



MULTITRACES

MULTIDISCIPLINARY TRAINING IN CIRCULAR ECONOMY AND SMART
VALORISATION OF THE RURAL AREA FOR NEW BUSINESS MODELS

Co-funded by the
Erasmus+ Programme
of the European Union



**“Management and leadership – knowledge and personal skills for a successful
career in circular economy in rural area”**

(Project ID 2019-RO01-KA203-063870)

METHODOLOGY FOR TEACHING COURSE AND EVALUATING STUDENTS

SUMMARY

1. Aim and objectives of the course – p. 1
 2. Competencies pursued through the learning process – p. 1
 3. Course content – p. 92
 4. Teaching strategies and methods – p. 12
 5. Student selection and registration – p. 13
 6. Evaluation methods and tools – p. 13
- APPENDIX 1. List of bibliographic references that will be used to sample the course content – p. 14
- APPENDIX 2. Registration form for student enrollment – p. 16
- APPENDIX 3. Sample quiz for final student assessment – p. 17
- APPENDIX 4. Course evaluation form (to be applied to students) – p. 19

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MULTITRACES

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1. Aim and objectives of the course

A wide spectrum of activities were dedicated by the European Union to impose and reinforce the circular economy concept, ranging from rising people's education and awareness about circular economy principles to effectively implementation of new policies. Many countries around the world have adopted or are still in the process of adopting different actions, policies, and programs at national or regional level aiming to a higher stadium of circularity in their economies. The benefits of circular economy are well known: if possible no waste, it reduces the use of non-renewable resources, lowers carbon emissions, provides benefits both for companies and for consumers, etc.

The relatively new and complex domain of circular economy, in which abroad and transdisciplinary vision is needed, requires particularly the power of persuasion, motivation, harmonization of opinions, conflict management, negotiation abilities, etc. of the coordinators of such activities. Such qualities are more necessary in the case of the rural economy where things are treated in a traditional manner and there is a certain resistance to change. Only technical knowledge without being accompanied by the qualities of a leader can lead to failure a promising business.

The international project MULTIDISCIPLINARY TRAINING IN CIRCULAR ECONOMY AND SMART VALORISATION OF THE RURAL AREA FOR NEW BUSINESS MODELS/MULTITRACES (<http://multitraces.ub.ro/>) is co-financed by the European program Erasmus+ and aims to contribute to the development of personal skills that students they need to initiate and manage a successful entrepreneurial career in the circular economy.

The aim of the course "*Management and leadership – knowledge and personal skills for a successful career in circular economy in rural area*" is to provide students with all practical skills and resources they need to initiate and manage successful entrepreneurial activities in the rural circular economy. The specific objectives of the MULTITRACES project include:

- ✓ improvements in critical thinking skills *via* entrepreneurship and circular economy;
- ✓ learning how to properly integrate acquired knowledge of theoretical economics in solutions to practical problems;
- ✓ developing skills for circular economy.

The topics approached will correspond to the profile of an entrepreneur applying the principles of circular economy in rural activities which means harmonizing views on increasing profit with environmental protection assets and investing in higher resource usage. The course "*Management and leadership – knowledge and personal skills for a successful career in circular economy in rural area*" aims to complete the curriculum of student training for entrepreneurship, i.e. theoretical competencies, interpersonal skills, and practical skills

2. Competencies pursued through the learning process

General competencies (soft skills) connected to the circular economy that will be pursued are:

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- ✓ being able to translate what circular economy means for different business functions;
- ✓ being able to negotiate new type of contracts;
- ✓ being able to map out, to understand and address customer/stakeholders needs;
- ✓ improving leadership skills as well as practical knowledge in managing and motivating people, coaching, negotiation and mediation, time management, etc.

At the end of the course students will know how to:

- ✓ act like a good manager and an inspirational leader;
- ✓ motivate members of a successful work team to follow their own plans;
- ✓ be good communicators;
- ✓ manage the mentoring of others;
- ✓ negotiate and mediate interpersonal conflicts (including those at workplace);
- ✓ develop their emotional and social skills;
- ✓ have a better time management.

