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DESIRE
DEVELOPMENT OF ENTREPRENEURIAL
SPIRIT IN EUROPE
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CONSULTING CONCEPT



Bildung und Kultur

Leonardo da Vinci



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Consulting Concept

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Consulting concept

This consulting concept is divided into two areas

1. Recommendation for the set-up/formation advisor
2. Recommendation for the training personnel

The area 'recommendation for the set-up advisor' represents a guideline for the continuous advisory activity within the set-up as well as post- set-up phase. Systematics are presented, which range from a first general consultation up to intensive individual consultation. Focal points for the individual consulting phases were determined on the basis of experts' meetings and literature research.

The second area 'recommendations for the training personnel' gives guidance on how, in the framework of an Entrepreneurship Education, the goals

1. fostering of interest
2. fostering of achievement motivation as well as
3. fostering of the perception of feasibility

are to be achieved. Besides the contents developed in the framework of the curricula, here the emphasis is, above all, also on methodology and teacher behaviour.

1 Recommendation for the set-up advisor

Before considerations are made in the further process as regards which elements an advisor qualification should contain and which topics are of relevance within the set-up consultation, first of all the consulting situation is to be outlined.

1.1 Starting situation

The set-up consultation is shaped by two substantial characteristics. On the one hand there is a confusing multiplicity of consulting offers, which, on account of a lack of a prescribed condition for qualification, are presented by an unmanageable multiplicity of bidders. On the other hand, a good portion of people do not take up the appropriate services, not least because of this existing intransparency on the part of the entrepreneurs. Apart from the lack of transparency, caused by quality assurance not being guaranteed, the founders of a consultation are dismissive, in particular due to the lack of positive experience in regard to consulting activities already carried out.

1.2 Task of the (set-up) consultation

The core of a consultation is the interaction relationship between the advisor and the client, which is determined by an asymmetry of knowledge.¹ It contains "the problem-laden passing-on of specialised knowledge by *experts* to *laymen*". Here, a fundamental goal of the management consultation is about initiating learning processes, and introducing a change in the client system. In this process, the consulting task can be

¹ Anderseck, K., 2000, p. 6.

aligned both to the procurement of special contents and to causing changes of behaviour.²

The set-up consultation can be interpreted as a special sub-area of the management consultation. The perspective on what is to be understood by the term management consultation, however, has changed again and again in the past. Thus, if the focus in older publications has been the information transfer and decision making aid and therefore the decision-making, then at present, increasingly the view is, that apart from the support for the decision-making, also support must be added to the implementation of decisions. This means that besides the identification and solution of economic problems, the development of recommendations for action as well as the implementation and realisation support represent further focal points of the advisory activities.

Hoffmann summarizes that “still no uniform, generally accepted definition of the term ‘Unternehmensberatung’ (*management consultation*) has been developed”³ and therefore gives his own definition.

“Under management consultation we understand a market-g geared service furnished by an independent, solely responsible, professional advisor individually for client orientation, which is designed to develop a solution for a complex economical problem definition, in an interactive process together with the client, and, where desired, to support also its implementation.”⁴

This definition confirms the statement of Gries, May Strobl and Paulini with regard to the very differing and frequently also imprecise definitions of the term Entrepreneur. However, as regards understanding of same, agreement prevails to a large extent, and for this they refer to Mugler, that it concerns a service which is characterised by externality, independence and professionalism, and their purpose is the identification of enterprise problems, recommendation of appropriate solutions as well as, where applicable, their implementation and conversion.⁵

Also, in 2000, Anderseck refers back to initial definitions of Mugler and deplores with the words of Steyer “the extremely small specifying degree (...) and a maximum of inconsistency”⁶ regarding the term of management consultation. His approach aims to develop a career profile of the entrepreneur advisor. During his description of the set-up advisor, Anderseck refers back to Kubr, who differentiates between two roles of the management consultant. On the one hand this is the role of resources advisor and on the other hand the role of process advisor.

The resources advisor supplies expert knowledge and services and clarification of decision situations. As a process advisor he possesses knowledge concerning the process cycle of a consultation. Therefore, the advisor undertakes activities “which help the client to take notice of and understand process events which occur in the environs of the client, and to deal with them.

² Hoffmann, W. H., 1991, p. 40

³ Hoffmann, W. H., 1991, p. 40.

⁴ Hoffmann, W. H., 1991, p. 40.

⁵ Gries, C. I., May-Strobl, E., Paulini, M., 1997, p. 3.

⁶ Anderseck, K., 2000, p. 13.

1.3 Skills of the set-up advisor

The function was already described as resources and process advisor.⁷
The following skills are central for the resources advisor:

- Diagnosis of the starting situation of the entrepreneur (goals and value system)
- To bring into context the objective of the entrepreneur as regards the starting situation
- To weigh up the value system of the entrepreneur and his possible action strategies
- To point out, how the entrepreneur can best reach his goals and value conceptions with given action alternatives, by construction of the objective reality of the entrepreneur in the decision situation
- To avail of expert knowledge for decision parameters of the set-up situation (information broker - selection of information)
- Effective transfer of expert knowledge to the client
- Technically founded problem-solving knowledge
- Economical multiple qualification (expert systems)

As process advisor the following skills are required:

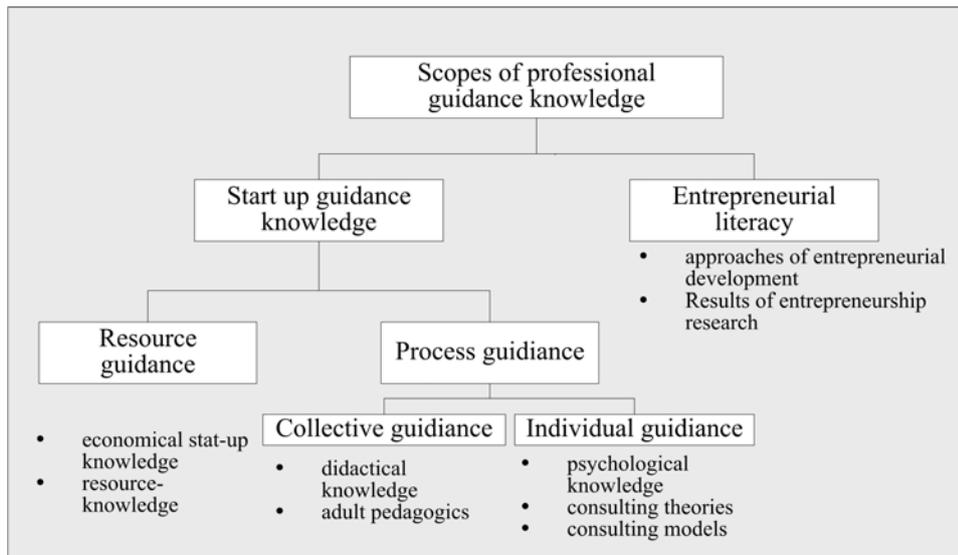
- To open and steer consulting discussions
- To develop a relationship of trust
- To impart exact diagnosis of deviation between the perceived and the real requirements of the set-up to the entrepreneur
- The ability to transform expert knowledge into situation-specific application knowledge (theory practice problem)
- To reflect the set-up situation before the background of theoretical beginnings and empirical research results
- To connect a founded knowledge of the rules with the hermeneutic skills of understanding an individual case
- Communicative dealing with the entrepreneur
- Diagnosis of the personality of the entrepreneur
- Ability to work under pressure on the part of the entrepreneur
- Knowledge, talents and abilities of the entrepreneur (biographic analysis)
- Diagnosis of the family background, the family situation, the attitude of the partner to the set-up, as well as the vocational situation

Besides this, there is also the general background knowledge of management, which is described also with reference knowledge to the entrepreneurial development.

- Character of set-up
- Forms of set-ups (single set-ups, set-ups of groups, set-ups within networks)
- Success factors of a set-up
- Foundations in the context of social and economic connections
- Foundations in the int. context
- Leveraged buy-outs

⁷ Anderseck, K., 2000, p. 13.

