



## D3.1 COLLABORATION STRUCTURE AND TOOLS

### Abstract

The primary objective of the document is to propose updates and standardization of the methodology in the Automotive Skills Alliance (ASA) and further for other Pact for Skills (PfS) partnerships. The methodology revolves around skills intelligence and working group collaboration.



## Title Page

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## ABBREVIATIONS

<b>FLAMENCO</b>	...	Forward Looking Approaches for Green Mobility Ecosystem Network Collaboration
<b>ASA</b>	...	Automotive Skills Alliance
<b>PfS</b>	...	Pact for Skills
<b>EU</b>	...	European Union
<b>KPI</b>	...	Key Performance Indicator
<b>WG</b>	...	Working Group
<b>TF</b>	...	Task Force
<b>IT</b>	...	Information Technology
<b>SMART</b>	...	Specific, Measurable, Achievable, Relevant, Time-bound
<b>LCA</b>	...	Life Cycle Assessment
<b>SW/Sys</b>	...	Software / System
<b>STEM</b>	...	Science, Technology, Engineering, and Mathematics
<b>AI</b>	...	Artificial Intelligence
<b>WPx</b>	...	Work Package
<b>MTG</b>	...	Member Type Group
<b>DRIVES</b>	...	The Development and Research on Innovative Vocational Educational Skills
<b>ALBATTs</b>	...	The Alliance for Batteries Technology, Training and Skills
<b>TC</b>	...	Topic Committee

## Executive Summary

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This document is part of the FLAMENCO Project, which focuses on forward-looking approaches for the Green Mobility Ecosystem Network Collaboration.

The primary objective of the document is to propose updates and standardisation of the methodology in the Automotive Skills Alliance (ASA) and for other Pact for Skills (PfS) partnerships. The methodology revolves around skills intelligence and working group collaboration.

The document proposes an update of the baseline methodology used in the ASA with the FLAMENCO project recommendations. The methodology comprises four main parts:

- Overall Group Lifecycle and ASA Structure
- Initiation of the Working group
- Group Pilot Activities
- Activities, Outputs, and Services
- Other Aspects of Collaboration

The Automotive Skills Alliance (ASA) was launched in November 2020 and became a legal entity in January 2022. Its primary focus is on the re-skilling and up-skilling of workers in the automotive sector. The ASA aims to develop intelligence, foster dialogue among partners and stakeholders, and support the creation of specific plans for re-skilling, up-skilling, and training workers in the EU automotive sector.

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Document is based on the previous project results<sup>1</sup>.

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<sup>1</sup> Analysis and study on the common collaboration goals, needs and ... FLAMENCO. (2023, June 30). [https://project-flamenco.eu/wp-content/uploads/2023/06/FLAMENCO\\_Deliverable\\_2.3-Analysis-and-Study-on-the-Common-Collaboration-Goals-Needs-and-Requirements-vFinal.pdf](https://project-flamenco.eu/wp-content/uploads/2023/06/FLAMENCO_Deliverable_2.3-Analysis-and-Study-on-the-Common-Collaboration-Goals-Needs-and-Requirements-vFinal.pdf)

## Introduction

This document proposes the update and standardisation of the methodology in the Automotive Skills Alliance (ASA) and further for other Pact for Skills (PfS) partnerships. Methodology revolves around the work on skills intelligence and working group collaboration.

### Approach and Document Structure

The document proposes an update of the baseline methodology used in the ASA with the FLAMENCO project recommendations applied (researched in the WP2). The methodology comprises four main parts:

1. Overall **Group Lifecycle**
  - 1.1. **Initiation of the Working Group** – How to Establish the Group
    - 1.1.1. Engagement of the possible broader partnership – new partners and stakeholders based on the identified target groups.
    - 1.1.2. Creation of the detailed work plan, ambitions, commitments, and KPIs
  - 1.2. **Groups Pilot** – In Practice Activities
    - 1.2.1. Group Meetings and Communication
    - 1.2.2. Planning and start of the iterations/work plan.
    - 1.2.3. Implementation of the work plan, production of outputs
    - 1.2.4. Periodic assessment and review
    - 1.2.5. Follow-up and new iterations
2. **Activities, Outputs, and Services**
3. **Other Aspects** of the Collaboration

Link to monitoring and assessment of the group's activities is also provided.

**Each part of the methodology contains two parts:**

- State-of-the-art methodology previously applied in the Automotive Skills Alliance (ASA) as a baseline.
- Proposed methodology update based on the FLAMENCO research and generalised methodology.

# 1. ASA Working Groups Lifecycle

This section describes the overall working group's lifecycle and specific parts, such as the initiation, pilot, and others. Practical examples of how the ASA groups were established are given together with formalised methodology.

## 1.1. Current ASA Structure

A **working group** is a group of people focusing on a specific goal. The overall ASA is structured in 3 main working groups. Current information on ASA working groups may be found here: [ABOUT US – AUTOMOTIVE SKILLS ALLIANCE \(automotive-skills-alliance.eu\)](https://automotive-skills-alliance.eu).

The structure of Working Groups combines, in principle, a horizontal and vertical approach. Working groups are vertical, and ASA member types groups represent a horizontal perspective. Each working group has defined inputs and outputs to particular ASA member-type groups.

- Members of ASA participate in Working Groups in which they are interested;
- The leaders of Working Groups are indicated in the structure;
- The structure of Working Groups combines, in principle, a horizontal and vertical approach. Working groups are vertical, and ASA member types groups represent a horizontal perspective. Each working group has defined inputs and outputs to particular ASA member-type groups.

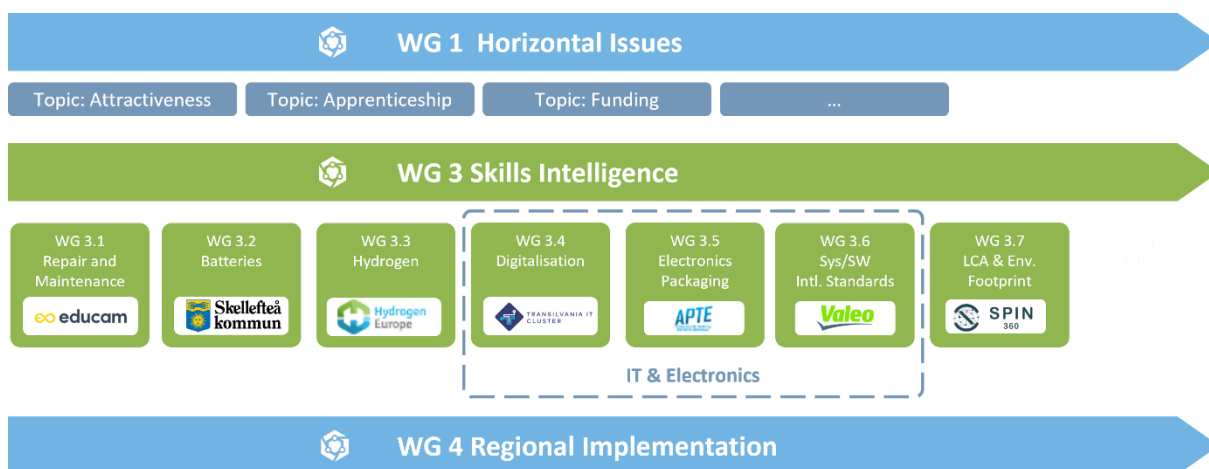


FIGURE 1: ASA WORKING GROUP STRUCTURE

There are multiple types of member groups that may be present in the working groups – either those who receive input into the WG, the list may be found in ANNEX A.

### 1.1.1. Overview of ASA

ASA was officially launched in November 2020 and became a legal entity (non-profit organisation) in January 2022.



The primary focus is on the re-skilling and up-skilling of workers in the automotive sector. They aim to develop intelligence, foster dialogue among partners and stakeholders, and support creating specific plans for re-skilling, up-skilling, and training workers in the EU automotive sector.

**Mission:** ASA's mission is to enhance the coordination of relationships at the European level among all relevant stakeholders in the automotive ecosystem. They aim to develop a common platform for collaboration and best practice sharing across borders, ensuring continuous, pragmatic, and sustainable cooperation on the skills agenda in the ecosystem.

**Objectives:** Collaboration through strategic projects in the skills agenda for the ecosystem. Promotion and facilitation of new projects/initiatives or support mainstreaming the existing ones.

**Working Groups:** The structure of Working Groups combines both a horizontal and vertical approach. Members of ASA participate in Working Groups based on their interests. The working groups cover various overarching issues influencing the skills agenda in the Automotive Ecosystem, including:

- **Attractiveness**
- **Apprenticeships**
- **Funding**

There are currently seven active sub-working groups within the ASA, focusing on areas like Repair and Maintenance, Batteries, Hydrogen, IT, Electronics Packaging, International Standards, and Environmental Footprint.

**Ambition and Commitments:** The overall ambition is to upskill 5% of the workforce yearly, making 700,000 employees upskilled or re-skilled. ASA aim to start implementation in pilot regions and projects. The first set of Key Performance Indicators (KPIs) includes metrics like the number of workers to be re-oriented and upskilled, the number of new jobs created, the number of agreed personal development plans, and more.

**Skills Partnership for the Automotive Ecosystem:** The Pact for Skills is the first flagship action of the European Skills Agenda, supporting the EU Industrial Strategy and the goals of the Green Deal and digital transformation. It aims to mobilise and incentivise stakeholders to invest in skills for growth and sustainable development.

### 1.1.2. Summary

#### Pros

- **Comprehensive Approach:** ASA has a structured approach to addressing the skills gap in the automotive sector, with clear objectives and working groups focusing on specific areas.
- **Collaboration:** ASA emphasises collaboration across borders, ensuring that best practices are shared and implemented across the European automotive ecosystem.
- **Clear Ambition:** With set KPIs and goals, ASA has a clear direction and measurable outcomes.

