

VETwin-win

MODULE 7

Professionalisation strategies and qualification concepts for training providers in the active design of the "interlinking process"

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General guidelines for the modules

An indispensable element of this further training, which applies to all modules, is the particular methodical orientation: it should cover the target subject comprehensively, namely modern, action oriented learning methods which the tutors do not instruct but see themselves rather as learning guides for the learners. Since none of the modules contain pure dissemination of knowledge but rather new practical ability on which for the design of the interlinking processes of vocational training and operational further training should be built, they connect the participants with learning in presence seminars with online learning, independent learning and learning with practical assignments carried out in their own workplace and in regular group meetings with other participants and the learning guide can be evaluated, assimilated and theoretically applied.

I. Preliminary notes to Module 7

The aims and objectives of this module

This module should support the professionalisation of training concerns in the design of the interlinking process of vocational training and operational further training.

The professionalisation concerns both supervision and management levels and also employees in vocational initial and further training in training concerns und companies.

The customer orientation, i.e. the die awareness of special company needs and the link to the level of knowledge of the employees are crucial. A training facility must therefore develop and make the transition to a service offering innovative vocational training and model itself on the basis of a clear business strategy and future personnel and organisational structures.

Learning objectives and contents of this module

- Determination of competences for the development of forward looking personnel and organisational structures within a framework the design of the interlinking process of vocational training and operational further training
- The development steps into an innovative vocational training facility
- Aspects of the necessary organisational development of a training provider
- Fields of action of forward looking personnel and organisational development
- Determination of practical approaches to the professionalisation of training personnel
- Determination of aspects of business process oriented learning
- Examples of self qualification by employees

What the participants/learners should know in conclusion:

- Steps of development from a traditional training facility into an innovative training facility
- Innovation areas in the vocational training facility
- Fields of action for forward looking personnel and organisational development
- Organisational models of training providers
- Aspects of customer orientation
- Professionalisation of personnel
- Modularisation of training offers for flexible vocational training
- Knowledge of vocational teachers

Skills and competences:

- Use of elements, e.g. consultation, learning process guidance, business process orientation
Learning in the work of an innovative training provider
- Development of organisational structures of a training provider

- Development of formal and informal structures of an organisation
- Development of modular training offers
- Communication with training concerns
- Relationship of trust between employees and customers
- Moderation of problem solving teams
- Further development of the qualification concepts in cooperation with companies
- Reliable collaboration with regional companies

Requirements for the self learning process

The participants work out recommendations independently in this module for customer oriented training offers of innovative training services for SMEs and present them to a learning group.

General methodical pointers for learning guidance

- The further training culminates in the exchange of presence seminars, practice and the provision of learning materials from the online learning platform.
- Group work should be organised as a priority in the presence seminars.
- The learning and practical tasks of the participants are presented.

II. Contents and practical tasks

Contents

- 7.1 Action guidelines for the systematic development and provision of innovative training services for SMEs
- 7.2 Pointers for the organisational development of training services
 - 7.2.1 Fields of action for forward looking personnel and organisational development
 - 7.2.2 Choice of organisational structures
 - 7.2.3 Formal and informal structures of an organisation
 - 7.2.4 Phases and instruments of organisational development
 - 7.2.5 Tasks for the supervision process in organisational development
 - 7.2.6 Organisational development in cooperation with companies and training providers
- 7.3 Options for professionalisation of vocational training personnel
 - 7.3.1 Basis for qualification of training personnel
 - 7.3.2 Initial and further training tutor and vocational tutor
 - 7.3.3 Seminar training organisation
- 7.4 Business process oriented learning
 - 7.4.1 Fundamental considerations
 - 7.4.2 Planning of business process oriented training
- 7.5 Self qualification for employees
 - 7.5.1 The quality circle
 - 7.5.2 Coaching
- 7.6 Modularisation as a basis for flexible vocational training
 - 7.6.1 Basic aspects of modularisation
 - 7.6.2 Example of a modular concept for certified foremen in construction and civil engineering

Practical tasks

In this module the participants work out a practice oriented concept for customer oriented training offers in the framework of the interlinking process of vocational initial and further training for SMEs. The presentation of the concept is made before the learning group.

7.1 Action guidelines for the systematic development and provision of innovative training services for SMEs

Necessary competences for training innovations in vocational training

The following competences are necessary for the development and provision of innovative training services for SMEs:

- Recognition of innovations and developments in training and learning
- Recognition of developments in the interface between vocational training and occupational systems
- Critical analysis and assessment of developments in vocational training
- Promotion, initiation and guidance in newer developments, measures and training services
- Examination of strategic - political, pedagogic-didactic, sociological, structural and organisational aspects
- Dissemination of newer scientific knowledge in concrete situations and contexts in vocational training

A future oriented, innovative vocational training must above all consider vocational training in the smaller concerns. The principal protagonists in regional training innovations are therefore the SMEs.

This then follows a necessary trend, avoidance of standardisation and instead the orientation on individualisation and flexibility. Tailored training concepts for the company are increasingly defining the necessary demands.

The development into an innovative training facility

The customer orientation, i.e. the consideration of special company needs and the harnessing of the level of knowledge of the employees are the crucial factors. A training facility must therefore develop into a training service with innovative vocational training offers.

This orientation on future training offers defines the direction of development in training facilities.

The following innovation areas could evolve in the vocational training facilities:

1. Orientation of the personnel and organisational development in vocational training facilities on the development of the competences necessary for innovative training services
2. Development of new areas of offers and tasks for training protagonists in vocational initial and further training
3. Development of new perspectives in cooperative relationships between vocational training facilities and customers.

