**Integrated strategy Initiative for**

**Strengthening the supply of**

**APPrenticeships in TEXtile sector TEXAPP - WP3.3 & WP3.4**

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| **TASK** | * 1. **– Piloting of the Company Assessment Tool**   2. **– Report on piloting of the**   **Company Assessment Tool** |

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| **Work**  **Package:** | WP3.3 – 3.4 |
| **Date:** | 15-03-2018 |

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# Introduction

The current document describes the process of piloting the Company Assessment Tool and the key findings and action points resulting from the pilot phase.

As part of the TEXAPP project, each partner was responsible to develop the Company Assessment Tool to identify areas where company development is needed. This tool was piloted by each partner in its national language, with the participation of 10 companies. The results are documented in two major chapters:

* + Pilot phase description
  + Report on pilot results
    - Sample group and methodology
    - Main findings and action points

The document also contain a summary of the findings, where each finding is categorized by the risk it represents. Risks with low risk rating require little or less further support or attention, while high risk ratings include important need for intervention or additional service requests.

# The pilot phase of the Company Assessment Tool

Following the development of our ‘Standard’ in December 2017 and January 2018 we worked with 10 companies to pilot the Company Assessment Tool (CAT) – 5 of the companies are new to apprenticeship training.

Our CAT is based on our working ‘Standard’ and the CAT is designed to allow companies to self- assess their needs and priorities and help them identify any areas where development is required, and apprenticeships will be part of the key to address these developments.

Please note that the CAT and Standards do not investigate whether the companies meet the legal requirements.

The Standards developed are not only providing good basis for apprenticeship programs, but also for company internal training programs. It helps companies to utilize the professional skills of employees in a more effective way, thus contributes to HR development. We believe, that using the Standards can further improve the on-boarding and training of new employees outside the apprenticeship programs as well.

# Report on piloting of the Company Assessment Tool

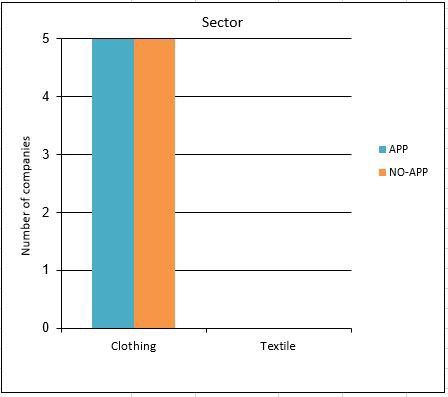
* 1. Aim of the CAT

To gain a better understanding of the needs and priorities of SME companies who are interested in or currently involved with apprenticeship training. Gaining a better understanding of how apprenticeships and a Standard will help to meet these needs and priorities.

* 1. Sample group

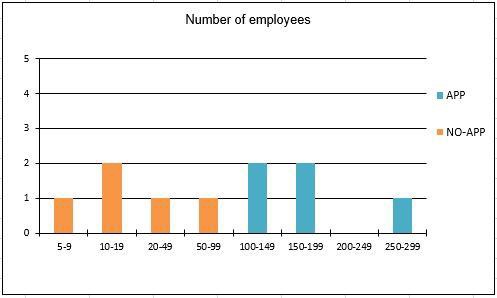
The participating companies are members of TMTE. They operate in the Clothing industry.

As of the Textile industry, currently there are no students in the education system who chose major in Textile industry, therefore, the apprenticeship as defined and regulated by law is not applicable to companies.



Out of the ten companies, five have little or no experience of apprenticeship and five have already executed apprenticeship programs for several years now.

Those companies that have no previous experience in apprenticeship are rather micro and small companies, while those with previous experience are rather middle and large enterprises.



* 1. Methodology

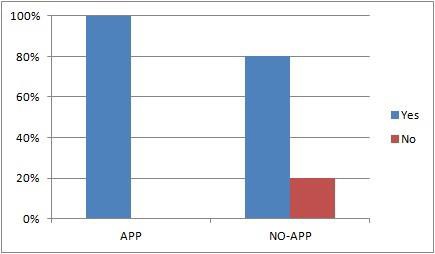
Questionnaires were sent out via email to a larger group of audience. Based on the experiences from previous surveys, the selected partners were also directly contacted and telephone calls were made to plan and complete the survey.

# Main findings and action points

In this chapter we analyze the replies on our questionnaire through detailing the main findings and identifying the action points and impacts.

