

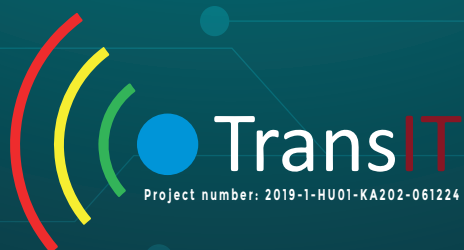
WORK BASED 

MANAGEMENT TRAINING KIT

FOR THE TRANSITION TO INDUSTRY 4.0

Transversal Competence Analysis and Catalogue

Summary of the Online Questionnaire Analysis



2019-HU01- KA202-061224

July, 2020

Prepared by KISMC

01.A2. SUMMARY OF THE ONLINE QUESTIONNAIRE

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Introduction

The **online survey on the learning habits and companies' training practices¹** was carried out within the ERASMUS+ project No 2019-HU01-KA202061224 "TransIT - Work-based management training kit for the transition to Industry 4.0" as part of IO1-2: Field Study through focus group interviews and opinion poll/online questionnaires.

It was conducted by all the project partners and covered 6 countries: Bulgaria (BG), Greece (GR), Hungary (HU), Ireland² (IE), Portugal (PT) and Slovenia (SI).

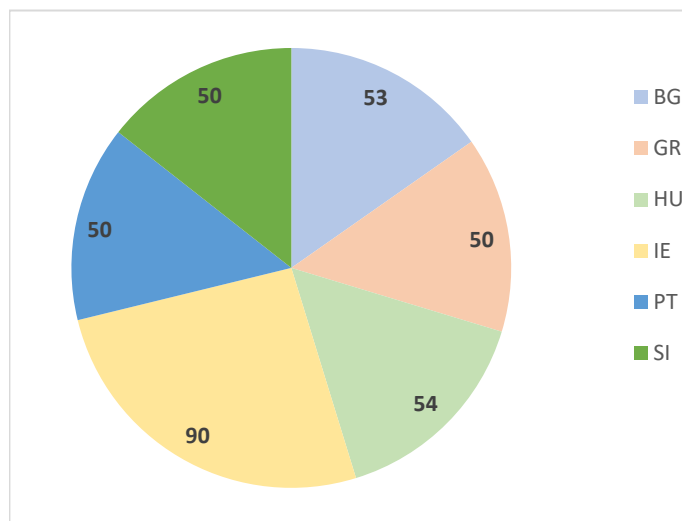
The goal of our research was to collect data on the learning habits and companies' training practices that will help the partnership to elaborate a training kit to support the companies in their transition to Industry 4.0.

The partners contacted respondents with great insight in to this area that contributed with our research. The survey seeks only interviewees' personal opinion. Our goal was to reach at least 50 representatives per country, or 300 in total. As a final result, the **total number of answers is 347**, see Figure 1 for distribution by country.

The content of the questionnaire is available in Annex 1.

All the national results are presented in Annex 2 and are available for further analysis.

Figure 1: Total interviewees per country



¹ All 6 linguistic versions of the questionnaire are available online here:

BG - <https://forms.gle/p6JiytuF75mi3soFA>
 EN - <https://forms.gle/cByiethgWrkHVQVQ9>
 GR - <https://forms.gle/7X5DmoUeKureKw9w6>
 HU - <https://forms.gle/8J5sAT2Rnv7pYNY9>
 PT - <https://forms.gle/bS1qY1Xnq29xhag5A>
 SI - <https://forms.gle/KpVKWt73BdS5rC4y5>

² Only 34 answers were received with this questionnaire in Ireland. The other 56 were collected via the partner's website.

General overview of the responders

Section 1: General questions

In this section the questions covered each responder's age, grouped in 4 generations³ that are active on the labour market: **Gen Z** (Digital Natives, born after 1995); **Gen Y** (Millennials, born between 1981 and 1995); **Gen X** (Born between 1961 and 1980) and **Baby boomers** (Born between 1946 and 1960). As shown on Figure 2, nearly 49% of the participants represent Gen X, followed by Gen Y (37%) and Gen Z and Baby boomers, 7% each, which shows the normal distribution of the active population.

Figure 2: Total interviewees per generation

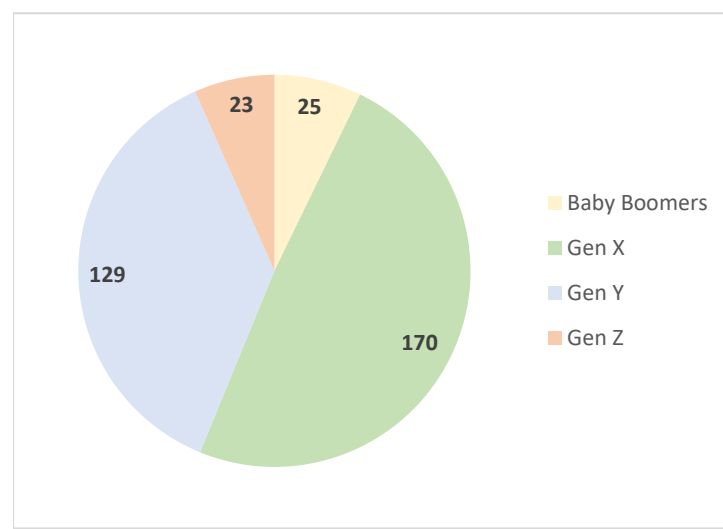
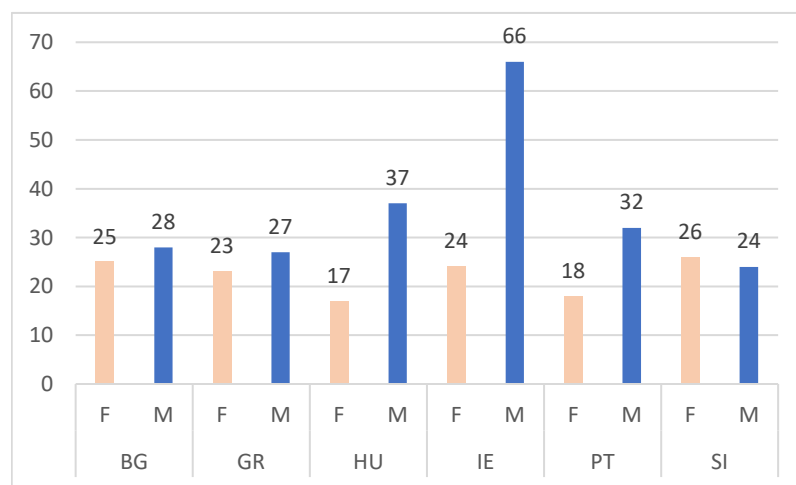


Figure 3: Distribution by country and by gender



The second question received feedback on the gender of the responders. As a whole, 133 women (F) and 214 men (M) participated in the survey. The distribution by gender per country is shown on Figure 3.

The ratio M:F is 1.6 : 1.

When it comes to educational profile of the participants in the online questionnaire, Figure 4 is showing that 88% of the responders have a university degree, where 47.6% are those with University MSc or higher,

and 40.6% graduated from College/University BSc/University BA. Those with High school are 7.2%, followed by 4.3% with Technical/Vocational School qualification, and less than 0.3% have primary level of education. The results encourage the project team to believe that we reached the most appropriate audience for the survey.

³ <https://en.wikipedia.org/wiki/Generation>

Figure 4: Educational level

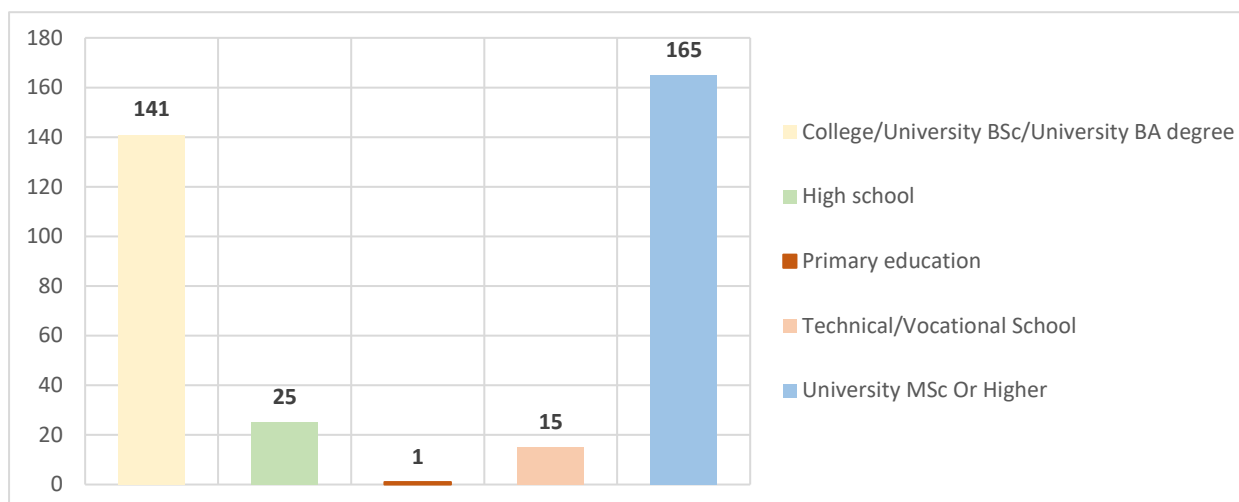
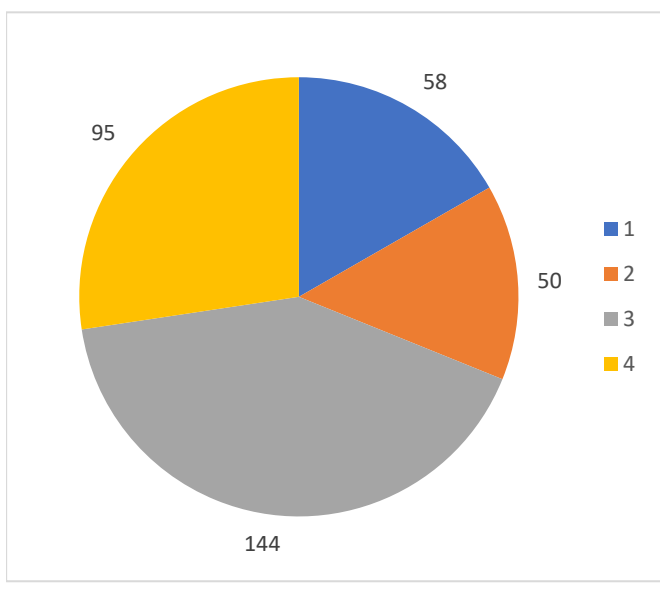


Figure 5: Awareness of the concept of Industry 4.0



Next question addressed the awareness of the interviewees of the concept of Industry 4.0. On Figure 5 are shown they answers, as follows: **To a great extent (4); Somewhat (3); Very little (2) and Not at all (1).**

Based on that chart, it is evident that near 69% answered that are aware to a great extent or somewhat aware (28% and 41% respectively). There are still 31% that answered that the know very little or not at all the Industry 4.0 concept (14,4% and 16,6% respectively).

It is interesting to see this distribution by participating country. Figures 6 to 11 show that in all the countries people that are somewhat aware of the Industry 4.0 concept are the majority,

followed by the group of those that claim they are aware to a great extent.

Figure 6: Awareness of the concept of Industry 4.0 in Bulgaria

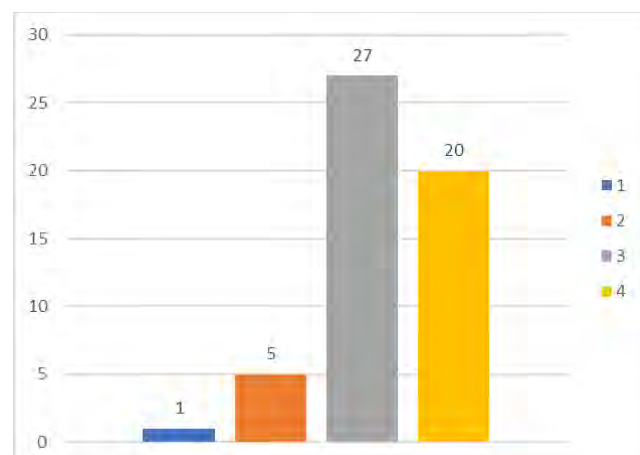


Figure 7: Awareness of the concept of Industry 4.0 in Greece

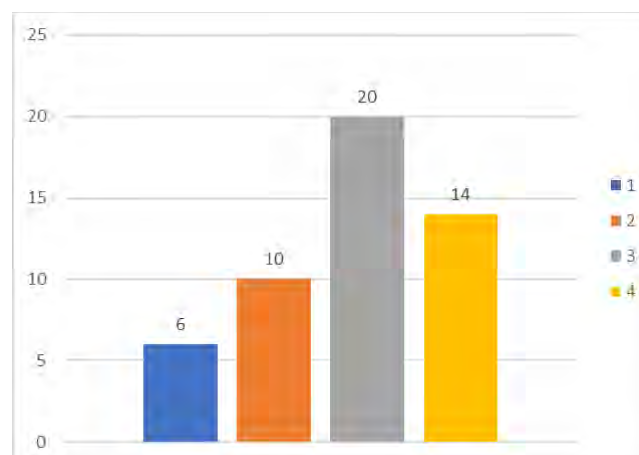


Figure 8: Awareness of the concept of Industry 4.0 in Hungary

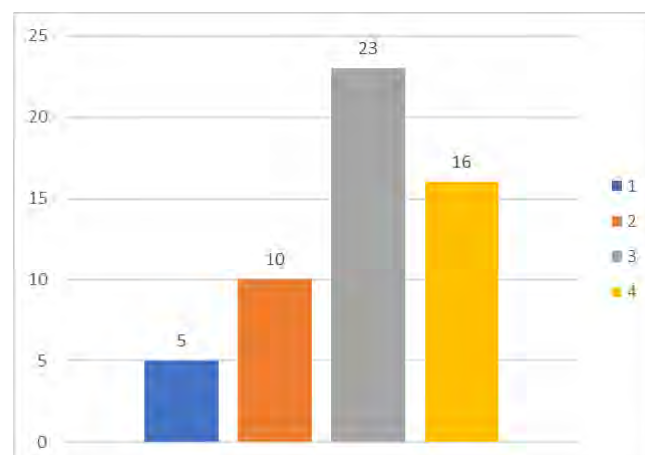


Figure 9: Awareness of the concept of Industry 4.0 in Ireland

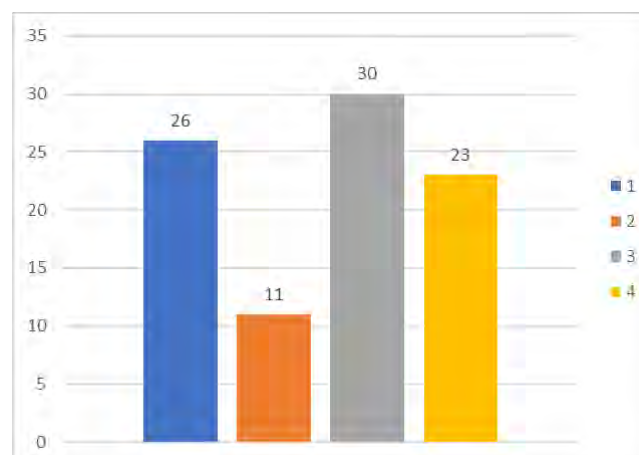


Figure 10: Awareness of the concept of Industry 4.0 in Portugal

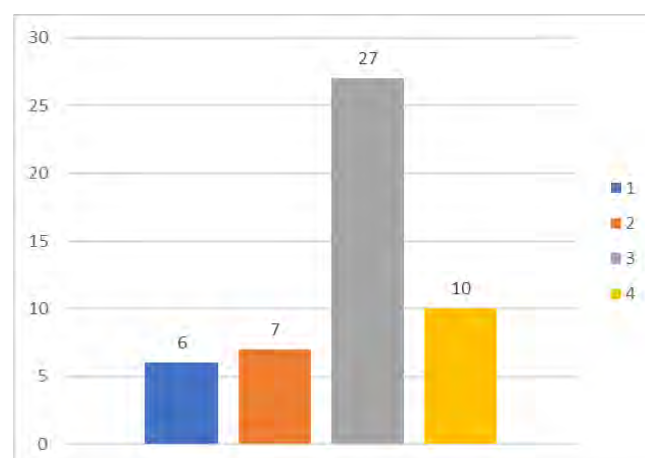
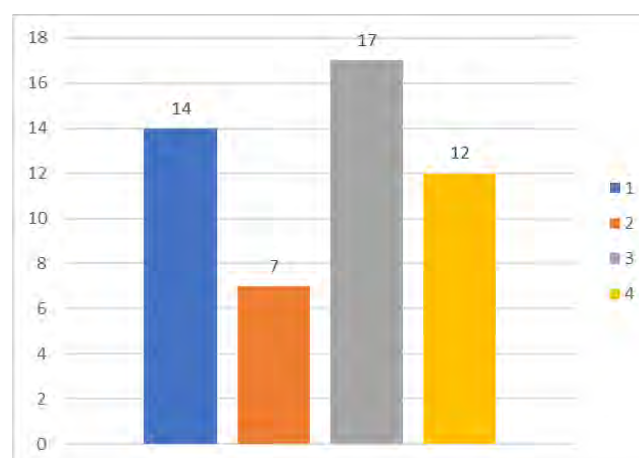


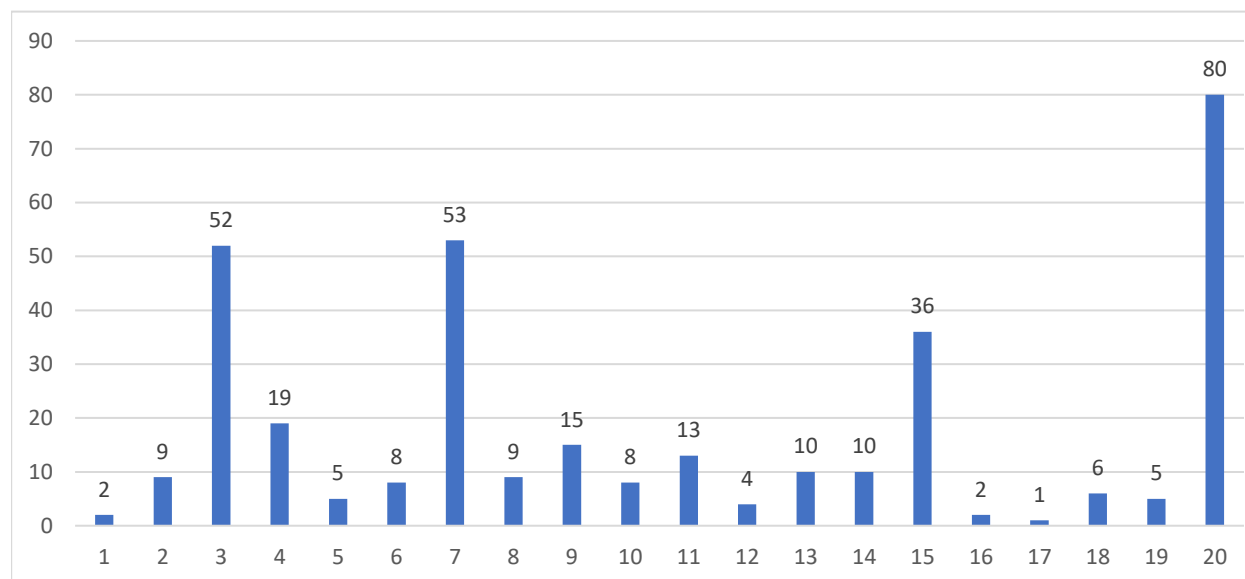
Figure 11: Awareness of the concept of Industry 4.0 in Slovenia



The responders were asked which industry they work for (Figure 12), with the following options⁴:

- | | |
|-------------------------------|----------------------------|
| 1. Aerospace Industry | 11. Hospitality Industry |
| 2. Transport Industry | 12. Entertainment Industry |
| 3. Computer Industry | 13. News Media Industry |
| 4. Telecommunication industry | 14. Energy Industry |
| 5. Agriculture industry | 15. Manufacturing Industry |
| 6. Construction Industry | 16. Music Industry |
| 7. Education Industry | 17. Mining Industry |
| 8. Pharmaceutical Industry | 18. Worldwide web |
| 9. Food Industry | 19. Electronics Industry |
| 10. Health care Industry | 20. Other |

Figure 12: Distribution of companies represented by industry



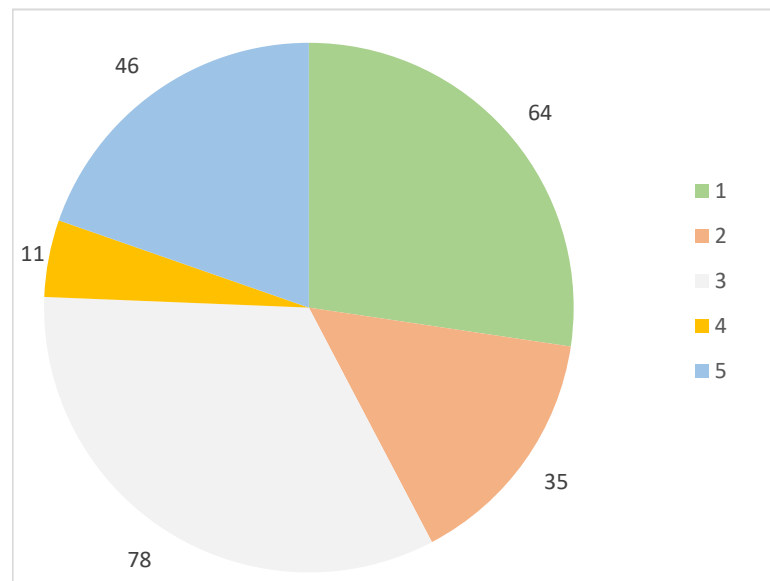
The figures show that all those industries were covered by 77%, and 23% of the answers show other. With a basis of 267 pre-defined answers, the most covered by the questionnaire are Computer, Education and Manufacturing industries, or 52.8% of the answers 1-19.

As those are the industries that faster adapt to the new requirements of Industry 4.0 transition, we believe that the answers in Sections 2 and 3 are representative and a good basis to elaborate appropriate tools under this Erasmus+ project.

⁴ <https://datantify.com/knowledge/19-types-of-business-industries/>

The responders also were asked what are their current job positions, grouped in the following options:
Top level manager of SME or large enterprise (1);
Middle manager of SMEs who are responsible for the preparation/transition to Industry 4.0 (2);
Employee or team member, implementing the transition to Industry 4.0 (3);
Decision and institutional policy maker (4);

Figure 13: Distribution by job position



Manager/Employee in training organisation (5) and Other, to be specified.

Figure 13 is showing the distribution of 234 answers from 1 to 5. The majority of those responders (33%) are middle managers of SMEs, responsible for the preparation/transition to Industry, followed by the top-level managers - 27%.

The other job positions, specified by the responders in the questionnaire (46 in total), are as follows:

Account Manager (1); **Administration employee** (3); **CEO** (3); **Authority clerk**; **Building manager**; **Business Unit Director**; **Chemical engineer**; **Co-founder**

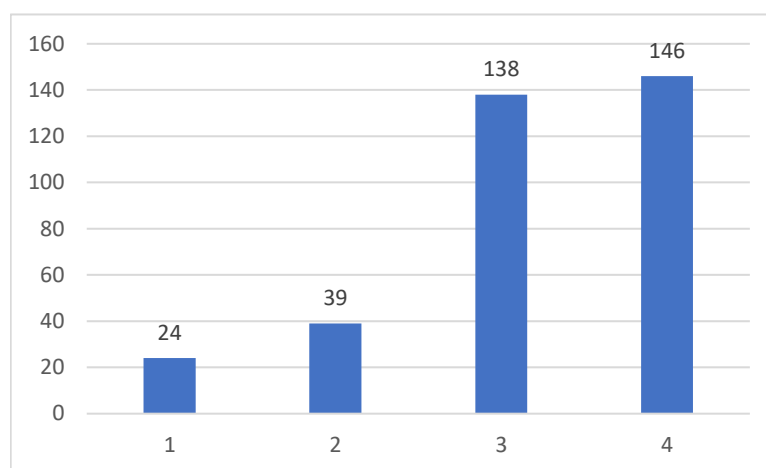
and operation manager; **Businessman** (3); **Cooperative manager** (micro social enterprise); **Costumer Care Manager**; **Counsellor**; **Design Engineer/Designer** (3); **Development Director**; **Dietologist**; **Director** (2); **Editor**; **Electric engineer**; **Electrician**; **Employee** (10); **Engineer in car industry**; **Engineering Director**; **Engineering team leader**; **Event manager**; **Global head of customer support**; **Head of Department** (2); **Head of sales** (2); **Head of Service**; **Head of unit**; **Health and Safety intern**; **HR Recruiter/specialist** (4); **Independent professional associate**; **Insurance salesman**; **Intermediate level manager**; **IT specialist**; **Junior planner** (2); **Key account manager**; **Leader of a small group**; **Leading expert**; **Manager** (3); **Manufacturing Technician**; **Marketing expert**; **Mechatronic engineer**; **Process Engineer**; **Office manager**; **Partner** (3); **Part-time sales assistant** (2); **Pedagogical responsible**; **Personal assistant**; **Product developer lawyer**; **Project Manager** (2); **R&D Researcher**; **Retail store manager**; **Self-employed Sole trader** (8); **Senior Director**; **Senior management** (retired); **Sales Manager / Coordination** (2); **Senior Technical Officer Computer Services**; **Service manager**; **Software developer** (4); **Software Project Coordinator**; **Store Designer**; **Systems analyst**; **Team building and team management**; **Team leader**; **Technical Engineer**; **Technical Team leader** (3); **Toolmaking technologist**; **Trainee in a SME**; **Training and development specialist**; **University professor**; **VET centre teacher** (3); **Wage and labour speaker**; **Web developer**.