There are four elements in the development of innovative training services:

1. The combination of qualification and consultation enables a comprehensive offer from one point
2. The company workplace must be accepted as a learning location and integrated into the training service
3. The customer orientation takes on a central significance and is reflected in the joint design of the training service
4. The learning friendly design of the workplace and a learning environment creates a new area of cooperation that can be further developed

The transition from a traditional training facility to an innovative training facility signals the way to make specific standard offers of suitable training services to meet company needs. In this respect this concerns an aspect of the global paradigm changes from standardised offers to individual offers. Flexibility and open design are necessary.

| Considerations for a traditional training facility | Considerations for a new innovative training facility |
|---|---|
| Reliability | Variety of ideas, individually tailored to suit the needs |
| Consistency and continuity | High reliability |
| Solidity | Solidity and flexibility |
| Standardised training measures from catalogue | Activity and independent action |
| Implementation of central specifications | Negotiation and communication willingness |
| In-house documentation and files | Product development and advisory function |
| Evaluation relating to implementation | Application of internet databank and information technologies |
| | Evaluation relating to utilisation of learning |

Innovations can only be achieved if the training service succeeds in learning and working jointly with its customers and other training services (regional cooperation).

The relationship therefore is directed towards the core elements

- Knowledge management
- Company cost effectiveness
- Benchmarking of training services
- Cooperation between training services.

The requirements relating to the innovative training service include the development of necessary competences and abilities of the training personnel, the customer orientation as a basis for action and the ability of the customer to integrate into the service process.

In terms of customer orientation and customer acquisition there are various consulting approaches to the company:

Offer oriented approaches

- Overcoming the abstinence from initial and further training of SMEs by training marketing. Targeting the actual needs of managements in the SMEs.
- Training consultation based on a marketing strategy.

Enquiry oriented approaches

- SMEs are aware of the need to ensure further training of their staff. They inquire about training.
- Presence of the training provider enables targeted enquiries. Market advantage: customer training offers.

Increasing demand for qualifications

- Customer orientation through suitable design and presentation of the initial and further training offers.
- Provision of help in the determination of initial and further training needs.

Decisive elements in the work of an innovative training service:

- Consulting
- Learning process guidance
- Action orientation

Consulting

Consulting means:

- working towards clearly defined training offers that target the needs in direct consultation, in a communicative process between the company and training facilities,
- consultation to help the company with supportive advice in the explanation of the further training needs, including advice to the learners.

Learning process guidance

Learning process guidance is the professional guidance of persons who are organising their own learning process (self organised learning) by:

- Expert advice on (self paced) learning approaches
- Determining learning needs
- Coaching
- Guidance in reflection
- Guidance in acquiring knowledge
- Design of the learning environment

Action orientation

Action orientation in vocational training aims to enable the learners, in a learning environment that makes sense to them, to carry out the six steps of a complete operational action (inform, plan, decide, implement, control and evaluate in conclusion). This relationship with working life should allow the learners to use their personal experience. Planned action and the acquisition of problem solving ability are central to the learning processes.

The learners help each other in groups with questions on the schedule of a working process.

The instructors ask only constructive questions, advise on the solutions or moderate group processes in order to encourage the independent learning activities of young people.

Aspects of customer orientation

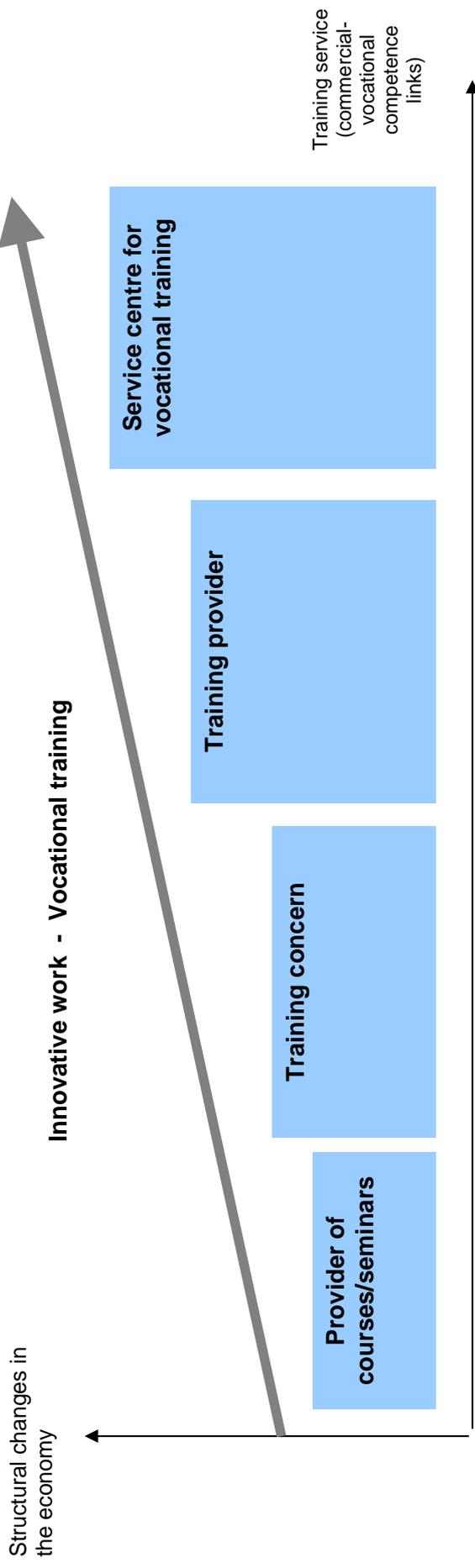
The customer needs after familiarisation are addressed by presence in various forms (internet, face to face and telephone), long term cooperation and experienced contact partners.

The customer need for vocational training can be best met by a good knowledge of the situation on site at the customer and the techniques experienced personnel. This creates a new role for personnel - from instructor to learning process advisor. During this contact reportage and information should be raised. The better the input information, the better the detailed and adapted training service offers can be implemented. These factors call for a learning or reconsideration process for the employees of a training facility.

