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# **Awareness raising and skills assessment in SMEs**

INTERNATIONAL HRD CONFERENCE  
9-10-11 October 2006, Amsterdam



## Challenge vocational training

- 🌐 SME: Small & Micro Enterprises
- 🌐 Lack in personnel development
  - Insufficient investigation of needs
  - Lack in strategic planning
  - Missing time and resources?



- 🌐 TrainSME: Contribute to improve the situation
  - Toolkit: <http://www.merig.org/trainsme/toolkit/en/index.htm>



Who are „WE“?



# Involvement, Collaboration, Creativity, Fun, ...

Supported by:






Multidisciplinary European Research Institute Graz  
Brigitte ZÖRWEIG



Target groups



## We want to address ...

-  Managers of SME (employees)
  - Need for basic information
  - Previously HRD was no major issue
  
-  Training institutions
  
-  Training consultants / Trainers



Main project steps



## Products and achievements

 Survey on *“Analysis of Training Needs in European Small and Micro Enterprises”*

 TrainSME Toolkit

 Pilot application and bridging the gap to training

 Summary compendium



Project aims




## Raise Awareness!

 Improve HRD & VET in SME!

 Information

 Assessment tools

 Practical examples



... and you start  
thinking about human  
resources  
development &  
vocational education  
and training



# How we start and what it is about

- 7 languages
- 4 main sections
- ...



# “Theoretical” framework



# Read, read, read more ...

**Bulgarian Screenshot:** Блок-схема за разработване и прилагане на стратегия за развој на персонала. Table with 6 steps: 1. Оценка на потребите, 2. Анализ на работните места, 3. Оценка на уменията, 4. Планирање на мерки за развој на персонала, 5. Споразумение со службата, 6. Формирање на тим за поддршка.

**English Screenshot:** Basic remarks on the demand for further education. Text: "Manufacture of innovative products and services, work with new materials and procedures in changing organisational conditions... Operational development of competences is connected among other things with the development of learning cultures... Here the qualifications and competences of the employees become more and more important... The present forms of further education alone are no longer adequate... Study programmes integrated directly into the work process... The TrainSME toolkit assists optimisation potentials and strategies, processes of change can be initiated, implemented and evaluated to future changes and challenges are analysed to be able to support them."

**Greek Screenshot:** Θεωρητικό πλαίσιο. Text: "Το 'θεωρητικό πλαίσιο' του πακέτου εργαλείων του TrainSME παρέχει μια συστηματική προσέγγιση... Η διαδικασία αυτή το τελικό πακέτο με συστηματική προσέγγιση της θεωρητικής προσέγγισης που αποσκοπεί στην ανάπτυξη των εργαλείων του εργαλείου."



## Individual profiling (I)



# Be aware and assess training needs

[Theoretical framework](#)
[Organisational profiling](#)
[Individual profiling](#)
[Good practice](#)
[Glossary](#)
[Download](#)

**Individual competence profiling**

Procedure

- Questionnaire
- Evaluation

**Assessing & balancing competence**

- Assessment of competences
- Skills audit

### Procedure / Individual competence profiling

The tool can be used to check the following different relations:

Relation	"Target Profile"	"Current Profile"
1. The tool is used by the HR manager who defines the "target profile" and an individual employee who defines the "current profile".	The HR manager inputs a target profile for a position or an individual employee.	The employee inputs his current profile.
2. The tool is used by the HR manager. The HR manager or person who is responsible for HR management defines the "target profile" and also defines his assessment of the "current profile" of an individual employee.	The HR manager inputs a target profile for a position or an individual employee.	The HR manager inputs his rating for an individual employee.
3. SELF ASSESSMENT: The tool is used by any person (manager, HR manager, employee etc.) for self assessment. The user defines a "target profile" for his/her position or future position and defines a "current profile".	The employee (or HR manager) inputs his/her target profile.	The employee (or HR manager) inputs his/her current profile.



## Individual profiling (II)



# 10 minutes quick assessment

- 2 Profiles
  - “current”
  - “target”
- 2 Checklists
- 9 Topics
- 33 Questions

Theoretical framework   Organisational profiling <b>Individual profiling</b> Good practice   Glossary   Download   Contact						
<p><b>Individual competence profiling</b></p> <ul style="list-style-type: none"> <li>- Procedure</li> <li><b>Questionnaire</b></li> <li>- Evaluation</li> </ul> <p><b>Assessing &amp; balancing competence</b></p> <ul style="list-style-type: none"> <li>- Assessment of competences</li> <li>- Skills audit</li> </ul>						
<p><u>Checklist 1 – Technical and methodological competence / skills</u> for the determination and assessment of the technical and methodological skills of employee</p>						<p><b>Current profile</b> Fulfilment degree 1 ... very good 2 ... good 3 ... satisfactory 4 ... sufficient 5 ... unsatisfactory 6 ... inadequate</p>
<b>Indicator</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>1. Use of the competencies needed for tasks at workplace</b>						
The employee can handle tasks by himself/herself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The employee uses materials (e.g. diagrams, technical instructions) properly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The employee is able to find and select information from various sources (e.g. library, internet).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The employee is able to recognise arising problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The employee is able to solve problems / issues occurring during everyday work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>2. Adaptation to job requirements</b>						
The employee can assess requirements properly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The employee can develop new ideas or concepts to solve problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Individual profiling (III)