#### Cons

- **Complex Structure:** The multiple working groups and sub-groups might make it challenging for members to navigate and participate effectively. This is the goal of Flamenco: to provide better services to ASA members, engage members, attract new members, and update working groups with results.
- **Broad Focus:** While the wide range of topics ensures comprehensiveness, it might also dilute the focus on specific critical areas.

## 1.2. New Proposed Structure (NSWG)

The new structure introduces the **concept of "Topic Leadership,"** which is responsible for identifying, prioritising, and setting the direction for key topics and areas of focus within the automotive sector. This ensures that the working groups are aligned with the industry's most pressing and relevant issues and the concept of "Topic Committee", a specialised group formed from ASA members who have expertise, interest, or stake in a particular topic identified by the **Topic Leadership**.

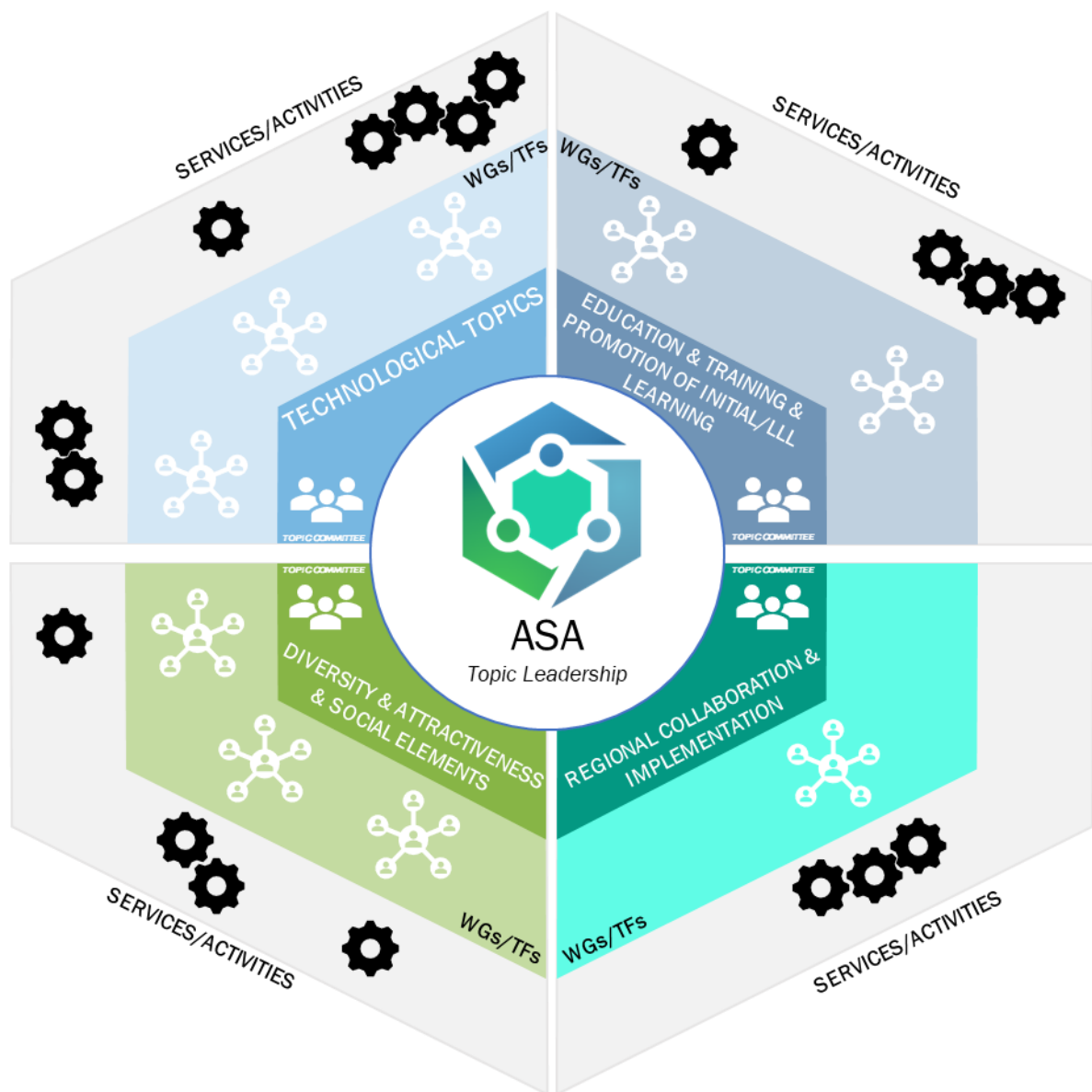


FIGURE 2: WORKING GROUPS VISUAL REPRESENTATION

**Visual Representation of the Working Group Structure – Topic Leadership:** Picture a circular target. At the very centre is the **ASA Topic Leadership**. Surrounding this core are four **Topic Committees**. Moving further out, the next circle

represents the Working Groups and Task Forces with their members. The outermost circle encompasses the various **Activities (or Services)** associated with each topic. Each layer is interconnected, with the central layers guiding and influencing the outer ones, forming a cohesive and integrated approach to the automotive sector's needs.

### 1.2.1. Topic Leadership (ASA Office)

The Topic Leadership is the central guiding force within ASA responsible for identifying, prioritising, and setting the **direction for key topics and areas of focus within the automotive sector**. This group comprises senior members and experts from ASA who deeply understand the industry's challenges, trends, and future directions.

The Topic Leadership stands as the **central pillar** of the Automotive Skills Alliance (ASA). Comprising seasoned professionals and experts from within the ASA community, Topic Leadership is equipped with the knowledge, experience, and vision to **steer the alliance** even without auxiliary groups like the Topic Committee.

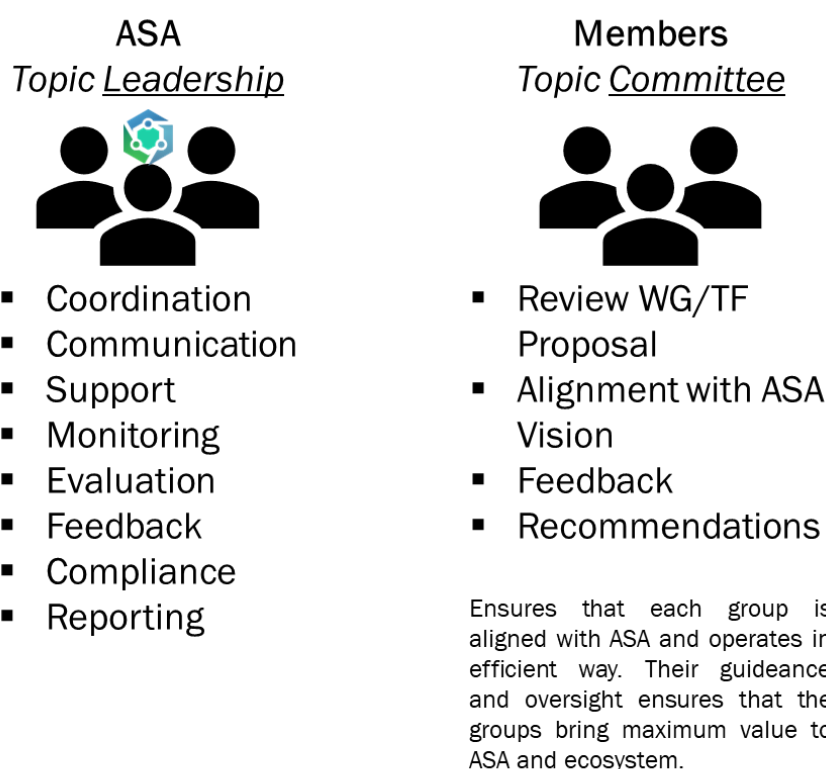


FIGURE 3: TOPIC LEADERSHIP AND COMMITTEE ROLES

### 1.2.2. Topic Committee (Assigned from ASA Members)

The Topic Committee is a specialised group of ASA members with expertise, interest, or stake in a topic identified by the Topic Leadership. This committee plays a crucial role in exploring and deep-diving into specific topics within the automotive sector. Additionally, the **committee is responsible for reviewing proposals for creating new working groups**, ensuring that they align with ASA's objectives and bring value to its members.

The roles and responsibilities of the **Topic Committee** include:

- **Topic Exploration:** Delving deep into the assigned topic to understand its intricacies, challenges, and opportunities within the automotive sector.
- **Discussion & Debate:** Facilitating discussions among committee members to gather diverse viewpoints, share experiences, and brainstorm solutions.
- **Review of Working Group Proposals:** Evaluating proposals for new working groups to determine their relevance, feasibility, and potential impact. This includes assessing the proposed group's needs, objectives, and expected outcomes.
- **Recommendations:** After a thorough review, the committee makes recommendations on the acceptance, modification, or rejection of the proposed working groups. These recommendations are based on the proposal's alignment with ASA's goals its potential value to members, and the broader automotive community.
- **Initiative Planning:** Designing and planning initiatives, projects, or programs related to the topic to benefit ASA members and the broader automotive community.
- **Collaboration:** Working in tandem with the Topic Leadership to ensure that the committee's activities align with ASA's broader objectives and strategies.
- **Feedback Loop:** Providing regular feedback to the Topic Leadership about the progress, challenges, and outcomes related to the topic.
- **Member Engagement:** Engaging with the broader ASA membership to disseminate information, gather inputs, and promote active participation related to the topic.

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With the **responsibility of reviewing new working group proposals**, the Topic Committee acts as a gatekeeper, ensuring that ASA's efforts are always directed towards the **most relevant and impactful areas** within the automotive sector.

### 1.2.3. ASA Committee Member

Being a member of the ASA Committee is a **prestigious position offered to select individuals** within the Automotive Skills Alliance (ASA) membership. This role signifies a member's dedication and commitment to the automotive sector and places them at the forefront of ASA's initiatives, strategies, and decision-making processes.

