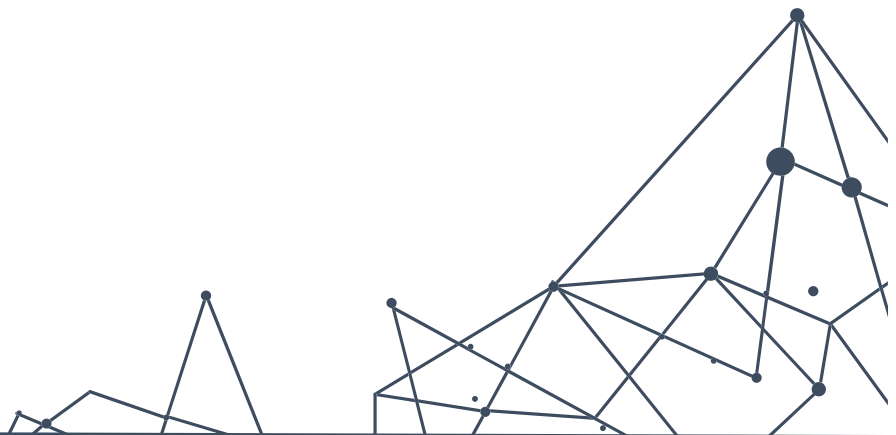


Session 4 – exemplary application

Worksheet

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Application of the CGC-Roundabout for Digital Transformation and success factors

Task 1

1. Read the case example “Julia”.
2. Divide the example into six sections. Assign the individual sections to the phases of the CGC-Roundabout methodology (engagement, assessment, planning, action, results, evaluation).
3. Elaborate for every phase which success factors (actions and attitudes of the counsellor) contributed to the success of the counselling process. Use table 1 to fix your results.

Task 2 (optional)

1. Read the case example “Gerd”.
2. Divide the example into six sections. Assign the individual sections to the phases of the CGC-Roundabout methodology (engagement, assessment, planning, action, results, evaluation).
3. Elaborate for every phase which success factors (actions and attitudes of the counsellor) contributed to the success of the counselling process. Use table 1 to fix your results.

Task 3 (optional)

1. Read the case example “Mr. E.”.
2. Divide the example into six sections. Assign the individual sections to the phases of the CGC-Roundabout methodology (engagement, assessment, planning, action, results, evaluation).
3. Elaborate for every phase which success factors (actions and attitudes of the counsellor) contributed to the success of the counselling process. Use table 1 to fix your results.

Phase	Success factor
Engagement	
Assessment	
Planning	
Action	
Results	
Evaluation	

Table 1: Phases of the CGC-Roundabout for Digital Transformation methodology and success factors



Case Example “Julia”

Case example for the application of the CGC Roundabout for Digital Transformation as learning material for the preparatory webinar session 4 “Exemplary Application of CGC Roundabout for Digital Transformation”



1. Introduction

This case study forms the basis for the group work in the 4th unit "Exemplary application of CGC roundabouts for digital transformation" of the preparatory webinar on the application of CGC roundabouts for digital transformation. In this scenario, a learner's search for a career guidance service is the starting point of the multi-stakeholder guidance process.

2. Task

Read the case study at your leisure and then discuss the questions on the worksheet with your group partners.

3. Case description "Julia"

Julia is 51 years old and a university graduate. After graduating, she worked very successfully in library management in a public library for over 10 years. However, after the birth of her first child, she and her husband decided to give up her job so that she could devote herself entirely to childcare. It was not an easy decision for her, but times were different, and she felt it was her duty as a mother to be there for her child, at least in the early years. Three years later, however, another child was born. In total, she was out of the labour market for over 15 years.

When she wanted to return to work, she found it was not so easy. Her former employer - the public library in the city - no longer exists. As she had previously had an office job with a lot of administrative tasks, she first tried to find another office job in an administrative role. But she was unsuccessful. During the few interviews she was invited to, it became clear that office work had changed a lot. Whereas she used to occasionally use a PC to write emails, create simple Word documents or edit Excel spreadsheets, now everything is done digitally. Employers, for example, asked her about her experience with specialised office software that she had never heard of before. This experience was a real blow to her confidence. She used to see digital skills as one of her strengths. She also received a lot of admiration for her digital competences as part of the volunteer work, she did during her time as a stay-at-home mum.

After her own job search proved unsuccessful, Julia decided to contact the local PES office for advice. However, she was disillusioned to find that the counselling was very impersonal and strictly protocol based. In addition, the PES only offered online counselling at the time, which was not ideal for Julia. She had little experience of online meetings, was unsure of how to use the meeting software and therefore felt uncomfortable in the counselling situation. The counsellor then offered to put her in touch with a staffing company that would guarantee her a job. Julia was not enthusiastic about the idea. But she had been looking for work for some time without success. And since her husband had recently lost his job, they could really use the money.

Julia was told by the temporary employment agency that although she had a high level of formal qualifications, her training was no longer up to date. She could therefore be offered jobs that required only low qualifications. Because of her winning attitude in interviews, it was not difficult for the temporary

employment agency to place Julia. She got a job in retail, stocking shelves and occasionally working at the till, and then worked in a warehouse for a large online retailer, assembling goods for despatch. She now works in a fast-food restaurant. The problem is that she has had all these jobs over the last three years and has never been employed for more than a year at a time. This was fine for a while, but now she feels that something has to change. She doesn't want to keep changing employers and jobs until she retires, she wants to find a longer-term job.

