



# BI4SME

boosting business  
intelligence skills for SME  
growth

## National report - Greece

Survey amongst SME  
managers/owners/entrepreneurs  
and VET professionals

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# 1. Introduction

The project, Boosting Business Intelligence Skills for SME Growth (BI4SME), calls for the development of an integrated training strategy for the uptake of business intelligence skills by SMEs.

In order to do so, two separate questionnaires were created in order to collect background data on SME owners/manager/entrepreneurs and SME professionals so that the current knowledge level could be measured/ the ultimate goal was to have a base level understanding so that the training strategies that would be created within the BISME project, would build on the current knowledge that the SME owners/managers/entrepreneurs and SME professionals have and be complimentary of their skills.

The present report gathers the results of the questionnaires being circulated in Greece by iED and all conclusions were based on the collective results of the answers.

## 2. SME managers / owners / entrepreneurs

In order to investigate the knowledge and skills of SME managers/owner and entrepreneurs, 18 questions were composed to collect data from the specific group of individuals.

The questions were split into three sections:

1. Data analytics and business intelligence topic and tool familiarity
2. Business intelligence skills (self-evaluation questions)
3. Educational content training preferences

All questions were based on a Likert scale – 1-4, with 1 being the lowest and 4 being the highest.

Each country was called to collect data from a minimum of 10 individuals in order for the data sets to be considered viable.

### 2.1. Personal Information

Out of the twelve (12) individuals that answered the questionnaires, seven (7) were entrepreneurs, three (3) were SME owners and two (2) were SME managers.

### 2.2 Data Analytics Familiarity

One (1) individual was not at all familiar (1) with data analytics, five (5) individuals were somewhat familiar (2), five (5) were familiar (3) and only one (1) was very familiar (4).

### 2.3 Business Intelligence Familiarity

Two (2) individuals were somewhat (2) familiar with the idea of business intelligence, eight (8) were familiar (3) and two (2) were very familiar (4). No one (0) was not familiar (1) at all with the idea of business intelligence.

## 2.4 Data Analytics and Business Intelligence Tools Familiarity

One (1) individual was not familiar (1) with the data analytics and business intelligence tools, three (3) were somewhat familiar (2), seven (7) were familiar (3) and only one (1) was very familiar (4).

## 2.5 Math for Business Intelligence skills

One (1) individual had no skills (1) in math for business intelligence, three (3) had some skills (2), seven (7) had good skills (3) and only one (1) was proficient (4).

## 2.6 Computer Programming skills

One (1) individual had no skills (1) regarding computer programming, five (5) had some skills (2), three (3) had good skills (3) and three (3) were proficient (4).

## 2.7 Data Processing skills

One (1) individual had no (1) data processing skills, five (5) individuals had some (2) data processing skills, five (5) had a good amount of skills (3) and only one (1) was proficient (4).

## 2.8 Visualization skills

One (1) individual had no (1) visualisation skills, five (5) had some (2) knowledge, four (4) had a good amount of skills (3) and two (2) were proficient (4).

## **2.9 Importance of skills and knowledge of Data Analytics and Business Intelligence in line of work**

All twelve (12) individuals that answers the questionnaire thought that data analytics and business intelligence were important (4) in their line of work. No other answers were provided (1-3).

## **2.10 Preference in Training Courses/ Seminars**

Four (4) individuals preferred blended learning, three (3) preferred face to face learning and five (5) individuals preferred online courses.

## **2.11 Preference in Self-directed or Taught Courses/Seminars**

Five (5) individuals preferred taught courses and seven (7) individuals preferred self-directed courses.

## **2.12 Preference in modular options or fixed options**

There was an equal split between the preference in modules, with six (6) individuals preferring fixed modules and six (6) preferring modular.

## **2.13 Optimal duration of training course/seminar (face to face)**

Two (2) individuals showed a preference for 4-6 hours trainings (up to 1 day), for face to face trainings, five (5) preferred 7-12 hours of training (2 days), four (4) preferred 13-24 hours of training (up to 4 days) and only one (1) preferred more than 4 days of training.

## **2.14 Optimal duration of training course/seminar**

One (1) individual showed a preference for up to 1-hour long training sessions, two (2) individuals showed a preference for up to 2 hour long sessions, five (5) preferred up to 3 hours sessions, three (3) preferred up to 4 hour sessions and only one (1) person preferred up to 5 hour sessions.

## **2.15 Optimal type of training course/seminar supportive resources**

Two (2) individuals showed a preference for having a list of resources for further reading and videos and other interactive resources as subsidiary resources. Two (2) individuals showed a preference for having a list of resources for further reading, videos and other interactive resources and PowerPoint presentations. Two (2) showed a preference for PowerPoint presentations. Four (4) showed a preference for videos and other interactive resources and two (2) showed a preference for video and other resources and power point presentations.

