



Internet Based Business Coach for SME Managers

Specification and methodology for TNA based on the analysis of TNAs reports

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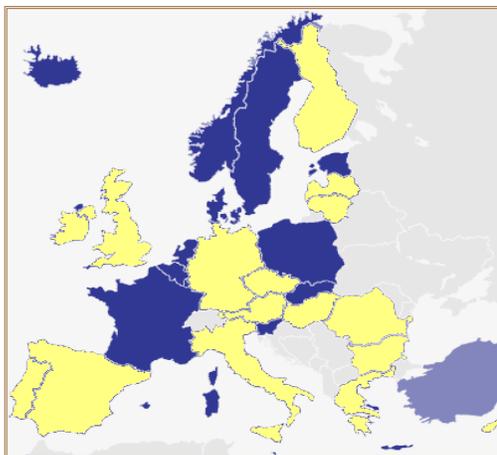
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1. Introduction

The present summary report is prepared within the initial TNA phase of the project Net-Coach (WP2). It aims to investigate the previous experience and to summarize the conclusions, lessons learned and main findings of the TNAs reports from 7 previous LLP projects.

The Net Coach project aims to integrate and transfer good practices of 5 other successful LLP projects. It will focus specifically to provide valuable support and training for SMEs managers in four important subjects – Creativity and Innovation Management, Knowledge management, E-Business and Integrated management solutions. Thus specific characteristics and preferences for training and coaching of the target group have to be detailly investigated and examined. Results and lessons learned of the present report will provide the project partners with initial methodology about general and specific training needs of the target groups. This will help them to improve data gathering methodology and to compose the new TNA questionnaire in the way to better identify areas of specific interest for further investigation. The analysis of the previous reports on one side will provide more detailed information of every component of the specific training (Innovation, Knowledge Management, E-business and Integrated management solutions), and on the other side will put more clear focus on the preferences for training delivery, training methodology, used tools and techniques and others. Most importantly, the present TNA reports summarize the expectations and the training needs identified by larger group of EU SMEs.

Although conducted following different methodology and within different countries, the investigated 7 TNA reports provide a general overview of training preferences of more than 900 respondents from 16 EU countries – A, Bg, Cz, Cy, De, Fi, Gr, Hu, Ir, It, Lv, Li, Pt, Ro, Sp, Uk. It has to be highlighted that the obtained results can not be compared directly due to variations in the survey methodology, form of the survey and questions used, group sample and scope. However, the conclusions obtained can be coherently integrated within the present analysis and will contribute for the development of survey questionnaire, granting bigger success for the general Net Coach project



outcomes.

Fig.1: EU Countries, took part in the previous LLP projects /yellow/.

The presented TNA reports have been fulfilled between 2003 and 2009, and thus some differences in attitude toward training subjects and general business projections can be expected. The financial crisis (2008-2009) hitted badly the global economy and especially the activity of many EU SMEs. Thus some of the trends observed in the past SMEs' answers could be expected as too optimistic today (company

growth, staff increase etc). So the present analysis will try to highlight the possible problem areas and to propose more clarifying questions in the new TNA questionnaire. However, making a general observation of the crisis effect, it could be summarized that the economic situation after the crisis is getting more competitive and that EU SMEs get much more challenges to overcome today.

Finally, the present summary report of the previous 7 TNAs analysis will enable project partners to base their further work on wider sample of responses, and wider EU-countries coverage, understanding better the needs of the SMEs managers. It will help to identify specific areas of particular interest and to keep the new TNA questionnaire simple and short (SMEs managers are busy people and long questionnaires will lose their interest). Relying on past and new data, will influence both the content of the training materials and the delivery method, including the mode and form of the learning materials provided.

2. Methodology

The present report provides a summary and analysis of the conclusions of the TNA reports of 7 past Leonardo da Vinci projects, conducted between 2003 and 2009. The previous projects include the main topics of interest of the new project and cover the same disciplines. Thus, the aim of the present document is to overview the outcomes of the realized TNA analyses in order to specify lessons learned and the general conclusions for the training needs of the specific group of SMEs managers within EU.

As the TNA analyses reports have been prepared by different partners and following different methodologies, the direct comparisons of the results will not be suitable in this case. Moreover, some of the expressed trends and conclusions can be misleading now, due to the changed expectations and new economic realms after the financial crisis. However, the use of the results of the previous TNA analyses will serve as a basis for the new questionnaire building and better needs assessment.