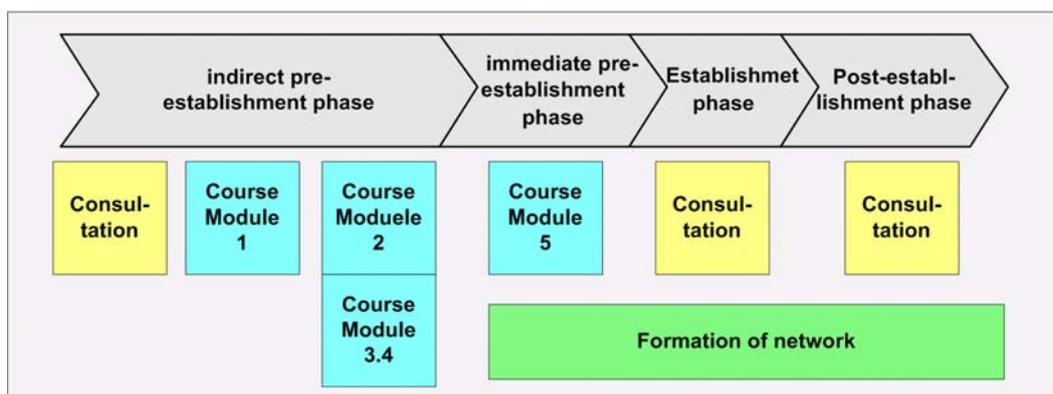
The areas described can be summarised in the following diagram.



Areas of professional knowledge in the set-up according to Anderseck⁸

1.4 Which are the most important topics of the set-up consultation?

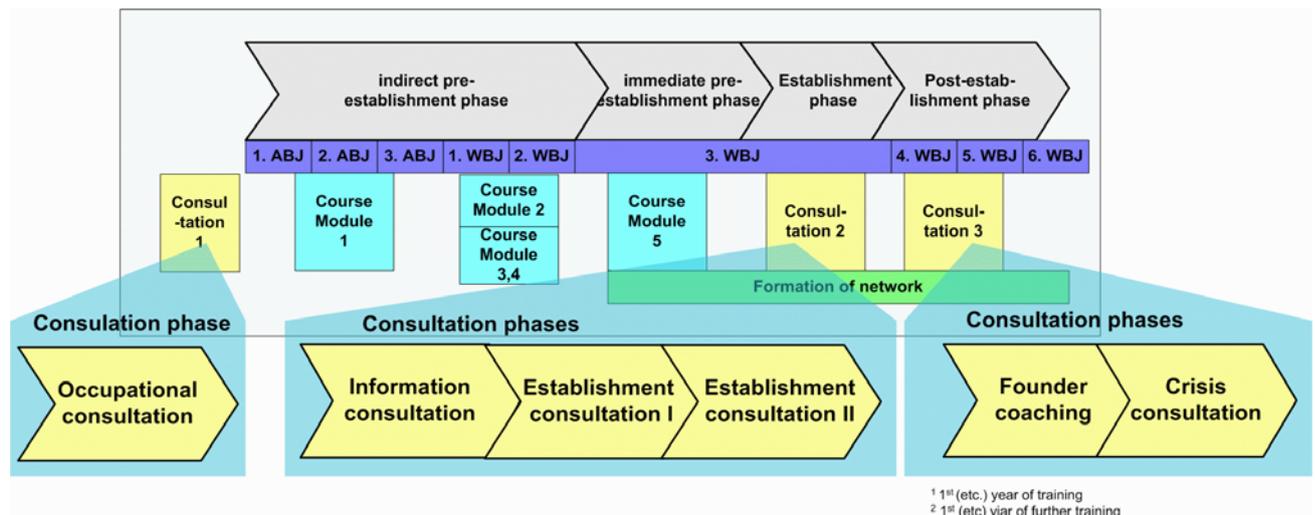
The set-up consultation takes effect within the DESIRE training and consulting concept, as evidenced from the following diagram, in the indirect pre-set-up, the set-up and the post-set-up phase (consultation 1-3). All three situations are characterised by a high measure of individuality and are therefore supported not in the context of training, but in the form of a single consultation. Aside from the individual nature of the company-specific problems, also a time deficit noticed by the entrepreneur is decisive for the offer of single consultation.



In the indirect pre-set-up phase, one is concerned only indirectly with a set-up consultation. Conditioned by the fact that within the DESIRE concept a long-term Entrepreneurship Education and Consulting background is pursued, the vocational guidance is pursued also in the context of the indirect pre-set-up phase, nevertheless the correct attitude to the occupation represents a crucial basis for possible future autonomy. Consulting measures in the set-up phase address themselves to *at* the person sub-group of those who are disposed to setting up, thus to those who are

⁸ Anderseck, K., 2000, p. 17.

confident in their decision concerning an establishment formation. In this phase there is substantial need for information, the goal of the consultation therefore is to supply the entrepreneur with the necessary information, at the same time however, to also examine his project. The consultation in the set-up phase can be divided into three sub-phases. (see diagram). The consultation in the post-set-up phase concentrates on two focal points: foundation coaching and crisis consultation. Both are consulting fields with a rather optional character. So it should be stressed that recourse to such consulting measures is envisaged only where necessary. The following diagram describes the different consulting fields.



Consultation within the DESIRE Entrepreneurship Education and Consulting

1.5 Contents of occupational orientation

Since within the DESIRE project, one is concerned with the development of a long-term Entrepreneurship Education and Consulting background, the occupation orientation, also, was specified in the context of the occupation identification process., the interest-oriented occupation choice represents a crucial determinant for a potential future autonomy. Despite the special meaning, in the project itself this area can be not be deepened any further, nevertheless strictly speaking, as also represented in the above diagram, it represents no element of training and further training.⁹ However, attention is drawn at this point to the requirement for necessary research. This could concentrate on the following question:

How should occupation-orienting measures, for example within a network with school and non-school partners such as chambers, enterprises, federal agency for work (occupation-advisory place), etc., be arranged? A differentiation must be made here between occupation orientation and professional training preparation.¹⁰

⁹ Attention is drawn to the fact that elements of an occupational preparation are to be found in the curriculum of Module 1.

¹⁰ Reference is made at this point for example to the decree of the Ministry for Education and Further Training, Science and Research (MSWWF) NRW dated 23.09.1999.

1.6 Contents of the set-up consultation

The contents of an entrepreneur consultation cover recommendations regarding the set-up situation as well as regarding the business concept.

Recommendations regarding the set-up situation are based on the following:

- Qualification of the entrepreneur
- Set-up knowledge of the entrepreneur
- Situation of the entrepreneur (family, finances, personal condition)
- Guidances for the further procedure *for the continuation of the process*

Recommendations regarding the business concept are based on the following:

- Unique selling proposition
- Production
- Customers
- Use
- Competition
- Location
- Marketing
- Financing
- Legal form

As previously mentioned (diagram), differentiation is made between three phases, which differ primarily in their intensity.

