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# CVETNET
# HANDBOOK

Innovative Methodology on Digital Transformation and Intergenerational Training at SMEs

Assessment and Implementation Methodologies for Individual CVET Training Pathways for SMEs

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# 1- The Digital Gap - Focus on Digitization and New Learning[1]

## Upheaval on the Job Market

Undeniably, Covid19 has had a huge influence on the job market since March 2020, and its influence has been even more dramatic during the second lockdown in many countries. But beside Corona, half of today's 30-year-olds will face a complete reorientation in the course of their working lives. Their old job will become obsolete in ten to 15 years. Existing job profiles and qualifications will change dramatically or disappear completely.

The reasons are automation, artificial intelligence and advancing digital transformation in all industries - without exception.

Within the next 30 years, 50 percent of all activities in the industrial and service sectors will be affected. Paradoxically, this is accompanied by a progressive shortage of skilled workers.

This is because future work requires future skills that only a small proportion of employees have today.

This is threatening for the employees; and paralyzes the competitiveness of the companies.

## Why is Now Exactly the Right Time for Digital Training?

Intensive training and further qualification of employees is the only way out of the dilemma. Job advertisements are already changing. The digital skill gap is already there and has a negative impact on companies. Companies already have a massive demand for new know-how at the interface of classical tasks, digital technologies and in the area of so-called "new work". Neither the job market nor their own employees meet this demand.

Many of these problems can be solved with digital forms and contents of education. They can be implemented quickly, are easily scalable and can be adapted to different time and teaching formats with little effort. This ranges from a small unit on the smartphone on the way to work to advanced training seminars with Zoom or MS Teams in the evening or weekend.

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[1] Kurt Jeschke, Trend Study Upskilling 2020, https://www.business-punk.com

## Which Areas of Responsibility Will be Added in Companies in the Future?

The areas of IT and technology are becoming more and more relevant, but also a basic understanding. Digital key qualifications are a basic requirement (topics such as AI, data analytics and big data, online and social media, digital business models or dealing with modern ERP systems).

## What Hard and Soft Skills do You Need for This?

The hard skills of the future will focus on technological skills, e.g. the administration of networked IT systems or the creation of decentralized databases using block chain technology.

In addition, digital skills in marketing and communication or management and economics are also becoming increasingly important.

Soft skills are about complementing technical developments. In a digital working environment, "soft" skills such as team orientation, problem-solving ability and creativity are becoming increasingly important.

Concerning Leadership, education and training in the fields of staff development, stress prevention and delegating/letting go are the most important topics. That shows that executives see it as especially necessary to boost their staff's

## How Can Companies Support Their Employees in this Respect?

Measures should be specifically targeted at the respective skills gaps. In other words, not just any off-the-peg training, even if that seems like a quick win and at reasonable prices. Then the current know-how of the employees should be compared and the best training measure selected.

Important in addition: To allow time for the measures, set conscious incentives and – even more important - communicate the necessity of further training. According to the study, there is often a lack of awareness, especially in small companies.

## No Systematic Future Skills Further Training Structure on the Market[2]

As mentioned, gaps exist when it comes to further training in future skills. According to a survey conducted by the McKinsey Global Institute, 75 percent of companies asked believe that further training for their employees is indispensable in filling the future skills gap. Only half of the staff employed by the companies is sufficiently qualified in cross-disciplinary skills even twice as many employees will be needed with these skills in five years. An analysis of the current initiatives shows that companies could offer more concrete offerings or incentives for further training in the area of future skills.

## 2- Approaches to Close the Future Skills Gap

Companies place a strategic focus on the retraining ("upskilling") of their employees. This means a subject-specific and action-oriented further training in the existing task profile. But it can also mean further development towards a different role in the company. Alternatively, organizations can also use skill gaps close by new settings. In contrast to the USA, however, companies in Europe have so far been increasingly focusing on retraining to close the existing knowledge gaps.[3]

## 3 Methods to Close the Skills Gap[4]

- **Make sizeable investments in digital training.** To navigate through this period of skills shortage, managers have to start investing not only in the digital skills of current students who are about to enter the workforce but also in the majority of the existing workforce. The problem, however, is identification. It is no easy feat to predict the skills needed in five or ten years' time and begin teaching them to students now. At the same time, it is no easy to identify the weaknesses and missing skills of the existing workforce.

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[2] Tobias Enders, Viktor Hedinger et al, McKinsey Study 2019

[3] Tobias Enders, Viktor Hedinger et al, McKinsey Study 2019

[4] https://web.stratxsimulations.com/2020/04/07/three-ways-to-close-the-digital-transformation-skills-gap/

- o **Example:** A company recognizes that it has a digital skills shortage causing it difficulties in the marketplace. It funds training programs that are customized, interesting, and in-depth. At the same time, the managers look at their existing e-learning system or intranet and find ways to integrate digital skills into its use. The company can educate their workforce, improve their digital skills, and create a level of knowledge and awareness of the business all at the same time. The employees find themselves feeling more productive and committed to the job, having been put through an educational strategy and entered a platform by which they can develop as professionals. Talented individuals that were already in the company are now finding that they have a positive experience with the new skills and can offer more value to the business, their colleagues, and future team members.

- **Being responsive to change.** Quite often in a large organization, the issue is in fact not a digital skills gap, but an issue between senior management and everyone else under them. As industries modernize rapidly and the ways, in which they work change, the employees may find that their skills are actually more digitally inclined than the organization they work for and the management they take orders from. Some businesses are stuck in the past while dragging their employees into the digital transformation skills gap with them.

  Businesses in 2020 adapt to new work models that involve collaboration, open communication, and rapid sharing of information. The businesses that force their employees to stay at their desks without room for innovation are going to suffer in a big way. Businesses who are not responsive to the changing and innovating world, and who claim 'but we've always done it this way' are one of the main causes of the widening digital skills gap.

  A surprisingly low percentage of modern employees consider their bosses to be digitally savvy, which is not good for digital transformation. A quality digital leader will be able to demonstrate the costs, risks, and benefits of digital transformation in business and suggest various opportunities and routes for the organization to go down, educating staff along the way.

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o **Example:** An open-plan office can be the start of a big change in a single business. The cubicle style offices of the past are outdated and taking down those walls is a liberating act that allows employees to really start working together. As they work together, they can build a community and solve each other's problems, educating one another along the way. The increased transparency and creativity, as well as freedom of communication, leads to increased productivity and progress. Next, employee welfare and happiness are observed to be linked to results and employers begin to abandon the office altogether, setting up training for digital skills that will allow many employees to work remotely. Suddenly, as the company culture evolves, so does the embracing of innovation and progressive thinking, as well as the creative output and company reputation. The workforce is engaged and learning digital transformation skills, often without realizing it. The learning mindset has begun.

- **Create a feedback loop between HR, management, and external education.** There is both an immediate and future need for digital transformational skills, but what those skills entail precisely can only be defined by the businesses that need them. The obstacle that appears immediately is that the needs of the future are somewhat of a mystery. In order to try to reduce the gap between a particular skill becoming necessary and the time taken to train for proficiency, Human Resources need to be on the lookout for skill shortages and begin a dialogue or mechanism for reporting that to the education world as early as possible.

HR departments are going to play a central role in the digital transformational skills movement, partially by spotting the gaps, but also by being the ones to choose the right leaders and talents for their respective businesses to understand the digital market; and what disruption can look like. Those same leaders and talents must encourage those in their ranks to trade up their digital skills and make sure they are committing time to modernize their abilities, or, the digital leaders must work with HR to inform them what to look for in new candidates.

In this case, the solution might not be more digital skills training, but rather more transparency and communication between businesses, their HR teams, and education providers. Even private training companies who can come to an office for a course will benefit from greater communication transparency between HR and the rest of the business. Knowing whether there is a great need for new skills or for re-skilling employees is a good start, as well as knowing exactly what skills need to be worked on in the initiative so that the best results can be gained from the investment.

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o  **Example:** A new piece of technology that will make lives easier hits the market. It is in its most primitive and early form (e.g. the first publicly sold drones and how they have dramatically increased in quality in the few years since) and few businesses know how it works, how to build software that can engage with it, or how to use it to benefit the business. Businesses in this emerging technology sector engage with local educations facilities, e.g. a private corporate training service or the nearest university. Once the demand is clear, universities around the country can begin building modules for certain courses that can engage with this new technology and start getting students interested in it and skilled enough to advance it. As these students finish university or other educational routes, they are already comfortable with this technology and can fill the skills gap felt in various industries.

## Digital Skills Gap International View



Source: https://www.oxalispulse.com/digital-training/ 2020

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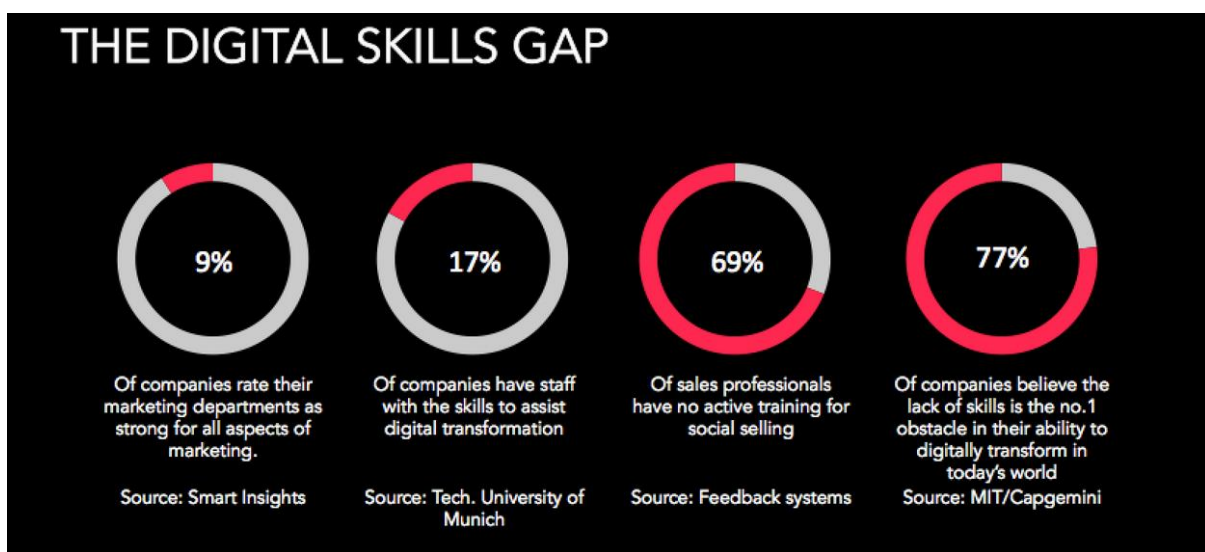
## 3- The Post-Pandemic Workforce[5]

According to a McKinsey global survey of 800 executives suggests as well that a disruptive period of workplace changes lies ahead. Causes are the acceleration of automation, digitalization and further business trends. Some of the results are shown below:

### Results of the McKinsey Global Survey 2020

**Executives say they have accelerated the deployment of digitization and automation during the COVID-19 pandemic.**

Since the start of the COVID-19 outbreak, how has your company's or business area's adoption of the following technology trends changed? % of respondents (n = 800)



Note: Figures may not sum to 100%, because of rounding.

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# Roles that may see the greatest increase in hiring because of the COVID-19 crisis include jobs that involve maintaining workplace safety and hygiene.

**Increases in hiring since beginning of COVID-19 crisis by area and role,** % of respondents (n = 800)[1]

**Health and safety**

| Role | % |
|---|---|
| On-site distancing/sanitizing | 73 |
| Workforce safety and health | 48 |

**Technology and automation**

| Role | % |
|---|---|
| Automation and artificial intelligence | 35 |
| Digital customer experience | 26 |
| Internet of Things | 24 |
| Cloud | 19 |
| Cyber-security | 12 |
| Data and analytics | 12 |
| Intranet/company network | 8 |

**Digital learning and agile ways of working**

| Role | % |
|---|---|
| Digital learning and training | 32 |
| Agile ways of working | 14 |
| HR digital and remote hiring | 13 |

**For which of the following types of roles do you think your company or business area will hire more people because of the COVID-19 crisis?** % of respondents (n = 800)

| Type | % |
|---|---|
| Health and safety | 83 |
| Technology and automation | 68 |
| Digital learning and agile ways of working | 45 |

[1]Total of 2,547 responses across 800 respondents (that is, each identified about three types of roles they would hire more of because of the COVID-19 crisis).
Source: McKinsey Global Business Executives Survey, July 2020

## 5 Digital Skills Defined by the EU[6]

In 2015, the European Union defined five key digital skills:

**Information processing** (searching for, sharing and editing data), **communication** (communicating and collaborating with others using digital tools), **content creation** (creating or programming new digital content), **security** (being able to protect devices and oneself) and **problem solving** (identifying problems and developing new solutions). In Austria, this model has been supplemented by a sixth level, namely **Basics**, which describes basic skills and basic access to digital devices and their operation (BMDW 2018).

## 4- Human Capital Digital Needs of Companies

### Introduction[7]

Within the framework of the Erasmus+ project CVETNET "CVET networks reskilling SMEs employees and mentors by bridging generations and digital gaps" [CVET4Future.Net/CVENTNET], WIFI International and its project partners implemented an online survey questioning SMEs on the challenges and effects of the Covid19 crisis & pandemic on their businesses and employees. The companies were asked to assess the educational needs for digital transformation of entrepreneurs and employees according to their generation and sectors of industry.

In addition, the managers of SMEs of 4 countries were interviewed about lessons learned during the Covid19 crisis while faced with sudden digital demands of all kind beside current intentions or strategies to digitalize their businesses.

### Current Digital Skills of Employees[8]

62% of the managers found that their staff had sufficient digital knowledge, 28% were indifferent and 10% found that their staff needed a lot of training. The essential digital skills for staff – according to the managers – were both 92% in information and data competence as well as digital teamwork.

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[6] Digital Competencies in Austrian SMEs, Research Report 2020

[7] CVETNET SMEs Human Capital Needs Conclusions Report 2020

[8] CVETNET SMEs Human Capital Needs Conclusions Report 2020

85% mentioned business administration and office management, 81% digital marketing and communication. eLearning or the use of an eLearning management system was very important for the employees (75%). Regarding cyber security and information technology including networking technique and data protection, 73% had sufficient know-how. For 62%, digital HR management and evaluation was important, some stated that only 58% of their staff was skilled in production and IT.

## Digital Skills of Employees in View of Their Managers
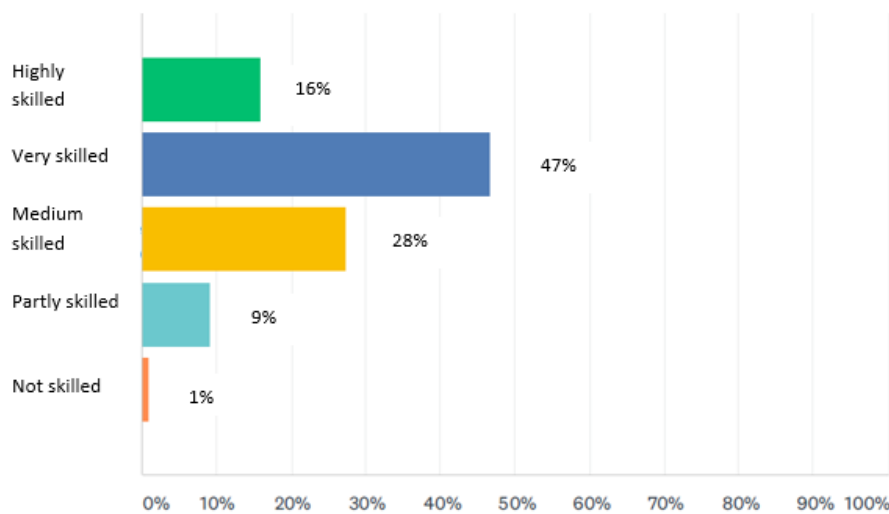


## Managers Prefer to Train Existing Staff in Digital Skills[9]
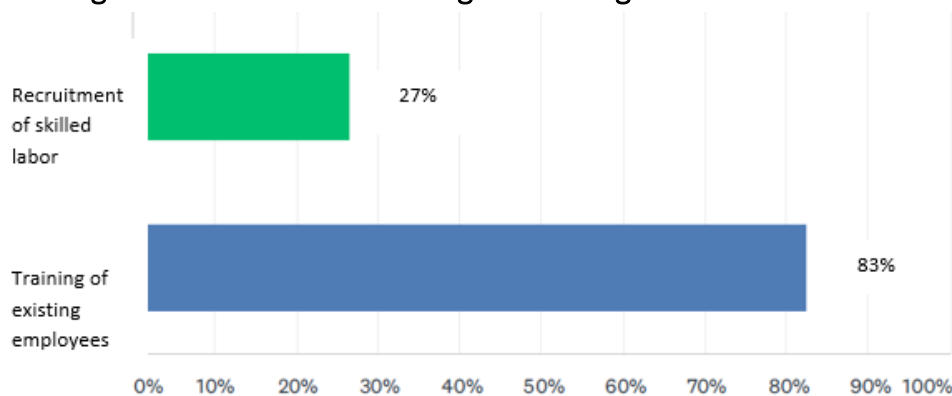


The majority of the managers, 83%, prefer to train existing employees in digital skills than to recruit qualified employees with the competencies needed.

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[9] CVETNET SMEs Human Capital Needs Conclusions Report 2020

## Current Digital Skills and Generations[10]

The digital skills of staff are not a question of age but personality, according to 88% of the entrepreneurs. 53% find that older staff lack digital competence, but 67% of them are open for acquiring new digital skills. 30% are not open for new digital skills. Most of the managers state that their company has the potential to improve the digital skills of their employees (89%). 86% think that older staff benefits from the digital competence of the younger generation and 72% of the young employees like to share their digital knowledge with older colleagues. All generations work as a team and exchange their experience and their digital know-how in the view of a very high percentage of the managers (80%).

## Other Skills Needed in Times of Digital Transformation[11]

The survey and the interviews with the managers show that beside digital skills a variety of soft skills are increasingly needed, not only in Sales.

- Flexibility and adaption to change
- Time management
- Remote cooperation with the team & social networking
- Problem solving with clients and within the team
- Online negotiation techniques
- Customer relationship management
- Relationship management with institutions
- Empathy
- Appreciative communication
- Online self-presentation and personal attitude
- Ethic skills
- Further Sales Skills
- Workflow and process-oriented thinking
- Critical thinking and general problem solving
- Bookkeeping and working with an accounting software
- Knowledge of respective legislation incl. VAT
- Project management
- Customized individual coaching

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[10] CVETNET SMEs Human Capital Needs Conclusions Report 2020

[11] CVETNET SMEs Human Capital Needs Conclusions Report 2020

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## Main Obstacles for Training in Digital Competence in Companies [12]
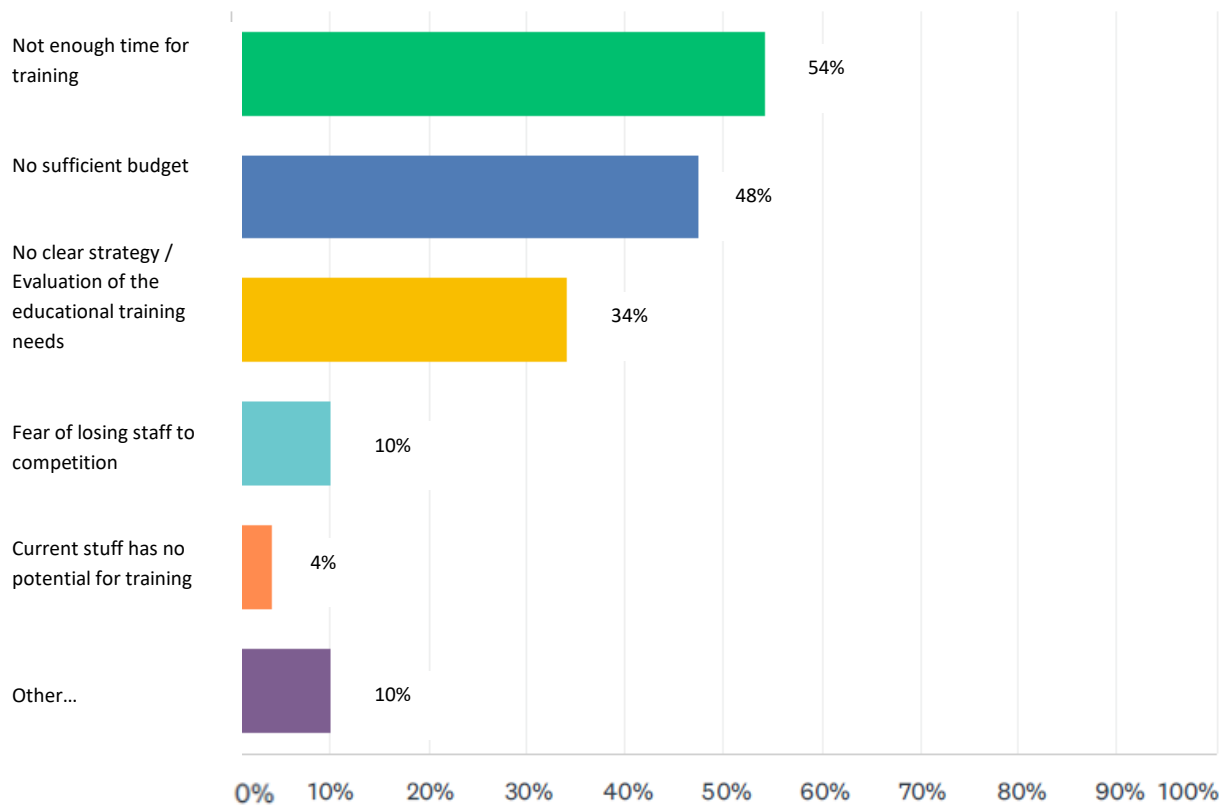


54% of the companies quoted that there was not enough time for training their staff followed by no sufficient budget (48%) and no detailed strategy / evaluation of the educational and learning needs (34%). 10% did not feature their causes and another 10% mentioned that they were afraid to invest in staff and to lose them later to competition. Only 4% thought that their employees had no potential for training.

