



EULEP

Skills Assessment Handbook

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Introduction

The present Skills Assessment Handbook has been developed in the frame of EULEP, the European Learning Experience Platform.

One of the main objectives of the project is to offer businesses new and tailor-made training modules, designed through skills analysis, anticipation and alignment for CVET training, that correspond to their skills needs in artificial intelligence (AI), virtual reality (VR) and social innovation (SI).

The handbook is meant as a practical guide for businesses to determine their skills and training needs when adopting digital technologies like AI and VR and to enable them to up and reskill staff with the help of the training materials developed under EULEP. It is accompanied by a toolkit that comprises practical templates and checklists for the skills assessment process. The guidelines and tools described in the present handbook and the toolkit will allow SMEs to plan and implement skills assessment processes in line with their needs and capabilities.

The handbook is divided in three main parts:

Part 1: Introduction and context – the European digitalisation and skills policy context is briefly presented prior to an insight into the EULEP context. The section finishes with the presentation of the EULEP training paths.

Part 2: Self-evaluation tools for skills and training needs assessments – different self-evaluation tools and methods are presented in this section, accompanied by various examples. The tools and methods will allow companies to implement a 360° skills needs analysis as well as investigating skills needs in specific areas, and notably those related to AI.

Part 3: Best practices – a series of best practices is presented, comprising skills assessment methods from the participating countries as well as testimonials from companies who successfully went through a digitalisation process.

Part 1: Introduction and context

The European Context

EULEP being implemented with the support of the European Union, it is worthwhile having a look at the overall European context from a digitalisation and skills perspective. The main European Union strategies related to the EULEP context are mentioned and by no means is the list of initiatives mentioned supposed to be exhaustive. More information about the subjects and individual initiatives can be found on the official European Commission webpages.

In terms of digitalisation, during its 2019-2024 term, the European Commission launched its initiative “[A Europe fit for the digital age](#)” and defined digital targets to be achieved by 2030. The four pillars of the Digital Decade policy programme are skills, infrastructure, government and business.

On the business side, the digital transformation of businesses is to be enhanced with concrete targets to be reached until 2030:

- 75% of EU companies should be using Cloud, AI or Big Data
- The number of EU Unicorns in innovation should be doubled thanks to increased scale-ups and finance
- More than 90% of SMEs are to reach at least a basic level of digital intensity

The latest Digital Decade review (“[Digital Decade in 2025: Progress and outlook](#)”) reveals that the targets may not be achieved until 2030 and that more needs to be done by the different stakeholders involved to drive the digital transformation of businesses.

In the frame of “A Europe fit for the digital age” the European Commission is putting in place a series of rules that are to protect citizens and businesses’ rights online. The [Digital Services Act](#) imposes greater accountability on the biggest platforms to remove illegal content such as hate speech and disinformation. The [Digital Markets Act](#) allows businesses to challenge digital ‘gatekeepers’ by ensuring fair, open, and contestable digital markets.

The [AI Act](#) is the first-ever comprehensive legal framework on AI worldwide. The aim of the rules is to foster trustworthy AI in Europe. It is accompanied by a series of measures like the [AI Pact](#) and the [AI service Desk](#).

In order to tackle the different skills questions the European Union is facing, like the lack of skills for specific jobs, the mismatch between skills and jobs and the need for the workforce to up and reskill to keep up with a fast evolving working environment, a new policy strategy was launched in 2025: the [Union of Skills](#). It lays down the framework for addressing skills questions at European level in the coming years and for fostering Europe’s competitiveness. It aims to deliver higher levels of basic and advanced skills, provide opportunities for people

to regularly update and learn new skills, facilitate recruitment by businesses across the EU, and attract, develop and retain top talent in Europe.

The central role of skills as factor of competitiveness is recognised, and lifelong learning is regarded as fundamental for people to be able to perform in their professional lives and keep up with evolving economies.

The Union of Skills strategy is going to be accompanied by a series of initiatives that will help to achieve the strategy's overarching objectives, like for instance the development of a STEM education strategic plan and the introduction of a new EU vocational education and training (VET) strategy. Other initiatives include a skills portability initiative and a new European VET diploma.

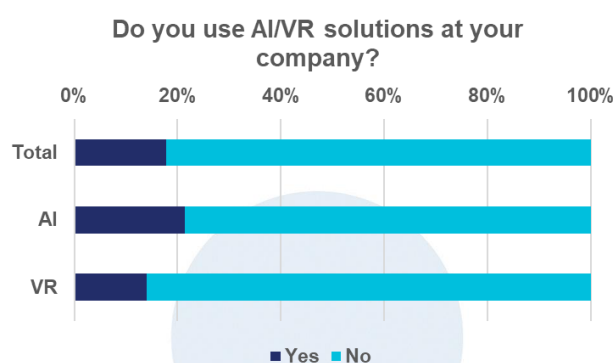
Those initiatives will complement and/or enhance currently ongoing skills related initiatives and instruments.

EULEP is a so-called “Centre of Vocational Excellence” project. Centres of Vocational Excellence are part of the “Skills for jobs” initiative that seeks to foster lifelong learning and make sure that the workforce is equipped with the skills needed in the labour market, and in particular for the green and digital transitions.

The concept of Vocational Excellence promoted by the EU is characterised by a holistic learner-centred approach in which VET is an integrated part of skills ecosystems, contributing to regional development, innovation, smart specialisation and clusters strategies; it is part of knowledge triangles, working closely with other education and training sectors, the scientific community, and business; it enables learners to acquire both job-specific as well as key competences through high-quality provision that is underpinned by quality assurance; and it builds innovative forms of partnerships with the world of work.

The EULEP Context

In the frame of EULEP, a survey was implemented with businesses in early 2023 with the objectives of determining their skills needs in the fields of AI, VR and SI. 717 replies were collected to the online surveys on AI and VR. Responses came from a large range of sectors, yet three sectors dominated the picture, gathering two thirds of all replies (49% from manufacturing, 13 % from services and 5% from IT). The large majority of companies were either small or medium in terms of employees.



Among the surveyed companies, the usage of AI/VR was low, with about one fifth of responding companies using AI (and mainly as users of software with AI), and 14% using VR in their business processes.

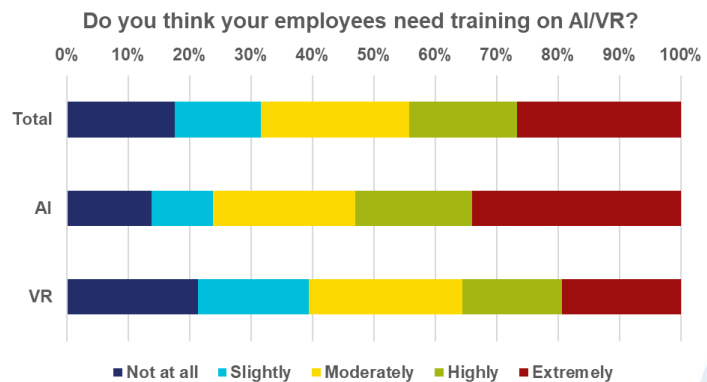
Independently from whether they use AI/VR or not, 73% of respondents believe that their company would benefit from IT

upskilling or reskilling personnel training and 68% of respondents consider that employees are not sufficiently trained on IT.

Employees training on AI and VR is low currently with 7% of respondents training employees in AI and 6% in VR.