Being a member of the ASA Committee offers a **unique position of leadership and influence** within the automotive sector. This esteemed role provides **enhanced visibility, positioning individuals** as industry thought leaders and opening doors to invaluable **networking opportunities** with peers and stakeholders. Committee members benefit from continuous professional development through exclusive workshops and seminars, ensuring they stay abreast of industry trends and insights. Their contributions are pivotal **in shaping ASA's strategies** and initiatives, allowing them to leave a lasting legacy in the automotive world. Furthermore, the collaborative environment of the committee fosters innovation, while the challenges and responsibilities encountered pave the way for personal growth. In essence, **ASA Committee membership is not just a title but an opportunity to drive change and contribute to the industry's advancement and skills development.**

### 1.2.4. WG Structure

The following section defines an **ASA Working Group (NSWG) Structure**:

1. **Status**: Each Working Group (WG) within ASA will be categorised based on its **longevity and purpose**. The status can be:

**Permanent (Working Group)**: These long-term WGs address ongoing or core issues within the automotive sector.

**Temporary (Task Force)**: These WGs are set up for a specific duration to address immediate or short-term challenges or projects.

2. **Organisation**: The organisational structure of each WG will be defined by the roles assigned to its members. These roles include:

**Leader**: A single individual responsible for guiding the WG, making decisions, and meeting the group's objectives.

**Tandem Leader or Co-leader**: helps the leader.

**Advisors**: Subject matter experts who provide guidance, insights, and recommendations based on their expertise.

**Ambassadors**: Representatives who promote the WG's activities within and outside ASA, ensuring broader engagement and visibility.

3. **Activities (or Services)**: Each WG will have a list of activities identified and **approved by the ASA Committee**. These activities outline the specific tasks, projects, or initiatives the ASA offers to determine a new WG.

4. **Goal**: Every WG will have a clearly defined goal that aligns with ASA's broader objectives. This **goal will be SMART (Specific, Measurable, Achievable, Relevant, Time-bound)**. Additionally, the goal can identify sub-activities or specific tasks that contribute to achieving the main objective, which was selected as a working group activity – this includes measurable objectives and KPIs (aligned with the ASA objectives).

5. **Deadline**: A time frame will be set for each WG (working plan), especially for those with a temporary status. This deadline ensures that the group's activities are time-bound and results-oriented.

6. **Assigned ASA Members**: Each WG will have a list of ASA members who are **actively involved** in the group's activities. These members contribute their expertise, participate in discussions, and drive the WG's initiatives.

7. **Visibility**: The visibility of each WG will determine who can access its content, discussions, and outputs. The visibility settings are:

- **Public**: Accessible to everyone, including those outside ASA.
- **Private**: Accessible only to the members of the WG and select ASA members.
- **Protected**: Accessible to all ASA members but not to the general public.

8. **Possibility to Join WG**: This aspect determines how new members can join the WG. Some WGs might be open for all ASA members to join, while others might have specific criteria or require an invitation.

The New Structure ASA Working Group (NSWG) structure, set to be shown on the ASA website (a dedicated dashboard), is a big step forward from the old one. This **fresh design is made clear, easy to use, and to help members get involved**.

With this setup, **users can quickly discover what each WG is about, who's leading it, and what they're working on**. **Clear roles, like Leaders and Ambassadors**, mean everyone knows what they should be doing.

One of the best parts is the **focus on clear and achievable goals** for each WG. This makes sure that groups have a set plan and can get things done on time. The new design also makes it **easy to see who's part of a WG and how others can join**. Plus, **showing member names on the website is a great way to recognise and motivate them**.

With its design, this new structure (NSWG) shows **ASA's promise to be open, work together, and get things done**.

### 1.2.5. Base Topics

Within the new ASA structure, the following **Base Topics** are identified as core – new working groups and topics are always categorised in the context of the base topics and working group (this may be seen in the figure below). Thus, the following topics committees are established:

- **Technological Topics**
  - o Repair and Maintenance, Batteries, Hydrogen, Digitalisation, Electronics Packaging, SW/Sys Development, LCA and Environmental Footprint, and others.
- **Educational and Training Topics**
  - o Initial, Continuous, or Dynamics of the course delivery, AI in education, STEM, and others.
- **Diversity, Attractiveness, and Social Elements**
  - o Employees' diversity in the sector, corporate social responsibility, interlinkages within the ecosystem and beyond.
- **Regional Collaboration and Implementation**
  - o Regional Rollout.



### 1.3. Initiation of the Working group (document edited by APTE)

This section provides a baseline methodology used in ASA, formalised and improvement methodology with practical examples on how to initiate and form the working group to work on the skills intelligence in the Pact for Skills ecosystem. The following topics are covered:

- Engagement of the possible broader partnership – new partners and stakeholders based on the identified target groups;
- Creation of the detailed work plan, ambitions, commitments, and KPIs;

Initiation and forming of the working groups are processes where various individuals are gathered to work on the activities connected to the Pact for Skills objectives, mainly in the skills intelligence and agenda.

#### 1.3.1. Methodology

The ASA Working Groups initiation and cultivation methodology can be divided into the following steps (based on the previous FLAMENCO WP2 results). The **process of establishing** a Working Group (WG) within the Automotive Skills Alliance (ASA) begins with the:

##### A) High-Level Perspective

- 1) **Topic Leadership selection**, which the ASA office spearheads. They identify and select pertinent topics that **warrant the creation of a new WG**, using the newly defined structure as a blueprint. Once a topic is chosen, the proposal is forwarded to the Topic Committee, a volunteer-driven body, for a thorough review.
- 2) **The committee then evaluates** the proposal's alignment with ASA's objectives and provides recommendations.
- 3) **Based on this feedback**, the Topic Leadership takes the **next step of inviting specific ASA members (or the ASA members may request to be part of the topic committee based on the topics listings in the ASA)** to be part of the WG. While the Topic Leadership, led by the ASA office, provides direction and oversight, the Topic Committee plays a crucial role in offering insights feedback, and ensuring the WG's alignment with the broader goals of ASA. This collaborative approach aims to establish result-oriented WGs that contribute significantly to the automotive sector.
  - a. Additionally, the **committee is responsible for reviewing proposals for creating new working groups**, ensuring that they align with ASA's objectives and bring value to its members.

For detailed role definitions, please **refer to the section 1.2**.

##### B) Operational Perspective

- 1) **Registration Process:** registration into WGs begins with registration into the ASA (in case the interested entity is not already within the ASA). During the registration, the entity selects a set of topics of interest – this embraces a diverse range of participants. Registration is designed to be user-friendly, eliminating entry barriers and facilitating dynamic exchanges of insights - "[JOIN – AUTOMOTIVE SKILLS ALLIANCE \(automotive-skills-alliance.eu\)](https://join-automotive-skills-alliance.eu)". A registered entity may be a Legal Entity or Natural Person. As mentioned, the registered entity may be chosen into WGs (or WG topic committee) or requested through the ASA office. The registered entity also gains access to a dedicated Members Area on the website where the events calendar and access to Cloud are accessible – this also helps to gain the entity's interest in joining various WGs.
- 2) **Initiation of the WG:** initiation of the WG consists of the following steps (as per the defined structure in **section 1.2.2**) serving as a new WG definition, which is to be evaluated by the **Topic Committees** and approval outcome is made by the **Topic Leadership**:

- **Selection of ASA Members:** initiator/s of the WG form the WG from ASA members. One contact point of the WG (or leader) is recommended. WG then formulates objectives; this focus is then confirmed in the next step;
  - **Confirming focus:** identifying the working group's goals and specific working plan (roadmap) for a set period with **deadlines**, measurable objectives, and KPIs coherent with the ASA objectives (PfS charter). The Workplan contains a selection of skills intelligence activities (or services) which will be achieved within the set timeframe. This initial working plan also assesses the group and may be continuously updated (reporting and result collection further elaborated in **section 1.4** and **deliverable D3.2**).
  - **Identifying Target Group Entities:** working groups identify and select Member Types Groups (MTGs) with whom to collaborate on the goals and to whom to propagate the results of the WG (work with MTGs is described in **point 3**).
  - **Organisation Structure:** the members' frequency of meetings and engagement in a selected organisational structure is confirmed amongst the group. The recommended frequency is quarterly online or hybrid meetings.
- 3) **Engaging Member Type Groups (MTG) and WG Engagement:** engaging a more comprehensive network of partners involving collaboration with diverse stakeholders beyond the core working group is essential. This approach enables to tap into a wide variety of perspectives, expertise, and resources that contribute to the success of ASA. Expanding the collaborative circle to include a broader array of partners holds significant benefits. The depth and breadth of insights and contributions are amplified by involving entities such as industry associations, educational institutions, governmental bodies, and relevant organisations. This enriches collaborative initiatives and strengthens the overall impact and relevance of outcomes. Engaging Member Type Groups (MTGs) enriches collaboration with multi-faceted perspectives and expertise.
- 4) **Communication and Collaboration Framework among WGs:** these essential elements underpin the essence of skill development and innovation in the ASA WGs. It is vital to set collaborative ways of concrete results among WGs and to find synergies, which is also included in the definition of the WG.

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A template is provided to the WGs to define a working group for further evaluation by the leadership and committee (full template may be found in **ANNEX B**).

### 1.3.2. Recommendations on Communication within and Beyond Working Groups

Effective communication is the lifeblood of collaboration, serving as the conduit for ideas, insights, and progress. The FLAMENCO initiative's survey results provide valuable insights into the intricate communication dynamics within and beyond working groups. These insights shape our approach to fostering meaningful connections, knowledge exchange, and cohesive action.

#### Intra-Group Communication: Nurturing Collaborative Bonds

Survey results shed light on the critical role of intra-group communication in enhancing collaboration. Working groups, driven by shared objectives, thrive when members exchange information, perspectives, and updates actively. Regular meetings emerged as a cornerstone of intra-group communication, fostering a sense of unity and collective purpose. These meetings are platforms to review progress, discuss challenges, and collectively strategise solutions.