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## Ways of Digital Skills Needs Assessment of Staff[13]



Bar chart showing:
- By the entrepreneur / Management: 74%
- By HR-Manager / Department: 25%
- Upon suggestion of employee: 38%
- By external expert: 7%
- No demand for vocational education of staff seen: 2%
- No important topic for the company: 6%

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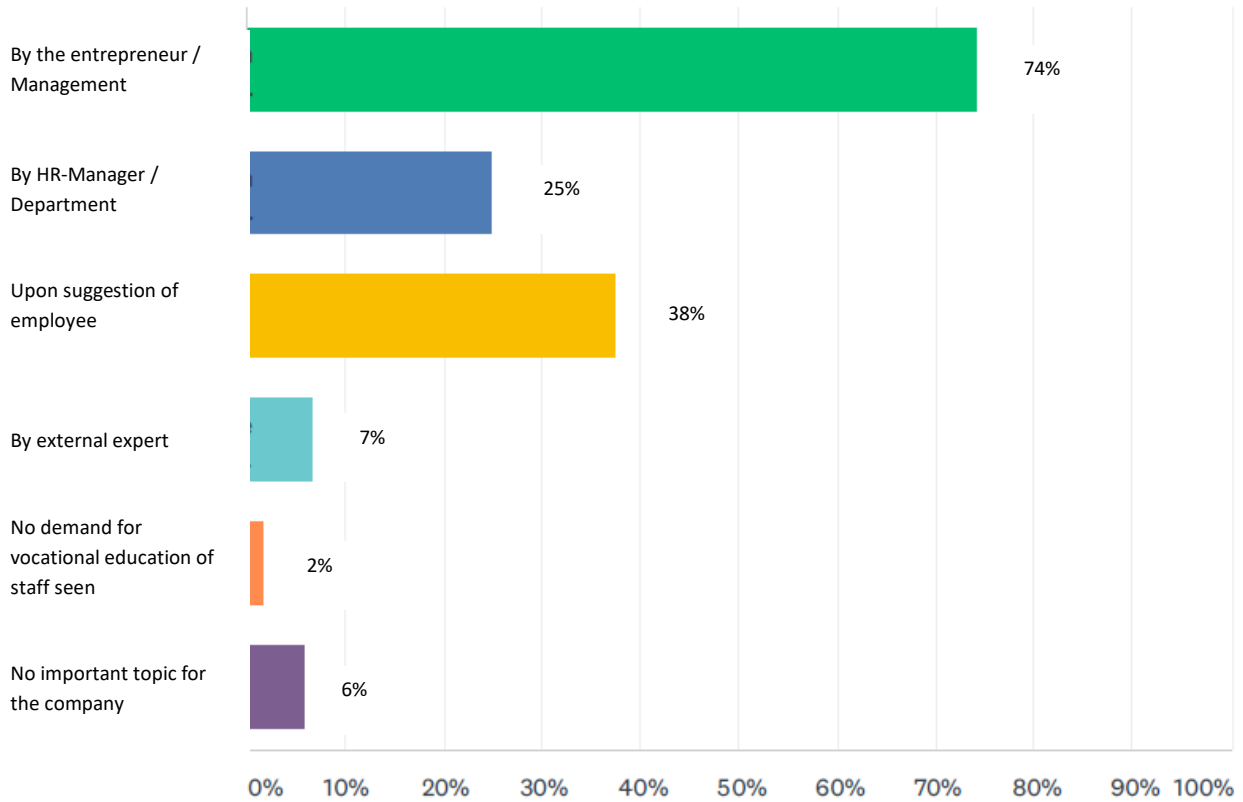
# 5- Learning Methodology in Times of Digitalization

## Best Methods of Further Training in the Field of Digitalization of Staff[14]
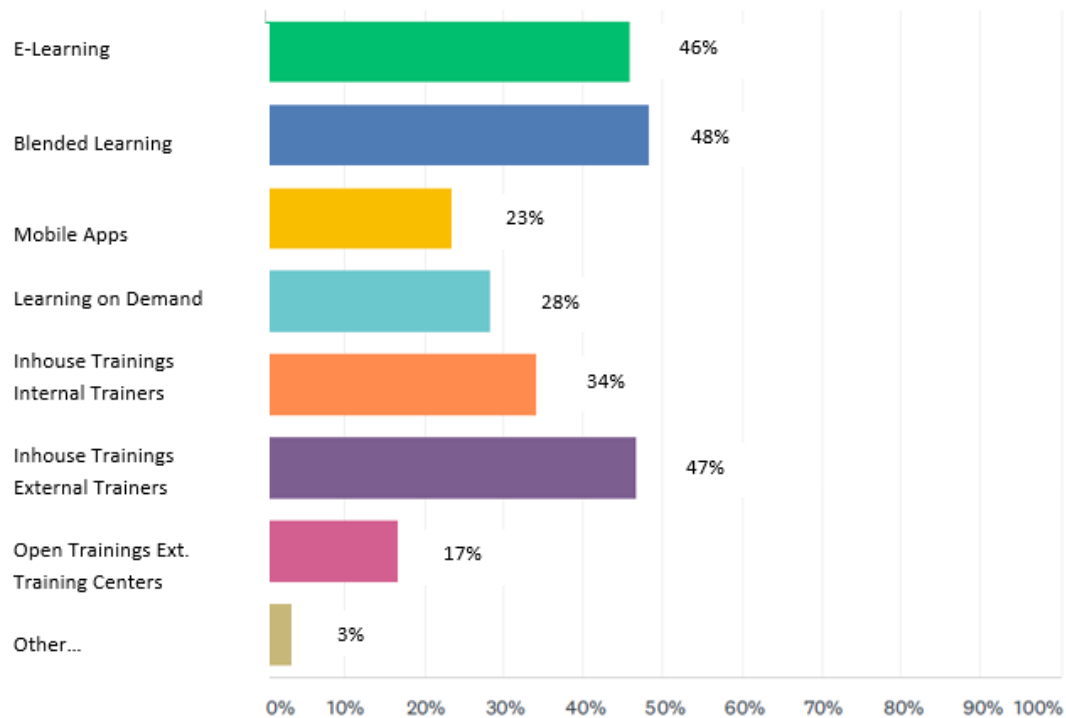


When it comes to staff, the best methods for further training in digitalization are Blended Learning (48%) followed closely by inhouse trainings with external trainers (47%). 46% of the managers think that eLearning is a good possibility, while 34% mention inhouse trainings with internal trainers as the right strategy. 28% of the managers prefer  Learning on Demand – Micro-Learning via videos. For 23%, mobile applications are a suitable learning tool for their staff, while for 17% open trainings in external training centers are an option. 3% remain undecided.

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[14] CVETNET SMEs Human Capital Needs Conclusions Report 2020

## Relating Teaching Methods to Skills Needed in the Digital Age[15]

The teaching methods most likely to support the development of knowledge and skills employees will need in a digital age, depend on a variety of factors: The nature of the learners and their prior knowledge and experience, the demands of particular subject areas, the institutional context in which teachers and learners find themselves and the likely employment context for learners.

### Skills Needed in the Digital Age:

- **Conceptual skills,** such as knowledge management, critical thinking, analysis, synthesis, problem-solving, creativity/innovation, experimental design.
- **Developmental or personal skills,** such as independent learning, communications skills, ethics, networking, responsibility and teamwork.
- **Digital skills,** embedded within and related to a particular subject or professional domain.
- **Manual and practical skills,** such as machine or equipment operation, safety procedures, observation and recognition of data, patterns, and spatial factors.

### Key Points for Trainers:

- The trainers needs to be able to identify/recognize the skills they are hoping to develop in their students within a particular course or program.
- These skills are often not easily separated but tend to be contextually based, and often integrated.
- Trainers need to identify appropriate methods and contexts that will enable students to develop these skills.
- Students will need practice to develop such skills.
- Students will need feedback and intervention from the trainer and other students to ensure a high level of competence or mastery in the skill.
- An assessment strategy needs to be developed that recognizes and rewards students' competence and mastery of such skills.

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[15] https://www.tonybates.ca/2014/08/10/choosing-teaching-methods-for-a-digital-age/

Just choosing a particular teaching method such as seminars or apprenticeship is not going to be sufficient. Trainers have to provide a rich learning environment for students to develop such skills that includes contextual relevance, and opportunities for practice, discussion and feedback. As a result, trainers combine different methods of teaching. Only one method, such as transmissive lectures, or seminars, will not provide a rich enough learning environment for a full range of skills to be developed within the subject area. At the same time, there are limitations of transmissive lectures, especially if they are used as the dominant method for teaching.

In order to better answer the question, trainers need to look more closely at the *design* of teaching, which means deliberately planning methods of teaching and a broad learning environment that will facilitate the development of the knowledge and skills that students need.

The list of teaching methods mentioned is neither exhaustive nor comprehensive. The aim is to show that there many different ways to teach, and all are in some ways legitimate in certain circumstances. Most trainers will mix and match different methods, depending on the needs of both the subject matter and the needs of their students at a particular time.

## 6- Employee Motivation for Personal Development in Digitalization

### Increasing Employee Engagement and Motivation for Development[16]

An important management strategy to motivate employees is to energize and inspire teams. Managers should communicate enthusiasm and passion. Employees need to know that their work makes a difference, that it matters and that they are a valuable asset of the company. It helps make employees feel more involved, eager to contribute and can help avoid procrastination.

- **Provide a clear vision.** Employees need to understand the vision and goals of the company. They need to understand how their role contributes to organizational success. Staff meetings should create a dialogue about the business's vision regularly.

Every employee can help achieve the company's vision and goals. Clear communication, both verbal and non-verbal, is vastly important.

- **Focus on culture.** Developing a rewarding culture goes a long way toward improving engagement. The team members should feel valued. Work of staff should start with a great onboarding experience and continue by recognizing and rewarding superior job performance. Employees need praise about their job performance.

- **Build trust and respect with team members by keeping them informed.** In case managers have to deliver bad news, employees appreciate honest, accurate, timely information. It is important to keep the lines of communication open between all levels of the organization.

- **Value Feedback.** Staff needs regular, timely feedback that improves efficiency by reinforcing the job performance and discouraging behavior unwanted. Managers should solicit feedback from staff as well, which further assists in efforts to improve operations. Any employee concerns should be addressed. Managers should strive to facilitate a more creative approach to problem solving.

- **Develop managers.** Managers play an integral role in increasing engagement. First and foremost, managers must be engaged themselves before they can act on employee engagement in the business. If managers are frustrated and unhappy about aspects of their job, they aren't likely to have positive influence on the rest of the team.

- **Create employee developmental plans.** Employee developmental plans improve job satisfaction and employee engagement because they facilitate career development through teaching and learning. If business is slow, there is no excuse not to spend time on training and staff development. Managers should tailor developmental plans for each staff member. They should set quarterly or monthly goals for employees to complete the training necessary to achieve new skills or proficiency levels.

## The Role of Digital Learning in Employee Empowerment[17]

Learning and expanding on skills is an effective pathway toward employee empowerment. Learning helps employees become better versed and prepared in their fields. In turn, these employees can become continuous learners, ever growing, and sharing their new skills and knowledge with others in the organization.

There are a number of actions; leaders can take to help empower employees through investment in a comprehensive digital learning library to support talent development, individual learning needs and internal development initiatives. Cooperation with training providers with an LMS (learning management system) and digital learning programs or off the shelf digital learning programs help employees accelerate their skills development building on current knowledge, and following prescribed learning paths to future roles.

Managers should encourage their employees to engage in self-directed learning and self-assessment. Allowing people to learn skills they are motivated to master at their own pace, results in a more motivated learning experience. Options to work from home or flexible working is a good example of this.

Self-assessment encourages individual employees to take charge of their own professional development, monitoring their own progress, and motivating them to take control of their professional advancement. All of this is facilitated by creating a culture of continuous learning. Managers should be open with their team about what drives them, and how they apply their new knowledge and skills. They should let others see what you see, that the investment in learning is worth it.

Then, managers should encourage others to apply the knowledge and skills they learn. This helps promote lifelong learning, and spreads the passion. They should foster a culture of community learning and a growth mindset of innovation, flexibility, and adaptability. A good method is to provide access to learning resources, and the time to use them.

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[17] https://blog.logicearth.com/increase-employee-engagement-with-digital-learning

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## 7- Digital Transformation at Henkel Austria – Best Practice

Lifelong learning is not new at Henkel. The company has previously offered a wide range of learning opportunities for its staff - in the areas of digitization, innovation and new technologies, both through webinars and on-site training. New is that Henkel has developed a global and company-wide approach. With its global Digital Upskilling initiative, the company is looking at where Henkel stands today and whether it has the right training offer. In the future, many roles will dissolve and new jobs will be created. Henkel did not want to miss this development. Therefore, Henkel provides its employees today with the knowledge they will need in the future to do their jobs well.[18]

### Henkel participated in the Digital Competence Model of WKO in 2019[19]

The Digital Competence Model is a WKO-wide development framework for digital competencies of employees. It describes the six areas:

- Digital production - published in November 2018;
- Communication and collaboration - published in February 2019;
- IT security - published in June 2019;
- Digital Awareness - released in September 2019;
- Information literacy - currently published;
- WK-specific competencies.
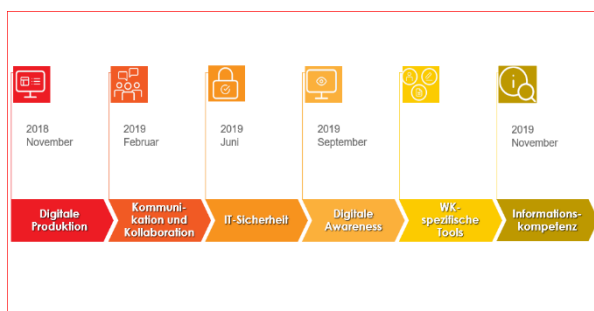


1. The project lasts for one year, there are 6 areas, every two months a new area of competence is in focus.

2. Online self-assessments for employees in the intranet of the WKO.

3. The results of the self-assessments are discussed with the manager in the annual appraisal interview, among other things, after which appropriate further training measures are agreed.

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I. Information for managers
II. Information for employees
III. Kick-off event
IV. Online self-assessments
V. Discussion of the results with the direct superior
VI. Further training measures
VII. Discussion of the results in the annual appraisal interview.

Key Success Factors in the Introduction of the Digital Competence Model:

1. **Involve everyone - nobody should feel excluded** (too little important, too old, ...)
   → Online self-assessments for all

   All Employees can test their knowledge and action competence via online self-assessments. For each area of competence, they receive questions on the levels "Basic" and "Advanced". The aim is that employees reach the "Basic" level in any case, for which you must answer 66% of the questions on the "Basic" level correctly. Depending on the area of responsibility, it may also be necessary to reach the "Advanced" level.

2. **Selection of the topics.**
3. **Involvement of managers** - the project must be promoted by the entrepreneur/ the management and supported by the department managers.
4. **Open corporate culture:** a learning organisation - commitment to lifelong learning, error culture; e.g. superiors as role models - admitting mistakes, nobody is perfect. Project is **good for raising awareness that everyone is responsible for their own level of digitisation**.
5. **Inform about committed employees and their successes,** e.g. mention at Christmas party, regular reports on the intranet, FAQ on the Intranet (sample see below) ...
   Inclusion of the topic of digital skills in appraisal interviews is not enough; Personal department invests a **lot of resources to promote the project continuously**; but learning improved – there are more further education.

## The Procedure

The program can run indefinitely or as a fixed project. The organizational effort includes:

I. Conception as such, establishment of a working group, work plan, etc.
II. Determination of the important competence areas.
III. Selection of suitable self-assessment tests.
IV. Involvement of managers in the conception, e.g. regular information by the working group leader.
V. Implementation of internal marketing measures.
VI. Kick-off event.
VII. Follow-up measures.
VIII. Measurement and documentation of successes, and
IX. Distribution of success stories in internal and external media.

**Source of information:** Mag. Martina Bahardoust-Baumann, Human Resources Development, WKOE WKO Intranet

## Henkel established a Digital Talents Program for new staff in 2020[20]

The Digital Talent Program is an 18-month training program for young professionals who want to deep dive into digital expertise and become a driving force for transformation.

The talents Henkel seeks are those who make a difference. Digitally savvy, out of the box thinkers, who are interested in challenging Henkel. Applicants who already started their career and are looking for a chance to grow professionally in an inspiring work environment - and in a position with real responsibility. They should be passionate about digital trends and have a strong entrepreneurial urge to build and change a running system.

The program offers three individual expert tribes, each based on the strategic core areas of the company's digital transformation: Leverage Industry 4.0, Drive Digital Business and Enable Future Tech & AI. The employees choose their expert tribe based on their personal expertise, interests and professional experience. Within their expert tribe they will then rotate through different responsibilities, projects, teams and subsidiaries.

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[20] https://www.henkel.com/careers/digital-talent-program

*Leverage Industry 4.0*

This tribe actively leverages Industry 4.0 to better plan, source, produce and deliver Henkel products and solutions with Henkel. Applicants will support Henkel in digitizing their global supply chain, improving their services and optimizing manufacturing plants.

*Drive Digital Business*

This tribe digitizes interaction with Henkel customers, consumers, business partners and suppliers in both consumer and industrial businesses.

*Enable Future Tech & AI*

This tribe supports and pushes digital initiatives and innovation by utilizing data, AI and the latest cloud technologies. Applicants will be able to develop use cases and business models within highly functional teams and through modern work methods and tools.

## Advantages for applicants

Over the course of 18 months, the Digital Talent Program provides applicants with immense resources and opportunities for major growth on a professional and personal level. They gain hands-on experience and are fully immersed in the most exciting digital projects across the globe.

With a permanent employment contract, new staff enjoys full responsibility from day one. This is the perfect ground to focus on their path to become a digital pioneer. Each journey is unique. Based on each expert tribe and job they will rotate up to four or five times between three and six months.

*Drive digital pioneer projects*

Henkel wants young applicants to enter a career that sparks their personal interests. With the Digital Talent Program, they have the opportunity to help shape Henkel's digital transformation while actively building up their individual expert portfolio.

*Broaden your knowledge on future technologies*

Henkel gives the new employees the opportunity to work with state of the art technologies and highly qualified team members. As a digital game changer, they will fulfill an active leading role to make cutting-edge technologies.

*Grow by rotating*

Every three to six months, applicants get a new perspective through their expert tribe by experiencing up to five rotations. Within each rotation, they have the opportunity to continually outgrow yourself.

*Get inspired by your mentor*

Henkel loves to see new employees grow! They get inspired through their mentoring program with top management, and receive support, advice and tips from their personal buddy.

*Learn how to be an intrapreneur on a large scale*

With international teachers, a brand new campus and intrapreneurs from all over the world – applicants let their digital ideas skyrocket at H-Farm, one of Europe's leading innovation hubs. They participate in an entrepreneurial workshop to bring their digital skills to the next level and open up new ways of working and growing together in team activities.

*Build a powerful network*

On their journey at Henkel they have several opportunities to network. For example through their job rotations, mentorship program and the Ada community event. With this professional foundation they build a sustainable network that supports them in building your career.
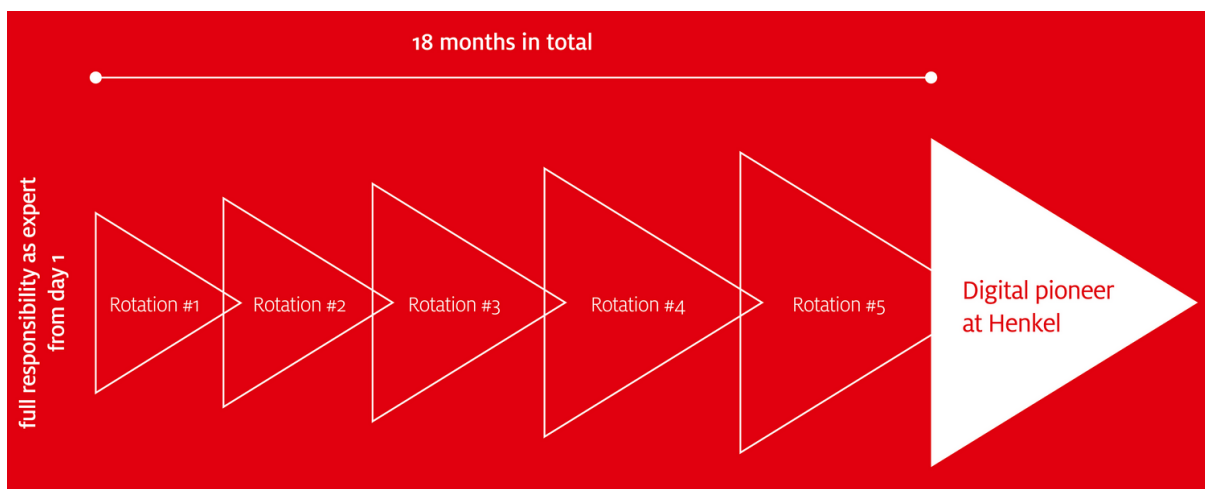


## Application process

As Henkel likes to ensure that this journey is truly inspiring for new employees, they need to know about their professional goals as early as possible. Therefore, they have created a multi-step recruitment process that will help the applicants to share their aspirations with Henkel, starting broad and becoming more specific.

1. *Phone interview I:* For the first step, Henkel HR representatives check the application and speak on the phone to get a first impression.
2. *Video interview:* In the second phase, Henkel wants to learn more about the new employee. They are invited to enter their online platform where they will get a set of questions that they can answer in a video recording.

3. *Phone interview II:* In the third step, applicants talk to their future manager who needs to learn more about their career ambitions, professional experiences and skills.
4. *Assessment day:* Finally, for their assessment day, applicants have the opportunity to convince Henkel personally of their creativity, interpersonal skills and digital fluency at various stages. Following this, the deal will be sealed with an offer and the program begins.

## 8- Reverse Mentoring – Austrian Federal Economic Chamber (WKÖ), Bank Austria – Best Practice[21]

In reverse mentoring, the roles of classic mentoring are reversed: the junior coaches the senior on the topics that young can do better than old.

The aim of reverse mentoring is to increase the overall digital fitness in the company, to adapt old communication and working methods to the requirements of the digital era and to familiarize older colleagues and managers with the world of the millennium.

## Reverse Mentoring Procedure

*1. Specifying the topic;*
*2. Determining the professional and personal knowledge of the mentors;*
*3. Announcement of the topic with quiz and invitation to apply for a mentor;*
*4. Selection of mentors;*
*5. Topic coaching by IT experts (Mentor for mentors);*
*6. Recruitment Mentees (in person, through HR);*
*7. Matching mentor and mentor/mentee (formation of reverse mentoring tandems);*
*8. Update of mentors by IT experts (subject deepening).*

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| I. | Kick-off for mentoring partnership |
| II. | Regular meetings - max. 6 meetings in 9 months |
| III. | Final evaluation |
| IV. | Experience reports on reverse mentoring |

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[21] CVETNET Best Practice Report 2020

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# The Key Success Factors in the Introduction of Reverse Mentoring

## 1. The matching for Reverse Mentoring

The mentoring tandem should be composed across departments and hierarchies. In larger companies, a coordinating office, in which WKÖ is responsible for personnel development and matching, usually takes over. Speed dating, for example, can be carried out for this purpose. As with the search for a partner, the aim is to find out whether you are a good match. The participants get to know each other in an interview lasting about five minutes. Afterwards they move table by table to the next potential partner. At the end of the session, everyone takes stock and decides with whom they would like to carry out reverse mentoring.