The proposed structure of the document will be composed on 3 main parts. In the beginning a short overview of the 7 Leonardo da Vinci projects will be presented, clarifying more details for every study. Thus the information about the TNA reports will be provided, and short description for its goals, respondents and EU coverage will be presented. Then, the analysis will focus to split the lessons learned from the past projects on two main areas – content domain and delivery methodology. The last part will include a summary of the available learning materials and the topics, presented in various handbooks and e-learning materials.

Part 1 – Content-specific questions

The content section will correspond to the areas of the course modules, to be further developed – Innovation, KM, E-business and Integrated Management systems. This way the project partners could outline the initial

The content part will try to identify the 4 main questions:

1. State-of-the-art in the field
2. Topics of main interest
3. Problems in the domain and barriers observed by interviewed
4. Current/best practices.
5. Lessons learned and conclusions

Part 2 – Training methodology and delivery method

The second part of the analysis will focus on training methodology and preferences of SMEs for training delivery methods and e-learning tools. Specific questions will highlight the use of e-learning, personal learning preferences, available technologies etc. Moreover, barriers and difficulties for implementation will be highlighted.

The third part will provide a short summary of the main topics included in the prepared handbooks and e-learning materials.

The final part will provide some general conclusions. As Annex 1 will be presented the first variant for the TNA Questionnaire. It should be mentioned that the survey method is two-fold – not only we receive the personal insights and feelings of participants about their trainings interests and needs, but users are informed and alerted for the new NET-Coach project. Thus it is important to make a good presentation and to attract additional interest to users.

Part One

3. Project TNA's overview

3.1. InnoSupport

Project Name	InnoSupport
Year of TNA	2003
Countries	5- DE, UK, GR, LV, RO
Participants	53
Topic	Innovation management

Project aims: The InnoSupport (Internet Supported Module System for Innovative Problem Solving Method) project takes a new approach for teaching innovation as a set of process strategies to stimulate and facilitate the development of new products, processes and services based on industry-specific, work-related tasks. The aim is to improve competitiveness of SMEs by developing illustrative, practical and straightforward learning materials for innovation and creativity.

It was also required to verify what the current state of the SMEs was with regard to this subject and to what extent they provide an environment which allows an integration of these innovative elements.

The questionnaire used aimed to identify:

- development of companies and environments
- what innovation management is applied, practices and types of innovations
- staff involved in innovations

3.2. TRACTORS

Project Name	TRACTORS
Period	November 2007
Countries	Sp, Gr, Ir, A, It, Li
Participants	167
Topic	Innovation management

The aim of the project is the development of an intergraded training framework (material and methodologies) for creativity and innovation in the working place aiming to support European SMEs and R&D organisations to benefit from this knowledge and use it in a particular manner in their every day activities. Among others, TRACTORS courses include techniques of how to build frameworks for filtering and value high quality ideas as well as to identify the negative attitudes that block creativity and innovation (organizational and personal), how to foster a climate of creativity, what are the characteristics of the creative person, where to look for new ideas and how to identify them when they

occur.

The survey sample is composed of 167 respondents, 75% of them are private companies. Among respondents 44% are top managers and 25% are middle managers.

Questionnaire is focusing to identify 3 main areas of interest:

- organisation's need for training tools and budget allocation on Creativity and Innovation Management,
- the organisation's knowledge and use of Creativity and Innovation Management issues
- how Creativity and Innovation Management could be part of the organisation's every day function.

3.3. Trainmor-Knowmore

Project Name	Trainmor-Knowmore
Period	November 2006
Countries	Gr, Ir, A, BG, Ro, Cy, De
Participants	177
Topic	Knowledge management

The aim of the project is the development of an integrated training framework for the effective implementation of practical Knowledge Management (KM) systems and processes in SMEs and public sector organisations across Europe.

The survey sample include 177 respondents. 60% are private companies. Among respondents 24% are top managers and 37% are middle managers.

In analysing the responses three areas were addressed. They included KM techniques / technology, the organisation and KM and the individual and KM.

3.4. SLET

Project Name	SLET
Period	2007
Countries	BG, FI, GE, GR, HU, IR, LV
Participants	Not available
Topic	E-tendering

The SLET project TNA include detailed comparative study for e-tendering practices of project countries.

The aim of the project is to develop a tailored support platform which will provide support in handling

the required technologies, and provide background knowledge regarding legal and organizational framework of e-awarding of contracts.

