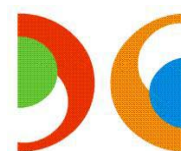




Istruzione e Cultura

# Leonardo da Vinci



## *Programme LEONARDO DA VINCI*

TRAINING PLANS FOR SMALL AND MEDIUM CONCERN

**I-02-B-F-PP-120427**

## SURVEYING QUESTIONNAIRE

The project was sponsored with the support of the European Community  
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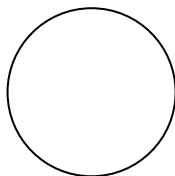
### Surveying data

<b>SURVEYOR'S NAME</b>	
<b>FIRM'S NAME</b>	
<b>LOCATION OF HEAD OFFICE</b>	
<b>POSITION OF THE PERSON INTERVIEWED</b>	
<b>DATE IN WHICH THE QUESTIONNAIRE WAS DRAWN UP</b>	
<b>QUESTIONNAIRE CODE</b>	
<b>NOTES</b>	

**Surveyor's sign**

\_\_\_\_\_

**FIRM'S STAMP**



**Sign of the interviewed**

\_\_\_\_\_



## Section A - PERSONAL DATA

A1 Age \_\_\_\_\_

<b>A2 Qualifications</b>		
1	Primary school certificate	<input type="checkbox"/>
3	Secondary school certificate	<input type="checkbox"/>
4	Degree	<input type="checkbox"/>

<b>A3 Competences</b>		
1	Technical Area	<input type="checkbox"/>
2	Commercial Area	<input type="checkbox"/>
3	Marketing	<input type="checkbox"/>
4	Managing Area	<input type="checkbox"/>
5	Organisational Area	<input type="checkbox"/>
6	Public Relations	<input type="checkbox"/>
7	Economical Area	<input type="checkbox"/>

<b>A4 How did you acquire the competences to work in this sector?</b>		
1	Family	<input type="checkbox"/>
2	School – Vocational training	<input type="checkbox"/>
3	Training courses	<input type="checkbox"/>
4	Work experiences	<input type="checkbox"/>
5	Other:	<input type="checkbox"/>



## Section B - INFORMATION ON THE FIRM

**B1 Name:**

\_\_\_\_\_

**Address** \_\_\_\_\_ **ZIP code** \_\_\_\_\_ **Town** \_\_\_\_\_

**District** \_\_\_\_\_

<b>B2 Number of employees</b>		
1	1-2	<input type="checkbox"/>
2	3-5	<input type="checkbox"/>
3	6-10	<input type="checkbox"/>
4	11-20	<input type="checkbox"/>
5	21-30	<input type="checkbox"/>
6	31-100	<input type="checkbox"/>
7	More than 100	<input type="checkbox"/>

<b>B3 Subdivide the employees, approximately, as for the typology of their employment</b>		%
1	Administration	
2	Production	
3	Commerce	
4	Public relations	
5	Technician	
6	Maintenance	

<b>B4 The staff of the firms for the last two years has:</b>		
1	Increased	<input type="checkbox"/>
2	Remained the same	<input type="checkbox"/>
3	Been reduced	<input type="checkbox"/>

<b>B5 If the staff has increased, indicate involved areas, otherwise go to the question C1</b>		
1	Production	<input type="checkbox"/>
2	Administration	<input type="checkbox"/>
3	Commerce	<input type="checkbox"/>
4	Other	<input type="checkbox"/>

<b>B6 The new employees you engaged came from:</b>		
1	Same sector firms	<input type="checkbox"/>
2	Other sectors firms	<input type="checkbox"/>
3	School / training	<input type="checkbox"/>



<b>B7 The new employees you engaged were:</b>		
1	Already qualified	<input type="checkbox"/>
2	To be qualified	<input type="checkbox"/>

### Section C - INFORMATION ON THE CUSTOMERS

<b>C1 What was the total number of last year's customers?</b>		
1	up to 500	<input type="checkbox"/>
2	from 500 to 1000	<input type="checkbox"/>
3	from 1000 to 5000	<input type="checkbox"/>
4	more than 5000	<input type="checkbox"/>