# Presentation of results

- Comparison
  - “current” profile
  - “target” profile
- Difference
  - Scores
- Short comment

Questionnaire

Evaluation

Assessing & balancing competence

Assessment of competences

Skills audit

[Print version](#)

Checklist 1 – Technical and methodological competence / skills	1	2	3	4	5	6	Figure
1. Use of the competencies needed for tasks at workplace							-5.00
2. Adaptation to job requirements							-1.00
3. Flexibility regarding his job specifications							5.00
4. Contribution to high quality-level work							1.00
5. ICT skills							-5.00
6. Language skills							0.00

Checklist 2 – Social and communicative competence / skills	1	2	3	4	5	6	Figure
1. Team-work skills							5.00
2. Communication skills							-0.40
3. Interpersonal skills							-4.80

The employee appears to meet the requested level of team-work abilities easily. He/she exceeds the expectations and might be able to act even in some more demanding assignments.



## Individual profiling (IV)



# Presentation of recommendations

- Toolkit links
  - Background
  - Examples
  - Checklists
- (EU) Projects
- “Localised” links

### Recommendations on ICT skills

The system provides on the one hand some background information that is available from the toolkit and offers furthermore some links to additional projects that might be interesting for you!

#### Toolkit

[KODE @ Test](#)

#### European projects

[Change2IT](#)

Change2IT offers a unique, individually customised career development service for people who are interested in changing careers to IT as well as for those who are already working in IT but wish to move to a different type of role.

[EUQuaSIT](#)

EUQuaSIT is a European project that aims at contributing to more transparency of ICT work, skills and qualifications and its relationship. It intends to analyse the specific demands of companies within their ICT workforce and to what extend and how different ICT qualification and training strategies in the partner countries fulfill the ICT work and skills requirements.

[E-Commerce Jobs](#)

[Fit for E-Commerce](#)

“Fit for E-Commerce” develops innovative methods/material for teaching and learning to open the chances of the New Economy to people in further training with disadvantages on the labour market.

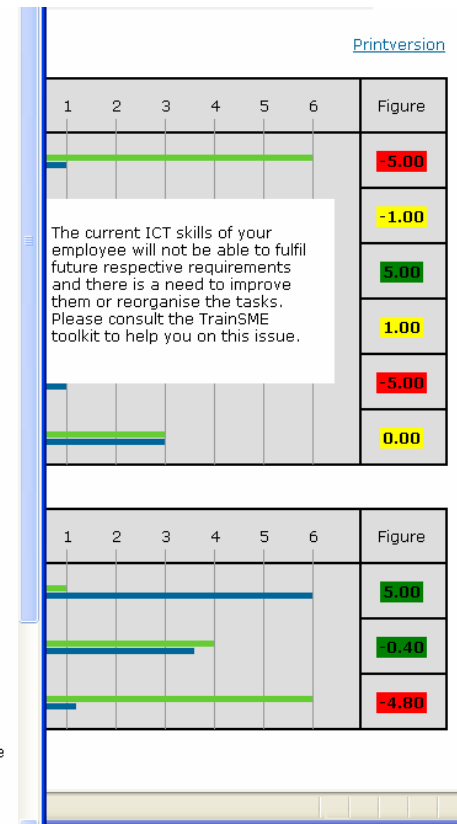
[Switched on adults](#)

This project enables Adult educators to develop their skills in the delivery of on-line course modules in Basic Skills and e-literary; Multimedia and video streaming in the delivery of training programmes to work/home based adults in rural and development urban will be used areas.

[BATICOS](#)

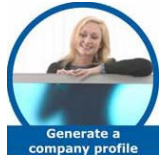
The aim of this project was to develop 5 blocks of multimedia educational courses, which will be available through the internet.

