

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



14/06/2022

CFP CEBANO MONREGALESE
Authored by: Marco Lombardi
Project Number: 2021-1-DE02-KA220-VET-000032967



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

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

REVISION HISTORY

Version	Date	Author	Description	Action	Pages
1.0	14/06/2022	Marco	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.....	4
1.1 Methodology.....	4
1.2 Target groups.....	4
2. Survey Results	5
1. Demographic data.....	5
<i>Graph 1. Gender of participants</i>	5
<i>Graph 2. Age of participants</i>	6
<i>Graph 3. Educational level of participants</i>	6
<i>Graph 4. Prior training of participants</i>	7
2. Employment status	7
<i>Graph 5. Employment status of participants</i>	8
<i>Graph 6. Size of participants' organizations</i>	8
<i>Graph 7. Participants' position in organization</i>	9
3. Competences.....	9
<i>Graph 8. Participants' IT skills</i>	10
<i>Graph 9. Participants' leadership skills</i>	11
4. Informational clauses	12
<i>Graph 10. Challenges in digitization</i>	14
<i>Graph 11. Motivation of learners</i>	15
5. Conclusions	15

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 19 answers in total from Italy. 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

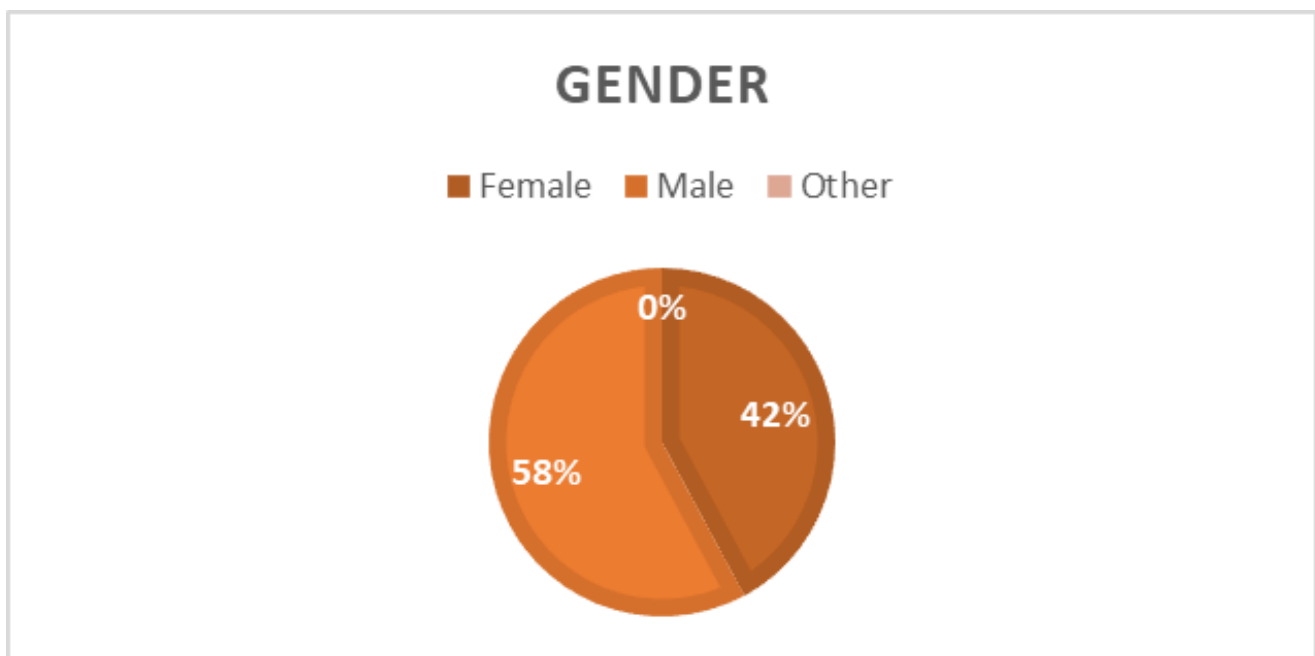
1. Demographic data

1.1 What is your gender?

Female: 42 % (8 out of 19 participants)

Male: 58% (11 out of 19 participants)

Other: 0 % (0 out of 19 participants)



