The Remote Worker Training Backpack: An inclusive guide for corporate trainers

PROJECT RESULT 1/ T1.1
COMPETENCE FRAMEWORK - NEEDS VERIFICATION & COMPARATIVE REPORT

Deliverable: T1.1.1 Needs Verification Report

DigiREACT

31/05/2022

REVISION HISTORY

Version	Date	Author	Description	Action	Pages
1.0	31/05/2022	AKNOW	Creation	C	4

(*) Action: C = Creation, I = Insert, U = Update, R = Replace, D = Delete

REFERENCED DOCUMENTS

ID	Reference		Title
1	2021-1-DE02-KA220-VET-000032967		DIGIREACT Proposal
2			

APPLICABLE DOCUMENTS

ID	Reference		Title
1			
2			

Contents

1.   Introduction

This document opts for revealing the main needs, challenges and practices applied in the partner countries in relation to the competences required for trainers to easily manage their hybrid teams within a novel remote working business model. On top of that, it aims to identify the digital knowledge and skills needed to become competitive among VET training provision targeting corporate trainers. To provide useful insights to this target group, the following competencies will be scrutinized:
- E-leadership
- Leading virtual teams
- Organizational skills
- Digital competencies

1.1   Methodology

This part of the methodology aims to identify the needs of VET training providers with regard to the competencies required to manage hybrid teams. This will lead in drawing safe conclusions on the current needs and best practices in order for the project partners to efficiently formulate the Corporate Trainer Profile. A survey has been conducted in all partner countries (DE, IT, PT, EL, IE) to collect data from the project target groups about the state of the art of digital and e-leadership skills. The results will support the formulation of the project learning outcomes to be addressed by the 'Remote Worker Training Backpack'.

The survey was conducted through an online questionnaire handed to the participants and interested parties. The organization has collected 21 answers in total from Greece. The results are documented below conveying the status quo of the country while they will be the backbone based on which the training materials and digital tools will be created.

1.2   Target groups

The main target group addressed by the survey is VET Trainers who provide training to corporate trainers. As a result, VET providers and SMEs were contacted in order to gain useful insights on the current practices.

On the other hand, indirect target groups that can be potentially involved and affected by the project results include corporate trainers, employees working remotely, HR managers, employers, IT companies, etc.
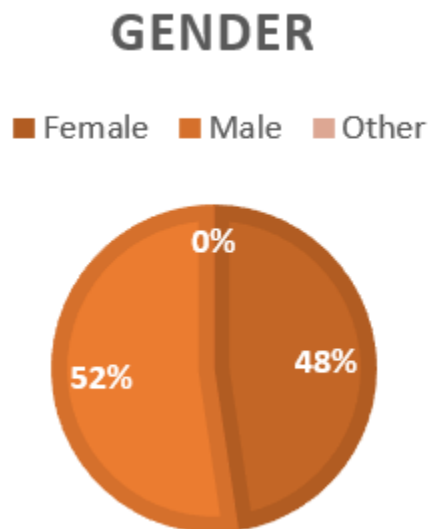
2.   Survey Results

1. Demographic data

1.1 What is your gender?

Female: 48 % (10 out of 21 participants)
Male: 52 % (11 out of 21 participants)
Other: 0 % (0 out of 21 participants)

GENDER

■ Female ■ Male ■ Other

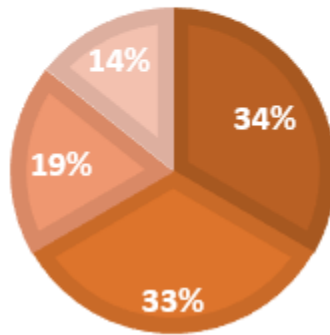*Graph 1. Gender of participants*

1.2 What is your age?

<35: 34 % (7 out of 21 participants)
36-45: 33 % (7 out of 21 participants)
46-60: 29 % (4 out of 21 participants)
>60: 14 % (3 out of 21 participants)

