**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 |
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# Introduction

The following document represent the pilot phase of the company Assessment tool.

In this document, we will make a brief description of the precedent phase of the company assessment tool and explain:

* + Aim of the company assessment tool;
  + Target group;
  + Methodology applied;
  + Main findings and action points.

Regarding the main findings, they will be summarized according to the following 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.

# The pilot phase of the Company Assessment Tool

Following the development of our ‘Standard’ in November 2017 and December 2017 we worked with 15 companies to pilot the Company Assessment Tool (CAT) – 5 of the companies are new to apprenticeship training.

The CAT is based on working ‘Standard’ and 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.

The diagnosis of training needs is very relevant and is becoming increasingly important in the business world. The development of skills allows companies to achieve strategic organizational goals. Therefore, apprenticeship training emerges to fill a skill gap and allow companies stay in line with new job demands.

The labour market demands require professionals prepared/trained to carry out activities with a high level of competence and autonomy. A successful apprenticeship program brings special benefits for companies and trainees.

Benefits:

* + Anticipate the preparation and formation of a qualified human resources framework;
  + Allows the discovery of new talent, preparing the company for the future;
  + Creates and maintains a permanent spirit of renewal, providing an efficient means of monitoring, technological, and technical progress;
  + Promote an efficient system of recruitment and selection of new technicians (reduces investment of time and means of work);
  + It allows the exchange of experiences among employees, as well as the exchange of ideas, concepts, plans and strategies.

The developed ‘Standard’ presents some of the key underpinning principles for companies to successfully implement an apprenticeship training. Stimulating practices that promote an efficient apprenticeship training through ‘Standard’ is the first step for companies to build a strategy based on a solid structure.

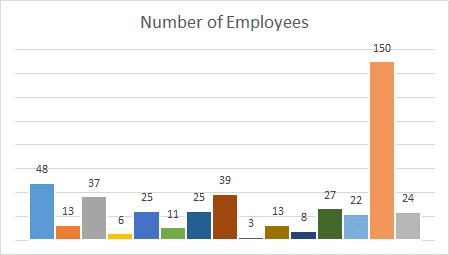
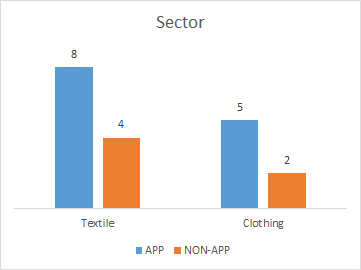
# Report on piloting of the Company Assessment Tool

* 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

Fifteen companies, all of whom are CITEVE partner companies. Five have little or no recent experience of apprenticeship training and ten have extensive experience. The companies are concentrated in the north of Portugal in the heart of textile and clothing Portuguese industry.



* 1. Methodology

The methodology used was based on a quantitative and qualitative analysis, based initially on the face-to-face contact with the companies with the objective to raise awareness them to the theme and presenting the project and the tasks to be develop. The direct contact with the companies was important to clarify all the purposes that are intended to be reached with the questionnaire.

Then the questionnaires were applied using an online platform (lime survey) to facilitate data

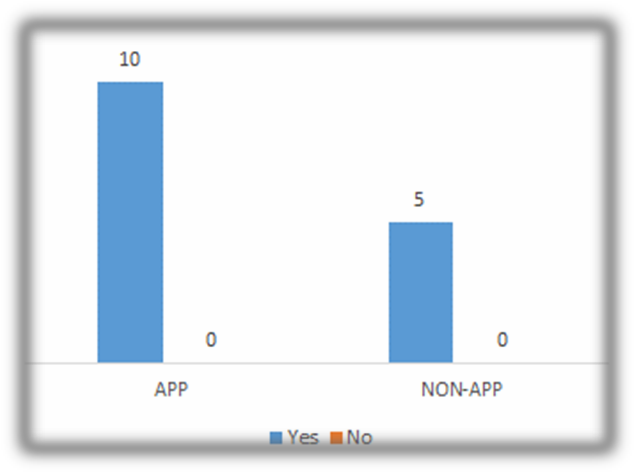
analysis. The platform provides the information in excel format, which allows the analysis of each question separately.

# Main findings and action points

In this topic, we analyse the main findings regarding each question and we made the match between the answers and the aim and purpose of the ‘Standard’ indicating the action points and impact.