1.6.1 *Information counselling*

- General information transfer as regards fundamental questions concerning the set-up process
- General information as regards subject-based advanced training options
- Passing on of written documentation
- Collection of relevant information, in order to be able to refer in a qualified way to the correct contact point in the set-up network for further consultation

1.6.2 *Set-up consultation I*

- Analysis of the viability of the project
- Conclusive responding and/or problem solving with simply structured problem definitions
- Formulation of a plan for further advancement specific for the founder and/or entrepreneur
- Analysis of the high consulting requirement for the deepening intensive consultation and/or technical consultation
- Information transfer and reference in regard to advanced consulting possibilities
 - In the set-up network
 - By independent advisors

1.6.3 *Set-up consultation II*

- Deepened and final analysis of the viability of the project
- Support with the development of the enterprise concept
- Analysis of the high consulting requirement for the deepening, intensive consultation with regard to special questions (contract law, taxes, etc.) and definition of detailed measure planning for the implementation of the project
- Information transfer and reference to further consultation in accordance with the measure plan
 - by entrepreneur network
 - by advisors

1.7 Contents of the post-set-up consultation

1.7.1 *Entrepreneur Coaching*

- Securing and accompanying the consulting operation in accordance with the measure plan
- Controlling and coordinating the entire consulting process
 - Establishment of contacts with integration of other consulting institutions
 - Adjusting for division of labour procedure
 - Presentation of adjustment and planning discussions
 - Inclusion of independent advisors into the consulting process

1.7.2 *Crisis consultation*

1.7.2.1 Contents of a crisis consultation

The contents of a subsequent entrepreneur consultation (consultation 3) cover topics which frequently resolve crises in the post-formation phase. For more detailed ascertainment, one reverts back to the results of the project partner questioning on this topic. The following topics were identified in the context of the set-up consultation:

Management and operating structure	1. bad planning and provision of information
	2. unstructured flow charts
	3. wrong assortment of product
	4. overdue rationalisation measures/bad technical equipment
	5. outdated production plants
	6. insufficient raw material safety
	7. excessive rental loadings

Accounting system	8. Neglect of the accounting system
	9. Neglect of Controlling
	10. insufficient financial development
	11. outdated reservation techniques and incomplete accounting
	12. excessive fixed cost loadings
	13. missing liquidity overview
Payment history of the customers	14. sluggish manner of payment of the customers
	15. late payments
	16. Demand losses
Marketing policy	17. no target-group-oriented marketing
	18. outdated product range / insufficient product innovation
	19. insufficient market experience
	20. insufficient consideration of the market tendencies
	21. wrong choice of location
Administration and personnel management	22. Wrong decisions as regards occupation of leading posts
	23. excessive wage and social costs
	24. frequent change of employees
	25. lack of qualifications of employees
Business size	26. increasing size of company on account of growth not planned correctly
External influences	27. Changes in the customer behaviour
	28. Changes of the purchasing power at the site
	29. rapid obsolescence of a product
Private circumstances	30. lack of tolerance on the part of the (marriage) partner, which can cause stresses and strains in the enterprise
Capital	31. lack of own capital funds
	32. lack of financial means

1.7.2.2 Evaluation of the questioning

The following diagram gives information about reasons for an enterprise crisis after setting up from the viewpoint of the DESIRE set-up advisors. 22 advisors were questioned. The evaluation ranged from "I absolutely disagree" (1) to "I absolutely agree" (2). According to this, the five most important topics which are definitively responsible for crises after the setting up read as follows:

1. sluggish and/or late manner of payment on the part of customers
2. insufficient financial means
3. insufficient own capital funds
4. lack of liquidity overview
5. Losses of demand

Translation of **Page 10**:

Reasons for a crisis after the foundation of a trades/crafts
enterprise

Average value

sluggish manner of payment
insufficient financial means
insufficient own capital funds
lack of liquidity overview
Losses of demand
Neglect of Controlling
Bad planning
excessive fixed cost loadings
Insufficient transparency of finances
Lack of qualification of the employee
Increasing size of operation planned incorrectly
Unstructured operational processes
Alterations in customer behaviour not identified
Neglect of the invoice system
Excessive wage and social costs
Excessive rent
Lack of personal prerequisites
Insufficient attention to market development
No target-group-oriented marketing
Varying trends not identified
Insufficient market or product knowledge
Wrong decisions as regards occupation of leading posts
Old/obsolete machinery and tools
Old product palette
Lack of tolerance of the (marriage) partner
Inappropriate structure of tenders
Frequent change of employees
Alterations of purchasing power at the site
Overdue rationalisation measures
Insufficient physical prerequisites
Unsecured material supply
Wrong decisions regarding selection of site

(Reasons)

(2nd figure):

Average value per group

Management and operational structure
Invoicing system
Payment history
Marketing policy
Administration
Size of enterprise
External influences
Private circumstances
Capital

(Reasons by groups)

1.8 Further references to the consultation

Apart from the question about relevant contents in the context of the set-up consultation, in practice also the problem of insufficient consulting interest on the part of new entrepreneurs is brought up for discussion. A lack of open-mindedness is criticised in relation to availing of advisory services. The reasons for this are varying in nature and determine at various points in the forefront of a possible consultation. Therefore, it appears to be helpful here also to differentiate firstly between the various phases of a consultation. Five phases can be distinguished.

1. Personal/in-house preparation
2. Search, selection and contact
3. Execution of the consultation
4. Conversion of the consulting results
5. Evaluation of the results

Crucial in the project context are phase one, "personal/in-house preparation", and phase two, "search, selection and contact"

1.8.1 Personal/in-house preparation

The main problem can be surely located in the first phase. The availing advisory service is frequently seen as personal failure or loss of power on the part of the entrepreneur. Therefore an avoidance strategy is selected. The decision for a consultation happens reactively, either if the problems become acute, or if contact partners of the enterprise who can exert influence (house bank) put pressure on this to be done.

If the new entrepreneur finally does opt for a consultation, this is not prepared in enough detail in terms of content, so that the later containment of the problem by the advisor is unnecessarily complex.

1.8.2 Search, selection and contact

A further aspect is the lack of transparency of the market. The new entrepreneurs are faced with a dearth of criteria on the basis of which they can evaluate and/or estimate advisory services. Existing criteria, such as for example, ISO, EFQM, ICMCI, association memberships, statutory advisor examinations and other quality seals are not known to the target group. Therefore the new entrepreneurs revert back to their private or business network and work with recommendations which are followed frequently without reflection. If there is then discontent with the advisory service, often the offer of remaining advisors is rejected.

1.8.3 Recommendation for action for the increase of the set-up consulting quality

Training course measures must bring up for discussion this deficiency of consultation on a material, neutral level. The meaning and necessity of a consultation must be communicated demonstratively to the prospective entrepreneurs. As well as this, they must be trained to identify the consulting offers appropriate for them.

In the context of training for correct consultation, the following identified deficits should be brought up for discussion on the part of the advisor and the client.¹¹

Deficits on the side of the advisor	Deficits on the side of the client
<ul style="list-style-type: none"> • Lack of knowledge in fields outside of the routine business 	
<ul style="list-style-type: none"> • insufficient knowledge of the consulting market 	<ul style="list-style-type: none"> • Information about consulting quality is not used
<ul style="list-style-type: none"> • one-sided adjustment towards knowledge and technical consulting ability as regards selection of advisor 	
<ul style="list-style-type: none"> • Lack of knowledge concerning evaluation possibilities in the consultation 	
<ul style="list-style-type: none"> • Lack of ability for cooperation and communication with external specialists 	<ul style="list-style-type: none"> • Lack of clarification concerning the roles and competencies of the advisor • Lack of will for agreement on goal and evaluation leads to unrealistic expectations
<ul style="list-style-type: none"> • Difficulty of cooperation with several advisors 	
<ul style="list-style-type: none"> • Lack of experiences in dealing with external expertise in one's own enterprise 	
<ul style="list-style-type: none"> • reactive demand behaviour in relation to the consultation 	<ul style="list-style-type: none"> • Demand consultation is seen as loss of power and weakness
<ul style="list-style-type: none"> • "Halo effect" 	<ul style="list-style-type: none"> • The verifiable technical consulting skill on the part of the advisor dominates the perception of the client
<ul style="list-style-type: none"> • Overloading by the routine business 	
<ul style="list-style-type: none"> • passive consumer attitude in the consultation 	
<ul style="list-style-type: none"> • deficient information behaviour 	<ul style="list-style-type: none"> • Hasty selection based on recommendations without search for further alternatives and/or without alignment to operational need • Because of the protection of important trade secrets, not all necessary information is put at the disposal of the advisor.
<ul style="list-style-type: none"> • "Push of a button phenomenon" 	<ul style="list-style-type: none"> • Complexity of economical processes is not seen, therefore the feeling that problems could be solved at short notice by the push of a button on the part of external advisors.
<ul style="list-style-type: none"> • insufficient technical co-operation 	<ul style="list-style-type: none"> • Consultation is not understood as economical investment
<ul style="list-style-type: none"> • Deficits in the representation of the operational problem fields 	<ul style="list-style-type: none"> • Intangible and vague goals of the clients. Thus advisory activities are possibly furnished, which were not required/requested
<ul style="list-style-type: none"> • Lack of control/check of the consulting results 	
<ul style="list-style-type: none"> • Deficits in the supply of consulting resources 	<ul style="list-style-type: none"> • Responsibility for the consulting process is frequently unsettled • The party wanting advice does not allow sufficient time
<ul style="list-style-type: none"> • Lack of coaching of the advisor in the enterprise 	

¹¹ Kailer, N.; Merker, R., 2000, p. 233 – 273.

