

## SWOT and user Requirements

Results of Quality Research in the framework of  
the 'My knowledgebox at work' project



**Leonardo da Vinci**

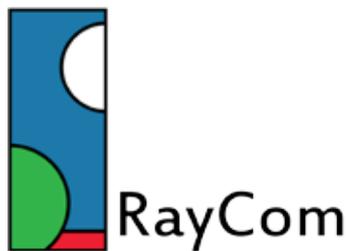
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## Partners



Since 1999, the Belgian network for Open & Digital learning works hard for the implementation of e-learning in business life. BE-ODL has a strong believe in the future of e-learning and wishes to introduce this training method to a broad general public. Companies will find benefit in e-learning. This new training method lends support to the needs of a company by giving the employees the opportunity to constantly keep up to date their competence. Every company wants to innovate and introduce products and services more quickly. Hence, well trained personnel is an absolute necessity to prove successful.



RayCom BV in Utrecht, The Netherlands is a software development company that specializes in developing web-based solutions for knowledge development, knowledge exchange and business intelligence. RayCom has specialist knowledge in Web 2.0, Open Source Software, Open Content, Open Educational Resources and Open Licensing models.



MyKnowledgeMap is one of the leading learning technology companies in the UK, with a growing presence in global markets. Our primary area of activity centres around skill and knowledge assessment, advanced learning content tools and web-based portfolio systems. Clients range from public sector agencies, leading professional institutes, NHS, universities, national skill academies and multinational companies. Our technical capabilities encompass the latest web 2.0 and mobile technologies in addition to highly secure large scale systems. Our leading edge developments in innovative learning products continue to excite the industry. It is this innovation, combined with our reputation for high quality design and reliable delivery, that has resulted in MyKnowledgeMap leading on many large-scale, national projects in both public and private sector.



“Association “Municipal Energy Agency – Rousse” is based in the North Central Region of Bulgaria, Rousse Region, City of Rousse, established in the year 2001 as a non-government organization. It is a non-profit public benefit corporation that works on the development of projects and project concepts to participate in the completion of local, national and European programs, organizing conferences, seminars, working meetings, etc.”



## **UNIVERSITY OF NICOSIA**

The University of Nicosia is a vibrant international university and the largest private university in Cyprus; its current enrolment is about 5,000 students. It attracts students of many ages, ethnic and cultural backgrounds who may earn undergraduate and graduate degrees as well as professional qualifications.

Over the course of the past two decades the University of Nicosia has actively been engaged in various funded research programmes. In doing so, the University has built up a research portfolio of local and European funded projects spanning a wide area of research focus and interest.





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# SWOT Analysis and User Requirements

## Introduction to the 'Knowledgebox at Work' project

Over the years, employees have developed their job knowledge through learning at the workplace. In many cases they may have obtained qualifications to enable them to acquire their jobs; however much of their expertise is developed 'on the job'. The learning that employees achieve at the workplace is critical for the health of the organisation employing them.

This has been recognised by several EU states that have focussed on workplace learning as a prime source of competence development.

Technological advancement in the 21st Century offers tremendous new opportunities for improving the effectiveness of workplace learning. Even a decade ago the cost of IT equipment meant that a large proportion of the workforce did not have ready access. The challenge today is not the cost, but the familiarity of the workforce with IT-enhanced learning.

This project- 'My Knowledgebox at Work', is designed to demonstrate to employees and their first line managers the opportunity that they have to improve their skills and job-knowledge. By designing and demonstrating small packages of learning materials (lightbites) we can show first line managers how the use of this system can improve the employees' learning experience and enhance their effectiveness on the job.

The project partners are also intending to assist companies to contextualise the system to the client's own specific circumstances and will work with first line managers to help them to create and use custom-made 'lightbites'. We will also offer training to first line managers to ensure that their organisations benefit fully from the system.

The end result of the project will benefit workers, both blue and white collar, to benefit from an accessible system that will provide them with the knowledge to develop their job competence and hence improve operations.

### Scope

These benefits will be achieved in the framework of a 'transfer of innovation' project called 'My Knowledgebox at Work'. The project comprised an initial stage of information gathering leading to this SWOT analysis. This is followed by an interpretation of the needs of potential clients and an examination of the elements that inform the design of the toolbox. Finally the toolbox is designed and developed to meet the needs of the target group.