Graph 1. Gender of participants

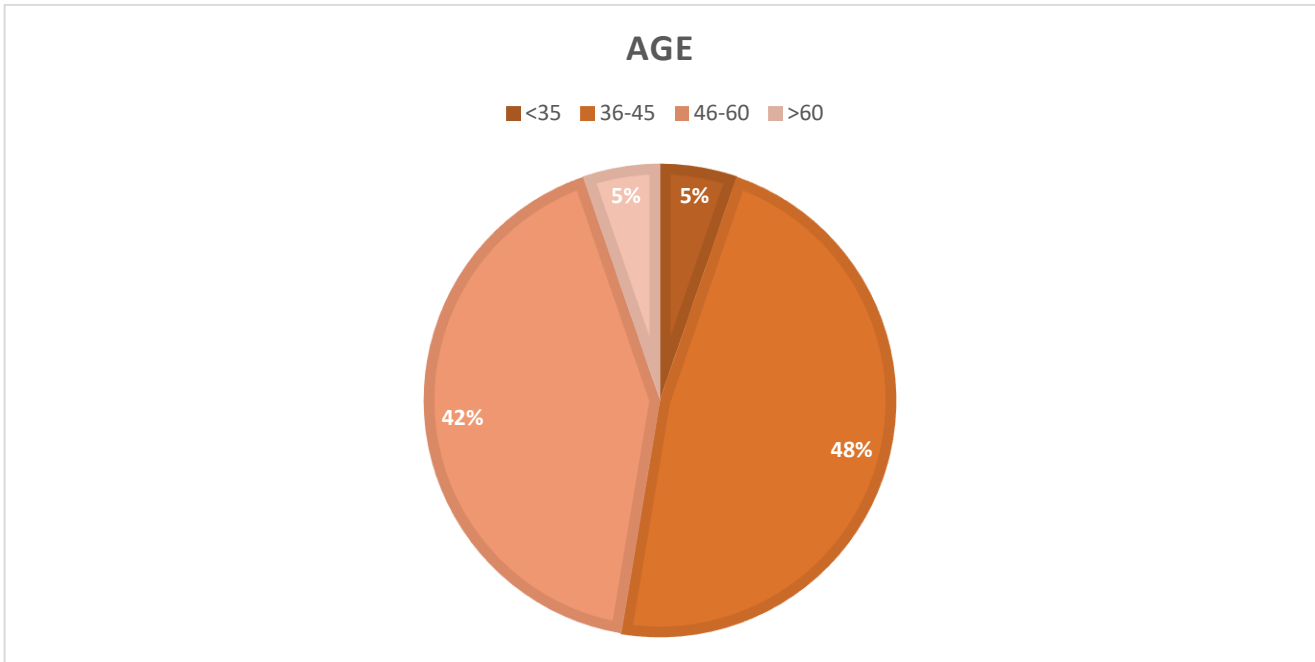
1.2 What is your age?

<35: 5 % (1 out of 19 participants)

36-45: 48 % (9 out of 19 participants)

46-60: 42 % (8 out of 19 participants)

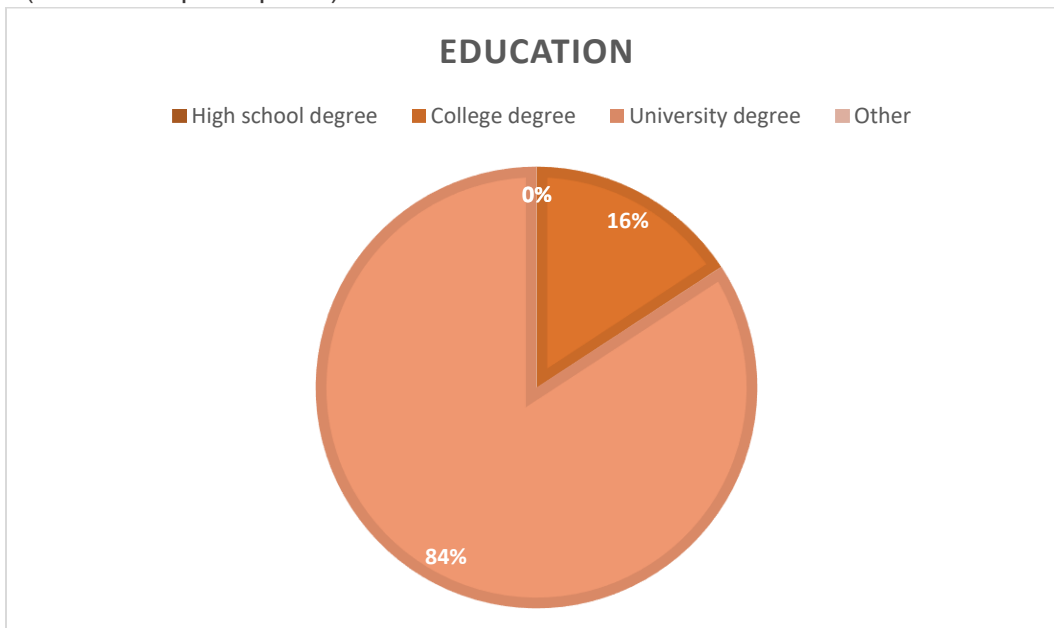
>60: 5 % (1 out of 19 participants)