### Leveraging Survey Insights for Intra-Group Communication Enhancement

The survey's findings underscore the need for structured intra-group communication strategies. Incorporating these findings, our methodology emphasises:

- **Regular Meetings:** Recognising the survey's emphasis on regular interactions, our methodology prioritises frequent meetings. These gatherings provide the space for open dialogue, knowledge sharing, and coordinated actions;
- **Diverse Communication Channels:** The survey's acknowledgement of varied communication preferences within groups guides our approach. Our methodology promotes diverse channels, including virtual meetings, forums, and instant messaging, catering to different communication styles;
- **Clear Agendas and Objectives:** Survey respondents stressed the importance of clear meeting agendas. Our methodology incorporates this insight, ensuring that each interaction has defined objectives, thus maximising productivity;
- **Shared Knowledge Repositories:** Respondents expressed the value of centralised repositories for shared documents and resources. Our approach integrates such repositories to ensure seamless access to relevant information.
- **Inter-Group Communication:** The survey offers a glimpse into the significance of inter-group communication, where the exchange of insights among different working groups enriches collaboration. Shared challenges, best practices, and innovative ideas transcend individual groups, fostering a holistic ecosystem of learning and growth.

### Leveraging Survey Insights for Inter-Group Communication Enhancement:

- **Cross-Working Group Workshops:** Survey feedback highlighted the potential of workshops that bring together representatives from various working groups. These workshops provide a platform for cross-pollination of ideas, fostering innovative solutions and sparking collective creativity;
- **Regular Information Dissemination:** Survey respondents highlighted the importance of regular updates on the progress of other working groups. Our approach integrates regular information sharing, ensuring that insights and achievements are widely accessible;
- **Collaborative Platforms:** Recognising the survey's emphasis on collaborative platforms, our methodology incorporates digital hubs where working groups can share progress, challenges, and resources. This real-time interaction enhances the sense of a united endeavour;
- **Knowledge Exchange Events:** The survey's endorsement of knowledge exchange events guides our approach. We propose events where working groups share findings, challenges, and innovative solutions, fostering a culture of collaboration and collective advancement;

### 1.3.3. Recommendations External Stakeholder Communication

Survey findings illuminate the importance of external stakeholder communication. Sharing working group achievements, challenges, and knowledge with external entities amplifies the project's impact, enhances relevance, and cultivates a network of supporters.

### Leveraging Survey Insights for External Stakeholder Communication:

- **Structured Reporting:** Survey feedback accentuates the significance of structured reporting mechanisms. Our approach implements regular reports that distil working group activities, outcomes, and potential areas for collaboration. (Further defined in the **deliverable D3.2**)
- **Engagement-oriented Content:** Survey results underscore the value of engagement-oriented content. Our approach crafts content tailored to external stakeholders, highlighting how their involvement contributes to the more significant collaborative endeavour.
- **Stakeholder Engagement Events:** Survey respondents emphasised the power of stakeholder engagement events. Our methodology proposes events where external partners interact with working group members, fostering a dynamic exchange of insights and mutual understanding.

### Collaboration Framework in Working Groups

The collaboration within our Working groups is presented in this document, featuring insights gathered from Survey T2.1 and Workshop Reports. These components come together to create a comprehensive depiction of effective collaboration dynamics.

Survey T2.1 served as a spotlight, shedding light on the preferences and perspectives of our participants. This invaluable data demonstrated that successful collaboration relies on a shared vision, clear communication, and a collective commitment to overarching goals. The survey revealed the significance of a structured approach, enabling members to direct their expertise toward common objectives. Furthermore, it emphasised the pivotal role of active participation.

Reports from the workshops injected a dynamic dimension into the collaboration narrative. The exchange of ideas, experiences, and challenges nurtured an open discussion environment. It became evident that diversity in expertise fosters innovation, as varying viewpoints spark novel ideas and approaches. Participants stressed the importance of a collaborative framework that accommodates hybrid interactions, striking a balance between in-person meetings and virtual engagements. This insight seamlessly complemented the survey data, reinforcing that consistent and diverse engagement amplifies collaboration.

Both the survey and workshop discussions converged on the importance of effective communication. Transparent knowledge sharing, facilitated through various channels such as meetings, conferences, and webinars, emerged as the lifeblood of collaboration. The survey underscored the need for streamlined information flow, while workshop discussions offered practical strategies to achieve this goal.

### 1.3.4. Conclusion

The survey results serve as a compass, guiding our approach to communication within and beyond working groups. By leveraging these insights, we weave a tapestry of communication strategies that connect participants, foster collaboration, and amplify impact. As we embark on this collaborative journey, we remain dedicated to the principles of effective communication, ensuring that our efforts are heard and resonate as a symphony of progress across industries and beyond.

Integrating the findings from both the survey and workshops into our Working group collaboration strategy translates into an approach where each piece of information - whether derived from the survey's data points or the workshop's insights - contributes to the harmonious progression of collaboration, resulting in collective growth and achievement.

## 1.4. Groups Pilot

This section provides a formalised methodology with practical examples of how to pilot and run the working group to work on the skills intelligence in the PfS ecosystem. The following topics are covered:

- Planning and start of the iterations/work plan;
- Implementation of the work plan, production of outputs;
- Periodic assessment and review;
- Follow-up and new iterations.

Working group pilot is a process where various individuals are gathered to work on the activities (services) connected to the PfS objectives, mainly in the skills intelligence and agenda.

### 1.4.1. Methodology

The previously chosen approach in the ASA can be divided into the following steps:

- 1) **A Working Group (WG) is initiated**, approved and established based on the section 1.3.1.
- 2) **Planning and start of the iterations/work plan**: Each working group needs to define a work plan for a certain period and then start the implementation (this is a partition and detailed plan of the original work plan, defined during the WG initiation). The agile approach is recommended: Each WG focuses on its selected activities (services) in skills intelligence and follows the same methodology to allow merge and comparison of the results.
  - a. **Development of the working plan for the next iteration**: a plan defining the scope of the actions which will be achieved with smaller goals and deliverables. Establishing cross-partnership and cross-working group cooperation is recommended to share best practices. WG then continues to execute the iteration (see the next point).
  - b. **Working on the Skills Intelligence**: implementing and executing the selected and defined activities (services) by, e.g., gathering demand and/or offer or using **ASA tools**, such as an EU-wide database of skills and training offer, or best practice sharing tool (see **chapter 2** for the complete list of activities and services). Iteration can be understood as a Sprint concept known from the Agile Framework – see **chapter 1.4.2** for example execution.
- 3) **Networking** and sharing best practices among stakeholders interested in the same topics.
- 4) **Sharing of results**: of the iteration to the ecosystem and ASA partnership as well as externally, e.g. to the relevant projects (such as DRIVES, ALBATTs and other company, regional, national, and European level) – results are reported for dissemination purposes back to Topic Committee as well.
- 5) **Evaluation and Assessment**: evaluation, rehearsal, and assessment of the performance during the iteration and continuation with the new iteration (see point 1).

### 1.4.2. Example Iteration Execution (Sprint)

Working groups work by Agile approach – a set of Sprints as recommended.

- The working group defines the topic for the sprint
  - o based on the maturity of the group and the topic;
  - o the group should work on activities/services
  - o the work will be checked and monitored by the Topic Leadership **bimonthly minimum (with the overall objectives of the ASA)**;
  - o definition of measurable KPIs (linked to main or proposed new ones) and what the group wants to achieve within the given period.
- Working groups are organising meetings based on their needs and current status.

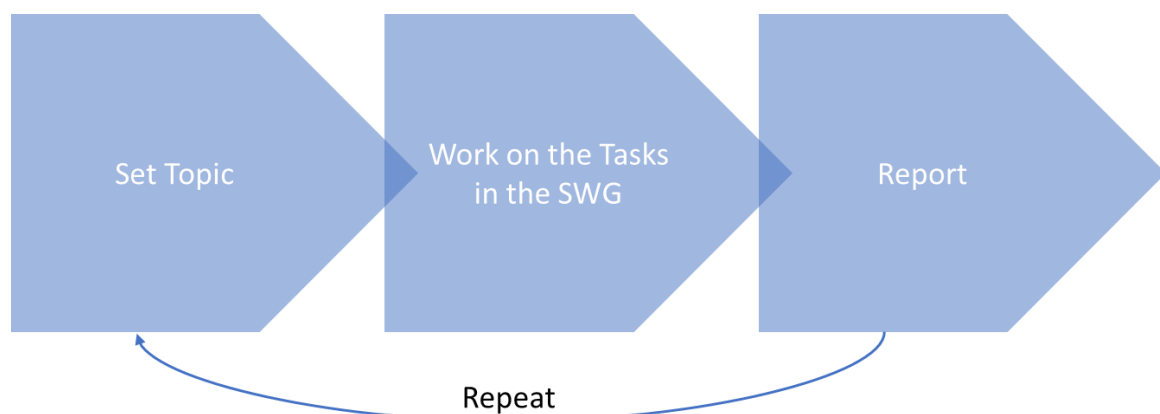


FIGURE 4: AGILE SPRINTS

## 2. Activities, Outputs, and Services

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This section describes how to define and measure activities, outputs, and services in the ASA and generally in the PfS ecosystem. It also provides abstracts and roles of the services, which will be elaborated in Deliverable D3.2.

### 2.1. Service/Activity Types

This section defines core and other types of services for the Large-scale partnerships under the PfS:

1. Networking & Collaboration
2. Conference/s and Events
3. Funding Acquisition
4. Skills Analysis and Skills Needs
5. Talent and Skills Matching
6. Job Role Definition and Update
7. Training Creation (Curriculum)
8. Exams, Pilot of the Course
9. Mutual Recognition of The Learning and Certification
10. Database of Training Courses and Skills Concepts

## 2.2. Methodology to Define Service Criteria

The ASA structure defines working groups with different services that the working groups can establish for the automotive sector.