## 2. The topics

The tandems set their own priorities and determine the scope and frequency of the meetings. In addition to the concrete handling of networked software, apps, social networks, the web and new technologies, attitude of the young generation in general may also be discussed. Furthermore, the working world and lifestyle of the millennium, as well as the spirit of the times and hip trends can be discussed. Finally, specific topics such as an improved talent search, time-efficient collaboration tools, digital workflow concepts or current facets of online marketing can be discussed.

## 3. Professionalism

The mentor needs not only a high level of professional expertise, but also understanding, empathy, communication skills and diplomatic skills. He must be able to explain well, but above all he must let his mentee partner do it himself when it comes to digital applications. Since the mentor is usually young, advance training in mentoring methodology is extremely useful. This can be given by an experienced mentor. For larger programs, joint workshops are also an option.

## 4. Win high-ranking mentees

For the program to be accepted internally, it needs to be popular. If a member of the management is the first to make himself available as a mentee, other managers will naturally follow suit. At the Austrian Bank Austria, for example, eight millennia were allocated to the eight members of the bank's Management Board in the first round of the programme. In the second round, 30 managers of the second and third management levels met with young employees who were

not older than 35 years at the time. These either belonged to the Bank's talent pool or participated in its graduate programme.

5. Raising awareness among managers that digitization cannot be delegated works

6. **Digital literacy is not a generational issue - even among managers, it is about understanding the role** (with digitisation, tasks shift from assistants to managers, e.g. approving business trips; some managers think my assistant does that).

7. The recruitment of mentees

The mentee needs not only a strong interest in the topics presented but also personal sovereignty. Psychological barriers should not be underestimated. To let a younger person tell you something is not always easy. Generational conflicts have many facets, which can partly be explained by pure biochemistry. On the one hand, there is the father-son complex, which also plays a causal role in corporate succession issues. If reverse mentoring takes place across the gender divide, this must also be taken into account: For a well-developed alpha brain, younger women are above all one thing: prey or beta. Both facets must be addressed in the mentee preparation, even if they may be unpleasant, in a clear and concise manner so that the program does not slip out of place unhappily.

8. The procedure

The program can run indefinitely or as a fixed project. The organizational effort includes:

- The conception as such,
- The creation of a guideline,
- The implementation of internal marketing measures,
- The selection and qualification of suitable mentors,
- The acquisition and sensitization of mentees,
- Kick-off events,
- Follow-up measures,
- The measurement and documentation of successes, and
- The distribution of success stories in internal and external media.
- A mentoring community can also be established.


**Reverse Mentoring is not only a program for large enterprises, it can be implemented in a small company as well.** Young employees share their knowledge and give spontaneous advice to their superiors or senior employees in fields they are expert in, be it from school, hobbies, talent or previous education and training. Mutual sharing of experiences contributes to performance improvement as well.
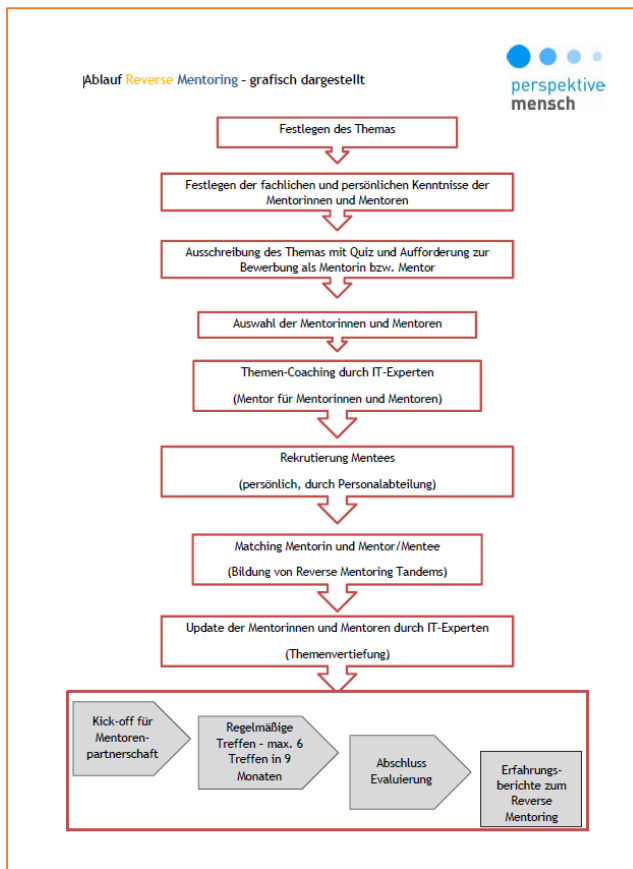
## Sources of information:

- Mag. Martina Bahardoust-Baumann, Human Resources Development, WKOE, WKO Intranet
- Generationen-Balance im Unternehmen, WIFI Österreich 2018
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- Demography Check – xls-Tool for company age structure analysis and securing skilled workers

# 9- Learning Pathways for the Digital Age

## Challenges for Educational Institutions and Students[22]

Due to recent global events, educational institutions as important agents of transformation are reflecting upon how they will operate in the future. Adaptations will need to continue to be made to ensure they can effectively meet the new realities. Learners also recognize that gaining a good education is about much more than preparation for a single job.

In the current climate, employees will face the need to (re)train or upskill as they confront unemployment and-or a forced job change. Students expect that their education will be durable and transferable and equip them with broad-based skills and professional, discipline-specific knowledge, values and understandings. They want the credentials they earn to meet at least two goals, namely, to prepare them for employment and to give them a solid grounding.

## Non-Linear Pathways

Pathways incorporate articulation and credit arrangements, which enable learners to progress from one qualification to another either automatically, or through the receipt of credit for prior learning successfully completed.

Pathways are not necessarily continuous – in fact they are more likely to be discontinuous. While they generally tend to go in one direction, namely up, they can also go down. No qualification, other than the doctorate, should be seen as 'terminal'. Individuals should be supported to return to formal studies to enhance or renew their knowledge and-or skills, or to further their employment progression or for personal fulfilment reasons.

Accessible pathways provide progression options to learners who are moving up and down and fit with the notion of lifelong learning.

For a variety of reasons individuals enrol in higher education, but do not necessarily progress in a linear fashion to complete their studies and graduate. Some enrol in a degree programme and graduate only to find that they are lacking in some practical skills that a lower level diploma or certificate can provide.

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[22] https://www.universityworldnews.com/post.php?story=20200717150839625

Some students enter on a full-time basis, then convert to part time or change their course of study or leave for a period of time before resuming their studies. For those who reside in geographically remote or rural areas or for students from low socio-economic backgrounds with limited resources, access to university level education may not be as readily available and their only option is an initial qualification offered by a vocational training institution.

## Lifelong Learning

Many post-secondary education institutions have policies and processes that support the concept of lifelong learning. What seems to be less prevalent is the extent to which pathway arrangements allow for smooth progression. Rather, learners are presented with an overabundance of bureaucratic hurdles and-or reduced recognition of former study, which equates to additional time and cost being added to their learning progression.

Learners should be able to access learning pathways without encountering unnecessary, inflexible barriers. They need to be provided with clear information about how to access each pathway according to their individual career journey.

Another impediment relates to the fact that separate post-secondary sectors offer the different qualification levels, each with their own expectations and quality assurance standards that are overseen by discrete authorities.

Those institutions that are dual providers and offer certificates through to doctoral level at least have communication channels and functioning arrangements in place that allow for relatively smoother pathway transitions.

While it can be a challenge to overcome the labyrinth of political, institutional and bureaucratic issues faced by the different post-secondary education sectors, the foremost role should be to support successful student learning.

## Connecting Qualifications

Most countries have a national qualifications framework (NQF). It provides guidance to post-secondary education providers about the expected standard of student learning outcomes at different levels of education, from certificate through to doctorate level.

The NQF is aimed, among other things, at standardizing the level and quality of what is offered or delivered to students.

It is also intended to improve international recognition of qualifications gained by learners, to facilitate access and transferability of these qualifications for student educational mobility and

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progression between qualifications. So, a central tenet of an NQF is to integrate the various levels – to connect them and support learners' access to and transition through the levels.

One critical element in providing for efficient pathway moves is curriculum design, which should ensure learners achieve the learning expectations appropriate for that level as indicated in the NQF and allow for unproblematic articulation. It may be impractical for collaborative curriculum development to occur between those designing each level, but better acknowledgement of what is included in each qualification level could enhance alignment and facilitate transitioning.

This means all those with responsibility for developing curriculum should firmly understand the NQF expectations spelt out for each level and align their programmes of study accordingly. This can go some considerable way to recognizing pathways and ensuring that each level is complementary.

### Being Adaptable to Change

In the current climate more than ever it will be important to be responsive to new ideas due to changes occurring in some professions as well as in industry and business, which may necessitate quick action in redesigning or adding new programs brought on by workplace, social and economic shifts.

There are associated consequences for universities along with technical colleges and the growing number of private providers, which all offer post-secondary qualifications.

Whatever the level of qualification, the curriculum should allow for meaningful learning pathways and help reduce unnecessary bureaucratic practices. The implication is that consideration of the relationship between and progression to different level qualifications should factor as a core component of curriculum planning and design in post-secondary education and training.

### How to Offer Personal Learning Paths in eLearning[23,24]

No matter what learning topic or background of employees, learning should be a personal endeavor. How can training providers or companies offer online learners the key takeaways

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[23] https://elearningindustry.com/7-tips-create-personal-learning-paths-elearning

[24] https://elearningindustry.com/subjects/elearning-articles/elearning-design-development

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and fulfill goals and objectives while still catering to their individual needs and desires, especially if you have a large group?

**The Creation of Personal Learning Paths In eLearning**

A personal learning path is a learner-centered eLearning approach that emphasizes learner-specific goals and objectives, as well as preferences. It also refers to the path that a learner elects on his own, such as which eLearning activities and exercises he chooses to participate in during the eLearning experience. Each eLearning activity gives him a better understanding of the topic, and gives eLearning professionals the opportunity to pinpoint the individual's learning style and needs. Personal learning paths give learners control over their own eLearning experience, so that they can more effectively acquire and retain knowledge and skills that will help them in the real world.

## 11 Tips To Create Personal Learning Paths In eLearning[25,26]

1. **Consider the overall learning goals.** Even when creating personal learning paths for each individual learner, the goals and objectives of the eLearning course must still be an integral part of the eLearning experience. The key to creating a successful personal learning path strategy is to develop a plan that seamlessly blends the eLearning course essentials with the needs and wants of each learner. In addition to the individualized goals and objectives they set for themselves, they must also walk away from the eLearning experience with the key subject matter. In case a long-term learning goal is involved, breaking it down into smaller milestones helps to keep online learners motivated and engaged.

2. **Empowerment is key.** For a personal learning path to be truly successful, online learners must feel as though they are in control of their eLearning experience. This can be achieved by allowing them to choose which eLearning activities they complete next, how they receive the eLearning content, and even which eLearning assessments they will take. For example, you can offer them the chance to test their knowledge via online scenarios, multiple choice exams, or essay online assessments. The key is to make them feel like they have a direct say in the learning process, rather than telling them how, what, and when they are going to learn.

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[25] https://elearningindustry.com/7-tips-create-personal-learning-paths-elearning

[26] https://elearningindustry.com/subjects/elearning-articles/elearning-design-development

3. **Stress the importance of online self-assessments.** In addition to the mandatory eLearning assessments that learners must complete throughout the eLearning course, it is also important to offer them online self-assessments that they can take on their own. An online pre-test may serve as a baseline for the rest of the eLearning course. Provide them with one or two quizzes or simulations that enable them to test their own progress and knowledge comprehension. Include a self-grading rubric or answer sheet that offers them the opportunity to correct their mistakes and receive the right information. Also, do not forget to make them aware of the fact that you are there to offer support, should they need it.

4. **Create periodic milestones.** Periodic milestones give learners the chance to check their progress along the way and ensure that they are on the proper path. In fact, it is a great idea to make weekly checklists that your online learners can follow in order to stay on-track and up to date. If you want to give your learners more control, simply create one list of mandatory online assignments, exercises, and assessments, and then another that features optional tasks. You can even use project management online platforms to keep them organized, or integrate the checklists right into the homepage of the eLearning course.

5. **Cater to multiple different learning styles.** Not all of your online learners have the same personal preferences or learning styles. This is why it is important to integrate a wide range of online activities and exercises into your eLearning course, so that your learners have the ability to choose what works best for them. Auditory learners can listen to virtual lectures or podcasts, while visual learners can watch eLearning videos and view image-rich content. Those who prefer to read their way through an eLearning course can opt for text-based modules. Variety gives every learner the opportunity to benefit from the eLearning course; and to create a learning path that is ideally suited for their needs.

6. **Showcase personal learning paths to fuel motivation.** eLearning portfolios, blogs, and other online platforms help online learners track their progress visually. Instead of just receiving eLearning assessment results, they can create their own content to test their proficiency. For example, producing an online presentation for a specific sub-topic and then uploading it onto their blog site. This increases their motivation and allows them to collect peer-based feedback. As they tackle each eLearning lesson or module, they add to their eLearning portfolio and can take pride in their work.

7. **Give online learners the opportunity to reflect and reinforce.** Reflection is a major component of personal learning paths. Online learners require time to reflect on the topic and determine how they will use the information in their real lives. This puts the information into context and stresses the benefits of learning the key concepts. Online learners also need to reinforce their knowledge through active recall. For example, putting the eLearning content into their own words or creating an eLearning blog post which highlights the core ideas.

8. **Offer immediate constructive feedback.** Even though a personal learning path is, well, personal, learners still need some form of direction and feedback. If they complete an online assessment, you must let them know what they need to correct as soon as possible so that they do not memorize incorrect information or pick up unfavorable learning behaviors. They key is to give them the constructive criticism they require, while still allowing them to learn from their mistakes. Likewise, you should also solicit their feedback so that you can fine tune your eLearning strategy and ensure that every learner is getting the personal support they need.

9. **Make eLearning resources readily available.** Personal learning paths are easily accessible. Convenience is key, and online learners must be able to get the information they need when the time is right. As such, it is wise to create an online resource library that covers all the main topics and ideas. For example, a clickable list of eLearning activities, multimedia, and eLearning assessments that online learners explore on their own. Those who are struggling can use the library to fill the knowledge gaps, while those who excel have the chance to study sub-topics and challenge themselves.

10. **Foster a collaborative learning culture**. Following personal learning paths does not mean that online learners have to go it alone. In fact, incorporating social learning elements, such as collaborative online group projects and online discussions, can enrich the eLearning experience. Foster a supportive and collaborative learning culture by encouraging online learners to interact with their peers and engage in lively debates. Create closed social media groups and blogs where they can share opinions and feedback. Online collaboration offers them a fresh perspective and gives them a chance to learn from peers with more experience.

11. **Learning pathways offer invaluable data.** A personal learning path in eLearning offers online learners a wide range of advantages. However, eLearning professionals can also use them to discover more about their audience and eLearning course design. For example, if you closely examine the learning path of a single learner, you can find out what online activities they prefer, how they are progressing, how they like to receive

their information, and if the individual eLearning exercises are successful. Thanks to the analytics and tracking abilities of modern learning management systems, you can view all of this with the click of a button. In many respects, personal learning paths in eLearning give us the rare chance to see learning behaviors, first hand, so that we can improve our eLearning strategy moving forward.

## Multiple Learning Pathways[27]

I order to deliver the right content to a diverse group of learners, it is important to create more than just a one level structure! If each department of a company has different training needs, then you can set up different learning pathways for each one. So a learner in Finance and a learner in IT will be presented with completely different sets of content.

### But Levels Can Go Several Steps Further Than That by Adding an Extra Layer of Personalization to Them:

1. **Level: Name themes.** Levels can be named – e.g. an animal theme where the student starts off as a mouse and then work his way up the food chain until he transforms into a lion. Whatever is used, it should relate to the learners. It could be something, which refers to the company mission or culture, or in case of creating multiple customized learning pathways, the creation of different themes for each department.

2. **Level: Narratives.** With a theme in mind, you can start to craft narratives to tie your learning pathways together. These narratives can develop as learners work their way through the levels, helping them to build a cohesive story around the training. Learners might relate to superheroes. At Level 1, they would have a chance to formulate their origin story, and then, as they level up, the narrative will follow their development into a fully-fledged, world-saving superhero!

3. **Level: Banners.** After a theme and a narrative structure developed for all of the customized learning pathways, the design of a banner for each level is a great way to bring everything to life! This banner will appear whenever a learner goes to check in on their level progress. It helps make the narrative much more

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[27] https://elearningindustry.com/subjects/elearning-articles/corporate-elearning

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immersive, engaging the learner and making it easier for them to relate!

The level name, the description, and the banner all tie into the overarching narrative, helping to immerse the learner.

## Adaptive Learning[28]

Adaptive learning is a way of making—massive—online or face-to-face courses tailored to smaller groups or even individual learners. The adaptivity is based on relevant, pre-determined characteristics of the learners.

Usually, this results in several learning trajectories in an educational program—tracks or personalized training—or an online learning platform. Relevant characteristics may be learning targets, level of knowledge, level of expertise or time available. In the case of online learning, the learner can be tested on these characteristics upon which certain online learning elements are shown—or not shown.

In this way, the benefits for learners become clear: adaptive learning is used to guide learners through the subject matter faster. This saves time. Only content that fits the learners' needs, will be provided. The learners can skip content that they already master. That makes them feel that the time spent on learning is useful and the learning content fits their personal needs.

## Linear VS Adaptive

| Start learning path | | | | Start learning path | | |
| --- | --- | --- | --- | --- | --- | --- |
| Content | Content | Content | | TEST | | Content |
| Content | Content | Content | | | Content | Content |
| Content | Content | Content | | | | Content |
| Finish | | | | Finish | | |

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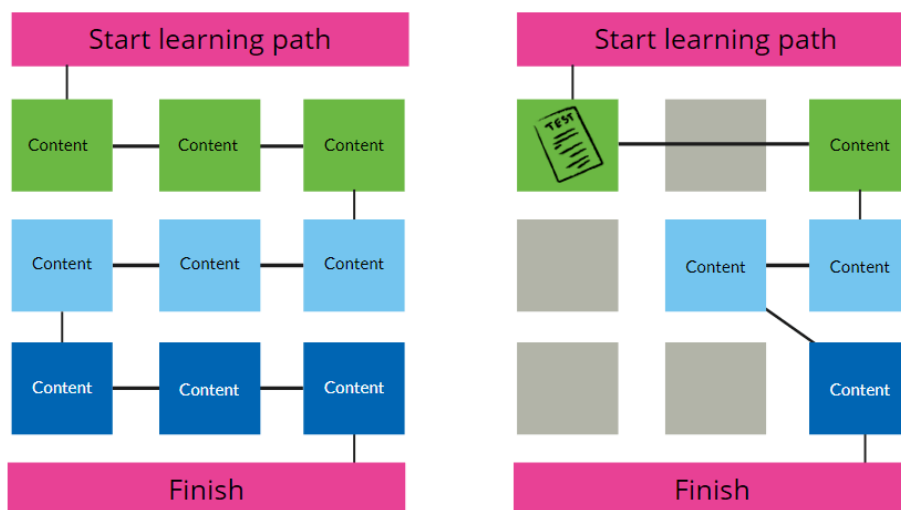
**Other Opportunities and Strengths of Adaptivity**

- Adaptive learning can be adjusted to where it adds value for the learner and is therewith flexible.
- The non-linear approach of adaptivity makes the performance level of learners visible. This could be a performance indicator for teachers and organizations, it could even predict the performance of learners with a similar profile.
- Adaptivity could lead to higher engagement and enthusiasm among learners if used as variation and in combination with other learning formats such as classroom, online discussions, projects, group work.
- To test and score on a learning objective, adaptive learning paths can prevent an overload of irrelevant content.
- Adaptive learning can facilitate and simplify self-assessments.
- If done correctly, the adaptive learning path takes into account the increasingly better learning performance (mastery learning).
- The combination of adaptive learning technology and guidance and support of trainers can contribute to a powerful learning experience that enables learners to learn at their own pace and at their highest level.

**Designing the Learning Journey**

When creating learning journeys based on learning objectives and fitting learning strategies, the Bloom taxonomy could be helpful in creation. Online adaptive elements are particularly useful and suitable for reproductive learning objectives (remember).



Learning objectives based on Bloom's taxonomy
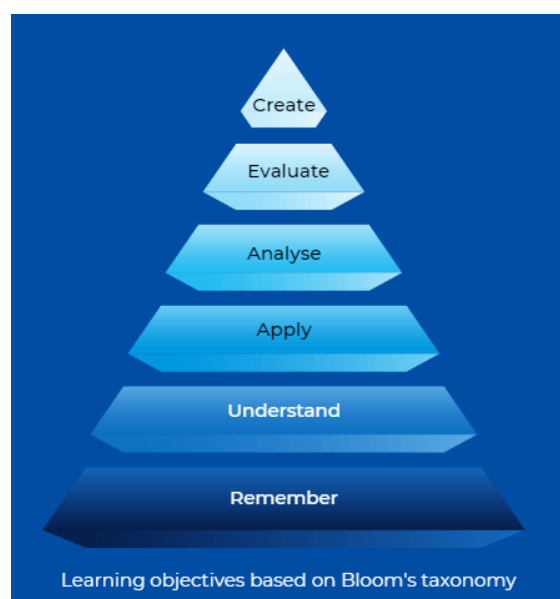
Adaptive learning paths are mostly used and most suitable for largely reproductive learning goals such as is often the case for language and mathematics. The highest-level learning objectives (analyze, evaluate, create) are difficult to assess online; offline adaptivity may be more suitable.

Conversational intakes with learners can be useful in helping to understand or apply, with which the trainer or coach can offer a more personalized learning experience. An intake could also help in matching individual coaches to individual learners based on, for instance, learning targets or learning preferences and the skillset of coaches, or to support peer-learning by matching on, for instance, background knowledge, learning preferences or personal characteristics such as geographical location or age.

