*Template and instructions for best practice documentation (annex 1)*

## Title

*What is the name that best describes the good practice?*
**Reverse Mentoring**

## Location (region, country)

*What is the geographical area where the good practice has been used?*
**Vienna**

## Target group

*Who are the users of the best practice?*
Austrian Federal Economic Chamber; Bank Austria

## Context: Why was it introduced?

*What is the context (initial situation) and challenge being addressed? Provide a short description.*
In reverse mentoring, the roles of classic mentoring are reversed: The junior coaches the senior on THE topics that young can do better than old.

The aim of reverse mentoring is **to increase the overall digital fitness** in the company, **to adapt old communication and working methods to the requirements of the digital era** and **to familiarise older colleagues and managers with the world of the millennium**.

## Description of the best practice:

*Please, describe the methodology lead to a successful outcome and finally to the good practice? What was the process?*
*1. Specifying the topic*
*2. Determining the professional and personal knowledge of the mentors*
*3. Announcement of the topic with quiz and invitation to apply for a mentor*
*4. Selection of mentors*
*5. Topic coaching by IT experts (Mentor for mentors)*
*6 .Recruitment Mentees (in person, through HR)*
*7. Matching mentor and mentor/mentee (formation of reverse mentoring tandems)*
*8. Update of mentors by IT experts (subject deepening)*

→

I.      Kick-off for mentoring partnership
II.     Regular meetings - max. 6 meetings in 9 months
III.    Final evaluation
IV.     Experience reports on reverse mentoring

## Impact (What are the lessons learnt?)

*What are the lessons learned and the key success factors identified?*

The key success factors in the introduction of reverse mentoring:

1. **the matching for Reverse Mentoring**

The **mentoring tandem** should be composed **across departments and hierarchies**.

In larger companies, a coordinating office, in which WKÖ is responsible for personnel development and matching, usually takes over. Speed dating, for example, can be carried out for this purpose. As with the search for a partner, the aim is to find out whether you are a good match. The participants get to know each other in an interview lasting about five minutes. Afterwards they move table by table to the next potential partner. At the end of the session, everyone takes stock and decides with whom they would like to carry out reverse mentoring.

2. **the topics**

The **tandems set their own priorities** and determine the scope and frequency of the meetings. In addition to the concrete handling of networked software, apps, social networks, the web and new technologies, the attitude and attitude of the young generation in general may also be discussed. Furthermore, the working world and lifestyle of the millennium, as well as the spirit of the times and hip trends can be discussed. Finally, specific topics such as an improved talent search, time-efficient collaboration tools, digital workflow concepts or current facets of online marketing can be discussed.

3. **professionalism**

The **mentor needs** not only a **high level of professional expertise**, but also **understanding, empathy, communication skills and diplomatic skills**. He must be able to explain well, but above all he must let his mentee partner do it himself when it comes to digital applications. Since the mentor is usually young, advance training in mentoring methodology is extremely useful. This can be given by an experienced mentor. For larger programs, joint workshops are also an option.

4. **win high-ranking mentees**

For the program **to be accepted internally, it needs to be popular**. **If a member of the management is the first to make himself available as a mentee, other managers will naturally follow suit.** At the Austrian Bank Austria, for example, eight millennia were allocated to the eight members of the bank's Management Board in the first round of the programme. In the second round, 30 managers of the second and third management levels met with young employees who were not older than 35 years at the time. These either belonged to the Bank's talent pool or participated in its graduate programme.

5. **Raising awareness among managers** that **digitisation cannot be delegated** works

6. **Digital literacy is not a generational issue - even among managers, it is about understanding the role** (with digitisation, tasks shift from assistants to managers, e.g. approving business trips; some managers think my assistant does that)

7. **the recruitment of mentees**

The **mentee needs not only a strong interest in the topics presented but also personal sovereignty. Psychological barriers should not be underestimated**. To let a younger person tell you something is not always easy. Generational conflicts have many facets, which can partly be explained by pure biochemistry. On the one hand, there is the father-son complex, which also plays a causal role in corporate succession issues. If reverse mentoring

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takes place across the gender divide, this must also be taken into account: For a well-developed alpha brain, younger women are above all one thing: prey or beta. Both facets must be addressed in the mentee preparation, even if they may be unpleasant, in a clear and concise manner so that the program does not slip out of place unhappily.

