Conference

Teachers and Trainers at the heart of Innovation and VET reforms

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*Bringing learning at the work place.*
*What kind of trainers do we need?*

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Two main issues:

1. Learning at work place

2. New roles for trainers managing training processes
Presentation based on

- A model of company training system where we are directly involved as Scientific Director

- The implementation of part of the company training system
A model of company training system in one ME (by 4,000 employees)

- Before talking about "trainers" and their role nowadays we should start from the model of the system
- In the big companies the model is quite complex (i.e. corporate universities)
- In the medium size company (i.e. IMA—a well-known company for the production of packaging machine) the model can be as follows
Four channels of the training system

The needs emerged in the company can be summarised as follows

1) Rapid acquisition and regular updating of professional competences that are needed to work in the company on an autonomous base

Basic training
2) Acquisition of knowledge and technical specialised for quality improvement

3) Supporting and accompanying employee in his professional growth inside the company

4) Guiding the Management in knowing external scenario, innovative trends, challenges, risks that are of interest for the company
For rapidly acquiring technical and professional trainings that are necessary to be autonomous at work

Blue-collar workers

- Initial vocational training and security
- Evaluation at the end of the testing period
- On-the-job training
- So called “Scuole di Mestiere” for key-professionals

Individual learning pathways for transferring knowledge by mentoring and enhancing professional level of workers

Teachers and Trainers at the heart of Innovation and VET reforms
It responds to the need of **improving business knowledge** on issues that require **immediate and highly specialised** answers. It gives the possibility to refer to a **network of experts highly skilled** in thematic issues and topics so that they can be involved in solving problems and anomalies that occur during the working processes.

- **Initial business problem**
- **“Connettore”**
- **Network of experts**
- **Consultancy by the expert in the technological sector**

**Expert who knows ‘who knows what’ and identifies specialists that do possess highly specialised know how**

**They transfer knowledge and support company in creating innovative knowledge when solving the initial business problem**
Knowledge Engine-KE

1. Identification of the problem(s) to be solved by the company
2. Definition of a conceptual framework by the KE and research fields to be exploited
3. Definition of a list of highly skilled “Connettori” by the KE
4. Investigation on the business problem(s) by the “Connetitore”
5. Identification of the best specialists (i.e. experts, research centres, etc) available by the “Connetitore”
6. Transfer of the list of experts to the company
7. Cooperation between the expert and the company for transfer of knowledge and innovation
Supports professional growth through individual and managerial abilities through:

- **Mentors**
  - Training for development of abilities to transfer knowledge

- **Professionals**
  - Individual technical /managerial training pathways based on individual training objectives

- **Talents**
  - Training for leadership

- **Heads of Departments**

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1. Training demand by the company

2. Demand analysis by the TB

3. Research by the TB on the most appropriate training opportunities available that can help company in reaching the training goals

4. Communication of the training opportunities to the company

5. Selection of the most suitable training opportunity by the company

6. Participation to the training activity by the training beneficiaries

7. Customer satisfaction at the end of the process
Main professional profiles that are currently involved in the company training system can be classified as follows.

<table>
<thead>
<tr>
<th>Functions covered</th>
<th>Professional profiles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition of strategies, models and development plan</td>
<td>Managing Director, Assistant President, Scientific Director</td>
</tr>
<tr>
<td>Definition of priorities in transferring/absorbing innovation in relation to the business</td>
<td>Heads of Departments</td>
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<tr>
<td>General planning and second level quality control</td>
<td>Training managers</td>
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<tr>
<td>Planning, selection of individuals to be on training, individual guidance (development talk)</td>
<td>Responsible for the employer</td>
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<tr>
<td>First level quality control</td>
<td>Personnel Manager</td>
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<tr>
<td>Functions covered</td>
<td>Professional profiles</td>
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<td>-------------------------------------------------------</td>
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<tr>
<td>Knowledge Engine support service</td>
<td>Knowledge Managers</td>
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<tr>
<td></td>
<td>“Connettori”</td>
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<tr>
<td></td>
<td>Experts (the most similar to the traditional trainer)</td>
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<tr>
<td>Training Broker support service</td>
<td>Experts in the training market, training supplies and matching between company training</td>
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<td></td>
<td>demands and training providers</td>
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<tr>
<td>Additional training functions</td>
<td>Mentor</td>
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<td></td>
<td>Technologies providers</td>
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<td></td>
<td>Consultants</td>
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<td></td>
<td>Trainers (coach, teachers) of training providers</td>
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</table>
How is such system working?

We might say not so good, not even so bad.

Professionals that are involved in the company training system having managerial and direction tasks did not always have any background in educational and training sciences.