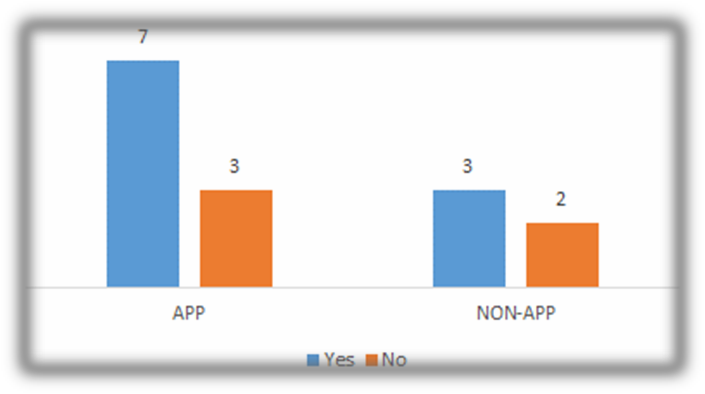
Q1. Do you have to meet any legal requirements to ensure a safe working environment for your employees?

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| Main Findings | Action Points and Impact |
| All companies replied yes to this. There are strict employment laws that require companies to have key arrangements in place to ensure a safe working environment, and wellbeing of their employees. | To ensure that companies meet the 1st key principle of our ‘Standard’ our qualified staff will continue to monitor that these arrangements have been met by all companies before an apprenticeship starts their learning programme. |



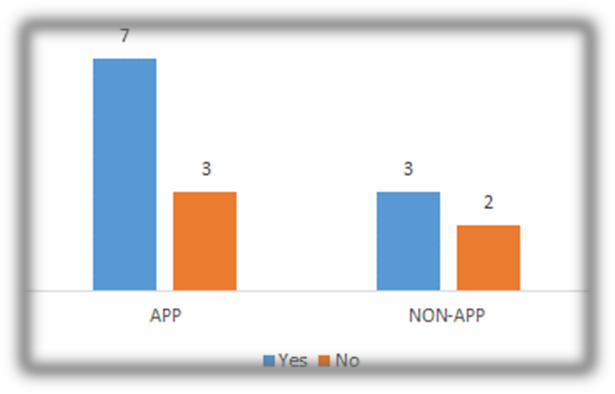
Q2. Do you respond quickly to recruit the right person when a job vacancy occurs?

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| Main Findings | Action Points and Impact |
| Seven out of the ten companies with apprenticeship experience said yes to this and three said no. The companies without experience, three said yes and two said no. Some of the reasons for companies answered No are related with the lack of human resources and a lack of structured recruitment service.  However, we note that three companies with experience  in apprenticeship programs have also answered no. | Our ‘Standard’ identify the global benefits of an apprenticeship programme and companies are always in contact with our staff which allow to clarified any doubt regarding one job vacancy. When company need recruit a new person they follow the road map. We believe that the ‘Standard’ will have a good impact on the companies, mainly in companies who are new to apprenticeship  training. |



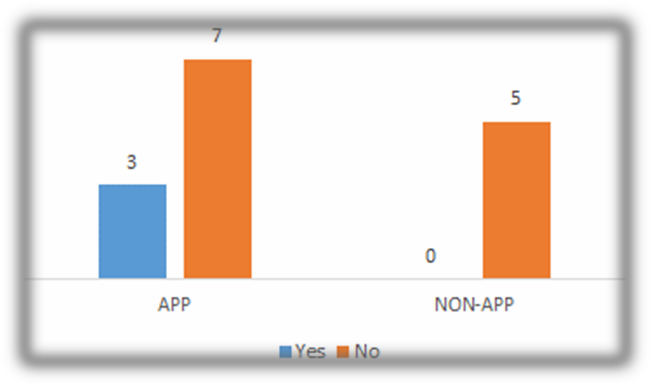
Q3. Do you have a company succession plan to ensure you have the right person in the right job role?

