



**MMEHR**

Multidimensional and  
Multicultural Expertise  
of Human Resources  
professionals

# Quality Guidelines for Human Resources multicultural recognition and evaluation 4.0 techniques

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By ifa Akademie and MMEHR Consortium

Authored by:

Daniela La Foresta - University of Naples Federico II (Italy)

Martin Kilgus - ifa Akademie (Germany)

Co-authors:

Charalampos Samantzis, Eleni Vezali, Dimitra Printziou, Anna Boumpouzioti,

Katerina Drachaliva - University of Thessaly (Greece)

Ana-Maria Cozgarea - Stefan cel Mare University of Suceava (Romania)

Tiziana Tartari - Janus srl (Italy)

Seda Aydın - Kocaeli Sanayi Odasi (Turkey)

Graphic design:

Tullio Giambi - Janus srl (Italy)

Based on survey and desk research undertaken by the project partners between December 2019 and March 2020

This report includes:

- Analysis of national experts' questionnaires
- Analysis of MMEHR desktop research
- Analysis of research on best practice
- Recommendations for MMEHR quality guidelines

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## Introduction

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**MMEHR** stands for a comprehensive and multidimensional approach to contribute to a more cohesive society in human resource management (HR). **MMEHR Multidimensional and Multicultural Expertise of Human Resources Professionals** started on 1st November 2019 to foster the innovative teaching/learning in the Human Resources area based on advanced multidimensional and multicultural 4.0 skills.

**MMEHR** supports teachers, trainers, and students and promotes digital integration in learning to reach audiences fostering effective employment, quality improvement of access to the labour market and acquisition of series of digital and multicultural skills that the forthcoming HR professionals can use throughout their careers. Thanks to the **MMEHR** approach, students in the Human Resources area will have the opportunity to acquire a new set of high level multicultural and digital skills, such as:

- using effectively Human Resources multicultural recognition and evaluation 4.0 techniques (Industry 4.0 ‘smart factories’)
- using innovative and learner-centered pedagogical approaches and enhancing digital integration in learning, teaching, training and youth work at various levels
- promoting access to and learning through Open Educational Resources (OER) to develop high level HR recognition and evaluation skills.

The new Pan-European and multicultural dimension is requiring attention at social level, and particularly in the world of work. All key players in the European labour market are called to contribute to this challenge with adequate competences, redefined in order to be effective in the suddenly broad, multidimensional and multicultural context.

In particular, Human Resources professionals are not only required to take the best advantage of all possible digital potentials to improve and speed-up the results of their work. They are now also demanded to be prepared understanding and evaluating multidimensional/multicultural factors. By acquiring such new skills, HR professionals can contribute to obtain a better matching of the characteristics of workers having a multicultural background from one hand with the requirements of the enterprises in the receiving European countries from the other hand.

**MMEHR** will offer innovative solutions to this need, namely Quality Guidelines for Human Resources multicultural recognition and evaluation 4.0 techniques, in order to foster the teaching/learning in the HR area with an advanced set of multidimensional and multicultural 4.0 skills (Industry 4.0 ‘smart factories’), as well as with a comprehensive and multidimensional approach, to improve the level of key competences and skills.

In order to improve the level of competences and skills, **MMEHR** will create and validate courses and training modules for students as new professionals of different levels working with/managing Human Resources, in order to allow them to acquire the competence of fully understanding hidden talents and expertise of individuals having a multicultural background.

The **MMEHR** specific products will be an Open online Course “**Human Resources multicultural recognition and evaluation 4.0**” and a Learning kit of MOOC didactic contents.

In order to develop these learning materials, the **MMEHR** consortium formed experts focus groups of ten well selected experts in the field of HR training and management. A total of 50 national experts from the **MMEHR** partner countries (Germany, Greece, Italy, Romania and Turkey) were asked to complete a structured questionnaire. The questionnaire was developed by the **MMEHR** consortium. The intention was to collect from the experts’ feedback, recommendations and expertise on key-learning content, existing good practice learning materials and innovative topics

considered to be mandatory for the **MMEHR** training courses. The analysis of the questionnaires was not planned to be scientifically representative, but to deliver valid expertise of leading experts from five European countries<sup>1</sup>.

For additional state-of-the-art knowledge on existing materials, partners conducted desk research in all partner countries. This desk research included academic studies on multicultural and multidimensional skills in HR, general studies on the topic, HR training modules, HEI study programs for HR students, hidden talents recognition materials and sources and resources found to be of importance or relevance for the development of the **MMEHR Quality Guidelines**.

In addition to the desk research, **MMEHR** partners searched for samples of best practice. The difference of approach between desk research and the search for samples of best practice was: the desk research covered a full range and more holistic approach on HR in relation to the project, the samples of best practice focused in accordance with the project work plan on “collecting best practice that is useful, suitable and relevant to the target group of students/learners and with special regard to the principles of the strategical plan of industry 4.0 ‘smart factories’”.

The collection of best practice for **MMEHR** may include:

- existing best practice training programs / training modules / other forms of training materials for students in the field of HR to be prepared understanding and evaluating multidimensional / multicultural factors
- existing best practice in-company training programs / training modules / other forms for training for HR experts in companies
- existing best practice materials, programs, initiative, policies in the field of HR for stakeholders to be prepared understanding and evaluating multidimensional/ multicultural factors
- existing samples of best practice to understand hidden talents and expertise of individuals having a multicultural background
- existing samples of best practice for HR professionals for a better matching of multicultural workforce with the requirements of enterprises

The overall aim of the **MMEHR** training courses and learning materials is:

- Create awareness among students and trainers on the possibility of acquiring ICT skills in order to teach and study multicultural 4.0 techniques related to HR recognition / management / evaluation, in compliance with the strategic paths indicated in the definition of Industry 4.0 (‘smart factories’).
- Create a multidisciplinary, real life problem-based educational curriculum for trainers and students, involving the sector of Human Resources recognition/management; identifying training needs and transversal skills

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<sup>1</sup> *The MMEHR project started prior to the outbreak of the Covid-19 pandemic in Europe. The questionnaire was developed during the first phase of the project, thus also prior to the impact restrictions and lockdowns in all EU member states caused. The use of online communication platforms, digital / virtual meetings, digital assessment techniques and distant communication has increased significantly since the outbreak of Covid-19. The answers from the experts were collected during the phase of lockdown and restrictions. Questionnaires were completed either online or remote. No face-to-face interviews were undertaken.*

*The questionnaire included questions on the use of IT and digital tools in HR. The change of communication behavior during times of lockdown, contact and travel restrictions can also be seen in the analysis of the answers given. As demonstrated in the next chapter, there is an increase of emphasis on digital and IT based HR tools which is higher as initially expected in the time before Covid-19. The continuing impact of SARS-Covid-19 on life in Europe and thus on the implementation of the MMEHR project has been considered by the project management and the project coordinator.*

required for developing high level multicultural skills and competencies.

- Share educational content related to HR professionals (Train the Trainers courses) for learning and teaching using OERs; supporting the implementation of the 2013 Communication on Opening Up Education through the promotion and development of new modes of delivery, in particular through new forms of personalized learning and strategic use of OERs.
- Contribute to the necessary reforms related to the 2011 EU Modernisation Agenda enhancing lifelong learning via the creation of flexible learning paths, developing ways to increase the rate and quality of employability.

## List of national experts

All **MMEHR** partners contacted HR experts in their respective countries from the fields of HR management, HR education and training, stakeholders in the field of HR and additional expertise in migration or in the functioning of the labor market. These groups of national experts will serve as consultancy board for the project partners during the lifecycle of the project and will promote the project's sustainability and dissemination of project results.

In the first step, experts were asked to complete a questionnaire (see next chapter of this report), in a second step, experts will be asked for their feedback on partners' findings and analysis of their desk research on the collection of best practice. Experts will be involved as consultants into the phase of development of **MMEHR** training materials and handbooks and the **MMEHR** dissemination events.

The comprehensive list of experts - provided in the ANNEXES section as Annex 1, List of national experts - gives evidence of sufficient coverage of expertise in the field of HR management, HR training, HR education and stakeholders.

## Analysis of MMEHR questionnaire

The structured questionnaire was distributed to 50 experts. Experts had a choice to answer the questionnaire online or paper based.

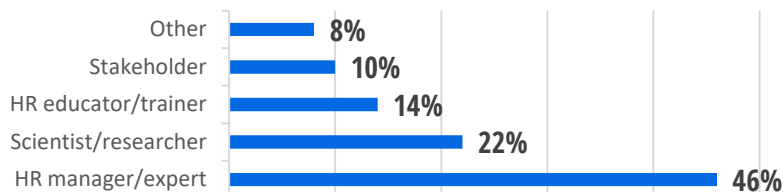
A total of 50 completed and valid questionnaires were received:

MMEHR partner country	Number of valid questionnaires
Germany	10 online
Greece	10 online
Italy	10 paper-based
Romania	10 paper-based
Turkey	10 paper-based

## Extended field of expertise / position

*What describes best your position? (Select one option which fits best or "Other")*

Experts were asked to identify their position regarding their professional field of expertise.



Most experts have a background in HR management (48%), followed by experts from science and research (22%) and trainers / educators (10%) and stakeholders (10%). This distribution is equally represented in the answers per country and serves as indicator for the skills, competences and experience of the **MMEHR** expert multi-national expert team with regard of the theme and focus of the project. This underlines that the following answers can be taken as valid responses for the development of guidelines for the composition of training materials for HR students and HR professionals.

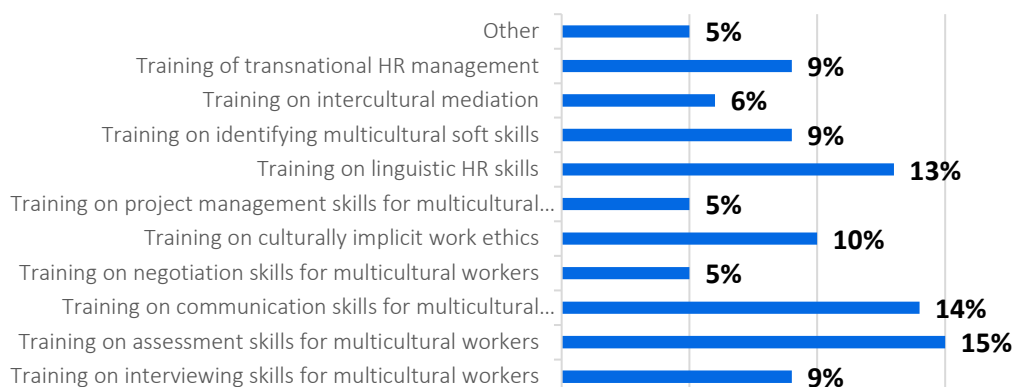
## Key skills and competences

In two questions experts were asked to identify key skills and competences necessary for HR professionals to successfully understand and evaluate multicultural aspects of their work.

*Which are – based on your expertise – key skills and competences for HR professionals to successfully understand and evaluate multicultural aspect in their work?*

All 50 experts gave selected answers from the multiple-choice options given in the questionnaire:

### Key skills and competences for HR professionals regarding multicultural aspect in their work



The most important key skills and competences for HR professionals to successfully understand and evaluate the multicultural aspect in their work are:

- *Assessment skills for competences of multicultural workers*
- *Communication skills for communication with multicultural workers*
- *Multicultural soft skills*
- *Project management skills*
- *Knowledge of culturally explicit work ethics*

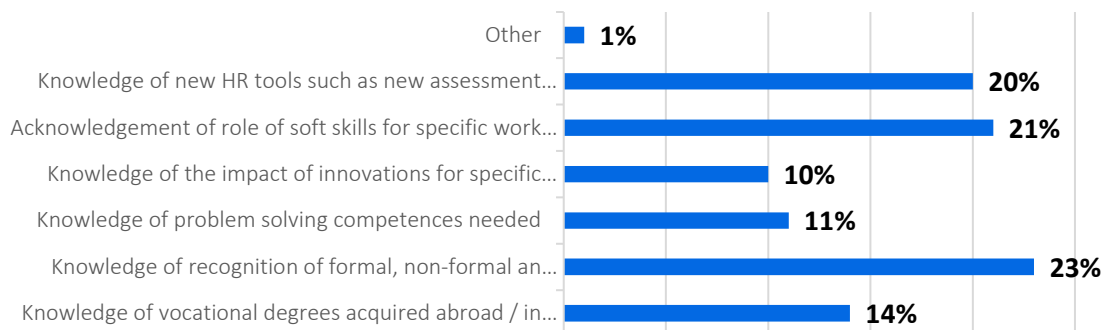
Training for HR professionals in charge of a multicultural workforce needs to include these elements.

Additional elements are linguistic skills and negotiation skills. Under “other” experts mentioned training on intercultural awareness (6) and various forms of ICT related skills (4).

*Which are key competences for HR professionals to successfully identify hidden talents and expertise of individuals with a multicultural background?*

This question was also answered by all 50 experts. All selected from the multiple-choice answer options:

### Key competences to identify hidden talents



The three most important competences HR professionals need to have to identify hidden talents and expertise of multicultural workers are:

- *Knowledge of recognition of formal, non-formal and informal competences*
- *Acknowledgement of the role of soft skills for specific work places*
- *Knowledge of new HR tools such as new (digital) assessment methods and online tools*

In addition, general knowledge of degrees acquired abroad is of importance. Remarks under “other” included knowledge of online HR management ICT-tools (1) and awareness of multilingualism (1).

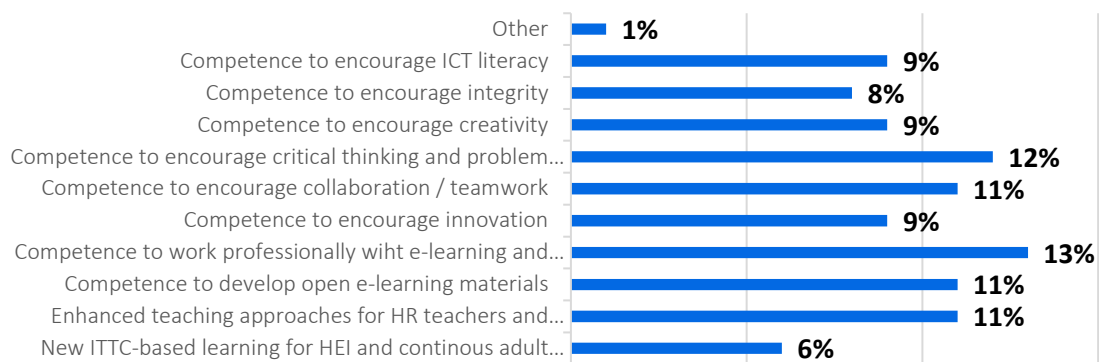


## Quality guidelines for HR training

*Which support / materials do teachers and trainers of HR students / HR professionals need to teach multicultural knowledge and skills?*

Again, all 50 experts selected answers from the given multiple-choice options in the questionnaire. The field of answers related to support materials for teachers and trainers of HR students and professionals in relation to multicultural knowledge is more mixed:

### Support materials for HR teachers and trainers



Four themes for support materials – and thus for teaching and learning content for HR professionals – appear to be most important:

- *Competence to work professionally with e-learning and blended learning*
- *Competence to encourage critical thinking and problem solving*
- *Competence to develop open e-learning materials*
- *Competence to encourage collaboration, teamwork and enhanced teaching for HR teachers and trainers*

These answers give a clear indication of the role of ICT-based teaching and learning in HR and of innovative HR management using modern ICT tools.

