ANALYTICAL REPORT ON MAPPING KEY PROCESSES
IN VET INSTITUTIONS WITH RECOMMENDATIONS

RAPORT ANALITYCZNY Z MAPOWANIA
KLUCZOWYCH PROCESÓW
W INSTYTUCJACH VET Z REKOMENDACJAMI

Raport został przygotowany w ramach projektu „Opracowanie programu edukacyjnego wraz z narzędziami do cyfrowego ZZL w VET" korzysta z dofinansowania o wartości174 000,00 EUR otrzymanego od Islandii, Liechtensteinu i Norwegii w ramach Funduszy EOG. Celem jest doskonalenie jakości instytucji VET poprzez poprawę jakości zarządzania i kompetencji osób zarządzających oraz dostarczenie narzędzi zdalnego zarządzania systemami edukacyjnymi, zasobami, w tym rozwoju kompetencji zgodnie z wymaganiami EQVET.

CZEŚĆ I – METRYKA RESPONDENTÓW

CZĘŚĆ II – PROCESY REKRUTACYJNE

CZĘŚĆ III – ROZWÓJ ZAWODOWY PRACOWNIKÓW

CZĘŚĆ IV – OCENA PRACOWNIKÓW

Cześć V - EWALUACJA

CZĘŚĆ VI – WERYFIKACJA OCZEKIWANYCH KOMPETENCJI PRACOWNIKÓW

REKOMENDACJE I PODSUMOWANIE

Abstract:

Respondents declare a fairly conscious approach to human resource management (HRM) in vocational training units. At the same time, a small group among the respondents declare having any quality management system available on the market. Processes such as recruitment, development and evaluation of employees are perceived by more than half of the respondents as sufficient and optimal, at the same time nearly half of these organizations do not have a written procedure/rule of procedure that normalizes the course of a given process.

Most organizations do not use digital tools to support the management or analysis of data in individual HRM processes.

In the "employee development" process, respondents give a strong signal that they want to manage their own training budget, so it is likely that the activities proposed to them do not meet their needs, or are of low quality.

The competency "ability to conduct online educational processes" has the most divergent responses on the Likert scale.

Introduction 1/4

From the perspective of a quality management system, human resource management (HRM) is the main process that occurs in any organization and without which the organization could not function. This process includes supporting sub-processes. In addition to typical ones such as employee recruitment, development and appraisal, competence management, compensation and benefits, health and safety, there are new supporting processes such as employer branding, diversity management, age management, talent management, shaping work-life balance, and trust management. The occurrence of individual sub-processes, depends on the size and specifics of the organization and the level of awareness of managers.

Although from the point of view of the quality system the main process is HRM, for organizations providing vocational education, the sub-processes occurring in HRM are often the key ones, directly affecting the quality of the service delivered.

Also important is the fact that VET institutions outside of public institutions, are usually small organizations falling within the SME range (mainly micro and small enterprises) w Therefore, it was decided to focus during the survey research on typical sub-processes that have a high impact on service quality.

So, respondents were asked about the recruitment process, 0 professional development and evaluation of employees, 0 the performance evaluation process, and about competence management - or, more precisely, what competencies in these institutions are considered key. All of the above-mentioned processes in vocational training institutions are actually indispensable, and it is unrealistic to provide quality educational services without them.

In creating the survey, it was assumed that respondents would be asked:

- about the fact of the occurrence of a given process,

- On how to implement it,

- o needs related to the process being implemented

- about the formal regulation of a particular process (procedure),

- o Using digital tools to manage the process,

- about the subjective evaluation of a given process.

Introduction 3/4

This approach made it possible to look at the indicated processes from several perspectives. First of all, to bring down to the level of fact the presence or absence of a given process, to verify how the process is managed (the occurrence of a procedure, the use of software), and to find out the subjective feelings of respondents about a given process.

Below we invite you to read the analysis, conclusions and recommendations, results, of a survey examining the key processes of human resource management in educational institutions. The survey consists of the following parts:

I - metrics of the respondents

II - recruitment processes

III - professional development of employees

IV - evaluation of employees

V - evaluation

VI - verification of expected competence of employees

The analysis of the results is based on the responses provided by 32 respondents. The survey request was addressed to more than 80 people who have been involved in the vocational education industry for many years, with care taken to receive votes from both public institutions (28% of respondents), private institutions (63%) and NGOs (9%). Care was taken at the same time to ensure that the aforementioned institutions had different roles: educational, examination (validation) and certification.

In the next slide, we encourage you to take a look at the survey itself and fill it out if you have not participated in the survey.

STUDY OF KEY PROCESSES IN EDUCATIONAL ORGANIZATIONS

PART I - RESPONDENTS' METRICS

Respondents' characteristics:

Forty-seven percent of women and 53% of men participated in the survey. 94% of the respondents have more than 10 years of experience in the education industry; no respondent showed experience of less than 3 years.

Respondents work in organizations with roles:
- educational only - 53%
- educational, examination and certification - 22%
- educational and examination - 22%
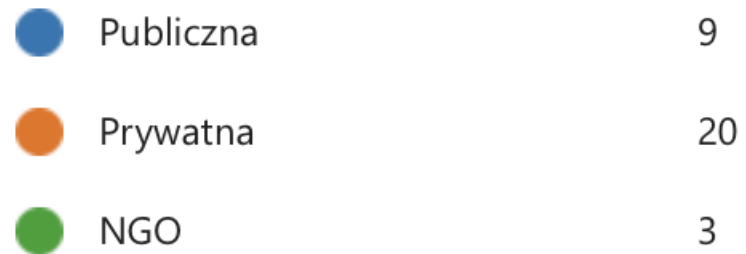- certification - 3% (one person surveyed)

Size of the organization:
- 50% of respondents are micro-enterprise workers or self-employed
- 13% of the respondents are people working in small businesses
- 31% of respondents work in medium-sized enterprises
- 6% in large

To recap - 94% of those surveyed are employees of SMEs, and only **6%** are employees of large companies.
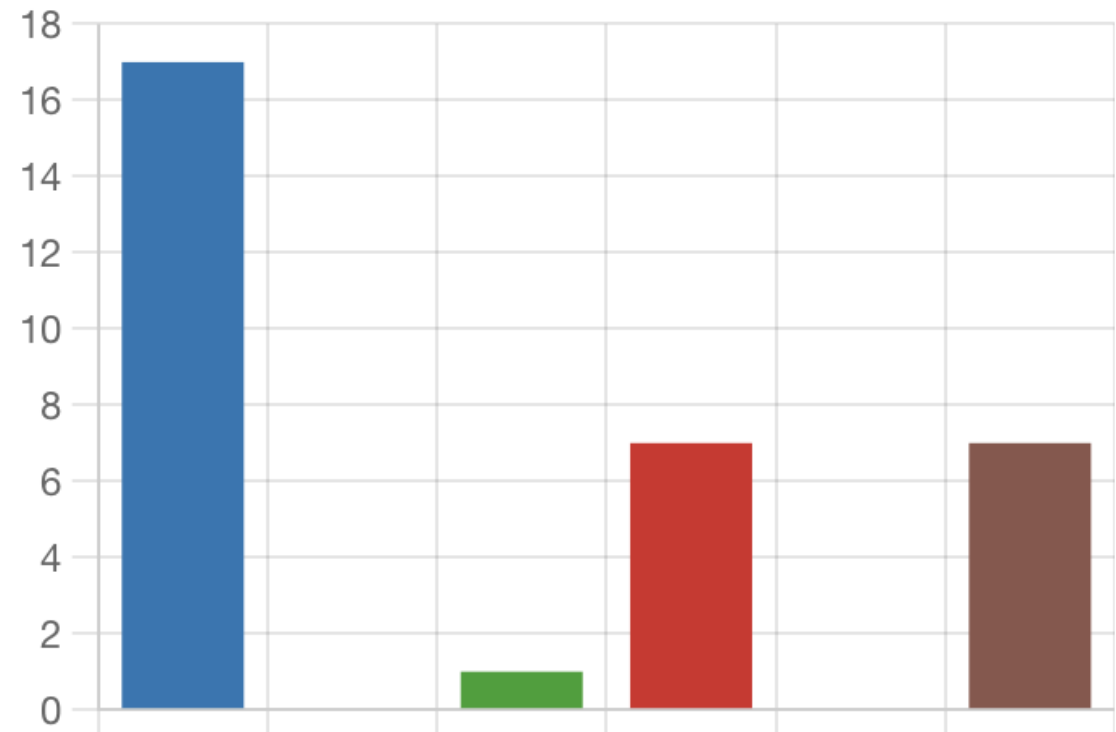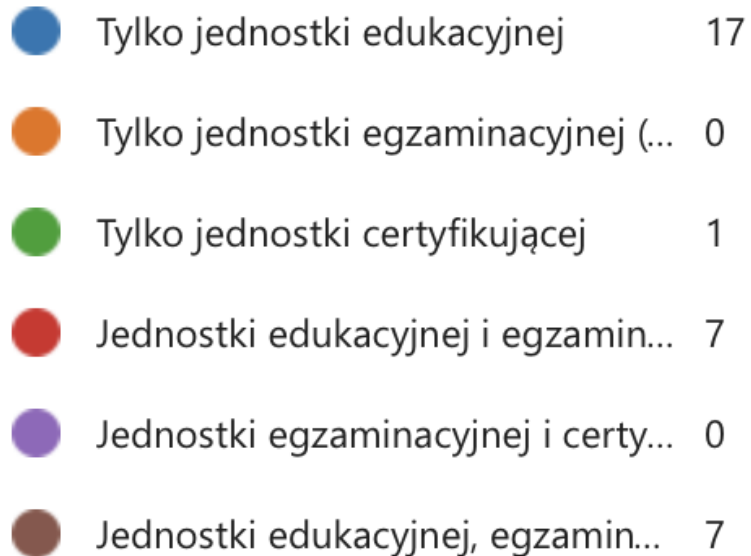
Possession of quality management systems:
- 34% of respondents work in institutions where a quality management system is implemented, the remaining 66% answer no (56%) or "don't know"
- The following systems were identified: MSUES (4), SUS (1), ISO (1), and internal system of procedures and regulations (4)

