

# **DESCRIPTIVE REPORT**

## **FOR RESULT # 1, ERASMUS+ FUNDED KNOWLO PROJECT**

### **Summary**

Survey conducted on a sample of 265 respondents from the Czech Republic, Italy, Latvia, Slovakia, and Spain describe the views of managers, teachers, trainers, administrative and technical staff and students on four different fields of SMART learning organization aspects: (1) organizational self-awareness, strategy, and development; (2) learning, communication, and collaboration; (3) clients, sustainability, and product orientation; (4) digital transformation, global context, and value creation.

Results based on a snowball sampling of the involved and related organizations, collected from January to March 2022, demonstrate that trainers prefer an organisational environment in which there is a clear strategy, a culture of excellence, a preference for innovative teaching methods, strong external networking and clarity of rules and stability in the organisational. In addition, there was an emphasized need for teachers to receive constructive feedback to help them move forward.

Importantly, teachers put emphasis on the individual attention to the client/student, knowledge of their teaching style and their participation in the programme development process. They also consider lifelong learning and some clarity of rules and stability in the organizational environment to be important. Relationships within the organization are also essential, emphasizing the value of each member and collaboration. On the other hand, negative aspects of the work include stress, lack of funding, language barrier, directive management, inadequate technical equipment, and poor-quality standards for online teaching.

Considering the comparison between countries, teachers from Slovakia were slightly less likely to agree that a culture of excellence should be expected in every organisation, that external networking has an impact on the organisation, that teamwork is preferred, that trainers are well equipped with language skills, that technical equipment is sufficient, and they also expressed the opinion that the organisation does not have enough money from the state budget.

Teachers from Italy were slightly less likely to agree that teachers are the initiators responsible for organisational development, that students know their learning style and that maximum use is made of modern technology in training. Teachers from the Czech Republic were slightly less likely to agree that proper assessment of students prior to training would help.

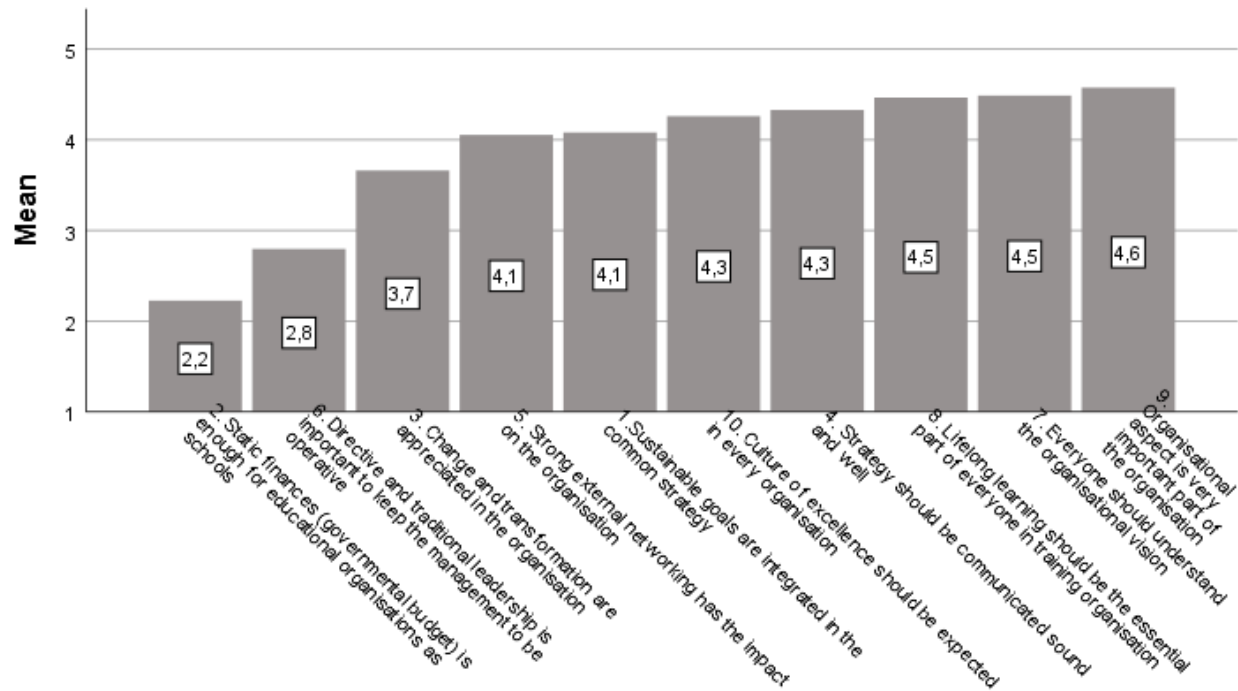
Sustainable goals and understandable vision of organization are important for managers. On the other hand, directive and traditional leadership holds importance for teachers. Furthermore, from the results of the survey, it seems that focus on the specific subject knowledge should be an essential part of the teachers' development. Teachers more often agree with statements such as: "technical equipment in the training organizations is sufficient". Managers, in contrast, more often agree with statements such as that "sustainability and environmental aspects are part of everyday life of training organizations".

The report is divided into three main parts. First part describes the general results. Second part brings a more detailed comparison of the samples of each country is presented. Third, there is a comparison between trainers and teacher as two main types of respondents presented. However, there are several limitations to the report worth noting: The samples are not equivalent across the countries, as they vary quite strongly both in number and other aspects. One of the other limitations is that the snowballing sampling method does not allow for making wider claims, as organizations and their partners reflect specific organizations and differ.

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Promoting knowledge-sharing culture in Learning  
Organisation (KNOWLO)

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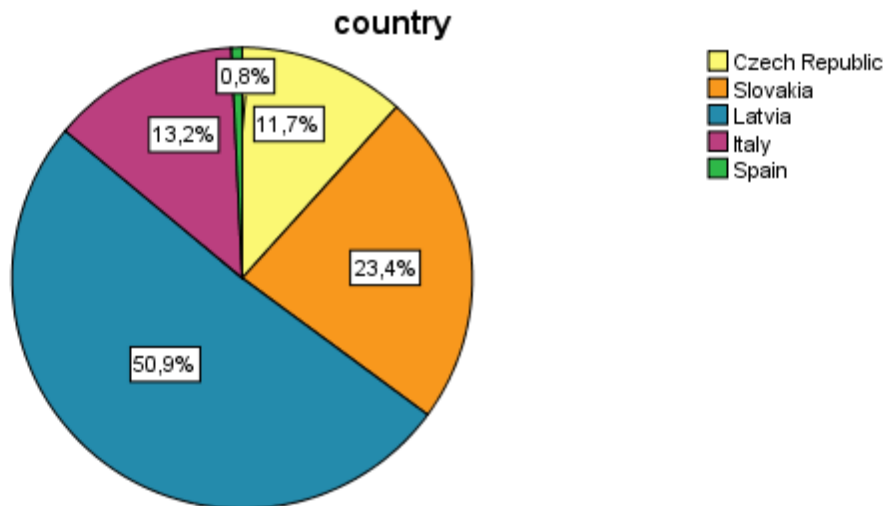
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## 1 FREQUENCY ANALYSIS

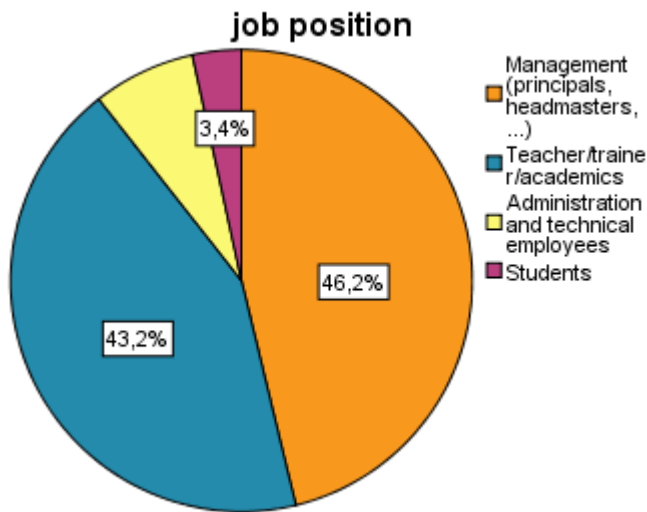
The research sample consist of 265 respondents from all five partner countries. The following table and pie chart shows the overall number and percentage of the respondents for each country.

		Frequency	Percent	Valid Percent
Valid	Czech Republic	31	11,7	11,7
	Slovakia	62	23,3	23,4
	Latvia	135	50,8	50,9
	Italy	35	13,2	13,2
	Spain	2	,8	,8
	Total	265	99,6	100,0
Missing	System	1	,4	
Total		266	100,0	



The following table and pie chart shows the research set by job position. 2 respondents are missing as they did not provide any answer.

		Frequency	Percent	Valid Percent
Valid	Management (principals, headmasters, ...)	122	45,9	46,2
	Teacher/trainer/academics	114	42,9	43,2
	Administration and technical employees	19	7,1	7,2
	Students	9	3,4	3,4
	Total	264	99,2	100,0
Missing	System	2	,8	
Total		266	100,0	



The following table describes job positions in individual countries.

			job position				Total
			Management (principals, headmasters, ...)	Teacher/trainer/academics	Administration and technical employees	Students	
country	Czech Republic	Count	14	15	2	0	31
		%	11,5%	13,2%	10,5%	0,0%	11,7%
	Slovakia	Count	12	41	0	8	61
		%	9,8%	36,0%	0,0%	88,9%	23,1%
	Latvia	Count	92	26	16	1	135
		%	75,4%	22,8%	84,2%	11,1%	51,1%
	Italy	Count	4	30	1	0	35
		%	3,3%	26,3%	5,3%	0,0%	13,3%
	Spain	Count	0	2	0	0	2
		%	0,0%	1,8%	0,0%	0,0%	0,8%
Total		Count	122	114	19	9	264
		%	100,0%	100,0%	100,0%	100,0%	100,0%

The descriptive analysis covers four study areas: organizational self-awareness, strategy and development; learning, communication and collaboration (the organization and its people); clients, sustainability and product orientation; digital transformation, global context and value creation.

## 1.1 Organizational self-awareness, strategy and development

The first area of the survey concerned organizational self-awareness, strategy and development - the relative and absolute frequencies are shown in Table 1 and the average responses are visualized in Chart 1.

Respondents mostly agreed that the organizational aspect is a very important part of the organization (almost 96% of respondents). Similarly, there was a high level of agreement that everyone should understand the vision of the organization and lifelong learning should be an essential part of everyone in the training organization (almost 92% of respondents).

Nearly 84% of respondents agree that strategy should be communicated well and clearly and that a culture of excellence should be expected in every organization.

77% of respondents agreed that sustainability goals are integrated into a common strategy and that strong external networking has an impact on the organization. 62% of respondents agreed that change and transformation are valued in the organization, 26% were neutral and 11% disagreed. Almost half of the respondents disagreed that directive and traditional leadership is important to make management work (28% of respondents agreed). The lowest agreement was expressed by respondents with the item that the organization needs money from the state budget, which only 14% agreed with, while 63% of respondents disagreed.

As mentioned above, the respondents consider organizational self-awareness of strategy and development to be crucial to effective organizational progress.

The most frequent responses are highlighted in **yellow**.

*Table 1 Organizational self-awareness, strategy and development*

		Count	Column %
1.Sustainable goals are integrated in the common strategy	completely disagree	3	1,1%
	disagree	9	3,4%
	neither agree nor disagree	49	18,5%
	agree	107	40,4%

	totally agree	97	36,6%
	Total	265	100,0%
2. Static finances (governmental budget) is enough for educational organisations as schools	completely disagree	85	32,2%
	disagree	81	30,7%
	neither agree nor disagree	62	23,5%
	agree	25	9,5%
	totally agree	11	4,2%
	Total	264	100,0%
3. Change and transformation are appreciated in the organisation	completely disagree	5	1,9%
	disagree	25	9,4%
	neither agree nor disagree	70	26,4%
	agree	120	45,3%
	totally agree	45	17,0%
	Total	265	100,0%
4. Strategy should be communicated sound and well	completely disagree	0	0,0%
	disagree	6	2,3%
	neither agree nor disagree	35	13,2%
	agree	90	34,0%
	totally agree	134	50,6%
	Total	265	100,0%
5. Strong external networking has the impact on the organisation	completely disagree	1	0,4%
	disagree	6	2,3%
	neither agree nor disagree	55	20,8%
	agree	119	44,9%
	totally agree	84	31,7%
	Total	265	100,0%
6. Directive and traditional leadership is	completely disagree	43	16,2%
	disagree	77	29,1%



important to keep the management to be operative	neither agree nor disagree	70	26,4%
	agree	41	15,5%
	totally agree	34	12,8%
	Total	265	100,0%
7. Everyone should understand the organisational vision	completely disagree	3	1,1%
	disagree	3	1,1%
	neither agree nor disagree	16	6,0%
	agree	83	31,3%
	totally agree	160	60,4%
	Total	265	100,0%
8. Lifelong learning should be the essential part of everyone in training organisation	completely disagree	1	0,4%
	disagree	7	2,6%
	neither agree nor disagree	16	6,0%
	agree	85	32,1%
	totally agree	156	58,9%
	Total	265	100,0%
9. Organisational aspect is very important part of the organisation	completely disagree	2	0,8%
	disagree	2	0,8%
	neither agree nor disagree	7	2,6%
	agree	85	32,1%
	totally agree	169	63,8%
	Total	265	100,0%
10. Culture of excellence should be expected in every organisation	completely disagree	4	1,5%
	disagree	3	1,1%
	neither agree nor disagree	36	13,6%
	agree	99	37,4%
	totally agree	123	46,4%
	Total	265	100,0%

Chart 1 ranks the responses to each item from lowest agreement to highest agreement.

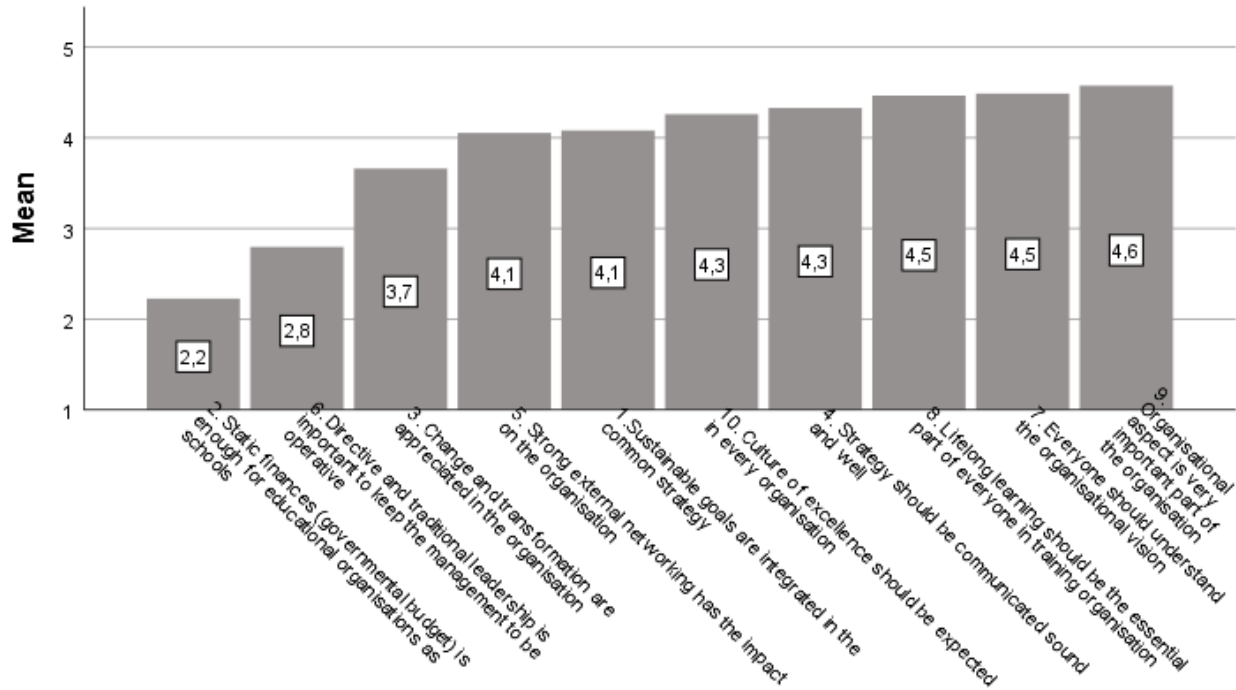


Chart 1 Organizational self-awareness, strategy and development

## 1.2 Learning, communication and collaboration (the organization and its people)

The second area concerned learning, communication and collaboration - the absolute and relative frequencies are shown in Table 2 and the mean values are visualized in Figure 2. Almost all respondents (95%) agreed that members of the organization should receive constructive feedback in order to improve. More than 90% of respondents agreed that every team member is valuable despite disagreements, that internal processes need to be clear and stable, and that sharing with colleagues and teamwork is preferred. Respondents also agree that new methods/forms of communication and learning are needed (86%). 77% of respondents agreed that inclusion and diversity have a place in our society (17% expressed a neutral view). 74% agreed that teachers are the initiators responsible for organizational development (20% expressed a rather neutral view).

On the item that telecommuting style and new forms of working in general are beneficial for the organization and its people, 43% of respondents agreed, 41% had a rather neutral opinion (41%) and 17% disagreed. Almost half agreed that focusing on subject-specific knowledge should be a major part of teacher development; almost a third had a neutral view on this. The item that stress and well-being are not that important in the teaching profession was disagreed with by the vast majority - 70%, with 18% expressing a neutral view.

This shows that the respondents consider relationships with co-workers, feedback, communication, and collaboration to be very important. Table 2 Learning, communication and collaboration (the organization and its people).

		Count	Column N %
1. Every member of the team is valuable despite of the disagreements (Generation gaps)	completely disagree	5	1,9%
	disagree	9	3,4%
	neither agree nor disagree	18	6,8%
	agree	82	30,9%
	totally agree	151	57,0%
2. People should receive a structured and constructive feedback in order to improve	completely disagree	1	0,4%
	disagree	3	1,1%
	neither agree nor disagree	9	3,4%
	agree	73	27,5%
	totally agree	179	67,5%
3. New methods/forms of communication and learning are needed	completely disagree	3	1,1%
	disagree	8	3,0%
	neither agree nor disagree	25	9,4%
	agree	126	47,5%
	totally agree	103	38,9%
4. Remote working style and new forms of work in general are beneficial	completely disagree	6	2,3%
	disagree	38	14,3%
	neither agree nor disagree	108	40,8%

for the organisation and its people	agree	74	27,9%
	totally agree	39	14,7%
5. Inclusion and diversity has a space in our society	completely disagree	4	1,5%
	disagree	9	3,4%
	neither agree nor disagree	46	17,4%
	agree	118	44,5%
	totally agree	88	33,2%
6. Focus on the specific subject knowledge should be the main part of the teachers development	completely disagree	12	4,5%
	disagree	36	13,6%
	neither agree nor disagree	94	35,5%
	agree	87	32,8%
	totally agree	36	13,6%
7. Teachers are the intrapreneurs responsible for the organisational development	completely disagree	2	0,8%
	disagree	15	5,7%
	neither agree nor disagree	52	19,6%
	agree	121	45,7%
	totally agree	75	28,3%
8. Sharing of tasks with colleagues and team work is preferable	completely disagree	3	1,1%
	disagree	12	4,5%
	neither agree nor disagree	14	5,3%
	agree	95	35,8%
	totally agree	141	53,2%
9. Stress and well-being is not so relevant aspect in teachers' profession	completely disagree	119	44,9%
	disagree	64	24,2%
	neither agree nor disagree	47	17,7%
	agree	21	7,9%
	totally agree	14	5,3%
	completely disagree	2	0,8%

10. Internal processes must be clear and stable	disagree	2	0,8%
	neither agree nor disagree	14	5,3%
	agree	110	41,5%
	totally agree	137	51,7%

Chart 2 ranks the responses to each item from lowest agreement to highest agreement.

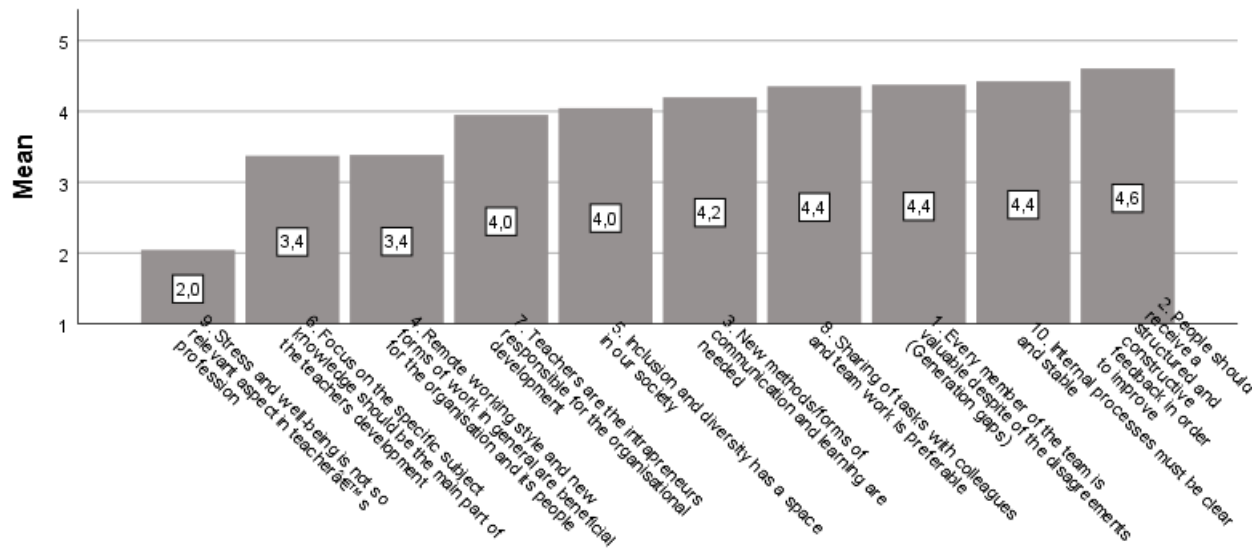


Chart 2 Learning, communication and collaboration (the organization and its people)

### 1.3 Clients, sustainability and product orientation

The third area focused on students, sustainability and product orientation - absolute and relative numbers are shown in Table 3, with average values shown in Chart 3. Almost all respondents (94%) agreed that an individual approach to learners is essential, that learners should be involved in the training process and active as members (86.5%) and that a focus on quality is the essence of a training organization (86%), that innovative methods in training are needed to achieve more (84%), trainers should clearly understand the learning styles of their learners (84%), and that learners should be involved in the creation of training products (79%).

