



IO1 Testing with Stakeholders

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Descriptive analysis of

QUANTITATIVE DATA



THE IO1 FEEDBACK QUESTIONNAIRE – QUANTITATIVE PART

About the Questionnaire

The first part of the IO1 Testing Questionnaire that was administered to a group of stakeholders was composed by 12 questions, of which:

- the first three were about the respondents and allowed to collect data about their background and experience;
- the other 9 were directly related to the review of the Business Case.

The following paragraphs analyse the results and compare them to the initial objectives set in the ONE Meeting Project proposal.

The survey received 22 responses (the target was set at 12). One of the responses was invalid, hence we have a dataset of **21 valid responses** and only them will be taken into account in the following paragraphs.

PARTICIPANTS

Position, role, and work experience

More than half of the respondents (12 in total) have a 7+ years experience in cross-institutional projects, some of them (6) have a 3-to-6 years experience and only 3 have less than 2 years of experience.

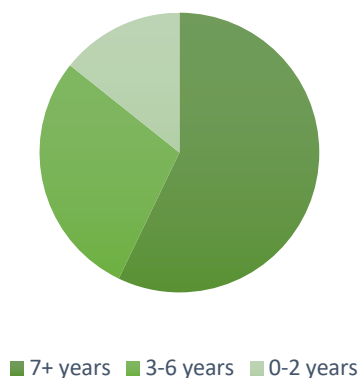


Figure 1 - Respondents' experience in cross-institutional projects in years

The following table shows the kind of role they cover in the Erasmus+ classification by years of experience.

Which role in cross-institutional projects would you most likely assign yourself to?	0-2 years	3-6 years	7+ years	Total Result
Manager	1	1	7	9
Teacher/Trainer/Researcher/Youth worker	2	5	5	12

Table 1 - Total experience grouped by role covered

The majority of respondents is in the “Teacher/Trainer/Researcher/Youth worker” category but based on the open answers they gave to the initial question we know that 3 of them specifically describe themselves as university professors, the others either as project managers/officers (4), two as EU project specialists, one as “Responsible of a small (5 persons) research team”, and one as “Project coordinator”.

Among those that classify themselves as “managers” we have at least one Head of a Research Institute. The other respondents either describe themselves as EU project managers, (vice) directors, or as specialists.

As it is also quite clear from Table 1, the “Managers” almost totally had long-term experience with cross-institutional projects, while “Teacher/Trainer/Researcher/Youth worker” were more evenly distributed across mid-term and long-term. Respondents with lesser experience are present in both subgroups as minorities.

This classification of respondents by role will be used as a basis for the following analysis.

FEEDBACK ON THE BUSINESS CASE GUIDE

Usefulness, relevance, potential and overall impact

The “**Business Case for ONE Meeting Projects in Europe**” was reviewed along different axes that were initially defined in the project proposal. We chose to ask simple single-choice questions about most of them, but recurred to a specific tool to evaluate the overall level of enthusiasm raised in reviewers.

The main **indicators** defined at the proposal level and the related targets (in parentheses) were:

1. users who find the resource to be useful/very useful and relevant/very relevant (90%)
2. users who consider the resource as capable of making a significant contribution to improving knowledge and attitudes and skills in relation to digital/managerial competences (90%)
3. users who consider the resource as a significant contribution to improving knowledge and attitudes and skills in relation to more productive virtual transnational collaboration (80%)
4. users who consider the resource capable of making significant change in their own transnational project design and implementation (90%)
5. users who say they would recommend to a colleague or professional contact (80%)
6. users who are in decision making roles in Higher Education organisations and intend to use the resources in the short term (70%)
7. Project Managers who intend to adapt their EU project delivery in their own organisations (70%)
8. Project Managers who would recommend the Outputs to a colleague in a similar position (90%)

Indicator 1 - Usefulness & Relevance

Positive result

The first indicator results from two separate questions. This allows us to represent answers in a matrix with usefulness and relevance as the two main axes, as shown in Table 2.

Indicator 1	Relevant 😊	Very relevant 😄	Total
Useful 😊	2 (9%)	1 (5%)	3 (14%)
Very useful 😄	1 (5%)	17 (81%)	18 (86%)
Total	3 (14%)	18 (86%)	

Table 2 - The usefulness/relevance matrix for Indicator 1

Since the target was to have 90% accordance on useful/very useful and relevant/very relevant, the actual result of 100% for both is more informative if we look at the fact that **the two variables were most of the time evaluated at the same level** (only 2 people varied the attributed level across answers).