1. the type of organization you represent:

🔵	Publiczna	9
🟠	Prywatna	20
🟢	NGO	3
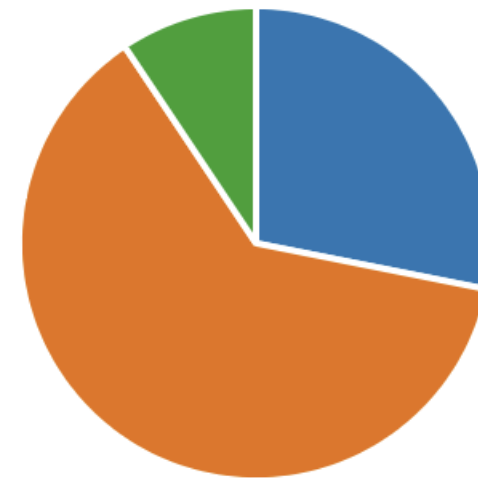
2. what is the role of the organization you represent

- 🔵 Tylko jednostki edukacyjnej — 17
- 🟠 Tylko jednostki egzaminacyjnej (... — 0
- 🟢 Tylko jednostki certyfikującej — 1
- 🔴 Jednostki edukacyjnej i egzamin... — 7
- 🟣 Jednostki egzaminacyjnej i certy... — 0
- 🟤 Jednostki edukacyjnej, egzamin... — 7

3. how many employees does your organization employ?

🔵	Samozatrudniony	5
🟠	Do 9 pracowników	11
🟢	Od 10 do 49 pracowników	4
🔴	Od 50 do 249	10
🟣	Powyżej 250	2

# 4. does your organization have a quality management system in place?

🔵 Tak		11
🟠 Nie		18
🟢 Nie wiem		3
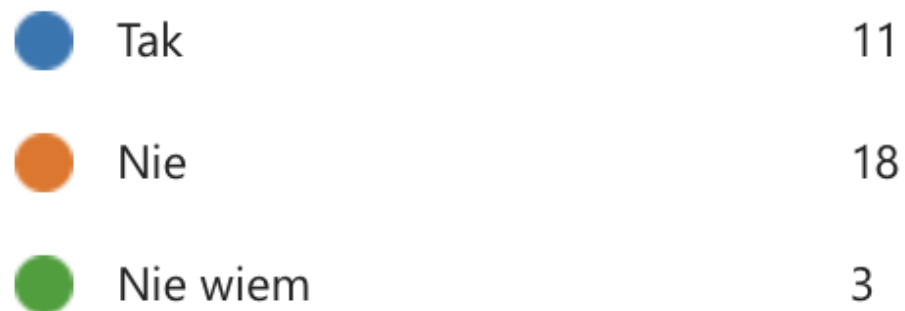
5. what type of quality management system has the organization you represent implemented (give name)

| ID ↑	Nazwa	Odpowiedzi
1	anonymous	Wewnętrzny system zapewniania i doskonalenia jakości realizowanych szkoleń.
2	anonymous	ISO 9001:2015
3	anonymous	MSUES
4	anonymous	MSUES
5	anonymous	msues
6	anonymous	SUS 2.0
7	anonymous	Nie mam pojęcia
8	anonymous	Własny
9	anonymous	(regulaminy poparte stosownymi rozporządzeniami) komisja ds jakości kształcenia
10	anonymous	Wewnętrzny tryb zarządzania jakością
11	anonymous	MSUES

6. your gender

🔵 Kobieta		15
🟠 Mężczyzna		17
🟢 Inne		0
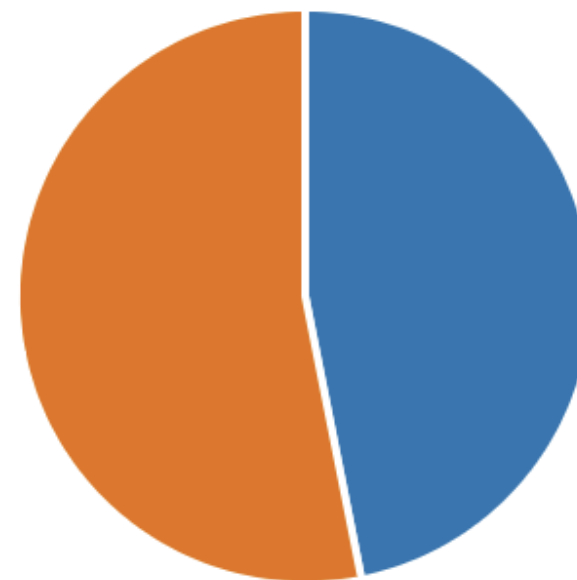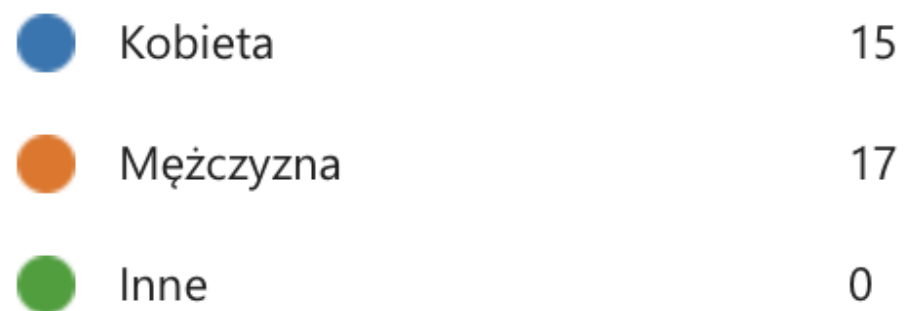
7. the role you play in the organization on behalf of which you are completing the survey (max 3 roles)

Role	Count
● Właściciel	12
● Członek zarządu	12
● Dyrektor ds. personalnych	1
● Menedżer działu HR	0
● Dyrektor ds. programowych	2
● Specjalista ds rozwoju	0
● Specjalista do spraw logistyki sz...	0
● Koordynator projektów edukacy...	7
● Trener/nauczyciel/wykładowca	11
● Metodyk	3
● Inne	4
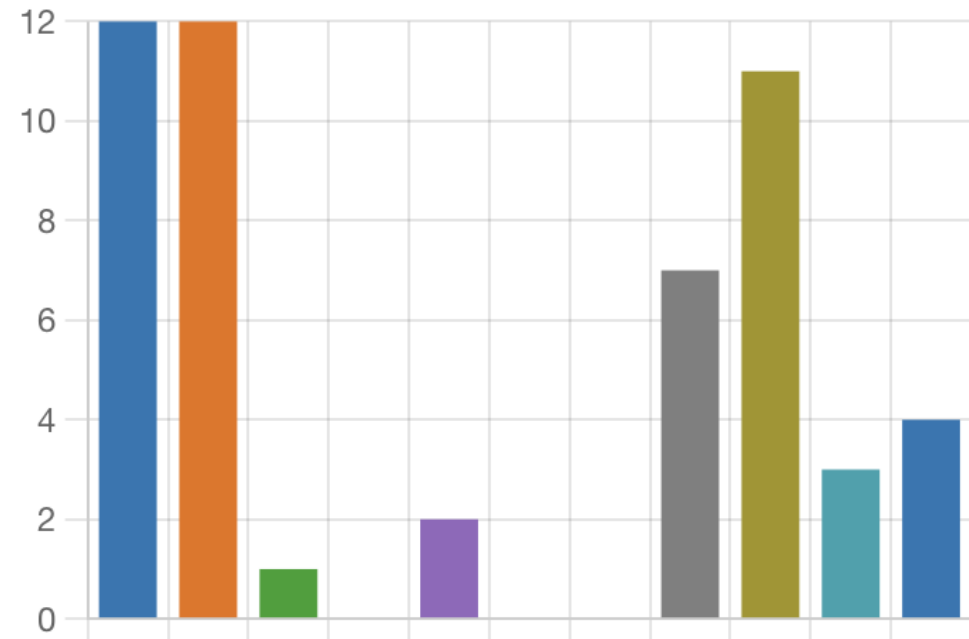
8. how long have you been working in the educational services industry?