## Target Group

The target group for this project are first line managers who are responsible for small groups of employees. These correspond to the N+1 level. These are the people who have day to day contact with their staff and are familiar with the most frequent training and information needs. Within the project they will create and use small elements of learning based on the most frequent problems faced by their staff.

These small elements of learning (lightbites) will last between 2 and 5 minutes and will provide the information to enable the employees to solve their own problems without having to make constant reference to their first line manager. It is important that the elements developed are easy to use and are enjoyable to follow. Once the principle has been established, the first line managers will be trained to create more lightbites and gradually extend the scope of the training materials so that the toolbox becomes the first line of enquiry for an employee facing a problem.

In the short term, the creation of lightbites will impinge on manager's work schedules which are normally already very busy. In the long term, however, the availability and accessibility of these materials will greatly reduce the time needed by the first line manager in resolving problems.

## Research Methodology

As the project was broad in scope, it was decided that a qualitative approach would be most suitable. The qualitative route allowed us to use open questions and explore the wide variation in answers that were received.

As the research was done using interviews rather than questionnaires it was possible for the interviewer to follow-up interesting points by the use of additional sub-questions. The interviews were recorded and then analysed by academics from three university colleges in the partnership.

It was planned to interview 20 Belgian organisations, 10 in the UK, 7 in Cyprus and 5 in Bulgaria. In the end these targets were achieved and, in Belgium exceeded, as 29 Belgian organisations were interviewed. In Belgium we chose to cover a very wide range of organisations. This inevitably led to a broader spread of conclusions than was found in the more restrictive sets of interviews in partner countries.

The range of organisations covered in Belgium can be seen in the next table:



Interviewed org partner (Kind of organisation interviewed)	Handicraft	Headwork	Office	Factory	Outside	On demand	Peak and off-peak hours	E-WPL	WPL	No WPL	<50 employees	>50 and <250 employees	>250 employees	Production	Services
Syntra Vlaanderen (Adult education)	X		X		X				X			X			X
Vibam (Electronical organisation)	X		X			X			X				X		X
Vibam (Car department organisation)	X		X				X		X				X		X
AWT (Telephone company)	X		X										X		
Horeca Vorming Vlaanderen (Hotel)	X		X				X		X			X			X
Horeca Vorming Vlaanderen (Restaurant)	X		X				X		X					X	X
Horeca Vorming Vlaanderen (Coffee store)	X		X			X			X		X			X	X
Horeca Vorming Vlaanderen (Restaurant)	X		X				X		X				X		X
VDAAB (handling of parts company)	X		X				X		X				X		X
Lessius Mechelen (University college)	X		X				X		X				X		X
KdG (University college)	X		X				X		X				X		X
Cevora (Construction)	X		X				X		X			X			X
Cevora (Interim organisation)	X		X				X		X			X			X
Arevelde (University college)	X		X				X		X				X		X
Fe-bi (Hospital)	X		X				X		X				X		X
Fe-bi (Hospital)	X		X				X		X				X		X
Fe-bi (Care centre)	X		X				X		X			X			X
IPV (Production and distribution of drinks)	X					X			X				X		X
IPV (Creation of sauces)	X					X			X				X		X
IPV (Production of Candy)	X					X			X				X		X
Forum (Labour office)	X		X							X					X
Vibam (Electronical organisation)	X		X				X		X				X		X
Fopas (Bank and insurance company)	X		X				X		X				X		X
Fopas (insurance company)	X		X					X	X				X		X
Technifutur (Aéronautique)	X		X						X				X		X
Technifutur (Gestion des déchets)	X		X						X				X		X
Technifutur (Electrical activities)	X		X							X				X	X
Technifutur (Competence centre)	X		X							X			X		X
Technifutur	X		X						X				X		X

The interviews in Belgium, Cyprus and Bulgaria were focussed on how workplace learning takes place now. Interviews in the UK had a different focus. As e-learning has developed more in the UK than in other partner countries, the interviewers there placed more emphasis on the organisations' experience of e-learning with a view to learning how the perceived barriers to e-learning had been overcome.