The following factors are all part of an innovative training service:

- Flexible organisational structure
- Innovative company philosophy
- Customer relations to address needs
- Quality assurance
- Complex infrastructure
- Personal competence
- Flexibility regarding customer assignments and work contents
- Activity and independent action
- Negotiation and communication willingness
- Product development that targets needs(advice and guidance)
- Use of IT technology
- Evaluation of usability
- Willingness to change work procedures and methods

Conceptual development steps from training provider to training service



| Profile of requirements | Standardised training programmes | Business oriented measures | Qualification measures targeting needs | Coaching oriented commercial- vocational initial and further training |
|------------------------------|---|--|--|---|
| Organisation | Provider oriented action Diligence Reliability Even handedness | Company oriented action Change process Complex practical tasks | Service oriented action Organisational structure flexible and as a complex system | Flexible, open design action Project oriented matrix organisation |
| Personnel development | Quality control of the single programmes | Quality of integral elements in the vocational training | Quality circle in setting up and running of the organisation | Process oriented quality assurance |

7.2 Pointers for the organisational development of training services

7.2.1 Fields of action for forward looking personnel and organisational development

Market oriented training concerns must now concentrate more intensively on future fields and design future personnel and organisational structures on the basis of a clear company strategy. A management instrument must therefore include a well understood quality management and also its own personnel and organisational development and must not be limited only to the current status quo.

The future fields are not only apparent in the target groups but also in the customer specific contents, personal method repertoire for the determination and acquisition of the contents, the difference in cost viable organisation forms and the proof of competence development for the customer.

Action field

External initial and further training management for SMEs

SMEs do not have the potential for continuous personnel development for the security of the concern. There is here a broad field of action for training concerns with the suitable competences in the technical and pedagogic fields and wish to develop them. These include knowledge of the determination for necessary company qualifications, company specific further training measures and effective implementation of qualifications in different learning locations. Since as a rule, training concerns do not have their own employees with the necessary qualification profile, suitable external experts could be called in. As a cost consideration, the training concerns should in future concentrate on core competences and buy in the necessary competences for the implementation of further training measures.

Action field

Learning and working with the customer in a joint product

The collaboration with customers in the training field comes increasingly to the fore in learning in the working process or in project work. Learning and working merge into a unified process. The project integrated learning and working as an effective form of competence development for operating customers or individual participants and leads to another understanding of learning and teaching their own training concerns. The tutor functions increasingly as a coach and moderator and consciously puts himself in the place of the learner. The development of training marketing and the customer orientation are as a consequence future oriented fields of action for the management of training concerns.

Action field

Support and design of informal learning processes

Research shows that the greater part of competence is acquired in informal learning processes. Informal learning is not characterised by organised, structured learning. It is to a large extent self defined, occurs in the working and social environments and develops with the living and vocational experience. For this reason, informal learning is of particular interest to SMEs as informal learning is closely connected to the occupation and precisely there is an exchange of ideas and experience with other people and technical staff scarcely possible in the working process due to the small teams.

The support of informal learning in SMEs should first target the didactic analysis of self learning arrangements in order to adapt easily applicable fields of action for training concerns. Components of a self learning arrangement are the personal vocational competences and company requirements, the self assessed personal prerequisites for self learning, the derivation of the suitable learning objectives, contents and personal methods, organisation of personal intentions and the reflection of the learning results.

Action field

Learning and teaching with new media

Learning and teaching with modern information and communication technology is a current field of action for every training concerns. It sets high demands on the qualifications of the employees and also on the quality assurance of the pedagogic processes.

However, in particular in further training learning with new media is becoming ever more important.

The role of the teacher then changes to that of learning advisor, moderator and tutor. The learners too change their role as a consequence. The methodical fundamentals for individual learning and the motivation for self learning must already have been stressed on the learners so that they can implement the knowledge obtained from the information.

For the participants it also means the redundancy of the joint learning location. Tutors and learners find themselves in a separate teaching and learning location and are connected by a two way communication system. The training concerns themselves must be technically and didactically prepared for this form of teaching and learning, although future presence events would remain the same.

7.2.2 Choice of organisational structure

In the choice of the optimum organisational structure and ensuing process flexibility is a key factor occurring in the following three options:

1. Multi-organisational

This **structure mix** enables the adaptation to all requirements:

- single line system: clear responsibility, simple structure
- staff line system: clear allocation, straightforwardness
- multi-line organisation: flexible application, accent on expert authority
- matrix organisation: optimisation through 2 core competences; teamwork and process orientation

2. Variable network

Greater **room for movement** through all possible connections

3. Setup and phase out of structures

Variation in the organigram and consequent prompt reaction to external influences through setup and phase out of structures

7.2.3 Formal and informal structures of an organisation

The following are factors in the formal and informal structures of an organisation:

Formal:

- Official hierarchies
- Defined competences in writing
- Clearly defined responsibility
- Project groups relating to tasks
- Well established information channels

Strengths: - Traditional and therefore straightforward, reliable organisational structures
- High security in the tasks being carried out, as long as regular customers are present
- Experience and solidity

Risks: - Boredom
- Little willingness to learn

Informal:

- Amicable relations, networks
- Rivalry between individuals and also groups
- Respect for knowledge and ability

Strengths: - Casual and flexible organisation of collaboration, good informal cooperation

- Interesting and novel tasks
- Higher work motivation

Risks:

- Self exploitation
- In the growth of the organisation: insufficient established procedure

7.2.4 Phases and instruments of organisational development

Organisational development means planned changes to an organisation with the following phases:

- Beginning of changes
- Recognition of needs
- Problem diagnosis
- Development of one or more strategies
- Recognition of the limits of respective approaches
- Choice of strategy
- Implementation
- Evaluation