<b>C2 Approximate customers' distribution ( % )</b>		<b>%</b>
1	Local	
2	Regional	
3	National	
4	Foreign	

### Section D - INFORMATION ON THE COMPETITION

**D1 Have you ever had social / commercial contacts with competing firms?**

Yes  No

<b>D2 Do you maintain continuous contacts with competing firms?</b>		
1	I buy products	<input type="checkbox"/>
2	I exchange products	<input type="checkbox"/>
3	I buy productive factors	<input type="checkbox"/>
4	I exchange customers	<input type="checkbox"/>
5	We organise together common activities	<input type="checkbox"/>
6	We construct / manage together common structures	<input type="checkbox"/>
7	None	<input type="checkbox"/>

### Section E - RELATIONSHIPS WITH SECTOR ASSOCIATION

<b>E1 Which of the following association do you join?</b>		
1	Sector syndicate	<input type="checkbox"/>
2	Category association	<input type="checkbox"/>
3	Cooperatives	<input type="checkbox"/>
4	Data collecting associations	<input type="checkbox"/>
5	None	<input type="checkbox"/>



## Section F - PROMOTIONAL ASPECTS

**F1. Does your firm often carry out promo-advertising actions?**

Yes  No

<b>F.2. If the answer is Yes, how? (otherwise go to question G1)</b>		
1	By sending advertising material to potential customers	<input type="checkbox"/>
2	By sending it to past customers	<input type="checkbox"/>
3	Seminars	<input type="checkbox"/>
4	Fairs	<input type="checkbox"/>
5	Advertising on generic press	<input type="checkbox"/>
6	Advertising on specialised press	<input type="checkbox"/>
7	Workshop	<input type="checkbox"/>

## Section G - NEEDS' EXPRESSION

**G1 Characteristics of work market**

*Mark the corresponding square, putting in evidence to what extent the voice is critical by attributing a score from 1 to 5 (1=not critical at all, 5=extremely critical)*

		1	2	3	4	5
1	Meeting of demand and supply in the local market	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Youth's attitude towards work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Enterprise and autonomy of the work force	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Vocational training system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Instruction and scholastic system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Professional knowledge acquired thanks to experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Presence of high professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Presence of immigrant labour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Wage levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Staff preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Staff's attitude towards training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**G2 As for the professionals, in which areas – indicate if inside or outside the firm (consultants, collaborators,...) – do you expect an increase in occupational levels next year? (maximum 3 answers)**

*Put in evidence the three (or less) areas more susceptible of occupational increase or in which you expect a large generation replacement as a consequence of the turn over within your own specific sector. Mark the corresponding squares in accordance with the expected increase. For example if you think that Design and Innovation Area is highly developing, mark “5” in the corresponding square.*

	FUNCTIONAL AREAS	internal	external	1	2	3	4	5
1	Strategic Direction and Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Design and Innovation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Purchases and relationships with suppliers (raw materials and partly finished products, purchased goods and services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Logistics, storage, deliveries, transports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Administration, accounts department, management control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Juridical, legal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Personnel management, human resources, training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Data processing and data communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Research, quality control, inspections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Maintenance, safety, environment, health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Communication, image, advertising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Sales, relationships with costumers, commercial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	None:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Other: .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**G3 Which are the necessary specific training fields as for each of the above mentioned functional areas?**

*As for each of the three areas of the foregoing question please put in evidence the possible specific training fields, adding the weight (and so the importance/ urgency/ strategic relevance of that same training intervention). Indicate the level of priority between “1” = not priority and “5” highly priority for each field.*

	AREA 1:	FIELDS	1	2	3	4	5
1		1. Key competences (computer science, languages, safety...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2		2. Technical – professional competences (specifically connected with the profession)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3		3. Cross competences (communication, relational skills...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	AREA 2:	FIELDS	1	2	3	4	5
4		1. Key competences (computer science, languages, safety...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5		2. Technical – professional competences (specifically connected with the profession)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6		3. Cross competences (communication, relational skills...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	AREA 3:	FIELDS	1	2	3	4	5
7		1. Key competences (computer science, languages, safety...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8		2. Technical – professional competences (specifically connected with the profession)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9		3. Cross competences (communication, relational skills...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**G4 Which competences do you think may be more relevant in future?**