🔵	Do 1 roku	0
🟠	Do 2 lat	0
🟢	Do 5 lat	1
🔴	Do 10 lat	1
🟣	Powyżej 10 lat	30
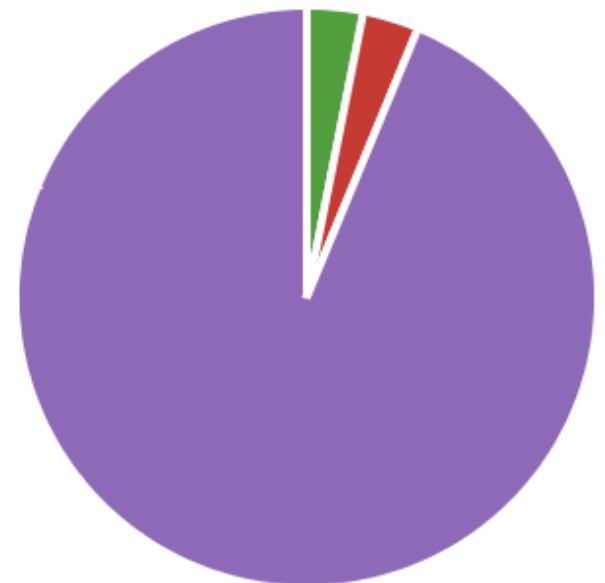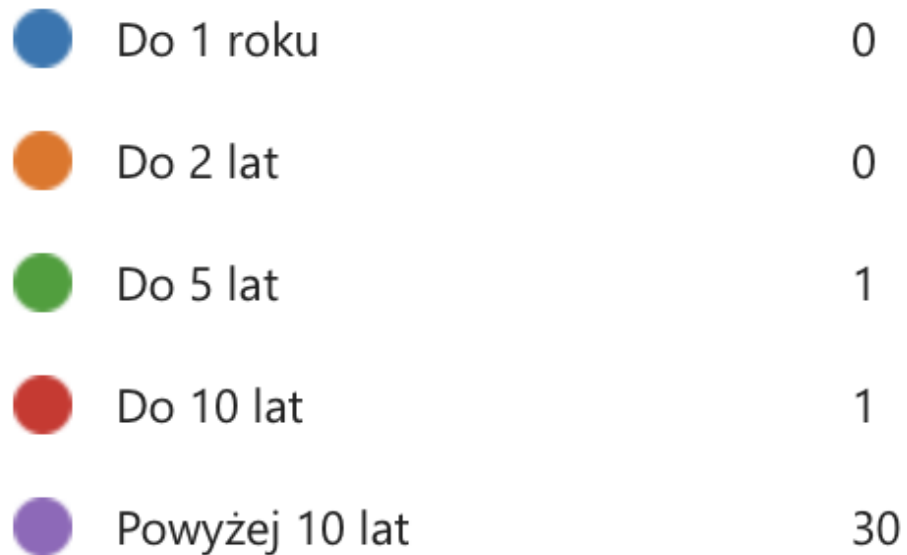
Applications

1. The study managed to invite representatives from different institutions, with long experience and acting in different roles in the process of conducting vocational education. It also managed to maintain a gender balance of 15 women and 17 men.

2. The vast majority (93%) of educational institutions fall into the SME range, with 50% of them having no more than 9 employees.

3. Only 34% of the organization's representatives say they have a quality management system in place or have written down an internal system of their own procedures and regulations for managing recruitment, development and evaluation of employees.

PART II - RECRUITMENT PROCESSES

MANAGING RECRUITMENT PROCESSES 1/2

Employment structure:

- 13% full-time only employment
- 59% employed in a mixed form of full-time or contract/work contract
- 28% do not hire full-time at all

Key indicators considered for recruitment:

- Professional experience in a field consistent with the subject matter of the training/classes to be conducted - 22 indications
- Recommendation from other people who have worked with the person - 18 indications
- Education in a field of study consistent with the scope of the training/activities conducted - 11 indications
- Sampling (sample of classroom skills) - 10 indications

Have a procedure governing how trainers/teachers/lecturers are hired:

- 63% have a recruitment procedure
- 34% do not have a recruitment procedure
- 3% do not know if their organization has such a procedure

Competency management with software support

- 94% of the total respondents indicated that they did not have the software (66%) or that they were not aware of the use of such software
- Only 6% of respondents indicated the use of competency management software in the organization. Smartmanager, sciencecloud, usos were indicated

Evaluation of recruitment activities conducted by respondents' organizations:

- 53% found the measures taken to be optimal
- 28% found the measures taken insufficient
- 16% found the measures taken to be sufficient
- 3% found the measures taken to be excessive
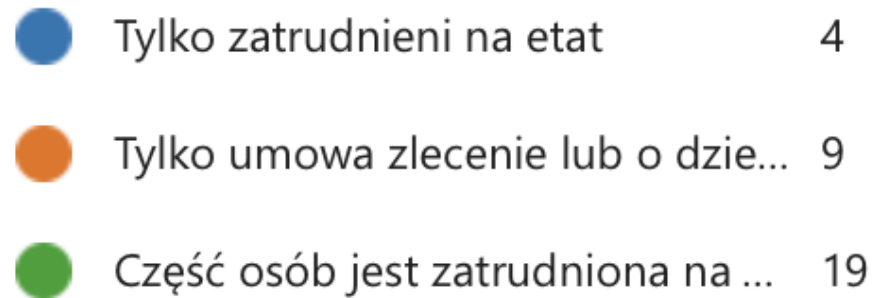
9. What is your organization's preferred form of employment for trainers/teachers/lecturers?

10. Select the 3 most important, in your opinion, indicators to consider when hiring new trainers/teachers/lecturers for your organization.

●	Polecenia od innych osób, które ...	18
●	Wykształcenie kierunkowe zgod...	11
●	Doświadczenie zawodowe w dzi...	22
●	Przygotowanie pedagogiczne lu...	7
●	Certyfikaty potwierdzające posia...	8
●	Ukończone kursy i szkolenia w d...	5
●	Posiadanie uznanych zawodowy...	1
●	Posiadane uprawnienia	3
●	Znajomość języków obcych	2
●	Oczekiwane wynagrodzenie	7
●	Oczekiwana forma zatrudnienia	0
●	Sampling (próbka umiejętności ...	10
●	Inne	2
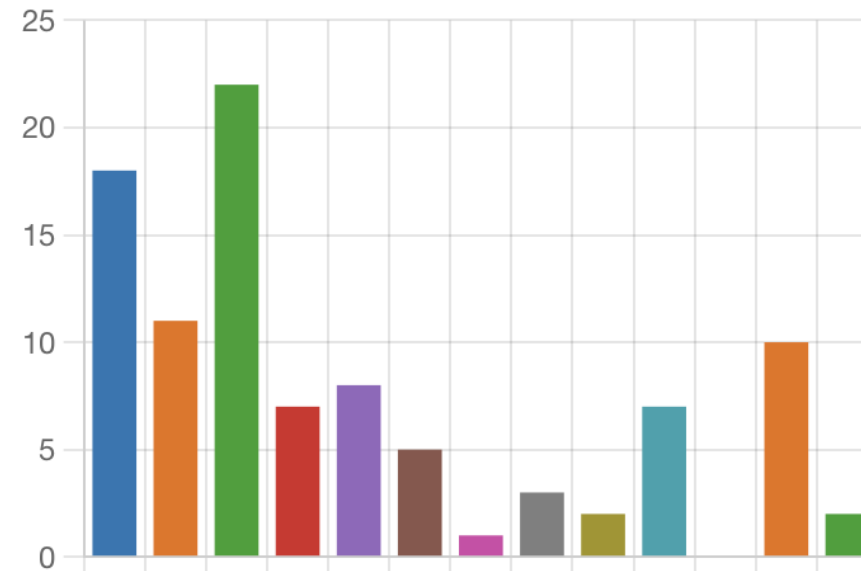
11. does your organization have a specific procedure governing how trainers/teachers/lecturers are hired?

● Tak		20
● Nie		11
● Nie wiem		1
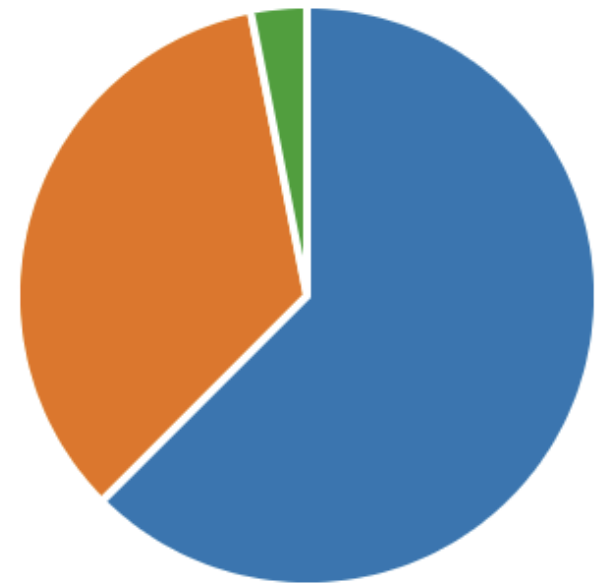
12. Does the organization use any software to manage competencies in the organization?

🔵	Tak	2
🟠	Nie	21
🟢	Nie wiem	9
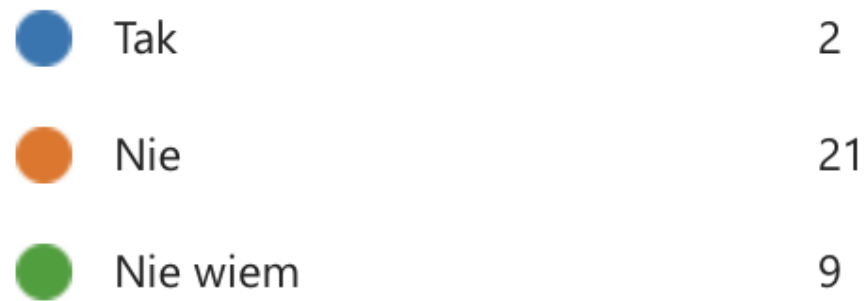
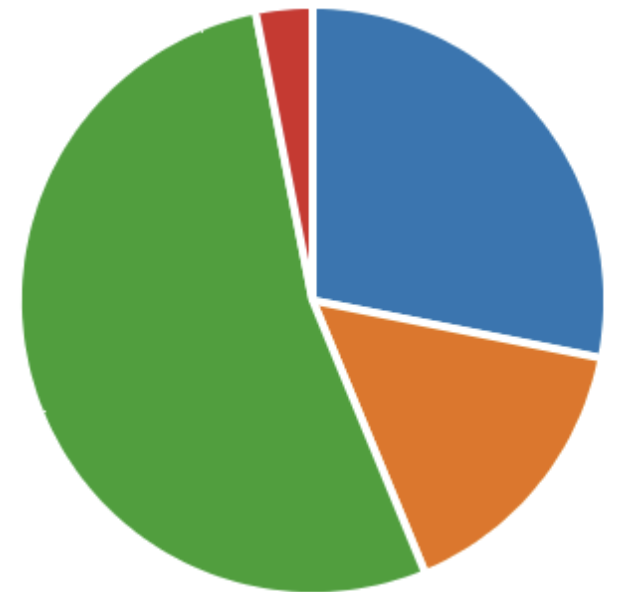# 13. what software is used in the organization to manage competencies (give name)

2 Odpowiedzi

ID ↑	Nazwa	Odpowiedzi
1	anonymous	Smartmanager
2	anonymous	m.in. sciencecloud, usos

14. how do you evaluate your organization's recruitment efforts

- Niewystarczające   9
- Wystarczająco   5
- Optymalnie   17
- Przesadnie   1

Applications

1. A mixed form of employment is preferred 59% (full-time and contract/job) with 28% of organizations not hiring at all.

2. A key role in hiring at vocational education institutions is played by professional experience in a field that is consistent with the subject matter of the training/classes provided, as well as referrals from others who have worked with the person. Personal verification of one's competence during sampling is indicated by only 11 respondents.

