



Digital methods, toolbox and trainings for increasing customer innovation in SMEs (IClinSMEs)

**Train the Trainer Program B**  
**“Consulting & Qualification**  
**of Customer-Centric Innovations”**

# Introduction to Further Training Program

Dr. Max Hogeforster, Hanse-Parlament

Hamburg, 01. – 03. June 2022





**Because of the great importance, some aspects of further training and qualification needs are highlighted**

## **TOPICS**

1. Importance and needs of continuing education
2. Two further Training Programs ICI4SMEs
3. Further Training Program “Realisation of customer-centered innovations”





## Higher & better qualification: Strong intensification of further vocational training

### Employed persons in continuing education

|         |                           |
|---------|---------------------------|
| Poland  | 5,5% women and 4,9% men   |
| Denmark | 39,0% women and 26,0% men |



- Continuing education secures the need for skilled workers, increases productivity and is the key to strengthening innovation
- Few new occupations, but strong changes in content and requirements in existing occupations must be covered by intensive continuing education.
- Continuing education and lifelong learning are becoming increasingly important
- Keeping employees in the company as long and healthy as possible

**SMEs absolutely have to achieve at least the EU target of an annual further training rate of 15 %!**





## Very high and growing importance in the future

- Extremely dynamic technical progress
- Digitization in all areas
- Strong structural economic change - increase in SMEs, decrease in large companies - rapidly growing share of services - increased regionalization and internationalization at the same time
- Extremely high need for innovation and the need to increase productivity
- Decreasing number of skilled workers and increasing market power of employees

**The goal must be at least 15% further training annually**

Poland & Hungary 5 – 6 %

Germany 7 – 8 %

Scandinavia: up to 30% (a lot of e-learning)





## Particularly high importance and very great need for SMEs

- SMEs around 70% of all jobs with a growing share
- Large companies have their own capacities
- SMEs no further training capacities, little internal training
- SMEs lack of time and constantly overloaded leadership
- SMEs need services from a single source and time-saving training
- SMEs need inter-company further training facilities
  - in DE large modern education and technology centers of the chambers and associations in every region
  - in PL, LT, LV and EE these facilities are missing
  - Expand vocational schools for vocational training and professional development
- Creation of regional centers of vocational excellence and innovation with a cooperation of vocational schools, universities and business institutions





## All topics according to the needs of the participants & companies, e. g.

- Language training
- Business administration, bookkeeping, costing
- Corporate management and control, human resource management, etc.
- All technical topics, sector-specific and cross-sector
- Marketing and Sales
- Soft skills with rapidly increasing importance (creativity, motivation, innovation, cooperation, communication, etc.)

## Further training must

- ✓ Be a perfect fit (= meet specific needs)
- ✓ Be a one-stop service with all services, e. g. Advice, financing, testing, mandatory certificates
- ✓ Offer just in time (fewer qualifications in stock)
- ✓ Bring monetary benefits (to the company and the participants)





## **Continuous determination of needs (= constant process)**

- ✓ Constant intensive contact with companies
- ✓ Written and personal interviews
- ✓ Intensive market observation and development of new technologies
- ✓ Expert panels
- ✓ Scientific investigations
- ✓ Particularly effective: evaluations and market mechanisms

## **Continuing education is the task of the economy and has to be financed by it**

- Valuable product, not free for participants & companies
- Goal: 100% financing through participation fees
- Very difficult at first; Design of a longer-term process
  - Start, for example, with 10% participant funding & 90% state
  - after 5 years 90% participant funding & 10% state subsidies
  - possible model: employees invest time & companies pay fees





## Forms of implementation

- Face-to-face lessons with (and without) self-study
- E-learning only
- Combination of face-to-face teaching and e-learning (**rapidly increasing importance**)
- Face-to-face teaching and on-the-job learning (**particularly important for SMEs**, especially for shorter training and entry-level training courses)
- Only learning on the job (**less important for SMEs**)
- Combination of face-to-face teaching, e-learning, self-study and company internships (particularly important for longer training courses)
- In-house training (for a company - **rarely for SMEs**)
- Participants from different companies in one or more industries (as a rule for SMEs)
- Combination of qualification with integration programs and public funding (e.g. for refugees, unemployed people, people with learning difficulties)







## Case I: **Internal** examination without an official degree

- Development by teachers who also develop curriculum
- Acceptance of the examination by internal committee and issue of qualified certificate
- Primarily for short training courses
- Possibility of bundling several short training courses with several internal examinations to form an official qualification via an additional examination = case II

