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A2.6 Training needs analysis

Summer Logistics School

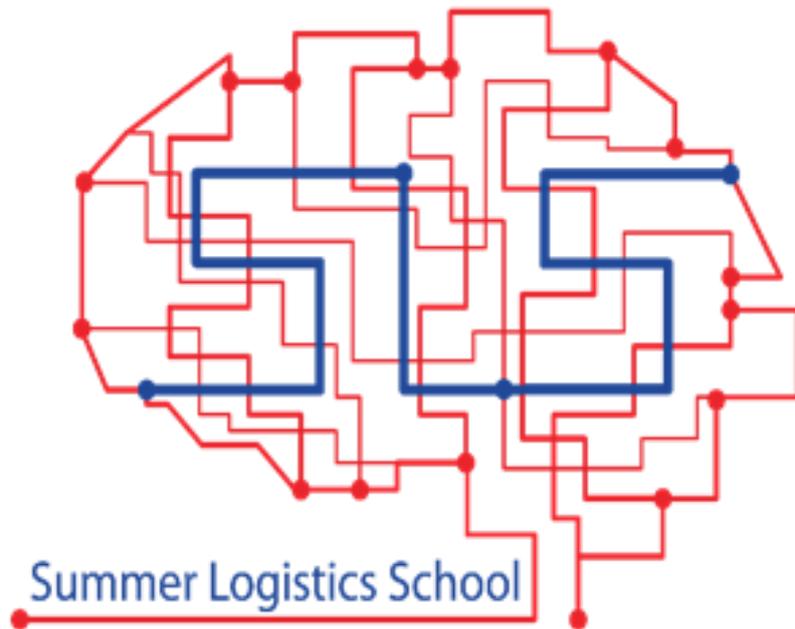


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Introduction

This report is the second preparative step to define the training objectives of the Summer Logistics School (SLS). Indeed, the SLS project aims to develop a summer school programme in the field of transport and logistics that will be implemented in summer 2019 in Ljubljana, Slovenia. The objective of this Summer Logistics School is to provide additional knowledge, know-how and skills in relation to the current VET training offer in the different member countries of the project.

After an analysis of the existing training offers, it was important to know the industry's needs in terms of professional knowledge and competences. This report is a synthesis of the national reports that have been produced by the four core partners of the project. The national reports were produced by each of the partners thanks to interviews conducted in different companies. The objective here is to determine the level of competence of newcomers for the categories of employment to which the training courses lead that we had identified in the first step. The purpose of this report is to summarize the points that have emerged as being mastered by newcomers, and to highlight those that merit further investigation. This will be the basis for the definition of the SLS training objectives.

This report is divided in two main sections. In the first section, we will make a summary of the situation regarding the level of skill of newcomers to the work market in the transport and logistics sector. Its objective is to show skills that appeared to be managed on one side, and on the other side skills that appeared to be deepened. The second section of the report includes all national reports, with all the details that appeared during companies' interviews.

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I. Global Analysis of the interviews led by partners

The four core partners of the SLS project interviewed in total 49 companies. This report is the global analysis of these interviews and is separated into two parts, the first one reporting on the outcomes from the interviews regarding transport activities and the second one concentrates on logistics.

For both activities, we first briefly summarise the skills that are mainly managed by the graduates that finish the VET trainings that we analysed beforehand from the companies' point of view. We then concentrate on the gaps between the acquired knowledge and competences and the needs from the companies.

A conclusion summarises the weak points and organises them into thematic groups. This will help us to match the information coming from the companies' interviews with the results of the analysis of the existing trainings and to formulate the SLS training objectives in the final report of this activity.

In the annex of this summary report you can find the four national reports from Croatia, France, Italy and Slovenia.

A. Transport activities

I. Skills mainly owned by the learners

a. Skills linked to transport organization

The companies we interviewed in France told us that overall the people they recruited had a good knowledge in the organization of transport missions. This statement is also true for Croatia, Italy and Slovenia. Given that the organization of the transport mission is a key element of the transport operator's missions, this requirement from the part of the companies appears logical.

b. Skills linked to knowledge of regulation

This capacity corresponds to the correct application of the legal norms that are necessary for transport, whether it is respect for driving and rest periods, or minimum rest periods (daily or weekly). The recruited person must know in detail the rules that apply to the sector, such as exemptions and adjustments that exist. This person must know both the common base that constitutes the rules of European social regulation, but also the national regulation that complements it.

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This knowledge of the regulations is vital for the company from two angles: on the one hand, by the fact that the company must comply with the law, in order to protect itself from all lawsuits and fines that it could have if it did not conform to it. But also, on the other hand, because knowledge of the exemptions and adjustments that exist in the law can allow the company to meet the needs of customers that it would not be possible to answer if the operator followed only the "basic" rules of the road transport legislation. This skill was mentioned as mastered in all partners' countries.

c. Skill to adapt to new inputs

Adaptability is an essential skill for a transport operator. His main task is to organize at best the activity of the human and material resources available to him, in order to answer the requests of transport coming from the customers. His daily organization of work is not fixed; he constantly reviews his planning in order to cope with the hazards that occur, but also to respond to last minute requests, which he can sometimes only respond to by reviewing the schedules of assignment of drivers and use of trucks.

II. Skills that have to be deepened

a. Drivers management

In his daily activity, the transport operator has a function of monitoring transport activities. He is the one who is in direct contact with the truck drivers, and who manages all the hazards and problems they may encounter. But it is also the transport operator who organizes the schedules, and thus assigns the missions and orders on a daily basis. All the companies we met stressed that the animation of the pool of drivers for which he is responsible is one of the vital aspects of the activity of the transport operator, and that the management of drivers is an essential element, difficult to master for a new operator. The management of drivers is even harder for a young person who recently finished training, because he sometimes does not have the necessary distance to show authority.

Companies have therefore emphasized the need for training in driver management. The remark was raised in France as well as in Italy. Management is not a simple facet of the business, and is often approached from a legal and theoretical point of view in the training. Companies advocate real scenarios, so that future operators develop reflexes. The ideal management must be a middle ground between firmness and flexibility. The transport operator must know how to be firm when necessary, for example by requiring a driver to perform a mission assigned to him that does not suit him for various reasons. But he must also be flexible, such as being prepared to review his organization in case, for instance, of a last-minute unavailability of a driver. It seems necessary to teach future workers the “win-win” culture that is neither too firm nor too lax.

b. Use of IT tools

The use of IT tools is now essential in the context of transport operations. At a minimum, traffic officers use Excel spreadsheets to plan activities, and in most companies the use of the Transportation Management Systems is now spread. The software is relatively complete and allows a good management of the activity, from the integration of orders through the reservation of human and material resources, to the invoicing of the customers and the management of the payroll. Companies told us that the capacity of organizing the transport mission operationally can be a prerequisite for hiring a transport operator.