The results are presented in summary form separately for each country. Similarities across the different countries are highlighted. The spread of countries was deliberate. It was very important to study the Belgian situation closely as that is where the major implementation will take place. We are, however, also concerned with the international perspective and the interviews in Cyprus and Bulgaria were designed to give us a perspective of the situation in Southern and Eastern states of the EU. A longer term goal of the project is to extend the results throughout Europe using the same principles as are being developed for Belgium

This report will assist in the development of a toolbox adjusted to the needs of the target group by applying the results of our research to the development of the system. Our final report will indicate to what degree we have been successful in overcoming the obstacles met. Inevitably we will be unable to solve all of the problems but we will prioritise those that seem most important and clarify which minor barriers were not overcome.







Belgium

## Results from Belgium

The results from Belgium comprise the points made during 22 separate interviews conducted in different organisations. Some of the points made are common to most of the studied organisations whilst some only apply to a smaller number.



### IT infrastructure

In most of the organisations the availability of IT infrastructure is quite good. It is of course easier to implement e-workplace learning for white collar workers who work in an office than it is for blue collar workers who work in a factory where there are fewer computers. In most organisations studied, we found that the IT skills were regarded as good.

### Management

In general, management attitudes were positive towards the introduction of e-workplace learning. In some cases there was some enthusiasm at the prospect with a willingness to produce lightbites.

### Learning culture

Most of the organisations interviewed have a learning culture within their organisation. If employees are motivated to learn it is easier to introduce work place learning. Some of the organisations interviewed have a bottom-up approach where the worker has to discuss their learning needs with their first line manager. Other organisations have a top-down approach where the first line manager or the HR department instructs the workers. From these findings we might conclude that a learning culture will contribute to the professionalization of the organisation.





## Belgium

### Content

A lot of the interviewed organisations have content available suitable for e-workplace learning. This is a strong point as one of the basic requirements for installing lightbites to modify and improve workplace learning is the availability of content. Thanks to this availability the first line managers will be able to introduce lightbites more quickly.

### Workplace learning

Most organisations use already workplace learning in one way or another. Some use this method for up to 90% of their training interventions and others consider that they have a need. The informal character of workplace learning gives employees an easy introduction to learning. Some interviewees told us that their organisations are open to invest in lightbites and a new approach to workplace learning.



The interviews highlighted a number of weak points connected with workplace learning. These were sometimes the opposite to the strengths mentioned above and responses varied with the differences between the organisations interviewed. As indicated above, it is difficult to come up with a general conclusion. The points mentioned below are barriers we have to keep in mind when introducing workplace learning to organisations.

### PC skills

The IT infrastructure is one of the strengths in the Belgian organisation, but a number of interviewees point out that some staff have low IT-skills, not only older employees, but staff in general. The lack of an e-culture in organisations seems to be a key barrier to a successful integration of lightbites in the organisations.

## Online

On the one hand interviewees inform us about the discrepancy between face-to-face training and online training. Trainers have a lack of experience to set up a good transfer for this especially when the pedagogical knowledge is lacking. Some interviewees are also convinced that certain trainings are not suitable for workplace learning (for instance language and IT training).

On the other hand some organisation mentioned that not all employees or even trainers can have access to a laptop. Or some employees don't have a fully equipped laptop as they need dedicated software to roll out the created lightbites. These are two obstacles for integrating e-workplace learning in the organisations we have to overcome.

## Time

Many companies reported that their employees were stretched at work and would have no time to spare to undertake workplace learning. Some suggested that a deadline is needed to motivate employees to conduct workplace learning. Other interviewees suggested that 5 minutes of learning might be too short to make any impact on their employees, however good preparation of the lightbites can help to overcome this. The other problem mentioned concerned the need to have relevant lightbites available to solve immediate problems. The time gap between the identification of a problem and the development of a module must be as short as possible. This is a barrier to the use of e-workplace learning. Again, the budget needed to create a comprehensive library of lightbites to solve common problems can be considerable and form a further barrier.

## Content

Surprisingly this was mentioned as a weakness, as in some organisations, too much learning material is available in too many version. This causes difficulties for employees to get a good overview of the content available and decide which content best suits their needs. A good communication and promotion plan would help employees to find the appropriate content and start using it.





Belgium



In this part we list the factors that increase the possibilities of introducing work place learning into an organisation, and which foster the development of lightbites.