Soft skills are a combination of social/interpersonal skills, communication skills, personality traits, attitudes, career attributes, social intelligence, and emotional intelligence quotient that enable employees to navigate their proximal (social and career) environment, work well with others, perform well and achieve their goals with complementing hard skills (i.e., those skills that are typically focus on specific tasks needed to complete a job, like the use of specific software, tools or other equipment). Soft skills, which are commonly defined as non-technical skills that enable someone to interact effectively and harmoniously with others, are vital to organizations and can impact culture, mindsets, leadership, attitudes and behaviors. Key soft skills (i.e. transversal skills that increase employability) include: advanced communication (both listening and speaking skills) and negotiation skills, work ethic, leadership and management skills, teamwork, decision making, time management, conflict resolution, critical thinking, strategic and innovative thinking, networking, interpersonal skills and empathy, intercultural skills and global awareness, problem solving, entrepreneurship and initiative-taking, learning orientation, flexibility, adaptability and continuous learning skills, teaching and training skills, collecting and processing information, etc. Table 1 summarizes the most relevant skills that will be trained in the course.

Table 1. List of relevant soft skills relevant to entrepreneurship (see also http://keystart2work.eu/images/docs/o2-catalogue/O2_Catalogue_EN.pdf)

Soft skills	Short description
<i>Collecting and processing information</i>	<p>Being able to responsibly discriminate source of information to get only valid and sound information. Being able to categorize, compare and analyse information by identifying adequate strategies and approaches; research, organisation of information, the ability to interpret, compare, verify and critically process information.</p> <p>Skills include: a) collect information from various sources,</p>

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VALORISATION OF THE RURAL AREA

including new media; b) validate sources of information; c) validate information; d) analyse available information;

e) compare, verify and interpret information; f) categorise information, etc.

Strategic and innovative thinking

Possessing a clear vision for the future that enhances both individual and corporate opportunity, gaining a competitive edge. Bringing in new methodologies, ideas that lead to incremental and radical outcomes in a tangible or intangible form. The ability to efficiently tackle down issues with effective solutions. Being responsible in managing projects in complex environment by identifying original but effective solutions. Thinking out of the box and producing unconventional ideas.

Such skills cover: a) create new strategies when the strategies previously learnt do not work or b) identify good and possible solutions, taking into account available resources.

Decision making

The ability to evaluate the consequences and risks, expected cost, benefit and strategic impact of decisions taken, make good decisions in complex situations, present logical, reasoned, constructive critical comments and arguments and take creative decisions in non-routine tasks. Being able to decide autonomously between alternative choices in unpredictable context. Collecting information to decide in a responsible but autonomous way.

Skills related to this area include: a) generate alternative actions to be undertaken in a specific situation; b) search for information; c) analyse available information; d) formulate alternatives paying special attention to their input to the desired outcome, available resources and circumstances; e) assess risks; f) identify the best alternative, etc.

Teamwork

Teamwork is the collaborative effort of a group to achieve a common goal or to complete a task in the most effective and efficient way. Teamwork means being able to feel yourself as part of the group and to operate and communicate smoothly and efficiently within a group; monitoring or evaluating progress; urging the team on when needed; contributing innovative new ideas, etc. Working effectively with colleagues who have different skill sets, personalities and work styles. Understanding diverse motivation levels in order



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	<p>Examples of such skills include: a) communicate his own ideas in order to convince team members to his own ideas;</p> <p>b) receive and accept feedback; c) give feedback to other members of the team on their ideas; d) resolve conflict, etc.</p>
<p><i>Problem solving</i></p>	<p>Problem solving competency is an individual's capacity to engage in cognitive processing to understand and resolve problem situations where a method of solution is not immediately obvious. It includes the willingness to engage with such situations in order to achieve one's potential as a constructive and reflective citizen. Developing of analytical skills in order to be able to evaluate information or situations; break them down into their key components; consider various ways of approaching and resolving them and decide which is the most appropriate. Problem solving includes recognizing long-term consequences of solutions to problems and probing, devising, implementing, and evaluating a plan of action for problem resolution. Moreover, it is the capacity to use ordinary elements in a creative way to produce new and efficient solutions using divergent thinking.</p> <p>Skills include: a) identify and define problem; b) search for information; c) analyze available information; d) break a problems into its key components; e) formulate alternative solutions; f) recognise long-term consequences of alternative solutions; g) assess risks; h) identify the best solution; i) delegate problem; j) monitor implementation of the solution; k) apply a different solution if the chosen one does not bring desired effects, etc.</p>
<p><i>Interpersonal skills and empathy</i></p>	<p><i>Interpersonal skills:</i> Building trust, and strong relationships within your personal and professional network. Possessing interesting personal characteristics and values such as empathy, intelligence, humour, sincerity combined with a dynamic business profile are assets usually appreciated by associates, partners etc. that enhance long term relationships and are vital for business sustainability.</p> <p><i>Empathy:</i> Being able to listen others carefully to decode their behaviours and mood by taking the role of the other person and imagining the situation from his or her perspective. This leads to self-reflection, when, upon considering a wide range</p>

