

Results Work Package 4

Workplace Innovations further training programme

Result 4.2: Training B "Digitization and Human Capital"

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Partners

Baltic Sea Academy (Lead Partner), Germany

Satakunta University of Applied Sciences, Finland

The Baltic Institute of Finland

Tasowheel Group Oy, Finland

POLITECHNIKA GDANSKA, Poland

Pomeranian Chamber of Handicrafts for SMEs, Poland

Hydromechanika Sp. z o.o. Sp. k., Poland

Centre for European and Transition Studies, Latvia

Latvian Chamber of Commerce and Industry, Latvia

Latvia Vides Dizains, Latvia

Arbeit und Zukunft e.V., Germany

Languages

English

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Summary and Introduction

For SMEs in the Baltic Sea Region to remain competitive in the long term, it is necessary to increase their innovation capacity and reduce the gap between qualification requirements and demands. For this reason, the Knowledge Alliance "Human Resources and Organizational Development", consisting of eleven partners from four countries, relies on increased cooperation between universities and companies in order to realize education and innovation promotion. To reach as many SMEs as possible, chambers strengthen the partnership between universities and companies.

Human capital is the most important resource for strengthening innovation and productivity. Hence, the project focuses on the comprehensive promotion of Workplace Innovations. While there is great need for further development in this area in the countries south of the Baltic Sea, Workplace Innovations are already more advanced in the Scandinavian countries. Therefore, the project involves countries from both regions.

The alliance, which will be extended to 68 partners from 13 countries and permanently continued, focuses on cooperation in two areas. First, the development, testing, and implementation of SME-specific methods, instruments, and projects through R&D work at universities, that create workplace innovations in areas such as employee recruitment, motivation and digitization, a more innovative working environment and more efficient use of human capital. Second, the strengthening of awareness and competences in this new area of innovation promotion for small and medium-sized enterprises in the Baltic Sea Region through qualifications. The project will develop and implement:

- a) three comprehensive continuing education programs: "Digitization & Human Capital", "Employees on the way to Co-entrepreneurs" and "Innovation Processes".
- b) a dual bachelor's degree course: "Human Resources and Business Administration".

All products and further results will be transferred to 68 actors from 13 countries.

The work to develop the output of Work Package 4 "Further vocational Trainings" was carried out entirely as planned in the project application. Three different training courses were developed, tested, evaluated and implemented:

- Training A Employees on the way to Co-entrepreneurs
- Training B Digitization and Human Capital
- Training C Innovation Process

The development and implementation of the three trainings is based on the KAIN method. This method are described under result 4.1. Listed below are curricula, teaching materials and implementation reports for the training B "Digitization and Human Capital".

Results Work Package 4

Workplace Innovations further training programme

- ## Result 4.2
- ### Training B Digitization and Human Capital
- Concept, Curriculum and Teaching Materials
 - Implementation Report

Digitalization and Human Capital

Curriculum and teaching materials, preliminary version

Satakunta University of Applied Sciences (SAMK), project partner number 2

Compiled by Dr Kari Lilja and Dr Sirpa Sandelin

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Introduction

During the era of computers, digitalization has changed the world piece by piece. Doing business is nowadays mostly communication with and via digital systems. The world of HR-management is changing too. Digitalized payment systems and registers of employers are not enough. As the world around us is changing rapidly due to globalization, budding trade wars, waves of immigrants and refugees and other contemporary phenomena, the old means to foresee, plan, manage and control the business are not valid, or at least they are not enough anymore. New tools are required. New tools have been and will be developed.

Terms like Big Data, Artificial Intelligence, machine learning and data analytics have already become known in many sectors of business management, like marketing, engineering and designing or optimizing e.g. transport routes. HR-departments have been more conservative when adopting the new technology, but within the past decade the situation has changed. Artificial Intelligence is used to select personnel in recruiting process, Big Data is utilized to forecast the requirements to be set for the personnel recruited within the next decade and the training needs of existing personnel are evaluated with data analytics, some examples to be given. However, the complete benefits of new possibilities can be gained only if the entrepreneurs and managers of companies have an overall view of technology, methods and opportunities they offer.

The aim of this course is to enable target groups to have such an overall view that they understand both benefits and risks of digitalization in HR, including the ethical aspects.

Course

This course has been designed to fulfill the needs described above. The training, which contains both theoretical lectures, group works and practical training will be set to EQF- levels 4 or 5.

Target groups

The target groups of this training are

- founders,
- owners,
- managers and
- employees

of SME companies. From the group of personnel, in particular those who deal with questions of personnel management are an important target group..