Competences		<i>Frequency</i> Low ← ..... → High				
1	Key competences (computer science, languages, safety...)	1	2	3	4	5
2	Technical – professional competences (specifically connected with the profession)	1	2	3	4	5
3	Cross competences (communication, relational skills...)	1	2	3	4	5

**G5 Which are the main variables determining possible innovation needs as for human resources / training in your firm?**

Variables		<i>Frequency</i> Low ← ..... → High				
1	Need to increase the firm's efficiency	1	2	3	4	5
3	Presence of new national / international rules	1	2	3	4	5
4	Customer's demand for a standard or a certification	1	2	3	4	5
5	Change in the service or in the reference market	1	2	3	4	5
6	Changes in the process of the service supply	1	2	3	4	5
7	Introduction of new management and control modalities	1	2	3	4	5
83	Critical state of the human resources management	1	2	3	4	5





9	Prospects of economical and dimensional growth	1	2	3	4	5
10	Increase in external complexity	1	2	3	4	5
11	Other:	1	2	3	4	5

**G6 In your opinion how easy is to find the following professional resources on the spot?**

Human resources		Availability Low ← ..... → High				
1	Non qualified staff	1	2	3	4	5
2	Qualified staff	1	2	3	4	5
3	Service and/or process technicians	1	2	3	4	5
4	Commercial professionals	1	2	3	4	5
5	Managing professionals	1	2	3	4	5
6	Administrative professionals	1	2	3	4	5

**G7 If you found the professional resources on the spot, would they be suitably trained?**

Human resources		Training suitability Low ← ..... → High				
1	Non qualified staff	1	2	3	4	5
2	Qualified staff	1	2	3	4	5
3	Service and/or process technicians	1	2	3	4	5
4	Commercial professionals	1	2	3	4	5
5	Managing professionals	1	2	3	4	5
6	Administrative professionals	1	2	3	4	5

**G8 In your opinion, how long does it take a motivated and inclined to learn human resource to learn to carry out the following activities at a medium level? (Low = 3 months; High = 3 years and more).**

Activity		Time Low ← ..... → High				
1	Local/regional/national/foreign market analysis	1	2	3	4	5
2	Firm promotion to costumers	1	2	3	4	5
3	New services development	1	2	3	4	5
4	Definition of the service organisation	1	2	3	4	5
5	Service supply – executive activities	1	2	3	4	5
6	Service supply – quality control activities	1	2	3	4	5
7	Service supply – technology management activities	1	2	3	4	5



8	Choice and management of the relationships with suppliers	1	2	3	4	5
9	Administration processes management	1	2	3	4	5
10	Human resources management	1	2	3	4	5
11	Planning of economical and financial resources	1	2	3	4	5

**G9 Did the firm carry out interventions to identify training needs during the last years?**

Yes  No

**If your answer was no, go to question G19**

<b>G10 the firm carried out intervention to identify training needs because this corresponds to:</b>		
1	Firm policy	<input type="checkbox"/>
2	Law fulfilment	<input type="checkbox"/>
3	Union agreement	<input type="checkbox"/>

**G11 Did the enquiry favour those functional areas considered strategically more important?**

Yes  No

**G12 If so, which ones? (if your answer was no, go to question G13)**

	<b>FUNCIONAL AREAS</b>	
1	<i>Strategic Direction and Design</i>	<input type="checkbox"/>
2	<i>Design and Innovation</i>	<input type="checkbox"/>
3	<i>Purchases and relationships with suppliers (raw materials and partly finished products, purchased goods and services)</i>	<input type="checkbox"/>
4	<i>Logistics, storage, deliveries, transports</i>	<input type="checkbox"/>
5	<i>Administration, accounts department, management control</i>	<input type="checkbox"/>
6	<i>Juridical, legal</i>	<input type="checkbox"/>
7	<i>Personnel management, human resources, training</i>	<input type="checkbox"/>
8	<i>Data processing and data communication</i>	<input type="checkbox"/>
9	<i>Research, quality control, inspections</i>	<input type="checkbox"/>
10	<i>Maintenance, safety, environment, health</i>	<input type="checkbox"/>
11	<i>Communication, image, advertising</i>	<input type="checkbox"/>
12	<i>Sales, relationships with costumers, commercial</i>	<input type="checkbox"/>
13	<i>Other: .....</i>	<input type="checkbox"/>