Instruments for organisational development (examples):

| | |
|------------------------|--|
| Level of employees: | Attitude training, coaching, sensitivity training |
| Level of group: | Process advice, team development, quality circle |
| Level of organisation: | Questionnaire studies, definition of company objectives, Changes to the company culture |
| Work organisation: | Job enrichment, job enlargement |
| Training processes: | e.g. Learning in heterogeneous groups |

7.2.5 Tasks for the supervision process in organisational development

Orientation on tasks:

- The objectives of the contents should be met
- Work processes should be optimised
- Employees should react in full in this context

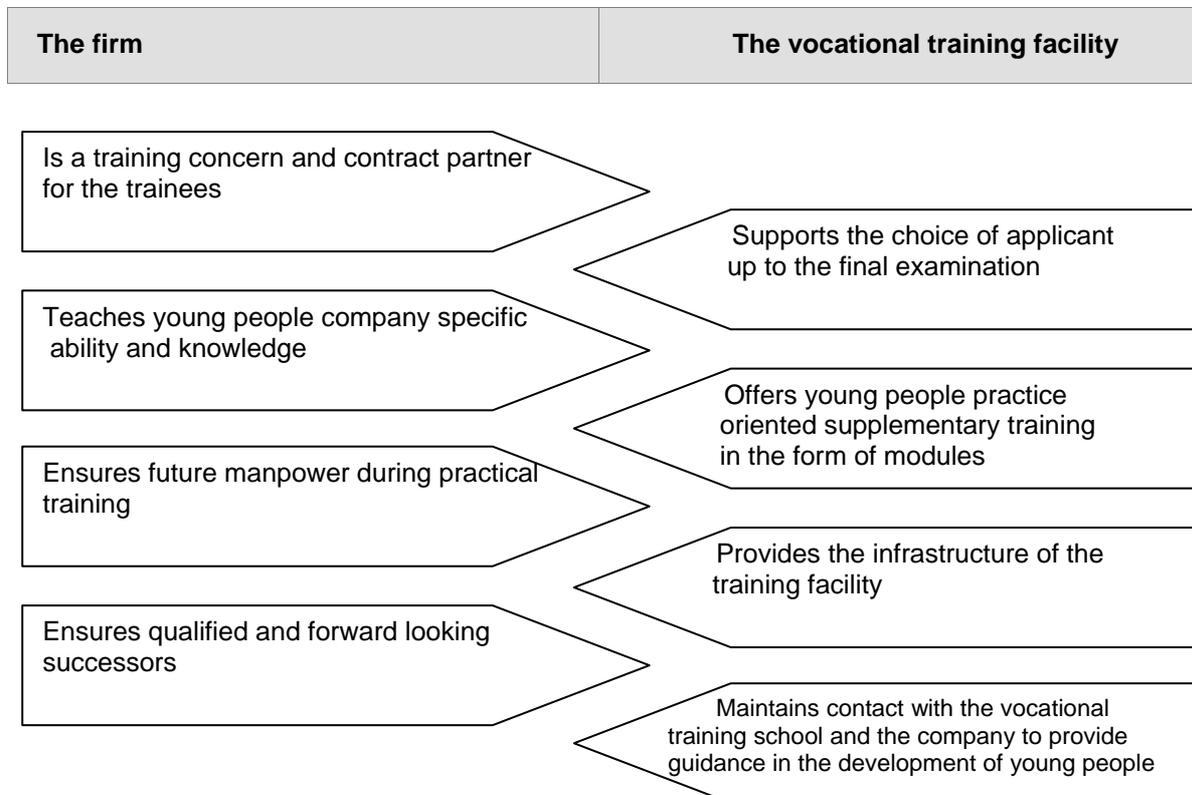
Employees orientation:

- Individual employees, teams and the organisation should develop further
- The employees are supported by the management (coaching) in the further development
- Strengthening of identification with the company

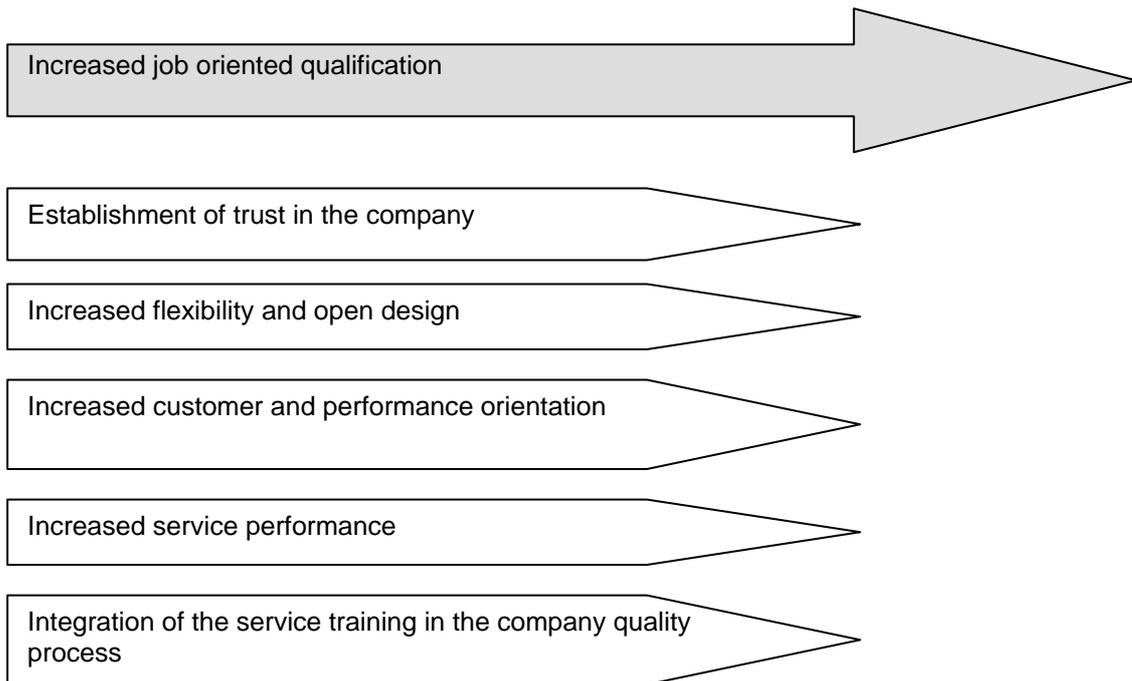
Moderation of problem solving teams:

- Moderation does not serve only for self representation
- Moderation is necessary if problem solving teams should call for the fastest possible, most efficient planning, decisions and good solutions without consideration of the hierarchical position of the participants
- The moderator does **not** become involved in the contents work
- The moderator is responsible for the work process, time management and equal effort from the participants
- The supervision can moderate for itself if it holds to these rules, otherwise external moderation may be an alternative.

7.2.6 Organisational development in cooperation with companies and training providers



Organisational development of the training service



The organisational development of training services leads to new training performance:

- Initial and further training directly in the workplace
- Takeover of operational initial and further training management from selection to final examination
- Coaching for trainee skilled labour
- Open design and flexibility
- Inclusion of operational tasks in the training programme
- Presence phases at the training service with self paced learning phases and e-learning

7.3 Options for the professionalisation of vocational training personnel

People from different professions work in training institutions.

Broadly speaking, there are two main categories. They have either pedagogic or technical training.

Neither category belongs to the classical training service professions.

For this reason it is sensible to make them more familiar with the service performance mentality. In addition, the technically trained personnel should have more knowledge of teaching and the teaching personnel should have more knowledge of the individual processes in the provision of a training service.

Initial and further training has become a more complex task with new vocational trainers, many changes of legal definitions, outsourcing, heterogeneity in learning groups, different learning notions and expectations, new forms of cooperation in vocational training and interlinking of initial and further training. That includes the definition of various practical competences e.g. self paced learning competence, as well as an understanding of the technical and economic changes, etc.

The growing demands are calling increasingly for a comprehensive vocational teaching qualification for training personal.

The following are four different qualification options being developed with the participation of the Schweriner Ausbildungszentrum (SAZ):

- The fundamentals of qualification for training personnel
- The initial and further training tutors and vocational tutors
- The qualification for advanced training tutors
- The seminar training organisation

7.3.1 Basis for qualification of training personnel

The "Trainee acceptance examination" in Germany is the basis and first level of the qualification for training personnel in early preparation for the current challenges of vocational training. It is therefore the basis of qualification for further advanced training, initial and further training tutors and vocational tutors.

To prepare skilled staff for the demanding work of a trainer, the trainer should be competent in the following fields:

Checking training requirements and planning training

- Advantages and uses of operational training
- Planning of the operational training needs
- Structures of the vocational training system and its interfaces
- Choosing the training profession
- Adapting the company to the training
- Using external training services
- Measures for preparing for the profession
- Function and tasks in vocational training

Preparing the training and engagement of trainees

- The training schedule to the operational training plan
- Options for the involvement in and representation of company interests in vocational training
- Working with cooperation partners
- Criteria and procedures for the selection of trainees
- Vocational training agreement
- Cooperation with the responsible offices

Implementation of the training

- Design of a learning friendly culture
- Feedback
- Organising, designing and evaluating probation periods
- Development and design of learning and working tasks
- Training methods and media
- Overcoming learning difficulties
- Support and help in training
- Possibilities for prolonging or shortening the training times
- Additional qualifications
- Development of trainees
- Problems and conflict during training
- Determining and evaluating performance
- Analysis of examination results and evaluating performance
- Appraisal interview
- Intercultural competences

Conclusion of training

- Preparation for the examination
- Reporting the examination to the responsible office
- Examination marks
- Operational development approaches
- Vocational further training options

7.3.2 Initial and further training tutor and vocational tutor

The initial and further training tutor

Initial and further training tutors are active in the operational initial and further training processes. They therefore guide, assess and advise persons in the respective learning situations.

In this capacity they:

- determine the competences of employees and trainees
- formulate training requirements
- develop individual learning options jointly with trainees and employees,
- design, coordinate and optimise learning options in the framework of respective organisational structures.

Further tasks for initial and further training tutors are:

- advice and support for initial and further training personnel,
- support in the introduction of quality management systems,
- checking and optimising existing training measures
- developing marketing measures to attract trainees
- optimising examination and assessment procedures and collaboration in the preparation of examinations and examination tasks.

To administer these tasks they need qualifications in the following fields:

Learning processes and learning guidance

- Design of learning processes and learning guidance
- Learning psychology and social-pedagogic supported learning guidance for young people and adults
- Media option and application
- Learning and development advice

Planning processes in vocational training:

- Organisation and planning of vocational training processes
- Induction, determination of suitability and selection of trainees
- Assessment of learning performance, examinations and examination design
- Vocational training guidance for skilled staff in initial and further training
- Quality assurance of vocational training processes

The vocational tutor

Vocational tutors are active in vocational initial and further training. Organisation, introduction and implementation of initial and further training programmes and also vocational training processes are all part of their work. They guide, assess and advise the respective training participants, in particular in the learning process and in using the knowledge in the practice.

Vocational tutors ...