Graph 2. Age of participants

1.3 What is your level of education?

- High school: 0 % (0 out of 19 participants)
- College degree: 16 % (3 out of 19 participants)
- University degree: 84 % (16 out of 19 participants)
- Other: 0 % (0 out of 19 participants)

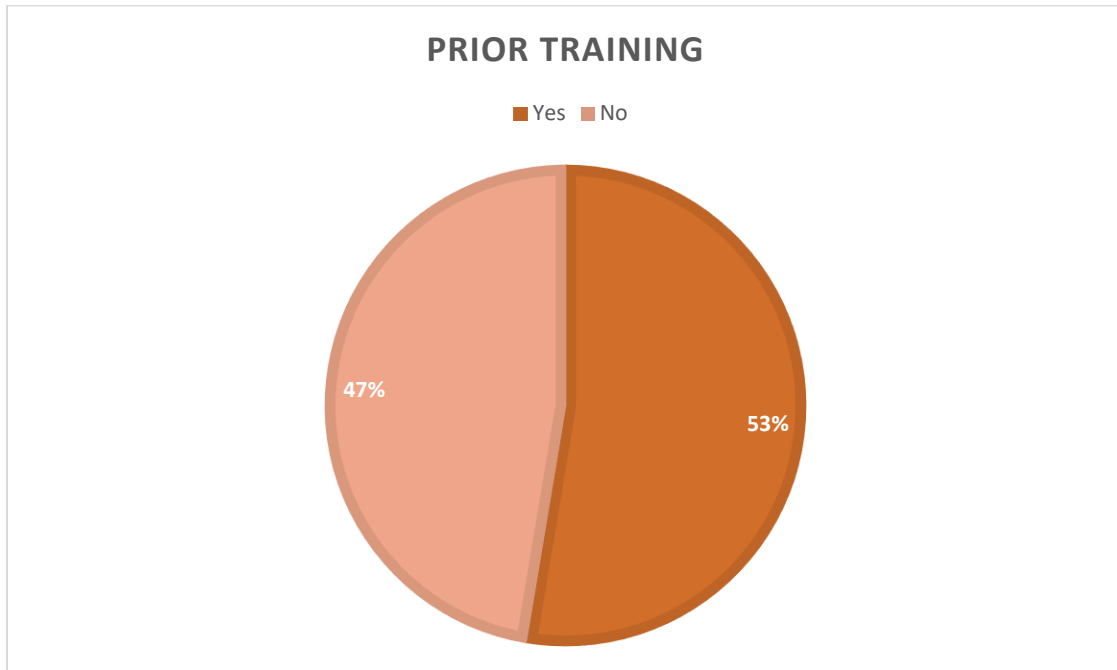


Graph 3. Educational level of participants

1.4 Did/Do you attend professional courses and training?

yes: 53% (10 out of 19 participants)

no: 47% (9 out of 19 participants)



Graph 4. Prior training of participants

2. Employment status

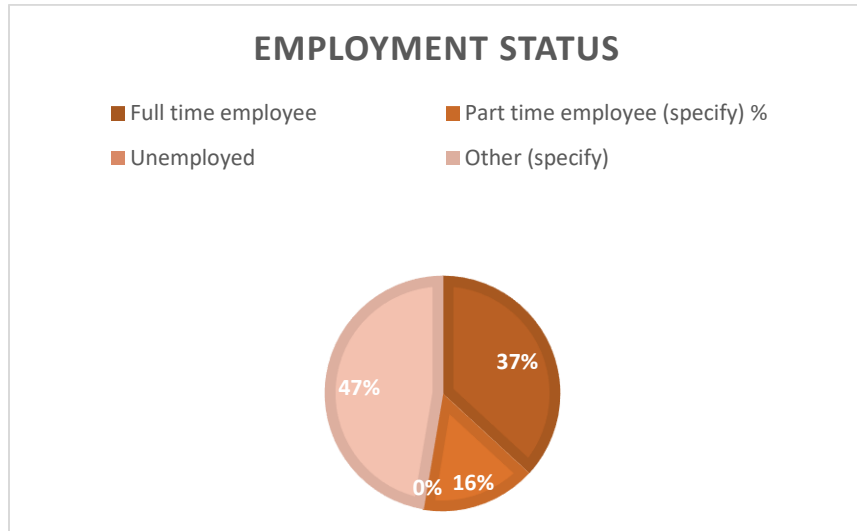
2.1 What is your current employment status?