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| Main Findings | Action Points and Impact |
| Although we have the same result as in the previous question, the companies that said no, they are different. This question is one of the major concerns of companies. We watched a considerate number of companies without succession plan. Companies told us that exist a  huge concern in recruitment of new seamstress or operational professions. | Retention, success and progression is one of the requirements of the ‘Standard’. Companies that sign the protocol for implement an apprenticeship programme will be in charge with this priciples. This feature of the ‘standard’ will be influential in build this capacity and  help companies focus on this as a feature of the apprenticeship training programme. |



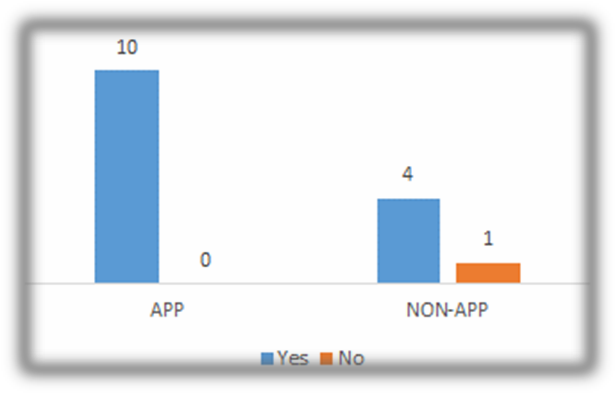
Q4. Is there a plan to attract new young people into the company moving forward?

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| Main Findings | Action Points and Impact |
| All companies without apprenticeship experience said no to this question. However, seven of the ten companies with experience answered as well, no. This data show us the main challenge of the companies in the recruitment of the new young people. Even with the work already made by CITEVE and some companies, is still missing an improvement in the image of the textile and clothing  sector. | CITEVE work closely with schools and other Vet Providers to promote and attract more informed and interested people to this sector. We develop secondary and up secondary training courses with an apprenticeship programme. The awareness session for companies in CITEVE integrate contents with deeply information about training (theoretical and/or with apprenticeship  programme). |



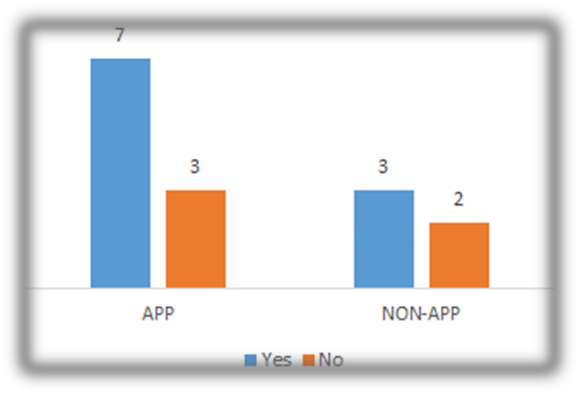
Q5. Would your company benefit from the supply of trained young people?

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| Main Findings | Action Points and Impact |
| All companies, except one without apprenticeship experience answered yes to this question. The company that answered no, have three collaborators and also answered no, to the previous question. We tried to understand the reason for this and the company mentioned that it is a micro-enterprise and it does not see a challenge here. | Our ‘Standard’ commits all registered companies to establish effective training and develop their staff. The apprenticeship programme promote an effective way to build this capacity. |



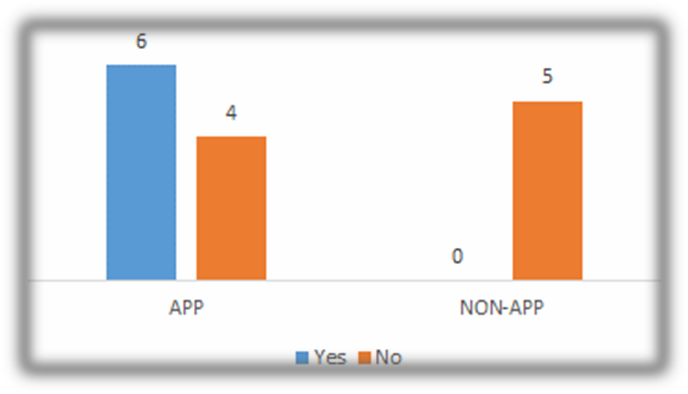
Q6. Do you have people in your company who can provide training and prepare a training programme?

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| Main Findings | Action Points and Impact |
| Most said yes to this question. However, in some companies manager have several roles (manager, trainer of the new employees, human resources manager, production manager, computer manager, etc), namely in micro and small companies. | The ‘Standard’ give a clear guidance for supervisors/mentors to provide an efficient follow-up of the training programme/apprenticeship. For companies with lack of experience our ‘Standard’ has specific guidelines that held to better understand the benefits of the training programme/apprenticeship period and, else  orientation for implementation. |