<ul style="list-style-type: none"> • Lack of preparation for changes on the part of employees 	
<ul style="list-style-type: none"> • Deficits in business and legal knowledge 	

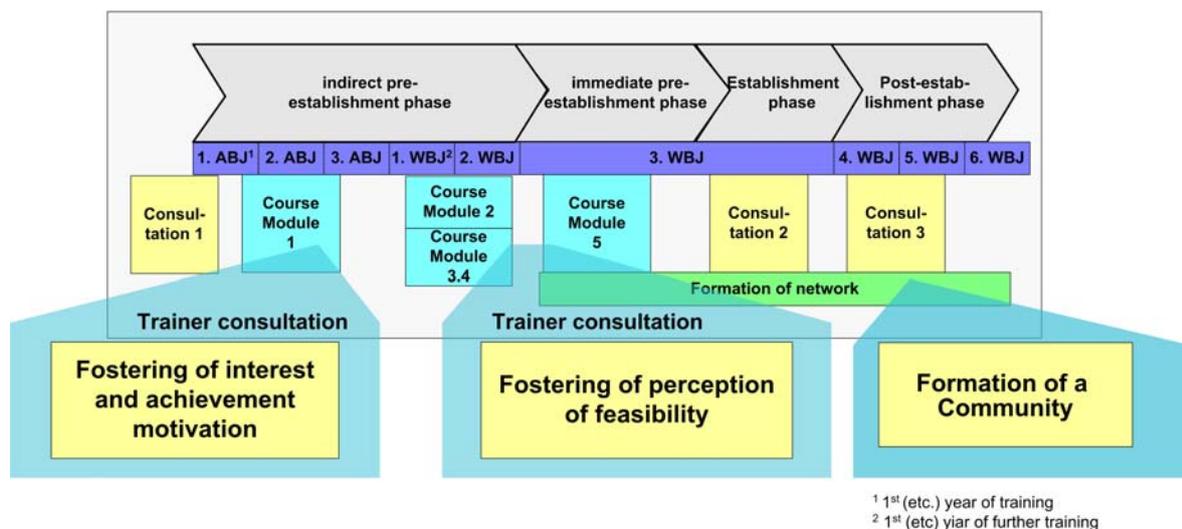
2 Recommendation for the training personnel

On the basis of the concept to the long-term Entrepreneurship Education, developed by Hekman, three focal points were identified as a basis for a 'recommendation for the training personnel'.¹²

It concerns:

1. Fostering of perception of feasibility
2. Fostering of interest
3. Fostering of achievement motivation

The following diagram clarifies, where the focus is put within the modules concerning the three focal points.



Here, the references to behaviour are addressed to teachers, coaches and trainers.

2.1 Fostering of perception of feasibility

The use of complex teaching/learning arrangements is at the centre of the fostering of feasibility perception. Exemplarily for DESIRE, the case task was put into the centre of focus. In addition, however, in the context of an examination, further methods are appropriate, for example role-play, planning games or project work.

¹² Hekman, B., 2006, S. 152.

2.1.1 General organisation recommendations regarding case-based tasks

Fundamentally, in case-based tasks, it is intended that the test participants are confronted with a situation from trade/craft practice. This situation should be analysed, and for those with associated problems, solution options developed and justified.

This abstract perspective, however, does not state the problems, how, for example, the situations from trade/craft practice can be tangibly carried over into a test task. Connected with this is the problem which criteria for choice should be applied at all, in order to be able to identify such a situation as being suitable or not suitable for a test task.

Also in practice, in the preparation of the case task, the question arises how the solutions for the problems associated with the situation are to be evaluated, particularly since – depending upon the case – extremely varying solutions are possible.

2.1.2 Example of a general organisation recommendation

In the documentation, no uniform pattern exists for the construction of cases. However, didactical requirements, which a case should meet, are specified. According to KAISER, such requirements are, for example, as follows:

- The case should be realistic to life, and conceived such that a direct reference to reality in the crafts enterprise for the test candidates can be made.
- The case should open an interpretation from the viewpoint of the test candidates, and permit several solution types.
- The case should have elements of problem and conflict.
- The case should be manageable, and solvable under the basic conditions.¹³

During the construction of cases, the following should be avoided:

- a) that the connection of case and the skills which are to be examined - as they are specified in the skeleton plan - is only vaguely recognizable,
- b) that the reality element in the case is minor,
- c) that the case is formulated in an abstract manner and contains no problem and/or no conflict,
- d) that the case does not permit the identification of the test participant with a participant in the case (in particular with the teacher/trainer),
- e) that the case is too rudimentary and openly formulated.

¹³ Compare Kaiser, F.-J., 1994, p. 142.

2.1.3 Criticism of general organisation recommendations

In the daily practice of task designers in the trade/craft, it is often criticised that, despite all important impulses which can be given with such an overview, any further assistance, virtually as concretion of such central requirements is missing.

The following considerations have developed from the awareness of illustrating the various considerations for the formulation of concrete case-based tasks in line with standard usage, however without excluding the fundamental aspects of research for the organisation of case tasks.

2.1.4 Consequence for the construction of case-based tasks

There is - like so often in occupation-educational research fields - also here *no* prescribed way to construct a case. To this problem in each case, only suggestions can be made and proven solutions and methods of resolution exchanged between the examiners and researchers. In the following model substantial construction principles are to be clarified, based on the representation of the emergence of a case.

2.2 Construction considerations

2.2.1 Case selection

Take as a basis a problem definition occurring in practice which is important and complex, and which is reflected also in learning fields of a skeleton plan or similar.

In a case which is yet to be designed, for example the topic “conflict between employees”, could be drawn upon as an important and very general problem definition occurring in practice, for the formulation of the case description and the test questions. After the very rough topic selection has been made, an allocation of the topic to relevant learning fields can be accomplished. The action fields connected with the above-mentioned topic, which could be relevant for the case situation, are, for example:

Learning field I: Training in the group:

Learning situation A: Form some groups and teams and guide them

Learning situation b: Learning and working in groups, plan and train teams

Learning situation C: Recognize and resolve inter-human conflicts

Learning field II: General bases:

Learning situation A: Know and take into consideration legal basic conditions of the training

Learning situation b: Estimate tasks, position and function of the teacher

Here it becomes clear already that for the construction of cases, the test perspective cannot be regarded detached from the training course perspective. From an educational-diagnostic point of view, with regard to the construction of the cases it is important to substantiate as early as possible the (evaluation) yardstick of that which is to be evaluated afterwards (see below). It should be clearly emphasised that the topic which is to be checked is not to be equated with the yardstick of the evaluation. The

notion that one must (somehow) check the topic conflict, still gives no yardstick for evaluation. This comes into being only as a result of the formulation of the questions and/or tasks related to a selected topic. Substantially This means here that with the topic "Conflict..." still nothing is revealed concerning which test service is required. Should examinees name kinds of conflict, describe causes of a conflict or indicate attempts at solution? The knowledge of the topic alone does not give an answer to these important qualitative differences.

b) The starting point for an action-oriented test task is a problem definition, which also actually exists in practice, therefore **occurs and is important**. Thereby it is to be avoided that a topic is selected, which although possessing some reference to the occupation, in fact in everyday practice falls only into the "also ran" category. In addition it must be noted that the problem definition - similar to vocational practice - should also be complex. This means substantially that several problem definitions, which, in terms of content, are represented by different learning fields and/or learning situations in the skeleton plan, are to be interlocked with one another.

