an effective analysis of training needs, we should consider several aspects. For a detailed characterization please see http://toolkit.tsesme.org/en/1000/1140.html - it is available in Portuguese, German, Latvian, Turkish, and English. You can also find an analysis of the level of qualification of the employee in the workplace in that way; for more details and a personnel survey please see http://toolkit.tsesme.org/en/1000/1440.html (again available in Portuguese, German, Latvian, Turkish, and English).

It is important for a social enterprise that engages in a personnel survey and an analysis of needs to consider the related financial resources. The measures must be effectively managed, and we must make sure that the training measures are targeting the right person with respect to strengths and interests.

It is also relevant to compare the qualification of the available personnel and what you need. Equally important is that in any decisions you make, you consider the

long-term personnel planning for the respective workplace and the individual prospects of the SE. This again leads to the importance of having training measures target the personnel strengths and interests to produce new and innovative workplaces.

6.2.2. Examples

Follow the link (there are subtitles available at YouTube) and consider the words of Dr. Klaus Mangold about the importance of Education http://www.youtube.com/watch?v=VvuJqvWMrqI.

Do you think that this video by Dr. Mangold about the importance of Education) discusses the most important ideas on the topic? What other aspects do you think should be pointed out?

EXERCISE: Is training considered an important aspect of operations at your SE? What measures are (or should be) taken towards this objective? Justify your answer.

EXERCISE: Do you think that your own SE is aware of the need of a Lifelong Learning Programme? If not, how do you think that a lifelong learning approach should be implemented and with what adaptations?

6.2.3. Summary of Key Points

SEs feel they are under pressure to adapt and enhance their skills on an ongoing basis. Today, integrating the Lifelong Learning approach is imperative; it means a lifetime learning activity, improving your knowledge, know-how, skills, competences and qualifications for various reasons - personal, social and professional.

6.3. Corporate Strategy and Working Conditions as Conducive to Learning

Nowadays, no modern organisation, least of all a SE, can function well without continuously provide training to its employees. The level of investment in training is reflected in its success.

6.3.1. Why is Learning Necessary?

Formal education and initial qualification have an important role in the development of competences, but now more than ever it is desirable that they are improved upon. You can do this by designing the workplace according to learning-conducive criteria of cooperation and communication opportunities aiming to have feedback on personal work results in several levels.

Table 2: Levels of personal work results

Enterprise management level	Management questionnaire to compile data and strategy questionnaire
Workplace level	Learning promotion inventory, questionnaires to assess learning promotion in the workplace
Staff level	Assessment of staff competences in the researched workplaces
Supervisor level	Questionnaire on the views and experiences of the staff, assessments of staff competences in the researched workplaces

In order to control and achieve their goals, an enterprise has to consider a plan for preparation, completion and control of continuous learning process generated by the working conditions. For this plan to succeed, the HRM must promote learning by considering the degree of independence at work, participation opportunities for the employees, complexity and variability of the activity, communication and cooperation, frequency and intensity of the feedback, and finally available information. An analysis based on the feedback (i.e. by changing experiences, questionnaires, communication) can be achieved by different processes, listed in the below table:

Table 3: Pathways of feedback

Project work	The project itself contains something new beyond previous work, so the involved have the opportunity to mobilize their different competencies inside the framework of the project to work out something new through their previous knowledge.
Job rotation	This approach aims to gain a systematic sequence of various experience and interrelated knowledge. It is essential that operational contents are indeed different.
Systematic exchange of experience	A practice that facilitates the development of competencies. It is based in the change of information and transfer of knowledge.
Learning islands	A new method that removes the separation of working from learning. "Learning islands" are workplaces supplemented by learning materials in which both real work assignments and training is conducted.
Self-learning	This method requires that documentation and materials are provided. You have to consider which knowledge need to be developed (and when) in order

	to be integrated in the work routine.

For this purpose, the SEs must consider the identification of the training needs, and in particular focus on the skills needed in the organization and in a given time period - this includes creative, methodological, social and communication skills, in addition to the technical requirements. Also, for this purpose, SEs should consider the option of getting training of present levels of skills from individual workers who are directly engaged in the process of training needs analysis and the choice of training activities.

6.3.2. What are the Basic Steps in order to define Training Needs?

There are four important steps to defining the training needs:
- Analysis of the job in relation to requirements (present and future) qualification (technical, creative, methodological, socio-communicational) and within the period chosen;
- Analysis of the level of qualification, possessed by a current employee, if necessary, based on a survey of human resources;
- Comparison between the skills needed and those available by the current occupant of the job;
- Decisions made taking into account the long-term planning for the job, and the prospects of the individual concerned (age, motivation for training, prerequisites intellectuals, individual project life, etc.)