Objectives

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

The learning objectives are

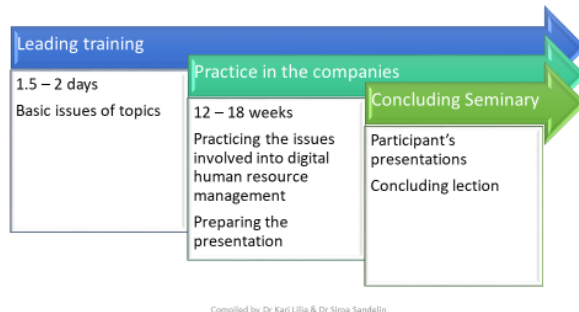
- Trainee understands the importance of digitalization
- Trainee knows the contemporary basic concepts of digitalization – the relevance of topics in this area should be ensured before each training session / course.
- Trainee knows at least three tools that a SME can utilize when digitalizing its HR-functions.
- Trainee has applied at least one of these tools during his / her practice period.

Schedule

This course is divided into three parts. The training begins with a 1.5 – 2 days theoretical part, during which the basic issues of each topic will be clarified by presentations and group work. This part will be followed

by 12 – 18 weeks practice period in the company, during which the participant gets acquainted with the topics of the course in point of view of this company. During the practice period the participant will also prepare a presentation concerning the findings and ideas he or she gained during that period in the company. After the practice period is completed, a seminary of 1.5 – 2 days will be hold. In this seminary the participants will present their findings, discuss their experiences and ideas, and finally, everything will be concluded with a lecture concerning the relationship between business management and HR-management.

Schedule of the course



Part I: First Workshop

Content of course

1,5 - 2 days training

Goals and tasks of the first workshop are to

- enable knowledge transfer about the KAIN-method, embedded in the contents of HR-policy and workplace innovation,
- create a common basis of knowledge among the training participants concerning the management of change processes and employee participation,
- encourage the exchange of experience about successful projects for work design and exploration of beneficial and hindering influencing factors and to
- form a preliminary orientation on topics for a change process in the own company.

During this 1.5 to 2-days workshop the participants get to know (usually science-based) models and instruments from project-related research for structuring and solving problems and learn to apply them (mentally). This is intended to create a common conceptual basis for the further procedure in the training.

The models and instruments presented as examples and design recommendations for practical use, ideally form a common framework in which, in particular, the existing experiences of the participants are to be integrated in order to pursue the training objectives. The experience of the participants should serve to supplement or modify the proposals for structuring and solving problems given by the research.

Thus, at an early stage of the training, a necessary adaptation of the proposed models and instruments to the individual needs and characteristics of the participants on site, usually with different frameworks and conditions, should take place.

Before the first workshop, a trainer / consultant designing the course should select and modify the models, instruments and other material applicable to just this country, area, branch and companies in question. The material presented in this curriculum consists of common examples and works as models and stimulus for trainers.

The role of the trainers

It is a task of the trainers / consultants to take into account the individual needs and particularities of the participants on site in a face-to-face training. This requires a high degree of knowledge and experience with










the use of interactive and participant-centered didactic methods on the part of the trainers. A further focus of the first part of the training is to introduce the participants with the planning, implementation and critical evaluation of their own project work they are involved in the second part of the training. Thus, another central goal of this part of the training is to give the participants important impulses for the implementation of the presented models and instruments in their own project. The application and implementation of the presented models and instruments by the participants "at home" is, so to speak, the focus of the second part of the training concept.

First day

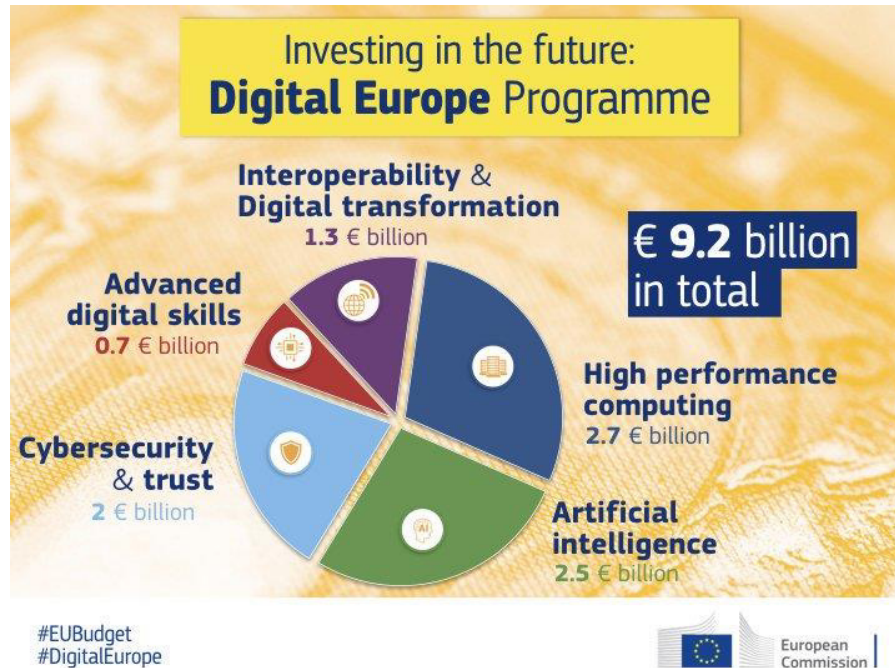
Note: Two shorter pauses (with coffee) and one longer pause (lunch) will be held during the day.

