

“Developing international experience for students through virtual mobility”



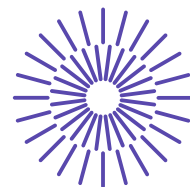
CURRENT HR CHALLENGES: MANAGING HUMAN RESOURCES IN POST-PANDEMIC PERIOD

Course:
ORGANISATION AND PERSONAL MANAGEMENT

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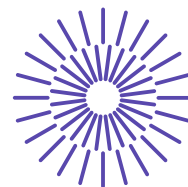
Methodology Steps for Implementation of Virtual Mobility



1 TITLE OF VIRTUAL MOBILITY: CURRENT HR CHALLENGES: MANAGING HUMAN RESOURCES IN POST-PANDEMIC PERIOD

A. Before the Virtual Mobility

This part of the Methodology Guide specifies steps that have to be taken before the entire Virtual Mobility (VM).



STEP 1: SPECIFICATION OF THE VIRTUAL MOBILITY TOPIC

As a first step, it is necessary to specify the topic or general focus of virtual mobility.

Specify the topic of the VM:

The topic of implemented virtual mobility was „Current HR challenges: Managing human resources in post-pandemic period“. Human Resource Management (HRM) challenges in the post-pandemic period are multifaceted and critical for organisational resilience and success.

Some examples of challenges:

- Remote work has become more prevalent, requiring HR professionals to navigate issues related to virtual team management.
- Employee engagement and well-being in the online world of work.
- Talent acquisition through different sources necessitates innovative recruitment strategies and emphasis on employee development.
- Additionally, the need for upskilling and reskilling employees to adapt to changing work dynamics is a pressing challenge.
- Overall, successfully managing these challenges is crucial for organisations to adapt, thrive, and maintain a motivated and skilled workforce in the post-pandemic landscape.

The academic aim of virtual mobility is to understand the challenges of HR management in the post-pandemic period in general and in particular in the specified topics (recruiting through company pages, employee search motivation, reskilling of employees, digital tools and ethical questions, etc.).

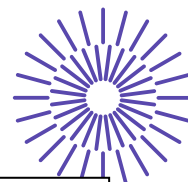
In addition, students get to work in different settings with different lecturers, gaining intercultural experience in the international teams. In summary, addressing these challenges in educational settings through virtual mobility aligns education with the needs of the evolving workforce, prepares students for future career demands, enhances global competencies, promotes lifelong learning, and contributes to organisational resilience.

STEP 2: SPECIFICATION OF THE COURSES INVOLVED IN VM

Next, it is necessary to specify the courses involved in virtual mobility at home and partner universities.

Specification of the course/-s at FE TUL:





Name of the course: Human Resource Management

Abbreviation: HRMIM

Language of instruction: English

Expected number of students: 25

Short annotation of the course: The aim of the course is to prepare students for selected areas of human resource management (HRM) in three modules with emphasis on the specifics of HRM in the environment of small and medium-sized enterprises (SMEs), large enterprises and the specifics of the international business environment. The topics are explained from the perspective of the work of the human resource management specialist (HR specialist), the manager and the job seeker/employee. The course extends the knowledge of human resource organisation theory and its application in HRM, and introduces students to the techniques, procedures, tools and trends used in HRM in modern organisations from the perspective of each module.

Specification of the course/-s at partner university/-ies:¹

Partner university 1: University of Bergamo

Name of the course: Managing people

Language of instruction: English

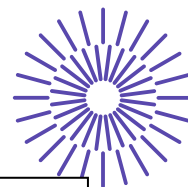
Expected number of students: 20

Contact person: Viviana Meschetti

Short annotation of the course: At the end of the module, students will be able to:

- understand the common objectives and complementary functions between the use of HRM tools and the structural choices of organisations;
- comprehend the aim and the complexity of the HRM tools;
- properly use the main methodologies related to HR operational systems.

¹ If there are more partner universities, please copy the box for each partner.



Partner university 2: Kajaani University of Applied Sciences

Name of the course: Human Resource Management

Language of instruction: English

Expected number of students: 24

Contact person: Ruey Komulainen

Short annotation of the course: The Human Resource Management course provides students with a comprehensive understanding of key concepts, theories, and practices in HRM. Through a combination of theoretical lectures, practical exercises, case studies, and real-world projects, students develop essential skills in recruitment, selection, training, performance management, employee relations, and strategic HR planning. Emphasis is placed on contemporary HR challenges, including those arising from the post-pandemic landscape, such as remote work, virtual team management, employee engagement, and talent acquisition.