These answers may demonstrate an impact of Covid-19 experience of experts during the period when the questions were answered. Also remarks under “other” focus on “online HR management flow” and “online respect and fairness”.

*Which are – based on your experience – feasible quality indicators for a successful training of HR students / HR professionals to develop and support their multicultural skills and competences?*

In this open question 38 answers were received. These written comments can be summarized and grouped into specific thematic areas:

### Pedagogical methods / teaching and learning – quality indicators

- Role play analysis, intercultural knowledge test, cultural sensitive assessment
- Case studies based on real cases, role-play, mock-assessments
- Effective collaboration work, understanding of the multicultural environments
- Demonstration of multicultural acquired skills (role playing - real time- simulation- case studies)
- Working on concrete business cases, avoid doing only theoretical training; asses the resourcefulness of human resources; provide for everyone a period of internship (6 months, for example) in a company
- Good understanding of cultural differences

### Testing / questionnaires / collection of data – statistical indicators

- Questionnaire/tests: In each question some skills are presented and the user is asked to commentate a situation as an example where they use or have used the skills described. The score depending on the degree of command that the HR student has regarding the skills or abilities trained.
- Listening comprehension tests, multi-choice tests, observation training
- Progress in e-learning applications, online assessments, evaluation of case studies
- Evaluation of acquired skills over time
- Intercultural assessments, multiple choice tests, scenario studies, case studies, job shadowing
- Task based tests, case studies, scenario exercises
- Training evaluation questionnaires which inquire the success of trainer, methodology and content as well as the personal gains of trainees and the impact of training on trainee's personal vision and understanding of managing multicultural workforce.
- Employee productivity rate, internal promotion rate, employee innovation index
- Awareness level on cultural differences like level of punctuality, meaning of mimics, dressing code etc.
- Number of collaborative work forms derived making use of the knowledge acquired after training; provision of systematized and transparent means/methods for participating to decision-making at work place
- Training completion percentage rate; Training compliance rate; class attendance rate; skills developed on hiring, interviewing, negotiating, mediating with multicultural employees; increase on competent multicultural employment; increase on employee satisfaction; decrease of employee turnover rate
- When assessing the efficiency of personnel training, what is particularly interesting is establishing if the participants apply in their work what they have learnt as desired, or how the learning has been translated into actions.

### Practical training - performance indicators

- Short-term internships in multicultural settings, role-play in case-samples, multicultural analysis of students themselves
- Work in/about real type situations
- Tests and simulation exercises
- Job placements, training on the job, communication exercises
- Results or regular interim assessments through real life case studies & projects to evaluate student success.
- Personal and professional experience in multicultural environments
- Multicultural experience at their HEIs, at workplace and even in the personal life; traveling, especially where multiculturalism is established by government, is very important for these types of professionals; taking part in multicultural volunteering projects

### Learning content – thematic indicators

- Improving ITC knowledge; studying the main laws concerning labour applied in the country where the work takes place.
- Greater weakness of values and biases, frameworks for recognizing and responding to cultural diversity, cross-cultural communication skills, greater understanding of people's strengths and areas for development, increased cultural intelligence

Additional comments given under this answer were:

- Millennial employees need more feedback than others in order to keep engaged and productive
- Kirkpatrick's 4 Levels of Evaluation (Reaction, Learning, Behavior, Results)
- A MIT Sloan Management Review article states that 65% of organizations are effective of capturing data, but only 46% are able to effectively secure insights from it. Solution: Modern HR analytics platform. These teach solutions allow you to find and measure the link between training and performance. It can also spot trends from a sea of training data to understand the full impact of all your learning activity.

These answers give a clear indication of the importance of:

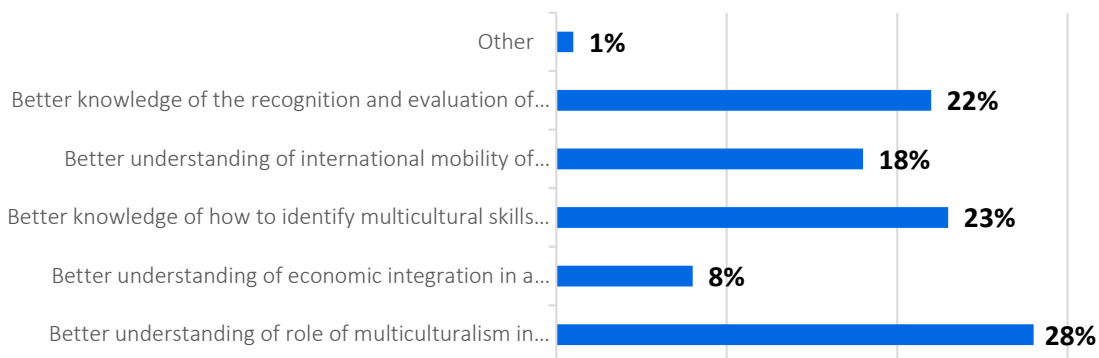
- *Need for development of (online) assessment methods and tests with quantitative and qualitative elements*
- *Task-based and collaborative learning for HR students and HR professionals*
- *Use of role-play, case-studies, business cases related to multicultural issues as instruments and tools for practical learning for HR students and HR professionals*
- *Needs for work-placements, internships, simulation exercises and exposure to multicultural settings*
- *Improvement of ICT-knowledge and use of ICT as tool for international and multicultural HR management of multicultural workforce(s)*

## Content of multicultural / multidimensional HR training

*Which are key training needs and transversal skills required for developing multicultural skills and competences of HR professionals?*

All 50 experts selected answers from the multiple-choice options given in the questionnaire.

### Training needs for multicultural HR skills



There is sufficient evidence of four major fields of important training needs identified by the experts:

- *Better understanding of role of multiculturalism in work environments*
- *Better knowledge to identify multicultural skills of workers and matching with needs of enterprises*
- *Better knowledge of recognition and evaluation of multicultural skills*
- *Better understand of international mobility of multicultural workforce*

Remarks added by experts under “other” include knowledge of circular migration (1) and knowledge of the gender-dimension of migration of a multicultural and international workforce (1).

The answers given by experts identify a need of learning materials for HR students and professionals which improve their basis knowledge and understanding of the concept of multiculturalism and its implication on management needs of professionals working in HR departments in Europe.

*Which are – based on your expertise – key contents of a multidisciplinary, real-life problem-based educational curriculum for trainers and students to improve multicultural skills of HR professionals? Please give some keywords.*

Here 42 answers and comments were given and can be grouped into the following thematic categories:

### Working life related content

- Work place integration, multicultural team management, work ethics, cultural compliance
- Knowledge of real-life of migrant workers, legal issues of migrant workers, mobility and working life
- Collaboration, Generic skills, Assessment
- Case studies from the work place (real-life), work ethics in multicultural teams, ability of appreciation of difference and diversity
- Recognition in the work place is most important
- Teamwork propensity; ability to contextualize new technologies with respect to specific needs in working life
- Respect, change management in working life, diversity management, open-mindedness
- International social safety and work place safety, management of diversity at work place in different countries, access to mobility, remote work
- Continuous improvement; standardization of multicultural work; workers' motivation; system analysis approach; holistic perspective
- Understanding of the workers' culture at the place of work in working life first of all

### Migration and integration related content

- Understanding labor migration of all levels, international work "nomades" and high-skilled experts competition
- International mobility, professional work environment, international vision
- Legal and life situation of migrant work force and qualified professionals
- Acknowledgement of key skills and qualifications for division of tasks and promotion, justice and equality at work place, recognition and means/methods for dealing with violence and harassment at work places

### IT / ICT skills related content

- ICT-competence for online assessment, continuing IT training, IT skills management and development, knowledge of international digital communication
- Labor law disciplines, business organisation, ICT
- Trainers: ITC, HR tools. Students: creativity, problem solving skills
- Knowledge of new HR tools such as new assessment methods, online tools, innovation

## Leadership and personal skills content

- Transformational leadership, cultural understanding and sensitivity, skills assessment
- Encouraging trainer-student interaction; dynamic curriculum, adapted constantly on continuous evaluation of students and their understanding capacity
- Multidisciplinary tertiary training; first work experiences in multicultural environments; other experiences, such as volunteering or travel, in multicultural context

Based on the feedback and comment given by the MMEHR experts, key contents of a multidisciplinary, real-life problem-based educational curriculum for trainers and students to improve multicultural skills of HR professionals, are:

- *Workplace based reality scenarios including promotion of respect, tolerance and recognition of multicultural work environments*
- *Competence of diversity management and change management*
- *Training of cultural awareness*
- *Intercultural communication competence*
- *Listening competence*
- *Knowledge of concept of cultural perception*
- *Cultural and transcultural mediation practices*
- *Knowledge of migration history and migration development on global, European, national and regional scale*
- *Knowledge of principles of European Integration policies*
- *Knowledge of labour migration, work force mobility and circular migration*
- *ICT competence*
- *Knowledge of IT innovation*
- *Knowledge of transformational leadership in HR management*

*Do you know / use / are you aware of educational content related to HR professionals (train the trainer courses) for learning and teaching multicultural and multidimensional competences? If yes, which (please briefly give names/ titles and sources)*

23 comments were received for this questions, including 12 “no”, leaving 11 valid comments:

#### Recommendations for educational content related to HR professionals

- Training programme with Lufthansa Group
- In large-scale companies in-house trainings on multicultural HR exists to some extent, like with Google Labs (Munich), IBM (Stuttgart), Microsoft (Munich), HP (Stuttgart), Lufthansa (Frankfurt)
- Spencer- Stuart London, PWC Frankfurt
- Communication and listening exercises
- Entrepreneur courses for migrants and refugees
- Training of German Bundeswehr for peace missions abroad (i.e. Afghanistan) with multicultural HR assessment training
- Goethe Institut training for leaderships, understanding of migration flows,
- [www.londonschool.com/Isic/courses/intercultural-skills/developing-intercultural-competence/](http://www.londonschool.com/Isic/courses/intercultural-skills/developing-intercultural-competence/)
- 3C3R Model and Malaysian Experience in training of trainers for problem based learning
- LUISS Business School, Rome Italy, HR Specialist
- Guyton, E.M. ve Wesche, M.V. (2005). The multicultural efficacy scale: Development, item selection, and reliability. *Multicultural Perspectives*, 7 (4), 21-29; Ponterotito, J.G., Baluch, S., Greig, T. ve Rivera, L. (1998): Development and initial score validation of the teacher multicultural attitude survey. *Educational and Psychological Measurement*, 58(6), 1002-1016

In summary, experts recommend practical experience for HR students with internships and job-shadowing in multicultural work environments and settings.

*Do you know of samples of good practice for HR multicultural recognition and evaluation techniques / programmes? (Please give brief details)*

For this question 25 answers were received, including nine “no”, leading towards 16 valid answers which can be grouped in two main thematic categories:

### Educational content

- German Foreign Office, training for diplomats, EU offices, Hewlett Packard
- Studies at “Führungsakademie” Baden-Württemberg and the Hochschule der Bundeswehr
- Office for international expert workers of Federal Agency for Work / Job Center
- Managing cultural diversity in human resource management (<https://www.theseus.fi/bitstream/handle/10024/71688/VO-KIM%20HANG.pdf?sequence=1&isAllowed=y> Multiculturalism and Human Resource Management Practices
- <https://www.apa.org/about/policy/multicultural-guidelines.pdf>; <http://imciglobal.org/consulting/training/>
- Although it is not exactly with the perimeter of this project, I would like to recommend the text “Human Resources Management and Training: Compilation of good practices in statistical offices” by United Nations Economic Commission for Europe, 2013
- Multiculturalism is a different way of looking at the world and above all being in the world. Schools, cities, but also companies must make their contribution with new models and an ethics that incorporates diversity as an essential condition for increasing value. HR managers, professors and trainers have a key role in this project.
- A postgraduate study master abroad will be beneficial
- Our study “A research on the differences of skills according to personality traits” continues. At the end of this study, it is aimed to emphasize skills and personality in multicultural human resources.

### Samples for assessments

- New Europass assessments
- One of the opportunities should be an Assessment where people have to solve problems just in time, or they have to collaborate each other by using their competencies and soft skills at the same time and they have another difficulty represented by the language

Recommendation of experts of samples of good practice for HR multicultural recognition and evaluation techniques remain general.

It has to be noted that no certified samples for HR multicultural competence and skills recognition was named or could be identified by experts.



This demonstrates the evident need for the development of training and recognition programmes for HR students and HR professional to improve multicultural HR competences and skills in order to improve HR related management of multicultural and mobile work and labor force in Europe and associated countries.

The need for the outcomes and results intended to be achieved within the framework of the MMEHR project are well demonstrated in this section of experts' feedback.

## Remarks

Five valid remarks from experts were received:

- Please reflect upon changes caused by Covid-19 on HR multicultural recognition
- Also take into account multicultural background of HR experts themselves and motivation of migrant students to get into HR. The system needs to change from the inside.
- Check with UN Campus in Bonn which offer HR related training for UN recruitment
- Multicultural issues are becoming very important accross Europe and big companies often have to deal with HR challenges generated by the variety of backgrounds of their employees. Multiculturality is generally recognized without using techniques or programmes which are needed.
- In Turkey we have trainings for the staff but performance assessment is the biggest problem for both government and private institutions.

## Willingness to leave personal data

Most experts agreed to leave their personal contact data which can be seen as a good and valid indicators and experts wish to stay in touch with the project and wish to be informed about upcoming project findings, results and outcomes:

*May we contact you via your email address (if provided) for further information?*



## Conclusions from analysis of national experts' questionnaires

Basic conclusions drawn from the analysis of MMEHR experts' questionnaires for the definition of guidelines for the creation and validation of courses and training modules for students as new professionals of different levels working with/managing Human Resources are:

1. The most important key skills and competences for HR professionals to successfully understand and evaluate the multicultural aspect in their work:

- *Assessment skills for competences of multicultural workers*
- *Communication skills for communication with multicultural workers*
- *Multicultural soft skills*
- *Project management skills*
- *Knowledge of culturally explicit work ethics*

2. The three most important competences HR professionals need to have to identify hidden talents and expertise of multicultural workers:

- *Knowledge of recognition of formal, non-formal and informal competences*
- *Acknowledgement of the role of soft skills for specific workplaces*
- *Knowledge of new HR tools such as new (digital) assessment methods and online tools*

3. Four themes for support materials – and thus for teaching and learning content for HR professionals – appear to be most important:

- *Competence to work professionally with e-learning and blended learning*
- *Competence to encourage critical thinking and problem solving*
- *Competence to develop open e-learning materials*
- *Competence to encourage collaboration, teamwork and enhanced teaching for HR teachers and trainers*

4. Methodological conclusions for MMEHR learning materials based on experts' comments:

- *Need for development of (online) assessment methods and tests with quantitative and qualitative elements*
- *Task-based and collaborative learning for HR students and HR professionals*
- *Use of role-play, case-studies, business cases related to multicultural issues as instruments and tools for practical learning for HR students and HR professionals*
- *Needs for work-placements, internships, simulation exercises and exposure to multicultural settings*
- *Improvement of ICT-knowledge and use of ICT as tool for international and multicultural HR management of multicultural workforce(s)*

5. Based on the feedback and comment given by the MMEHR experts, key contents of a multidisciplinary, real-life problem-based educational curriculum for trainers and students to improve multicultural skills of HR professionals, are:

- *Work-place based reality scenarios including promotion of respect, tolerance and recognition of multicultural work environments*
- *Competence of diversity management and change management*
- *Training of cultural awareness*
- *Intercultural communication competence*
- *Listening competence*
- *Knowledge of concept of cultural perception*
- *Cultural and transcultural mediation practices*
- *Knowledge of migration history and migration development on global, European, national and regional scale*
- *Knowledge of principles of European Integration policies*
- *Knowledge of labour migration, work force mobility and circular migration*
- *ICT competence*
- *Knowledge of IT innovation*
- *Knowledge of transformational leadership in HR management*

## Analysis of desk research in MMEHR partner countries

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For additional state-of-the-art knowledge on existing materials, partners conducted desk research in all partner countries.