It is evident that many of the job positions that the participants indicated could be counted to the suggested answers, that could slightly change the final distribution.

Figure 14 presents the distribution of the answers to the next question: *Do you think the transition to Industry 4.0 will influence your company/organisation?*, where the possible answers are: **To a great extent (4)**; **Somewhat (3)**; **Very little (2)** and **Not at all (1)**.

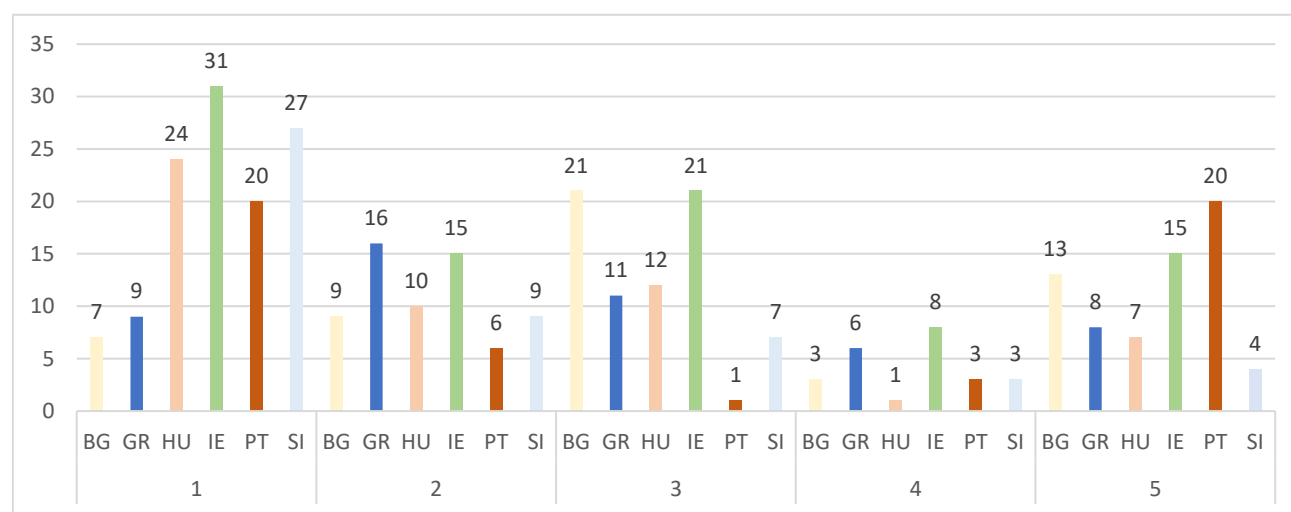
It is already understood by the majority of the interviewees, that the Industry 4.0 will influence their business, as nearly 82% foresee it and only 7% of them do not believe it will happen.

Figure 14: Influence of the transition to Industry 4.0 on the company



Our final question in this section was about the readiness of the companies for the Industry 4.0 transition. Figure 15 shows the distribution of the answers, given to the question *has their company a strategy to transition to Industry 4.0?* The options for this question were: **Yes, and we are implementing it (5)**; **Yes, but we are not implementing it (4)**; **We are still elaborating it (3)**; **We are planning to elaborate it (2)** and **We do not plan to elaborate such a strategy in the near future (1)**.

Figure 15: Availability of a strategy to transition to Industry 4.0 in the companies per country



The comparison between the countries is very interesting and gives a picture of the readiness of the managers to face the Industry 4.0 challenges, as well as the understanding about the influence of the future transition on the individual companies. As a general conclusion, less than 20% of the responders declare they have and implement their company's strategy, while 34% of them do not plan to elaborate such a strategy in the near future. The figures could be used by policy makers at national level to foster the business to plan their future depending on the Industry 4.0 possibilities.

Section 2: Importance of competencies in the companies/organisations

This section focuses on the importance of selected competencies in responders' company/organisation:

Leadership; Organisational culture; Organisational structure; Motivation and Communication. They had to select the extent to which they agreed or disagreed with the statements below, where 1 represents **strongly disagree** and 5 represents **strongly agree**. The total answers are different than 347, as the questions have multiple selection option.

Statement	SCORE										TOTAL
	1		2		3		4		5		
	answers	%	answers	%	answers	%	answers	%	answers	%	
Leadership											
Clear strategies are defined	10	2.8%	31	8.8%	77	21.8%	121	34.3%	114	32.3%	353
Strategies are communicated to all employees	14	4.0%	29	8.3%	83	23.6%	113	32.2%	112	31.9%	351
Leaders create a vision and communicate this by setting clear objectives	12	3.4%	35	10.0%	68	19.5%	116	33.2%	118	33.8%	349
Top management actively promotes creativity and innovation	13	3.7%	31	8.8%	58	16.5%	123	35.0%	126	35.9%	351
Non conformity is tolerated	44	12.5%	69	19.6%	92	26.1%	97	27.6%	50	14.2%	352
Leaders encourage champions	9	2.6%	30	8.5%	81	23.1%	122	34.8%	109	31.1%	351
Leaders visibly drive innovation	6	1.7%	36	10.3%	77	22.1%	118	33.9%	111	31.9%	348
Leaders adopt a consensus and shared approach to decision making	17	4.8%	40	11.4%	72	20.5%	140	39.9%	82	23.4%	351
Leaders adopt a participative decision-making style	12	3.4%	45	12.9%	71	20.3%	147	42.1%	74	21.2%	349
Senior management actively encourages the submission of new product ideas	9	2.6%	36	10.3%	70	20.1%	117	33.5%	117	33.5%	349
Culture											
The organisation’s culture promotes idea generation	7	2.0%	36	10.3%	64	18.4%	126	36.2%	115	33.0%	348

Statement	SCORE										TOTAL
	1		2		3		4		5		
	answers	%	answers	%	answers	%	answers	%	answers	%	
A formal idea generation process is in place	37	10.6%	56	16.0%	78	22.3%	98	28.1%	80	22.9%	349
Our employees have a diverse range of interests	7	2.0%	22	6.3%	79	22.5%	123	35.0%	120	34.2%	351
Risk taking is actively encouraged	32	9.1%	61	17.4%	105	29.9%	102	29.1%	51	14.5%	351
There is a high level of trust in the organisation	11	3.1%	34	9.7%	80	22.9%	127	36.3%	98	28.0%	350
Adequate resources are dedicated to achieve creativity goals	17	4.9%	62	17.8%	91	26.1%	121	34.7%	58	16.6%	349
All employees participate in generating ideas	27	7.7%	60	17.1%	88	25.1%	91	25.9%	85	24.2%	351
Information and knowledge is shared throughout the company	17	4.8%	42	11.9%	82	23.2%	120	33.9%	93	26.3%	354
All operations are driven by customer needs	4	1.1%	32	9.1%	88	25.1%	123	35.0%	104	29.6%	351
An effective mentoring system is in place	32	9.2%	59	16.9%	87	24.9%	104	29.8%	67	19.2%	349
Structure											
The organisational structure is flexible and organic	25	7.2%	51	14.7%	89	25.6%	113	32.5%	70	20.1%	348
The structure enables the voice of the customer to be captured effectively	9	2.6%	39	11.2%	99	28.4%	114	32.7%	88	25.2%	349
The organisational structure promotes idea generation and learning	11	3.1%	49	14.0%	80	22.9%	126	36.0%	84	24.0%	350
Autonomous cross-functional teams are used to implement projects	21	6.0%	42	12.0%	89	25.5%	126	36.1%	71	20.3%	349
Project teams are organic, flexible and agile	14	4.0%	49	14.1%	90	25.9%	125	35.9%	70	20.1%	348
All team operations are driven by customer needs	9	2.6%	38	10.8%	98	27.9%	119	33.9%	87	24.8%	351
Team members are mutually accountable	8	2.3%	44	12.6%	88	25.3%	138	39.7%	70	20.1%	348

Statement	SCORE										TOTAL
	1		2		3		4		5		
	answers	%	answers	%	answers	%	answers	%	answers	%	
Team members are empowered to make decisions	16	4.6%	40	11.5%	87	24.9%	132	37.8%	74	21.2%	349
Communities of practice are used to optimise core competencies	28	8.0%	45	12.9%	92	26.3%	119	34.0%	66	18.9%	350
There is a high level of co-operation across the organisation	12	3.4%	39	11.2%	75	21.6%	129	37.1%	93	26.7%	348
Motivation											
Effective performance indicators are used to measure progress	22	6.3%	37	10.6%	102	29.3%	116	33.3%	71	20.4%	348
Performance indicators encourage desired behaviour	22	6.3%	40	11.5%	92	26.4%	130	37.4%	64	18.4%	348
Knowledge sharing and reuse is rewarded	22	6.3%	47	13.5%	86	24.7%	116	33.3%	77	22.1%	348
Success is recognised in our company	10	2.9%	33	9.5%	69	19.8%	125	35.9%	111	31.9%	348
All team members are mutually accountable	10	2.9%	51	14.6%	82	23.4%	119	34.0%	88	25.1%	350
Adequate and effective training is provided to all employees	12	3.4%	44	12.5%	79	22.5%	138	39.3%	78	22.2%	351
We are given some freedom to pursue our own ideas	13	3.7%	38	10.8%	77	21.9%	140	39.8%	84	23.9%	352
We are given lots of autonomy to make decisions	16	4.6%	46	13.2%	102	29.2%	103	29.5%	82	23.5%	349
Failures and mistakes are tolerated and not punished	18	5.0%	40	11.2%	110	30.8%	115	32.2%	74	20.7%	357
Money is made available for internal projects	34	9.8%	52	14.9%	97	27.9%	113	32.5%	52	14.9%	348
Communication											
Virtual team members are equipped with effective IT tools to communicate	12	3.4%	32	9.1%	60	17.0%	138	39.1%	111	31.4%	353

Statement	SCORE										TOTAL
	1		2		3		4		5		
	answers	%	answers	%	answers	%	answers	%	answers	%	
The right information is available at the right time and in the right format	9	2.6%	46	13.2%	87	24.9%	128	36.7%	79	22.6%	349
Collaboration is imperative to facilitate the cross fertilisation of ideas	4	1.1%	23	6.6%	63	18.1%	157	45.0%	102	29.2%	349
Alliances are formed with other organisations for mutual benefit	14	4.0%	24	6.9%	78	22.4%	127	36.5%	105	30.2%	348
Communication among team members is efficient and effective	8	2.3%	28	8.0%	85	24.1%	139	39.5%	92	26.1%	352
Communication between project teams is efficient and effective	7	2.0%	49	14.0%	86	24.6%	126	36.0%	82	23.4%	350
Information on ideas generated and problems raised are accessible to all	15	4.3%	44	12.5%	83	23.6%	131	37.3%	78	22.2%	351
Individuals collaborate to solve problems	5	1.4%	24	6.9%	84	24.0%	142	40.6%	95	27.1%	350
Individual skills are effectively leveraged within and between project teams	10	2.9%	32	9.2%	84	24.1%	133	38.2%	89	25.6%	348
Virtual team members are able to seamlessly communicate with each other	7	2.0%	22	6.3%	88	25.1%	134	38.3%	99	28.3%	350

General conclusions on Sections 2

The general conclusions on this section will help most the partnership in elaborating the most relevant training tools, based on the feedback received by the 347 responders, in relation to managerial skills and competencies in the companies.

Concerning the presence of competencies in responders' company/organisation, the way they understand them, only 3 of 9 statements received the highest score concerning the **Leadership**: Non conformity is tolerated; Leaders encourage champions; and Senior management actively encourages the submission of new product ideas. The other 6 statements received the second-best score. This result shows that the neo-classical managerial approach⁵ is most present in the partners' countries.

⁵ <https://www.economicdiscussion.net/management/modern-approach-to-management/31912>

When it comes to **Organisational culture**, unfortunately the results show that it is not that highly evaluated. Besides the 9 of 10 statements that received the second-best score from the majority of answers, the feedback for “Risk taking is actively encouraged” statement shows that the managers are not willing to take or encourage risks in the companies.

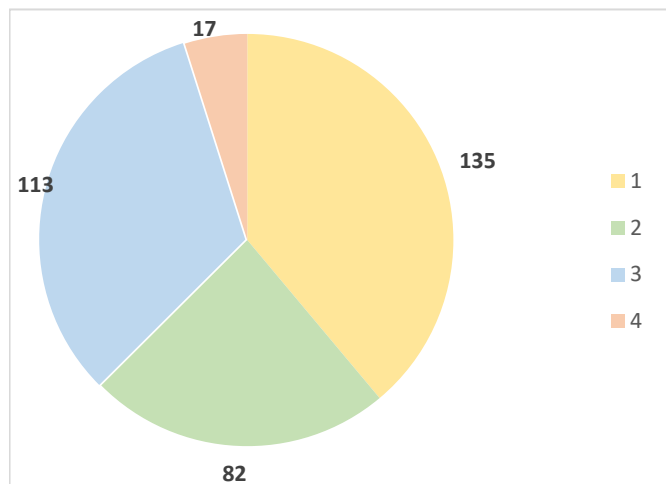
The **Organisational structure** is mostly rated with the second-best score in all the 10 statements, the same applies for the **Motivation** and **Communication**.

Section 3: Personal learning habits

The last section focuses on the responders’ personal learning habits.

The first question of Section 3 gives feedback on the participants’ preferred way of learning, where the possible answers were: **Self-learning via online platforms** (1); **Face-to-face classroom learning** (2); **Individual or group training on-the-job** (3) and **Other** (4). The distribution of answers is presented in Figure 16.

Figure 16: Distribution of learning way preferences



The most preferred ways of learning for our responders are the self-learning via online platforms – 39%, followed by Individual or group training on-the-job – 33%. The Face-to-face classroom learning is preferred by 24% of the interviewees, and only 5% have other preferences, not listed in the question.

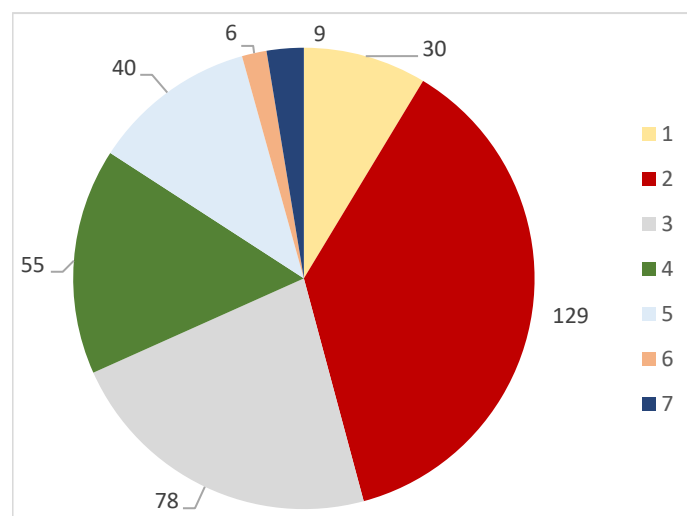
The second question of Section 3 gives feedback on the participants’ preferred learning methods, where the possible answers were: **Game based learning** (1); **Problem based learning** (2); **Scenario based learning** (3); **Technology assisted learning** (4); **Video (other media) based learning** (5); **Quizzes** (6) and **Other** (7). The

distribution of answers is presented in Figure 17.

The Problem based learning is the favourite learning method with 37% of the answers, followed by the Scenario based learning with 22% and Technology assisted learning with 16%. The least preferred are the Quizzes with less than 2% of answers.

Those results will help the project partnership to elaborate such training tools that meet the bigger part of the potential trainees' personal preferences.

Figure 17: Distribution of learning methods preferences



The last group of statements covered the personal learning habits of the responders about: **Goal setting; Time management; Focus; Note making; Digital preferences; Help seeking** and **Elaboration**. They had to select the extent to which they agreed or disagreed with the statements below, where 1 represents **strongly disagree** and 5 represents **strongly agree**. The total answers are different than 347, as the questions have multiple selection option.

Statement	SCORE										TOTAL
	1		2		3		4		5		
	answers	%	answers	%	answers	%	answers	%	answers	%	
Goal-setting											
I set goals to help me manage study time for my learning.	8	2.3%	24	6.8%	73	20.8%	139	39.6%	107	30.5%	351
I set short-term (daily or weekly) goals as well as long-term goals (for the whole module).	8	2.3%	20	5.7%	96	27.4%	122	34.8%	105	29.9%	351
I set realistic deadlines for learning.	5	1.4%	32	9.1%	84	24.0%	147	42.0%	82	23.4%	350

Statement	SCORE										TOTAL
	1		2		3		4		5		
	answers	%	answers	%	answers	%	answers	%	answers	%	
I plan each study session to work on a specific task.	8	2.3%	44	12.6%	95	27.3%	121	34.8%	80	23.0%	348
I set personal standards for performance in my learning.	7	2.0%	36	10.2%	85	24.1%	140	39.7%	85	24.1%	353
I plan my study to match the needs of the assessment.	10	2.8%	26	7.4%	82	23.3%	149	42.3%	85	24.1%	352
I make good use of my study time.	7	2.0%	34	9.8%	96	27.6%	126	36.2%	85	24.4%	348
Time											
<i>I often find that I don't spend very much time on my module because of other activities.</i>	26	7.5%	48	13.8%	91	26.1%	126	36.2%	57	16.4%	348
<i>I rarely find time to review my notes or readings.</i>	33	9.5%	68	19.5%	99	28.4%	112	32.2%	36	10.3%	348
<i>I find it hard to stick to a study schedule.</i>	31	8.9%	77	22.0%	117	33.4%	85	24.3%	40	11.4%	350
I make sure that I keep up with the readings and assignments for my module.	7	2.0%	36	10.4%	88	25.4%	147	42.4%	69	19.9%	347
Focus											
I usually choose to study in a place where I can concentrate on my course work.	3	0.9%	17	4.9%	69	19.9%	144	41.5%	114	32.9%	347
I avoid websites that are cluttered with many features on each page.	17	4.9%	33	9.5%	75	21.6%	119	34.3%	103	29.7%	347
When I want to concentrate, I avoid communicating with other students online (forums or social media).	11	3.2%	39	11.2%	76	21.8%	118	33.9%	104	29.9%	348
When I study online, I mainly use the module website of the training provider.	4	1.1%	28	8.0%	80	23.0%	156	44.8%	80	23.0%	348

Statement	SCORE										TOTAL
	1		2		3		4		5		
	answers	%	answers	%	answers	%	answers	%	answers	%	
When I want to concentrate, I only open the webpages I need for studying.	8	2.3%	42	12.1%	70	20.2%	119	34.3%	108	31.1%	347
I have a regular place set aside for studying.	24	6.9%	58	16.7%	70	20.2%	113	32.6%	82	23.6%	347
Note-making											
I make handwritten notes as I study material for the first time.	22	6.3%	47	13.5%	74	21.3%	111	31.9%	94	27.0%	348
I read my own notes mainly on paper (handwritten or printed out).	25	7.2%	48	13.8%	78	22.4%	119	34.2%	78	22.4%	348
At the end of my module, I will physically store the notes and work I have written (on paper including printouts).	35	10.0%	43	12.3%	68	19.5%	124	35.5%	79	22.6%	349
When I am studying, I make a note of where to find information I will need for the assessment.	14	4.0%	46	13.2%	74	21.3%	136	39.1%	78	22.4%	348
When I am studying material for the first time, I make a note of sections I want to come back to later.	12	3.4%	45	12.9%	73	20.9%	148	42.4%	71	20.3%	349
When I am working on an assessment, I read the questions and guidance on paper (including printouts).	14	4.0%	50	14.3%	81	23.2%	131	37.5%	73	20.9%	349
When I am working on an assessment, I only read the questions and guidance on screen (no paper or printouts at all).	27	7.7%	69	19.7%	100	28.6%	98	28.0%	56	16.0%	350
Digital-preferred											

Statement	SCORE										TOTAL
	1		2		3		4		5		
	answers	%	answers	%	answers	%	answers	%	answers	%	
I make digital notes as I study material for the first time.	44	12.7%	91	26.2%	64	18.4%	94	27.1%	54	15.6%	347
I read my own notes mainly digitally (on screen).	47	13.5%	82	23.6%	75	21.6%	87	25.1%	56	16.1%	347
I use a digital tool or digital document (on screen) to plan my goals.	38	10.9%	63	18.1%	80	23.0%	106	30.5%	61	17.5%	348
I use a digital tool or digital document (on screen) to organise my study time.	39	11.1%	69	19.7%	83	23.6%	99	28.2%	61	17.4%	351
At the end of my module, I will digitally store the notes and work I have written (on screen).	31	8.9%	52	14.9%	55	15.8%	110	31.6%	100	28.7%	348
Help-seeking											
When I do not understand something, I ask others for help.	7	2.0%	27	7.8%	67	19.3%	138	39.8%	108	31.1%	347
I ask others for more information when I need it.	7	2.0%	24	6.9%	56	16.1%	154	44.4%	106	30.5%	347
I try to identify others whom I can ask for help if necessary.	2	0.6%	21	6.0%	76	21.8%	147	42.2%	102	29.3%	348
I ask for help from other students online.	24	6.9%	66	18.9%	92	26.4%	104	29.8%	63	18.1%	349
Even if I am having trouble learning, I prefer to do the work on my own.	28	8.0%	82	23.6%	78	22.4%	92	26.4%	68	19.5%	348
Elaboration											
I try to apply my previous experience when learning.	1	0.3%	4	1.2%	33	9.5%	154	44.4%	155	44.7%	347
When I am learning, I try to relate new information to what I already know.	1	0.3%	4	1.2%	29	8.4%	132	38.0%	181	52.2%	347

Statement	SCORE										TOTAL
	1		2		3		4		5		
	answers	%	answers	%	answers	%	answers	%	answers	%	
When I am learning, I combine different sources of information (for example: people, websites, printed material).	0	0.0%	9	2.6%	42	12.0%	129	37.0%	169	48.4%	349
When I am learning, I look for information online beyond what is available from the training provider’s websites.	4	1.1%	16	4.6%	48	13.8%	125	35.8%	156	44.7%	349

General conclusions on Sections 3

The general conclusions on the last section will help the partnership to prepare the most preferred training tools, based on the feedback received by the 347 responders.

Our efforts should be focused on the most preferred ways of learning for our responders - the self-learning via online platforms and Individual or group training on-the-job.

When it comes to learning methods, the Problem based learning and Scenario based learning are preferred.

Those results will help the project partnership to elaborate such training tools that meet the bigger part of the potential trainees' personal preferences.

Concerning the personal learning habits, the summarised answers show high levels of self-evaluation that could be influenced by the Dunning–Kruger effect⁶, when it comes to **Goal setting**, **Focus**, and especially **Elaboration**. It is important to have in mind though the educational level and the job position of the respondents before making more detailed conclusions.

However, some weaknesses are noticed, all of them related to the **Time management**. It is evident that every third person cannot concentrate on a specific task due to other activities. The same ratio is valid for the preparatory activities prior to the trainings, as well as for the adherence to the training schedules.

Besides the other conclusions from the questionnaire's summary, the next intellectual outputs to be prepared within the project should suggest a series of time management exercises.

⁶ https://en.wikipedia.org/wiki/Dunning%E2%80%93Kruger_effect

Annexes:

Annex 1: Online Questionnaire Form

Online questionnaire on the learning habits and your company training practices

The goal of our research is to collect data on the learning habits and companies' training practices that will help to elaborate a training kit to support the companies in their transition to Industry 4.0.

As you have great insight in to this area we would be most grateful if you would help us with our research. The survey seeks your own personal opinion. It will take no longer than 10 minutes to complete. It is completely anonymous and your responses will be treated in strict confidence.

Thank you very much for your contribution to this survey.

***Required**

1/3

This section captures information about you and your role in the company.

1. Which Generation group you belong to: *

Mark only one oval.

- ☐ Gen Z (Digital Natives, born after 1995)
- ☐ Gen Y (Millenials, born between 1981 and 1995)
- ☐ Gen X (Born between 1961 and 1980)
- ☐ Baby Boomers (Born between 1946 and 1960)

2. What is your gender? *

Mark only one oval.

- ☐ Male
- ☐ Female

3. What is your educational level? *

Mark only one oval.

- ☐ Primary education
- ☐ Technical/Vocational school
- ☐ High school
- ☐ College/University BSc/University BA degree
- ☐ University MSc/MA degree or higher

4. Are you aware of the concept of Industry 4.0? *

Mark only one oval.