Note 2: The material presented below is examples and stimulus, which should be applied and modified according to the country, area, background, level and needs of trainees, and also according to knowledge areas of trainer. The times are suggestions and may vary depending to the weighting of topics (see above).

- 1) Welcome, registration and material 0,5h
- 2) Motivation - why these topics are important 2 h

| | |
|---|---|
| Introduction to topics: Video from An Introduction to DigitaliseSME | |
| SMEs need to see the digitalization as an opportunity (video inside the article) | |
| The strategy of the European Union: Digital economy and society | |
| The Policy of European Union: Digital transformation | |
| Subareas of the policy | |
| Organisation: European digital SME-alliance | |
| Changing environment The business environment is changing rapidly and the speed is just increasing |  DIGITALEUROPE---O ur-Call-to-Action-for-/ |
| Changing workforce People are changing the workplace. Lifetime in the same work does not attract any more. The skills required are changing too – and fast. |  DI_New-division-of-la bor.pdf  changing-nature-of-w ork-in-the-digital-era.1 |
| Changing work – changing world The content of work is changing rapidly and the speed is just increasing due to technical development. More digitalization capabilities are needed. The work is changing more and more digitized and digitalized. Mobile applications enable the work done to be booked and invoiced immediately: Adminet , Sympa HR , Tamigo ,  |  ClimateKICWhitepape rFinalDigital_compres:  Ricerca_Digital economy and workpla  The_digital_workplace .pdf  gerten_e26680.pdf |
| SME:s need assistance |  smeunited-digital-br ochure.pdf |

Big money in question



Source: https://ec.europa.eu/isa2/news/european-commission-has-announced-investment-%E2%82%AC92-billion-align-next-long-term-eubudget-2021_en

Case stories

[Ireland](#) [Austria](#) [Greek](#) [Building and Construction](#)

- 3) Workshops (2 hours work, 2 hours reporting and discussion): What data is critical to run your organization / business efficiently; is the data consistent and reliable; is it easily found and used; is the data usable; how is it handled at the moment; How could a digitization / digitalization help you.

End of first day (length 6-7 hours + pauses)












Second day

Note: Two shorter pauses (with coffee) and one longer pause (lunch) will be held during the day.

- 4) Basic concepts that a student should know before practice (2 hours)

Digitalization VS Digitization

There are many definitions trying to explain the difference between these two concepts, for example: "Digitalization is the integration of digital technologies into everyday life by the digitization of everything that can be digitized" (Mohamed EL-Shimy)

| | |
|--|--|
| <p>Big Data</p> <p>Big Data refers to a collection of both structured and unstructured data, created and used in business on daily basis. It is not the amount of data that makes it big, but what organizations do – or could do – with the data e.g. in HR purposes. (European big data value association)</p> | <div>    </div> <div> SMEs-Brochure-2017.pdf Are SMEs ready for big data_.pdf 08346368.pdf </div> |
| <p>(Data) Analytics</p> <p>Data analytics refers to methods to analyze raw data to be able to make conclusions about that information. Automated analyzing processes and algorithms that process the raw data usable for decision making are important part of big data technology.</p> | <div>   </div> <div> 1de6c6a7-en.pdf 1-s2.0-S1877042816315452-main.pdf </div> |
| <p>AI (Artificial Intelligence)</p> <p>Artificial intelligence aims to solve cognitive problems commonly associated with human intelligence. AI enables machines to learn like humans and perform tasks such as learning, problem-solving, reasoning, and language processing. In HR AI is used to automatize recruiting, competence assessment, risk evaluation etc.</p> <p>But Artificial Intelligence causes also ethical questions.</p> | <div>    </div> <div> AI- The Preferred Direction of Modern S AI for SMEs – MIT Technology Review In: Council Post_ Four Ways Artificial Intelligence </div> <div>  </div> <div> Is Artificial Intelligence for Small I </div> <div>   </div> <div> Infographic---Ethics-in-AI.pdf AI-in-Ethics_Web.pdf </div> |