In this context, it seems important that the people trained to manage transport operations have on the one hand the basics in computer science, but also a knowledge of the Transportation Management System, about its usefulness and overall operating modes. Today, entrants to the position of a transport operator have the basics of computer science, but have too limited knowledge of tools such as TMS, which are considered vital. Therefore, companies advocate that more practical learning about TMS has to be done, even if the operators are trained upon their arrival concerning the specificities of the TMS used in the company.

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All core partners have made the same conclusion regarding the need to insist on IT tools. Slovenian report highlighted the need for more advanced Information and Communication Technology (ICT) teaching and practice during education, because companies declared that there is a real lack in this matter. Italian report emphasized this point too, even if the skill of mastering basic IT is mastered, as well as in Croatia (Mastery of basic MS Office).

c. Adaptability to new trends and processes

The skill of adaptability to new trends and processes also appeared to be lacking for newcomers in the business of transport operations. New recruits often appear as applying a pre-established model, which they would have applied by heart. According to the information that we have been able to collect, they do not seem to be open-minded towards new trends and methods. This observation seems to worry the leaders of the transport companies that we had the opportunity to question. In the era of the internet of things and the blockchain, new tools are continually emerging, as well as new processes.

Transport operators should demonstrate their adaptability to novelty. First, because they will be the first users of new tools and processes, as for example in the case of the eCMR, a new digital tool which should soon arrive in the sector and which should facilitate the administrative management of transport documents. Secondly, as the facilitators of the team of truck drivers for which they are responsible, the transport operators will be in charge of training them in these new tools, and their effective implementation in the daily life of the team of employees they lead.

d. Dealing with specificities

It emerged from the interviews that newcomers to the position of transport operator had basic knowledge, both in the techniques and in the regulatory aspects. Some pointed out that specific knowledge and skills were poorly mastered by new entrants. This specificity is, for example, temperature-controlled transport, or transport of hazardous materials (ADR standard): these two different types of transported material bring specificities and thus a particular treatment. Newcomers to the position have been identified as not being able to deal with these specificities. These specificities have impacts not only on the organization of the activity (specific training of drivers in the case of hazardous materials, use of specific trailers for controlled temperature), but also on the legal responsibility of the company if these transports are not managed according to the rules of art. Indeed, the transport company must comply with the legal standards of the ADR on the one hand, but also comply with the client's demand for transport for the controlled temperature (here a breach could be a serious breach of contract because potentially the cold chain could be broken).

Another kind of specificity to which newcomers are indicated as unprepared is the management of customer relations at the level of reporting in the tools specific to each client. In concrete terms, the

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regular contractors such as the large shippers, nowadays often dispose of web portals, in which their subcontractors (in this case, the transport companies) have to fill in reporting data according to their activity. Those web portals are owned by the client asking for transport, and used to produce KPIs on their subcontractors' efficiency, as in this case transport companies. There are as many web portals as large loaders, customers of the transport company. The operator has therefore to juggle between different portals, and different types of reporting, both in form and content. The leaders of the transport companies told us that newcomers have difficulties adapting to the specifics of these reports, and that this is one of the elements that requires the longest learning in company.

e. Different types of communication

To carry out its global mission of matching the means that are at his disposal to the demand for transportation of the customers, the transport operator has to communicate with actors who are very different one from the other. He is mainly in contact with the customers for the order-taking, the management of the after-sales service or in the case of hazards, but also communicates with all the drivers for whom he is responsible.

These two types of interlocutors are very different one from the other, and the relationship that the transport operator has with them is also very different, since in the case of the drivers it is a managerial relationship, and in the case of customers of the company it is a business relationship. This difference of the actors induces a necessary difference in the way the operator communicates with these interlocutors. It is this differentiation of communication that has been flagged as weak for newcomers in the profession. Yet, it is necessary because the operator cannot afford to communicate with a customer as he would do with a truck driver. It therefore appears necessary to insist more strongly on communication in the training of operators.

B. Logistics activities

I. Skills mainly owned by the learners

a. Skills linked to global warehousing activities

The core partners of the project agreed that the overall knowledge of logistics activities is mastered by newcomers in companies. This corresponds to the theoretical knowledge of the flows of goods and the IT flows that are linked to them. Overall, newcomers are familiar with large areas of a warehouse, which are receiving, order picking and shipping. They have knowledge of the traditional processes and methods found in each of these fields.

b. Basic IT skills

A second observation shared by all was that globally nowadays new arrivals for working positions in warehouses have at least a basic knowledge of computers. They know how to use the keyboard, the mouse, and the basics of MS Office like spreadsheets or Word, at least in the basic functions. This basic skill is reported as a prerequisite, since warehouse activities are now generally computerized at least with spreadsheets.

c. Internal communication

Regarding their ability to communicate, new entrants into the world of logistics have been identified as able to communicate properly internally. In fact, they usually know how to send information to their line managers, and manage to communicate with each other about the activity without too much difficulty

II. Skills that have to be deepened

a. Putting on practice theoretical knowledges

Companies in every partner country have emphasized that newcomers have a good knowledge of the world of transportation and logistics. The problem lies in the fact that knowledge is usually too theoretical, and that people have difficulties putting this knowledge into practice in the everyday work.

This finding is relatively problematic for vocational training, as this kind of training has as main objective to train for specific jobs, and is intended to produce professionals "ready for the job" at the end of training. If people have only theoretical knowledge and little or no knowledge of the realization of the practice, the interest of companies will be very limited because they will have to carry out an in-house training that will take time (and therefore costs money) to the company. It is therefore essential to insist more on the concrete aspects, by putting the users of the program in professional situations (role playing, simulation ...).

b. Order processing: good supports and methods

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Whether in Croatia, Italy or Slovenia, everyone agrees that, with regard to order picking, there are big gaps for new recruits from training. Even though people have approached order preparation at the level of their training, concrete realization is problematic.

There are order preparation must-haves, which are the bases that an order picker must apply to carry out his work according to "the rules of the art". In a very pragmatic way, the order picker must be able to choose the best support according to the volume of his order (pallet or parcel), but also know how to organize the different references of the order on the support so that they can arrive in in good conditions (logical preparation from the largest to the smallest, the heaviest to the lightest, etc.). The order picker must also be able to determine the best protection for the order: not too little, so that the objects are sufficiently protected, not too much, so that the packaging does not unnecessarily cost too much to the company.

One other very practical skill is the ability to use hand scanners. Nowadays, hand scanners are used all day long by pickers. They are used to scan barcodes of products taken in the preparation alleys, and are therefore vital to ensure the correspondence between physical stock and the computerized stock. We advise to address this skill in the SLS Training Program.

It is this very practical knowledge that may be missing to newcomers. This must be tempered, however, since each company has its own specificities, its logics and its requirements in terms of order preparation.

c. Inventory Management

Croatian and Slovenian partners highlighted shortcomings in the management of inventories in warehouses. Inventories are vital to ensure the reliability of the stock, and to verify that certain dynamics are well respected. For example, on the occasion of inventories, it can be verified that the "first-in, first-out" is well respected, or that there are no expired products in the stocks in the case of perishable products.

