



SOC

Servei d'Ocupació
de Catalunya



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REPORT WITH THE RESULTS OF THE RESEARCH ON TRAINING NEEDS AND INNOVATIVE LEARNING METHODS IN SPAIN

FETICO
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IFI



1. OVERVIEW OF THE RESEARCH

120 questionnaires, online and hard copy, were disseminated.

Employees: 50

Employers: 50

VETs - trainers, executives: 10

Political actors/stakeholders: 10

The **distribution of the questionnaires** was organized in close cooperation between the partners according to their areas of responsibility:

Employers - SOC (20), IFI (20), FETICO (10)

Employees - FETICO (50)

Stakeholders/political actors - SOC (10)

VETs - IFI (10)

3 focus group interviews took place.

1 interview with 6 employers, 21.12.2015, FETICO

1 interview with 6 employees, 15.10.2015 (remade again 10.12.2015), FETICO

1 interview with 6 STAKEHOLDERS POLITIC ACTORS, 28.10.2015, SOC

The methodology has been the same in the four categories: employees, employers, VETs and stakeholders. Two different kinds of methods had been used in order to gather the info: questionnaires and personal interviews.

The majority of the data had been recollected through the questionnaires filled by the targets and sent it via internet. In this case a small part of the interviewed have had doubts which had been solved via internet. The other had filled the documents at their own pace and later sent it to FETICO, IFI and SOC.

The small amount that haven't been questionnaires, the personal interview has taken place. By that, it means that the coordinator from FETIC, IFI or SOC had gone to the

place where the target was working and handled the papers so he/she could fill them. Given the situation of any doubts arisen, they were answered immediately.

2. TARGET GROUPS

Regarding the 4 target groups, here is the explanation:

About the employees, the 50 interviews were carried out by FETICO due to the closeness to the work force given its social agency character. The questionnaires were sent to workers from different regions of Spain (Madrid, Galicia, Andalucía, Cataluña, Castilla y León...), trying to include the same men as women, all related to commerce in general (some do work with e-commerce) but the negative size of these interviews is that mostly, all the workers belonged to big companies.

About the employers, 20 interviews were carried out by SOC, 20 by IFI and the others were on FETICO. The SOC contacted with employers in Barcelona whereas IFI and FETICO did the same in Madrid. The gender was a concern so the main attempt was to find equality. About the size of the companies, in this case, the attempt was to reach small and medium companies who were on the commerce business.

About the VETs, IFI carried out the ten interviews. These 10 Vets interviewed are a good example of mixture because some of them work locally, some of them nationally and a few internationally. They are small companies because the big companies were harder to reach and these small companies offer a more realistic map of the commerce in Spain nowadays.

About the Stakeholders, SOC carried out the interviews because they have a deep knowledge of the stakeholders regarding the commerce sector. The targets were public bodies in Barcelona and speak with the person in charge or one with a big hierarchy and large experience in the sector. The size is irrelevant because they are granted by the autonomous government.

2.1. Proportion of women and men, age-structure

Employees		Employers	
women	men	women	men
66.66%	33.33%	48%	52%

Please be aware that the proportion of Employers women-men, the figures are not realistic at all because, in Spain, the majority of employers are men.

Age-structure

Age	Employees	Employers
<25	6,66%	9,09%
25-34	28,88%	18,18%
35-45	53,33%	45,45%
46-55	11,11%	22,72%
>55	0%	4,54%
Not specified	10%	12%

In the case of the employees, 5 of them didn't want to tell the age. In the case of the employers, 6 of them didn't want to say his/her age

2.2. Qualification level

	Employees		Employers	
Level 1	46%		2,04%	
Level 2	20%		2,04%	
Level 3	10%		6,12%	
Level 4	8%		12,24%	
Level 5	8%		10,20%	
Level 6	8%		32,65%	67,34%
Level 7	0%		12,24%	
Level 8	0%		22,44%	

As the graphic shows, roughly 66% of employees, 2 out of 3 workers are between 1 and 2 level. In the Employers side, one of them didn't tell the level.

2.3. IT Workplace

Non IT Workplace	68%
IT workplace	32%

This figure is nonrealistic because some of them didn't know what is IT, e-commerce. The figure of non IT workplace should be higher.