5) Why it is important (1 hour)

We need better tools to be able to manage the workforce with means like planning (predictive), optimization (ongoing) or to be able to see the impacts of future development on e.g. finance, efficiency and profitability. We also need to have better processes to manage the competence and skills of our employees. We should be able to have an access to all the knowledge in our company, including the contemporary tacit knowledge. Furthermore, we should be able to forecast our future needs, not only in the number of employees but also and before all, in skills and knowledge the personnel should have in the future. However, there are both enablers and barriers impacting digitalizing HR-management services. We should be able to recognize both enablers (to be able to utilize them) and barriers (to be able to override them). Tools should be based on the business strategy and support it. In the figure one example of strategic vision concerning the HR functions of a company is presented.

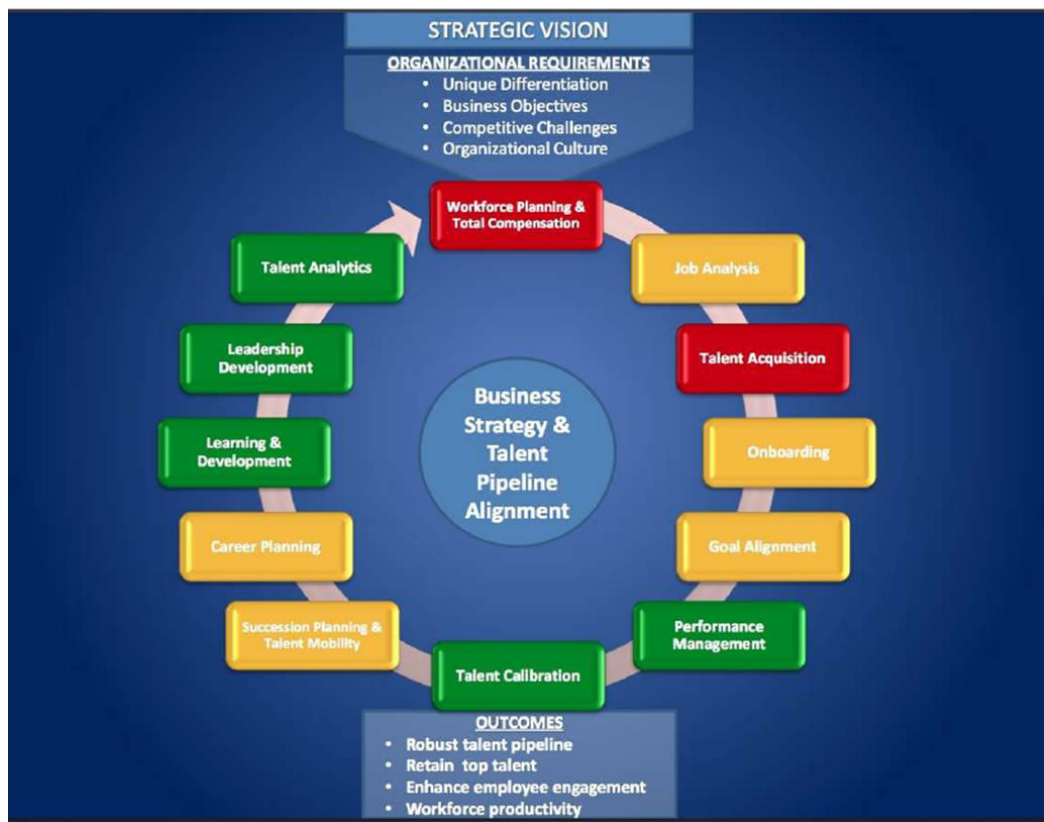


Figure 1 Strategic vision of HR-functions (Source: <https://www.slideshare.net/MatthiasVallaey/big-data-in-human-resources>, Sl. 10)

6) Tools available (2 hour)

There are several tools available, from Word and Excel templates to HR-applications and ERP-packets. Many of these are either totally free or free for SMEs if the number of employees is not exceeding certain limits. The examples of these tools are presented below.