Indicator 2 – Impact on Managerial and Digital Competences

Improvable result

The second indicator received more varied answers, as shown in the following graph (Figure 2).

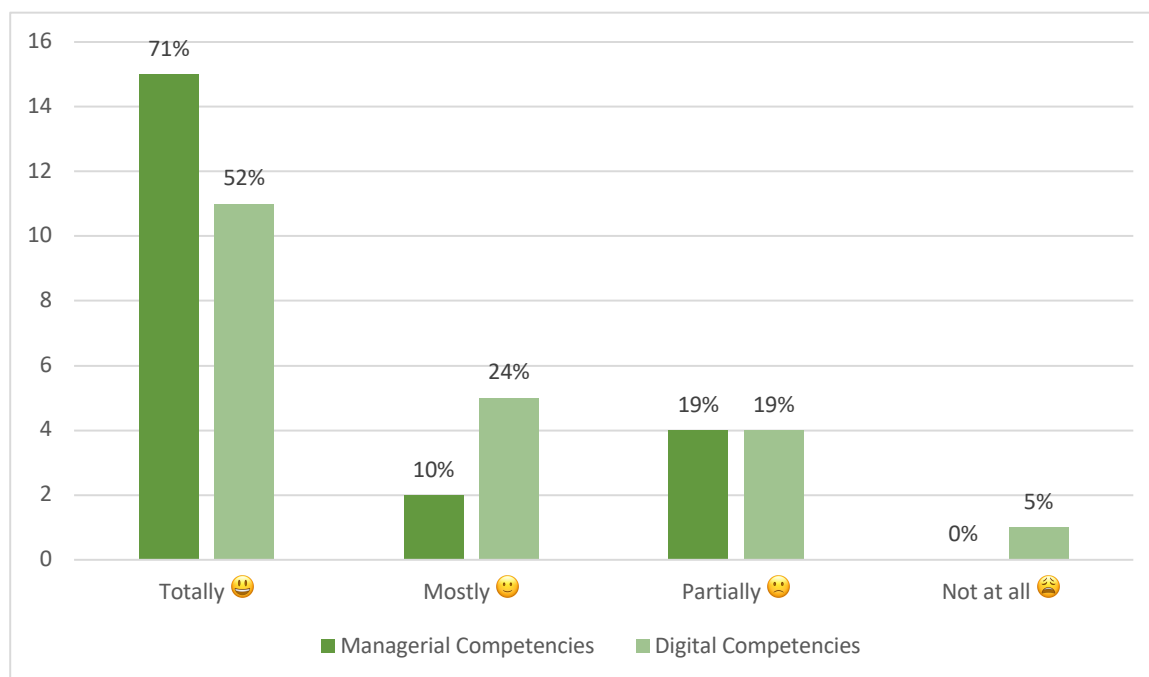


Figure 2 - A column chart representing the expected impact on Managerial and Digital Competencies (Indicator 2)

As can be seen in the chart, the target of 90% was not reached in either variable. The impact on Managerial Competencies raised better expectations (81% of the respondents think that the document will at least “mostly have an impact” on this area) while impact on Digital Competencies is less expectable. This makes sense considering the

nature of the document, and this specific variable will be useful especially in comparison with feedback on the other IOs.

If we look at the data in the perspective of the two categories the respondents fall into, we can see that the reception was better in the Managers group, as the Teacher/Trainer/Researcher/Youth worker group reported the 4 “Partially” answers about Managerial Competencies seen in the above graph. As it seems reasonable, the respondents who have longer experience in the management of collaborative projects are also those who consider the document to be only partially impacting on their Managerial Competencies (3 out of 4 of these judgements come from this group).

Indicator 3 – Impact on Virtual Transnational Collaboration

Positive result

The potential to improve knowledge and attitudes and skills in relation to more productive Virtual Transnational Collaboration was generally evaluated in a positive way, with 76% of respondents saying it would “totally” make a significant contribution and 19% settling for “mostly”. Since the target score was 80%, we can say this aspect was satisfying. Again, we can look at this indicator in the perspective of what people with different roles and levels of experience have expressed. The following bar chart shows the distribution across the two respondent groups, revealing that Managers were the most satisfied ones.

