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Transfer of Innovation Project
SMART Supporting dynamic MAtching for Regional
development

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SMART

WP 1 Knowledge sharing and research

Methodological Framework and Research Plan educommunity

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About this document

The Research Plan defines the processes, the methodologies and the tools that all the partners shall apply throughout the realization of SMART project in order to carry out the knowledge sharing and the research activities.

All partners are involved in knowledge sharing and research activities. The Research plan describes the results that the research must achieve and how they will be met. It describes activities, actors and tools, including the definition of roles and responsibilities to ensure successful deliverables.

This document also identifies which standards are relevant to the quality of the research and determines how can they be satisfied. The plan also describes a monitoring plan with times, tasks, assignments. This is an internal document released in electronic version.

This document is articulated as following:

- A research overview, that summarizes the purpose of the project and the role of research within it;
- The methodological framework, illustrating the research method and instruments;
- The research activities and tasks, describing phases of the research, objectives, expected results, activities, methodologies and tools for each activity;
- Research tools;
- The proposed timetable for the activities;
- References.

Research Overview

The aims and objective of the research of WP1 are defined on the base of the SMART aims that are following briefly recalled.

SMART (Skill MAtching for Regional development) aims to answer the need of matching between educational system supply and the job Market's professional requirements by the design of an innovative system able to map Profiles required by the Job Market and the Job seekers' competences and to improve the collaboration among VET, institutional and business sectors. This system will be supported through the implementation of a dynamic adaptive tool, ontology-based, inspired to the competence's approach, able to identify and anticipate the new emerging jobs and Market's needs and to support the adaptation of the learning outcomes of the Educational regional system.

The Project focuses particularly on education and job balance in Andalusia region featured by high rates of unemployment and over-qualification.

The SMART tool will be implemented taking in account the previously realized experiences, approaches and practices, by transferring, adapting and enriching the results of previous EU projects:

- MISLEM proved efficient methodologies and procedures to match skills and competences developed by educational and VET institutions and Labour Market requirements;
- STUDIO developed an ontology-driven approach and tools that map and anticipate needs of companies and educational system.

The research aims to analyze the national contexts in each partner country with regard to the matching between demand and supply of labor, and describe the socio-economic development of the Region of Andalusia for the tourism sector, highlighting the emerging needs of skills and professional profiles required from the labor market; starting from these results, it will be possible to verify the conditions for the development and validation of an ontology-based adaptive tool matching competencies required by the Labour Market with competences supplied by VET.

The research is articulated into two parts:

R1. **Analysis of models and regional systems of skill matching:** models, policies, practices and initiatives taken by different countries to facilitate the matching of demand and supply of labor;

R2. **Scenario Analysis of the tourism sector in the region Andalusia:** socio-economic background, emerging professional needs, sectors and areas of activity, skills profiles.

Methodological framework

This section of the document describes the research methodologies and techniques. The **methodology** consists in the study and in the logic of the method, ie the rules, principles, the formal requirements that are the basis of research and that sort, organize and raise awareness. The **techniques** are the specific operating procedures are recognized by the scientific community, used for the acquisition and control of the empirical results.

The research methodology is based on a qualitative approach, whose goal is to understand the reality investigated and deepening its specificity, through the direct involvement and participation of the researcher to the phenomena studied. The decision to use tools and techniques for data collection of both quantitative and qualitative type is derived from the need to have numerical data for the socio-economic analysis of the tourism sector in the Andalusian region and provide a framework for comparing the situations of partner countries

regarding the matching between demand and supply of labor; and, at the same time, make a survey on the perceptions and opinions of experts and stakeholders on the issues in question.

The goal of qualitative research is to understand the reality investigated and deepening its specificity, through the direct involvement and participation of the researcher to the phenomena studied. The approach to reality is holistic and interpretative. In qualitative research the relationship between theory and research is open and interactive, theoretical development and empirical research proceed intertwined. The concepts assume the value of "guiding concepts", which act as a guideline approach to empirical reality, and not "definitive concepts" as in quantitative research. The relationship with the environment studied following a naturalistic approach, ie an approach in which the researcher to refrain from manipulation, interference and stimulation to the reality, which is studied in its natural place (participant observation).