Templates – free: [HR-Forms](#) for Word

[Templates](#) for Excel; More [templates](#)

HRM – Software – Freeware [25 evaluated solutions](#) [More evaluations](#)

Examples of free applications:

[SimpleHRM](#) [OrangeHRM](#) [WayPointHR](#) [IceHRM](#) [Waypoint HRM](#) [Sentrifugo](#)

[Free knowledge management systems](#)

[Free office-suite](#) Includes word processing, spreadsheet, graphic, database.

[Free project management](#), Compatible with office suite above.

Note risks with free applications: Localization might be missing or poor, installing packages may contain spyware, viruses or other type of malware, and particularly with web / cloud-based applications the GDPR-compatibility may be poor or missing.

It is also worth remembering that no software does anything that you cannot do without it.

7) Group work (1-hour workshop, ½ hour reporting and discussing): What kind of common barriers and enablers in an organization might be found and identified?

8) Assignment and project setting:

Setting and explaining the assignment, 0,5 hour: During the practice period, observe e.g. what kind

of barriers and enablers do you find in your company, what kind of / which tools and applications would benefit the HR-functions of the company best, how would you transfer the tools and technology into the organization, what kind of benefits could they provide, or what kind of risks might they include. Write a brief report and prepare a presentation to be given in the concluding seminary [*Note to teachers: max length of a presentation depending to total number of presentations all should be presented within the time reserved for them. The time for project work presentations and discussion should not be forgotten*].

Setting and agreeing the project work and how to report it in trilateral composition (trainee, trainer/lecturer, representative of an enterprise, if trainee is not the entrepreneur him/herself) either during the first seminary or in the beginning of the learning at the project work. In this phase, the needs of the enterprise, competencies of trainee and goals of the training should be taken into account. This is the only way to guarantee the commitment and motivation of all three parties in each project. It must also be borne in mind, that the project work and / or its results are not necessary public, but may contain confidential business information. Thus, the form and content of publication, e.g. as a part of presentation in concluding seminary, must be agreed and defined individually.

End of day 2. Length of the day 6-7 hours + pauses.

Part II: Learning at the Work Place and Project Work

12 - 18 weeks self-study and practice in company

During the company specific practice students compile the assessments given during the training phase (#8) in the point of view of each company (general overview of HR, answering to the questions presented above describing the contemporary situation, what should be done, how, are there barriers and / or enablers, how to evaluate and how to develop the human resource management). The results will be briefly presented in the concluding seminary, separate or together with the project work presentation.

Goals and tasks of the self-study-phase are

1. Accompaniment and support of change processes in enterprises, from the formulation of objectives, description of measures, conception of implementation to impact analysis by training and process-oriented, if necessary also technical consulting,
2. Application and transfer of knowledge into the individual practice of the participants on site

In this part, the participants have the task of applying the knowledge acquired in the first part and the knowledge of how to shape their own practice in the sense of the training idea in their companies / organizations. For sustainable learning, it is necessary that they plan, implement, evaluate, critically reflect and document their own project or activities to improve a situation on site under their individual framework conditions in the "here and now".

This phase with the duration of approx. 12 – 18-weeks is accompanied and supported by professional advice and support given by the trainers / consultants. In principle, the participants should apply and implement the knowledge they have acquired in Part 1 themselves. As a rule, however, advice and support are often required in order to apply the process of adapting the knowledge acquired in Part 1 of the training appropriately under the real conditions on site and to lead one's own project to success.

The role of the trainers/consultants

The support given by the trainers can vary from a rather simple general consultation in the sense of passing on relevant information to an intensive accompaniment in the sense of coaching. In individual cases, it is usually necessary to find out, what kind of support it is needed to enable the individual participant to pursue his or her individual project goals.

In this phase, it is quite possible and even usual, that, when applying the models and instruments presented in the first phase in practice, the individual project proceeds differently than initially thought and

planned by the participant. Even in such situations, the trainers of the project team can provide valuable support in pursuing the "actual" project goals.

This second part of the training enables in particular the very welcome didactic aspect of working on concrete improvements in one's own company / at one's own workplace, which is associated with a high motivation to learn. In this learning process, the company management and other employees are usually intensively involved in what is actually done at the workplace, thus achieving joint learning and strong multiplication effects in the training.

Further advantages, i.e. what has been learnt, is directly implemented in everyday business life, or the innovations associated with project work are in the interest of company's management, quickly become visible and motivate managers to promote further training for the workforce and to use it as a strategic instrument of company management. The advantages also respond to the particular needs of small and medium-sized enterprises, which are constantly suffering from a lack of time as the biggest obstacle to training. In common, the KAIN Training Method eliminates absenteeism nearly totally.