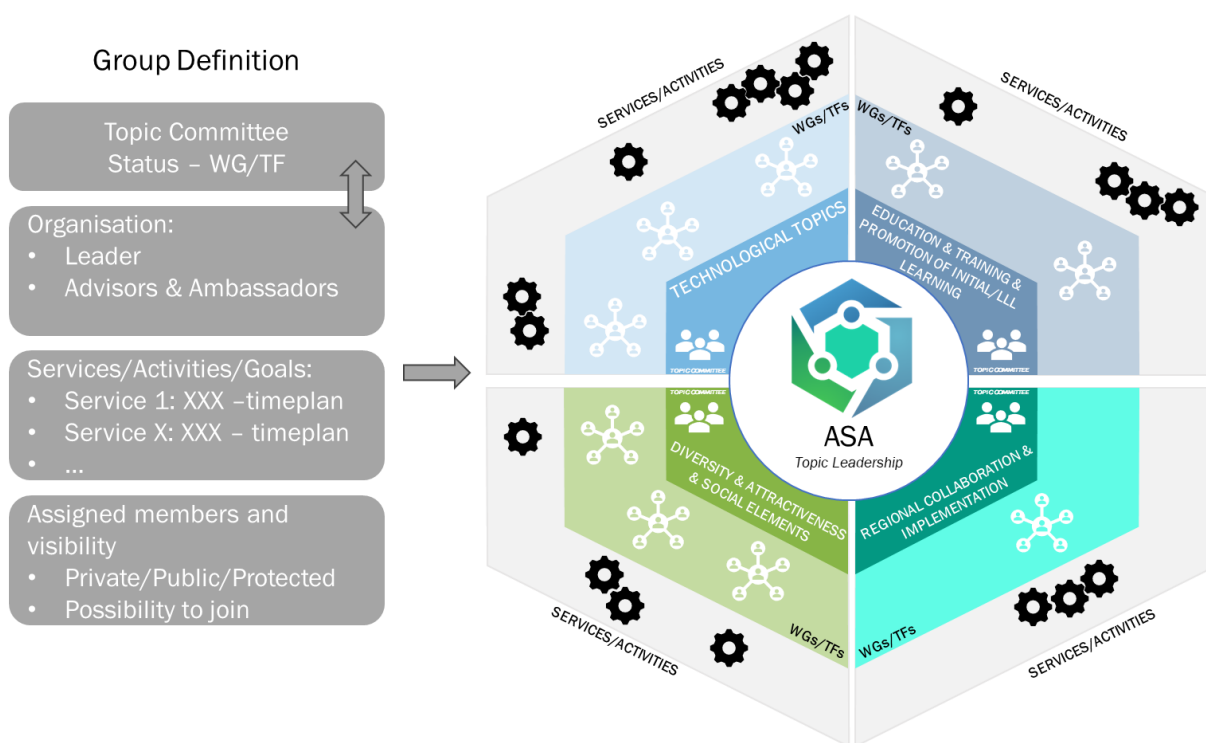


FIGURE 5: GROUP DEFINITION WITHIN THE WHOLE STRUCTURE

The figure below shows a list of services (which are non-exhaustive), and in this document, we describe the service for the examination and certification. Each service model (e.g. certification services) will be described using the same approach.



FIGURE 6: LIST OF SERVICES

Each service description includes:

- Abstract and description
- Role definition
- A list of criteria to be considered by the working groups when establishing service cooperation with a certifier:
  - **Red:** Criteria to be provided as a minimum. If they do not exist, the ASA cooperation would be rejected. (**SHALL Criteria - mandatory**)
  - **Orange:** The criteria are recommended but are not mandatory to establish a certifier cooperation service with ASA. (**SHOULD Criteria - recommended**)
  - **Green:** These criteria are optional. However, they are seen to increase the value of an exam and certification service. (**OPTIONAL Criteria - optional**)
- Process Model
- List of Typical Interfaces
- List of Typical Work Products

Note: The work products are described as a framework and can be extended or more detailed when establishing the concrete service model.

### 2.2.1. Service Modelling Approach for Partnerships

Based on the working group initiative, the working group template (**ANNEX B**) must be filled and submitted to the respective topic leadership and committee for evaluation (where leadership decides with recommendations from the committee). As described in the **section 1.2**.

This template application contains an explanation by the WG initiators of how they fulfil criteria and all other information about the planned WG in the context of the template:

- If a RED (SHALL) criterion is violated, the application will be rejected.
- The ORANGE (Should) criteria and the GREEN (Optional) criteria do not hinder the acceptance of an application.
- A scale of Yes/No evaluates each criterion – additional suggestion or request for change may be provided.

### 2.2.2. Typical Interfaces and Work Products in the Service Model

The picture below describes a typical workflow with work steps of different roles, and the green-marked work steps represent interfaces with the ASA WG. Each service model will provide such a workflow.

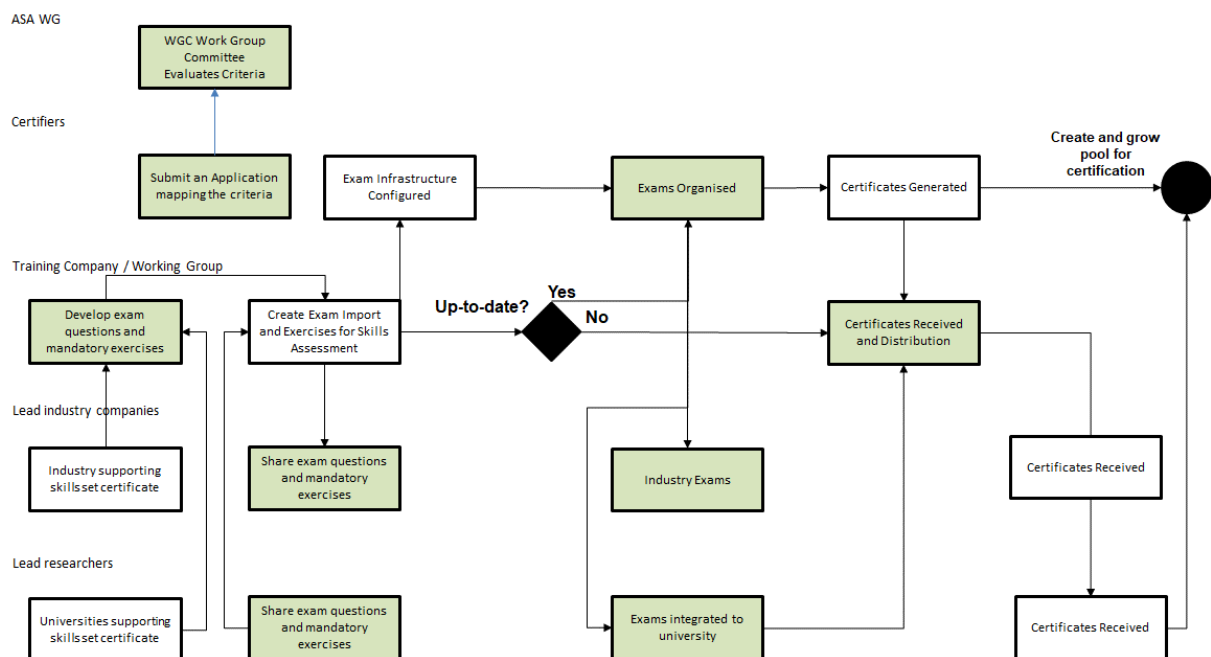


FIGURE 7: EXAMPLE PROCESS MODEL USING BPMN

Due to these interfaces, the ASA WG can be actively involved in specific activities. The WG is responsible for refining the concrete work products and steps in a memorandum of agreement letter with the partners providing the service model.

#### List of typical activities:

Each service model lists the corresponding activities per role, which interface ASA.

#### List of typical work products:



Each service model lists typical work products and outcomes.

## 2.3. List of Defined Services

This section provides a list of defined services on the overall level. Each service contains a general description together with roles defined. An in-depth description and definition of the services are provided in the deliverable D3.2 of the project, where concrete criteria and modelling are done so other PfS ecosystems can replicate it.

### 2.3.1. Networking and Collaboration

Service involves linking various sectoral stakeholders and finding cooperation, mainly in the skills agenda. This service may be represented by other services in this list, such as conferences, etc. The main goals of this service are to enlarge the partnership, offer all other services to the potential member and achieve the PfS objectives; outputs of the networking and collaboration may serve the ecosystem as a tangible item. One result may be, for example, the Memorandum of Understanding or other agreement on specific actions:

Role	Activities
ASA	<ul style="list-style-type: none"> <li>Does the networking and collaboration</li> <li>May link various stakeholders together</li> <li>Disseminates about the networking</li> <li>Facilitates the formation of new possible WG/s or Task Force/s</li> <li>Accepts/Rejects and confirms the use of the ASA logo</li> </ul>
Networked entity/s	<ul style="list-style-type: none"> <li>Does the networking and collaboration</li> <li>May link entities from its network</li> <li>Communicate with ASA on the possible collaboration</li> <li>May participate in the possibly newly formed WG/s or Task Force/s</li> <li>May disseminate about the networking</li> </ul>

### 2.3.2. Conferences and Events

The Automotive Skills Alliance will establish cooperation with existing conference organisers who plan to work together with ASA and provide knowledge exchange and networking opportunities. The subsequent deliverable will create a more detailed process model with highlighted activities interfacing with ASA. ASA evaluates suitable conferences that can provide what is necessary. This detailed process model, which will be done in deliverable 3.2, will serve as an overview of all partners and assigned activities and makes interdependencies as well as interfaces to ASA visible.