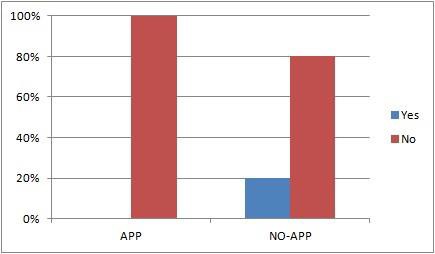
Q1. Do you have to meet any legal requirements to ensure a safe working environment for your employees?

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| Main Findings | Action Points and Impact |
| The majority of the companies replied yes to this. There are strict legislation that require companies to have key arrangements in place to secure the safety, and wellbeing of their employees. Those companies who  have no previous experience might not be fully aware of them. | To ensure that companies meet the 1st key principle of our ‘Standard’ our qualified training centre staff will continue to monitor that these arrangements have been met by all companies before an apprenticeship starts their learning programme. |



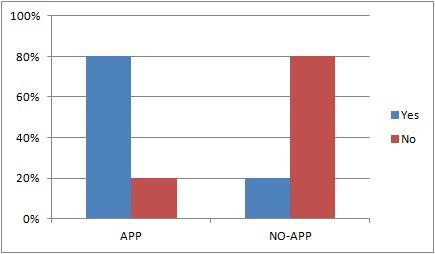
Q2. Do you respond quickly to recruit the right person when a job vacancy occurs?

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| Main Findings | Action Points and Impact |
| Nine companies have trouble to quickly recruit the right person for job vacancies. Their reasons included – staff shortages on the market in general, and the prestige of the industry is low.  Only one company with seat in Budapest replied yes to this question. | * Our Standard requires all companies to develop their learning plan and evaluate the trainees’ professional and soft skill level. This supports- managing internal resources as well, move and build existing employees to vacancies serving both the company and individual needs. * TMTE can participate in job search, and applicant search for leadership roles and act as a general coach in designing the overall company learning   plans. |



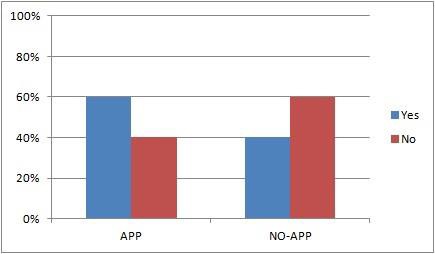
Q3. Do you have a company succession plan to ensure you have the right person in the right job role?

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| Main Findings | Action Points and Impact |
| Companies with previous experience in apprenticeship rather have already prepared succession plan, while those with no previous experience did not pay attention to it. | Our Standard requires all companies who work with us to plan for progression and succession within the company for their apprentices. This feature of our standard is underlined by the fact, that those who already had apprenticeship programs have already started this activity, which will be further strengthened  by this initiative. |



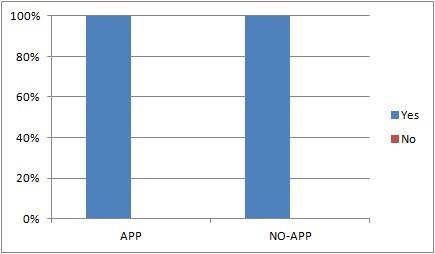
Q4. Is there a plan to attract new young people into the company moving forward?

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| Main Findings | Action Points and Impact |
| Answers to this question varied a lot. Companies have not necessary put their practice into plans, but do it intuitively, in close cooperation with the community where they operate. Management and administration colleagues are typically limited (limited capacity) in those  companies where no documented plan exist. | TMTE can support companies with professional programmes focusing on recruiting and employment techniques and opportunities. |



Q5. Would your company benefit from the supply of trained young people?

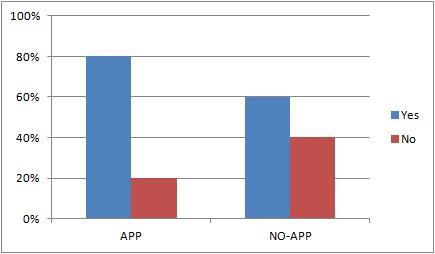
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| Main Findings | Action Points and Impact |
| All companies answered yes to this question.  Common situation is, that currently – unfortunately – there is very limited number of young people studying in relevant vocational schools, and their skills and  capabilities are usually rather low. | Our standard commits all registered employers to establish effective arrangements to train and develop their staff and the apprenticeship programmes are proving to be the most effective way to build this  capacity in the companies. |



Q6. Do you have people in your company who can provide training and prepare a training programme?