This desk research included academic studies on multicultural and multidimensional skills in HR, general studies on the topic, HR training modules, HEI study programs for HR students, hidden talents recognition materials and sources and resources found to be of importance or relevance for the development of the MMEHR Quality Guidelines.

A total of 27 studies, reports, publications and tools of value for the MMEHR project could be identified by partners. Partners used reporting template to summarize and describe their findings.

During the analysis of the materials identified during the desk research, it became obvious that there is a need to clarify terminological issue:

- Partners noticed a lack of specification in the use of the terms “multicultural”, “intercultural” and “crosscultural” or sometimes even “transcultural”. From an academic scientific point of view, the three terms clearly have different connotations.<sup>2</sup> In findings in Germany and Romania the term “multicultural” often was used with the meaning of “intercultural”.
- Within the context of the MMEHR project, “multicultural” is used to describe the challenge for HR professionals and HR students to acquire skills to manage work forces which consist of several cultural or ethnic groups, independent from the degree of interaction in daily life. HR managers generally deal with employees or their work force within a company where in the interest of productivity and innovation a higher number of exchange between workers and collaboration between teams is needed.
- Partners also noted a frequent use of the term “diversity”. Many studies which were identified during the desk research phase focused on multicultural HR management as a tool for diversity management within a company, enterprise or team. These studies have in common that “diversity” covers more than just “culture”. Diversity includes characteristics of individual persons as members of the workforce such as religious orientation, gender, political background, ethnic belonging, sexual orientation, linguistic background, socio-economic background, age, physical specifics including handicaps, contractual status, family situation and

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*2 “Multicultural” refers to a society that contains several cultural or ethnic groups. People live alongside one another, but each cultural group does not necessarily have engaging interactions with each other. For example, in a multicultural neighborhood people may frequent ethnic grocery stores and restaurants without really interacting with their neighbors from other countries.*

*“Cross-cultural” (also “transcultural”) deals with the comparison of different cultures. In cross-cultural communication, differences are understood and acknowledged, and can bring about individual change, but not collective transformations. In cross-cultural societies, one culture is often considered “the norm” and all other cultures are compared or contrasted to the dominant culture.*

*“Intercultural” describes communities in which there is a deep understanding and respect for all cultures. Intercultural communication focuses on the mutual exchange of ideas and cultural norms and the development of deep relationships. In an intercultural society, no one is left unchanged because everyone learns from one another and grows together. (Source: Spring Institute, 2020)*

legal background (i.e. migrant worker with residence, migrant worker without residence rights etc.).<sup>3</sup>

- Within the context of the MMEHR project, an understanding of diversity and diversity management is part of the skills HR professional need to have who are dealing with a multicultural workforce and who are working in multicultural settings. Diversity management is seen as one of many skills elements multicultural HR professionals need to acquire.
- In some findings during the MMEHR desk research, multicultural HR management was seen as a tool to support and guarantee equal opportunities for all individuals in a company's work force. The MMEHR project considers this to be true, but too limited within the holistic context of multicultural HR management.
- The last notable issue during the desk research phase was the role of "culture" in the sense of local cultures, national cultures, in-company cultures and global or international (business) cultures, which multicultural HR professionals need to be aware of. The MMEHR project takes into account that HR professionals need to be aware and need to be able to act in settings, which are defined by various cultures which are present at the same point of time, in that sense identified as "multicultural" within the context of the MMEHR project.

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*3 The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual. Diversity is a reality created by individuals and groups from a broad spectrum of demographic and philosophical differences. It is extremely important to support and protect diversity because by valuing individuals and groups free from prejudice and by fostering a climate where equity and mutual respect are intrinsic, we will create a success-oriented, cooperative, and caring community that draws intellectual strength and produces innovative solutions from the synergy of its people. "Diversity" means more than just acknowledging and/or tolerating difference. Diversity is a set of conscious practices that involve: understanding and appreciating interdependence of humanity, cultures, and the natural environment; practicing mutual respect for qualities and experiences that are different from our own; understanding that diversity includes not only ways of being but also ways of knowing; recognizing that personal, cultural and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others; building alliances across differences so that we can work together to eradicate all forms of discrimination. Diversity includes, therefore, knowing how to relate to those qualities and conditions that are different from our own and outside the groups to which we belong, yet are present in other individuals and groups. These include but are not limited to age, ethnicity, class, gender, physical abilities/qualities, race, sexual orientation, as well as religious status, gender expression, educational background, geographical location, income, marital status, parental status, and work experiences. (Source: New York University, Queensborough Community College, 2020)*

The outcome of desktop research can be briefly listed and categorized as such:

No	Country	Research report title (translated into English)	Category	Remarks on content (brief summaries)	Use for MMEHR project	Format	Source
1	Germany	Institute for intercultural management: intercultural staff management	Scientific publication	<ul style="list-style-type: none"> <li>Intercultural HR management</li> <li>Intercultural staff development</li> <li>Management of staff abroad (in branches of a company)</li> <li>Role of staff exchange and mobility</li> </ul>	<ul style="list-style-type: none"> <li>Identify training needs</li> <li>Content and design of HR training</li> <li>Understand multidimensional factors</li> </ul>	Book	ISBN 978-3-409-18764-0
2	Germany	Intercultural staff management at example of staff marketing and HR leadership	Academic paper	<ul style="list-style-type: none"> <li>Multicultural HR management in public services (i.e. EU institutions)</li> <li>Intercultural staff marketing</li> <li>Specific training needs for multicultural HR managers</li> </ul>	<ul style="list-style-type: none"> <li>Identify training needs</li> <li>Quality elements of HR techniques</li> </ul>	Paper	Einstellungsbehörde Bundesstadt Bonn, Jahrgang 2012, Studienabschnitt 3, Modul 6.3., Dozent Dr. Fischer
3	Germany	Multicultural leadership	Academic paper	<ul style="list-style-type: none"> <li>matching of needs of enterprises with skills of multicultural work force</li> <li>relation between a company's in-house HR-culture and local cultures</li> <li>role of culture for HR management</li> </ul>	<ul style="list-style-type: none"> <li>Understand multidimensional factors</li> <li>Culture as resource for HR leadership</li> </ul>	Paper	<a href="http://www.grin.com/document/86401">www.grin.com/document/86401</a>
4	Germany	HR Management in multinational and multicultural organizations	Academic paper	<ul style="list-style-type: none"> <li>HR management as tool for diversity management in multinational institutions (i.e. EU, UN)</li> <li>Comparative study of HR needs of large-scale global enterprises with HR needs of EU institutions</li> </ul>	<ul style="list-style-type: none"> <li>Understand multidimensional factors</li> <li>Multicultural dimension of HR</li> <li>Methodological principles</li> <li>Political dimension of HR management</li> </ul>	Paper	<a href="http://www.researchgate.net/publication/283652853_Personalmanagement">www.researchgate.net/publication/283652853_Personalmanagement</a>
5	Germany	International HR Management	Scientific publication	<ul style="list-style-type: none"> <li>Human capital and synergies of needs between work force and corporate needs</li> <li>Interaction of cultures at workplace</li> <li>Staff development</li> <li>HR leadership</li> </ul>	<ul style="list-style-type: none"> <li>Identify HR training needs</li> <li>Curricular design for HR</li> <li>Content and instructional design for HR training</li> </ul>	Paper	<a href="http://www.daswirtschaftslexikon.com/d/interkulturelles_personalmanagement">www.daswirtschaftslexikon.com/d/interkulturelles_personalmanagement</a>
6	Germany	International HR Management	HR related training module in two books	<ul style="list-style-type: none"> <li>International staff management</li> <li>Intercultural training in large-scale companies</li> <li>Recruiting of work force, assessment of skills, staff selection, continuing HR training</li> <li>Key-skills in HR</li> </ul>	<ul style="list-style-type: none"> <li>Multicultural dimension of HR</li> <li>Content and instructional design for HR training</li> <li>Quality elements of HR techniques</li> </ul>	2 e-books 2 books	Festing, Marion; Dowling, Peter; Weber, Wolfgang: Internationales Personalmanagement, Heidelberg, Springer-Verlag, 2017
7	Germany	Leadership in multicultural teams	HR related training module/ multicultural tool	<ul style="list-style-type: none"> <li>Intercultural leadership</li> <li>Communicative skills</li> <li>Team development</li> <li>Role of cultural differences</li> <li>Conflict resolution</li> <li>Collaboration tools</li> <li>Multicultural company culture</li> </ul>	<ul style="list-style-type: none"> <li>Content and instructional design for HR training</li> </ul>	e-Paper/ Paper	<a href="http://www.business-wissen.de/hb/fuehrungsaufgaben-bei-interkultureller-teamarbeit">www.business-wissen.de/hb/fuehrungsaufgaben-bei-interkultureller-teamarbeit</a>
8	Greece	Factors determining the adoption of workforce diversity initiatives in modern organizations: an empirical analysis	Academic paper/ Scientific publication/ multicultural tool	<ul style="list-style-type: none"> <li>Value of work force diversity</li> <li>Diversity to boost innovation and competitiveness</li> <li>Managing diversity as part of HR management</li> <li>Corporate culture of work force training, integration of diversity elements into corporate strategy</li> </ul>		Paper/ Print	Postgraduate Dissertation of Argyris Tsirimokos, School of Social Sciences Master in Business Administration (MBA), Hellenic Open University, 2008 <a href="https://apothesis.eap.gr/handle/repo/37815">https://apothesis.eap.gr/handle/repo/37815</a>

No	Country	Research report title (translated into English)	Category	Remarks on content (brief summaries)	Use for MMEHR project	Format	Source
9	Greece	Organizational culture, human resource motivation and entrepreneurship	Academic paper/ Scientific publication	<ul style="list-style-type: none"> <li>Coexistence of cultures (national, global) in companies and HR management</li> <li>HR and behavioral patterns</li> <li>HR and global business culture</li> </ul>	<ul style="list-style-type: none"> <li>Input of multicultural dimension of HR</li> <li>Understand multidimensional factors</li> </ul>	Paper/ Online	Konstantinos Mitsopoulos (2008), University of Piraeus, Athens, <a href="http://dione.lib.unipi.gr/xmlui/bitstream/handle/unipi/2738/Mitsopoulos.f?sequence=3&amp;isAllowed=y">http://dione.lib.unipi.gr/xmlui/bitstream/handle/unipi/2738/Mitsopoulos.f?sequence=3&amp;isAllowed=y</a>
10	Greece	The impact of talent management in business	Academic paper/ Scientific publication Tool to identify or validate hidden skills	<ul style="list-style-type: none"> <li>HR management of high potentials</li> <li>Talent management</li> <li>Selection and retention of employees</li> <li>Talent management as part of HR management</li> </ul>	<ul style="list-style-type: none"> <li>Identify HR training needs</li> <li>Understand multidimensional factors</li> <li>Competence and understanding of hidden talents</li> </ul>	Paper/ Online	Master Thesis submitted to the Department of Economics of the University of Piraeus in partial fulfillment of the requirements for the degree of Master of Arts in Economic and Business Strategy <a href="http://dione.lib.unipi.gr/xmlui/bitstream/handle/unipi/9592/Tzanaki_Eulavia.pdf?sequence=1&amp;isAllowed=y">http://dione.lib.unipi.gr/xmlui/bitstream/handle/unipi/9592/Tzanaki_Eulavia.pdf?sequence=1&amp;isAllowed=y</a>
11	Greece	Human Resources Management and Organizational Analysis	HR related study Programme (HEI), tool to identify or validate hidden talents	<ul style="list-style-type: none"> <li>HR management techniques and contracting</li> <li>HR management and effectiveness of teams</li> <li>Emotional intelligence at work</li> <li>Importance of culture in a company</li> <li>Use of HR software program</li> </ul>	<ul style="list-style-type: none"> <li>Understand multidimensional factors</li> <li>Curricular design for HR</li> </ul>	Online	<a href="https://elearningekpa.gr/courses/human-resources-management-and-organizational-analysis">https://elearningekpa.gr/courses/human-resources-management-and-organizational-analysis</a>
12	Greece	Human resources management and the multicultural dimension	Academic paper/ scientific publication/ tool to identify or validate hidden skills/ multicultural multidimensional tool	<ul style="list-style-type: none"> <li>HR management and multicultural workforce</li> <li>Conflicting view in HR management</li> <li>Recruitment of staff on a global base</li> <li>Talent management</li> <li>Online recruitment</li> <li>Culturally heterogeneous business and effective multicultural HR management</li> <li>HR management of/in culturally diverse organizations</li> </ul>	<ul style="list-style-type: none"> <li>Identify HR training needs</li> <li>Competence and understanding of hidden talents</li> </ul>	Paper/ Online	Master Thesis in Business Administration, M.B.A., University of Piraeus, Author: Zachari Vasiliki, Date: April 2016 <a href="https://elearningekpa.gr/courses/human-resources-management-and-organizational-analysis">https://elearningekpa.gr/courses/human-resources-management-and-organizational-analysis</a>
13	Italy	Human resource management	Scientific publication	<ul style="list-style-type: none"> <li>HR management in reference to office organization and personnel management</li> <li>Quality and equal opportunities between men and women</li> <li>Staff training as tool for reform and innovation</li> </ul>	<ul style="list-style-type: none"> <li>Content and instructional design for HR training</li> </ul>	Book	ISBN: 9788828805984
14	Italy	Languages of diversity in the management and organization of human resources. Ideas for a method	Scientific publication	<ul style="list-style-type: none"> <li>Diversity in enterprises</li> <li>Diversity in HR management as upstream of professional skills system</li> </ul>	<ul style="list-style-type: none"> <li>Understanding multidimensional factors</li> </ul>	Book	ISBN: 9788862502412
15	Italy	Investing in human capital: organizational well-being and job satisfaction	Scientific publication	<ul style="list-style-type: none"> <li>Human capital and economic success</li> <li>Working conditions, HR management and organizational well-being</li> </ul>	<ul style="list-style-type: none"> <li>Quality elements of HR techniques</li> </ul>	Book	ISBN: 978-88-7488-534-3