Activities that are interfacing with ASA and will be highlighted in the process model of the subsequent deliverable include, for instance:

Role	Activities
ASA TC	<ul style="list-style-type: none"> <li>TC evaluates suitable conferences and organisers based on criteria</li> <li>TC accepts or rejects and provides confirmation to use the ASA logo</li> <li>TC establishes a partnership with suitable conference organisers</li> </ul>
Conference Organisers	<ul style="list-style-type: none"> <li>Create Thematic Topic Communities</li> </ul>

	<ul style="list-style-type: none"> <li>• Create Publications (SPRINGER etc.)</li> <li>• Creates a network of industry and research</li> <li>• Submit an application mapping the criteria</li> </ul>
Workshop Leader	<ul style="list-style-type: none"> <li>• Provide workshop committee lead.</li> </ul>
Lead industry companies	<ul style="list-style-type: none"> <li>• Share best practices and problems.</li> </ul>
Lead researchers	<ul style="list-style-type: none"> <li>• Share research results and case studies</li> </ul>

Each role is integral to ensuring that the conference cooperation works as intended. ASA specifically evaluates conferences and organisers to establish a partnership with suitable conference organisers. This will provide ASA with the appropriate partners and a complete process model to work effectively for the conference cooperation process.

### Study Visits

Services revolve around the organisation of the study visits, which are events where PfS members or other stakeholders join the study visit organised by ASA or ASA members. Study visit connects various companies and other stakeholders by visiting companies or having other study programmes; this also improves the skills and competence of the participants:

Role	Activities
ASA	<ul style="list-style-type: none"> <li>• Evaluates suitable study visit proposals</li> <li>• May organise or support the study visit initiation</li> <li>• May be involved in the organisation</li> <li>• It is an umbrella above the event, promotes and disseminates</li> <li>• May link various initiatives and members, participants</li> </ul>
Event Organiser	<ul style="list-style-type: none"> <li>• Responsible for agenda creation and organisation of the event</li> <li>• Facilitates the venue and other aspects of the programme</li> </ul>
ASA Members	<ul style="list-style-type: none"> <li>• May join the organisation's efforts</li> <li>• May attend as participants</li> </ul>

### 2.3.3. Funding Acquisition

Service revolves around linking PfS to various funding opportunities and information provision. Another part of the service is the initiation of collective action on the submission of project applications for funding and linking possible partnerships together, all in line with the PfS objectives, mainly related to the skills agenda:

Role	Activities
ASA	<ul style="list-style-type: none"> <li>• Evaluate a submission against criteria and provide a rating of the criteria.</li> <li>• Accepts/Rejects and confirms the use of the ASA logo</li> <li>• Links various members for establishing partnerships</li> </ul>

	<ul style="list-style-type: none"> <li>Supports in terms of know-how provision</li> </ul>
Leader of the submission	<ul style="list-style-type: none"> <li>Communicates with the partnerships.</li> <li>Leads the proposal submission.</li> </ul>
ASA Members	<ul style="list-style-type: none"> <li>Joins the effort and helps with the submission</li> </ul>

### 2.3.4. Skills Analysis and Skills Needs

Services revolve around executing the skills analysis or other related work on the skills intelligence – this may include analysing the sector on the current needs and providing the skills intelligence to the sector or PfS. Skills intelligence may be gathered by organisation of webinars, surveys, or executing exhaustive desk research. These results may result in a structured report that the ecosystem may use:

Role	Activities
ASA	<ul style="list-style-type: none"> <li>May be a part of the analysis</li> <li>May provide know-how, data, or link relevant sources or entities</li> <li>May promote and disseminate the results of the analysis</li> </ul>
Analysis initiator	<ul style="list-style-type: none"> <li>Responsible for the analysis execution</li> <li>May involve other members of the PfS or externals</li> </ul>
ASA Members	<ul style="list-style-type: none"> <li>May join the efforts</li> </ul>
External entities	<ul style="list-style-type: none"> <li>May be involved on demand, such as companies, training providers, and/or others (via webinars, surveys, or to contribute the desk research)</li> </ul>

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### 2.3.5. Talent and Skills Matching

Services revolve around matching relevant talent and skills to the needs. This may be providing specialised equipment or linking relevant experts and learning/teaching opportunities to the stakeholders in need.

Role	Activities
ASA	<ul style="list-style-type: none"> <li>May provide know-how, data, or link relevant sources or entities</li> <li>May promote and disseminate the results of the matching</li> </ul>
Involved Experts	<ul style="list-style-type: none"> <li>Is contacted to provide expertise</li> <li>May involve other experts</li> </ul>
ASA Members	<ul style="list-style-type: none"> <li>May join the efforts</li> </ul>
Companies	<ul style="list-style-type: none"> <li>May provide experts, equipment or learning/teaching opportunities</li> <li>May use the matching for its employees</li> </ul>

### 2.3.6. Job Role Definition and Update

In the ASA Service Cooperation for Job Role Definition and Update, the Automotive Skills Alliance will establish cooperation with partners involved in skill set definition and update and those who plan to work with ASA on this

topic. The subsequent deliverable will create a more detailed process model with highlighted activities interfacing with ASA. ASA evaluates suitable partners who work on skill set development. This detailed process model, done in deliverable 3.2, will serve as an overview of all partners and assigned activities and make interdependencies and interfaces to ASA visible.

Activities that are interfacing with ASA and will be highlighted in the process model of the subsequent deliverable include, for instance:

Role	Activities
ASA TC	<ul style="list-style-type: none"> <li>• TC evaluates potential partners based on the criteria</li> <li>• TC accepts or rejects and provides confirmation to use the ASA logo</li> <li>• TC establishes partnerships with suitable partners</li> </ul>
Partner in skill set and training development	<ul style="list-style-type: none"> <li>• Forming a Job Role Team</li> <li>• Regular events/actions / Update</li> <li>• Submit an application mapping the criteria</li> </ul>
Trainers for future skills	<ul style="list-style-type: none"> <li>• Collecting information from research &amp; industry</li> <li>• Develop Skill Set Materials in Working Groups</li> </ul>
Lead industry companies	<ul style="list-style-type: none"> <li>• Network with research – get to know models of research</li> <li>• Share best practices and problems</li> <li>• Adequately trained staff / Upskilled &amp; Re-skilled Workers</li> </ul>
Lead researchers	<ul style="list-style-type: none"> <li>• Network with industry – get to know the needs of the industry</li> <li>• Share Research Results/ Papers</li> </ul>

Each role is integral to ensuring that the skill set development cooperation process works. ASA specifically evaluates potential partners to work with and establishes partnerships. This will provide ASA with the appropriate partners and a complete process model for the skill set development cooperation process.

### 2.3.7. Training Creation and Update

In the ASA Service Cooperation for Training Development and update, the Automotive Skills Alliance will establish cooperation with partners involved in training development and who plan to work with ASA on this topic. The subsequent deliverable will create a more detailed process model with highlighted activities interfacing with ASA. ASA evaluates suitable partners who work on training development. This detailed process model, which will be done in deliverable 3.2, will serve as an overview of all partners and assigned activities and make interdependencies and interfaces to ASA visible.

Activities that are interfacing with ASA and will be highlighted in the process model of the subsequent deliverable include, for instance:

Role	Activities
ASA TC	<ul style="list-style-type: none"> <li>• TC evaluates potential partners based on the criteria</li> <li>• TC accepts or rejects and provides confirmation to use the ASA logo</li> <li>• TC establishes partnerships with suitable partners</li> </ul>

Partner in skill set and training development	<ul style="list-style-type: none"> <li>Forming a Training Development Team</li> <li>Regular events/actions / Update courses</li> <li>Submit an application mapping the criteria</li> </ul>
Trainers for future skills	<ul style="list-style-type: none"> <li>Collecting information from research &amp; industry</li> <li>Develop course materials in Working Groups.</li> </ul>
Lead industry companies	<ul style="list-style-type: none"> <li>Network with research – get to know models of research</li> <li>Share best practices and problems</li> <li>Adequately trained staff / Upskilled &amp; Re-skilled Workers</li> </ul>
Lead researchers	<ul style="list-style-type: none"> <li>Network with industry – get to know the needs of the industry</li> <li>Share Research Results/ Papers</li> </ul>

Each role is integral to ensuring that the training development cooperation process works. ASA specifically evaluates potential partners to work with and establishes partnerships. This will provide ASA with the appropriate partners and a complete process model for the training development cooperation process.

### 2.3.8. Exam, Certification Services, and Pilot of the Course

In the ASA Service Cooperation for Exam and Certification, the Automotive Skills Alliance will cooperate with existing exam and certification providers who plan to work together with ASA and provide certification with an ASA logo. The subsequent deliverable will create a more detailed process model with highlighted activities interfacing with ASA. Potential certifiers must apply and meet the necessary criteria to become a certifier of ASA. This detailed process model, done in deliverable 3.2, will serve as an overview of all partners and assigned activities and make interdependencies and interfaces to ASA visible.