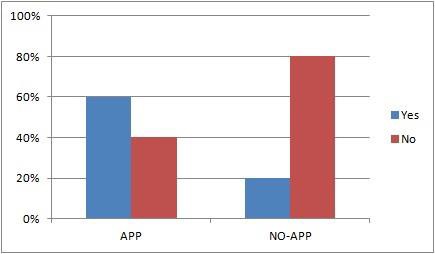
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| Main Findings | Action Points and Impact |
| Although majority of the companies answered yes to this question, there is only a limited number of people at companies who have both pedagogical and professional abilities.  One of the companies with previous experience in apprenticeship detailed in the discussions, that their colleague in charge of training and on-boarding has just  recently retired and his position could not yet be filled. | The Standards provide guidance for mentors and tutors to effectively execute apprenticeships. The usage of templates will ease the administrative burden and support the good practice in time management, work planning and organizing. |

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| The newest regulation effective from 1. September 2019 will not require the master exam from trainers in the apprenticeship program but makes further practical tutor training and tutor exam compulsory (training and exam organized by the chamber of commerce, containing basic administration, pedagogical, social psychology and communication skills training necessary for the practical preparation to the complex professional exam relevant for the topics / profession trained in the apprenticeship program). It is questionable, whether the SMEs will be able to ensure the participation on these trainings for their to-be trainers, while they are fully  loaded in work. |  |



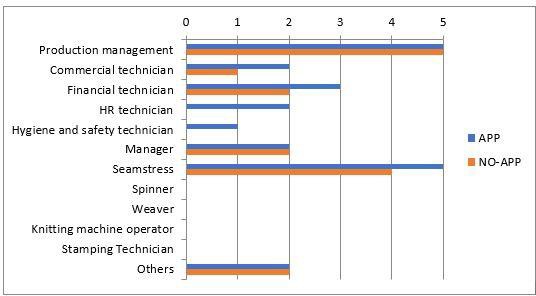
Q7. Do you have an induction programme for new employees?

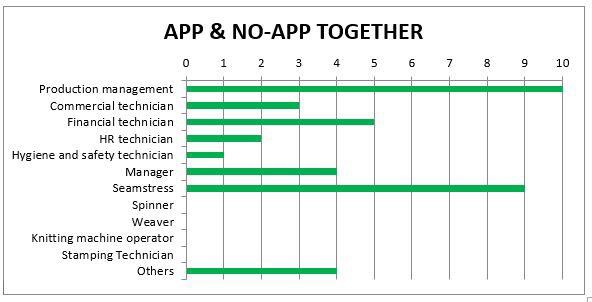
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| Main Findings | Action Points and Impact |
| Four companies without experience said no to this question, one said yes.  Three of the companies with experience said yes to this question, having two answered no. | The internal training programs as developed by the companies, and a comparison of the Standards to such programs can serve as a good basis to fine tune and further develop our Standards, and to apply and  distribute “best practices”. |



Q8. Do you have priority areas in your company?

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| Main Findings | Action Points and Impact |
| In both groups, the companies see the same priority areas. These are:   * Production management * Operational technician: seamstress   A smaller deviation between groups can be seen in those areas that are in the moderate priority group: APP companies:   * Financial technician * Manager * Human resources technician * Commercial technician No APP companies: * Financial technician * Manager   Less important areas are (one answer) APP companies:   * Hygiene and safety technician No APP companies: * Commercial technician   No answer was given for the following areas: No APP companies:   * Human resources technician * Hygiene and safety technician   Please note, that no areas relevant to the textile industry was given (Stamping technician, Weaver etc.), as all 10 companies participating are active in the clothing industry.  For other areas the answers received are: APP companies:   * Technical Area * Sewing machine mechanic No APP companies: * Embroidery * Computer modelling and grading (CAD) | The main selections for all companies was on the Production management and Operational technician: seamstress.  In this sense, the focus will be on the main areas selected by companies. |





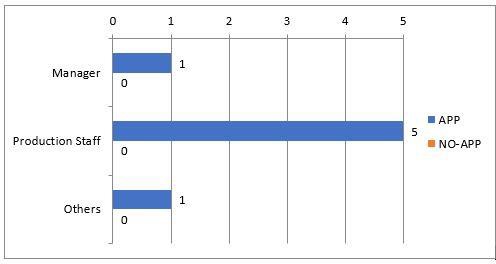
Q9. Do you have priority training areas?