No	Country	Research report title (translated into English)	Category	Remarks on content (brief summaries)	Use for MMEHR project	Format	Source
16	Italy	Literature review on value creation and value capturing in strategic management studies	Scientific publication	<ul style="list-style-type: none"> <li>HR value creation and identification of value capturing</li> </ul>	<ul style="list-style-type: none"> <li>Competence and understanding of hidden talents</li> <li>Methodological principles</li> </ul>	Magazine article	<a href="https://www.virtusinterpress.org/A-LITERATURE-REVIEW-ON-VALUE.html">https://www.virtusinterpress.org/A-LITERATURE-REVIEW-ON-VALUE.html</a>
17	Italy	Training and enhancement of human resources for cohesion in the European context	Scientific publication	<ul style="list-style-type: none"> <li>EU policies in the field of training for social cohesion</li> </ul>	<ul style="list-style-type: none"> <li>Content and instructional design for HR training</li> </ul>	Book	ISBN: 9788874315796
18	Italy	Diversity management for inclusive growth. Strategies and tools	Scientific publication	<ul style="list-style-type: none"> <li>Diversity management to promote more inclusive work environment and increase competitiveness of companies</li> <li>HR management as social justice in a company</li> <li>Diversity management in public administrations</li> </ul>	<ul style="list-style-type: none"> <li>Input on multicultural dimension of HR</li> </ul>	Book/ Online	ISBN: 9788891726308
19	Italy	Human resources management and development to build business success	Proceedings of a conference	<ul style="list-style-type: none"> <li>HR management in reference to organizational design such as traditional one based on function and jobs as to WorldClass Management based of processes and work roles.</li> <li>Needs due to technologies with regard of organizational designs and skills of workers</li> <li>Role of remuneration, incentives, training, flexibility</li> </ul>	<ul style="list-style-type: none"> <li>Quality elements for HR techniques</li> </ul>	Online	<a href="https://www.confindustria.it/files/File/Confindustria%20-%20%20Comitati%20Tecnici/Biennale%20CSC%202014.pdf">https://www.confindustria.it/files/File/Confindustria%20-%20%20Comitati%20Tecnici/Biennale%20CSC%202014.pdf</a>
20	Romania	Comparative human resource management	Academic paper	<ul style="list-style-type: none"> <li>HR management novelty</li> <li>Comparative HR management</li> <li>International HR management as part of globalization-regionalization process</li> <li>Features of management systems such as in Europe, America, Japan</li> <li>Similarities and differences of management system on international level</li> <li>Transfer of management skills</li> </ul>	<ul style="list-style-type: none"> <li>Quality elements of HR techniques</li> </ul>	Book	ISBN 978-973-709-490-2
21	Romania	Human resources management: the professional's guide	Academic paper	<ul style="list-style-type: none"> <li>Organizational culture and HR management</li> <li>HR management and career development</li> <li>Performance in HR management</li> <li>Capability development of individuals and companies</li> </ul>	<ul style="list-style-type: none"> <li>Quality elements of HR techniques</li> </ul>	Online	<a href="http://www.islavici.ro/cursuriold/Managementul_Resurselor_Umane%20-%20curs.pdf">http://www.islavici.ro/cursuriold/Managementul_Resurselor_Umane%20-%20curs.pdf</a>
22	Romania	Intercultural education	Multicultural multidimensional tool	<ul style="list-style-type: none"> <li>Cultural pluralism and HR management</li> <li>Diversity and communication between cultures</li> <li>Multicultural and pluricultural concepts in HR management</li> <li>Intercultural competence</li> <li>HR management and communication skills</li> </ul>	<ul style="list-style-type: none"> <li>Input on multicultural dimension of HR</li> </ul>	Paper	ISBN 978-973-1753-22-5
23	Romania	Intercultural education: from theory to practice	Multicultural multidimensional tool	<ul style="list-style-type: none"> <li>Cultural diversity and intercultural dialogue and HR</li> <li>Intercultural education and migration</li> <li>Intercultural education in Romania</li> </ul>	<ul style="list-style-type: none"> <li>Input on multicultural dimension of HR</li> </ul>	Online	<a href="http://agentiainpreuna.ro/uploads/educatia%20interculturala.pdf">http://agentiainpreuna.ro/uploads/educatia%20interculturala.pdf</a>



No	Country	Research report title (translated into English)	Category	Remarks on content (brief summaries)	Use for MMEHR project	Format	Source
24	Romania	Transnational companies: integrated human resource management based on competence	Academic paper	<ul style="list-style-type: none"> <li>Globalization and role of transnational enterprises in this process in reference to HR management</li> <li>Competitiveness of companies and role of HR</li> <li>Globalization and role of labor market</li> </ul>	<ul style="list-style-type: none"> <li>Understand multidimensional factors</li> </ul>	Book	ISBN 978-973-709-321-9
25	Turkey	Industry 4.0 Tourism 4.0 and Human Factor: Voice of Customer	Academic paper/ HR related programme/ tool to identify hidden skills/ industry 4.0 report/ recruitment tool	<ul style="list-style-type: none"> <li>Role of people in industry 4.0 and role of HR management in terms of human factor in highly automated systems</li> <li>Role of robots in industry 4.0</li> </ul>	<ul style="list-style-type: none"> <li>Identify HR training needs</li> <li>Multicultural dimension of HR</li> <li>Multidimensional factors</li> <li>Understanding of hidden talents</li> <li>Content and instructional design for HR training</li> <li>Quality elements or HR techniques</li> <li>Technical requirements for training courses</li> <li>Methodological principles</li> </ul>	Paper	<a href="https://www.futureacademy.org.uk/files/images/upload/ISMC2018F055.pdf">https://www.futureacademy.org.uk/files/images/upload/ISMC2018F055.pdf</a>
26	Turkey	Conflict Factor in distribution channel (an application in tourism services)	Academic paper/ scientific publication/ HR related study programme	<ul style="list-style-type: none"> <li>Relation between technological innovation and social and business development and impact of HR management</li> <li>HR management in relation to consumer satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>Identify HR training needs</li> <li>Multidimensional factors</li> <li>Content and instructional design for HR training</li> </ul>	Paper	<a href="https://www.academia.edu/37970136/CURRENT_DEBATES_IN_BUSINESS_STUDIES">https://www.academia.edu/37970136/CURRENT_DEBATES_IN_BUSINESS_STUDIES</a>
27	Turkey	Human Resources in Internal Marketing, Relationship marketing and customer relations	Academic paper/ HR training module/ HR related study programme/ tool to identify hidden skills	<ul style="list-style-type: none"> <li>HR management in relation to consumer satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>Identify HR training needs</li> <li>Multidimensional factors</li> <li>Content and instructional design for HR training</li> </ul>	Book	ISBN:978-605-333-597-9

## Conclusions from analysis of desk research in MMEHR partner countries

The summary report of the desk research from all partners offered insight into the multidimensional relation of “multicultural HR” and into shared access points for academic research.

Basic studies directly focused **skills and competence** needed by HR professionals in a multicultural setting. Klaus Götz starts with a strong focus on intercultural learning and training and defines a list of key-skills needed by HR professionals such as listening skills, linguistic skills, country specific legal knowledge, cultural skills concerning role of families, groups and clusters, relocation and mobility programs, social security on a global level and temporary placements.<sup>4</sup>

This leads to the discussion of the role of **intercultural learning** as part of training of HR professionals leading towards the acquisition of intercultural competences. Liviu Plugaru and Mariela Pavlache-Ilie start in their report of the acceptance of cultural pluralism as today’s social and economic reality. Cultural pluralism states that every culture develops a vision own about the world with meanings of universal value starting from an experience. In addition to defending diversity, cultural pluralism raises the issue of communication between cultures that recognize that each contributes precisely through specific differences to the enrichment of human experience.

Intercultural competence is defined as the ability to mobilize knowledge, methods of action, feelings in the context of intercultural interactions. Intercultural competence involves the person’s adaptation and flexibility to the new situation and not rigidity, intolerance and monotony. Intercultural competence is not enough for to achieve an efficient communication but the context in which the communication is made must be considered. Methods and techniques for optimizing communication, in particular that of intercultural communication are diverse and lately in increasing numbers. What should be kept in mind is that their use facilitates communication, which is “the main vehicle for social interaction”.<sup>5</sup>

Several academic papers focused on **HR management in multicultural and international organizations** such as EU institutions, the United Nations or supra-national companies. C. Cioffi sees multicultural HR management as tool to contribute towards main EU policies for social cohesion at the work place.<sup>6</sup> Dieter M. Hartweg adds the aspect of a political level multicultural HR management might needs to consider. He identifies special needs of multi-cultural and multi-national institutions – reaching from cultural and social needs to political needs and needs such as “staff balance between EU member states”, principles of diversity (country of origin, gender, languages, religion, political orientation, party membership, sexual orientation, etc.). The paper describes **multicultural HR management as diversity management**. The paper concludes that there aren’t any specific definitions, rules and regulations or strategic development guidelines for diversity HR management – neither with EU institutions nor with large-scale enterprises. However, each institution “creates” its own principles of traditions of HR leadership in the field of multicultural HR management defined by an “**institutional culture**” with multicultural HR management needs to comply with.<sup>7</sup> This theory of institutional or organizational culture is also supported by Konstantinos Mitsopoulos on

4 Götz, Klaus (Hrsg.): *Interkulturelles Lernen / Interkulturelles Training*, Hampp Verlag, 2018.

5 Liviu Plugaru, Mariela Pavlache-Ilie (Coord.): *Educație interculturală*, Sibiu, Psihomedica, 2007.

6 C. Cioffi, “Formazione e valorizzazione delle risorse umane per la coesione in ambito europeo”, in “Progetto SURE e trasferimento della conoscenza al territorio” (edited by G. Trupiano), Naples, Giannini Editore, 2012.

7 Hartweg, Dieter M.R.: *Personalmanagement in multinationalen und multikulturellen Organisationen*, Ph.D. thesis, 2008.

his study of organizational culture and human resource motivation.<sup>8</sup>

This cultural aspect of HR management is also discussed by Adriana Bădescu, Codruta Mirci and Gabriela Bogre in their professional's guide to HR management.<sup>9</sup> The handbook focuses on the role of organizational culture and HR management and development. Career management policies and rewards management system are analyzed in depth and provide reliable and useful information for HR professional or to anyone interested to improve performance in working with human resources.

Defining and measuring performance of employees is described using criteria and methodology. The culture of **performance management** as part of multicultural HR management is defined as a strategic and integrated approach to ensure lasting success in the work of organizations, by improving the performance of the people who work in them and by developing the capabilities of teams and individuals. Performance management system consists of all the processes used to identify, encourage, measure, evaluate, improve, and compensate for the performance of employees in an organization. Performance is essentially what an employee does or does not do.

Performance, however, means both behavior and results. Not only are they tools for achieving results, behaviors are, in themselves, also results - the product of the physical and cerebral effort made to perform tasks - and can be judged separately from the results.

**Diversity management** as central element of multicultural HR management is also discussed in L.M. Sicca's study on linguistic aspects of diversity in HR management. The work aims to understand the **languages of diversity in the management of human resources**, that is, understanding what is upstream of the professional skills system. An approach that today is deeply felt by those who are oriented towards a way of doing management in the name of authentic interdisciplinary methods, based on an equal exchange between the rigor of theoretical research and flexibility of daily practices.<sup>10</sup>

Argyris Tsirimokos adds to the diversity dimension of HR management the aspect of benefit. Diversity is described as a contemporary and global social reality with great implications on numerous areas of human activities. Nowadays the value of workforce diversity is recognized worldwide. Research and business evidence have shown that diversity can boost innovation, employee engagement, decision making. Companies with greater diversity financially outperform competitors, indicating that diversity can turn into a significant competitive advantage. In this respect, it becomes evident that the ability to manage diversity grows into a critical competency for modern organizations. Managing diversity is about managing people so that the potential advantages of diversity are maximized while its potential disadvantages are minimized. However, although many researchers have focused on documenting the business benefits of workforce diversity or investigating the specific benefits of particular diversity initiatives, limited attention has been paid to the factors that induce firms to implement diversity management practices, besides legislation.<sup>11</sup>

Basic principles of HR management as tool for diversity managed are also described in the study of Buemi, Conte and

8 Konstantinos Mitsopoulos, *University Press of Piraeus, Athens, 2008 (Οργανωσιακή κουλτούρα, υποκίνηση ανθρώπινου δυναμικού και επιχειρηματικότητα)*

9 Adriana Bădescu, Codruța Mirci, Gabriela Bogre: *Managementul resurselor umane: manualul profesionistului*, Timișoara, Brumar, 2008

10 L. M. Sicca, "I linguaggi della diversità nella gestione e organizzazione delle risorse umane. Spunti per un metodo", in "Formare al management della diversità. Nuove competenze e apprendimenti nell'impresa" (edited by G. Alessandrini), Milan, Guerini e associati, 2010

11 Postgraduate Dissertation of Argyris Tsirimokos, *School of Social Sciences Master in Business Administration (MBA)*, Hellenic Open University, 2008 (Οι παράγοντες που επηρεάζουν την υιοθέτηση πρακτικών εξασφάλισης ποικιλομορφίας στο εργατικό δυναμικό των σύγχρονων επιχειρήσεων: Μία εμπειρική ανάλυση)

Guazzo. Diversity management is argued to promote greater inclusion of employees from different backgrounds in order to create a more inclusive work environment and at the same time increase the competitiveness of a company, linking company performance with social justice issues.<sup>12</sup>

Like HR management in international organizations, other academic studies reflect on the socio-structural change of society and the of **public administrations** and political organizations to adapt with the staff structure to the social structure of society. Roy B. Moreno Smaniego asks central questions for HR management in that respect: Which are the needs for intercultural human resource management in public administration? How can intercultural human resource management be defined? What is intercultural “staff marketing” and “staff guidance”? How can intercultural competent human resource managers be trained? His study concludes that there is no internationally agreed upon definition of intercultural human resource management, neither is there a list of identified key skills and competences human resource managers are expected to have when working with international and intercultural work force / employees. However, intercultural human resource management has special needs in linguistic skills, communication and quality management. Finally, as a more personal characteristic, human resource professionals need to have a personal interest in the international sphere in order to be trained in intercultural HR management.<sup>13</sup>

This aspect is also reflected in a publication by M. D’Aponte which examines the content and purposes of the norms of the Italian legislative decree n. 165/2001 had on human resources management in the framework of office organization and personnel management in public administration. Specific attention is devoted to the issue of equality and equal opportunities between men and women and the reconciliation between free and working time, as well as staff training as a strategy measure for the development of reforms and innovation in the public administration through innovative multicultural HR management.<sup>14</sup>

Another focus of research is the impact of **globalization on multicultural HR management**. Cristian-Virgil Marinaş analysis HR management from an international perspective. This international perspective can be broken down to regional needs as a globalization-regionalization process. In this process, common agreed upon HR tools are shared, from the point of view of human resources practices, as defining features of some developed management systems, such as the European, American and Japanese one with main similarities and differences between these main human resources management systems.<sup>15</sup>

Globalization also leads to the need of global staff recruitment, including special skills HR professional need to possess. Zachari Vasiliki analyses how human resource management departments have in recent years tended not only to manage a diverse workforce but also to recruit staff from a global base to meet the international demands of the business world. In order to attract multicultural candidates, businesses are turning to new practices such as talent management and online recruitment globally. The overall benefits and problems of a culturally heterogeneous business can be closely linked to how effective human resource management is.<sup>16</sup>

A study of Andreas Bittner and Bernhard Reisch reflects on aims and tasks of intercultural human resource management,

12 M. Buemi, M. Conte, G. Guazzo, “Il Diversity Management per una crescita inclusiva. Strategie e strumenti”, Milan, Franco Angeli, 2015.