8. the procedure

The program can run indefinitely or as a fixed project. The organizational effort includes

- the conception as such,
- the creation of a guideline,
- the implementation of internal marketing measures,
- the selection and qualification of suitable mentors,
- the acquisition and sensitization of mentees,
- kick-off events,
- follow-up measures,
- the measurement and documentation of successes, and
- the distribution of success stories in internal and external media.
- A mentoring community can also be established.

## Source of information:

*Please, indicate the source of information (link to website, e-publication, etc.)*

Mag. Martina Bahardoust-Baumann, Human Resources Development, WKOE

WKO Intranet

[Generationen-Balance im Unternehmen](), WIFI Österreich 2018

Guide: Generational balance in the company: Recommendations and practical tips for an age-appropriate working environment in SMEs

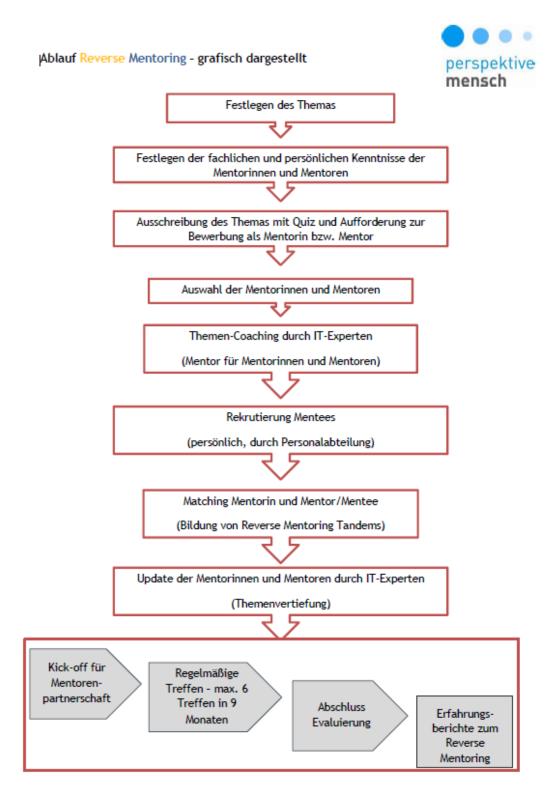[Demografie-Check]() - Tool zur betrieblichen Altersstrukturanalyse und Fachkräftesicherung, WKO 2019

Demography Check – xls-Tool for company age structure analysis and securing skilled workers

## Photos (if appropriate)

*Please, upload some photos here*

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perspektive
mensch

|Ablauf Reverse Mentoring – grafisch dargestellt

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┌─────────────────────────────────────────┐
│           Festlegen des Themas            │
└─────────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────────┐
│ Festlegen der fachlichen und persönlichen │
│  Kenntnisse der Mentorinnen und Mentoren  │
└─────────────────────────────────────────┘
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                    ▼
┌─────────────────────────────────────────┐
│ Ausschreibung des Themas mit Quiz und     │
│ Aufforderung zur Bewerbung als Mentorin   │
│              bzw. Mentor                   │
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┌─────────────────────────────────────────┐
│    Auswahl der Mentorinnen und Mentoren   │
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┌─────────────────────────────────────────┐
│     Themen-Coaching durch IT-Experten     │
│   (Mentor für Mentorinnen und Mentoren)   │
└─────────────────────────────────────────┘
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┌─────────────────────────────────────────┐
│           Rekrutierung Mentees            │
│   (persönlich, durch Personalabteilung)   │
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┌─────────────────────────────────────────┐
│     Matching Mentorin und Mentor/Mentee   │
│  (Bildung von Reverse Mentoring Tandems)  │
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┌─────────────────────────────────────────┐
│ Update der Mentorinnen und Mentoren durch │
│              IT-Experten                   │
│            (Themenvertiefung)             │
└─────────────────────────────────────────┘
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Kick-off für Mentoren-partnerschaft → Regelmäßige Treffen – max. 6 Treffen in 9 Monaten → Abschluss Evaluierung → Erfahrungs-berichte zum Reverse Mentoring

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## Title

*What is the name that best describes the good practice?*

**Implementing the digitales Competence model**

## Location (region, country)

*What is the geographical area where the good practice has been used?*

**Vienna**

## Target group

*Who are the users of the best practice?*

Austrian Federal Economic Chamber; Henkel Austria

## Context: Why was it introduced?

*What is the context (initial situation) and challenge being addressed? Provide a short description.*

is a WKO-wide development framework for digital competencies of employees. It describes the six areas:

-Digital production - published in November 2018

-communication and collaboration - published in February 2019

-IT security - published in June 2019

-Digital Awareness - released in September 2019

-Information literacy - currently published

-WK-specific competencies

## Description of the best practice:

*Please, describe the methodology lead to a successful outcome and finally to the good practice? What was the process?*

*1.* The project lasts one year, there are 6 areas, every two months a new area of competence is in focus

2. online self-assessments for employees in the intranet of the wko

3. The results of the self-assessments are discussed with the manager in the annual appraisal interview, among other things, after which appropriate further training measures are agreed.

→

| | |
|---|---|
| I. | Information for managers |
| II. | Information for employees |
| III. | Kick-off event |
| IV. | Online self-assessments |
| V. | Discussion of the results with the direct superior |
| VI. | Further training measures |
| VII. | Discussion of the results n the annual appraisal interview, |

## Impact (What are the lessons learnt?)

*What are the lessons learned and the key success factors identified?*

The key success factors in the introduction of the digital competence model

1. Involve everyone - nobody should feel excluded (too little important, too old, …)
   → online self-assessments for all
   
   All Employees can test their knowledge and action competence via online self-assessments. For each area of competence they receive questions on the levels "Basic" and "Advanced". The aim is that employees reach the "Basic" level in any

case, for which you must answer 66% of the questions on the "Basic" level correctly. Depending on the area of responsibility, it may also be necessary to reach the "Advanced" level.

2. **Selection of the topics**
3. **Involvement of managers -** the project must be promoted by the entrepreneur/ the management and supported by the department managers
4. **Open corporate culture:** a learning organisation - commitment to lifelong learning, error culture; e.g. superiors as role models - admitting mistakes, nobody is perfect; Project **good for raising awareness that everyone is responsible for their own level of digitisation**
5. **Inform about committed employees and their successes;** e.g. mention at Christmas party, regular reports on the intranet, FAQ on the Intranet (sample see below)... Inclusion of the topic of digital skills in appraisal interviews is not enough; Personal department invests **a lot of resources to promote the project continuously**; but learning improved – there are more further education

### The procedure
The program can run indefinitely or as a fixed project. The organizational effort includes
    I.        Conception as such, establishment of a working group, workplan, etc.
    II.      Determination of the important competence areas
    III.     Selection of suitable self-assessment tests
    IV.     Involvement of managers in the conception, e.g. regular information by the working group leader
    V.      Implementation of internal marketing measures
    VI.     Kick-off event
    VII.    Follow-up measures,
    VIII.   Measurement and documentation of successes, and
    IX.     Distribution of success stories in internal and external media.

### Source of information:
*Please, indicate the source of information (link to website, e-publication, etc.)*
Mag. Martina Bahardoust-Baumann, Human Resources Development, WKOE
WKO Intranet

### Photos (if appropriate)
*Please, upload some photos here*

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WKO – INTRANET:

## FAQs zum Digitalen Kompetenzmodell der WKO

Antworten auf häufig gestellte Fragen

### Was versteht man unter „Digitaler Kompetenz"?

Der sichere und kritische Umgang mit den gesamten digitalen Technologien, die für Informations-, Kommunikations- und Problemlösungszwecke in allen Lebensbereichen genutzt werden, wird als Digitale Kompetenz bezeichnet. Digitale Kompetenz reicht dabei weit über das Beherrschen von Anwender-Software wie z.B. Word oder PowerPoint hinaus. Sie umfasst auch die Nutzung von Technologien und Tools im Business-Kontext, die nicht vom Unternehmen angeboten werden wie z.B. ein Twitter-Account eines Experten, eine WhatsApp-Gruppe für ein Projekt oder Doodle zur Terminabstimmung. Und sie reicht bis hin zur eigenen Einstellung wie man mit neuen Technologien und neuen Anwendungsmöglichkeiten umgeht.

