

FENIX

Short Report on the Piloting of the *“Adaptive management crash course”*

November 2023

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Introduction

FENIX is an ERASMUS+ KA2 project with an implementation period of 24 months, between 03/01/2022 - 03/01/2024. The project is being conducted by a consortium of FIVE (5) partners from four (4) European countries: Spain, Portugal, Romania, and Greece.

FENIX aims to contribute to fostering the resilience of European enterprises and their workers, through the development of an innovative gamified training experience, a guideline to support the implementation of systemic Resilience practices within enterprises and an online crash course on Adaptive Management.

This document presents the results of the piloting of the *Adaptive Management Crash Course* (PR3) which has involved workers at management and executive level, other workers wishing to upskill, unemployed people looking to upskill that have been involved by the partner organisations

The following competence units have been developed in the frame of the Crash Course:

- CU1: Adaptive management overview;**
- CU2: Adaptive management in enterprises;**
- CU3: Monitoring and evaluation (M&E) methodologies designed to deal with complexity;**
- CU4: Business data collection & analysis;**
- CU5: Characterization of system uncertainty;**
- CU6: Embracing risk and uncertainty;**
- CU7: Iterative decision-making;**
- CU8: Tactical and Strategic adaptation;**
- CU9: Organisational Learning (feedback mechanisms).**

The course is available in EN, ES, GR, RO and represents an innovative and complementary element to previous results. Together, they cover the necessary steps to ensure European enterprises become more resilient. Stakeholders can adopt the outputs in their native languages or use the English version, contributing to a Resilient Europe.

Piloting of the “Adaptive management crash course”

The piloting phase is imperative to evaluate the efficacy and the resonance of the mlearning approach with the target audience. This document delineates the piloting process and the results achieved.

Objectives

The core objectives of the piloting phase are set to achieve the following benchmarks:

- Level of the adequacy of training experience to the target group learning style (at least 80% positive);
- Level of general satisfaction about the training experience (at least 80% positive); -
Level of engagement of training experience (at least 80% positive);
- Level of indirect feedback gathered from the end-users (notwithstanding the measurement challenges).

Important Features of the Piloting Process:

- Engage a minimum of 40 participants, with at least 10 per partner (comprising external individuals to the consortium).
- Obtain a minimum of 30 completed evaluation questionnaires from participants.

Piloting process

It has been organised in **5 phases**.

Phase 1: Selection of Participants

Objective: Secure a diverse and relevant pool of participants to provide comprehensive feedback.

Actions: All partners collaboratively identify and select participants. A minimum of 10

individuals per partner, whose profiles align with the target group (e.g., VET teachers, VET experts, SME managers, public organizations, NGOs, etc.), have been included.

Output: A curated group of participants ready to engage in the review process.

Phase 2: Course Content Review

Objective: Gain detailed, participant-driven insights into the course content, objectives, activities, and materials.

Actions: Participants navigate to the FENIX website (<https://fenixproject.eu/?p=results>) to access and review the mLearning course. They critically assess all aspects including content depth, relevance, structure, objectives, activities, and materials.

Output: Participants develop a foundational understanding and form initial impressions and criticisms of the course.

Phase 3: Feedback Collection via Questionnaire

Objective: Accumulate structured feedback on various course aspects.

Actions: Participants complete the *ad hoc* questionnaire available at <https://forms.office.com/e/LskBVkR01E>.



This involves providing detailed feedback and insights regarding their experience and observations while reviewing the course.

Output: Comprehensive feedback data from all participants, stored in a structured format for analysis.

Phase 4: Data Analysis and Report Generation

Objective: Develop a thorough understanding of the feedback and create a comprehensive report outlining findings and recommendations.

Actions: ISQe, alongside all partners, embarks on a meticulous analysis of the feedback received from participants. Core themes, insights, strengths, and areas of improvement are identified and elaborated upon. A detailed report is generated, including findings from the pilot process, potential impacts, and suggested modifications to enhance the mLearning course.

Output: A comprehensive report that acts as a roadmap for understanding user experience and guides refinements to optimize the course.

Phase 5: Acknowledgements and Continued Engagement

Objective: Express gratitude to participants and maintain a relationship for future collaborations.

Actions: Participants receive acknowledgements and thanks for their contributions. Engage participants in a dialogue about potential future involvements, updates on how their feedback was implemented, and information about subsequent courses or projects.