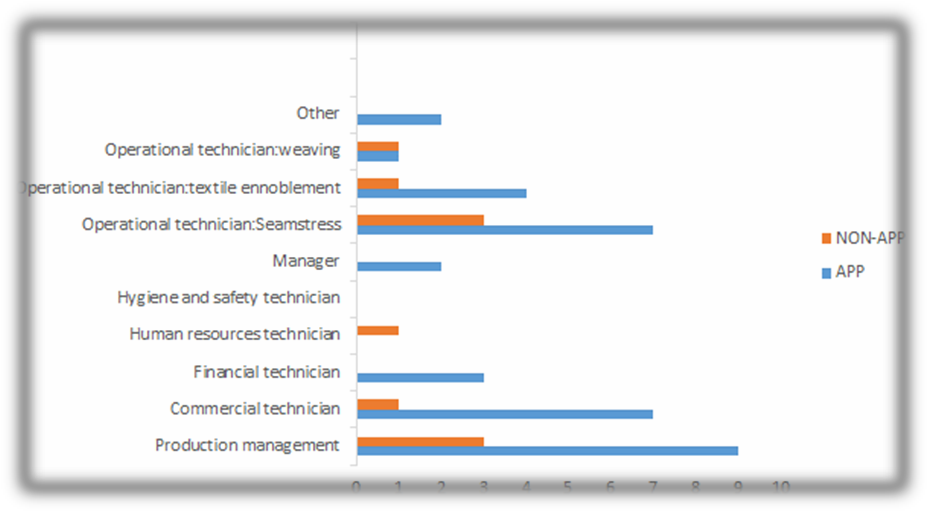
Q7. Do you have an induction programme for new employees?

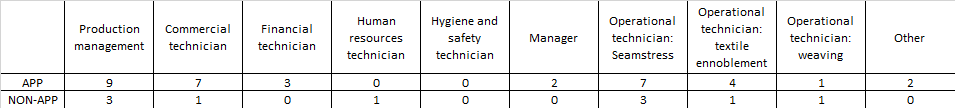
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| Main Findings | Action Points and Impact |
| All companies without experience said no to this question (5).  Six of the companies with experience said yes to this question, having four answered no.  The companies that answered yes indicated the following programs/methodologies:   * The host day is planned within the framework of our quality management system, where the quality manager provides a host manual (with company rules), as well as a succinct explanation of the quality management system. Subsequently are defined a mentor that will give support to the new employee for as long as necessary in order to become integrated in the company. * Specific reception and integration procedure. * When a new employee is recruited, the manager together with the superior and the Human Resources manager, on the first day of work introduce the new employee to all employees, explains the code of conduct and the general rules of the company, as well as description of the functions it will occupy. * Collaborator Kit: Code of Ethics and Conduct; Quality Control Plan associated to the function; Process Flowchart of which it is a part; Definition of Functions; internal training associated with the function. * Personal accompaniment. | The Road Map include different sessions with companies, which allows a set of steps and guidelines that ensures that all companies that commits with ‘Standard’ follow a structured learning plan. |



Q8. Do you have priority areas in your company?

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| Main Findings | Action Points and Impact |
| Companies with apprenticeship experience: The three most important areas are:   * Production management * Commercial technician * Operational technician: seamstress The areas with middle range are: * Operational technician: textile ennoblement * Financial technician * Manager   With one answer or without answer   * Operational technician: weaving * Human resources technician * Hygiene and safety technician   Two companies selected the option other and add the following areas:   * Product manager * designer   Companies without apprenticeship experience: The two most important areas are:   * Production management * Operational technician: seamstress With one answer: * Commercial technician * Human resources technician * Operational technician: textile ennoblement * Operational technician: weaving without answer: * Financial technician * Hygiene and safety technician * Manager | The main selections, companies with or without experience, was on the Production management and Operational technician: seamstress.  No one company selected the Hygiene and safety technician area.  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 |
| Companies with apprenticeship experience: The most important area is:   * Production management The areas with middle range are: * Business | Marketing * Foreign Language * Graphic design   Companies without apprenticeship experience: The most important areas are:   * Production management * Behavioural skills * Organization and professional effectiveness | The focus will be on technical and transversal areas. For companies with apprenticeship experience technical areas are the most important. On the other hand, companies without apprenticeship experience selected transversal areas as the most priority. |

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| **Priority training areas** | **APP** | **NON-APP** |
| Leadership | 1 | 1 |
| Production management | 10 | 3 |
| Selling and trading techniques | 5 | 2 |
| Quality | 4 | 1 |