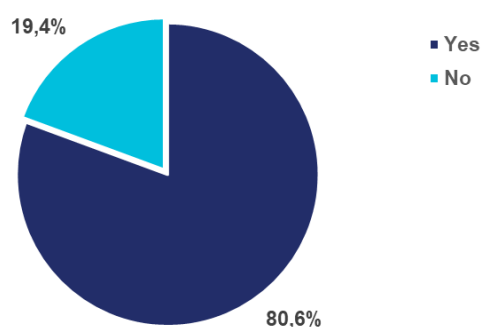
At the same time respondents reckon that there is a clear need for employees training in both subjects, with a greater need for AI. 76% of respondents indicate that there is a moderate to extreme need for training in AI and 61% in VR.

63% of respondents are planning AI or VR training in the future for their employees and a similar percentage think that a beginners' level should be targeted for both subjects.



Ethics, especially when implementing AI or VR technologies, is a very important aspect when using Digital Technologies. For the respondents, the main concerns are privacy and data protection (27%), trust and safety (24%) and responsibility/liability (20%). The staff skills level on ethics questions is rated rather low by companies, as about 70% of them gave a score from 1 (very low) to 3 (medium).

Do you consider soft skills, capabilities and attributes such as emotional intelligence, creativity, adaptability, resilience and vision of staff are important for the future of the company?



When asked about the importance of soft skills for the future of the company, there is an overall consensus across the survey, with 81% of positive replies, that soft skills are important for the future of the company. Less than one fifth of respondents do not make a link between the staff's soft skills and the future of the company.

As a conclusion from the survey responses, the project partners decided to target potential users of AI/VR (i.e. non-technicians) with the training under EULEP. The learning outcomes would provide awareness of the different applications of AI and VR in businesses and their benefits as well as supporting the adoption of the technologies, including the needed soft

skills for dealing with the transition process.

Looking at the outcomes of the survey with businesses, the need for up- and reskilling the workforce in those new technologies became evident.

Among the companies not using AI/VR solutions, over half declared that AI/VR has no field of application in the company. About one third stated that they don't know how to introduce

AI/VR and/or do not know the benefits of introducing AI/VR into the company. A lack of skills among the company workforce came last with 14%.

At the same time and specifically for AI, no matter whether the companies were using AI solutions or not, there was an overall perception that AI can improve productivity and efficiency in the company, as over half of respondents clearly stated yes. At the same time, companies were aware that there could be risks associated with the introduction of AI.

A rapid literature review reveals that the introduction of AI can significantly transform businesses by enhancing efficiency, improving decision-making, and fostering innovation. AI-powered automation can streamline operations, while data analytics will provide valuable insights for strategic decisions and personalized customer experiences. This can lead to increased productivity, reduced costs, and a competitive advantage.

At the same time, the introduction of AI can create risks for businesses. Implementing AI systems into existing infrastructure can be complex and require specialised expertise. This can have an influence on the workforce as they may fear being replaced by a machine or not skilled enough to deal with the new technology. Ethical issues linked to data privacy and security and AI bias can also be of concern.

VR can help businesses enhance their employee training, product development, marketing and communication/collaboration structure while possibly reducing costs in the aforementioned areas.

However, the introduction of VR does not go without a number of challenges. Businesses may be faced with a significant investment in VR hard and software and technical limitations linked to processing speed and interface complexity for example. Besides, there may be a risk of social isolation if the use of VR is not balanced with real-world interaction.

Considering these points, it is important that the workforce is well prepared to handle those technologies. Employees will not only have to be trained in the new technologies, they will also be faced with changes in the enterprises structure leading potentially to changes in the workforce structure. Those changes also need to be addressed to make sure that the digital transition process goes smoothly. Social innovation can help mitigate the effects of the changes and help employees navigate the changes successfully by inventing new forms of cooperation for instance.

From a general perspective, social innovations are new ideas that meet social needs, create social relationships and form new collaborations. These innovations can be products, services or models addressing unmet needs more effectively. In the context of EULEP, social innovation is being looked at as a tool for accompanying businesses in their digital transitions, and particularly in the adoption of AI and VR.

EULEP Training Paths

With these factors in mind, the EULEP consortium developed first the learning outcomes to be achieved and after that the training paths and training materials.

As a result of the EULEP consortium work, three training paths and corresponding training materials have been developed: one training path for AI, one for VR and one for SI.

The detailed training paths can be found on the [EULEP website](#) and a summary with key elements is presented hereafter.

<u>Artificial Intelligence for business users</u>		
4 modules		11 units
Module 1	Getting into the world of AI Technologies	3 units
It offers the learner an insight and introduction into the possible applications of AI technologies in their business and how to use them for their specific business context.		
Module 2	Exploring the application of AI for business processes	3 units
It offers the learner practical tools and tips to evaluate potential benefits and risks linked to the introduction of AI, ethical questions linked to the usage of the technology and how to implement it in the learner's specific business context.		
Module 3	Monitoring and Evaluation of AI Technologies	1 unit
It allows the learner to apply techniques for testing the efficiency, effectiveness and impact of the implementation of AI in their business context.		
Module 4	Managing Change when adopting AI	4 units
It deals with the effects of the introduction of AI on the business' workforce. It aims to enable the learner to successfully navigate the transition process.		

<u>Virtual Reality for business users</u>		
4 modules		11 units
Module 1	Getting into the world of VR Technologies	3 units
It offers the learner an insight into possible applications of VR technology in their business and how to use it for their specific business context.		
Module 2	Exploring the application of VR for business processes	3 units
It offers the learner practical tools and tips to evaluate potential benefits and risks linked to the introduction of VR, ethical questions linked to the usage of the technology and how to implement it in the learner's specific business context.		
Module 3	Monitoring and Evaluation of VR Technologies	1 unit

It allows the learner to apply techniques for testing the efficiency, effectiveness and impact of the implementation of VR in their business context.

Module 4	Managing Change when adopting VR	4 units
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It deals with the effects of the introduction of VR on the business' workforce. It aims to enable the learner to successfully navigate the transition process.

Social Innovation for business users

3 modules

21 units

Module 1	Introduction to Social Innovation as a tool for organisational change	4 units
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It offers the learner an insight and introduction into the possible effects of digital transformation processes on businesses, a definition of social innovation in that context and how social innovation can help mitigating the effects of digital transformation, taking into account the role of soft skills.

Module 2	Managing internal changes	11 units
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It offers the learner a 360° tour of possible questions to address when managing internal transition processes, ranging from the management of resources over team building and leadership to creative, ethical and sustainable thinking.

Module 3	Managing external changes	6 units
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It offers the learner a definition of corporate social responsibility, and the effects of the company's digital transformation on its environment. Sustainability questions, effective communication and ethical thinking are among the subjects to be taught.

Part 2: Skills and training needs assessment tools

The present section offers practical tips and tools for assessing workforce skills and ensuing training needs in the context of the implementation of AI/VR in the business.

It is important to understand that not everyone in the company needs to be an AI/VR expert. The competencies required for successful AI/VR adoption should be strategically distributed across various roles and departments based on their specific functions and responsibilities. A general understanding of AI/VR throughout the organization, coupled with specialized expertise in key roles, is vital for effective AI/VR integration.

By aligning the appropriate skills with the appropriate roles, companies can fully leverage AI/VR technologies and ensure a seamless implementation and integration into their business operations.

To start, a short definition of a Skills Needs Assessment (SNA) and a Training Needs Analysis (TNA):

A SNA is a systematic process used by organisations to identify the current and future capability needs of an organization. It assesses existing levels of skills, attitudes, and knowledge and determines the gaps between the current and desired levels of performance required by the workforce to enable the business to achieve its business objectives effectively¹.

Similarly, a training needs analysis (TNA) is a process to identify the gap between the actual and the desired knowledge, skills, and abilities in a job. It also helps uncovering the reasons for the gap and defining approaches for improving the situation.