To create adaptive learning paths, often a deep knowledge of didactics and instructional design is needed and it can be challenging and time-consuming. Depending on the format in adaptivity, trainers either have to create numerous variations of content options or need to be creative in test options (quizzes) connecting them to relevant content.

**Weaknesses of Adaptivity**

- Too many quizzes, tests, and assessments could feel too academic and not playfull or encouraging.
- Learners could feel lonely in an online-only and adaptive-only platform.
- The paths the learner takes could lead to overjumping important learning content and relations to problem-solving and individual needs—they go left and miss out on the right.
- Adaptive is not always suitable for explaining the meaning of the learning material to learners in terms of relevance of the learning materials with different contexts, for example in relation to current events or personal experiences.
- If trainers use the output data of adaptive paths to determine the need for individual support, it is of great importance that trainers underline the meaning of adaptive learning and can deal with technology. For example, what is the reason for a dropout? Is that due to understanding the question or content or is there another reason?
- Design and development of adaptive learning paths must be done very accurately— errors are easily made due to complexity in creating adaptivity, tests, and content serving.
- The complexity of supporting different learning styles (auditive, visual, etc.) in the creation of adaptivity has to be taken into account and can be rather difficult or time-consuming.

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- Endless adaptivity or full personalization, on the one hand, is difficult to achieve and, on the other hand, limited adaptivity may not be enough or may lead to insecurity among learners.

**Tips and Tricks**

Adaptive learning can be very powerful in supporting learners but requires quite extensive preparation and cost-benefits should be carefully considered:

- Take your time in creation; it must be done accurately and tested before publication.
- Consider where adaptivity would be conducive for the learning experience and then choose the fitting mode of delivery.
- Vary in online and offline different formats of content items and support (video, text, discussions, assessments, experiments, coaching, interaction with peers, etc.).
- Vary in formats of assessments to prevent the learner from getting bored or guessing: multiple choice, drag-and-drop, matrix, multiple select, etc.
- Write in a tone of voice suitable for your audience.
- Indicate the time to spend and the benefits for the learner in taking an assessment.

And last but not least, evaluate the experiences of learners and the achievement of learning objectives, completion, drop-out rates, and their reasons.

## 10- Digital Skills Needs for Managers and Staff in 2020

As mentioned under Top 4 (on the CVETNET SMEs Human Capital Needs Report 2020), the essential digital skills for managers and staff – according to the managers in the survey and resulting from the interview questions, were as follows:

### General Digital Skills Needs

- Information and data competence
- Digital teamwork
- Virtual leadership
- Business administration and office management
- Digital marketing and communication

- Cyber security and information technology (Network technique and data protection)
- Digital HR management and evaluation
- Production and IT

## Digital Skills Needs for Sales People

### *Online Presentations and Sales Conversations*
- The right use of one's own voice and look online (clarity of intonation and speech, volume, addressing to the client, facing the screen)
- Leading successful virtual product and company presentations as well as online conferences for clients
- Differences in virtual and analogous sales conversations including closure techniques
- Knowledge of diverse virtual platforms for video exchange

### *Digital Marketing*
- Channel management
- E-mail marketing
- Digital design and product promotion (Product marketing)
- Online branding
- eCommunication & social networking
- Creation and management of Web content, content editing and modifying for more agility to contents edition and updates for more fluid and agile online communication
- eAdvertisement & Improvement of advertising
- Social Media use: Facebook, Instagram, Twitter, Youtube (e.g. for product promotion), Kitoons (cartoons for kids for toy stores)
- Total cost of lifecycle, data visualization and data analytics

### *eCommerce*
- Tracking trends, cooperation through digital channels, sharing, selecting and filtering information and content, data analysis, electronic sales
- Digital research and market analysis as well as analysis of potential clients
- Electronic offers, electronic signatures
- CRM online
- Data protection and (cashless) payment services
- Creation of web shops
- Commercial awareness

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- Online customer service

*IT Skills*
- Dealing with common business software & sales enablement solutions, interaction with different technologies
- Effective processing of information & data
- Information protection, data archiving and cybersecurity
- Professional use of standard Office programs

## Other Skills and Soft Skills

- Flexibility and adaption to change
- Time management
- Remote cooperation with the team & social networking
- Problem solving with clients and within the team
- Online negotiation techniques
- Customer relationship management
- Relationship management with institutions
- Empathy
- Appreciative communication
- Online self-presentation and personal attitude
- Ethic skills
- Further Sales Skills
- Workflow and process-oriented thinking
- Critical thinking and general problem solving
- Bookkeeping and working with an accounting software
- Knowledge of respective legislation incl. VAT
- Project management
- Customized individual coaching

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## Automation Influence on Branches of Industry[29]

**Operations-intensive sectors have 1.3 times the automation potential of other sectors.**

**Technologically automatable activities by sector,** % of total activities

- Operationally intensive sectors
- Other sectors
- — Average, operationally intensive sectors
- --- Average, other sectors

**1.3×** difference in automation potential[1]

| Sector | Value |
|---|---|
| Manufacturing | 58 |
| Accommodation and food services | 53 |
| Retail trade | 51 |
| Agriculture, forestry, fishing, and hunting | 50 |
| Mining | 48 |
| Construction | 46 |
| Utilities | 43 |
| Finance and insurance | 41 |
| Wholesale trade | 40 |
| Arts, entertainment, and recreation | 39 |
| Transportation and warehousing | 39 |
| Administrative, support, and waste management | 37 |
| Real estate, rental, and leasing | 37 |
| Other | 35 |
| Information | 33 |
| Professional, scientific, and technical | 33 |
| Management of companies and enterprises | 33 |
| Healthcare and social assistance | 32 |
| Educational | 25 |

[1]We define automation potential by the work activities that can be automated by adapting currently demonstrated technology.
Source: McKinsey Global Institute analysis

McKinsey & Company

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[29] https://www.mckinsey.com/business-functions/operations/our-insights/building-the-vital-skills-for-the-future-of-work-in-operations

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The companies in the survey covered a lot of branches, the most came from manufacturing (23%), 18% from retail trade and 14% from education and training. 6% of the enterprises eachwere active in information and communication industry, public utility, wholesale and construction. The chemical and pharmaceutical and real estate business both ranked at 5%. 4% of the companies came from the entertainment and leisure industry, while 3% originated from the finance and insurance industry. 2% each shared the rank in the education and training and  transport / warehousing business.

## Automation Has a Significant Impact on Skill Requirements[30]

**Skill shift in US and Western Europe by category,** % of time spent

| | Physical and manual | | Basic cognitive | Higher cognitive | Social and emotional | Technological |
|---|---|---|---|---|---|---|
| 2016 | 48 | | 12 | 17 | 12 | 12 |
| | −27% | | −17% | +24% | +33% | +58% |
| 2030 | 35 | 10 | 21 | 16 | 19 | |

100%
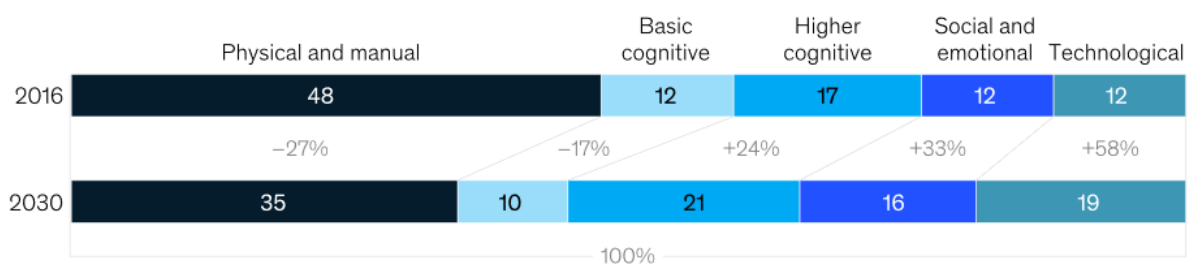
Note: Figures may not sum to 100%, because of rounding.
Source: McKinsey Global Institute analysis

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## Work Skills 2020[31]
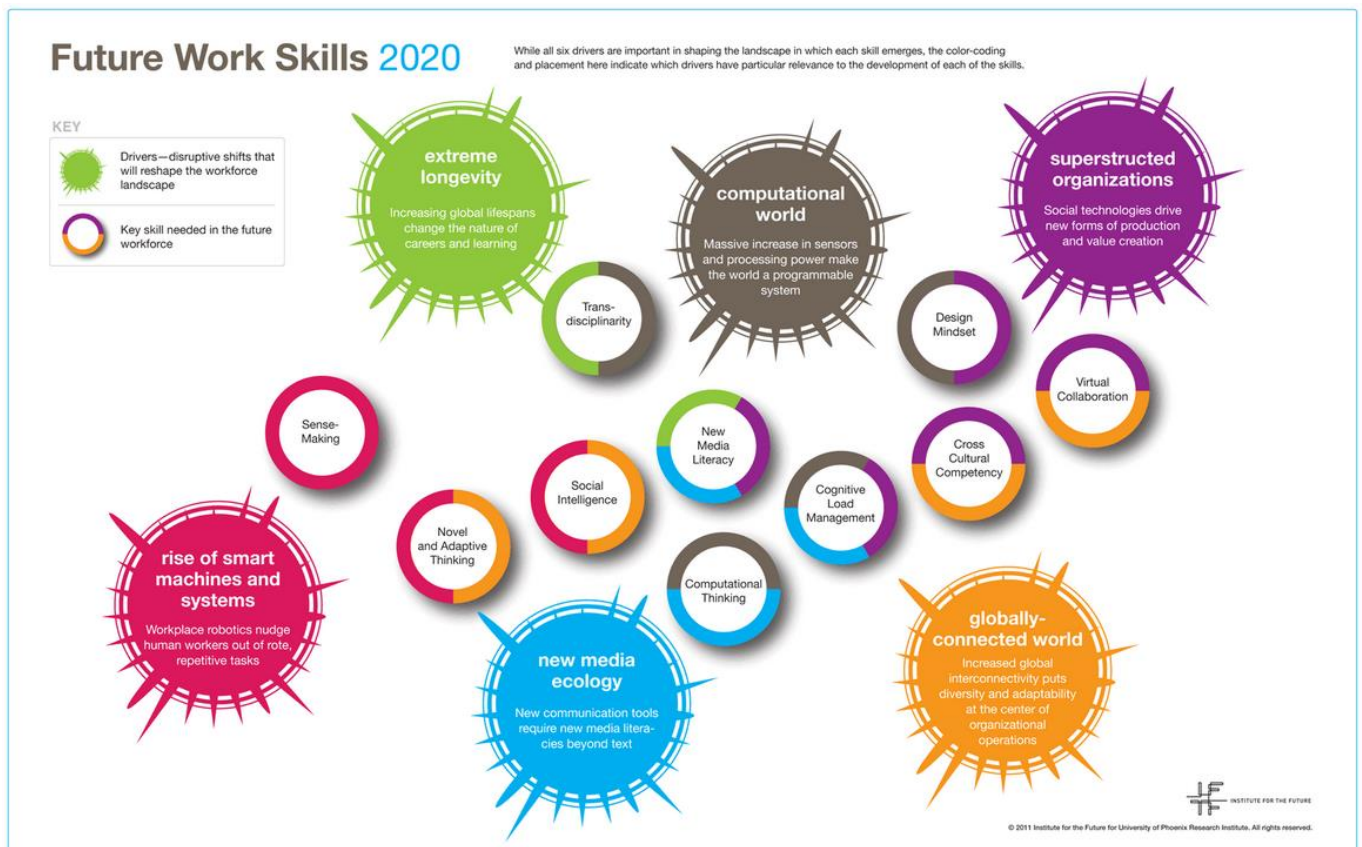


McKinsey's research indicates that by 2030, the skills needed in the workforce will be radically different from those valued today. Such a transformation must be met with appropriate training and learning strategies. And that, in turn, means organizations should care even more about the digital transformation of learning.

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[31] https://www.thegeniusworks.com/2019/06/education-for-the-future-preparing-children-for-an-incredible-exponential-world/

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## Disruptive Workforce Technologies[32]

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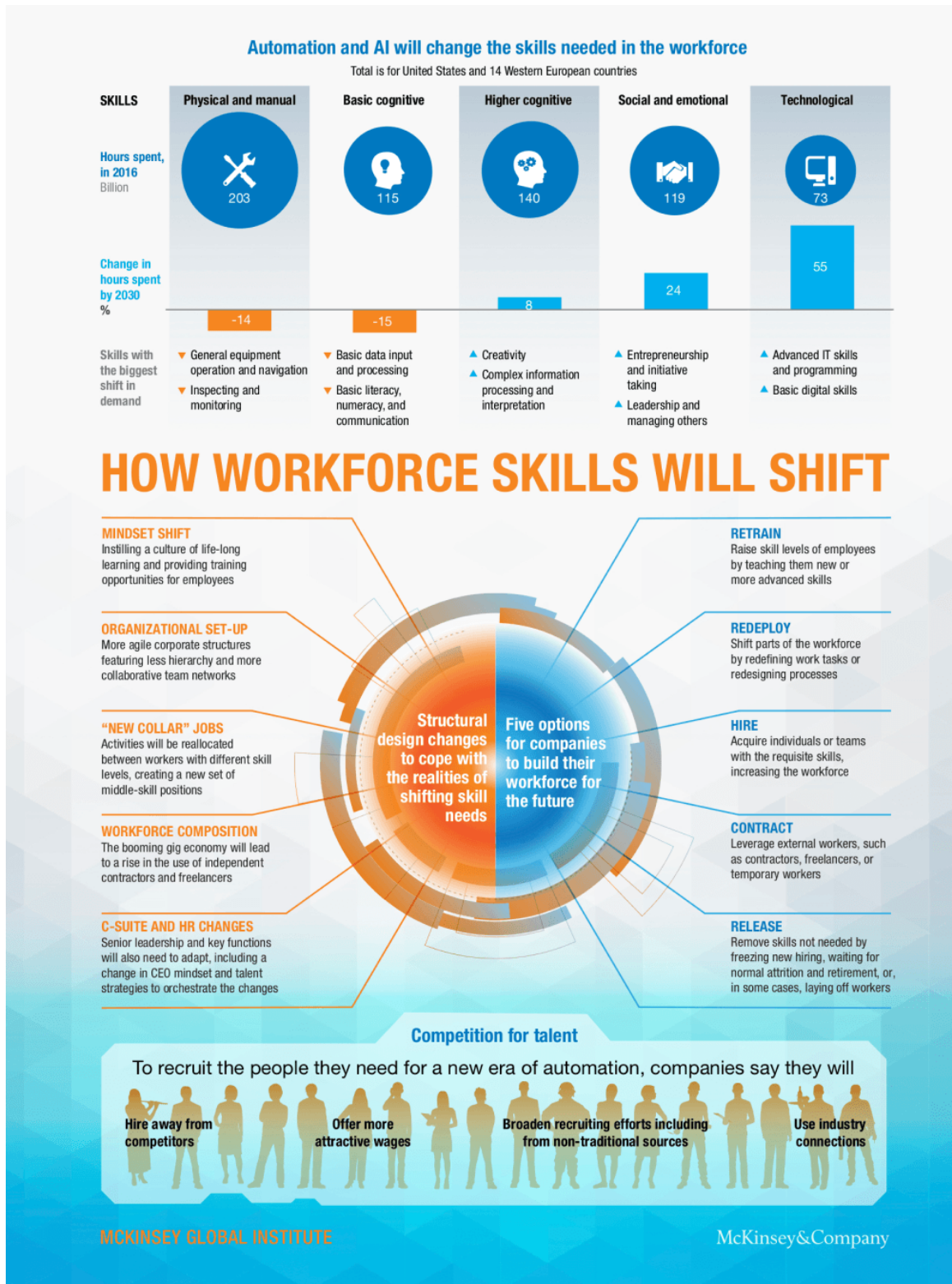
## 11- The Multigenerational Workforce

### Changing Values in a Multigenerational Workforce[33]

Changing demographics worldwide are creating a labor market in which five generations coexist. For the first time in history, the Silent Generation/Traditionalists, Baby Boomers, Generation X, Millennials, and Generation Z are working side by side. With more generations in the workforce than ever before, the workplace values and working styles are changing. Understanding this multigenerational workforce and its implications will be essential for driving innovation, creating united and productive teams, and adapting to the future workplace.
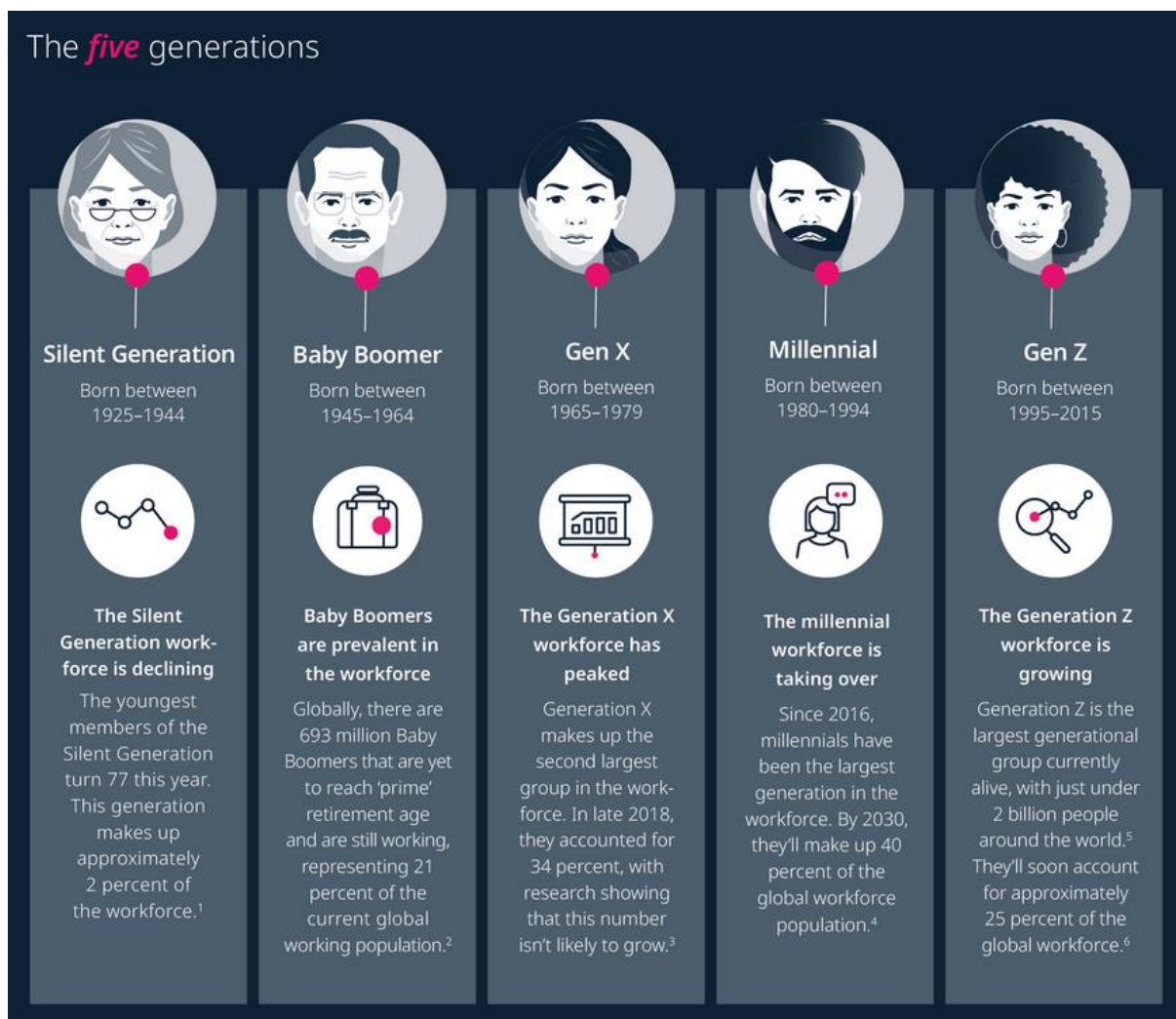
# Five Generations Working Side By Side

| Characteristics | Traditionalists (Pre 1945) | Boomers (1945-1960) | Generation X (1961-1980) | Millennials (1981-1995) | Generation Z (Born after 1995) |
|---|---|---|---|---|---|
| Aspiration | Home ownership | Job security | Work-life balance | Freedom and flexibility | Security and stability |
| Attitude toward technology | Largely disengaged | Early information technology (IT) adaptors | Digital Immigrants | Digital Natives | "Technoholics" (Entirely dependent on IT; limited grasp of alternatives) |
| Signature product | Automobile | Television | Personal computer | Tablet/Smartphone | Google glass, graphene, nano-computing, 3-D printing, driverless cars |
| Communication media | Formal letter | Telephone | E-mail and text message | Text or social media | Hand-held (or integrated into clothing) communication devices |
| Communication preference | Face-to-face | Face-to-face ideally, but telephone or e-mail if required | Text messaging or e-mail | Online and mobile (Text messaging) | Video chat |

## Multi-generational working styles: a snapshot

**Traditionalists (Pre 1945)**
Believe in hierarchical management style.
Strong work ethic and loyal to their company
Slow to adapt to new technology

**Boomers (1945-1960)**
More reserved in communication style
Value traditional instructor-led courses or self-learning tools
Top qualities for a manager are being ethical, fair and consistent

**Generation X (1961-1980)**
View change as a vehicle for opportunity
Embrace a hands-off management policy
Entrepreneurial spirit and results-oriented

**Millennials (1981-1995)**
Looking to be coached or mentored
Prefer collaborative and technology-centric training
Aligning with company values is key

**Generation Z (Born after 1995)**
Accustomed to change and expect it in the workplace
Value in-person interactions
Look for feedback on a frequent, ongoing basis

Source: https://www.windsor-telecom.co.uk/wp-content/uploads/2020/09/Five-Generations-Working-Side-by-Side-Windsor-Telecom.pdf

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# MULTIPLE GENERATIONS @ WORK

| | TRADITIONALISTS Pre-1945 | BOOMERS 1946-1965 | GEN X 1966-1977 | MILLENNIAL 1978-1995 | GEN 2020 After 1995 |
|---|---|---|---|---|---|
| **Experienced:** | Great Depression, WWI and II, GI Bill | Television, Moon Landing, Watergate, Vietnam War | MTV, Nintendo, PC's | Natural disasters, diversity, mobile technology | Economic downturn, Global Warming |
| **Work is:** | An obligation | Expected | A difficult challenge | A means to an end | Consistantly evolving |
| **Aspiration:** | Home ownership | Job security | Work-life balance; independence | Freedom and flexibility | Structure and stability |
| **Changing Jobs:** | Stay for life | Loyal to employer; connecting to values | If necessary for compensation | Is expected | Constantly |
| **Career Paths:** | Slow and steady | Upward mobility | Need to know options now | Switch frequently and fast | Career "multitaskers" |