- plan und organise not only operational initial and further training processes but also determine necessary, future qualification requirements and integrate them into the respective learning and working processes. They advise on and support the introduction of new initial and further training methods in the respective concerns and institutions. They also support, instruct and qualify training personnel.
- realise independently, under consideration of the respective cost viability and situation, target group oriented initial and further training concepts and introduce them into the respective initial and further training structures.
- develop marketing strategies for the respective initial and further training by monitoring and analyses of the market and. Aspects of the training controls and quality management in die respective initial and further training systems are also considered. In this sense, professional tutors work closely together with all participants in vocational initial and further training of the company and personnel management. They initiate and support necessary organisational change processes and develop the requisite support and advisory processes.
- assume personally supervisory and management tasks in the respective initial and further training departments. They have all the competences in the development field for the introduction and implementation of appropriate organisational development measures and the promotion of competences.
- can function as external advisors for initial and further training concerns. In this function they organise and implement measures jointly or independently.

They need qualifications in the following fields in order to implement these tasks:

- Core processes of vocational training
 - Learning processes and learning guidance
 - Planning processes
 - Management processes
- Vocational pedagogic functions in the vocational training field
 - Vocational training
 - Further training
 - Personnel development and advice

From this it can be seen that, apart from good, convincing pedagogic competence, vocational instructors also need advisory-, management and social competences.

7.3.3 Seminar training organisation

All employees need to reconsider and broaden their active competences for the professional administration of training services in training organisations.

This training teaches technical, methodical and social competences for the establishment of training am services in the market by the employees.

The groups are employees from all sectors of training concerns. The focus lies on sectors such as administration, marketing, sales and management who are not directly responsible for the provision of education and training matters and are mainly involved in the operative design of training services.

Module 1

Communication and customer management

- Practice oriented, little theory,
- Customer links,
- Complaint management

Module 2

Training and self management

- Training services for various providers,
- Product development,
- Product management, controls,
- Project, self and time management,
- Work organisation

Module 3

The company and its success in view

- Cost and performance calculation,
- Enterprising though and action,
- Legal fundamentals,
- Fundamental knowledge of handling sales enquiries

Module 4

Marketing training

- Overview of marketing instruments,
- Company personnel development,
- Location factors as a sales argument,
- Distribution in theory and practice,
- Marketing plan

Scheme for systematising the qualification options

Objective: help in the systematic, hierarchy related qualification of personnel of a training service.

| Function levels | | Title | Existing and other training qualifications | Future and additional qualifications |
|-----------------|--|---|--|---|
| A | General management and other management | General manager | Diploma, Master, Bachelor from various vocational fields (economy, biology, psychology, social sciences) | Vocational tutor |
| | | Area, department head | | Vocational tutor |
| B | Management | Measures, technical groups or team leader | Variable, from all other levels (A, C, D) | Initial and further training tutors or Seminar series "training organiser" |
| C | Administration | Bookkeeping | Salesperson | Seminar series training organiser" |
| | | IT administration | IT technician | Seminar series " training organiser" |
| | | Facility management | Management assistant | Seminar series "training organiser" |
| D | Initial and further training | Instructor | Technical staff (technicians, assistants) and trainers, craftsmen | Initial and further training tutors or Advanced trainer (HWK) |
| | | Support tutors | Technical and assistant tutors | Initial and further training tutors or Advanced trainer (HWK) |
| | | Social tutors | Social tutors (with specialisation) | Seminar series "training organiser" |
| | | Vocational school tutors | Magisterium with technical vocational specialisation | Seminar series "training organiser" |

7.4 Business process oriented learning

7.4.1 Fundamental considerations

In company process oriented learning single activities (drilling, grinding, and turning) are not taught and implemented during the training but are instead learned directly from the entire sequence of actions that automatically contains all single qualifications.

The term "process oriented training" is used if the training is integrated directly in the operational schedule i.e. takes place in the actual situation. The objective is to ensure that the trainees learn everything necessary to implement such schedules. This functions best if the learning takes place immediately in the actual processes without didactic diversions. This calls for the basic tenets: if a trainee has learned to carry out a company process (or partial processes) independently, then he has obviously also acquired all the necessary single qualifications, abilities or competences. The learning objective is to master the process. A work schedule with training in single activities - such as measuring, marking out, sawing, drilling etc. is avoided. The basic tenet applies instead: if a trainee has mastered

the process, he has naturally learned all the necessary single qualifications. This consequently raises the subject of active vocational competences necessary for such a process, e.g. customer orientation, teamwork abilities, receptiveness of new, problem free abilities, planning abilities.

Process oriented training avoids the didactic diversion of teaching single qualifications and brings in the processes or partial processes directly. The objective is to be able to master and implement company processes i.e. actual schedules. No artificial action situations are constructed according to the learning contents; there should be active situations which are then handled in the actual work. Theoretically, one can learn exactly what is needed for the job.

Working and learning are two sides of the same process as one cannot simply work without learning at the same time. The trainees learn best if they work cooperatively and responsibly from the first day of their training in a situation commensurate with their learning ability.

The actual, necessary daily work schedules systematically are kept open for learning. Pure exercise tasks without real meaning are avoided, an additional in house lesson is also not mandatory. The "technical theory" is principally an element of learning on the job. The really necessary theoretical knowledge which cannot be taught at work is acquired by the trainees in the vocational school, in action oriented seminars or from external training provider.

For learning in the working process, it is essential that the trainees should not see or expect a workplace that has been specially adapted to their learning needs. The central principal is rather to learn earnest cooperation in the actual work schedules and actually in the sense of independent "discovery" learning. They are not trained in briefings or courses remote from the practice, they learn instead almost exclusively from actual tasks through active work in the company. This of course does not mean that the trainees are simply left to their own devices. The working processes do not specifically target the training but rather quite different objectives that are necessary for the existence of the company and must not be disrupted by the training. Even if the trainees here are not directly instructed by their trainer and the planned work schedules take priority, they can and must plan this training very precisely. The work situation of the trainees must be designed and supervised so that they can perform optimally in their learning without disrupting the work schedules for training reasons.