Regarding training needs there have been observed the following trends

- few opportunities for in-house training in tendering (only private companies offer training to their employees)
- Trainings are usually only when new systems are introduced on the market.
- Trainings are offered ad-hoc and cover only some of the topics;

3.5. TrainSME

Project Name	TrainSME
Period	2005
Countries	Fi, A, BG, Cz, GR, DE, HU
Participants	274
Topic	Training of SMEs

Project aims: The project TrainSME addresses the problems of the SMEs by aiming to improve the vocational training system in small and micro enterprises by providing innovative and feasible tools for the assessment of training needs and raising awareness about the changes and challenges throughout training.

One of the key results is to find out what the small and micro enterprises think of training and education.

3.6. Strategy-train

Project Name	Strategy-train
Period	March 2009
Countries	Gr, Ir, A, DE, BG, FI, Pt,
Participants	194
Topic	Strategic management

The goal of the Strategy-Train project, supported by the Leonardo da Vinci Programme, is to develop innovative learning models and (e)learning content which is flexible enough to address the specific needs of small business in relation to strategic management development. The learning models and content will consider strengths of on-site and e-learning (blended learning) and will include facilities for transnational virtual collaboration (virtual learning groups, study cycles and coaching).

The TNA aims to identify the importance attributed to strategic planning training in participating countries (by SMEs, their representative organisations, enterprises, agencies, third-level institutions)

Some of the topics include:

- Barriers to strategic planning for small and micro enterprises
- Methods, tools, designed to help overcome these barriers
- How are these methods/tools presented or structured and how do small or micro enterprises access them?
- Best practice or theoretical models on the topic of strategic planning?

Part Two

4. Analysis of previous projects TNAs lessons learned and conclusions

A. Content-specific conclusions

4.1.1. Innovation and Creativity Management (Innosupport, TRACTORS)

State-of-the-art and current practices

Innovation and creativity are perceived as very important for companies. More than half of the respondents have showed their familiarity with the terms and characteristics of Creativity and Innovation Management. Creativity is a topic of high interest among top and middle management and 88% of them see it as applicable topic for all businesses. However, only top management and middle management staff consider creativity to be very important, while general staff and clerical does not feel the need of it.

On the other hand, as most important are highlighted the innovations in product and services, while innovations in processes and technological innovation are less popular, and the social and organizational innovations are least popular for companies. Among the main factors nurturing creativity at work are selected to be internal communication, personal interest and personality of the employee as well as the management policy of the company. Thus, creativity is positively linked to idea sharing (80%), freedom of speech (74%), increasing company competitiveness, efficiency and effectiveness;

Among the methods mostly used in practice to improve innovations are listed:

- Exchange of experience (e.g. by means of conferences or meetings)
- Quality assurance
- Use of specialized literature
- Market research, carried out by the company itself

Roles:

Among the roles for creativity and innovation management, the bigger role should be played by all staff (56%), managing directors (43%) at strategic level; and R&D or HRM units (23 and 20%). Both Team and Individual Creativity & Innovation are perceived by (86% and 82%) of the respondents to play very important role in affecting the decision-making process within the organisation/enterprise. Nearly 40% of companies stated that there is a person or a team, directly involved in the innovations; Majority of companies declared that all of their staff is expected to take part in the innovation of products and services.

Problems in the domain, barriers and obstacles, observed by interviewed

As a barrier for development of the Creativity and Innovation management could be highlighted the lack of knowledge/experience in the following innovation management approaches: Corporate suggestion schemes, the exchange of experience between companies, comparative analyses between

companies and use of external expertise were other methods generally not applied by most companies. This could be due to lack of links with other companies or, as many companies are knowledge-based, to keep the existing information within the company to keep it from possible competitors.

Among the possible obstacles for training in the creativity and innovation management, companies reported: Lack of time (47%), Lack of financial resources to invest in creativity methodology and tools (44%), the company culture does not nurture risk, the employees are not free in exploiting their creative potential according to their desires without any 'punishment' whatsoever (approx. 39%). In some countries the companies are not risk avert towards grabbing new opportunities.

The companies reported as well lack of methods to stimulate innovations – reward of employees, instruments for steering innovations, central depositories for suggestions and other.

The reward systems for stimulating individual creativity are employed on practice as follows: only 26% of the companies have adopted extrinsic motivational policy – material rewards; 49% of the surveyed companies have intrinsic motivational policy - immaterial rewards, 37% don't have any motivational policy. This could be a problem, as it was reported a positive link between motivational policy and attitude of the employees to accept and adapt to new changes.

In conclusion it could be summarized that innovations are spontaneous (not planned), and are provided mainly by the staff working in the company (not explored external sources of innovation).