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| Main Findings | Action Points and Impact |
| The most important training areas in both groups are:   * Production management * Organization and professional effectiveness * Quality * Foreign Language   The areas with middle importance are:   * Leadership * Developing Practice Skills * CAD | The areas selected by the majority of the companies focus on the development of management skills, and only a smaller part (e.g. practical skills development) refers to the employees in the production. |

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| **Priority training areas** | **APP** | **NO-APP** | **ALL** |
| - Leadership | 4 | 2 | 6 |
| - Production management | 5 | 4 | 9 |
| - Selling and trading techniques | 0 | 1 | 1 |
| - Quality | 4 | 3 | 7 |
| - Behavioural skills | 2 | 1 | 3 |
| - Business and marketing | 1 | 1 | 2 |
| - Financial analysis and management | 1 | 2 | 3 |
| - Strategic management of human resources | 2 | 0 | 2 |
| - Tools for continuous improvement | 2 | 2 | 4 |
| - Health and safety at work | 3 | 1 | 4 |
| - Management | 0 | 1 | 1 |
| - Market research and selection | 0 | 1 | 1 |
| - Organization and professional effectiveness | 5 | 4 | 9 |
| - Commercial management and sales | 0 | 2 | 2 |
| - Logistics | 1 | 1 | 2 |
| - Maintenance | 1 | 2 | 3 |
| - Accounting | 1 | 0 | 1 |
| - International negotiation | 0 | 1 | 1 |
| - Foreign languages | 3 | 4 | 7 |
| - Instruments to support international trade | 0 | 1 | 1 |
| - Market studies | 0 | 0 | 0 |
| - Coaching | 2 | 0 | 2 |
| - Environment and energy | 1 | 2 | 3 |
| - Project management | 1 | 1 | 2 |
| - Office productivity | 0 | 1 | 1 |
| - Database | 1 | 2 | 3 |
| - CAD | 2 | 3 | 5 |
| - Graphic design | 0 | 3 | 3 |
| - Multimedia and web design | 0 | 1 | 1 |
| - Law (Commercial, Labour, Quality, Environment, etc.) | 1 | 1 | 2 |
| - Audit | 0 | 1 | 1 |
| - Electricity | 1 | 1 | 2 |
| - Secretariat | 0 | 0 | 0 |
| - Systems administration | 2 | 1 | 3 |
| - Software engineering and programming | 1 | 1 | 2 |
| - Internet | 2 | 2 | 4 |
| - Electronics | 1 | 1 | 2 |
| - Electromechanial | 1 | 0 | 1 |
| - Practical skills development | 3 | 3 | 6 |
| - Others: | 0 | 0 | 0 |

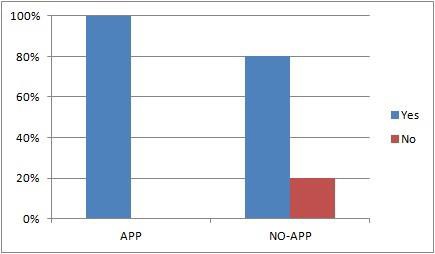
Q10. Do you have training plans in place for: Managers? Production staff? Others?

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| Main Findings | Action Points and Impact |
| All companies with previous experience in apprenticeship has some kind of training plan.  All 5 companies have training plan for those in production, one company has training plan for managers as well, and one other company has a full scale training / adult education plan.  None of the companies with no previous experience in apprenticeship has any training plans in place. | Based on the answer first we need to get more insight on the existing company training plans. This helps to integrate the used and well-working plans, practices and documentation into our Standards.  For those companies, that do not have experience or existing training plans, we have to facilitate the creation of company training plans, mainly focusing on the employees in the production areas. |



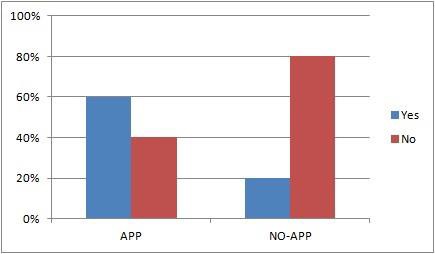
Q11. Is there a strong company commitment to training and skills development?