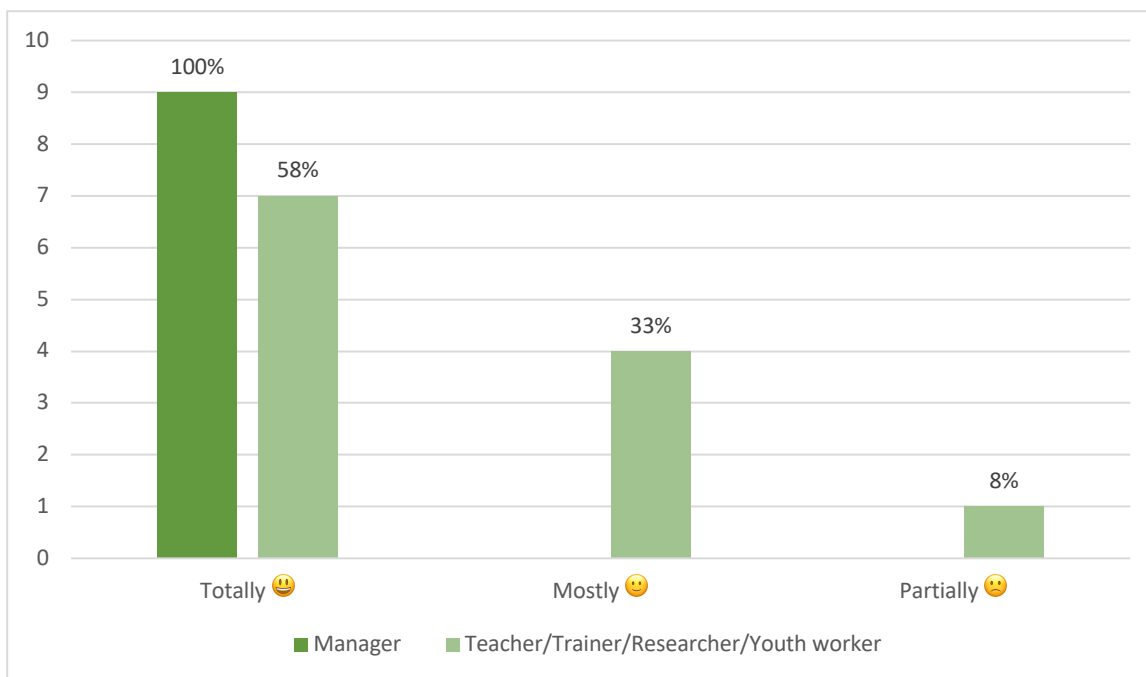


Figure 3 - A bar chart representing Indicator 3 by category of respondent

Also in this case the less positive evaluations tended to come from the most experienced respondents.

Indicator 4 – Impact on Transnational Project Design and Implementation

Positive result, with room for improvement

Respondents who considered the Business Case “totally” to be able to make a significant change in their own transnational project design and implementation were 13 (62% of the total) which summed up with the 6 (29%) according to whom it is “mostly” able. Since the target was 90%, we can consider this indicator as reached, albeit the

success is a bit less marked compared to the previous indicator. Again, less positive evaluations tended to come from respondents with higher degrees of experience. The less positive reviews came again from Teachers/Trainers, as can be seen in the following chart. The difference here is that managers were less enthusiastic and almost evenly distributed their answers between “totally” and “mostly”.