## Case II: **External** examination with an official degree

- Development draft as before
- Advice and decision-making by prescribed official bodies
- Approval and enactment by national ministries as legislation
- Acceptance of the examination by external, official examination boards
- Primarily for longer training courses
- **Strive for official degrees wherever possible**





# Official degrees

## & international recognition

- Acquisition of official title
- Greater attractiveness
- Career + income inclusion of collective bargaining agreements
- Making transparency
- Transfer to other SMEs and other regions
- International recognition & international transfer
- Credit towards other degrees and studies
- High permeability from training to studies

| Level | Education Degree  | Framework for Qualification of the VET* area and EHEA** |
|-------|---|---|
| 1     | <i>Basic Education</i>  | -   |
| 2     | <i>No Vocational Graduation</i><br>graduation/training after/for 1-2 years, and work and apprenticeship preparation phase (at the age of 15/16)   | First cycle VET area                                    |
| 3     | <i>Lower Vocational Graduation</i><br>certificate of apprenticeship (in 2-4 years), and no/limited professional or experience (certificate of apprenticeship + <5 years of profession experience)   | Second cycle VET area                                   |
| 4     | <i>Middle Vocational Graduation</i><br>long profession experience as skilled worker (certificate of apprenticeship + ≥5 years of profession experience); comprehensive further education; "young master craftsman" with no/limited professional experiences (<3 years of profession experience) | Third cycle VET area                                    |
| 5     | <i>Upper Vocational Graduation</i><br>master craftsman with long profession experiences as master (≥3 years); "master craftsman plus"; long profession experiences and further education (certificate of apprenticeship + ≥8 years of profession experience); introductory study period         | Fourth cycle VET area and short cycle academic area     |
| 6     | Bachelor (academic bachelor's degree) and other similar qualifications and competences  | Fifth cycle VET area and first cycle academic area      |
| 7     | Master (academic master's degree) and other high qualifications and competences   | Sixth cycle VET area and second cycle academic area     |
| 8     | PhD and other very high qualifications and competences  | Seventh cycle VET area and third cycle academic area    |

Official completion of initial vocational training

Official degree in professional development



## Reviews with credit points

Example of a bundling of short training courses leading to an official degree

**Official Qualifications**  
 a) initial vocational training: e.g. Installer (EQF 4)  
 b) Further training: environmental technician (EQF 5)

| Training  | Credit Points |
|---|---------------|
| A Technologies water supply                               | 3,5           |
| B Technologies water saving                               | 4,0           |
| C Greywater and rainwater utilisation technologies        | 4,0           |
| D Technologies wastewater treatment (incl. decentralised) | 5,5           |
| E Fundamentals of the circular economy                    | 4,5           |
| F Systemic solution-oriented consulting                   | 3,5           |
| <b>Total</b>  | <b>25,0</b>   |

Example of longer training with an official qualification

In ICI4SMEs is developed an official examination regulation with a recognized continuing education certificate and international recognition

**Official degrees e.g.**  
 a) initial vocational training: e.g. Electrician (EQF 4)  
 b) Further education: Specialist in energy technology (EQF 5)

| Modules of every training                    | Credit Points |
|--|---------------|
| Training module A: "Knowledge"               | 2,5           |
| Training module B: „Self-study"              | 5,0           |
| Training module C: „Reinforcement"           | 2,5           |
| <b>Credit Points total for each training</b> | <b>10,0</b>   |





**TOPIC**  
2. Two further Training  
Programs ICI4SMEs





Digitization is a burning issue

It requires a great deal of further training



## The different perspectives and attitudes of two craftsmen

The train  
leaves the  
station with  
or without  
you!

Customer  
Innovation is  
new-fashioned  
nonsense!