With regard to the phase of the survey, in qualitative research you are free from constraints and the researcher decides which subjects to study in progress and which tools to use detection. The purpose of this phase is to understand, not the statistical representation, ie the cases and the subjects to be studied are chosen based on their "substantive representation", to be decided on the basis of investigator assessment as regards the interest they express. Since there is the objective of standardizing the data as for quantitative research, the tools of detection may be heterogeneous, as a constituent element is the inhomogeneity of the information, where the researcher assumes different information depending on the case, with different levels of depth.

Questionnaire

The questionnaire (also called survey) is a set of questions given to a sample of people. The purpose is to gather information about the people's attitudes, thoughts, behaviors, and so forth. The researchers compile the answers of the people in the sample in order to know how the group as a whole thinks or behaves.

Whether the methodology is telephone surveying, a written survey, or an internet questionnaire, there are 10 steps to designing a successful questionnaire.

1. **Determine the survey objectives, resources and constraints.** The objectives of the survey should be clearly spelled out and agreed to by all parties within the organization who are stakeholders. Secondary research sources should be investigated and their merits discussed before proceeding to the primary research phase of the survey.

2. **Determine the Data Collection Method.** The data collection method will have a strong impact on the questionnaire design. A self administered survey must be rather short, and explicit. Internet surveys can be more specific through the use of multi media to further explain a point or demonstrate choices. A written survey needs to be clear in the directions it gives to the respondent. Telephone surveying, although a less

than desirable method, can be effective for short surveys and has the advantage of an interviewer to provide more explanation.

3. **Determine the Question Response Format.** There are three types of survey question:

- a. Open Ended (“How do you feel about...”)
- b. Closed Ended (True/False. Yes/No)
- c. Scale Response (“On a scale of 1 to 5, please rate the following...”)

Each of these types of questions has their strengths and their weaknesses. In some cases, especially if there is an interviewer present, they may be used in combination with each other. In other cases, such as in a written survey where there is no interviewer present, the answer to an open ended question simply defies proper coding and therefore becomes extremely difficult to quantify. Using a “Skip Method” approach to questions, the researcher could begin with a closed ended question and, depending upon the response, either take the respondent to a scale response question to explore the answer in greater detail, or have the respondent “skip” the scale response question altogether. Proper coding of the survey for data entry and/or effective interviewer training is of paramount importance in this instance.

4. **Establish Questionnaire Flow and Layout.** Every questionnaire has a flow to it. It carries the respondent along and makes the survey seem simple and engaging. The flow of a survey is as follows:

- Screening Questions: qualifying questions to identify the target market and their value to the research.
- First Few Questions: Designed to “warm up” the respondent with simple, general, and easy to answer questions to demonstrate the ease of the survey and engage the respondent.
- First Third of Questions: Transitioning to more difficult questions relating to the research objectives.
- Second Third of Questions: Difficult or complicated questions which are now asked because the respondent has committed him or herself to the task, and it is made clear to the respondent that the survey is almost complete.
- Last Third of Questions: Classification and demographic questions that are personal in nature to provide strong analysis of the data by education, income, age, etc. These questions may, in a written survey, be left blank by the respondent, and so are at the end of the survey.

5. **Evaluate The Questionnaire.** Just as with a letter or written essay, the researcher must step back and critically review the survey. Is it too long? Length of a survey is really in the eye of the beholder, or, in this case, the respondent. Are all the questions necessary? Every question must serve a purpose, and that purpose is directly related to the objectives of the research itself. Avoid at all costs the aspect of “It would be nice to know.....”, because generally, they detract from the objective itself. Test the survey with a staff member to gauge reactions and review the flow.

6. **Obtain Approval Of All Relevant Parties.** The same stakeholders we spoke of at the beginning must approve this revised first draft of the survey.