## Content

Many organisations could see the potential benefits of introducing e-workplace learning. It allows training to be delivered to people who cannot leave their workplace for extended periods of time. It also allows a uniformity of training material so that all employees receive similar training when required. The opportunity to re-use training materials on a number of occasions make it more efficient would otherwise be the case. Current training for safety, hygiene, fire and staff instructions will gain added value if organised as lightbites for use in the workplace. Well designed lightbites covering short learning subjects can be made more attractive and boost creativity and interactivity

## Staff

Lightbites can be very useful for new employees also for organisations with a high learning curve who can offer a variation of learning methods (offering a combination of face to face learning with e-learning) and for job rotations. It can also be used during slacker periods within the organisation and for involving blue collar workers more in learning. By setting up small training interventions, organisations can encourage the sharing of knowledge amongst employees. The experts inside the company can get their knowledge formalised and shared with others.

## Other

The interviews highlighted some future opportunities. By using lightbites for some procedures, the training time can be shortened and skill gaps can be filled more rapidly. If user-friendly tools are available first line managers will be able to give added value to their employees and have more time available for other important tasks in their day to day job. Mobile applications are becoming more common in organisations and give employees without access to a computer the opportunity to use the learning material available.



Some companies could see some threats to the success of introducing e-workplace learning.

## Time

In some businesses, processes require 24 hour attendance by employees and during their shifts, the process workers find it difficult to free themselves for workplace learning. They are focussed on their main task – that of attending the process – and thus will not be able to take the time to learn. The normal day shift is prioritised and puts the employees under considerable time pressure. This may mean that they are only free to learn in their own time and would need payment for this.

## Return on Investment

Some issues raised here are related to the maintenance of lightbites and the expiration date of courses that becomes shorter as the knowledge evolves. A clear positive return on investment is needed if we are to convince the managers of the organisations that e-workplace learning is a sound investment.

## Place

Employees don't always work in a quiet environment or are distracted frequently. This can make learning impossible at the workplace.

## Content

Some subjects are too specific and too difficult to transfer into lightbites. As mentioned earlier, the first line manager does not always have the didactical and pedagogical skills needed to develop lightbites.

## Staff

Key points to be solved for enabling successful workplace learning are acquiring IT-skills and IT-accessibility. Sometimes employees have had a prior negative experience with e-learning which might be difficult to overcome. Others are not open for individual training as they prefer training in a group or with a coach who helps them to achieve their training goals. Finally the employees need a well structured database to enable them to retrieve the required lightbites quickly.







## United Kingdom

### Results from other countries

Interviews were conducted by our partners in Bulgaria, Cyprus and the UK. We were interested in learning from experience elsewhere and also to judge whether the e-learning toolbox being developed for Belgium could be used in other countries.

#### United Kingdom

In the United Kingdom we carried out 10 interviews in organisations that have already had some experience with e-workplace learning. As the United Kingdom has already gained experience with e-workplace learning we wanted to know the lessons learned there. In that way we can see the differences between the United Kingdom and the other countries and tackle some of the issues in the other countries before they occur. These results give us an idea of what their experiences are and how to handle with e-workplace learning in the other countries.



### Strengths

#### Personal

By using with e-workplace learning the employees can get a personalised and adaptable training. The focus is on self paced learning based on the individual. The virtualisation gives the employees the opportunity to practice as much as they want. Skipping classroom training is not crucial anymore for the continuation of training as employees can use the online courses available to catch up. It gives the organisations also the opportunity to map against the competencies needed for the job.

#### Variation

The organisations interviewed in the UK have access to a well created and diversified system of products. These systems give the opportunity to use powerful search engines and retrieve the needed information rapidly. Using with e-workplace learning is very strong in combination with face-to-face training as they receive varied content. With the use of action based training, the employees get a interactive training, away from 'lecturing'.





## United Kingdom

### Sharing

E-workplace learning contributes to sharing knowledge amongst learners and thus increases the knowledge of all employees involved.

### Technical

By using with e-workplace learning organisations can speed up processes and raise awareness of problems pertaining to the use of IT. Some of the organisations involved are also into the use of internet on mobile devices.



The experience in the United Kingdom gave us some useful elements. Of course the 100% solution doesn't exist. The interviewees also came up with a number of weaknesses in the actual use of e-workplace learning. The different elements are shown below:

### Development

For development inside the organisation some organisations feel a lack of experience for introducing specialised e-workplace learning. The development team also feel a lack of clearly defined focus groups. For them it is necessary that it is clear at whom the product is aimed. As to the focus groups organisations see a big diversity of learners need, which makes it difficult to find useful case for a large number of employees. Also a clear link with the needs of employees is not always obvious. Most organisations only have a small development team or are depending on externals. These two factors block the integration of flexible learning inside the organisations.