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VALORISATION OF THE RURAL AREA FOR NEW BUSINESS MODELS

of opinions and beliefs, individuals recognize that what they take for granted in a situation is not necessarily shared by others.

These skills include: a) apply the technique of active/reflective listening; b) interpret emotional states of other people; c) be aware of his own internal (biological, emotional, motivational cognitive) processes; d) adopt the perspective of another person, etc.

Negotiation skills

Being able to participate effectively in a back-and-forth communication in order to reach an agreement, when some interests of two or more sides are shared and some are opposed. The ability to understand a situation, the motivation and passion when interacting and dealing with partners, colleagues or even competitors. Following in many circumstances a win-to-win approach that will definitely maintain or assist in rebuilding relationships.

Negotiation is a decision-making process between two or more parties that do not share the same opinions, ideas, wishes or preferences. It is about a process in which parties with conflicting interests meet together and make offers, counteroffers, and concessions in the attempt to resolve their differences. Negotiation is an important technique that managers or leaders can use to increase the likelihood of reaching compromise between individuals and groups in conflict. Through negotiating and bargaining, the parties to a conflict discuss different ways to allocate resources in order to reach a solution acceptable to them all.

Negotiation skills include: a) separate people from the problem; b) express his own position in a clear and appropriate manner; c) ask questions; d) listen actively; e) read and send non-verbal signals; f) apply various negotiation techniques depending on the situation; g) convince the counterpart by providing arguments, etc.

Leadership

Communicating vision and ideas that inspire others to follow with commitment and dedication. Transmitting a sense of confidence to others that facilitates their success. Being proactive by participating in activities and supporting members in order to deliver specific results. The ability to transmit knowledge that has been acquired through experience in a clear and simplistic manner. Coordinating and soliciting



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well represented opinions and feedback from a group with diverse perspectives to reach a common, best solution.

Leadership may be define as the act of influencing others to work toward a goal. Both “manager” and “supervisor” are job titles. That involves performing job-specific tasks.

In these positions they describe what is to be done. The manager seeks to bring order and consistency to work; the leader seeks change. Leadership deals with how these duties are performed respecting the members of the working group. The role of supervisor or manager couldn't be completely separated from a leader's role. What makes the job of manager or role of leader different from many other work “behaviors” is the fact that supervisors must depend on subordinates and leaders must depend on followers to execute their plans.

a) communicate his vision to his subordinates in a clear but inspiring way; b) set goals for his team; c) formulate strategy; d) communicate strategy; e) delegate tasks; f) wield influence; g) provide feedback; h) give appreciation; i) support his subordinates in reaching organisation's objectives; j) provide coaching and mentoring; k) resolve conflict between his subordinates; l) build trust; m) apply various negotiation techniques; n) work with people with different personalities and work styles; o) get people with different personalities to work with each other, etc.

Emotional intelligence

Emotions are essential and adaptive resources that help individuals not only to survive, but also to develop positively and live a good life. A person's ability to access, regulate, and use his or her own emotions is referred to as *emotional intelligence*. Emotional intelligence is a set of four interrelated skills as follows: a) ability to accurately perceive, appraise, and express emotions; b) ability to access and/or generate emotions when they facilitate thinking; c) ability to understand emotions and emotional knowledge; d) ability to regulate emotions to promote emotional and intellectual growth.