7. **Pretest and Revise.** A small sample group needs to be gathered and the questionnaire must be pretested. Researchers must look for misinterpretations by the respondents, lack of continuity, poor skip patterns, confusion on the part of respondents or interviewers, poor coding for data collection, and general respondent reaction to the survey or interview. The pretest group should be interviewed immediately following the pretest to determine areas for improvement.
8. **Prepare Final Questionnaire Copy.** Precise instructions for skip patterns, numbering, and pre-coding must be set up and checked, scripting must be proof read, instructions must be clear, and the survey needs to be professional in its overall presentation whether it be written or verbal.
9. **Implement The Survey.** Proper sampling must be determined in order to achieve and deliver a given confidence level and interval level, and coding instructions must be provided to research data collection professionals. If interviewers are involved, they need to be properly trained and rehearsed in their presentation.
10. **Analyze The Data.** A complete analysis of responses with breakouts by age, income, education, geography and other factors should be provided, based on the research objectives. Typically, the most easily understood format is bar graphs, pie charts, and other visual aids to help the client better comprehend the research results. There are a number of software packages available commercially that can make this part of the research far more streamlined.

Web Survey

The web survey consists of the construction and publication of an online questionnaire to measure the perception of a target regarding the research themes and topic. It is generally defined as those survey instrument that physically resides on a network server (connected to either an organization's intranet or the Internet), and that can be accessed only through a Web browser. Because a web survey is actually created through the use of a coding language, the potential exists for the survey to change based upon previously answered questions (e.g., providing a different set of questions based on reported tenure in the organization). Web surveys are often connected directly to a database where all completed survey data is categorized and stored for later analysis.

Web surveys can be either sampled or self-selected. The sampled category describes respondents who were chosen using some sampling method (i.e., randomly selected from larger population), notified of the chance to participate, and directed to the survey's Web site. In contrast, the self-selected category includes those respondents that happen across the survey in the course of their normal browsing (e.g., search results, Web advertisement, etc.) and are not proactively solicited by the researcher. For these reasons, the panel do not constitute a statistical sample. The survey instrument has practical advantages: the long lead times that

usually required for the questionnaire design, administration, data entry and processing of the results can be significantly reduced thanks to a software for automatic dialing of the questionnaires, the collection of data and their integration into a preset matrix. The limits that such an instrument and results are obvious lie mainly in the reduction of the population responding to users familiar with the network and attending sites and online communities on which the Web survey is linked.

Interview

Qualitative interview generally refers to in-depth, loosely or semi-structured interviews which are often used to encourage an interviewee to talk about a particular issue or range of topics. This distinguishes interview from the classical tradition of social survey work, like a questionnaire-based survey in which interviews are standardized to claim direct comparability between interviews with different people and to interview enough people so that the samples and results could be statistically representative of a particular population. While questionnaires in the survey are rigidly structured, the design of qualitative interviews is flexible, iterative and continuous. The interview is based on the interaction between the interviewer and the respondent, the interviewer takes is directly into trying to deepen the topics indicated by the respondent.

Semi-structured interview often starts with a basic checklist of areas to be covered in the interview in the form of questions. The interviewer guides the interview, but permits the various aspects of the subject to arise naturally and in any order. It is characteristic of semi-structured interview that more or less open questions are brought to the interview situation in the form of an interview guide. Ideally, these questions will be answered freely by interviewee.

The interview process can be summarized in 7 stages:

1. thematize: to clarify the purpose of the interview and concepts to be explored
2. design: set the process by which to achieve the goal
3. interview: conduct interviews
4. write: create a written version of the interview
5. analyze: determine the meaning of the material collected in relazione with the aims of the research
6. check: check the reliability and validity of the material
7. present: organize and present the results.