These decisions have not only resulted in training of the employees concerned, they can also lead to the acceptance of new employees without the necessary training or remodelling of jobs. However, these four steps considered should be understood according the different approach chosen.

Possible approaches:

- Training activities that arise as a result of survey of human resources and a diagnosis of needs always presuppose a concrete analysis, since the subsequent financial resources (often scarce, especially in SMEs) should be allocated effectively.
- When considering the scope of training activities on the individual level, you should start with the strengths and interests of the individual and, if necessary, consider giving them temporarily new and innovative jobs with a change of perspective. The collaborator or employee then has a personal perspective within the company and a valid motivation for training.
- Although an organization is likely to be more interested in training related to work and achieving operational objectives, relevant advanced training should also figure in your long-term plan. That way you can guarantee the structure of middle management.

The individual career planning has many advantages, especially when there is no specially provided time for mutual familiarization and training. The assessment of demand is a key component of the strategy formation. When you identify training needs, you should take into account four key issues regardless of the valuation method used.

Basics of assessing the demand:

1. The qualification of employees with respect to their function.

Please see questionnaires available at http://toolkit.tsesme.org/en/1000/1430.html (in EN, DE, LV, TR, PT). This sets the need for functional description and nuclear activities. The functions and tasks form the foundation of the profile requirements. Here, you should provide information on future requirements for qualification for this job. Compared with the existing targets, this part identifies the need for training, and thus profiles corresponding to a given requirement can quickly be prepared. The current situation, knowledge, skills and experience are all also considered, and future targets are represented as well.

2. The qualification of workers - future goals.

The development of new skills and the survey on training needs related to future requirements of work in the organization are considered here, and we would advise you to have the objectives and measures of training in mind. When making your plans, you should not forget the current qualification of the employees – this is the only way to ensure operations remain organized;

3. The worker training - systematic preparation.

The training of employees should not be held ad hoc. Different methods or tools can be used to meet the needs systematically. For example, a crucial tool is the assessment interview. You should implement a comparison between the present situation and the future in a systematic and regular manner. This way, you identify the situation regarding individual needs and recognize the requirements for the workplace or enterprise. Through that, you can then begin to organize a more suitable learning program;

4. Training needs – overview.

The investigation of training needs should be a solid component of organizational development and human resources. The development of the organization and its staff has become one training concept. Future requirements of the organization combine with existing qualifications, experience, training and education and other qualifications of the individual contributors. The future target is determined by the objectives of the organization, work processes and the processes of change and development within the organization.

6.3.3. What is Assessment of Demand?

Assessment of demand is a central concept of strategic training and integrates four basic aspects regarding, each one, as a method of assessment as following:

Table 4: Methods of assessment

Methods	Aspects
The employer qualification/function-related employee qualification	• Defines the need of the function • Defines the core activities • Defines the current target • Considers the actual knowledge/skills/experience • Considers the future requirements • Identifies the needs of further training
The employer qualification/future targets	• Plans to provide future training needs/aims/measures • Handles the planning required to retain and improve an organized operation.
The employee training/systematic preparation	• Training need to be addressed to needs of employee/enterprise. • The HRM should have available several instruments to implement a comparison between current and future target by identifying individual training needs
The training needs/overall view	• HRM should be conscientious about training needs necessary to achieve a solid component either for staff either for the organisation development

Again, there are four important steps to defining the training needs:
• Analysis of the job in relation to requirements (present and future), qualification (technical, creative, methodological, socio-communicational), and within the period chosen;
• Analysis of the level of qualification possessed by a current employee, if necessary, based on a survey of human resources;
• Comparison between the skills needed and those available by the current occupant of the job;
• Decisions made taking into account the long-term planning for the job, and the prospects of the individual concerned (age, motivation for training, prerequisites intellectuals, individual project life, etc.)

These decisions have not only resulted in training of the employees concerned, they can also lead to the acceptance of new employees without the necessary training or remodelling of jobs. As already noted, the identification of training needs should take in account the above four key issues, regardless of the valuation method used.

Hints and tips for the use of checklists:

- The employee working at a particular workplace should be involved in its analysis;
- Consider additional techniques for the analysis of the job, such as group discussions, interviews, and an interview with outside experts;
- You can often view analyses also as activities to support the decision process.

You can generate suggestions for changes or rearrangements of the workplace from the results. In addition, the gaps identified in the following levels can be bridged by suggestions for training

Assessment of demand is a central concept of strategic training and integrates four basic aspects regarding, each one, to a method of assessment.