13 Roy B. Moreno Smaniego: *Interkulturelles Personalmanagement am Beispiel Personalmarketing und Personalführung*, Universität Köln, Seminararbeit 2013.

14 M. D’aponte, “La gestione delle risorse umane”, in “Il lavoro pubblico” (edited by G. Amoroso, V. Di Cerbo, L. Fiorillo and A. Maresca), Milan, Giuffrè Francis Lefebvre, 2019.

15 Cristian-Virgil Marinaş: *Managementul comparat al resurselor umane*, 2010, Editura Economică

16 Zachari Vasiliki : *Master Thesis in Business Administration, M.B.A., University of Piraeus, 2016 (Διαχείριση ανθρώπινου δυναμικού και η διάσταση της πολυπολιτισμικότητας)*.

staff development and matches this with the needs of the industry: producing for **international global markets and workforce mobility**. Multicultural HR management, according to this study, is directly linked to globalization. Today's companies need staff with expertise in international sales, supply chains in international settings, producing abroad, intercultural teams, inclusion of migrant workers and domestic work force, role of intercultural competence and skills, central elements of intercultural human resource management based on needs, planning, information and leadership. HR management thus needs to comprise international staff exchange and mobility, challenges of adapting to new cultures; working and living abroad and preparatory training, preparation for posting abroad and staff re-integration.<sup>17</sup>

Multicultural HR management also requires **new forms of HR leadership** in relation to the already described cultural dimension. Petra Hecht in her research of multicultural leadership analyses key challenges and problems of multicultural HR management, discusses the relation between local cultures and HR management cultures, analyses the influence of culture on behavioral characteristics of work force and HR management and suggests to take culture as "orientation system" (following the theory of Thomas and Weibler) and to develop "HR management leadership dimensions based on the needs of cultural characteristics of a country, region or geographical area".<sup>18</sup>

As a first text analysis of this **MMEHR** desktop research, it can be concluded:

- Multicultural HR management describes a new need of HR management both in private companies as well as in public administration caused by the rapid growth of globalization and internationalization of both societies as well as economies.
- Special skills and competences of multicultural HR professionals are listening skills, linguistic skills, target country specific legal knowledge and intercultural skills concerning role of families, groups and clusters.
- Special knowledge needs to be acquired by multicultural HR professionals in the fields of international recruitment, global staff assessment, relocation and mobility programs, social security on a global level, temporary job placements to foster and support workforce mobility.
- Multicultural HR management defines a new form of HR leadership based on cultural characteristics of a country or region, as well as on company cultures or institutional cultures. Such cultures are based on globally shared norms and values which multicultural HR professionals need to know and understand.

After a text analysis of materials identified during the MMEHR desktop research, the second aim of this process was to find resources, materials or item which help to

- identify HR training needs
- offer input on the multicultural dimension of HR
- understand multidimensional factors
- offer competence and understanding of hidden talents
- offer knowledge on curricular design for HR
- offer content and instructional design for HR training
- describe quality elements of HR techniques
- offer methodological principles
- describe pedagogical approaches

<sup>17</sup> Institut für Interkulturelles Management (Hrsg.) – *Interkulturelles Personalmanagement, Internationale Personalentwicklung, Auslandsentsendung, interkulturelles Training*, von: Andreas Bittner und Bernhard Reisch.

<sup>18</sup> Hecht, Petra: *Multikulturelle Führung, Seminararbeit*, 2006.

- describe technical requirements of training courses
- or offer other expertise, to be further specified.

Sources and materials identified during the desktop research phase could be assigned to one or more than one (multiple) categories mentioned above. From the 27 sources found to be useful during the desktop research, there was a clear focus on multidimensional factors, followed by the multicultural dimension of HR management, the identification of HR training needs, training content and quality element.

Based on the top five categories, the conclusions and recommendations of the desk research are:

### Multidimensional factors

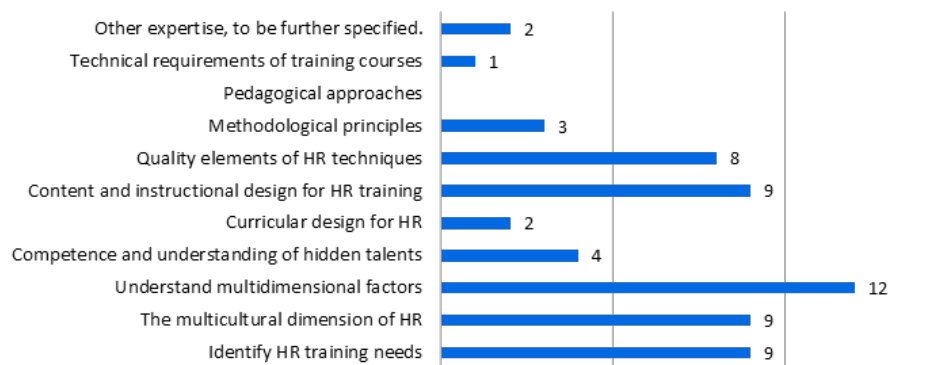
- matching of needs of enterprises with skills of multicultural work force
- Diversity to boost innovation and competitiveness
- Managing diversity as part of HR management
- HR and behavioral patterns
- HR and global business culture
- HR management of high potentials
- Intercultural education and migration
- Human capital and economic success
- Working conditions, HR management and organizational well-being
- Role of people in industry 4.0 and role of HR management in terms of human factor in highly automated systems
- Role of robots in industry 4.0
- Relation between technological innovation and social and business development and impact of HR management
- HR management in reference to office organization and personnel management
- Quality and equal opportunities between men and women
- Staff training as tool for reform and innovation
- International HR management as part of globalization-regionalization process
- Features of management systems such as in Europe, America, Japan
- Similarities and differences of management system on international level

### The multicultural dimension of HR management

- Relation between a company's in-house HR-culture and local cultures
- Role of culture for HR management
- Multicultural company culture

- Coexistence of cultures (national, global) in companies and HR management
- Cultural pluralism and HR management
- Diversity and communication between cultures
- Multicultural and pluricultural concepts in HR management
- Intercultural competence

### Categories identified in MMEHR desk research



### Identified HR training needs

- Staff development
- HR leadership
- International staff management
- Management of staff abroad (in branches of a company)
- Recruiting of work force, assessment of skills, staff selection, continuing HR training
- Selection and retention of employees
- Talent management as part of HR management
- HR management techniques and contracting
- HR management and effectiveness of teams
- Emotional intelligence at work
- Talent management
- Online recruitment
- HR management as tool for diversity management in multi-national institutions (i.e. EU, UN)
- Human capital and synergies of needs between work force and corporate needs
- Interaction of cultures at workplace



- Intercultural training in large-scale companies
- HR management and career development
- Performance in HR management

### Identified training content

- Intercultural leadership
- Communicative skills
- Team development
- Role of cultural differences
- Conflict resolution
- Collaboration tools
- Talent management
- Methods of staff exchange and mobility
- Multicultural HR management in public services (i.e. EU institutions)
- Intercultural staff marketing
- Listening skills
- Use of HR software program
- Use of online communication platforms for HR management
- Capability development of individuals and companies
- HR management and communication skills

### Quality elements of HR training

- EU policies in the field of training for social cohesion
- Diversity management to promote more inclusive work environment and increase competitiveness of companies
- HR management as social justice in a company
- Replicability and scalability of HR training programs on a global level



## Analysis of collection of best practice

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In addition to the desk research, **MMEHR** partners searched for samples of best practice in the field of multicultural HR. The difference between desk research and the search for samples of best practice was that desk research covered the full range and holistic approach of the project, the samples of best practice focus on “collecting best practice that is useful, suitable and relevant to the target group of students/learners and with special regard to the principles of the strategical plan of Industry 4.0 ‘smart factories’”.

The collection of best practice for **MMEHR** focused on:

- existing best practice training programs / training modules / other forms of training materials **for students in the field of HR** to be prepared understanding and evaluating multidimensional/multicultural factors
- existing best practice in-company training programs / training modules / other forms for **training for HR experts in companies**
- existing best practice materials, programs, initiative, policies in the field of **HR for stakeholders** to be prepared understanding and evaluating multidimensional/ multicultural factors
- existing samples of best practice **to understand hidden talents** and expertise of individuals having a multicultural background
- existing samples of best practice for HR professionals for a **better matching** of multicultural workforce with the requirements of enterprises

The identification of samples of best practice was difficult. Some of the sources found where not described in sufficient detail and no additional information could be retrieved upon request to the authors or they were protected by in-company training data protection rules.

In the end, partners were able to identify 19 samples of best practice. Each sample of best practice could be labeled with one or more of the categories described above. It became clear that training for multicultural HR management was regarded by **MMEHR** experts as an existing need within the training provisions for HR professionals, but in reality not too many training and study programs could be found and identified as best practice.

Most of the best practices identified were forms of HR training programs reaching from HEI study courses to in-company training schemes (15), followed by materials for stakeholders (8), best practice to understand hidden talents (3) and samples for a better matching of a multicultural workforce with the requirements of an enterprise (3).

This finding constitutes the need for **MMEHR** and its aim to develop training material for HR students and HR professionals to improve their knowledge, skills and competences in the increasingly important field of multicultural HR management.

The 19 best practices identified in the partner countries are described in the table below:

No	Country	Sample for best practice (translated into EN)	Category	Remarks on content (Brief summaries)	Use for MMEHR project	Format	Source
1	Germany	Master study program in intercultural HR management, University of Jena	HR study program	2 year M.A. program in HR management and communication management	<ul style="list-style-type: none"> <li>Identify training needs</li> <li>Content and design of HR training</li> <li>Understand multidimensional factors</li> </ul>	Book	ISBN 978-3-409-18764-0
2	Germany	Intercultural HR management	HR study program (in-company training module)	<ul style="list-style-type: none"> <li>Intercultural HR marketing</li> <li>Intercultural recruitment</li> <li>Intercultural job startet training</li> <li>Management of language barriers at work</li> </ul>	<ul style="list-style-type: none"> <li>Identify training needs</li> <li>Quality elements of HR techniques</li> </ul>	Paper	Einstellungsbehörde Bundesstadt Bonn, Jahrgang 2012, Studienabschnitt 3, Modul 6.3., Dozent Dr. Fischer
3	Germany	Study check "HR Management"	HR study program	<ul style="list-style-type: none"> <li>HR and management of work force</li> <li>HR soft skills</li> <li>HR business English</li> <li>Culture and HR mangement</li> </ul>	<ul style="list-style-type: none"> <li>Understand multidimensional factors</li> <li>Culture as resource for HR leadership</li> </ul>	Paper	<a href="http://www.grin.com/document/86401">www.grin.com/document/86401</a>
4	Germany	Training on intercultural HR development (staff development)	HR study program HR for stakeholders	<ul style="list-style-type: none"> <li>Development of intercultural competence for HR professionals</li> <li>Multicultural recruitment and assessment</li> <li>Evaluation of recruitment process</li> <li>Intercultural HR management</li> <li>Intercultural mitigation</li> </ul>	<ul style="list-style-type: none"> <li>Understand multidimensional factors</li> <li>Multicultural dimension of HR</li> <li>Methodological principles</li> <li>Political dimension of HR management</li> </ul>	Paper	<a href="http://www.researchgate.net/publication/283652853_Personalmangement">www.researchgate.net/publication/283652853_Personalmangement</a>
5	Germany	Intercultural staff management in Bremen	HR for stakeholders	<ul style="list-style-type: none"> <li>Intercultural opening of public administrations</li> <li>Intercultural HR management</li> <li>Role of trainers</li> </ul>	<ul style="list-style-type: none"> <li>Identify HR training needs</li> <li>Curricular design for HR</li> <li>Content and instructional design for HR training</li> </ul>	Paper	<a href="http://www.daswirtschaftslexikon.com/d/interkulturelles_personalmanagement">www.daswirtschaftslexikon.com/d/interkulturelles_personalmanagement</a>
6	Germany	Intercultural HR management and management of international virtual teams	HR study program	<ul style="list-style-type: none"> <li>Intercultural personnel management</li> </ul>	<ul style="list-style-type: none"> <li>Multicultural dimension of HR</li> <li>Content and instructional design for HR training</li> <li>Quality elements of HR techniques</li> </ul>	E-Book	Festing, Marion; Dowling, Peter; Weber, Wolfgang: Internationales Personalmanagement, Heidelberg, Springer-Verlag, 2017
7	Germany	Intercultural HR management	HR study program HR for stakeholders	<ul style="list-style-type: none"> <li>HR management in medical sector</li> <li>HR and cultural of welcome and appreciation for multicultural staff</li> <li>Onboarding of staff</li> <li>Culturally sensitive HR management</li> <li>HR training</li> </ul>	<ul style="list-style-type: none"> <li>Content and instructional design for HR training</li> </ul>	e-Paper/ Paper	<a href="http://www.business-wissen.de/hb/fuehrungsaufgaben-bei-interkulturelle-teamarbeit">www.business-wissen.de/hb/fuehrungsaufgaben-bei-interkulturelle-teamarbeit</a>