Part III: Conclusion Workshop

1,5 – 2 days seminary

Goals and tasks of the conclusion workshop are to

- Reflect (evaluate) on the successes in the dimensions of individual, operational and structural changes and change processes,
- Identify supportive and obstructive conditions of change processes and
- derive "lessons learned" for further change processes

In the third part of the training, the participants will present and discuss the experiences and the insights gained (from assignment #8), as well as their individual projects. Both the participants and the trainers have as their particular task to review the projects and to reflect on whether, or respectively what, contribution they make to the sustainable pursuit of the overarching training idea to strengthen the capacity and ability for HR-policy and workplace innovation. The exchange between the participants can provide them with very valuable impulses on how to make their own project even more successful. In this context, an important goal can also be to show which major obstacles are responsible for "not-yet-successes" in order to work on this in the future.

The role of the trainers/consultants is to

- Enable constructive exchange between the participants,
- Focus on the common basis for the pursuit of (general) training objectives, and
- Moderate an instructional discussion on the identification of supportive and obstructive conditions of change processes and present contributions for a possible reduction of resistance in the tracking of individual projects.

Schedule of the workshop

Note: Two shorter pauses (with coffee) and one longer pause (lunch) will be held during each day

First day

- 1) Welcome, registration and material, 0,5 hour
- 2) Presentations of students, discussion and the feedback of the trainers – continues, if needed, in the second day

Second day

- 3) Management and HR – Concluding lecture including
 - Concept of Human capital
 - How the digitalization can help daily work

- How the digitalization can help HR management
- How the digitalization can help management
- How the digitalization can help strategy planning
- How the trainees can / should continue with their own project / company / business
- **Length 2-4 hours**, depending to the time allocated for student's presentations.

4) End of the course, diplomas, etc.

Material (Examples)

<https://www.slideshare.net/MatthiasVallaey/big-data-in-human-resources>

<https://www2.deloitte.com/content/dam/Deloitte/global/Documents/About-Deloitte/central-europe/ce-global-human-capital-trends.pdf>

https://ec.europa.eu/growth/smes_en



10.THE FUTURE OF
EMPLOYMENT - CHAI



Accenture-Digital-HR
-technology-comes-o



ProQuest Ebook
Central - Detail page.ç



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big data
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<https://www.tuni.fi/en/study-with-us/computational-big-data-analytics>

<https://www.hrtechnologist.com/articles/digital-transformation/the-beginners-guide-to-ai-in-hr/>

<https://www.forbes.com/sites/jeannemeister/2019/01/08/ten-hr-trends-in-the-age-of-artificial-intelligence/#42c1e7123219>

<https://www.slideshare.net/TomHaak/artificial-intelligence-threat-or-opportunity-for-hr>

<https://www.aalto.fi/en/aalto-leaders-insight/2018/excellent-discussions-on-digitalization-and-the-ethics-of-ai>



master_Okuneva_Nat
alia_2018.pdf



uusi-b18001_nordic-
hr-survey_final_finlan



2018-nordichrsummi
t_accenture_how-to-tä



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ECPAIS.pdf



TEMrap_47_2017_ver
kkojulkaisu.pdf



TEMjul_21_2018_Wo
rk_in_the_age.pdf



Key issues digi non
paper Finland.pdf

Innovative Entrepreneurs and Innovation Support for SMEs: Knowledge Alliance "Human Resources and Organizational Development", KAforHR, WP4

Implementation Report on Training B Digitization and Human Capital

3 December 2020 – 31 May 2021

Report by Johanna Vannes, The Baltic Institute of Finland

Introduction

As a part of Work Package 4, there is an activity (WP4 A7) dedicated to piloting three different trainings. The curriculum for one of the trainings, *Digitization and Human Capital*, was created by PP2 Satakunta University of Applied Sciences (SAMK) with feedback from the whole partnership. PP3 The Baltic Institute of Finland (BIF) was in charge of coordinating the pilot of the training.

The training was named PKDIGI2020, PK meaning SME in Finnish, and in the educational system of Finland it is considered as in-service training and does not lead to any specific qualification or certification. The training aims to offer SMEs a chance to get basic knowledge and understanding on digitalization and its effects on the company. Based on the overall view obtained, the participants of the training can comprehend both the benefits and risks of digitalization especially in human resources including ethical implications. Mentoring from the trainers and sparring for peers gives the participants of the training the opportunity to carry out even a demanding development task in their company.

The was planned to be piloted with an opening and closing session organised face-to-face. However, due to the Covid-19 pandemic, all physical meetings were impossible. Therefore, the training had to be carried out in a pure online format.