## 3. What are the differences and similarities between generations?

| | STRENGTHS | COMMUNICATION AND LEADERSHIP | LEARNING CHARACTERISTICS |
|---|---|---|---|
| **TRADITIONALISTS (1925- 1945)** | Experience, social competence, high work ethic | Personal communication, hierarchy critically seen, rather participative leadership, making clear the meaningfulness of the activity | Traditional, skill-based training; low learning-goal orientation |
| **BABY BOOMERS (1946-1964)** | Assertiveness, social competence, good team player | Consensus-oriented leadership, demonstrate development opportunities to prevent demotivation | Low learning-goal orientation; improving skill sets through off-the-job training; traditional educational interventions |
| **GENERATION X (1965 – 1980)** | Achievement rendered, Flexibility, Stress resistance | Clarity in objectives and leadership, Communication through new media | High learning-goal orientation; learning in context; lifelong learning |
| **GENERATION Y (1981-2000)** | Innovation capability, Flexibility, multitasking | Communication through new media, strong and visionary leader/guidance because of not much work-experience | Collaborative; visual; non-traditional; experiential; collective reflection; self-development. |
| **GENERATION Z (1995-NOWADAYS)** | Social networked, enthusiasm, multitasking | Virtual communication, clarity of objectives and reasonable requests/ mandates; communication via social networks | Technology-enhanced learning; visually enhanced methods of teaching; learning outside the classroom; curiosity for the global learning. |

Source: ERASMUS+ Project WINGS4SUCCESS 2017

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| Generation | Silent or Traditional | Baby Boomers | Generation X | Generation Y or Millennials | Generation Z |
|---|---|---|---|---|---|
| Born | 1925 – 1945 | 1946 – 1964 | 1965 – 1979 | 1980 – 1994 | 1995 - 2010 |
| Communication Style | Top – down | Guarded | Hub & spoke | Collaborative | Electro-social, highly connected |
| Problem Solving | Hierarchical | Horizontal | Independent | Collaborative | Global Tribe/ Independent |
| Decision Making | Seeks approval | Team informed | Team included | Team Decided | Sonar / Individualistic |
| Leadership Style | Command & Control | Get out of the way | Coach | Partner | RSS Protagonist |
| Learning Style | Classroom | Facilitated | Independent | Collaborative & Networked | Pocket mobile internet based |
| Learning Format | Formal Instructive | Relaxed Structured | Spontaneous Interactive | Multi-sensory Visual | Student centered Kinesthetic |
| Training | The hard way | Too much and I'll leave | Required to keep me | Continuous & expected | Playing Life |
| Training Focus | Traditional On-the-job Top-down | Technical Data Evidence | Practical Case Studies Applications | Emotional Stories Participative | Multi-modal e-Learning Interactive |
| Learning Environment | Military Style Didactic & disciplined | Classroom Style Quiet atmosphere | Round-table style Relaxed ambience | Café style Music-multi-modal | Lounge room style Multi-stimulus |
| Ideal Leaders | Authoritarian Commanders | Commanding Thinkers | Coordinating Doers | Empowering Collaborators | Inspiring Co-creators |
| Performance Feedback | No news is good news | Once per year | Weekly/ Daily | On Demand | Continuous social sonar |
| Technology Use | Uncomfortable | Unsure | Unable to work without it | Unfathomable if not provided | Lifelong use |
| Job Changing | Unwise | Sets me back | Necessary | Part of my daily routine | Improve my flexibility |

Source: https://www.invistaperforms.org/coaching-mentoring-leading-across-generations/

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## 4 Tips for Managing a Multigenerational Workforce[34]



**Accept differences**

Depending on when a generation entered the workforce, expectations can range from needing strict deadlines to prioritizing work-life balance. Varied expectations and working styles may cause initial friction, but understanding and learning from differences could unite team members and disrupt silos.

**View generational diversity as an advantage**

Multigenerational teams offer a diversified skill set, which allows for problem-solving from various perspectives. In combining each generation's strengths, you're more likely to experience increased innovation and achieve optimal results.

**Create a culture of accountability**

An environment in which all employees take personal responsibility for achieving results will encourage engagement and a desire to assist in company growth. This could also promote a mutually beneficial exchange of knowledge between generations.

**Avoid generational stereotypes**

Stereotypes in the workplace can quickly become discrimination. Hire people based on talents, potential, and other personal traits.

## How Generational Managers are Closing the Skill Gaps in Their Teams[35]

The gig economy (a free market system in which temporary positions are common and organizations hire independent workers for short-term commitments) has the potential to provide new job opportunities, improve earning potential, and offer parents the flexibility to work from home. Full-time employees are also taking on part-time contracts and freelance gigs in the evenings and on weekends to supplement their income or expand their range of experience and skills.[36]

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[34] https://www.getsmarter.com/blog/market-trends/the-future-of-work-changing-values-in-a-multi-generational-workforce/

[35] https://www.getsmarter.com/blog/market-trends/the-future-of-work-changing-values-in-a-multi-generational-workforce/

[36] GetSmarter, a 2U, Inc. brand, Study The Future of Work is Here 2020

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| Baby Boomer | Gen X | Millennial | Gen Z | |
|---|---|---|---|---|
| 18% | 16% | 16% | 10% | Hiring new employees with specialized skills |
| 13% | 8% | 7% | 16% | Hiring part-time contractors ('giggers') to fulfill specific gaps |
| 26% | 30% | 27% | 25% | Reskilling employees (training employees for skills that traditionally fell outside of their scope of responsibility) |
| 43% | 46% | 50% | 49% | Upskilling employees (updating existing skills to meet latest standards) |

As the concept becomes more commonplace, many businesses plan to engage their employees by offering them more flexibility, remote work, and more decentralized operations. From a managerial perspective, Generation Z managers are the most positive towards the gig economy: According to the study, 16% of Gen Z managers said they are hiring part-time contractors to fulfill specific skills gaps that exist in their organization. Additionally, younger generation managers are more likely to support flexibility in their teams by allowing remote work. As flexibility and work-life balance become more important, employees may want to turn to the gig economy for more convenient, decentralized, non-traditional forms of work. On the other hand, businesses can conveniently tap into the sought-after skills they require, without the need to permanently employ staff.[37]

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[37] GetSmarter, a 2U, Inc. brand, Study The Future of Work is Here 2020

## Skills Valued Now and in the Future[38]

As technology advances and the business world becomes increasingly complex, research shows a **growing demand for soft and interpersonal skills**. Analytical or critical thinking ranks as the most valued skill by the respondents, for now and the future. Technical skills are rated in the middle in both instances, and digital capabilities feature last.

There's also widespread acknowledgment across all generations and seniority levels that leadership – a uniquely human talent – will become increasingly sought after in the future. This suggests that many people have accepted that machines will eventually do a lot of the technical tasks, and so they've placed a premium on the human skills that machines can't offer.

Thanks to new user-friendly tools, programming and data analysis have become far more accessible to non-technical workers over the past few years. This has resulted in the emergence of hybrid roles that combine technical expertise and more traditional skills across various departments.

**Hybrid jobs** are increasing in popularity as they're both resistant to automation and in high demand. For example, possessing a combination of skills such as marketing and statistical analysis, or design and programming is fast becoming a prerequisite. Hybrid roles have several qualities that set them apart from other jobs. Perhaps the most significant is that, despite being some of the most technology-driven and data-enabled jobs, they are also, in a way, more human – that is, more dependent on judgment and creativity. Hybrid jobs rarely involve rote, repetitive tasks. Because of this, they are significantly more likely to demand a combination of skills like critical thinking, leadership, problem-solving, and collaboration.

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[38] GetSmarter, a 2U, Inc. brand, Study The Future of Work is Here 2020

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## Hybrid jobs

**Digital security analysts**

Complex and ever more multi-disciplinary, a digital security analyst can no longer only rely on technical knowledge to do their jobs. They require data analysis, interpretation, business acumen and communication skills to effectively assess threats and convince management and staff to adopt the best practice protocols.

**Technical recruiters**

Human resources and recruiting is evolving into a more technology-based profession. A recruiter with traditionally strong communication and interpersonal skills is now also required to be an expert in a relevant technical field he/she recruits for. Over and above this, with automation of recruiting processes and HR tech becoming mainstream, data analysis and HR systems knowledge is critical.

**Graphic designers**

Graphic designers are increasingly required to have coding skills in addition to artistic talent to create impactful designs. Not only do they need sound technical skills to effectively use digital design systems and tools but they also support key functions such as digital marketing requiring digital campaign and data knowledge.

## Changing Career Trajectories[39]

While traditional careers used to progress in linear stages in a relatively stable work environment, that simply is not the case anymore. Today's work environment is increasingly competitive, complex, and turbulent, with heightened probabilities of job loss on every level, fewer opportunities for vertical growth, and higher levels of 'job hopping'.

There are also higher demands on employees, who have to be able to compete internationally, use technology efficiently, and be able to react to changes in the work environment much faster than ever before. Staying on a single career track with one company may have been considered normal 50 years ago, but not today. It is now common for people to pursue more than one career at the same time or to switch their line of work frequently.

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[39] GetSmarter, a 2U, Inc. brand, Study The Future of Work is Here 2020

Shorter tenure of younger generations

- Gen Z
- Millennial
- Gen X
- Baby Boomer
- Silent Generation

5+ positions up to 2020

Relative average career span up to 2020*
*Relative average career span = average career span started at age 18 relatively compared to that of the current oldest working generation.

Variance**
**Variance = difference between the number of positions held and the relative average career span.

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With the shortening shelf life of skills, investing in continuous learning is critical to adequately address the war on talent and skills shortage for both individuals and organizations. A changing world means that learning new skills will need to be a continual part of each person's life. Employers play an important role in supporting the acquisition of those skills. In fact, 54% of respondents of the mentioned study agree that upskilling is a joint responsibility between a business and the individual. That said, one of the largest challenges organizations face is that employees are unaware of their skills and performance gaps.

Only by building a culture of learning and self-assessment within an organization, can L&D managers and leaders work to address this challenge. The benefits of a learning culture are clear for organizations. Not only does it offer a competitive advantage by closing skills gaps in employees, it's also shown to increase employee engagement. 92% of respondents across all generations cited that they felt more engaged with their employer when learning opportunities were offered.

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## The biggest challenges for learning and development managers

| Challenge | Percentage |
|---|---|
| Employees are not aware of their personal skills or performance gaps | 16% |
| Develop leaders | 12% |
| Lack of learner engagement and motivation | 11% |
| Delivering consistent level of quality training (geographic limitations, increased cost, language barriers and virtual training needs) | 11% |
| Measuring and demonstrating impact to the business | 11% |
| Receiving executive approval for budget for training and development | 10% |
| Learners not making time to learn | 9% |
| Ambiguous objectives from stakeholders, making it difficult to create concise training that achieves the desired outcomes | 7% |
| Appealing to a multi-generational audience | 6% |
| Other | 3% |
| Completion rated of current training provided | 2% |
| Poor usage rate of content libraries of learning | 2% |

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## Alternative Qualifications and the Future CV[40]

Despite the growing need to upskill, the demanding workplace of today does not allow for extended periods away from the office. This means that an increasing number of people (employees and employers alike) are turning to online education for the flexibility it offers. As online skills-based certificates proliferate, so employers are placing greater value on them. According to the research of the mentioned study, 70 percent of respondents believe that skills-based certificates are currently a valuable signal of capability on a CV. This is especially true with Generation Z and millennials.

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[40] GetSmarter, a 2U, Inc. brand, Study The Future of Work is Here 2020

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**Are skills-based certificates a valuable sign of capability on a CV?**

| | Yes | Unsure | No |
|---|---|---|---|
| Baby Boomer | 68% | 18% | 14% |
| Gen X | 69% | 19% | 12% |
| Millennial | 71% | 17% | 12% |
| Gen Z | 80% | 11% | 9% |

**What employers value most on CV's**

- 34% Evidence of continued learning
- 28% Depth of experience
- 15% Breadth of experience
- 13% Skills-based certificate
- 5% Formal degree
- 3% Job title
- 2% Other

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Furthermore, younger generations also believe that with the increasing need to upskill and the rate of change in technology, that skills-based certificates will become an increasingly valuable signal of capability on a CV in the next two years. This implies that as younger generations move up the corporate ladder, an online certificate will become a more acceptable form of education, and signal of competence to employers, alongside traditional formal higher education. Individuals who have skills-based certificates on their CVs are also more likely to stand out in the increasingly competitive job market. According to recruiters, they value evidence of continued learning more than anything else when considering candidates.

## Changing Values and the Alternative Workforce[41]

As younger generations are moving into decision-making positions and older employees are

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[41] GetSmarter, a 2U, Inc. brand, Study The Future of Work is Here 2020

remaining a part of the workplace for longer, companies are shifting in order to accommodate the needs of different generations.

## Prioritizing meaningful work

Research has found that all generations have the same basic desire – to do meaningful work. The difference between younger and older generations is that millennials and Generation Z are placing greater pressure on themselves and their employers by voicing their desire to find a job that is 'meaningful'.

According to the survey, 57% of millennials feel that it is very important for their work to have a positive impact on the world, and 50% would even consider taking a pay cut to be employed at a place that they believed was making the world a better place. Similarly, Generation Z is one of the most socially active generations ever, with four out of five Generation Zs believing that their age group has the potential to change the world for the better.

To attract high potential candidates from younger generations, companies are focusing on their broader purpose. They are actively investigating their wider business impact and ongoing sustainability, knowing that younger generations expect transparency and will hold them accountable.

## Younger generations driving flexibility and remote work

Demand for increased flexibility in the workplace by younger generations, paired with better enabling technology, turbulent economic conditions and uncertainty has given rise to an increasing number of remote workers and the growing 'gig economy'.

The shift towards the gig economy is most evident in Europe, the UK and Great Britain, where younger generations are embracing it as a form of closing skills gaps. According to our research, almost 13% of Generation Z employees and 6% of millennial employees are embracing the gig economy in comparison to 3% of the Generation X and zero of Baby Boomers, respectively.



13% Gen Z   6% Millennial   3% Gen X

GetSmarter, a 2U, Inc. brand
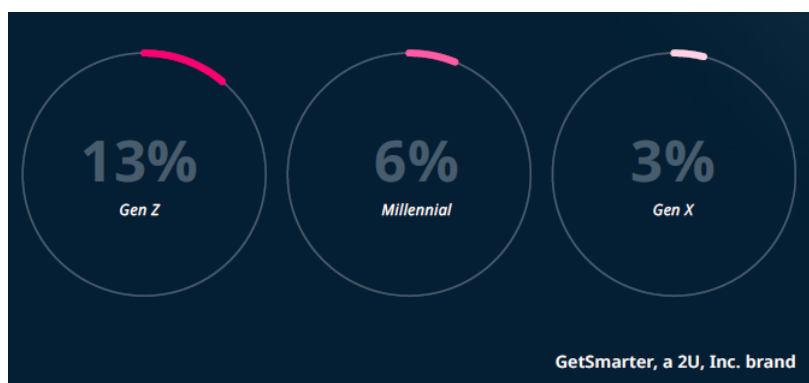
# 12- Intergenerational Learning for the Workforce of the Future[42]

## Barriers Faced by the Workforce of the Future[43]

The Workforce of the future is faced by many drawbacks. Markets that were once stable will become more volatile due to shifts in supply chains and emergent competitors. Advances in machine learning will compel companies to automate or augment business processes and cause job insecurity among workers. People will live longer in a world where socio-economic inequality intensifies.

To prepare for the many obstacles that lie ahead, astute business leaders are taking steps to transform their companies in unconventional ways. Leadership mindsets are gradually shifting beyond the mere pursuit of output at the lowest cost with the highest return. There is growing appreciation of organizations that excel through continual learning, adaptation and accentuation of human qualities that are the bedrock of a company's value.

Managers have an opportunity to start building their workforce of the future now. They should enhance learning at their company by cultivating knowledge exchange across the various generations of talent who co-exist within the same workplace.

Creating a common language of respect in a workplace enables voices of all ages to be heard in a workplace. By looking past stereotypes employees across all generations need acknowledgment as valued members of an organization. Intergenerational learning can help address these needs.

Conversely, digital transformation is high on the agenda for many senior business leaders, yet keeping up with fast-changing technologies is a struggle. Younger digital natives could transfer market insights and productivity hacks upstream to senior leaders through reverse mentorship.

Employers who fail to create an environment where everyone feels valued and respected risk breeding contempt within the workforce. Corporate cultures that address the diverse needs of employees at every stage in their career will reap significant benefits: Better employee engagement and loyalty, enhanced productivity and a reduced risk of organizational memory loss in case of personnel transition out of the company.
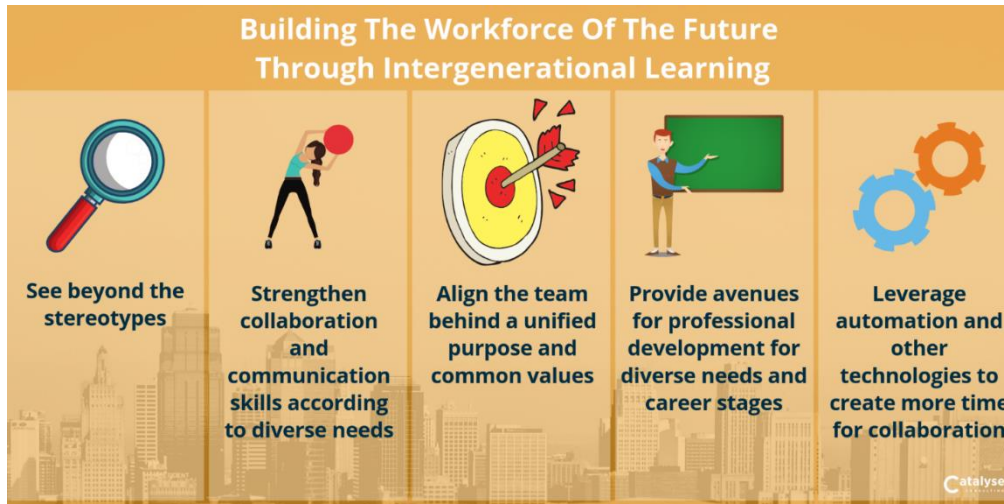
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[42] https://catalyse.sg/news/building-the-workforce-of-the-future-through-intergenerational-learning/

[43] GetSmarter, a 2U, Inc. brand, Study The Future of Work is Here 2020

## Building the Workforce of the Future through Intergenerational Learning[44]



## Intergenerational Learning in the Digital Era[45]

In the digital era, collaboration between generations becomes more and more important. The gap between digital natives and 'old school' more experienced people can be huge. Companies need young people for their digital skills and curiosity and experienced people for their wisdom in pattern recognition. This is very well explained by **Chip Conely, Strategic Advisor for Hospitality and Leadership at Airbnb and Chief Strategy Officer at Everfest** in a recently published HBR article. He talks about his own experience when joining AirBNB, finding himself twice the age of the average AirBNB employee with no tech experience. He learned how his emotional intelligence could help the Millennial generation become better leaders and explains how different generations can learn from each other.

The **DiG 7 talents leadership games** is used by companies to build understanding & learning between different generations, to improve collaboration and build more successful teams. The DiG simulation is also an efficient experiential learning platform helping to develop ambidextrous capabilities within the company, from conception to execution. During the simulation teams analyze and decide together on the development of their product and company for a period of 5 years. It takes only half a day, teams will learn from each other and learn to develop new leadership skills to build exceptional products and companies.