Types of interview questions:

- a. Introducing questions: “Can you tell me about...?”, “Do you remember an occasion when...?” “What happened in the episode mentioned?”,...
- b. Follow-up questions: Direct questioning of what has just been said, nodding, “mm”, repeating significant words,
- c. Probing questions: “Could you say something more about that?”, “Can you give a more detailed description of what happened?”, “Do you have further examples of this?”,...
- d. Specifying questions: “What did you think then?” “What did you actually do when you felt a mounting anxiety?”, “How did your body react?”,...
- e. Direct questions: “Have you ever received money for good grades? When you mention competition, do you then think of a sportsmanlike or a destructive competition?”
- f. Indirect questions: Projective questions such as ‘How do you believe other pupils regard the competition of grades?’
- g. Structuring questions: indicating when a theme is exhausted by breaking off long irrelevant answers: “I would now like to introduce another topic:...”
- h. Silence: By allowing pauses the interviewees have ample time to associate and reflect and break the silence themselves. With significant information.
- i. Interpreting questions: “You then mean that...?” “Is it correct that you feel that...?” “Does the expression.... Cover what you have just expressed?”

Focus Group

The focus group, also called group interview, is a qualitative method based on structured, semi-structured or unstructured interviews. It allows the researcher to systematically interview and at the same time more people. In focus groups, a group of people (8 to 15) are gathered in a room to make a guided discussion on a topic. The subjects are selected in relation to the themes of the research. The purpose of the research is to explore, rather than describing or explain the meaning of a given problem. The focus combine elements of the individual interview and participant observation, even with a very specific nature: it is characterized, in fact, for the explicit use of group interaction as an instrument for production and detection of information about the orientation of the individuals involved in specific topics, arranged in a pattern that serves as the outline for the discussion.

The advantages are as follows:

1. it is a socially oriented method that collects data from real life in a social environment
2. it is flexible

3. it has high face validity, that is a reasonable measure of a variable
4. it allows to obtain results in a short time
5. it is sustainable.

In focus groups, the interviewer must have good capacity of moderator, because the control group dynamics is a major difficulty. Starting from a common experience, individuals in the group are interviewed by an interviewer who previously studied the event in question and that stimulates and directs the discussion allowing the emergence of different interpretations, emotional reactions, critical evaluations: it is a debate focused on a specific event.

The focus groups are a method for the collection of data during a collective products group discussion focused around certain themes predetermined by the researcher on which wants to bring out the motivations, beliefs, perceptions of respondents.

Research activities and tasks

R1. Models and systems of job skills-matching

The objectives of the research are: analyze the contexts of partner countries in reference to the matching between demand and supply of labor; identify experiences and best practices that can contribute to the construction of the model SMART; compose a comparative framework of systems and models of job matching in European countries.

The research will focus on the following aspects:

- background: national policies
- the skill mismatch: causes, types, effects
- job skill matching: experiences and best practices at a national level, identified among those reported by national research centers and institutions
- national and local systems and actions to facilitate the matching between demand and supply of labor
- job classifications and inventories: national experiences
- Quantitative data on the situation of the labor market

The results will be displayed in a national report and summarized through grids and tables to allow their comparative reading. Subsequently, the results will be reported in a brief report.

Research methodologies:

- a) desk study: data collection, analysis of literature and documentary sources, analysis of best practices, identification and description of job classifications in use in the partner countries;
- b) field research: focus groups with experts on the experiences, practices and perspectives of job skill matching at national and local levels.

R2. Scenario Analysis of the tourism sector in Andalusia

Objectives of R2 are: describe the scenario of the labor market in Andalusia, with special reference to the tourism sector; describe the professional profiles of the tourism sector, with reference to the emerging profiles; draw a picture of the training system and identify the emerging training needs; identify professional profile on which to test the prototype SMART; define the methodological and operational basis for the transferring and adaptation of the ontology-based tool inspired to MISLEM and STUDIO models on the selected area of competence.

The research is divided into four sub-tasks:

R2.1 - Socio-economic background

R2.2 - Professional needs analysis

R2.3 - Education provided analysis

R2.4 - Training needs analysis

The results will be displayed in a report.

R2.1 - Socio-economic background

This part of the research describes the background of socio-economic situation of the labor market in the region of Andalusia, with particular regard to the tourism sector and the matching between demand and supply of labor. The research will focus on the following topics:

- The tourism sector: definition and context
- The labor market in Andalusia: socio-statistical comparison between national and local data, and between the tourism industry and other sectors
- The matching between demand and supply of labor in the tourism sector. Definition, types of discrepancy, impact.
- Documentary sources, law, literature.