Activities that are interfacing with ASA and will be highlighted in the process model of the subsequent deliverable include, for instance:

Role	Activities
ASA TC	<ul style="list-style-type: none"> <li>TC evaluates a submission against criteria and provides a rating of the criteria</li> <li>TC accepts or rejects and provides confirmation to use the ASA logo</li> <li>TC establishes a partnership with suitable certifiers</li> </ul>
Certifiers	<ul style="list-style-type: none"> <li>Exams organised: Exams can be organised and promoted together with the ASA TC</li> <li>Submit an application mapping the criteria.</li> </ul>
Training Company / Working Group	<ul style="list-style-type: none"> <li>Develop exam questions and mandatory exercises: TC can participate in exam question development or share exam questions with the certifier in case of new job roles set up by the TC can share exam questions to the certifier.</li> <li>Certificates received and distribution</li> <li>Pilots the training</li> </ul>
Lead industry companies	<ul style="list-style-type: none"> <li>Share exam questions and mandatory exercises: TC can participate in exam questions development or share exam questions with the</li> </ul>

	certifier in case of new job roles set up by the TC can share exam questions to the certifier. <ul style="list-style-type: none"> <li>• Industry Exams: Exams can be organised and promoted together with the ASA TC</li> <li>• May pilot the training</li> <li>• May be the tutors</li> </ul>
Lead researchers	<ul style="list-style-type: none"> <li>• Share exam questions and mandatory exercises: TC can participate in exam questions development or share exam questions with the certifier in case of new job roles set up by the TC can share exam questions to the certifier.</li> <li>• Exams integrated into university: Exams can be organised and promoted together with the ASA TC</li> <li>• May be the tutors</li> </ul>

Each role is integral to ensuring that the exam and certification process works. ASA specifically evaluates the certifier's submission against criteria, provides a rating of criteria, accepts or rejects applications and provides confirmation to use the ASA logo. This will ensure that only suitable certifiers may provide certification under ASA, as well as provide ASA with the appropriate partners and a complete process model for the certification and examination process to work seamlessly.

### 2.3.9. Recognition

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Service revolves around providing or using micro-credentials as digital badges for the ASA issues. Resulting in awarding the learners with the recognition proof for their competence. This service also revolves around talent and skills matching by providing the tools and opportunities to find desired training opportunities and to assess skills:

Role	Activities
ASA	<ul style="list-style-type: none"> <li>• Issues the competence recognition (digital badge)</li> <li>• Provides tools to assess and search for the right training opportunity</li> <li>• Provides know-how and technical support for providers and new assessors</li> </ul>
Training Provider	<ul style="list-style-type: none"> <li>• May use ASA tools to issue ASA digital badges to learners</li> <li>• May contribute and support the further development of the system</li> <li>• Promotes the system in the context of the ASA</li> </ul>
Learner	<ul style="list-style-type: none"> <li>• Receives the digital badge</li> <li>• Promotes his competence achievement in the context of the ASA</li> <li>• May find a suitable training</li> </ul>

### 2.3.10. Database of the Training Courses and Skills

Services revolve around contributing to the database of the training courses, skills and job roles, which may be used by the PfS ecosystem or, in the case of ASA, which is represented by the Skills Hub ([Home - Skills Hub \(skills-framework.eu\)](https://skills-framework.eu)). This service results in the provision of up-to-date skills/job role concepts and training offered to the ecosystem:

Role	Activities
ASA	<ul style="list-style-type: none"> <li>• May be a part of the data integration</li> <li>• Hosts the database of the training courses and skills</li> <li>• May support the discussions with possible involved entities</li> </ul>
Contributor	<ul style="list-style-type: none"> <li>• Responsible for the data integration</li> <li>• Responsible for alignment with the used framework</li> </ul>

### 3. Other Aspects of the Collaboration

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Collaboration within ASA is a continuous, evolving process. It's not just about forming groups or executing projects; it's about fostering a culture where innovation is celebrated, ideas are welcomed, and every member feels empowered to contribute to the alliance's growth.

**Idea Incubation:** ASA encourages its members to brainstorm and bring forth new project ideas constantly. These ideas can stem from current industry challenges, emerging technologies, or even market gaps that members identify. ASA ensures that these ideas are nurtured from mere concepts to actionable projects by providing a platform where they can be discussed and refined.

**Cross-Member Collaboration:** ASA promotes interactions between members from diverse backgrounds and expertise. Such interactions often merge different perspectives, resulting in unique project ideas that might not have been conceived in isolation.

**Pilot Projects:** Many projects undergo a pilot phase before a full-fledged rollout. This allows members to test the project's feasibility, gather real-world data, and make necessary adjustments before scaling up.



## ANNEX A: Member Types

The following list considers different member types of the working groups.

### INPUTS

#### Industry/Research

- Update on the latest trends and changing skills needs in a particular area
- Participation in defining reference job roles and skills
- Sharing experience on learning approaches, certification/e-badges(micro-credential) system
- sharing methodologies used for re-skilling workers and supporting individual training paths

#### VET

- Providing inputs to the database of training courses
- Sharing experience on learning approaches, certification/e-badges(micro-credential) system
- Matching current training with "reality" checks provided by industry
- sharing methodologies used for re-skilling workers and supporting individual training paths

#### Social Partners/Public Bodies

- Update on latest trends and changing skills needs within a particular area
- Impact of regulatory policies on skills development
- New education concepts (e.g. continuous life-long learning)
- sharing methodologies used for re-skilling workers and supporting individual training paths

### OUTPUTS

#### Industry/Research

- A clear vision of the trends in the ecosystem concerning the skills agenda
- Regularly updated skills agenda strategy and roadmap for the ecosystem
- The central point of training courses offered towards the ecosystem
- Central point for skills/job roles definitions with joint certification/e-badges(micro-credential) system
- Providing guidance and recommendations based on best practices regarding methodologies used to be shared with regions.

#### VET

- Background to update curricula following the latest trends and learning approaches, e.g. modular approach
- Access to the central point of training courses offered towards the ecosystem
- Central point for skills/job roles definitions with joint certification/e-badges(micro-credential) system
- Mutual recognition of EU-wide accepted certification/e-badges(micro-credential) system.

We are providing guidance and recommendations based on best practices regarding methodologies used to be shared with regions.

**Social Partners/Public Bodies**

Wider use of central point for skills/job roles definitions with joint certification/e-badges(micro-credential) and central point of training courses system concerning individual learning path

Better targeting national and regional skills projects

Providing guidance and recommendations based on best practices regarding methodologies used to be shared with regions.

## ANNEX B: Working Group Initiation Application

- 1) Name:
- 2) Topic Committee:
- 3) Status: *Permanent (Working Group)/Temporary (Task Force)*
  - a. Timeplan:

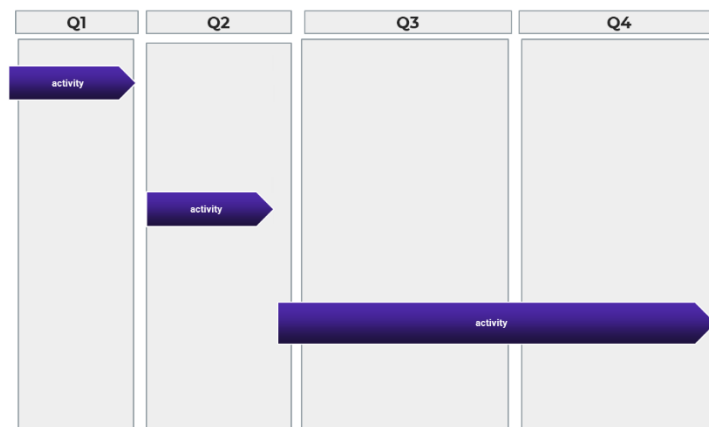


FIGURE 8: TIMELINE EXAMPLE

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- 4) Focus, Goals, and Mission:
- 5) Organisation:
  - a. Leader:
  - b. Tandem Leader or Co-leader:
  - c. Advisors:
  - d. Ambassadors:
- 6) Activities (or Services):
  - a. <activity x – with RYG status and description>
- 7) Assigned ASA Members or other Members:
- 8) Visibility: *Public/Private/Protected*
- 9) Possibility to Join WG:

## ANNEX C : Example on Previous ASA Methodology Implementation

Following annex contains the example experience of previous implementation within the ASA framework.

### 3.1. Practical Examples on ASA Groups Initiation (document edited by APTE)

Study case: SIITME – IEEE International Symposium for Design and Technology in Electronic Packaging Organized by APTE (Association for Promoting Electronics Technology)

SIITME, Romania's leading electronics event, is renowned for stimulating innovation, collaboration and the exploration of cutting-edge technologies. As a pivotal figure in the electronics industry, the expertise and contributions of those present over time have trajectory of the industry significantly shaped the.

SIITME is synonymous with innovation and development in the realm of electronic packaging. It serves as a vital platform for researchers, engineers, and industry professionals to delve into the latest trends, discoveries, and practices in electronic packaging. Essentially, SIITME facilitates an active exchange of ideas, technologies, and approaches to address the challenges and opportunities within this ever-evolving sector.