60% of teachers thought that project-based learning helps to achieve more (almost a third had a neutral opinion). 58% agreed that proper selection (assessment) of learners prior to training would help (27% had a neutral opinion and 15% disagreed).

On the item that students know their learning style and preferences, the majority of respondents were neutral (44.2%) and one-third agreed.

The majority disagreed that traditional precepts are sustainable without significant changes at 44%, almost one-third expressed a neutral opinion and one-fourth agreed.

From the above, it can be concluded that for teachers active involvement of students in the creation of training product is very important, they also emphasize the need for innovative methods in teaching and pcohoping students' learning styles.

Table 3 Clients, sustainability and product orientation

		Count	Column N %
1. Individual approach to clients / Student is essential	completely disagree	2	0,8%
	disagree	3	1,1%
	neither agree nor disagree	12	4,5%
	agree	84	31,7%
	totally agree	164	61,9%
2. Clients / Student should be involved in the training products creation	completely disagree	2	0,8%
	disagree	4	1,5%
	neither agree nor disagree	50	18,9%
	agree	129	48,7%
	totally agree	80	30,2%
3. Student/ clients should be engaged in training process as active members (flipped classroom)	completely disagree	2	0,8%
	disagree	5	1,9%
	neither agree nor disagree	29	10,9%
	agree	114	43,0%
	totally agree	115	43,4%
	completely disagree	2	0,8%

4. Innovative methods in training are needed to deliver more	disagree	7	2,6%
	neither agree nor disagree	34	12,8%
	agree	108	40,8%
	totally agree	114	43,0%
5. Proper selection (assessment) of clients/ Student would be helpful before the training	completely disagree	14	5,3%
	disagree	26	9,8%
	neither agree nor disagree	72	27,2%
	agree	95	35,8%
	totally agree	58	21,9%
6. Project based learning is helping to deliver more	completely disagree	5	1,9%
	disagree	11	4,2%
	neither agree nor disagree	90	34,0%
	agree	103	38,9%
	totally agree	56	21,1%
7. Learners know their learning styles & preferences	completely disagree	18	6,8%
	disagree	41	15,5%
	neither agree nor disagree	117	44,2%
	agree	67	25,3%
	totally agree	22	8,3%
8. Trainers should understand clearly the learning styles of their clients	completely disagree	3	1,1%
	disagree	8	3,0%
	neither agree nor disagree	32	12,1%
	agree	117	44,2%
	totally agree	105	39,6%
9. Focus on quality is the essence of training organisation	completely disagree	5	1,9%
	disagree	7	2,6%
	neither agree nor disagree	25	9,4%
	agree	105	39,6%

	totally agree	123	46,4%
10. Traditional subjects are sustainable without strong changes	completely disagree	31	11,7%
	disagree	84	31,7%
	neither agree nor disagree	85	32,1%
	agree	48	18,1%
	totally agree	17	6,4%

Chart 3 ranks the responses to each item from lowest agreement to highest agreement.

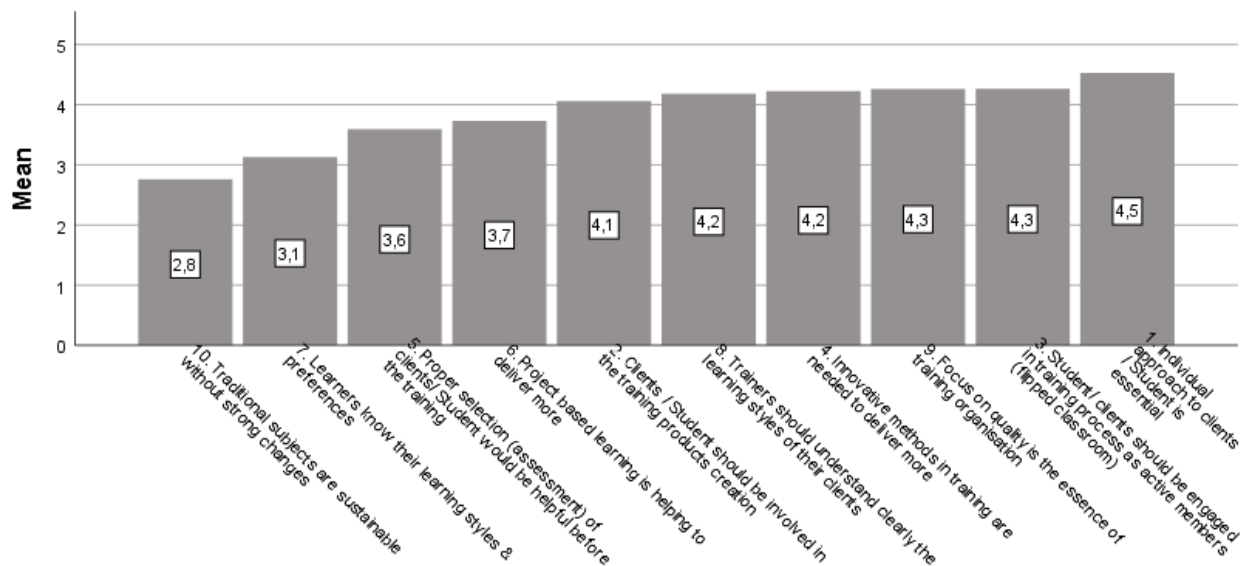


Chart 3 Clients, sustainability and product orientation

## 1.4 Digital transformation, global context and value creation

The fourth and final section covered digital transformation, global context and value creation - the relative and absolute frequencies are shown in Table 4 and the average values are visualised in Figure 4.

Almost 65% of respondents agreed that responsible consumption and spending in the organization is important and that the organization should be an innovator in the digital space. Almost 54% of



the respondents agreed that sustainability and environmental aspects are part of the daily life of the organization, while 36% were neutral on this. 44% agreed that global awareness is part of the daily life of the organization. 44% of respondents agreed that teachers are digitally prepared after the pandemic, 39% had a neutral opinion and 18% disagreed. 37% of the respondents agreed that modern technology is used to the maximum in training, 38% were rather neutral and 25% disagreed. Respondents expressed a rather neutral opinion that digital courses are organized interactively for everyone (40%), 37% agreed. Similarly, they were mostly neutral about the fact that there are quality standards for online teaching (42%), a third agreed and a quarter disagreed. A third of respondents agreed that technical facilities are sufficient, 29% were neutral and almost 40% disagreed. 44% of respondents agreed that a foreign language is a barrier for trainers to go abroad for international training, 27% were neutral and 29% disagreed.

This shows that responsible consumption, environmental aspects and digital transformation are important for trainers. They see opportunities for improvement in improving the interactivity of the courses and see limits in the technical equipment and language readiness of the trainers.

Table 4 Digital transformation, global context and value creation

		Count	Column N %
1. Teachers are digitally ready after COVID-19 pandemics	completely disagree	10	3,8%
	disagree	38	14,3%
	neither agree nor disagree	102	38,5%
	agree	101	38,1%
	totally agree	14	5,3%
2. Modern technology is used on its maximum during the training	completely disagree	13	4,9%
	disagree	52	19,6%
	neither agree nor disagree	101	38,1%
	agree	81	30,6%
	totally agree	18	6,8%
3. There are existing the quality standards of the online teaching	completely disagree	28	10,6%
	disagree	39	14,7%
	neither agree nor disagree	112	42,3%
	agree	72	27,2%
	totally agree	14	5,3%
4. Responsible consumption and spendings is normal in	completely disagree	8	3,0%
	disagree	20	7,5%
	neither agree nor disagree	65	24,5%
	agree	121	45,7%

the training organisation	totally agree	51	19,2%
5. Foreign language isn't the barrier for our trainers to go for the international trainings abroad	completely disagree	48	18,1%
	disagree	68	25,7%
	neither agree nor disagree	72	27,2%
	agree	48	18,1%
	totally agree	29	10,9%
6. Technical equipment in the training organisations is sufficient	completely disagree	40	15,1%
	disagree	63	23,8%
	neither agree nor disagree	76	28,7%
	agree	64	24,2%
	totally agree	22	8,3%
7. Global awareness is included in everyday life of the training organisation	completely disagree	7	2,6%
	disagree	37	14,0%
	neither agree nor disagree	105	39,6%
	agree	88	33,2%
	totally agree	28	10,6%
8. Digital classes are organised and interactive for everyone	completely disagree	25	9,4%
	disagree	38	14,3%
	neither agree nor disagree	105	39,6%
	agree	74	27,9%
	totally agree	23	8,7%
9. Sustainability and environmental aspects are part of everyday life of training organisation	completely disagree	6	2,3%
	disagree	22	8,3%
	neither agree nor disagree	94	35,5%
	agree	104	39,2%
	totally agree	39	14,7%
10. Training organisation should be the innovator in the digital world	completely disagree	7	2,6%
	disagree	19	7,2%
	neither agree nor disagree	80	30,2%
	agree	108	40,8%
	totally agree	51	19,2%

Chart 4 ranks the responses to each item from lowest agreement to highest agreement.

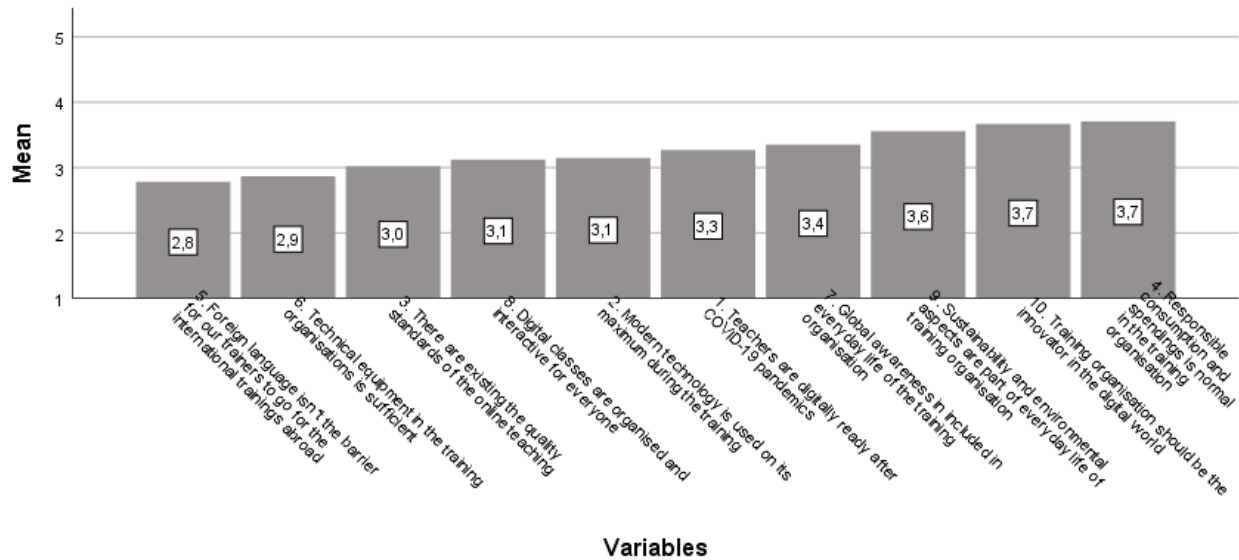


Chart 4 Digital transformation, global context and value creation

The following graph, No. 5, visualizes the average responses to all items of the questionnaire. They are ranked from the highest level of agreement to the lowest level of agreement.

Promoting knowledge-sharing culture in Learning  
Organisation (KNOWLO)

2021-1-LV01-KA220-VET-000029991  
KA220-VET- Cooperation partnerships in vocational education and training

All answers in ascending order

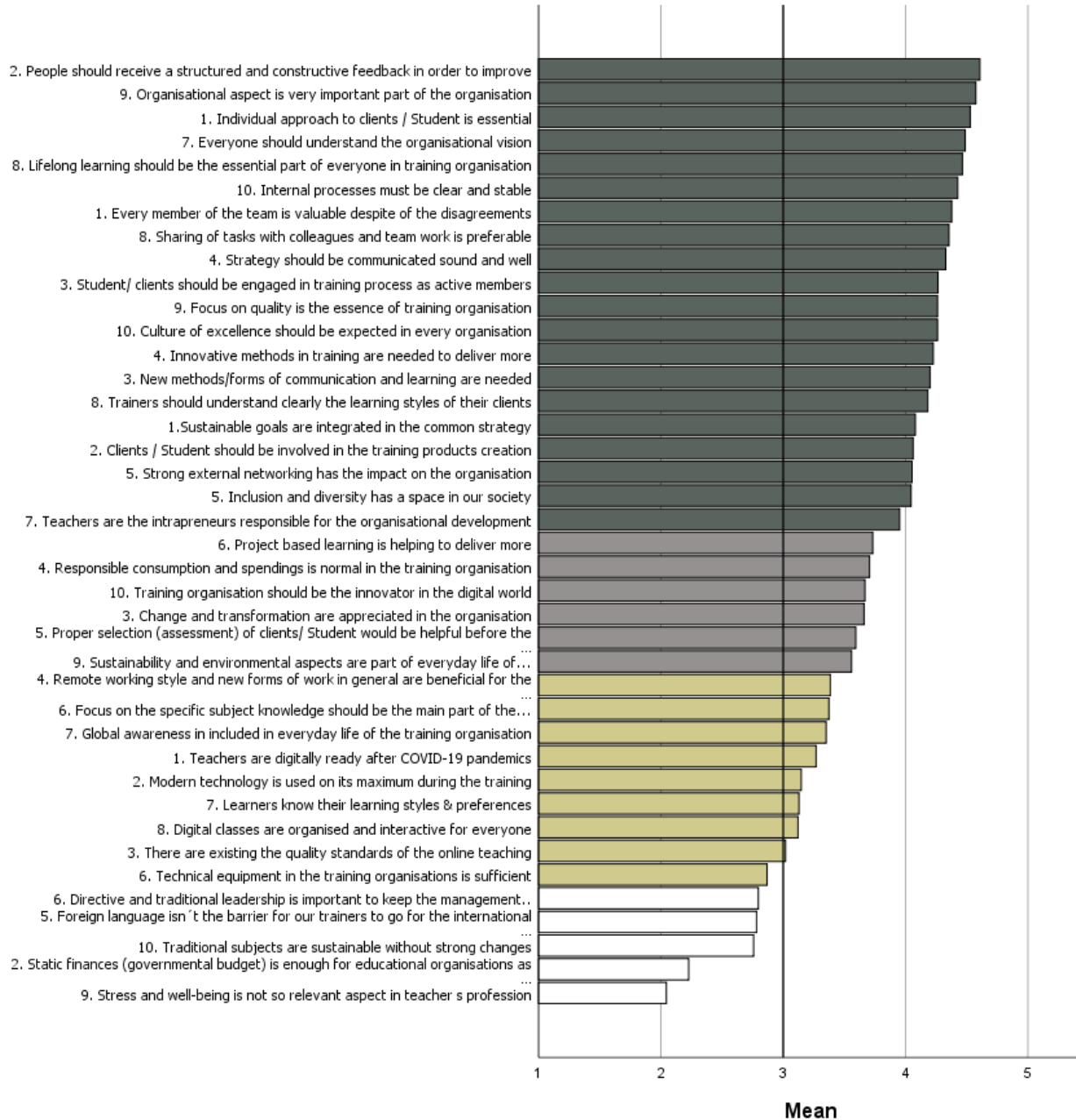


Chart 5 Responses to all questionnaire items ranked from highest level of agreement to lowest level of agreement

## 2 COMPARATIVE ANALYSIS BY COUNTRY

In the table, we can see the research sample from of country view. The most frequent respondents were from Latvia, next was from Slovakia. There were slightly fewer respondents from Italy and the Czech republic. From Spain were only two respondents, so we don't integrate them into the next analysis.

*Table 5 Research Set - Countries*

	Frequency	Percent
Czech Republic	31	11,7
Slovakia	62	23,4
Latvia	135	50,9
Italy	35	13,2
Spain	2	,8
Total	265	100,0

### 2.1 Organizational self-awareness, strategy and development

As we can see in the table n. 6, there are significant differences in variables related to organizational self-awareness, strategy, and development. Specifically, the variables are: 2. Static finances (governmental budget) is enough for educational organizations as schools, 4. Strategy should be communicated sound and well, 5. Strong external networking has an impact on the organization, 6. Directive and traditional leadership is important to keep the management to be operative, 8. Lifelong learning should be the essential part of everyone in a training organization, 10. Culture of excellence should be expected in every organization.

With variable 2. Static finances (governmental budget) are enough for educational organizations as schools, the respondents expressed disagreement, alternatively neutral attitude. Neutral attitude was expressed by respondents from Italy and the Czech republic, and disagreement was expressed by respondents from Latvia and Slovakia.

With variable 4. The strategy should be communicated sound and well, respondents of all countries expressed agreement, especially respondents from Slovakia, and relative to the fewer agreement expressed by respondents from Latvia.

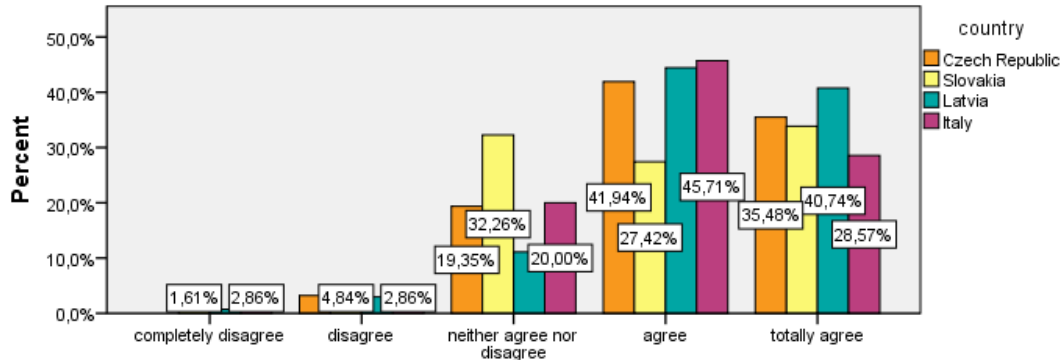
With item 5. Strong external networking has the impact on the organization, respondents from Italy agree the most, on the contrary (relatively) least respondents from Slovakia. Respondents from Italy agreed to a high degree with item 6. Directive and traditional leadership is important to keep the management to be operative, all others rather disagreed. All respondents agree to a high degree with item 7. Lifelong learning should be the essential part of everyone in training organization, but respondents from Italy and the Czech Republic mostly agree. Respondents from all countries agree to a high degree with item 10. Culture of excellence should be expected in every organization, except respondents from Slovakia, who agree with it to a lesser extent.

Table 6 Comparison - Organizational self-awareness, strategy and development

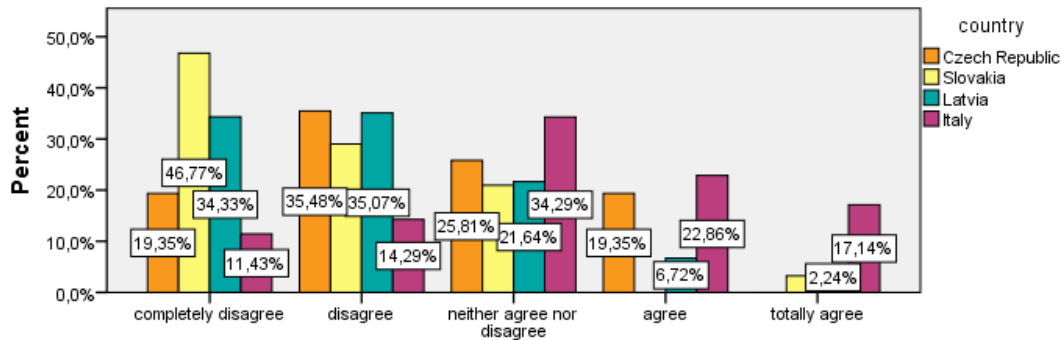
country		N	Mean Rank	Mean	KW	df	signifikance (p)
1. Sustainable goals are integrated in the common strategy	Czech Republic	31	131,21	4,10	6,765	3	0,080
	Slovakia	62	116,14	3,87			
	Latvia	135	142,34	4,21			
	Italy	35	120,90	3,94			
	Total	263		4,08			
2. Static finances (governmental budget) is enough for educational organisations as schools	Czech Republic	31	150,45	2,45	33,336	3	<b>0,000</b>
	Slovakia	62	106,40	1,84			
	Latvia	134	123,57	2,07			
	Italy	35	189,54	<b>3,20</b>			
	Total	262		2,21			
3. Change and transformation are appreciated in the organisation	Czech Republic	31	141,15	3,81	2,169	3	0,538
	Slovakia	62	128,56	3,56			
	Latvia	135	128,16	3,64			
	Italy	35	144,81	3,83			
	Total	263		3,67			
	Czech Republic	31	131,98	4,32	15,909	3	<b>0,001</b>

4. Strategy should be communicated sound and well	Slovakia	62	161,94	4,61			
	Latvia	135	120,41	4,23			
	Italy	35	123,67	4,26			
	Total	263		4,33			
5. Strong external networking has the impact on the organisation	Czech Republic	31	106,69	3,81	27,808	3	0,001
	Slovakia	62	107,05	3,76			
	Latvia	135	137,02	4,11			
	Italy	35	179,26	4,57			
	Total	263		4,05			
6. Directive and traditional leadership is important to keep the management to be operative	Czech Republic	31	121,47	2,61	85,033	3	0,000
	Slovakia	62	88,18	2,05			
	Latvia	135	128,93	2,69			
	Italy	35	230,81	4,60			
	Total	263		2,78			
7. Everyone should understand the organisational vision	Czech Republic	31	137,05	4,52	3,952	3	0,267
	Slovakia	62	117,81	4,29			
	Latvia	135	137,27	4,57			
	Italy	35	132,33	4,54			
	Total	263		4,49			
8. Lifelong learning should be the essential part of everyone in training organisation	Czech Republic	31	156,26	4,71	18,934	3	0,000
	Slovakia	62	136,02	4,44			
	Latvia	135	116,65	4,33			
	Italy	35	162,60	4,80			
	Total	263		4,46			
9. Organisational aspect is very important part of the organisation	Czech Republic	31	137,39	4,65	7,445	3	0,059
	Slovakia	62	112,73	4,39			
	Latvia	135	137,37	4,64			
	Italy	35	140,64	4,60			
	Total	263		4,57			
10. Culture of excellence should be expected in every organisation	Czech Republic	31	142,18	4,35	17,709	3	0,000
	Slovakia	62	108,95	3,98			
	Latvia	135	130,45	4,27			
	Italy	35	169,79	4,69			
	Total	263		4,27			

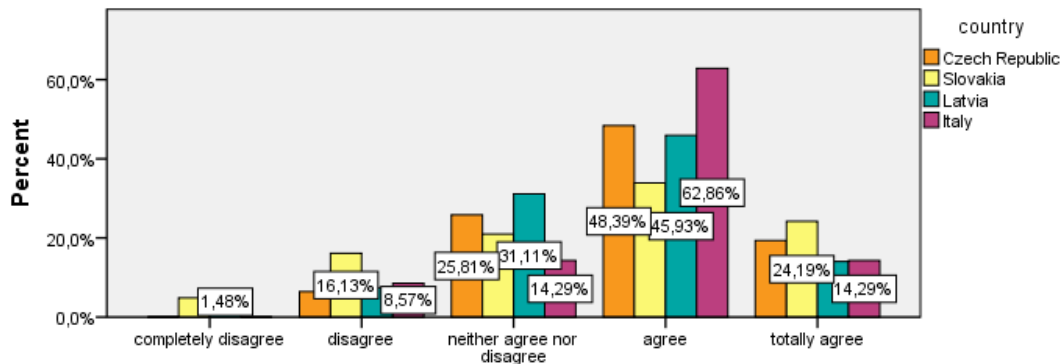
The next graphs are visualization answers of respondents to questionnaire questions (in %) for each country.