Output: Sustained relationships with participants, fostering a collaborative community and potential for future engagements.

Chronogram

Table I.

Activity	Description	Dates
Contact and selection of reviewers (at least 10 reviewers per partner)	Each partner selected and contact the reviewers of the game and explained the main features of it and send a short summary of the project.	From the 2nd to the 15th October
Course review	All reviewers read and take the mlearning course individually through the FENIX website (https://fenixproject.eu/?p=results). Participants could access the course in their preferred language version.	From the 2 nd to the 31 st October
Questionnaire administration to reviewers	All reviewers completed in English the validation/evaluation online questionnaire accessible from https://forms.office.com/e/LskBVkR01E	Deadline November the 7th
Analysis and Reporting	ISQe, in collaboration with the partners, will undertake a thorough analysis of the feedback and develop a comprehensive report on the findings of the piloting process.	Deadline November the 17th

Key data

Participants: The survey was conducted online and targeted individuals who completed the mLearning crash course (n=62). A total of 46 respondents participated in the survey, representing various professions and institutions.

Survey Instrument: The questionnaire consisted of 18 items, including both open-ended and closed-ended questions. It covered various aspects of the course, such as the match between the training experience and the target group's learning style, the clarity of the learning materials, usability, gender inclusivity, engagement levels, content coverage, and overall satisfaction. The survey also included demographic questions such as institution affiliation, country of residence, and optional contact information. Respondents rated some course elements on Likert scales, while others prompted for narrative responses.

Data Protection and Ethics: Participants were informed of the data protection policies in place, ensuring confidentiality and compliance with EU data protection regulations. Respondents were advised that participation was voluntary, with the option to withdraw at any time, and that all results would be reported in aggregate form to maintain anonymity.

Procedure: The survey was estimated to take approximately 10 minutes to complete. It was disseminated via an online platform, with the link provided to participants upon the conclusion of the mLearning crash course. The participants were allowed a window of time to complete the survey after which the responses were collected for analysis.

Data Analysis: Quantitative data from the Likert scale and multiple-choice questions were analyzed to determine central tendencies and dispersion. Open-ended responses were qualitatively analyzed to extract common themes and individual perspectives. The combined insights from quantitative and qualitative data provided a multi-faceted understanding of the course's impact and effectiveness.

Limitations: The self-selecting nature of the survey could introduce response bias, as it primarily reflects the views of those who chose to participate. The sample size of 46 may not be representative of all course participants, and the results may not be generalizable beyond this group.

The findings from this survey are intended to inform the continuous improvement of the mLearning course and contribute to the overall objectives of the FENIX Project, which seeks to enhance the quality and accessibility of vocational education and training.

Analysis

Participants' profiles

Participants are a diverse group with a broad range of professional backgrounds, from local government to international organizations, encompassing education, research, and various sectors of the private industry. They are interested in professional development, pedagogical

methods, policy implementation, or vocational training, reflecting a shared interest in the course subject matter. The range of profiles for these participants it is wide and include¹:

Local Government Employees: Participants from the Municipality of Buger, Palma de Mallorca Municipality, and Servicio de Empleo de las Illes Balears hold positions within local government structures. They are involved in administrative roles, public service delivery and local economic development.

Educational Professionals: The list includes various educational institutions like VET School Pau Casesnoves Inca, University of Pinar del Río, and University of Valencia. Participants from these organizations are teachers, lecturers, or administrative staff involved in vocational and higher education, indicating their interest in professional training and education.

Researchers and Technical Experts: Organizations such as IMPACTsci, EIT Manufacturing, Research centre, INCD ISIM Timișoara, and UNESCO implies that some participants are researchers or technical experts, with a focus on international educational.

Freelancers: The presence of freelancers indicates an entrepreneurial or consultative role in various sectors.

Private Sector Professionals: Participants from medium-sized companies, Grupo Piedra, and Tradigenia SL are managers or executives with expertise in business management, construction, or other commercial activities.

Cultural and Social Workers: Asociación Socio-Cultural La Guajira and Asociación de Personas con Discapacidad Verdiblanca represent the social and cultural sectors, pointing towards individuals engaged in community development, cultural promotion, or advocacy for people with disabilities.