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[44] https://catalyse.sg/news/building-the-workforce-of-the-future-through-intergenerational-learning/

[45] https://www.digbusinesslearning.com/opportunity-intergenerational-learning/

# 13- Demand and Digital Job Development Preparation Phase

## Relevant Jobs in Digitalization According to the Survey

- MSc Management and IT
- Virtual Team Leader
- Digital Human Resource Manager
- Digital Business Manager
- Digital Marketing Manager
- eCommerce & Social Media Expert
- Digital Sales Manager
- Digital Customer Service Manager
- Digital Bookkeeper
- Information and Data Competence Expert
- Data and IT Security Expert
- Production and IT Expert

## Criteria for Developing Job Profiles in Line With the Current Market

When developing current market relevant job profiles, the following criteria should be taken into account, as each company has its specific vision, mission, culture, strategy and targets:

- Branch of industry
- Type of Company
- Company vision, mission & culture
- Company strategy
- Business targets
- Age
- Job position
- Job Description:
  - Professional Education
  - Vocational Experience / Further Education
  - Social Skills
  - Individual Tasks
  - Necessary Digital Competencies
  - Individual Training Need
  - Respective Salary Offered

# General Job Description vs. Digital Job Description

| Marketing Manager Job Description 2010[46] | Digital Marketing Manager Job Description 2020[47] |
|---|---|
| Offering performance systems in which joint product and service development plays an important role. | Plan and execute all digital marketing, including SEOM/SEM, marketing database, e-mail, social media and display advertising campaigns. |
| Support of process design up to sales support and product development for customers. | Design, build and maintain social media presence. |
| Offering reliable and stable solutions for risk protection. | Measure and report performance of all digital marketing campaigns, and assess against goals (ROI, KPIs). |
| Consideration of the buying center approach; Offering solutions that support employees' work processes and take up their ideas. | Identify trends and insights, and optimize spending and performance based on the insights. |
| Align marketing argumentation with personality structure, decisive role of the "salesperson" personality. | Brainstorm new and creative growth strategies. |
| Offer to take over tasks that allow the entrepreneur to concentrate more on his actual core tasks. | Plan, execute and measure experiments and conversion tests. |
| Co-development of individual products and services, which allow the achievement of a Unique Selling Proposition (USP) with low commitment to suppliers, etc. | Collaborate with internal teams to create landing pages and optimize user experience. |
| Creation of compatible interfaces for offered solutions, which however must be flexibly selectable. | Utilize strong analytical ability to evaluate end-to-end customer experience across multiple channels and customer touch points. |
| Aligning marketing arguments with personality structure, elaborating the value proposition of the offer within the owner strategy. | Instrument conversion points and optimize user funnels. |
| Co-design of corporate performance systems that led to a distinctive identity. | Collaborate with agencies and other vendor partners. |
| Relationship marketing as the key to approaching companies, strategic importance of fixed reference persons and relationship trust. | Evaluate emerging technologies. Provide thought leadership and perspective for adoption where appropriate. |
| Profiling via objectively verifiable quality standards and securities. | |
| Offer of "intelligent" outsourcing solutions for "fringe" activities, some of which occur irregularly. | |

[46] Marketing Scene, 2010, www.mms-werbeagentur.at

[47] https://resources.workable.com/digital-marketing-manager-job-description

| Marketing Manager Requirements 2010[48] | Digital Marketing Manager Requirements 2020[49] |
|---|---|
| BS degree emphasizing courses in business law, management, economics, accounting, finance, math and statistics or BS degree in engineering or science, along with a MS in business administration. | BS/MS degree in marketing or a related field. |
| Authenticity and sincerity are important. | Proven working experience in digital marketing. |
| Communication skills to persuade others to accept a marketing campaign. | Demonstrable experience leading and managing SEO/SEM, marketing database, e-mail, social media and/or display advertising campaigns. |
| Listening skills to understand clients' or executives' wants and needs. | Highly creative with experience in identifying target audiences and devising digital campaigns that engage, inform and motivate. |
| Understand how psychology affects consumer behavior. | Experience in optimizing landing pages and user funnels. |
| Manage their time and budgets while motivating department employees. | Experience with A/B and multivariate experiments. |
| Must be able to use metrics, such as return on marketing investment, to study their business. | Solid knowledge of website analytics tools (e.g.Google Analytics, NetInsight, Omniture, WebTrends). |
| Planning, directing and adjusting multiple campaigns calls for an ability to focus on details. | Working knowledge of ad serving tools (e.g. DART, Atlas). |
| Have a passion for their brand. | Experience in setting up and optimizing Google Adwords campaigns. Working knowledge of HTML, CSS, and JavaScript development and constraints. |
| Analytical and decision-making skills to choose media, creativity to develop promotional strategies and interpersonal skills to work with different personality types. | Strong analytical skills and data-driven thinking. |
| Travel nationally and internationally to give presentations, meet with customers and participate in trade shows. Job transfers may be frequent. | Up-to-date with the latest trends and best practices in online marketing and measurement. |
| Need the stamina to work long hours under tight deadlines. Weekend hours are routine. | |

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[48] https://smallbusiness.chron.com/definition-supervisor-marketing-administration-34845.html

[49] https://resources.workable.com/digital-marketing-manager-job-description

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**Digital Marketing Manager Ad - Example[50]**



## We are looking for
# DIGITAL MARKETING MANAGER

### Job brief

If you live and breathe digital marketing, we want to talk to you. We are looking for a Digital Marketing Manager to develop, implement, track and optimize our digital marketing section across all digital channels for the leading newspaper of KPK.
Position is based in Peshawar

### What does a Digital Marketing Manager do?

You should have a strong grasp of current marketing tools and strategies and be able to lead integrated digital marketing campaigns from concept to execution. Digital marketing manager will work with the marketing team, supporting teams (such as programmers) and related departments

### What will be the responsibilities?

- Design, improve and maintain our web and social media presence
- Plan and execute all digital marketing, website improvement, including SEO/SEM, marketing database, email, social media advertising campaigns
- Identify trends and insights, and optimize spend and performance based on the insights
- Brainstorm new and creative growth strategies
- Collaborate with internal teams to create landing pages and optimize user experience
- Collaborate with ad agencies and other media partners
- Experience across multiple digital channels and customer touch points
- Build a team to fulfil the above tasks

### What are pre-requisites for the ideal candidate?

- BS/MS degree in marketing or a related field
- Proven working experience in digital marketing
- Highly creative with experience in identifying target audiences and devising digital campaigns that engage, inform and motivate
- Solid knowledge of website analytics tools
- Working knowledge of ad serving tools
- Experience in setting up and optimizing Google Adwords campaigns
- Working knowledge of HTML, CSS, and JavaScript development and constraints
- Up-to-date with the latest trends and best practices in online marketing and measurement

Letter stating the niche you have to be considered for the post, CV, latest photograph should be sent with confidence to careers@absolutions.com.pk by 28th March 2020
competitive salary package is awaiting the right candidate
advertised post is gender neutral  Females are encouraged to apply

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## Performance Appraisal Process[51]

The performance appraisal has become a strategic tool in companies. It gives employees the chance to identify their strengths and weaknesses and to grow as a professional. The company managers get the information they need to better manage their human capital and meet their objectives. It can be summarized as the systematic process of measuring and assessing, as objectively as possible, an employee's work over a period of time and how much they have contributed to the company's goals, in order to promote them or to provide them with further training for their position.
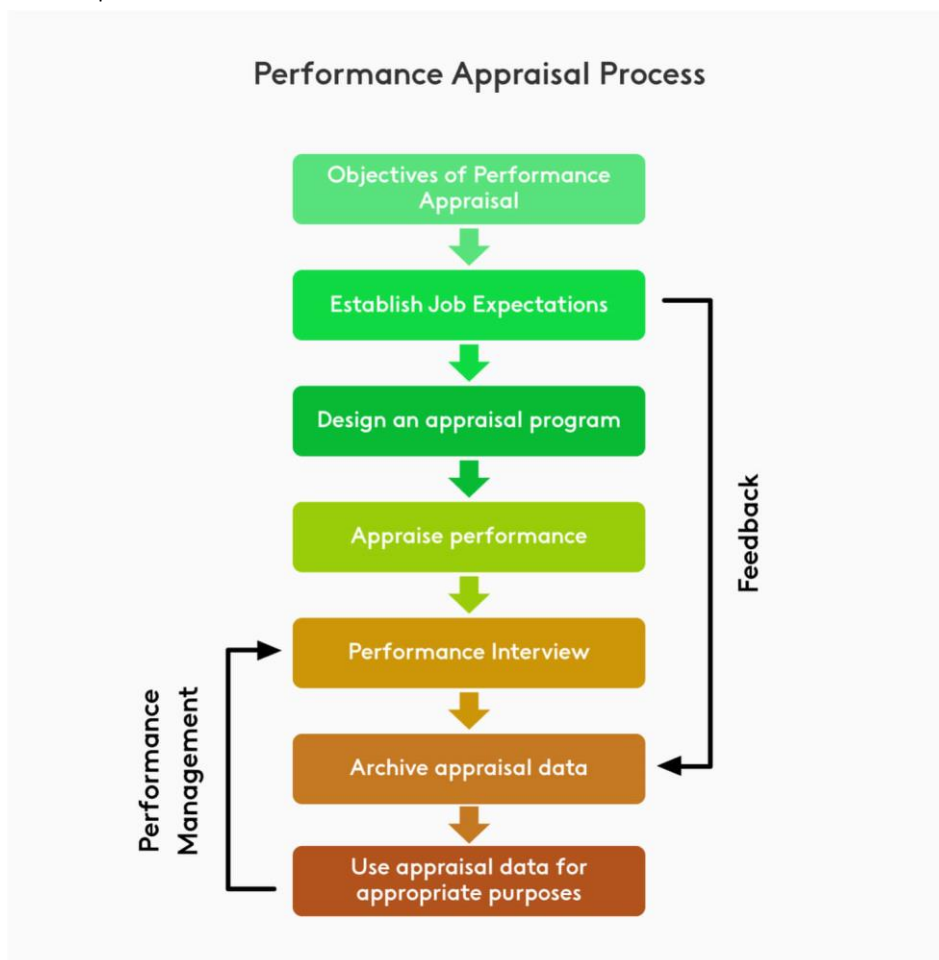


The main aim of measuring employee performance is to assess and help them improve their performance and increase their potential, as well as the value they can bring to the company in the future. Even so, there are other objectives such as providing feedback, improving communication, understanding employees' needs, etc.

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[51] https://www.kenjo.io/guide-performance-appraisals-for-human-resources

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## Steps of a Performance Appraisal[52]

1. **Offer feedback:** give the employee objective information about their work over the last few months, as well as convey the company's expectations.

2. **Decide on promotions:** the appraisal process gives us objective data for making decisions about who is ready to take on new responsibilities.

3. **Decide on dismissals:** when you have to reduce the team, the appraisal can also be useful to detect profiles that are valuable, and those that could be let go.

4. **Encourage performance:** the performance analysis points out where each employee should improve to enhance their performance.

5. **Boost motivation:** all professionals want to be well-thought-of in their company. If you measure this and bear it in mind, you will have a more motivated workforce who will strive for better results.

6. **Establish objectives:** setting goals helps boost employee performance. The appraisal enables you to set objectives and measure achievements.

7. **Reduce poor performance:** this process also helps team managers to identify and help employees who are not meeting expectations to improve their results.

8. **Determine compensation:** this method is useful for companies that work with objectives as it offers a mechanism to determine who is rewarded for their work, and who isn't.

9. **Promote training:** where areas for improvement are detected, internal educational or training plans are the best course of action.

10. **Improve resource management:** performance reviews provide companies with the information they require to ensure they have the talent to meet their future needs.

11. **Validate recruitment needs:** the need for contracting new staff can only be ascertained by assessing your current workforce.

12. **Improve the organisation's general performance:** the organisation will improve it's operation and performance when the whole team is aware of its objectives and works towards them.
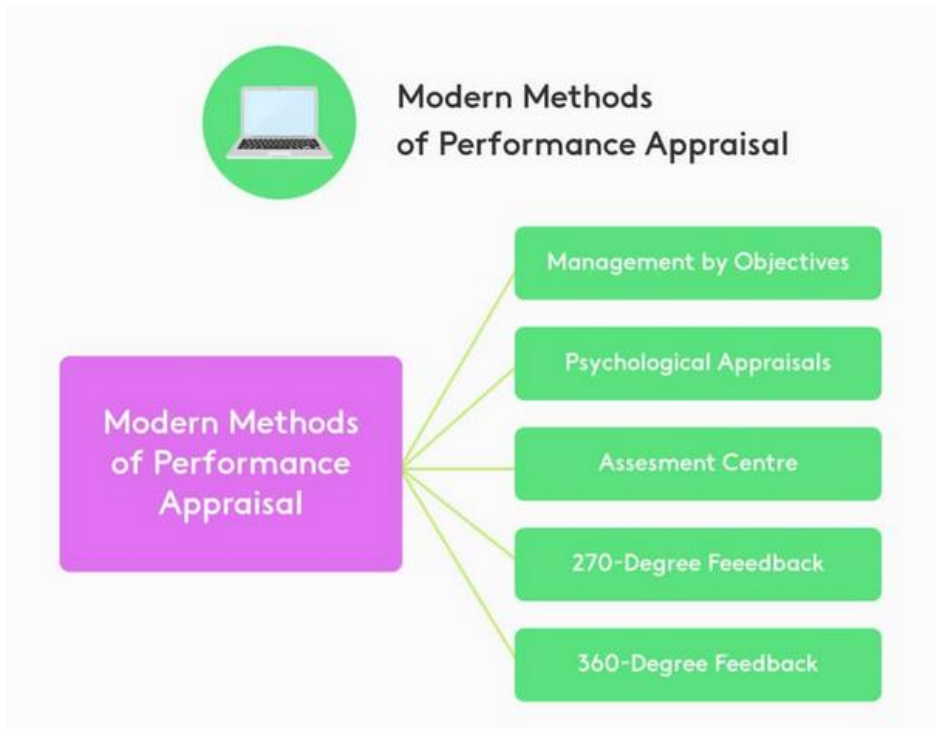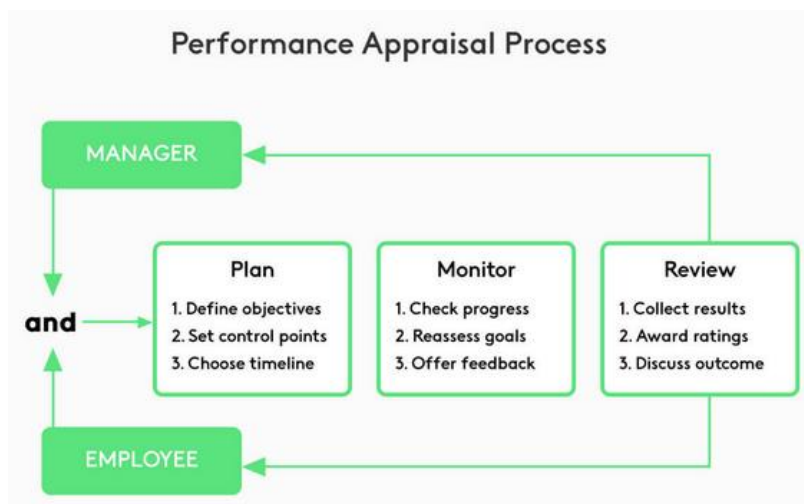
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[52] https://www.kenjo.io/guide-performance-appraisals-for-human-resources

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## New Methods of Performance Appraisals[53]



### 1) Management by Objectives[54]

This appraisal method consists of identifying, planning, and defining objectives. After establishing clear objectives, both employer and employee should have regular meetings to analyse the progress made. The process is explained in this table:



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[53] https://www.kenjo.io/guide-performance-appraisals-for-human-resources

[54] https://www.kenjo.io/guide-performance-appraisals-for-human-resources

It is essential that the objectives are linked to tangible and measurable tasks. A dashboard is one of the best ways to monitor this.

### 2) 180 Degree Performance Appraisal Method[55]

The 180-degree performance appraisal is one where a professional is evaluated by their manager, their teammates and, where applicable, their clients. This method guarantees that we are collecting first-hand information (as it's collected from people who work directly with the person assessed). It will provide us with a sufficient sample upon which to draw conclusions.

### 3) 270 Degree Performance Appraisal Method[56]

The 270-degree appraisal adds one more dimension and involves 3 groups of people: The appraiser/manager, the appraisee (self-appraisal) plus feedback gathered from peers or subordinates.

### 4) 360 Degree Performance Appraisal Method[57]

The 360-degree performance appraisal method includes all of those who work with the employee: their superiors, clients, subordinates and even suppliers. In other words, it is much more comprehensive and exhaustive than the 180-degree feedback method. It, therefore, gives a more complete picture of the employee's performance.

This method will only be useful and serve its purpose if the risk of subjectivity is minimized with every reviewer and if it includes as many participants as possible.

It is also important that each participant carries out their task:

**1 Self-assessment**

Every employee should do a self-assessment where they reflect on their performance, strengths and weaknesses. It's vital that this is structured and follows a formal procedure to avoid biases and partial views.

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[55] https://www.kenjo.io/guide-performance-appraisals-for-human-resources

[56] https://www.kenjo.io/guide-performance-appraisals-for-human-resources

[57] https://www.kenjo.io/guide-performance-appraisals-for-human-resources

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### 2 Comments from line managers

Line managers normally take part in the appraisal process. Their comments should assess the employee's overall work, and their participation in both their team and the company.

Performance reviews carried out by managers are part of the basic and traditional way of conducting appraisals. These reviews should include the individual employee rating given by supervisors, as well as the assessment from a team or programme done by senior managers.

### 3 Feedback from direct colleagues

Colleagues have a unique perspective of someone's work and therefore become highly relevant. Their comments help to determine the employee's ability to work in a team, take initiative, etc. Having said that, we also have to bear in mind that friendship of competitiveness can distort the results of appraisals.

### 4 Feedback from subordinates

Feedback from those who depend on the person being assessed is probably the most delicate of all, as they may be influenced by the fear of retaliation. It's important that the process is always anonymous and to make sure that reviewers are aware of that.

### 5 Comments from clients

Clients included in the appraisal process could be internal, users of the product within the organisation, or external, who are not part of the company but who interact with the employee in question on a regular basis. Their comments can be used to assess someone's skills but often do not take the influence of processes and internal politics into consideration.

## 5)  Assessment Center[58]

This method assesses employees in a social situation to predict behavior in specific situations. They are related to the activity the person performs within the company.

What does the assessment involve? The employees are asked to take part in situational exercises, workgroups, or games in which they play a specific role. For example, they will be asked how they would solve a certain problem in the company to assess their problem-solving abilities, self-confidence, leadership skills, etc.

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[58] https://www.kenjo.io/guide-performance-appraisals-for-human-resources

### 6)  Behaviorally Anchored Rating Scale (BARS)[59]

The Behaviorally Anchored Rating Scale (BARS) compares employee performance with specific examples of behavior anchored to numerical ratings. In other words, they will be presented with specific situations or behaviors and their performance will be rated as either high, moderate or low. The objective of this method is to provide clear standards, accurately analyze performance and offer consistent assessments.

### 7)  Psychological Appraisal Method[60]

This kind of appraisal enables you to determine an employee's hidden potential. To do this, the employee's potential for future performance is assessed instead of their past work. How is this done? The assessment must be carried out by a psychologist, to identify the individual's emotional traits and intellect.

### 8)  Human Resources Cost Accounting Method[61]

Lastly, this model analyses the employee's performance according to the revenue an organization generates from their input. To calculate this, the cost the individual represents for the company is compared to revenue the employee generates.

## How to Conduct a Performance Appraisal[62]



STEPS TO ENSURE THE VALIDITY OF THE PROCESS

1  **Establish objectives**: SMART objectives help us obtain personalised performance measurements for every member of the company. They must be: specific, measurable, attainable, relevant and timely.

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[59] https://www.kenjo.io/guide-performance-appraisals-for-human-resources

[60] https://www.kenjo.io/guide-performance-appraisals-for-human-resources

[61] https://www.kenjo.io/guide-performance-appraisals-for-human-resources

[62] https://www.kenjo.io/guide-performance-appraisals-for-human-resources

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**2** **Set clear expectations** Dick Grote, author of the book How to be good at performance appraisals", empathises the importance of internally communicating the objectives of the evaluation process, the procedure and consequences, etc. "Appraisals produce an immediate improvement in performance as all staff know what their manager expects of them", he explains.

**3** **Define the performance review indicators**: as we'll see later on, we should define the key metrics that will enable us to assess our employee's work. We should use them to create a results dashboard for every employee.

**4** **Inform employees so that they can prepare for the appraisal**: it's essential that employees can prepare for the day by having done a self-assessment beforehand. They will be more relaxed as a result and take a more natural approach to the meeting.

**5** **Set a tone for the appraisal** Grote recommends getting straight to the point and if the results are lower than expected, you should tackle the problem head-on. Otherwise, we are not giving the employee the opportunity to improve.

**6** **Ask the employee to share their self-assessment**: as we mentioned earlier, the employee should be prepared for the appraisal and have done a self-assessment of their own work. This will help them to express themselves and carry out a personal evaluation of their work.

**7** **Use constructive criticism during the meeting**: constructive criticism is important in bringing about change in an employee. This basically implies getting down to brass tacks and propose solutions for problems discussed. Instead of saying "you must be more proactive", we could opt for: "You should take more initiative and call potential clients to generate more business."

**8** **Manage the structure of the conversation**: be sure to start off the conversation with the results obtained, giving the employee their chance to speak. Then move on to review objectives.

**9** **Conclude the meeting by setting out the next steps**: the last step, and the most important of all, is to set new objectives for the employee and determine whether they need extra training to achieve them. Design a clear road map that both parties agree on.

**10** **Summarise the appraisal in writing**: everything discussed in the meeting, as well as the next steps, should be put in writing and sent to the employee. It should also be stored for future consultation.

## Skills to Measure in a Performance Appraisal[63]

- **Creativity and innovation**: creativity is the ability to spot new opportunities, come up with original ideas, adapt to new situations and use the imagination to solve problems. Nowadays, this is one of the most valued skills. To measure this, we have to look at certain parameters: openness to experience, resilience, confidence, tolerance of ambiguity…

- **Adaptability**: another valuable characteristic in an employee is the ability to face new situations and approach them with a good attitude.

- **Communication**: the ability to communicate is another skill that has become more important in recent times. Effective communication is fundamental to do a job well and preserve a good working atmosphere.

- **Responsibility**: accountability and taking responsibility for your actions is also a trait worth highlighting in an employee. Responsibility in the team context is crucial, otherwise difficult situations among team members will emerge.

- **Attendance and punctuality**: these two basic requirements are paramount for objective performance. Keeping track to ensure employees are complying with them is key for any assessment.

- **Productivity and quality of work**: productivity is one aspect that is usually of most interest to employees. We can measure this through different formulas, as we will see below.

- **Achievements**: recognition of achievements motivates employees and increases their commitment to the company. It is important to go over the milestones reached and congratulate the employee for them.

- **Cooperation**: does the employee work well in a team? This aspect is key when it comes to maintaining a constant workflow and high levels of efficiency.

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[63] https://www.kenjo.io/guide-performance-appraisals-for-human-resources

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- **Training**: the employee's eagerness to learn and grow professionally can be measured by how involved they get in training initiatives.

- **Improvements**: as mentioned earlier, it is important to conclude by defining areas for improvement according to the employee's weaknesses. This helps to boost employee growth and development as well as that of the company.

- **Interpersonal skills**: also known as soft skills, they concern how we communicate or relate to other people. These are becoming increasingly more influential in selection processes and appraisal processes.

- **Problem-solving skills**: the ability to detect issues, establish the cause and identify possible solutions. It is important to see how the employee approaches different challenges and measure this ability during the performance review.

## Performance Appraisal Questions[64]



**10 KEY QUESTIONS**

**Is there anything you'd like to say before we begin?** Start the session by giving the employee the opportunity to express their opinion if they wish.

**What has been your greatest achievement during this period?** Start by giving the employee the chance to talk about their successes and gain self-confidence for the appraisal.

**What do you think your biggest challenge will be for the next year?** Their response will demonstrate their awareness of both their environment and the challenges the company faces.

**Do you feel your personal objectives are aligned with those of the company?** This question enables you to gauge whether the employee feels connected to the company.

**What is the next role you'd like to take up in the company?** This is a way of discovering their personal objectives, aspirations and obtaining information to help them with their goals.

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[64] https://www.kenjo.io/guide-performance-appraisals-for-human-resources

**In which areas do you feel you need to improve?** The objective here is to see whether the employee is aware of their own limitations.

**Which of your abilities make you more efficient and effective at your job?** This question enables you to understand if the professional is a good fit for their current job.

**What obstacles hinder you from achieving your goals?** This gives the employee the chance to talk about potential improvements or weaknesses they detect within the company.

**Do you have the tools and resources you need to do your job?** Here the employee could talk about how they could improve their productivity and therefore benefit the company.

**Is there anything else you'd like to add?** Once again, finalise the session by giving the employee the opportunity to comment on or qualify any points they wish.

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## Employee Self-Evaluation Template[65]

# STAFF SKILL SELF-ASSESSMENT TEMPLATE

**NAME**

**DEPARTMENT/UNIT**

**JOB/ROLE**

This form is designed to help you assess your skills in order to determine the following: areas in which you might need additional training; and areas in which you could serve as a resource for your coworkers.