**1. Sustainable goals are integrated in the common strategy**



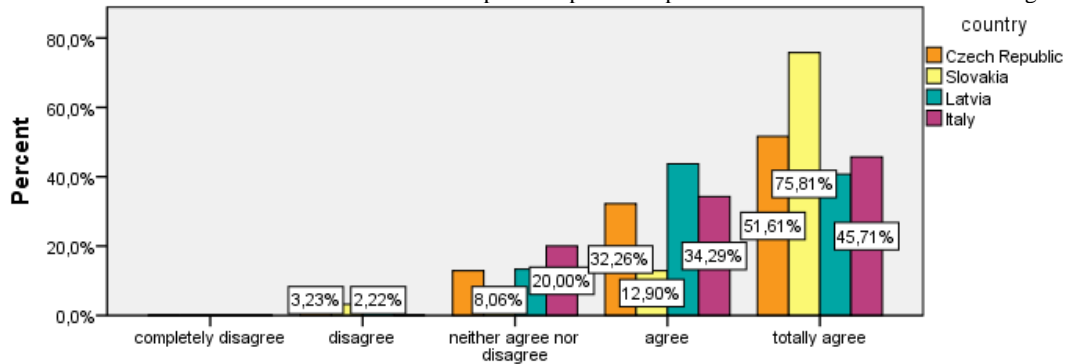
**2. Static finances (governmental budget) is enough for educational organisations as schools**



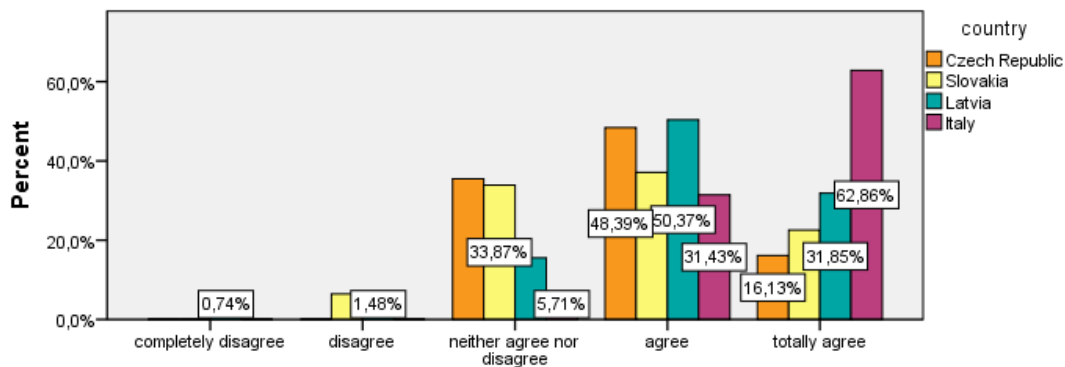
**3. Change and transformation are appreciated in the organisation**



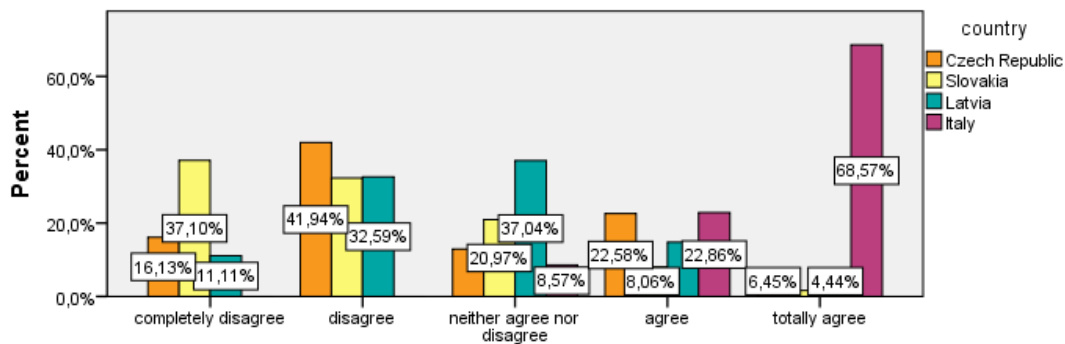
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**4. Strategy should be communicated sound and well**



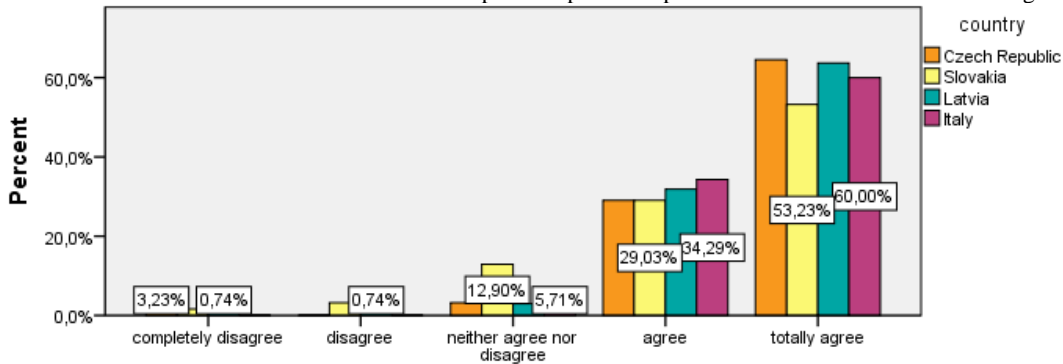
**5. Strong external networking has the impact on the organisation**



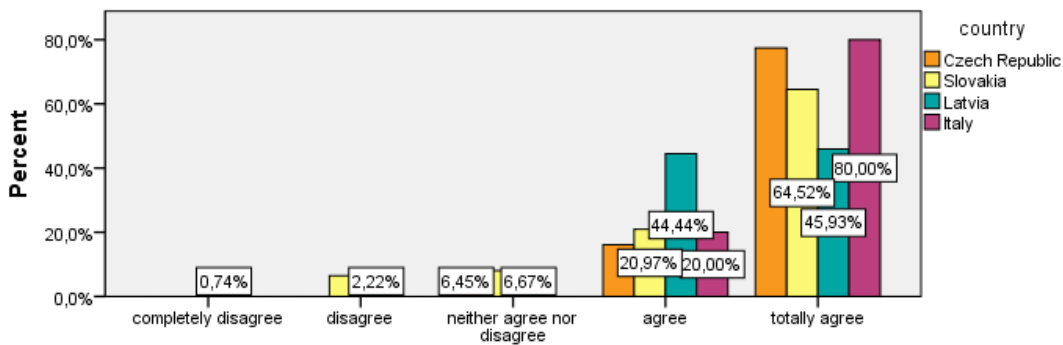
**6. Directive and traditional leadership is important to keep the management to be operative**

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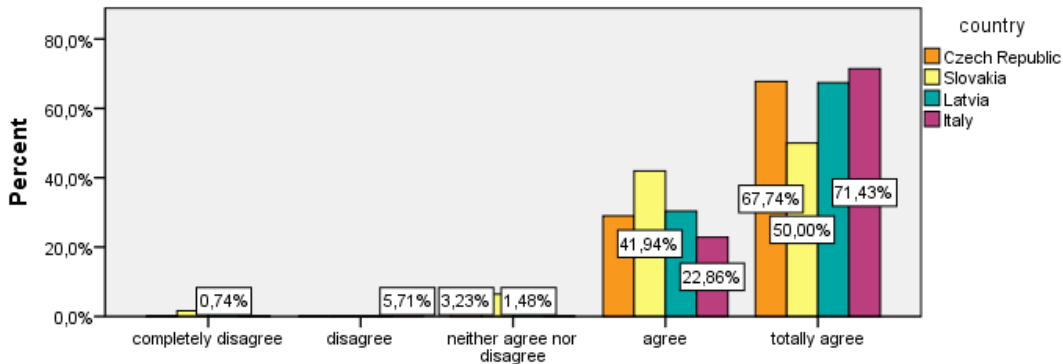
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**7. Everyone should understand the organisational vision**

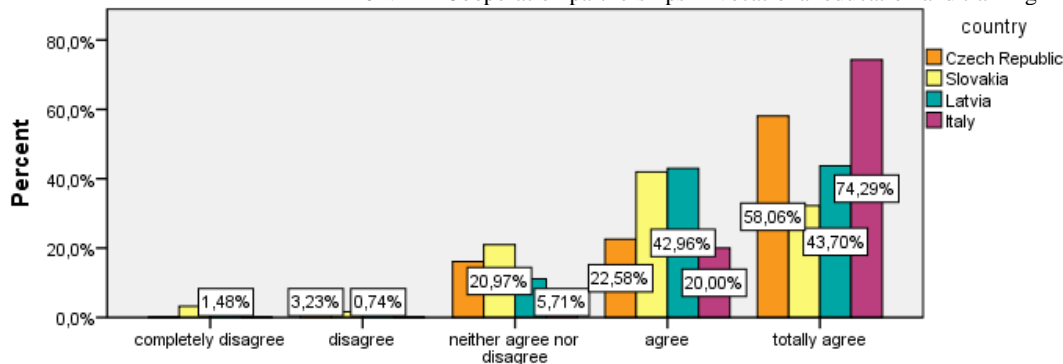


**8. Lifelong learning should be the essential part of everyone in training organisation**



**9. Organisational aspect is very important part of the organisation**

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#### 10. Culture of excellence should be expected in every organisation

## 2.2 Learning, communication and cooperation / Organization and its people

As we can see in the table n. 7, there are significant differences in variables related to organizational self-awareness, strategy, and development. Specifically, the variables are: 1. Every member of the team is valuable despite the disagreements (Generation gaps), 2. People should receive structured and constructive feedback in order to improve, 6. Focus on the specific subject knowledge should be the main part of the teachers development, 7. Teachers are the intrapreneurs responsible for organizational development, 8. Sharing of tasks with colleagues and team work is preferable, 9. Stress and well-being is not a relevant aspect in the teachers profession.

Respondents from all countries agree to a high degree with item 1. Every member of the team is valuable despite the disagreements (Generation gaps), but mostly from the Czech Republic and Latvia.

All respondents agree to a high degree with item 2. People should receive structured and constructive feedback in order to improve, but respondents from Italy and Latvia most agree.

Respondents from Italy and the Czech Republic agree the most with item 6. Focus on the specific subject knowledge should be the main part of the teachers' development, while respondents from Latvia agree the least.

Respondents from the Czech Republic and Latvia agree the most with item 7. Teachers are the intrapreneurs responsible for organizational development, respondents from Slovakia the least and respondents from Italy the least.

Respondents from all countries agree with item 8. Sharing of tasks with colleagues and team work is preferable, but somewhat less respondents from Slovakia.

All respondents disagree with the item Stress and well-being is not a relevant aspect in teachers profession, except for respondents from the Czech Republic, who express a rather neutral attitude.

Table 7 Comparison - Learning, communication and cooperation / Organization and its people

country	N	Mean Rank	Mean	KW	df	signifikance (p)	
1. Every member of the team is valuable despite of the disagreements (Generation gaps)	Czech Republic	31	148,84	4,58	9,563	3	0,023
	Slovakia	62	109,89	4,00			
	Latvia	135	136,79	4,50			
	Italy	35	137,77	4,43			
	Total	263		4,38			
2. People should receive a structured and constructive feedback in order to improve	Czech Republic	31	129,13	4,58	9,172	3	0,027
	Slovakia	62	114,35	4,40			
	Latvia	135	135,47	4,65			
	Italy	35	152,40	4,80			
	Total	263		4,60			
3. New methods/forms of communication and learning are needed	Czech Republic	31	142,89	4,35	3,046	3	0,385
	Slovakia	62	136,35	4,21			
	Latvia	135	125,01	4,13			
	Italy	35	141,60	4,34			
	Total	263		4,21			
4. Remote working style and new forms of work in general are beneficial for the organisation and its people	Czech Republic	31	139,42	3,48	5,33	3	0,149
	Slovakia	62	147,95	3,60			
	Latvia	135	123,23	3,27			
	Italy	35	131,01	3,37			
	Total	263		3,38			
	Czech Republic	31	104,21	3,71	6,694	3	0,082

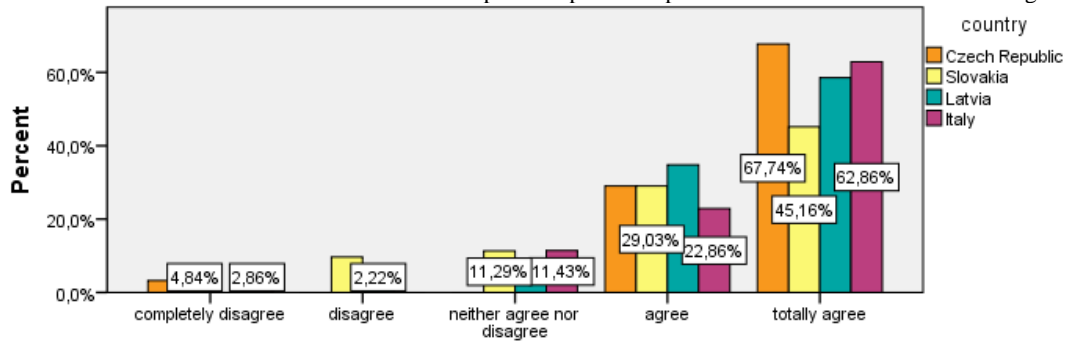
5. Inclusion and diversity has a space in our society	Slovakia	62	129,08	3,97			
	Latvia	135	136,05	4,11			
	Italy	35	146,17	4,20			
	Total	263		4,04			
6. Focus on the specific subject knowledge should be the main part of the teachers development	Czech Republic	31	169,50	3,87	41,508	3	0,000
	Slovakia	62	148,07	3,58			
	Latvia	135	105,06	3,02			
	Italy	35	174,21	3,94			
	Total	263		3,38			
7. Teachers are the intrapreneurs responsible for the organisational development	Czech Republic	31	154,16	4,23	40,843	3	0,000
	Slovakia	62	111,85	3,66			
	Latvia	135	151,14	4,20			
	Italy	35	74,21	3,23			
	Total	263		3,95			
8. Sharing of tasks with colleagues and team work is preferable	Czech Republic	31	120,77	4,29	38,262	3	0,000
	Slovakia	62	89,30	3,74			
	Latvia	135	146,20	4,57			
	Italy	35	162,83	4,69			
	Total	263		4,36			
9. Stress and well-being is not so relevant aspect in teacher's profession	Czech Republic	31	209,48	3,48	41,545	3	0,000
	Slovakia	62	127,17	1,94			
	Latvia	135	119,09	1,82			
	Italy	35	121,74	1,83			
	Total	263		2,05			
10. Internal processes must be clear and stable	Czech Republic	31	125,60	4,39	1,141	3	0,767
	Slovakia	62	126,57	4,34			
	Latvia	135	135,96	4,48			
	Italy	35	132,03	4,43			
	Total	263		4,43			

The next graphs are visualization answers of respondents to questionnaire questions (in %) for each country.

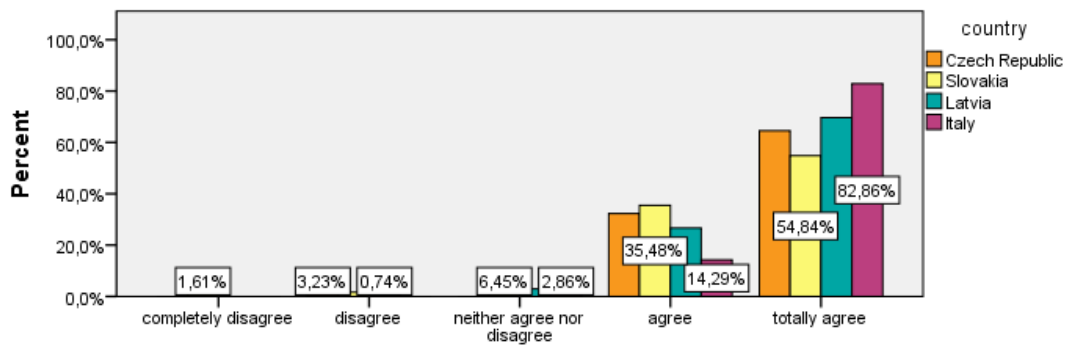
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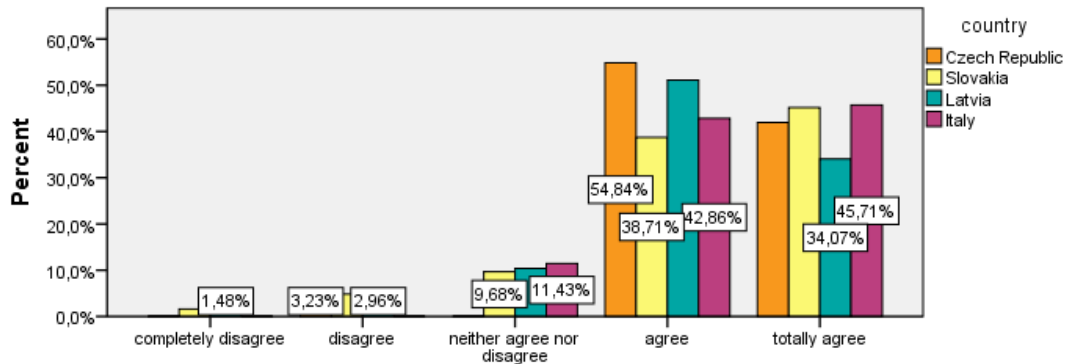
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**1. Every member of the team is valuable despite of the disagreements (Generation gaps)**



**2. People should receive a structured and constructive feedback in order to improve**

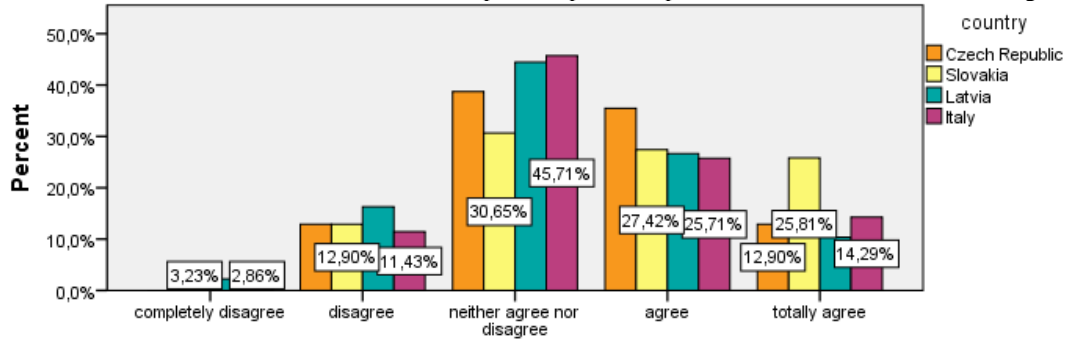


**3. New methods/forms of communication and learning are needed**

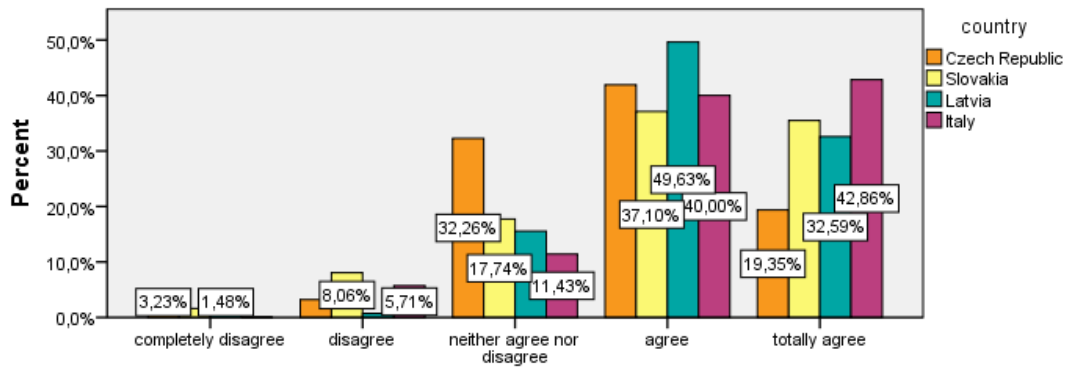
Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)