Full time employee: 37% (7 out of 19 participants)

Part time employee: 16% (3 out of 19 participants)

Unemployed: 0% (0 out of 19 participants)

Other: 47% (9 out of 19 participants)



Graph 5. Employment status of participants

2.2 Size of organization

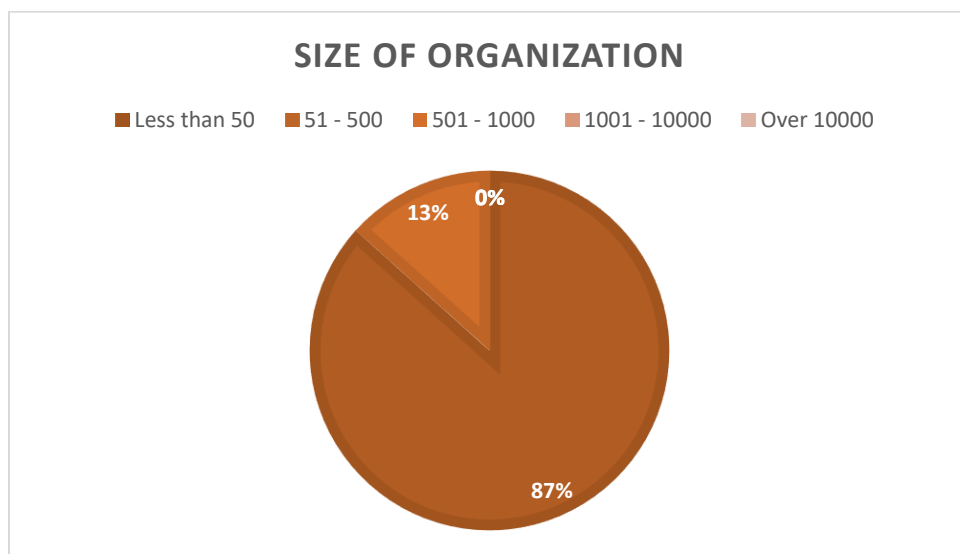
Less than 50: 87% (13 out of 19 participants)

51 – 500: 13% (2 out of 19 participants)

501 – 1000: 0 % (0 out of 19 participants)

1001 – 10000: 0 % (0 out of 19 participants)

Over 10000: 0 % (0 out of 19 participants)



Graph 6. Size of participants' organizations

2.3 Position in organization

Chief executive: 5 % (1 out of 19 participants)

Functional head (e.g. Finance, Sales Director): 10 % (2 out of 19 participants)

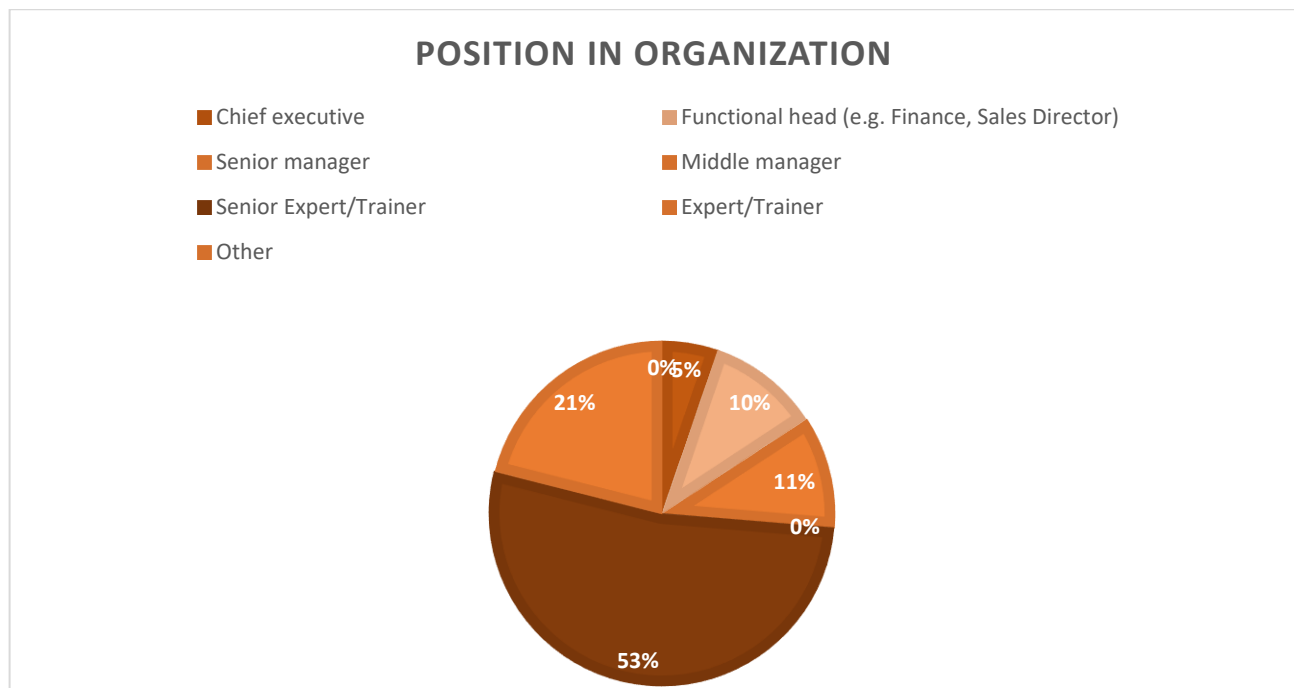
Senior manager: 11 % (2 out of 19 participants)