Current practices

- Open communication, where employees are aware of relevant decision taken by the management, involved in business decisions, where responsibility is forwarded and experience is shared among the employees is admitted as practice in the companies.
- Learning is an objective for almost all companies, but further education of employees is not widely supported by the companies. Taking into consideration, however, that most of the surveyed companies are small and that learning is time-consuming, it may be difficult to manage the human resources in such a way as to enable employees to engage in further education or training, even if this may in the end benefit the company.
- Good and trusting atmosphere, in which employees are allowed to make mistakes and enabled to point out weaknesses in the company's functioning.

Lessons learned and conclusions

All companies considered as necessary to increase their capacity for innovations and majority of respondents report a need for training in creativity and innovation management; Innovative methods or an environment facilitating the introduction of innovative methods is present to some extent in most of the surveyed companies. Half of all respondents believe that managers are flexible and open to organizational changes. Majority respondents stated that all employees have the same chance to share their creative thoughts and to propose new solutions and improvements. However, the majority of the employees are not enough eager to try new paths or new things.

In order to foster creativity and innovation, most important factors include: improved internal communication (80%), creation of an innovation culture (79%) and Improvement of time management (75%). There are present cooperation in innovative tasks with clients, other companies, involvement of chambers, external consultants;

The most significant outcomes expected from Creativity and innovation training are the

improvement of the capabilities of employees (approx. 87%) followed by the improvement and amelioration of team work (approx. 83%) and the creation of competitive advantage (79%). The Creativity and Innovation Management is very important and promising topic especially in terms of quality expectations as well as future development and promotion of a specific added value within the companies' curricula.

The most important issues concern: categories of connection to creativity, risk-taking, the importance of team and individual creativity. Important factors that are capable of nurturing creativity as well as their interest in the specific tool as far as budget allocation and future expected outcomes are concerned.

4.1.2. Knowledge management (Trainmore-Knowmore, Strategy-Train)

Knowledge management is one important area of interest by companies. Among the main knowledge categories, "know-where", "know-who" and "know-how" are especially important for business, while the importance of "Know-what" is less significant. Thus the value placed on practical knowledge and knowledge gained through experience is bigger than that on theoretical knowledge. Or it is more important to have practical knowledge, i.e. to know people, to know how to access information and to know how to complete a task rather than to know the theory or scientific thinking behind the task.

Some examples:

Know-where	Know- how
Information on competing organisations. Market trends & market analysis for clients seeking export markets Client specifications External funding opportunities New product introductions Information on R&D trends and activities Knowledge in relation to information on laws, directives, government incentives, etc.	Information on potential sales managers Need to employ specialist staff Ability to outsource consultancy work Info on recruitment agencies / CV databases Procurement guidelines / know how Statutory and regulatory information Logistical know how Industry best practice Information on instructors/trainers (a talent pool of experts) Expertise on specialist / technical issues and access to persons who will help improve professional skills Information and knowledge on quality management Information on external R&D which can benefit the organisation

The SMEs and especially managers view the control of information as being very important. However, when asked if teams/individuals record learning outcomes on completion of work tasks, less than 10% reported that individuals/teams always or regularly document and analyze what was learnt.

Among the topics of company trainings, teamwork, knowledge sharing, CRM and innovation and creativity management are highlighted as most frequent. The respondents recognize that trainings benefits lead to improved results/quality, improved efficiencies and organisation of working practices and improved working processes, better time-management and personal management.

Companies used mainly benchmarking (35%) and observation of best practices (71%) to continually generate, acquire and apply knowledge. Among the other methods to generate and apply knowledge are selected: learning and links between industries, networking/workshops, staff training, informal shared experiences and information, attendance at trade fairs and exhibitions, improvements through on-going evaluation and collaboration with work groups such as chambers of commerce, associations and management committees and focus groups).

Among the factors, supporting most the KM implementation are identified: reducing costs, inefficiencies/duplication of information, employee skills development, improve innovations, and loss of key personnel.

63% said that employees were always or regularly encouraged to share knowledge.

Roles of KM

Participants were asked where responsibility would rest for the implementation of a KM system / process. The majority of respondents indicated that responsibility would definitely or very possibly rest with senior management or the board (57%) followed closely by an individual with HR and IT experience. It is interesting to note that only 16% of responses indicated that a separate KM department would definitely or very possibly be set up for such a task.

Topics of main interest

The most important issues reflect the importance with which organisations view knowledge.