### Learner

The disadvantage learners feel when using e-workplace learning is the lack of interaction amongst learners and in relation to this the loneliness they feel when using electronic learning. Learners clearly ask for more coaching. Most of the learning is fit in a strict structure, which doesn't promote flexible learning. Learners want a direct access to solve their problems/needs.

## Computer

Access to computers remains the key factor for successful e-workplace learning and as this is not always the possible, it creates a real problem to launch e-workplace learning successfully. If learners have a computer available the internet access speed or bandwidth causes difficulties. Not all employees/organisations possess/provide a high speed connection. For online learning is this most of the times a crucial element. One of the interviewees says that the face-to-face training is still too dominant in comparison with electronic lea:



We learn from the problems occurred in the past. These lessons learned give us new opportunities to improve out e-workplace learning. Some of these opportunities have a strong link with the project.

## Mobile

It is a cultural change, but it shifts rapidly as more and more people have a mobile device that can easily access the internet. This gives us the opportunity to offer to all kind of learners an access to software that can solve their needs. Three out of ten interviewees mentioned the opportunity mobile access will give.

## Learners

Introducing e-workplace learning gives the learners the possibility to practice what they are learning. For learners who like to learn by doing it is very efficient it is also good for self-paced learners. Integrating these procedures with teleconferencing can be useful for those who like to learn in the company of others

## Company

The use of e-workplace learning is interesting for organisations that want to increase their efficiency and involve more people in training. It can be a more effective way to transfer knowledge in comparison with face-to-face learning, even more when incorporated in blended learning. Organisation can also develop more narrow competences in the sphere of the products offered.







## Cyprus

In Cyprus we carried out 7 interviews. Most of the organisations were larger companies who have already had experience with e-learning and sometimes with e-workplace learning. Of course, these findings may not apply to the smaller and less sophisticated companies in the country.

### Strengths

#### Learning culture

All interviewed organisation have installed a learning culture in their organisation, which is of great benefit for enhancing e-workplace learning.

#### Computer

The accessibility to computer is not an issue in these organisations. Most of them are already dealing with e-learning and some are enthusiastic about the possible introduction of lightbites on the workplace.

### Weaknesses

#### Time

Almost half of the organisations involved consider this as an important weakness. Due to the high workload the availability of time for training is under pressure. It is a matter of creating time for development and engaging new employees in training, as they need to be productive from the start. A mind shift is needed. A nice saying: 'It is better to teach someone to fish rather than feed him every day.'

#### Development

As Cyprus has a strong link with Greece some organisation are dependent on the training organised over there. Others believe that a lack of resources prevent the development of lightbites.





Cyprus

## Security

Due to security reason in several organisations the access to electronic sources is limited. For the same reason social media are blocked.

## Learner

Learners need to be motivated which is mostly the case at the start but later on the learners gradually lose interest. A lack of structured procedures and easily accessible systems are other obstacles to be productive from the start. A mind shift is needed. A nice saying: 'It is better to teach someone to fish rather than feed him every day.'



Introducing lightbites to e-workplace learning creates a number of clearly defined opportunities, listed below:

## Problem solving

Lightbites would enable an immediate solution for problems that occur at the workplace. New employees can benefit the most from that.

## Standardisation

When constantly repeated training would be poured in an electronic format, training will be standardised and frequently asked questions can easily be accessed. In that way all information will be gathered on one place.

## Target groups

Organisation with a clearly defined target group, such as new employees or people from abroad, will benefit from setting up e-workplace learning.



When introducing lightbites some problems may arise as well. The interviewees pointed some elements which can lead to a difficult integration of e-workplace learning.

## IT

Organisations sometimes make the wrong choices. Two key elements are not easy to handle: software, and a user-unfriendly interface. Combine this with a difficulty to retrieve the existing materials and e-workplace learning is doomed to fail. Some organisations have strict security rules, which make it difficult to integrate e-workplace learning. In relation to that stands also the limited internet access.

## Staff

Different elements will play a role in the success or failure of using lightbites. On a management level a lack of confidence doesn't do well and managers remain prioritising the day to day tasks which undermine the possibility to develop lightbites. Sharing information and knowledge is a challenge for organisation and in this way a threat for the success of e-workplace learning.