**G13 Did the enquiry favour those professionals considered strategically more important?**

Yes  No

**G14 Did the enquiry favour those thematic areas considered strategically more important?**

Yes  No

<b>G15 The firm entrusted the enquiry to:</b>		
1	External specialised agencies	<input type="checkbox"/>
2	The internal staff	<input type="checkbox"/>

<b>G16 The firm made the enquiry:</b>		
1	Through a questionnaire addresses to interested people	<input type="checkbox"/>
2	Through a specific chart for each of the firm's professionals	<input type="checkbox"/>
3	Through a card evaluating the potentiality based on the observations of the evaluated person	<input type="checkbox"/>
4	Through a work meeting	<input type="checkbox"/>
5	Other	<input type="checkbox"/>

**G17 Did the firm make an enquiry to check the preferences as for training methodologies ( self-training, classes....)?**

Yes  No

**G18 Did the firm make an enquiry to check the preferences as for the organisation of the training intervention (intensive courses, medium, short.....)?**

Yes  No

**G19 In which areas have the main training interventions been carried out for the last three years?**

<b>FUNCTIONAL AREAS</b>		
1	<i>Strategic Direction and Design</i>	<input type="checkbox"/>
2	<i>Design and Innovation</i>	<input type="checkbox"/>
3	<i>Purchases and relationships with suppliers (raw materials and partly finished products, purchased goods and</i>	<input type="checkbox"/>



4	<i>Logistics, storage, deliveries, transports</i>	<input type="checkbox"/>
5	<i>Administration, accounts department, management control</i>	<input type="checkbox"/>
6	<i>Juridical, legal</i>	<input type="checkbox"/>
7	<i>Personnel management, human resources, training</i>	<input type="checkbox"/>
8	<i>Data processing and data communication</i>	<input type="checkbox"/>
9	<i>Research, quality control, inspections</i>	<input type="checkbox"/>
10	<i>Maintenance, safety, environment, health</i>	<input type="checkbox"/>
11	<i>Communication, image, advertising</i>	<input type="checkbox"/>
12	<i>Sales, relationships with costumers, commercial</i>	<input type="checkbox"/>
13	<i>None: .....</i>	<input type="checkbox"/>
14	<i>Other: .....</i>	<input type="checkbox"/>

**G20 As for training interventions carried out by the firm did you identify any indicators to evaluate the effectiveness of the intervention?**

Yes  No

**G21 Were the training interventions monitored so as to carry out possible changes or adaptations of the intervention itself?**

Yes  No

**G22 Does the firm know the training opportunities offered by your area?**

Yes  No

**G23 Does the firm know the opportunities and funds provided for by current laws as far training is concerned?**

Yes  No

**G24 Do you agree with the opinion that, in order to improve the firm's position and to reach fixed objectives, training plays a very important role?**

<b>Level of agreement</b>				
Low ← ..... → High				
1	2	3	4	5

**G25 Do you agree with the opinion that all the costs the firm must bear in order to carry out training interventions are a useful investment?**

<b>Level of agreement</b>				
Low ← ..... → High				
1	2	3	4	5



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**G26 Has the firm recently noticed such situations in which the lack of training has caused problems in the current management?**

Yes  No

**G27 Do you find it useful to plan possible insertions of professional resources?**

<i>Usefulness</i>				
Low ← ..... → High				
1	2	3	4	5

**G28 To what extent are possible insertions of professional resources planned?**

<i>Planning extent</i>				
Low ← ..... → High				
1	2	3	4	5

**G29 By means of which modalities are insertions of professional resources planned?**

<b>Modality</b>		<i>Frequency</i> Low ← ..... → High				
1	Use of specifically planned instruments	1	2	3	4	5
2	Use of generic instruments: consultants, agencies...	1	2	3	4	5
3	No instruments	1	2	3	4	5