International and Multidisciplinary Participants: The inclusion of international universities and organizations like University of Novi Sad, University of Lodz, UNED Costa Rica, and Arbeit und Leben Hamburg e.V. indicates that the course has a diverse and multidisciplinary appeal, attracting participants from various countries and fields.

Secondary Education Professionals: The presence of secondary school teachers and associate lecturers in vocational education suggests that some participants are involved in preparing younger generations for professional paths.

Countries of participants

The analysis of the nationalities of the participants in the FENIX Project mLearning Crash Course reveals a diverse international engagement (see graph 1). The majority of the respondents are from Spain, totaling 21 out of the 46 participants, which reflects a strong local interest and possibly indicates where the course was most heavily marketed or where the network of the project is most established.

¹ The list of companies and organizations where participants are employed can be found in Annex 1.

Participants from Greece and Romania also show significant involvement, with 7 and 6 respondents respectively, suggesting that the course has managed to reach professionals in these regions as well. These numbers could be indicative of the course's relevance to the vocational and educational needs within these countries or the success of dissemination efforts by local partners in the project.

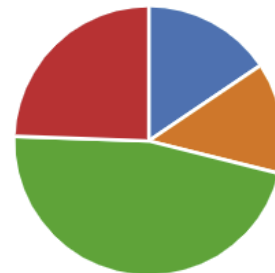
The 'Other' category, which accounts for 11 participants, represents a substantial portion of the cohort and includes responses from diverse countries: Mexico (2), Cuba (3), Bulgaria (1), Serbia (1), Poland (1), Costa Rica (1), Germany (1), and Sweden (1). The presence of participants from Latin America (Mexico and Cuba), Central America (Costa Rica), Eastern Europe (Bulgaria, Serbia, and Poland), Northern Europe (Sweden), and Western Europe (Germany) suggests that the mLearning course has international appeal and is capable of attracting a global audience.

This geographical diversity among the participants not only enhances the potential for cross-cultural insights and learning but also challenges the course to be inclusive and relevant across different educational and professional contexts. The varied background of the respondents can contribute to a richer feedback process, providing a wide range of perspectives on the mLearning course's content, usability, and applicability in different national and cultural settings.

In future iterations of the course, it may be beneficial to delve deeper into the reasons behind the geographical distribution of participants and how the course can be further tailored or promoted to meet the specific needs of these diverse educational ecosystems.

Graph 1. Countries of participants in the piloting

● Greece	7
● Romania	6
● Spain	21
● Other	11



Adequacy of the training experience for the target groups

The results of the questionnaire indicate a strong positive reception to the training experience with respect to its alignment with the target group's learning style. A significant majority of participants, 29 out of 46, felt that the training matched the target group's learning style "Extremely well," suggesting that the course was highly effective in meeting the educational preferences and needs of its audience (see graph 2).

Further, 16 respondents rated the experience as "Somewhat well," which reinforces the perception that the course was generally well-received. The absence of any neutral responses

could imply that the course was engaging enough that participants felt inclined to form a clear opinion about its effectiveness.

Notably, there was only a single response indicating that the training matched the learning style "Extremely not well," which is an outlier when compared to the rest of the data. This response may represent a unique perspective or a specific mismatch for that individual, which could be explored further to understand any underlying issues and address them in future courses.

The data overwhelmingly suggests that the course designers have successfully identified and catered to the learning preferences of the majority of the target group. This high level of satisfaction with the course's approach to learning style is encouraging for the program's designers and facilitators as it indicates that the instructional strategies and content delivery are largely effective. However, the single negative response should not be disregarded as it could provide critical insights into potential areas of improvement for making the course universally effective across all types of learners.

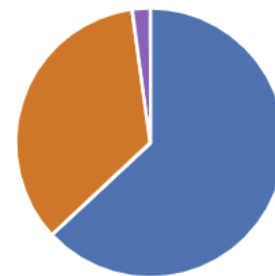
Graph 2. Training experience matching the target groups

How well do you think the training experience matches the target group learning style?

[Más detalles](#)

Información

● Extremely well	29
● Somewhat well	16
● Neutral	0
● Somewhat not well	0
● Extremely not well	1



Clarity of the learning materials

The feedback on the clarity of the learning material's written style in the questionnaire suggests that the material was largely considered to be clear and understandable by the respondents. The majority, with 28 out of 46 participants, rated the clarity as "Very clear", which indicates that for most, the materials were presented in a way that was easy to comprehend (see graph 3).