According to D. Goleman, emotional intelligence means: emotional self-awareness, self-regulation, self-motivation (optimism, initiative), recognition of other people's emotions



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MULTIDISCIPLINARY TRAINING IN (empathy), and a set of social skills (e.g., persuasion and influence skills, communication skills, conflict management skills, building positive interpersonal relationships, etc.).
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	<p>Emotional skills enable employees, managers, leaders, and other professionals to achieve higher levels of performance in the institutions and companies where they work, transform them into organizations that talented people love to work for, strengthen organizational change initiatives, and better handle complex situations.</p>
<p><i>Networking (social and computer-based)</i></p>	<p>In a general sense, <i>networking</i> refers to the process or action of communicating with other people, companies, and organizations to develop personal or professional contacts. In a narrow sense, <i>computer networking</i> refers to interconnected computing devices that can exchange data and share resources with each other.</p> <p>Modern-day network solutions deliver more than connectivity. They are critical for the digital transformation and success of businesses today. Underlying network capabilities have become more programmable, automated, and secure.</p>
<p><i>Conflict mediation</i></p>	<p><i>Mediation</i> is a commonly used strategy in conflict control and management. Mediation means intervening between hostile parties and leading them to resolve the conflict. It is a strategy that brings people together to discuss their conflicts, making them accept the responsibility to communicate and work together in order to find solutions to the problems they have.</p> <p>Mediator tries to find an objective and neutral point of view. He makes sure that each party expresses its point of view, but also listens to the other's perspective and guides both parties towards finding satisfactory solutions. Therefore, mediation involves a form of impartial intervention by a neutral third party, who cannot impose a solution, but can help the parties to find it. Mediators intervene when negotiators fail to overcome disagreements between the parties.</p>
<p><i>Organization and time management</i></p>	<p><i>Organization and time management</i> denotes the proper prioritization and management of resources and tasks. Being able to plan activities on the basis of available resources, deadlines and expected outcomes. Being able to check out the progress of activities and projects in order to ensure results to</p>



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VALORISATION OF THE RURAL AREA

be achieved. Defining priorities and distributing and redistributing tasks and resources.

Time management is the process of organizing and planning how to divide our time between specific activities (personal or job-related duties). In other words, time management is the ability of a person to use their own time in a productive and efficient way. A good time management enables people to work smarter (not harder) so that we get more done in less

time, even when time is tight and day-to-day or professional pressures are high. Efficient time management is necessary for the following reasons: a) it provides us with a proper overview of our tasks; b) we follow several things simultaneously (it buys us time); c) we prioritize our daily/work tasks/responsibilities and activities; d) we reach our goals in a more efficient manner; e) we get more time for ourselves, our friends and family; f) we delegate (at work); g) we reduce mental stress and improve our wellbeing; h) we communicate better; we perform better socially; i) we improve our work performance and creativity; j) we cope better with changes that occur in our life; k) we give a sense of balance to our lives; l) we improve our quality of life.

Flexibility, adaptability and continuous learning skills

Flexibility and adaptability cover the ability to prioritize, effectively adapt to the changing professional environment but also to the emotional states generated through the daily interactions with professionals possessing different levels of authority. Supporting change implemented via new approaches, initiatives, methods, and technologies. Being able to manage priorities and changes, and to adapt his/her own plans, behaviours, strategies or approaches to the situational changes.

Skills include: a) critically analyse undertaken actions/used strategies in the aspect of its contribution to a specific goal; b) change his own actions if they don't lead to a desired outcome or do not correspond with the situation; c) change his own strategies to adapt to situational changes; d) adjust behaviour and communication techniques to other people; e) accept feedback from other people, analyse his own behaviour according to it and change behaviour if necessary; f) create new strategies if the strategies previously learnt don't work,



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MULTIDISCIPLINARY TRAINING IN CIRCULAR ECONOMY AND SMART VALORISATION OF THE RURAL AREA FOR NEW BUSINESS MODELS