2.4. Wholesale/retail, size of company

	Employees	*Employees		Employers
Retail	83,8%	92,53%	Mostly food and tobacco and fuel.	77,46%
Wholesale	16,12%	7,46%	Mostly non-specialized	22,53%

The * is because there was a big chunk of the answers that were put in the "others" category within the Retail category.

Size of company employees

No employees	0	0%
1-4 employees	0	0%
5-9 employees	3	6%
10-19 employees	0	0
20-49 employees	0	0
50-99 employees	2	4%
100-250 employees	9	18%
More than 250 employees	36	72%

Size of company employers

It is impossible to calculate the overall number of employees because some of the interviewed are not employers but high ranked workers of big companies which has more than 20.000 workers alone. The results would be pretty similar as the company employees. For example, the questionnaire of employees had been filled by a worker in IKEA, LEROY MERLIN or EL CORTE INGLES, whereas the questionnaires from employers had been filled also by very high ranked workers from IKEA SPAIN, LEROY MERLIN SPAIN or EL CORTE INGLES.

3. QUALIFICATIONS

- 3.1. What training-offers are available for the target group, to what extend?
 3.2. What training-offers are required/important for the target group, to what extend?

From the questionnaires and the doubts that raised during the fulfilling some of the employees could have confused available within the company with available in general because some categories are a little high from what we expected.

From the employee's perspective, the three categories more available are new working techniques, General e-commerce skills and training concerning the behavior of digital users. As for the employers, the most important categories (aggregating very important and important) are General computer skills, general e-commerce skills and using social media to communicate with clients.

Employees

Digital and technological skills	available	miss	Don't know
General computer literacy skills	48%	40%	12%
Working with new tech applications	42%	56%	2%
Training concerning the behavior of digital users	54%	40%	6%
New working techniques	60%	40%	0%
Training concerning the behavior of digital users	48%	40%	12%
Using social media to communicate with clients	44%	48%	8%
General e-commerce skills	60%	32%	8%
Training concerning role and function of e-commerce	40%	48%	12%
Training concerning digital purchase process	52%	36%	12%
Training concerning online consumer motivation/purchase/marketing	48%	44%	8%
Using e-commerce and social media as a mean to increase sales	40%	56%	4%
Training concerning dynamic digital management	44%	44%	12%

Soft Skills			
Teamwork	56%	32%	12%
Leadership	72%	24%	4%
Self-motivation	40%	56%	4%
Communication skills	56%	32%	12%
Planning skills - focus on targets and results	44%	40%	16%
Problem solving skills	52%	40%	8%
Stress management	24%	64%	12%
Creative thinking skills	32%	44%	24%
Gender Mainstreaming, Diversity, collaboration in change	44%	44%	12%

Employers

Digital and technological skills	v. imp + imp	Miss	Not relevant
General computer literacy skills	73,91%	13,04%	13,04%
Working with new tech applications	60%	20%	20%
Training concerning the behavior of digital users	54,16%	33,3%	12,5%
New working techniques	52%	24%	34%
Training concerning the behavior of digital users	50%	26,92%	23,07%
Using social media to communicate with clients	61,53%	19,23%	19,23%
General e-commerce skills	62,5%	25%	12,5%
Training concerning role and function of e-commerce	48%	32%	20%
Training concerning digital purchase process	56%	32%	12%
Training concerning online consumer motivation/purchase/marketing	56%	24%	20%
Using e-commerce and social media as a mean to increase sales	55,55%	28%	16,45%
Training concerning dynamic digital management	44%	24%	32%

Soft Skills			
Teamwork	54,16%	25%	20,83%
Leadership	56,52%	13,04%	16,10%
Self-motivation	43,47%	30,43%	26,08%
Communication skills	58,33%	25%	16,66%
Planning skills - focus on targets and results	66,66%	14,81%	18,51%

Problem solving skills	57,41%	21,42%	21,42%
Stress management	36%	20%	44%
Creative thinking skills			
Gender Mainstreaming, Diversity, collaboration in change	46,15%	26,92%	26,92%