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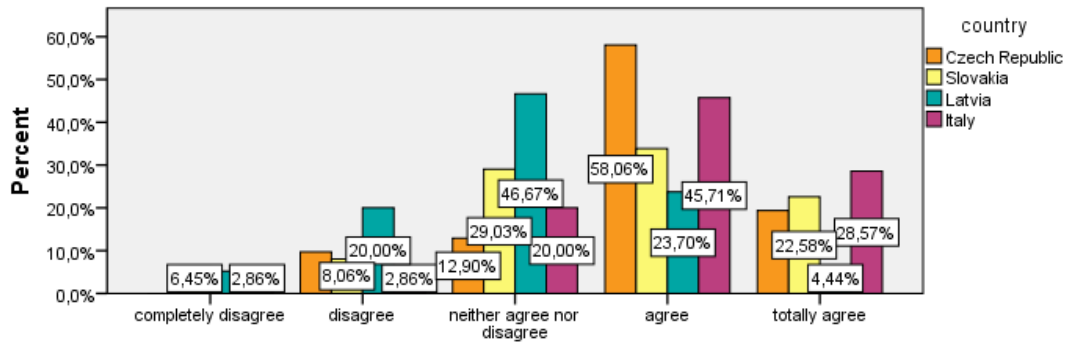
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4. Remote working style and new forms of work in general are beneficial for the organisation and its people



5. Inclusion and diversity has a space in our society

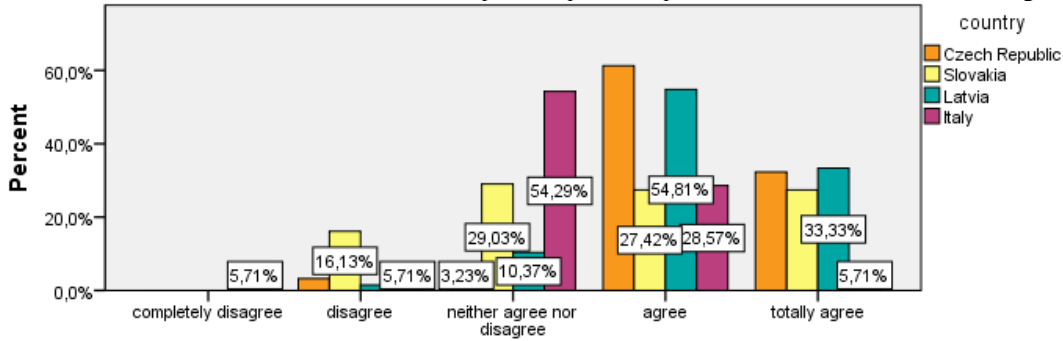


6. Focus on the specific subject knowledge should be the main part of the teachers development

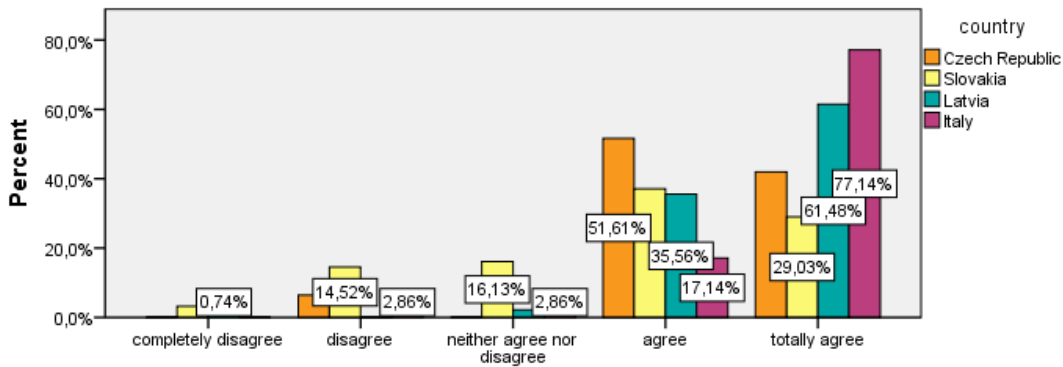
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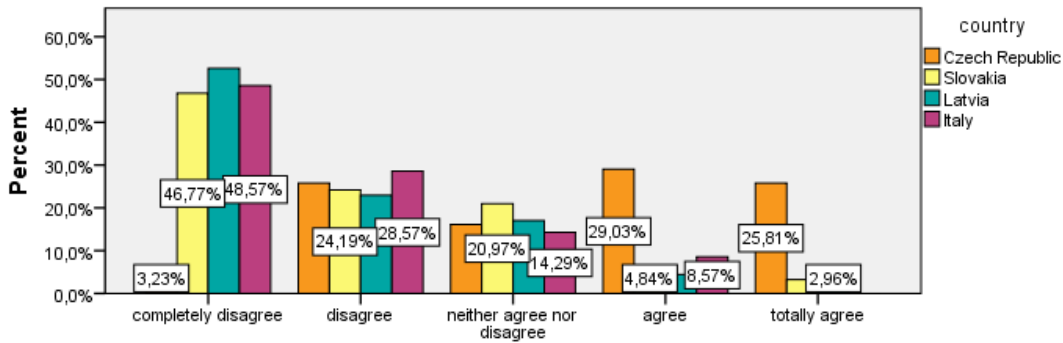
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**7. Teachers are the intrapreneurs responsible for the organisational development**



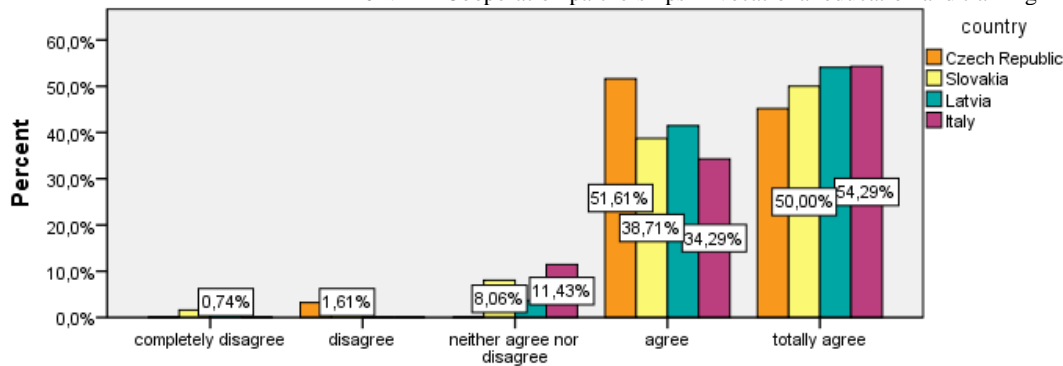
**8. Sharing of tasks with colleagues and team work is preferable**



**9. Stress and well-being is not so relevant aspect in teachers profession**



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10. Internal processes must be clear and stable

### 2.3 Clients / sustainability and product orientation

As we can see in the table n. 8, there are significant differences in variables related to organizational self-awareness, strategy, and development. Specifically, the variables are 3. Students/ clients should be engaged in the training process as active members (flipped classroom), 4. Innovative methods in training are needed to deliver more, 5. Proper selection (assessment) of clients/ Students would be helpful before the training, 7. Learners know their learning styles & preferences, 10. Traditional subjects are sustainable without strong changes.

All respondents strongly agree with item 3. Students/clients should be engaged in the training process as active members (flipped classroom), but respondents from Latvia and the Czech Republic mostly.

All respondents agree to a high degree with item 4. Innovative methods in training are needed to deliver more, but most respondents from Slovakia and Italy.

Most respondents from Italy agree with item 5. Proper selection (assessment) of clients/ Students would be helpful before the training, least respondents from the Czech Republic.

Regarding item 7. Learners know their learning styles & preferences, the respondents expressed a rather neutral attitude.

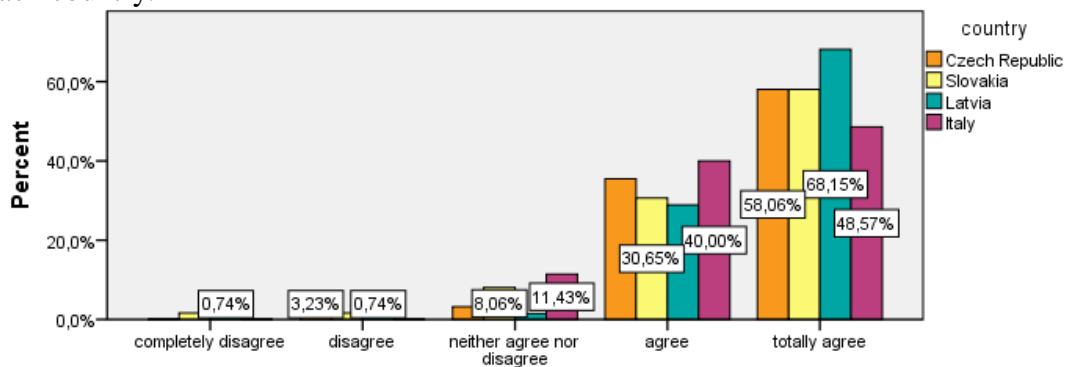
Regarding item 10. Traditional subjects are sustainable without strong changes, the respondents disagreed rather neutrally. Respondents from Italy disagreed the most.

Table 8 Clients / sustainability and product orientation

country		N	Mean Rank	Mean	KW	df	signifikance (p)
1. Individual approach to clients / Student is essential	Czech Republic	31	127,11	4,48	6,587	3	0,086
	Slovakia	62	124,77	4,42			
	Latvia	135	141,29	4,63			
	Italy	35	113,31	4,37			
	Total	263		4,53			
2. Clients / Student should be involved in the training products creation	Czech Republic	31	109,26	3,81	7,255	3	0,064
	Slovakia	62	134,15	4,06			
	Latvia	135	140,53	4,16			
	Italy	35	115,41	3,91			
	Total	263		4,06			
3. Student/clients should be engaged in training process as active members (flipped classroom)	Czech Republic	31	140,34	4,29	10,167	3	0,017
	Slovakia	62	110,76	4,03			
	Latvia	135	142,60	4,39			
	Italy	35	121,34	4,20			
	Total	263		4,27			
4. Innovative methods in training are needed to deliver more	Czech Republic	31	132,39	4,26	14,077	3	0,003
	Slovakia	62	146,71	4,39			
	Latvia	135	117,78	4,08			
	Italy	35	160,44	4,54			
	Total	263		4,24			
5. Proper selection (assessment) of clients/ Student would be helpful before the training	Czech Republic	31	100,13	3,13	19,115	3	0,000
	Slovakia	62	139,81	3,73			
	Latvia	135	124,99	3,50			
	Italy	35	173,46	4,11			
	Total	263		3,59			
6. Project based learning	Czech Republic	31	125,13	3,68	6,184	3	0,103
	Slovakia	62	149,31	3,94			
	Latvia	135	123,55	3,63			

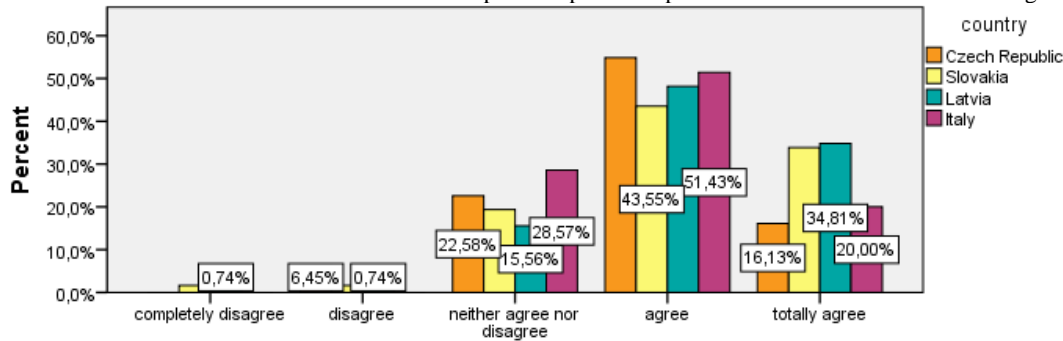
is helping to deliver more	Italy	35	140,01	3,86			
	Total	263		3,74			
7. Learners know their learning styles & preferences	Czech Republic	31	126,68	3,00	14,874	3	0,002
	Slovakia	62	137,79	3,19			
	Latvia	135	141,46	3,27			
	Italy	35	89,96	2,57			
	Total	263		3,13			
8. Trainers should understand clearly the learning styles of their clients	Czech Republic	31	139,90	4,26	6,97	3	0,073
	Slovakia	62	138,80	4,18			
	Latvia	135	121,67	4,11			
	Italy	35	152,79	4,40			
	Total	263		4,18			
9. Focus on quality is the essence of training organisation	Czech Republic	31	137,23	4,32	1,587	3	0,662
	Slovakia	62	125,00	4,15			
	Latvia	135	135,87	4,31			
	Italy	35	124,86	4,20			
	Total	263		4,26			
10. Traditional subjects are sustainable without strong changes	Czech Republic	31	141,34	2,90	24,829	3	0,000
	Slovakia	62	111,35	2,48			
	Latvia	135	150,08	3,01			
	Italy	35	90,57	2,14			
	Total	263		2,76			

The next graphs are visualization answers of respondents to questionnaire questions (in %) for each country.

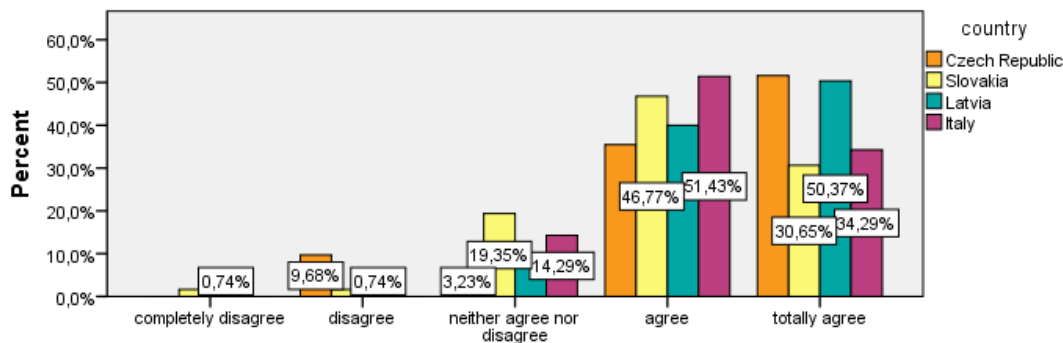


1. Individual approach to clients / Student is essential

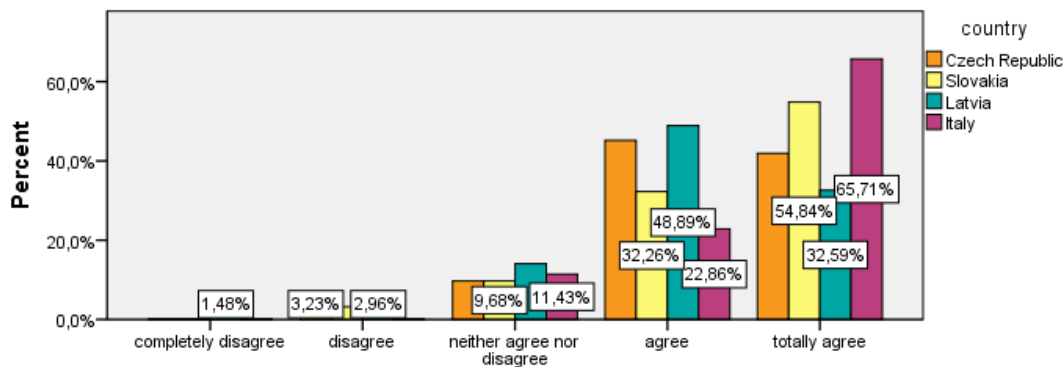
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**2. Clients / Student should be involved in the training products creation**



**3. Student/ clients should be engaged in training process as active members (flipped classroom)**

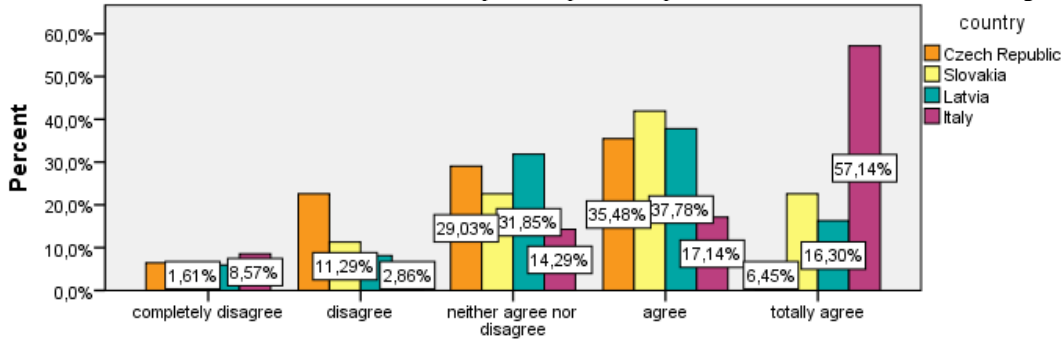


**4. Innovative methods in training are needed to deliver more**

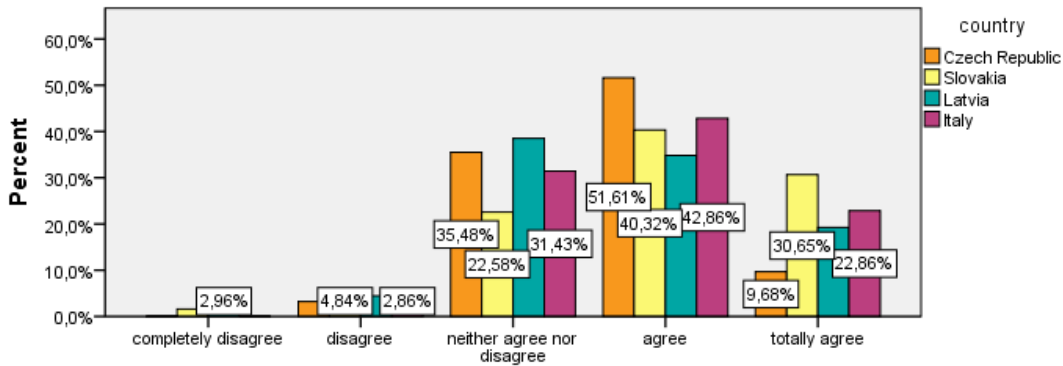
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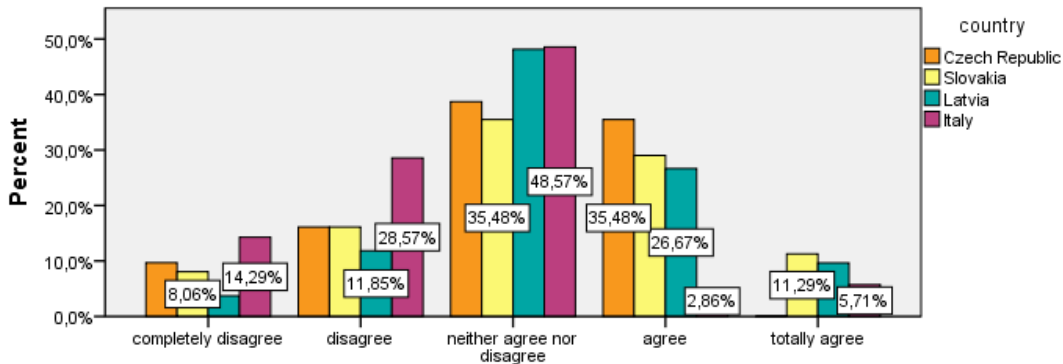
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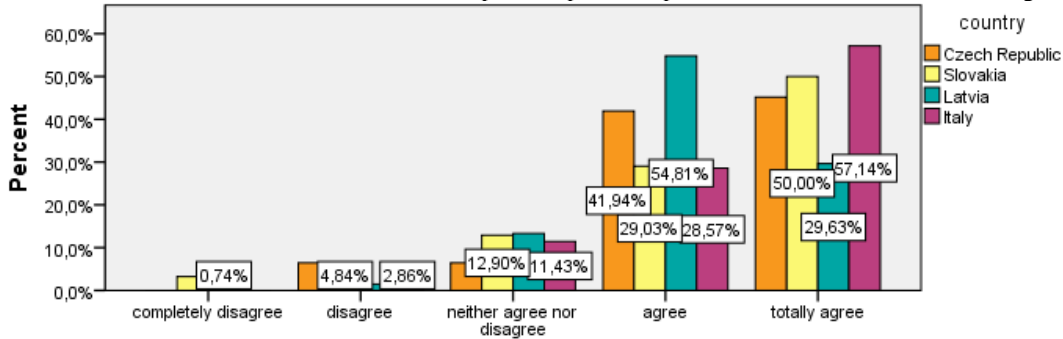
**5. Proper selection (assessment) of clients/ Student would be helpful before the training**



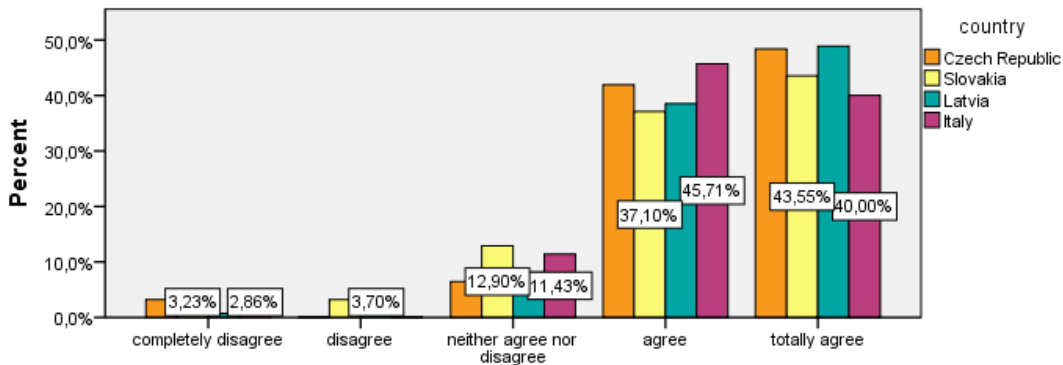
**6. Project based learning is helping to deliver more**



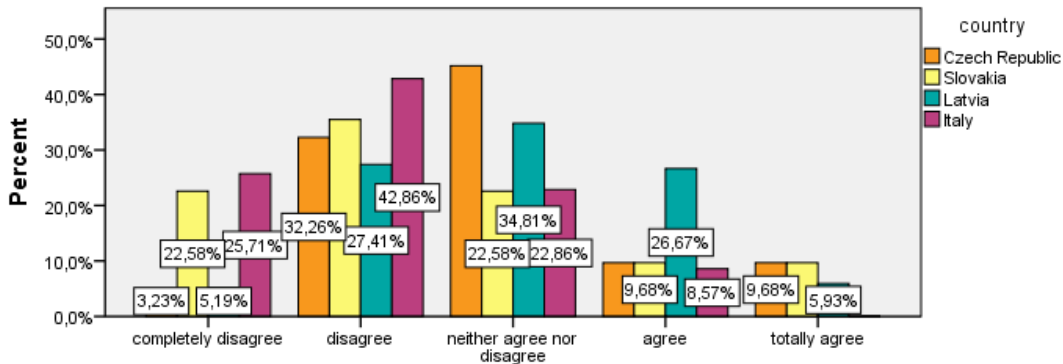
**7. Learners know their learning styles & preferences**



**8. Trainers should understand clearly the learning styles of their clients**



**9. Focus on quality is the essence of training organisation**



**10. Traditional subjects are sustainable without strong changes**

**2.4 Digital transformation, global context and value creation**

As we can see in the table n. 9, there are significant differences in variables related to organizational self-awareness, strategy, and development. Specifically, the variables are: 2. Modern technology is used on its maximum during the training, 4. Responsible consumption and spendings is normal in the training organization, 5. Foreign language is not the barrier for our trainers to go for

international training abroad, 6. Technical equipment in the training organizations is sufficient, 7. Global awareness is included in everyday life of the training organization, 9. Sustainability and environmental aspects are part of everyday life of a training organization.