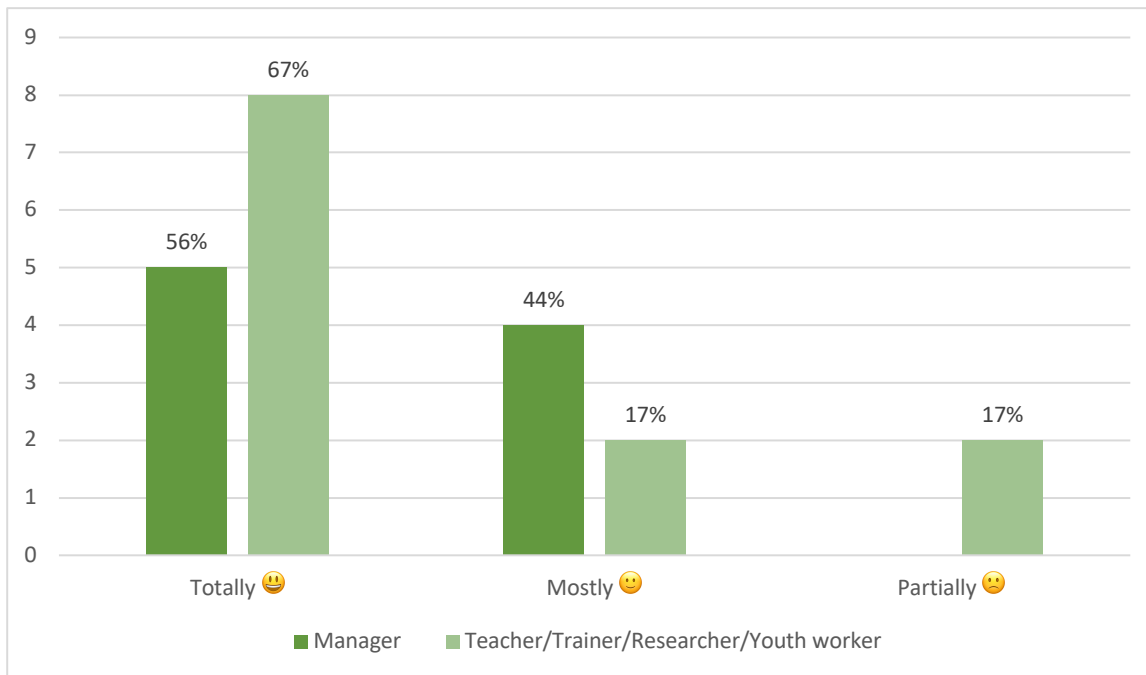


Figure 4 - A bar chart representing Indicator 4 by category of respondent

Indicator 5 – Willingness to recommend to a colleague or professional contact

Positive result

The analysis of the responses to this indicator are based on the use of the Net Promoter Score (NPS) tool (Reichheld, 2003). This tool is specifically designed to detect, using a simple ten-levels scale, the number of Promoters, Detractors and Neutral users of a specific product. Respondents are assigned to each group based on their answer, following these rules

- If the answer is 10 or 9, the respondent is a **Promoter**
- If the answer is 8 or 7, the respondent is **Neutral**
- If the answer is 6 or lower, the respondent is a **Detractor**

The NPS value is calculated as the difference between the percentage of Promoters **minus** the percentage of Detractors. It can hence span from +100 (in case all respondents are Promoters) to -100 (in case all respondents are Detractors).

The distribution in our group of respondents is represented in the following chart.

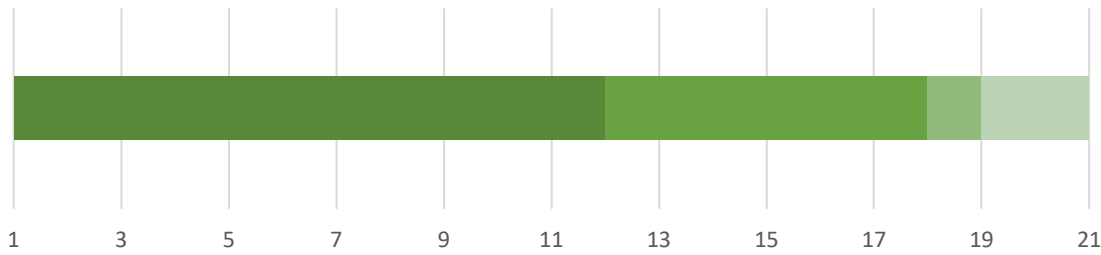


Figure 5 - Distribution of Promoters, Neutral Users and Detractors in the respondents group

The data represented in the above chart accounts for a +86 NPS, which is generally seen as a success in terms of product reception. Respondents only belong to the Promoters group, with some of them (3 in total) being Neutral.

Indicator 6 – Willingness to use IO1 by decision makers

Positive result, with room for improvement

All but 3 respondents are in charge of some decision making, and those 3 people are distributed across the low- and middle-experience groups. The other 18 respondents “mostly” (39%) or “totally” (56%) agreed with the idea that they could adopt a tool such as the Business Case Guide in their institutions and projects. This 94% positive score is well beyond the target of 70%, but looking more closely at the data we can see how respondents reacted in relation to their role. They were distributed unevenly across the two main user groups of Managers and Teachers/Trainers, as the following chart shows.