### Warum ist digitale Kompetenz gerade für WK-Mitarbeiterinnen und –Mitarbeiter wichtig?

Die Digitalisierung wirkt sich auf die gesamte Wirtschaft und somit auch auf unsere Mitglieder aus. Dies sind oft selbst von Digitalisierungsprozessen betroffen und stehen sowohl neuen Chancen als auch Risiken gegenüber. Es ist daher zwingend notwendig, die digitalen Kompetenzen unserer Mitarbeiterinnen und Mitarbeiter laufend weiterzuentwickeln und ständig am Puls der Zeit zu sein. Nur so können bestmögliches Service und bestmögliche Vertretung der Interessen unserer Mitglieder sichergestellt werden.

### Wie hilft mir das Digitale Kompetenzmodell der WKO?

Die Beschreibungen der Entwicklungsstufen in den einzelnen Kompetenzfeldern des Digitalen Kompetenzmodells ermöglichen eine grobe Selbsteinstufung. Sie zeigen, ob man die Kriterien der Stufe "Advanced" erfüllt, sich in der Stufe "Basic" wiederfindet oder sich sogar noch unterhalb der Stufe "Basic" befindet. Als Hilfestellung stehen auch Online-Selbsteinstufungen in den einzelnen Kompetenzbereichen zur Verfügung, die unmittelbar Feedback zur Zuordnung geben. Auf Basis dieser Selbsteinstufungs-Möglichkeiten können die Mitarbeiterinnen und Mitarbeiter aus den entsprechenden Bildungsangeboten gezielt auswählen. Noch besser wäre es, diese Ergebnisse mit den Bildungsverantwortlichen zu besprechen oder sie im Mitarbeitergespräch für die Aus- und Weiterbildungsplanung zu verwenden.

## Title

**DIGITOOLS FOR TRAINERS - Multiplier training**

## Location (region, country)

**Austria**

## Target group

Austrian Institut of Economic Promotion

## Context: Why was it introduced?

WIFI works according to the principle "from the economy - for the economy"; i.e. lecturers, when they start working for WIFI, have hardly any pedagogical training as they do not teach in their main profession

Target:
improving pedagogical competences
Improved digital skills for trainers - Trainers can get to know and try out new training tools

## Description of the best practice:

In the course of the seminar the participants will get to know and try out a variety of tools. With the help of online quizzes via smartphone, collaborative work on mind maps, digital pin boards and mood surveys, participants have the opportunity to enhance their training.

This training consists of an attendance part (6 TUs) and an online self-learning phase (2 TUs). In the online phase the participants can implement their ideas and in the final online conference they can get feedback from colleagues and their trainer.

Tools:
- **Online surveys** (PollEverywhere, Surveymonkey …)
- **Doodle** (appointment coordination)
- **Stormboard** (interactive tool to work in a group)
- **Plickers** (instant feedback)
- **Padlet** (collaborative tool to collect ideas)
- **Wordcloud** (graphical representation of terms)
- **Bubble.us** (collaborative mind mapping)
- **Kahoot** (online quizzes via smartphone)
- **Free media** (Creative Commons, image databases)

## Impact (What are the lessons learnt?)

*What are the lessons learned and the key success factors identified?*

**The key success factors in the introduction**

Toolbox (LENA Lernmodell), with **many simply described methods that gives trainers ideas** to make training varied and lively; learning is always analog, **digital tools are additional input**

**Lessons Learnt:** Trainers who have another job as their main occupation have little time for their own training, ongoing promotion of the topic necessary

## Source of information:

*Please, indicate the source of information (link to website, e-publication, etc.)*

https://youtu.be/mjWUjy9sYZk - WIFI TRAINER TOOL LAB (WIFI Trainer/innen only)
https://www.wifi.at/service/wifi-lernmodell-lena/lernen_lernen

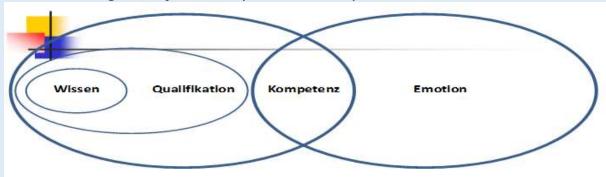## Photos (if appropriate)

*Please, upload some photos here*

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*From knowledge transfer to competence development*

## Title

*What is the name that best describes the good practice?*

[Demography Check](#) - **Tool for company age structure analysis and securing skilled workers**

## Location (region, country)

*What is the geographical area where the good practice has been used?*

**Austria**

## Target group

*Who are the users of the best practice?*

Austrian Entrepreneurs

## Context: Why was it introduced?

*What is the context (initial situation) and challenge being addressed? Provide a short description.*

### Awareness - demographic change

It is of great importance that companies recognize demographically induced challenges early on and take them into account in their planning. Already today, the right course must be set for personnel development and recruitment.