Partner university 3: Hochschule Albstadt-Sigmaringen

Name of the course: Human Resource Management and Ethics

Language of instruction: English

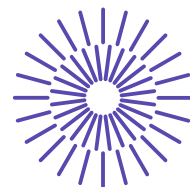
Expected number of students: 20

Contact person: Maximilian Wolf

Short annotation of the course: The course offers students understanding of HR principles, strategies, and practices within various organizational contexts. Through a blend of theoretical foundations, practical applications, and industry insights, students gain proficiency in HRM topics. The course fosters critical thinking, problem-solving skills, and intercultural competencies through interactive learning experiences, case studies, and collaborative projects.

STEP 3: SPECIFICATION OF THE TARGET GROUPS

The target group of VM might be students of different educational levels, researchers, and academic/administrative staff. For this project, only students will be considered the target group; it is required to specify the study levels and programmes of involved students at both institutions.

**Specification of the target group of students at FE TUL:**

The Target group of students interested in virtual mobility should be as follows:

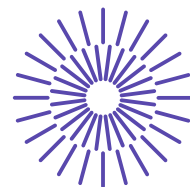
- Students with basic knowledge of Human Resource Management (e.g. from previous studies, courses, practical knowledge of HRM).
- Students with an advanced knowledge of the English language.
- VM is also suitable for foreign students, such as Erasmus+ students.
- Virtual mobility typically includes students interested in international cooperation, intercultural communication and topical issues.
- VM is suitable for students who are not afraid of working with digital technologies in different settings and are confident in a foreign language.
- Students undertaking VM should be flexible to synchronise the different timetables and time possibilities of involved individuals from different universities.
- VM is the perfect opportunity for motivated students who value international experience and different perspectives in today`s world.

Overall, the target group of students interested in virtual mobility comprises individuals who are curious, adaptable and seeking to enrich their academic experiences in order to prepare themselves for success in their future careers.

Specification of the target group of students at partner university:

The Target group of students interested in virtual mobility should be as follows:

- Students with basic knowledge of Human Resource Management (e.g. from previous studies, courses, practical knowledge of HRM).
- Students with an advanced knowledge of the English language.
- VM is also suitable for foreign students, such as Erasmus+ students.
- Virtual mobility typically includes students interested in international cooperation, intercultural communication and topical issues.
- VM is suitable for students who are not afraid of working with digital technologies in different settings and are confident in a foreign language.
- Students undertaking VM should be flexible to synchronise the different timetables and time possibilities of involved individuals from different universities.
- VM is the perfect opportunity for motivated students who value international experience and different perspectives in today`s world.



STEP 4: SPECIFICATION OF THE TIME FRAMES

As a next step, it is crucial to agree with the partner on the time frame of realisation of the VM activities, suitable for both partners. When planning the VM, it is necessary to determine at the very beginning whether both potential courses are taught in the same semester and whether a suitable date can be found for the realisation of the VM at both institutions.

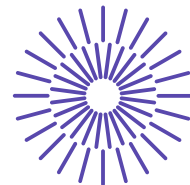
Expected academic year and semester of VM: Winter semester of AY 2022/2023

The expected period of VM activities: A couple of weeks, depending on the number of involved students and planned activities. For example, for a group of 20 students, one virtual mobility session would be enough; for a larger group, around 40 and more students, it would be better to meet at least twice or three times.

STEP 5: SPECIFICATION OF THE COURSE REQUIREMENTS

Both institutions have agreed that the VM implemented as part of this project will not be assessed as a separate course. Therefore, no extra ECTS credits will be awarded.

Nevertheless, each partner university has specific requirements for the courses selected for VM. After implementing the VM into the courses, the course requirements should be adjusted accordingly. Each partner university can decide on its own VM recognition within the course. The modified course requirements sometimes need to be approved by the guarantor or the institution, which must be kept in mind. New requirements need to be published for students in the university system in advance.

**Course requirements at FE TUL:****Original requirements:**

Active participation in exercises and presentation of project topics from the modules.