3. Although only 34% of respondents say they have a quality system, as many as 63% say their institution has a specific procedure governing the recruitment process. This discrepancy may be due to the fact that many public institutions do not have quality systems, but the way they operate is regulated by legal acts and bylaws of supervising institutions.

4. Slightly more than a quarter of respondents consider the recruitment processes conducted in their organizations to be insufficient with 69% considering the process sufficient or optimal.

PART III - PROFESSIONAL DEVELOPMENT OF EMPLOYEES

UNDERTAKING DEVELOPMENT ACTIVITIES 1/3

Targeted development activities:

- 66% indicated that such activities are undertaken
- 34% are respondents who indicated "no" or "don't know" answers. The answer "I don't know" was considered to mean that the organization does not have any targeted development activities, since respondents involved in education do not know anything about them.

Form of development activities undertaken by respondents' organizations - the most frequent indications:

- organized training for trainers/teachers/lecturers - 14 indications
- internal development meetings - 13 indications
- Regular team meetings to solve current problems - 10 indications
- access to internal knowledge base - 9 indications
- mentoring - 7 indications

UNDERTAKING DEVELOPMENT ACTIVITIES 2/3

Preferences for development activities according to respondents (each could indicate 3 different forms; the average indication is 2.3):

Development expectations for your own organization

- additional training - 16 indications
- a specific budget for its own development and at its own disposal - 10 indications
- Regular meetings of educational teams and solving/analyzing current problems - 9 indications
- coaching - 8 indications
- mantoring - 8 indications

Relationship of ongoing development activities to the organization's strategy and goals:

- 82% of respondents see a link between development activities and the organization's strategy
- 18% do not see such a connection or give the answer that they do not know. Interestingly, "I don't know" answers were given by those working in medium-sized organizations (50-249 employees)

**UNDERTAKING DEVELOPMENT ACTIVITIES 3/3**

Having a procedure to regulate the undertaking of development activities:

- 39% answered "yes."
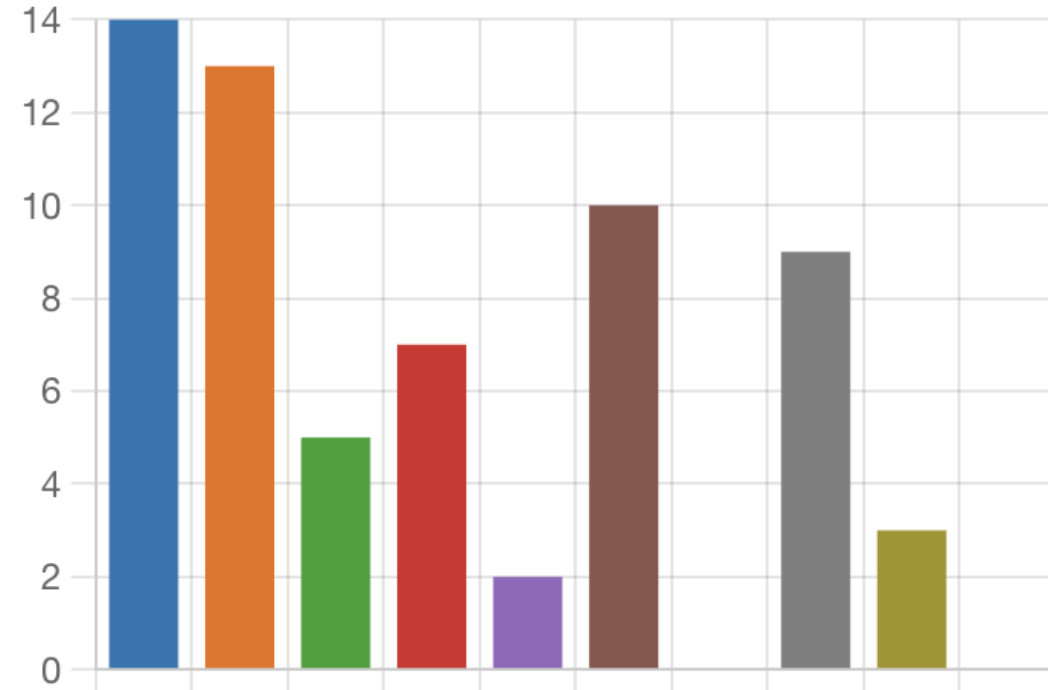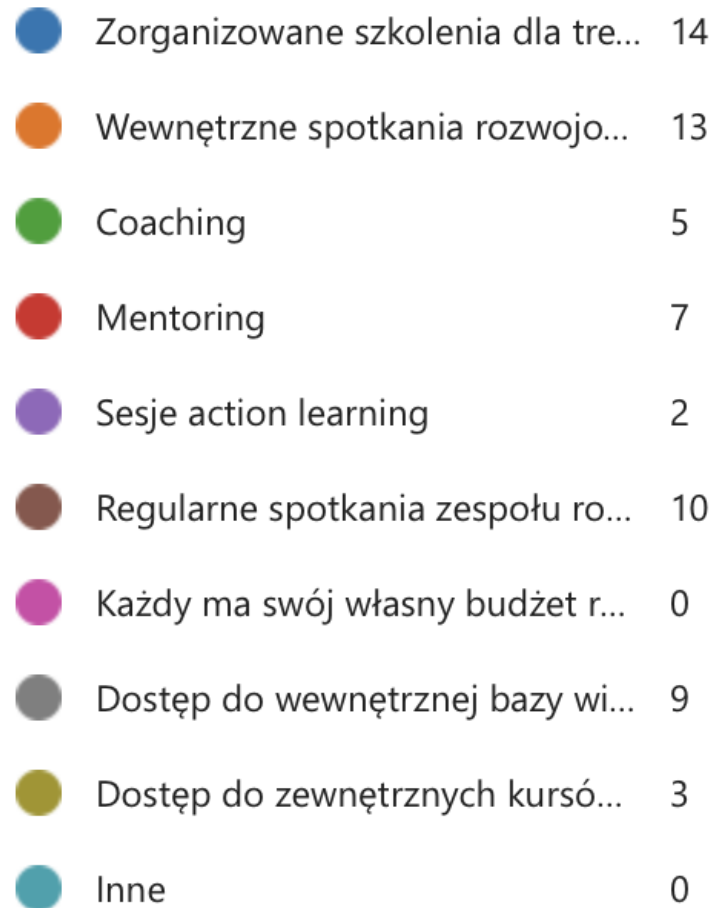- 48% answered "no"
- 13% answered "don't know"

Evaluation of ongoing development activities in the organization:

- 42% indicated as **optimal** measures
- 35% indicated as **sufficient** actions
- 23% indicated as **insufficient** actions

15. does the organization conduct targeted activities aimed at on the development of trainers/teachers/lecturers


🔵 Tak		21
🟠 Nie		9
🟢 Nie wiem		2
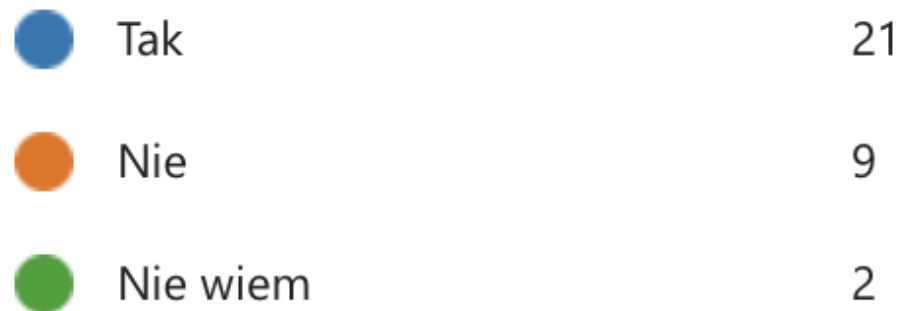
16. what measures does your organization take to Develop its trainers/teachers/ lecturers/

- Zorganizowane szkolenia dla tre... 14
- Wewnętrzne spotkania rozwojo... 13
- Coaching 5
- Mentoring 7
- Sesje action learning 2
- Regularne spotkania zespołu ro... 10
- Każdy ma swój własny budżet r... 0
- Dostęp do wewnętrznej bazy wi... 9
- Dostęp do zewnętrznych kursó... 3
- Inne 0

17. What development activities would you expect from your organization to improve the quality of services provided. Indicate max. 3 key