Please assess your level of skill in each of the following areas:

| SELF-ASSESSMENT AREAS | Strongly Agree | Somewhat Disagree | Do Not Agree | NOTES |
|---|---|---|---|---|
| **Job-Specific Knowledge** I possess and apply the expertise, experience, and background to achieve solid results. | | | | |
| I work effectively and efficiently. | | | | |
| **Job-Specific Skills** I demonstrate the aptitude and competence to carry out my job responsibilities. | | | | |
| COMPETENCIES | | | | |
| **Adaptability** I am flexible and receptive regarding new ideas and approaches. | | | | |
| In response to the fluctuating demands of my job, I adapt easily to plans, goals, actions, and priorities. | | | | |
| **Collaboration** I cultivate positive relationships. I am willing to learn from others. | | | | |

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| | | | |
|---|---|---|---|
| **Communication**<br>I convey my thoughts clearly and respectfully. | | | |
| I demonstrate effective listening skills. | | | |
| **Results**<br>I identify goals that are aligned with the organization's strategic direction and achieve results accordingly. | | | |
| I persist through significant difficulties to achieve those goals. | | | |
| **Initiative**<br>I anticipate needs, solve problems, and take action, all without explicit instructions. | | | |
| I take the initiative to discover new work challenges and to help shape events that will lead to the organization's success. | | | |
| **Development**<br>I am committed to improving my knowledge and skills. | | | |
| **Growth**<br>I am proactive in identifying areas for self-development. | | | |

*Please provide us with any additional thoughts or details regarding your assessment of your skills.*

## 14- From Theory to Practice – 5 Training Pathways per Country

As stated in topic 4, and according to the CVETNET Human Capital Needs Conclusions Report, 83% of the managers questioned about their training needs regarding digitalization prefer to train existing employees in digital skills to recruiting qualified employees with the competencies needed.

In topic 14, 5 practical pathways to upskilling will be demonstrated on the example of a fictitious SME in the field of manufacturing and sale of building components for construction of family homes that is internationally active in the U.S.A., Asia and Europe.

### E.X.A.M.P.L.E Company International

The company was founded 20 years ago. They started with the first stages of solar roof production and improved their techniques over the years. Their mission today is the provision of intelligent racking solutions for safe installation of solar systems. The company is active in the fields of metal technique, machine construction and trade.

The installation of their solutions helps in changing building structures to improve eco-balance. The management takes responsibility for the environment and for the lives of current and future generations in line with nature.

Still, the company faces the same challenges as all technical companies, they need skilled professional staff that is also adapted to the digital age. 81 employees currently work for the company worldwide ranging from apprentices and young high potentials to middle-aged staff and some senior employees.

### Training Needs Analysis Cycle[66] and Model[67]

The company manager Andreas M. decides together with HR manager Belinda A. to train himself and existing Austrian Headquarter employees, 2 young staff members, one recently finished his apprenticeship in the company and another just graduated from the Academy of Applied Sciences in Media Informatics and Media Design, one middle-aged manager and 2

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[66] https://www.industryforum.co.uk/resources/blog/how-to-identify-the-training-needs-of-your-whole-organisation/

[67] https://www.analyticsinhr.com/blog/training-needs-analysis/

senior employees in corresponding digital skills or build a career path for them including digitalization.

They use the following templates for starting the training needs analysis and process for checking the digital and soft skills training need in their company:

## Training Needs Analysis Model[68]
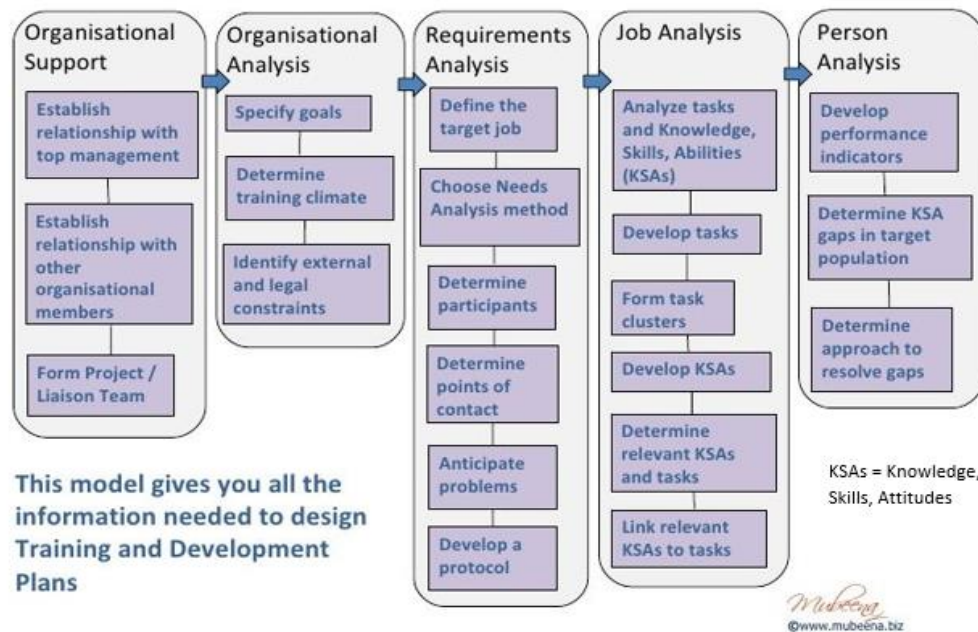


Being already a team, they begin with **specifying their organizational goals** according to their company targets and economic environment. For defining the target job descriptions, they want to change, they use the Training Needs Analysis Cycle on the next page to go into detail. They also **analyze the existing jobs** with regard to tasks and knowledge, skills and abilities required to develop additional tasks/skills and to discard tasks that had become obsolete.

They **break the organizational goals down to department and individual goals** and – at the same time – focus on core competencies. **Core competencies** are competencies that are required for everyone in the organization – the basic proficiency level adapted to digitalization. The organizational goals can either be reached by **relevant job behaviors** alone or by **addressing non-behavioral influences impacting these goals for the learning solution**.

An example for a job behavior is:

| Behavior | Description |
|---|---|
| Turn opportunity into a deal | Specify how staff can solve their problem through expertise and seal the deal |

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The next step is to **break down these behaviors into required skills and knowledge** to effectively show this behavior.

In the example of **turning opportunities into a deal**, they focus on clarified objections to understand the root cause, development of a timeline, achieving consensus versus settling and involving experienced seniors to close complex deals.

The **required knowledge** in that case are closing techniques (e.g. assuming close, close on minor points, overcoming objection as a barrier of sale, offering an incentive to close, using a last chance and asking for business directly). The difference between closing with sale vs. securing the next steps in the sales process, objection handling or resolution processes, negotiation techniques and influencing tactics are the required skills developed.

To finalize this framework, they **ask for input from employees who already have these skills** or **take job descriptions they find from competing companies** already **farther digitalized**.

As a last step they **assess the current skills in the organization**, e.g. a senior staff member will require a different training than a junior.

## Training Needs Analysis Cycle[69]
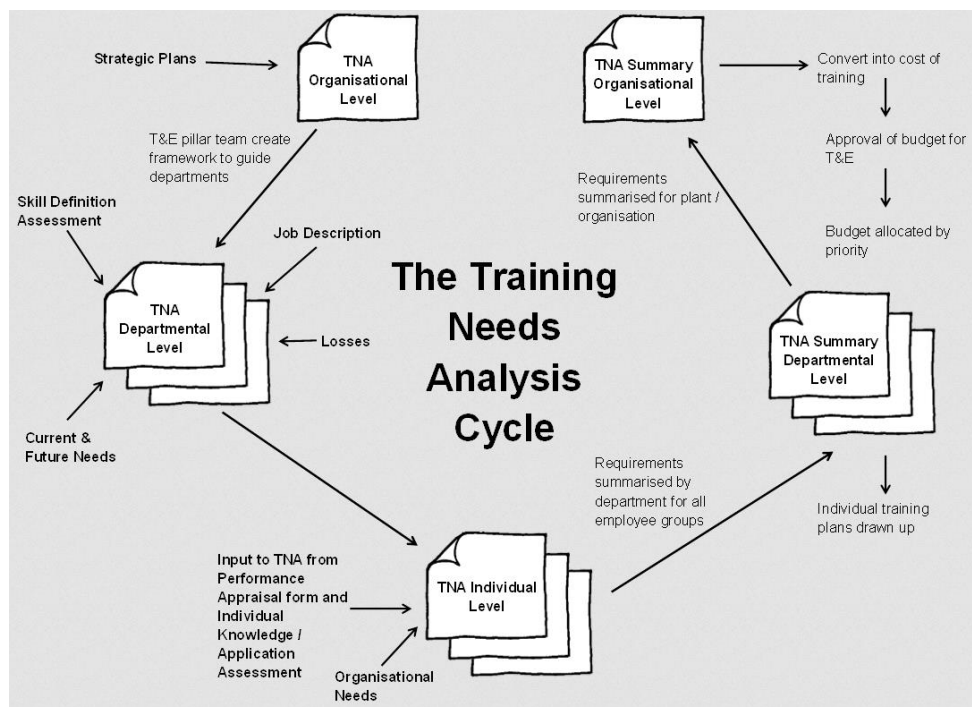


T&E = Training/Evaluation

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[69] https://www.industryforum.co.uk/wp-content/uploads/sites/6/2015/08/Training-Needs-Analysis-Cycle.png

In the Training Needs Analysis Cycle, they undertake the training needs analysis (TNA) at three levels: Organizational, departmental, and individual.

The person in charge of each level inputs key information into the process to answer four important questions:

- Why does staff need training?
- What skills do they need?
- Who needs the training?
- What are the priority areas for training?

The three levels interlink to ensure a balanced analysis. The TNA considers the company's strategic plans, the departmental objectives, and each individual's needs. The outcome is a robust, organization-wide learning and development plan with an approved budget.

The resulting training plans ensure sufficient capability within the organization to sustain current and future business performance in digital times.

- At the **organizational level**, the T&E pillar team or team of senior representatives for training and organization plans training strategically and creates the framework to guide departments.
- The **departmental level's** input is loss of skills due to retirement and inadequate skills of employees in the company. This input allows to prioritize which skills require improvement.

At this time, a skills definition assessment of current and future needs as well as the job descriptions should be generated. The framework development and test of the procedure should be done in a pilot area, once running smoothly, the project can be rolled out to the rest of the organization. The full TNA Cycle needs to be conducted on an annual basis, to align with the company's policy deployment cycle. Ideally this should happen before any training solutions are budgeted, designed or delivered. Departmental and individual level reviews should typically happen at a frequency of 6 or 3 months.

The company manager Andreas M. and HR manager Belinda A. answer the questions:

- Why does staff need training? Due to digitalization and the Covid19 crisis, to remain flexible.
- What skills do they need? A Designing Digital Business and IT-Security training for the young employees and the digitalization of Marketing and Trade, Management & IT, IT-Security and Digital Corporate Governance for the management and department employees.

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- What are the priority areas for training? For the priority areas they design training pathways and update or newly develop job descriptions.

## Training of Existing Employees – Who Needs the Training? - Selection

The company manager Andreas M. decides together with HR manager Belinda A. to train himself and the following existing employees to make them fit for the future:

- **Steffen B.:** Very young staff member that recently finished his apprenticeship in the company IT-department, generation Z, a talented IT fan, IT-Security staff: Training: *IT-Security Manager*
- **Anna L.:** Young staff member that recently finished the Academy of Applied Sciences in Media Informatics and Media Design, Product Department, Millennial, very talented in digitalization, Training: *Digital Business Designer*
- **Georg H.:** Senior employee, Marketing & Sales Department, generation X: Training: *Digital Marketing and eCommerce Manager*
- **Maria N.:** Senior employee, generation X, Strategy Department: Training: *Digital Corporate Governance Manager*
- **Andreas M.:** Company manager, Owner, Late Baby Boomer, Training: Management and IT: *MsC Management and IT*

## Job Descriptions of Staff in the Digital Age

As mentioned in topic 13, Andreas M. and Belinda A. prepare job descriptions for the five jobs according to the needs of the company:

- IT-Security Manager[70]
- Digital Business Designer[71]
- Digital Marketing and eCommerce Manager[72]
- Digital Corporate Governance Manager[73]
- MsC Management and IT[74]

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[70] https://www.accenture.com/at-de/careers/jobdetails?id=00644847_de

[71] https://www.toptal.com/designers/digital/job-description

[72] https://www.careerone.com.au/job/expired/6db63cb0-0e6e-4c33-bba0-7ac9a0275c2c

[73] https://www.glassdoor.com/Job/e-commerce-digital-marketing-manager-jobs-SRCH_KO0,36.htm;
WIFI Österreich 2021

[74] https://resources.workable.com/it-manager-job-description; WIFI Österreich 2021

# E.X.A.M.P.L.E Company International

## IT-Security Manager

### Job Description
You want to ensure the highest IT security and lead demanding projects from A to Z to success? In direct exchange with the customers (on site)? That's exactly your thing? Then live your passion in a position where you strengthen our clients' cyber risk resilience, identify and assess security vulnerabilities, develop and implement security strategies, and advise clients on the optimal use of security solutions.

### Let there be change
- You analyze and optimize the IT processes and business procedures of our customers with a view to control points and existing risks
- You also evaluate the processes and control systems with regard to regulatory requirements, compliance and safety standards
- You also develop solutions and systems to manage and protect digital identities
- With us, you work with the latest technologies so that known and unknown cyber attacks can be detected and prevented quickly
- Last, but not least, you support the acquisition of customers as well as the preparation of quotations

### Basic Qualifications

#### We are looking forward to you
- Completed studies in economics, (business) computer science or (business) engineering
- Affinity for at least one security topic (Strategy & Risk, Cyber Defense, Digital Identity, Application Security)
- Very good German and English as well as mobility appropriate to the project business
- Passion and creativity in finding solutions, coupled with a structured, independent way of working and strong communication skills

At E.X.A.M.P.L.E Company International, you'll work with authentic individuals who have one thing in common: A passion for change. We're always looking for new people who can use their personality, knowledge and skills to make our agile and interdisciplinary teams even better. As an enabler, we use the synergy of technology and human intelligence to spark digital innovation and make the world a little better. Join our team and implement innovative solutions that enable our customers to seize the opportunities of digital transformation.

### Your Contact
You have questions? Please contact our Recruiting Team via e-mail at
recruiting @example-international.com.

We are looking forward to your application!

In addition to exciting projects, we offer you a very attractive compensation package, flexible working hours, a modern environment and many other additional benefits. With us, you have the opportunity to actively influence your annual income positively based on your individual performance, which starts at a gross annual salary of € 44,000 for this position. We are happy to offer a higher salary depending on qualifications and experience.

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# E.X.A.M.P.L.E Company International

## Digital Business Designer

### Job Description

In your role as a digital designer, your day-to-day tasks will consist of collaborating with other teams to define requirements, iterate on design solutions, and contribute expertise for various digital products.

One of the key aspects of your role is creating digital assets for a wide range of platforms, including websites and apps, social media, display advertising, and eCommerce.

### Let there be change

- Design digital assets, test them, and optimize them based on their performance.
- Stay up to date on industry trends and the latest digital design software.
- Participate in design discussions and give feedback during planning and strategy meetings.
- Quickly translate ideas into sketches, wireframes, mockups, and interactive prototypes.
- Test assets and optimize based on their performance, iterate new designs based on user feedback.
- Create digital assets (static, video, and HTML) for a range of platforms (social, display advertising, eCommerce, websites, mobile apps, etc.) and website assets from hero design to web animations.
- Create email designs for CRM programs and coordinate the creation of email templates in HTML.
- Design and develop homepages, landing pages, and email concepts.
- Create and execute concepts for digital advertising.
- Research industry trends to present ideas and concepts for timely digital innovation.

### Basic Qualifications

#### We are looking forward to you

- Experience in the design thinking process, agile development, and lean startup methodologies.
- Experience working in a collaborative team environment with developers to implement designs.
- Expertise with standard digital design tools, including Sketch, Adobe Illustrator, Adobe Photoshop, Adobe XD, InVision, etc. as well as working knowledge of CSS and HTML.
- Photo and video editing expertise and good understanding of visual design principles.
- Strong knowledge of current digital design best practices and web production techniques.
- Experience with user-centered design, rapid prototyping, and user testing.
- Proven digital content skills and creating digital assets for a variety of target audiences.
- Strong portfolio showing the breadth of digital design capabilities.

At E.X.A.M.P.L.E Company International, you'll work with authentic individuals who have one thing in common: A passion for change. We're always looking for new people who can use their personality, knowledge and skills to make our agile and interdisciplinary teams even better. As an enabler, we use the synergy of technology and human intelligence to spark digital innovation and make the world a little better. Join our team and implement innovative solutions that enable our customers to seize the opportunities of digital transformation.

### Your Contact

You have questions? Please contact our Recruiting Team via e-mail at
recruiting @example-international.com.

In addition to exciting projects, we offer you a very attractive compensation package, flexible working hours, a modern environment and many other additional benefits. With us, you have the opportunity to actively influence your annual income positively based on your individual performance, which starts at a gross annual salary of € 44,000 for this position. We are happy to offer a higher salary depending on qualifications and experience.

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# E.X.A.M.P.L.E Company International

## Digital Marketing and eCommerce Manager

### Job Description

We have an exciting opportunity for an experienced Digital Marketing & eCommerce Manager to lead Brand Assemblys national and international eCommerce sales growth.

Were looking for an experienced and highly capable individual to take ownership of eCommerce and Digital Marketing. You will be a strategic and technical, with the skills to grow and enhance our online presence, revenue, traffic, user experience, conversion rate and AOV.

You will have a genuine interest in the eCommerce landscape, and constantly monitor the industry for trends and developments that can be implemented or adopted in our business.

### Let there be change

- Develop and execute an eCommerce sales strategy including ongoing development of websites, UI/UX improvements, CRO, SEO, product upsells, new product launches and more.
- Drive overall sales and profitability of eCommerce channels.
- Oversee and manage the sites including products, content, promotions, and merchandising.
- Implement, build, grow and manage review and loyalty programs.
- Manage email marketing campaigns in line with marketing and promotional activities.
- Plan and execute digital marketing strategy including EDMS, Social, Paid Search, SEO and Content.
- Drive increased ROAS.
- Create, monitor, manage and optimize marketing campaigns across Google Ads, Facebook and Twitter.
- Oversee the social media channels and work with our Content Producer on executing the social strategy and content plan.
- Weekly and monthly reporting covering all key website and marketing metrics.
- Work closely with customer service and warehouse team to implement efficiencies and improve overall customer satisfaction.

### Basic Qualifications

We are looking forward to you

- 3+ years experience in the eCommerce and digital marketing space
- Strong understanding of email marketing
- High proficiency in Google Ads, Google Analytics and Facebook Ads
- A self-starter with an innate desire to drive growth and improvement.
- Can both collaborate with a team and work independently.
- Highly organized and analytical.

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### Your Contact

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We are looking forward to your application!

In addition to exciting projects, we offer you a very attractive compensation package, flexible working hours, a modern environment and many other additional benefits. With us, you have the opportunity to actively influence your annual income positively based on your individual performance, which starts at a gross annual salary of € 55,000 for this position. We are happy to offer a higher salary depending on qualifications and experience.

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# E.X.A.M.P.L.E Company International

## Digital Corporate Governance Manager

### Job Description

As a manager, you have the know-how to strategically position our company for the challenges of digitalization. You can fulfill this responsible task in a top management position internationally.

### Let there be change

- Manage risks in order to create a win-win-situation for all parties.
- Develop IT strategies in line with corporate objectives, create an implementation roadmap and monitor its implementation based on adequate tools.
- Analyze challenges and potentials of digital transformation and conduct an investigation of a company or organization using scientific methods.
- Foster a change in the corporate mindset form defensive to enabling.
- Use critical situations to develop resilience in the board that it can ride emerging trends and steer the company towards future success.
- Bridge the gap between corporate boards and governance professionals in the path of digital process.
- Increase employee engagement that encourages belonging and improves decision-making.
- Determine and establish profitability in relation to the company situation.
- Apply the various methods of corporate planning or strategy development in practical situations.
- Implement the methods of cost and investment accounting as well as aspects of financial planning and marketing in a business plan.
- Identify and practically implement transition possibilities from traditional to new forms of business management, using management methods and strategically developing concepts of human resources.
- Have a sense for the influence of business and information law on the entrepreneurial activities and can implement appropriate measures, e.g. on national and EU data protection law for the company.

### Basic Qualifications

#### We are looking forward to you

- Completed studies in economics, (business) computer science or (business) engineering.
- MBA Digital Corporate Governance for positioning the company strategically for the challenges of digitalization.
- Understand macroeconomic relations and application of instruments and methods, such as value chains and business model canvas.
- Affinity for at least one security topic (Strategy & Risk, Cyber Defense, Digital Identity, Application Security)
- Professional in the fields of IT Security, Software Development, Network Technique and Administration, Databank Management and User Development.
- Leadership experience for 3+ years
- Very good German and English as well as mobility appropriate to the project business
- Passion and creativity in finding solutions, coupled with a structured, independent way of working and strong communication skills

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We are looking forward to your application!

In addition to exciting projects, we offer you a very attractive compensation package, flexible working hours, a modern environment and many other additional benefits. With us, you have the opportunity to actively influence your annual income positively based on your individual performance, which starts at a gross annual salary of € 80,000 for this position. We are happy to offer a higher salary depending on qualifications and experience.

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# E.X.A.M.P.L.E Company International

## IT Manager

### Job Description

We are looking for an IT Manager to be responsible and accountable for the smooth running of our computer systems within the limits of requirements, specifications, costs and timelines. You will supervise the implementation and maintenance of our company's computing needs.

The successful candidate will have improved skills, a proven professional experience and a detailed knowledge of industry's best practice processes.

### Let there be change

- Manage information technology and computer systems.
- Plan, organize, control and evaluate IT and electronic data operations.
- Manage IT staff by recruiting, training and coaching employees, communicating job expectations and appraising their performance.
- Design digital transformation on the basis of an agile organization and staff management.
- Design, develop, implement and coordinate systems, policies and procedures.
- Ensure security of data, network access and backup systems.
- Act in alignment with user needs and system functionality to contribute to organizational policy.
- Identify problematic areas and implement strategic solutions in time.
- Audit systems and assess their outcomes.
- Preserve assets, information security and control structures.
- Handle annual budget and ensure cost effectiveness.