Methodology: Desk study

R2.2 - Professional needs analysis

The research aims to identify the actual and the potential need for professionals in the tourism sector, to be placed at the regional level. It includes the following activities:

- Mapping of profiles in the tourism sector
- Mapping the competencies of workers in the tourism sector
- Qualitative study on professional needs.

Research methodologies:

a) desk study: mapping of profiles and competencies

b) field research: qualitative interviews on professional needs, to be given to employers and businesses.

R2.3 - Education provided analysis

The research aims to provide the framework of the training of the territory in relation to the professions in the tourism sector. The comparison between the measured data with those emerging from other studies will help identify possible training areas to improve or rationalize. The activities are as follows:

- Description of the regional training system for the tourism sector in Andalusia: types of courses, levels, curricula
- Collection of data for the existing training in tourism sector in the Andalusian region: number of institutions, distribution, catchment areas.

Methodology: desk study

R2.4 - Training needs analysis

The training needs analysis is the detection and analysis of demand and training needs, to complete the picture outlined by the analysis of the educational and professional needs, and then locate educational interventions that best respond to the opportunities of the labor market .

The analysis involves the administration of structured questionnaires to the target of newly-trained workers of the tourism sector (school leavers, graduates, people who have completed training courses earning a certificate, master's students, etc..) and the realization of focus groups with experts in the field. The data obtained will make it possible to get a picture of training needs as they are perceived by the side of the job (businesses, employers), on the demand side (workers) and on the side of the organizations and institutions that provide training programs .

Methodology: Field research, with semi-structured questionnaires and focus groups.

Summary Table

R1. MODELS AND SYSTEMS OF JOB SKILL MATCHING						
Aims	Context	Methodology	Tools	Partner	Description	Outcomes
Describe models, policies, practices and initiatives taken by different countries to facilitate the matching of demand and supply of labor	Partners countries	desk study focus groups	RT2. Focus Group RT1. Report Template: R1	ALL PARTNERS	Each partner: 1. realizes a reasearch on models, practices and policies of job skill matching in its geographical/sectorial context 2. implement a focus group on the experiences, practices and perspectives of job skill matching at national and local levels 3. writes an account of the focus grup results 4. produce a research report	Focus groups reports National research reports Synthesis Research Report

R2.1 SOCIO-ECONOMIC BACKGROUND						
Aims	Context	Methodology	Tools	Partner	Description	Outcomes
Describe a socio-economic background	Region of Andalusia	desk study	RT3. Report Template: R2	P0 P5 P6 P7	Partners realize a research describing the socio-economical context of Andalusian region, compared to the national situazion	Research Report

R2.2 PROFESSIONAL NEEDS ANALYSIS						
Aims	Context	Methodology	Tools	Partner	Description	Outcomes
Describe emerging professional needs, sectors and areas of activity, skills profiles	Region of Andalusia	Qualitative interviews	RT3. Report Template: R2 RT5. Qualitative interview RT4. Mapping of profiles and competencies	P0 P5 P6 P7	Partners: 1. realize qualitative interviews to employers and enterprises to notice the emerging professional needs 2. produce a map of profiles and competences of workers in the tourism sector 3. present the results in a report that analyzes the responses with statistics, graphs and tables	Qualitative interviews Map of profiles and competencies Research Report

R2.3 EDUCATION PROVIDED ANALYSIS						
Aims	Context	Methodology	Tools	Partner	Description	Outcomes
Describe the current provision of training for professions in the tourism sector	Region of Andalusia	desk study	RT3. Report Template: R2 RT8. survey grid for research R2.3	P0 P5 P6 P7	Partners realize a research describing the current educational offer in the Andalusian region concerning the tourism sector	Catalogue of training providers and courses Research Report