7.4.2 Planning of business process oriented training

The planning of company oriented training has been successful in the following examples:

a) Identification of the company processes relevant to training

Every company process is a complete curriculum in itself i.e. it contains the learning objectives, the learning location, the materials plan and the means of learning. Concerning the choice of company processes in which training should take place, no didactic viewpoints are involved. One chooses instead those company processes within the company in which the trainees are already, or should be, employed or active. If it is already known where trainees will be deployed in the future, then it is also known which processes and tasks they must learn, the raison d'être of their complete curriculum.

Learning objectives are therefore not implemented in learning steps and tasks, the company processes instead take precedence in which – if possible without any changes – the learning takes place.

b) Analysis of the company processes

The processes must be analysed for the planning of company process oriented training, i.e. the single process steps are identified and their concrete company implementation is more accurately described. In addition, it should be established which requirements are linked to the respective process steps for the employees.

c) Prompt arrangement of the training process

Based on the second working step, the following questions must be answered:

- Which prerequisites should trainees meet in this process in order to be able to learn well?
- Where has he acquired these prerequisites?

The answers lead to a meaningful, timely organisation of the training according to the running processes and the correct preparation of the trainees for learning in the working process. In regard, it must be decided how long the trainees spend in the respective process step.

d) Didactic /methodical considerations

Which learning guidance is helpful or necessary in the various partial processes i.e. which supporting supplementary offers, assimilation, exercises, theoretical contents, etc. should/could they be combined with each process step and where and how can they take place?

7.5 Self qualification for employees

In this section 2 options are suggested for how employees in SMEs can qualify with a relatively small expenditure of a personnel and costs. The company needs no special pedagogic competence for the application and use of this form of organisation or procedure for in house qualification of employees. At the same time, they are however suitable for focusing the view on necessary pedagogic competence in the interests of the company and inclusion in the management process.

The direct easing in and qualification in the workplace is often the responsibility of the company itself. Not only technical knowledge is required for an effective design of this task but also methodical and social competences.

For qualification in the workplace in SMEs it is in most cases not possible and often also unnecessary to look for personnel with pedagogic competence. Employees with vocational experience can meet the most important requirements for introducing other colleagues or new intake in to a concrete company task: they are already technically able and familiar with the company conditions.

The following are 2 options for self qualification of employees within the company:

- The quality circle
- Coaching

For the methodical implementation of these selected examples, two essential aspects should be taken into account in the enterprise:

- The training should be directly related to operational practice in a real workplace and focus on practical tasks.
- The participants are adults who are in general positively motivated for the work, have long-standing professional experience and ability for self-paced individual learning (regardless of different levels).

7.5.1 The quality circle

The in-house training of employees within an enterprise frequently takes place through informal contacts with other employees and "cooperative self qualification", which means that the employees also support each other by cooperative work and mutually further their proficiency. Quality circles have gained acceptance in many enterprises within the last few years and are eminently suitable for objective in-house training.

Quality circles are working groups of employees in enterprises which, usually on a voluntary basis, focus on concrete operational problems, discuss them and work out and propose solutions and possibilities for necessary changes.

The formation of the quality circles should be encouraged and initiated for certain tasks by the enterprise. Reasons for their formation could be:

- specialised training related deficits in individual employees which have consequences for the entire enterprise, where other employees can helpfully intervene in their own interests;
- a concrete task which can only be solved jointly with other employees and for which the agreement of others is necessary;
- forward looking company perspectives and tasks.

Functions and aims of the quality circle

Quality circles have two essential functions:

1. The improvement of performance in the enterprise
2. The improvement of the quality of life in the workplace

The work content in quality circles

Topics for quality circles

- Obviating performance diminishing factors
- Improving the working environment
- Ensuring quality results from work
- Reducing material and energy consumption
- Observing regulations for ambient conditions, working environment and fire precautions

Organisation of quality circles

Operation and organisation of quality circles

- meeting once monthly, maximum 1.5 hours
- outside the workplace, in a separate venue

Rules of participation

- Voluntary participation
- Size of group: 6 to 8 employees
- Leaders: supervisor/charge hands/foremen/group leaders/specialists/associates

Requirements for members of quality circles

The following requirements are to be met by the members of the quality circle:

- they should voluntarily participate in the consultations;

- they must be able recognize problems in the workplace and the enterprise, analyse weak points and develop and introduce solutions;
- they should be experts in their fields
- they should be tolerant and receptive to criticism.

The leaders of quality circles

The leaders of quality circles are responsible for all organisational questions as regards content. They:

- select the members of the quality circle
- maintain contact with the enterprise and the supervisors
- inform about operational conditions and objectives
- present and plan the methodical progression of consultations and obtain the necessary materials and aids
- implement the evaluation of the consultations and pass on recommendations.

Particular requirements are made on the chairperson with regard to style of presentation. He should have the character of a presenter who:

- moderates in the group presentation and allows it to work independently
- can hold back and only occasionally intervene to correct issues
- can visualise and structure the results
- makes an overall positive impression.

Methodical procedure in quality circles

The consultations have the character of a results seminar, ideas conference or a problem-oriented workshop in their methodical procedure.

The procedure

- The presenter explains the problem.
- Working groups are formed where necessary.
- The members pool ideas.
- The suggestions are recorded; basic principles apply here:
 - quantity comes before quality
 - no limits to the imaginative content
 - no criticisms of others' suggestions
 - no assessment of the suggestions
 - the present ideas are read during any hiatus
 - only the group performance is valid.
- The suggestions are structured and summarised.
- The participants in the consultation are free to make amendments and additions.
- The suggestions are evaluated and weighted according to their feasibility and practicability.
- Suggested decisions are formulated and recorded.