	<p><i>Continuous learning</i> is the ongoing expansion of knowledge and skill sets. Often used in the context of professional development, continuous learning in the workplace is about developing new skills and knowledge, while also reinforcing what has been previously learned.</p>
<p><i>Intercultural skills and global awareness</i></p>	<p><i>Intercultural competence/cross-cultural competences</i> is the ability to communicate effectively and appropriately with people of other cultures; understanding the culture-specific concepts of perception, thinking, feeling and acting.</p> <p><i>Global awareness</i> is a conceptual understanding based upon an applicable knowledge of global and cultural perspectives. It is not limited to environmental, social, cultural, political and economic relations.</p> <p>Such skills include: a) communicate effectively and appropriately with representatives of other cultures; b) perceive and understand relations between cultures and nations from the perspective of a region, continent and from a global one; c) use foreign languages, both spoken and written, etc.</p>

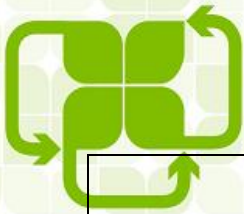
3. Course content

The course will include nine topics, as shown in Table 2. To design the theoretical content and interactive tasks (questionnaire/inventory for self-assessment, practical exercises, debates on case studies, etc.) a review of the international literature will be carried out.

Table 2. List of topics for the course “Management and leadership – knowledge and personal skills for a successful career in circular economy in rural area”

MAIN TOPIC	Subtopics
<p>1. LEADERSHIP: A KEY FACTOR IN HUMAN RESOURCES MANAGEMENT</p>	<p>1.1. What is Leadership? 1.2. Leader vs. Manager/Supervisor 1.3. Skills and Qualities of an Effective Leader 1.4. Organizing Effective Teams: The Role of Leader</p>
<p>2. MANAGING AND MOTIVATING PEOPLE IN THE WORKPLACE</p>	<p>2.1. What Does Management Mean? 2.2. The Meaning and Importance of</p>

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	<p>Motivation in the Workplace</p> <p>2.3. Managing People Through Motivation and Job Satisfaction</p> <p>2.4. The Role of Positive Emotions and Well-Being</p> <p>2.5. Entrepreneurship: An Effective Strategy for Motivating People</p>
<p>3. COMMUNICATION IN ORGANIZATIONS</p>	<p>3.1. Understanding Communication</p> <p>3.2. Essentials of Interpersonal Communication</p> <p>3.3. Formal and Informal Communication Channels</p>

	<p>3.4. Importance of Effective Communication in Building High-Performance Teams</p>
<p>4. IMPROVING PEOPLE'S SKILLS AND WORK PRODUCTIVITY THROUGH COACHING AND MENTORING</p>	<p>4.1. Coaching vs. Mentoring: The Key Differences and Benefits</p> <p>4.2. Skills and Qualities of a Good Coach</p> <p>4.3. Core Mentoring Skills</p>
<p>5. MEDIATING CONFLICTS BETWEEN PEOPLE IN THE WORKPLACE</p>	<p>5.1. Defining Workplace Conflict</p> <p>5.2. Types of Conflict</p> <p>5.3. Causes of Conflict</p> <p>5.4. Conflict Management Approaches</p> <p>5.5. Resolving Workplace Conflicts Through Mediation</p>
<p>6. NEGOTIATION: A KEY SKILL FOR SUCCESSFUL MANAGERS AND ENTREPRENEURS</p>	<p>6.1. What is Negotiation?</p> <p>6.2. Negotiation Goals and Outcomes</p> <p>6.3. What Skills Does a Good Negotiator Need?</p> <p>6.4. Negotiation Strategies</p> <p>6.5. Common Negotiation Pifalls</p>
<p>7. EMOTIONAL INTELLIGENCE IN THE WORKPLACE</p>	<p>7.1. The Role of Emotions in People's Live</p> <p>7.2. Defining Emotional Intelligence</p> <p>7.3. Why Emotional Intelligence Matters in the Workplace?</p>
<p>8. DESIGNING AND ORGANIZING THE WORK OF PEOPLE</p>	<p>8.1. What is Work/Job Design</p> <p>8.2. Defining Work Organization</p> <p>8.3. Core Dimensions of Job Design and Organization</p>
<p>9. MANAGING TIME EFFECTIVELY</p>	<p>9.1. Understanding Time Management</p> <p>9.2. Why Is Time Management Necessary</p>