- How to produce and create knowledge (innovation management, creative thinking, idea generation, etc.)
- How to effectively acquire and store knowledge
- How to avoid loss of knowledge (loss of key employees) through the use of patents, copyright, personnel contracts, etc.)
- How to effectively distribute and share knowledge
- How to use knowledge effectively
- How to identify knowledge
- Tools for auditing organisational knowledge

Problems in the domain and barriers for implementation

The SMEs main problem is in finding simple, practical KM systems and this most likely stems from the lack of awareness around the concept and terminology of KM. Smaller organisations implementing a KM system should seek guidance from an expert in the area to ensure that technologies and KM systems employed carefully match their internal processes and practices.

When asked how easy it was to find the right information for decision-making, reporting, etc., only 11% said it was always easy while 34% said that it was often easy to find such information, 40% said it was occasionally easy and 15% said it was never easy.

While 55% of respondents claimed to have a vision for how to incorporate KM into their organisation only 23% of all respondents had a formal, written KM strategy as part of their overall business strategy. Moreover, even companies that have a vision for KM implementation, do not have the resources, knowledge or tools/methodologies to introduce a KM system.

The barriers that could prevent organisations from implementing KM include primarily “resource” issues, i.e. lack of finance, lack of time and lack of information. The lack of a champion is also an important factor but this is not surprising considering the few organisations who have formal, resourced, KM strategies. The management resistance and inexperienced management represent an obstacle for focused management training.

Lessons learned and conclusions

While at least 89% of both senior and middle management viewed knowledge as being a very important or an important resource, just over half of respondents (55%) claimed that their organisation had a vision for how KM should be integrated into their business.

Among the reasons to adopt KMS, majority of companies declared the following factors: Inefficiencies in information management, duplication of information, and need to reduce costs are among the main reasons to consider the implementation of a KM system. The loss of key personnel/expertise as well as the need to develop the ability of employees, are other issues which would make respondents look at implementing a KM system. SME generally admit to have difficulties to find qualified personnel on their sector on the labour market

4.1.3. E-Business (SLET, Strategy-Train)

State-of-the-art

The TNA analysis of the SLET project include a detailed state-of-the-art analysis of e-tendering legislation and identified the main procedures for e-business and e-tendering on national and European level. As tendering procedures differ from country to country, it was identified that tendering process is relatively clear and easy in BG, GR, LV, while in other like IR and FI there is a lack of knowledge among SMEs about the e-business issues. In DE, the procurement law is very complicate. Lack of standardisation among awarding authorities, and lack of comprehensive training represent the main difficulty for SMEs; The legislative base for e-tendering didn't changed since 2007, and the training materials can be used.

Problems in the domain and barriers observed by respondents

Among the main barriers for e-tendering are identified:

- reservations about the efficiency of e-contract
- lack of knowlede and PC skills
- lack of knowledge about organizational and technical process of e-awarding
- Ignorance about necessary technical requirements and costs
- Lack of information for sources of electronically accessible invitations;
- Lack of PC skills and interest from the SMEs
- lack of resources and skills
- Lack of in-house training for tendering for many countries (BG, GR, HU, IR)

Topics of interest

Most important subject areas for further training with bigger benefits for more information:

- Management issues
- IT (e-mail, internet, calculation systems, accounting programmes)
- Public and civil sector relationship
- Case studies
- Technical aspects of electronic tendering
- Samples, tests, descriptions;
- Incentives that can foster more clients to use e-tendering;

Lessons learned and conclusions

Although the options for some training in the area are available, the quality of training is fragmented and often offered on ad-hoc basis. Thus the main benefits for e-tendering and e-business will have:

- Open procedures
- Training
- Basic information on legal and technical issues
- Replenishing knowledge – e-awarding
- Courses tailored to the use of specific e-awarding systems, installed by contracting authority
- Secure, simple and time-cost-cutting systems
- Trust of the system – practical presentations, production aids to practice
- Teaching security through general training
- User-friendly, easy of use, cost-effective platforms;
- Effective knowledge transfer and training on e-tendering and information on technical issues as digital signatures
- Systems and platforms information available,
- Templates of tender documents

4.1.4. Strategic Management (Strategy-train)

While the importance of strategic management is recognised, most respondents felt that small businesses generally do not have sufficient skills to undertake strategic planning or development activities, and do not undertake sufficient strategic management training, although there are some exceptions. They focus instead on day-to-day business activities. For small business, strategic planning is seen as a luxury. Sometimes owner/managers don't have the analytical skills to see their own deficiencies or where their growth plans are not ambitious enough and they lack awareness on the importance of strategic management. Management development and related training is viewed as important by small business but they do not act on it.