The SNA and TNA most of the time go hand in hand, as after having assessed the needed skills for a particular function/position, a company will check the knowledge and skills available prior to proceeding with further steps like training or recruiting.

After this short introduction, the steps of a skills needs assessment are described prior to presenting different methods or tools that can be used.

Steps of a skills needs assessment

A skills needs assessment can be done for a whole company, or specific departments, or functions, and the process is adjusted in line with the intended objectives.

In the case of EULEP, the digitalisation context – the introduction of AI/VR in companies – is taken as a reference, but users are free to adapt it to other contexts, in line with their needs.

A skills needs assessment typically comprises four main steps.

¹ [IDA Ireland](#) – Skills Needs Assessment Brochure



1) Definition of the goals to be achieved

First, the goals in terms of AI/VR implementation in company processes need to be determined.

For this purpose, the second module of the EULEP AI/VR training paths can be consulted. It deals with exploring the application of AI/VR for business processes and offers i.a. practical tools and tips how to do a **SWOT analysis** on the application of AI/VR in the business processes and operations and how to develop an AI/VR implementation plan and roadmap.

The present document deals with the skills / training needs related aspects of the AI/VR implementation process and is not meant to encompass all steps of the AI/VR implementation process.

After having defined the AI/VR implementation goals, the workforce skills and training needs need to be looked into more closely.

This requires **setting objectives** relating to the **technical aspects** of the implementation of AI/VR and to the **skills / competencies needs** of the workforce => **Workplace profile**.

Example of a workplace profile template:

Technical skills needed	Importance (low, moderate, high, very high)	Skill level required (from 1 – basic to 5 – excellent)	Current skill level (from 1 to 5)
E.g. AI software mastery			
E.g. VR programme application			
E.g. Handling VR tools			

The technical skills needed will be linked to the chosen technology and the company will determine them in collaboration with the technology provider or external subject matter experts.

In general, the successful implementation of AI/VR technologies in a company relies on a series of essential competencies that encompass technical skills, domain expertise, data management capabilities, and understanding of ethical considerations related to the usage

of these technologies. Those competencies will have been defined in the **competencies framework** that the company does prior to engaging in the skills needs assessment.

2) Collection of data

Prior to engaging in the data collection for the skills needs assessment, it is important to **define the workplace profile in terms of skills, knowledge and capabilities**. The more precise the description of the workplace profile is, the easier it will be to identify potential gaps and prepare subsequent measures.

It is important to understand that not everybody needs to be an AI/VR expert. The different skills, knowledge and capabilities needed for the implementation of AI/VR should be defined based on the involvement of the workforce in the implementation process and its subsequent usage. Everybody in the company should have a general understanding of the technologies and what they are used for, and those dealing daily with the technologies should have the adequate level of competencies.

Example of workplace profile for a company who introduces an AI assisted database management:

Position: Administrative assistant

Skills	Importance	Required level	Current level
MS Word	Moderate	3	2
MS Excel	High	4	3
AI assisted CRM software	High	4	2
Attention to detail	Very High	5	4

Besides gathering data about skills, knowledge and capabilities, it will be useful to **ask the workforce for feedback and suggestions** about their own learning objectives and about the skills that would help them perform better. At the same time, it will be interesting to learn what is preventing them from performing better in view of the introduction of AI/VR technologies/ applications.

3) Data analysis

After collecting the different data, a thorough analysis needs doing.

The data analysis will allow to determine the skills and knowledge needed for successfully accomplishing the required tasks.

When analysing the data, it will be relevant to group the results in line with the main workplace profiles that were determined in the outset.

It may not be easy to analyse the data, particularly if they are obtained by employee surveys, as a broad variety of areas for reskilling or upskilling may have been identified.

It will then be important to determine a ranking of skills/competences that the workforce needs to acquire. Key skills/competences should be high on the list, while non key skills/competences will rank lower.

The data analysis may reveal that the lack of skills/competences are not the only points to address for improving the workplace situation.

4) Recommendations and training development

After the data have been analysed, a series of recommendations should be drafted. In order to be complete, these recommendations should also include non-training related measures that can help in addressing workplace questions related to the implementation of AI/VR technologies.

For the skills related aspects, the development of a training plan and roadmap will be useful. The training plan should include a timeframe for the preparation and implementation of the different trainings, starting with the key skills/competences that are needed most urgently.

In this regard, module 4, unit 4.4 of the AI/VR training path can be consulted in the online learning platform. It is dedicated to the development of a training plan and roadmap for reskilling, upskilling or hiring new employees in line with the outcomes of the skills assessment.

The training plan should contain the following elements:

- Key training areas (skills/competences required) vs non key training areas.
- Training provision: who will develop the training, who will deliver it, how it will be delivered, what training materials are needed, for how long is the training going to last, who will take part.
- Timeline for the preparation and implementation of the trainings.
- Feedback mechanisms.

While developing the training related recommendations, potential training barriers should be taken into account and featured into the foreseen training programme.

There are different articles on the internet related to training barriers, and two references are indicated hereafter:

[Tackling barriers to learning: Effective solutions for the workplace](#)

[10 Barriers to learning and how to overcome them](#)

Methods / Tools for skills needs assessments

There are different methods for assessing workplace and skills needs when adopting AI/VR technologies. The present section presents three methods that can be used either in isolation or can be combined with each other and allow companies to assess skills needs for all functions/roles:

- SWOT analysis
- Competency frameworks
- Employee surveys

The **SWOT analysis** is a strategic analysis tool that allows to identify strengths, weaknesses, opportunities and threats related to AI/VR adoption. It helps understanding internal and external factors that could impact the implementation.

Competency frameworks help to map out competencies and define skills for different roles within the company. They also help in training and development, recruitment, and succession planning.

Employee surveys provide insights on skills, perception and readiness for AI/VR. It is important to tailor them to the needs of the business and to inquire about comfort levels with new technologies, training needs and potential areas of resistance.

The section pursues with the presentation of a series of skills assessment tools that are focused on the assessment of AI related skills.

SWOT Analysis

A SWOT analysis can be used for different purposes in the AI/VR adoption process. In the current context, we will focus on skills mapping, after the company has taken a decision on the technology to implement.

The SWOT analysis components

Strengths: these are internal factors that will give the company a competitive advantage in the adoption of AI/VR. In terms of skills you may wish to raise questions like - What are the current workforce's strengths for dealing with the new AI/VR technologies? Do they have knowledge about the technologies, do they have prior experience from other fields? Do they have an openminded approach and are ready for new tasks?

Weaknesses: these are internal factors that create a disadvantage for the company in the adoption of AI/VR. The following questions may be investigated: What are the workforce's weaknesses? Do they lack knowledge about the technologies? Is there resistance to change? Is there fear that they may lose their jobs?

Opportunities: these are external factors that the company can possibly exploit to its benefit. What about recruiting new staff with the relevant skills? Is there adequate training available in the market that will allow to up/reskill the workforce?

Threats: These are external factors that could negatively impact the company. In terms of skills, this could be a lack of readily available training for up/reskilling the workforce, or new working regulations.

How to implement a SWOT analysis

1. For carrying out a SWOT analysis, it will be good to **gather people from different departments/working areas in a team**. This will allow the company to get a more holistic view on the situation.
2. **The objective of the exercise is clearly explained** to the team members, as well as the different aspects of the SWOT analysis: strengths, weaknesses, opportunities, threats.
3. Then the **modus operandi** of the SWOT analysis **is decided**: do the team members discuss among each other and go through the different elements, and/or do they reach out to colleagues and gather input from the latter.
4. **All points** that are identified for the four aspects are **listed, grouped** (if possible) and **ranked** from the least critical to the most critical ones. The ranking will allow to prioritise areas for subsequent action.
5. The next steps in the process are the **detailed analysis of the internal and external aspects**. On the **internal aspects** side, factors like resources, processes, capabilities and organisational culture may play a role in determining future action points.
6. The analysis of **external aspects** will for instance involve some market research to find out what skills are available on the job market that could help the company master their AI/VR transition process, and the relevant salary levels.
7. After the analysis of both internal and external aspects, a **strategic action plan** is to be drafted, and the different action points are to be implemented, in line with their priority level.
8. For each action point, **responsibilities, resources and a timeline are confirmed**, taking into account the initially set objective.