Additionally, 14 respondents rated the clarity as "Clear", which still denotes a positive reception but suggests there might be room for minor improvements. The smaller number of participants, 3 in total, who found the materials to be "Somewhat clear", might indicate instances where the language or presentation could be refined to enhance understanding.

Only one participant found the materials "Not clear", which could imply a specific issue with the material's language or structure that did not resonate with them. It is important to consider this feedback for future course development to ensure the learning materials are accessible to all participants.


The absence of neutral responses suggests that the participants were able to form a definitive opinion about the written style of the learning materials, which could be due to the direct impact that clarity has on learning effectiveness.






Overall, these results are encouraging and indicate that the written style of the learning materials is largely effective, but they also highlight opportunities for continuous improvement to accommodate a wider range of learning preferences and needs.

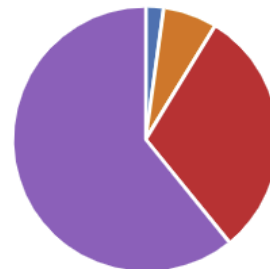
Graph 3. Clarity of the materials

How would you rate the clarity of the learning material's written style?

[Más detalles](#)

 Información

 Not clear	1
 Somewhat clear	3
 Neutral	0
 Clear	14
 Very clear	28



Usability of the learning materials

The results regarding the usability of the learning materials are highly positive. With 32 out of the 46 participants rating the materials as "Very usable," it indicates that the majority found the materials to be highly functional and practical for their learning purposes. This suggests that the materials are well-designed in terms of user-friendliness and accessibility.

Furthermore, 11 respondents rated the materials as "Usable," reinforcing the notion that the course content is generally well-received in terms of its application. The presence of 3 participants who rated the materials as "Somewhat usable" suggests that while the materials are serviceable, there might be some aspects that could be improved for an even better user experience.

The absence of neutral or "Not usable" responses indicates that all the respondents were able to utilize the materials to some extent, with none finding them completely unserviceable. This is an excellent outcome, as usability is a key factor in the effectiveness of learning materials.

Overall, these findings reflect that the course materials are aptly designed for the target audience, providing a clear path for most participants to engage with the content effectively. The course developers can draw from this feedback to maintain the high usability standard and address the minor issues raised by the few who found the materials less than fully usable.

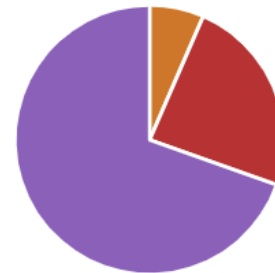
Graph 4. Usability of the materials.

How usable are the learning materials? (0 punto)

[Más detalles](#)

Información

● Not usable	0
● Somewhat usable	3
● Neutral	0
● Usable	11
● Very usable	32



Gender inclusive language

The feedback on the course's use of gender-inclusive language and perspectives is quite favorable. With 22 participants considering it "Completely inclusive" and another 19 finding it "Very inclusive," the course material seems to be well-regarded for its inclusivity. This strong positive response indicates that the course has been successful in integrating gender-inclusive practices, which is an important aspect of modern educational materials.

A smaller group of 5 respondents rated the course as "Moderately" inclusive. While still positive, this suggests that there might be some room for improvement. It would be beneficial for course

developers to understand what aspects these participants felt were only moderately inclusive to further enhance the course's approach to gender inclusivity.

The absence of responses in the "Not at all" and "Slightly" inclusive categories suggests that the course did not significantly overlook gender inclusivity. This is an excellent indicator that the course is on the right track concerning gender sensitivity and inclusiveness.

Overall, the results suggest that the course's gender inclusivity is well-received, with the majority of participants acknowledging its effectiveness in this area. It highlights the course creators' commitment to creating an environment that respects and acknowledges a diverse range of gender perspectives.

Grap 5. Gender incluvity

To what extent does the course exhibit gender-inclusive language and perspectives?

[Más detalles](#)

Información

● Not at all	0
● Slightly	0
● Moderately	5
● Very inclusive	19
● Completely inclusive	22



Were there any parts of the course that you found particularly engaging or disengaging?

The participant feedback on the engaging and disengaging aspects of the Adaptive Management Crash Course reflects a varied experience.