No	Country	Sample for best practice (translated into EN)	Category	Remarks on content (Brief summaries)	Use for MMEHR project	Format	Source
8	Germany	Guidelines for intercultural opening and HR management in City of Wolfsburg	HR for stakeholders HR and matching skills	<ul style="list-style-type: none"> <li>HR management and recruiting</li> <li>HR management and "culture" at work place</li> </ul>		Paper/ Print	Postgraduate Dissertation of Argyris Tsirimokos, School of Social Sciences Master in Business Administration (MBA), Hellenic Open University, 2008 <a href="https://apothesis.eap.gr/handle/repo/37815">https://apothesis.eap.gr/handle/repo/37815</a>
9	Germany	Headstart online HR training	e-learning formats for HR	n.a.	n.a.	Paper/ Online	Konstantinos Mitsopoulos (2008), University of Piraeus, Athens, <a href="http://dione.lib.unipi.gr/xmlui/bitstream/handle/unipi/2738/Mitsopoulos.f?sequence=3&amp;isAllowed=y">http://dione.lib.unipi.gr/xmlui/bitstream/handle/unipi/2738/Mitsopoulos.f?sequence=3&amp;isAllowed=y</a>
10	Germany	Diversity as a chance – guidelines for intercultural opening and HR management in State of Saxony	HR for stakeholders HR and matching skills HR culture	<ul style="list-style-type: none"> <li>multicultural HR management</li> <li>multicultural recruitment</li> <li>staff development</li> <li>HR training</li> <li>Charta of Diversity</li> <li>Literature research</li> </ul>	<ul style="list-style-type: none"> <li>Identify HR training needs</li> <li>Understand multidimensional factors</li> <li>Competence and understanding of hidden talents</li> </ul>	Print	Niedersächsisches Ministerium für Inneres, Sport und Integration: Vielfalt als Chance, Leitfaden zur interkulturellen Öffnung der Landesverwaltung, Hannover, 2017
11	Greece	MSc in Human Resource Management	HR study program	<ul style="list-style-type: none"> <li>MA in Human Resource Management</li> </ul>	<ul style="list-style-type: none"> <li>Ideas for content of MMEHR training modules</li> </ul>	Print Online	<a href="https://www.aueb.gr/el/school_of_business/hrm">https://www.aueb.gr/el/school_of_business/hrm</a>
12	Greece	HR management in the educational system	HR study program	<ul style="list-style-type: none"> <li>Online course in HR management</li> <li>Recruitment, reception, continuing staff support, development, communication, conflict management, evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Input for MMEHR training modules</li> </ul>	Online	<a href="http://ecourse.uoi.gr/course/view.php?id=1321&amp;lang=en">http://ecourse.uoi.gr/course/view.php?id=1321&amp;lang=en</a>
13	Greece	9th HR Management Conference	HR in-company training Identification of hidden skills	<ul style="list-style-type: none"> <li>Human resource management in the future</li> <li>Exploiting talents</li> <li>Talent development</li> </ul>	<ul style="list-style-type: none"> <li>Ideas for content of MMEHR training modules</li> </ul>	Conference	<a href="https://hrm2018.wordpress.com/">https://hrm2018.wordpress.com/</a>
14	Italy	Good practices in HR management and development – the Telecom Italia case	HR for stakeholders	<ul style="list-style-type: none"> <li>HR project management in large-scale companies</li> </ul>	<ul style="list-style-type: none"> <li>Case study with good practice for MMEHR modules</li> </ul>	Print	C. Piccardo, C. Muscatello, C. Trevisani, "Dare l'esempio. Buone pratiche di gestione e sviluppo delle risorse umane. Il caso Telecom Italia", Milan, Cortina Raffaello, 2006
15	Italy	Diploma in Carpigiani	HR in-company training Identification of hidden skills	<ul style="list-style-type: none"> <li>HR work force management in field of mechnronics</li> </ul>	<ul style="list-style-type: none"> <li>Case study with good practice for MMEHR modules</li> </ul>	Online	<a href="https://www.aidp.it/aidp/ALLEGATI/FILES/4802.pdf">https://www.aidp.it/aidp/ALLEGATI/FILES/4802.pdf</a>

No	Country	Sample for best practice (translated into EN)	Category	Remarks on content (Brief summaries)	Use for MMEHR project	Format	Source
16	Italy	Analysis of good practices of the FAPI fund training interventions	HR in-company training	• Tools for HR management in SMEs	• Case study with good practice for MMEHR modules	Online	<a href="https://www.fondopmi.com/wp-content/uploads/2014/03/Analisi-dell-buone-pratiche.pdf">https://www.fondopmi.com/wp-content/uploads/2014/03/Analisi-dell-buone-pratiche.pdf</a>
17	Italy	Crisis management: Best practices for HR	HR for stakeholders	• HR management in multinational companies in times of crises, also including health services	• Case study with good practice for MMEHR modules (with relation to Covid-19 crisis)	Online	<a href="https://www.blog-hr.it/2020/03/04/gestione-della-crisi-best-practice-per-hr/">https://www.blog-hr.it/2020/03/04/gestione-della-crisi-best-practice-per-hr/</a>
18	Italy	Human resources and benchmarking	HR for stakeholders	• HR benchmarking for branding, recruitment, selection, training, development, coaching, talent management in multinational companies	• Case study with good practice for MMEHR modules	Print	L. Rolle, "Risorse umane e benchmarking. Prassi eccellenti in aziende innovative", Milan, Franco Angeli, 2010
19	Turkey	Vocational and technical education application model and strategies development for qualified vocational employment	HR study program HR in-company training Identification of hidden talents HR and matching skills	• HR management in mechanical sector	• Case study with good practice for MMEHR modules	Print Online	<a href="https://kosano.org.tr/wp-content/uploads/2013/06/nitelikli-istidamktp.pdf">https://kosano.org.tr/wp-content/uploads/2013/06/nitelikli-istidamktp.pdf</a>

## Conclusions from analysis of collection of best practice

The best practices materials offering content and insight into existing training programs for multicultural HR management were further analyzed. The courses have a strong focus on intercultural staff and personnel management.

A check in Germany on HR Management study courses identified 18 study programs available at 16 different German universities. In summary, these 2- or 4-year study programs (which lead either to a BA degree) share some identical elements:<sup>19</sup>

- studies of economic law and HR law and legal regulations
- studies of company management and leadership
- economic psychology
- statistics
- general management

Specific elements for HR focus on:

- staff leadership / management of work force

<sup>19</sup> Source: [www.studycheck.de/studium/personalmanagement](http://www.studycheck.de/studium/personalmanagement), as of May 28, 2020

- HR soft skills
- Business English
- HR in-company policy-development
- cultural elements of HR management

The only full-time Master study course found during this research phase, was the Master study program at University of Jena. The aim of this course is to impart well-founded scientific and methodological skills in order to master the challenges of intercultural personnel and organizational development in practice.

In the first phase of the studies, students take courses on **the theoretical and methodological foundations of intercultural personnel and organizational development**. This systematic part is supplemented and interlinked with studies on the **business-related cultural history** of a freely selectable cultural area (e.g. USA, Western Europe, Eastern Europe, East Asia, Latin America). This culture-specific component of the course is consolidated by appropriate **foreign language courses** and an **internship** with an international focus.

At the core of the last section of the study are aspects of conceptualization and the practice of intercultural cooperation: Depending on personal interests, the content of the course is deepened either in the area of intercultural organizational **communication** or in the area of intercultural **personnel development**. Students acquire in the context of project seminars, language courses, internationally oriented internships and including their chosen cultural area specialization, essential prerequisites for later occupational field orientations (e.g. conceptualization and implementation of intercultural training, team building, coaching and consulting measures; communication management in international organizations). The master's course can also be carried out as a double master's course: in the 3rd and 4th semester, the course is continued at one of the partner universities in Lyon, Urbino or Beijing. The degree concludes with two master's degrees.<sup>20</sup>

A similar study program leading toward to a Master of Science in Human Resource Management could be identified at the University of Athens.<sup>21</sup> The department of Marketing and Communication and Management of Science and Technology offers this program in two segments, either as a full-time graduate program for students who are not working or as a part-time course for students who are employed.

Compulsory courses offered in the Full time Program are:

*1st Quarter (October-December):*

- Strategic & International HRM
- Organisational Behaviour & Psychology
- Research Methodology & Quantitative Methods
- Industrial Relations / Negotiations / Labor Law
- Communication & Crisis Management
- Business Ethics & Corporate Social Responsibility

*2nd Quarter (January-March):*

- HR Information Systems

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<sup>20</sup> Source: [https://www.uni-jena.de/studium/studienangebot/ma\\_interkulturelle\\_personalentwicklung\\_und\\_kommunikationsmanagement](https://www.uni-jena.de/studium/studienangebot/ma_interkulturelle_personalentwicklung_und_kommunikationsmanagement)

<sup>21</sup> Source: [https://www.aueb.gr/el/school\\_of\\_business/hrm](https://www.aueb.gr/el/school_of_business/hrm)

- Training Workshop on Statistical Analysis
- HR Planning & Talent Management
- Change Management & Quality Management
- HR Metrics & Outsourcing

*3rd Quarter (March-May):*

- Diversity Management & Internal Consulting
- Employee Selection & Recruitment
- Performance Management
- Training and Development
- Rewards Policies & Management
- Final Thesis preparation

Useful information on learning goals and learning outcomes of an innovative multicultural HR management training program could be found in a benchmarking study undertaken in Italy on excellent HR practices in innovative companies. The study presents the results of 14 benchmarking on key aspects of HR management such as

- branding,
- recruitment and selection,
- training and development,
- engagement,
- succession plans or acceleration pools,
- total reward,
- internal communication,
- peer coaching,
- talent management.

A total of over 120 organizations participated in them, of which around 65% are multinationals.<sup>22</sup>

A similar case of best practice could be identified in Turkey with a study on a vocational and technical education application model including a HR strategies development project for qualified vocational employment. This study took into account internship application of young people in companies in relation to chances to foster and support the vocational development from a very early stage on, including development of HR management and multicultural HR related skills. This study recommends best practice in form of a strong focus on **HR related workplace rules, HR guides work flows, HR support for a worker's professional development and career**. Human resource managers are recommended to conduct **experimental practices** to improve the ability of employees.<sup>23</sup>

Additional fields of learning content in multicultural HR training programs could be identified in the program on

<sup>22</sup> L.Rolle, "Risorse umane e benchmarking. Prassi eccellenti in aziende innovative", Milan, Franco Angeli, 2010.

<sup>23</sup> Source: <https://kosano.org.tr/wp-content/uploads/2013/06/nitelikli-istihdamktp.pdf> and Bilsen Bilgili, Researcher. Nitelikli Mesleki İstihdam İçin Mesleki ve Teknik Eğitim Uygulama Modeli ve Stratejileri Geliştirme Projesi, Kalkınma Bakanlığı, Araştırmacı, , 17/06/2016 - 18/09/2016

“intercultural staff management” in the State of Brandenburg, where four key fields of competences could be identified:<sup>24</sup>

- intercultural HR marketing
- intercultural HR recruitment
- intercultural HR job starter training
- management of language barriers at work place

The research on samples of best practice could also identify specific HR training and development programs for the intercultural opening and intercultural staff development in the public sector and governmental sector. An example could be found with an internal HR staff development program with the state administration of Berlin and Brandenburg.<sup>25</sup> This training targets at public servants who were already working in the field of HR management and who were asked to extend their knowledge of multicultural HR management. The main training components in this in-office module are:

- introduction to and development of intercultural competence
- multicultural recruitment and assessment of applicants (multicultural workers)
- evaluation of recruitment selection process
- intercultural HR management
- management of conflicts and intercultural mitigation techniques

The program has a strong focus on “intercultural opening” of public administrations and public services in Germany and to foster and support a positive recognition of diversity in HR management and HR-related development of work force through multicultural HR recruitment techniques.

A similar program could be found in Bremen, developed by Hilke Wiezoreck-Abeke, for HR staff training to support the intercultural opening of state administration as a case-study of the State of Bremen. Whereas the first module of this program is very similar to the training in Berlin, the second module focuses on **HR recruitment, selection of staff members, staff development, HR leadership, matching of staff and tasks and HR controlling**. In additional, inter- or multi-cultural aspects focus on languages, cultural skills, case-study analysis and intercultural competences.<sup>26</sup>

A comprehensive report from the State of Lower Saxony<sup>27</sup> about strategies and principles of intercultural opening of the state’s public administration with chapters and guidelines for

- multicultural HR management
- multicultural recruitment
- multicultural staff / work force development and continuing education in HR
- HR training / initial HR training

<sup>24</sup> Source: *bbw Akademie für Betriebswirtschaftliche Weiterbildung, Brandenburg*.

<sup>25</sup> Steinbach, Susanna and Gerlach, Martin: *Interkulturelle Personalentwicklung, Berlin, 31.01.2018*

<sup>26</sup> Wiezoreck-Abeke: *Interkulturelles Personalmanagement in Bremen, Episode 2, Universität Bremen, 2019*.

<sup>27</sup> *Niedersächsisches Ministerium für Inneres, Sport und Integration: Vielfalt als Chance, Leitfaden zur interkulturellen Öffnung der Landesverwaltung, Hannover, 2008, 2018*

- Charta of Diversity (Charta der Vielfalt)
- List of literature for “intercultural management”

A HR management training program specific to a selected vocational field could be identified in Greece with an e-course on human resource management in the educational system. It's an open course provided by the University of Ioannina in Greece through the open educational platform. This online course introduces the basic concepts for the functions that constitute human resources management in the education system, such as: Recruitment, reception, initial support, motivation, training, development, communication, conflict, evaluation of human resources etc.

The aim of the course is to provide students with specialized knowledge and skills on Human Resource Management in an organization and in an educational organization, in particular.

Objectives of the course are to develop students' knowledge and expertise in HR Management. Emphasis on understanding the importance and **quality of staff improvement**. As far as the learning outcomes are concerned, by the end of the lesson, it is expected that students will have the basic **knowledge of the role of human resources in an organization and its handling to improve results**. They will have acquired the necessary skills to be able to handle conflict, communication and human resource evaluation.<sup>28</sup>

Two interesting in-company training programs could be identified at AUDI in Ingolstadt. Here in-company trainees in HR management are placed abroad in an AUDI branch or subsidiary in form of an internship in another EU country. The activity is part of an in-company Europass program. The aim is for HR trainees to improve their linguistic skills of their future target country (as HR manager within the AUDI group), to discover new talents, develop skills for problem solving, to acquire new communicative skills and to build intercultural friendships.<sup>29</sup>

A similar in-company training initiative was identified in Italy with Telecom Italia with a good practice program in human resource management and development in relation to organizational development. This samples of best practice documents well that innovative multicultural HR management cannot be done without an accompanying **organizational development program**. Institutional structures and HR development within an institution are closely interrelated and inter-dependent. The program documents both a research and training experience that had Telecom Italia's Human Resources branch as its protagonist: the direct protagonists recount some of the projects carried out in all areas of Human Resources management. This path is a precious example for anyone who deals with organizational problems and considers it essential for the development of organizations to create real learning communities.<sup>30</sup>

The emphasis of the link between organizational development and multicultural HR development could also be found in a program called “Diploma in Carpigiani”. The HR managers of the Carpigiani - Ali S.r.l carried out this project to recreate the habit of studying and learning in workers, to create growth conditions within the company organization in order to remove educational disadvantages in assessing their potential. The Diploma of Mechanical Expert specialized in Mechatronics is obtained by attending an evening course of a public school carried out largely in the Carpigiani headquarters. Registration and textbooks are free. The course has a total duration of two years, divided into two semesters for the third and fourth and one year for the fifth.<sup>31</sup>

A slightly different approach could be found in a training program on intercultural HR management developed at

<sup>28</sup> Source: <http://ecourse.uoi.gr/course/view.php?id=1321&lang=en>

<sup>29</sup> [www.europass-info.de/presse/passgeschichte/](http://www.europass-info.de/presse/passgeschichte/)

<sup>30</sup> C. Piccardo, C. Muscatello, C. Trevisani, “Dare l'esempio. Buone pratiche di gestione e sviluppo delle risorse umane. Il caso Telecom Italia”, Milan, Cortina Raffaello, 2006.