● Dodatkowe szkolenia	16
● Regularne spotkania zespołów e...	9
● Coaching	8
● Mentoring	8
● Action learning	2
● Ustrukturyzowane zarządzanie ...	7
● Wewnętrzne spotkania rozwojo...	7
● Dostęp do wewnętrznej bazy wi...	0
● Określony budżet na własny roz...	10
● Nie wiem	5
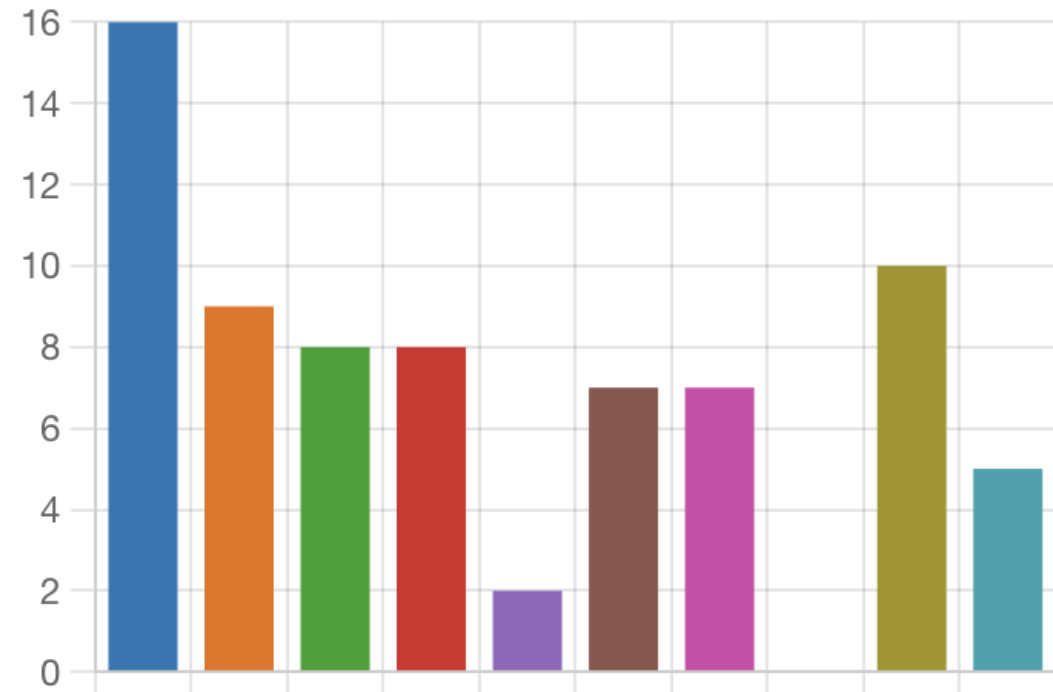
18. are the ongoing development activities in your organization linked to the organization's strategy and goals

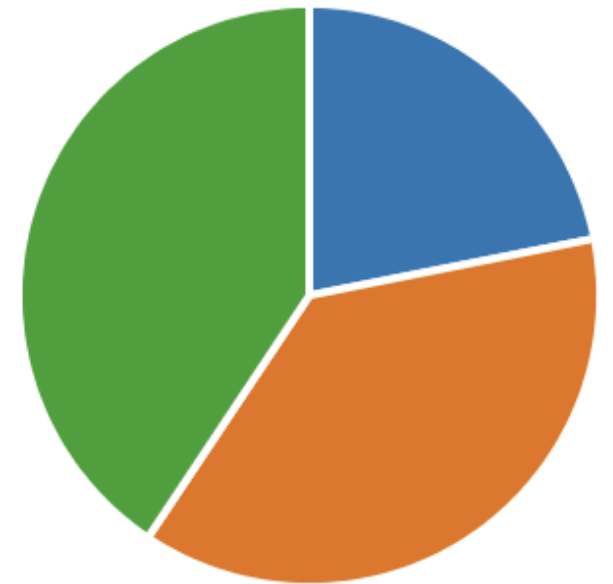|		
● Tak		26
● Nie		3
● Nie wiem		3
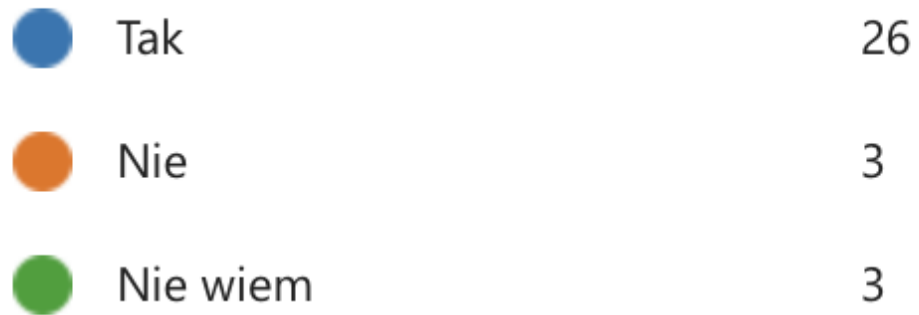
19. does the organization have a procedure/written rules governing how development activities are carried out

- 🔵 Tak   13
- 🟠 Nie   15
- 🟢 Nie wiem   4

20 How do you evaluate the development activities carried out by your organization:

🔵	Niewystarczające	7
🟠	Wystarczająco	12
🟢	Optymalnie	13
🔴	Przesadnie	0

Applications

1. The majority of respondents (66%) perceive that institutions are undertaking conscious development activities aimed at educational employees. The remainder deny such a thesis or answer "don't know." Considering the way educational units are staffed (a high percentage of contract/job workers), this may result in poor motivation for self-development and continuous improvement of their competencies in the long term. Recall that continuous improvement is one of the main tenets of quality.

2. Respondents perceive a connection between the development activities undertaken and the strategy and goals of the organizations they represent (81%). These activities are more weakly linked in large organizations, but it should be taken into account that the representation of people from large institutions (more than 250 people) is very low and may lead to inaccurate conclusions.

Applications

3. Almost ¼ of the respondents say that development activities at their institution are insufficient. The expected forms of development activities are : additional training, own development budget, regular meetings of educational teams and solving current problems (Interesting fact! Action learning, which is a structured form of such activity received approval from only two respondents)

4. 77% of respondents are satisfied with the development activities underway at their institution - they consider the process sufficient or optimal (41%).

5. All those working in an organization with a combined role as an educational and examination institution also confirmed that their organization conducts development activities in line with their organization's strategy and goals.

PART IV - EMPLOYEE EVALUATION

EMPLOYEE EVALUATION 1/3

Conduct regular and structured employee evaluations by the organization:

- 72% answered "yes."
- 28% answered "no" or "don't know." In this case, "I don't know" answers are treated equally with "no" answers, since the roles they play in the organization, respondents indicate that it is impossible for them not to know about the ongoing evaluation activities of trainers/lecturers/teachers

Form of evaluation activities (activities with the highest number of indications):

- Periodic evaluation of employees - **12 indications**
- one-time survey of satisfaction of recipients of educational services - **11 indications**
- developmental or corrective feedback given on an ongoing basis - **11 indications**
- Supervision or other form of structured observation of conducted classes - **10 indications**
- Aggregate (from a specific unit of time or number of events) analysis of satisfaction surveys of recipients of educational services - **9 indications**

Expected quality improvement actions to be taken by the organization within the evaluation of trainers/teachers/lecturers:

- Supervision - 12 indications
- Developmental or corrective feedback given on an ongoing basis - 12 indications
- measures taken are sufficient - 11 indications

Using software to manage employee evaluations:
- 75% indicated that their organization does not use any software
- 16% indicated that they do not know if the organization uses software
- 9% indicated that they did, with only one program name appearing - smatrmanager

Procedure/policies for conducting employee evaluations:
- 47% indicated a "yes" answer
- 44% indicated a "no" answer
- 9% indicated the answer "I don't know"

EMPLOYEE EVALUATION 3/3

The organization's overall perception of the ongoing employee evaluation process:

- 38% indicated as optimal
- 34% indicated as sufficient
- 22% indicated as insufficient
- 6% indicated as exaggerated; Those who indicated an exaggerated employee evaluation process at the same time considered the development activities carried out in their organization as insufficient.

21. whether (for quality assurance purposes) the organization has a regular and structured evaluation process for trainers/teachers/lecturers

🔵 Tak		23
🟠 Nie		7
🟢 Nie wiem		2

22. what forms of evaluation of trainers/teachers/lecturers are conducted in your organization

- 🔵 Jednorazowa analiza ankiet saty... 11
- 🟠 Zbiorcza (z określonej jednostki ... 9
- 🟢 Okresowa ocena pracowników 12
- 🔴 Udzielana na bieżąco informacja... 11
- 🟣 Wewnętrzne rankingi 3
- 🟤 Superwizja lub inna forma ustru... 10
- 🟣 Inne 0
- ⚫ Inne 1
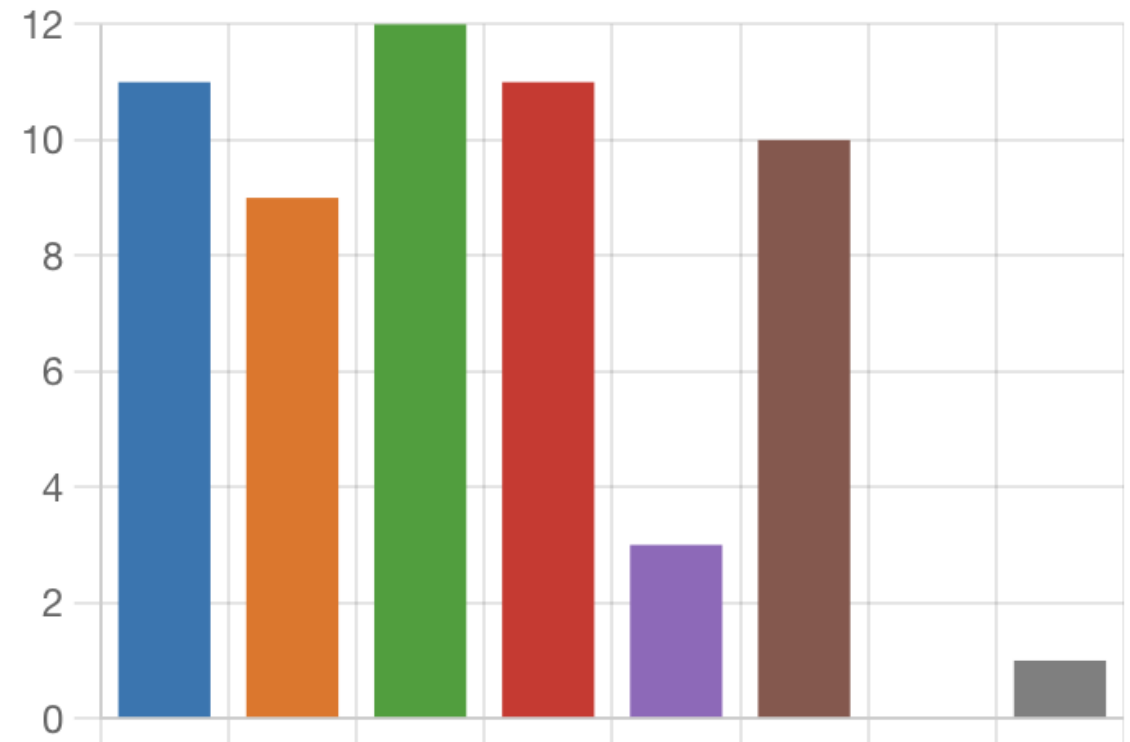
23. what, in your opinion, in order to improve the quality of services, it is worthwhile to introduce forms of employee evaluation indicate max 3