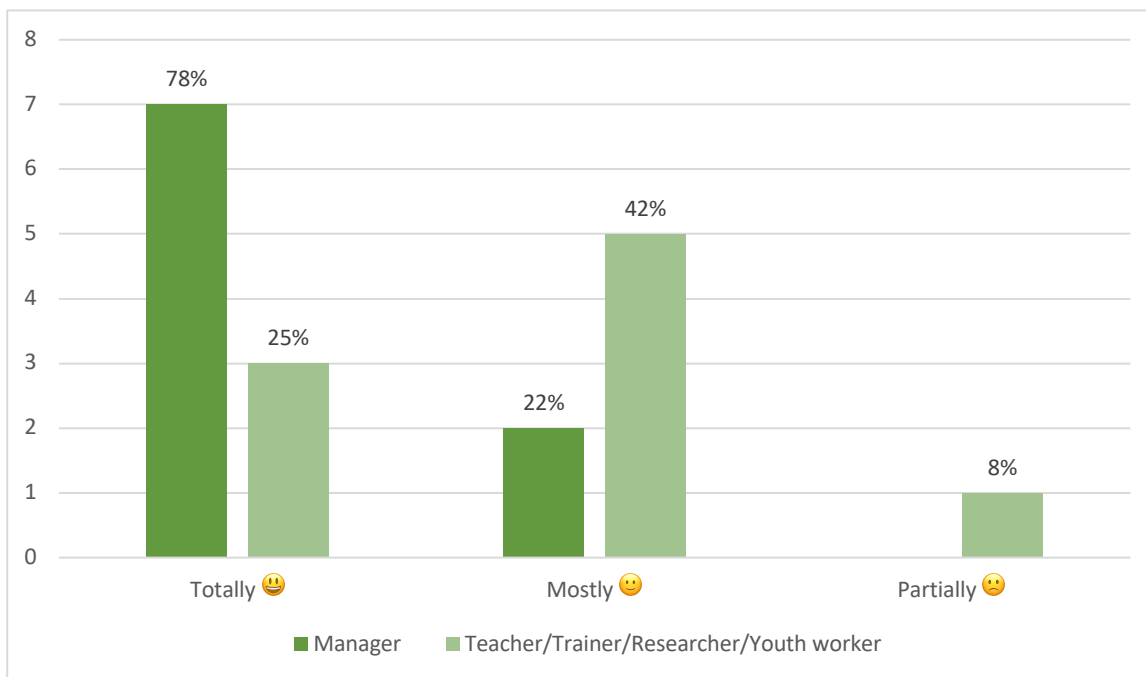


Figure 6 - A bar chart representing Indicator 6 by category of respondent

Indicator 7 – Willingness to use IO1 by decision makers

Positive result, with room for improvement

A total of 18 respondents describe themselves as “project managers” in some way, and non-project-managers are

distributed almost equally across the three experience groups. The other 15 respondents “mostly” (40%) or “totally” (47%) agreed with the idea that they could adopt a tool such as the Business Case Guide in their institutions and projects. This is again beyond the target 70% acceptance rate but in this case respondents were evenly distributed across the two main user groups of Managers and Teachers/Trainers.