The need for inventory control is particularly necessary since inventory management is computerized today. Inventories are then a means of verifying that there is a concordance between the theoretical stock (computer) and the actual stock (physical). The interconnection of information systems also makes this control vital, since information can be traced directly to a company's commercial website. If the information reported is wrong, the product indicated as available may not be, this may be likely to generate discontent with the customer, for example. Therefore, it seems necessary to concentrate on this specific point, in order to guarantee that future workers in warehouses have a minimum of knowledge in stock management.

d. Sectoral ICT tools

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While basic computer skills are in general mastered and are also a prerequisite for any hiring, it appeared in Italy and Slovenia that the knowledge of software specific to the sector was quite poor and had to be the subject of company training for newcomers.

The main software used in logistics is the Warehouse Management System, which is a software tool for tracking physical activity at the computer level. This type of software allows information on the location of stocks, quantities in stock, or (and not being exhaustive) on the location of a pallet within the warehouse. Today, with the growing computerization of warehouse management, it seems inevitable that professionals working in this field need to be comfortable with this type of tool. The feedback from interviews in Italy and Slovenia indicates that there is a big difference between the need of companies and the capabilities of people leaving training. It therefore seems necessary to focus training more precisely on the use of this kind of tool.

e. Waste recovery

In the current context of global warming, the issue of pollution is central. All have a role to play: private individuals, public organizations, but also companies. As far as companies are concerned, they have a significant impact on pollution. Incentive policies have been put in place to encourage them to control their waste.

In the Slovenian report, knowledge of the practice of waste treatment has been raised as being too weak. This ability to value waste is important. First, in a logic of empowerment of everyone and recycling waste as much as possible. Then, because properly sorted waste can be resold to third parties (waste such as wood, plastic or cardboard). Based on this observation, it would be interesting to focus on the concept of waste recovery in our future program.

Conclusion

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As a global conclusion, the national reports on companies' interviews showed that generally newcomers have basic skills and knowledge, but have a lack of know-hows and precise sectoral skills. This gap will allow us to define the objectives of the SLS program, along with the identified lacks of actual national curricula. Two tables, one for transport, one for logistics, can be found below recalling the weak points that were named by companies:

Transport topics to be deepened	Concerned countries
Management	FR
IT tools	FR, CR, SL
Adaptability to new trends and processes	FR, CR, IT, SL
Dealing with activity specificities	FR, CR, IT, SL
Differentiated communication	DR, IT

Logistics topics to be deepened	Concerned countries
Practical aspects of everyday work life	CR, IT, SL
Supports and materials for order processing	CR, IT, SL
Inventory Management	CR, SL
ICT Tools	IT, SL
Waste Management	SL

Annex: National Reports on companies interviews

A. Croatia

I. Introduction

Number of interviewed companies, type of company, occupation considered, interviewed person.

Eight companies were interviewed as follows:

Company name	Type of company	Occupation considered	Interviewed person
Rail Cargo Logistics CRO	Small	Disponent for international transportation and sales	Director
		Logistic department employee	
Cargo partner	small	Warehouseman	Human Resources Manager
		Warehouse Administrator	
		Runner-driver	
		Operations Road-Xpress	
Alfalog	small	Freight Clerk- international transport	Director
Medika	medium	Warehouseman-junior	Warehouse Manager
		Warehouseman	
		Driver-delivery	
Quehenberger Logistics CRO	medium	Picker	Head of Human Resource
		Freight Clerk	
		Forklift driver	
Hrvatska pošta	big	Driver-delivery	Head of Human Resource
		Logistic Trainee	
		Warehouseman	
Ralu logistika	medium	Warehouseman	Head of Human Resource
		Transport operations assistant	
		Assistant vehicle fleet manager	
Dukat –dairy industry	big	Logistic Trainee	Logistic department director
		Warehouseman	
		Picker	
		Driver-delivery	

II. Transport Industry

1. Skills mainly managed

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- a) Communication with internal partners (oral and written)
 - b) Communication on English
 - c) Gather the customer needs in terms of transport
 - d) Treat malfunctions and complaints
 - e) Using MS office and have skills to use applications in use by company
 - f) Carry out the operation of transport
 - g) Accurate and detailed approach to work
 - h) Driving license B category
2. Skills that have to be deepened
- a) Identification of the best mean of transport
 - b) Choose to outsource the operation of transport
 - c) Dimensions of transport units
 - d) Documents for transport and custom clearance
 - e) Vehicle exploitation

III. Logistics Industry

- a. Skills mainly managed
 - i. Communication with internal partners (oral and written)
 - ii. Communication on English
 - iii. Using MS office and have skills to use applications in use by company
 - iv. Following orders
 - v. Basic of mathematic – e.g. can calculate percentage
2. Skills that have to be deepened
- a) INCOTERMS
 - b) Freight forwarding
 - c) Intelligent transport logistics platforms (like Transporeon)
 - d) WHS function and conditions
 - e) Logic in invoicing, commercial thinking
 - f) MS Excel
 - g) Transport and customs documentation
 - h) Dimensions of transport units
 - i) Vehicle exploitation
 - j) Inventory control
 - k) Parcel and pallet preparation (e.g. dimensions)
 - l) Negotiating skills
 - m) Warehousing

IV. Conclusion

We are waiting a conclusion about the global opinion of companies, whether they are globally satisfied with the new arriving staff coming from the diplomas for instance.

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As per Croatia employers in Transport and Logistic companies for most jobs in transport and logistics, special diploma (Transport or Logistics) is not mandatory. When they give a job ad, they just ask for high school diploma mostly. Former job experience is most important. Now, on these positions most employees have high school diploma from transport or economic. Diploma in logistics (Technician for logistic and freight forwarding) is not recognize by companies.

What is important for employers in general is knowledge of English, communication skills on both Croatian and English, and basic knowledge of MS office. They ask from new arriving staff to be fast learner and to be accurate and has detailed approach to work.

When speaking with employers about existing high school diplomas general conclusion is that new staff coming from high schools (transport and logistic) has some vocational theoretical knowledge but do not know how to apply that theory in practice. For example, they know basic theory about transport documentation but do not know to fill them.

In addition, employers for new coming staff provide job-mentoring system. That is why special diploma is not mandatory when hiring. Sometimes they provide mentoring system for experience worker also. Mentoring last approximately for one month. Big companies provide on job training.

Small and medium size companies are not willing to employ non-experienced staff, due to lack of practical knowledge.

In general, companies in Croatia are not satisfied with level of practical skills after high school. There is a lack in communication between vocation school and companies about needed knowledge and skills. Most of pupils from respective schools are doing obligatory practical work during education in these companies but still miss to get needed skills. By this, we can conclude that there is misunderstanding between companies and schools regarding practical work learning outcomes and the ways it should be controlled.