1. Attendance:

- 9 weeks semester – 1 missed seminar
- 14 weeks semester – 2 missed seminars

2. Case study and its presentation in teams (max. 15 points)

- the presentation will be for 25 minutes
- the topic will be specified
- team roles divided

3. Work on bonus activities during seminars (bonus 3 points)

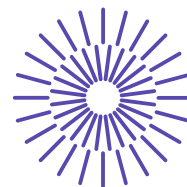
- will be specified during the semester – international cooperation

Modified requirements:

1. Attendance: remains the same + students participating in VM must attend all virtual mobility sessions.

2. Work on assigned tasks during virtual mobility – synchronous and asynchronous teamwork.

3. Presentation of the assigned topic in the form of a poster in the divided teams of international students.



Course requirements at partner institutions:

Original requirements:

1. Attendance at least 80 % of all seminars.
2. Individual work on the assigned project – 10 - 15 pages text + topic presentation.

Modified requirements:

- 1. Attendance:** remains the same + students participating in VM must attend all virtual mobility sessions.
- 2. Work on assigned tasks during virtual mobility** – synchronous and asynchronous teamwork.
- 3. Presentation** of the assigned topic in the form of a poster in the divided teams of international students.
4. Modified length of individual work assignment.

Name of the course guarantor: N/A

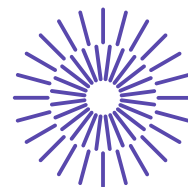
STEP 6: SPECIFICATION OF INTENDED ACTIVITIES BEFORE AND DURING VM

All participating institutions agreed that the VM implemented as part of this project would be short-term, online, and informal. However, some preparation for VM might be necessary before implementation. In this section, it is required to specify individual and group activities before and during VM.

Activities before VM:

Joint class activities before VM (at each institution):

- Preparation of the concept of VM and incorporation of the covered topic in the course plan.
- Ensure that all online activities align with the course learning outcomes.
- Prepare students for the intercultural aspects of VM, including teamwork in international settings and cultural awareness.
- Offer guidance on how to navigate international collaborations.
- Ensure clear communication of requirements and benefits of virtual mobility in order to have a non-problematic implementation.
- Plan and coordinate the schedule of the semester and the length of virtual mobility

**Students' individual activities before VM:**

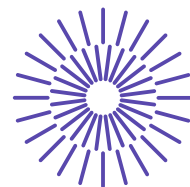
- Students can conduct individual research and self-study to familiarise themselves with the topic of virtual mobility, for example, its theoretical basis, finding topical reports, case studies, and scientific articles.
- Individual or team analysis of the given case study topic related to HR challenges – critically evaluate the current situation, impact of the topic on the current labour market, etc.
- Students can also identify areas of their interest in virtual mobility – skills they want

Course activities during VM:**Joint class activities during VM (online):**

- Virtual lectures/seminars on the given topic of VM – introduction of VM, theoretical foundation of the topic, presentation of planned activities.
- Guest lecture with an expert on the given topic – for example, a contact person from a university partner's organisation or a successful former faculty student.
- Interactive workshops on a specific topic.
- Teamwork on the assigned task during online sessions; after the competition, there is a presentation to others and a group discussion.
- Collaborative projects – conduct virtual research in the given time, analyse data, develop a summary, and present it to others.
- Discussions and guidance.

Offline activities during VM:

- Individual and/or teamwork – preparation of assigned projects – research and analysis of the topic, preparing reports/presentations.
- The international teams hold in-person or online meetings to discuss the implementation of activities and the preparation of outcomes.
- Self-study – reading articles, reports, and materials from lecturers.



STEP 7: SPECIFICATION OF PLATFORMS FOR EDUCATIONAL MATERIALS

This section specifies platforms for storing educational materials at both partner institutions.

The platform for storing educational materials at FE TUL:

- E-learning, Google drive and/or MS Teams.
- E-learning is a primary storage for educational materials related to the course and virtual mobility. Google Drive and/or MS Teams are additional storage used to share and store materials across all partner universities for virtual mobility purposes.

The platform for storing educational materials at partner universities:

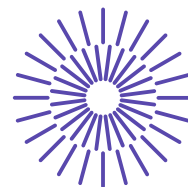
- Moodle/E-learning
- MS Teams

STEP 8: SPECIFICATION OF EXPECTED ONLINE (OFFLINE) TOOLS USED FOR VM

In this section, it is required to specify online tools used before and during VM.

Online tools and applications used before VM:

Firstly, e-mail communication was used to search for the VM partner(s). Once partners for the VM were found, online meetings were held. Online meetings were held through Google Meet or through MS Teams, depending on the key person who organised the meeting, as each university has different preferences regarding the tool for online meetings. Doodle was used to find a suitable date for a meeting. Everyone smoothly chose their preferred time, and the meeting was organised based on that. Short presentations were created using MS PowerPoint or Canva, again depending on the preferences. MS Teams was used to store our VM coordination materials.