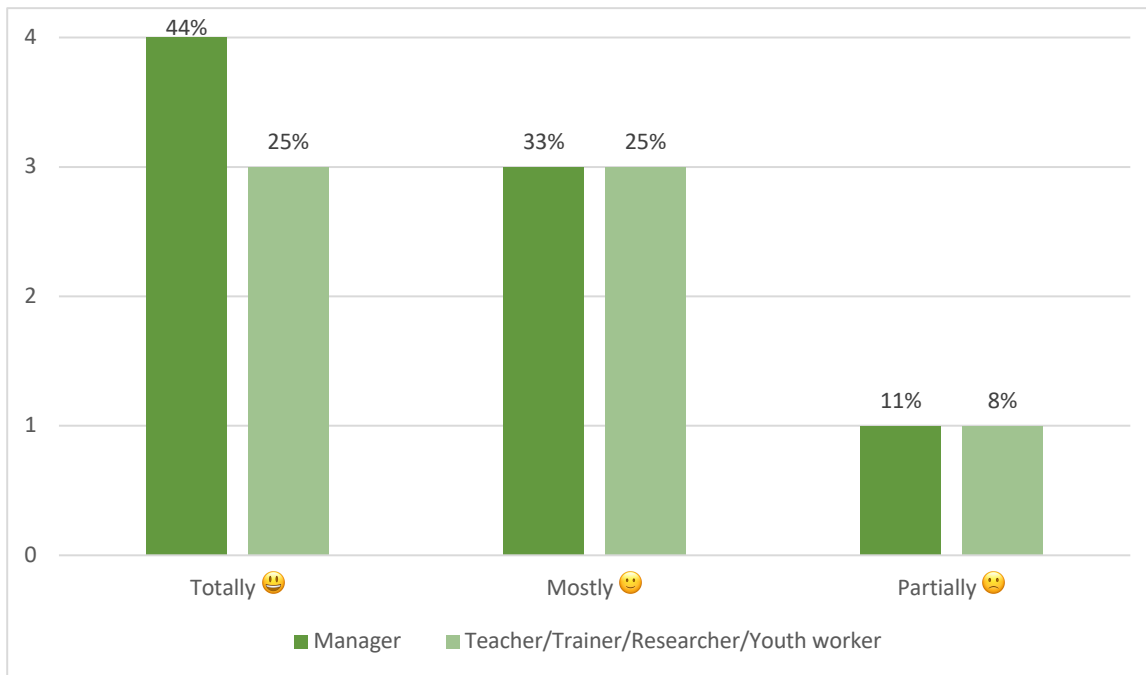


Figure 7 - A bar chart representing Indicator 7 by category of respondent

Indicator 8 – Willingness to recommend IO1 to a fellow project manager

Positive result

Responses related to this indicator are based again on the NPS tool, but filtered by role based on the answer analysed for the above described Indicator 7.

The distribution in this specific group of respondents is represented in the following chart.

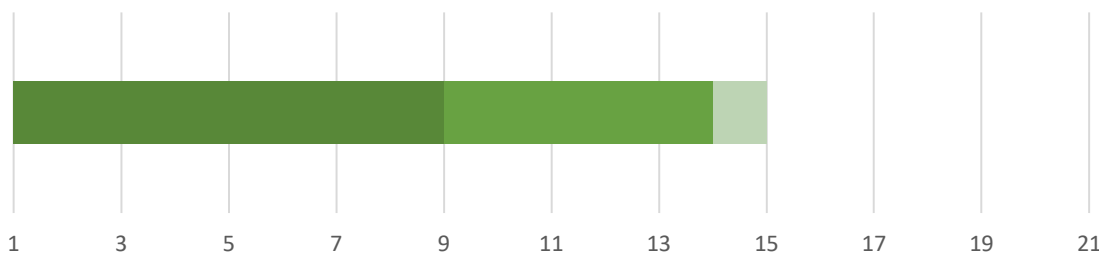


Figure 8 - Distribution of Promoters, Neutral Users and Detractors in the respondents group

The data represented in the above chart accounts for a +93 NPS, which is generally seen as a **success** in terms of product reception. Respondents only belong to the **Promoters** group, with only one of them **Neutral**.

Thematic analysis of

QUALITATIVE DATA



THE IO1 FEEDBACK QUESTIONNAIRE – QUALITATIVE PART

About the final open question

Participants in this feedback phase were simply asked, at the end of the survey, to share any comments, feedback or improvement suggestions they had for the “Business Case for ONE Meeting Projects” document. Among the 21 valid responses, 7 did not complete this open question. The other 14 participants gave useful feedback which was analysed based on the themes that emerged from the long answers.

EMERGING THEMES

Ten themes were identified in the open answers given by participants, some of them recurring through different answers, some of them unique to a specific response. The following paragraphs offer an overview and a synthesis of the most important feedback and recommendations, grouping nine of them in the three areas of impact envisioned for the ONE Meeting Project: **Methods and tools**, **Collaborative Project Management**, **Environmental Awareness & Sustainability**. Some of the suggestions coming from the reviewers will be highlighted and attributed a priority level based on how relevant they are for the “ONE Meeting Approach” and on their feasibility.

Theme: Appreciation for the IO1 package

Most of the participants who answered the final open question remarked the relevance, the timeliness and the overall high quality of the Business Case Guide and of the IO1 contents altogether. They highlighted the usefulness of the guide and the importance of the topics. One of the comment starts with:

The document presents substantive, complete and clear information regarding the convenience and advantages of online meetings, backed up in recent research evidence.

The approach, described as “fresh”, surprised at least one of the reviewers for

the depth, reach/scope and transferability of the entire ONE Business Case package

This kind of feedback is very important for this part of the project, as it is the foundation of the entire “ONE meeting approach” and the confirmation that also expert project managers seek information and inspiration about the topics covered by the ONE Meeting Project.