B. France

As we have indicated in the report analyzing the current training offer, the level 4 offer for driving and truck driving certificates has just been updated. They is therefore of a good standard and have good integration rates for students who have followed those diplomas. We therefore decided that it would

be interesting to ask more questions about the transport diploma, which raises criticisms at the national level, and whose insertion rates are not good.

Transport activities

a. Skills mainly managed

d. Skills linked to transport organization

The companies we interviewed told us that overall the people they recruited had a good knowledge of the organization of transport. Given that the organization of the transport is a key element of the transport operator's missions, this requirement on the part of the companies appears logical. Whether in advanced computing (using TMS) or more standard tools (Excel tables), the ability to organize transport operationally is a prerequisite for hiring a transport operator.

e. Skills linked to knowledge of regulation

This capacity corresponds to the correct application of the legal norms that are necessary for transport, whether it is respect for driving and rest periods, or minimum rest periods (daily or weekly). The recruited person must know in detail the rules that apply to the sector, such as exemptions and adjustments that exist. This person must know both the common base that constitute the rules of European social regulation, but also the national regulation that complements it.

This knowledge of the regulations is vital for the company from two angles: on the one hand, by the fact that the company must comply with the law, in order to protect itself from all lawsuits and fines that it could have if it did not conform to it. But also, on the other hand, because knowledge of the exemptions and adjustments that exist in the law can allow the company to meet the needs of customers that it would not be possible to answer if the operator followed the "basic" rules of the road transport legislation.

f. Skill to adapt to new inputs

Adaptability is an essential skill for a transport operator. His main task is to organize at best the activity of the human and material resources available to him, in order to answer the requests of transport coming from the customers. His organization is not fixed; he constantly reviews his planning

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in order to cope with the hazards that occur, but also to respond to last minute requests, which he can sometimes only respond to by reviewing the schedules of use of drivers and trucks.

b. Skills having to be deepened

a. Management and social management

In his daily activity, the transport operator has a function of monitoring transport activities. He is the one who is in direct contact with the truck drivers, and who manages all the hazards and problems they may encounter. But it is also the transport operator who organizes the schedules, and thus assigns the missions and orders on a daily basis. All the companies we met stressed that the animation of the pool of drivers for which he is responsible is one of the vital aspects of the activity of the transport operator, and that the management of drivers is an essential element, difficult to master for a new operator. The management of drivers is even harder for a young outgoing training, because he does not have the necessary distance sometimes to show authority.

Companies have therefore emphasized the need for training in driver management. Management is not a simple facet of the business, and is often approached from a legal and theoretical point of view in the training. Companies advocate real scenarios, so that future operators develop reflexes. The ideal management must be a middle ground between firmness and flexibility. The transport operator must know how to be firm when necessary, for example by requiring a driver to perform a mission assigned to him that does not suit him for various reasons. But he must also be flexible, such as being prepared to review his organization in case of need for a last-minute leave of a driver for family reasons. It seems necessary to teach future farmers the “win-win” culture that is neither too firm nor too lax.

b. Use of IT tools

The use of IT tools is now essential in the context of transport operations. At a minimum, traffic officers use Excel spreadsheets to plan activities, and in most companies the use of the Transportation Management Systems is now spread. The software is relatively complete and allows a good

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management of the activity, from the integration of orders through the reservation of human and material resources, to the invoicing of the customers and the management of the payroll.

In this context, it seems important that the people trained to manage transport operations have on the one hand the basics in computer science, but also a knowledge of the Transportation Management System, about its usefulness and overall operating modes. Today, entrants to the position of transport operator have the basics of computer science, but have too limited knowledge of tools such as TMS, which are considered vital. Therefore, companies advocate that more practical learning about TMS has to be done, even if the operators are reformed upon their arrival concerning the specificities of the TMS used in the company.

c. Adaptability to new trends and processes

The skill of adaptability to new trends and processes also appeared to be lacking for newcomers in the business of transport operatorions. New recruits often appear as applying a pre-established model, which they would have applied by heart. They do not seem, according to the information that we have been able to collect, as permeable to new trends and methods, which seems to worry the leaders of the transport companies that we had the opportunity to question. In the era of the internet of things and the blockchain, new tools are continually emerging, as well as new processes.

Transport operators should demonstrate their adaptability to novelty. First, because they will be the first users of new tools and processes, as for example in the case of the eCMR, which should soon arrive in the sector and which should facilitate the administrative management of transport documents. Then, as the facilitators of the team of truck drivers for which they are responsible, the transport operators will be in charge of training in these new tools, and their effective implementation in the daily life of the team of employees they lead.

d. Dealing with specificities

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It emerged from the interviews that newcomers to the position of transport operator had basic knowledge, both in the techniques and in the regulatory aspects. Some pointed out that specific knowledge and skills were poorly mastered by new entrants. This specificity is, for example, temperature-controlled transport, or transport of hazardous materials (ADR standard): these two different types of transported material bring specificities and a particular treatment. Newcomers to the position have been identified as not being able to deal with these specificities. These specificities have impacts not only on the organization of the activity (specific training of drivers in the case of hazardous materials, use of specific trailers for controlled temperature), but also on the legal responsibility of the company if these transports are not managed according to the rules of art. Indeed, the transport company must comply with the legal standards of the ADR on the one hand, but also comply with the client's demand for transport for the controlled temperature (here a breach could be a serious breach of contract because potentially the cold chain could be broken).

Another kind of specificity to which newcomers are indicated as unprepared is the management of customer relations at the level of reporting in the tools specific to each client. In concrete terms, the regular contractors, the large shippers, nowadays have very often web portals, in which their subcontractors (in this case, the transport companies) have to fill in reporting data according to their activity. There are as many web portals as large loaders customers of the transport company. The operator has therefore to juggle between different portals, and different types of reporting, both in form and content. The leaders of the transport companies told us that newcomers have difficulties adapting to the specifics of these reports, and that this is one of the elements that requires the longest learning in company.

e. Different types of communication

The transport operator, in order to carry out its global mission of matching the means at his disposal to the demand for the transportation of customers, has to communicate with actors who are very different one from each other. He must mainly communicate with the customers for the order taking but also in the management of the after service and for the hazards, but also communicate with all the drivers for whom he is responsible.

These two types of interlocutors are very different one from the other, and the relationship that the transport operator has with them is also very different, since in the case of the drivers it is a managerial relationship, and in the case of customers of the company it is a business relationship. This difference of the actors induces a necessary difference in the way the operators communicate with these interlocutors. It is this differentiation of communication that has been flagged as weak for newcomers in the profession. Yet, it is necessary because the operator can not afford to communicate with a customer as he would do with a truck driver. It therefore appears necessary to insist more strongly on communication in the training of operators.