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| Main Findings | Action Points and Impact |
| The answer to this was positive for 9 companies, but it was 1 company without experience that does not have a strong commitment. | The Standards include the assessment of company commitment as well. Using our Standards at a company will support activities related to trainings (organization, planning, etc.) and therefore increase the commitment  to those plans. |



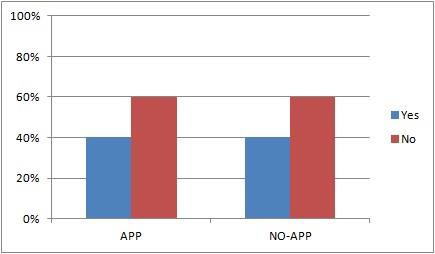
Q12. Are the company training needs and priorities for skilled staff being met currently?

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| Main Findings | Action Points and Impact |
| Four out of ten companies said yes to this question (three are companies with apprenticeship experience and one is a company without apprenticeship experience).  4 companies with no experience and 2 companies with previous experience in apprenticeship answered no to  this question. | The Standards (including planning and organization, etc.) will help companies better focus on this area.  We however note, that there are external factors (regulatory environment, labor market, etc.) that cannot be influenced by the companies. |



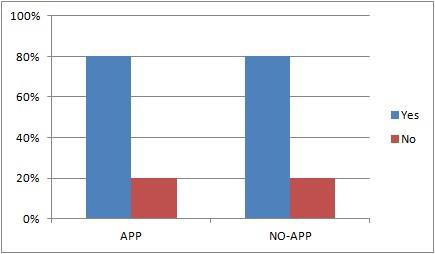
Q13. Do you plan for time off work to allow for training and skills development?

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| Main Findings | Action Points and Impact |
| Majority of the companies answered no to this question. 3 out of the 5 companies with previous experience, and 3 out of the 5 companies with no experience answered no. Only 2-2 companies answered positively. | This circumstance has to be carefully investigated and regarded in the Standards, as well as at trainings and skill development. The optimal solution has to be found in each case, with regard to the individual needs and circumstances of the given company and each  participant. |



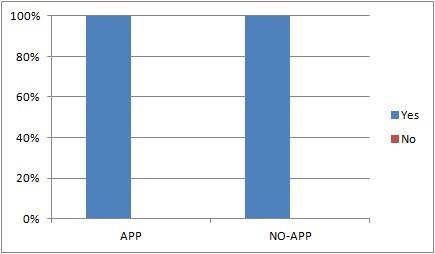
Q14. Do you have people in the company that could support a new apprentice? For example, a supervisor/ charge-hand/mentor?

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| Main Findings | Action Points and Impact |
| 4-4 companies said yes to this question. 1-1 company said that it is no possible for them to identify a supervisor, a charge-hand or a mentor. | The ‘Standard’ says, that all companies must provide at least a supervisor who must be trained and is responsible for the day-to-day support and monitoring of the apprentice.  At those companies, where they answered no to this question, the Standards have to provide support in selecting the employee who is best fit for such a role. Further, alternative solutions (e.g. retired experts part-  time employment) have to be investigated as well. |



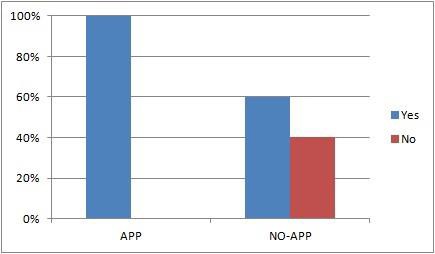
Q15. Would your company benefit from having staff trained to support apprentices to be successful?

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| Main Findings | Action Points and Impact |
| All companies said yes to this question. | The uniform answer suggests that the companies are well aware that an apprenticeship program can only be realized with trained staff.  The Standard are fully in-line with this and supports the  company in their efforts. |



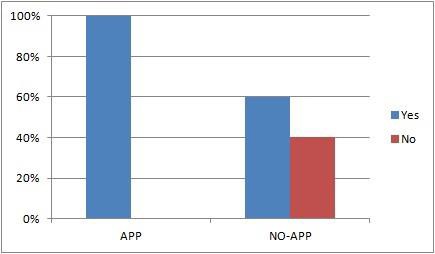
Q16. Would your company benefit from having a ‘Standard’/Framework that would provide a structure for an apprenticeship training plan?