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AGE

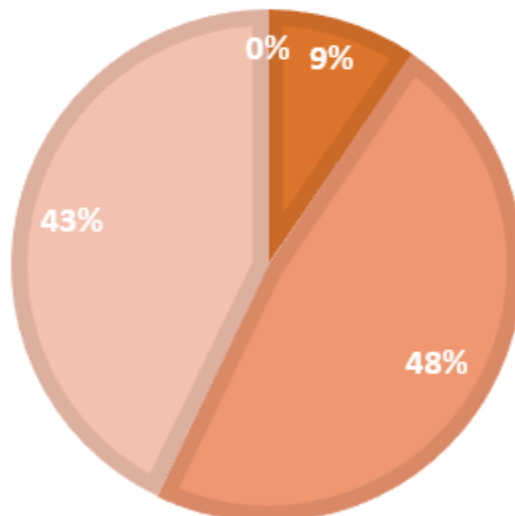■ <35 ■ 36-45 ■ 46-60 ■ >60

14%

34%

19%

33%

Graph 2. Age of participants

1.3 What is your level of education?

High school: 0 % (0 out of 21 participants)
College degree: 9 % (2 out of 21 participants)
University degree: 48 % (10 out of 21 participants)
Other: 43 % (9 out of 21 participants)

EDUCATION

■ High school degree ■ College degree ■ University degree ■ Other

0% 9%

43%

48%

Graph 3. Educational level of participants

1.4 Did/Do you attend professional courses and training?
Yes: 71 % (15 out of 21 participants)
No: 29 % (6 out of 21 participants)

1. Courses about hybrid work
2. E-learning management systems for employees
3. How to increase engagement among your students
4. How to motivate your students
5. Training about digital tools (canvas, articulate, adobe, excel, Asana, etc.)

PRIOR TRAINING

■ Yes ■ No
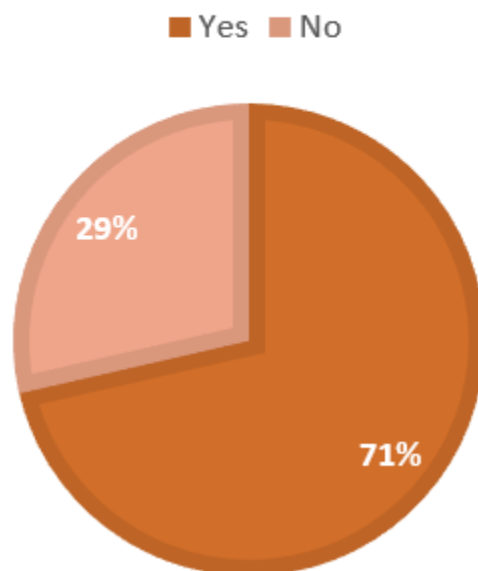
Graph 4. Prior training of participants

2. Employment status

2.1 What is your current employment status?
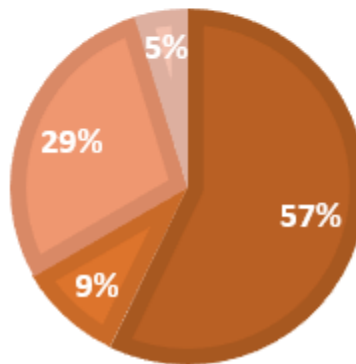
Full time employee: 57 % (12 out of 21 participants)
Part time employee: 9 % (2 out of 21 participants)
Unemployed: 29 % (6 out of 21 participants)
Other: 5 % (1 out of 21 participants)

EMPLOYMENT STATUS

- Full time employee
- Part time employee (specify) %
- Unemployed
- Other (specify)