Middle manager: 0 % (0 out of 19 participants)

Senior Expert/Trainer: 53 % (10 out of 19 participants)

Expert/Trainer: 21 % (4 out of 19 participants)

Other: 0 % (0 out of 19 participants)



Graph 7. Participants' position in organization

3. Competences

3.1 IT-Affinity

Downloading/uploading files: Average = 4,75

Configuring privacy settings: Average = 4,75

Selecting from, evaluating and comparing search results: Average = 4,75

Knowing how, when and where to share information online (e.g. social networking platforms, online collaboration tools): Average = 4,75

Conscious online behaviour/ethics, when commenting or posting: Average = 4,75

Reaching services through digital technologies (e.g. taxi, banks, hospitals, etc): Average = 4,75

Creating digital video content: Average = 4,75

Acknowledging intellectual property and copyright-related aspects applied to online content: Average = 4,75

Designing a website: Average = 4,75

Identifying suspicious apps/software: Average = 4,75

Safely handling private and personal information online: Average = 4,75

Creating backups of important content: Average = 4,75

Solving routine problems (e.g. reinstalling, checking connections): Average = 4,75

Using digital payment and financial platforms: Average = 4,75

Using the internet and online tutorials (e.g. YouTube) to fix a problem/ to find sources of help:
Average = 4,75

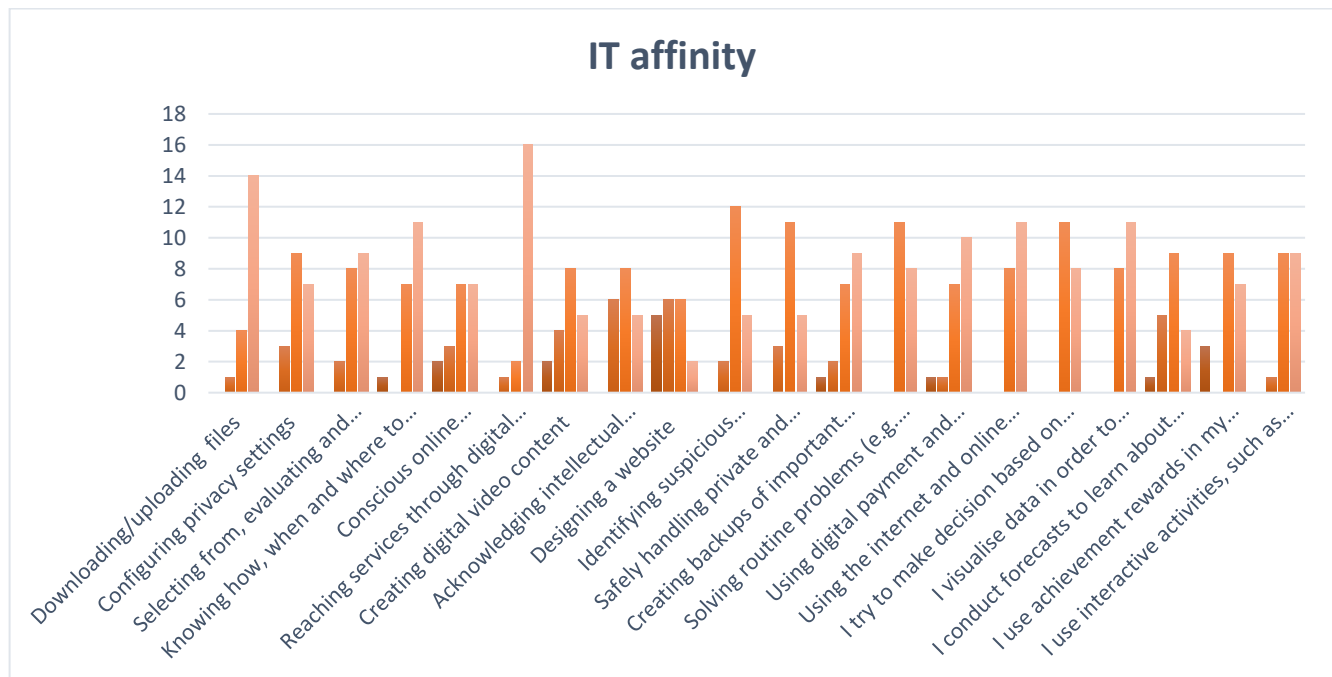
I try to make decision based on evidence obtained from data: Average = 4,75