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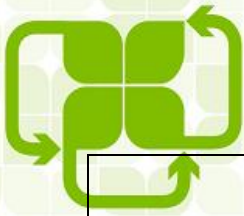


Table 2. Examples of work tasks for practical training sessions

MAIN TOPIC	Suggested tasks for practical training sessions
1. LEADERSHIP: A KEY FACTOR IN HUMAN RESOURCES MANAGEMENT	<ul style="list-style-type: none"> ✓ SELF-ASSESSMENT: Assessing Your Leadership Style ✓ SELF-ASSESSMENT: “TT” Leadership Style ✓ IMPROVING YOUR SKILLS: Steps to Creating and Maintaining a Cohesive Team ✓ CASE STUDY: Leadership and Participation in Decision Making

2. MANAGING AND MOTIVATING PEOPLE IN THE WORKPLACE	<ul style="list-style-type: none"> ✓ SELF-ASSESSMENT: Managerial Assumptions ✓ IMPROVING YOUR SKILLS: Guidelines for Giving Feedback in a Performance Appraisal Meeting ✓ PRACTICAL EXERCISE: My Best Manager ✓ PRACTICAL EXERCISE: What Factors Are Most Important to Your Job Satisfaction?
3. COMMUNICATION IN ORGANIZATIONS	<ul style="list-style-type: none"> ✓ IMPROVING YOUR SKILLS: Developing Your Personal Communication Skills ✓ PRACTICAL EXERCISE: Active Listening ✓ CASE STUDY: The Poorly Informed Walrus ✓ CASE STUDY: Barriers in Organizational Communication
4. IMPROVING PEOPLE’S SKILLS AND WORK PRODUCTIVITY THROUGH COACHING AND MENTORING	<ul style="list-style-type: none"> ✓ SELF-ASSESSMENT: Take a Look at Yourself – Life Areas Assessment
5. MEDIATING CONFLICTS BETWEEN PEOPLE IN THE WORKPLACE	<ul style="list-style-type: none"> ✓ PRACTICAL EXERCISE: Argue For or Against ✓ SELF-ASSESSMENT: Conflict Management Styles ✓ CASE STUDY: Family Disputes Business Shareholder
6. NEGOTIATION: A KEY SKILL FOR SUCCESSFUL MANAGERS AND ENTREPRENEURS	<ul style="list-style-type: none"> ✓ SELF-ASSESSMENT: Negotiation Skills Questionnaire

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VALORISATION OF THE RURAL AREA FOR NEW BUSINESS MODELS

7. EMOTIONAL INTELLIGENCE IN THE WORKPLACE	<ul style="list-style-type: none"> ✓ SELF-ASSESSMENT: Anxious or Relaxed? Test Yourself ✓ ANALYSIS AND REFLECTION: Differences Between Persons with High vs. Low Emotional Intelligence ✓ PRACTICAL EXERCISE: Identifying False Beliefs about Emotions
8. DESIGNING AND ORGANIZING THE WORK OF PEOPLE	<ul style="list-style-type: none"> ✓ SELF-ASSESSMENT: Organizational Design Preference ✓ CASE STUDY: Motivating Employees at Google
9. MANAGING TIME EFFECTIVELY	<ul style="list-style-type: none"> ✓ SELF-ASSESSMENT: Time Management Profile ✓ SELF-ASSESSMENT: Check How You Organize Your Time ✓ PRACTICAL EXERCISE: Our Beliefs About Time ✓ PRACTICAL EXERCISE: Identification of Time “Thieves”

Appendix 1 includes the most relevant works in the field of organizational behavior, personnel psychology, vocational guidance and counseling, as well as personal development. These sources will be used to design the content of the course units.

4. Teaching strategies and methods

The course will take place through eight working meetings (twice a week) in online format. Today’s society is characterized by the ubiquity of information technology. Information is managed, processed, stored, protected, transmitted and retrieved with the help of computers and software. Technological progress has provided solutions to certain problems facing humanity (e.g., life-saving medical procedures, long-distance communication, education for disadvantaged groups, etc.), but not to all problems. As technology advances, so does humanity and its problems. The information technology revolution has impacted personal, social and professional life worldwide. Electronic learning or e-learning is an online learning platform that originates in a formal context and uses a variety of multimedia technologies to offer instructional programs to distant learners. E-learning can be understood as online learning in most cases.