Graph 5. Employment status of participants

2.2 Size of organization
Less than 50: 76 % (16 out of 21 participants)
51 – 500: 25 % (5 out of 21 participants)
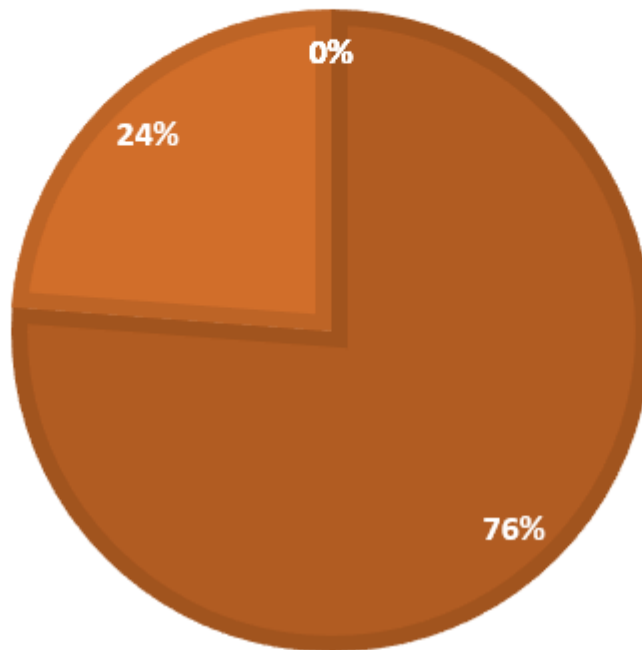501 – 1000: 0 % (0 out of 21 participants)
1001 – 10000: 0 % (0 out of 21 participants)
Over 10000: 0 % (0 out of 21 participants)

SIZE OF ORGANIZATION

■ Less than 50   ■ 51 - 500   ■ 501 - 1000   ■ 1001 - 10000   ■ Over 10000

0%

24%

76%

Graph 6. Size of participants' organizations

2.3 Position in organization

Chief executive: 9 % (2 out of 21 participants)
Functional head (e.g. Finance, Sales Director): 24 % (5 out of 21 participants)
Senior manager: 43 % (9 out of 21 participants)
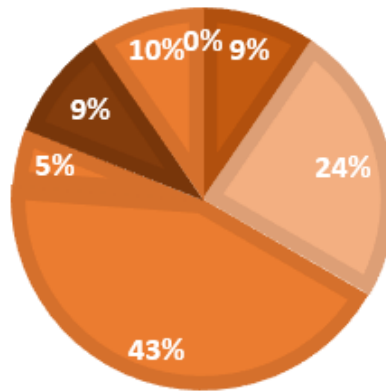Middle manager: 5 % (1 out of 21 participants)
Senior Expert/Trainer: 10 % (2 out of 21 participants)
Expert/Trainer: 9 % (2 out of 21 participants)
Other: 0 % (0 out of 21 participants)

POSITION IN ORGANIZATION

- ■ Chief executive
- ■ Functional head (e.g. Finance, Sales Director)
- ■ Senior manager
- ■ Middle manager
- ■ Senior Expert/Trainer
- ■ Expert/Trainer
- ■ Other

Graph 7. Participants' position in organization

3. Competences

3.1 IT-Affinity

Downloading/uploading files: Average = 3.57

Configuring privacy settings: Average = 2.43

Selecting from, evaluating and comparing search results: Average = 2.76

Knowing how, when and where to share information online (e.g. social networking platforms, online collaboration tools): Average = 3.00

Conscious online behaviour/ethics, when commenting or posting: Average = 2.33

Reaching services through digital technologies (e.g. taxi, banks, hospitals, etc): Average = 2.48

Creating digital video content: Average = 1.90

Acknowledging intellectual property and copyright-related aspects applied to online content: Average = 1.95

Designing a website: Average = 1.90

Identifying suspicious apps/software: Average = 1.81

Safely handling private and personal information online: Average = 1.86

Creating backups of important content: Average = 1.52

Solving routine problems (e.g. reinstalling, checking connections): Average = 1.76

Using digital payment and financial platforms: Average = 2.76

Using the internet and online tutorials (e.g. YouTube) to fix a problem/ to find sources of help: Average = 3.00

I try to make decision based on evidence obtained from data: Average = 2.57

I visualise data in order to communicate results more effectively: Average = 2.33