# Digitization & Customer Innovation



Due to the very high importance of digitization and customer innovation, two further training programs for SMEs are being developed, tested, evaluated and implemented in the ICI4SMEs project





Due to the very high importance of digitization and customer innovation, two further training programs for SMEs are being developed, tested, evaluated and implemented in the ICI4SMEs project

**A Digital competence training program**  
Development by PP6 IBC

Draft Curriculum & Teaching Material ready  
Completion soon

Tests by PP3 IRL, PP6 IBC & PP7 IPOSZ  
01.03.2022 – 30.09.2022

Evaluation by PP5 HI

**B Training of customer-centered innovations**  
Development by PP1 HP

Draft Curriculum & Teaching Material ready  
Completion 30.09.2022

Tests by PP4 WIRP, PP6 IBC & PP7 IPOSZ  
01.09.2022 – 31.03.2023

Evaluation by PP5 HI







*We as a SME suffer permanently from time pressure. We do not like to give our employees for further training during working hours.*

- With KAIN there are two or three short learning phases with face-to-face training which can be carried out at weekends, and a longer phase of autonomous learning and processing with external support as required.
- The employees invest time and the companies are expected to pay the training fees.
- During the longer learning phases at the workplace, specific development projects are implemented in the company with the involvement of other employees.
- The operational benefit of implementing an innovative project is higher than the investment in training.

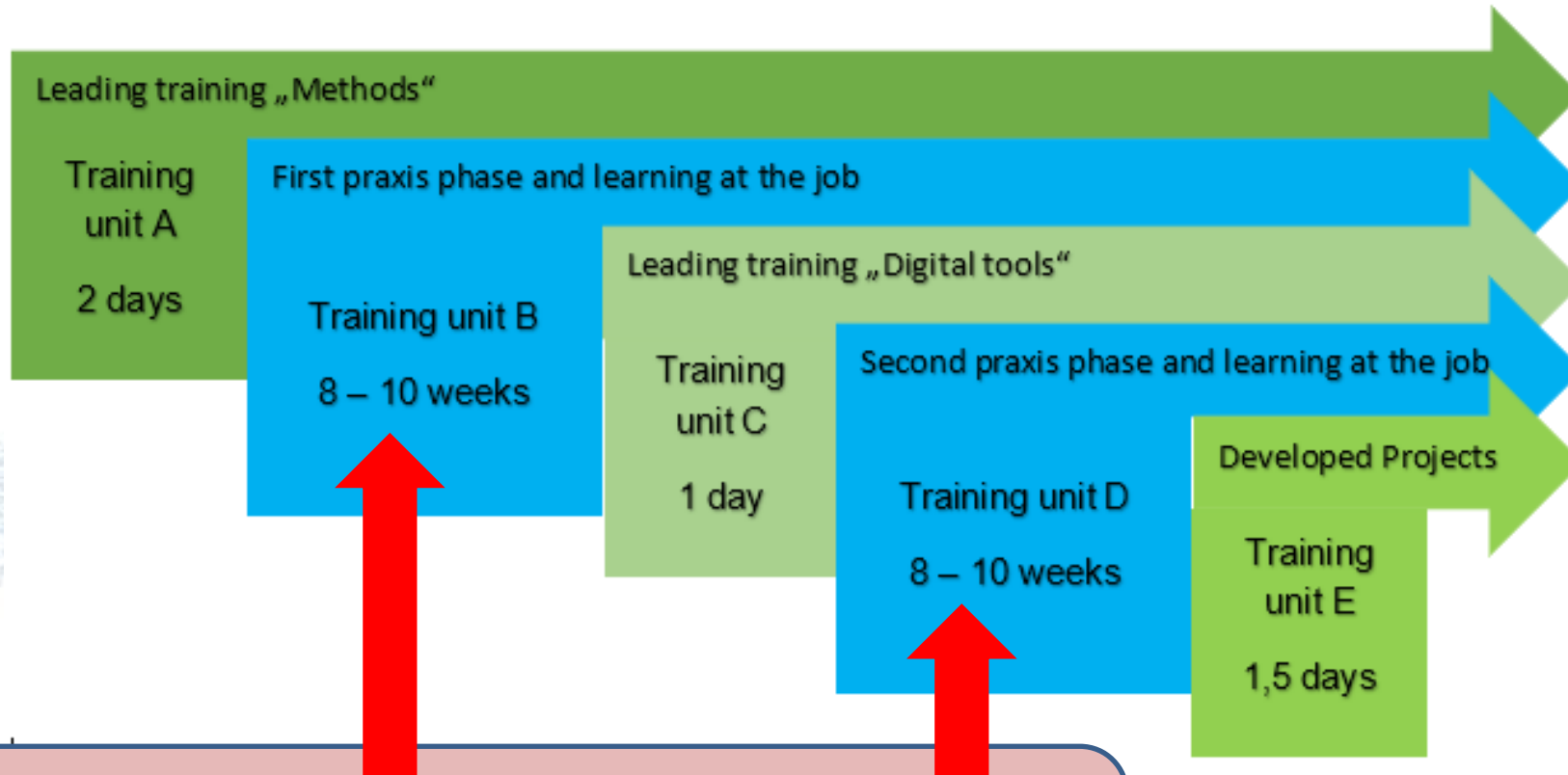




# Two Training Programs

Both training programs are developed and conducted according to the KAIN method

Will be presented and advised in detail by my colleague Christian Wildt in the Training tomorrow



For the completion of the training, PP1 HP has developed an examination schedule that can be used alternatively as

- internal examination with a qualified certificate.
- official examination with a recognized continuing education certificate and international recognition.