SWOT Analysis template		
Internal	Strengths	Weaknesses
External	Opportunities	Threats

Competency framework

A competency framework outlines the skills, knowledge, and behaviours needed for effective job performance within an organization. It's a structured approach to defining what employees need to know and do, often categorized into core, leadership, functional, and technical competencies.

A competency framework can be done for all functions/roles in a company, or for specific departments or functions/ roles, depending on the needs of the company.

Key Components of a Competency Framework:

Core Competencies: These are fundamental skills and behaviours applicable to all employees, such as communication, teamwork, and problem-solving.

Leadership Competencies: Specific skills for those in management or leadership roles, like strategic planning, decision-making, and team management.

Functional Competencies: Skills related to specific job roles or departments, like financial analysis for finance roles or software development for IT roles.

Technical Competencies: Specialized knowledge and skills required for specific tasks or professions, like coding for software engineers.

Behavioural Competencies: These focus on the expected behaviours and attitudes, such as ethics, integrity, and collaboration.

Proficiency Levels: Competency frameworks often define different levels of proficiency for each competency, guiding development and performance management.

Steps to follow²:

1. **Identify a set of core competencies that all employees should possess**—this ensures a unified baseline of skills and behaviours across the organization (e.g., decision-making, communication, emotional intelligence).
2. **Involve internal stakeholders from each department to identify relevant technical and functional competencies**—this step ensures that the selected competencies cater to the specific needs and requirements of each department (e.g., creating performance appraisal systems, designing retention strategies for HR professionals, and copywriting for marketing departments).
3. **Develop detailed competency models for each department or role**—Adjust the competency mix based on the nature of your organization; for instance, allocate more technical competencies for highly technical roles and emphasize leadership

² [Competency Framework Template](#)

competencies if you are developing a leadership pipeline or have many managerial roles.

4. **Limit the number of competencies**—Maintain focus by limiting the total number of core, functional, and technical competencies to a maximum of 12 per role.
5. **Include leadership competencies for senior roles**—For senior levels and leadership roles, include leadership competencies, but keep the total number of competencies to a maximum of 15.
6. **Assign levels of mastery for all core, functional, technical, and leadership competencies**—Define levels of mastery (e.g., basic, intermediate, competent, advanced) for each competency according to the specific roles within the organization.
7. **Customize performance metrics**—If relevant to your talent management system, customize the performance metrics for each level according to your organizational objectives to ensure that performance assessments are meaningful and aligned with business goals.

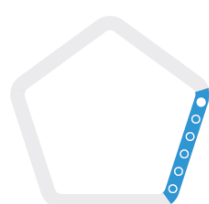
This structured approach ensures that competencies are relevant, measurable, and aligned with strategic objectives.

Example of a competency framework:

Competencies framework		Proficiency level
Core competencies	Communication	
	Teamwork	
	Problem-solving	
Functional competencies	Operating AI software	
	Handling VR application	
	Analysing data generated by AI	
	Training co-workers on new technologies	
Technical competencies	Programming AI application	
	Programming VR application	
Behavioural competencies	Collaboration	
	Flexibility	
	Proactiveness	
Leadership competencies	Team management	
	Decision-making	
	Strategic planning	

A company can determine the proficiency level that is needed according to its own criteria (e.g. from 1 – basic to 5 – excellent), or it can rely on existing criteria, like those mentioned in EU competences frameworks like [DigComp](#). The framework offers a range of competence areas for digital skills. For each competence area there is a series of specific competencies, and for each specific competency 4 proficiency levels are defined: foundation, intermediate, advanced, highly specialised.

An example of a DigComp competency is shown hereafter:



2. COMMUNICATION AND COLLABORATION

2.1 Interacting through and with digital technologies

To interact through and with a variety of digital technologies, and to use appropriate digital communication for a given context.

[Link to learning outcomes for Competence 2.1](#)

DigComp 3.0

At Basic level, with guidance as needed, individuals	CS2.1.01: Identify and use basic features of digital communication tools to interact with individuals and groups. [AI-I] CS2.1.02: Acknowledge the importance of taking others' preferences into account in digital communication. CS2.1.03: Recognise differences between digital and non-digital interactions, and between physical and virtual realities. [AI-I] CS2.1.04: Identify basic features of virtual assistants (chatbots) and recognise key differences between human-to-machine and human-to-human interactions. [AI-I] CS2.1.05: Recognise in general terms what a robot is, the non-human nature of robots, and that humans interact with robots to carry out tasks. [AI-I]
At Intermediate level, individuals	CS2.1.06: Acknowledge the importance of tailoring one's digital communication to specific contexts. CS2.1.07: Recognise that there is a reality-virtuality continuum in digital environments. [AI-I] CS2.1.08: Identify a suitable communication means for a given context or purpose. [AI-I] CS2.1.09: Use multiple features of a variety of digital communication tools to interact with and manage individuals, groups and channels. [AI-I] CS2.1.10: Develop and refine questions, commands or statements (prompts) for virtual assistants (chatbots) and AI systems to handle non-complex interactions. [AI-E] CS2.1.11: Define how humans can interact with robots, identifying their key features (such as sensors, software, motion controls and human interface), and recognising that they can operate with varying degrees of autonomy. [AI-I]
At Advanced level, individuals	CS2.1.12: Continually adapt communication in digital environments in response to a variety of contexts. CS2.1.13: Combine digital communication tools and methods for complex communication and interaction tasks. [AI-I] CS2.1.14: Systematically develop and progressively refine questions, commands or statements (prompts) for AI systems to handle complex interactions. [AI-E] CS2.1.15: Assist others to assess and select suitable digital communication tools for a given purpose. [AI-I] CS2.1.16: Organise and/or moderate complex digital events. [AI-I] CS2.1.17: Assess benefits and disadvantages of robotic applications in a specific context. [AI-I]
At Highly Advanced level, individuals	CS2.1.18: Stay informed about developments in digital communication and interaction tools and methods. [AI-I] CS2.1.19: Assess and combine digital communication and interaction tools for highly complex or novel tasks. [AI-I] CS2.1.20: Provide guidance, support or leadership in the advanced use of communication and interaction tools. [AI-I] CS2.1.21: Lead or contribute to improvements in or new solutions for digital communication or human-machine interaction. [AI-I]



Employee surveys

Employee surveys can be implemented in different ways. Traditional assessment methods typically involve manual evaluations through standardized tests, interviews, and performance demonstrations.

Their advantage lies in the provision of contextual insights and qualitative feedback, while there can be disadvantages as well because of subjectivity, potential evaluator bias, and limited scalability. They can be quite time-consuming as well and it is often difficult to provide immediate, personalized feedback when using these methods.

AI skills assessment tools

The growing significance of AI in various industries has created a demand for tools that can effectively assess AI-related competencies. These AI assessment tools help individuals measure their knowledge and skills in areas like machine learning, natural language processing, and algorithmic implementation. They also provide organisations with valuable insights into candidates' abilities, aiding in recruitment and development processes. With a range of options available, from beginner-level to advanced evaluations, these tools cater to different needs, whether for personal growth or professional certification.

There are several AI Skills assessment tools available, and some examples are indicated hereafter.