A friend she talks to about the situation suggests she go to a local careers service instead of the PES. She has heard that there is a new subsidised and therefore free advice service for people over 50. This might be the support Julia needs. Julia does some research and finds out from the website that the counselling service does not have a branch in her town. However, there is the option of using online counselling. Julia is not very happy about this at first because of her negative experience with online counselling at the PES. In this case, however, things are a bit different. The website is very clear. The service advertises that it takes time for the client's personal situation and works with them to find the best solution for their future career or re-entry into the labour market. In addition, the consultants introduce themselves with personal profiles and there is an easy-to-understand guide with illustrations that explains step-by-step how to use the meeting software. Julia overcomes her doubts and makes an appointment online. The first meeting with the counsellor started very open and friendly. The counsellor took time to introduce her counselling and Julia was able to describe her current professional situation. Together with the counsellor, she formulated her interest in counselling: With the help of the counsellor, she wants to find out if there is any further training that would help her to get back into stable employment, where she can build on her qualifications (librarian) and experience in administrative work in companies.

Julia has indicated to the counsellor that she is very unsure whether she can successfully learn again. They agreed that during the counselling process they would look more closely at Julia's strengths and professional experience and work out potential requirements for suitable further education. The counsellor also agreed to explore current needs in the local labour market and to identify with training providers whether there are suitable training courses. At the end of this first conversation, Julia was a little more confident. She thought the counsellor was interested in her and together they had worked out some plans on how the counselling could continue.

The counsellor asks Julia to tell him about her current situation in the work context and gives an impulse to narrate her vocational and educational biography and professional career. Together they collected strengths that helped Julia so far to manage her job life and to overcome difficulties. The conversation focused also on her attitude and experience towards learning. The counsellor listens to her concerns and reservations about training. Together they discovered some criteria that make a reasonable learning situation. For Julia it is especially important that she can combine learning with her family duties. Discussed was also the need for financial support during a learning period if Julia cannot work hundred percent.

It was helpful to look at the labour market together. Julia wants to understand if she has a chance to re-enter a better qualified job (as a librarian or in an office). In the ESCO database, the client and the counsellor analysed the skills for the job field "General office and administrative tasks" in more detail. Julia has most of the necessary skills, but she wants to deepen her knowledge and skills in using IT in this context (information skills, data processing and management, using computers in an office context, using digital tools for collaboration) (<https://esco.ec.europa.eu/en/classification/skills?uri=http://data.europa>). For this field (clerical and administrative jobs) Julia with the support of the counsellor has identified three possible vacancies and looks at the job descriptions.

They agree that it might be a good idea for Julia to contact one of the employers she knows from a previous job. The counsellor will contact two other employers to find out exactly what IT skills are required and if the employer supports training or can recommend a specific training that Julia could use to catch up. In addition, the counsellor will discuss with an expert from the Chamber of Industry and Commerce what labour market information is relevant for analysing Julia's situation.

Additionally, they planned a structured needs analysis. This is based on a manual describing different digital skills in a structured way. Julia identified with the support of the counsellors' competences where she thinks these are still well developed as well as where she might need training. The counsellor gave Julia additionally an internet-link, where Julia can undergo a self-assessment (competence self-assessment for digital skills). They made a new appointment where they will discuss the information they collected from the employers and the results from the self-assessment.

When Julia started the process her career goals were quite vague. She had the feeling that she should make more out of competences and experiences. With the process she gained more confidence that there might be a way to realize this goal to some extent. The process so far has given her more strength and positive self-belief. Practically she learned about concrete employment offers and the digital competence-gap she wants and can address.

Now she takes time to formulate her goals. Writing down that she wants to get a new employment feels very good. She sees it as a brave move. With the support of the counsellor, she set some sub goals she needs to reach in this way.

- Main goal: find a new, sustainable, and qualified employment (e.g. office clerk, team assistant, assistant in technical documentation or related).
- Sub goal 1: take part in a training regarding the following competence: technical documentation, data management
- Sub goal 2: identify possible trainings and contact providers
- Sub goal 3: clarify support (financial, employer if applicable)

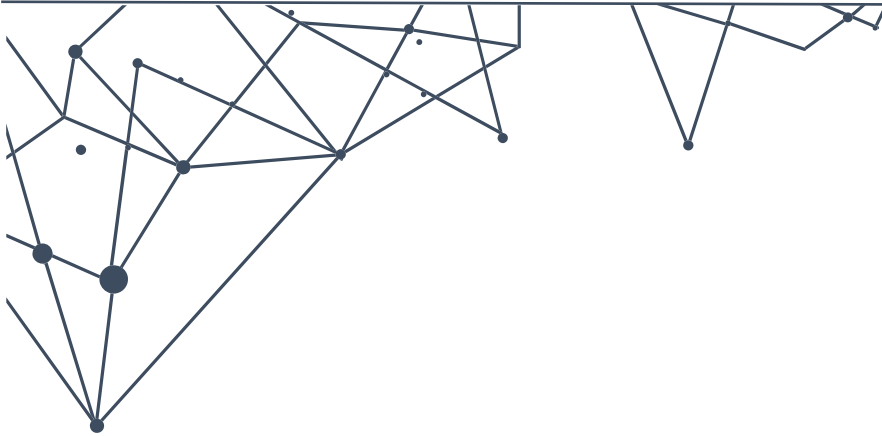
The course of action will take probably more than a year – a long time. But detailed plan for the identification the right further training and the application activities make her confident. The most crucial

point seems to be the financing of the training and her living when she will reduce her current job to 70%. The counsellor showed Julia a feasible way of having a grant for the training cost and they discussed possibilities of having support from PES/JobCenter for the loss of income during the training phase. Julia found a provider for suitable training with the help of the counsellor. The times for the training were discussed with the provider. The biggest current challenge is funding. Julia can reduce her current working hours, but this will reduce her income. The counsellor supports Julia with possible financing for this intermediate phase.