- Ankiety satysfakcji odbiorców us... 9
- Ocenę trenera/nauczyciela/wykł... 6
- Informację zwrotną rozwojową l... 12
- Okresową ocenę pracowników 5
- Wewnętrzne rankingi 1
- Superwizję 12
- Inne 3
- Podejmowane działania są wyst... 11
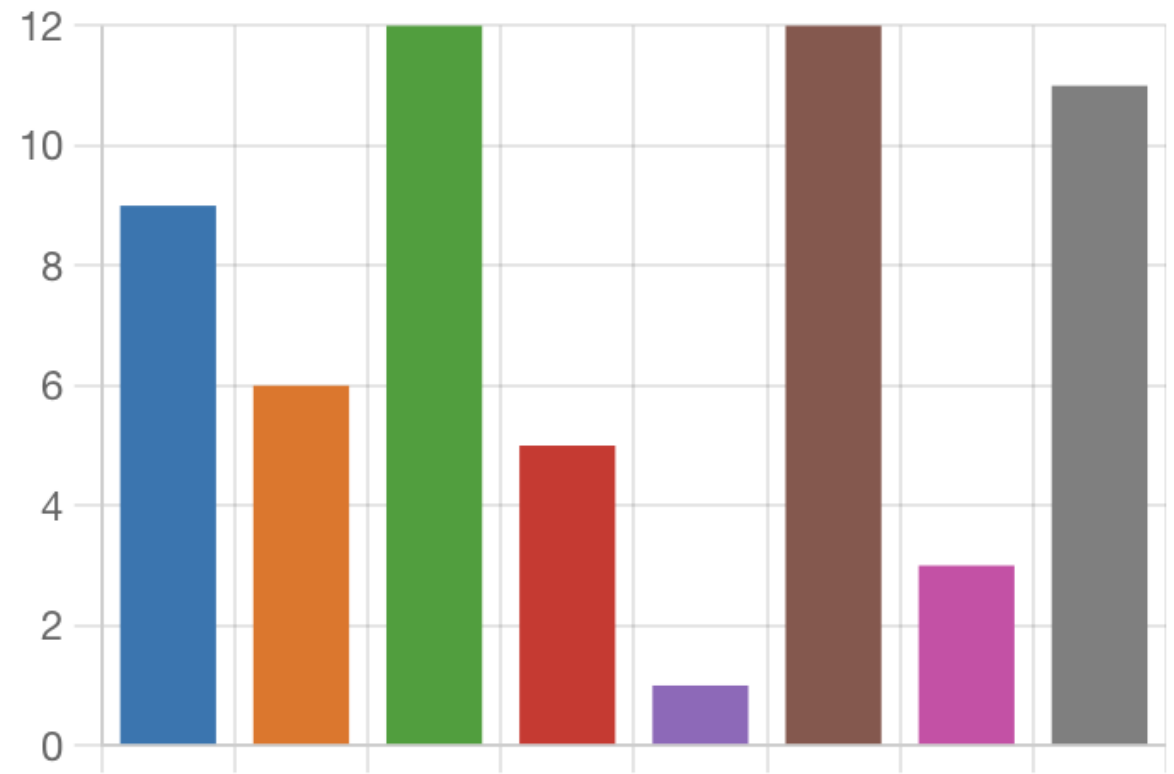
24. Does the organization use software to analyze employee evaluation results?

🔵 Tak		3
🟠 Nie		24
🟢 Nie wiem		5

25. what software does your organization use to analyze the results of employee evaluations (give name)

2 Odpowiedzi

ID ↑	Nazwa	Odpowiedzi
1	anonymous	Smartmanager
2	anonymous	Nie wiem

26. does the organization have a procedure/written policy governing the evaluation process for trainers/teachers/lecturers?

● Tak		15
● Nie		14
● Nie wiem		3
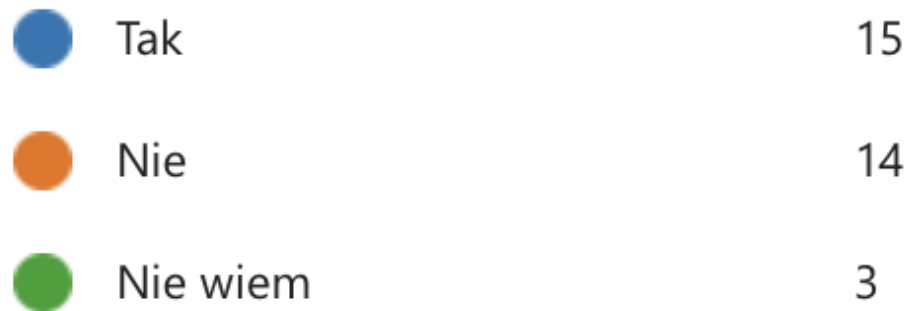
27. how would you rate the trainer/teacher/lecturer evaluation process conducted in your organization

🔵	Niewystarczający	7
🟠	Wystarczający	11
🟢	Optymalny	12
🔴	Przesadny	2
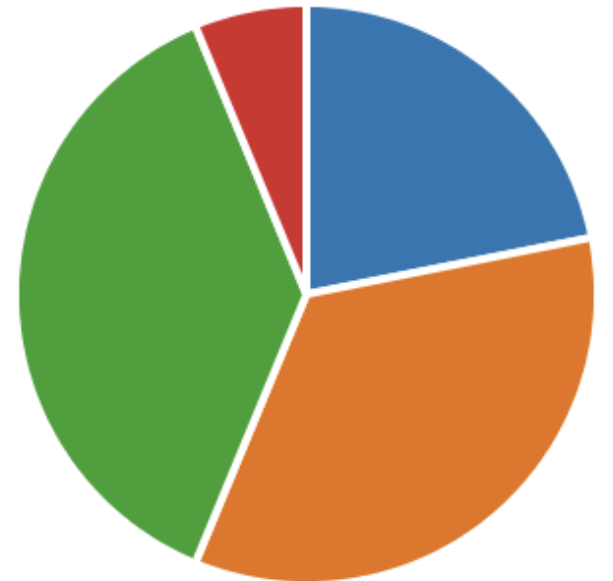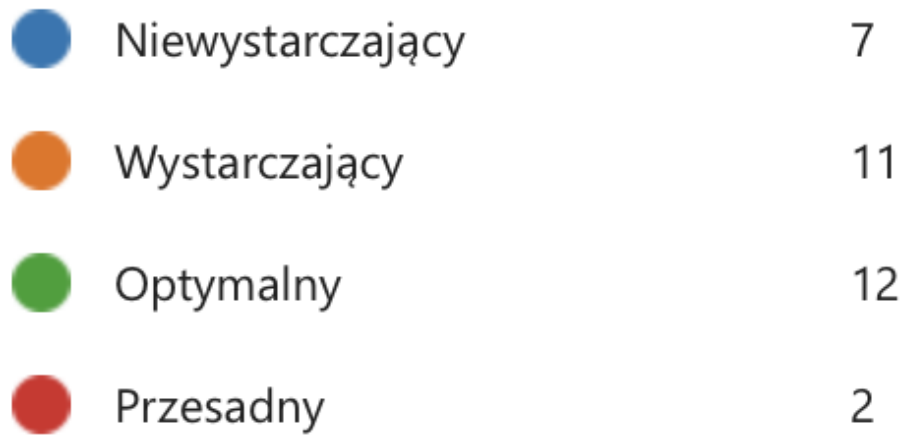
Applications

1. 28% answered "no" or "don't know" to the question about conducting a structured and regular evaluation of the work of trainers/teachers/lecturers. Although 72% of respondents say such a process is carried out in their organization, the work of more than ¼ of respondents is not evaluated in any way. The lack of feedback in any form hinders continuous improvement and correction of one's own mistakes.

2. For those who are subjected to employee evaluation, the evaluation activities undertaken are sufficient: periodic evaluation, one-time and aggregate analysis of satisfaction surveys, supervision or observation of ongoing activities.

3. Respondents, in order to improve the quality of the activities carried out, expect first of all the introduction of forms of evaluation that will directly and in the short term refer to their work - supervision and developmental or corrective feedback given on an ongoing basis.

Applications

4. Observation. With regard to the areas of evaluation as well as employee development, respondents indicate a lack of responsiveness to current events. In the case of evaluation, they expect supervision or ongoing feedback; in the case of development activities, conducting regular meetings of learning teams and solving ongoing problems.