For guidance and counseling during on-the-job learning and the implementation of a development project, PP1 HP has developed a specific coaching program for lecturers and consultants to use.



**TOPIC**  
3. Further Training  
Program “Realisation  
of customer-centered  
innovations”



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



*The **target groups** of this training are:*

- *founders,*
  - *owners,*
  - *managers and*
  - *employees*
- of SME companies*



*The **learning objectives** of this course are set to serve SMEs in customer centred innovations as well as possible. The concrete learning goal is that after attending the course the trainee has at least a sense of what customer centred innovations and use of digital tools can bring to his / her own business.*



The **learning objectives** are:

- ✓ The participant understands the importance and benefits of customer centred innovations and digitalization.
- ✓ The participant knows the contemporary basic concepts of customer centred innovations and of digitalization.
- ✓ The participant knows the different methods for the realization of customer-centric innovations, they can evaluate, select and apply appropriately.
- ✓ The participant knows the various digital technologies and tools for realizing customer-oriented innovations and can select and use them appropriately depending on the task at hand.
- ✓ The participants are able to involve employees and colleagues in the development and learning processes while learning on the job and master the most important presentation techniques.
- ✓ The participants are able to independently develop and implement projects to implement customer-centric innovations.





The training is divided into **five units**:

| Training unit         | Lessons    | Hours of self-study | Hours total |
|-----------------------|------------|---------------------|-------------|
| A "Methods"           | 16         | 34                  | 50          |
| B First praxis phase  | 50         | 100                 | 150         |
| C "Digital tools"     | 8          | 12                  | 20          |
| D Second praxis phase | 50         | 100                 | 150         |
| E "Projects"          | 12         | 13                  | 25          |
| <b>Total</b>          | <b>136</b> | <b>259</b>          | <b>395</b>  |



## Training Unit A: Classroom teaching “Methods”

- Introduction to customer-centric innovation
- Examples of products or services co-created with customers
- Different methods to involve customers in innovation processes
- Difficulties in involving customers
- Best practices from companies in different countries
- Development of SME-friendly strategies for the realization of customer-centric innovations
- Each participant creates a development project for his company, which will be realized in unit B





## Training Unit B “First Praxis Phase and Learning at the Job”

8 - 10 weeks self-study, practice in company & realization of development projects

- Accompaniment and support of change processes in enterprises, from the formulation of objectives, description of measures, conception of implementation to impact analysis by training and process-oriented, if necessary, also technical consulting.
- Application and transfer of knowledge into the individual practice of the participants on site.
- Implementation of the development project in the company.
- Involving as many/all employees of the company as possible in the development and learning process.







## Training Unit C: Classroom teaching “Digital Tools”

- SME-friendly digitization and coaching processes
- Digitalization of customer-centric innovations in SMEs
- Digital toolbox for customer-centric innovation in SMEs
- Digital transformation – new technological trends
- Barriers to the introduction of customer-centric innovations supported by digital tools
- Each participant creates a development project for his company, which will be realized in unit D





## Training Unit D “Second Praxis Phase and Learning at the Job”

8 - 10 weeks self-study, practice in company & realization of development projects

- Accompaniment and support of change processes in enterprises, from the formulation of objectives, description of measures, conception of implementation to impact analysis by training and process-oriented, if necessary, also technical consulting.
- Application and transfer of knowledge into the individual practice of the participants on site.
- Completion of the first project or Implementation of the second development project in the company.
- Involving as many/all employees of the company as possible in the development and learning process.