Engaging Aspects:

The use of a progress tracking feature was highly praised for adding a competitive edge and stimulating a sense of accomplishment.

Gamified training elements and periodic knowledge checks that reinforced learning and provided immediate feedback were mentioned as positive features, boosting motivation and making the learning experience more interactive.

Specific content areas, such as the modules on resilience competency and risk and uncertainty, were highlighted for their novel approach and depth, enhancing engagement.

The e-learning component and the structure of the course, which included practical applications and real-world examples, were appreciated for making the learning immersive and applicable.

Disengaging Aspects:

A common critique was the need for more audiovisual resources to cater to different learning styles and make the material more digestible.

Some found the evaluation activities traditional and suggested more playful and interactive assessment methods.

Navigation difficulties and a lack of intuitive interface were mentioned, which could hinder seamless learning.

The text-heavy nature of some sections was noted, with a call for more visual and interactive content to break the monotony.

Issues with the inability to save progress and restart from where one left off were significant concerns for some learners.

Confusion over the meaning of certain icons used in the course materials was also pointed out.

In summary, while the course was generally found to be engaging and effectively designed, there are areas where enhancements could be made, particularly in terms of user interface, assessment format, and multimedia integration. These insights provide valuable guidance for course developers to refine and improve the course's ability to maintain learner engagement and satisfaction.

Adequacy of the course

The chart from the questionnaire provides a positive overall impression of the course across various dimensions. The absence of any "Neutral," "Inadequate," or "Very Inadequate" responses indicates a strong endorsement from the participants.

The adequacy of the course objectives: The majority of responses fall into the "Very Adequate" category, with a smaller yet significant portion rating them as "Adequate." This suggests that the course objectives were clear and aligned well with the expectations and needs of the participants.

The adequacy of the course units: Similarly, the course units are predominantly rated as "Very Adequate" with some responses in the "Adequate" category. This reflects a perception that the course units were well-designed and effectively structured.

The adequacy of the course activities: The course activities were also seen as mostly "Very Adequate," indicating that the practical components of the course were effective and beneficial to the learning process.

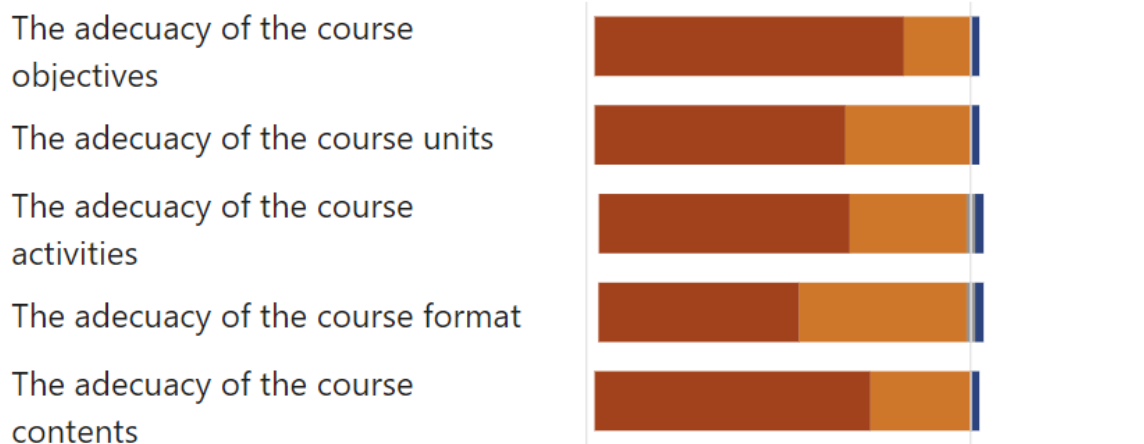
The adequacy of the course format: Responses for the course format leaned more towards "Adequate," with "Very Adequate" being a close second. This could imply that while the format is generally good, there may be room for some enhancements to elevate the user experience.

The adequacy of the course contents: Finally, the content of the course received a strong vote of confidence, primarily rated as "Very Adequate," showing that the participants found the material relevant and well-suited to the subject.

In conclusion, the results reflect a successful course design with strong content, objectives, and activities. The slightly lower, yet still positive, ratings for the adequacy of the course format suggest this is an area that could be examined for future improvement to achieve higher uniformity in the "Very Adequate" responses across all dimensions.