5. More than half (53%) do not have or do not know that their organization has a procedure governing employee evaluation. In part, it can be inferred that the majority does not know how the evaluation process should take place and what rules to expect when evaluating. In such a situation, there is a risk that without knowledge of the rules and the purpose of the evaluation, these activities may be perceived negatively and have the opposite effect - we conduct the evaluation not for the purpose of improvement, but to "catch" an employee doing a bad job.

6. The employee evaluation process itself is considered optimal or sufficient by 72% of respondents.

Part V - EVALUATION

Evaluation 1/2

How to verify the level of satisfaction of recipients of educational services (3 most frequent indications):
- satisfaction survey - 23 indications
- Feedback from participants immediately after the training - 21 indications
- interviews - 13 incidents
There were 3 indications for the answer "does not conduct any verification."

Method of verification of competencies acquired by participants in educational processes:
- practical tasks to be performed - 16 indications
- tests and quizzes - 15 indications
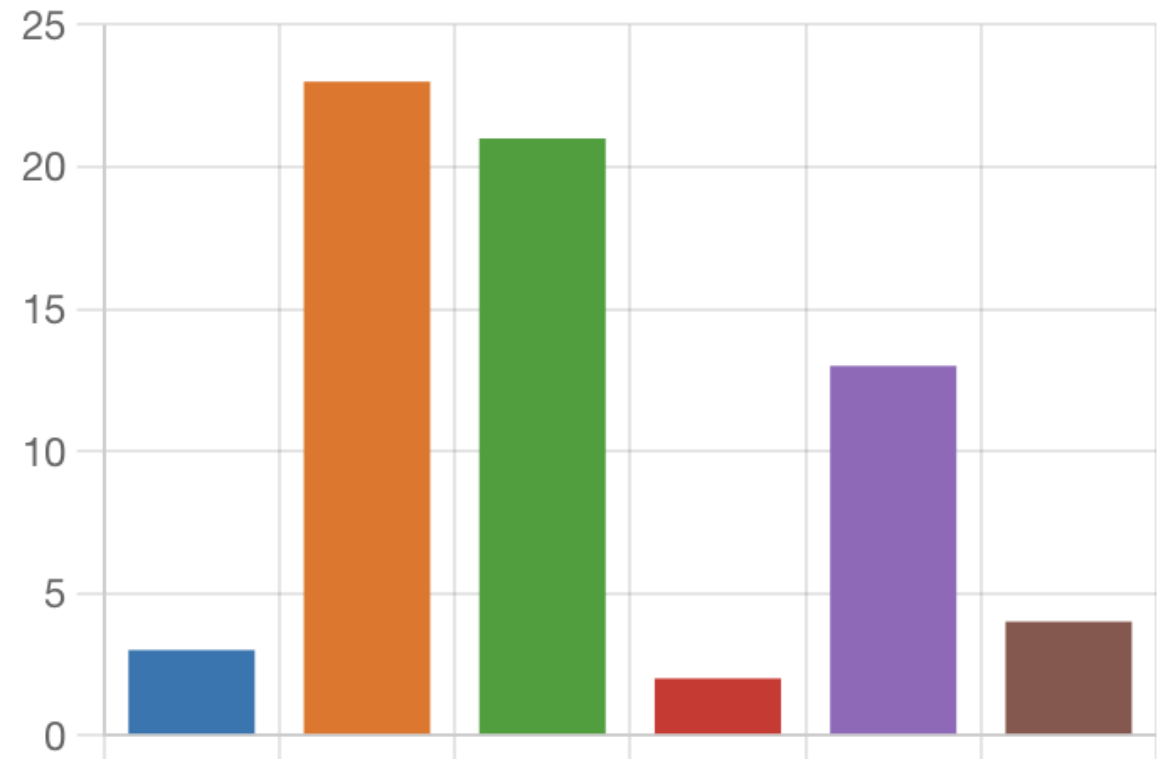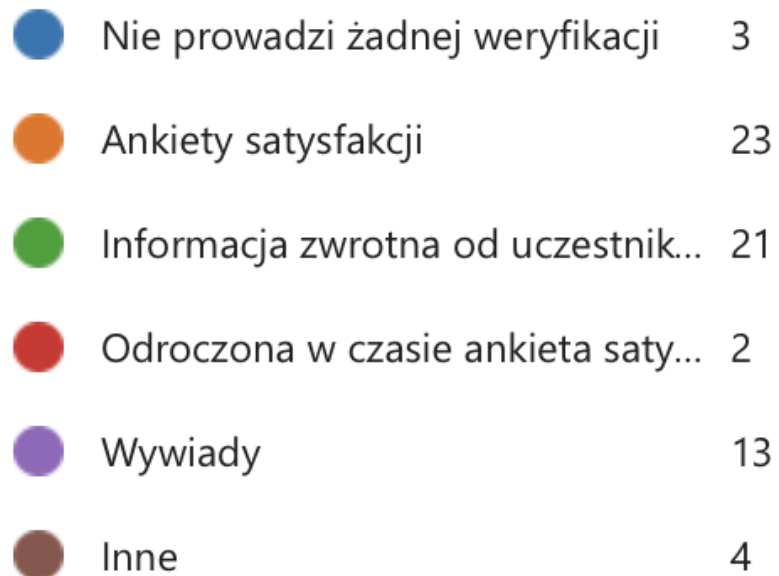- games and simulations - 12 indications
The responses with the least number of indications (4 each) were: "portfolio" and "does not verify the acquisition of comp

Activities to verify the implementation of acquired skills (3 most common indications):
- follow up - 15 indications
- interviews - 14 indications
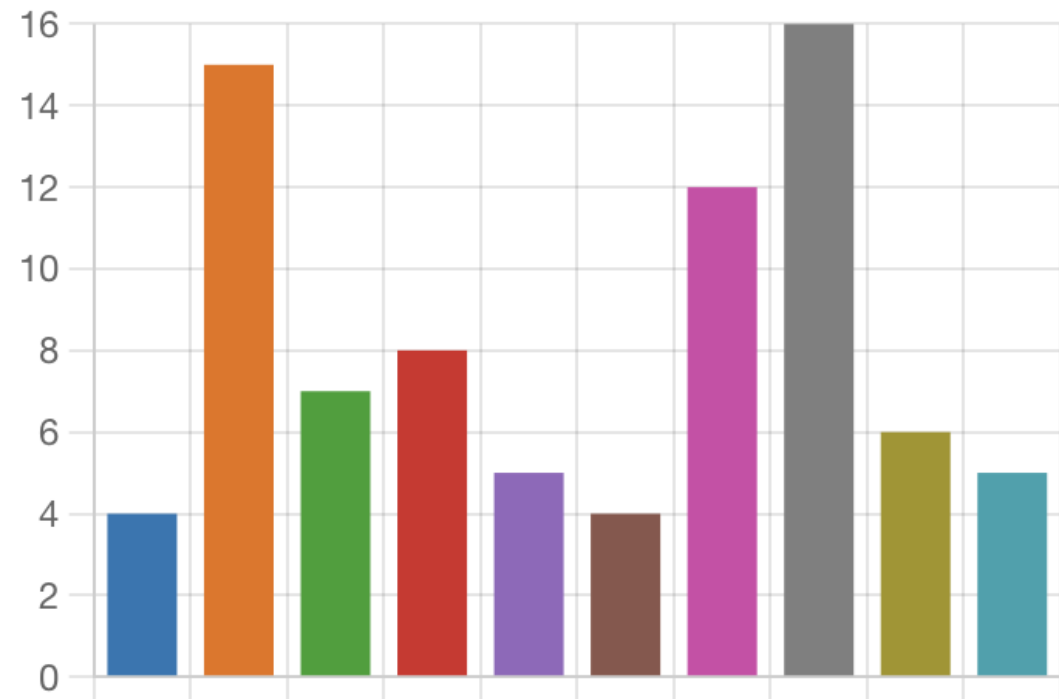- deferred evaluation - 11 indications
The least number of indications (3) received the answer "renewal of certification"

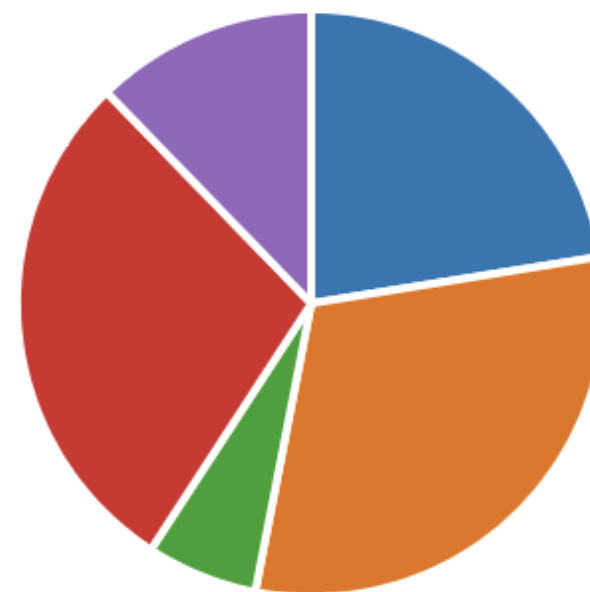# 28. How does your organization verify the level of satisfaction of recipients of educational services?