Online tools and applications used during VM:

Lecturers:

- E-learning/Moodle – study materials storage
- MS Teams – online meeting of VM, breakout rooms for online sessions and study materials storage
- E-mail – communication with students, tasks, and assignment for the students
- Padlet – to introduce ourselves

Students:

- E-learning/Moodle – study materials storage
- MS Teams – online meeting of VM, breakout rooms for online sessions and study materials storage
- E-mail – communication with students and lecturers, tasks, and assignments for the students
- Social media (Facebook, Instagram, WhatsApp) – instant communication with fellow students to implement assigned tasks
- Canva – final poster preparation

Offline tools and applications used for VM (if any):

MS Word, MS Excel, MS PowerPoint

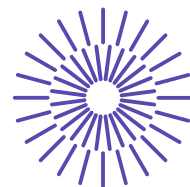
STEP 9: TECHNICAL SUPPORT PROVISION

For the success of VM implementation, suitable premises at both institutions and technical support should be provided to secure the virtual part. It is necessary to arrange both in advance.

Place of implementation of VM:

Place of implementation of VM at FE TUL: MS Teams

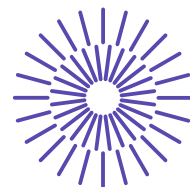
Place of implementation of VM at partner institution: MS Teams



Technical support during VM:

Technical support of VM at FE TUL: IT specialist

Technical support of VM at partner institution: N/A



B. During the Virtual Mobility

STEP 10: REALISATION OF VIRTUAL MOBILITY

This section should only be completed after the implementation of the VM. The progress of the VM will be reported: whether everything went according to plan and whether any changes had to be made. Eventual modifications should be specified.²

Virtual mobility was implemented within five weeks, and three virtual sessions were organised during the course. The first session was held on 6 December 2023, the second on 12 December 2023 and the final on 19 December 2023. All sessions were held in the afternoon/early evening as each university had a different timetable for the course. Virtual mobilities lasted approximately 3 hours from 16:00 to 19:00 CET. Important note: for example, in Finland, one of the partner universities, there is a one-hour time difference (+1 hour).

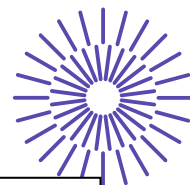
1st Virtual session:

- The first session was mainly explorative, and the topic and aims of the VM were introduced.
- Students were divided into international teams, and they cooperated throughout the duration of the VM (synchronous cooperation during VM and asynchronous cooperation of individuals).
- During this session requirements and expectations were introduced and students got to work on the first online assignment - Getting to know selected topics for the group work.

Instructions for the students:

- Each team was assigned one topic/challenge organisations currently face in human resource management. In order to be able to produce a final team output on the topic, students needed to first familiarise themselves with the topic in the context

² The box to be filled in can be expanded as needed.



1st Virtual session:

Agenda:

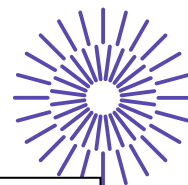
10 mins	Welcome and kickstart + Padlet Teams introduction
50 mins	About the VM, course and arrangement, learning module, tasks and assignments, participating universities
5 mins	Break
10 mins	Ice breaker instructions
30 mins	Ice breaker activities - breakout session
30 mins	Teams present back outputs
5 mins	Break
45 mins	Overview of topics, instructions of group tasks - overview of the whole VM - activities, programme
15 mins	Q&A

2nd virtual session:

- Based on the team's assigned topics from the last online session, students were asked to prepare at least seven practical questions on HR management practices in the context of the assigned topic.
- Afterwards, a guest lecture took place.

Instructions of the activity for students:

- Come up with open-ended questions, i.e. questions should not contain only "yes" or "no" answers.
- The team must explain the question's importance in the context of the assigned topic and its relevance to the company or the automotive industry in general.
- For example: If you are in Team 1 and your topic is "Digital tools and ethical issues", a sample question is: "Does your company use artificial intelligence in recruitment? If so, what ethical considerations and practices were used to ensure fair recruitment?"
- Time limit: 45 minutes
- Tools: MS Teams breakout rooms. MS Word



2nd Virtual session:

Agenda:

15 mins	Form international teams, providing of instructions
30 mins	Breakout rooms – group work based on the given instructions
15 mins	Reminding about outputs for final presentation during VM
6-7 CET	Guest lecture: Shivani Deshpande, Talent Acquisition Partner, UAE, US and UK

3rd virtual session:

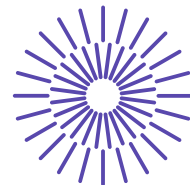
- Presentation of final outputs of teamwork assignments.
- Evaluation of the cooperation.