Due to demographic changes and the associated ageing of the population, it **will be inevitable in future to make greater use of the labour force potential of older workers** and to keep employees in employment for as long as possible.

## Description of the best practice:

*Please, describe the methodology lead to a successful outcome and finally to the good practice? What was the process?*

The free online demography check of the Austrian Federal Economic Chamber provides a **quick overview of the age structure in a company in just a few steps**. With the help of the Demography Check the **entrepreneur can determine the current personnel structure** of his company as well as **gain an overview of future developments**. Furthermore, she/he can analyse the age structure in the company in comparison to its industry and federal state.

## Impact (What are the lessons learnt?)

*What are the lessons learned and the key success factors identified?*

### The key success factors in the introduction

### from a business point of view:

online tool is freely accessible, can be used anonymously, because of the download possibility nobody has to worry that data is logged

### from a chamber point of view

e-time effort - creation of the tool

Online service for entrepreneurs - no resource requirements for employees of the Chamber of Economy

## Source of information:

*Please, indicate the source of information (link to website, e-publication, etc.)*

Other self assessment tests, see [Reiseführer Digitalisierung](#), WIFI-WKO 2017, page 42 (Travel Guide Digitalization)

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## Photos (if appropriate)

*Please, upload some photos here*

DEMOGRAFIE-CHECK

WKO
WIRTSCHAFTSKAMMER ÖSTERREICH

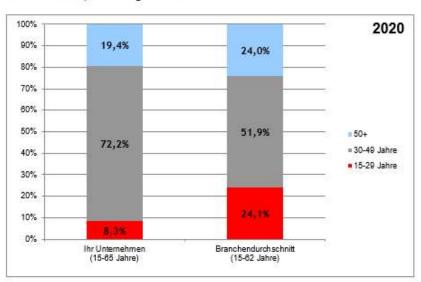Ihr Tool zur betrieblichen Altersstrukturanalyse & Fachkräftesicherung

IHR BRANCHEN-CHECK

Zur Orientierung: Vergleichen Sie die gegenwärtige und zukünftige
Altersstruktur Ihrer MitarbeiterInnen mit dem Branchendurchschnitt.
Ihre Branche und Ihr Bundesland können Sie frei wählen.
Nehmen Sie folgende Einstellungen vor. Diese gelten für alle Seiten.

| Prognosezeitraum: | 2050 | ▼ |
| Branche: | Herstellung von Waren | ▼ |
| Bundesland: | Niederösterreich | ▼ |

BRANCHEN-CHECK: Beschäftigtenanteile nach Altersklassen im Jahr 2020
Vergleichsbranche: Niederösterreich, Herstellung von Waren

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# Digitale Fitness analysieren

In unserem Reiseführer haben wir
Ihnen die verschiedenen Sphären
der Digitalisierung vorgestellt.
Diese sechs Sphären lassen
sich auch zur Selbsteinschät-
zung nutzen. Es soll Ihnen dabei
helfen, die eigene Position besser
einzuschätzen.

Das nebenstehende Diagramm
dient als Selbstanalysetool. Auf
den sechs Achsen des Diagramms
wird Ihre digitale Ist-Situation in
den sechs Sphären der Digitali-
sierung gemessen. Jede einzelne
dieser Sphären ist wichtig. Eine
genauere Beschreibung, wofür die
Sphären stehen und welche The-
menkreise sie umfassen, finden Sie
im jeweiligen Abschnitt im Heft.

Obwohl es unrealistisch erscheint,
in jedem dieser Aspekte eine glatte
6 zu erreichen, sollte man zumin-
dest auf zwei Achsen den Wert 5
anstreben, um seine persönliche
digitale Fitness garantieren zu
können. Da aber jede Selbstwahr-
nehmung Lücken und Fehlein-
schätzungen beinhaltet, ist es
sinnvoll, Freunde, Bekannte oder
auch Kunden um ihre Einschätzung
zu bitten. Dies kann helfen, ein
objektiveres Bild seiner eigenen
Situation zu entwickeln.



Beispiele:
eigene Bewertung

Bewertung durch andere