Graph 6. Adequacy of diverse elements of the course

■ Very Adequate ■ Adequate ■ Neutral ■ Inadequate ■ Very Inadequate



Rating the different CU

All Competence Units (CU1 through CU9) received predominantly high ratings. The majority of responses for each unit are in the "excellent" category, with a smaller but significant number of ratings in the "4" category, suggesting a very good evaluation.

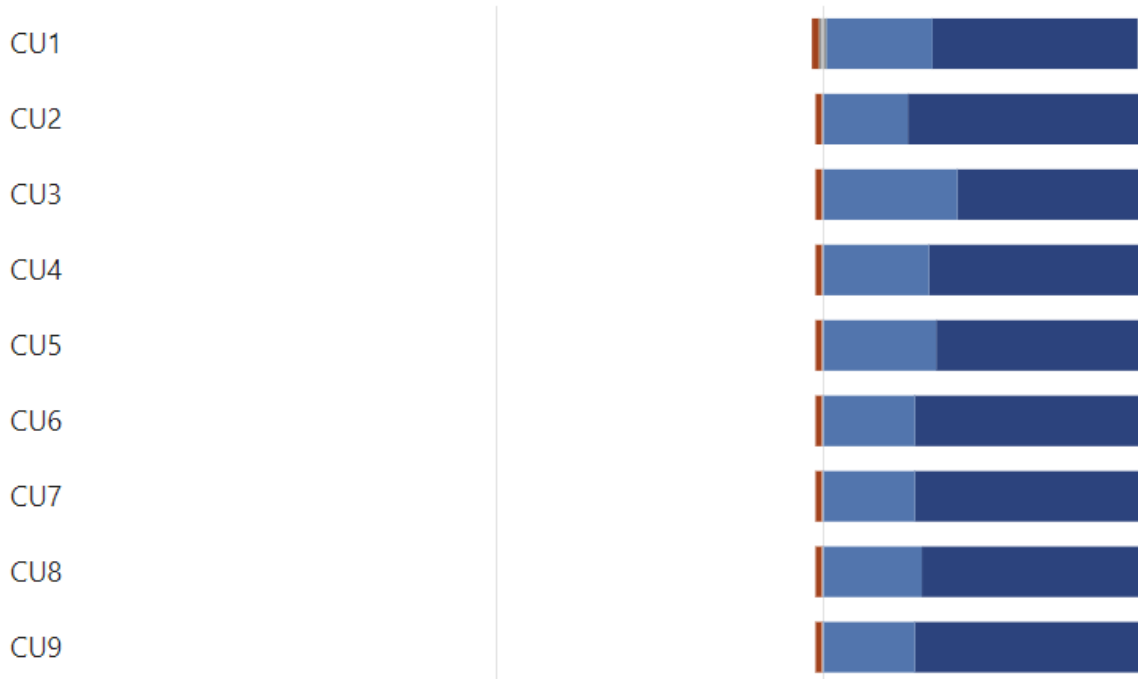
The consistent high ratings across all units indicate a uniform satisfaction with the content and delivery of the course material. It suggests that the course developers have successfully created a series of modules that are well-received in terms of quality, relevance, and effectiveness.

This level of positive feedback across all the units is commendable and indicates a well-structured and comprehensive course that meets the expectations and educational needs of its participants. It is a strong endorsement of the course's design and its ability to effectively convey the competencies it aims to teach.



Graph 7. CU rating

■ 1 ■ 2 ■ 3 ■ 4 ■ 5



Were there any topics or areas you feel should be included or expanded upon?

The responses to the question about potential areas for inclusion or expansion within the course indicate that most participants were satisfied with the content as it is. The majority of the responses were simple "No's" or equivalent expressions of contentment with the course structure, such as "Nothing remarkable," "Nothing to add here/was very nicely structured," and some explicitly stating satisfaction with the course design.

However, a few responses did suggest areas for improvement:

- The inclusion of "Feedback processes and implementation of group work methodologies," which implies a desire for more interactive and collaborative learning experiences.
- A recommendation to include more content on the development of emotional intelligence in a business context, suggesting a perceived gap in this area within the current course material.
- Suggestions for more examples and links to good practices, especially from Spanish companies and small to medium-sized enterprises (SMEs), indicate a demand for more practical, real-world applications of the course content.