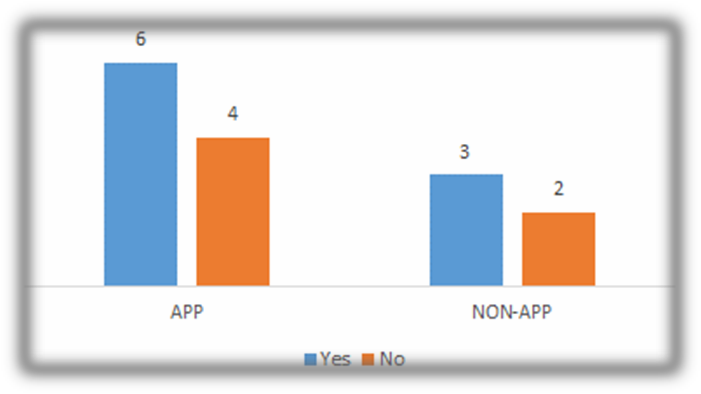
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| Behavioural skills | 1 | 3 |
| Business | Marketing | 6 | 1 |
| Financial analysis and management | 1 | 0 |
| Strategic management of human resources | 1 | 1 |
| Tools for continuous improvement | 3 | 2 |
| Health and safety at work | 2 | 0 |
| Management | 2 | 0 |
| Market research and selection | 2 | 0 |
| Organization and professional effectiveness | 3 | 3 |
| Commercial management and sales | 1 | 1 |
| Logistics | 1 | 1 |
| Maintenance | 0 | 1 |
| Accounting] | 2 | 0 |
| International negotiation | 4 | 0 |
| Foreign Language | 5 | 0 |
| Instruments to support international trade | 4 | 0 |
| Market studies | 1 | 0 |
| Coaching | 2 | 0 |
| Environment | Energy | 2 | 0 |
| Project management | 1 | 0 |
| Office productivity | 0 | 0 |
| Data base | 0 | 0 |
| CAD | 2 | 0 |
| Graphic design | 5 | 0 |
| Multimedia and web design | 0 | 0 |
| Law (Commercial, Labour, Quality, Environment ...) | 0 | 0 |
| Audit | 1 | 0 |
| Secretariat | 0 | 1 |
| management of computer systems | 1 | 0 |
| Software Engineering and Programming | 2 | 0 |
| Other | 1 | 0 |

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

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| Main Findings | Action Points and Impact |
| Eleven out of fifteen said yes - Production Staff, and ten out of fifteen replies yes - Managers. | The ‘Standard’ requires that all companies that decide to register to have a succession and personal training plan for each apprentice. When companies attend the first session, we'll explain that point and provide orientation. The question answer show as that we need focus on the training plans, in order that companies develop an  internal strategy to involve all staff. |

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

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| Main Findings | Action Points and Impact |
| Nine out of fifteen companies said yes to this question. However, we verified that four companies with a strong commitment said no to this question. On the other hand  only two companies without experience said no. | The standard revisits this commitment and the apprenticeship programmes are a good catalyst for this type of activity to be secured. |

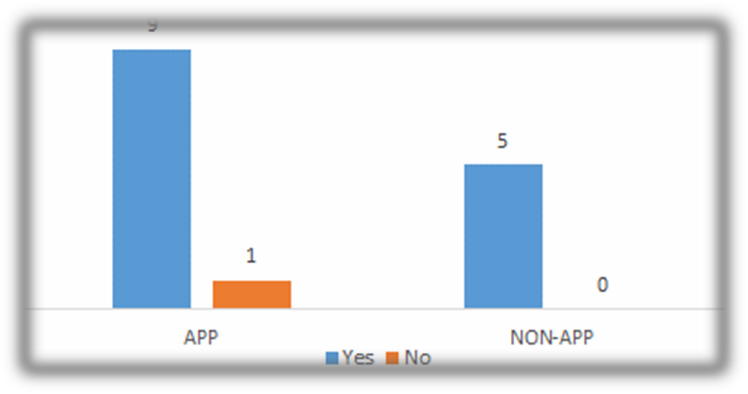


Q12. Are the company training needs and priorities for skilled staff being met currently?