When introducing lightbites some problems may arise as well. The interviewees pointed some elements which can lead to a difficult integration of e-workplace learning.







## Bulgaria

### Strengths

In Bulgaria 5 interviews were undertaken. The results shown below are limited but give a first view of how Bulgarian organisations are dealing with workplace learning and e-workplace learning.

No big changes in comparison with the other countries appear. The interviewed organisations have a learning culture and are open to invest in workplace learning and e-workplace learning. Most organisations have a good IT infrastructure in place.

### Weaknesses

So far the organisations don't have any experience with workplace learning combined with IT. The staff of these organisations have low IT-skills and knowledge of modern technology. Sometimes the access to technology/internet is missing. Knowledge transfer and securing is currently organised in an informal way, so no standardizing.

### Opportunities

As the Bulgarian organisation do not have any experience in e-learning, they see a lot of benefits in introducing e-learning and lightbites on to workplace learning.





Bulgaria

## Increasing skills

This includes:-

- The knowledge of the workers in using IT
- The qualification of low-skilled employees
- Awareness of e-learning opportunities
- Learning autonomy

## Lightbites

Using lightbites will create the opportunity to exchange useful information in a standardised way. It will also be very useful for refreshing knowledge and reduce the number of training days outside the organisation and/or overcome territorial dislocation of employees. Another opportunity might be the increased communication between first line managers and employees. With lightbites everyone will be able to learn at their own time depending on the workload. The productivity of the organisations will increase and in the longer run influence their business results positively.

They gave some examples of possible lightbites: short movies and 'frequently asked questions'.



When introducing lightbites some problems may arise as well. The interviewees pointed some elements which can lead to a difficult integration of e-workplace learning.

## Staff

On staff level a serious upgrade on IT skills, IT equipment and access to the lightbites is needed. Not all employees can have access or have a wrong perception of the usefulness of an unfamiliar e-application. They see also a threat in the interruption of the production process and the territorial dislocation of the organisation.

The First line managers are not great communicators with their employees and creating lightbites may be seen as inefficient work.

## IT

Providing employees with adequate IT equipment and access to the system might be a problem. Some interviewees have a fear that the created lightbites will be out of date very fast.



## General conclusion

It is difficult to draw general conclusion from qualitative research however we can highlight some of the similarities and differences between the countries involved.



Even in the countries with little or no experience of e-workplace learning we found that most organisations interviewed had a learning culture inside their organisation. This suggests that they would be open to the concept of e-workplace learning. This culture makes them more receptive to developing workplace learning and e-workplace learning. It also indicates a greater professionalism.

Most of these organisations have a good IT infrastructure. This doesn't mean that all employees have access to it, but it creates at least the possibility to introduce e-workplace learning. A crucial element is the IT-skills of their employees.



Even though most of the organisations have a good IT infrastructure, it doesn't mean that all employees have the required IT-skills. This is a barrier to a successful integration of lightbites in the organisations, not only in Bulgaria and Cyprus, but also in Belgium. Another weakness is that access to IT is not always possible.

The attitude of the learner is crucial for learning in general. When using or installing lightbites at the workplace the learner can feel isolated without any direct contact with a coach or mentor. Learners want an easily accessible system to help solve their problems.

It is also a weakness that the development of lightbites requires experience and resources which are not always readily available.

A final common barrier is time. Time for training is under pressure and also time for developing new lightbites and engaging with new employees can represent a weakness in several countries.

There is an old Chinese proverb:

“Give a man a fish and you have fed him for a day; teach a man to fish and you have fed him for a lifetime.”

This implies that, for us, it is important to train individuals in the creation of lightbites rather than simply supply them.



There is an opportunity to create common standards through the different countries involved. This will offer the opportunity to create a uniformity of training materials and offer similar training to all employees.

In Belgium and the United Kingdom there is an opportunity to use mobile applications, which will allow employees, without access to a computer, the opportunity to access the learning materials. Growth of the application of mobile devices has been rapid, although this opportunity was not mentioned in Cyprus or Bulgaria.

In all countries there is a belief that e-workplace learning offers a more effective way to transfer knowledge than face-to-face learning.