These responses suggest that while the course is well-received overall, there is an opportunity to enhance its applicability and relevance by incorporating more case studies, examples of good practices, and topics related to interpersonal skills such as emotional intelligence. These additions could provide a richer learning experience and offer participants more tools and perspectives to apply in their professional environments.

Would you recommend this mLearning crash course to others? And in case of yes, to whom?

The results from the question "Would you recommend this mLearning crash course to others?" are overwhelmingly positive. Out of the participants who responded, 44 indicated "Yes," signifying a strong endorsement of the course. This suggests that the vast majority of participants found the course valuable and are confident in its quality to the extent that they would suggest it to others.

Only 2 respondents answered "Maybe," which implies some reservations. These could stem from specific individual preferences or expectations that were not fully met, or simply a recognition that the course might not suit everyone.

The absence of any "No" responses is a very good indicator of the course's success and its alignment with the users' needs and expectations. This kind of feedback can be very encouraging for the course providers, as it not only shows satisfaction but also a willingness among the users to promote the course through word-of-mouth, which is often considered one of the most effective forms of endorsement.

The responses to the question regarding whom the participants would recommend the mLearning crash course to are diverse and encompass a wide range of potential learners. Here's a synthesis of the profiles mentioned:

- **General Workforce and Management:** Many participants see the course as beneficial for workers and managers across various sectors, indicating its broad applicability in the professional sphere.
- **Educational Sector:** There's a strong recommendation for the course among vocational trainers and educators, suggesting that the course content is suitable for those involved in teaching and vocational training.
- **Students and Early Career Individuals:** University students and early-stage practitioners are also identified as key beneficiaries, implying the course's relevance for those in the early stages of their career development or academic pursuits.
- **Entrepreneurs and Private Sector:** New businesses, SMEs, and startups within the EU are mentioned, which suggests the course has practical applications for those in entrepreneurial ventures.
- **Non-Profit Sector:** NGO managers and staff of associations are identified as suitable learners, indicating the course's relevance for those in the non-profit sector.

- Unemployed and NEETs: The course is also seen as beneficial for newcomers to the vocational education and training (VET) sector, the unemployed, and NEETs (not in education, employment, or training), pointing towards its potential as a tool for skill-building and professional development.
- Broader Interest Groups: Finally, some participants felt that the course would be suitable for anyone with an interest in the topic or those needing an introduction to the subject matter, highlighting the course's ability to cater to novices as well as those seeking to update or broaden their knowledge.

These responses reflect a perception that the course is versatile and comprehensive enough to benefit a wide array of individuals with different backgrounds, professional statuses, and educational needs. It suggests that the course's content is not only relevant to a specific niche but has the potential to provide value across a spectrum of learning and professional development scenarios.

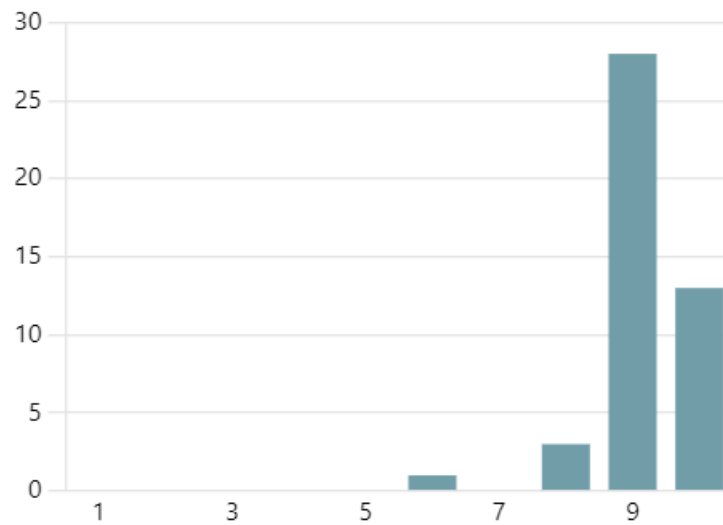
Overall, on a scale of 1-10, rate of the mLearning crash course

The results from the mLearning crash course evaluation show a high level of satisfaction among participants, with an average rating of 9.16 out of 10. The histogram indicates that the majority of responses are concentrated at the high end of the scale, which suggests that participants found the course to be of excellent quality.