Useful further offers / national level





## Organisational profiling (I)



# Strategy, Training, ... → Awareness

- Introduction
- Questionnaire**
- Evaluation

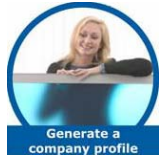
- 4 Topics
- 55 Questions

Questionnaire for the diagnosis and optimisation of operational development of competence

Topic: C. Activities conducive to learning at the workplace		1 ... I strongly agree 2 ... I agree 3 ... I partly agree 4 ... I disagree 5 ... I strongly disagree				
		1	2	3	4	5
C01	Our enterprise systematically pursues the development and refinement of new products / services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
C02	Our enterprise is committed to the creation and maintenance of training places.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
C03	A high degree of responsibility is placed on employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
C04	As far as it is feasible, the employees at the workplace can exchange tasks.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
C05	The employees have the possibility to arrange work by themselves and to help each other.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C06	The employees are informed regularly about available possibilities of further training offered by other organisations.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C07	The employees at the workplace are accorded full recognition as competent employees of the enterprise.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C08	Management supports and encourages self-organisation among its staff.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C09	The employees are praised for good performance by their managers.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C10	The management assesses the performance of its employees and actively encourages them to further develop their skills and competencies.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C11	The information and communication technology in our enterprise is fully up to	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Organisational profiling (II)



# Presentation of results

- Traffic lights
- Questions
- If RED
  - Further recommendations

- Introduction
- Questionnaire
- Evaluation**



### Topic: A. Strategy towards provision of training and competencies development



The red traffic light indicates that you have not yet implemented sufficiently in your organisation an overall strategy for the development of your employees' competences. The TrainSME toolkit can provide you with information on how to establish such a strategy.  
[Further recommendations](#)



[Click for details](#)

### Topic: B. Provision of incentives to encourage performance and skills improvement



Your responses indicated that your organisations provides incentives to your employees to improve their individual performance through the acquisition of further training and also that your employees are motivated to improve their skills and competencies and think and act innovatively.

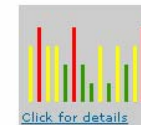


[Click for details](#)

### Topic: C. Activities conducive to learning at the workplace



The traffic light shows yellow which indicates that workplaces and the entrepreneurial culture allow learning in the workplace, but this could be further enhanced. Have a look at the following tools and documents to get an idea how and what to change.



[Click for details](#)

### Topic: D. Collaboration and flow of information within the organisation



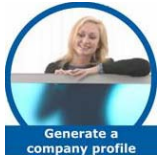
The green traffic light indicates that there is a collaborative climate in the organisation and that the teams are able to communicate efficiently.



[Click for details](#)



# Organisational profiling (III)



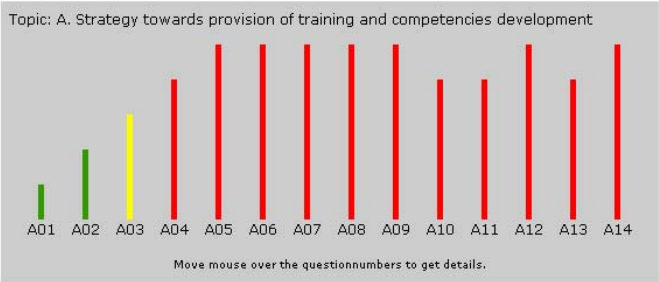
## Further recommendations

- See questions
- Links
  - Within Toolkit
  - Further links
  - Checklists



**Recommendations**  
 The TrainSME toolkit has identified a need for further activities and recommends to check the following sections of the toolkit:

- [Corporate strategy](#)
- [Organisational development](#)
- [Personnel development](#)
- [Operational analysis of training needs](#)
- [Appraisal interview](#)
- [Requirements for new learning concepts](#)
- [Learning in the working process](#)
- [Development of competences](#)
- [Action competence](#)
- [Methodical competence](#)
- [Cooperative development of competences](#)



A08	The decision chain and the responsibilities of all are clearly defined.	5 I strongly disagree
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Good practice | Glossary | Download | Contact

**Competencies development**

...nted sufficiently in your ...ur employees' competences. ...ow to establish such a

[Click for details](#)

**ance and skills improvement**

...ncentives to your employees ...tion of further training and also ...nd competences and think and

[Click for details](#)

**ce**

...es and the entrepreneurial ...rther enhanced. Have a look ...nd what to change.

[Click for details](#)

**he organisation**

...climate in the organisation

[Click for details](#)



## Further Content



- “Good practice”
  - Pilot test experiences
  - 7 countries
- Glossary
  - Terms and definitions
- Download
  - Checklists, Texts
  - Further information



## Project finalisation - Valorisation

- Complete pilot tests
  - 7 countries
- Perform pilot training
  - 6 countries
- Revised final version of the Toolkit
  - Consider results of pilot activities
- Dissemination & Exploitation
- End of the LdV project TrainSME: 31. March 2007



## Key: Networking

- Partner networks and SME networks
- Supporting organisations and administrative networks
- Presence at regional and local events
- Publications, conference presentations, press etc.
- Participating SMEs
- ...



Thank you for your attention!

For more information please contact:

[www.trainsme.net](http://www.trainsme.net)

(e-mail: [info@trainsme.net](mailto:info@trainsme.net))

Direct link to access the TrainSME Toolkit:

<http://www.merig.org/trainsme/toolkit/en/index.htm>