R3.4 TRAINING NEEDS ANALYSIS						
Aims	Context	Methodology	Tools	Partner	Description	Outcomes
Describe the current training needs in the tourism sector as perceived among workers, educational institutions and employers	Region of Andalusia	Questionnaires Focus groups	RT3. Report Template: R2 RT6. Questionnaire RT7. Guidelines for the web survey RT2. Focus Group	P0 P5 P6 P7	Partners: 1. realize a survey to notice training needs among workers and students of the tourism sector 2. implement 4 focus groups at regional/sectorial level 3. present the results of the survey and of the focus groups in a report that analyzes the responses with statistics, graphs and tables	Survey Focus groups reports Research Report

Research Tools

RT1. Report Template: R1

Table of contents

Introduction: aims of the document, summary

Part 1: desk study

Background: national policies; situation of the labor market (qualitative and quantitative data)

The skill mismatch: causes, types, effects (national level)

National and local systems and actions to facilitate the matching between demand and supply of labor

Job skill matching: experiences and best practices at a national level

Job classifications and inventories: national experiences

Part 2: field research

The focus group: synthesis and results

Conclusions

References

RT2. Focus Group

ORGANIZATION

Contact the participants with a communication that:

- give information on the project
- describes the purpose of the focus group
- indicates those who promote and fund research
- explains how the results will be used.

ROLE OF THE MODERATOR

The moderator plays a key role:

- initiates interactions, facilitating the exchange of dialogue
- keeps the discussion on the subject
- checks that the time is respected
- controls the dynamics of the group and manages conflicts
- defines and explicit rules, calling to respect

Some examples of rules: do not interrupt the person speaking; everyone should express their point of view; it is not necessary to agree with the point of view of others; do not criticize the views of others.

The moderator must be accompanied by an observer, whose task is to record the actions taking notes.

THE QUESTIONS

- must be few
- begin with the most general questions to gradually move to the more specific
- must be ordered by giving priority to the most important

Articulation of the focus group		
Phase	Activities	Time
Introduction	<ul style="list-style-type: none"> • Welcome to participants • explanation of the purpose of the interview • short presentation of the project • explanation of the guidelines to be followed during the interview (time, number of questions, rules) • presentation of the participants 	10 minutes
Discussion	<ul style="list-style-type: none"> • Track an order asking the questions, making the rounds of the participants • two or three times to interrupt the debate 	1 hour and 20 minutes
Conclusions	<ul style="list-style-type: none"> • summarize the results • ask if there are any questions or concerns • thanks 	10 minutes
Analysis of results	<p>The final transcription, based on the notes or recordings must be made immediately after the conclusion of the meeting by the moderator and observer.</p> <p>The moderator's task is to develop a report summarizing the positions emerged.</p>	
Evidences: attendance sheets signed by all participants		

RT3. Report Template: R2

Table of contents

Introduction: aims of the document, summary

Part 1: Socio-economic background

The tourism sector: definition and context, geographical and sectoral analyzed context, research methodology, sources consulted.

The labor market in Andalusia: socio-economic situation. General overview and analysis by sector of activity, Comparative data. Mapping of the territory. Supply and demand in tourism.

The professions and jobs: demographics and labor market. Number of employees, geographic distribution, distribution of employment by sector of activity.

The matching between demand and supply of labor in the tourism sector. Definition, types of discrepancy, impact.

Trends and prospects. Productivity, development plans, structuring of the sectors.

Part 2: Professional needs analysis

Definition, context, research methodology

The qualitative interview: aims, target, results.

Map of the professional profiles

Map of competences

Part 3: Education provided analysis

Methodology, sources

The national and regional educational system: brief description

The local context offer: types of courses, levels, curricula

Collection of data on training for the existing tourism in the Andalusian region: number of institutions, distribution, catchment areas

Collection and cataloging of courses

Part 4: Training needs analysis

Methodology, sources

Questionnaires: synthesis of answers, results analysis

The focus group: synthesis and results

Conclusions

References

RT4. Mapping of profiles and competencies

Summary table for the professional profiles:

AREA		
Code	Professional profile	Specialization
<i>(the code we assign to this profile)</i>	<i>(name and brief description)</i>	<i>(Further specialization of the professional, if any)</i>