In recent decades, information technology has increased its influence on educational activities and has become irrevocably associated with teaching, learning, and research. In the current COVID -19 context, information technology has impacted all levels of education, from preschool to academic education. The use of information technology in the COVID -19 context has revealed two main truths: a) first, that learning as a communication-based social process cannot be completely replaced by technology; b) second, that technology ensures improved communication and

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collaboration, problem solving, research, transfer and presentation of learning content, creativity, and novelty in the teaching-learning evaluation process. The main problem of e-learning is how to integrate information technology into education to achieve the best results in terms of teacher and learner performance and effectiveness. However, it is widely recognized that online courses have many advantages that make them attractive. Thus, benefits of online courses include:

- ✓ are convenient
- ✓ offer flexibility
- ✓ bring education right to your home.
- ✓ offer more individual attention
- ✓ help you meet interesting people
- ✓ give you real world skills
- ✓ promote life-long learning
- ✓ have financial benefits
- ✓ teach you to be self-disciplined
- ✓ connect you to the global village

A step-by-step formative strategy will be adopted: a) the lecturers will provide and discuss some theoretical aspects, not technically excessive but systematized and clear enough to empower students with conceptual knowledge; b) the theoretical training will be followed immediately by (usually short) training sessions. This strategy will aim both to facilitate interactivity and feedback and to contribute to a good understanding and strengthening of the course content. Some topics for online debates will also be encouraged and short homeworks will be assigned for specific topics.

5. Student selection and registration

The course will take place between November and December 2021. The course will include a theoretical part and several interactive sessions with two trainers (lecturers at the “Vasile Alecsandri” University in Bacau, Romania). The estimated effort in terms of hours dedicated to theoretical study and interactive meetings with trainers is about 20 hours. In each of the four universities where the project will take place, a commission for the selection of students will be created. It will analyze the enrollment applications submitted by students (see Appendix 2) who will request to participate in the course. It will be held online within the MULTITRACES project.

6. Evaluation methods and tools

The final assessment of the students will consist of an online quiz (see Appendix 3) and a face-to-face short video discussion with the trainers on a given topic (open questions and answers). Students will debate on the way to solve some organizational/work-related situation as managers: interpersonal conflicts, employees’ motivation and attitudes, etc. Students will be asked to evaluate the quality of the course using a standardized form (Appendix 4). A short video presentation of each student concerning the targeted career will be also created.

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APPENDIX 1. List of bibliographic references that will be used to sample the course content

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APPENDIX 2. Registration form for student enrollment

REGISTRATION FORM

Complete only in block letters



I, the undersigned

Personal data

Name, father's initial and first name _____, national personal number: _____, IC: Series ____, No. _____, Issued on _____, by _____, Marital status _____, Nationality: _____, Citizenship: _____, Date of birth: _____, City: _____, Country _____

Address during college

County _____, Locality _____, Street _____, No. ____, Mobile phone _____, e-mail: _____

Student at _____

Faculty _____, specialisation _____, year _____, group _____

would like to apply for the international online course: *Management and leadership – knowledge and personal skills for a successful career in circular economy in rural area* organized within the MULTITRACES project, ID 2019-1-RO01-KA203-063870.

I understood all the criteria for participation in this project.

I, the undersigned _____, agree that the University to process my personal data, pictures and recordings made within and for the interest of the MULTITRACES project.