IBM Watson AI Skills Assessment:

- **Description:** Developed by IBM, it is a valuable tool for both professionals and organizations looking to validate and enhance their AI capabilities. This assessment tool e.g. evaluates candidates' AI knowledge across various domains such as machine learning, natural language processing, and computer vision. It assesses both theoretical understanding and practical application through a series of questions and coding challenges.
- **Features:** Customizable assessments, real-world scenarios, detailed performance analytics.
- **How to register:** Candidates can register for the IBM Watson AI Skills Assessment through IBM's official website or through partnering educational platforms. Registration usually involves selecting the desired level of assessment, paying a fee, and choosing a suitable date and time for the exam.
- **To explore certification options and register for the assessment:** [IBM Training](#). Once on the site, search for "Watson AI" or browse the certifications section to find the relevant AI assessments and certification exams.

HackerRank AI Skills Assessment:

- **Description:** The HackerRank AI Skills Assessment is a valuable tool for both job seekers and employers in the AI field. HackerRank offers an AI skills assessment platform that allows companies to assess candidates' proficiency in AI-related concepts

and programming languages such as Python and R. It covers topics like data preprocessing, model evaluation, and algorithm implementation.

- **Features:** Code execution environment, adaptive testing, performance benchmarking.
- **How to register:** Visit the website: [HackerRank](#), create/login to your account, choose the AI assessment, start the test.
- **Costs involved:** There is no cost for individuals to take the assessment. Companies that use HackerRank to administer these tests to job applicants typically pay for the service through a subscription or per-use fees.

Coursera AI for Everyone Assessment:

- **Description:** Coursera's AI for Everyone course is a popular course on Coursera, taught by Andrew Ng. The course itself is an introduction to AI concepts and doesn't have a specific "AI Skills Assessment". It includes assessments to gauge participants' understanding of fundamental AI concepts, ethical considerations, and business implications of AI adoption. It consists of quizzes, assignments, and a final exam. One can earn a certificate by completing the course and its assessments.
- **Features:** Self-paced learning, peer-reviewed assignments, industry-relevant content.
- **How and where to register:** Visit Coursera, go to the [AI For Everyone course page](#), sign up/login, enrol in the course.
- **Costs:** Access of all course materials is for free. To earn a certificate, one needs to pay.

Pluralsight IQ - Artificial Intelligence:

- **Description:** Pluralsight IQ is an adaptive assessment tool that evaluates individuals' proficiency in various technology domains, including AI. The AI assessment measures candidates' knowledge of machine learning algorithms, neural networks, and AI frameworks. It helps individuals identify their proficiency levels and provides personalised learning paths based on the results.
- **Features:** Adaptive difficulty level, personalised learning recommendations, skill measurement.
- **How to register:** Visit the website: [Tech Skill Assessments | Pluralsight Skill IQ](#), create an account, access the assessment.
- **Costs involved:** Pluralsight IQ assessments are available to users with a Pluralsight subscription. As of now, the subscription typically costs a fee. Prices may vary based on promotions or organizational agreements.

European tools

At European level, different skills assessment tools have been developed. In the field of digitalisation, it is worth mentioning the Open Digital Maturity Assessment Tool (Open DMAT) and the Digital skills assessment tool.

The Open DMAT allows companies to identify their strengths and weaknesses in terms of digital maturity: [Open DMAT - Digital Maturity Assessment tool | European Digital Innovation Hubs Network](#).

The Digital Skills Assessment Tool allows individuals to test their digital skills level and to establish a learning roadmap: [Digital Skills Assessment Tool](#).

Guidance on usage of AI, VR and SI learning paths for in company training

The AI, VR and SI training paths developed in the frame of the EULEP project are meant for businesses and seek to address skills needs that businesses from a large range of sectors identified in the early stages of the project, as stated in the introduction section of the document.

A summary of the training paths is presented in the introduction section of the present document, and the full training paths are available on the EULEP website:

[Training path for Artificial Intelligence](#)

[Training path for Virtual Reality](#)

[Training path for Social Innovation](#)

Each training path is broken down into modules and units, and each module deals with a specific thematic area. The modules are broken further down into units. Each unit deals with specific learning outcomes and was developed as a self-standing learning unit.

The advantage of this partitioned approach is that learners can choose the units they would like to learn, based on the learning outcomes that were previously defined.

The three courses and their corresponding training materials have been uploaded on the dedicated [EULEP e-learning platform](#). Users can register for free on the platform and subscribe to the 3 courses.

For businesses from the 8 project partner countries (Austria, Belgium – NL, Cyprus, France, Italy, Latvia, Spain, Türkiye) country specific learning materials are available on the e-learning platform. The country specific learning materials deviate from the English training materials in content and learning time.

In order to use the training materials stored in the platform, users need to register.

Upon registering, users first have to agree to the platform's privacy policy. Then they create their account.

After having confirmed their account they access the e-learning platform and in the catalogue section confirm the course of their choice.

The English version of the courses is accessible to all users upon enrolment through the catalogue section. Users who want to access a country version among those available first need to choose the country language. This will enable them to see the adapted learning

materials in the catalogue section. The country specific learning materials are managed by different project partners, and in some cases a password is necessary to enrol in a specific course. This password is provided by the project partners managing the course and who can be contacted directly via the platform (users can send a message on the platform to instructors). The English version of the course has been developed for independent asynchronous learning, while the country specific courses may require the assistance of a trainer and at some moment in time the payment of a fee.

Part 3: a) Skills assessment tools

Austria

Fit4internet

The f4i-tools CHECK and QUIZ give users the opportunity to assess their digital competences by using **self-assessment questions (CHECK) and knowledge-based questions (QUIZ)**. The current level of competence is measured and classified according to the Digital Competence Framework for Austria - DigComp AT.

The tool can be used by individuals and may also be used by employees in company contexts, though no formal corporate process is defined. No registration is required and the tool is fully digital & online.

Targeted areas include:

- Information & data literacy
- Communication & collaboration
- Digital content creation
- Safety & sustainable use of resources
- Problem solving, innovation & continuous learning.

Users can choose between CHECK (self-assessment) and QUIZ (knowledge-based), each with multiple difficulty levels. Different difficulty levels allow users to engage according to their competence level.

The tool can be used independently by anyone accessing the site. There is no requirement for external assistance or training to complete the CHECK or QUIZ.

The outcome of the assessment is presented in PDF reports. Short reports are for free, full reports are fee-based.

Strengths

- Standardized to DigComp AT framework.
- Free, flexible, repeatable; no registration needed.
- Two assessment modes: self-assessment and knowledge-based quiz.
- Multiple difficulty levels.
- Provides a skills profile for each competence area.

Weaknesses

- CHECK relies on self-assessment, so results may be subjective.
- No formal certification.
- Covers competence levels 1–5; less suitable for highly advanced specialists.
- Detailed report requires demographic data and a certain version is fee-based.
- No centralized company dashboard.

kompetenzwerkstatt.net

Online tools including interactive workbooks, self-assessment and peer assessment. Enables employees to evaluate their skills and reflect on development needs, e.g., digital skills and general professional competencies.

The tools are available online and for free. They can be used independently or with the guidance of HR/trainers. It is suitable for employees and apprentices in SMEs and for training, development, and personal skills assessment.

Strengths

- Free.
- Flexible.
- Supports reflection & development planning.
- Allows peer feedback.

Weaknesses

- No formal certification.
- Mainly reflective / qualitative.
- Not standardized to DigComp.

[WIFI Online Tests / Competence Checks](#)

Digital competence checks for general professional skills (digital basics, Office, professional knowledge).

The tests can be taken online, via the WIFI platform without registering. The tests can be used independently and target employees in SMEs; HR and training departments.