- ☐ To a Great Extent
- ☐ Somewhat
- ☐ Very Little
- ☐ Not at All

5. What industry your company belongs to? *

Mark only one oval.

- ☐ Aerospace Industry
- ☐ Transport Industry
- ☐ Computer Industry
- ☐ Telecommunication industry
- ☐ Agriculture industry
- ☐ Construction Industry
- ☐ Education Industry
- ☐ Pharmaceutical Industry
- ☐ Food Industry
- ☐ Health care Industry
- ☐ Hospitality Industry
- ☐ Entertainment Industry
- ☐ News Media Industry
- ☐ Energy Industry
- ☐ Manufacturing Industry
- ☐ Music Industry
- ☐ Mining Industry
- ☐ Worldwide web
- ☐ Electronics Industry
- ☐ Other

6. What is your position in your company/organisation? *

Mark only one oval.

- ☐ Top level manager of SME or large enterprise
- ☐ Middle manager of SMEs who are responsible for the preparation/transition to Industry 4.0
- ☐ Employee or team member, implementing the transition to Industry 4.0
- ☐ Decision and institutional policy maker
- ☐ Manager/Employee in training organisation
- ☐ Other, please specify below

7. What is your position in your company, if not listed above?

8. Do you think the transition to Industry 4.0 will influence your company/organisation? *

Mark only one oval.

- ☐ To a Great Extent
- ☐ Somewhat
- ☐ Very Little
- ☐ Not at All

9. Has your company a strategy to transition to Industry 4.0? *

Mark only one oval.

- ☐ Yes, and we are implementing it
- ☐ Yes, but we are not implementing it
- ☐ We are still elaborating it
- ☐ We are planning to elaborate it
- ☐ We do not plan to elaborate such a strategy in the near future

2/3

This section focuses on the importance of the following competencies in your company/organisation.

Please select the extent to which you agree or disagree with these statements where 1 represents strongly disagree and 5 represents strongly agree.

10. Leadership ^{*}

Tick all that apply.

	1	2	3	4	5
Clear strategies are defined	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategies are communicated to all employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leaders create a vision and communicate this by setting clear objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Top management actively promotes creativity and innovation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non conformity is tolerated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leaders encourage champions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leaders visibly drive innovation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leaders adopt a consensus and shared approach to decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leaders adopt a participative decision-making style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Senior management actively encourages the submission of new product ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Culture ^{*}

Tick all that apply.

	1	2	3	4	5
The organisation's culture promotes idea generation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A formal idea generation process is in place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our employees have a diverse range of interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk taking is actively encouraged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a high level of trust in the organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adequate resources are dedicated to achieve creativity goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All employees participate in generating ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information and knowledge is shared throughout the company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All operations are driven by customer needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An effective mentoring system is in place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Structure ^{*}

Tick all that apply.

	1	2	3	4	5
The organisational structure is flexible and organic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The structure enables the voice of the customer to be captured effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The organisational structure promotes idea generation and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autonomous cross-functional teams are used to implement projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project teams are organic, flexible and agile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All team operations are driven by customer needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team members are mutually accountable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team members are empowered to make decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communities of practice are used to optimise core competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a high level of co-operation across the organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Motivation *

Tick all that apply.

	1	2	3	4	5
Effective performance indicators are used to measure progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performance indicators encourage desired behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge sharing and reuse is rewarded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Success is recognised in our company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All team members are mutually accountable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adequate and effective training is provided to all employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We are given some freedom to pursue our own ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We are given lots of autonomy to make decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Failures and mistakes are tolerated and not punished	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Money is made available for internal projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Communication *

Tick all that apply.

	1	2	3	4	5
Virtual team members are equipped with effective IT tools to communicate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The right information is available at the right time and in the right format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaboration is imperative to facilitate the cross fertilisation of ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alliances are formed with other organisations for mutual benefit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication among team members is efficient and effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication between project teams is efficient and effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information on ideas generated and problems raised are accessible to all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individuals collaborate to solve problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual skills are effectively leveraged within and between project teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virtual team members are able to seamlessly communicate with each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3/3

The last section focuses on your personal learning habits.

15. Please select your preferred way of learning *

Mark only one oval.

- ☐ Self-learning via online platforms
- ☐ Face-to-face classroom learning
- ☐ Individual or group training on-the-job
- ☐ Other

16. Please select your preferred learning methods *

Mark only one oval.

- ☐ Game based learning
- ☐ Problem based learning
- ☐ Scenario based learning
- ☐ Technology assisted learning
- ☐ Video (other media) based learning
- ☐ Quizzes
- ☐ Other

Please select the extent to which you agree or disagree with these statements where 1 is for Strongly Disagree; 2 – Disagree; 3 – Undecided; 4 – Agree; 5 – Strongly Agree

17. Goal-setting *

Tick all that apply.

	1	2	3	4	5
I set goals to help me manage study time for my learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I set short-term (daily or weekly) goals as well as long-term goals (for the whole module).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I set realistic deadlines for learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I plan each study session to work on a specific task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I set personal standards for performance in my learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I plan my study to match the needs of the assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make good use of my study time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Time *

Tick all that apply.

	1	2	3	4	5
I often find that I don't spend very much time on my module because of other activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I rarely find time to review my notes or readings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I find it hard to stick to a study schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make sure that I keep up with the readings and assignments for my module.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Focus ^{*}

Tick all that apply.

	1	2	3	4	5
I usually choose to study in a place where I can concentrate on my course work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I avoid websites that are cluttered with many features on each page.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I want to concentrate, I avoid communicating with other students online (forums or social media).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I study online, I mainly use the module website of the training provider.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I want to concentrate, I only open the webpages I need for studying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a regular place set aside for studying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Note-making *

Tick all that apply.

	1	2	3	4	5
I make handwritten notes as I study material for the first time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I read my own notes mainly on paper (handwritten or printed out).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At the end of my module, I will physically store the notes and work I have written (on paper including printouts).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I am studying, I make a note of where to find information I will need for the assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I am studying material for the first time, I make a note of sections I want to come back to later.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I am working on an assessment, I read the questions and guidance on paper (including printouts).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I am working on an assessment, I only read the questions and guidance on screen (no paper or printouts at all).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. Digital-preferred *

Tick all that apply.

	1	2	3	4	5
I make digital notes as I study material for the first time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I read my own notes mainly digitally (on screen).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use a digital tool or digital document (on screen) to plan my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use a digital tool or digital document (on screen) to organise my study time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At the end of my module, I will digitally store the notes and work I have written (on screen).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. Help-seeking *

Tick all that apply.

	1	2	3	4	5
When I do not understand something, I ask others for help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I ask others for more information when I need it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I try to identify others whom I can ask for help if necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I ask for help from other students online.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Even if I am having trouble learning, I prefer to do the work on my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. Elaboration *

Tick all that apply.

	1	2	3	4	5
I try to apply my previous experience when learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I am learning, I try to relate new information to what I already know.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I am learning, I combine different sources of information (for example: people, websites, printed material).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I am learning, I look for information online beyond what is available from the training provider's websites.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you very much for your opinion. Please share this questionnaire [<https://forms.gle/cByiethgWrkHVQVQ9>] within your network, so that we could elaborate better training materials to support the transition to Industry 4.0.

You could visit our web site <http://train4future.eu/> for more information, news or materials.

This content is neither created nor endorsed by Google.

Google Forms

Annex 2: National reports (in national languages)

Bulgaria





Erasmus+

Това проучване се провежда в рамките на ERASMUS+ проект
No 2019-HU01-KA202061224 „TransIT - Work-based management
training kit for the transition to Industry 4.0“.

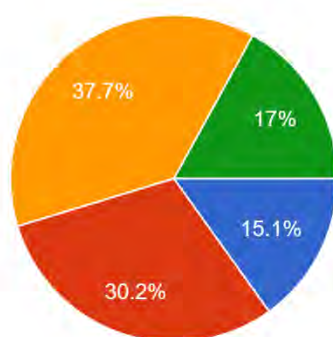
Онлайн въпросник за навиците за учене и практиките на обучение във Вашата компания

53 responses

[Publish analytics](#)

Към кое поколение принадлежите:

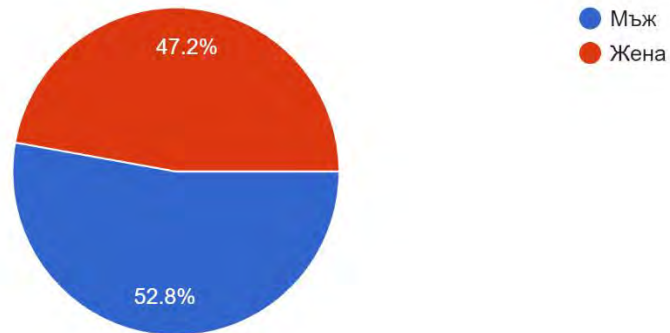
53 responses



- Генерация Z (с вродено дигитално познание, родени след 1995 г.)
- Генерация Y (Милениали, родени между 1981 и 1995 г.)
- Генерация X (Родени между 1961 и 1980 г.)
- Бейби бумър (Родени между 1946 и 1960 г.)

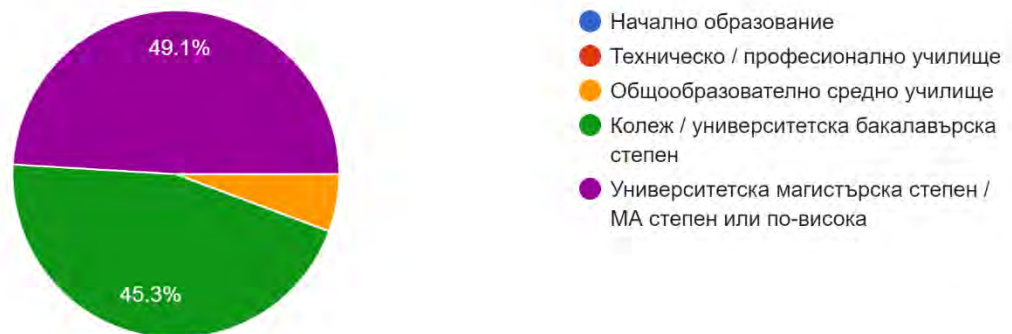
Какъв е Вашият пол?

53 responses



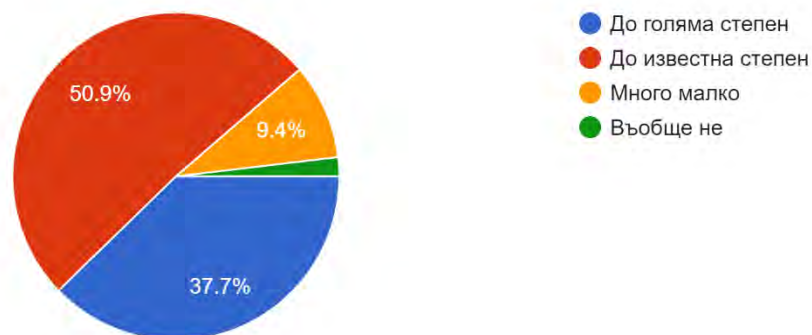
Какво е образователното Ви ниво?

53 responses



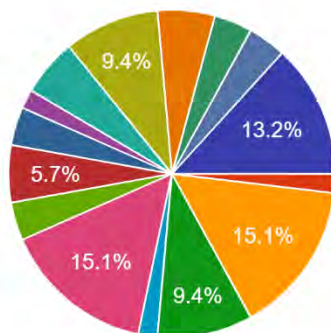
Наясно ли сте с концепцията на Индустрия 4.0?

53 responses



Към коя индустрия принадлежи Вашата компания?

53 responses



- Аерокосмическа индустрия
- Транспорт
- Компютърна индустрия
- Телекомуникации
- Селско стопанство
- Строителство
- Образование
- Фармацевтична индустрия

1/3 ▼

- Хранително-вкусовата промишленост
- Здравеопазване
- Хотелиерска индустрия
- Развлекателна индустрия
- Новини и медии
- Енергетика
- Производство
- Музикална индустрия

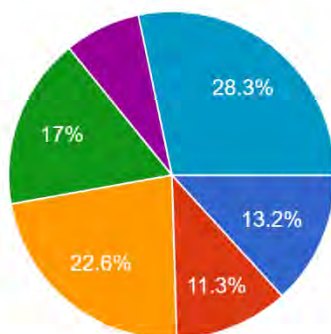
- Добивна промишленост
- Интернет
- Електроника
- Друго

2/3 ▼

3/3 ▼

Каква е Вашата позиция в компанията / организацията?

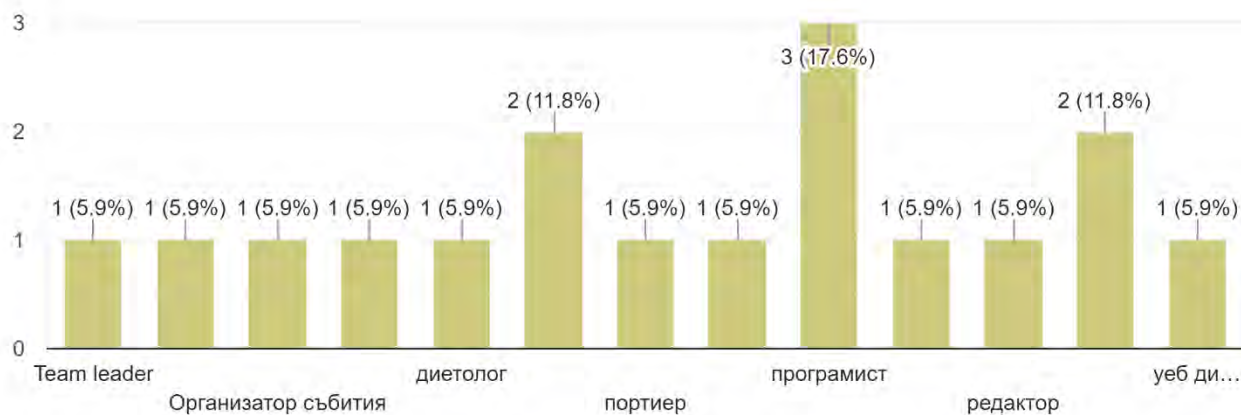
53 responses



- Мениджър от най-високо ниво на МСП или голямо предприятие
- Среден мениджър на МСП, който е отговорен за подготовката / прехода...
- Служител или член на екипа, осъществяващ прехода към Индуст...
- Отговорен за вземането на решения и институционалната политика
- Мениджър / служител в организаци...
- Друго, моля уточнете по-долу

Каква е Вашата позиция в компанията, ако не е изброено по-горе?

17 responses

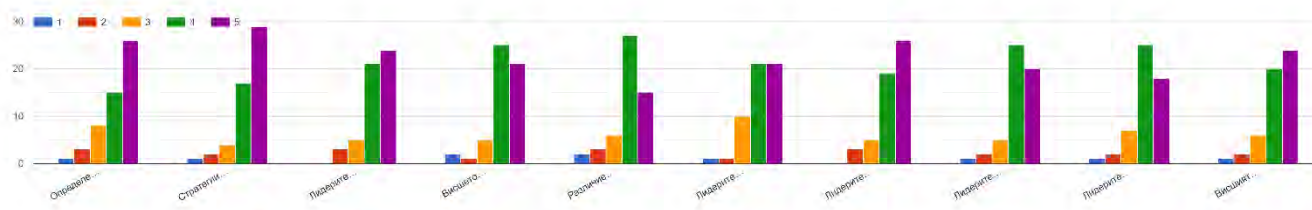


Мислите ли, че преходът към Индустрия 4.0 ще повлияе на Вашата компания / организация?

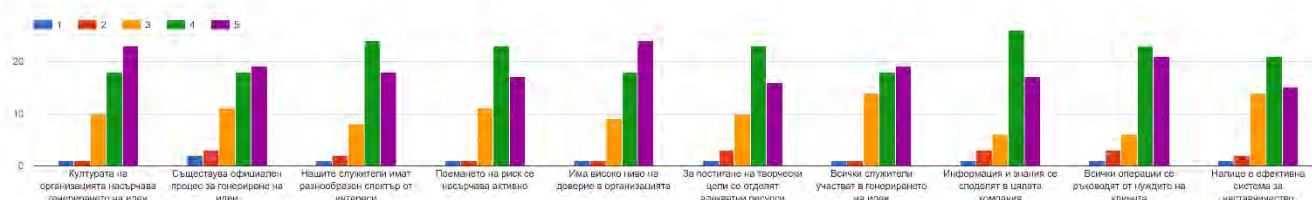
53 responses



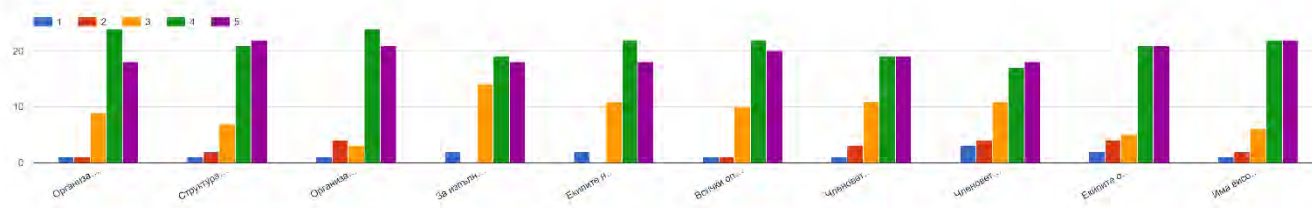
Лидерство



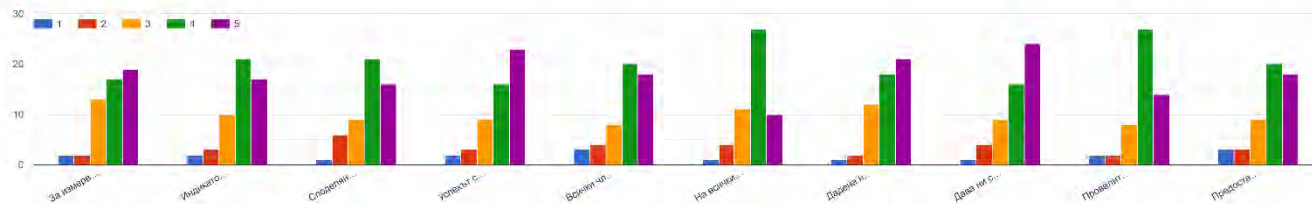
Организационна култура



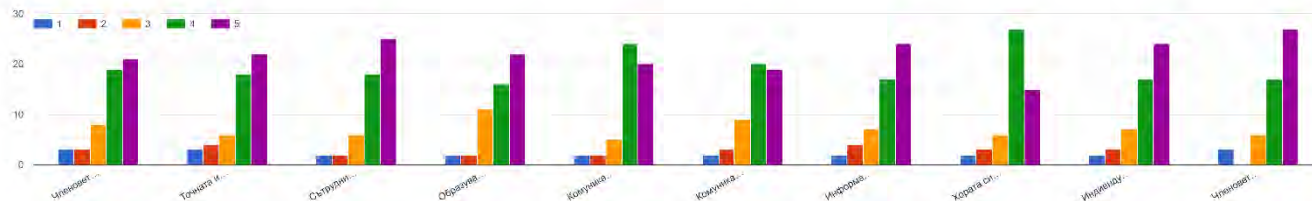
Структура



Мотивация

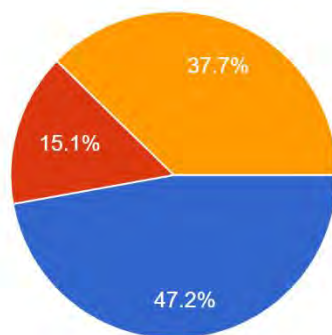


Комуникация



Моля, изберете предпочитания от Вас начин на обучение

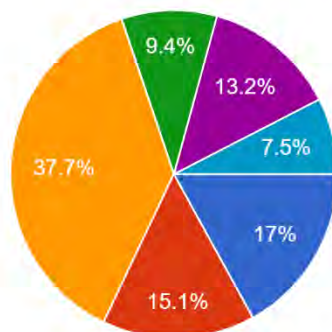
53 responses



- Самообучение чрез онлайн платформи
- Присъствено обучение в класна стая
- Индивидуално или групово обучение на работното място
- друг начин

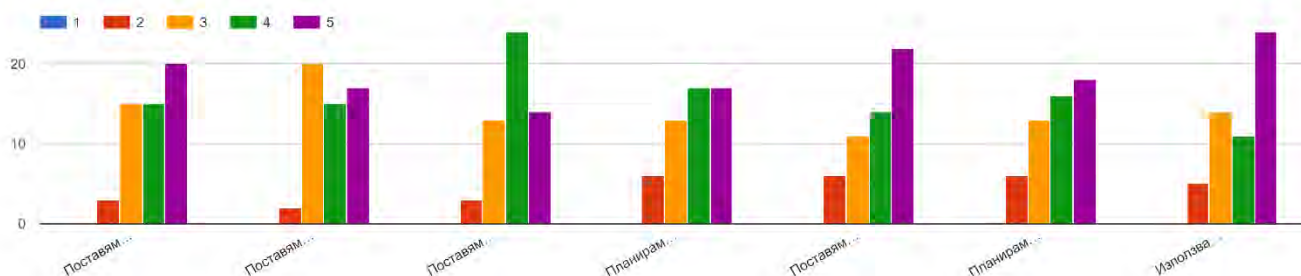
Моля, изберете предпочитания от Вас метод на обучение

53 responses

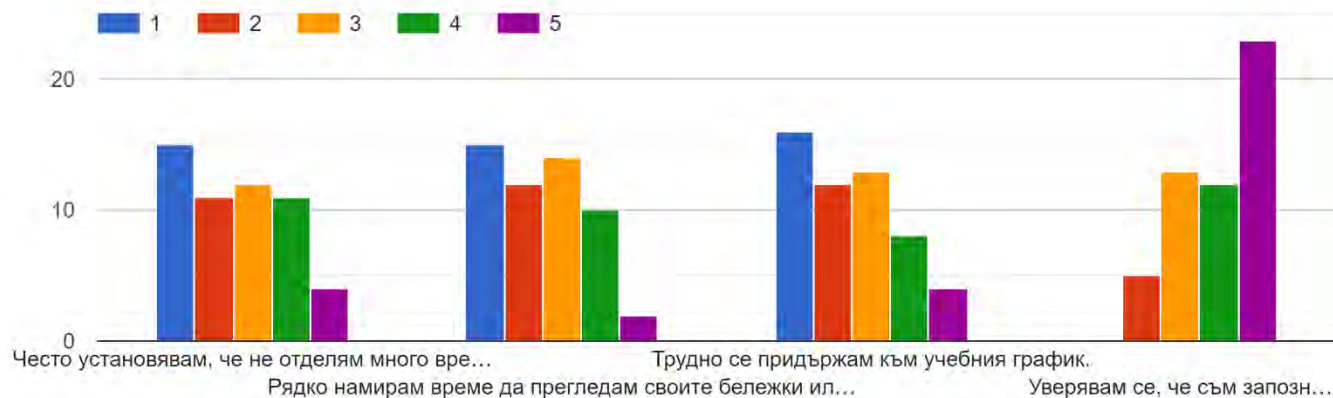


- Обучение, базирано на игри, игровизация
- Обучение, базирано на задачи
- Обучение, базирано на казуси/сценарии
- Технологично подпомагано обучение
- Обучение, базирано на видео или други медии
- Въпросници
- друг метод