I conduct forecasts to learn about future/potential developments: Average = 2.24

I use achievement rewards in my trainings: Average = 2.10

I use interactive activities, such as polls and quizzes, to engage peers/learners: Average = 2.52
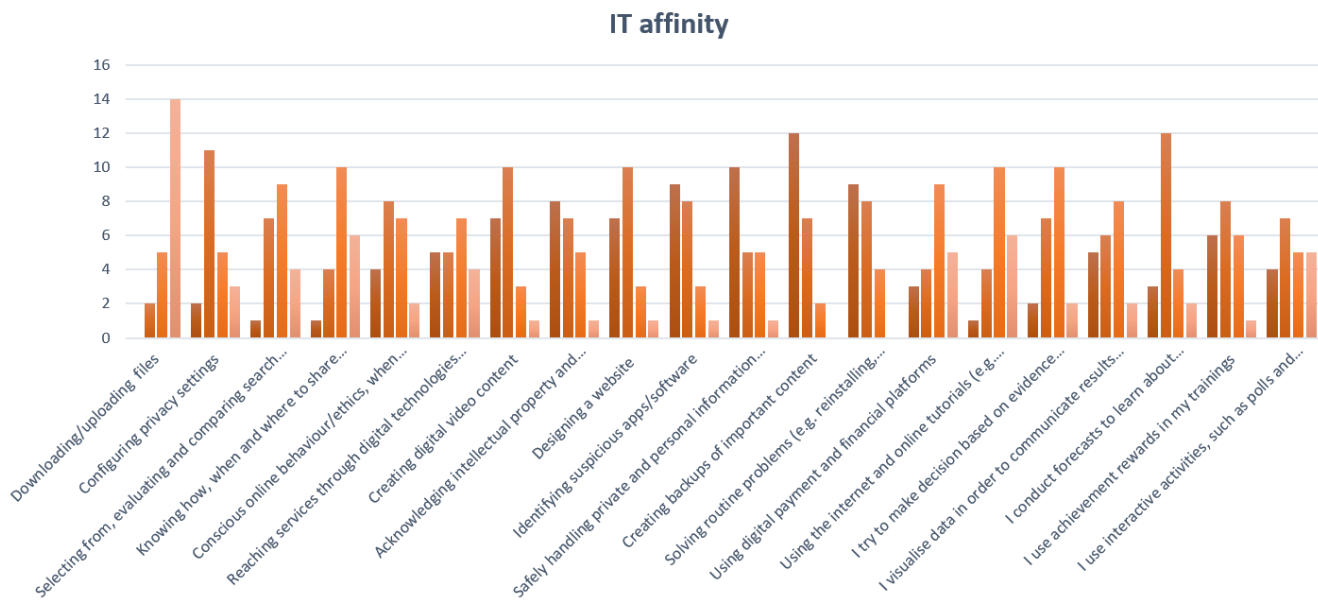
Graph 8. Participants' IT skills

3.2 E-Leadership

My company has a digital transformation vision, also with radical changes, applying to each internal unit.: Average = 2.00

I know the strategic assets most important in digital transformation in my field of activity.: Average = 1.95

My company is enthusiastic to install digital technologies.: Average = 1.86

Our employees acknowledge the advantages of the digital change.: Average = 2.38

We accept and learn from failure when performing digitally.: Average = 2.62

My company makes sufficient investments so that employees obtain necessary digital skills.: Average = 2.67

When relevant, we deploy common digital platforms.: Average = 2.62

My company considers flexible working structure beneficial for business success.: Average = 2.81