This point has been widely highlighted by the Italian report. The worker, as a “Company Representative”, should have “marketing” skills and communicate properly with the client. The proper communication would be by choosing the right channel of communication (phone or written) and by the manner he/she writes or to talk to the client.

C. Italy.

COMPANIES

1. Alberti e Santi – *3PL, Transport, mainly, and Logistics Services* – MEDIUM SIZE
2. CePIM - *Freight Village of Parma, Intermodal Transport and Logistics Services* – MEDIUM SIZE
3. IKEA DISTRIBUTION ITALY - *Logistics Company of the Manufacturing Group* – LARGE SIZE
4. TORELLO TRASPORT - *3PL, Transport and Logistics Services* – LARGE SIZE
5. CEVA LOGISTICS - *3PL, Transport and Logistics Services* – LARGE SIZE
6. MEC CARNI – *Logistics Department of a Manufacturing Company* – MEDIUM SIZE
7. PAGANELLA S.P.A - *3PL, Road and Intemodal Transport and Logistics Services* - MEDIUM SIZE
8. GRUPPO MARCEGAGLIA - *Logistics and Transport Department of a Manufacturing Company* - LARGE SIZE
9. A.P.A. GRASSI RITA – *consulting society for road transport companies* – SMALL SIZE
10. Negrini srl - *Logistics Department of a Manufacturing Company* - MEDIUM SIZE

I. Description of the missions and daily tasks performed

A. In Transport Industry

Customer Service with reference to the Italian service provided. Data Entry.

Transport organization and management, supervised by experienced managers.

Data Entry as first, as well as customer service and relations with the transport providers. Reception and forwarding of orders. They are anyway dedicated to both transport and logistics and basing on the skills they are then addressed to one of the two. At the beginning they are supervised.

At the beginning they only collaborate with other workers to train themselves, and primarily they need to understand: the company group, the economic scope in which the company is active, the network of the companies of the group and the logistics and transport organization. Afterwards, it is requested autonomy in the management of order and in the procedures for customer service. New workers are mainly assessed for their predisposition to work with the other colleagues and company functions.

Data entry and archiving operations, access to public offices.

B. In Logistics Industry

Inventory Management. Picking procedures.

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Data Entry as first, as well as relations with transport operators, maritime companies, customers. Reception and forwarding of orders. They are anyway dedicated to both transport and logistics and basing on the skills they are then addressed to one of the two. At the beginning they are supervised.

At the beginning they only collaborate with other workers to train themselves, and primarily they need to understand: the company group, the economic scope in which the company is active, the network of the companies of the group and the logistics and transport organization. Afterwards, it is requested autonomy in the management of order and in the procedures for customer service. New workers are mainly assessed for their predisposition to work with the other colleagues and company functions.

Quality control on the packaging

II. Skills mainly managed

A. *In Transport Industry*

No skills in relation to concrete and operational aspects, only general knowledge but far from the practical aspects.

Basic Skills for Transport. Medium low skills in using IT tools, no skills in Company's software, but it is also not requested as they clearly don't know at the beginning which are the Company's software.

General competence on the sector that give a good predisposition to understand transport dynamics. From an overall point of view, the skills of the students can be assessed as good, only the expectation from the Job should be different in their approach (the value of "giving" instead of "claiming").

Basic IT skills. Specific skills are provided in the company.

B. *In Logistics Industry*

General knowledge of the main methods and logics for managing the warehouse, as well as the main terminology, tools, elements. They have a general knowledge of logistics, warehousing and supply chain;

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therefore, they do not start from a “blank sheet”, nevertheless the knowledge is almost theoretical and not practical. They have a good knowledge and good skills in using computers and in general IT tools, but not operational software for the sector.

Basic Skills for Logistics. Medium low skills in using IT tools, no skills in Company’s software, but it is also not requested as they clearly don’t know at the beginning which are the Company’s software.

General competence on the sector that give a good predisposition to understand logistics processes. From an overall point of view, the skills of the students can be assessed as good, only the expectation from the Job should be different in their approach (the value of “giving” instead of “claiming”).

III. Skills that have to be deepened

A) *In Transport Industry*

Documentation for the Transport Services (Transport Document, CMR, Bill of Lading). Understanding the operative aspects of transport, so details about the load, the trucks length and speed, the geography, the use of Transportation Management Software. Estimation of the time for performing transport missions and knowledge about chrono-tachygraph. They need skill in applying the knowledge to different working situations.

Moreover also “marketing” aspects need to be deepened. When the worker refers to a customer, the way of approaching, speaking, presenting must be different, because the worker is representing the company during the speech or email. Knowledge of the transport contract and all its aspects, such cut-off and KPI included.

Company’s procedures and organization should be known and understood more.

Understanding the relevance and the need of the customer and the recipients. It must be said that this lack of skills is mainly because the same teachers have no knowledge and experience in transport processes. Therefore, also teachers should be trained.

Case studies and concrete exercises should be provided to students. Company’s operational workers/managers should be involved in the training also.

They are not autonomous. We request for organizational skills, as well as skills for working in a team, and high professionalism. They absolutely need a total knowledge of the transport sector (mission time, resting time of drivers, cargo size...). A lack of practical skills is evident. They should be more involved in the Labor World, understanding the dynamics of the market, being able to analyze and face with the trends.

Methods and regulations referred to transport vehicles, products, packaging, road traffic; management of the drivers; quality standard / safety / environment– Italian language (writing commercial letters. *IMPORTANT: being very specific activities, these are not requested at the beginning, basic skills referred to these topics need instead to be owned by the worker.*

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Are mainly requested social skills: passion towards the activities that are required to carry out and curiosity. Humility for the times necessary to learn new activities and will to learn always new things. Mistakes are mainly related to disregard and oversight.

Way of behaving: respect for colleagues and in external relation it is requested politeness both in face-to-face and email/phone communications

How to improve the curricula: involve the students in the real world of Labour with real cases of companies that are reference model in order to create passion towards these activities - general culture – way of behaving - written and oral Italian language - foreign languages / industrial history evolution and development of different industrial sectors from raw materials to finished products - if possible, to teach how the industrial sectors have been then connected to the different types of transport, therefore technical evolution of transport; Italian / European / worldwide geography; knowledge of the characteristics of the various countries ; special productions; raw materials; etc ...

Trends: the trends are guided by the technological evolutions that the sector offers both in the area of mobility (vehicles with gas - electric - autonomous traction etc) both in the management of automated goods, in business management, web-platforms ... linked to the different methods of sale are emerging. New recruited persons must be able to face these challenges.

ICT skills, languages and geography. Few skills in using the company's software (3/10). It's also true that such tools are specific of the company. The expectation from the Job should be different in their approach (the value of "giving" instead of "claiming"). Weak points are related to the personality more than in the technical competence. Trends are related to new regulations imposed by the countries with reference to transport activities.

Regulations for road transport, transport documents, vehicles, size and weight, traffic laws. Ability to relate with colleagues and with the public; precision in the processing of data concerning vehicles. Not all the times these skills are owned.