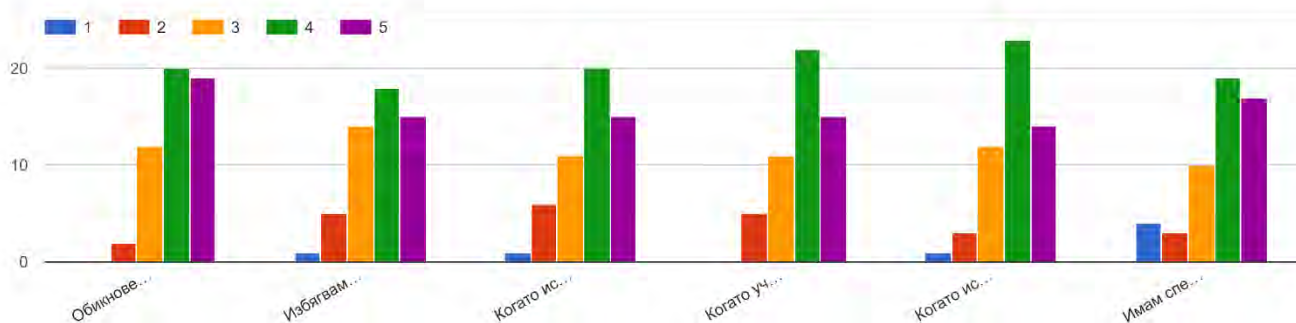
Целеполагане



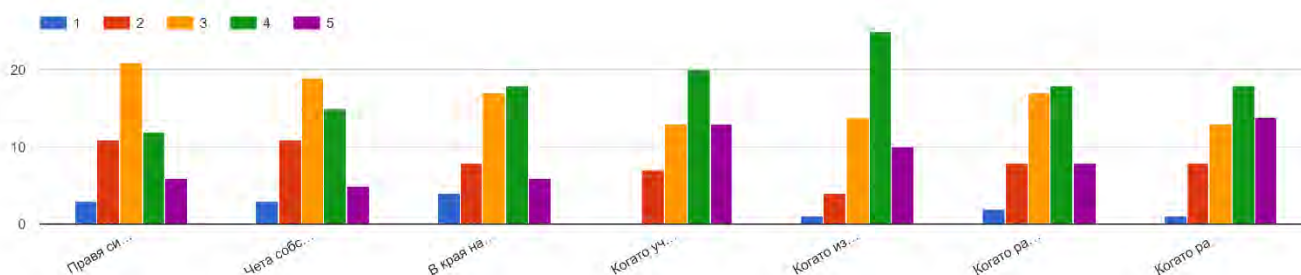
Време



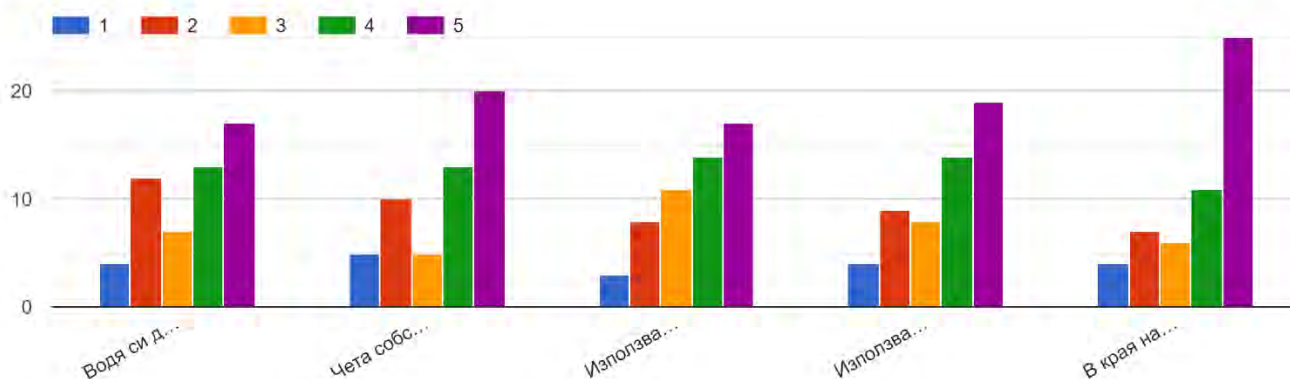
Фокусиране



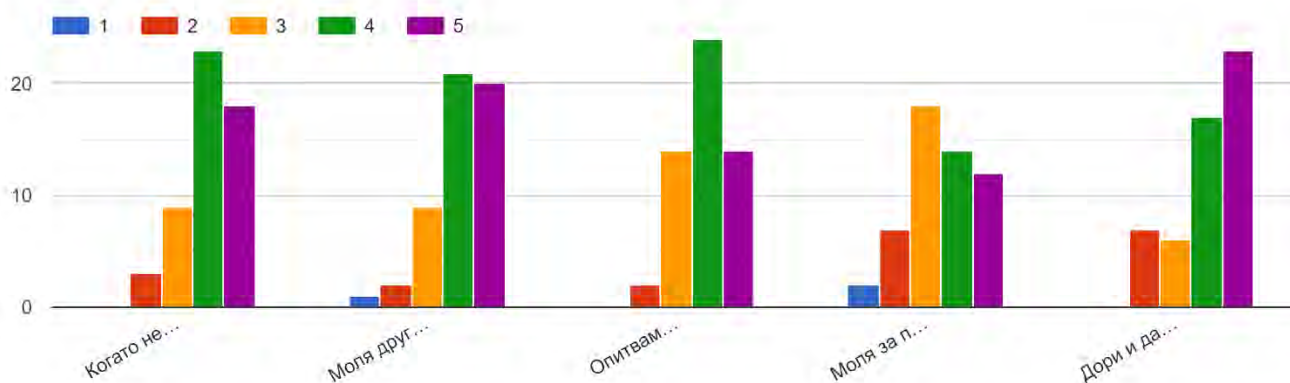
Водене на записки



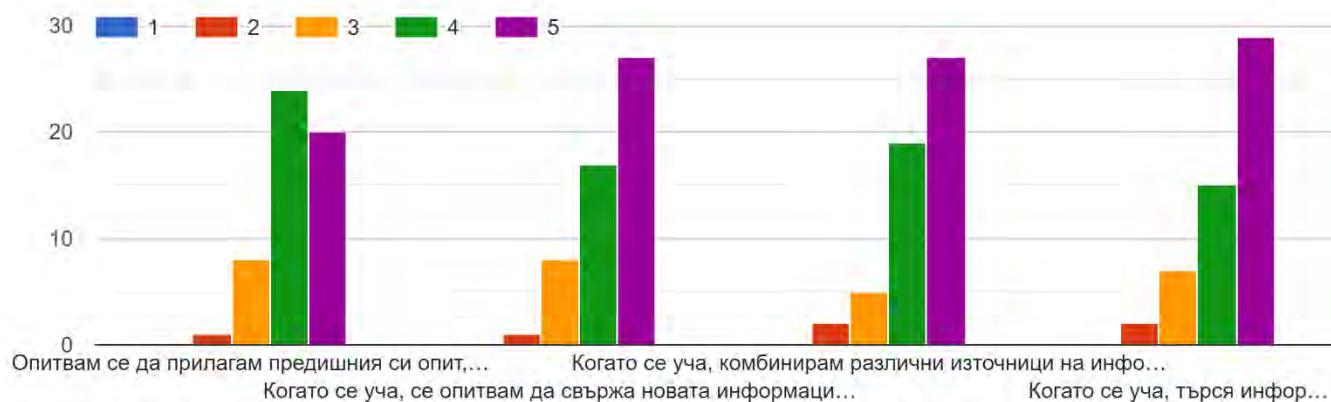
Дигитални предпочитания



Търсене на помощ



Изпълнение



Greece



Αυτή η έρευνα πραγματοποιείται στο πλαίσιο του προγράμματος Erasmus+ με αριθμό 2019-HU01-KA202061224 και τίτλο «TransIT - Εκπαιδευτική εργαλειοθήκη με βάση την εργασία για διευθυντές, στο πλαίσιο μετάβασης στη Βιομηχανία 4.0»

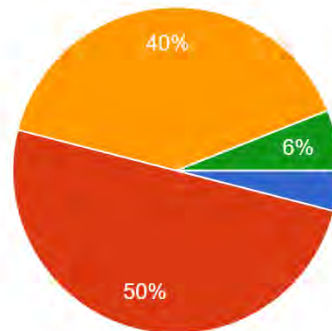
Διαδικτυακό ερωτηματολόγιο σχετικά με τις εργασιακές συνήθειες και τις εκπαιδευτικές πρακτικές της εταιρίας σας

50 responses

[Publish analytics](#)

Σε ποια Γενιά ανήκετε;

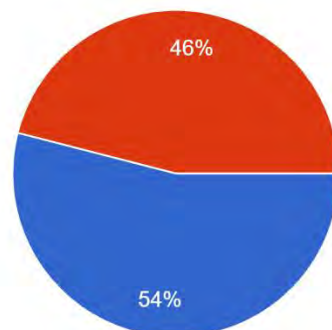
50 responses



- Γενιά Z (Ψηφιακά εγγενείς, γεννημένοι μετά το 1995)
- Γενιά Y (Millennials, γεννημένοι μεταξύ 1981 και 1995)
- Γενιά X (Γεννημένοι μεταξύ 1961 και 1980)
- Baby Boomers (Γεννημένοι μεταξύ 1946 και 1960)

Ποιο είναι το φύλο σας;

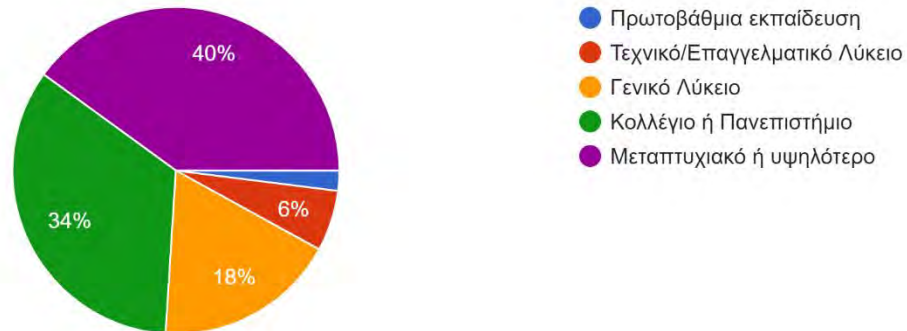
50 responses



- Αρσενικό
- Θηλυκό

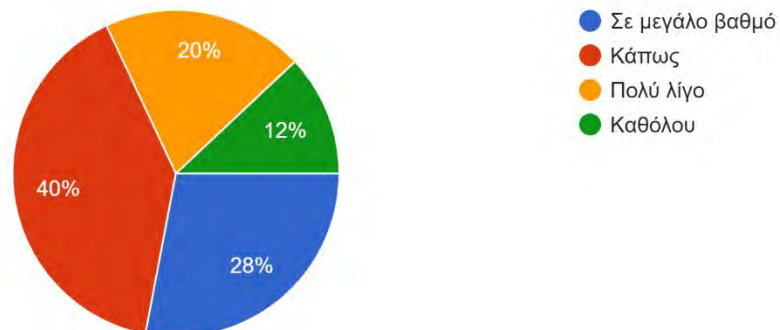
Ποιο είναι το μορφωτικό σας επίπεδο;

50 responses



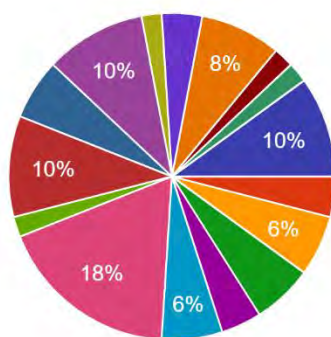
Γνωρίζετε την έννοια της Βιομηχανίας 4.0;

50 responses



Σε ποια βιομηχανία ανήκει η εταιρία σας;

50 responses



● Αεροδιαστημική
 ● Μεταφορές
 ● Πληροφορική
 ● Τηλεπικοινωνίες
 ● Αγροτικά
 ● Κατασκευές
 ● Εκπαίδευση
 ● Φαρμακευτική

▲ 1/3 ▼

● Διατροφική
 ● Υγεία
 ● Ξενοδοχεία
 ● Ψυχαγωγία
 ● Μέσα ενημέρωσης
 ● Ενέργεια
 ● Βιομηχανική παραγωγή
 ● Μουσική

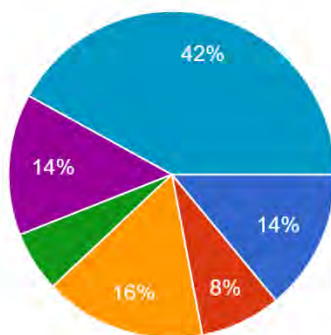
▲ 2/3 ▼

● Εξορύξεις
 ● Διαδίκτυο
 ● Ηλεκτρονικά
 ● Άλλο

▲ 3/3 ▼

Ποια είναι η θέση σας στην εταιρεία/οργανισμό σας;

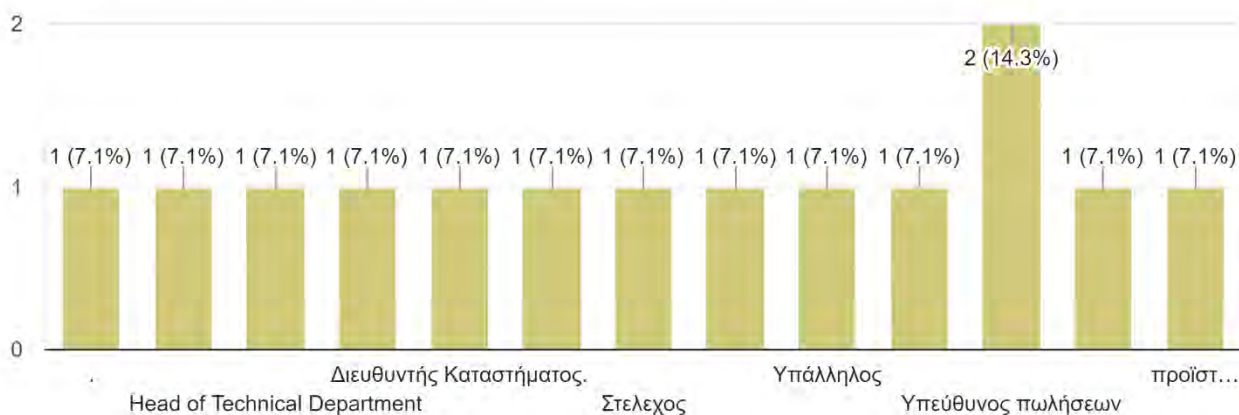
50 responses



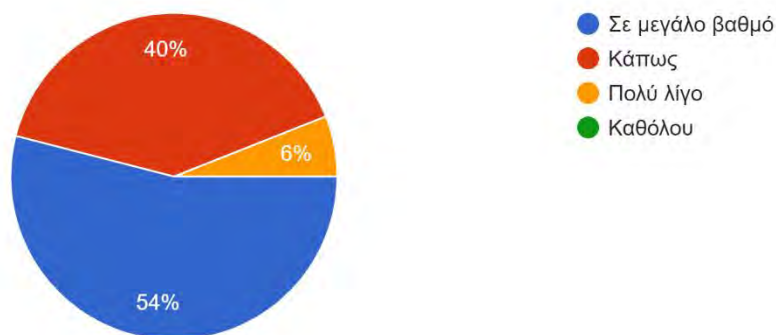
- Υψηλόβαθμος διευθυντής μικρομεσαίας ή μεγάλης επιχείρησης
- Μεσαίου βαθμού διευθυντής σε μικρομεσαία επιχείρηση, υπεύθυνος γι...
- Υπάλληλος ή μέλος ομάδας που εφαρμόζει την μετάβαση στη Βιομηχα...
- Υπεύθυνος χάραξης πολιτικής και αποφάσεων
- Διευθυντής/Υπάλληλος σε εκπαιδευτικ...
- Άλλο, παρακαλούμε διευκρινίστε παρ...

Ποια είναι η θέση σας στην εταιρεία σας σε περίπτωση που δεν αναγράφεται στα παραπάνω;

14 responses



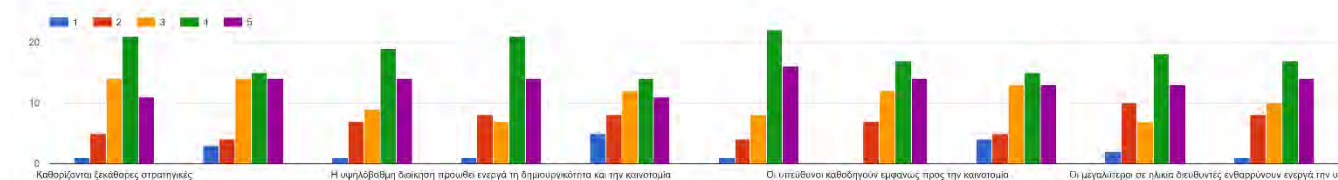
Πιστεύετε ότι η μετάβαση στη Βιομηχανία 4.0 θα επηρεάσει την/τον εταιρία/οργανισμό σας;
50 responses



Διαθέτει η εταιρεία σας στρατηγική μετάβασης στη Βιομηχανία 4.0;
50 responses



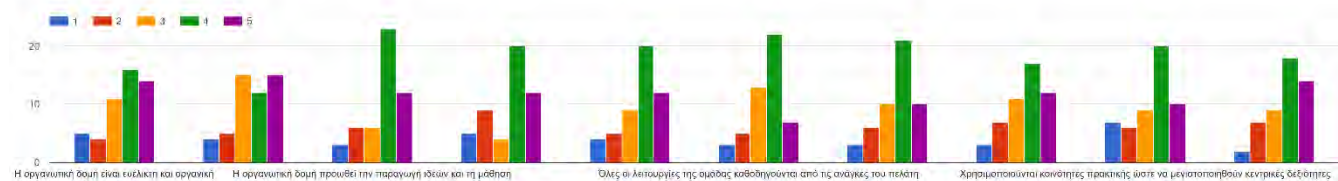
Ηγεσία



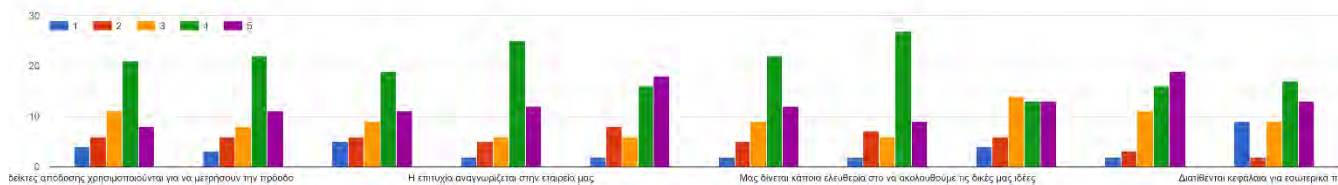
Κουλτούρα



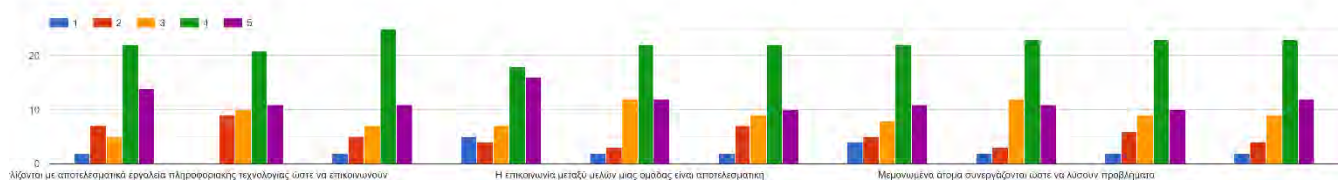
Δομή



Κινητροποίηση

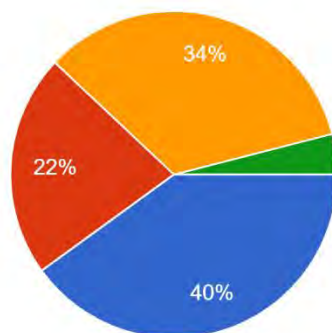


Επικοινωνία



Παρακαλούμε επιλέξτε τη μέθοδο εκμάθησης που προτιμάτε

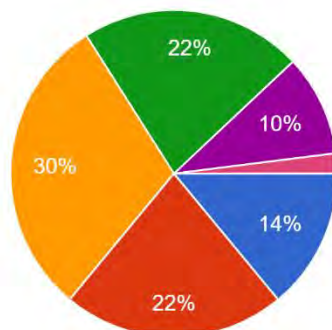
50 responses



- Αυτομόρφωση μέσω διαδικτυακών πλατφορμών
- Διά ζώσης μάθηση εντός σχολικής τάξης
- Ατομική ή ομαδική εκπαίδευση επάνω στη δουλειά
- Άλλο

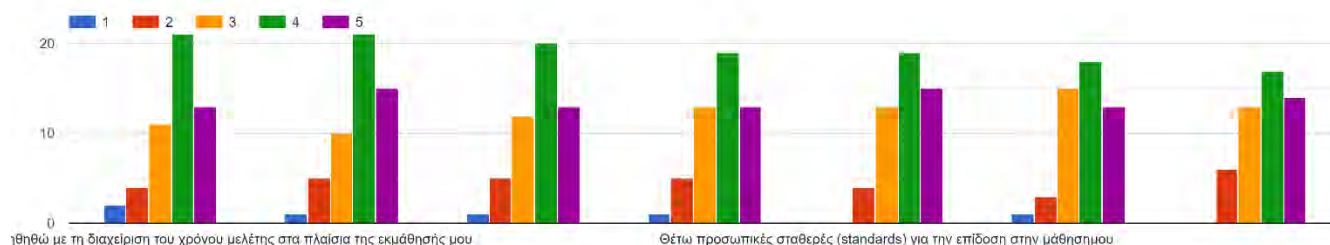
Παρακαλούμε επιλέξτε τις μεθόδους εκμάθησης που προτιμάτε

50 responses

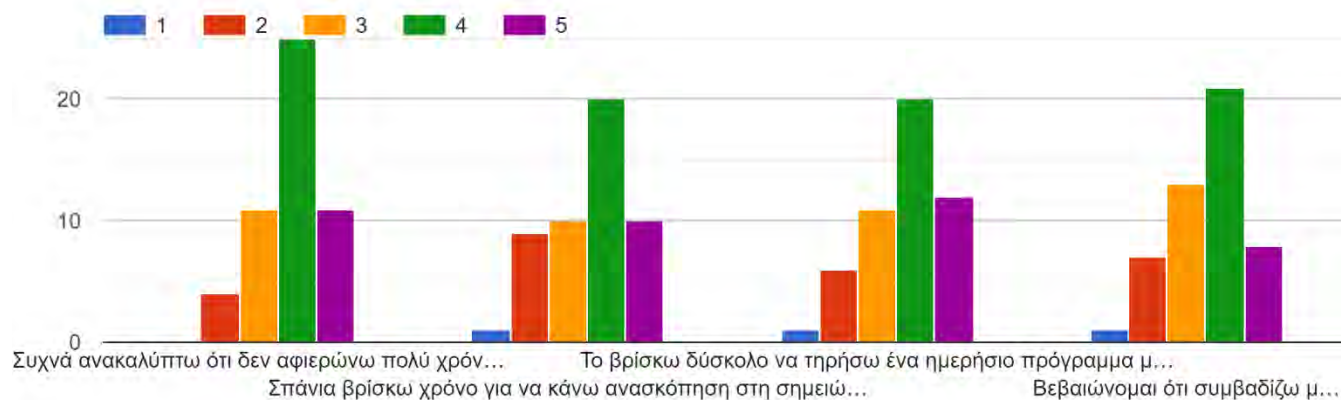


- Εκμάθηση βασισμένη σε παιχνίδια
- Εκμάθηση βασισμένη σε προβλήματα
- Εκμάθηση βασισμένη σε σενάρια
- Εκμάθηση βοηθούμενη από την τεχνολογία
- Εκμάθηση βασισμένη σε βίντεο ή άλλα μέσα
- Κουίζ
- Άλλο