Therefore, for the test organisation of cases in the action-oriented sense two substantial elements are to be considered:

1. The case representation must illustrate a practical relevance for the examinee. Ideally, this ensures that the examinee is able to imagine himself into the problem areas of the case situation (fair to examinee in practice).
2. The case representation must possess for the examiner an exemplary relevance (example character) to the test area. The example character and thus the possibility for the transmission of the problem definition to other occupations are given if, from the concrete problem description, a problem definition lying behind it can be abstracted (fair to examiner).

concerning 1: The question in which form the case actually illustrates a practical relevance for the examinee in order to make possible or facilitate the imagining into the situation, cannot be answered here with certainty.

For this, factors such as...

- own and reflected experiences and incidents on the part of the examinee in the enterprise or, also
- described experiences and incidents of other trainees, etc.

are responsible.

concerning 2: Regarding the example character, the described problem definitions (see above) are transferable to a great many training enterprises of various trade/crafts. So in an automobile workshop or in an electrical plant, the problem definitions lying behind the case can be brought up for discussion and be adapted accordingly in the case description.

For the clarification of the possibility of considering a multiplicity of problem definitions both examinee-practically and examiner-fairly in cases and/or case-oriented tasks, a further complex of vocational situations is presented briefly here, which will probably attain crucial meaning in many crafts enterprises in the future.

With regard to this complex of vocational situations in the practice of service enterprises with frequent customer contact, like, for example, hairdresser enterprises or service

departments of workshops of other occupations, the following types of behaviour, for example, are appropriate:

- to welcome appropriately the respective customers,
- to be able to tailor advice individually to the customers,
- to (re)present one's technical ability,
- to be able to create and maintain social contact to the customer and
- to effect an appropriate manner as the customer is departing.

Even with these vocational requirements, a set of case-based tasks could be designed by greater detailing, which however is not done here.

Representation of the progress with the case construction:¹⁴

Topic "conflict - e.g. among co-workers"

2.2.2 Formulation of a requirement catalogue

Formulate a requirement catalogue in the sense of a draft of relevant topics, and develop a suitable case description.

After the first examinee- and examiner-fair setting of topics from vocational action situations, it is appropriate to reduce the abundance of possible questions and/or relevant (part) topics. The more strongly the requirements which the examinee is to master in the long run are to be substantiated, the more simply an examination of the test *achievement* is possible regarding these particular requirements. As regards the topic "conflict", from an operational viewpoint usually a very large number of partial topics, which can be formulated later as examination requirements, are conceivable. Ideally, different learning situations of the skeleton plan for an action-oriented examination can be made usable, if at the same time they represent exemplary character for problem areas of practice. It is not possible to effect a direct formulation of contents of the skeleton plan into case descriptions and associated test tasks, on the one hand due to the general validity of the formulations in the skeleton plan, and on the other hand because of the necessity for the illustration of the most concrete possible vocational action situation in a case-oriented task.

For the case description which still is still to be formulated, the topic "conflict" must be substantiated. This concretion is made in such a manner here that for example two

¹⁴ At the end of individual construction considerations, in general there is the representation of the concrete case, as it can be built up step by step.

trainees at different stages of training are in conflict. This is however not yet sufficient for the organisation of a case-oriented task, which must be evaluated.

While conflicts can arise in many various forms in the everyday work situation between trainees, and these various conflicts can all have a relevance to the above-mentioned learning fields and learning situations, the conflict must be described in relative detail (information regarding cause, basic conditions etc.), in order to meet the second requirement of a form of the task fair for the examiner.

Therefore for example in the following case description, one trainee shall be represented as a trainee furnishing very good achievements not only relating to crafts, but also scholastically, while another trainee shall be described as a person furnishing very good achievements relating to crafts, but furnishing rather insufficient achievements scholastically.

Moreover, the manageress of the training enterprise (here: a hairdresser enterprise) has given the task to the scholastically more efficient trainee to take care of the other trainee. A certain dramaturgy is developed by this increasing concretion, which in turn is intended to serve the stronger identification of the examinee with the vocational situation. Furthermore an escalation of the conflict situation in the enterprise is to be described in the case description.

This concretion could of course be made also in other form, without losing sight of the problem areas and/or the vocationally relevant action fields. At the end of this transformation of vocational situations over skeleton plan contents to a conclusive dramaturgic representation of complex cases, is the first draft of a case situation or also case description.¹⁵ It forms the core, illustrated linguistically and/or in writing, of the vocationally relevant action situation.

Central element of a case-oriented task is the case description.

However, in practice such case descriptions look very different. For an examination of the suitability of the case description, the above-mentioned criteria of Kaiser can also be used for reference. While such references to the examination of cases exhibit a relatively generally accepted character, here in addition a case construction is highlighted tangibly, which is to bear up to the examination. In this situation, the construction of the case description might be very strongly dependent on the individual experiences, conceptions, etc. of the designers. Before this background it can hardly be surprising if, for example, two technical designers with similar conceptions regarding the elements of the examination requirements to be covered content-wise in accordance with AMVO and the skeleton plan, design very different case descriptions in an action-oriented examination, which illustrate these requirements.

¹⁵ Attention must be drawn to the fact that, at this point, the construction of the case description is not mandatorily completed. However, it should already be introduced here as a central element of a case.

Representation of the progress with the case construction:

Topic: "conflict - e.g. among employees"

Case description (raw version):

Working in a hairdresser enterprise are the trainees Petra and Andrea, among others. Petra is a trainee with very good skills not only relating to crafts, but also a scholastically very accomplished, while Andrea furnishes very good skills in crafts, but is rather deficient scholastically. Therefore the manageress had the idea that Petra was to help Andrea with the academic matters. Already, there were disputes frequently in the enterprise between Petra and Andrea. The current conflict concerns the issue that Andrea does not want anything from the specialised theory to be explained to her by Petra.

Task section:

Still quite vague requirements of the examinee

- He is to answer some questions regarding this topic before the background of this case description and orientation at learning situations from learning fields 1 and 6.

2.2.3 Considerations for the examination

Consider which tasks and/or questions are to be connected with this case in an examination.

While so far was assumed that the situation described here occurs in vocational practice and is important in addition to exhibiting a certain complexity, now the test suitability is to be improved by the fact that the tasks and/or questions shall be more strongly substantiated. So far only a fundamental relationship has been established to the above-mentioned learning fields 1 and 6 of the skeleton plan, which can be consulted as a basis for the regulation of evaluation yardsticks. Now it applies that the requirements be transformed more strongly into test-suited tasks, which can be evaluated appropriately. For example a problem section could aim at the causes of the conflict with relevance to the skeleton plan. In addition, a problem section would be possible for the behaviour of the manageress in this conflict situation. Furthermore, a legally relevant question could be posed concerning the instruction of the manageress that one trainee was to help another. The direct case orientation of such problem sections and/or questions is given if they then all exhibit a relevance to the case description, which again ensures the examination of vocational action expertise as far as possible. However, from a test-diagnostic view this represents an alternative to bound and frequently strongly standardised task forms (e.g. multiple choice).

Test questions in a case-oriented test task must be based on the case description.

As regards the problem of the practical organisation of such case-based questions, the following negative example questions are to be consulted.

1. Which causes can generate conflicts between employees in the enterprise?
2. May a manageress instruct a high-performance trainee to help a lesser-achieving trainee?

The problem of these tasks – perhaps at first sight suited to the above-mentioned case description – lies in the fact that in principle they could be resolved or worked on without every level of attention to the case (pseudo case tasks). That is to say, each examinee is in a position to work on the tasks even without deeper understanding of the information from the case description. The difficulty for the examinee related to the first question is therefore deciding in the examination which causes he should cite how intensively.