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| Main Findings | Action Points and Impact |
| Ten out of fifteen companies said yes to this question (six are companies with apprenticeship experience and four are companies without apprenticeship experience).  It should be noted that only one company, of the five without experience, said that the training needs and priorities for skilled staff was not covered. | we believe that Standard will help companies focus more in this area. |

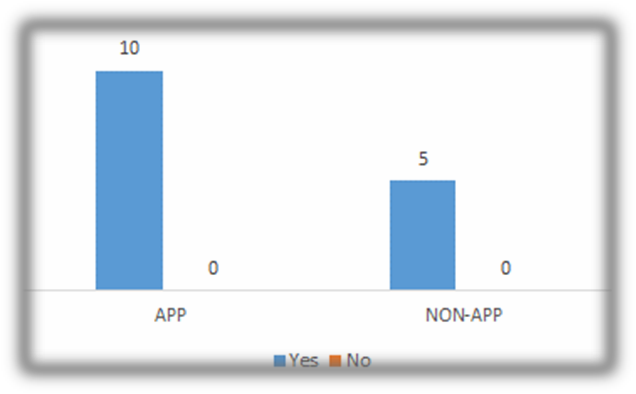
Q13. Do you plan for time off work to allow for training and skills development?

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| Main Findings | Action Points and Impact |
| Only one company (with apprenticeship experience) replied no.  Fourteen out of fifteen companies said yes to this question. | We consider for those companies that commits with 'standard' this question wins a special attention. The 'standard' gives a clear guidance and support companies to implement training and skills development. |



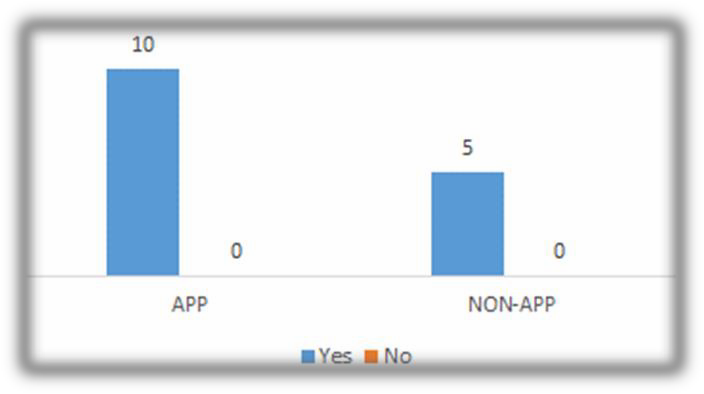
Q14. Do you have people in the company that could support a new apprentice? For example, a supervisor/ charge-hand/mentor?

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| Main Findings | Action Points and Impact |
| All of fifteen companies said yes to this question. Even the micro companies said that it is possible for them identify a supervisor or a mentor. | The ‘Standard’ are very clear in this question. 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. The support documents (learning plan, supervisor/mentor monitoring report, assessment and report) and the regular meetings with all intervenients in the process allow the effectiveness of the apprenticeship program  and consequently the success of the apprentice. |



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

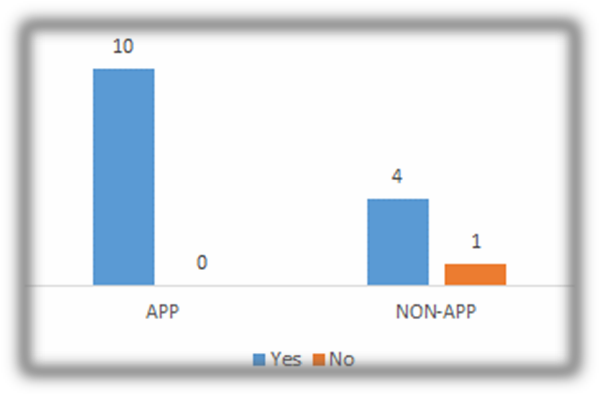
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| Main Findings | Action Points and Impact |
| The fifteen companies said yes to this question. For companies it was clear that it is important and crucial having staff trained to support apprentices. | This response suggests a strong awareness of the need for training staff to support the apprenticeship programme.  The ‘Standard’ are completely in line with companies view and give the necessary support for companies that want to have a staff trained to support an apprenticeship  programme. |