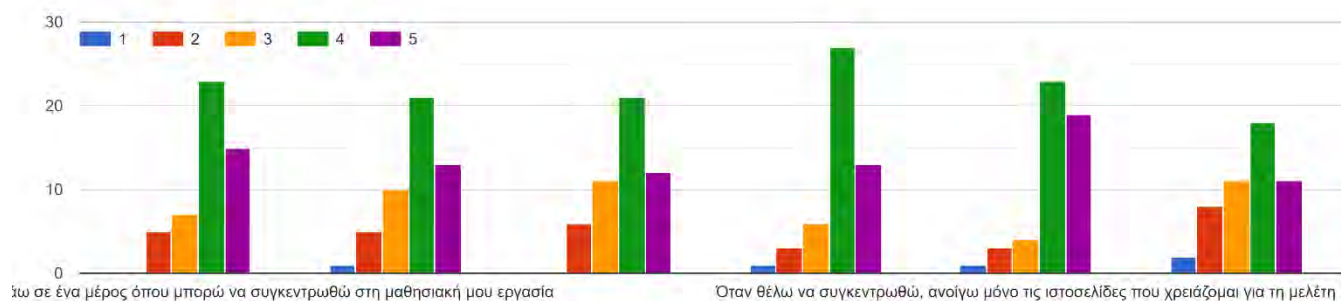
Καθορισμός Στόχου



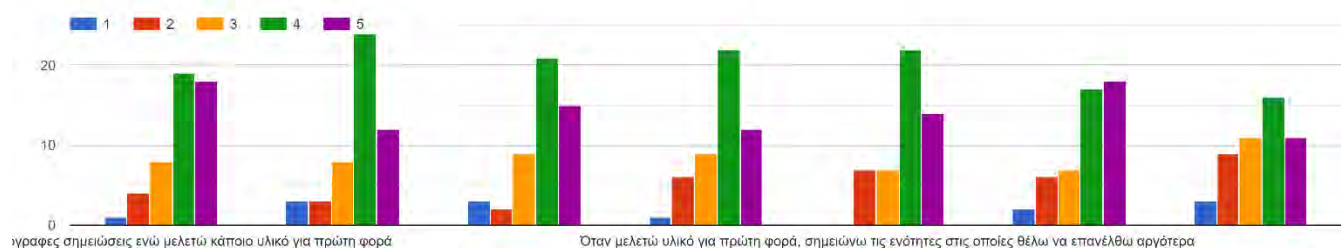
Χρόνος



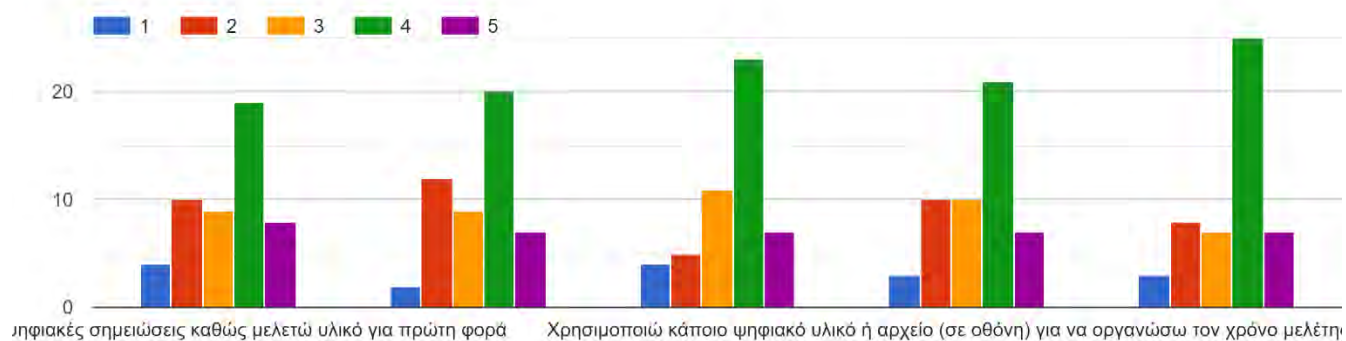
Συγκέντρωση



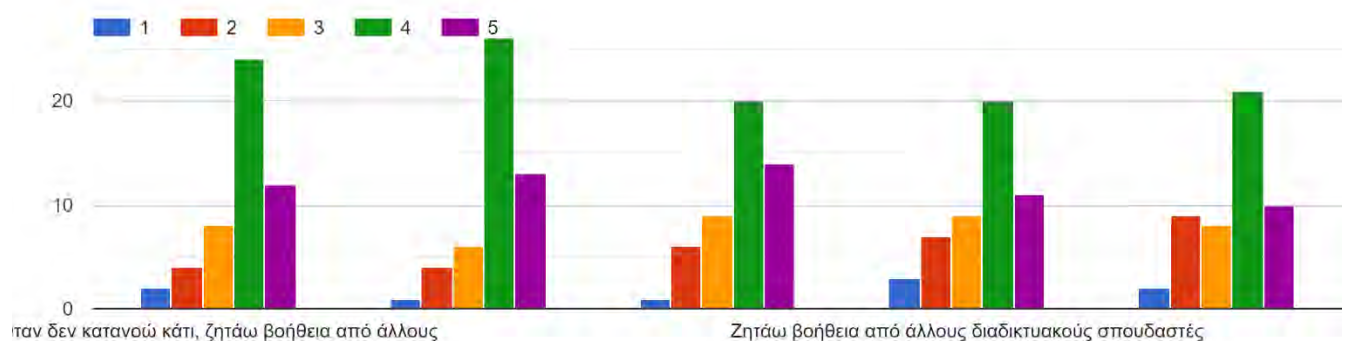
Δημιουργία σημειώσεων



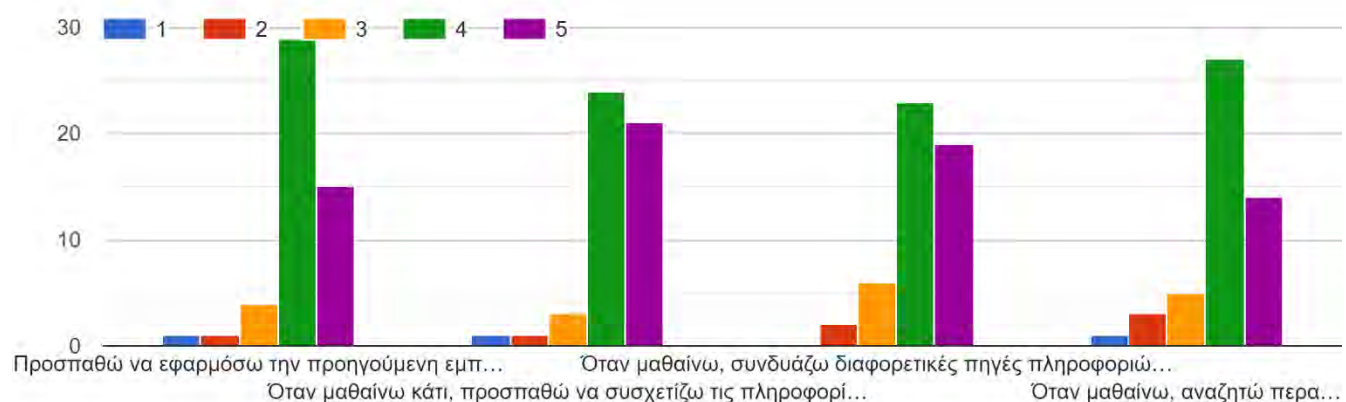
Ψηφιακές προτιμήσεις



Αναζήτηση βοήθειας



Διεργασία



Hungary





Erasmus+

Jelen felmérést az ERASMUS+ 2019-HU01-KA202061224 számú „TransIT - Munka alapú képzési program vezetők számára az Ipar 4.0-ra való áttéréshez” projekt keretében készítjük.

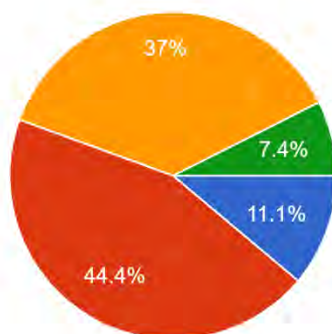
Online kérdőív a tanulási szokásokról és a vállalati képzési gyakorlatról

54 responses

[Publish analytics](#)

Ön melyik generáció tagja?

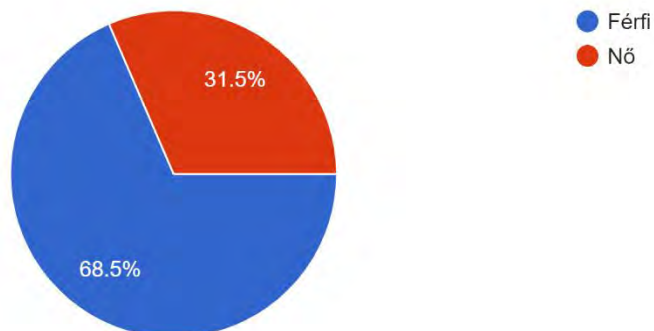
54 responses



- Z generáció (1995 után született digitális bennszülöttek)
- Y generáció (1981 és 1995 közt született millenniumi generáció)
- X generáció (1961 és 1980 közt születettek)
- Ratkó gyerekek (1946 és 1960 közt születettek)

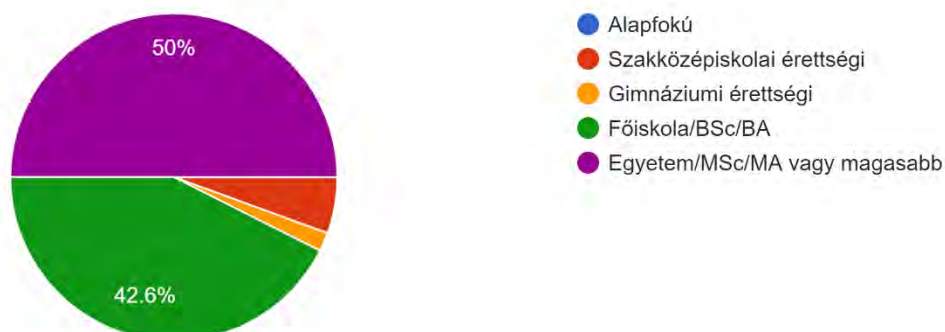
Nem

54 responses



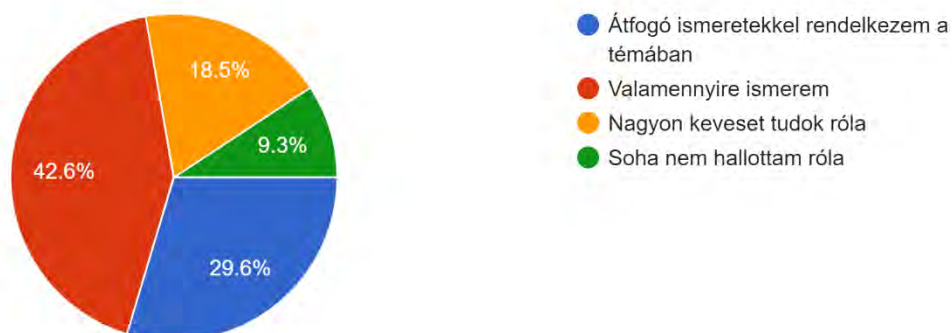
Képzettség

54 responses



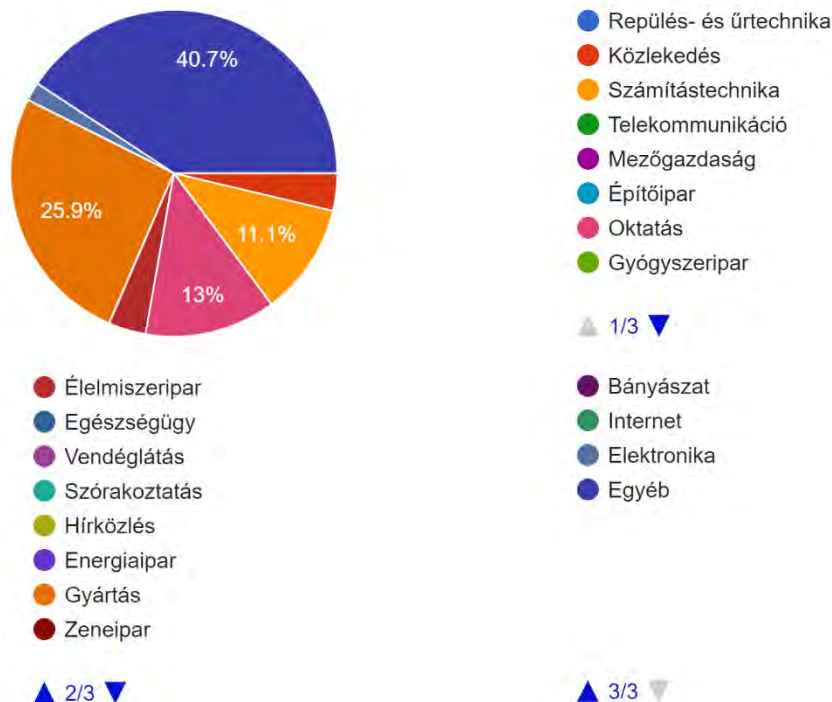
Ismerős Önnek az Ipar 4.0 fogalma?

54 responses



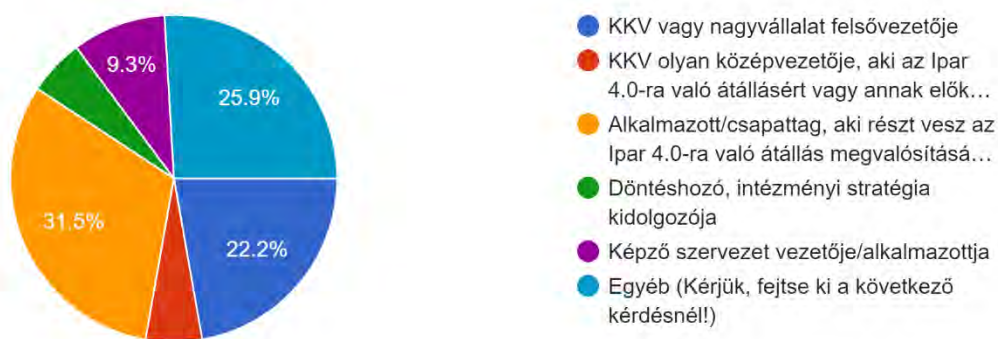
Az Ön vállalata melyik szektorban tevékenykedik?

54 responses



A vállalaton/szervezeten belül Ön milyen munkakört tölt be?

54 responses



Ha a fentiekben nem szerepelt az Ön munkaköre, kérjük, írja le, milyen pozíciót tölt be!

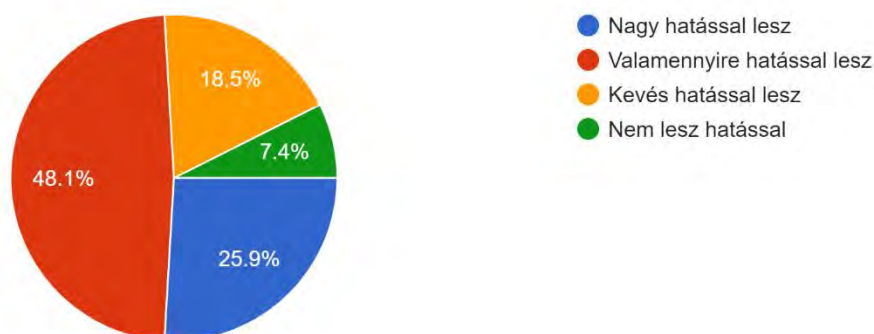
20 responses

Mérnökségi csoportvezető
Csapatépítés és csapat menedzsment
Kereskedő
Gyakornok egy KKV-ban. A csapat tagja.
Ügyvezető

Office manager
Villamosmérnök
Software Project Coordinator
Fejlesztésvezető
Bér-és munkaügyi előadó
Üzletágvezető
Mérnökségvezető
HR Specialista
Nagyvállalat alkalmazottja
Egyéni vállalkozó
Hatósági ügyintéző
értékesítési vezető
Mechatronikus mérnök, a vállalatnál nem ismerik az Ipar 4.0-t.
asszisztens
Beosztott

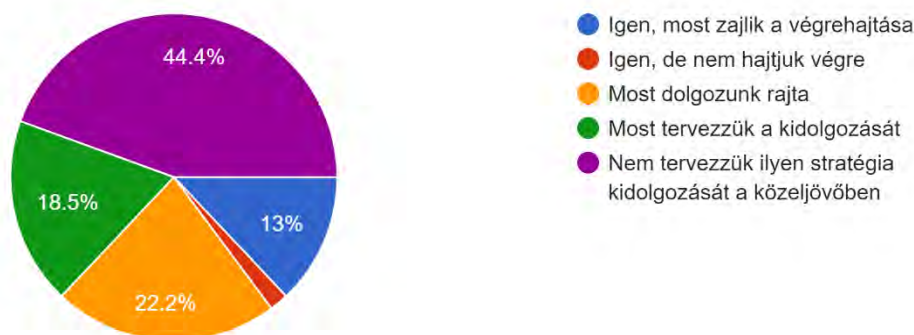
Ön szerint az az Ipar 4.0-ra való átállás hatással lesz arra a vállalatra/szervezetre, ahol Ön dolgozik?

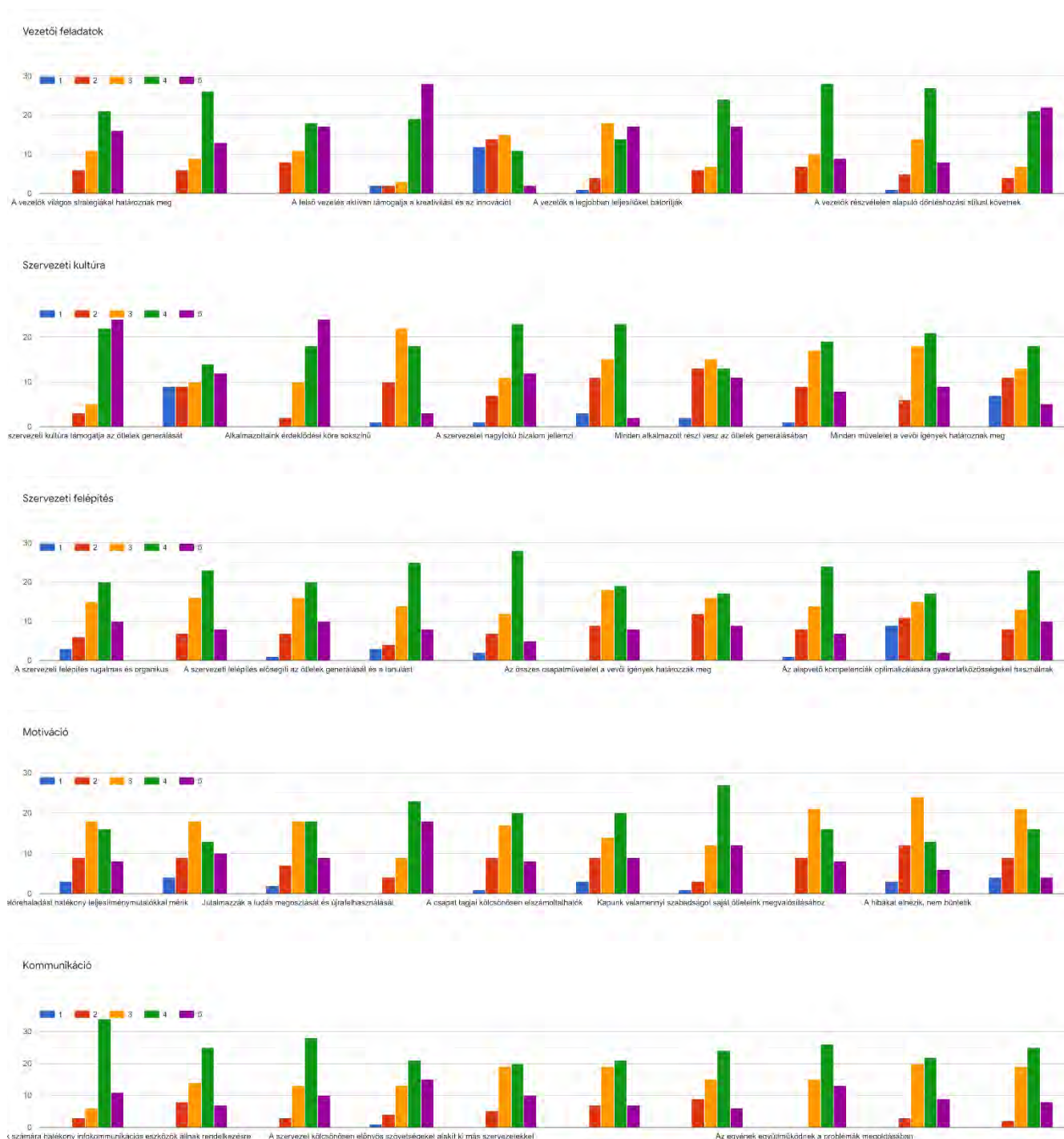
54 responses



Az Ön vállalata rendelkezik stratégiával az Ipar 4.0-ra való átálláshoz?

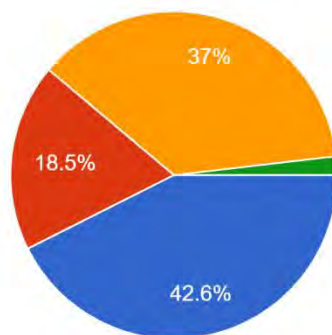
54 responses





Kérjük, válassza ki az Ön számára legszimpatikusabb tanulási módot!

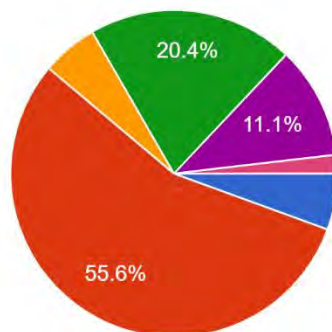
54 responses



- Önképzés online platformon keresztül
- Személyes oktatás, tanulás osztálytermi körülmények közt
- Munkahelyi egyéni vagy csoportos képzés
- Egyéb

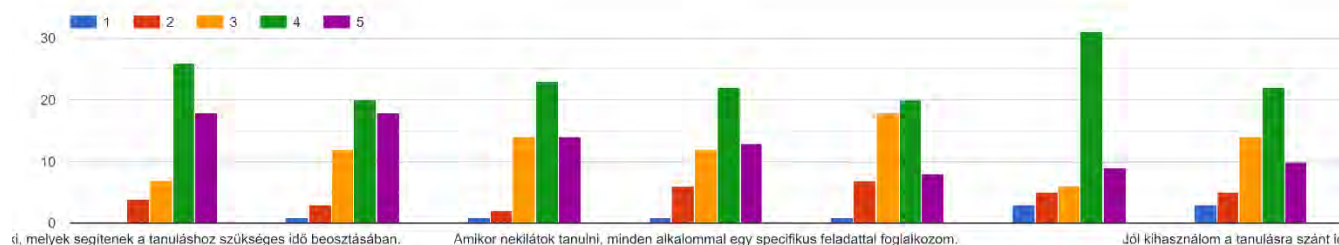
Kérjük, válassza ki az Ön számára legszimpatikusabb tanulási módszert!

54 responses

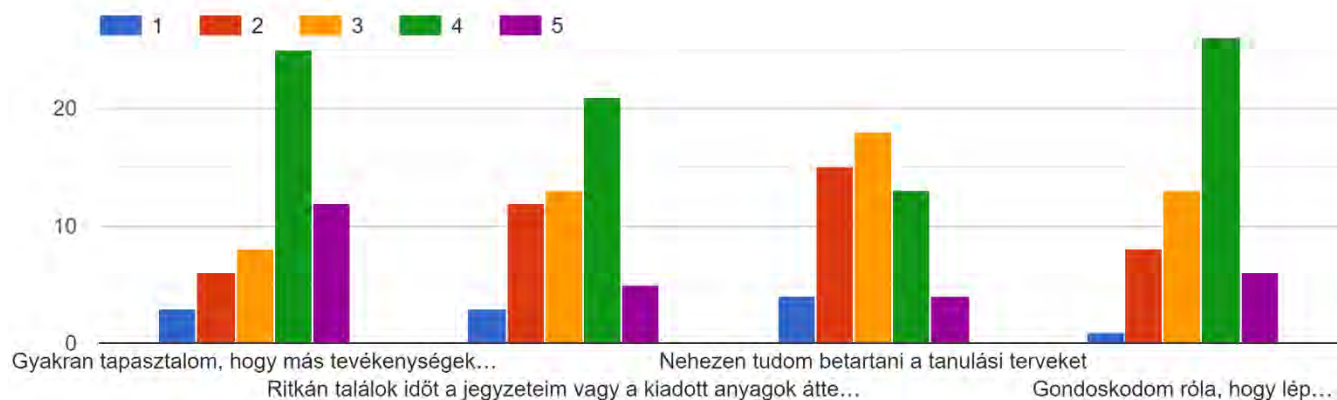


- Játék alapú tanulás
- Probléma alapú tanulás
- Forgatókönyv alapú tanulás
- Technológiával segített tanulás
- Video (vagy más média) alapú tanulás
- Vetélkedők
- Egyéb