- 🔵 Nie prowadzi żadnej weryfikacji — 3
- 🟠 Ankiety satysfakcji — 23
- 🟢 Informacja zwrotna od uczestnik... — 21
- 🔴 Odroczona w czasie ankieta saty... — 2
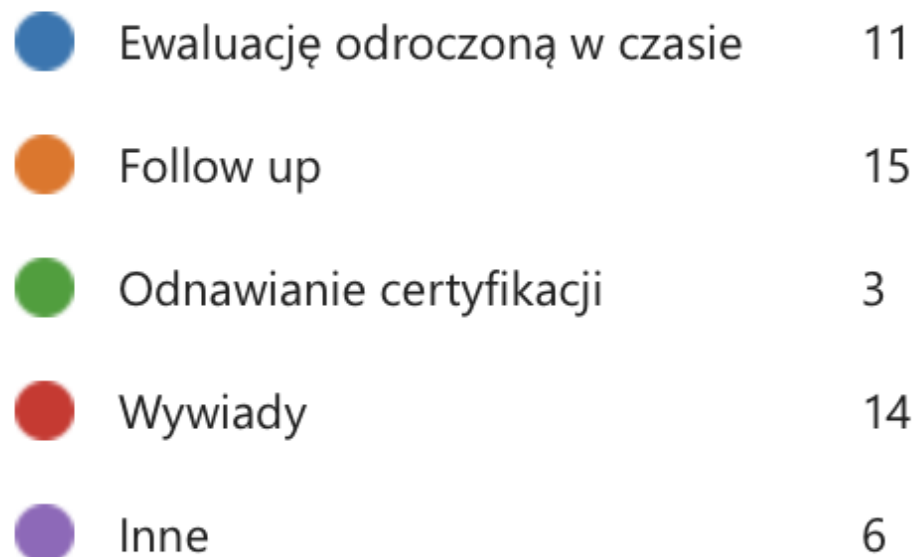- 🟣 Wywiady — 13
- 🟤 Inne — 4

29. how your organization verifies the acquisition of competencies by participants in educational processes

- 🔵 Nie weryfikuje nabycia kompete... 4
- 🟠 Testy, quizy 15
- 🟢 Egzaminy wewnętrzne 7
- 🔴 Egzaminy zewnętrzne 8
- 🟣 Rozwiązywanie case study 5
- 🟤 Portfolio 4
- 🟣 Gry i symulacje 12
- ⚪ Zadania praktyczne do wykonania 16
- 🟡 Prezentacje projektów 6
- 🔵 Inne 5

30. what steps does the organization take to verify the implementation of acquired skills

🔵	Ewaluację odroczoną w czasie	11
🟠	Follow up	15
🟢	Odnawianie certyfikacji	3
🔴	Wywiady	14
🟣	Inne	6

Applications

1. Evaluation activities carried out by educational units are conducted both at the level of participant satisfaction - mainly satisfaction surveys and feedback from participants, competence acquisition - mainly practical tasks to be performed and games and simulations, and implementation of acquired skills - mainly follow up and interviews with participants or principals.

2. What is surprising is the high implementation rate of follow up (15 votes) and deferred evaluation (11) when we know from the market that clients rarely choose to purchase this type of service. Excluded from this objection are universities and colleges that conduct deferred evaluation through career offices, studying the fate of their graduates. On the other hand, if the respondents' declarations reflect reality, this is a very good qualitative signal for the evaluation processes conducted.

PART VI - VERIFICATION OF EXPECTED COMPETENCE OF EMPLOYEES

VERIFICATION OF CORE COMPETENCIES 1/2

Competencies expected by employers - the first 3 with the highest number of indications for each category of sakla, expressed in percentage 1/2:

KEYWORDS:
- 59.4% - Ability to analyze and identify educational needs in the context of professional needs
- 53.1% - Ability to conduct the educational process with high participant satisfaction
- 50% - Ability to design the educational process - objectives, scenario, materials

IMPORTANCE:
- 62.5% - Ability to acquire knowledge, methodologies and tools to prepare training/course/activities
- 62.5% - Ability to create educational tools tailored to the competence level of participants
- 56.3% - Ability to manage the group process and eliminate behaviors that block participant learning

I HAVE NO OPINION:
- 34.4% - Ability to create tools to verify the effectiveness of educational processes
- 34.4% - Ability to conduct blended learning processes
- 18.8% - Ability to give developmental and corrective feedback (at the same time 46.9% consider this competency to be key)

Competencies expected by employers - the first 3 with the highest number of indications for each category of sakla, expressed in percentage:

LITTLE IMPORTANT:
- 9.4% - Ability to analyze and plan further development of participants in educational processes

The remaining 6 categories each received one vote or 3.1%; 4 categories received no indication in this scale category

NOT IMPORTANT:
- 6.3% - Ability to conduct online educational processes (2 indications, with 46.9% considering this competence important)

This is the only competency on the list that received an indication in the "not important" category

31. what competencies do you consider to be key to driving the education process? 1/2

31. what competencies do you consider to be key to driving the education process? 2/2

32. space for personal comment

6 Odpowiedzi

ID ↑	Nazwa	Odpowiedzi
1	anonymous	Pytanie 29 jest nieoczywiste. Polecenie zakłada zaznaczenie trzech najważniejszych kompetencji, a poniżej wykazane jest 12 kompetencji z uwzględnieniem gradacji... nie jest to dla mnie jasne czy należało zaznaczyć gradacje trzech najważniejszych (przy czym wówczas nie widzę sensu możliwości zaznaczenia odpowiedzi "nie ważne") czy należało zaznaczyć gradację we wszystkich podanych możliwościach (wówczas trudno określić w jaki sposób odznaczyć trzy najważniejsze kompetencje)
2	anonymous	Działania niekonwencjonalne i samokształcenie organizacji na bazie własnych doświadczeń podczas ewaluacji podejmowanych działań.
3	anonymous	brak
4	anonymous	Dziękuję za poruszenie ważnego rynkowo aspektu rozwoju organizacji odpowiedzialnych za uczenie i rozwój.
5	anonymous	Y
6	anonymous	bez sensu, pytanie nie dostosowane do realiów szkół publicznych

Applications

1. Respondents considered the key competencies needed to implement professional education processes to be the ability to identify and analyze educational needs, conduct educational processes and the ability to design them. The "important:" group still included the ability to acquire knowledge, methodologies and tools for teaching, the ability to create tools, and the ability to manage the group process with the elimination of factors that disrupt the learning process.

2. What is surprising in the survey is the indifferent attitude ("I don't have an opinion") to such a competence as the use of blended learning (34.4%) especially when we ourselves currently use the whole cross-section of available sources of learning, e.g.: one-on-one training, training courses, reading tutorials, online courses, isnstructure videos (YouTube, rolls on Tik Tok, Instagram).

Applications

3. Among those surveyed, it appears that their organizations practically do not use computer software to manage recruitment processes or employee evaluation analysis. Two organizations say they use computer software in implementing recruitment processes, and three in implementing employee evaluation processes.

4. The level of respondents' awareness of sub-processes in the area of HRM is high, but it should be remembered that the survey did not definitively verify whether the activities in question are implemented systematically or incidentally.

RECOMMENDATIONS AND SUMMARY

RECOMMENDATIONS:

1. According to the survey, most educational institutions are SMEs. Small organizations do not have large budgets to purchase consulting or outsourcing services to support the management of liudz resources (HRM), Therefore, it is worth creating a course that will allow organizations to professionalize HRM in educational institutions.

2. The survey indicates a great need to build a qualitative approach to HRM and teach systems thinking about the process.

3. The lack of certificates confirming the possession of a quality system suggests that it is worthwhile to teach staff responsible for the development of educational personnel, the creation and development of simple procedures, while explaining the sesn of creating such documents.

4. We can also see the need for competency profiling and teaching to identify the key competencies needed by an organization to świad the provision of quality services.

5. In the case of key competencies, in addition to the implementation of immediate tasks, educational institutions need to think about the competencies of the future, which will be necessary to carry out educational processes. (Some professions are dying out, and new ones are emerging in their place).

RECOMMENDATIONS:

6. The rather low interest in blended learning and online learning skills suggest the need to manage teams in such a way that they can respond quickly to the changing environment and can quickly acquire new competencies.

7. Opportunities should be identified to implement and teach the use of software that automates HRM processes and supports in data analytics.

8. The area of employee development management requires a sharper view and precise planning - the indication by respondents of the need to have their development budget allows one to guess that employees in this regard expect quite a lot of autonovation, or they consider the activities proposed to them as low-quality services or not corresponding to their educational needs.

9. In HRM in educational institutions, it is worth focusing on a pro-customer approach - building a model of communication with the customer in which, at many stages of the process, we can verify their level of satisfaction, effectiveness and relevance of our offer.

RECOMMENDATIONS:

10. It is worth deepening research into the HRM process by conducting qualitative research as well, verifying whether the processes and activities asked about in the survey are actually occurring or are just wishful thinking on the part of respondents.

11. The implementation of the mentioned recommendations and work on the studied processes can be strengthened by the development of competencies in the management of goals and objectives.

Summary

The doctrine of quality is continuous process improvement, whether you are a small or large organization, private or public. Realizing the quality doctrine is also a challenge for any organization.

Private VET institutions in reality are small organizations employing between 1 and 20 people. These organizations, due to their small structure and private ownership, have a high degree of ease in responding to the world around them more easily undergo change. Small private organizations that are not subsidized by the budget, on the other hand, have a more modest ability to finance change, develop employees, or implement innovations.

At the other extreme are public vocational training institutions, whose employment is mostly arranged in the area of medium and large organizations. They are subsidized by public funds, have many restrictions that are imposed on them by laws and resolutions of regulatory bodies. Responding to the dynamics of events and implementing changes is more like turning a large container ship around at sea - you need more time, a lot of space and caution not to run aground.

Summary

Whether a vocational training institution is a speedboat or a large ship, it must respond to the dynamics of the environment, it must take care of the quality of the management of its human resources, the high standard of its services and take care of its customers. Ignorance can lead to a situation where the storm of reality throws customers overboard sinking both the container ship and the small boat.

Therefore, we encourage those in managerial roles at VET institutions to look at sub-processes in the area of HRM and answer the questions: what can be improved, what needs to be implemented, how to eliminate deficits, especially competency deficits, so that the end customer is satisfied and so that they can monetize the competencies acquired with us.

The results of the research we conducted are still continuing. You can observe them at the link:

https://tiny.pl/wxnmb