Moreover, it would be quite justified if the examinee stated causes which could not be connected directly with the case description. In this connection he could mention also non-occupational-educationally relevant aspects.¹⁶ The possibility of an approximately objective evaluation of the achievements of the examinees would be scarcely given for the examiner. Besides this, the examiner's expectation horizon, not fixed in this question, would be problematic. Here the issue does not concern the complete clarity of the answers, but the approximate requirement catalogue in the sense of one "complex solution area"¹⁷, within which the examinee should explore in his writing. This solution area would have been able to be "delimited" and/or substantiated by a requirement catalogue provided previously, which would have been represented in the questions, on the part of the examiner.

The exemplary requirement catalogue could look as follows, for example:

- The examinee is to write something regarding the behaviour of the manageress in the case situation.
- The examinee is to write something regarding the causes of the conflict in the case situation.
- The examinee is to discuss how he evaluates the instruction of the manageress that Petra is to support Andrea, from a legal and educational point of view.

In order to avoid the above-mentioned problem of the submitted, but non-occupation-educationally relevant test achievement, the tasks can also be substantiated accordingly. It would be possible for example to factor the adjunct "... from the occupation-educational perspective...." or similar into the questions.

¹⁶ Strictly speaking, an examinee, who avails of psychological knowledge due to discontinued study, could, for example, also cite various psychoanalytical causes, which are not or hardly brought up for discussion in occupation-educational regard.

¹⁷ The solution area is to be called complex if the necessary contents can be connected with several learning fields and/or learning situations, or differently expressed: the evaluation yardsticks can be formed by the relevance to several learning fields and/or situations.

Topic: “conflict - e.g. among employees”

Case description (raw version):

Working in a hairdresser enterprise are the trainees Petra and Andrea among others. Petra is a trainee with very good skills not only relating to crafts, but also a scholastically very accomplished, while Andrea furnishes very good skills in crafts, but is rather deficient scholastically. Therefore the manageress had the idea that Petra was to help Andrea with the academic matters. Already, there were disputes frequently in the enterprise between Petra and Andrea. The current conflict concerns the issue that Andrea does not want anything from the specialised theory to be explained to her by Petra.

Problem section:

(Concretising

- The examinee should write something from an occupation-educational perspective regarding the behaviour of the manageress in the case situation.
- The examinee should write something from an occupation-educational perspective regarding the causes of the conflict in the case situation.
- The examinee should discuss how he evaluates the instruction of the manageress that Petra is to support Andrea, from a legal and educational point of view.

2.2.4 Considerations regarding (additional) information for the examinee

Consider which (additional) information the examinee needs for the solution or treatment of the problem section in the case description (detailed comparison of the problem section with case description)

Even if the problem section were more strongly substantiated now, in connection with the case description it is not yet suitable for use in a test situation. One should now answer the question, which information the examinee needs for resolution, or better: for treatment of the case.¹⁸

It is to be emphasised here that the formulation “solution of a case” is only partly conclusive. In the self-conception of the examinees one can naturally speak of the fact that they have “solved” (or indeed not) the tasks to the case in the sense of the examination requirements. These “solutions” are the basis of the evaluation for the examination board. However the term “solutions” is frequently afflicted with the meaning “clearly correct” or “clearly incorrect”. In case-based tasks, this meaning should be

¹⁸ Here it must be pointed out that the sequence of individual stages – to be quasi implemented here – is of only an analytic kind for the construction of a case. In reality it is apparent again and again that case designers switch between the case description and the task part or question part of a case, in order to co-ordinate both. The guide question “Does the formulated task fit the case description and/or the case description fit the formulated task?” “ must be answered again and again in the course of the case construction.

qualified in part. Because, precisely as with decisions in vocational practice, formulated written “solutions” for complex cases in an examination can also be evaluated with the predicate, “more suitable” or “less suitable”. Here, therefore, the designation “treatment of cases” is preferred.

With the process of adjustment of the case description to the problem section, the following is noticeable. The question concerning the legal and educational evaluation of the behaviour of the manageress could still be discussed by the examinee in general form. However, he could not say or write much concerning the problem section relating to the behaviour of the manageress, ultimately on account of the lack of, or non-existent, information in the case description. Indeed, hardly anything is revealed about the manageress. If, however, one is to adhere to the requirement of the complexity which can be illustrated by case-oriented tasks, the case description must have more information than so far.

In the case description it could be mentioned, for example, that the trainee Petra wanted to explain or explained something connected with scholastic matters to Andrea on frequent occasions. In addition, additional information concerning the conditions of the trainees could supply a more precise picture of these persons. If one is making an evaluation of the behaviour of the manageress, this behaviour would have to be substantiated for example by a reference to when the manageress noticed the conflict and how she reacted to it. Indeed, the ‘how’ of the reaction of the manageress can serve as a type of key for the successful treatment of appropriate tasks for the case description by examinees because they can adjust their technical knowledge (how should she have reacted from an occupation-educational view?) to “the actual” conditions described in the case. Thus, to be emphasised here is that in case-based tasks, the yardstick for the evaluation of the written test submission can be more strongly specified by skilful co-ordination of the questions with all necessary information in the case description. If the question read, for example, “How do you evaluate the behaviour of the manageress from an occupation-educational”, it is understandable, before the background of a more detailed case description – which also supplies information for an evaluation – that the person who writes *only* “everything possible” on the topic of conflict must be evaluated substantially worse than the person who orients himself to the information from the case and links this with his technical knowledge in order to come to an occupation-educationally appropriate and case-related answer.

For the treatment of cases, apart from the description of behaviours *within* the case description, it is often necessary to place certain documents at the disposal of examinees (e.g. operational details, memoranda etc.) also quasi *outside* of same. This involves also the vocational everyday life *situation*, where, for example, for legal interests it is not necessary to know the exact wording of formulations of legal texts by heart. Knowledge concerning the presence of certain laws, regulations and definitions does not serve as an end in itself, but as a means for the purpose of being able, in principle, to formulate or work on more complex problem definitions in everyday life *situations*.

Within the case description, additional information concerning the circumstances (e.g. more exact occupation-educationally relevant personal details) can have the effect of more easily ensuring that the examinee can place himself personally into the case, in particular if he can hardly reflect the problem areas behind this concrete situation from his own experience.¹⁹ The exact measure of (additional) information cannot be determined, in particular because of the partially very diverse conditions of learning of the examinees. With the examinees, it might be dependent on, for example...

¹⁹ The possibility for reflection of circumstances in an action-oriented examination is perhaps more strong if tasks could be already worked on with action-oriented requirement could already be worked on in a preparation training course by the examinee.

- their past experiences regarding the treatment of case tasks e.g. in the preparation learning course
- their understanding of speech and/or text,
- their capacity to understand relevant technical terms,
- their abstraction capacity,
- their analytic understanding,
- their comprehension for complex circumstances,

...

Therefore too much (additional) information can also be perceived as problematic for answering of the test tasks by the examinee. Precisely, the structure of a dramaturgy within the case description which is not too short and not too long, however always descriptive and with the necessary information, surely represents a problem with the construction of cases.

Before the background of the conception that in an examination the examinee should be able to represent his efficiency also in a positive perspective, it is recommended here that as far as possible, the examinee omit non-usable additional information, in order not to make himself additionally insecure. Non-usable additional information in this sense would be for example a legal text, which does not contribute at all to the treatment of the case task.

Representation of progress in the case construction:

Topic: “Conflict - e.g. among employees”

Case description (raw version):

Working in a hairdresser enterprise are the trainees Petra and Andrea among others. Petra is a trainee with very good skills not only relating to crafts, but also a scholastically very accomplished, while Andrea furnishes very good skills in crafts, but is rather deficient scholastically. Therefore the manageress had the idea that Petra was to help Andrea with the academic matters. Already, there were disputes frequently in the enterprise between Petra and Andrea. The current conflict concerns the issue that Andrea does not want anything from the specialised theory to be explained to her by Petra.

Examples of additional information,...

- which must still be integrated into the case description:

- Petra explained something connected with “scholastic matters” to Andrea on frequent occasions.
- Petra discontinued a course and is older than Andrea.
- Andrea submitted proof of main graduation and her practical ability during a practical course in the enterprise.
- The manageress is very irritated when she becomes aware of the conflict between the two.
- She calls both to order and is primarily concerned that the customers could overhear something.