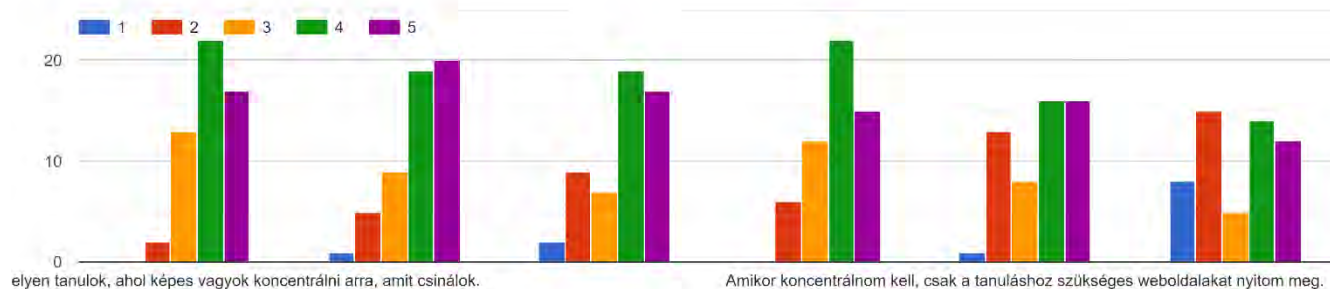
Célok meghatározása



Idő



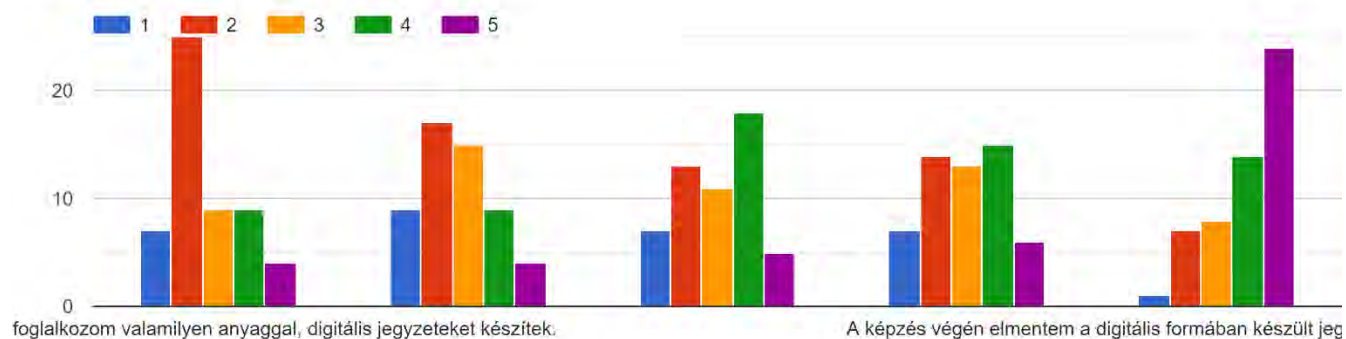
Összpontosítás



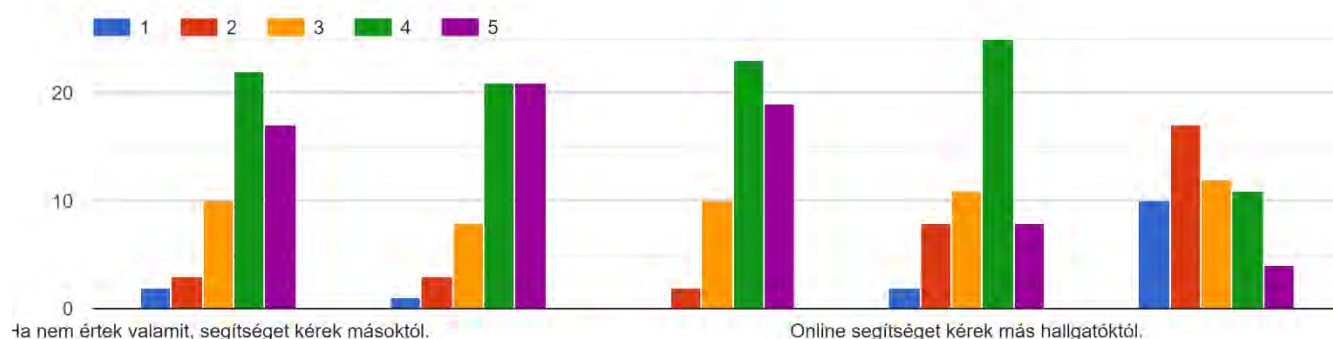
Jegyzetelés



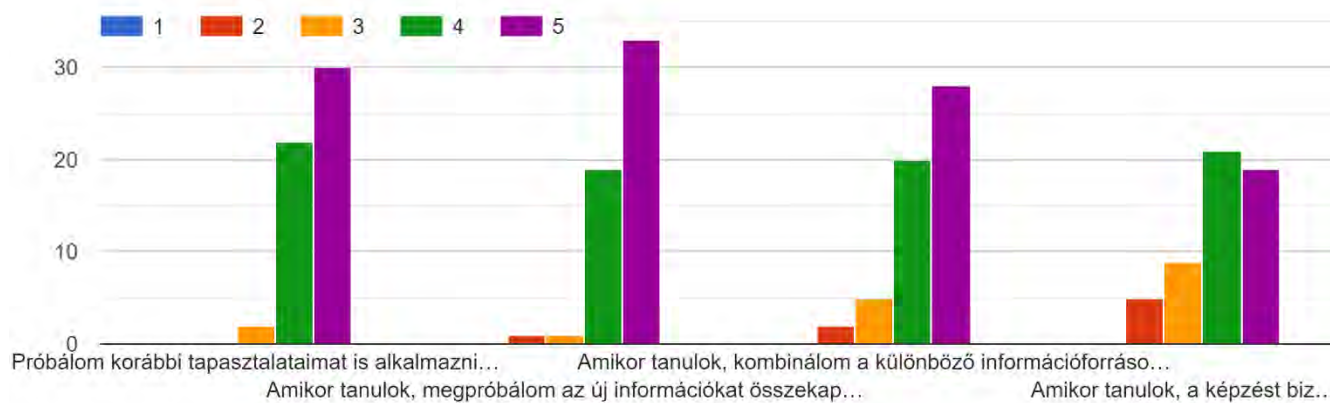
Digitális eszközök



Segítség kérése



Témák kidolgozása



Ireland



TransIT

Erasmus+

This survey is carried out within the ERASMUS+ project No 2019-HU01-KA202061224 "TransIT - Work-based management training kit for the transition to Industry 4.0".

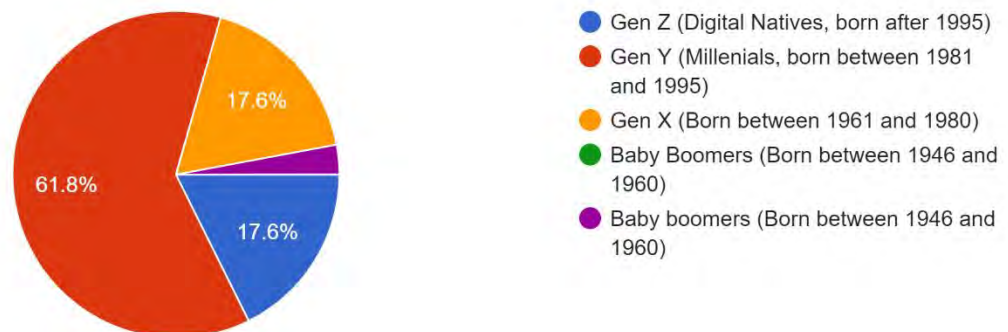
Online questionnaire on the learning habits and your company training practices

34 responses

[Publish analytics](#)

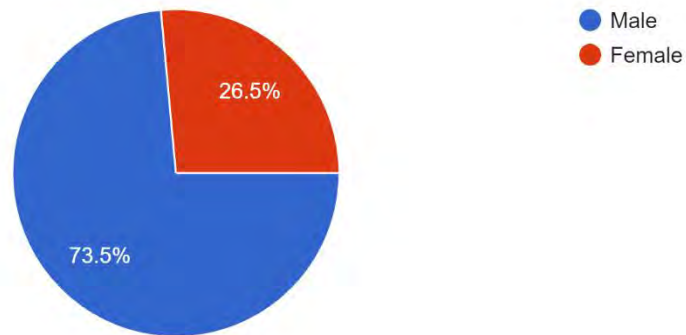
Which Generation group you belong to:

34 responses



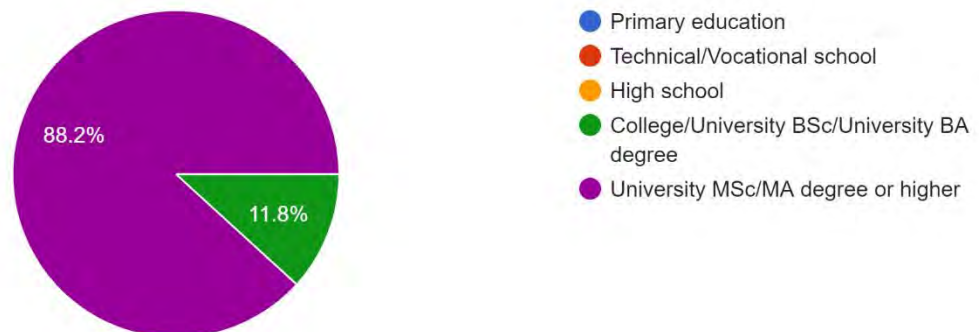
What is your gender?

34 responses



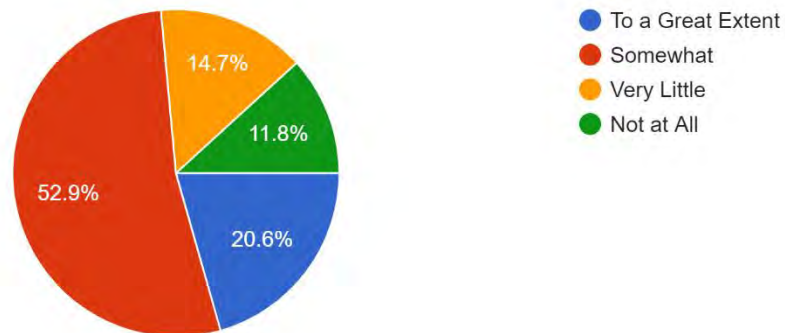
What is your educational level?

34 responses



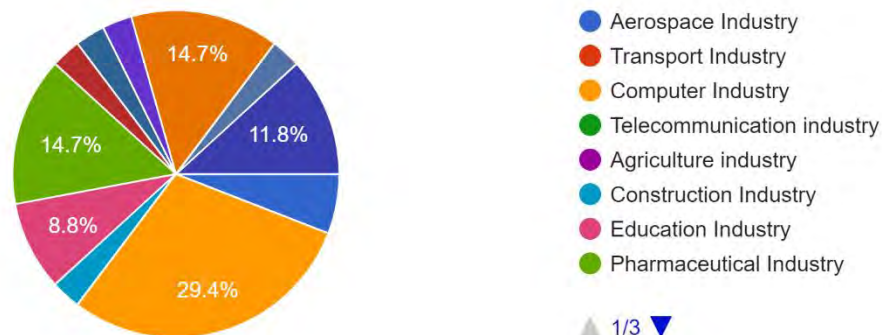
Are you aware of the concept of Industry 4.0?

34 responses



What industry your company belongs to?

34 responses



▲ 1/3 ▼

- Food Industry
- Health care Industry
- Hospitality Industry
- Entertainment Industry
- News Media Industry
- Energy Industry
- Manufacturing Industry
- Music Industry

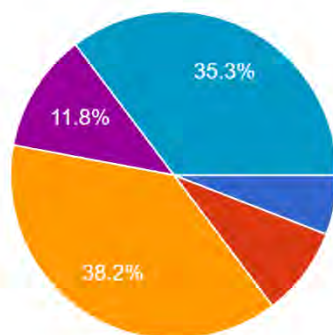
▲ 2/3 ▼

- Mining Industry
- Worldwide web
- Electronics Industry
- Other

▲ 3/3 ▼

What is your position in your company/organisation?

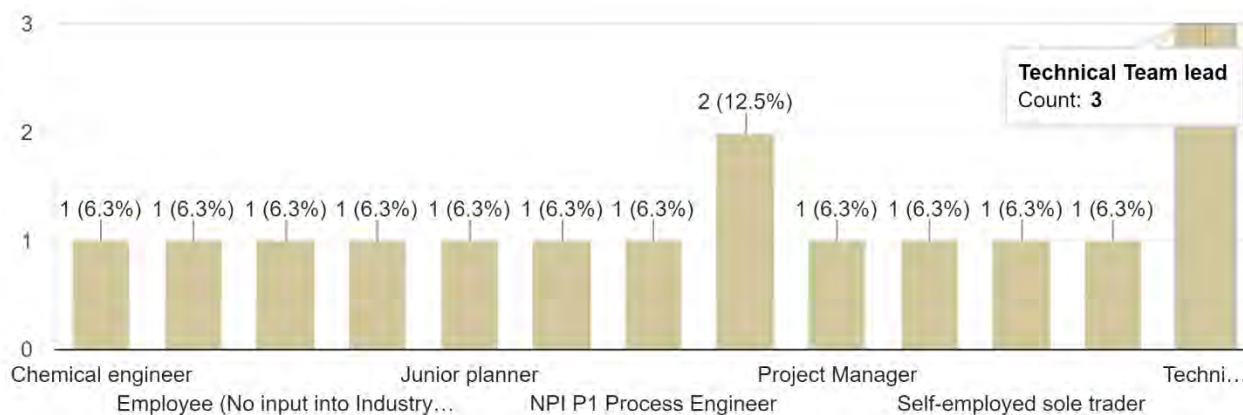
34 responses



- Top level manager of SME or large enterprise
- Middle manager of SMEs who are responsible for the preparation/transiti...
- Employee or team member, implementing the transition to Industry...
- Decision and institutional policy maker
- Manager/Employee in training organisation
- Other, please specify below

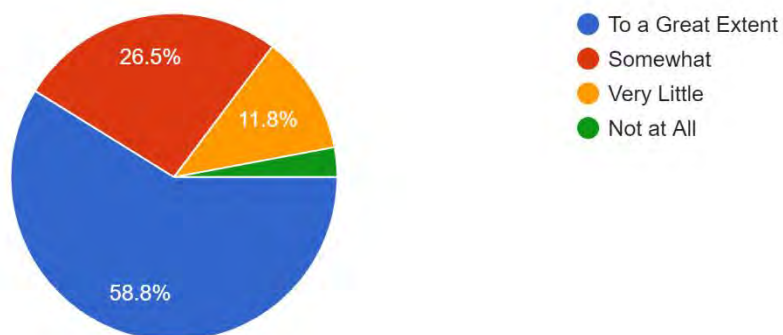
What is your position in your company, if not listed above?

16 responses



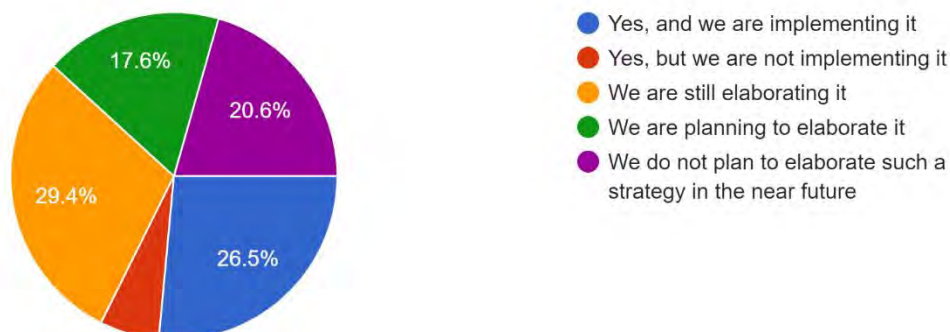
Do you think the transition to Industry 4.0 will influence your company/organisation?

34 responses

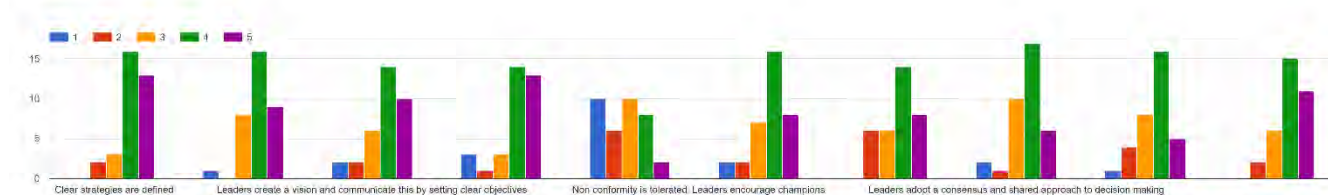


Has your company a strategy to transition to Industry 4.0?

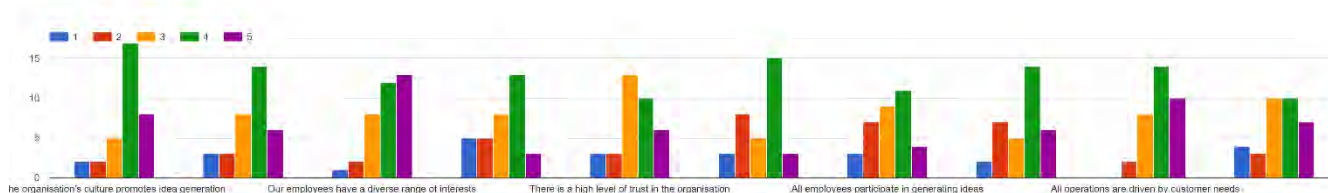
34 responses



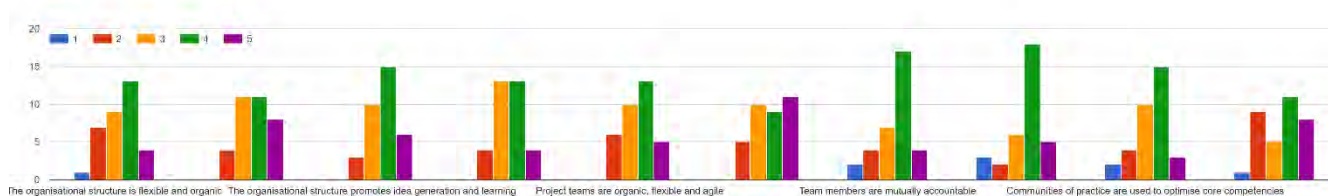
Leadership



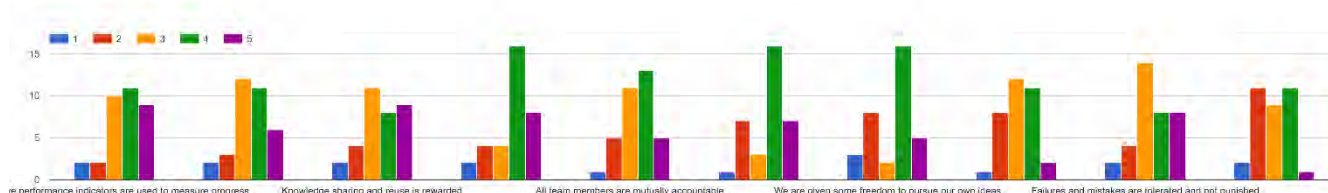
Culture



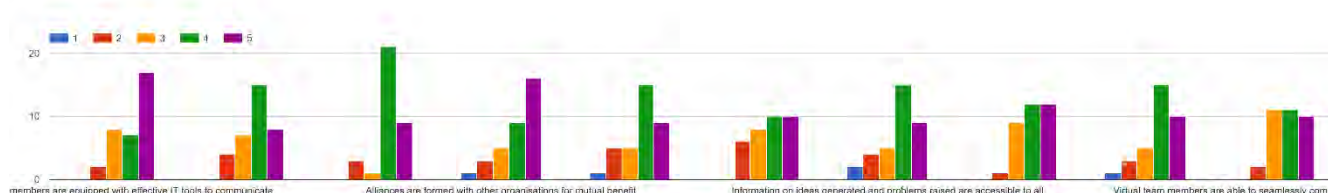
Structure



Motivation

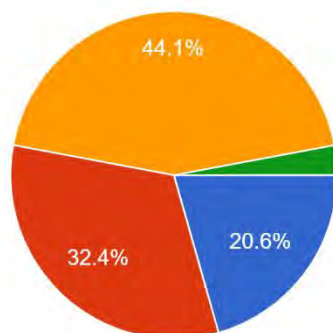


Communication



Please select your preferred way of learning

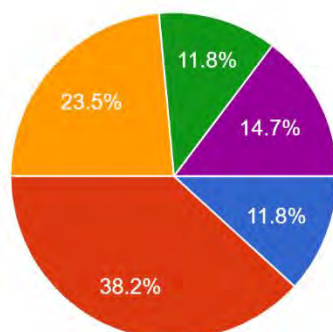
34 responses



- Self-learning via online platforms
- Face-to-face classroom learning
- Individual or group training on-the-job
- Other

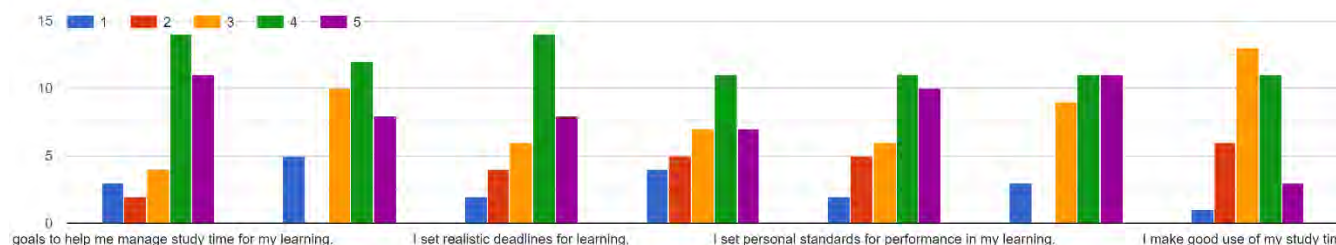
Please select your preferred learning methods

34 responses

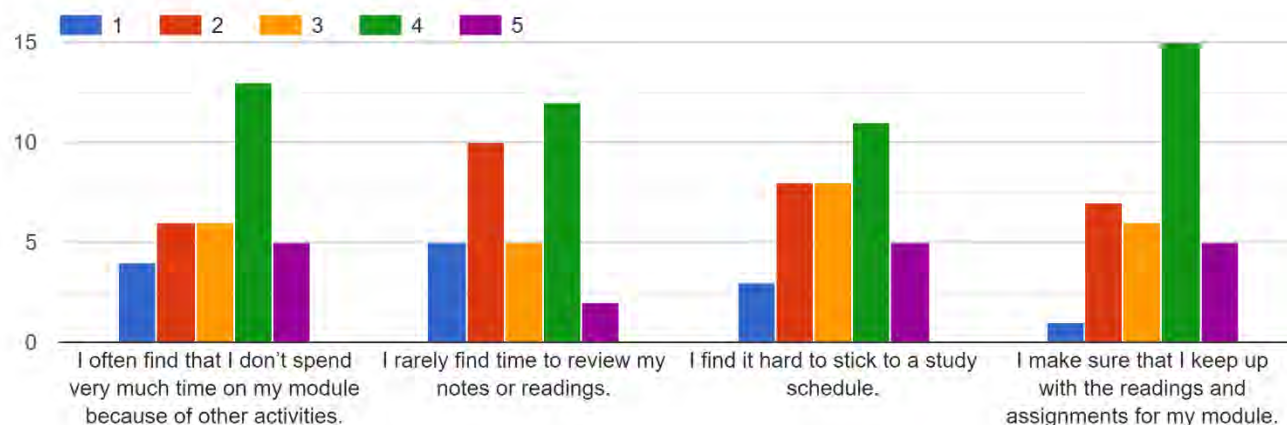


- Game based learning
- Problem based learning
- Scenario based learning
- Technology assisted learning
- Video (other media) based learning
- Quizzes
- Other