The biggest threat is the digital divide. A lot of the employees still lack IT-skills and IT-accessibility. Also a number of employees have a prior negative experience with e-learning or a wrong perception of the usefulness of an e-application.





[www.lightbite-project.net](http://www.lightbite-project.net)

## **What is a lightbite?**

On the one hand is a lightbite an appetizer with learning material which you can learn in a couple of minutes. Just like a little pill, you swallow the lightbite and continue your work upgraded with a new little skill essential for carrying out your day to day work.

The lightbite is not a whole course, no heavy stuff, just like a snack, you eat/learn it without really being aware of the fact that you are eating/learning.

On the other hand means lightbite that you don't need to be an IT-expert to develop your own bite. With the limited number of time you have you will be able to create a useful lightbite. It is light on IT level and a small step to start developing. No high-end and expensive solution.



# User requirements

Whilst undertaking and analysing our interviews we produced a list of user requirements which provide the technical criteria for setting up a successful toolbox. The conditions that users want are listed below and will be incorporated in the toolbox. Not all of these requirements cover all possible lightbites.

In the framework of the 'My Knowledgebox at Work' project we will try to incorporate as much of these conditions as possible. If we are not able to fulfil any of these conditions we will clarify why this is the case. But we believe that we should integrate the most of them in order to deliver a toolbox applicable to a wide audience.

We created certain categories of conditions, like

- Lightbites
- Tools and infrastructure
- Time investment
- Management
- Other remarks

## Lightbites

What is a lightbite?

A lightbite is a small training module which can solve an employee's problem instantly; refresh key skills of the employees, and prevent problems in the future. It is a small training module of about 2 to 5 minutes duration with the involvement of ICT.

## Lightbite conditions

- limited number of high quality lightbites (rather than large number of low quality lightbites)
- lightbite: 2 to 5 minutes duration maximum
- using games such as 'Game of the Goose'
- searchable repository of lightbites
- reusability of lightbites (there must be a positive ROI)
- rapid lightbite development (reducing time and cost), intuitive to use : 4x
- lightbites available through intranet, internet, LMS, SAP,... of the organisation: 5x
- lightbites compatible with OTRS (Open Ticket Request System): 1x
- lightbites compatible with ISO certification
- lightbites compatible with HR-tool PeopleSoft
- objection to open source: 2x;
- open source: not willing to pay license fees: 2x

## Tools and infrastructure

- light objects, limited download time, low threshold
- use of repeating patterns
- use of templates and checklists
- attractive content: good variety of audio, images, videos, text, ...
- screencasts for certain ICT-skills, websites with screenshots
- use of video and audio clips (instead of coaching by coffee lounge manager)
- blended learning: the mix of classroom (brick) and e-learning (click)
- flexibility to make our own material, no ready-made product
- PowerPoint with voice (Brise, Adobe Connect)
- translation programs in support of the communication with foreign customers (explaining products in coffee lounge)
- easy maintenance of knowledge with versioning
- deliver learning content via email
- SCORM compatible (lesson templates): 3x
- open source
- feedback and evaluation system in the classroom
- Checklists, Procedures, Prices and FAQs on mobile devices
- it has to be easy, user-friendly and practical
- making available a database with FAQs for example that can be uploaded in handhelds
- online library with materials in the sphere of geology, mining, production of sands and kaolin
- online platform for self training of the employees regarding their working and syndicate rights, for online consultations from the employees in the HR department, trainings on safety on the working place and environmental preservation.
- unfortunately we still do not have a methodology with which we can evaluate the level of knowledge acquired of the level of application of the new knowledge on the working place
- user-friendly
- basic functions due to lack of learner autonomy
- limited information due to employees lack of knowledge and experience in using e-learning tools

## Time investment

- business continuity should not be jeopardized: 3x
- maximum of 30 minutes of training per week (coffee lounge)



## Management

- the human resources department manager needs to engage actively in implementing the lightbites in the company
- together with leading organizations to develop specialised modules in order to fulfill the adequate content
- the company budget needs to include financial stimulus for qualification increase of the workers
- introduction of a system for following the course of learning
- need to build an e-learning culture
- introduce more technology within the organisation
- promote self-paced learning
- increase learning autonomy
- increase awareness in the opportunities offered by e-learning
- maintain knowledge and experience within the organisation

## Other remarks

- My K-box@work >>> rapid authoring tool
- What will be the language of his toolbox?