B) In Logistics Industry

Inventory management. Use of Warehouse Management Software. Estimation of the time for performing picking, preparing an order, loading/unloading a truck.

Methods and regulations referred to the equipment, storage of goods, products, packaging and storage of loading units; management of the operational staff of the warehouse, quality standard / safety /

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environment; knowledge customs practices and financial management of products; INCOTERMS – Italian language (writing commercial letters). *IMPORTANT: being very specific activities, these are not requested at the beginning, basic skills referred to these topics need instead to be owned by the worker.*

Are mainly requested social skills: passion towards the activities that are required to carry out and curiosity. Humility for the times necessary to learn new activities and will to learn always new things. Mistakes are mainly related to disregard and oversight.

Way of behaving: respect for colleagues and in external relation it is requested politeness both in face-to-face and email/phone communications

How to improve the curricula: involve the students in the real world of Labour with real cases of companies that are reference model in order to create passion towards these activities - general culture – way of behaving - written and oral Italian language - foreign languages / industrial history evolution and development of different industrial sectors from raw materials to finished products - if possible, to teach how the industrial sectors have been then connected to the different types of transport, therefore technical evolution of transport; Italian / European / worldwide geography; knowledge of the characteristics of the various countries ; special productions; raw materials; etc ...

Trends: the trends are guided by the technological evolutions that the sector offers both in the area of mobility (vehicles with gas - electric - autonomous traction etc) both in the management of automated goods, in business management, web-platforms ... linked to the different methods of sale are emerging. New recruited persons must be able to face these challenges.

ICT skills, languages and geography. Few skills in using the company's software (3/10). It's also true that such tools are specific of the company. only the expectation from the Job should be different in their approach (the value of "giving" instead of "claiming"). Weak points are related to the personality more than in the technical competence.

Young people show that they are inattentive and not very active. They need to be willing to work and learn. More practical activities should be carried out at school.

IV. Conclusion

As stated by the interviews, young workers have general competences related to both logistics and transport. But, if for Logistics, these competences and skills are enough to at least carry out the first activities and learn specific methods and procedures within the company, for Transport such preparation is not enough. Competences are too general.

Students are mainly addressed to Data Entry and Customer Service at the beginning of their job experience, and if for Data Entry they are quite skilled (good IT skills in general), for Customer Service

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they need to learn how to approach the customers, as well as the providers. “Marketing” aspects are quite unknown and need to be teach to the students. The ability to relate with other colleagues and internal functions/departments, as well as with external actors is assessed as very important by the companies. The way of behaving, the approach, the way to speak and communicate, they way to relate are assessed as weak points for the students. The same is true for the will to work, to learn, to be curious. Beginning to work is not an ending point of the path life, but a starting one.

With reference to improvement of the curricula, all the companies suggest to carry-out a lot of practical activities, both specific for the sector, especially the transport one, both general, on how the companies work and are involved in the supply chain and the market. There’s a large gap between operational activities to be carried out on the job place and the knowledge and the skills they get through their training path at school. In this view, also teachers would need to be trained as they are often far from the on-the-job experience, and therefore, the students suffer of this lack of experience. Case studies as well as lectures provided by managers should be provided by the training.

Main topics to be deepened are:

- TRANSPORT - Documentation for the Transport Services (Transport Document, CMR, Bill of Lading). Understanding the operative aspects of transport, so details about the load, the trucks length and speed, the geography, the use of Transportation Management Software. Estimation of the time for performing transport missions and knowledge about chronotachygraph. They need skill in applying the knowledge to different working situations.
- GENERAL KNOWLEDGE: written and oral Italian language - foreign languages / industrial history evolution and development of different industrial sectors from raw materials to finished products - how the industrial sectors have been then connected to the different types of transport, therefore technical evolution of transport; Italian / European / worldwide geography; knowledge of the characteristics of the various countries ; special productions; raw materials
- MARKETING – SOCIAL SKILLS - Moreover also “marketing” aspects need to be deepened. When the worker refers to a customer, the way of approaching, speaking, presenting must be different, because the worker is representing the company during the speech or email. Knowledge of the transport contract and all its aspects, such cut-off and KPI included. Understanding the relevance and the need of the customer and the recipients. Passion towards the activities that are required to carry out and curiosity. Humility for the times necessary to learn new activities and will to learn always new things. Mistakes are mainly related to disregard and oversight
- BUSINESS ORGANIZATION - Company’s procedures and organization should be known and understood more. Organizational skills, as well as skills for working in a team, and high professionalism.
- LOGISTICS: Use of WMS and TMS. Estimation of the time for performing picking, preparing an order, loading/unloading a truck. Methods and regulations referred to the equipment, storage of goods, products, packaging and storage of loading units;

D. Slovenia

I. Introduction

The total number of the companies interviewed in Slovenia is 27. Among these, in terms of size:

- Small companies (1-100 employees): 17
- Medium sized companies (101-500 employees): 5
- Large companies (more than 501 employees): 5

The core businesses of these companies are:

- road transport,
- maritime transport,
- warehousing,
- package distribution,
- customs services,
- logistics services,
- passenger transport.

The occupations considered are:

Job function	Frequency
Warehouse checker	3
Road transport organiser	8
Warehouse manager	1
Truck driver	2
Ship agent	1
Customs broker	1
Salesman	1

The positions of the interviewed persons are:

- director,
- assistant director,
- commercial director,
- operational director,
- head,
- development manager,
- head of HR,

- head of branch,
- transport organiser,
- holder of procurement.

II. Requirement of EQF level 4 in logistics and transport in Slovenia

Q: Is there a requested diploma to attend this position? If yes which one?

EQF level 4 is required for the above mentioned occupations, with the exception of truck driver and warehouse operator where a lower level diploma is acceptable. Only 5 companies said that an EQF level 4 diploma in logistics and transport is the preferred diploma for a specific occupation. This means that other diplomas are acceptable as well.

NOTE: Logistics and transport companies employ holders of any kind of diploma (EQF level 4), not only an EQF level 4 diploma in logistics and transport. Most interviewed companies do not have any logistics technician employed in the company. Truck drivers and warehouse operators mostly are not holders of an EQF level 4 diploma but possess a lower level diploma. For customer services, transport organisers, and warehouse managers a diploma higher than EQF level 4 is required.

Q1: What are the missions? and

Q2: What are the daily tasks carried out by the worker?

The following table describes the missions and daily tasks carried out by employees with EQF level 4 diplomas in the transport and logistics industry.