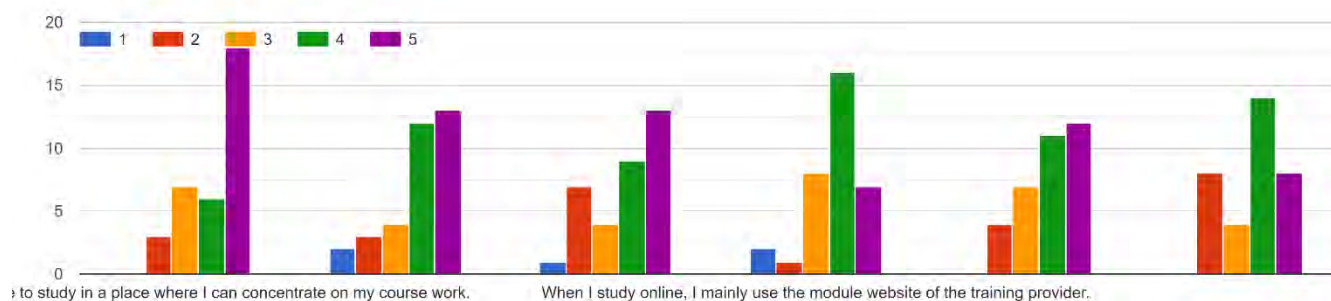
Goal-setting



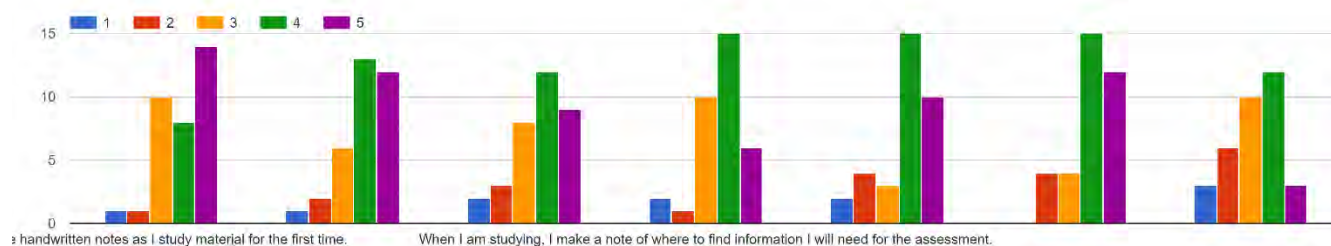
Time



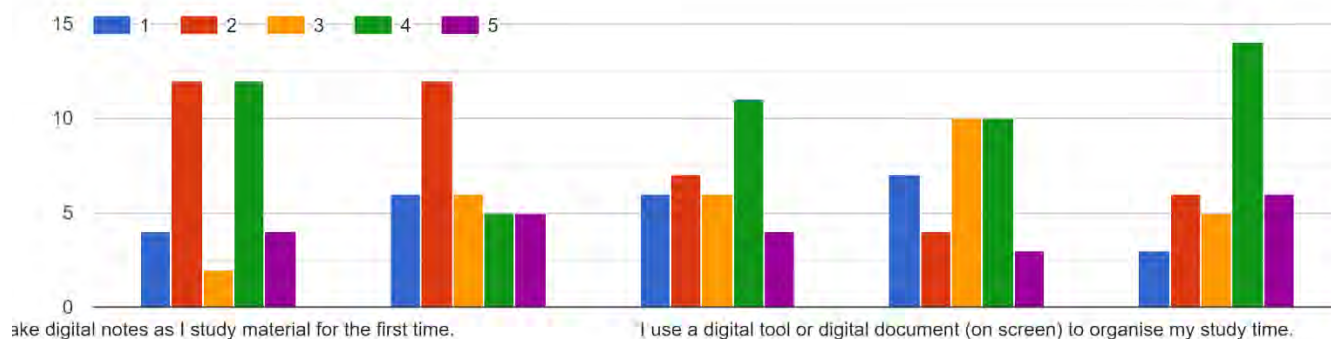
Focus



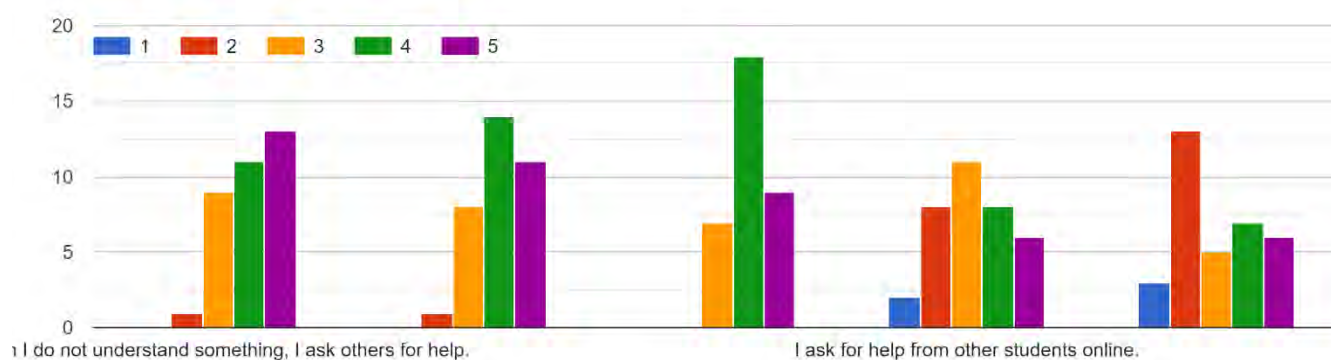
Note-making



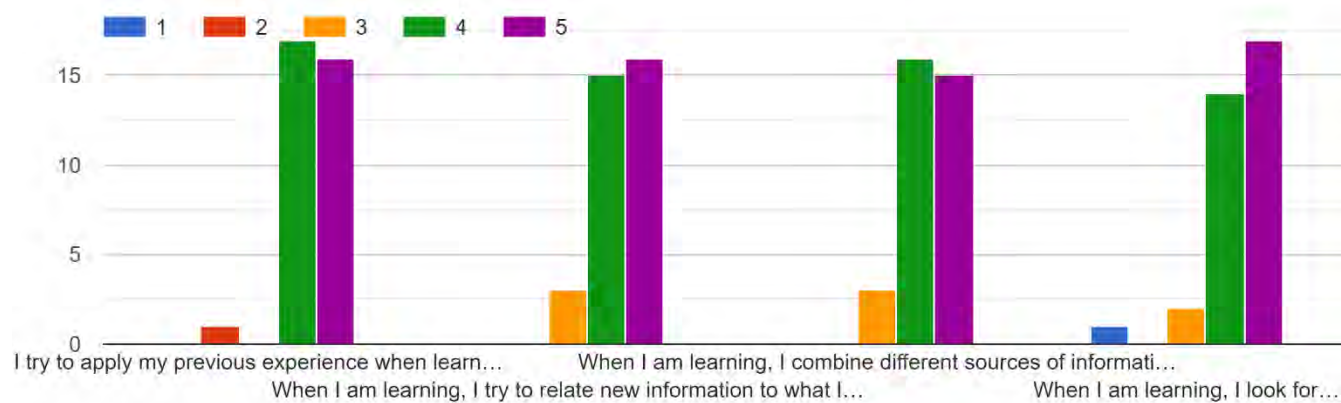
Digital-preferred



Help-seeking



Elaboration



Portugal



Esta pesquisa é realizada no âmbito do projeto ERASMUS+ No 2019-HU01-KA202061224 "TransIT - Kit de formação para formadores Work-based para a transição para Indústria 4.0 "

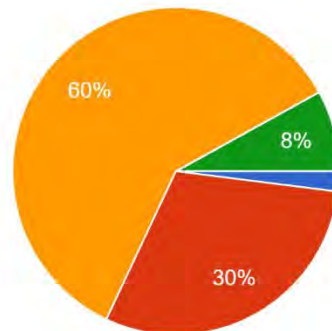
Questionário on-line sobre os hábitos de aprendizagem e as práticas de formação na sua empresa

50 responses

[Publish analytics](#)

A que geração você pertence:

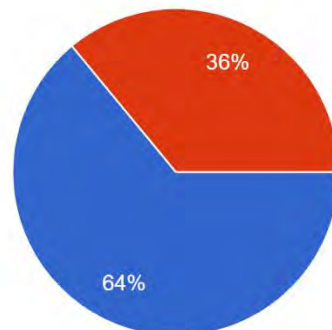
50 responses



- Geração Z (Nativos Digitais, nascidos após 1995)
- Geração Y (Millenials, nascidos entre 1981 e 1995)
- Geração X (nascida entre 1961 e 1980)
- Baby boomers (nascidos entre 1946 e 1960)

Qual é o seu sexo?

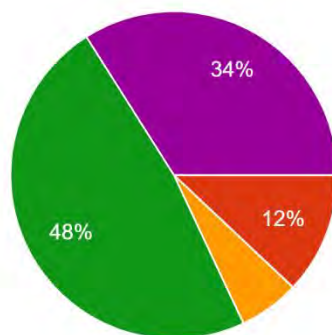
50 responses



- Homem
- Mulher

Qual é o seu nível educacional?

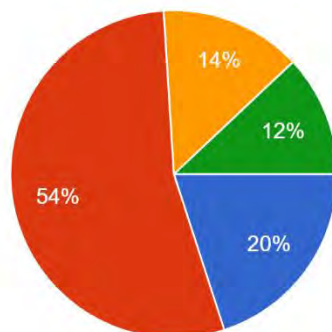
50 responses



- Educação primária
- Escola técnica / profissional
- Colegio
- Universidade /BA/BSc
- Universidade /Maestrado/ doutoramento

Conhece o conceito da Indústria 4.0?

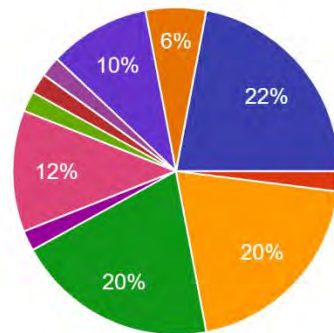
50 responses



- Profundamente
- Um pouco
- Muito vagamente
- De modo nenhum

A que setor sua empresa pertence?

50 responses



- Aviação
- Transporte
- Informática
- Telecomunicação
- Agricultura
- Construção
- Educação
- Indústria farmacêutica

▲ 1/3 ▼

- Indústria alimentar
- Setor de saúde
- Setor de hospitalidade
- Indústria de entretenimento
- Media
- Energia
- Indústria fabril
- Música

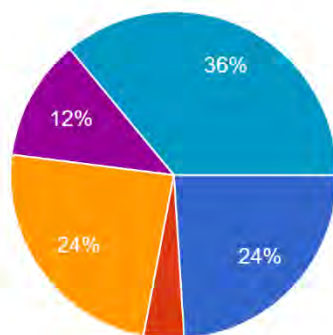
▲ 2/3 ▼

- Mineração
- Rede mundial internet
- Eletrônica
- Outro

▲ 3/3 ▼

Qual é a sua posição na sua empresa / organização?

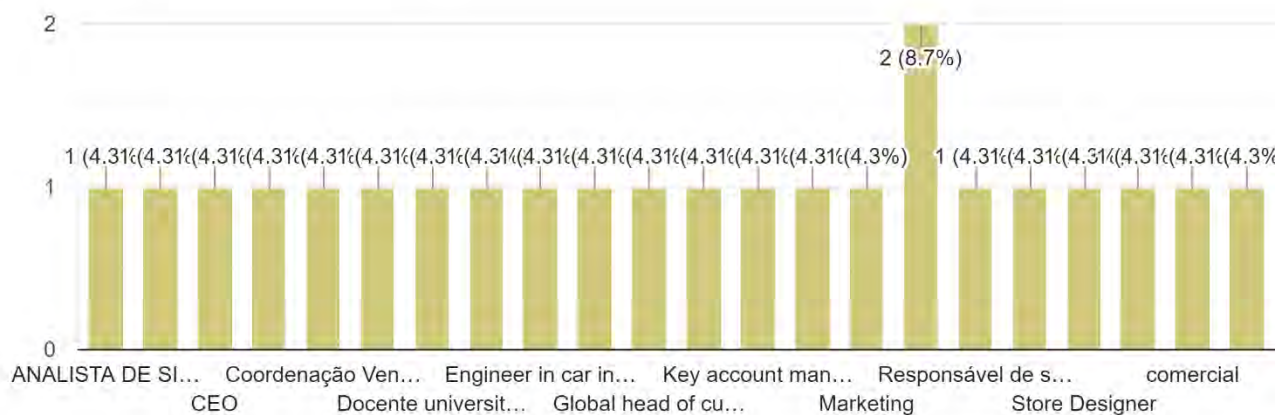
50 responses



- Gerente de nível superior de PME ou empresa de grande porte
- Gerente intermediário de PME responsável pela preparação / transição
- Empregado / membro da equipa trabalhando envolvido na implementação
- Formulador de decisão e política institucional
- Manager/empregado em organização
- Outro, por favor, especifique

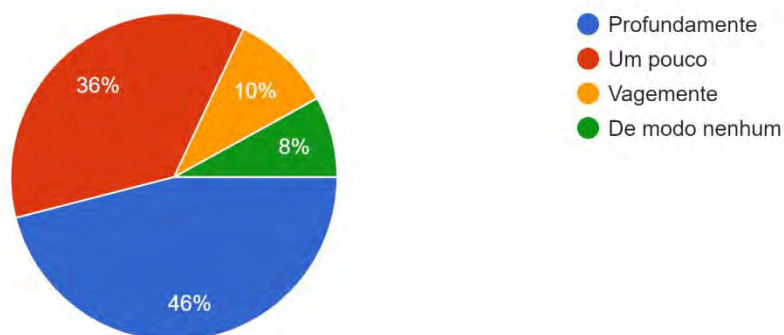
Qual é a sua posição na sua empresa, se não estiver listado acima?

23 responses



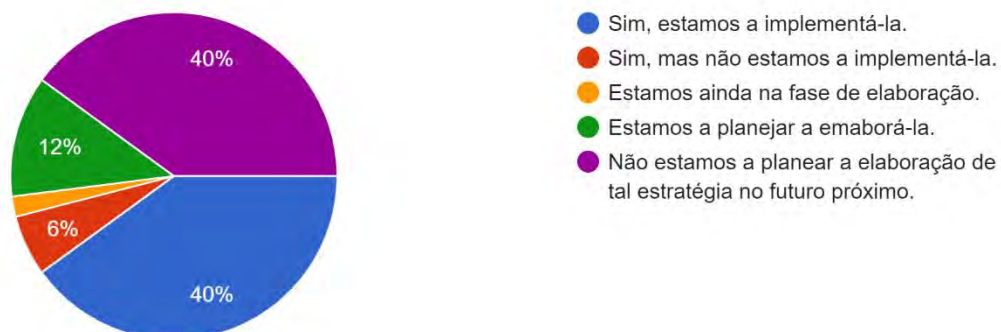
Acha que a transição para a Indústria 4.0 influenciará sua empresa / organização?

50 responses

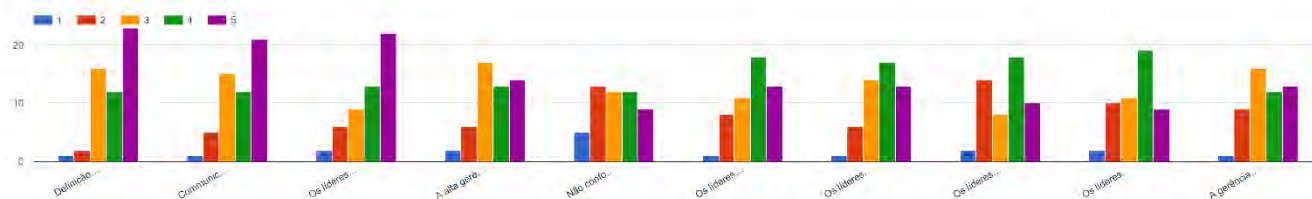


Sua empresa tem alguma estratégia de transição para a Indústria 4.0?

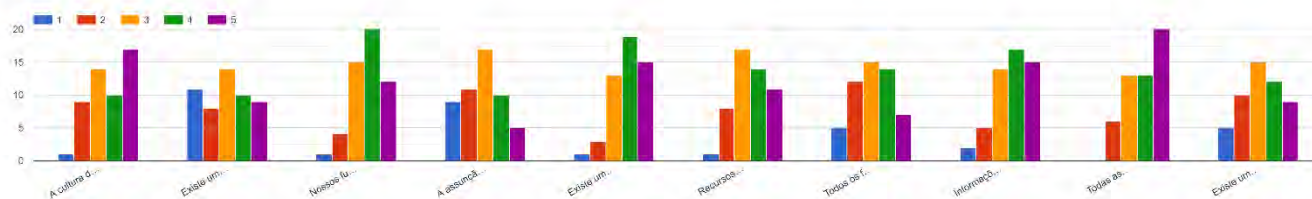
50 responses



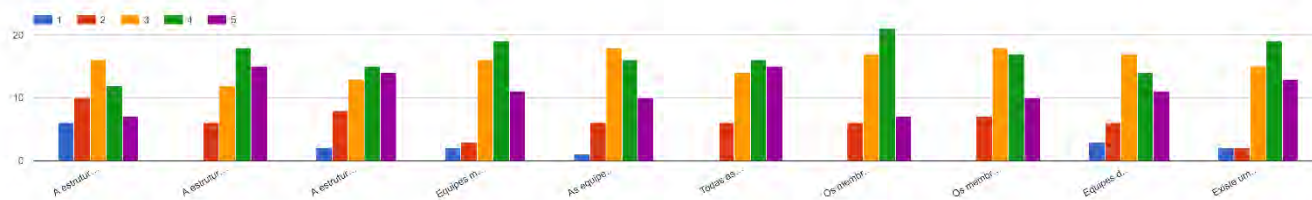
Liderança



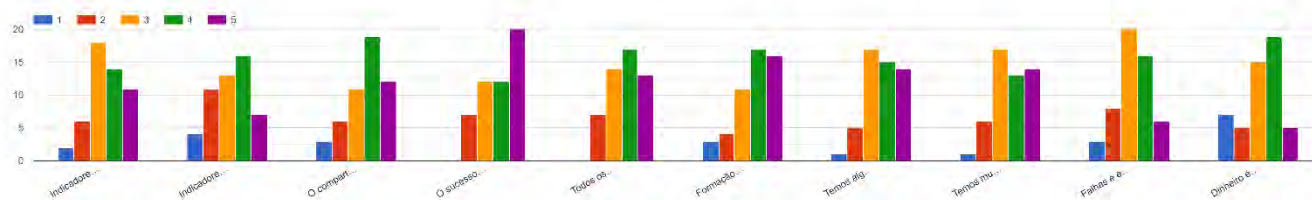
Cultura



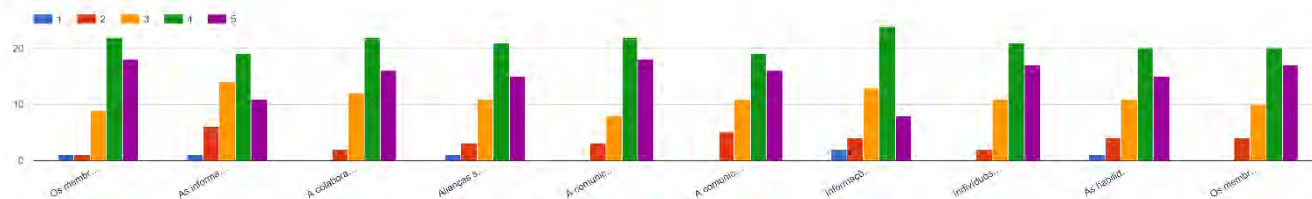
Estrutura



Motivação

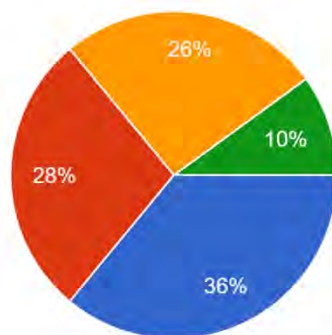


Comunicação



Por favor, selecione sua maneira preferida de aprender

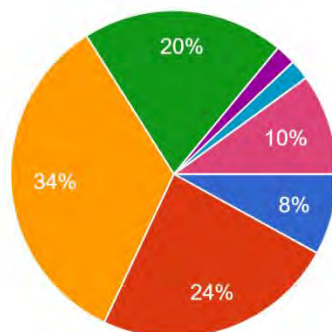
50 responses



- Aprendizagem individual através de plataformas online
- Aprendizagem presencial em sala de aula
- Formação individual ou em grupo no local de trabalho
- Outro

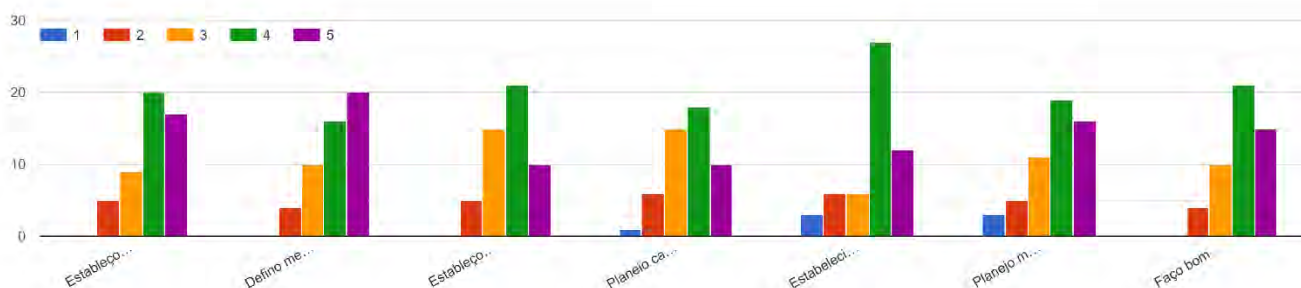
Por favor, selecione seus métodos de aprendizagem preferidos

50 responses

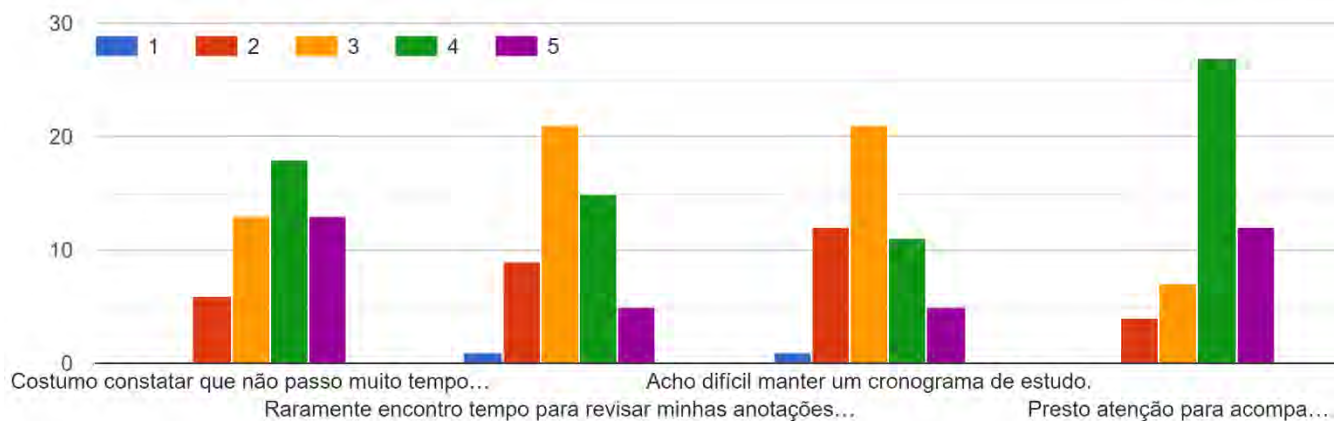


- Aprendizagem com base em jogo
- Aprendizagem com base em problemas
- Aprendizagem com base em cenários
- Aprendizagem assistida por tecnologia
- Aprendizagem baseada em vídeo (outros media)
- Quizzes/Testes
- Outro

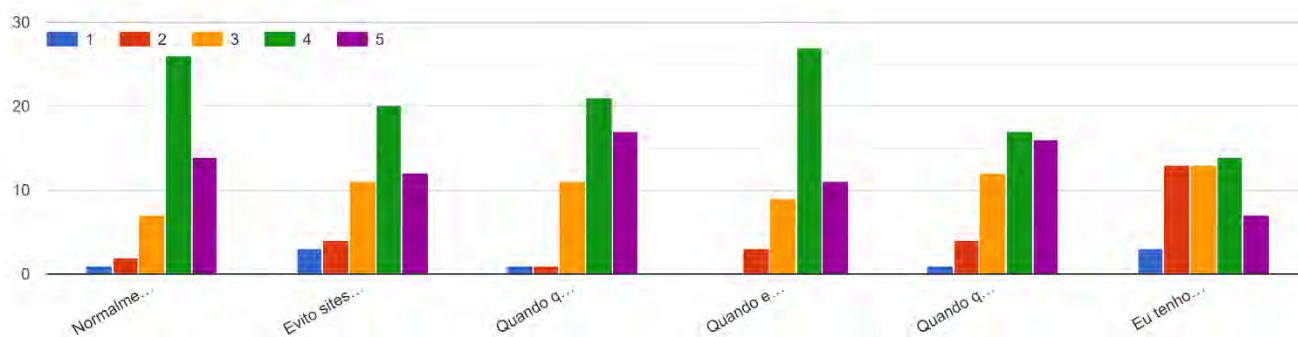
Estabelecer ojetivos



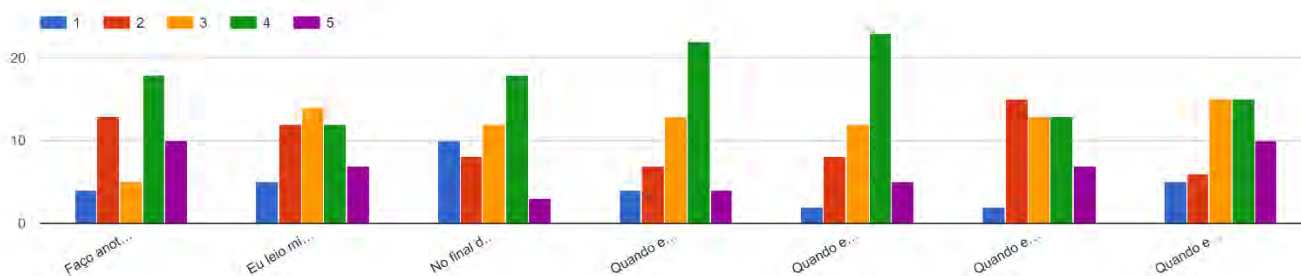
Tempo



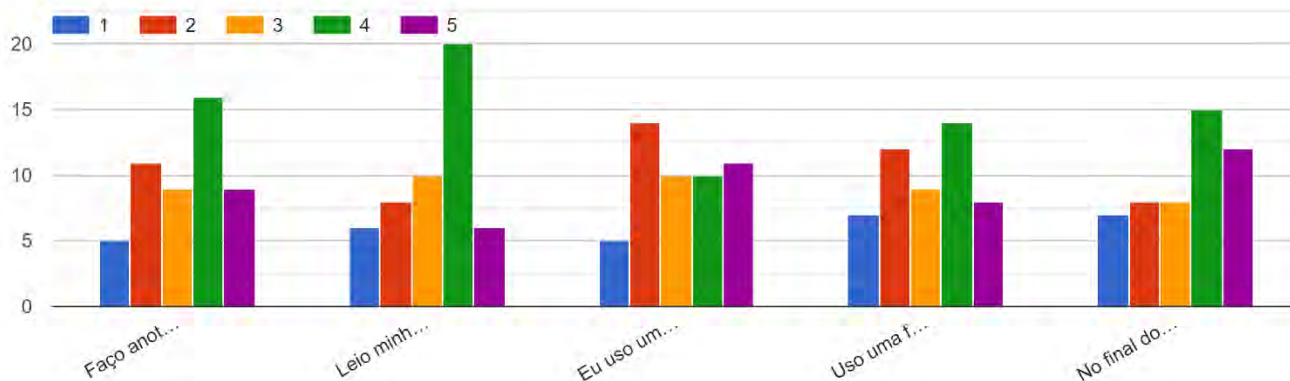
Foco



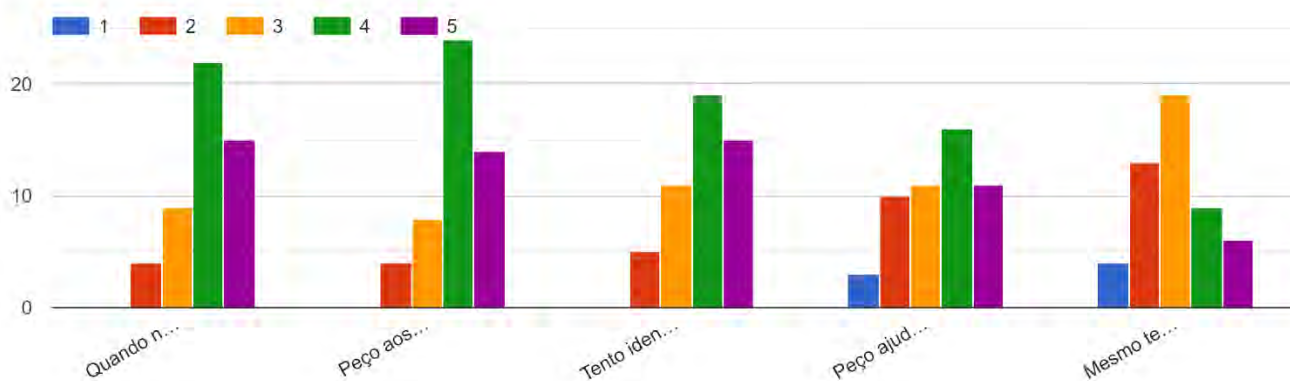
Tomar notas



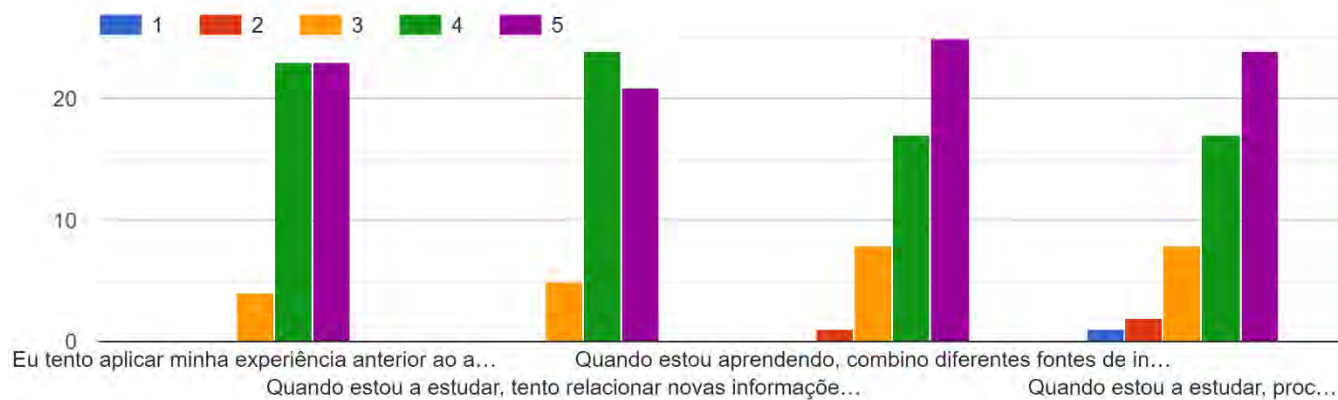
Preferência digital



Procura de ajuda



Elaboração/processamento



Slovenia



Erasmus+

Ta raziskava se izvaja v okviru projekta ERASMUS + št. 2019-HU01-KA202061224 „TransIT - Komplet za usposabljanje za upravljanje prehoda na Industrijo 4.0“.