The available range of suitable offerings in strategic management is a factor. There is considerable scope for improving the level of strategic and general management competence in small businesses but a huge gap exists for the "customisation" of training which is appropriate to their particular circumstances. 75% of respondents believe that small businesses do not have sufficient options at present in terms of strategic management training and strategic management supports. Small business owner/managers are committed to improving their business but don't undertake an appropriate strategy to facilitate this. Small business owners for example are generally poorly equipped to deal with issues relating to globalisation.

The level of general management skills in small businesses is generally seen as average to good and in

a range of disciplines the level of skills were rated by respondents as follows:

- Controlling the business – good to average
- Organisation, structuring the organisation – average to good
- Strategic planning, delegation, project management – average to poor
- Developing company culture and managing innovation – poor to average

Problems in the domain and barriers observed by interviewed

The barriers to strategic management training and development courses for small businesses were identified as:

- Lack of suitable learning structure for SMEs (65% of respondents). The general nature of current programmes for small businesses was not suitable when assessed against the diverse needs of owner/managers
- Cost of courses (64% of respondents)
- Time (63% of respondents) although qualitative feedback seemed to rank it more highly
- Local availability (61% of respondents)
- Lack of relevance in terms of strategic management (57% of respondents)
- Lack of understanding amongst owner/managers of their own deficiencies or lack of knowledge, the consequences and how this can be addressed

Overcoming Barriers to Strategic Management in Small Business

Remedies to the principal barriers to strategic management training were highlighted by respondents as follows:

- Support owner/managers in recognising their deficiencies in terms of strategic management (60.2%)
- Stimulate demand for training in the subject by encouraging entrepreneurs to undertake a self-administered preliminary diagnostic assessment of their management competence. Develop management diagnostic tool kits that allow SMEs to identify their own specific management development needs and ensure that these tool kits are widely distributed
- Based on this audit process, deliver more customised or tailored training, which is relevant to small business. Customised training interventions to include the following features:
 - Provision of concise modular training courses (60.2% of respondents). Training in short, compact (modular) formats, in very specific training units
 - Provision of online version of self-study materials (58% of respondents). Something which provides micro enterprise with a flexible learning approach such as e-learning/on-line availability
 - Provide information about enterprise strategy and strategic management (48.9%)
 - Facilitate peer group networking events/online forums (learning through networking) (48.4%)
 - Provide self-study materials including case studies, quizzes, etc (46.8% of respondents). Use of practical, relevant, understandable tools for SMEs
 - Provide short intro of important methods in How to Implement Strategic Management (43.6%)
 - Provide access to coaching/mentoring (39.8% of respondents). Mentoring/coaching or training on the job was highlighted as a key element in the qualitative feedback.
 - Awareness creation on the importance and benefits of strategic planning and training 70% of respondents said that on-line training in strategic management could be beneficial to small enterprises, potential advantages included savings in terms of time and cost, accessibility and flexibility, facilitating of up-to-date information and potential customisation of training. Potential constraints could be lack of interpersonal relationships/interaction with peers/tutors, a need for discipline and motivation on the part of users, lack of familiarity with technology or lack of suitable technology, difficulty in monitoring/evaluating participant progress and the difficulty in getting a complex topic like strategic management

into an online format.

4.1.5. Integrated Management Systems (Quality-Smes)

- SOTA,
- Topics of main interest
- Problems in the domain and barriers observed by interviewed
- Current/best practices.
- Lessons learned and conclusions

B. Training methodologies

(TrainSMEs)

The conclusions from the TNA of TrainSMEs project will allow us to understand better the learning patterns for SMEs and the profile of SMEs managers. While designing project learning materials and learning activities, we have to conform to preferences and expectations of managers for training needs.