Transport industry	Logistics industry
Communication with customers	Identification of goods using a hand-held terminal
Calculation of costs	Organising dispatch from the warehouse
Preparing offers	Transshipment
Soliciting carriers	Sorting
Soliciting cargo	Daily inventory
Organisation of transport	Monitoring the productivity of workers in the warehouse
Communication with transport companies	Defining optimal picking routes in the warehouse
Making tariffs	Coordinating activities in the warehouse
Benchmarking	Moving products to optimal stock positions
Searching for new customers	Entry check of goods upon arrival at the warehouse
Communication with the forwarding agent	Exit check of goods upon leaving the warehouse
Counselling in relation to INCOTERMS 2010	Cleaning the warehouse
Determining the transport route	Picking

Presence in customs inspections	Forklift handling
Preparation of customs documentation	Checking the identity of goods
Communication with the customs	Dispatch of goods by region
Presence in cargo inspections	Weighing goods
Making an application for inspection	Organising the daily working process of employees in the warehouse
Reception and processing of orders	Optimising storage activities
Vehicle tracking	Inventory management
Sorting of shipments	
Distribution (long and short distances)	
Filling out documentation (B/L, customs documentation)	
Invoicing	
Supporting customers on the choice of the customs tariff	
Supporting customers on the choice of the customs procedure/status	
Preparing the TIR Carnet	
Preparing the ATA Carnet	
Resolving complaints	
Keeping records of delivery delays	
Preparing transport orders	
Keeping records of drivers' rest periods	
Communicating with drivers	
Booking of shipping space	
Communicating with the port	
Making statistical calculations	
Taking care of the vehicle, vehicle maintenance, cleaning	
Supply of fuels and lubricants	
Daily vehicle dispatch	
Sales of transport services	
Supply chain organisation	

Q3: Which are the tools (hand or IT) used in those missions?

The used ICT tools include:

- Microsoft Office tools, in particular Excel (including the advanced level),
- smartphones, computers, printers, fax, internet, email,
- Trinet's applications:
 - o forwarding application (opening an account, customs clearance, issuing an invoice, credit note, ordering transport, forwarding the order to the sub-carrier's information system),
 - o The Logistics Market (TLM) for customs clearance,
- internal applications (e.g., a port application used to generate port documents),

- TimoCom transport platform,
- navigation device,
- Transport Management System (TMS),
- CapriComplete (for LTL and FTL),
- Kopa information system used in accountancy,
- Warehouse Management System (WMS).

The used hand tools include:

- manual forklift, pallet cart, conveyor belts,
- forklift truck,
- handheld scanners,
- handheld terminals,
- vehicle, semi-trailer with a computerised measuring system.

Q4: Which among the daily tasks are expected to be done autonomously?

After an induction period, the employees are expected to carry out all tasks autonomously.

Q5: How does the worker lead the team?

The analysed occupations do not require team leadership, but teamwork is required.

Q6: How does the person communicate with other departments?

The communication between departments in the company is done by:

- personal communication,
- telephone,
- e-mail,
- intranet,
- telematic systems for communication with drivers in road transport.

Q7: What theoretical knowledge is expected?

The interviewed companies expect the same theoretical knowledge for transport and logistics occupations. Theoretical knowledge in the following areas was highlighted:

- basic transport and warehousing processes,
- transport documentation,
- transport means and manipulation devices,
- legal basis in providing transport and warehousing processes,
- one or two foreign languages,
- basic ICT applications and use of the personal computer.

NOTE: Companies do not expect holders of an EQF level 4 diploma to have highly specific knowledge and skills. They believe that the required knowledge and skills are too specific to be

provided in secondary school. What is expected is the knowledge of the Slovene and foreign languages and at least basic knowledge of Word and Excel.

Q8: What are the expected skills?

The interviewed companies expect the holders of an EQF level 4 diploma to have the following skills (common for transport and logistics occupations) before employment:

- fluent use of one or two foreign languages,
- use of basic IT tools/applications (Windows, Office, internet, e-mail),
- communication with customers and partners.

Specific skills that are expected for transport occupations are:

- finding the carrier and free transport means,
- understanding customer's order and organising the transport process,
- managing transport documentation (CMR) and customs documentation.

Specific skills that are expected for logistics occupations are:

- using the forklift in warehousing processes,
- basic warehousing processes (commissioning, packaging, inventory control),
- understanding and managing cargo damage.

Q8a: Developed skills by new employees (transport) – “Grid of compliance to the needs”

Based on the skills as listed in the “Grid of compliance to the needs” for the transport industry, the interviewed transport companies perceive that new employees do not have sufficiently well-developed skills in organising and managing transport processes. In their opinion, the following skills are not sufficiently well developed:

- gather the customer needs in terms of transport,
- identify the best means of transport in order to comply with the customer's demand,
- choose to outsource or not the operations of transport,
- carry out the operations of transport,
- manage the flow of goods,
- control the execution of transport operations,
- treat malfunctions and complaints,
- close the transport folder,
- implement quality, safety and security procedures,
- identify environmental constraints.

The interviewees expressed that new employees have well developed skills for:

- internal and external communication.

The following skills were defined as less relevant for new employees in the interviewed transport companies:

- prepare the documents for customs clearance,
- follow the operations of customs clearance, and
- close the file of customs clearance.

NOTE: We can assume that the insufficiently developed skills are developed internally through internal training.

NOTE: Only one interview refers to the job of customs broker and as many as eight to road transport organiser. Therefore, we may assume that a larger or more balanced sample of interviewees would yield different results and that the importance of customs processes would rank higher.

Q8a: Developed skills by new employees (logistics) – “Grid of compliance to the needs”

Based on the skills as listed in the “Grid of compliance to the needs” for the logistics industry, the interviewed logistics companies estimated that all listed skills were sufficiently well developed by holder of EQF level 4 diplomas at employment.

The following skills for logistics jobs are well developed by new employees with EQF level 4 diplomas:

- prepare the reception,
- operational reception,
- litigations treatment,
- goods transfer,
- parcel and pallet preparation,
- goods shipping,
- shipping follow-up,
- returnable packaging management,
- choice of the adapted forklift,
- forklift driving,
- taking and lifting a load,
- internal and external communication.

The analysis shows that the following skills are less relevant for the interviewed companies when engaging new employees for logistics tasks:

- location management,
- inventory control and optimisation,
- replenishment optimisation,
- waste recovery management.

NOTE: The skills suggested by AFT in the grid for logistics occupations are highly operational in nature while the skills suggested for transport companies are more advanced. Therefore, we can assume that the differences in the complexity of the listed skills for transport and for logistics have led to the results stated above; namely that the logistics industry evaluates that

the new employees master all listed skills at employment while the same cannot be claimed for the skills necessary in the transport occupations.

Q9: What is the expected behavior?

New employees in logistics and transport companies, holders of EQF level 4 diplomas, should be/have:

- responsible,
- professional and respectful towards co-workers and clients,
- good communication skills in any situation, including stressful situations,
- fair,
- autonomous,
- flexible,
- focused,
- coherent,
- dutiful,
- proactive,
- a code of behaviour (management culture, company data protection) that they need to sign, a professional attitude to the environment,
- professional behaviour towards drivers (determined – not to give in to drivers when they come in to discharge their vehicles),
- optimistic,
- accurate,
- willing to accept changes,
- ethical (need to have an extract from their criminal record),
- ambitious,
- well-mannered and with good hygiene (driver).