Form for the mapping of each professional profile:

Professional profile: <i>(name)</i>	
Area	<i>(the main working area)</i>
Sector	<i>(the specific sector)</i>
Tasks	<i>(roles and task the worker is required to perform)</i>
Competencies	<i>(the competences needed to play that role)</i>
Work situation	<i>(contexts and situations of work)</i>
Training	<i>(the current training pathways to acquire the professional competences)</i>
Employment trend	<i>(evolution and forecasts of the employment sector)</i>
Classifications	<i>(how this profile is classified in the existing occupation classification: ISCO 08 - International Standard Classification of Occupations EQF - European Qualifications Framework Other national and regional classification systems, in Spain and in Andalusia)</i>

RT5. Qualitative interview

The aim of the qualitative interview is to notice and analyze the professional needs of the tourism sector. The interview will be given to employers and enterprises in the tourism sector.

A. About the company	
A1. Name and role of the respondent	
A2. How long have he/she worked in the field	
A3. Company name	
A4. Typology	
A5. Legal form	
A6. Year of establishment	
A7. Quality Certification (if yes, please indicate which one)	
B. Staff	
B1. Number of employees:	<input type="checkbox"/> permanent contract <input type="checkbox"/> terminable contract <input type="checkbox"/> part-time contract <input type="checkbox"/> apprentices <input type="checkbox"/> seasonal workers
B2. What are the job profiles prevailing in the company?	
B3. What are the channels of recruitment of staff employed in the company?	
B4. There are outsourced activities? If so, which ones and to what extent?	
B5. What are the main professionals that you will need in the coming years to improve the market presence of your company?	
B6. What are the skills that they should have?	
B7. Which are, in your experience, the professional profiles more difficult to find? And which profiles instead are overabundant compared to the requirements of the market?	
B8. Which are the emerging professionals in the industry?	

C. Market trends	
C1. Over the past two years the staff of your company is increased, decreased or remained stable?	
C2. Do you plan to recruit new staff over the next two years?	
C3. How do you think the industry of tourism will evolve in the future?	
C4. What are the prospects of development of your company?	

RT6. Questionnaire

The questionnaire is intended for the target of workers and professionals of the tourism sector. It is structured to be administered both in paper version and by web (web survey).

The guide for the web survey is shown below the questionnaire.

QUESTIONNAIRE FOR THE DETECTION OF TRAINING NEEDS	
A. About the respondent	
Age	
Gender	<input type="checkbox"/> F <input type="checkbox"/> M
Region/town/village of residence	
Role	
Typology	<input type="checkbox"/> Employee <input type="checkbox"/> Part-time worker <input type="checkbox"/> Seasonal worker <input type="checkbox"/> Freelancer
B. Training career	
Qualification:	
Have you attended vocational training courses after the school?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	If yes:
	The courses were related to the professional tourist and your job? <input type="checkbox"/> Yes <input type="checkbox"/> No
	Were the courses organized by a company or did you choose them independently? <input type="checkbox"/> Organized by the company where I was employee <input type="checkbox"/> I choose the courses autonomously
	If the courses were organized by a company, with which of the following procedures were carried out? <input type="checkbox"/> coaching <input type="checkbox"/> individual training within the company <input type="checkbox"/> individual training outside the company <input type="checkbox"/> self directed learning <input type="checkbox"/> internship <input type="checkbox"/> training <input type="checkbox"/> apprenticeship <input type="checkbox"/> other (specify)