My company supports remote work.: Average = 2.67

My company   trains our team leaders to conduct productive face-to-face but also virtual meetings.: Average = 2.10
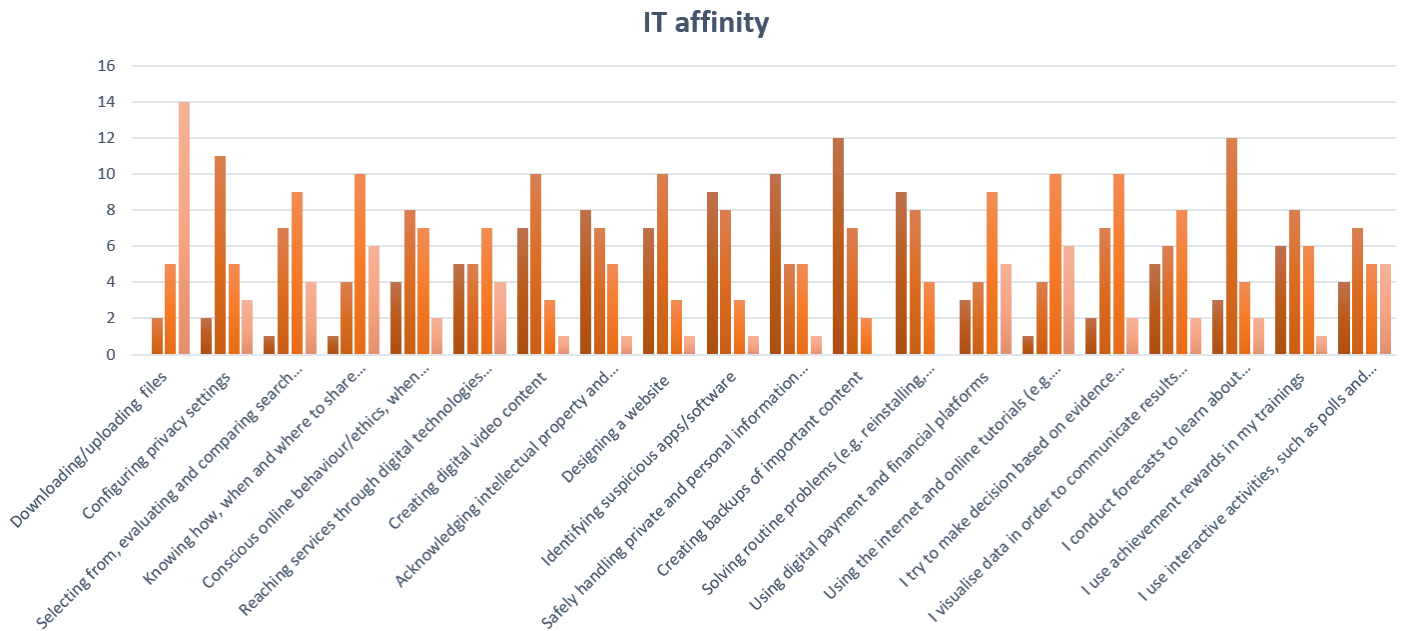
Graph 9. Participants' leadership skills

4. Informational clauses

4.1 Future tendencies

Name some future tendencies which will change your business in medium term future.
1. Training in remote working – How to engage employees
2. Green practices
3. Daily standup meetings
4. Social activities (trips, bonding, etc.)

4.2 Digital technologies

How can digital technologies enable you to adapt to these changes?
1. Standup meetings can be organized through online tools (Zoom, Teams, etc.)
2. Reducing emails and finding new ways of communicating through other means
3. HR management tools can help
4. Platforms that provide training services but in a more engaging way

4.3 Digitization of companies

Can you name some repetitive tasks in your company which might benefit when digitalized?
1. Trainees' progress monitoring

2. Communication with peers
3. Automation of some processes related to quality assurance
4. Digital tools have the potential to keep trainees engaged when used properly

4.4 Challenges

Please select the biggest challenges of your company which you are currently most occupied with?
Hiring skilled staff: 24 % (5 out of 21 participants)
Interpreting the needs of the labour market to the educational standards/materials: 24 % (5 out of 21 participants)
Ensuring an innovative training/educational approaches/models: 33 % (7 out of 21 participants)
Optimising labour costs to ensure competitive prices: 19 % (4 out of 21 participants)
Other: 0 % (0 out of 21 participants)

CHALLENGES

■ Hiring skilled staff

■ Interpreting the needs of the labour market to the educational standards/materials

■ Ensuring an innovative training/educational approaches/models

■ Optimising labour costs to ensure competitive prices

■ Other
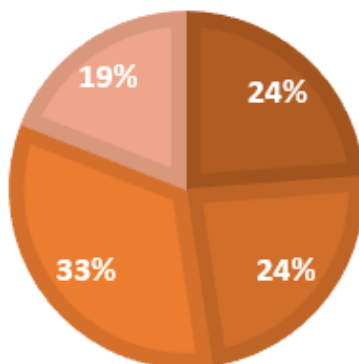
Graph 10. Challenges in digitization

4.5 Personalization

On a scale from 1 to 5 how well can your participants/students/consumers customise your courses to meet individual needs
Average = 1.95

4.6 Motivation

What motivates your students to be engaged with your content? Select as many options as needed.
Badges/rewards (competitive elements): 13 out of 21 participants
Certificates: 15 out of 21 participants
Personal interests: 10 out of 21 participants
Interactive videos: 5 out of 21 participants
Collaborative activities: 6 out of 21 participants
Chat/Forum/Commenting: 9 out of 21 participants
Polls: 6 out of 21 participants
Leaderboards: 1 out of 21 participants
Rating: 4 out of 21 participants
Other: 0 out of 21 participants