<sup>31</sup> Source: <https://www.aidp.it/aidp/ALLEGATI/FILES/4802.pdf>



University of Siegen with a focus on the **management of international (virtual) team (IVTs)**. Such team have been becoming of an increasing importance and relevance within multinational companies since the start of the Covid-19 crisis in Europe. The summary description of the program explains: “Intercultural personnel management does not only require the actors to have knowledge in the fields of national culture, personnel management and internationalization strategy. Sustainable competitive advantages through intercultural human resource management can only be achieved in practice if this knowledge is systematically linked with one another, follows a strategic logic of action and is aligned with one another in the context of professional human resource management. The research of the chair in intercultural personnel management is dedicated to the basics of intercultural and international personnel management, especially with regard to intercultural competition strategies and decentralized cooperation in international virtual teams.”<sup>32</sup>

The focus on HR management in smaller (multicultural) teams was also found in an in-company training program in Italy with the FAPI Fund with an emphasis on the needs of SMEs. This program developed a model of analysis of the good practices of the training interventions carried out within the FAPI Fund (the Italian Fund for Training in Small and Medium-sized Enterprises), which can be a useful tool for providing models to improve processes analysis of **needs, planning, organization of training offers suitable for the peculiarities of SMEs**. Furthermore, the report aims to increase awareness of the success and failure factors of worker training, with particular attention to the SME system.<sup>33</sup>

Another source for sample of best practice in the field of multicultural HR management were HR consulting companies. One of these companies identified was the Galean HR consulting group based in Munich, London and selected other European capitals. The consulting company has a clear focus on HR management of medical professionals in hospitals and care centers. Their training programs have a strong emphasis on culture, respect and appreciation of culturally implicit skills and talents:

“Innovative and intercultural personnel development measures help to attract and retain qualified employees with a migration background.

The inclusion and appreciation of the diverse potential of the employees should be in the foreground today.

- Establishing a culture of appreciation and welcome
- Optimization of pre- and onboarding processes
- Development of culture-sensitive familiarization concepts
- Development of further and advanced training offers
- Increase employee satisfaction
- Qualification of employees
- Noticeable increase in the quality of work through enjoyment of work
- Increased satisfaction of the people / customers entrusted to you
- Trust of employees, customers and their relatives
- Reputation, recognition and appreciation for what employees do & be”<sup>34</sup>

<sup>32</sup> Stein, Volker: *Interkulturelles Personalmanagement und Führung internationaler virtueller Teams (IVTs)*, Siegen, 2013

<sup>33</sup> Source: <https://www.fondopmi.com/wp-content/uploads/2014/03/Analisi-dell-buone-pratiche.pdf>

<sup>34</sup> Source: [www.galeanconsulting.de/interkulturelles-personalmanagement](http://www.galeanconsulting.de/interkulturelles-personalmanagement), May 2020

Best practice in HR management in the field of health with an impetus on multicultural HR management was also found in Italy with a program on crisis management and best practice for HR. This best practice identified in Italy was the only sample found during the MMEHR research for multicultural HR management providing answers to the Covid-19 crisis and answers HR management needs to provide in terms of **crisis management**. The world is experiencing an intense crisis that will have both impacts on production capacity and social systems. Many health organizations (starting from WHO) have prepared guidelines for companies. Complex companies such as multinationals, due to their cross-territorial exposure, are working to introduce numerous precautionary measures. In this scenario, this brief contribution examines what actions should be taken by companies to prevent risks and manage crises by ensuring adequate productivity.<sup>35</sup>

The importance of multicultural HR management as a form of HR administration taking “a welcoming culture” and “a culture of appreciation of diversity and difference” into the heart of their work, could also be identified in a multicultural HR management training program with the City of Wolfsburg.<sup>36</sup> This program again focuses on establishing a multicultural workforce in the public sector.

Another HR consulting company, Headstart, offers online HR training services in form of in-company training. The training courses invite employees to participate in a “learning journey” with elements of gamification, social learning, e-learning combined with live-classes, **support of multilingualism and multicultural case-studies**.<sup>37</sup>

In addition to HEI based multicultural HR study programs, in-company training modules and the services offered by consulting agencies, the MMEHR research for samples of best practice could also identify a series of conferences on HR, such as the 9th HR Management Conference, which was held in 2018 in Athens.

The International Human Resource Management conference organized by the MSc in Human Resource Management under the auspices of Greek People Management Association (GPMA) and the Hellenic Institute of Human Resources Management (EIMAD) of the Hellenic Management Association (HMA).

The theme of the conference is “Looking at the Future” aiming to help companies and employees to stand firmly on their feet, with optimism and foresight for tomorrow and Human Resource Management executives to undertake a key role “the next day”, exploiting the talents of human resources and making it easier for them to adapt to new data.

Human Resource Management executives hold a key role by leveraging human resources talents and helping them adapt to the new situation. During this conference guest speakers were invited such as John Antonakis & Prof. Evangelia Demerouti who are distinguished world-wide experts in their scientific field of **Human Resource Management and Organizational Behavior / Psychology**.<sup>38</sup>

35 Source: <https://www.blog-hr.it/2020/03/04/gestione-della-crisi-best-practice-per-hr/>

36 Stadt Wolfsburg: *Leitziele zur interkulturellen Öffnung der Stadtverwaltung Wolfsburg und de Klinikums, Wolfsburg, 2011.*

37 Source: <https://headstart-studios.com/leistungen/> (08.05.2020)

38 Source: <https://hrm2018.wordpress.com/>

# Recommended Quality Guidelines for Human Resources multicultural recognition and evaluation 4.0 techniques

Based on the conclusions of the analysis of the MMEHR experts' questionnaires, the MMEHR desk research and the MMEHR research of best practices, specific quality guidelines and recommendations for development of the MMEHR multicultural HR training program for HR students and HR professionals can be defined. The quality guidelines are linked to quantitative and qualitative indicators to measure their proposed impact.

## Quality guidelines for technical aspects of MMEHR training modules

Technical aspects	Indicators
<ul style="list-style-type: none"> <li>MMEHR training available as online-only course (e-learning, MOOC, webinar)</li> </ul>	All MMEHR trainings modules available online in all partner languages
<ul style="list-style-type: none"> <li>MMEHR training available as blended-learning format with classroom elements and online elements</li> </ul>	All MMEHR training modules available in printed version with references for tutors/trainers for classroom use with online elements (i.e. assessments) in all partner languages
<ul style="list-style-type: none"> <li>MMEHR training as classroom-only in-company training course</li> </ul>	All MMEHR training modules available in printed version with references for tutors/trainers in in-company training in all partner languages

## Quality guidelines for MMEHR learning formats

Learning formats	Indicators
<ul style="list-style-type: none"> <li>Online course as a structured consecutive learning course: successful completion of a module is mandatory to continue with next module(s)</li> </ul>	10 successfully piloted online courses
<ul style="list-style-type: none"> <li>Completed modules can be directly accessed again for repetitions</li> </ul>	10 user-reports from learners in MMEHR partner countries (based on short qualitative satisfaction questionnaire)
<ul style="list-style-type: none"> <li>Classroom elements do not replace online formats but offer added value and learning experience through tutor-guided case studies, group analysis exercises, role-plays and small team task assignments</li> </ul>	n.a.

## Quality guidelines for MMEHR learning methods

Learning methods and objectives	Indicators
<ul style="list-style-type: none"> <li>Mix of theoretical input (knowledge acquisition) and practical exercises (acquisition of skills and competences)</li> </ul>	10 successfully piloted online courses
<ul style="list-style-type: none"> <li>Case studies based on real cases of multicultural HR management</li> </ul>	10 user-reports from learners in MMEHR partner countries (based on short qualitative satisfaction questionnaire)
<ul style="list-style-type: none"> <li>Role play with focus on intercultural sensitivity, i.e. job interview with multicultural worker</li> </ul>	n.a.
<ul style="list-style-type: none"> <li>Collaborative work assignments in small teams</li> </ul>	1 collaborative work assignment as part of final assessment/ test upon completion of MMEHR training program
<ul style="list-style-type: none"> <li>Simulation games of real-life tasks in a multicultural HR department</li> </ul>	see above (role-play, case-study)
<ul style="list-style-type: none"> <li>Analysis / assessments of real-life business cases</li> </ul>	20% of task-based learning in MMEHR modules
<ul style="list-style-type: none"> <li>Internships or job-shadowing as part of the MMEHR learning methodology in the MMEHR training provisions</li> </ul>	1 job-shadowing or 1 internship during duration of MMEHR training provision

## Quality guidelines for MMEHR learning objectives / goals (theoretical skills)

Learning methods and objectives	Indicators
<ul style="list-style-type: none"> <li>Knowledge of HR-related IT tools and remote IT-based staff management applications in relation to industry 4.0)</li> </ul>	Minimum of three (3) HR management tools covered during MMEHR training
<ul style="list-style-type: none"> <li>Basic understanding of legal regulations HR experts need to know for multicultural HR management</li> </ul>	1 unit on international labor law and staff representation rights
<ul style="list-style-type: none"> <li>Role play with focus on intercultural sensitivity, i.e. job interview with multicultural worker</li> </ul>	2 role plays as part of MMEHR training program
<ul style="list-style-type: none"> <li>Knowledge of role of HR in organizational and institutional management, including institutional change management and institutional development of matching needs</li> </ul>	1 unit on change management and institutional innovation
<ul style="list-style-type: none"> <li>Understanding of concept of leadership</li> </ul>	1 exercise on leadership
<ul style="list-style-type: none"> <li>Active understanding of the concept of multiculturalism and diversity at workplace</li> </ul>	Fact sheet on concept of multiculturalism as part of MMEHR training program
<ul style="list-style-type: none"> <li>Knowledge of role and function of skills assessment methods in HR management</li> </ul>	Minimum of three (3) HR assessment methods covered during MMEHR training

Learning methods and objectives	Indicators
<ul style="list-style-type: none"> <li>Knowledge of global migration as concept of mobility of international workforce in relation to globalization of economy</li> </ul>	1 unit on global migration and international workforce mobility
<ul style="list-style-type: none"> <li>Active understanding of principles of intercultural communication and culturally sensitive communication</li> </ul>	1 unit on intercultural communication in HR management
<ul style="list-style-type: none"> <li>Basic understanding of principles of acquisition of a foreign language</li> </ul>	Accompanying materials on language acquisition
<ul style="list-style-type: none"> <li>Basic knowledge of HR psychology and HR crisis management</li> </ul>	2 psychological case-studies as part of MMEHR training program
<ul style="list-style-type: none"> <li>Active understanding of principles of cultural perception and awareness as concept in multicultural HR management</li> </ul>	1 exercise in cultural perception as part of MMEHR training program
<ul style="list-style-type: none"> <li>Active understanding of culture (regarding a regional or national culture in relation to a shared European or even global culture) and the impact of "culture at workplace" on a "working culture"</li> </ul>	Fact sheet on concept of culture
<ul style="list-style-type: none"> <li>Understanding of (remote) project management</li> </ul>	Minimum of two tools for remote project management covered during MMEHR training
<ul style="list-style-type: none"> <li>Understanding of importance of ethics in multicultural HR management</li> </ul>	Collaboration / discussion exercise on ethic standards in HR (case study)

### Quality guidelines for MMEHR learning outcomes (practical skills)

Learning outcomes (practical skills)	Indicators
<ul style="list-style-type: none"> <li>Skills and competences in software applications, IT-based communication tools, data management and personnel data protection</li> </ul>	Successful completion of online or offline assessment test after of respective learning unit or MMEHR module
<ul style="list-style-type: none"> <li>Skills in industry 4.0 demand management in field of multicultural HR</li> </ul>	Successful completion of online or offline assessment test after of respective learning unit or MMEHR module
<ul style="list-style-type: none"> <li>Skills in multicultural team management (guidance of multicultural teams)</li> </ul>	Successful completion of online or offline assessment test after of respective learning unit or MMEHR module
<ul style="list-style-type: none"> <li>Intercultural communication and psychological skills</li> </ul>	Successful completion of online or offline assessment test after of respective learning unit or MMEHR module
<ul style="list-style-type: none"> <li>Multicultural diversity management skills</li> </ul>	Successful completion of online or offline assessment test after of respective learning unit or MMEHR module
<ul style="list-style-type: none"> <li>Skills to actively apply methods of HR related change management and institutional development</li> </ul>	Successful completion of online or offline assessment test after of respective learning unit or MMEHR module

Learning outcomes (practical skills)	Indicators
• Staff development skills	Successful completion of online or offline assessment test after of respective learning unit or MMEHR module
• Multicultural team management skills	Successful completion of online or offline assessment test after of respective learning unit or MMEHR module
• Intercultural conflict resolution and mitigation skills / crisis management skills	Successful completion of online or offline assessment test after of respective learning unit or MMEHR module
• HR related skills in relocation, staff mobility, staff exchange and staff management	Successful completion of online or offline assessment test after of respective learning unit or MMEHR module
• Skills in methods and tools for matching of needs and skills (company-workforce)	Successful completion of online or offline assessment test after of respective learning unit or MMEHR module
• Skills for active recognition of competences and knowledge of staff members / workforce	Successful completion of online or offline assessment test after of respective learning unit or MMEHR module
• Skills in performance management and evaluation	Successful completion of online or offline assessment test after of respective learning unit or MMEHR module
• Active listening and observation skills	Successful completion of online or offline assessment test after of respective learning unit or MMEHR module
• Acquisition of one new foreign language	Successful completion of online or offline assessment test after of respective learning unit or MMEHR module
• Basic skills in integration management at workplace	Successful completion of online or offline assessment test after of respective learning unit or MMEHR module
• Active assessment skills for workforce management	Successful completion of online or offline assessment test after of respective learning unit or MMEHR module
• Recognition skills for intercultural soft skills	Successful completion of online or offline assessment test after of respective learning unit or MMEHR module
• Skills in applied ethic HR responsibility	Successful completion of online or offline assessment test after of respective learning unit or MMEHR module

### Quality guidelines for MMEHR recognition and evaluation (assessment)

Recognition and evaluation	Indicators
• Assessment of knowledge / skills acquired after each module	Online or offline assessment test after each module
• Opportunity of single-choice or multiple-choice assessment	n.a.