Admission and organisation of the training

The course was advertised first and foremost online via various channels, e.g. the website of BIF, the training calendar of SAMK, emails to organisation and associations working with SMEs, and social media. There was no admittance fee. It is very difficult to attract SME representatives to any trainings in Finland, so with the pandemic hanging over our heads, we were happy to get eight people to sign up for the course. The lecturers were mainly from SAMK, but one topic was covered by the chief information officer of the city of Tampere Jarkko Oksala.

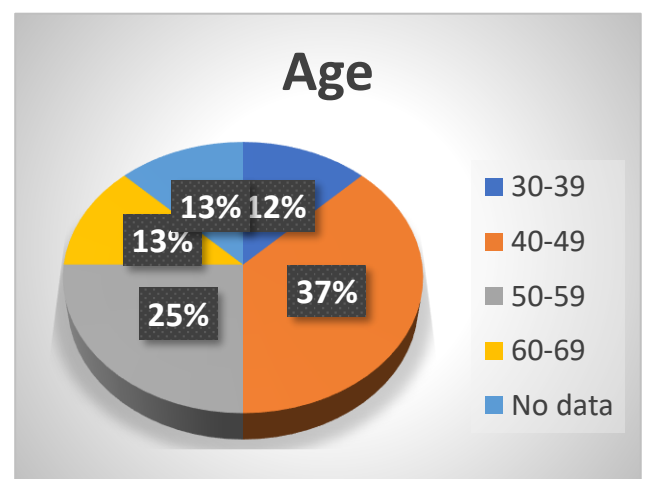
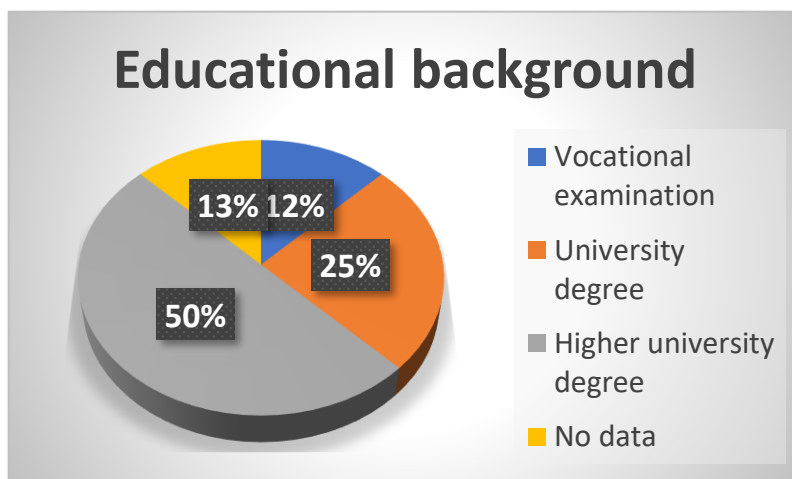
The piloting started 3 December 2020 with a half-a-day kick-off session in Microsoft Teams, where the concept of the training was explained, KAIN method was introduced, the learning platform Moodle was presented, and a keynote lecture on why digitalisation matters SMEs was given by professor Heikki Haaparanta from SAMK. The participants also received instructions for the personal development task they should carry out in their company during the training.

Following the KAIN method, the introductory day was followed by a period of individual learning on Moodle, where all the teaching material was available for the participants. There was the possibility to get personal feedback and support from the expert trainers, and the participants were also strongly encouraged to engage in discussions with each other on the learning platform. The facilitated discussion forum on the online learning platform was supposed to be the place for networking and peer support, but with only one active participant at the end, the discussion forum was, of course, far from what it was intended to be. Having one student on one side and so many trainers and organisers on the other side made the setting pedagogically very artificial and challenging. The one participant did, however, receive plenty of individual feedback and encouragement.

The pilot ended 31 May 2021, with the pilot duration slightly longer than originally planned. The closing session where all participants would have presented their development tasks to others was cancelled, and the only participant who finalised the course was given individual feedback.

Participants Profile

Eight people from eight different companies/organisations registered for the training. Five of the registries were women and three were men. All participants were Finnish speaking Finns, so there was no-one with another mother tongue in the training. Half of the participants had completed a higher university degree, and the majority was middle-aged.



As for the sectors represented, there were companies or organisations from business development, HR services, auditing, construction, manufacturing, and machinery.