### Basic Qualifications

#### We are looking forward to you

- Msc Management and IT/BS in Computer Science/MIS or similar field.
- Proven working experience as an IT Manager or relevant experience.
- Ability to manage personnel.
- Excellent knowledge of technical management, information analysis and of computer hardware/software systems.
- Expertise in data centre management and data governance.
- Hands-on experience with computer networks, network administration and network installation.

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## Employee Self Evaluations

The company manager Andreas M. and HR manager Belinda A. inform their staff of the digital transformation they planned. They intend to start with the 5 employees mentioned and have individual meetings with them. All, including Andreas M., are very enthusiastic to start with proceedings.

He asks each of the 4 employees to fill in an Employee Self-Evaluation Template[75] (original size see page 78) prior to the Job Appraisal Meeting. He does this himself.

**STAFF SKILL SELF-ASSESSMENT TEMPLATE**

NAME

DEPARTMENT/UNIT

JOB/ROLE

This form is designed to help you assess your skills in order to determine the following: areas in which you might need additional training; and areas in which you could serve as a resource for your coworkers.

Please assess your level of skill in each of the following areas:

| SELF-ASSESSMENT AREAS | Strongly Agree | Somewhat Disagree | Do Not Agree | NOTES |
|---|---|---|---|---|
| **Job-Specific Knowledge** I possess and apply the expertise, experience, and background to achieve solid results. | | | | |
| I work effectively and efficiently. | | | | |
| **Job-Specific Skills** I demonstrate the aptitude and competence to carry out my job responsibilities. | | | | |
| COMPETENCIES | | | | |
| **Adaptability** I am flexible and receptive regarding new ideas and approaches. | | | | |
| In response to the fluctuating demands of my job, I adapt easily to plans, goals, actions, and priorities. | | | | |
| **Collaboration** I cultivate positive relationships. I am willing to learn from others. | | | | |
| **Communication** I convey my thoughts clearly and respectfully. | | | | |
| I demonstrate effective listening skills. | | | | |
| **Results** I identify goals that are aligned with the organization's strategic direction and achieve results accordingly. | | | | |
| I persist through significant difficulties to achieve those goals. | | | | |
| **Initiative** I anticipate needs, solve problems, and take action, all without explicit instructions. | | | | |
| I take the initiative to discover new work challenges and to help shape events that will lead to the organization's success. | | | | |

| | | | | |
|---|---|---|---|---|
| **Development** I am committed to improving my knowledge and skills. | | | | |
| **Growth** I am proactive in identifying areas for self-development. | | | | |

*Please provide us with any additional thoughts or details regarding your assessment of your skills.*

Then they fix dates for the performance appraisals that are to be conducted by Belinda A. assisted by Andreas M. In case of the company manager, his performance appraisal is planned only together with Belinda A.

## Staff Performance Appraisals

The performance appraisals are done according to the process mentioned on page 69.
First, they offer feedback to the candidates on their work over the last few months and discuss their Employee Self-Evaluation Template regarding the new job profiles intended for them. The good thing is that none of the candidates – despite all the different generations, has any fears or bad feelings concerning the challenges ahead. The all have gone through the Covid19 crisis and knew that flexibility and openness to new possibilities is key for their company to move forward. They work together well despite their different age and have a friendly company culture. As all employees quickly identify with the company after onboarding and each has their individual tasks and functions, they interact well together.
Their own self-perception does not differ from that of their top manager or the HR manager who knows them well due to the small size of their team in Austria. Their performance is always encouraged, and their motivation boosted by Andreas M. who lives what he talks and thus became their role model.

Each is shown the job description intended for them. Then they talk about the training needed to fulfill this position based on their current level of education. For the youngest employee, Steffen B., Andreas M. thinks about a **Soft Skills training** in **Communication and Personal Attitude**. Maria N. will get a **Rhetoric training** and Georg H. a **Netiquette on the Internet training** regarding social media.

The individual training pathways are discussed. As the company had worked well with WIFI, the Austrian Institute for Economic Promotion in the past, they – again – have a look at the training pathways mentioned on the Austrian Federal Economic Chamber page on digitalization and training pathways:

https://www.bildungderwirtschaft.at/wko-bildungspfade/it-digitalisierung/

together with the respective employee and decide upon WIFI and associated trainings according to the individual needs.
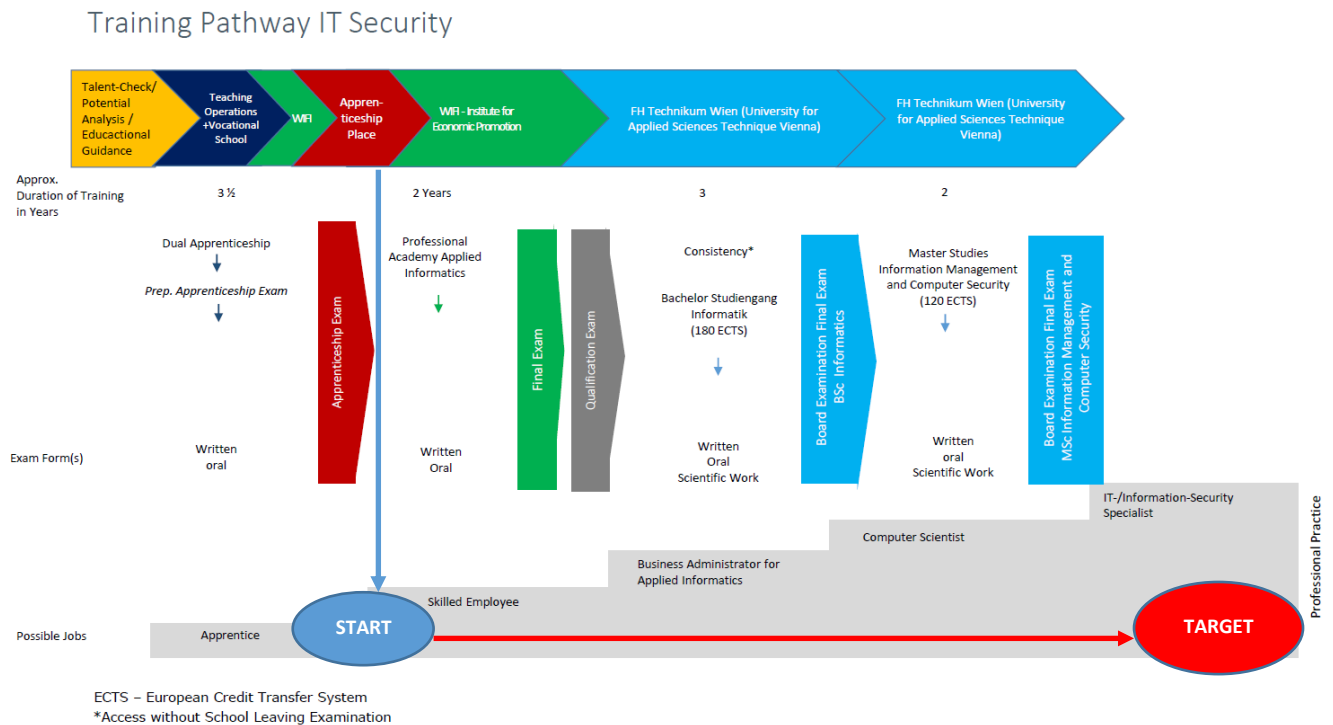
## IT-Security Manager Training Steffen B.

Steffen B. is intended to become the company's IT-Security Manager. Despite his very young age, he is very talented and skilled and a "digital native".

## Training Pathway "IT-Security Manager"



Training Pathway IT Security

Source: WIFI Austria 2021

For Steffen B., the training pathway means 7 years of ongoing further education. The company owner wants to invest in him, as he sees his great potential. In the meantime, he will work together closely with the senior Head of IT who is 2 years before retirement to gain further practical knowledge. Steffen B. will start his training at WIFI and head on from there. At WIFI, he will also get his training in Communication and Personal Attitude. The manager will call his WIFI contact to arrange for the training in the company together with colleagues.
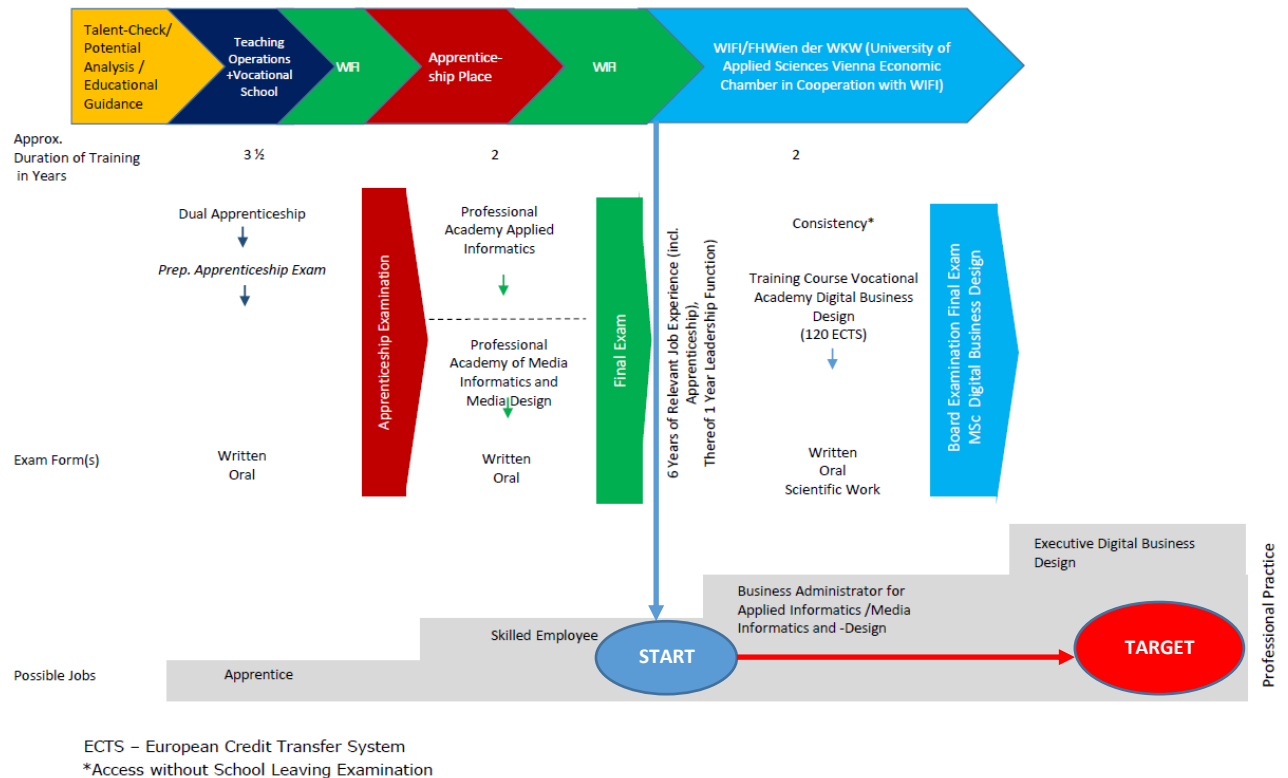
He offers flexible time for all his employees to allow for education and training.

## Digital Business Designer Anna L.

Anna L. will start her training at the University of Applied Sciences Vienna of the Vienna Economic Chamber in cooperation with WIFI. Her training plan is outlined below:

### Training Pathway Digital Business Designer



Source: WIFI Austria 2021

For Anna L., the training pathway means 2 years of ongoing further education. The company owner wants to invest in her as well, she is a high potential. Being already a skilled employee with her graduation from the Academy of Applied Sciences in Media Informatics and Media Design, she can go on working in her existing function and later change that position into Digital Business Designer. Anna L. will start her training at the University of Applied Sciences of the Vienna Economic Chamber in cooperation with WIFI. The manager will call his University of Applied Sciences contact he had met some time earlier to arrange for her training preparations.
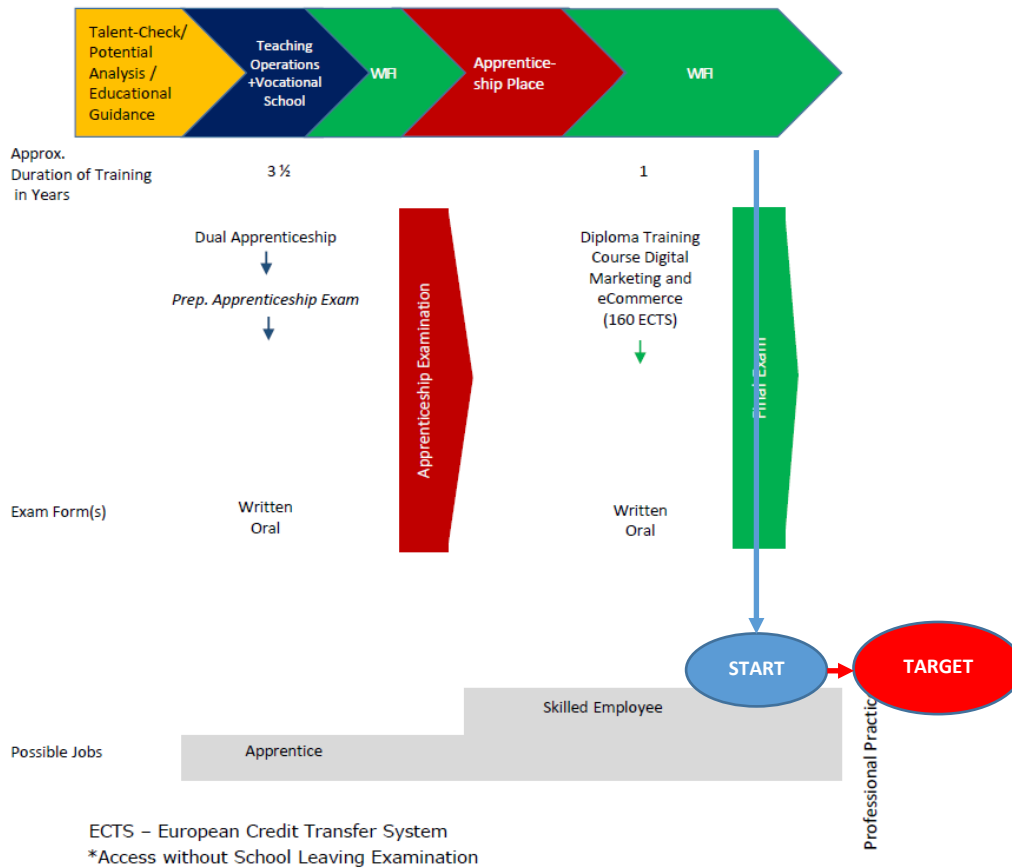
## Digital Marketing and eCommerce Manager Georg H.

Georg H. will start his training at WIFI Styria. He has a lot of practical Marketing and Sales knowledge. Still, he needs that digital "update". His training plan is outlined below:
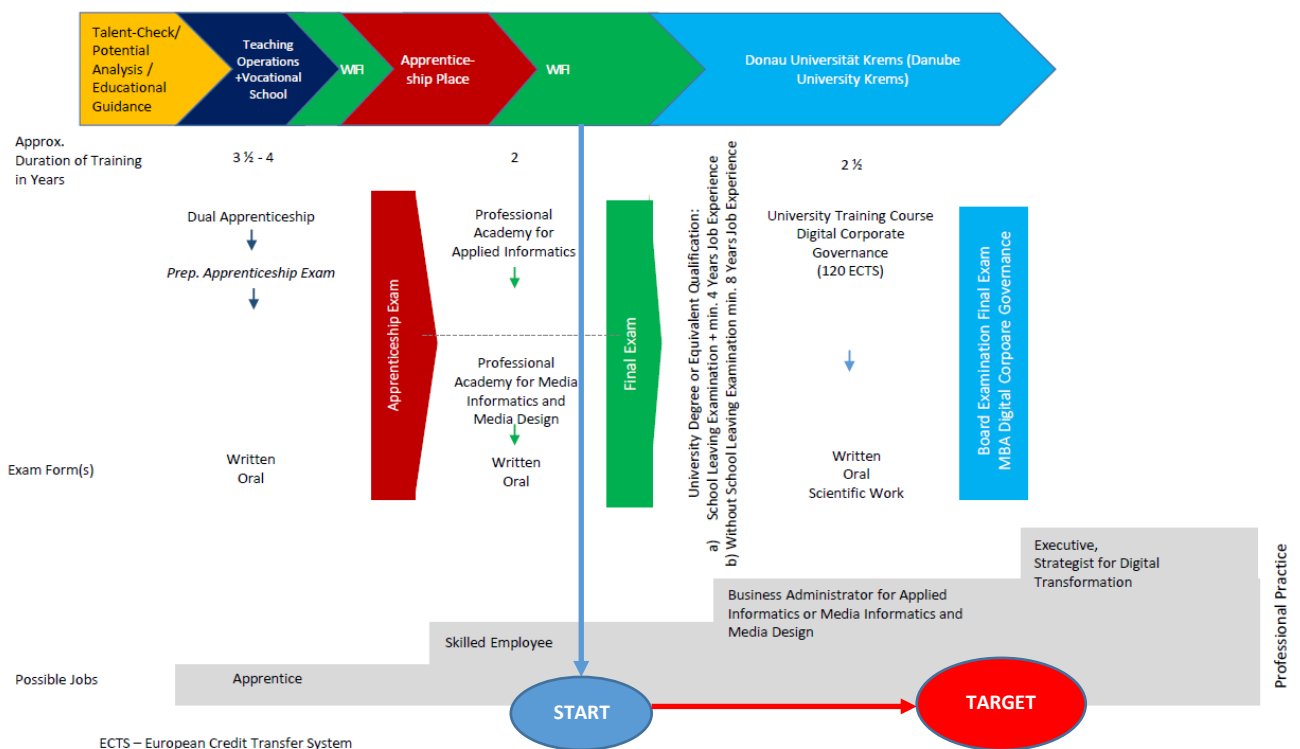


Source: WIFI Austria 2021

Manager Andreas M. will contact WIFI Styria to arrange for the training. Georg H. will then use the acquired knowledge and change the work processes of his department. The duration of his diploma training course will be 20 days. In addition, he will get a Rhetoric training from WIFI at the company.

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## Digital Corporate Governance Manager Maria N.

Maria N. will start her training at WIFI Upper Austria. She is very skilled in strategy and knows her company well – from finances to staff, from marketing to IT. She is thrilled to start learning for her MBA in Digital Corporate Governance, a new training that will give her great standing in the market. Her training plan is outlined below:
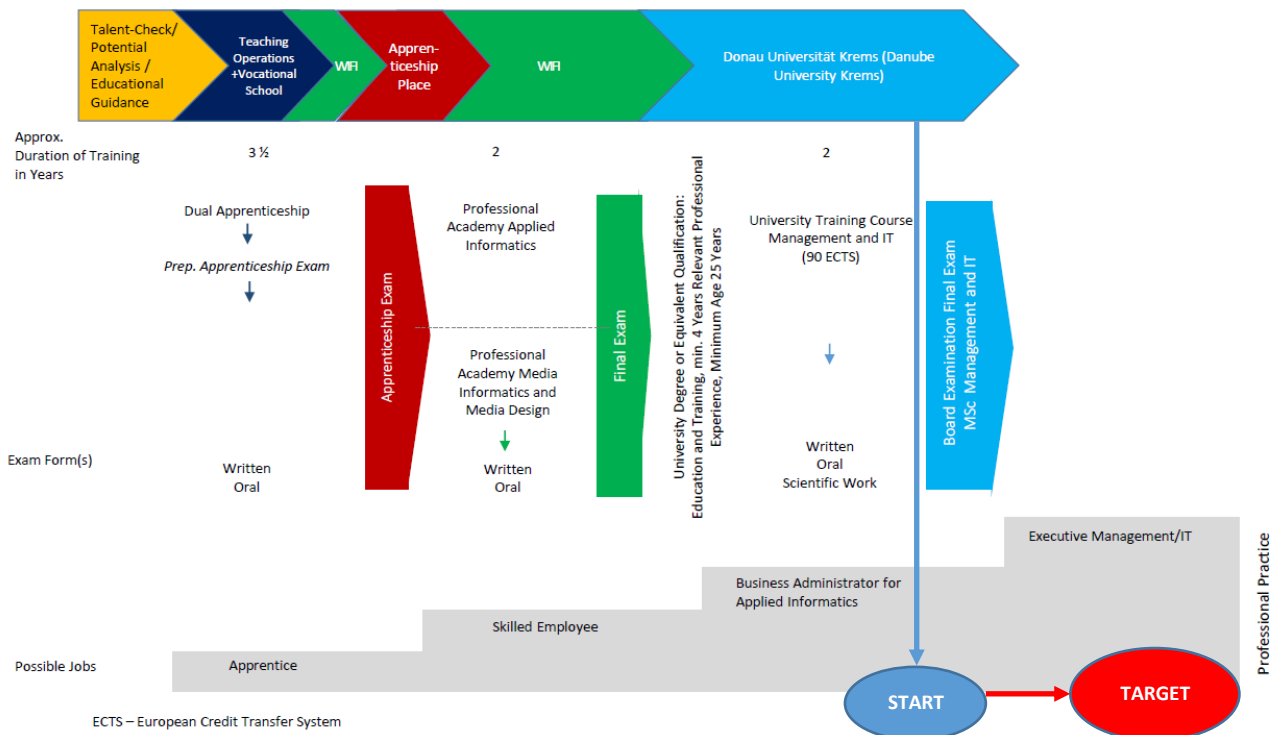


Source: WIFI Austria 2021

Maria N. is already a skilled employee, still she needs additional skills and will attend the Professional Academy for Applied Informatics for 2 years followed by a University Training Course Digital Corporate Governance at the Danube University Krems for another 2 ½ years. She will graduate with an MBA Digital Corporate Governance to become Digital Corporate Governance Manager.

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## MSc Management and IT Andreas M.

Andreas M. as the company owner will start his training at WIFI Upper Austria as well. He will stay in the company for some more years and intends to manage the company through possible crises in the future together with Maria N. He has graduated from the Professional Academy of Applied Informatics 15 years ago. His training plan is outlined below:



Training Pathway Management and IT

Source: WIFI Austria 2021

Andreas M. will attend the University Training Course Management and IT for 2 years and graduate as MSc Management and IT – a professional company manager skilled for the future.

\*\*\*

Considering all employees of the E.X.A.M.P.L.E Company International, within 2-3 years most of the core staff will be trained to meet the needs of the digital age but for the young high potential who will be IT-Security Manager in 7 years. In that way, the company is on the right track for the digital transformation of their human resources.