	Stakeholders	VETs		
	Important	Demand high+medium	Demand high	No offer
Digital and technological skills				
Working with new technological applications	80%	80%	20%	20%
Training concerning digital purchase process	90%	40%	10%	60%
General computer literacy skills	70%	70%	30%	30%
Training concerning role and function of e-commerce	90%	60%	20%	40%
General e-commerce skills	90%	70%	20%	30%
Training concerning the behavior of digital users	80%	40%	10%	60%
Training concerning online consumer motivation/purchase/marketing	90%	70%	20%	30%
Using e-commerce and social media as a mean to increase sales	70%	80%	20%	20%
Using social media to communicate with clients	90%	80%	30%	20%
Training concerning foreign language and intercultural skills	80%	70%	30%	20%
New working techniques	60%	70%	10%	30%
Training concerning dynamic digital management	60%	50%	10%	50%
Soft Skills				
Communication skills	90%	80%	10%	20%
Problem-solving skills	60%	70%	10%	30%
Planning skills - focus on targets and results	80%	80%	10%	20%
Creative thinking skills	60%	40%	10%	60%
Stress management	40%	40%	20%	60%
Teamwork	50%	70%	10%	30%
Leadership	50%	70%	30%	30%
Self-motivation	50%	80%	20%	20%

Gender Mainstreaming, Diversity, collaboration in change	60%	20%	10%	70%
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3.3. What kind of professional training regarding e-commerce are used in companies, to what extend?

In Spain the training is starting to acquire some importance but still has a lot of flaws. The most common among the employees are internal training and in-house as it gets reflected in the interviews. There is another who is not mentioned but is implicit, the subsidized or granted by the government. We mean that is implicit because when is subsidized later takes the shape of in-house or training center. Among the employers the most common is the training on the job, which is logical as it is cheap and rewarding.

	Employees	Employers
Internal trainers	32%	18%
Training on the job	8%	40%
None	40%	34%
Employees go to a training center	16%	22%
In-house	32%	22%
Don't know	3%	6%

3.4. Who required offers in e-commerce training?

VETs addresses that 90% of requests came from Companies and 70% by individuals whereas only 10% came services related by the market force.

Individuals	70%
Companies	90%
Market force	10%
Others	0%

3.5. Are there any differences concerning age, sex, and qualification level, regarding motivation and willingness to learn e-commerce skills?

Absolutely, young people, even people younger enough they cannot work already, have advantages because they have lived the internet and smartphone revolution. They are using electronic devices to shop (music, clothes, and electronic devices), so once they are old enough to work they won't have to learn anything. Young people is more motivated because they grow with e-commerce and old people is uninterested because they think is too complicated to get involved with.

3.6. What could be done to attract more people to take part in vocational training in the field of e-commerce?

In general, is quite difficult to blend training and working at the same time because of the long hours by the employees which the sector requires. The new law passed not so long ago allows retailers to open on Sundays (no every Sunday). Also, in commerce there is no weekend as it can be found on a "regular" job. The working plan is to work from Monday to Saturday. Given this, it's really hard to attract people to learn and train because they want it to do in working hours and employers want it to do at the expenses of spare time of their employees.

On the other hand, the government tried to help out a little with a new regulation called PIF (permiso individual de formación) (individual leave for training). The employee, should he/she choose to get trained in any official training, would be granted up to 200 hours a year to complete this training. It won't cost any money to the employee. Thus, the company is compensated by the Social Security for this leave, as the company has to pay less for the Social Security of this worker because of this absence. Therefore, both employee and employer win in this case. The only problem is that is getting started and the companies doesn't want to publicity too much.

Contents

- Wide
- Important information

- Attractive
- Easy and specific
- Specific regarding the new jobs
- Accurate
- They have to motivate to achieve the goal

Expected level of qualification

- Not so high because the level in commerce is not highly qualification required
- Could help having been working in the sector for years → experience
- Beginner

Methods

- More modern methods, fun and practical
- Learning while working
- Any method will be valid but it has to range within the continuous training
- Has to motivate
- Usage of computers and materials that help to increase the knowledge
- Mix
- Participative
- By professionals and qualified e-commerce professional
- More practical training

Duration

- Not many hours
- Short span of time
- 20 hours
- No more than 8 hours

Framework: time, place

- Good organization, in clean and comfortable places and near to the working center. If possible, within the working center

- In the workplace
- Training center better than working place
- Don't care as long as it won't take free hours
- Not at home
- During the working day

Costs

- Free
- Cheapest possible
- Subsidized
- The company pays for the training

Others

- Participation of good trainers
- Innovative

3.7. Which qualifications are necessary to be successful in the field of e-commerce?

3.8. How has training to be designed and offered, so that everybody will be pleased to acquire this knowledge?

What kind of trainings were mentioned?