Strengths

- Practical.
- Standardized for digital competency areas.
- Directly usable for training planning.
- Easy for SMEs.

Weaknesses

- Mainly focuses on digital basics and Office skills.
- Not highly specialized.
- No formal certification.

Belgium

PIX

It is a public platform originally developed in France by a Public Interest Group (GIP) and is since 2022 being deployed in the Wallonia-Brussels Federation (WBF) in Belgium thanks to a partnership between both organisations. PIX is a comprehensive online service designed to evaluate, develop, and certify digital skills.

The platform uses an adaptive methodology: the difficulty of the questions adjusts in real-time based on the user's previous answers. It is intended for students, job seekers, employees, and citizens who want to track their digital progress throughout their lives.

It is strictly aligned with the European Digital Competence Framework (DigComp). It measures 16 digital skills divided into 5 domains and 8 skills levels (from beginner to expert).

The online tool is free for individual citizens who can save their progress after having created a personal account. It is furthermore integrated in the educational system of WBF and offered as a service by public employment agencies.

Users can use the platform autonomously to test themselves and learn via "tutorials" suggested after each question. In schools or companies, teachers and managers can create "Pix Orga" campaigns to invite specific groups to take targeted tests and monitor their collective progress. Certification requires the presence of a proctor in a physical centre.

The outcomes of the tests are presented in a digital profile that states the points earned and the skills level attained in each of the 16 digital skills. The platform identifies "gaps" and provides short tutorials or links to external training to help the user reach the next level. If the user passes the proctored exam, they receive an official, verifiable certificate recognized by the state and employers.

Strengths

- Adaptive intelligence – it challenges the user at their specific level.
- Learning by doing – users have to perform tasks.
- Aligned with the EU DigComp framework.
- Continuity - A user can keep their account for life, from secondary school throughout their professional career.

Weaknesses

- Entry barriers for beginners – the need to create an account and a possible complexity of interface and nature of tasks.
- Less adapted to mobile use – some tests require specific software usage.
- Time intensive – taking all modules takes significant time compared to a quick diagnostic tool.

Digi Challenge Wallonia

Digi Challenge is a diagnostic and "auto-positioning" tool designed to evaluate basic digital skills. It has been developed by the Agence du Numérique (AdN) under the "Digital Wallonia 4 Citizens" programme.

It is intended to help citizens identify their digital strengths and weaknesses and guide them toward relevant learning resources (tutorials, training modules, etc.) to improve their digital literacy. The tool is based on the European Digital Competence Framework (DigComp). It specifically targets basic levels (A1/A2) rather than advanced professional IT skills.

Strengths

- High Accessibility - no registration required, mobile-first design, and minimal text.
- Gamification - interactive "learning by doing".
- Privacy - No personal data is collected.
- It provides immediate pathways to improvement through linked resources.

Weaknesses

- Limited scope - It only covers basic levels (A1/A2).
- No formal certification.

Cyprus

Digital Academy for Citizens

The Digital Academy for Citizens is an online platform developed under the Cyprus Digital Skills and Jobs Coalition. It includes a self-assessment tool that evaluates an individual's level of digital skills, identifies skill gaps, and supports the creation of a personalised development path.

The platform also offers a training opportunities section, where users can find relevant learning options ranging from basic to advanced levels, for both personal and professional use. In addition, the Digital Skills Resources section provides access to a wide range of online learning materials designed to help users further enhance their digital competencies.

The online tool is freely available, and users can use it independently – no external assistance needed.

The self-assessment tool enables citizens to evaluate their digital skills across four proficiency levels: Basic Skills, Basic Level, Intermediate Level, and Advanced Level. The questionnaire is based on the European Digital Competence Framework.

Upon completion, the tool generates results that guide users toward a personalised learning pathway, recommending courses that align with their current skill level, career interests, preferred direction of development, and stated objectives.

Strengths

- Aligns with the EU DigComp v2.1 framework, ensuring European comparability and reliability.
- Comprehensive coverage: Assesses 21 digital competences across five competence areas.
- Tailored recommendations for training.
- User-friendly and accessible: Designed for citizens of all digital skill levels.
- Encourages self-directed learning: Directs users to relevant courses and digital resources.

Weaknesses

- The platform is in its launching phase and interface details and reporting features may change.
- General rather than role-specific: it is aimed at citizens broadly and may not address SME-specific skill needs in depth.
- Dependent on self-reporting, which could lead to inaccuracies if users misjudge their own skill levels.
- Limited interactivity: Currently focuses on self-assessment, no real-time guidance or feedback.

France

Pentateams Self-assessment Tool

The self-evaluation tool is designed primarily for managers or team leaders and allows them to gauge their effectiveness in fostering an inclusive and high-performing team environment. It aims to assess and strengthen managerial competencies in five key areas: psychological safety, dependability, structure and clarity, meaning and purpose, and impact and team motivation.

Users answer a series of structured questions and receive a breakdown of their strengths and improvement areas regarding team leadership, inclusion and organisational communication.

The tool is available for free and users can do the test independently. At the end of the test, they receive an individual summary showing their score in each of the five dimensions. The output highlights strengths and areas for development, which can then inform personalised training paths or team-improvement strategies.

Strengths

- Easy to use, accessible online and quick to complete.
- Focused on key soft skills relevant for effective and inclusive team leadership.
- Can be used independently by managers from SMEs, VET centres or public institutions.
- When combined with training activities, it supports skill improvement and organisational development.

Weaknesses

- As a self-assessment, results may be influenced by subjective perception.
- Some items are less relevant for very small organisations or self-employed workers.
- Without guidance or follow-up, users may find it difficult to translate results into concrete improvement actions.
- Requires engagement and motivation from the user to be effective.

Italy

Note: The tools mentioned hereafter are offered by I.F.O.A. – Istituto Formazione Operatori Aziendali in the frame of its guidance and training services and are accessible to users who have registered for training with IFOA.

Competency Balance Questionnaire (Bilancio delle Competenze)

A structured questionnaire used to map workers' professional history, technical knowledge, behavioural competencies, and training needs. It supports both self-reflection and organisational analysis. It is used during counselling sessions and can be answered online or on paper.

It targets soft skills (communication, teamwork, autonomy, problem-solving), professional competencies linked to the role, and motivation and career orientation.

The questionnaire can be completed independently by the participant, but interpretation and discussion always require the support of an IFOA tutor or counsellor.

The outcome of the test is presented in a structured report including an individual skills profile, strengths and areas for improvement, training needs, and suggested professional pathways.

Strengths

- Versatile and adaptable to different sectors.
- Facilitates both self-analysis and organisational planning.
- Provides a comprehensive overview of competencies.

Weaknesses

- Requires facilitation for correct interpretation.
- Results may vary depending on participant self-awareness.

Digital Skills Self-Evaluation Questionnaire

A self-assessment questionnaire designed to evaluate the digital readiness level of workers and organisations. It covers awareness of digital tools, familiarity with emerging technologies, and the ability to use ICT tools in work contexts.

The digital tool allows users to assess their skills level in basic digital literacy, use of online platforms, awareness of AI and digital tools, and ability to manage digital workflows.

Participants can complete it autonomously, but the interpretation of results is provided by IFOA trainers or consultants. The outcome is presented in form of a report that states the digital skills level (basic, intermediate, advanced), skill gaps related to job requirements, and recommendations for training or digital upskilling.

Strengths

- Quick to administer.
- Useful for large groups.
- Immediately highlights digital skill gaps.

Weaknesses

- Self-assessment may lead to over/under-estimation.
- Needs complementary tools for complete diagnosis.
- Only private access.