The training could thus begin. Julia has some doubts at the beginning and also some practical difficulties to organise the learning besides work and family. The counsellor was able to support Julia again and encourage her to take some of the pressure off herself, e.g. with her family, and to plan her learning time. At the same time, Julia started looking for a new employer. Her training will last a total of 6 months, after which she would like to find a new job as quickly as possible. Through the counselling, Julia has learned new strategies for finding a job, which she can now use. She approaches different employers and applies on her own initiative. The counsellor can further support her here with his network contacts. He sends her tips on job vacancies and Julia can discuss her experiences with applications with him.

Julia met with the counsellor again after completing her training. Together they discussed the learning outcomes and the counsellor helped Julia to complete her application documents to improve Julia's chances of finding a new job.

In the same session (see phase 5), the counsellor and Julia take time to discuss and reflect the process (evaluation). On the one hand, it is about finding out how Julia experienced the support, what was helpful and supportive and how the counselling could have been even more effective. On the other hand, the counsellor wants to show Julia again what development she has gone through and how she has used and developed her resources. Julia has not only recognised her competences and needs, but she has also built up more self-confidence to assert herself on the labour market with her skills.



Case Example “Gerd”

Case example for the application of the CGC Roundabout for Digital Transformation as learning material for the preparatory webinar session 4 “Exemplary Application of CGC Roundabout for Digital Transformation”



Introduction

This case study forms the basis for the group work in the 4th unit "Exemplary application of CGC roundabouts for digital transformation" of the preparatory webinar on the application of CGC roundabouts for digital transformation. In this scenario, an employers' search for support in planning HR measures accompanying a digital transformation project in the company is the starting point of the multi-stakeholder guidance process. However, the case focuses on the situation of a learner who is employee at the company of the employer.

Task

Read the case study at your leisure and then discuss the questions on the worksheet with your group partners.

Case description "Gerd"

Gerd is 50 years old and has been working as a technician in a medium-sized printing company for 32 years. Over the years, the skills required for his job have changed little. New machines have been bought and some production steps have been automated, but Gerd's job profile has hardly changed. For many years, his daily routine consisted of preparing printing plates and paper or other materials for upcoming print jobs, manually calibrating the machines and performing maintenance tasks such as cleaning, lubricating and replacing worn parts.

One morning there is a meeting with all the production technicians, called by the management. During the meeting, Gerd hears some news that he doesn't like. The management presents its plans to change the production process to so-called CNC machines in order to remain competitive in the future. A representative of the company that will supply the new CNC machines is also present. In a short presentation, the representative explains how CNC machines work and how the technicians' work will change. Instead of working directly on the machines and skilfully using tools, the presentation includes phrases such as "using CAD/CAM software to program the CNC machines to carry out print jobs" or "monitoring real-time data from the machines via displays". The management then takes the helm and makes it clear that the upcoming changes will require different and new skills from the workforce. The plan is to offer employees training to learn how to use the new machines, and employees are expected to be open to the changes and motivated to take part in the training. The company is currently working on developing the new production process and adapting the job profiles. This will be used to identify the skills required and then to discuss with individual employees who needs what kind of training. He also explains that they will be using the support of an external CGC service. A counsellor will come to the company to help management create job profiles, assess employees' current skills and plan appropriate training courses.

Gerd feels very uneasy. He has been happy with his job so far, liked the established routine and actually hoped that things would continue like this until he retires. Gerd doesn't really want to learn anything new, especially when it comes to digital things. He is not particularly interested in digital devices and applications.

He has a smartphone that he is at war with. He is always afraid of clicking the wrong thing and only really uses it because his social circle, including his volunteer work for a charity, uses messenger services to communicate with each other. His family have shown him how to use his smartphone to make calls and send messages so he doesn't lose touch. Recently, his daughter taught him how to use his smartphone for online banking and set up an email account for him to use on his smartphone. Other than that, he can't do much with it. When the charity recently had to switch to a different messenger service for privacy reasons, his daughter had to help him install and set it up.

A couple of days after the information about the planned changes in the production process Gerd, as all other employees, are invited for personal skill assessment sessions with a counsellor of a local CGC service.

During this first session, the CGC noted that Gerd:

- wants to keep his job, but is resistant to change: its hard for him to consider the possibility to be involved in different work activities or jobs and to adapt to the company's and printing sector changing;
- rejects the idea of investing time and energy in technical and training courses aimed at digital skills development, despite the fact that that he does currently not have the skills to work with the new digital machines.
- claims that he knows how to use essential digital tools and software (online banking, personal email management...) for daily life, but he does not see himself working with digital machines.