Instructions for the final outcome of VM:

- Create an informative and visually engaging poster highlighting current post-pandemic human resource management trends.
- Choose one key finding or anticipated development from the topic your team has been assigned. Your poster should provide critical insights and information that can be used for adaptation by human resource professionals and organisations.

Poster Specifications:

1. Title: Provide the title of the topic/challenge.
2. Length: 1-2 pages.
3. Layout: Divide the poster into logically arranged sections for easy readability. Consider a clean and organized layout.
4. Visual Elements: Use visual elements, graphics, and images to enhance the poster's eye-catching appearance and effectively convey information to the audience.
5. Content:
 - Key Facts: Highlight the most significant challenge or trend shaping staffing practices in today's labor market. Use charts or tables if appropriate.
 - Practical example: Share practical examples and best practices in HR management to address a specific challenge. Offer practical advice that HR professionals can implement.
 - Future Outlook: Discuss the expected trajectory of these challenges and how HR professionals can prepare for future developments.
 - Visual Style: Use a professional and cohesive color scheme, fonts, and images. Ensure the poster is visually engaging and accessible to read from a distance.



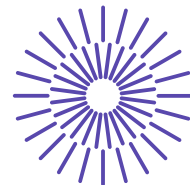
STEP 11: ADMINISTRATIVE PROVISION OF VIRTUAL MOBILITY

VM within this project must also be registered administratively within the institution. This section should include how the VM was administered and who was the responsible person.

Administrative support and provision of VM:

Administration of VM at FE TUL: Teacher of the VM

Administration of VM at partner institution: Teacher of the VM



C. After the Virtual Mobility

STEP 12: EVALUATION OF VIRTUAL MOBILITY

This section is devoted to VM evaluation. The evaluation of VM should be provided by teachers from all participating institutions. Students' assessment of VM will take place in the form of a poll.³

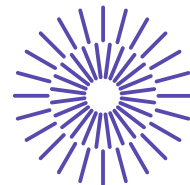
Number of participants:

Number of participants from FE TUL: 21

Number of participants from partner universities: 33

- Italy: University of Bergamo (cooperation started through another project) - 15 students
- Finland: Kajaani University of Applied Sciences (cooperation started through another project) - 9 students
- Germany: Hochschule Albstadt-Sigmaringen - 9 students

³ The boxes to be filled in can be expanded as needed.

**Evaluation report of VM from the point of view of FE TUL:**

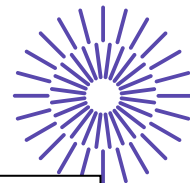
The virtual mobility (VM) was highly successful, with the active participation of 54 students from four participating universities. The program covered various topics related to HRM challenges in the post-pandemic era, providing students with valuable insights and perspectives on pressing issues facing organisations today - including digital tools and ethical considerations, employee job search motivation among Generation Z, webpage recruitment challenges such as a lack of candidates, and digital solutions for communication in remote teams. The participation of students from multiple universities enriched the learning experience by fostering cross-cultural exchange, collaboration, and diversity. Through virtual sessions and collaborative projects, students had the opportunity to engage with individuals from different cultural backgrounds, share insights, and learn from each other's experiences.

Overall, the VM program successfully achieved its objectives of providing students with a comprehensive understanding of HRM challenges in the post-pandemic period, fostering international collaboration and networking, and promoting critical thinking and problem-solving skills. The positive feedback from students and the successful implementation of the

Evaluation report of VM from the point of view of the partner university's teacher:

not provided

If available, provide an evaluation of VM from the student's point of view (poll results):



What are great things I experienced during the VM?

1. Meeting new international people, speaking English (feedback from Italy)
2. New skills, new friends, improved English (feedback from Italy)
3. Working in international teams (feedback from Finland)
4. Group work bringing different perspectives to tasks (Germany)
5. Collaboration with people from diverse cultural backgrounds (Germany)
6. Sharing knowledge with other students, working in international teams (Italy)

Which competencies did I improve during the VM?

1. Presentation, communication, organizational and language skills (the Czech republic)
2. Social and teamwork skills (Italy)
3. HRM processes (Italy)
4. Performance skills, HRM in general (Finland)
5. Push myself above my limits (Czech republic)
6. Teamwork, Working fast, Working in a different environment without using the native language (Germany)