Oriented development of employee skills is an approach that must be decided on together with workers, and be aware that you should manage simultaneously workers and measures. The procedure is developed in six phases:

1. **Phase of information**: your purpose here is to establish the necessary basis of trust in the organisation. Here you will employees and leaders are first informed about the objectives and procedures. As management, you can regularly provide information on the current activities and interim results through publications, posters, websites, intranet and leaflets;

2. **Analysis of current situation:** in order to assess development needs, you should first assess employees with regards to their skills (as part of the analysis of current targets). In addition to the academic and professional qualifications, you can also list the strengths and abilities as well as their general social involvement. Furthermore, employees can define their personal development needs and provide suggestions on how everyday work can be improved. The data of this interview should remain anonymous during the entire process. Here, too, you can include additional instruments such as interviews with employees and self-completion questionnaires;

3. **Analysis of future goals:** at this stage of needs analysis, hold interviews with the management at all levels regarding future objectives in their area of responsibility, impending changes and requirements for employees. These interviews should last about an hour;

4. **Development phase:** based on the results of the analysis (current and future goals) needed for operating in an area, draw up a comparison that reflects the current and future skills needed to manage and existing qualifications, skills and competencies of the employees. This will be supplemented with suggestions for change, coming from employees. This comparison is the basis for the planning of targeted skills. Here, in workshops with the management members or teams responsible for HRM and employees, you can discuss and decide the measures to develop continuing education in order to meet the development needs of the organisation and its members;

5. **Implementation phase:** the measures developed during the development phase are implemented as rules within the organisation and for the HRM.
6. **Evaluation phase:** following the implementation, the success of the measures implemented will be evaluated. Analyse your experience and their use in the workplace/organisation.

Follow the link http://www.youtube.com/watch?v=85RVEas4AXs&feature=related (subtitles are available at YouTube) about the importance of training and produce by Indiana University Southeast.

EXERCISE: After you have seen the video, could you define the most important pathways to be used at your own SE?

Is the development of competences considered at your SE? In what ways do you believe it could be improved?

6.3.4. Examples

Follow the link (subtitles are available at YouTube) http://www.youtube.com/watch?v=SS9FU-KceHQ about British Telecom: learning at work.

EXERCISE: Did you find the testimonies in the video enriching? What do you consider the most important statement in the video? Justify your answer.

Is development of competences considered at your SE? In what ways do you believe it could be improved?

Formal education and initial qualification have an important role in the development of competences, but they should be improved upon. You can do this by designing the workplace according to learning-conducive criteria of cooperation and communication opportunities aiming to have feedback on personal work results in several levels.

6.3.5. Summary of Key Points

Currently, no modern business can survive without a well-implemented training plan that allows your employees to follow the technological development that assists our society. Formal education, by itself, is no longer sufficient to cope with the accelerated development that society experiences. Moreover, the skills acquired should not remain static; there is a need for dynamic improvement and development of capacities and skills of

each employee within a company. As SEs work on a basis of Social Economy and depend a lot on voluntary workers, they have a greater need for a constant and proper training plan to update skills and competences. This training plan must be designed in accordance with present needs, but must also anticipate and address future ones. The training plan can do this by designing the workplace according to learning-conducive criteria of cooperation and communication opportunities aiming to have feedback on personal work results in several levels.

Summary of Learning Objectives

In this unit, you learned about the importance of HR management, in particular in a SE. You have also become aware of the importance of a Lifelong Learning approach and the necessity to have a plan for the purpose of good training that is both targeted at the present, and also considering and previewing future needs.

Bibliography

Books/Articles

Ciriec (2000), *The Enterprises and Organisations of the Third System: A Strategic Challenge for Employment*, Relatórioelaborado no âmbito da AcçãoPilotoThird System and Employment da ComissãoEuropeia. Liege: CIRIEC

Demoustier, D. (2001), *L'EconomieSocialeetSolidaire. S'AssocierpourEntreprendeAutrement,* Paris: Syros;

Lipietz, A. (2001), *Pour le Tiers Secteur. L'EconomieSocialeetSolidaire: Porquoi et Coment,* Paris: La Decouvert;

Martin, G (2001), "*Social Movements, Welfare and Social Policy: a Critical Analysis*", Critical Social Policy, 21(3), 361-383.

Melville, R (2003), *Changing Roles of Community-sector Peak Bodies in a Neo-liberal Policy Environment in Australia*, Institute of Social Change and Critical Inquiry, University Wollongong.

Minkhoff, D.C, (2002), *"The Emergence of Hybrid Organisational forms: Combining Identity-Based Service Provision and Political Action", Nonprofit and Voluntary Sector Quartely, 31(3), 377-401.*

Taylor, M (2003), *Public Policy in the Community,* Hampshire, New York: Palgrave MacMillan.