I visualise data in order to communicate results more effectively: Average = 4,75

I conduct forecasts to learn about future/potential developments: Average = 4,75

I use achievement rewards in my trainings: Average = 4,75

I use interactive activities, such as polls and quizzes, to engage peers/learners: Average = 4,75



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 = 4,75

I know the strategic assets most important in digital transformation in my field of activity.: Average = 4,75

My company is enthusiastic to install digital technologies.: Average = 4,75

Our employees acknowledge the advantages of the digital change.: Average = 4

We accept and learn from failure when performing digitally.: Average = 4,75

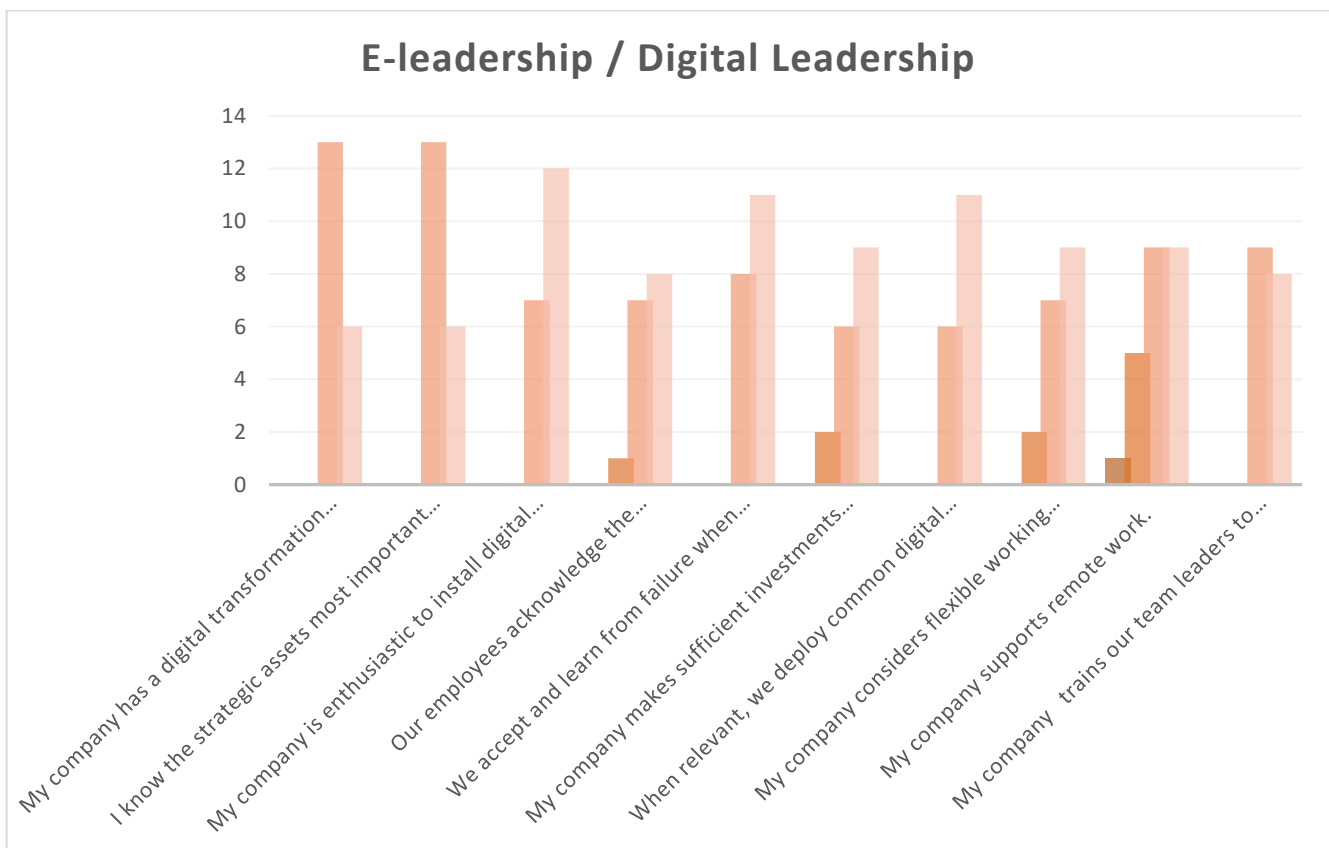
My company makes sufficient investments so that employees obtain necessary digital skills.: Average = 4,25