## **2.16 Type of support to be received in training courses/seminar**

Five (5) individuals preferred peer support, six (6) individuals preferred group support sessions and only one (1) preferred one to one support sessions.

## **2.17 Preference in training course/seminar assessment**

One (1) individual preferred self-assessment, two (2) preferred assignments, four (4) preferred group assignments, one (1) preferred peer to peer assessments and four (4) preferred quizzes.



## 3. VET Professionals

In order to investigate the knowledge and skills of VET professionals, 10 questions were composed to collect data from the specific group of individuals.

The questions were split into two sections:

1. Data analytics and business intelligence topic and tool familiarity
2. Business intelligence skills (self-evaluation questions)

All questions were based on a Likert scale – 1-4, with 1 being the lowest and 4 being the highest.

A minimum of 10 individuals had to be surveyed at each country for the data sets to be considered viable.

### 3.1 Personal Information

Out of the twelve (12) individuals that answered the questionnaires, two (2) were business consultants, three (3) were entrepreneurship experts, two (2) were VET stakeholders and five (5) were VET teachers/instructors/trainers.

### 3.2 Data Analytics and Business Intelligence familiarity

Three (3) individuals had some familiarity (2) with the topics of data analytics, five (5) individuals were comfortable (3) with data analytics and four (4) were very familiar (4). No one (0) was not familiar (1) with the topic.

### 3.3 Business Intelligence Skills

Four (4) individuals were somewhat familiar (2) with the concept of business intelligence skills, four (4) individuals were familiar (3) and four (4) were very familiar (4). No one (0) was not familiar (1) with the topic.

### **3.4 Tool familiarity for data analytics and business intelligence**

Five (5) individuals claimed that they were somewhat familiar (2) with data analytics and business intelligence tools, three (3) were familiar (3) and four (4) were proficient (4). No one (0) was not familiar (1) with the topic.

### **3.5 Math skills for Business Intelligence**

One (1) individual answered that they had some skills (2) regarding math skills for business intelligence, eight (8) individuals had good skills (3) and three (3) were proficient (4).

### **3.6 Computer Programming skills**

Five (5) individuals claimed to have some skills (2) regarding computer programming, four (4) claimed to have adequate (3) skills and only three (3) were proficient (4). No one (0) claimed to not have any skills (1).

### **3.7 Data Processing Skills**

Two (2) individuals answered that they had some skills (2) regarding data processing, seven (7) claimed to have good (3) skills and only three (3) were proficient (4). No one (0) answered that they has no skills (1).

### **3.8 Visualization skills**

Two (2) individuals answered that they had some skills (2) regarding visualisation skills, eight (8) claimed to have good amount of skills (3) and only one (1) was proficient (4). No one (0) claimed to not have any skills (1).

## **3.9 Importance of Data Analytics and Business Intelligence skills in the workplace**

Out of the twelve (12) individuals that answered the questionnaire, only one (1) individual gave a different answer, claiming that data analytics and business intelligence skills in their workplace was important (3), everyone else, all eleven (11), said that it is very important (4). No (0) answers were provided for not important (1) or somewhat important (2).

## 4. Conclusions

### 4.1 SME

#### Managers/Owners/Entrepreneurs

The majority of answers were provided by entrepreneurs, followed by SME owners and then by SME managers. There was an equal split in familiarisation with the topic of data analytics yet there was a strong familiarity with the topic of business intelligence and subsequently there was an almost equal split with the familiarity of data analytics and business intelligence tools. Math for business intelligence skills were rated as being familiar and quite surprisingly there was a good spread of answers for computer programming skills, data processing, visualisation. All individuals voted that data analytics and business intelligence were very important in their line of work.

There was a 33.3:33.3:33.3 ratio on the type of training courses/seminar that was preferred and a 50:50 split between self-directed and taught seminars as well as on whether a course would be modular or fixed. The majority of individuals showed a preference for up to 2 days of training, followed by up to 4 days of training. It was also indicated that the preferred duration of each session should be up to 3 hours.

There was also a very strong preference expressed towards videos and other interactive resources as supportive training resources, followed by PowerPoint presentations as well as list of further reading. Group sessions were also preferred as well as quizzes and assignments as assessment methods.

### 4.2 VET Professionals

The majority of answers were provided by VET teachers/ instructors/ trainers, followed by entrepreneurship experts, and then VET stakeholders and business consultants.

The professionals that answered the questionnaires were very familiar with the topic of data analytics, business intelligence as well as the tools that are

associated with them. Their math skills were just as equally good, and although computer programming skills received the lowest score (on a country level) the knowledge was still considerable. Data processing skills, and visualisation scored the highest in terms of familiarity and skills that are already possessed, which is expected as data analytics and business intelligence were scored as being extremely important in their line of work by all participants.