For further information:

[I.F.O.A. – Istituto Formazione Operatori Aziendali](#)

Latvia

NEVIS - Electronic Evaluation Form Information System

NEVIS is a national digital tool that offers users support for planning and conducting a comprehensive work performance assessment, as well as follow-up in terms of training and professional growth measures.

NEVIS allows to assess:

- Employee performance - whether the employee has fulfilled their tasks and objectives.
- Job performance - how the employee fulfills what is specified in their job description.
- Competencies and professional qualifications - i.e. whether the employee meets the competencies and qualification requirements for their job group.

The tool is managed by the State Chancellery of Latvia (Valsts kanceleja) and is available to registered users. Authorized users (institutional staff, evaluators) can use NEVIS independently following initial registration and training.

The outcome of the exercise is presented in form of a report that states the employee's work performance, their training and development needs, their professional growth opportunities, and identifies necessary changes in the job description.

Strengths

- It forces all participating institutions and users to use the same official electronic forms and follow a uniform process.
- Evaluated employee competencies can be divided into job groups.
- Reduced paperwork and storage as in electronic format.
- It serves as a single, unified database for all evaluation, accreditation, or performance review data.

Weaknesses

- Outdated system/programme (difficult to navigate for end-users, requiring mandatory training).
- Lack of flexibility to adapt to the specific nuances or diversity of different institutions, programmes, or job roles within the sector in which it operates.

Spain

GPS Professional

GPS Professional is an online skills diagnosis and self-assessment tool for career guidance that enables students and alumni to evaluate their competencies, map them to labour-market demands, and receive personalized reports and training guidance. It integrates labour-market data with individual profiles to recommend learning pathways and career directions.

It is a fully digital, interactive online tool that can help SMEs wanting to integrate AI or VR find out which employees already have adjacent skills, which transversal skills (adaptability, problem-solving, digital literacy) need strengthening and how internal talent can be re-skilled rather than replaced.

The tool measures transversal competencies, sector-specific competencies (depending on the chosen occupation), self-reported skills confidence levels and career development needs.

It is available to students and alumni of UOC, and registration is mandatory. It is designed for independent use. Users input basic career data, select target occupations, and receive an automated personalised report. Optional guidance may be provided through UOC's career services.

The outcome is presented in a downloadable report including skills profile, a comparison with labour-market demands, identified skill gaps, suggested learning pathways and career evolution insights.

Strengths

- Data-driven and personalised.
- Integrates real-time labour-market intelligence.
- Easy to use.
- Empowers learner agency.

Weaknesses

- Depends on self-assessment accuracy.
- Currently limited to early beta versions; functionalities are to expand over time.

Türkiye

Digital Competency Assessment Survey

The tool allows to measure employees' competencies in digital skills, green transformation, and artificial intelligence. In addition to an online survey, the assessment can also be carried out through one-to-one interviews.

The skills targeted are i.a. leading digital transformation, data literacy, AI literacy, defining AI strategies, AI implementation, leading transformation, IoT, robot programming, leading green transformation, carbon footprint, and water footprint.

The tool is not available online. In case of interest, companies can contact the MEXT Technology Centre and will be assisted by MEXT consultants to complete the process, as independent use is not possible.

Prior to starting the assessment, assessment criteria (skills) are defined and the outcome of the assessment is presented in form of a report that offers an insight into the competencies level of the selected skills and improvement areas. Based on that report, further steps can be taken.

Strengths

- It provides a personalised roadmap.
- It highlights strengths and development areas.
- It directs the individual to focus areas tailored to their needs.

Weaknesses

- Highly personalised.
- Quite time intensive.
- Users must be open to the test and available.

For further information:

MEXT Technology Centre

Web : <https://www.mext.org.tr/>

Part 3: b) Companies testimonials

Higher guest satisfaction and enthusiastic staff

Mette Bjerregaard, Manager Human Relations, Schani Hotels Vienna
Number of employees: approx. 100
Location: Vienna, Austria

At Schani Hotels, we introduced the “Digital Guest Journey” to ease the booking, payment, check-in and check-out process for guests. With the mobile key option, some guests don’t even need a physical room key anymore. This had as a direct consequence that there is less congestion at the reception, and that overall fewer reception staff and fewer specialists are needed. Working at the reception now involves much more concierge work than classic front-desk duties.

The main **hurdles** we faced during the implementation process were of **technical nature**. We developed the application with startups and repeated rethinking was necessary. To ensure the smooth interaction of different systems, new solutions for system interfaces were to be found.

We continuously tested the Digital Guest Journey and provided feedback for changes and improvements to our partner companies who adjusted and improved the interfaces.

Our staff was open and willing to learn throughout the process, and that is why it worked. There was **enthusiasm for the new technology**, and the **knowledge gained through the changed tasks was very positively received**.

We did not do a specific skills assessment. However, **we assembled a project team** composed of specialists from the partner companies and employees who were interested in innovations and tech savvy. This **project team organised trainings for all employees** in guest contact and/or working with the systems.

The training covered **technical content**. At the same time, we reworked our existing complaint management training to include solutions for new types of complaints arising from digitalization.

Trainings were internal and conducted **in person during working hours**. **Follow-up sessions** were often a mix of **in-person and online** training. A **handbook** was created in our intranet, containing detailed information. This handbook is continuously updated and is part of every onboarding.

From a general perspective, we have annual employee reviews in place during which potential training needs are discussed between employee and department head. And in case of need, further training sessions are conducted.

Keeping the company's internal balance while implementing new technologies

Bruno Durdu, Chief Digital Officer, Rossel
Location: Brussels, Belgium

In a media group where journalists work alongside technical, marketing, and administrative teams, the arrival of AI was never going to be just about software. It immediately raised a broader question: how do you get everyone on board? Rossel's bet is on continuous professional development.

Like many, we discovered this technology and saw its obvious potential, even if it was still limited for certain professional applications. From the very first experiments with AI, our idea was for everyone to be able to use AI as a lever in their daily work. Rather than creating a closed circle of experts, we prioritized a broad distribution of skills.

The process began with "acculturation" sessions accessible to all. These were organized during working hours, often over lunch, to fit around operational constraints. We mix examples from both private and professional life to spark interest; then, individuals make the connection to their own specific needs. In parallel, more targeted training supported the rollout of specific tools, particularly within newsrooms. This progressive approach established clear benchmarks without imposing a "one-size-fits-all" model.

We didn't perform a systematic skills assessment at the start. Nevertheless, a feedback system is in place: training sessions are regularly reviewed to fine-tune content and pinpoint evolving needs.

The company relies on internal "ambassadors" to spread best practices. We provide in-depth training to certain individuals so they can, in turn, support their colleagues. This is complemented by a more informal dynamic, encouraged through collaborative tools and knowledge sharing.

The initial results are already visible. AI is being used to structure articles, prepare interviews, or streamline administrative tasks. For some, it allows them to spend less time on formatting and more time out in the field.

Rather than trying to standardize practices prematurely, we move forward through successive adjustments. Training has become an ongoing process, closely aligned with real-world needs. We prefer to support those who are already convinced; it creates a ripple effect.

It is a sustainable way to embed skills at the pace of actual adoption.

Increased efficiency and improved staff motivation

Loizos Pitsillidis, Co-founder and Finance Director, RESET

Number of employees: 12

Location: Limassol, Cyprus

We decided to implement AI tools to **become more efficient overall**. The objective was to streamline operations, enhance productivity, and to improve decision-making and project execution. The results of the introduction of AI included more efficient workflows and improved project outcomes, particularly in our research activities and overall project management processes.

From an HR perspective, the digitalisation process highlighted the **need for upskilling staff** allowing them to effectively use new tools and integrate them into daily operations.