When relevant, we deploy common digital platforms.: Average = 4,25

My company considers flexible working structure beneficial for business success.: Average = 4,5

My company supports remote work.: Average = 6

My company trains our team leaders to conduct productive face-to-face but also virtual meetings.: Average = 4,25



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.

New Approach to the lessons in the classrooms

Specialisation courses

keep us updated because digital world is changing continuously

I don't know

Elearning and use of digital platforms

Information technology and edigital transformation will have a big impact

Didactical programs, near to the needs of students

Software for robot and numeric control machines

Smart working - corsi online

After covid from my point of view will increase number of hour of lessons from home (computer)

Managind Data and Analytics

Scheduled plan for tasks, digital innovation

Digital innovation and sustainability

We will work in a digital way

Performing tools and platforms for didactics

Grow up of a e learning didactics

Courses on a platform instead of class rooms

Language learning apps

Smart working or coworking without the office like a room in a building

4.2 Digital technologies

How can digital technologies enable you to adapt to these changes?

Digital technologies will have a good impact, like bring the students attention using tool that they know (like phone)

Survey to better understand the quality of lessons

improving our skills

Timing optimization for student

Making flexible my job and rich of time to invest

Making easier utilization of platform and easier to find news on the internet

Digitalization of contents, digital tools like blackboard , video lessons available into the internet

Making simulation of processes than for now are based on experience

indispensable

upgrading the quality of the internet connection

quickest information

make quickest the communication from teachers

They can make my job more flexible and I can make more money
making quickest the processes to work better together
E learning and online courses
reach a largest number of people with useful digital instruments
We can have more didactic program available
Big digitalisation in order to have information into the internet

4.3 Digitization of companies

Can you name some repetitive tasks in your company which might benefit when digitalized?

From my point of view we can substitute paper (books) with digital material, or using software that make easy to draw a flow chart or something similar, in order to help students who have some difficulties with mnemonic or cognitive issues

Didactical questionnaires

Meets and courses

Network marketing and tolls for administration

Digital signs, less paper in my job

Upload votes and absences without fill in a paper

Fill in the registry for students

Verifying competence, help students with some animations

Some courses

Digitalise information especially for the courses we present more times.

Online subscription

Register a vote and schedule the exams

Processes optimisation, find new business

No

All my activity is digital

Production of digital contenst (ebook)

Online courses, platform to share works

N/a

Routine actions

4.4 Challenges

Please select the biggest challenges of your company which you are currently most occupied with?

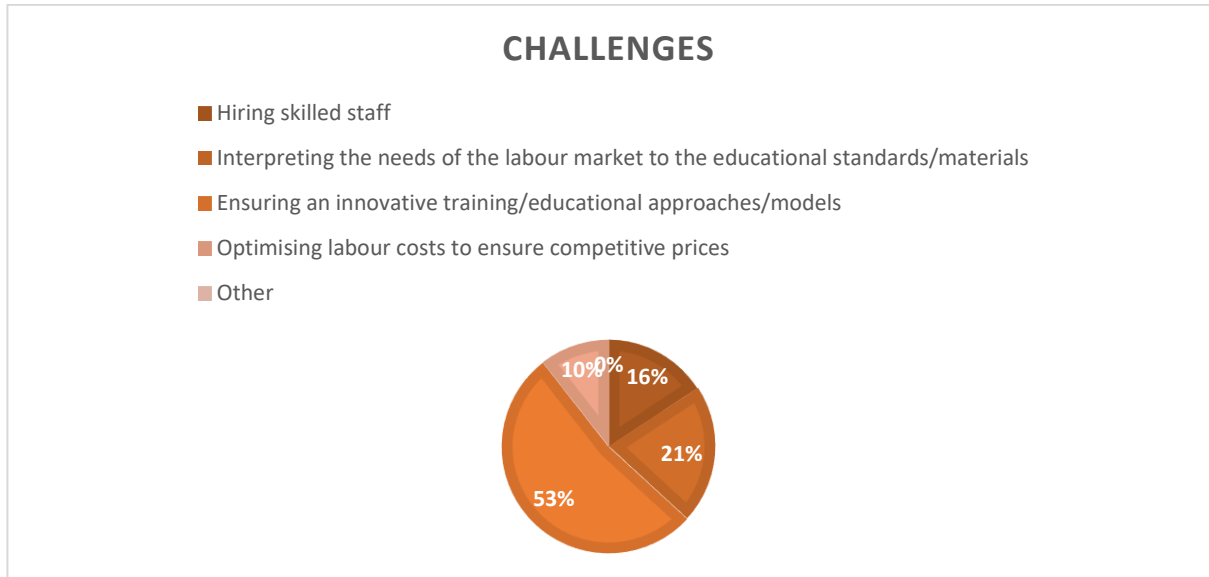
Hiring skilled staff: 16 % (3 out of 19 participants)