Recognition and evaluation	Indicators
<ul style="list-style-type: none"> <li>Listening comprehension exercises in a foreign language</li> </ul>	Online or offline exercise in one MMEHR module
<ul style="list-style-type: none"> <li>Final test with analysis of multicultural HR management case-study</li> </ul>	Online or offline final assessment test
<ul style="list-style-type: none"> <li>Recognition of successfully completed MMEHR training on base of 70 percent fully completed and correctly answered assessments</li> </ul>	Integrated automated monitoring function of learning progress and assessment test success rate in online learning platform

### Quality guidelines for MMEHR industry 4.0 aspects in HR management

Industry 4.0 aspects	Indicators
<ul style="list-style-type: none"> <li>Recognition of importance of virtual communication and learning-management platforms such as WebEx, Zoom, GoToMeeting, BlueJeans</li> </ul>	Minimum of three (3) HR management platforms covered during MMEHR training
<ul style="list-style-type: none"> <li>Recognition of IT-based distant multicultural HR management as “remote HR management” i.e. in large-scale companies for workforce in branches and subsidiaries abroad</li> </ul>	Two (2) case studies of remote multicultural HR management during MMEHR training
<ul style="list-style-type: none"> <li>Technical training in remote multicultural HR management with selection of recommended and globally shared and used software standards for remote management such as MS Teams, OneCloud, AdobeConnect cloud and similar services</li> </ul>	Minimum of two (2) HR data management and HR data processing covered during MMEHR training
<ul style="list-style-type: none"> <li>Recognition of IT-related aspects of HR data management and data processing with reference to data protection and European data safety standards for protection of personal / personnel data</li> </ul>	Completion of informative PPP on EU data protection regulations with successful final assessment (test)
<ul style="list-style-type: none"> <li>Recognition of remote leadership 4.0 techniques in HR management</li> </ul>	Presentation and case-study or role-play of minimum of two (2) leadership 4.0 techniques
<ul style="list-style-type: none"> <li>Recognition of multicultural HR management in crisis</li> </ul>	One (1) case study analysis of EU public health communication in relation to HR management during Covid-19 crisis
<ul style="list-style-type: none"> <li>Compliance of training outcomes (objective) with EU policies on social cohesion</li> </ul>	n.a.





## Annexes

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## List of national experts

MMEHR experts are (listed by country, name and field of expertise):

No.	Country	Name of Experts	Field of expertise
1.	Germany	Prof Dr. Meier-Braun, Karl-Heinz	HR manager/HR expert
2.	Germany	Ms./Mrs. Bianchi, Madeleine	HR educator/HR trainer
3.	Germany	Dr. Tunc, Seda	HR educator/HR trainer
4.	Germany	Prof. Kramer, Michael K.	HR manager/HR expert
5.	Germany	Mr. Setzen, Florian	HR educator/HR trainer
6.	Germany	Mr. Havlaci, Mehmet	HR educator/HR trainer
7.	Germany	Mr. Abouleish, Helmy	HR manager/HR expert
8.	Germany	Ms./Mrs. Haupt, Sabine	HR educator/HR trainer
9.	Germany	Ms./Mrs. Özbabacan, Ayse	Stakeholder
10.	Germany	Ms./Mrs. Küllmer, Gisela	Stakeholder
11.	Greece	Prof. Stathopoulou, Charoula	HR manager/HR expert
12.	Greece	Prof. Roussakis, Yiannis	HR manager/HR expert
13.	Greece	Prof. Gana, Eleni	HR manager/HR expert
14.	Greece	Mr. Papadimitriou, Panagiotis	HR educator/HR trainer
15.	Greece	Dr. Moutavelis, Adrianos	HR manager/HR expert
16.	Greece	Dr. Charitaki, Litsa	HR manager/HR expert
17.	Greece	Ms./Mrs. Kagkara, Dimitra	HR educator/HR trainer
18.	Greece	Ms./Mrs. Sarakatsanou, Eftichia	HR educator/HR trainer
19.	Greece	Dr. Mengisidou, Maria	HR educator/HR trainer
20.	Greece	Dr. Krokou, Zoe	HR manager/HR expert
21.	Italy	Dr. Capaccio, Francesco	HR educator/HR trainer
22.	Italy	Prof. Ascione, Antonio	HR manager/HR expert
23.	Italy	Prof. Marantola, Matilde	HR educator/HR trainer
24.	Italy	Prof. De Falco, Stefano	Stakeholder
25.	Italy	Dr. Leone, Sara	HR manager/HR expert
26.	Italy	Dr. Sequino, Giovanna	HR manager/HR expert
27.	Italy	Dr. Confessore, Mariana	HR manager/HR expert
28.	Italy	Dr. Cipriano, Franco	HR manager/HR expert
29.	Italy	Dr. Townsend-Green, Laura	HR manager/HR expert
30.	Italy	Dr. Belluccio, Alessandra	HR manager/HR expert
31.	Romania	Ms./Mrs. Bordeianu, Otilia	HR educator/HR trainer
32.	Romania	Ms./Mrs. Lungu, Ionela	HR manager/HR expert
33.	Romania	Mr. Gaftoneanu, Marcel	Stakeholder
34.	Romania	Ms./Mrs. Morosan Danila, Lucia	HR manager/HR expert
35.	Romania	Ms./Mrs. Apetri, Iuliana	HR educator/HR trainer
36.	Romania	Ms./Mrs. Dominte, Luminita	Stakeholder
37.	Romania	Mr. Ilisei, Ovidiu	Stakeholder
38.	Romania	Ms./Mrs. Sica Danilet, Alina Nicoleta	Stakeholder
39.	Romania	Mr. Sfichi, Stefan	Stakeholder
40.	Romania	Mr. Raz, Razvan	Stakeholder
41.	Turkey	Ms./Mrs. Ozbay Akdag, Pinar	HR manager/HR expert
42.	Turkey	Ms./Mrs. Cicek, Ozlem	HR manager/HR expert
43.	Turkey	Mr. Kilinc, Aydin	HR manager/HR expert
44.	Turkey	Mr. Aslan, Efe	HR manager/HR expert
45.	Turkey	Ms./Mrs. Soykuvvet, Dilek	Stakeholder
46.	Turkey	Ms./Mrs. Aras, Esra	Stakeholder
47.	Turkey	Prof. Bilgili, Birsan	HR educator/HR trainer
48.	Turkey	Prof. Sariipek, Doğa Basar	HR educator/HR trainer
49.	Turkey	Dr. Hatipoglu, Tugcen	HR educator/HR trainer
50.	Turkey	Dr. Gursoy, Seyran	HR educator/HR trainer

Please note that for reasons of personal data protection contact data are not listed.

Contact data may be obtained from the **MMEHR** consortium upon written request which will be forwarded to the respective expert.

## Questionnaire for experts

### MMEHR - Questionnaire for experts

Dear expert,

Thank you very much for your support and contribution towards the MMEHR project. This project will create training materials for HR students and HR professionals to be better prepared and to better understand and evaluate multicultural and multidimensional factors in the recruitment and staff-development process. With these new skills, HR professionals will be able to better match skills of workers with a multicultural background with requirements of enterprises.

MMEHR will develop

- Quality Guidelines for Human Resources multicultural recognition and evaluation
- Training curriculum for “Human Resources multicultural recognition and evaluation”.

With this questionnaire, we kindly ask you for your expert's advice for the design of the MMEHR quality guidelines. Please answer the following questions by ticking respective boxes or by giving brief comments.

First, we will ask you for some brief personal information, in the second step for your professional contribution. The third and final part asks for your personal contact data. This is a voluntary information and will allow us to contact you should be kindly ask for your advice again.

#### Brief personal information

Name of expert:

Country:

Work/Institution:

What describes best your position:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Scientist/research | <input type="checkbox"/> HR manager/expert | <input type="checkbox"/> HR educator/trainer |
| <input type="checkbox"/> Migration experts  | <input type="checkbox"/> Stakeholder       | <input type="checkbox"/> Labor market expert |

#### Your input as expert for MMEHR

##### Key skills and competences

1. Which are – based on your expertise – key skills and competences for HR professionals to successfully understand and evaluate multicultural aspect in their work?

- |  |  |
|--|--|
| <input type="checkbox"/> training on interviewing skills for multicultural workers   | <input type="checkbox"/> training on assessment skills for multicultural workers         |
| <input type="checkbox"/> training on communication skills with multicultural workers | <input type="checkbox"/> training on negotiation skills for multicultural workers        |
| <input type="checkbox"/> training on culturally implicit work ethics                 | <input type="checkbox"/> training on project management skills for multicultural workers |
| <input type="checkbox"/> training of linguistic HR skills                            | <input type="checkbox"/> training of identifying multicultural soft skills               |
| <input type="checkbox"/> training on intercultural mediation                         | <input type="checkbox"/> training of transnational HR management                         |
| <input type="checkbox"/> Other (please briefly describe):                            |  |

2. Which are key competences for HR professionals to successfully identify hidden talents and expertise of individuals with a multicultural background?

- ☐ Knowledge of vocational degrees acquired abroad / in other countries
- ☐ Knowledge of recognition of formal, non-formal and informal competences

- ☐ Knowledge of problem solving competences needed
- ☐ Knowledge of the impact of innovations for specific work places
- ☐ Acknowledgement of role of soft skills for specific work places
- ☐ Knowledge of new HR tools such as new assessment methods, online tools, etc.
- ☐ Other (please briefly describe):

### Quality guidelines for HR training

3. Which support / materials do teachers and trainers of HR students / HR professionals need to teach multicultural knowledge and skills?

- ☐ New ITC-based learning for HEI and continuous adult education. If yes, which:
- ☐ Enhanced teaching approaches for HR teachers and trainers. If yes, which:
- ☐ Competence to develop open e-learning materials
- ☐ Competence to work professionally with e-learning and blended learning
- ☐ Competence to encourage innovation
- ☐ Competence to encourage collaboration/teamwork
- ☐ Competence to encourage critical thinking and problem-solving
- ☐ Competence to encourage creativity
- ☐ Competence to encourage integrity
- ☐ Competence to encourage ICT literacy

4. Which are – based on your experience – feasible quality indicators for a successful training of HR students / HR professionals to develop and support their multicultural skills and competences?

### Content of multicultural / multidimensional HR training

5. Which are key training needs and transversal skills required for developing multicultural skills and competences of HR professionals?

- ☐ Better understanding of role of multiculturalism in professional work environments
- ☐ Better understanding of economic integration in a greater international vision
- ☐ Better knowledge how to identify multicultural skills of works and match those with requirements of enterprises
- ☐ Better understanding of international mobility of multicultural workforce in Europe
- ☐ Better knowledge for the recognition and evaluation of multicultural skills
- ☐ Other (please briefly describe):

6. Which are – based on our expertise – key contents of a multidisciplinary, real-life problem-based educational curriculum for trainers and students to improve multicultural skills of HR professionals? Please give some keywords:

7. Do you know / use / are you aware of educational content related to HR professionals (train the trainer courses) for learning and teaching multicultural and multidimensional competences? If yes, which (please briefly give names/titles and sources)

8. Do you know of samples of good practice for HR multicultural recognition and evaluation techniques / programmes? (Please give brief details)

**Remarks**

Please feel free to give us additional comments, remarks or ideas which you might find important for our work and the MMEHR project:

**Personal contact data**

We are interested in staying in touch with you and to come back to you again during the next steps of the MMEHR project. We may also invite you to MMEHR meetings and conferences and wish to inform you about the final MMEHR products and outputs.

If you are interested in staying in touch with us, please provide us with your preferred contact data. These data will only be used and stored within the context of the MMEHR project and will not be forwarded to third parties.

Email:

Phone:

Postal address:

Other:

Thank you very much for your time and for sharing your valuable expertise with us!

## Reporting template desk research

### Reporting template desk research (by partners)

Partners will conduct a desk research in all partner countries on existing materials, academic studies on multicultural and multidimensional skills in HR, general studies, HR training modules, HEI study programs for HR students, hidden talents recognition and any other materials, sources and resources found to be of importance and relevance for the project's development of O1, the MMEHR Quality Guidelines.

Please use this template to report the materials and sources you found. Please use one reporting form per item, source, material etc. Online sources covering the same kind of content can be summarized in one reporting form.

Deadline: February 29, 2020

Name of partner:

#### Information on material, item, source found

Name / Title of resource/material/item (in original language):

Original language of resource/material/item:

☐ English ☐ German ☐ Italian ☐ Polish ☐ Romanian ☐ Greek ☐ Other: \_\_\_\_\_

Brief translation of title in English (if not an English original):

#### Type of resource/material/item:

- ☐ Academic study report / paper ☐ HR related training module  
☐ HR related study programme (HEI) ☐ Scientific publication  
☐ Tool to identify/validate hidden skills ☐ Multicultural/Multidimensional tool  
☐ Industry 4.0 needs report ☐ Multicultural recruitment tool  
☐ Other (please briefly describe):

#### Format of resource/material/item:

- ☐ Paper/Print ☐ Book ☐ Magazine article / journal article ☐ Audio (Podcast) ☐ Video ☐ Online (Digital)  
☐ Other:

For online formats, please provide link:

For paper, book, journal, magazine, please provide ISBN or bibliographical details (if available):

Please provide a brief English summary of the resource/material/item found:

For which elements of MMEHR O1 is the resource/material/item most useful:

- ☐ Identify HR training needs ☐ Input on multicultural dimension of HR  
☐ Understand multidimensional factors ☐ competence and understanding of hidden talents  
☐ Curricular design for HR ☐ Content and instructional design for HR training  
☐ Quality elements of HR techniques ☐ Methodological principles  
☐ Pedagogical aspects ☐ Technical requirements of training courses  
☐ Other:

#### Further remarks / comments:

If possible, please attach a copy of the resource/material/item found (if not indicated above with a URL link or ISBN reference).

## Reporting template for collection of good practice

### Reporting template collection of best practice

In addition to the desk research, MMEHR partners will search for samples of best practice. The difference between desk research and the search for samples of best practice is: desk research covers a full range and broad approach of the project, the samples of best practice focus on "collecting best practice that is useful, suitable and relevant to the target group of students/learners and with special regard to the principles of the strategical plan of Industry 4.0 'smart factories'".

The collection of best practice for MMEHR focuses on:

- existing best practice training programs / training modules / other forms of training materials for students in the field of HR to be prepared understanding and evaluating multidimensional/multicultural factors
- existing best practice in-company training programs / training modules / other forms for training for HR experts in companies
- existing best practice materials, programs, initiative, policies in the field of HR for stakeholders to be prepared understanding and evaluating multidimensional/ multicultural factors
- existing samples of best practice to understand hidden talents and expertise of individuals having a multicultural background
- existing samples of best practice for HR professionals for a better matching of multicultural workforce with the requirements of enterprises

Deadline: February 29, 2020

Name of partner:

Information about sample of best practice

Name / Title / of best practice (in original language):

Original language of resource/material/item:

- ☐ English
 ☐ German
 ☐ Italian
 ☐ Turkish  
☐ Romanian
 ☐ Greek
 ☐ Other: \_\_\_\_\_

Brief translation of title in English (if not an English original):

#### Type of best practice:

- ☐ HR study program/module for students
 ☐ HR in-company training (continuing education)  
☐ HR for stakeholders
 ☐ Identification of hidden talents  
☐ HR and matching skills
 ☐ Other (please briefly describe):

Format of best practice:

- ☐ Printed material
 ☐ Online (Digital / e-learning)  
☐ Other:

For online formats, please provide link:

For printed material, please provide ISBN or bibliographical details (if available):

Are the license rights attached to the sample of best practice? (copyrights, creative commons, etc.)

- ☐ If yes, please briefly describe:

Please provide a brief English summary of the resource/material/item found:

#### Further remarks / comments:

If possible, please attach a copy of the sample of best practice found (if not indicated above with a URL link or ISBN reference.)



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[www.hrmmexpertise.eu](http://www.hrmmexpertise.eu)  
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