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| Main Findings | Action Points and Impact |
| Eight out of ten companies said yes to this question. Only two companies, without apprenticeship experience, said no to this question. | The presentation and testing of the Standards, participation in its fine tuning will be important also for those companies who currently did not see the necessity  of using such a tool in planning the training programs. |



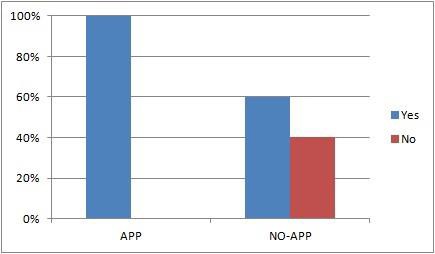
Q17. Are you acquainted with the legal stipulations regulating the provision of apprenticeships?

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| Main Findings | Action Points and Impact |
| Based on the positive answers from those companies with previous experience we see that all 5 companies have a knowledge of the legal regulations of apprenticeship.  Out of the 5 companies with no previous experience 3 stated that they are aware of the regulations and only 2 answered no to this question. | In Hungary, the legal regulations relevant to apprenticeship programs are from time to time reviewed and updated. The latest changes were published in December, 2017. The main effort of the regulatory body is to ensure that the apprenticeship is widely used. Some changes were specifically made to ensure the successful involvement of SMEs.  The Standards, together with the legal facilitation, can foster the participation of SMEs in this type of education. We also believe, that this can be a useful support for those companies as well, who cannot fulfil the legal requirement for some reason, but are using our standards to plan and organize their internal trainings, or  are exploring reserves in their human resources. |



Q18. Do you possess the necessary facilities and equipment to provide adequate training?

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| Main Findings | Action Points and Impact |
| Eight out of ten companies had positive answer to this question. Two out of the ten companies said no. The companies that said no, are micro companies without a specific space to provide a training. | The answers show us that the majority of companies possesses over the necessary facilities and equipment, are suitable for the PILOT program. At the micro companies further solutions need to be investigated in this area.  For example, TMTE organizes its trainings in a centralized location, where the participants arrive from different companies. Of course this approach cannot be used in an apprenticeship program, but the to-be or existing  employee trainings can be supported with this method. |



# Summary of main findings

**Risk ratings:**

**Low – requires little or further support or attention**

**Medium – some support needed to help improve consistency or structure**

**High – important need for intervention and/or additional advice and support to improve**

* Nearly all companies are aware of their legal obligations for safety and welfare (**Low** to **Medium**

risk area)

* Nearly all companies stated that finding new workforce, apprentice is very difficult (**High** risk area)
* 50% have some form of succession plan in place (**Medium** risk area area)
* 50% have a plan to attract young people into the sector (**Medium** risk area)
* All agreed that they would benefit from a supply of young people. However, the common situation in Hungary is, that currently – unfortunately – there is very limited number of young people studying in relevant vocational schools, and their skills and capabilities are usually rather low (**Medium** to **High** risk area– Standards to be used for other than apprenticeship as well / for internal trainings)
* 70% said that they have people who can train but the Standard helps to add structure to this role (**Low** to **Medium** risk area). In case of micro companies, it is a major problem (**High** risk area – additional advice needed)
* 60% no have an induction programme for new employees (**Medium** to **High** risk area– support through the standard or additional advice needed).
* Companies reported that management and administration colleagues are typically limited (limited capacity) in those companies where no documented plan exist. This implies the Standards provided shall include templates for easy use. (**Low** to **Medium** risk area)
* 60% said that allowing time off work for training is a problem, despite that they are committed to providing trainings (**Medium** risk area). In case of micro companies, it is a major problem (**High** risk area – additional advice needed)
* Nearly all companies could identify a member of staff to support a new apprentice (**Low** risk area) However, there is only a limited number of people at companies who have both pedagogical and professional abilities. In case of micro companies, it is a major problem (**High** risk area – additional advice needed)
* All companies said they would benefit from having staff trained to support apprentices to be successful (**Low** risk area)
* 80% said they would benefit from having a Standard/Framework to help them structure an apprenticeship programme at work (**Low** risk area)
* 80% of the companies are acquainted with the legal stipulations regulations to provision of apprenticeship. However, for two companies with no experience this is an issue and need some support. (**Low** to **Medium** risk some support is advisable)
* Nearly all said that they have the necessary facilities and equipment to provide adequate training. (**Low** to **Medium** risk area) In case of micro companies an alternative solution has to be found. (**High** risk area – additional advice needed)