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

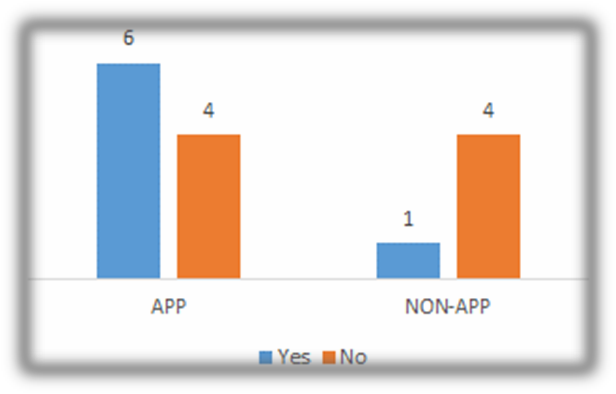
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| Main Findings | Action Points and Impact |
| Fourteen out of fifteen companies said yes to this question.  Only one companies, without apprenticeship experience,  said no to this question. | Even all companies proved to be well accepted the ‘Standard’ we must increase the same in order to show to all companies the importance of the same. The  'standard' is an important step for who want to know the |

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|  | apprenticeship programmes and for who want to designing and monitoring an apprenticeship programme. |



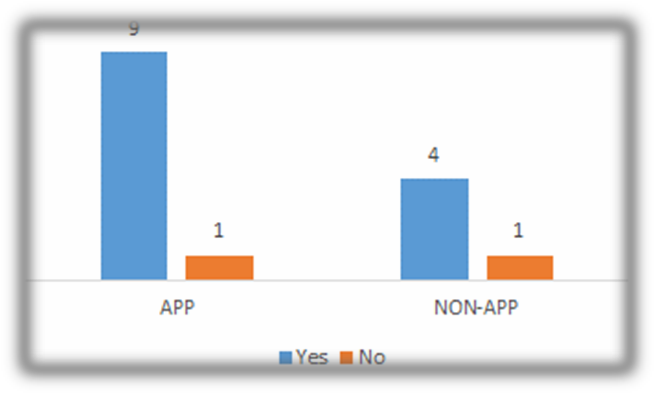
Q17. Are you acquainted with the legal stipulations regulating the provision of apprenticeships?

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| Main Findings | Action Points and Impact |
| As we verified in the last questions, companies understand the importance of the apprenticeship programme and agree about the necessity of have supervisor or mentor to support apprenticeship.  The answers at this question show us that eight out of fifteen companies are not acquainted with the legal stipulations that regulate the apprenticeship. Is important to say that four out of ten companies with experience said no to this question. | Portugal have a huge historical regarding training programme and apprenticeship. In the last years, Portugal improved the training systems and the vision of the companies in this field was improved.  However, there is still much to be done and disseminated in companies, namely to SMEs companies. As we see, the most are familiar with the legal requirements and has already implemented apprenticeship programmes. However, there is still a way to go to reach all companies that do not know the legal requirements. Our 'standard' features a simple and clear structure that helps  companies in this matter. |



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

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| Main Findings | Action Points and Impact |
| Two out of fifteen companies said no to this question. The companies that said no are micro companies without a specific space to provide a training. | The answers demonstrate that companies are ready to be involved in the pilot testing. For companies that said no we’ll help them to provide an adequate space for  training. |



# 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**

* All are aware of their legal obligations for safety and welfare (**Low** risk)
* Nearly all are quick to respond when an apprenticeship vacancy arises (**Low** to **medium** risk)
* Nearly all have some form of succession plan in place (**Low** to **medium** risk)
* Only a few have a plan to attract young people into the sector (**Medium to High** risk - some support is advisable)
* Nearly all agreed that they would benefit from a supply of young people (**Low** risk area)
* Nearly all said that they have people who can train but the Standard helps to add structure to this role (**Low** risk area)
* More than half companies with apprenticeship experience have an induction programme for new employees (**Low** risk area). However, all companies without experience need support or additional advice (**High** risk– support through the standard needed)
* There is a strong commitment to company training but there are some areas of staff training that needs more planning (**Low** to **Medium** risk some support is advisable)
* All companies identified training needs and priorities for staff are being met generally well. For some companies this is an issue and need some support. (**Medium to High** risk - some support is advisable)
* Only one company said no have a plan time off work to allow for training. Companies show a strong commitment to allowing time off work for training and skills development where needed (**Low** risk area)
* All companies could identify a member of staff to support a new apprentice (**Low** risk area)
* All companies said they would benefit from having staff trained to support apprentices to be successful (**Low** risk area)
* Fourteen out of fifteen companies said they would benefit from having a Standard/Framework to help them structure an apprenticeship programme at work (**Low** risk area)
* More than a half are acquainted with the legal stipulations regulations to provision f apprenticeship. However, for eight companies 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** risk area)