C. Training needs	
Do you think that the preparation you've got in your schooling is sufficient to perform your job duties?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do you think that the vocational training courses are useful to improve your job skills?	<input type="checkbox"/> Yes <input type="checkbox"/> No
What are the areas where you feel the need to improve yourself?	<input type="checkbox"/> language area <input type="checkbox"/> area of computing and digital skills <input type="checkbox"/> area of organization and management <input type="checkbox"/> communication area <input type="checkbox"/> area of technical standards and safety <input type="checkbox"/> area of marketing <input type="checkbox"/> area of the specific functions of my job <input type="checkbox"/> other (specify)
How often do you feel the need of professional update in your field of work?	<input type="checkbox"/> every 5 years <input type="checkbox"/> every 2 years <input type="checkbox"/> every year <input type="checkbox"/> every 6 months <input type="checkbox"/> whenever it exists the need (new regulations, new work procedures, new tasks, new technical equipment, etc.).
What are the main obstacles to existing training in your working field?	<input type="checkbox"/> courses take too long <input type="checkbox"/> courses require too much study <input type="checkbox"/> the content is not interesting <input type="checkbox"/> the content is not relevant to my job <input type="checkbox"/> courses are too theoretical <input type="checkbox"/> courses are not useful to improve my job position <input type="checkbox"/> course locations are too far <input type="checkbox"/> courses are expensive <input type="checkbox"/> courses do not issue certifications that can be spent in other work situations <input type="checkbox"/> other (specify)

RT7. Guidelines for the web survey

Some simple rules to follow for the publishing online of a survey:

1. Invite potential participants through a message on a website, a forum, or by e-mail, stating the purpose of the investigation, the scope of the research, the way in which the data will be used and the time required to complete the questionnaire. Always remember to specify the latest day the survey will be available online.
2. Ensure that respondents' privacy and their perception of privacy are protected. Quote your national privacy Law.
3. Allow respondents to interrupt and then reenter the survey.
4. Give respondents something in return. A way of rewarding a respondent is to send survey results via e-mail after the survey is completed.
5. Color is available at little or no additional cost and, when properly used, can provide visual cues that may simplify the survey process. For example, instructions can be presented in one color, questions can be shown in another color, and help or error messages can be in a third color.
6. Before definitively submit the survey, test it using different computing platforms, both Mac and PC, with various hardware configurations and different browsers.
7. Make the questionnaire unavailable after the expiration date.

Examples of website that offer a free survey service:

Free Online Surveys: <http://freeonlinesurveys.com/>

Survey Monkey: <http://surveymonkey.com/>

Kwik Survey: <http://kwiksurveys.com/>

eSurveys Pro: <http://www.esurveyspro.com>

RT8. Survey grid for research R2.3

Type of body or institution	
Name	
Location and contact details	
Website	
Type of subject	<input type="checkbox"/> Public <input type="checkbox"/> Private
Sector	
Accreditation	<input type="checkbox"/> No <input type="checkbox"/> Yes (specify)
Type of training pathway	
Name of the course	
Certificate issued	
Educational level	
Duration of the course	
Funding	<input type="checkbox"/> Regional <input type="checkbox"/> National <input type="checkbox"/> European <input type="checkbox"/> No funding
Professional role in output	
Type of selection	<input type="checkbox"/> Test <input type="checkbox"/> Written exam <input type="checkbox"/> Oral exam <input type="checkbox"/> Curriculum <input type="checkbox"/> None
Competences in output	
Cost of the courses	<input type="checkbox"/> Depending on the income of the student <input type="checkbox"/> Less than 1000,00 € <input type="checkbox"/> 1000,00 to 3000,00 € <input type="checkbox"/> 3000,00 to 5000,00 € <input type="checkbox"/> more than 5000,00 €
Structure of the course	
Credits	
Modules or units of instruction	
Practical activities	
Online activities	
Internship	
Final exam	<input type="checkbox"/> Test <input type="checkbox"/> Written exam <input type="checkbox"/> Oral exam <input type="checkbox"/> Thesis

Timetable

Action	Activities	MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7
R1-R2	Research Plan and Tools							
R1	On desk research: models/systems of job skill matching							
R1	Focus groups: models/systems of job skill matching							
R1	National Reports							
R2.1	Description of socio-economical background in Andalucia							
R2.2	Qualitative interviews							
R2.2	Map of profiles and competencies							
R2.3	Catalogue of training providers and courses							
R2.4	Survey with structured questionnaires							
R2.4	Focus groups: training needs analysis							
R2	Research Report (R2.1, R2.2, R2.3, R2.4)							
R1-R2	Editing of the final Research Reports							

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