Employees

They were talking about not having to spend time in their homes not going to a training center. After the workday, they are tired and they either want to rest or to spend the time with the family. So the training would be on the company.

The tele-formation (through the computer at home) was also brought up. Is not ideal but could work for some of them.

Also, they talked about being as simple as possible because they told it was long since they finished studying thus they are not used to study again.

Not only theoretical but practical as well was brought up. They wanted to learn by doing things not only studying in a paper.

Employers

The employers were very interested in training. They said that is cheaper to train an employee than to hire someone from the market. The problem is that training in Spain is expensive.

All of them acknowledged that e-commerce will be in every big company in Spain so training in this matter will be crucial.

The vocational training in Spain is obsolete so the government or the local administrations should create new training regarding e-commerce.

Regarding the time of the day, hours, etc they mostly agree that training is mandatory but they did not agree in where to do it. Some of them said that in the spare hours (lunch, after work, on weekends) and the other they will open up a possibility to do it during working time.

The e-commerce will create more jobs so they will be more likely to invest on training.

Did they talk about differences between several groups of learners?

Employees

Not at all. Youth is always a factor, but it is in every aspect of life not only in learning and training. They did talk just a little that older people will have problems catching up with new e-learning but that was all.

They did speak about also about younger people to have an advantage overall but without any specifics.

Employers

The older ones spoke about the effort that some of them had to make to learn about e-commerce, even though they have only scratched the surface. Thus, it will be different for someone older or younger to start learning e-commerce.

They spoke also about qualifications. Being less qualified doesn't mean you necessarily won't have a chance. E-commerce has a very important part of practicing. It is not only learning but carrying them to work.

Most of the time is the will to learn more important than age or qualifications. Also, the need makes an employee more efficient. For example, if this worker feels like their job is going to be at danger he/she will do whatever needed to keep it.

Who was named as responsible for activating the process of lifelong learning?

Employees

The "ball" is on the company's roof. They have to give the employee the training. They also have to think what the best formula is consulting it to the employee's committee.

Also, the trade unions are very important in this category because they have a deep knowledge on how to blend the desire of the company and the needs from the workers.

Employers

The employees should view training as a reward and an upgrade in their job, so they must to make the effort and try to learn in their spare time.

The employers didn't and agreement on who has to pay for it. Some of them talks about the company paying for it but on the spare time of the worker. Some others talked about subsidizes the training, the government has to help with it.

Is there an agreement/disagreement on the central issues?

Employees

They agree on who has to pay for it (company) and when (on work time) but they don't agree on the formula, whether in-house training or at home or at internal training.

Employers

It has a lot to do with the size of the company. The complex of the matter is different from a big company to a small company.

They agree that the government has to help and make e-commerce somewhere official, whether on VT or through university.

Beside contents of the discussion the following aspects were observed:

Which attitude are visible?

Employees

The topic is not easy for them. They sometimes get distracted because they are not used to work/talk about e-commerce. It is not really a big difference between ages or gender.

Employers

They have a good knowledge about e-commerce and a positive energy. It seems like they have been talking about e-commerce at some point in their work.

They like the idea of e-commerce regarding new ways to shop online for the customers.

They are aware that at some point training in e-commerce will be needed in their companies because they are actually not doing it right now.

Where is the energy, where is the resignation?

Employees

The energy came when talking about new openings at some companies due to training in e-commerce. Switching between jobs has been delayed in Spain for quite some time, so training in e-commerce would be a possibility to change to a better job or to have a raise in the actual one.

Employers

Energy when discussing the new opportunities for the companies in the e-commerce world. They didn't talk about training too much in this regard.

Which values are noticeably?

Employees

They didn't see too emotional about e-commerce in general. Maybe it is because they don't understand fully or they only focus on some parts of it.