The CGC decides to investigate his general level of digital competence with the DISC project's online self assessment tool, how and how often he uses media and technology and his attitude towards technology using the MTUAS. From the MTUAS, the CGC selects specific subscales:

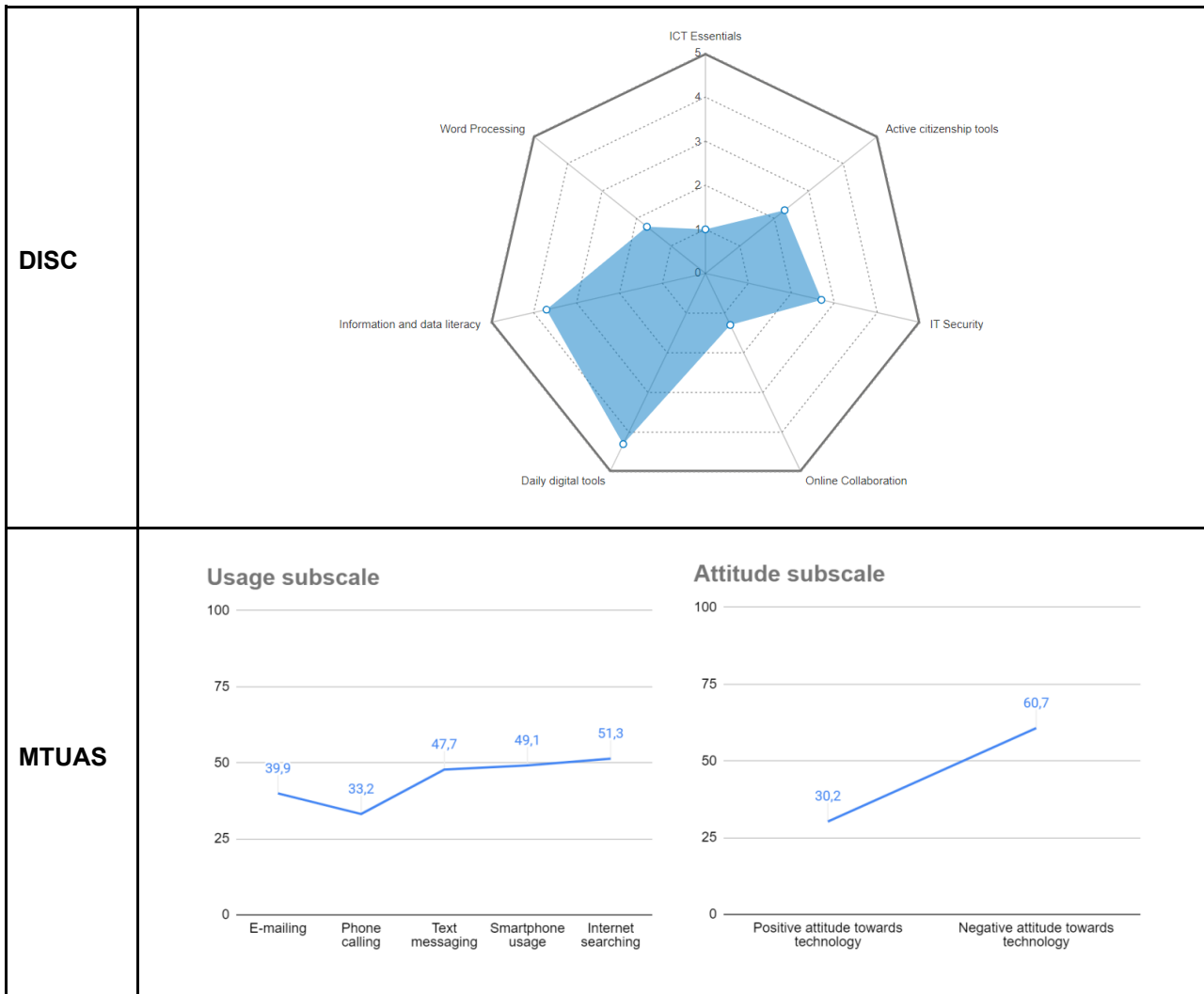
- Usage subscale: smartphone usage, internet searching, E-mailing, text messaging, phone calling;
- Attitude subscale: positive attitudes towards technology, negative attitudes towards technology.

The CGC discusses the results with Gerd during the second session. The CGC explains Gerd the purpose of the assessment process and how the results help the reflective process about planning his professional future.

Since the MTUAS is not an online tool, the CGC prepares an online survey (e.g., Google Forms) entering all the items of the subscales. Gerd answers the online questionnaires with the CGC's computer. In this regard, it should be noted that the counselor took into account Gerd's stated ability about using the PC expressed in the first session (no anxiety toward technology) and the possibility to support Gerd for technical issues, if necessary. After completing the questionnaires, the CGC examines the results described in the graph with Gerd (See tab 1).

Tab 1. Results of the Gerd's answers at the MTUAS

Tool	Results
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Together Gerd and the CGC take a look at the results. The CGC explains the different graphs and what they mean. The CGC explains that the results hint towards a medium level of usage of a smartphone, a rather negative attitude towards technology and a rather low self-assessment in the area of essential ICT competences.

Gerd comments on the results, claiming that he had to learn to use the smartphone due to force of circumstance, as he had to communicate via messaging apps with his daughters and volunteers at the charity in which he is involved. Learning to use the smartphone cost him a lot of effort and was only possible thanks to the support of his family. Given the difficulties he had and since he does not feel confident when it comes to technology, he never wanted to learn anything else.

Then the CGC asks the following questions to support the discussion:

- You said you spent a lot of time and energy learning how to use the smartphone. How do you feel now seeing the path you have taken and the results you reached?
- What do you think if to stay in your current company you have to attend a training course to develop digital skills?

Gerd replies that he is somewhat proud of himself that he managed to learn how to use the smart phone for different tasks. However, he also says that he feels only secure in these specific activities and tasks and that he is very insecure if something happens that is out of his routine use of the smart phone. He specifically mentions notifications that appear on his smartphone that often confuse him or that he simply doesn't understand.

He also emphasised again that he would like to stay in the company but doesn't feel very motivated for a training. Asked for the reason by the CGC, Gerd replies that he was never good at school and was very happy when he was out of school and just doing hands-on work.