NOTE: Based on the expressed requirement for the soft skills, in particular communication skills within teams, we recommend including the development of soft skills into the SLS curriculum. This appears particularly relevant in the light of the results of curriculum analysis, which showed a lack of soft skills in the curriculum (in the Slovene context).

Q10: Which fields of the school training do you consider too theoretical and which less?

Importantly, most interviewed companies do not have any experience with logistics technicians. The answers provided by the interviewed transport companies about the theoretical knowledge of new EQF level 4 employees in general can be summarized as follows:

- There is not enough practical knowledge, the gap between theoretical and practical knowledge is very wide.
- They do have the basic knowledge. They will acquire the practical knowledge while working.

Theoretical knowledge is insufficient in:

- customs procedures and
- logistics processes.

Too much theoretical focus is placed on:

- dimensions.

The answers provided by the interviewed logistics companies about the theoretical knowledge of new EQF level 4 employees in general can be summarized as follows:

Theoretical knowledge is insufficient in:

- warehouse optimization and
- law and commerce.

Too much theoretical focus is placed on:

- accepting cargo (In practice, you have to be able to stow several different cargoes onto a truck, for different customers, and different delivery dates. You have to learn from practice how much time you can waste to collect additional cargoes.),
- transport organization,
- passenger transport technology (instead of goods flows).

Q11: Which fields of school training do you consider too practical and which less?

Importantly, most interviewed companies do not have any experience with logistics technicians. The answers provided by the interviewed transport companies about the practical knowledge of new EQF level 4 employees in general can be summarized as follows.

Practical knowledge is insufficient in:

- practical skills in general,
- specific customs skills.

Moreover, the answers provided by the interviewed logistics companies about the practical knowledge of new EQF level 4 employees in general can be summarized as follows.

Practical knowledge is insufficient in:

- not enough hours dedicated to practical training in general,
- warehouse optimization.

Q12 Which computer knowledge is necessary for the job? From 1 to 10 how is the IT knowledge of arriving persons from curricula?

The following computer skills are necessary for the stated jobs:

- basic computer knowledge,
- knowledge of Excel and Outlook also at an advanced level,

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- specific port and customs applications,
- Transport Management System (TMS), CapriComplete, Ciel (shipment management), SES (complaint management), TimoCom, Transporeon,
- Trinet applications,
- Timocom transport platform,
- Gvin (credit assessment),
- SAP (ERP) application.

Among the interviewed companies, only few have experience with logistics technicians. Therefore, the average grade of 6.2 (barely passing grade) can be understood as referring to secondary school graduates that they employ for positions that could be held by logistics technicians.

NOTE: Basic knowledge of ICT is expected. The knowledge of Excel and Outlook is required also at an advanced level. Moreover, knowledge of specific applications (TMS and WMS) is required in addition to basic ICT knowledge. Some companies have internally organised training for new employees to acquire the specific digital skills.

Q13: Are there new trends on your activities, new processes? Do you believe workers are ready for it and if not, how can they be prepared?

Transport companies

The interviewed transport companies constantly implement new processes in order to adapt to the market. Some among them mentioned that they have introduced a system for managing road transport and a computer platform for the production of customs documents.

The employees find it difficult to accept any change or reorganization. The companies internally train their employees (foreign language courses, advanced knowledge of Excel, occupational safety training, code of conduct, security awareness, handling dangerous goods).

Logistics companies

Businesses constantly implement new processes. Some among the interviewed companies have implemented warehouse management systems (WMS), several new information and communication technologies, and the ISO standard. They say that the employees are not ready for these changes and because of that internal individual or group training is organised.

NOTE: The dynamic environment of logistics and transport generates constantly changing processes, for which the companies organise internal training for their employees.

NOTE: The small transport and logistics market in Slovenia slowly adopts innovations and expensive solutions (e.g., automatically guided warehouses). As a result, the expectations from holders of EQF level 4 diplomas are not high in terms of the related advanced knowledge and skills.

Q14: What points should be addressed in the training to better fit the needs of the job/occupation?

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The interviewed companies have limited experience with employing logistics technicians. Anyhow, the following elements were exposed for EQF level 4 employees in general:

- use of ICT tools,
- practical knowledge in organising transport and warehousing processes,
- foreign languages.

Q15: Which additional training do workers arriving in the company have? Which are the main points and how is it done?

The interviewed companies highlighted that they systematically and periodically organise internal training for their employees. The following main areas of internal training are covered:

- use of generally used ICT applications and tools (mainly Office tools), as well as personalised ICT programmes,
- foreign languages,
- insurance, customs and tax knowledge,
- safety at work.

Q16: Would you be interested in making your staff participate in such a training program?

Among the interviewed companies, 63 % would be interested in making their staff participate in a training programme such as the SLS.

Q17: Would you want to be a sponsor for the SLS program? (financial supports, lecturers from the profession, visits in the company during the SLS...)

The interviewed companies from Slovenia that would be willing to sponsor the SLS include:

- Mlinotest d.d. (company visit)
- Intereuropa d.d. (company visit, lecturer)
- TPG logistika (to be discussed)
- Frikus (depends on the location of the SLS and the costs)
- DSV (company visit, lecturers)
- Prima Log d.o.o. (company visit, some financial support may be possible)

Other companies that expressed a willingness to sponsor the SLS without specifying the form of sponsorship/collaboration include:

- Luka Koper d.d.
- Hubat d.o.o.
- Gebrueder Weiss
- DHL
- Fenikssped d.o.o.
- MSC Koper d.o.o.

III. Conclusion

First of all, the interviewed logistics and transport companies in Slovenia only have limited experience with logistics technicians who have recently completed their secondary school education.

The main general finding shows that the knowledge and skills that these companies expect from new EQF level 4 employees include the knowledge of foreign languages, basic ICT knowledge, but with advanced knowledge of Office tools, knowledge of basic transport and warehousing processes and the related documentation. Therefore, the interviewed companies do not expect new EQF level 4 employees to have in-depth knowledge on supply chain management. Instead, they expect them to have knowledge and skills in logistics chain management (transport services, warehousing services, and customs services).

Importantly, although the new employees do have sufficiently developed basic knowledge and skills, they might lack specific transport and logistics knowledge and skills. The companies are willing to provide them with the missing specific knowledge and skills by providing internal training. Nevertheless, the companies expressed the need for more practically oriented knowledge and skills among new EQF level 4 employees.

Based on these interview data, we would recommend the SLS curriculum to include:

- customs processes and documentation through the use of ICT,
- warehousing processes through the use of ICT,
- transport management services through the use of ICT,
- basic and advanced knowledge of Excel,
- professional foreign languages,
- soft skills, with a focus on communication skills.