Employers

E-commerce brings positive values on it. It's the future of the commerce sector which need more specialized workers.

How is the participation of each individual?

Employees

6 participants (Workers IKEA, LEROY MERLIN, EL CORTE INGLES, AUCHAN, FETICO, C&A), ages 23, 25, 32, 35, 44, 44. Four men and two women. Everyone was involved

Employers

6 participants (two owners of small business and four state responsible for EL CORTE INGLES, IKEA, AUCHAN-ADEO AND PRIMARK), AGES: 31, 33, 39, 44,44, 48, 52. Four men and two women. This group was very active and everyone participated.

VETs

6 participants: 5 women and 1 man. Range: 37 years' old

How is the discussion structured?

For all the groups there were absolutely freedom, the interviewers only monitored the focus groups, didn't participate, only to bring up questions not to guide the answers.

4. INNOVATIVE LEARNING METHODS

4.1. What “innovative learning methods” are known, to what extend?

Stakeholders: IBT (Internet based training): refers to training through information and communication technologies (using internet, apps). WBT (Web based training): refers to training through a webpage, exchanging contents, managing activities. It is named "virtual campus". It is also important to highlight the use of collaborative virtual environments to build knowledge.

Learning methods	Employees	Employers	Stakeholders
Virtual learning	64%	80%	80%
Blended learning	36%	62%	90%
Collaborative learning	60%	34%	80%
Learning with social media	12%	46%	70%
Content sharing	20%	30%	80%
Learning communities	16%	30%	90%
Virtual classroom	24%	72%	90%
Learning platform	16%	68%	90%
Other: namely	4%	6%	60%
None			

4.2. What “innovative learning methods” are required, to what extent?

Learning methods	Employees	Employers
Virtual learning	28%	66%
Blended learning	64%	42%
Collaborative learning	36%	24%
Learning with social media	32%	34%
Content sharing	28%	22%
Learning communities	20%	18%
Virtual classroom	12%	70%
Learning platform	28%	56%
Other: namely	4%	6%
None		

4.3. What “innovative learning methods” are use, to what extend?

Learning methods	VETs
Virtual learning	60%
Blended learning	80%
Collaborative learning	50%
Learning with social media	40%
Content sharing	30%
Learning communities	20%
Virtual classroom	50%
Learning platform	30%
Other: namely	10%
None	

4.4. Which “innovative learning methods” fit to which participants?

Age

The lesser the age, more interest in e-commerce topics and virtual learning

Yes, more limitations in this tools given the age

The parents of the learners prefer non-virtual classes

Adapted regarding the age. The more the age the more its basicness and non-virtual

Gender

In general they didn't appreciate any difference given the gender

Level of qualification

The interest is related with the level of qualification

The more the level the more the usage of tools

Variety of learning tools

5. OVERALL CONCLUSION

Year after year, access and use of electronic commerce is increasing. Not only in commercial sector but also in other economic areas such as banking, industry, etc. But to continue in this line of growth the electronic commerce has yet to overcome same challenges.

From the perspective of stakeholders/political actors the main challenges in E-commerce are the following:

Change in consumer's needs and behaviors	100%
Change in occupations/ jobs profiles	100%
Introduction of tools to manage relationships with customers and suppliers	90%
Internet changing production and consumption patterns (e-business; etc.)	80%
More use of e-business apps	80%
More competitiveness	80%
Internationalization process	80%
Different forms of communication because of multi-channel consumers	60%
More use of promotional and marketing campaigns	60%
Technological innovations equipment	50%
More use of Social media and e-business apps	40%
Introduction of tools to automate business processes	30%
Introduction of tools to analyze performance	20%

From the perspective of Employers the main challenges in E-commerce are the following:

Change in consumer's needs and behaviors	64%
Introduction of tools to automate business processes	48%
Technological innovations equipment	42%

More use of promotional and marketing campaigns	40%
Internet changing production and consumption patterns (e-business; etc.)	40%
Introduction of tools to manage relationships with customers and suppliers	38%
More use of Social media and e-business apps	34%
More use of e-business apps	34%
Change in occupations/ jobs profiles	24%
Different forms of communication because of multi-channel consumers	20%
Introduction of tools to analyze performance	20%
More competitiveness	20%
Internationalization process	6%

For both groups stakeholders/political actors and employers the main challenge in E-commerce is to promote a change in consumer's needs and behaviors.