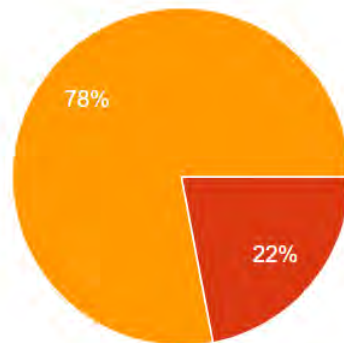
Spletni vprašalnik o učnih navadah in praksah usposabljanja vašega podjetja

50 responses

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V katero generacijsko skupino spadate:

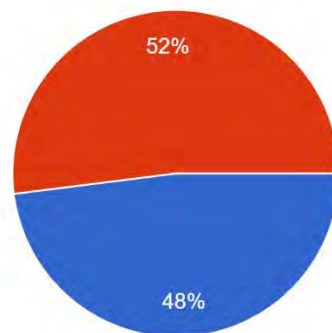
50 responses



- Gen Z (Digital Natives, rojen po letu 1995)
- Gen Y (Millenials, rojeni med letoma 1981 in 1995)
- Gen X (rojen med letoma 1961 in 1980)
- Baby boomeri (rojeni med letoma 1946 in 1960)

Katerega spola ste?

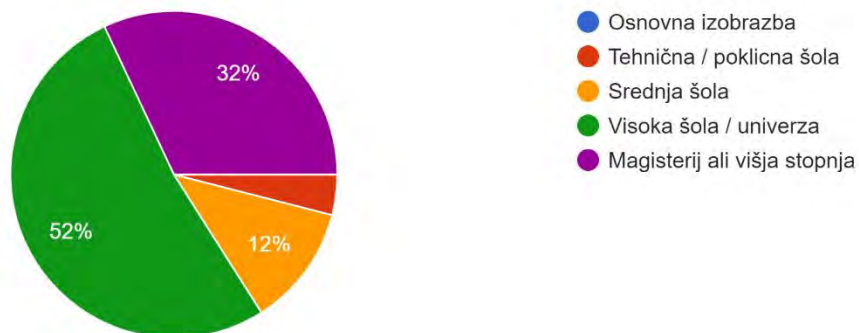
50 responses



- Moški
- Ženska

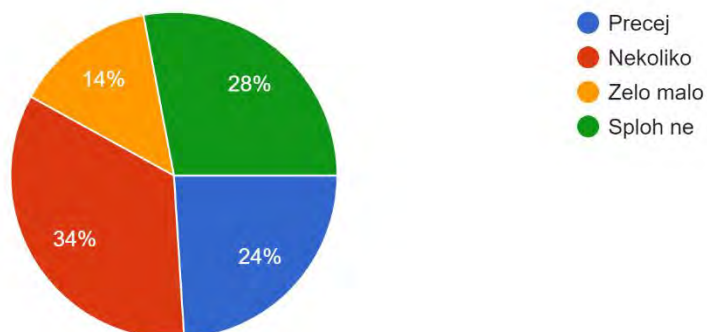
Kakšna je vaša stopnja izobrazbe?

50 responses



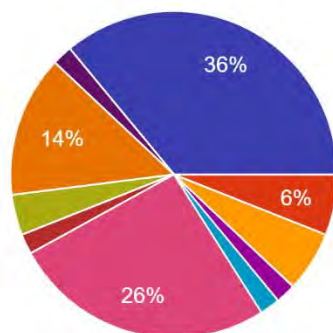
Ali poznate koncept Industrije 4.0?

50 responses



V katero industrijo spada vaše podjetje?

50 responses



- Vesoljska industrija
- Prometna industrija
- Računalniška industrija
- Telekomunikacijska industrija
- Kmetijska industrija
- Gradbena industrija
- Izobraževalna industrija
- Farmacevtska industrija

▲ 1/3 ▼

- Prehrambena industrija
- Industrija zdravstvene nege
- Gostinska industrija
- Industrija zabave
- News Media Industry
- Energetska industrija
- Proizvodna industrija
- Glasbena industrija

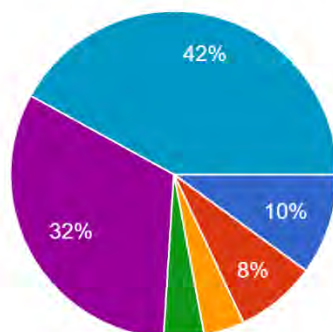
▲ 2/3 ▼

- Rudarska industrija
- Svetovni splet
- Industrija elektronike
- Drugo

▲ 3/3 ▼

Kakšen je vaš položaj v vašem podjetju / organizaciji?

50 responses



- Top vodja MSP ali velikega podjetja
- Srednji vodja MSP, ki je odgovoren za pripravo / prehod v Industrijo 4.0
- Zaposleni ali član ekipe, ki izvaja prehod na Industrijo 4.0
- Oblikovalec odločitev in institucionalne politike
- Vodja / zaposleni v organizaciji usposabljanja
- Drugo, prosimo, navedite spodaj

Kakšen je vaš položaj v vašem podjetju, če ni navedeno zgoraj?

19 responses

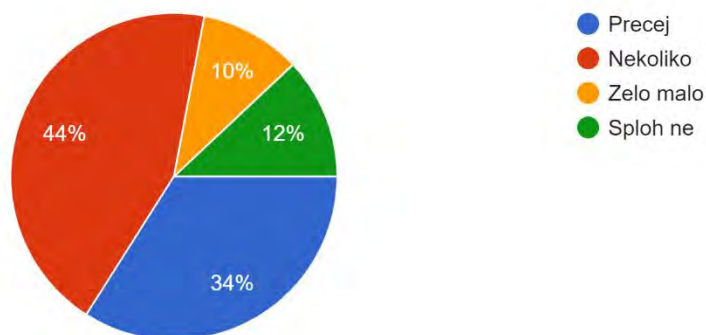
Vodja oddelka



Poslovodja
Vodja enote
strokovni sodelavec
Direktor
Kadrovik
s.p. posameznik
Vodja manjše skupine
zaposleni
Vodja službe
Svetovalec
Tehnolog izdelave orodij
partner
Vodja splošno kadrovskega sektorja
samostojni delavec
Vodja, Razvoj ljudi
vodilni strokovnjak
poslovodja zadruga (mikro socialno podjetje)
samostojna strokovna sodelavka

Ali menite, da bo prehod na Industrijo 4.0 vplival na vaše podjetje / organizacijo?

50 responses

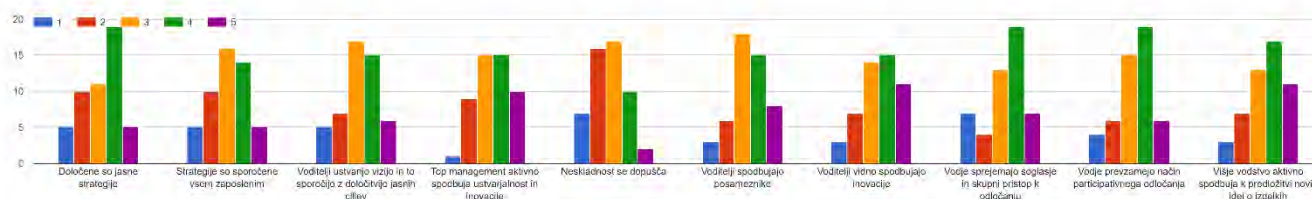


Ali ima vaše podjetje strategijo prehoda na Industrijo 4.0?

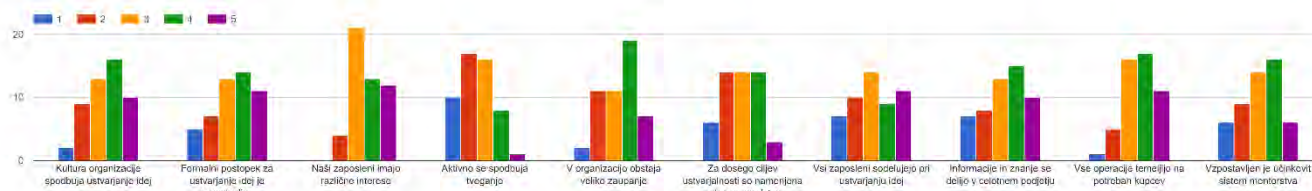
50 responses



Vodstvo



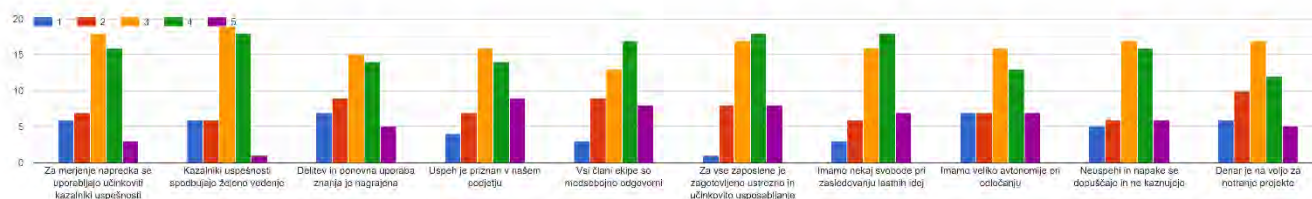
Kultura



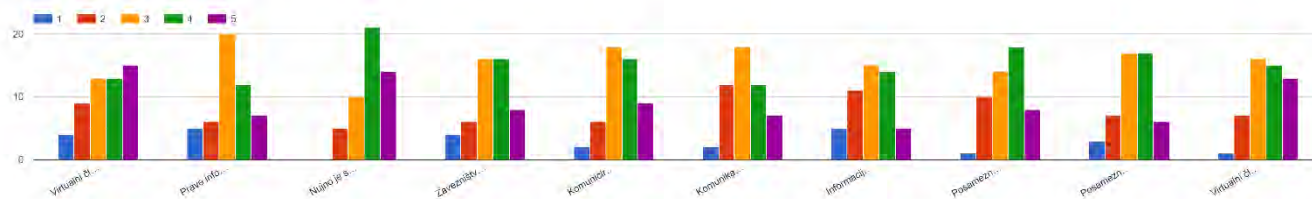
Struktura



Motivacija

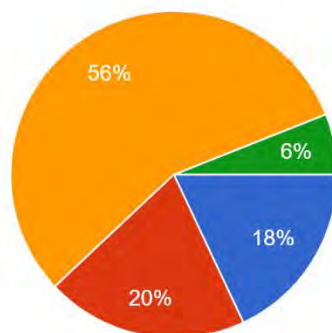


Komuniciranje



Izberite želeni način učenja

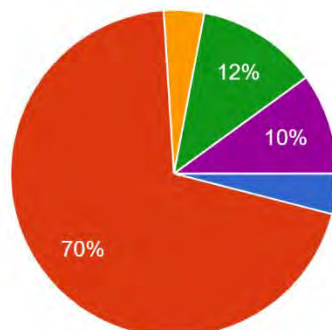
50 responses



- Samostojno učenje prek spletnih platform
- Učenje v razredu iz oči v oči
- Individualno ali skupinsko usposabljanje na delovnem mestu
- Drugo

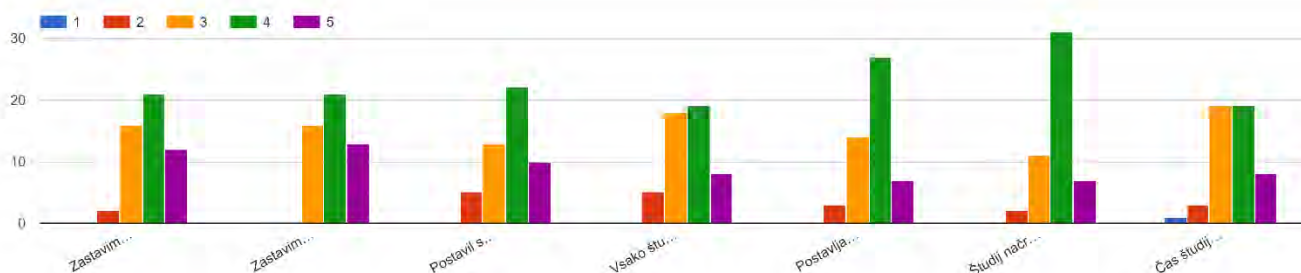
Izberite zelene načine učenja

50 responses

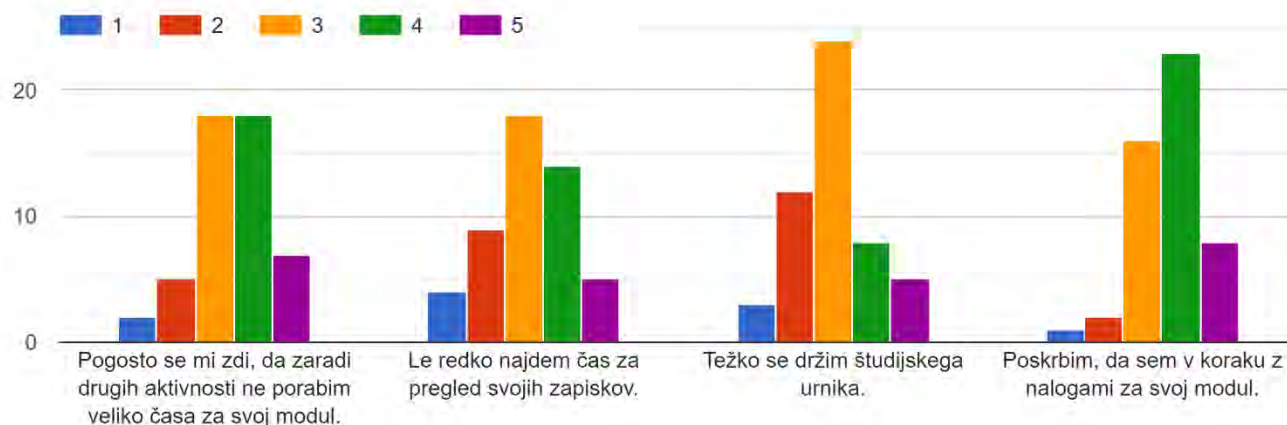


- Učenje na osnovi iger
- Učenje na podlagi reševanja problemov
- Učenje na osnovi scenarija
- Učenje s pomočjo tehnologije
- Učenje na podlagi videoposnetkov (drugih medijev)
- Kvizi
- Drugo

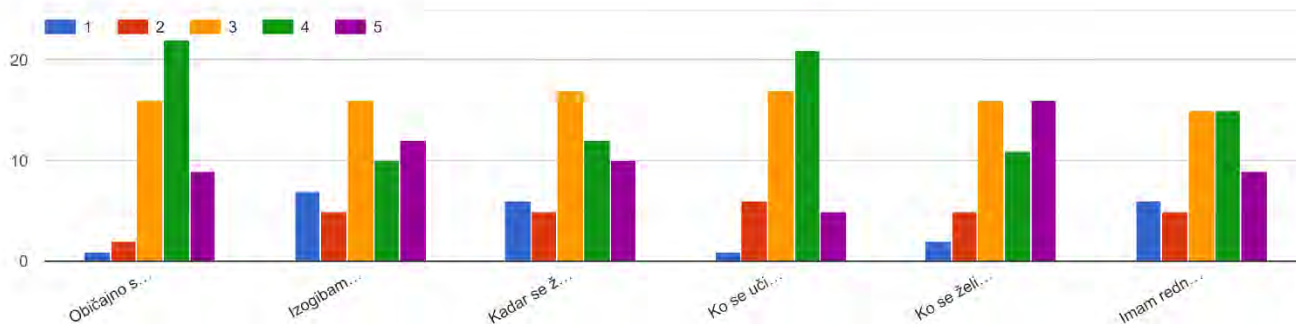
Postavljanje ciljev



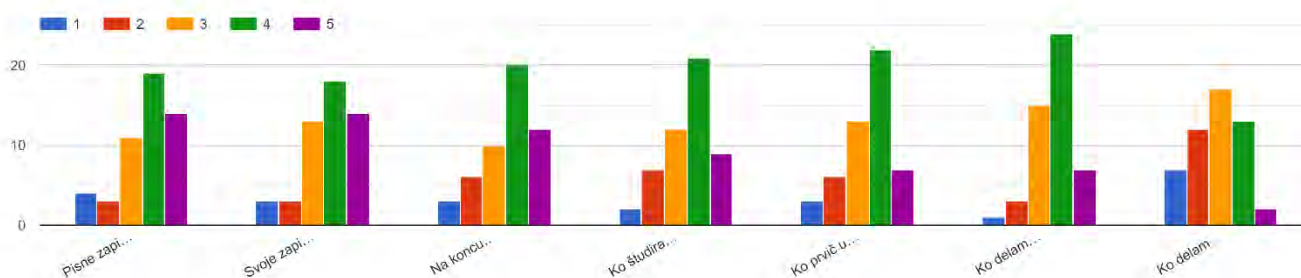
Čas



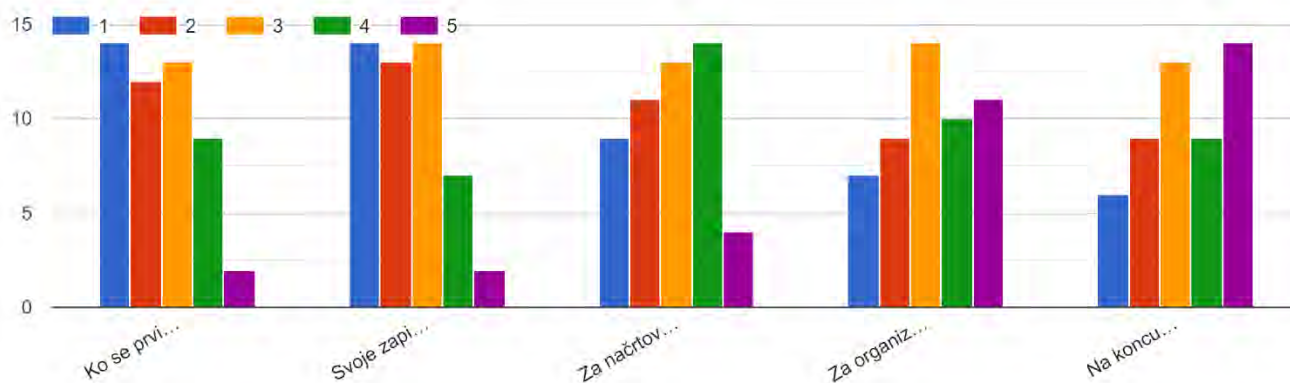
Fokus



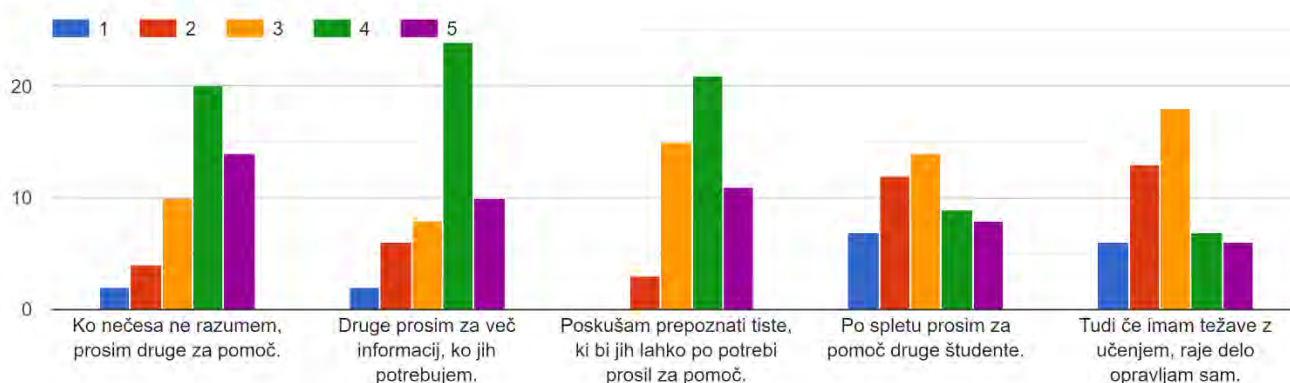
Zapisovanje



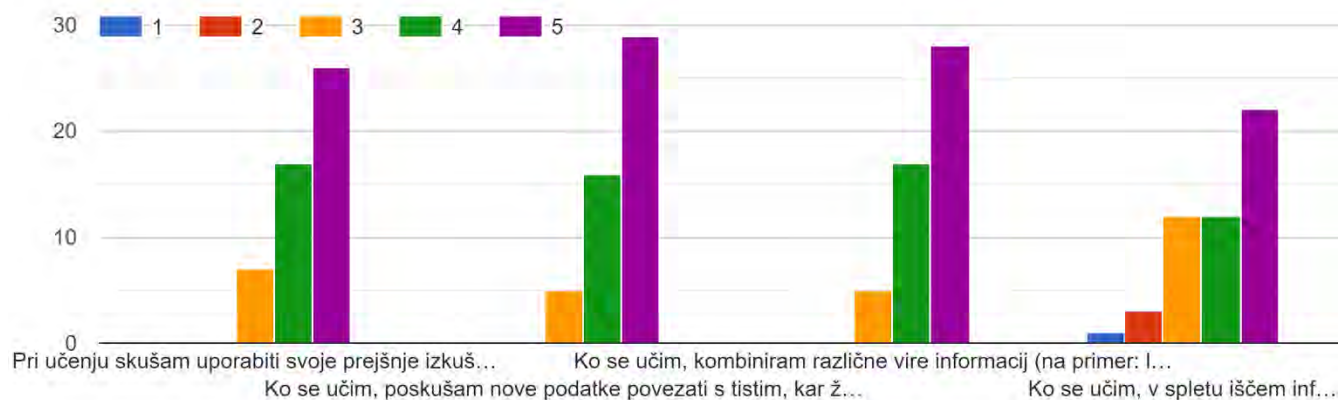
Digitalna prednost



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In these dynamic and uncertain circumstances, managers must adapt to challenges of Industry 4.0.

The TransIT Project was specifically designed to facilitate managers to successfully transition to this new era.