The CGC explains Gerd, that he will discuss the results of Gerd's and the other colleague's assessment sessions with the company management and that he will get back to him soon.

A couple of days later, Gerd is invited for a meeting with the CGC and the company manager. They have discussed the results of the employee assessments and looking at the results and the age of some of the employees, including Gerd, they think that the current digital skill level is too low for being able to train them as full CNC technicians. For instance, tasks in relation to CNC programming with CAD/CAM software demand high digital skills. They don't think that it is practicable to provide them with this kind of training because it would take them a lot of time to get to the required digital competence level and it would cost the company also too much money to provide such extensive training. Also, they say that for the training a positive attitude towards technology use is a requirement to be able to successfully complete the training.

Then the manager points out that he is very satisfied with Gerd's job performance and that he values his work motivation and his commitment for the company and that they were looking into different options on how to integrate Gerd and other colleagues with a low level of digital skills in the new production process.

They drew up a plan with new job profiles. Prior to this, the management's idea was that every employee should be able to operate the machines independently, i.e. from programming CNC programmes with CAD/CAM software to setting up the machines (importing programmes into the equipment, setting parameters) using digital interfaces, diagnosing problems using digital interfaces, and mechanically repairing and maintaining machine parts. In view of the existing skills of the employees, it was decided to develop two complementary job profiles, despite the relatively small total number of employees. In the future, there will be two types of technicians. CNC programmers - they will be responsible for programming and improving CNC programmes, as well as managing the maintenance of the software environment, i.e. installing new updates for the various software programmes. There will also be CNC machine operators and maintenance technicians. Their role includes all mechanical work and repairs on the machines. Activities that require digital skills are limited and mainly relate to importing various CNC programmes that have already been created in line with current print jobs and reading data and error messages from the displays of diagnostic devices.

The management explains to Gerd that, based on the assessment, he will be expected to work as a CNC machine operator and service technician in the future, and whether he can see himself doing this.

Gerd is unsure how to react. On the one hand, he is pleased that his employer is investing energy in finding a solution to how Gerd can be used in the new production environment. However, some elements of the job profile, such as importing CNC programmes or reading data and error codes using digital diagnostic equipment, make him feel insecure.

He expresses his uncertainty and says that he is afraid that he won't be able to do this either. The CGC tells Gerd that it is perfectly understandable that the changes make him feel insecure. He asks Gerd if he thinks it is possible for him to get so good at using his own smartphone that he can use it independently and confidently. Gerd is a little surprised by the question, but replies that he can well imagine it. Since so many people can do it, he is convinced that he can too.

The CGC replies that the activities that Gerd would be expected to do in the new role are not very different from what you would need to do to be able to use a smartphone independently and confidently. From his point of view, it would be a good idea for Gerd to take a short course first to strengthen his basic digital skills, especially in using a smartphone, but also a desktop PC. This should give him confidence in the basic use of digital devices and applications, and also boost his self-confidence. He will then attend a training course offered by the company supplying the new machines, which will be tailored to his future role.

The CGC also explains to Gerd that the two training courses cannot be compared to his school experience. For the basic digital skills training, a provider has been chosen that is tailored to people like Gerd. There are no theoretical lectures, just hands-on practice with the smartphone and the PC. The CGC also assures Gerd that the provider has a lot of experience with this people with low digital competences, and that the training is primarily about gaining security and self-confidence.

Gerd is also reassured about the training on the CNC machines. He is only there with his colleagues from work, all of whom have a similar level of expertise, and the supplier has assured him that it is part of their daily business to familiarise technicians who have never worked with CNC machines before with the new and unfamiliar machines. The training is also carried out on site - in the company, directly on the machines. The company has also talked to employees with better digital skills. In the future, they will be available as mentors when problems arise in the work process that Gerd cannot solve on his own.

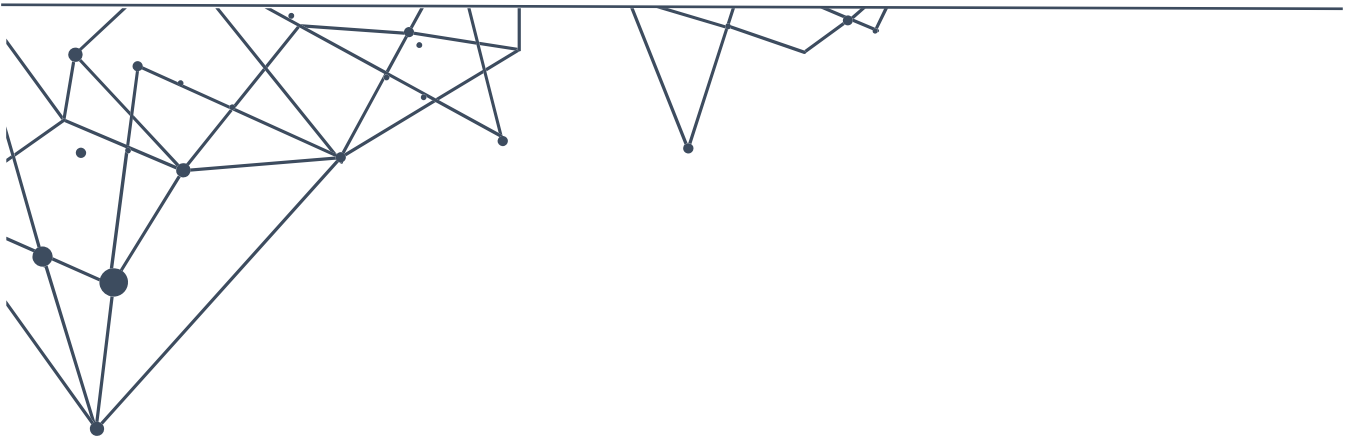
Gerd feels well understood in his situation. He is motivated by the fact that they want to keep him as an employee, and the descriptions of the training courses have allayed many of his fears, so he agrees to the proposed plan.