Impact Area: Methods and tools

Theme: Tips for improvement

Two of the longest reviews explicitly introduced some tips that would make the Guide and all IO1 better. In one we read:

The document should pay more attention to clear and concrete (sometimes difficult to measure) benefits of f-f meetings, in terms of socialization, group cohesion, trust building, etc. This could lead to a more detailed “set of conditions” for the one meeting method.

One reviewer “would expect [...] some concrete tips to realise successful online partner meetings. But there is mainly a focus on the existing challenges and barriers.” There is some uncertainty about the appropriateness of section titles, judged to be misleading in some cases, especially “Towards successful online meetings”.

Reviewers also reckoned a bit of confusion about the kind of online events considered, as there seems to be “a mixture of talking about meetings and conferences. The tools and recommendations refer more to online events or conferences but not to project partner meetings with approx. 10 people.”

Some challenges are identified, specifically regarding online meetings:

- “ - communication in the group
- common understanding of tasks and objectives
- avoiding misunderstandings
- how to guarantee a balanced contribution of partners when meeting online
- good working/team atmosphere”

Suggestion - high priority: provide examples of clear and concrete tips to realise successful online partner meetings

Suggestion - medium priority: clarify the distinction between different types of online events

Theme: Design and communication

At least three of the reviewers praised the design of the guide, describing it as “engaging” and “attractive”, also in the way it presents information and ideas.

Other suggestions and indications are available at the end of this document, in Annex A - medium priority

Suggestion - low priority: substitute some of the illustrations with photos and use more graphs and charts where appropriate.

Theme: Accessibility and readability

Easy to read text has been promoted in the past for all EU documents, especially those regarding cross-institutional projects. The only feedback on readability – in the sense of “easy to read”, so well written, clear text, is positive. One of the respondents suggested to check the color contrast ratio in the document.

Suggestion – high priority: check the document in a color contrast checker and make sure sections can be accessed via the navigation bar of the preferred reading device.

Impact Area: Collaborative Project Management

Theme: Importance of Partners involvement

Some of the respondents recognized the importance of a team effort depending on all partners:

the main difficulty in managing to substitute physical travel with online meetings does not only lie in the hands of the project manager: all the project partners need to agree on such a substitution.

They also expressed the idea that the document “serves as a great reference for sharing with project partners”. This

is relevant for the adoption of the ONE Methodology for future project proposal.

Theme: Reference for new project applications

One of the respondents noted that the document is a reference that can be “*included in new project applications*”, which is in line with the impact expected for the overall project. This is relevant for the adoption of the ONE Methodology for future project proposal.

Theme: Added value of F2F meetings

In a couple reviews, the F2F model for meetings emerges as ideal for “*socialization, group cohesion, trust building*”, also in the sense of allowing researchers and project staff to meet in their respective contexts, which is better for understanding and awareness. They have added value, not only disadvantages.

Suggestion – average priority: better highlight the advantages and positive elements of F2F meetings, so that the comparison with Online meetings would be fairer.

Theme: Perils of online meetings

If it is true that F2F meetings still have positive sides, it is also important to notice that online meetings have many issues and hide risky situations. First of all, they “*grow exponentially because it is too easy to call for them, reducing the potential of flexibility of the projects themselves regarding consumption of time*”. If they are not properly managed, they can become dispersive, with the participants risking fatigue, etc.

Impact Area: Environmental Awareness & Sustainability

Theme: Greener and more sustainable projects

Sustainability and the importance of greener international projects is mentioned in at least three open answers, every time with a slightly different aim. The document is deemed able to fulfil “*the ambition of greener meetings*”, raising “*awareness on environmental issues associated with face-to-face meetings*”.

Another response highlights the relevance of this topic at EU level, highlighting the need for reflection on

the key role the participation to European projects entails in terms of sustainability and the environmental responsibilities of all participating actors.