Interpreting the needs of the labour market to the educational standards/materials: 21 % (4 out of 19 participants)

Ensuring an innovative training/educational approaches/models: 53% (10 out of 19 participants)

Optimising labour costs to ensure competitive prices: 10 % (2 out of 19 participants)

Other: 0 % (0 out of 19 participants)



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 = 3,6

4.6 Motivation

What motivates your students to be engaged with your content? Select as many options as needed.

Badges/rewards (competitive elements): 28 % (5 out of 19 participants)

Certificates: 17 % (3 out of 19 participants)

Personal interests: 33 % (6 out of 19 participants)

Interactive videos: 17 % (3 out of 19 participants)

Collaborative activities: 5 % (1 out of 19 participants)

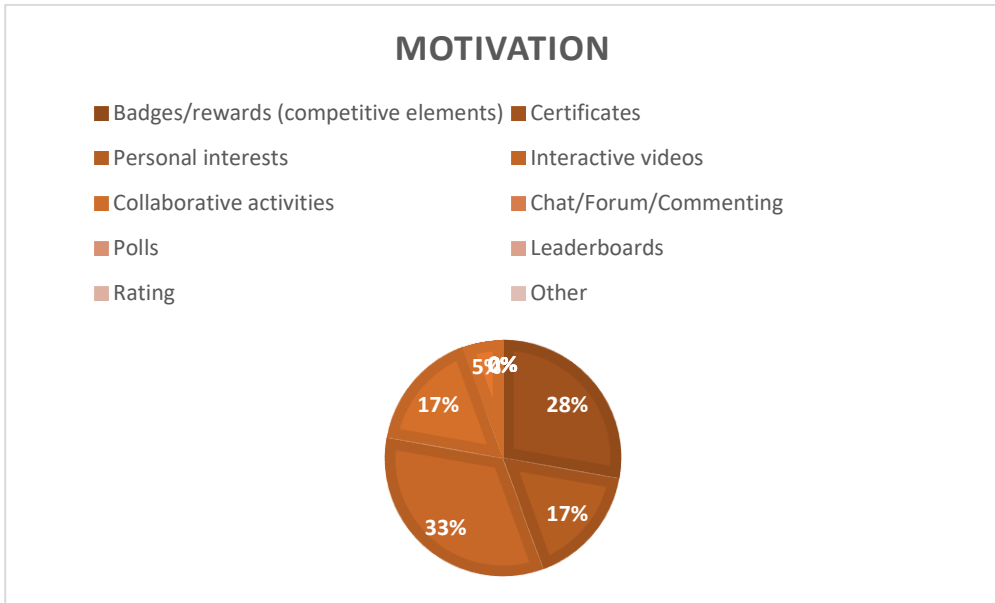
Chat/Forum/Commenting: 0 % (0 out of 19 participants)

Polls: 0 % (0 out of 19 participants)

Leaderboards: 0 % (0 out of 19 participants)

Rating: 0 % (0 out of 19 participants)

Other: 0 % (0 out of 19 participants)



Graph 11. Motivation of learners

5. Conclusions

The situation linked to the “digital divide” in our school, is first of all a matter of infrastructure. Our territory has a lot of little villages, 8000 municipalities over all the “big Boot” and 30% of them are under 5000 of inhabitants. Provide a good quality connection of internet is the first issue and for that a lot of people say that we have to solve before talking about of “digital”. The most common problem is about communication, and specifically, how to send information to other colleagues or students in a better way, in order to reach the colleague or the student.