- which is necessary over and above that for the treatment of the tasks:

- Legal texts, which could be helpful for answering the question as to whether the manageress can request Petra to help Andrea with scholastic matters.

Problem section:

(Substantiating the requirements/yardsticks)

- The examinee should write something from an occupation-educational perspective regarding the behaviour of the manageress in the case situation.
- The examinee should write something from an occupation-educational perspective regarding the causes of the conflict in the case situation.
- The examinee should discuss how he evaluates the instruction of the manageress that Petra is to support Andrea, from a legal and educational point of view.

2.2.5 Considerations regarding the total operating time

Consider how much total operating time you want to make available for case-based tasks.

Before the formulation of questions represents concrete relevance for case description and for the test achievement sought, the total operating time for the case or the case-based tasks must be fixed, for formally legal, organisational and not least educational-didactical reasons.

At this point, it should be clarified that the question regarding the appropriate operating time can be answered often only with difficulty. The experience of the examiners, who can make very good estimates due to their activity of many years, is sometimes extremely helpful. However, this experience cannot be considered without reservation, if in the past predominantly bound task forms were examined, which, are to be assessed differently in regard to the operating time than so-called free task forms. This is not least because of the fact that a free space in regard to bound task forms, to be utilised differently individually, is barely specified or not at all, on account of the questions (and partially restrictive answer requirements). There cannot be individual liberties and in certain respects, originality, in the answering when it comes to such task forms. The written ability of expression on the part of the examinees or the demonstration of complex circumstances is then almost irrelevant.

However, the absence of knowledge regarding the efficiency of the test participants represents a further difficulty for the estimate of the appropriate operating time in vocational test practice for all task forms. The criticism possible in connection with so-called free tasks, one does not know all that somebody could write on a certain topic, however according to the view represented here, is based more on *analysis-problematic formulations* in the setting of tasks or the problem section, than on the knowledge or ignorance of the examinees. In the “self-conception” of some examiners – partially again conditioned by the “self-conception” of some examinees represented in past examinations – the preparation of free tasks means a deviation from an objective examination, since examinees can then write what they wish and not necessarily what they are supposed to write.

At times, formulations such as “Please comment on xy” or “What is your view regarding xy?” is interpreted in such a way, that the examinee can write anything which might occur to him without any resort to the technical contexts. The assumption - or rather, fear - exists that the solution area of the answer could become almost infinitely large due to such formulations, which would not necessarily facilitate an evaluation of this work. For removal or reduction of this problem, it is possible to adhere to the following, in addition to the conceptual problem regarding the understanding of a free task (see above).

If such above-mentioned formulations are used, the possibility cannot be excluded that an examinee virtually neglects highlighting technical connections etc. in his answer. The special problem is now in the evaluation of that which was demanded and also furnished in the closer sense.

By a multiplicity of circumstances which are the basis for the examination, it can be assumed that the examinee is aware of which technical contents are to be consulted in principle for the answering of the questions. By means of organisational aspects such as invitation letters, registration for examination, designation of the test documentation with the appropriate field of activity etc., the content adjustment of the examination requirements is, in the writer’s opinion, substantiated sufficiently.

However, if one regards this circumstance as not yet sufficient, there is still the option of refining the formulation of setting of tasks in such a manner that for the examinee the

necessity becomes obvious, of making reference during the answer to certain content connections which are to represent his specialised skill, or of placing these into the centre of his considerations. Such formulations would be related to the above-mentioned examples "Please comment on xy from an occupation-educational viewpoint" or "What is your view regarding xy from an economical viewpoint?" Such explicit regulation sizes²⁰, which can, also surely turn out more differentiated, in regard to the relevant content references within the task position, will now no longer permit a correct answer without resorting to this by the examinee.

Over and above this, related to case-based tasks the following can be adhered to: the more strongly the problem section and the case description including appropriate additional information are co-ordinated to one another, the more concretely the borders of the solution area, even for so-called free tasks, are marked out.

²⁰ These key terms are already contained in the representation of the progress in the case construction. Due to the own experience with case tasks, these explicit determinants are used already in an early stage of own case constructions. On account of the attempt to reduce and illustrate in individual steps the complexity which is contained in the construction of cases, the more exact explanation and reasoning for the (possible) necessity of such determinants has occurred only at this point.

Representation of the progress with the case construction:

Topic: "Conflict - e.g. among employees"

Duration: approx. 45 minutes

Case description

Working in a hairdresser enterprise are the trainees Petra and Andrea among others. Petra is a trainee with very good skills not only relating to crafts, but also a scholastically very accomplished, while Andrea furnishes very good skills in crafts, but is rather deficient scholastically. Therefore the manageress had the idea that Petra was to help Andrea with the academic matters. Already, there were disputes frequently in the enterprise between Petra and Andrea. The current conflict concerns the issue that Andrea does not want anything from the specialised theory to be explained to her by Petra.

Examples of additional information,...

- which must still be integrated into the case description:

- Petra explained something connected with "scholastic matters" to Andrea on frequent occasions.
- Petra discontinued a course and is older than Andrea.
- Andrea submitted proof of main graduation and her practical ability during a practical course in the enterprise.
- The manageress is very irritated when she becomes aware of the conflict between the two.
- She calls both to order and is primarily concerned that the customers could overhear something.

- which is necessary over and above that for the treatment of the tasks:

- Legal texts, which could be helpful for answering the question as to whether the manageress can request Petra to help Andrea with scholastic matters.

Problem section:

(Substantiating the requirements/yardsticks)

- The examinee should write something from an occupation-educational perspective regarding the behaviour of the manageress in the case situation.
- The examinee should write something from an occupation-educational perspective regarding the causes of the conflict in the case situation.
- The examinee should discuss how he evaluates the instruction of the manageress that Petra is to support Andrea, from a legal and educational point of view.

2.2.6 *Constructing solution or answer patterns/models.*

Please construct a rough solution or answer scheme, which the examinee is to cover in principle in his answering of the questions.

The measure of all (evaluation) matters – as has been addressed several times already – is, accounting for one's own evaluation yardsticks under resort to an own solution draft or solution sketch. This should be provided because it can be consulted, on the one hand, for comparison with the furnished test achievements of the examinees, and on the other hand, for better communication of the test committee members specifically in regard to the expected test achievements. Frequent large deviations in the evaluation of a test achievement are, above all, an expression of non-transparent evaluation yardsticks of the test committee members among themselves. It cannot benefit anybody if the evaluations of the examiners are a distance apart from each other around several stages of note for the same test achievement. This demand for creation of transparency regarding the expected solution sketches of case tasks also cannot be contradicted by the fact that the possible individuality and originality of the test achievement cannot be 100% anticipated in the forefront. The issue concerns a substantiation in principle of "correct solution conceptions" on the part of the examiners to the stronger capability to objectify the test achievements.

Expressed pointedly, one could state the following: If one fundamentally negated the possibility of being able to indicate in the forefront the solution area for a case task, which illustrates precisely vocational practice, then consequently one would have to negate also the possibility of identifying achievements which can be furnished concretely as correct or appropriate in actual vocational practice in the forefront.

2.2.7 *Choice of the degree of difficulty of a task.*

Formulate tasks with a degree of difficulty, which reflects the vocational action skill of a trade/craft entrepreneur.

The degree of difficulty of a task is often expressed by differing formulations in the problem section of a case. For example, in the formulation "*Please name...*", the chaining together of factual knowledge on the part of the examinees is adequate as a solution. In contrast to this on the other hand, formulations like "*Please evaluate...*" or "*please justify...*" can be answered only by well-founded application-oriented knowledge, because an evaluation or reasoning presupposes the representation of certain circumstances, or specifically, of a case. Since a case-oriented task in the sense understood here represents a simulation of the complex vocational practice of a trade/craft entrepreneur, simple knowledge inquiries which refer to detached technical book knowledge, are not suitable for questions in case-oriented tasks.