According to the opinion of all the target groups participating in this survey one of the main aspect to promote this change of consumer's behaviors is to ensure security in this type of commerce because often the reluctance to buy on-line are due to the lack of reliability.

Other challenges for the sector are to improve transport and logistic systems with the objective of offering the highest standards of efficiency and reliability to consumers.

Training

Which trainings related to e-commerce have to be offered/ developed in your country?

According to 36% of the stakeholders/political actors participating in the survey the training related to e-commerce must focus on general skills about this kind of commerce, communication skills and the use of social media in e-commerce.

In the same line VET Providers which consider the most important skills to develop in Spain to promote the use of e-commerce must focus in general computer literacy skills and the use of social media to improve communication with clients and increase sales.

This corresponds also with the feedback received for about 30% of Employers interviewed which consider the training offer have to focus on general skills about computer literacy and e-commerce.

Employees reported that they would like were available trainings related to the use of e-commerce and social media as a mean to increase sales and skills to work with new technological applications.

We can conclude it is necessary to improve the training offer about general computer literacy and e-commerce skills.

What has to be done to increase motivation for people to improve their competencies on e-commerce?

It is necessary to improve different aspects related to training to attract more people to e-commerce training and improve their skills and competences on this topic, among the issues mentioned for the employees participating in the survey:

- Training Contents must be attractive, accurate, specific, practical and adapted to the different levels of knowledge, useful and applicable to the work place and work position.

- Training Programs must be adapted to the different levels of qualification and the previous knowledge of employees.
- Methods must be practical oriented and incorporate innovative methodologies to attract the interest of participants as collaborative learning.

The employees reported also financial aspects to increase the motivation as training courses free of cost, financed by public funds or as cheapest as possible for workers.

What are suggestions for optimizing the training offers in your country?

Among the suggestions mentioned by participants in the focus groups, especially for employees and VET Providers the necessity to create a specific training plans and programs adapted to the needs of workers and companies of Commerce sector.

Also it is considered as very important for all the target groups, especially for VET providers, employees and stakeholders/political actors that the vocational training provides a professional recognition in the labor market.

Innovative learning methods

How did the target groups define “innovative” learning methods? (all 4 groups)

Innovative is a concept not easy to define and with different meanings but in general the innovative learning methods are consider those that are supported in the use of ICT and the use of different approaches adapted to the needs of each participant or group of participants in the learning process.

Other methods define as “innovative” by the participants are all of those that use collaborative environments to build knowledge both in virtual or presence setting.

Which innovative learning methods fitting to employees (with their various needs) have to be provided?

It should be provided innovative methods that suit the needs of each worker or group of workers, taking into account criteria such as: age, gender, level of qualification or cultural aspects.

The results of the survey shown that are significant differences in the use of innovative learning methods depending age: the younger they are the higher media literacy they have and consequently the higher use of virtual learning methods they do. The older they are the less interest in ICT and media they have and the more interest in traditional learning methods as in classroom training.

The same happens with level of qualification a higher level of qualification more variety of innovative learning tools are used.

According to the figures of the survey 37,58 of employers interview consider that the innovative method that fit more with their staff are virtual classroom, virtual learning and learning platform but this not corresponds with the feedback received from employees more than 25% of the respondents prefer blended learning.

What has to be done to motivate employees (with their various needs) to use innovative learning methods?

The results of the survey show that there are methods mentioned in the questionnaires that are not known for the target groups, especially for employees this means that information and awareness need to be provided to increase the knowledge and promote the use of different learning and teaching innovative methodologies.

Taking into account the use of ICT in these new innovative learning methods and the lack of this kind of skills in some workers according to the results of the survey it is necessary to improve the general ICT skills to increase media literacy the use of ICT in training activities and even the use of e-commerce.



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Use innovative learning methods mentioned for employees in the survey: training offer with professional recognition in the labor market, adapted to real needs, adapted to level of qualification, practical oriented, applicable to the job position, accessible in terms of economic cost.