Regarding item 2. Modern technology is used at its maximum during the training, the respondents expressed a rather neutral attitude, respondents from the Czech Republic were more likely to agree, while respondents from Italy, on the contrary, disagreed.

Regarding item 4. Responsible consumption and spendings is normal in the training organization, respondents from Latvia expressed an agreeable opinion, while respondents from Slovakia and Italy expressed a rather neutral opinion.

Regarding item 5. Foreign language isn't the barrier for our trainers to go for the international trainings abroad, the respondents expressed a rather neutral opinion (the attitude of respondents from the Czech Republic was closer to moderate disagreement, the attitude of respondents from Slovakia to moderate agreement).

Regarding item 7. Global awareness is included in everyday life of the training organization, respondents from the Czech Republic expressed the most agreeable opinion, other respondents also agreed, but to a somewhat lower degree.

Regarding item 9. Sustainability and environmental aspects are part of everyday life of training organizations, respondents from Latvia and the Czech Republic expressed the most agreeable opinion, respondents from Slovakia and Italy also agreed, but to a slightly lower extent.

Table 9 Comparison - Digital transformation, global context and value creation

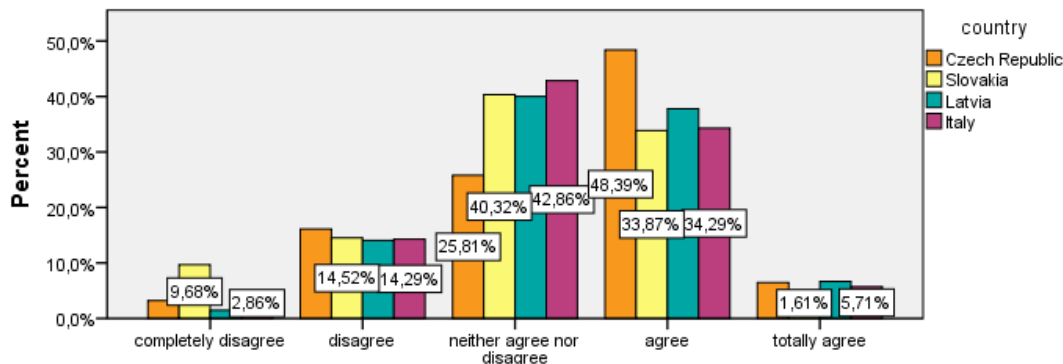
country		N	Mean Rank	Mean	KW	df	signifikance (p)
1. Teachers are digitally ready after COVID-19 pandemics	Czech Republic	31	143,94	3,39	4,255	3	0,235
	Slovakia	62	116,81	3,03			
	Latvia	135	136,69	3,34			
	Italy	35	130,24	3,26			
	Total	263		3,26			
2. Modern technology is	Czech Republic	31	153,90	3,45	12,492	3	0,006
	Slovakia	62	121,46	2,97			

used on its maximum during the training	Latvia	135	140,03	3,26			
	Italy	35	100,30	2,71			
	Total	263		3,14			
3. There are existing the quality standards of the online teaching	Czech Republic	31	138,40	3,13	4,244	3	0,236
	Slovakia	62	115,88	2,77			
	Latvia	135	137,92	3,11			
	Italy	35	132,06	2,97			
	Total	263		3,02			
4. Responsible consumption and spendings is normal in the training organisation	Czech Republic	31	135,58	3,74	40,391	3	<b>0,000</b>
	Slovakia	62	100,24	3,21			
	Latvia	135	156,60	4,06			
	Italy	35	90,20	3,26			
	Total	263		3,71			
5. Foreign language isn't the barrier for our trainers to go for the international trainings abroad	Czech Republic	31	107,50	2,39	8,62	3	<b>0,035</b>
	Slovakia	62	152,83	3,15			
	Latvia	135	128,31	2,72			
	Italy	35	131,03	2,77			
	Total	263		2,79			
6. Technical equipment in the training organisations is sufficient	Czech Republic	31	156,06	3,29	10,293	3	<b>0,016</b>
	Slovakia	62	114,30	2,56			
	Latvia	135	128,80	2,81			
	Italy	35	154,37	3,20			
	Total	263		2,86			
7. Global awareness in included in everyday life of the training organisation	Czech Republic	31	169,44	3,81	10,021	3	<b>0,018</b>
	Slovakia	62	132,72	3,35			
	Latvia	135	124,57	3,27			
	Italy	35	126,24	3,29			
	Total	263		3,35			
8. Digital classes are organised and interactive for everyone	Czech Republic	31	146,77	3,32	3,893	3	0,273
	Slovakia	62	118,04	2,89			
	Latvia	135	133,36	3,13			
	Italy	35	138,39	3,26			
	Total	263		3,11			

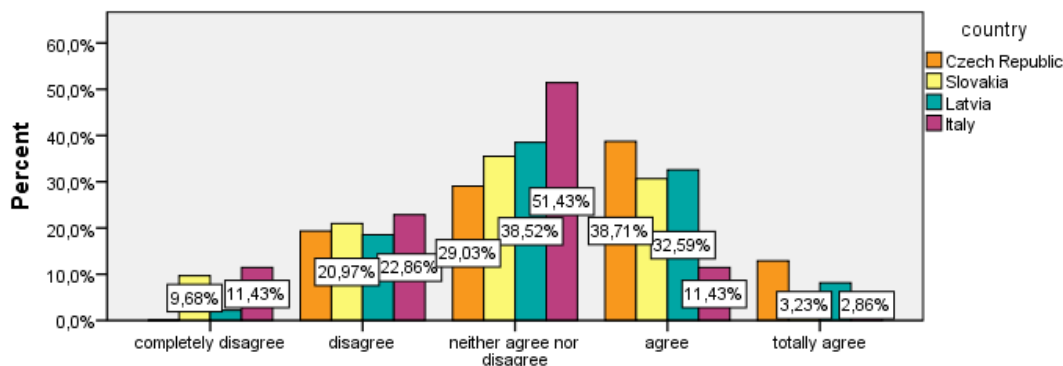


9. Sustainability and environmental aspects are part of everyday life of training organisation	Czech Republic	31	144,06	3,68	15,687	3	<b>0,001</b>
	Slovakia	62	113,36	3,32			
	Latvia	135	145,43	3,73			
	Italy	35	102,53	3,26			
	Total	263		3,57			
10. Training organisation should be the innovator in the digital world	Czech Republic	31	116,69	3,45	2,812	3	0,422
	Slovakia	62	138,01	3,71			
	Latvia	135	129,82	3,64			
	Italy	35	143,31	3,86			
	Total	263		3,67			

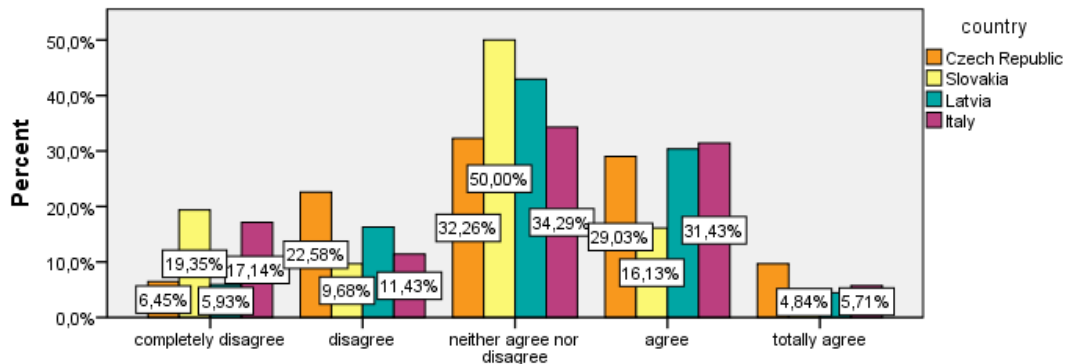
The next graphs are visualization answers of respondents to questionnaire questions (in %) for each country.



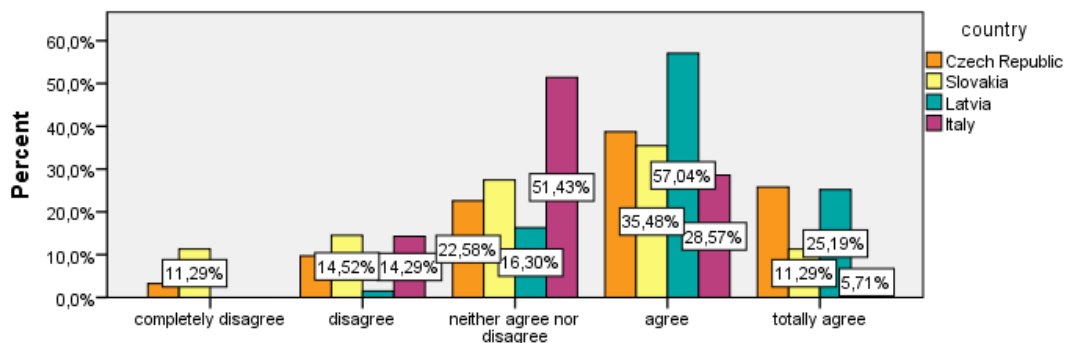
**1. Teachers are digitally ready after COVID-19 pandemics**



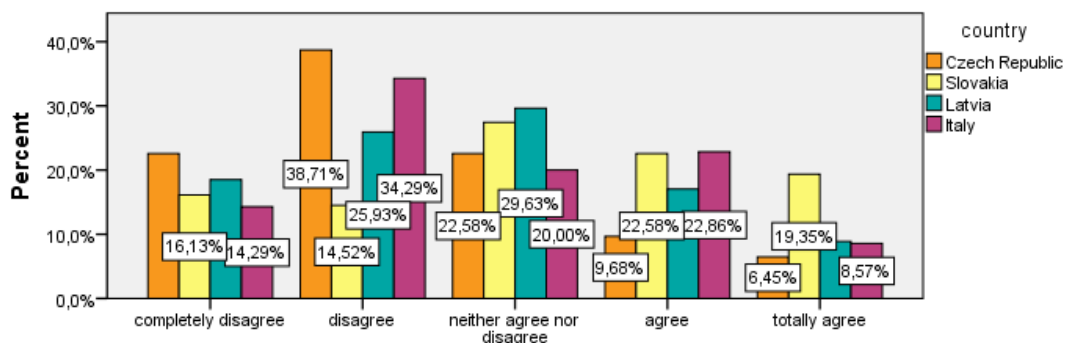
**2. Modern technology is used on its maximum during the training**



**3. There are existing the quality standards of the online teaching**

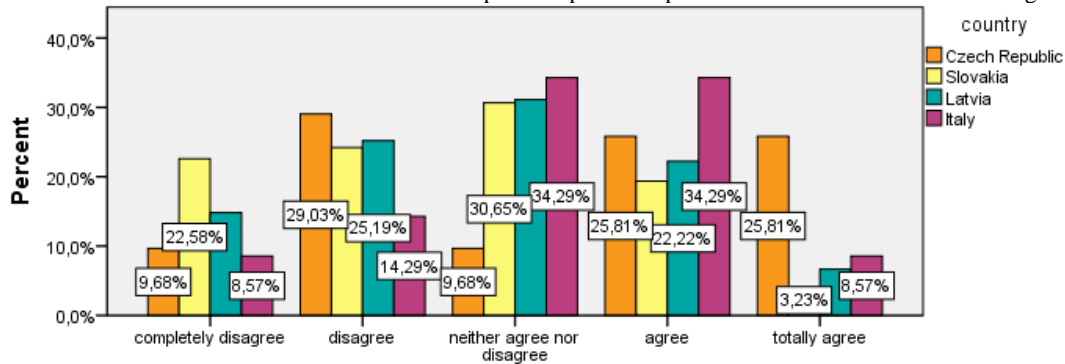


**4. Responsible consumption and spendings is normal in the training organisation**

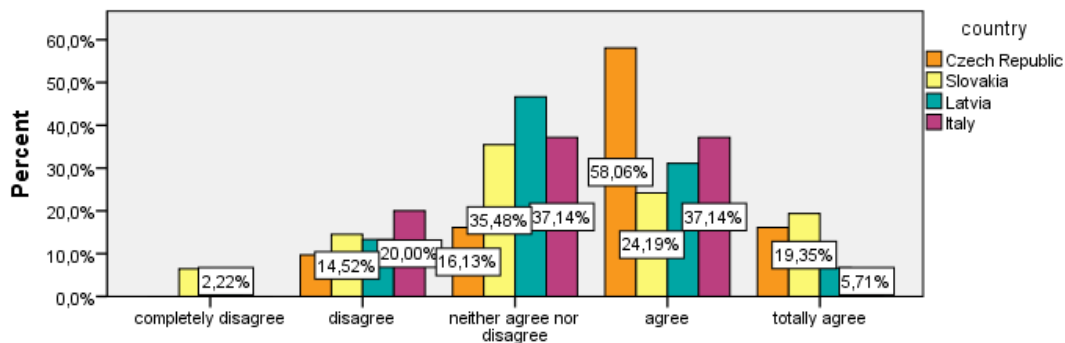


**5. Foreign language isn't the barrier for our trainers to go for the international trainings abroad**

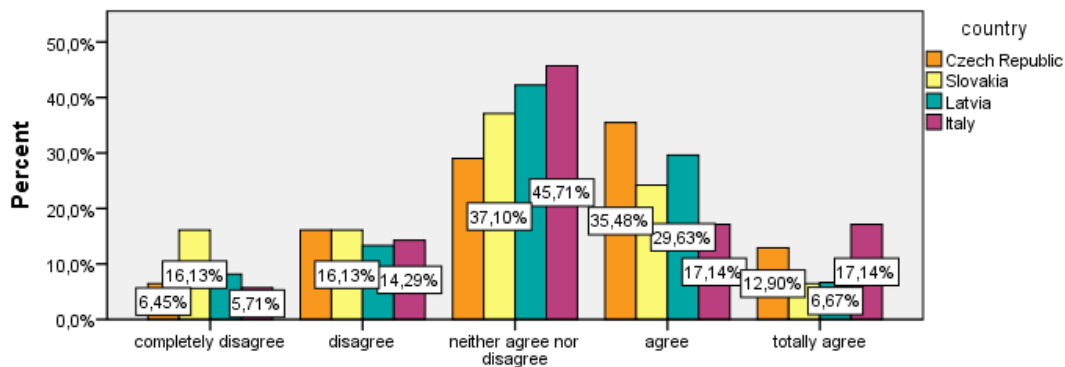
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**6. Technical equipment in the training organisations is sufficient**



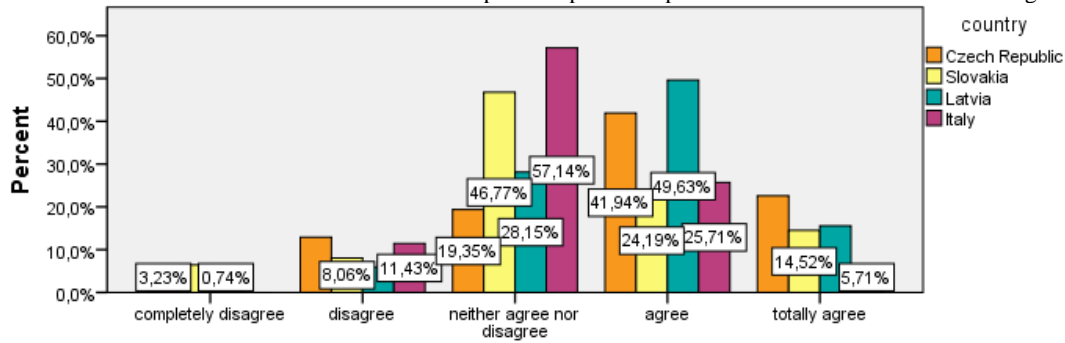
**7. Global awareness is included in everyday life of the training organisation**



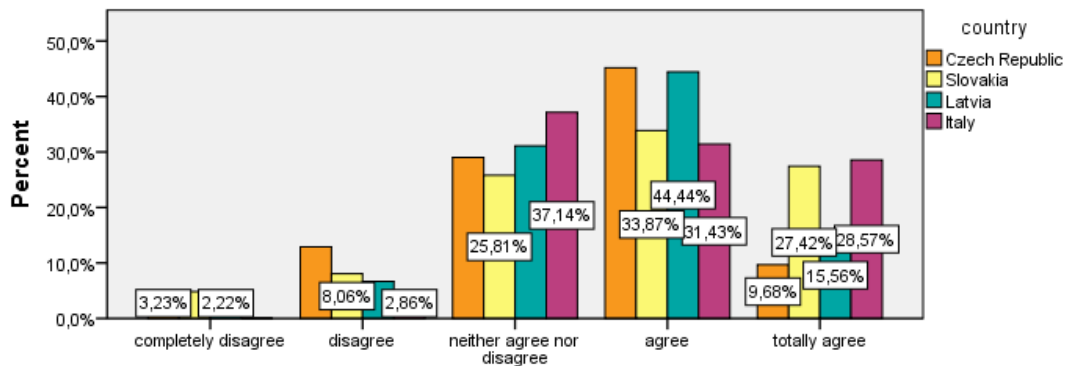
**8. Digital classes are organised and interactive for everyone**

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Organisation (KNOWLO)

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**9. Sustainability and environmental aspects are part of everyday life of training organisation**



**10. Training organisation should be the innovator in the digital ...**

### 3 COMPARATIVE ANALYSIS BY JOB POSITION

In the table, we can see the research sample divided by reported job positions. The most frequent respondents were managers (46 %) and teachers (43 %). There were slightly fewer respondents of administration and technical employees and students.

*Table 10 Research Set - Countries*

		Frequency	Percent
Valid	Management (principals, headmasters, ...)	122	45,9
	Teacher/trainer/academics	114	42,9
	Administration and technical employees	19	7,1
	Students	9	3,4
	Total	264	99,2
Missing	System	2	,8
Total		266	100,0

#### 3.1 Organizational self-awareness, strategy and development

As we can see in table 11, statistically significant differences between teachers and managers are in variables 1 (Sustainable goals are integrated in the common strategy), 6 (Directive and traditional leadership is important to keep the management to be operative) and 7 (Everyone should understand the organisational vision).

For variable 1, respondents in a managerial position showed higher agreement; for variable 6 respondents as a teacher showed higher agreement and for variable 7 respondents in managerial position showed higher agreement.

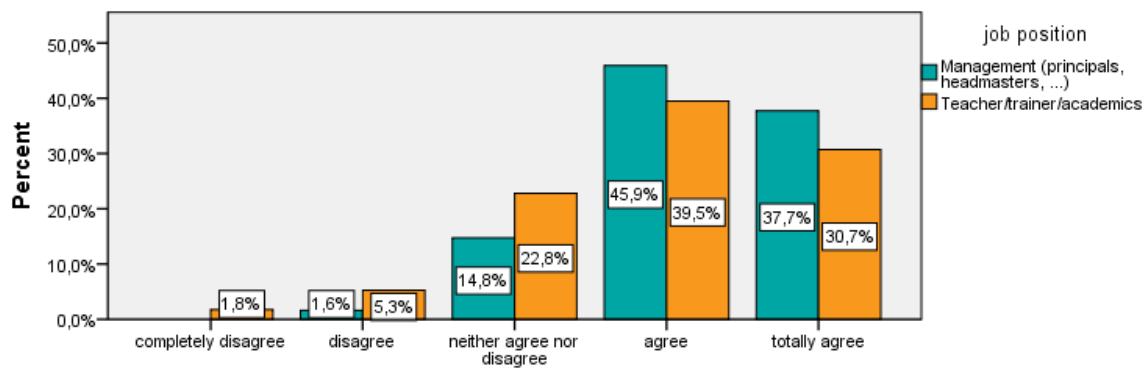
Differences in other variables are shown in table 11, apart from those mentioned above, they are not statistically significant.