A few weeks later, Gerd starts his first training programme to strengthen his basic digital skills with his smartphone and PC. He notices that it makes a difference whether a family member or friend shows him something on his phone or whether it is done by a trained trainer. He can follow along much better and understand what he is actually doing. He also likes the fact that everyone in the group is at a similar level to him. Before the training, the CGC gave him their contact details in case there were any problems during the training. Fortunately, there were none.

At the end of the training, Gerd receives a certificate of attendance, which he hands in to the HR department as proof that he has completed the training. Although there was no exam at the end of the course, Gerd felt that he had learned a lot and, most importantly, gained a little more confidence in using digital devices and applications.

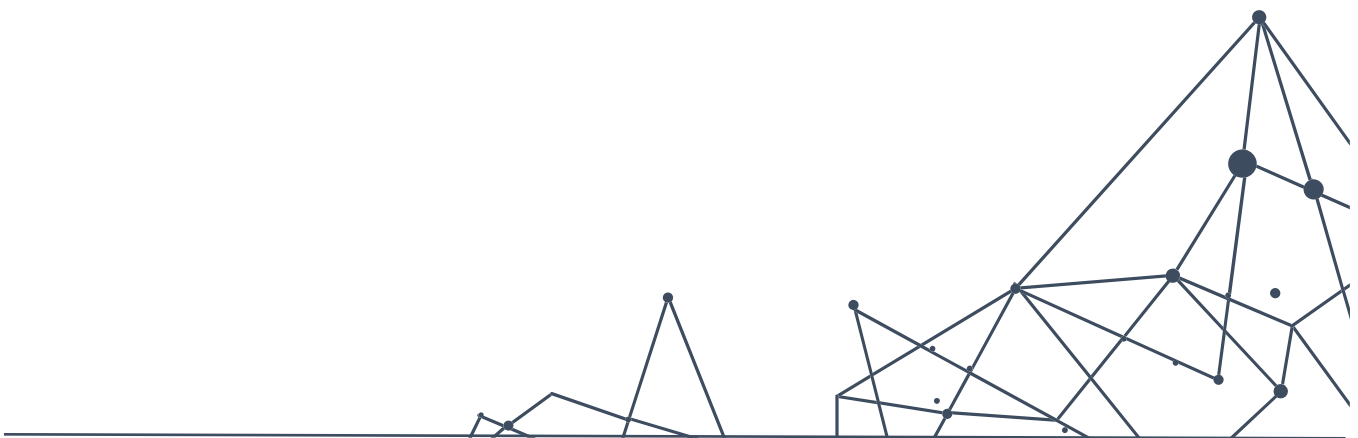
As a result, he was now looking forward to training on the CNC machines with curiosity rather than apprehension. Although the training itself was a little tighter than the previous basic training, he felt he was in good hands here too. At the end there was a test of sorts, where each colleague had to carry out a specific job on the CNC machines independently. Gerd did extremely well and is very proud of the certificate he received confirming that he had successfully completed the training.

Once all the employees had completed their training, they were all invited to a meeting with the company manager and the CGC. They discussed how the completed training programmes had gone and where the employees and management felt further training would be useful. The CGC also asked the participants to give him feedback on how they felt about his involvement in the process.



Case Example “Mr. E.”

Case example for the application of the CGC Roundabout for Digital Transformation as learning material for the preparatory webinar session 4 “Exemplary Application of CGC Roundabout for Digital Transformation”



Introduction

This case example forms the basis for the group work in the 4th unit "Exemplary application of CGC roundabouts for digital transformation" of the preparatory webinar on the application of CGC roundabouts for digital transformation. In this scenario, an employers' search for support in planning HR measures accompanying a digital transformation project in the company is the starting point of the multi-stakeholder guidance process. The case focuses on the situation of the employer.

Task

Read the case study at your leisure and then discuss the questions on the worksheet with your group partners.

Case description "Mr. E."

Mr. E. is the owner of a medium-sized, family-run company. He took over the business from his father, who held on to tried-and-tested manufacturing processes and procedures for a long time. While digitization has progressed well in the commercial area of the business, the machines in the production area are still of a purely conventional nature. Milling, machining and turning are still carried out in the family business with precision by eye and without computer support. Two out of ten employees in the production area are about to retire. Due to the shortage of skilled workers, Mr. E. is having difficulty filling the positions. However, since Mr. E. wants to continue to grow with his company and produce in larger quantities than before in order to remain competitive, he decides to purchase new production machinery.

On the one hand, a 3D laser scanner will help to measure the raw material for production more precisely and make suggestions for optimal material utilization. On the other hand, Mr. E. is going to buy CNC machines that can process the material independently, perform quality checks and report defective machine parts as well as malfunctions in the process.

All machines are to communicate with each other via app in order to adapt the operating processes to each other and to detect malfunctions more quickly.

Mr. E. wonders whether the previous skills of his employees are sufficient for the new machines.

Mr. E. contacts the external HR consultant Mr. C., who was recommended to him by a good acquaintance who is also a company owner in the industry. In a first conversation, which takes place on the premises of the company, Mr. E. describes his request. He wants to order new machines for his production plant and wonders whether the skills his employees bring with them are sufficient. At the same time, he is concerned about how he will be able to change the machines with the full order books without the entire operation coming to a standstill.