**G30 By means of which modalities are insertions of professional resources found?**

<b>Modality</b>		<i>Frequency</i> Low ← ..... → High				
1	Recommendation	1	2	3	4	5
2	Job centres	1	2	3	4	5
3	Temporary employment	1	2	3	4	5
4	Training stages	1	2	3	4	5
5	Advertisement	1	2	3	4	5
6	Received application for the job	1	2	3	4	5
7	Other:	1	2	3	4	5



**G31 Does an activity of research and finding of training packages already exist in your firm?**

1	Absent	<input type="checkbox"/>
2	Occasional	<input type="checkbox"/>
3	Based on the needs	<input type="checkbox"/>
4	Regular	<input type="checkbox"/>
5	Assiduous	<input type="checkbox"/>

If your answer was *Absent*, go to question G36

**G32 What was the overall result of that activity as far as the research is concerned?**

<i>Result</i>				
Negative ←		.....	→ Positive	
1	2	3	4	5

**G33 What was the overall result of the supply of the training packages you found this way?**

<i>Result</i>				
Negative ←		.....	→ Positive	
1	2	3	4	5

**G34 Which instruments did you use to find training packages?**

<b>Instrument</b>		<i>Frequency of use</i> Low ← ..... → High				
1	Use of written sources (newspapers, magazines, periodicals)	1	2	3	4	5
2	Sharing opinions with agents	1	2	3	4	5
3	Sharing opinions with other firms	1	2	3	4	5
4	Sharing opinions within Associations/syndicates	1	2	3	4	5
5	Participation in fairs/shows in your country or abroad	1	2	3	4	5
6	Internet	1	2	3	4	5
7	School-firm net	1	2	3	4	5
8	Other:	1	2	3	4	5

**G35 On the basis of which competences were the training packages found?**

<b>Competences</b>		<i>Frequency</i> Low ← ..... → High				
1	Key competences (computer science, languages, safety...)	1	2	3	4	5
2	Technical – professional competences (specifically connected with the profession)	1	2	3	4	5



3	Cross competences (communication, relational skills...)	1	2	3	4	5
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**G36 Do you find it useful to plan training actions in your firm?**

<i>Usefulness</i>					
Low ← ..... → High					
1	2	3	4	5	

**G37 Why?**

<b>Reason</b>		<i>Importance</i> Low ← ..... → High				
1	"Ad hoc" actions as for contents	1	2	3	4	5
2	"Ad hoc" actions as for methods and execution modalities	1	2	3	4	5
3	More effective and efficient training action	1	2	3	4	5
4	Training action more suitable to the firm's strategy	1	2	3	4	5
5	Other:	1	2	3	4	5

**G38 By means of which modalities are training actions usually planned in your firm?**

<b>Modality</b>		<i>Frequency</i> Low ← ..... → High				
1	Use of specifically planned instruments	1	2	3	4	5
2	Use of generic instruments: consultants, agencies...	1	2	3	4	5
3	No instruments	1	2	3	4	5

**G39 Do you find it useful for the firm's training needs to be known by the local school system?**

<i>Usefulness</i>					
Low ← ..... → High					
1	2	3	4	5	

**G40 Why?**

<b>Reason</b>		<i>Importance</i> Low ← ..... → High				
1	Students' training more aimed at the firms' needs	1	2	3	4	5
2	School guidance more aimed	1	2	3	4	5
3	Students more motivated to work.	1	2	3	4	5
4	Other:	1	2	3	4	5



**G41 Do you find the creation of a school-firm net useful?**

<i>Usefulness</i>				
Low ← ..... → High				
1	2	3	4	5

**G42 Why?**

<b>Reason</b>		<i>Importance</i> Low ← ..... → High				
1	Chance of exchanging competences	1	2	3	4	5
2	Chance of fostering a meeting between training demand and offer.	1	2	3	4	5
3	Chance of engaging teachers from school institutions for the supply of training packages.	1	2	3	4	5
4	Other:	1	2	3	4	5

**Observations**

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