STUDENT, _____

Date, _____

Signature _____,

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APPENDIX 3. Sample quiz for final student assessment

1. Main two skills which define a good entrepreneur are (1 point):

- Leadership skills and practical skills
- Management skills and leadership skills
- Interpersonal skills and leadership skills

2. Leadership could be classified as (1 point):

- Attempted leadership
- Successful leadership
- Effective leadership
- All options are correct

3. MBO refers to (1 point):

- Management by objectives
- Management of Business Organizations
- Management Buyout

4. Communication is effective when (1 point):

- Nonverbal communication is enough
- The intended meaning equals the perceived meaning
- The cost of communication resources is high

5. Set up an environment for mentoring supposes (1 point):

- A neutral space with all facilities (phone, email etc)
- Information learned in mentoring discussions can be used to inform other work situations
- A proactive, ideally active listening is a must

6. Basic rules of mediation are (1 point):

- Listen to all the parties involved
- All options are correct
- Tell the truth
- The objective is the resolution of a problem

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VALORISATION OF THE RURAL AREA FOR NEW BUSINESS MODELS

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7. The major objectives in any negotiation process are (1 point):

- Substantive and relationship objectives
- Substantive and communication objectives
- Partnership objectives

8. Practical applications of emotional intelligence in the workplace include (1 point):

- Development of managerial/leadership skills
- Become more practical as a person
- Better work as individual

9. According to the job characteristics model “autonomy” means the extent to which a job (1 point):

- Requires an employee to use different skills, abilities, or talents
- Allows an employee the freedom and independence to schedule work and decide how to carry it out
- Has an impact on the lives or work of other people
- Implies manufacturing of own things

10. Suggestions for efficient time management (1 point):

- Ignore counterproductive interruptions
- Postpone almost one or two important tasks
- Do things one at a time



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APPENDIX 4. Course evaluation form (to be applied to students)

Evaluation of the students' activity is an essential part for improving the quality of the educational services process. All the responses will be confidential and will be processed by the project coordinator. The opinions expressed will be used to improve teaching.

A. COURSE MODULE ATTENDANCE

1. To what extent did you attend the course?

Teaching activity	75%-100%	50%-75%	25%-50%	0%-25%	Not at all
Course (C)					

2. How many hours did you allocate per week for individual study in this course module (doing homework, documentation, learning)?

more than 6 hours	< 6 hours	< 4 hours	< 2 hours	< 1 hour

B. COURSE MODULE ORGANIZATION

For each statement, choose from the evaluation scale the grade that best express your opinion.

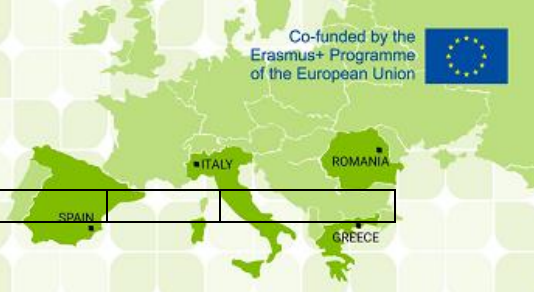
ITEMS	DEGREE OF SATISFACTION			
	Unsatisfactory	Satisfactory	Good	Very good
1. Course organization (planning of lessons, activities, meetings with the students)				
2. Clear presentation of the content				
3. Consistency of the information presented (there are enough explanations/arguments to sustain the course topics)				
4. Examples and materials used (presentations, case studies, video presentations, course available on the Moodle platform and others)				
5. Teachers' interest in the students' degree of understanding				
6. Encouragement of students for active participation and free expression				
7. Teachers' communication with students (providing feedback to students' questions/ attitude towards students)				
8. Teachers' willingness to provide students with additional help as needed (learning resources, video-lectures, course support, bibliography, etc.)				
9. Students were clearly informed in advance about the evaluation criteria and procedures.				
10. Organization and coordination of the practical activities: mini-challenges, projects, essays				
11. Clarity of work requirements formulation for the				

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practical activities
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12. Teachers' willingness to provide additional support to the students for the successful development of their practical activities				
Overall assessment of the course module organization				

C. COURSE MODULE CONTENT

Your perception of the below statements is:

	ITEMS	ASSESSMENT			
		Disagree	Partially Disagree	Partially Agree	Agree
1	The content of the course module has an adequate degree of difficulty, considering the students' background of study				
2	The course subject raised my interest to further enrich my knowledge in the field.				
3	Collaboration with students from other specializations has been enriching				
4	Learning about topics other than my subject studies is useful for my future.				
5	The results of the evaluation reflect the student's preparation effort				
	Overall, I am satisfied with this learning experience				

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