Mr. C. and Mr. E. visit the workshop with the old machines together. Mr. E. describes the new functions of the machines he has ordered. This allows Mr. C. and Mr. E. to work out that behind the original concern about whether the employees have the necessary competences, there is a hidden concern for advice on

appropriate further training with which the employees can acquire the necessary digital competencies. Mr. C. notes the concern in a joint counselling document.

Mr. C. takes a closer look at Mr. E.'s concerns about how to change the machines when the order books are full. Together they look at what it takes to change the machines. For one thing, the new machines have to be delivered and set up. In the workshop, preparations also have to be made on the subfloor and in the power connections. In addition, Mr. E's employees need further training to be able to operate the machines. Mr. C. explains to Mr. E. that as a counsellor he has no influence on the delivery times of the machines and the preparation work. However, he can advise Mr. E. on further training models that correspond to the setup time for the new machines in order to make the changeover process as efficient as possible.

Mr. E. is relatively surprised that the retooling process of the machines is more extensive than previously assumed. He is now worried about the financial losses that await him due to the loss of production and the further training. In addition, he does not know how he will be able to look through the many training courses on offer. Mr. C. emphasizes that, as a counsellor, he has access to a network of many training providers that can help him select the right training for employees and the company. However, according to Mr. C., employees and their supervisors must also be brought on board. Mr. C. offers that he can support and moderate the process.

Mr. E. asks for a few days to think it over. He has a good feeling about putting the coordination of the training process in the hands of Mr. C. and decides to cooperate.

Mr. E. and Mr. C. have another appointment to assess the initial situation in the company. Also present is Ms. A., who as a manager is in charge of the production area and has a very good insight into the strengths of her employees. Ms. A. is in favor of the acquisition of new machines and the further training of the employees. However, she notes that she is not convinced that all employees will be equally convinced by the training.

Together they work out the ACTUAL state, which Mr. C. also visualizes immediately on a flipchart. 10 people work in the production department. 7 of them have obtained their basic vocational qualification as milling operators (today: metal technology specialists (machining technology)) in the company and 3 have joined externally. Two employees are about to retire. Of the remaining 8 employees, two are between 50 and 60 years old. 4 employees are between 40 and 50 years old. 2 employees are between 30 and 40 years old. As the company has had a low turnover in recent years, no trainees have been taken on.

Together they also discuss the previous activities of all employees. The employees' tasks consisted of conventional machining. According to drawings and instructions, they had to clamp workpieces in machines, bring them to the specified dimensions and shapes, and carry out quality checks for each individual workpiece. The employees were used as all-rounders, so that anyone could take on any task. In this way, Mr. E. proudly recounts, it was ensured that production continued even during vacation and sick leave.

During the interview, Mr. C. asks about the previous training practice. None of the employees had completed further training in the last 4 years. According to Mr. E., his father had not pushed this in his business policy. Ms. A. adds that the employees are also rather reluctant to request further training and prefer to go about their work.

Mr. E. is initially uncomfortable discussing internal company data with Mr. C. because he is not from the company. Mr. C. notices Mr. E.'s reticence and addresses it. He assures him that he will treat the data confidentially.

After Mr. C. has recorded the ACTUAL state of the previous operational tasks, the focus now turns to the digital skills in particular that the employees need for the CNC machines and the new 3D laser scanner. Mr. C. goes through the chart of digital competences. With the help of Mr. E. and Ms. A., who planned the purchase and selection of the new production machines, he records the digital competencies required to operate the new machines.

For this it needs, for example:

- Application of digital hardware and software: Employees must know how to start up the machines. They must read plans and data into the machines and operate the software.
- Handling digital data: During processing, the machine creates control data. Employees must be able to read them, check them for plausibility, and derive the next steps for the production process from them.
- Transversal competencies: Digital problem-solving skills: Employees must be able to understand the error messages that the machine produces during its own runtime or for quality control purposes and initiate appropriate steps to solve the problem themselves. At the same time, they must recognize when they need to seek the help of more in-depth support.
- Digital security: Networking also makes the machines more vulnerable to a target of external attacks. They are therefore particularly protected by two-factor authentication and regular access code changes. Employees must master the use of two-factor authentication.
- Digital learning capability: Regular updates expand the functional scope of the machines. Online training courses are offered by the manufacturer for this purpose. Employees must be able to complete these training courses independently and identify their own learning needs based on the machine.

Mr. C., Mr. E. and Ms. A. then talk to each employee individually and go through these competences. They find that two of the employees in particular are already familiar with two-factor authentication and can read error messages from other digital contexts. For the majority of employees, however, these basic digital skills are completely new. Although they also have contact with smartphones and tablets in their free time, they need help setting them up and feel unsure how to use them.

Mr. C. collects the competence characteristics in a table and attaches them to the detailed counselling notes. He has previously checked with the employees that he is allowed to collect this data. He also asks them how they feel about further training and how they would be available for learning. He finds out that 4

employees have family commitments and therefore cannot attend further training outside their daily working hours. All employees have full-time positions and would like to be able to complete continuing education during their work hours. Mr. E. would like the employees to complete further training after work hours before the machines are installed because of the delays in the operating process.

John G. is male, 40 years old, married and has one child. He has been an employee in Mr. E.'s company since his apprenticeship and his last further training was over 8 years ago. He still knows the company as a family-run business and is aware of Mr. E.'s modernisation efforts.

The learning experiences he had at school were rather negative. Therefore, he has a rather negative attitude towards learning and any form of further education.