The distribution of ratings showcases that most participants rated the course as a 9, followed by a substantial number of 10s, and a smaller amount of ratings spread between 5 to 8. The absence of any ratings below 5 indicates that there were no low evaluations of the course.

This high average rating and the pattern of responses demonstrate strong participant satisfaction and reflect positively on the course's content, delivery, and overall effectiveness. It suggests that the course met or exceeded the expectations of the vast majority of its participants, which is an impressive outcome for any educational program.

Graph 8. Course overall evaluation



Additional comments, suggestions or feedback regarding the mlearning crash course

The participants' additional comments and suggestions for the mLearning crash course show a general satisfaction with the content and delivery of the course but also offer constructive feedback for improvement.

Positive Aspects:

- The course content is well-articulated with clear objectives.
- The quality of resources supports comprehensive learning.
- The course is viewed as a good tool for skill development and teaching.

Areas for Improvement:

- The need for more dynamic audiovisual materials to enhance engagement.
- Smoother transitions between competence units for an intuitive learning flow.
- Improved navigation within the course to make it more user-friendly.
- A feature for saving progress to allow learners to pause and resume the course.
- Clearer labeling of the learning units beyond just "CU1, CU2, CU3," etc., which could improve navigation and clarity.
- The addition of exercises for practical application of theoretical content.

Technical Enhancements:

- User login feature to track progress over multiple sessions.

The feedback indicates that while the course stands strong in its current form, particularly for beginners, there's a call for technical enhancements and additional content to cater to a broader range of learning styles and to deepen the learning experience. Participants also suggest that the course has the potential to cater to all student profiles, emphasizing its significance and utility.

Overall, these insights are valuable for course developers looking to refine and expand the course's offerings.

Anticipated benefits of completing the mLearning crash course

The responses to the question about the anticipated benefits of completing the mLearning crash course suggest a positive impact on the participants' professional capabilities and approaches to work.

Anticipated Benefits:

- **Enhanced Decision-Making Skills:** Participants expect to make more informed decisions due to better understanding of dynamic environments and complex situations gained from the course.
- **Strategic Adaptation:** Tools and methodologies from the course are expected to help in strategizing and realigning organizational goals as external conditions change.
- **Increased Efficiency:** Applying principles of adaptive management is anticipated to streamline operations and optimize resources within organizations.
- **Integration into Teaching:** VET professionals plan to incorporate course resources into their educational activities.
- **Resilience in Work Challenges:** Enhanced resilience is a significant takeaway, providing participants with robust coping strategies for workplace adversities.
- **Team-Work Improvement:** The course is seen as a benefit to teamwork, especially among low-skilled workers, as it can improve collaboration and consensus-building.
- **Professional Development:** There is a strong sense that the course can assist in personal upskilling, especially in resilience and adaptive management, which are crucial in the current professional landscape.
- **Operational Application:** Some participants foresee using the course content during organizational restructuring processes.
- **Business Acumen:** A broader perspective on business decision-making and the acceptance of risk and uncertainty are also mentioned as potential benefits.
- **Gamification and Engagement:** The course's gamified approach is appreciated for making learning enjoyable and for its practical applications in self-learning and assessment.

Varied Responses:

- Some participants express the need for more time to see concrete benefits or cannot yet articulate specific outcomes.
- Others anticipate a transformation in personnel and enhancement of skills necessary to face societal changes.



These responses indicate that the course is viewed as not only a source of theoretical knowledge but also a practical guide with applications in various professional contexts, from teaching to business administration to union training programs. It highlights the course's potential to provide tangible improvements in professional practices and organizational dynamics.



Annex 1: Returns

Municipality of Bugar (Ayuntamiento de Bugar, Mallorca)
VET School Pau Casesnoves Inca
Sociedad Estatal Correos y Telégrafos (Correos)
Universidad Autónoma de Yucatán (México)
Vice Dean of Undergraduate Professional Training, Faculty of Technical Sciences, University of Pinar del Río Hermanos Saiz Montes de Ocas
Universidad de Pinar del Río
Universidad de Pinar del Río Hermanos Saiz Monte de Oca
University-Enterprise of the Balearic Islands (FUEIB)
Freelance
IMPACTsci
EIT Manufacturing
Research center
Isim Timișoara
Institutul National de cercetare in Sudura si Stiinta materialelor, ISIM Timisoara
ImpactSCI
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Universitat
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