Execution of the Training

The aim of the PKDIGI2020 training was to promote digitalization in SMEs. PKDIGI2020 set out to challenge the participants to rethink internal processes and operations, and perhaps to develop HR management with the help of digitalization. The topics of the training curriculum were the following:

- Basics of digitalization
- Digitalization in society
- Digitalization and SMEs
- Digitalization and HR

The full curriculum (in Finnish) can be found among the annexes of this report.



Due to the pandemic, the training had to be transformed into a pure online pilot, which was definitely not an ideal solution, which we were aware of from the very beginning. However, the circumstances forced us to go for an online pilot, which was probably one of the reasons we lost seven out of eight registries along the way. The reasons for dropping out of the training were mostly linked with Covid-19, which either made them too busy at work for any training activities or made them unemployed. In the latter case, some participants might have been afraid of the effect that attending a training could have on their unemployment benefit. Even though we contacted the participants many times, gave them flexible options and prolonged the duration of the pilot, we were only able to have one participant go through the whole study material on Moodle and perform the required development task in his company. It is quite obvious that the biggest weakness for the training pilot was the lack of participants – both from the perspective of the organisers, the trainers and the participant(s). This again is a consequence of the bizarre times we have been living in since early 2020.

The pilot did not include an exam, nor does it entitle the participants to any degree. However, a certificate was awarded to the successful participant, who can use the certificate to show that he has taken part in an in-service training focusing on digitalisation and HR.

Main Findings and Conclusions

Digitalisation is a topical issue that SMEs are clearly interested in, so there is definitely need for this sort of training. It also seems that many SMEs are a bit lost when it comes to digitalization, so the basics of it all are very important for the companies.

Even though we had to skip the original plan and force this training pilot into an online format, the quality of the learning material is great. The video lectures created, and other material collected for the online learning platform give an excellent overview on digitalization and its implication to society and SMEs.

In order to engage the participants of a training properly, a face-to-face meeting at least in the beginning of the training is vital. If you have never met the participants, it is very difficult to get to know them well and to make them commit to the training, especially when the training is free. People tend to get excited when seeing an advertisement of an interesting training and sign up, but if (working) life becomes hectic it is so easy to just fade away from an online training, where nobody has ever even seen you and you have not invested any money in it.

Activating participants on the online platform is challenging, particularly if you have not met in real life even once. Getting the discussion lively was, in this case, impossible; one participant and a large group of organizers simply does not work. However, participants with genuine motivation and their own project idea get through the training even in challenging circumstances.

It is not clear yet, whether or not PP2 SAMK will offer this training as part of their courses in the future. If so, organizing the training as originally planned, i.e. a physical opening and closing of the training, is probably the most fruitful option. However, should the training be organized fully online again, there has to be a way to make sure that the registries commit to the training, stay onboard for the whole duration, and carry out a development task in their company.



Implementation reports of a specific development project within the company

Project Partner:

No 3 The Baltic Institute of Finland

Name and address of the company:

Tasowheel

Hepolamminkatu 27, 33720 Tampere, Finland

www.tasowheel.fi

Branch/focus of activity of the company:

Manufacturing

Number of employees of the company:

130

Brief description of the development project:

In October 2020, Tasowheel Group decided to redesign its organisation with the objective of enabling added emphasis on three strategic initiatives: international growth, strong investments, and production efficiency. The management of three production companies was transformed into management on the concern level. At the same time, Tasowheel also decided to raise the level of digitalisation in the organisation. Petri Keski-Korpela's development task in the PKDIGI2020 training was to develop an IT strategy for Tasowheel.

Short description of the results:

Much of the data concerning the development task is confidential, but the steps for developing the Tasowheel IT strategy are listed below.

1. Getting acquainted with the IT at Tasowheel
2. The basis for the IT strategy: supporting business via the processes
3. State of the art analysis
 - a. IT infrastructure
 - b. Tasowheel software and applications
 - c. Main partners
 - d. IT maintenance cost comparison
 - e. Users of main software
4. Future actions 2021–2023
5. IT costs 2018–2023
6. Presenting the IT strategy to the Tasowheel board 20 April 2021

Short progress report of the project partner:

The development task was very important for Tasowheel, because they did not have an IT strategy before, and having one these days is very significant for an SME that wants to grow and prosper. Both the management and the employees were committed to the task and to the company, and the atmosphere at Tasowheel seems to be good.



Annexes

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| Annex I | PKDIGI2020 curriculum (in Finnish) |
| Annex II | List of registries |
| Annex III | Development task report by Petri Keski-Korpela, Tasowheel (in Finnish) |
| Annex IV | PKDIGI2020 certificate (in Finnish) |