In his everyday life, John uses a smartphone, but beyond that, he has no pronounced digital skills. His view of the world is more focused on the short-term future. He considers technological innovations to be largely superfluous and is therefore not aware of the digital changes that will come before he retires. He is convinced that he is coping well in his current job and performing well.

He is rather sceptical about Mr E.'s plans - the innovations, which he sees as unnecessary, unsettle him. He feels left out because now a superior who has not learned the job himself from the beginning wants to tell him how the activities could supposedly be done better. He knows that he would have to leave his comfort zone with the new machines.

So far, John has had no experience with counselling. He therefore has no idea what happens in a counselling session. John's previous training experience is limited to short training sessions (3-4 days) in frontal teaching. There has never been a transfer into practice. John is not afraid of losing out due to his low digital competences, as he is not aware of the risk.

Mr. C. and Mr. E. then collect different possible solutions together. Mr. C. makes sure that Mr. E. does not commit himself too quickly to a single solution.

Mr. E. would like all employees to undertake the further training before the machines are replaced in the evening. Mr. C. creates a matrix on a flipchart with the fields "who?", "what?", "how?" and "where?" and fills this solution list with Mr. E.'s first ideas.

<p>WHO (completes continuing education?)</p> <ul style="list-style-type: none"> All employees in the production area 	<p>WHAT (does the training include?)</p>
<p>HOW? (does the further training look like?)</p> <ul style="list-style-type: none"> Time: Before replacing all machines 	<p>WHERE? (can the further training be realized?)</p>

<ul style="list-style-type: none">Integration into the operational process: After hours of the employees	
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Mr. C. encourages Mr. E. to fill in the open matrix fields as well by asking specific questions. They use the transcripts from the assessment to help them. Mr. C. collects all possible solutions in this phase, even if they cause conflicts within or between the matrix fields. For example, the solution options "after hours of the employees" and "during working hours" do not fit together as a wish of the employees.

<p>WHO (completes continuing education?)</p> <ul style="list-style-type: none"> • All employees in the production area • Employees who are not about to retire • Manager in the production area (Ms. A.) 	<p>WHAT (does the training include?)</p> <ul style="list-style-type: none"> • Application of digital hardware and software: operating the CNC/3D laser scanning machines, reading in plans, operating the app that networks the machines, starting the digital production process. • Digital data: Reading, understanding and interpreting control data, deriving steps for process optimization. • Transversal Competencies: Understanding error messages, deriving steps to address problems on the machine, carrying out the steps, recognizing problem-solving limitations and calling in additional support, using two-factor authentication, keeping credentials secure, recognizing own learning needs, conducting training on updates independently.
<p>HOW? (does the further training look like?)</p> <ul style="list-style-type: none"> • Time: Before replacement of all machines; during the replacement of the machines (production is stopped for 2 weeks), part after installation of the new machines. • Integration into the operational process: After hours of employees; during working hours during the week; time off during working hours and course on weekends. • Training on the job (on the machines in the company itself), training near the job (only the employees in a seminar group, ideally in-house) • Cost: 	<p>WHERE? (can the further training be realized?)</p> <ul style="list-style-type: none"> • In the company, at the on-site training provider, remotely • Continuing education offerings:

After the collection, the costs and the further training offers are still open. Mr. C. asks Mr. E. to prepare a further education budget until the next meeting. Mr. E. prepares this with his finance department. Mr. C. has good contacts to further education providers and knows which offers are available. He brings information on offers to the next meeting.

At the next meeting of Mr. C. and Mr. E., Ms. A. is also present again as the manager of the production employees. Mr. C. presents the offers of the sponsors FUTURE, Strategy and ChaNCe. They cover brainstorming on possible solutions to varying degrees. Together, Mr. E. and Ms. A. decide on the offer of the training provider ChaNCe, as this best combines the goals of Mr. E. (cost-effectiveness of further training, high application relevance) and the interests of the employees (within working hours). The offer is aimed specifically at people who are working with CNC machines for the first time and includes learning close to the workplace on machines in the on-site training center. Mr. C. moderates the determination of Mrs. A. and Mr. E. and supports them in finding out their own decision criteria. ChaNCe does not offer any follow-up support in the company, but A. and E. both want this. Therefore, Mr. C. calls the training provider in the presence of both of them and together they clarify by telephone when the start of the course would be possible and whether follow-up support can be added. ChaNCe assures Mr. E. that it will send him an individual offer and information about funding opportunities.

At the end of the conversation, Mr. C. goes through the next steps with Mr. E.. He communicates that he will be supportive.

Mr. C. is again a guest of Mr. E. at the company. Today, Mr. W. from the training provider also comes, as the company and the training provider conclude a cooperation agreement. In addition, the employees are informed about the further training. Mr. E. still has questions about funding opportunities. Mr. C. can put Mr. E. in touch with a contact in his network, who will call him.

A few days later, the new machines are delivered and Mr. E.'s employees start their two-week training. Mr. C. inquires with Mr. E. about the progress. Mr. E. has no problems and is satisfied.

After four weeks, the aftercare on the machines in the company is also completed and the training has been passed. Mr. E. informs Mr. C. about the end of the further training and the result. Unfortunately, one employee was injured and could not complete the training. Mr. C. also takes note of the result and offers his help. However, Mr. E. is in discussion with Mr. W. from the training provider and therefore does not need any help.

After half a year, Mr. C., Mr. E., Ms. A. and Mr. W. meet again. The employee is also present. Using a feedback sheet, Mr. C. obtains feedback on how the consulting process and the involvement of other actors worked from the perspective of those present. From the feedback, Mr. C. draws conclusions for his further consulting activities. He also turns to his colleague in confidence to reflect together.



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