There can be identified two general groups of SMEs:

Micro-companies <5 employees	Small -to -Medium companies >17 employee
-do not use training services at all (55%) -don't need any training (20%); -consider training as too general/and expensive; -oriented to domestic market	- do strategic planning - oriented to international markets - cost of training is not a big problem - more often receive public funding for training

4.2.1 Training methodology – structure

In terms of learning structure respondents prefer:

- Training tailored to specific needs (87.2%)
- Task specific, short-term, modular training (78.2%)
- Attending networking events with peers (evenings) (63.7%) (interactive training, not lecture based (one-to-one/group).
- Informal peer group management activities including periodic structured
- practical learning sessions supplemented by case studies, practical tools, networking and
- benchmarking occasionally using on-line material and on-line communication platforms)
- Training during working hours (60.3%)
- Online short modular self study lessons (58.1%)

According to the survey of 200 small businesses, the preferred types of learning provider amongst small business when undertaking training were as follows:

- Private trainers/training companies (68.4%)
- Mentors/consultants (60.5%) (one-to-one mentoring and continuous integrated company

interventions by training consultants over longer periods)

- Professional institutions (55.9%)

When undertaking training, respondents highlighted a preference for the following environments:

● Networking events/1-to-1 discussions with peers (72.2%) (interactive training, not lecture based (one-to-one/group). Informal peer group management activities including networking and benchmarking occasionally using on-line material and on-line communication platforms

- On-site/at place of work (63.3%)
- Lecture-type setting (61.1%)
- Online (including discussion forums) (56.1%)

4.2.2. Tools

The managers selected as the most suitable training tools for training:

- the workshops/seminars (80% of the responses)
- E-learning platform (66% of the responses).

The least preferable training tools include CD-ROM (approx. 53%) and handbook (47%).

Preferred learning tools included:

- Practical tools (87.2%)
- Discussions/networking with peers (81.1%) (interactive training, not lecture based (one-to-one/group). Informal peer group management activities including networking and benchmarking occasionally using on-line material and on-line communication platforms.
- Combination of all of these methods (80%)
- Workshops (66.7%)
- E-learning/online learning (61.1%) (A complete and well-structured online material or an online guide for strategic planning processes in enterprises is not available and demand for this option is slowly growing. The establishment of “blended learning” solutions involving a mixture of webbased and personal forms of learning can also address the abovementioned demands.)

Part Three

5. Summary of learning content and available training materials, developed in LLP project guides

TRACTORS	
Summary	
Introduction	
1. Creativity Theory A. Essentials	<p>Introduction and definitions Why is creativity important? Creativity: problem solving and environment Creativity process Three interesting models of creativity process Characteristics of creativity How can creativity be assessed / measured? How to develop creativity?</p>
2. B. Success factors	<p>Introduction The Individual-psychological, socio-cultural origin of creativity Individual creativity: characteristics of a creative person Creativity in an organization Creativity in groups or teams The role of leaders Case study: Survey on creativity barriers and inhibitors</p>
3. Creativity techniques	<p>Six thinking heads Attribute listing Mind mapping Circle of opportunity Rich pictures Brainstorming Reversal Fresh view Simplex Scamper Future perfect What if analysis Force field analysis</p>

InnoSutra

1 Characteristics and types of innovation	1.1 Innovation Introduction, 1.2 Types of Innovation, 1.3 Innovation Measures
2. How to identify the innovation needs of a business problem	2.1. Innovation Audit 2.2 SWOT Analysis 2.3 Technological capability audit tool
3. How to specify the innovation needs of a business problem	3.1 Black Box method 3.2 System and Process Analysis
4. Tools for developing innovative solutions	4.1 Foundations of generating ideas 4.2 Brainstorming 4.3. 635 Method 4.4 Analogical Reasoning 4.5 Attribute Listing 4.6 Internal innovative proposals 4.7 TILMAG 4.8 Six Thinking Hats 4.9 TRIZ
5. Evaluation of innovative solutions	5.1 Decision making 5.2. Point Rating system 5.3 Benchmarking process
6. Innovative Production Strategies	6.1 New Product Development Methods 6.2 Recycling strategies 6.3 Product testing strategies (Rapid prototyping) 6.4 Product Lifecycle Management 6.5. Continuous Improvement 6.6 Innovation Production Strategies
7. How to protect innovations and intangible assets	7.1 Intellectual Property Protection Tools (including Non disclosure agreements) 7.2 International Regulations 7.3 Intellectual Property Management Strategy
8. Financing Innovations	8.1 Sources of Finance for Innovation 8.2 Business Planning
9. Marketing of Innovation	9.1. Optimising and controlling the acceptance of an innovative product/ service 9.2 Promotion tools for enhancing competencies of internet presentation and research
10. Human resources management policies to support innovation	10.1 Human Resource (HR) competence requirements for innovations 10.2 Creating a company culture for continuous innovation
11. Types of Innovation Networks	11.1 Basics of Innovation Networks 11.2 Clusters 11.3. Communities of Practice 11.4. Social Network Analysis 11.5 Strategic Alliances
12. Intercultural and foreign language competences for innovation	