*Table 11 Comparison - Organizational self-awareness, strategy and development*

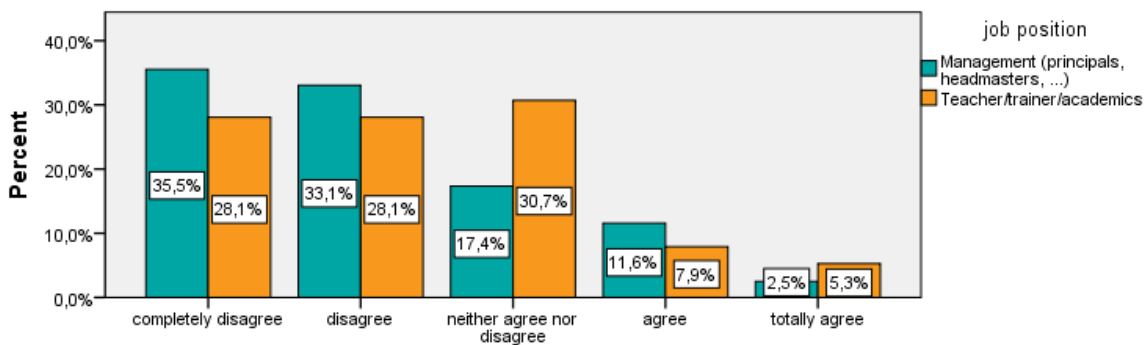
country		N	Mean Rank	Mean	U	Z	significance (p)																																																																																												
1. Sustainable goals are integrated in the common strategy	Managment	122	127,0	4,20	5917,0	-2,116	<b>0,034</b>																																																																																												
	Teachers	114	109,4	3,92				2. Static finances (governmental budget) is enough for educational organisations as schools	Managment	121	111,43	2,12	6101,5	-1,589	0,112	Teachers	114	124,98	2,34	3. Change and transformation are appreciated in the organisation	Managment	122	117,56	3,62	6839,0	-0,234	0,815	Teachers	114	119,51	3,65	4. Strategy should be communicated sound and well	Managment	122	115,82	4,32	6627,5	-0,685	0,494	Teachers	114	121,36	4,35	5. Strong external networking has the impact on the organisation	Managment	122	119,99	4,11	6772,5	-0,371	0,711	Teachers	114	116,91	4,05	6. Directive and traditional leadership is important to keep the management to be operative	Managment	122	107,07	2,53	5559,0	-2,738	<b>0,006</b>	Teachers	114	130,74	3,03	7. Everyone should understand the organisational vision	Managment	122	128,0	4,62	5794,5	-2,554	<b>0,011</b>	Teachers	114	108,33	4,37	8. Lifelong learning should be the essential part of everyone in training organisation	Managment	122	113,85	4,45	6386,5	-1,254	0,210	Teachers	114	123,48	4,55	9. Organisational aspect is very	Managment	122	123,48	4,64	6346,5	-1,369	0,171
2. Static finances (governmental budget) is enough for educational organisations as schools	Managment	121	111,43	2,12	6101,5	-1,589	0,112																																																																																												
	Teachers	114	124,98	2,34				3. Change and transformation are appreciated in the organisation	Managment	122	117,56	3,62	6839,0	-0,234	0,815	Teachers	114	119,51	3,65	4. Strategy should be communicated sound and well	Managment	122	115,82	4,32	6627,5	-0,685	0,494	Teachers	114	121,36	4,35	5. Strong external networking has the impact on the organisation	Managment	122	119,99	4,11	6772,5	-0,371	0,711	Teachers	114	116,91	4,05	6. Directive and traditional leadership is important to keep the management to be operative	Managment	122	107,07	2,53	5559,0	-2,738	<b>0,006</b>	Teachers	114	130,74	3,03	7. Everyone should understand the organisational vision	Managment	122	128,0	4,62	5794,5	-2,554	<b>0,011</b>	Teachers	114	108,33	4,37	8. Lifelong learning should be the essential part of everyone in training organisation	Managment	122	113,85	4,45	6386,5	-1,254	0,210	Teachers	114	123,48	4,55	9. Organisational aspect is very	Managment	122	123,48	4,64	6346,5	-1,369	0,171		114	113,17	4,49								
3. Change and transformation are appreciated in the organisation	Managment	122	117,56	3,62	6839,0	-0,234	0,815																																																																																												
	Teachers	114	119,51	3,65				4. Strategy should be communicated sound and well	Managment	122	115,82	4,32	6627,5	-0,685	0,494	Teachers	114	121,36	4,35	5. Strong external networking has the impact on the organisation	Managment	122	119,99	4,11	6772,5	-0,371	0,711	Teachers	114	116,91	4,05	6. Directive and traditional leadership is important to keep the management to be operative	Managment	122	107,07	2,53	5559,0	-2,738	<b>0,006</b>	Teachers	114	130,74	3,03	7. Everyone should understand the organisational vision	Managment	122	128,0	4,62	5794,5	-2,554	<b>0,011</b>	Teachers	114	108,33	4,37	8. Lifelong learning should be the essential part of everyone in training organisation	Managment	122	113,85	4,45	6386,5	-1,254	0,210	Teachers	114	123,48	4,55	9. Organisational aspect is very	Managment	122	123,48	4,64	6346,5	-1,369	0,171		114	113,17	4,49																				
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9. Organisational aspect is very	Managment	122	123,48	4,64	6346,5	-1,369	0,171																																																																																												
		114	113,17	4,49																																																																																															

important part of the organisation	Teachers						
10. Culture of excellence should be expected in every organisation	Managment	122	120,85	4,34	6667,0	-0,598	0,550
	Teachers	114	115,98	4,26			

The next graphs are visualization answers of respondents to questionnaire questions (in %) for each country.



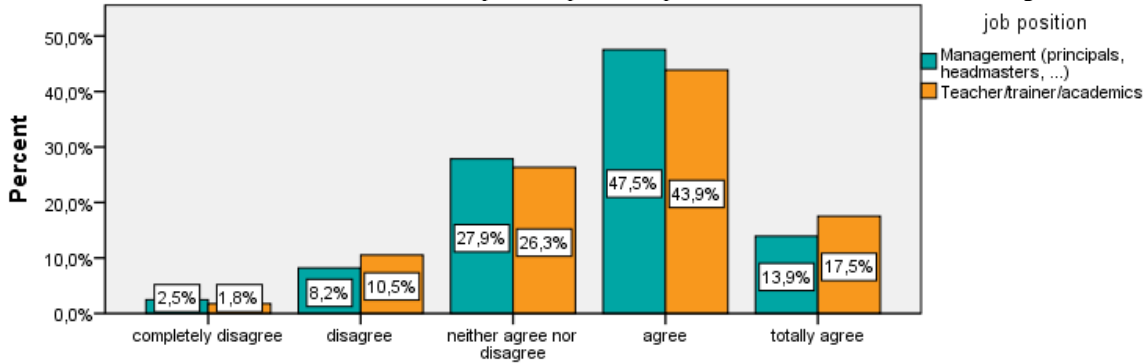
**1. Sustainable goals are integrated in the common strategy**



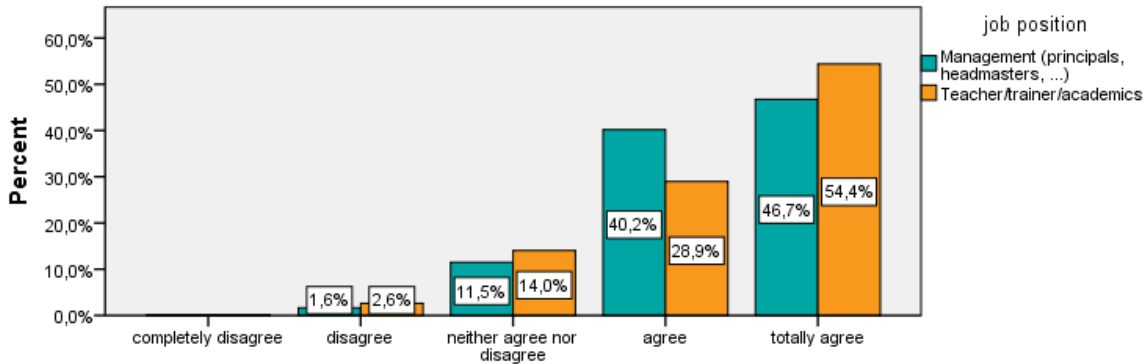
**2. Static finances (governmental budget) is enough for educational organisations as schools**

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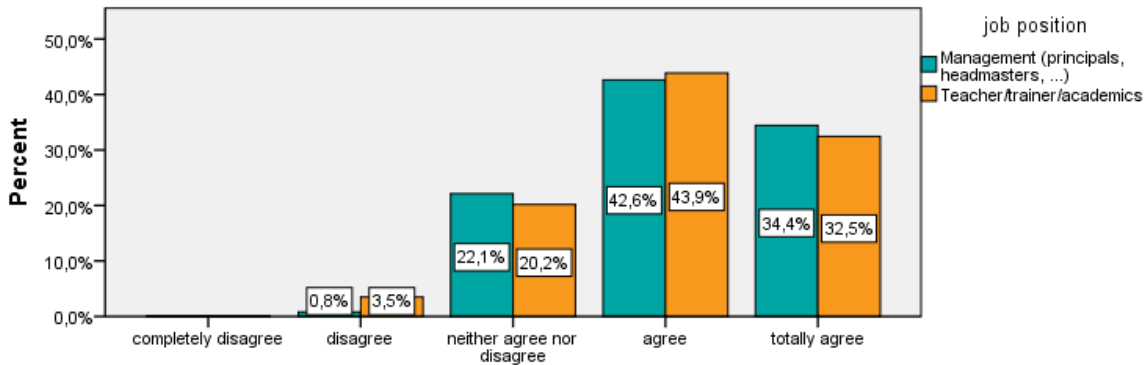
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**3. Change and transformation are appreciated in the organisation**



**4. Strategy should be communicated sound and well**



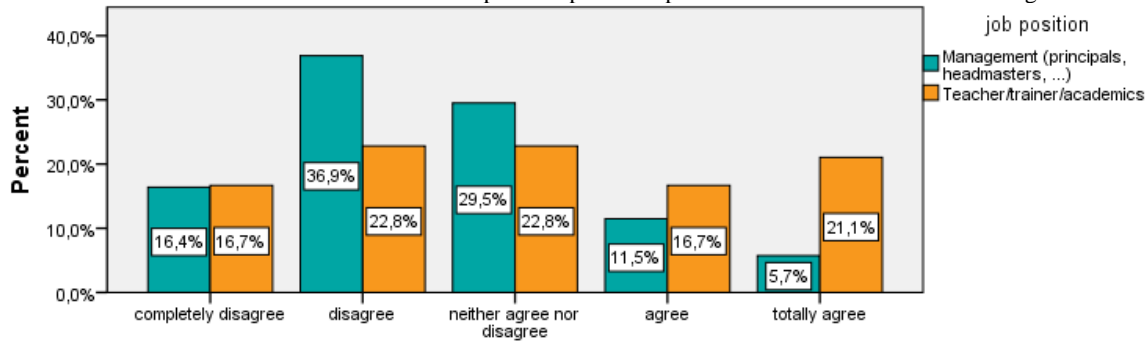
**5. Strong external networking has the impact on the organisation**



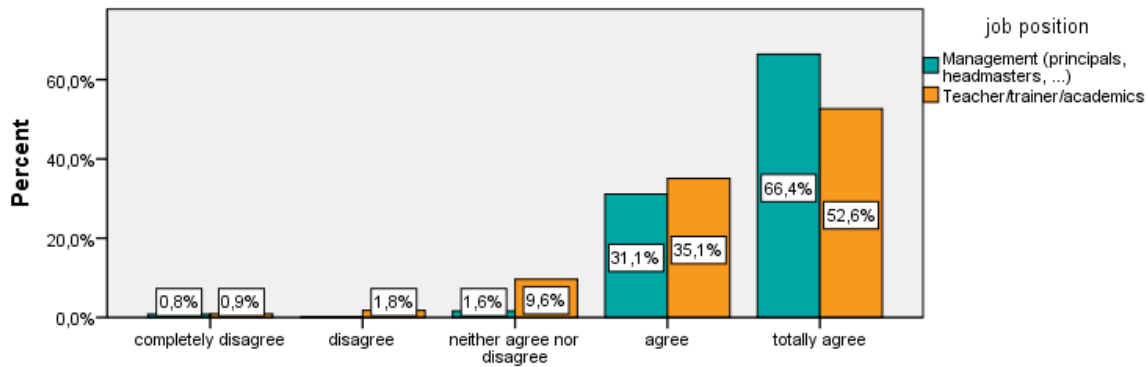
Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)

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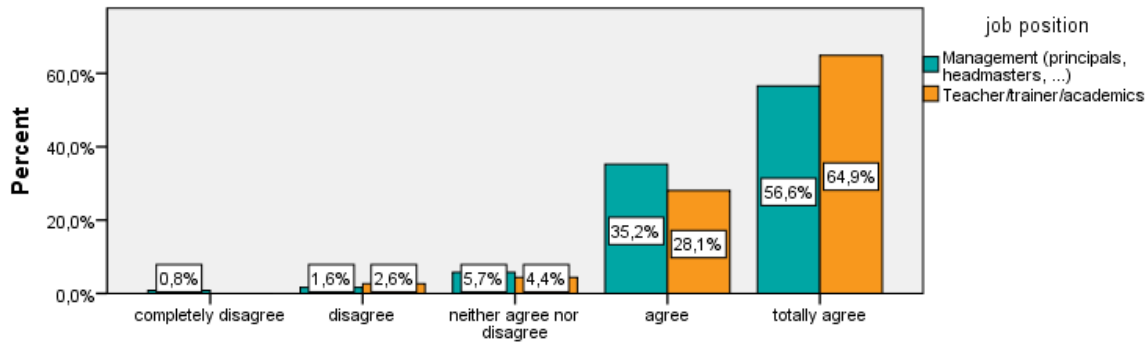
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**6. Directive and traditional leadership is important to keep the management to be operative**

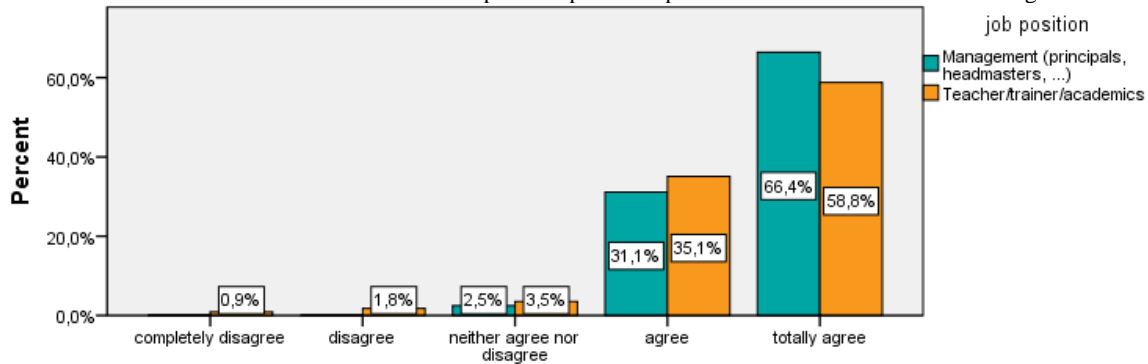


**7. Everyone should understand the organisational vision**

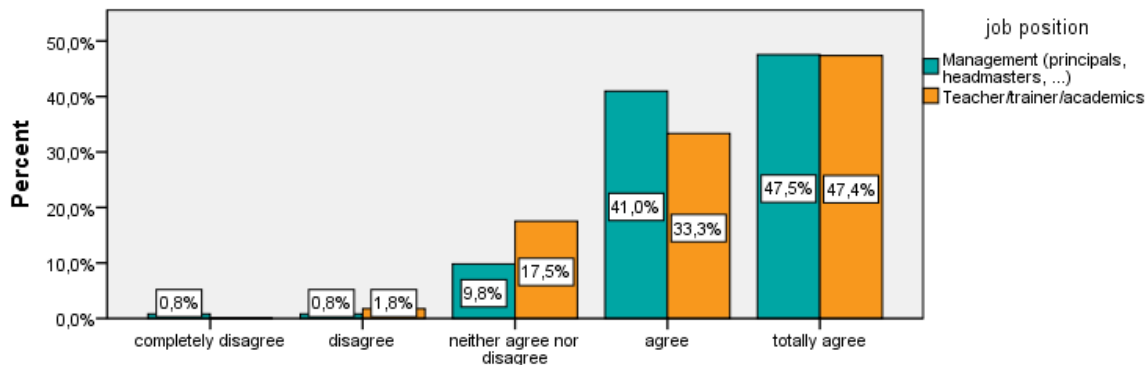


**8. Lifelong learning should be the essential part of everyone in training organisation**

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**9. Organisational aspect is very important part of the organisation**



**10. Culture of excellence should be expected in every organisation**

### 3.2 Learning, communication and cooperation / Organization and its people

Table 12 shows the differences between managers and teachers in another area. Statistically significant differences are in variables 6 (Focus on the specific subject knowledge should be the main part of the teachers development), 7 (Teachers are the intrapreneurs responsible for the organisational development) and 8 (Sharing of tasks with colleagues and team work is preferable).

For variable 6 teachers declared more agreement than managers; for variable 7; for variable 7 teachers showed greater agreement, and for variable 8 respondents in managerial positions showed greater agreement.

Differences in other variables are shown in table 12, apart from those mentioned above, they are not statistically significant.

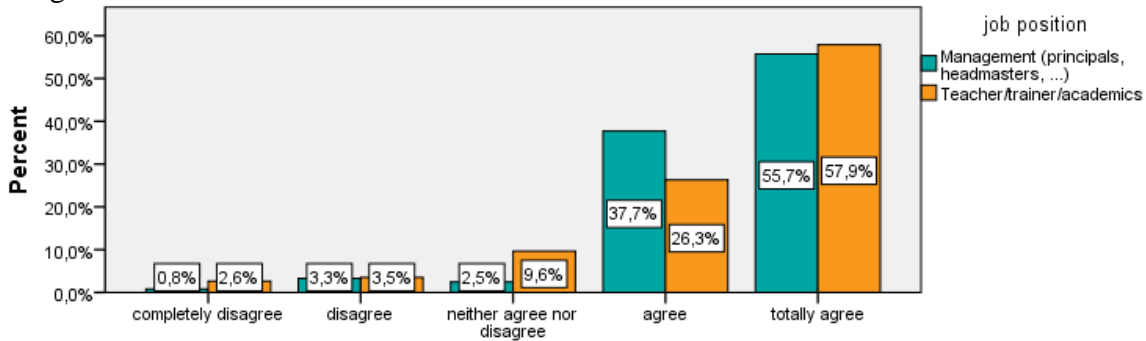
Table 12 The differences between managers and teachers in another area

country		N	Mean Rank	Mean	U	Z	significance (p)
1. Every member of the team is valuable despite of the disagreements (Generation gaps)	Managment	122	119,57	4,44	6823,0	-0,282	0,778
	Teachers	114	117,35	4,33			
2. People should receive a structured and constructive feedback in order to improve	Managment	122	123,76	4,68	6312,0	-1,494	0,135
	Teachers	114	112,87	4,54			
3. New methods/forms of communication and learning are needed	Managment	122	120,77	4,25	6677,5	-0,578	0,564
	Teachers	114	116,07	4,20			
4. Remote working style and new forms of work in general are beneficial for the organisation and its people	Managment	122	114,29	3,33	6440,0	-1,034	0,301
	Teachers	114	123,01	3,43			
5. Inclusion and diversity has a space in our society	Managment	122	120,72	4,10	6683,5	-0,555	0,579
	Teachers	114	116,13	4,02			
6. Focus on the specific subject knowledge should be the main part of the teachers development	Managment	122	100,71	3,08	4783,5	-4,333	<b>0,000</b>
	Teachers	114	137,54	3,61			
7. Teachers are the intrapreneurs responsible for the organisational development	Managment	122	132,03	4,11	5303,0	-3,362	<b>0,001</b>
	Teachers	114	104,02	3,57			

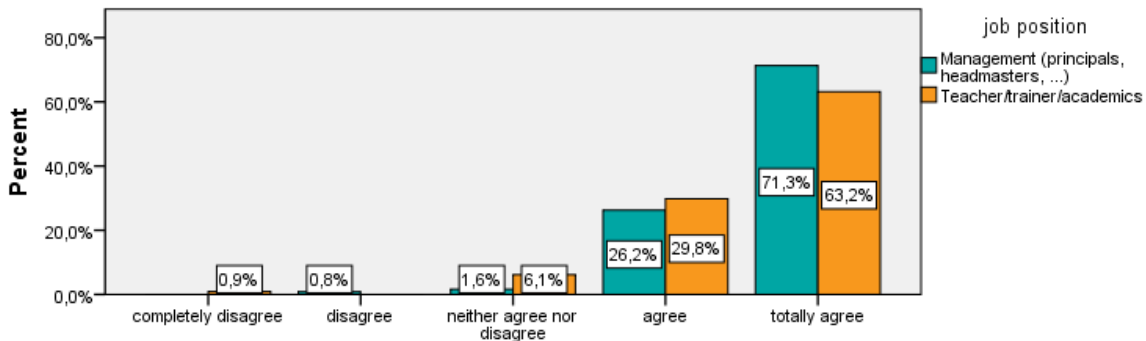
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8. Sharing of tasks with colleagues and team work is preferable	Managment	122	130,96	4,56	5434,0	-3,245	<b>0,001</b>
	Teachers	114	105,17	4,18			
9. Stress and well-being is not so relevant aspect in teacher's profession	Managment	122	120,08	2,01	6761,5	-0,392	0,695
	Teachers	114	116,81	2,03			
10. Internal processes must be clear and stable	Managment	122	122,21	4,50	6501,5	-0,974	0,330
	Teachers	114	114,53	4,39			

The next graphs are visualization answers of respondents to questionnaire questions (in %) for management and teachers.