Further Resources

http://www.encyclopedia.com/topic/Human_resource_management.aspx
(reader can find the basic concepts about Human Resources, an encyclopedia of Human management, Encyclopedia of Small Business)

Shawn Smith, J.D. Mazin, Rebecca (2004), *The HR answer book: an indispensable guide for managers and human resources professionals*, New York. AMACOM

Links

GSBI – Social Entrepreneur Insights – Meds & Food For Kids – Peanut Butter for Haiti's Starving Children http://www.youtube.com/watch?v=2wAU7YWfshs

Life Long Learning Programme (http://ec.europa.eu/education/lifelong-learning-programme/doc78)

TSESMEhttp://toolkit.tsesme.org/en/1000/1140.html

TSESME http://toolkit.tsesme.org/en/1000/1440.html

Mangold: about importance of Life long Education
http://www.youtube.com/watch?v=VvuJqvWMrqI.

British Telecom: learning at work: http://www.youtube.com/watch?v=SS9FU-KceHQ

Indiana University Southeast: the importance of
training.http://www.youtube.com/watch?v=85RVEas4AXs&feature=related

Glossary of the Unit:

Assessment of demand: An assessment that gives insight into an employee's qualities. It shows you in which areas an employee may need to grow, adapt to changed circumstances or new professional developments. For the purposes of this assessment we should not use standardised measures, but rather instruments aimed at the individual strengths and weaknesses of the employee and the needs of the enterprise. You can consider this assessment as an opportunity to recognise early the need for further development of the employees and handle both the current and future requirements of the workplace successfully.

Competencies: This term comprises all abilities of the individual to act and to self-organise that enable him to cope with tasks and projects (i.e. those related to the situation and the persons concerned). Competencies cover the abilities, skills, methods, knowledge, experiences, attitudes, needs and the values which a person acquires, develops and applies in life. They are bound to the individual and his ability to act self-responsibly. Competences always have to be described in relationship to the requirements on a person and his individual abilities or potential. In order to evolve, competences depend on the conditions in the environment. The development of competences results from individual learning and development processes and different forms of learning at work and in everyday life. They do not include only the acquisition or adaptation of knowledge and abilities; the most important part is the readiness to test one's experience as well as the self-organised further development of the action competence that justifies new requirements and tasks. Other essential elements include the ability and motivation for self-organised learning and acting and the capacity for further development of other technical, methodical, social and personal competences.

Development of Competencies: in vocational training this term includes the existing and new competences gained in-house or elsewhere by the individual, groups and organisations. As a constituent of personnel and organisational development, the development of competences is mainly identified, developed, implemented and judged in the work process. Development of competences can also be viewed in the context of processes of change, through the lens of management of change processes). Development of competences is an active process which is largely guided by the individuals themselves; thus, self-paced learning plays a central role. Apart from traditional further training and qualification measures (e.g. seminars), learning in the process of work contributes greatly to the development of competences. Development of competencies at work calls for the existence of conditions conducive to learning, e.g. the existence of freedom of action at the workplace and tasks with problems that go beyond routine action.

Forms of Learning: as learning organisations, the term "forms" refer as a matter of priority to the organisational structural side of learning. A framework is created which supports,

promotes and demands learning – mostly under didactic- methodical conditions. Apart from conventional forms of learning such as lessons and seminars, supplementary new forms of learning like quality circles, learning islands, coaching and online communities are finding increasing use in connection with new work and organisational concepts.

Personnel Development: this term operationally relates to the development of competences of the employees for the attainment of the business goals by optimum use of human resources. Personnel development is increasingly seen as decisive strategic success factor for competitiveness of an enterprise. It has to assure the permanent balance between the aims of the enterprise and those of the staff and the training and operational education and summarises all further training measures. Personnel development is closely connected to organisational development and operational work in the field of training. Measures and concepts for personnel development are mainly oriented on the individual requirements of the employees. The training in the context of personnel development is no longer primarily technically oriented, but increasingly designed as extensive development of competences.

SME: The category of micro-, small- and medium-sized enterprises consists of enterprises which employ fewer than 250 persons and which have either an annual turnover not exceeding 50 million euro, or an annual balance sheet total not exceeding 43 million euro.

Social Economy: The social economy is a grass-roots entrepreneurial, non-profit sector, based on democratic values that seek to enhance the social, economic, and environmental conditions of communities, often with a focus on their disadvantaged members. Social economy refers to a "third sector" in economies between the private sector of business and the public sector and government. It includes organisations such as cooperatives, non-governmental organisation and charities.