The degree of difficulty of a subtask in relation to a case-oriented task must also have its counterpart in the evaluation in points or so-called "*point-system*". Precisely, written test achievements enable the examinees to represent their performance strength in particular if they are familiar with the point-system of the subtasks.

Representation of the progress with the case-construction:

Topic: “Conflict - e.g. among employees”

Duration: approx. 45 minutes

Case description

Working in a hairdresser enterprise are the trainees Petra and Andrea among others. Petra is a trainee with very good skills not only relating to crafts, but also a scholastically very accomplished, while Andrea furnishes very good skills in crafts, but is rather deficient scholastically. Therefore the manageress had the idea that Petra was to help Andrea with the academic matters. Already, there were disputes frequently in the enterprise between Petra and Andrea. The current conflict concerns the issue that Andrea does not want anything from the specialised theory to be explained to her by Petra.

Examples of additional information,...

- which must still be integrated into the case description:
 - Petra explained something connected with “scholastic matters” to Andrea on frequent occasions.
 - Petra discontinued a course and is older than Andrea.
 - Andrea submitted proof of main graduation and her practical ability during a practical course in the enterprise.
 - The manageress is very irritated when she becomes aware of the conflict between the two.
 - She calls both to order and is primarily concerned that the customers could overhear something.
- which is necessary over and above that for the treatment of the tasks:
 - Legal texts, which could be helpful for answering the question as to whether the manageress can request Petra to help Andrea with scholastic matters.

Problem section:

- Please describe from an occupation-educational perspective three possible causes of the conflict based on the case description. (15 points)
- Please evaluate in total the behaviour of the manageress from an occupation and work-educational perspective. (20 points)
- Describe in this connection with the help of a suitable coping strategy, how you would proceed in the concrete case. (30 points)
- What is your evaluation, from a legal and occupation-educational viewpoint, of the instruction of the manageress, that Petra should take Andrea under her wing from time to time, since, on account of her knowledge, she can already help with training? (35 points)

2.2.8 Aids to the treatment of the task

Please highlight where applicable, which aids (e.g. Legal texts, data sheets etc.) the examinees may use during the processing of the task.

This construction consideration might be regarded at first sight as obvious, in particular since the legal regulations of an examination already in the past always ensured availability of aids to the treatment of tasks. The qualitative difference is to be seen, however, in a clear orientation following the availability of aids in vocational practice. Because all aids which the examinee has available normally also in practice are likewise to be permitted in case-oriented tasks. Since legal texts, regulations etc. are easily accessible in practice, they must also be permissible in the examination. Thus however all so-called knowledge-based questions in regard to legal characteristics, e.g. of training contracts, training obligations etc., can acquire another value, and above all, be examined in an application-orientated manner as an integral component of a complex case.

Also the employment of modern information and communication technologies like the Internet for example, will in the future belong to the repertoire of aids, and must be allowed, if such technologies have found penetration into the vocational practice of the occupations to be examined.

2.2.9 Avoidance of understanding problems.

Let a colleague counter-check the complete case.

This recommendation is connected with the consideration that during the intensive argument concerning the construction of a case, precisely the technical designer of the same is subject to the well-known danger of overlooking understanding problems, formulation difficulties etc., which may be noticeable very quickly to an experienced colleague. Even very experienced task designers describe again and again the high use of such constructional controls of their own work.

2.3 Fostering of interest and achievement motivation

2.3.1 Fostering of interest

Now a measure catalogue is needed which gives information on with which activities the interest in a certain subject area can be promoted. Based on the specifications of the self-determination theory, Krapp et al. make formation of interest dependent on the question to what extent it is successful to grant possibilities for the satisfaction of the primary needs within the article area. In the following, the measure catalogue is represented by Euler and Hahn, who take up and extend the remarks.²¹

²¹ Compare Euler, D., Hahn, A., 2004, p. 332 ff. and Prenzel, M., Drechsel, B., Kliewe, A. et al., 1998, p.12 ff.

2.3.1.1 Autonomy experience

Here the issue concerns the possibilities of considering the independent, formative and creative activity. These include:

Rate of learning and allowed time

- Use of various solution methods and aids (intervention of the instructors)
- The enabling of varying results (decision tasks and organisation tasks)
- The opportunity to expand on topics independently
- Suggestion for the independent treatment of tasks and problems

Tasks should be meant as a challenge and judged as meaningful -

It concerns,

- explaining the sense of the task, the training goal or the topic (the sense of the matter itself, as well as sense from the viewpoint of other learning and life references: other subjects, examination, operational practice, private life)
- to arrange the task as a challenge (stage of difficulty)

2.3.1.2 Expertise experience

Production of points of reference which contribute to the fact that one recognizes that by one's own acts, the expertise toward the desired training goal could be developed further.

- ensuring that the causal attribution corresponds to the effort attribution or external variable attribution
- use of a criteria-oriented or individual-oriented reference standard
- esteeming and informative feedbacks (criteria and individual-oriented reference standard, establishment of an 'error culture')

2.3.1.3 Social integration

Here a differentiation can be made between two behaviour relations

a) between instructors and learners

- Appreciation, acknowledgment and real interest in the person (do not use praise instrumentally or manipulatively, cautious use of irony or sarcasm) reciprocity of praise
- Apply agreements and arrangements by discussion in place of rules
- Trust the learner a little, accept self-will and own thought processes, allow for fluctuations of disposition and performance
- Provide for cooperative forms of learning

b) between the learners

- Perspective assumption and empathy
- mutual acceptance
- conduct which is open and contact-happy

2.3.2 Fostering of achievement motivation

The construct, 'performance motivation', received an advancement courtesy of Heckhausen, who substantiated at the time quite an understanding of the structure of the motive for achievement. McClelland understood this as an associative network acquired in early days, which ensured that in a class of situations (here, achievement situations) certain reference attractions repaired a change to the affect/feeling situation which one had experienced more frequently in former times. Thus this associative network, thought of as homogeneous, was now divided up by Heckhausen into three process variables, which stabilize mutually and thus provide for the relative time constant of individual motive differences.²²

In his self-evaluation model of achievement motivation, Heckhausen postulates the following three process variables:

- Goal or requirement level setting
- Causal attribution
- Self evaluation/emotion

Self-evaluation model of the achievement motivation		
Process variable	Success-confident motivation development	Failure-avoiding Motivation development
Objective/requirement level	Moderately difficult tasks, realistic requirements	Tasks which are too easy or too difficult, unrealistic requirements
Attribution sample		
Causes of success:	Effort, increase in competence	Easy task, Luck
Causes of failure:	Lack of effort, possibly bad luck	Lack of Ability
Self evaluation/feeling	Positive feelings after success are equally strong or stronger than negative ones after failure	Negative feelings after failure are clearly stronger than positive ones after success

When it comes to the goal or requirement level setting, the issue concerns the comparison between one's own result and a given standard. Depending upon success-confident or failure-avoiding motive characteristic, the outcome will give differing self evaluation balances. Persons with a success-confident motivation characteristic, who set themselves realistic goals, experience more clearly how the action outcome is affected by their own efforts, and how by the consequences of practice, their own capability can be further increased. Failure is assigned not to lack of ability, but lack of effort, possibly bad luck. If one assumes a uniform distribution of

²² Rheinberg, F., Krug, S., 1999, p. 33.

success and failure, this sums up to a positive self-evaluation balance. Persons who have a failure-avoiding motivation characteristic, will frequently add failures to their lacking ability. They select tasks which are either too easy or too difficult. Success is diminished accordingly then by the fact that the task was too easy or that they had luck with the resolution of a difficult task. Here, their own ability or effort plays no role. This leads to the fact that failure-avoiding persons regard achievement situations as threatening and therefore avoid them. Conversely, success-confident persons regard achievement situations as attractive and capability-confirming. Therefore, they gladly seek out such situations again and again. Thus both development forms become stabilized; the failure-avoiding person systematically withdraws from the possibility of success and thus from experiencing the possibility of positive self-awareness effects, and in contrast, the success-confident person increases his opportunities.²³

²³ Rheinberg, F., 2002, p. 87.

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