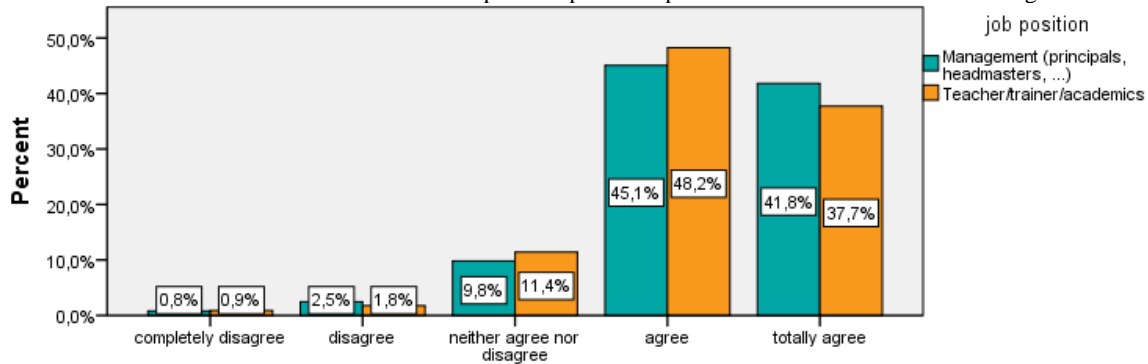
**1. Every member of the team is valuable despite of the disagreements (Generation gaps)**



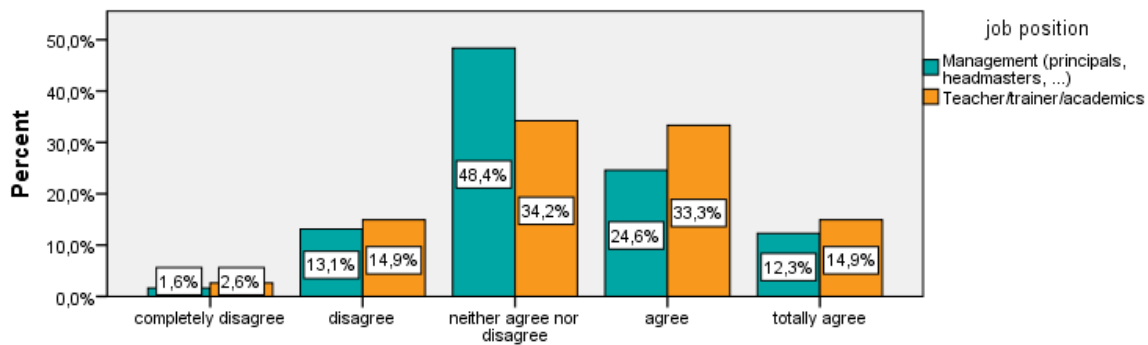
**2. People should receive a structured and constructive feedback in order to improve**

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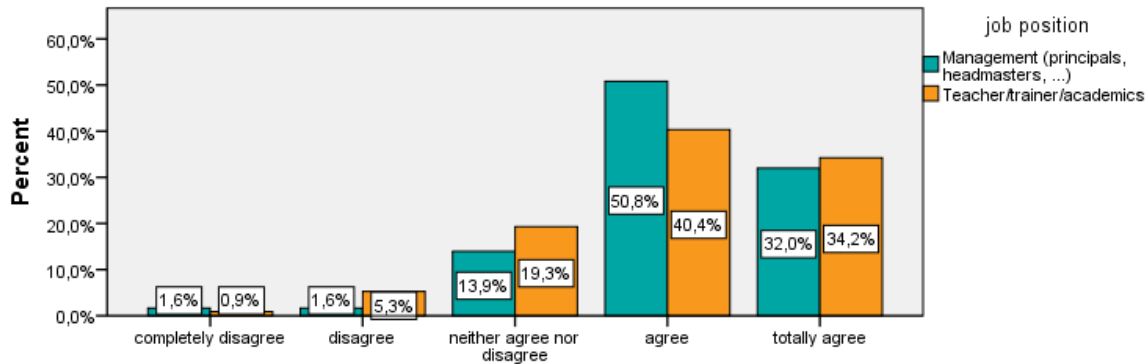
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**3. New methods/forms of communication and learning are needed**



**4. Remote working style and new forms of work in general are beneficial for the organisation and its people**

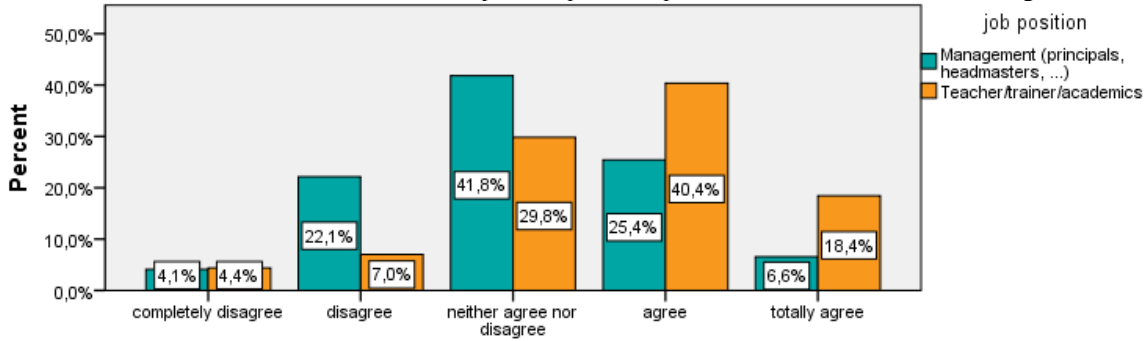


**5. Inclusion and diversity has a space in our society**

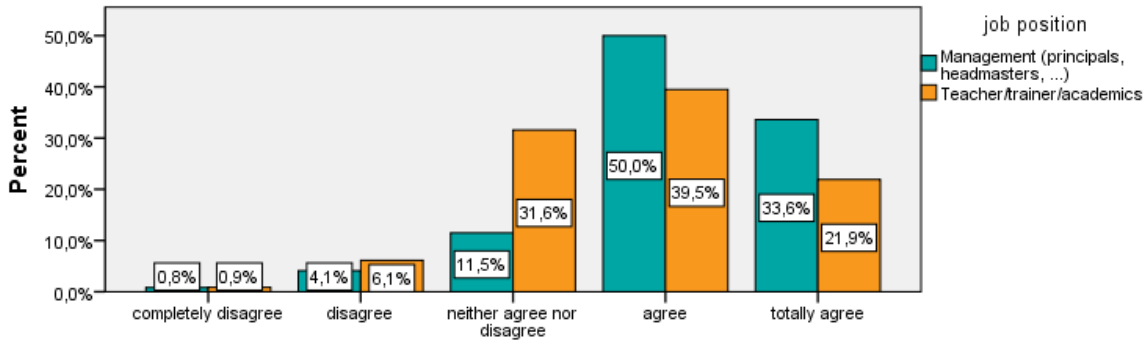
Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)

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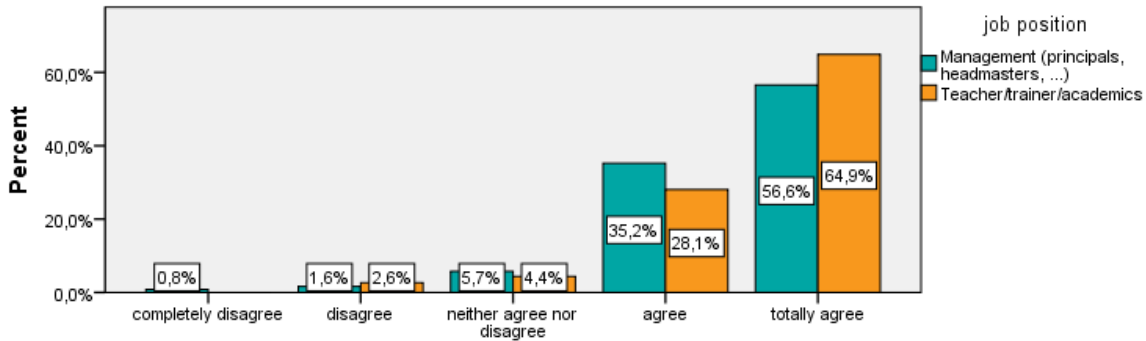
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**6. Focus on the specific subject knowledge should be the main part of the teachers development**



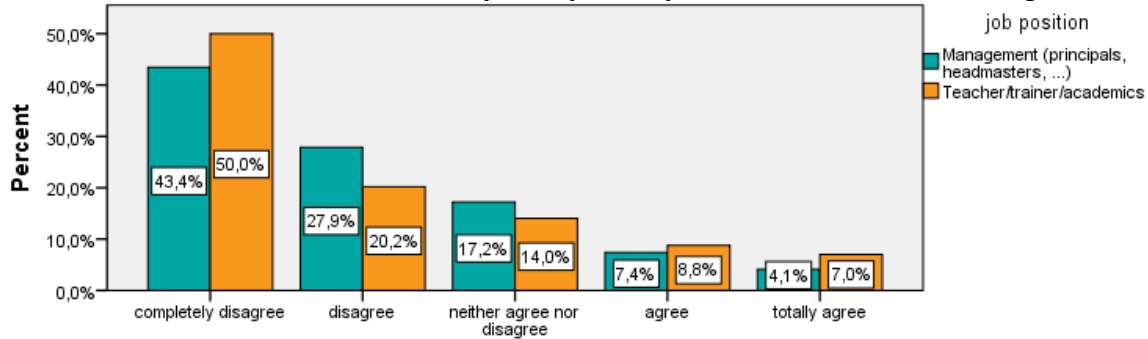
**7. Teachers are the intrapreneurs responsible for the organisational development**



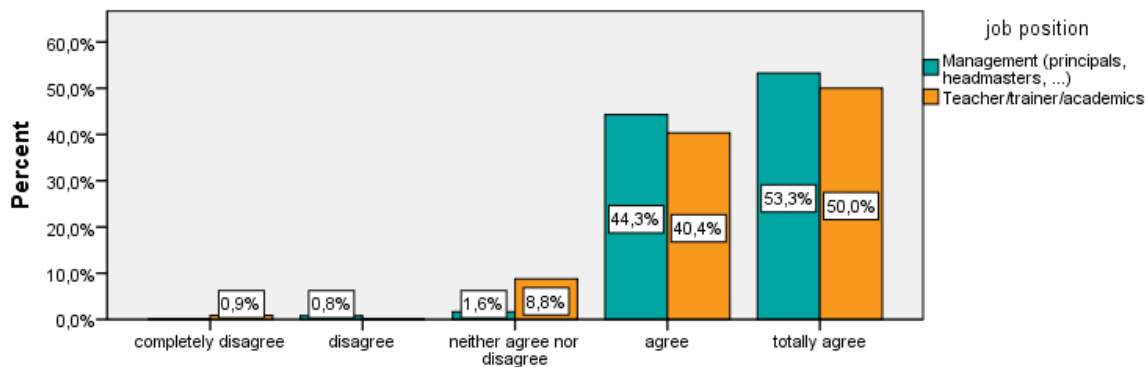
**8. Lifelong learning should be the essential part of everyone in training organisation**

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**9. Stress and well-being is not so relevant aspect in teacher's profession**



**10. Internal processes must be clear and stable**

### 3.3 Clients / sustainability and product orientation

Table 13 shows the differences between managers and teachers in area of client and sustainability and product orientation. Statistically significant differences are in variables 1 (Individual approach to clients / Student is essential) and 5 (Proper selection (assessment) of clients/ Student would be helpful before the training).

For variable 1 respondents in managerial positions showed greater agreement and for variable 5 teachers showed greater agreement.

Differences in other variables are shown in table 13, apart from those mentioned above, they are not statistically significant.

Table 13 The differences between managers and teachers in area of client and sustainability and product orientation

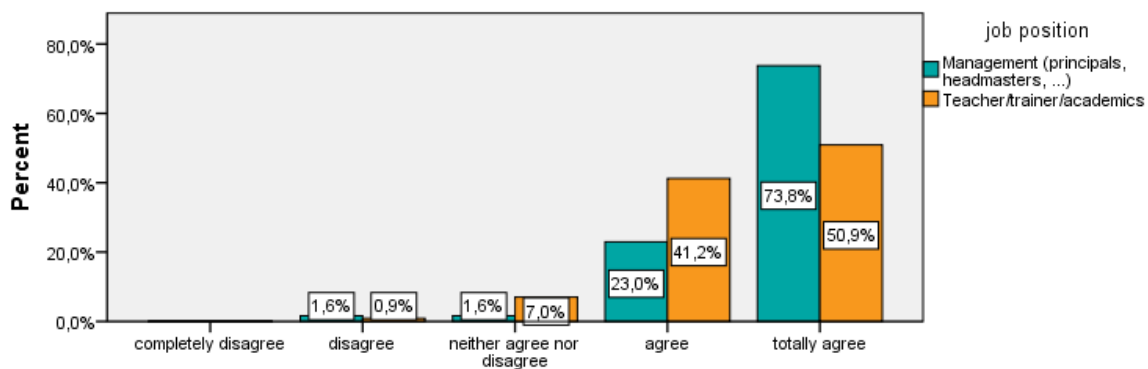
country	N	Mean Rank	Mean	U	Z	significance (p)
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1. Individual approach to clients / Student is essential	Managment	122	131,75	4,69	5337,0	-3,633	<b>0,000</b>
	Teachers	114	104,32	4,42			
2. Clients / Student should be involved in the training products creation	Managment	122	124,37	4,12	6238,0	-1,485	0,137
	Teachers	114	112,22	4,00			
3. Student/ clients should be engaged in training process as active members (flipped classroom)	Managment	122	124,43	4,33	6230,0	-1,512	0,130
	Teachers	114	112,15	4,20			
4. Innovative methods in training are needed to deliver more	Managment	122	118,27	4,21	6926,0	-0,058	0,954
	Teachers	114	118,75	4,25			
5. Proper selection (assessment) of clients/ Student would be helpful before the training	Managment	122	106,70	3,36	5514,5	-2,858	<b>0,004</b>
	Teachers	114	131,13	3,78			
6. Project based learning is helping to deliver more	Managment	122	116,77	3,71	6734,5	-0,427	0,669
	Teachers	114	120,35	3,77			
7. Learners know their learning styles & preferences	Managment	122	119,88	3,16	6785,5	-0,340	0,734
	Teachers	114	117,02	3,11			
8. Trainers should understand clearly the learning styles of their clients	Managment	122	114,30	4,14	6441,5	-1,060	0,289
	Teachers	114	123,00	4,23			
9. Focus on quality is the essence of	Managment	122	124,84	4,32	6180,0	-1,613	0,107
		114	111,71	4,19			

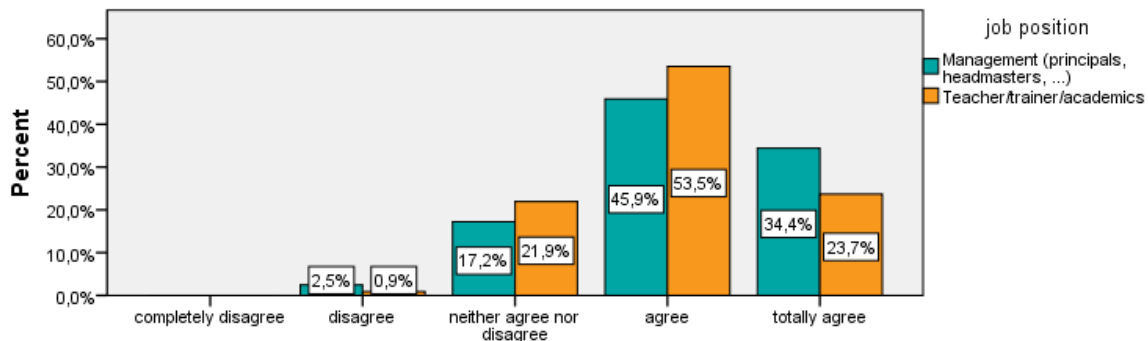


training organisation	Teachers						
10. Traditional subjects are sustainable without strong changes	Managment	122	120,95	2,76	6655,5	-0,592	0,554
	Teachers	114	115,88	2,72			

The next graphs are visualization answers of respondents to questionnaire questions (in %) for management and teachers.



**1. Individual approach to clients / Student is essential**

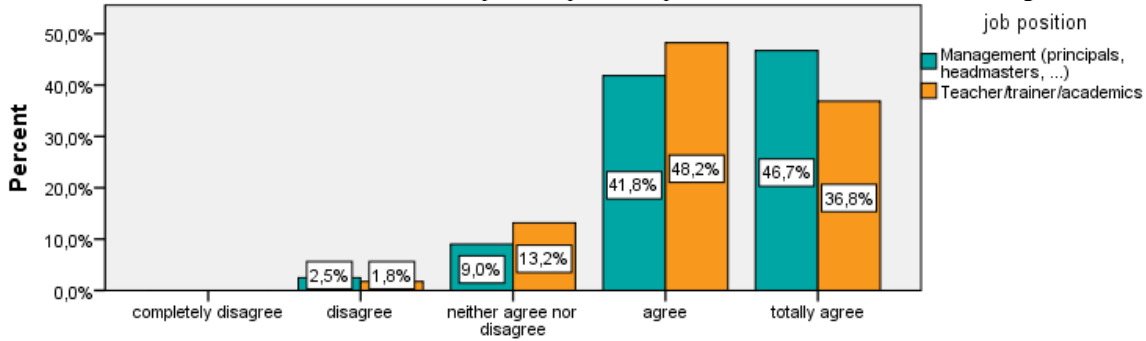


**2. Clients / Student should be involved in the training products creation**

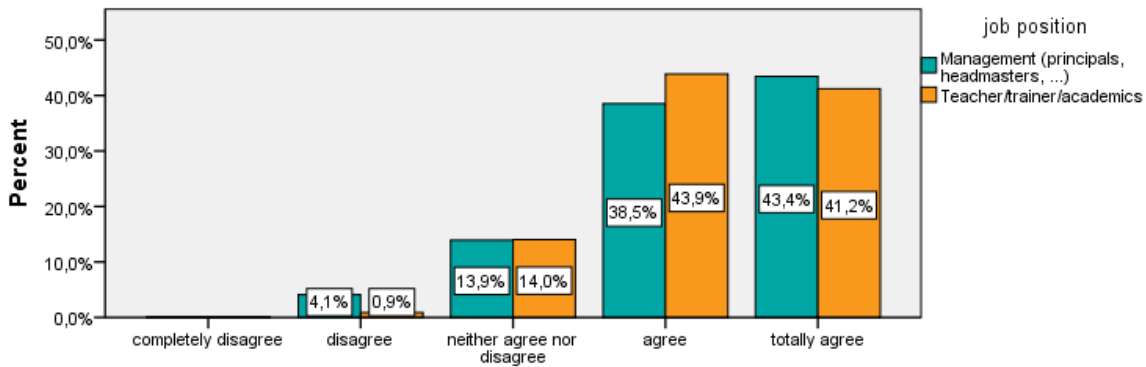
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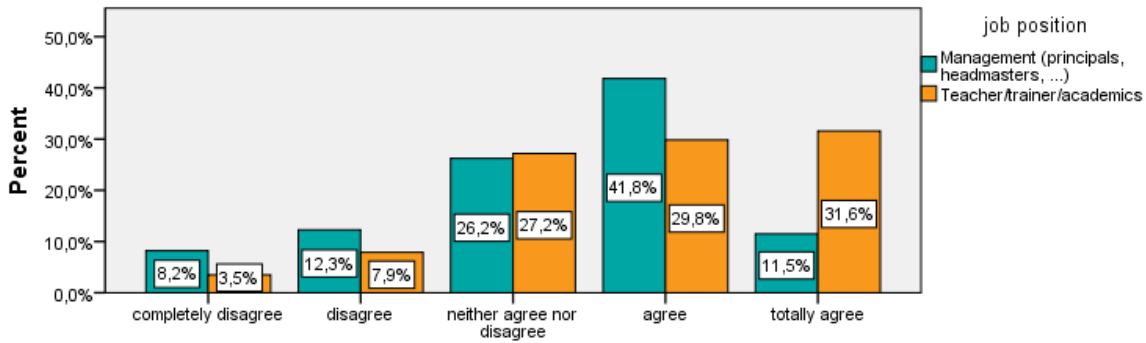
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**3. Student/ clients should be engaged in training process as active members (flipped classroom)**