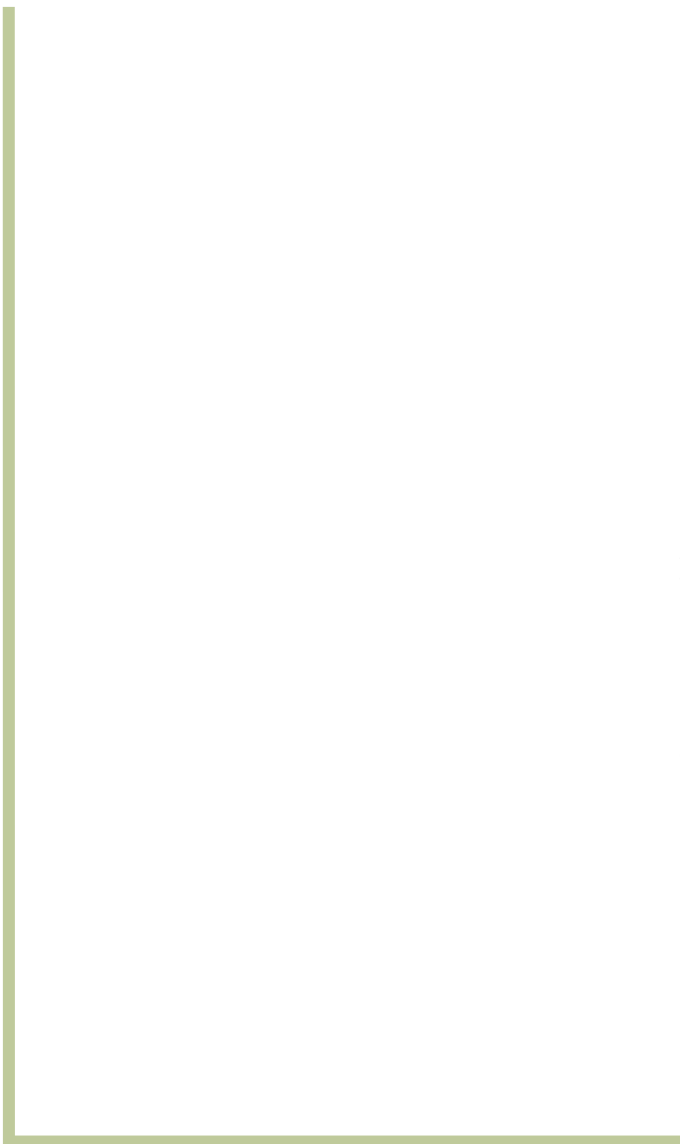
The response goes on saying that European projects should be exemplar in their sustainability and carbon footprint.

Relevance also outside pandemic scenarios

The COVID scenario is brought in by at least two commenters, one saying that the IO1 guide is timely and relevant, another one adding an interesting thought: the document and the ideas it brings forward is described as “*important [...] to carry-on also after the covid-pandemia*”. This is again in line with the impact expectations of the overall ONE project, but it is also interesting that this very specific business case can be seen as relevant for their future work by expert project managers (the two respondent referring to COVID have 3-6 and 7+ years of experience).

Conclusions and

FINAL THOUGHTS



BRIEF SUMMARY OF COLLECTED DATA

The collected data reported in this document gives an **overall positive feedback on IO1**, highlighting some interesting and relevant elements that can be further developed in its final release. The group of respondents have a quite long average experience in managing inter-institutional projects and belong to the EU-defined main participants groups of Managers and Teachers/Trainers/Researchers/Youth workers. We had no feedback from Technicians and Administrative staff, which could be interesting to have at least for other IOs.

Of the 8 indicators outlined in the original ONE Meeting Project proposal, 7 were met, one not. The document doesn't seem to make a significant contribution to improving knowledge, attitudes, and skills in relation to the **managerial competences** of participants, because it is more focused on developing understanding of the ONE Meeting scenario. Among other indicators, those that could have a better outcome are **Impact on Transnational Project Design and Implementation** and **Willingness to use IO1 by decision makers**. It would be important to managers for the former and teachers/trainers for the latter.

The qualitative part allowed to highlight various themes that can be easily connected with all three of the **impact areas** discussed in the overall project management and produced actionable suggestions that can be implemented in the short period to make the IO1 Business Case better. The reception was very positive also on this side, with some relevant notes on the **importance and effectiveness of F2F meetings** that can be considered both at this level and for the overall project communication/development. The timeliness and engaging design of the document were praised by various respondents.

Annex A – Typos and mistakes

We received some detailed feedback about typos and mistakes in the Guide. They are collected here:

- p.13 Headline – Typing mistake ReSponsibilities
- p.14: Just an idea: it would be great to have maybe a graphic that symbolises the change from plane to train
- p.16 Headline “the impact of Covid19” I think this is not correct
- More blanc space between text and table
- p.20: Are the table numbers corresponding with the numbers in the text? I think they are wrong.
- P24: Just an idea : The result is absolutely impressive, but I think it will give much more effect, if you can visualise the difference in a graph and not only presenting the numbers.