The implementation of AI came with a **cost**, and that was one of the main **challenges**. We **needed expert trainers** to ensure a proper implementation and usage of the technologies. We addressed financial constraints by carefully planning the training budget and prioritising key staff for upskilling.

Given that staff had limited prior experience, training was in any case required. There was no formal skills assessment with staff prior to the introduction of AI, and consequently, **all staff received training to familiarize with the new AI tools**, in line with the planning.

The **training** focused primarily on the **technical use** of AI tools, particularly those related to research and project management processes. It was delivered in a **hybrid format during working hours**, combining in-person sessions at the company with online components, supported by external trainers.

After the training, staff became more willing to **learn, adapt, and engage with new technologies**, showing **improved motivation and flexibility**.

The digitalisation process allowed us to see that there is room for improvement in our current skills assessment process, and that assessments should be conducted more systematically to reflect current operational and technological needs.

New business opportunities and professional growth

Auto-entrepreneur Julie BOCOBOZA, Community manager and digital trainer

Number of employees: none

Location: France

I took part in the EULEP Artificial Intelligence workshop organised by the French EULEP project partners as I was looking for AI solutions that would help me **optimise content creation and improve productivity**, allowing me to expand my services.

Thanks to the training, it was possible for me to integrate AI tools into my communication and training activities, and now I can produce content faster and manage social media strategies more efficiently. Besides I have added AI-based training sessions to my services.

The introduction of AI has allowed me to **reduce my workload on repetitive tasks, improve the overall organisation of work, and increase my capacity to take on more clients**. From an HR point of view, it helped me to **better manage time, reduce stress, and focus on creative and high-value tasks**. Overall, I now also feel **more confident in using digital tools**.

The **main challenge** for me was **choosing the right AI tools and learning how to use them** effectively. At the beginning, I was confused by the abundance of AI platforms, and so I tested different tools until I found those that best matched my needs.

As I work as a trainer, I continuously look for opportunities that allow me to grow professionally and every time, I assess for myself what I need to become performant in the subject that I want to deal with.

In this case, the EULEP training helped me in two ways: first I learned how to integrate AI in my work processes and second, I developed a new service for clients.

I have started offering the new service to clients, mostly small business owners and individuals wishing to improve their digital skills. The training comprises technical aspects (understanding AI tools) and soft skills such as creativity, decision-making, and communication, because I believe that both aspects are important for an effective implementation of AI.

Improved customer experience, accelerated business growth

Yari Brugnoli, Co-founder Magno Hack S.r.l.
10 permanent collaborators
Location: San Paolo (BS) Italy

Magno Hack s.r.l. has undergone a significant digital transformation by integrating AI into its products and internal processes, including content creation, business data analysis, multilingual production, video translation, and software development support.

From a commercial perspective, AI enabled the launch of **innovative products**, strengthened the company's market positioning, **improved customer experience**, and **accelerated business growth**. From an HR perspective, AI **increased productivity**, reduced repetitive tasks, improved collaboration between departments, **supported talent attraction and retention**, and enhanced flexibility in hybrid working.

The transformation process presented both **technical and organisational challenges**. New infrastructure, orchestrators, and data management systems were required, while AI-generated outputs initially needed verification and refinement to ensure quality and reliability. Integrating AI into workflows also required staff to strengthen their skills, although employees already had solid digital competences and actively contributed to the process.

We overcame the skills question in a **pragmatic way**. To address skills development, employees first improved their knowledge independently in the AI technologies relevant to their work. Afterwards, practical assessments identified gaps that were addressed through **training with specialised external consultants**. Additional **digital courses** were provided flexibly **during working hours**.

The training had a measurable impact on efficiency, innovation, and continuous improvement. **Employees were selected for training according to their roles and responsibilities**, with a primary focus on technical skills. **Thanks to the company's collaborative culture, some virtuous behaviours emerged spontaneously**, and there was no need for training on soft skills.

Although Magno Hack does not yet have a structured skills assessment system, the company continuously monitors team needs and responds promptly with targeted training and new tools. At the same time, it recognises the value of implementing a more systematic approach to support long-term growth.

Better market adaptability and hr management

Elena González, Human Resources Manager at Mersen Cirprotect S.L.

Number of employees: 200

Location: Terrassa, Spain

Mersen Cirprotect wanted to improve its competitiveness and adaptability to the market and for this purpose decided to implement new AI steered Enterprise Resource Planning (ERP) and Human Resources Information Systems (HRIS).

This allowed us to **greatly gain in operational efficiency**, in customer data analysis capacity and in agility and **time savings in talent management** and development tasks. Digital marketing helped us achieve greater brand visibility.

During the digital transformation process we had to overcome three main **hurdles**: first **integrating and adapting the digital tools** to meet our needs, second **resistance to change** and third a **lack of digital skills among less-skilled staff**.

External consultants supported the digital technology implementation, and we **invested a lot of time and efforts in teamwork, collaboration and recognition to bring all staff on board** the process.

Among our staff, we have all kinds of profiles. Therefore, we implemented a **targeted skills assessment** with all staff involved in the use of the new digital technologies and tools. As an outcome of the exercise, training needs were identified and several dedicated trainings organised.

The staff to be trained was selected according to **precise criteria**: role, position and responsibilities at the company, current skills and needs for reskilling and upskilling, motivation level and need for more support.

The **trainings were mostly about the technical aspects** of the new tools and were organised **face-to-face and online, mostly during working hours**, some by external personnel and some by the teams themselves via knowledge transfer. For instance, support and guidance on how to use the systems were provided to manufacturing plant personnel.

This paid off, as the **staff** who were already highly motivated **became even more motivated** and helped smoothing the new tools' implementation, making everything work.

At Mersen, we have a regular skills assessment culture in place. At least once a year we have performance/evaluation reviews during which training needs are discussed. Besides that, and whenever the needs arise, staff who express a need to learn more about digitalization are generally supported and provided with training opportunities.

Increased competitiveness and digital awareness

HR Manager of a company from the home appliances sector

Number of employees: 150 – 250

Location: Türkiye

Our company underwent a **Digital Maturity Assessment** thanks to which we identified digital improvement opportunities and created our digital transformation roadmap.

Thanks to the implementation of digital technologies, we were able to monitor costs more clearly and **increase our competitiveness** (for example thanks to a decrease in downtime and improvements in order lead times). We **introduced more systematic training and development processes for the workforce**, updated job descriptions, and increased digital awareness.

Human and financial resources were the biggest challenges. Having trained and experienced talent is crucial. The most significant challenge was **employees' resistance to change**. Staff were not prepared for using the new technologies and we did not have any skills assessments in place.

We therefore implemented **different trainings, targeting different workforce groups**. Strategic decision-makers in the management team were included. Employees who directly interact with the shop floor/technology were prioritised. Candidates were selected among “transformation leaders” who would take a role in digital transformation projects.

Through “Digital Literacy” and “Leading Digital Transformation for Executives” trainings, we increased awareness for both the management team and employees. In addition, we enhanced technical skills in IoT, robotics, and machine vision/image processing. Those **trainings addressed both technical and soft skills**.

The trainings took place **during working hours** and were provided **partly at an external training provider's facility and partly at the company**. They were always focused on hands-on practice. In case of need, the in-presence trainings were **complemented with online training**.

The effects of the training on staff were positive. **Staff's prejudice against using technology were reduced**. We observed fewer errors in technology use, higher self-confidence, and faster adaptation. Employees became more willing to read data and monitor processes. Thanks to improved technical skills, **opportunities for new projects emerged**.

The digitalisation process made us realise that it is very useful to have regular skills assessments in place and to identify potential training needs, and as a consequence, we have made this a standard practice in our company.

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