**4. Innovative methods in training are needed to deliver more**

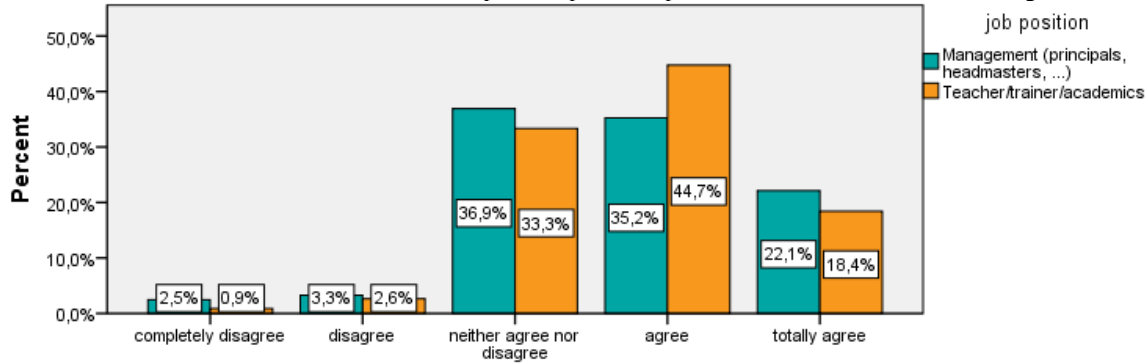


**5. Proper selection (assessment) of clients/ Student would be helpful before the training**

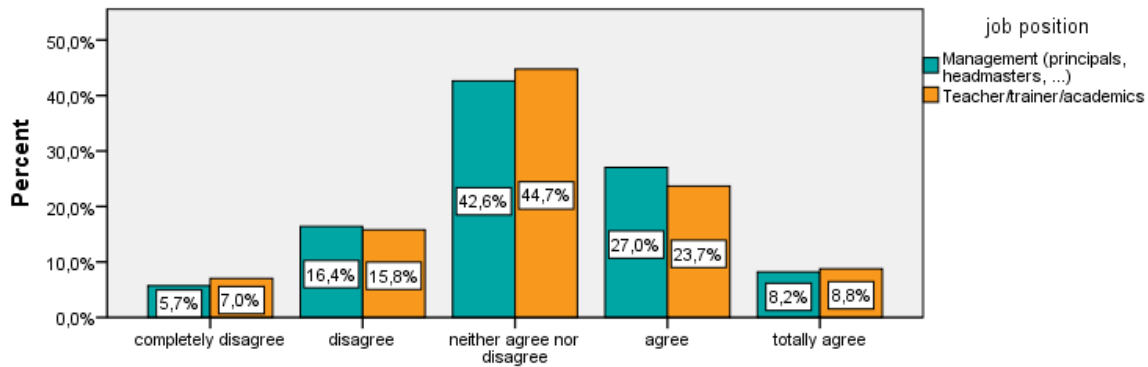
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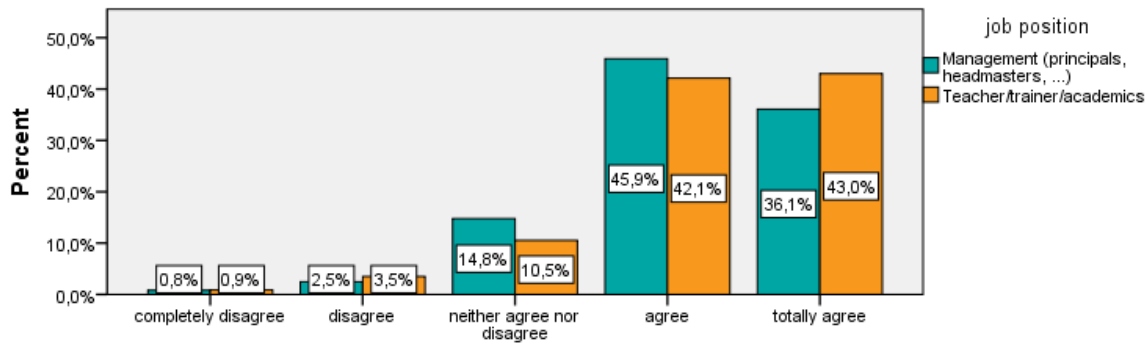
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6. Project based learning is helping to deliver more



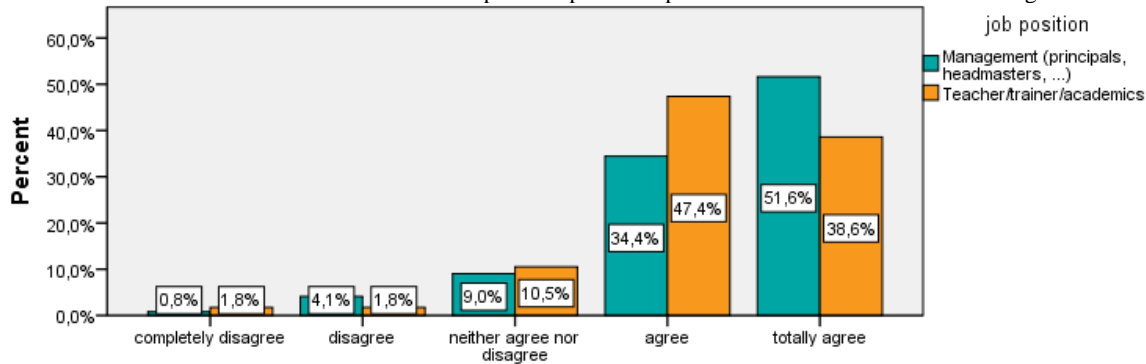
7. Learners know their learning styles & preferences



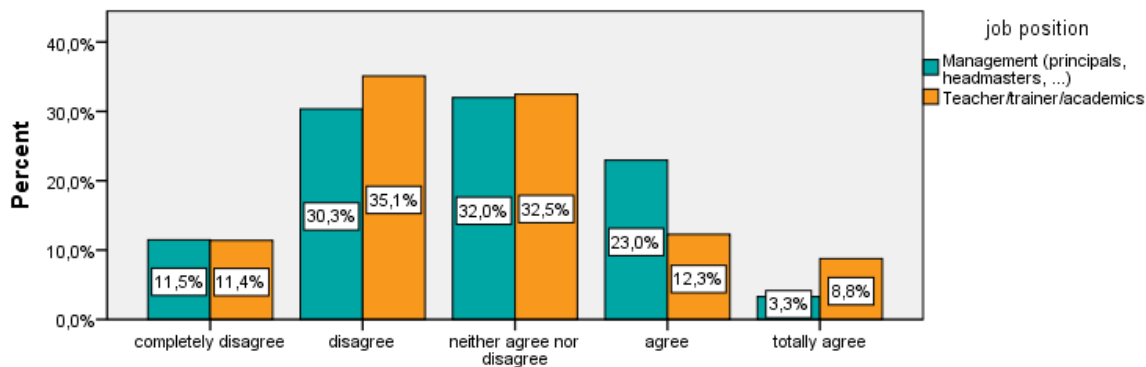
8. Trainers should understand clearly the learning styles of their clients

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### 9. Focus on quality is the essence of training organisation



### 10. Traditional subjects are sustainable without strong changes

## 3.4 Digital transformation, global context and value creation

Table 14 shows the differences between managers and teachers in area of digital transformation, global context and value creation. Statistically significant differences are in variables 4 (Responsible consumption and spendings is normal in the training organisation), in variable 6 (Technical equipment in the training organisations is sufficient) and variable 9 (Sustainability and environmental aspects are part of everyday life of training organisation).

For variable 4 respondents in managerial position showed greater agreement, for variable 6 teachers showed greater agreement and for variable 9 respondents in managerial position showed greater agreement.

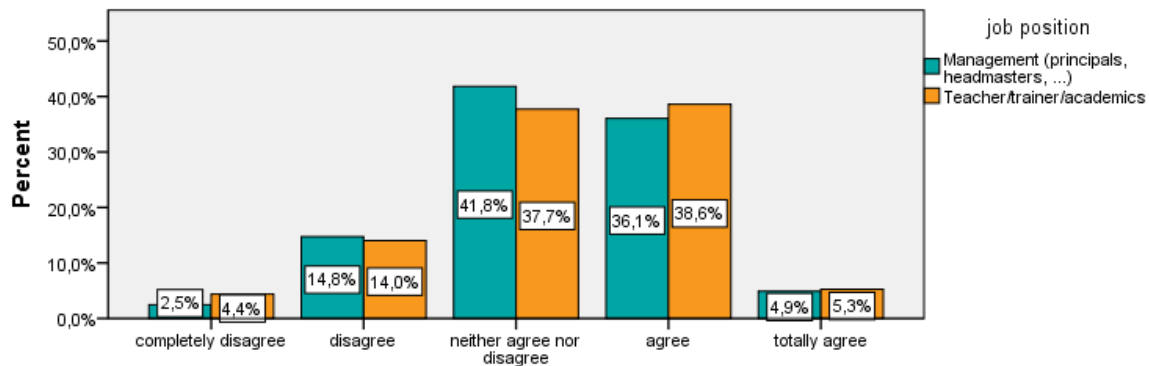
Differences in other variables are shown in table 14, apart from those mentioned above, they are not statistically significant.

Table 14 The differences between managers and teachers in area of digital transformation, global context and value creation

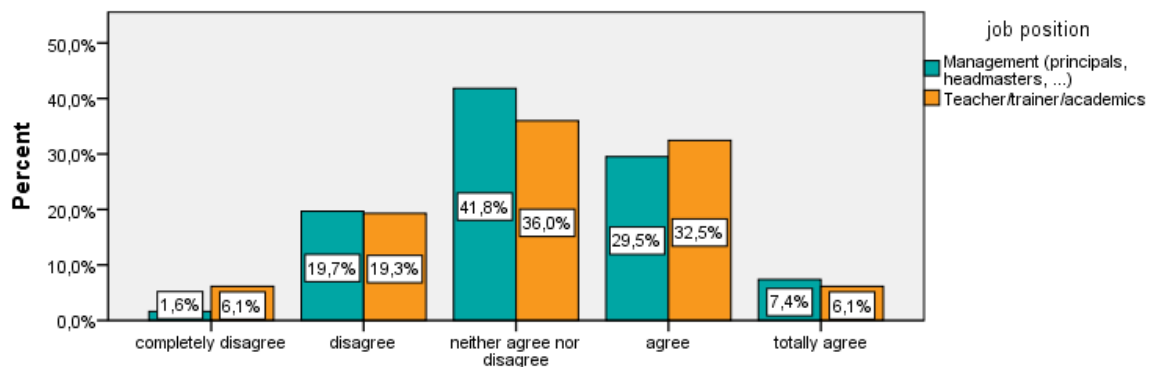
country		N	Mean Rank	Mean	U	Z	significance (p)
1. Teachers are digitally ready after COVID-19 pandemics	Managment	122	117,72	3,26	6859,0	-0,193	0,847
	Teachers	114	119,33	3,26			
2. Modern technology is used on its maximum during the training	Managment	122	120,06	3,21	6764,0	-0,381	0,703
	Teachers	114	116,83	3,13			
3. There are existing the quality standards of the online teaching	Managment	122	123,52	3,06	6341,5	-1,229	0,219
	Teachers	114	113,13	2,89			
4. Responsible consumption and spendings is normal in the training organisation	Managment	122	136,41	3,97	4769,5	-4,427	<b>0,000</b>
	Teachers	114	99,34	3,40			
5. Foreign language isn't the barrier for our trainers to go for the international trainings abroad	Managment	122	112,87	2,61	6267,5	-1,346	0,178
	Teachers	114	124,52	2,82			
6. Technical equipment in the training organisations is sufficient	Managment	122	110,08	2,75	5926,5	-2,018	<b>0,044</b>
	Teachers	114	127,51	3,04			
7. Global awareness in included in everyday life of the training organisation	Managment	122	111,35	3,23	6082,0	-1,763	0,078
	Teachers	114	126,15	3,40			
8. Digital classes are organised and	Managment	122	113,49	3,09			

interactive for everyone	Teachers	114	123,86	3,23	6343,0	-1,224	0,221
9. Sustainability and environmental aspects are part of everyday life of training organisation	Managment	122	126,64	3,70	5960,5	-2,010	<b>0,044</b>
	Teachers	114	109,79	3,46			
10. Training organisation should be the innovator in the digital world	Managment	122	111,95	3,55	6155,5	-1,608	0,108
	Teachers	114	125,50	3,76			

The next graphs are visualization answers of respondents to questionnaire questions (in %) for management and teachers.



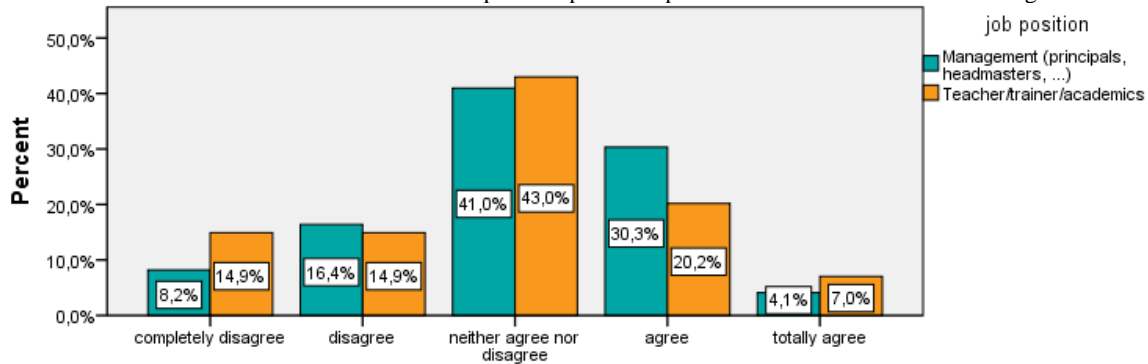
**1. Teachers are digitally ready after COVID-19 pandemics**



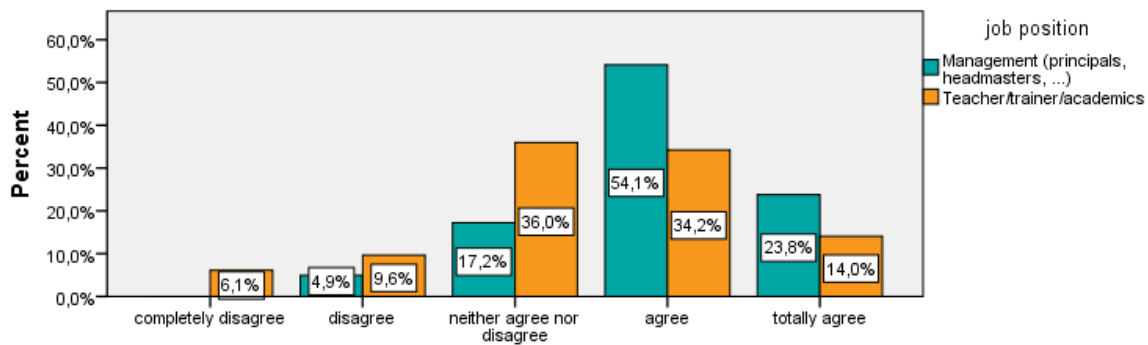
**2. Modern technology is used on its maximum during the training**

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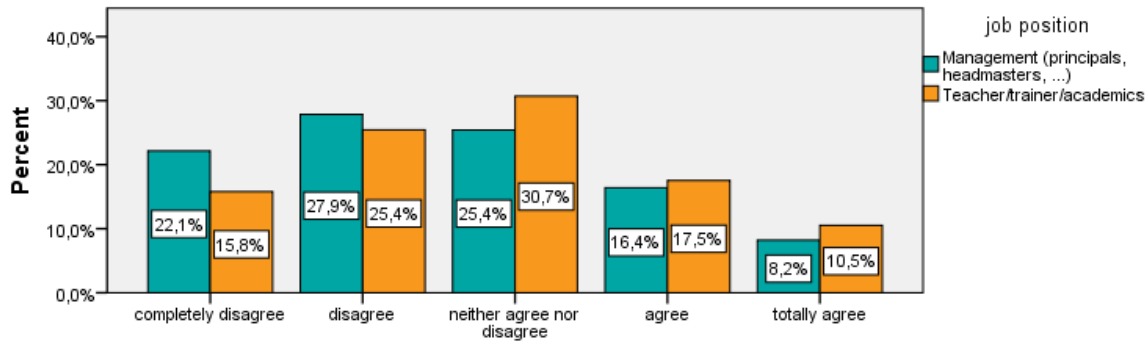
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**3. There are existing the quality standards of the online teaching**

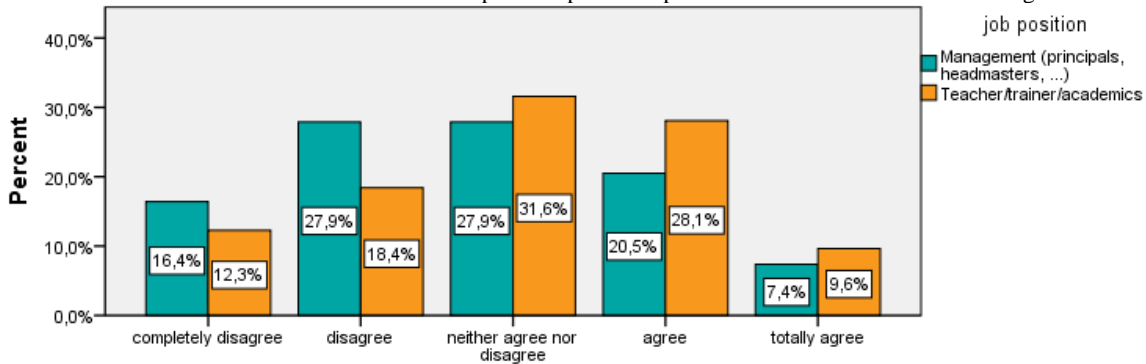


**4. Responsible consumption and spendings is normal in the training organisation**

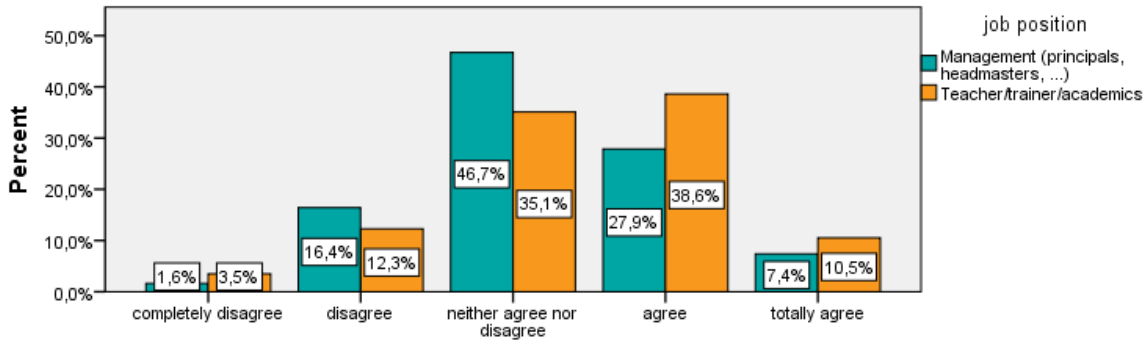


**5. Foreign language isn't the barrier for our trainers to go for the international trainings abroad**

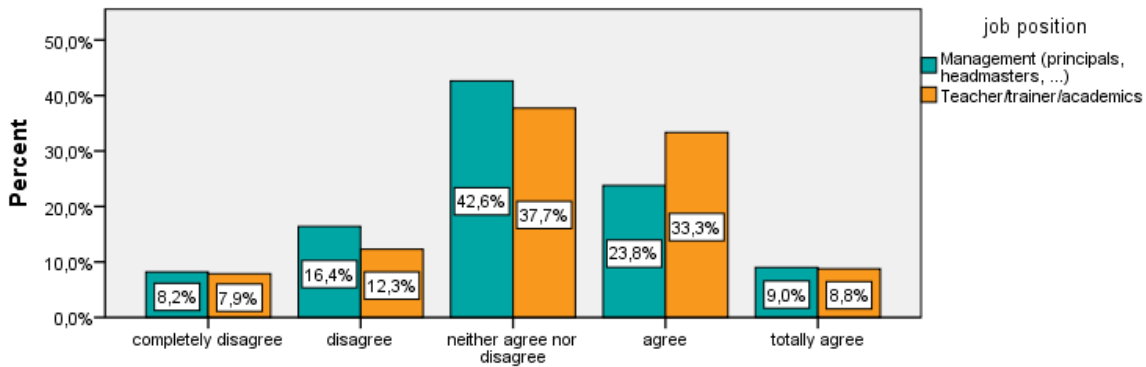
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**6. Technical equipment in the training organisations is sufficient**



**7. Global awareness in included in everyday life of the training organisation**



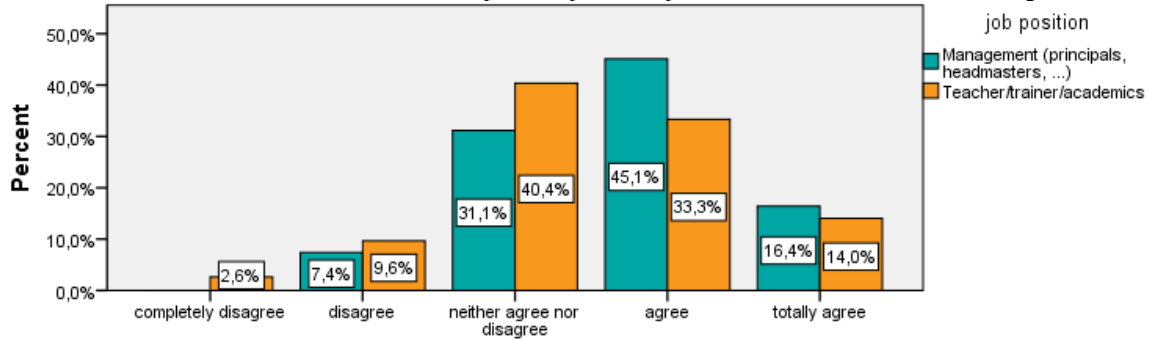
**8. Digital classes are organised and interactive for everyone**



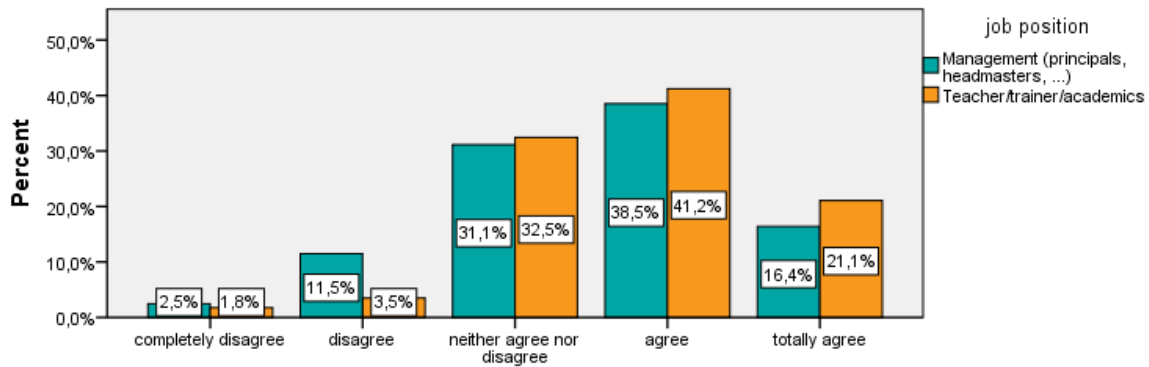
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**9. Sustainability and environmental aspects are part of everyday life of training organisation**



**10. Training organisation should be the innovator in the digital ...**