## Training Unit E: Classroom teaching “Development Projects”

- Reason for the lack of application of customer-centric innovation
- Presentation by each participant of their development projects that were realised in the company in training units B and D
- Discussion and deliberation of each presented development project
- Exchange of experience and learning from each other
- Clarification of questions, deepening's and further procedure





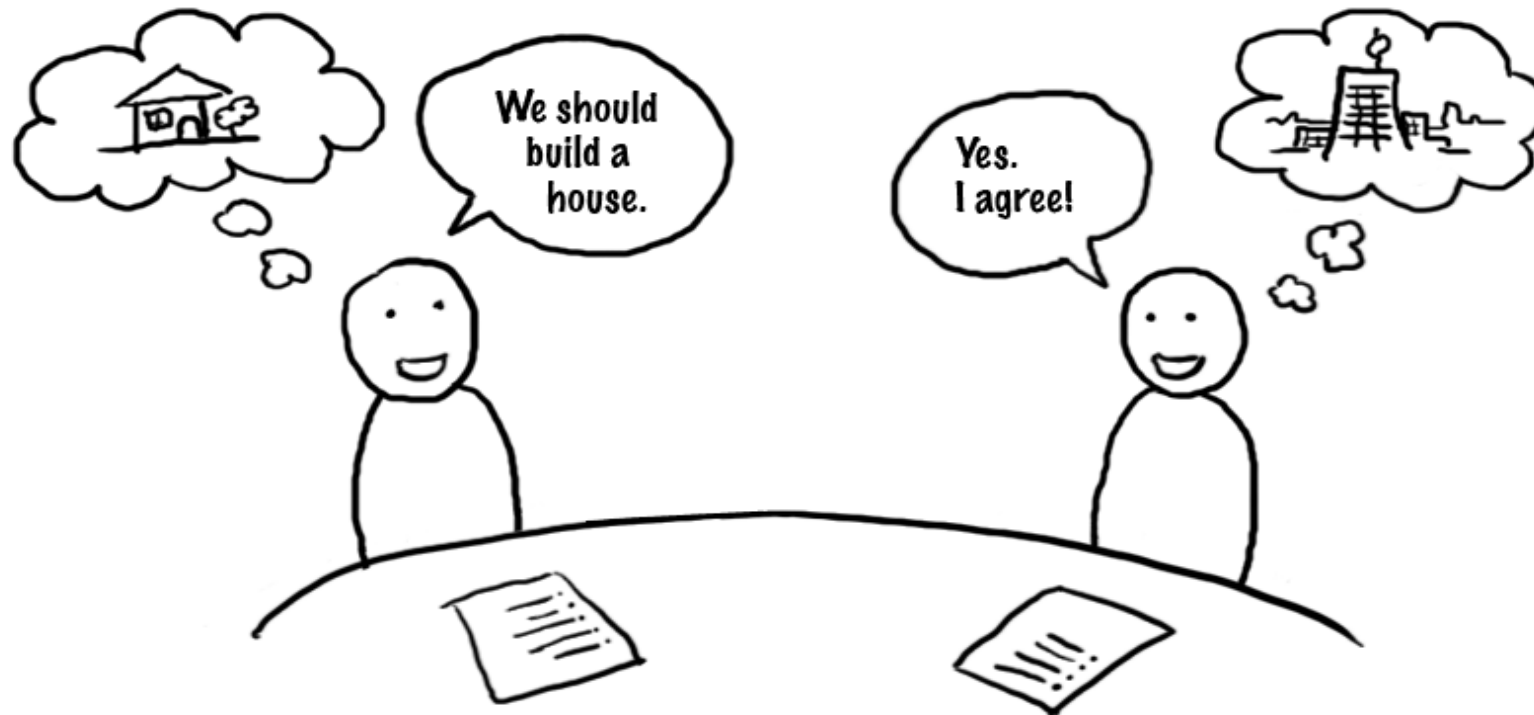
## Further procedure

1. Comments by each project partner on draft curriculum and teaching materials by August 15, 2022.
2. Revision and finalization of curriculum and teaching materials by PP1 HP by September 30, 2022.
3. Practical test of the training 01.10.2022 – 31.03.2023
  - in Poland by PP4 by Warmińsko-Mazurska Izba Rzemiosła i Przedsiębiorczości
  - in Danmark by PP6 International Business College
  - In Hungary by PP7 Ipartestületek Országos Szövetsége
4. Evaluation of the tests by PP5 Hanzeatycki Instytut Wspierania Małych i Średnich Przedsiębiorstw
  - Evaluation concept by 30.09.2022
  - Evaluation report by 31.03.2023





## Questions and clarifications?





**SMEs carry Europe!**

**Thank you for  
your attention!**

We use digitization,  
realize customer  
innovations and build  
the future!