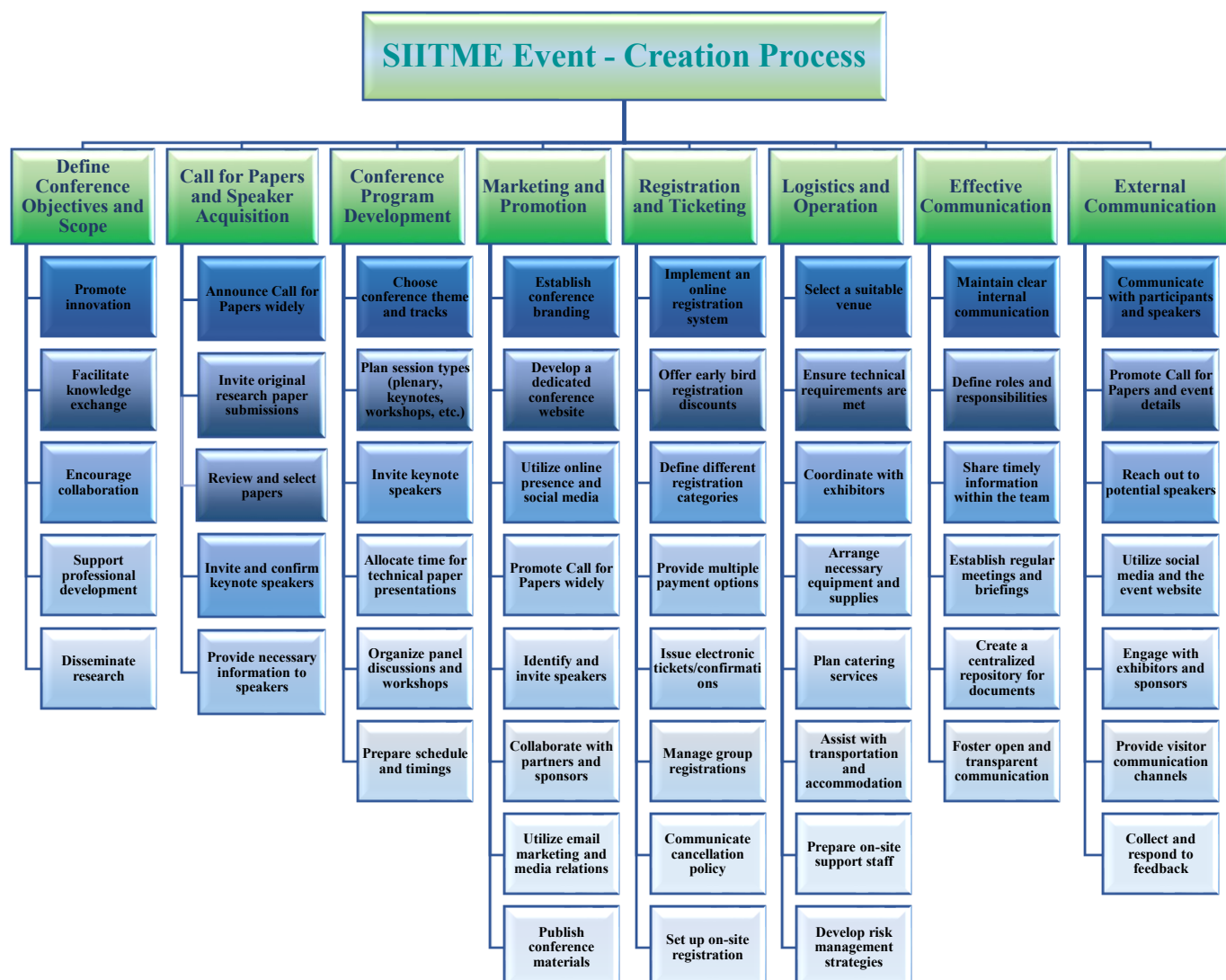
During Conference Program Development, effective communication and coordination among the organising committee, session chairs, presenters, and speakers are crucial. Regular updates, reminders, and clear guidelines ensure that all participants are aware of their roles, responsibilities, and session requirements. The program development aims to create an engaging, informative, and cohesive conference experience that meets the objectives of SIITME – IEEE International Symposium for Design and Technology in Electronic Packaging organised by APTE.

Effective marketing and promotion strategies are crucial for attracting a diverse and engaged audience to SIITME – IEEE International Symposium for Design and Technology in Electronic Packaging. By implementing these strategies, the conference can generate awareness, maximise attendance, and create a buzz within the electronic packaging community.

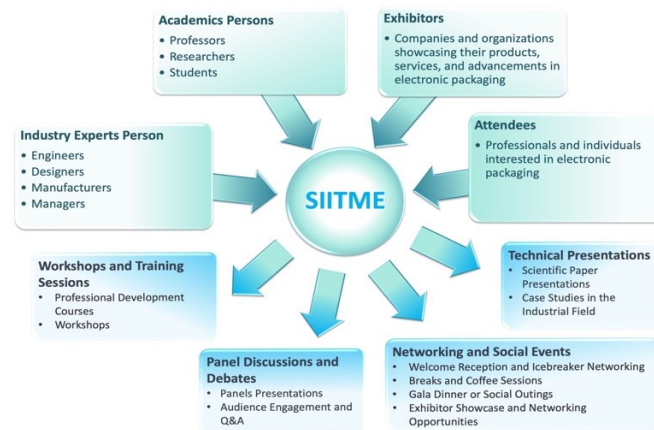
By implementing a streamlined and user-friendly registration and ticketing process, SIITME International Symposium for Design and Technology in Electronic Packaging can ensure a smooth and efficient experience for participants and by effectively managing logistics and operations, SIITME – IEEE International Symposium for Design and Technology in Electronic Packaging can ensure a seamless and enjoyable experience for participants, exhibitors, and speakers. It creates an environment conducive to learning, networking, and collaboration within the electronic packaging community.

Communication both internally and externally, SIITME International Symposium for Design and Technology in Electronic Packaging can enhance collaboration, facilitate information sharing, and create a positive and engaging experience for all stakeholders involved in the event.

The structural methodology of SIITME is illustrated in the following diagram. It's evident that the approach to organising an event of SIITME's magnitude, enriched by nearly three decades of experience, is inherently intricate and continually refined. As showcased during SIITME event, the array of activities and presentations encompasses the full scope of electronic packaging. This encompasses focused sessions on pioneering scientific and technical papers, interactive panel discussions, impactful keynote addresses, immersive hands-on workshops, and comprehensive technology exhibitions.

**Conclusion:**

Organising a successful conference requires careful planning and execution. By determining the conference's purpose, goals, and target audience, selecting a competent organisational group with clear roles and communication channels, developing a comprehensive event schedule, inviting renowned speakers and providing them with necessary support, and implementing an effective marketing strategy, the conference organisers can create a well-structured and engaging event. Clear communication, collaboration, and attention to detail are essential throughout the planning process. With these strategies in place, the conference can attract a diverse audience, deliver valuable content, and foster meaningful connections among participants.



In the scope of FLAMENCO initiative's Work Package 3 (WP3), a comprehensive framework of collaborative mechanisms and tools has been unveiled. Leading this collaborative endeavor is the Definition of Collaborative Structures and Instruments. This pivotal component is exemplified through the detailed Formation Process of Collaborative Groups, which interweaves into the very fabric of cooperation and interaction.

The significance of effective communication comes to light by fostering open conversations, establishing clear avenues of engagement, and propagating communication norms. These efforts lay the groundwork for seamless information and idea exchange within the realm of electronics.

These insights penetrate to the core of FLAMENCO's aspirations, serving as a resounding testament to the limitless potential of collaboration within the initiative. With unwavering confidence, FLAMENCO continues its journey towards its objectives, fortified by the invaluable lessons drawn from the case of SIITME – IEEE International Symposium for Design and Technology in Electronic Packaging. This example stands as a vivid illustration of the profound impact that collective teamwork and shared vision can bring forth.

## 3.2. Practical Examples on ASA Groups Initiation (document edited by APTE)

The study case: TIE (Techniques for Interconnection in Electronics) for WG 3.5

### The Purpose and Importance of the TIE Program in the Electronics Domain

The Techniques for Interconnection in Electronics (TIE) serves not merely as an academic initiative but as an indispensable facilitator in the dynamic evolution of Romania's electronics industry. The program acts as an essential bridge between theoretical frameworks and industrial practices, providing students with actionable and relevant training through educational modules that are tightly aligned with industrial requisites.

TIE, an acronym for Techniques for Interconnection in Electronics, is a unique initiative that synergises academia and industry to form the next generation of experts in electronic technology. Spearheaded by the esteemed Professor Dr. Paul Svasta, this project has succeeded in constructing a robust linkage between academic theory and industrial practice, thereby fostering an ecosystem in which innovation and collaboration thrive.

Three decades ago, the germinal idea for the TIE program was conceived at the Polytechnic University of Bucharest. The revolutionary concept was to immerse students in direct contact with industrial realities and challenges within a higher educational environment.



The subsequent divisions of TIE— namely TIE Plus, TIE M, and TIE M Plus—serve to reinforce and extend the program's initial vision, each with a well-defined focus. TIE Plus concentrates on more complex and advanced aspects such as Signal Integrity and Power Integrity, offering students a learning and experimentation environment with state-of-the-art technologies. Within this program, students have the opportunity to collaborate with and learn from top industry experts, thereby deepening their knowledge and developing competencies that enable them to address the dynamic challenges of the electronics industry.

In the subsequent hierarchical section of this documentation, we shall disseminate carefully collated images and data points, chronicling key milestones from both past and present TIE events. These visual datasets serve not only as a historiographic log of the program's sustained impact on the electronic engineering ecosystem but also offer analytical insight into its progressive evolution, technology adoption, and industry-academia collaborations:



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#### The Role and Relevance of the TIE Program in the Context of SIITME: A Technological Perspective.

In the dynamically evolving sphere of electronic systems engineering, where disruptive innovation is not merely an attribute but a prerequisite, the Technology and Innovation in Electronics (TIE) Program embedded within the framework of SIITME 2023 (IEEE International Symposium for Design and Technology in Electronic Packaging).

TIE aspires to propel electronic engineers, researchers, and aspiring technologists to venture into the realm of technological. The program acts as an innovation incubator, synergistically amalgamating theoretical frameworks with tangible industrial practices. It functions as a transformational pipeline, metamorphosing conceptual ideation into practicable prototypes and next-gen electronic hardware and software solutions.

TIE's imprint is deeply etched into the multi-faceted contours of the electronics discipline as situated within the SIITME 2023 symposium:

**Emerging Talent Cultivation:** TIE provides an unparalleled podium for novice researchers and early-stage professionals to exhibit their scholarly work;

**Interdisciplinary Resonance:** The contemporary landscape of electronics is inherently cross-disciplinary, compelling insights from materials science, computer science, systems engineering, among others. TIE serves as a confluence point for these interdisciplinary interactions;

**Industry-Academia Synergy:** The program has earned its stripes as an innovation fulcrum in the industrial ecosystem. It functions as a bidirectional interface where academic rigor and industrial pragmatism intersect, thus catalysing translational research end eaves;

**Knowledge Capitalisation:** Each scholarly and industrial contribution to TIE augments a growing reservoir of technological intelligence. This curated information repository becomes an invaluable asset for future research and current problem-solving in the electronic systems sector.

*Within the broader context of SIITME, TIE symbolises the harmonic interplay between scholarly inquiry, and pragmatic engineering.*