Trainmor-Knowmore

Introduction to KM	Introduction to the TRAINMOR-KNOWMORE Descriptions
Knowledge Management	Introduction Basic Knowledge Concepts – Data, Information, Knowledge and Wisdom

	Types of Knowledge and Knowledge Creation Knowledge management basics
Two main KM approaches: Human and Systems	
Situational analysis, Analytical Tools for Auditing Corporate Knowledge, Corporate culture & How to link knowledge with corporate strategy	
Business Strategy & Knowledge strategy	What is Strategy How to Link Knowledge with Strategy Auditing Organizational Knowledge Knowledge strategy implementation Success factors in KM Implementation Indicative Questionnaire to Support organizational KM Analysis
Practical KM Tools	Overview of IT Tools in KM Knowledge Portals Content and Data Management IT Tools Data Mining Staff Yellow pages Communities of Practice Knowledge Maps Creativity Development Interviews for Staffing Social Network Analysis for KM Quality Circles Job Rotation In House Training & KM Developing & Evaluating Organizational culture for KM Methods to Encourage Knowledge Sharing
Building the KM Team and controlling KM Strategy	Brief roadmap to KM Success KM Metrics KM Teams & Roles

SLET	
Information	
Basic E-tendering	General Clients/Tenderers National Aspects Why e-tendering Legal Aspects Publishing of Tenders Tech Corner Security

E-tendering in Practice	Client Tenderer Service Provider
Tutorials	Overview Digital Signing E-Tendering – principle workflow
FAQ, Glossary, Links	

Strategy Train	
Introduction	Welcome
Strategic Analysis	Unit 1 - Foundations of Strategic Management
Strategic diagnosis	Unit 2 – External Environment Unit 3 – Internal Environment
Formulation of Strategy	Unit 4 – Business Level strategy Unit 5 – Vertical Integration of SMEs Unit 6 – Internationalization of SMEs Unit 7 – Diversification of SMEs Unit 8 – Business Development
Implementation of Strategy	Unit 9 – Implementation of Strategy Unit 10 – Quality Control and quality assurance

Quality - SMEs	
1. Purpose and interpretation of the Guidelines. 2. Introduction to management systems 3. Why do organisations apply standardised management systems?	
4. What management principles sustain the standardised systems?	4.1. Process-based management systems 4.2. Continual improvement 4.3. Orientation toward the achievement of results
5. What favours application of integrated standardised systems?	
6. Integrated Management System configuration methodology	6.1. Identifying the processes for an integrated management system 6.2. Description of processes 6.3. Guidelines for monitoring and measurement processes
7. Documentation of standardised management systems	7.1. Document structure of standardised management systems 7.2. Documentation of processes and procedures 7.3. Guidelines for supporting documents in standardised management systems

8. Guidelines for implementing an integrated management system	8.1. General stages in implementing a standardised management system 8.2. Ways of implementing an integrated management system 8.3. Levels of integration
9. Document references	
10. ANNEXES.	Annex I: Qualitative analysis of the ISO 9001:2000 standard - Annex II: Qualitative analysis of the ISO 14001:2004 standard - Annex III: Qualitative analysis of the OHSAS 18001:1999 standard - Annex IV: Process relationship tables, systems and requirements of standards

TrainSMEs	
Introduction. Executive summary	
Training needs analysis	Implementation of the TrainSME survey Conclusions
TrainSME toolkit approach	‘Getting started guide’ ‘Manual for professionals’. Additional features Technical notes and settings Next steps
Case Studies	Good practice example: ... an Austrian experience Good practice example: ... a Bulgarian experience Good practice example: ... a Czech experience. Good practice example: ... a Greek experience Good practice example: ... a Hungarian experience Good practice example: ... a German experience
Evaluation	Assessment of the toolkit vs original aims Synopsis of the pre-pilot evaluation Synopsis of the final-pilot evaluation
ANNEX	Basic remarks on the demand for further education Materials about skills development Corporate strategy Competences Employee skills assessment Glossary
LIST OF REFERENCES	List of references

6. Conclusions

The present document aimed to present the summary of lessons learned and main outcomes of the previous 7 LLP projects trainings needs analysis– InnoSupport, Trainmor-Knowmore, Tractor, TrainSME, Strategy-Train, Quality-SMEs, and SLET. This analysis will enable Net-Coach project partners to understand better end-users needs and preferences in specific training domains, as well as their preferred learning methodologies.

This way project partners will have much broader vision when preparing methodology for TNA analysis for identifying specific SMEs managers training needs.