MOTIVATION

■ Badges/rewards (competitive elements) ■ Certificates   ■ Personal interests   ■ Interactive videos
■ Collaborative activities   ■ Chat/Forum/Commenting   ■ Polls   ■ Leaderboards
■ Rating   ■ Other
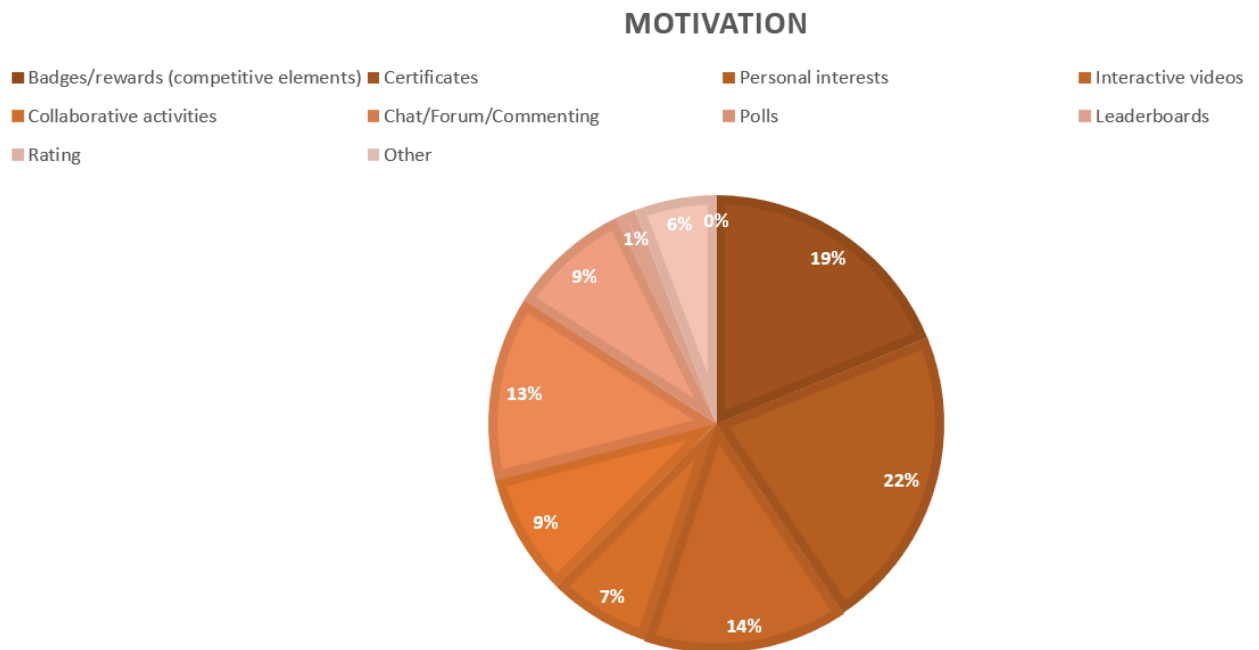
Graph 11. Motivation of learners

5. Conclusions

To conclude, it seems that most trainers are lacking important skills related both to the use of digital tools and the know-how of leading remote teams of learners, although the majority has participated in training for upskilling.

In particular, when it comes to IT affinity, it seems they need to acquire the following skills:
1. Creating engaging/interactive content
2. Safeguarding Intellectual Property Rights
3. Being safe online

Alongside, with regards to the e-Leadership skills, the following fields of knowledge should be scrutinized:
1. Strategic assets in digital transformation
2. Motivation to become digitally transformed
3. Business plan for digital shift

The aforementioned aspects are highly associated with the main challenges faced by trainers against digitization, namely the lack of knowledge on how to apply innovative training approaches, the lack of skilled staff and the identification of the market needs.

Finally, in order to identify the gamification workflows that should be used during the DIGIREACT training, it appears that most participants are already familiar with the following elements:
1. Badges as a form of rewards during training
2. Certificates of achievement
3. Meeting personal interests of learners