Conclusions of quality circles

The managing directors/management in the enterprise are informed of the results of the consultation in the quality circle. Changes of decision are suggested and established.

7.5.2 Coaching

Many of the methods currently being used to train employees in the enterprise are not new and had already been developed over recent years. However, under certain conditions, they are becoming more current and their meaning is changing. Coaching is also a part of the methods of leadership and support of colleagues. In many enterprises there is a lack of younger executives who already have operational experience and can bring innovations into the enterprise. If we consider the age distribution among executives, it is immediately apparent that many enterprises have a task needing urgent attention. Executives connected to the enterprise should be trained within the enterprise itself for in-house career planning in order to be able to remain competitive in future markets.

This is already a suitable method for this aforementioned coaching of employees.

Coaching in the enterprise is a complex process of personal leadership and support for an employee or a group of employees by assignment of responsibility, supporting measures and supervision in the solution of operational problems and tasks.

To implement coaching effectively as a method of employee training, some basic principles should be taken into account; these derive from coaching experience gained over the last few years.

The aim of employee coaching

The aim of coaching is to help groups of employees or individual able and motivated employees so that they learn more effectively to solve operational problems in their own interests and to the benefit of the enterprise and accordingly further develop their own proficiency.

Help and support is offered to the employees through the development of self-learning abilities and disciplined conduct in operational tasks or the exhibition of leadership qualities.

Content and elements of coaching

The content of coaching is as varied as the operational problems themselves and can only be outlined by available examples.

Typical coaching tasks are for example:

- Familiarisation with a new workplace
- Preparation for a new executive duty in the enterprise
- Development of a new concept to maintain quality in the enterprise
- Improvement of a product or procedure in the enterprise
- Preparation for examinations for a craftsman's certificate
- Familiarisation with other employees
- Taking on the training of employees
- Preparation for moderation of a quality circle

Requirements for the coach

The coach can be an executive of the enterprise, external expert/presenter or an interested employee with sufficient professional experience.

A coach must:

- be able to motivate the group or the employee and adjust objectively to the solution of a task;
- not appear to be an instructor or a know-all but see himself as a partner with a special responsibility and a certain authority;
- have a positive outlook and be able to project optimism;
- be able to use communicative techniques and moderation rules effectively;
- have learned to analyse and structure the strengths and weaknesses of the employees;
- be able to challenge personal responsibility and appeal to the self-esteem of the group or employee;
- have the ability to lead and support the group or employee with his personality and image;
- not necessarily be "expert" in the same technical field of the group or the employee
- have sufficient professional experience of life in his own field to be able to command confidence and gain recognition.

The coach plays different roles in the process of coaching and may be anything from supporter, unobtrusive helper, and personal guide to the active listener to a "buffer" for frustrations or sharp criticism. The coach is not the psychotherapist for the group or the employee and does not concern himself with the life stories confided to him by his employees.

Additional requirements (from internal sources) on in-house coaches can also arise from the hierarchy in the enterprise and their own involvement in the working routine. Conflicts then can always arise between the enterprise philosophy and the personal ethical, technical or economic principles of the coach. If such a conflict situation arises, the coaching should be terminated.

External coaches have the advantage of being able to observe and judge the process of development from the outside without being involved in the process. On the other hand, they cannot directly influence a process in which they have a lower level of responsibility. External coaches are being increasingly called in by management.

Requirements for the employees being coached

Certain requirements are also made on the groups or employee to be coached.

They should:

- be highly motivated, active and willing to learn
- be offered an operational perspective and be career conscious
- have self-organisational abilities in their work
- have learned to initiate and steer self-learning processes
- be able to arrange themselves into groups
- want to recognize and contribute to solutions and processes of change.

Methodical procedures in coaching

Coaching differs greatly from workplace instruction or quality circles because here the degree of personal responsibility in particular and the measures are considerably longer term.

The following methodical steps should be observed:

1. Contact between the coach and the group or the employee. First, a working arrangement should be built up. The relationships between partners must be explained and the demarcation of responsibility must be established.
2. Information about the coaching and its concrete objectives; explain the thrust and introduce the contents in the overview.
3. Solicit a first opinion from the employee or group and confirm their readiness or acceptance of coaching.
4. After this, the phase of concrete cooperation begins. The first problem areas are identified and the approximate extent of the coaching is discussed. In this way, methods with moderation techniques and visualisation can be worked out. The work phases can then be planned and brought to fruition.
5. After that the form of control, the transfer of results and the conclusions of the coaches can be discussed and agreed among the partners.

For the methods, established procedures of problem definition and precision, problem structure and solution can be implemented. Here the accumulated experience and methodical repertoire of the employees can be combined, the special thinking and modes of operation of the profession can be recorded and the coach can take on a much more active role of presenter

Organisation and process of coaching

There are certain rules, given here as a checklist, for the organisation of coaching.

- Advice in general to establish the objectives and work phases.
- An optimistic and friendly work climate must be organised.
- Positive results need forward planning to ensure success and new incentives.
- One must learn to cope with failures and learn to recognise weaknesses in order to be able to turn them into strengths.
- The achievements must be continually monitored and measured against self initiated expectations. Objective assessments based on criteria or indicators are particularly helpful for this.
- The coach gives only so much help as necessary and not as much as possible. He stays increasingly in the background and assumes the role of a consultant.
- The coach only supports the employee or the group further if there is a risk that their chosen method cannot safely achieve the objective.

Conclusion and assessment of coaching

The coaching should be concluded when the aim has been reached or if it becomes clear that it cannot lead to the desired result.

Every check on results checklists consists of an objective assessment or report on the results and a concluding evaluation. Everyone involved in coaching should be included in this to analyse any changes or amendments that may arise.

The coach should ensure at this point that every employee or every member can air items characteristic of the group and draw personal conclusions from the coaching to their own advantage and that of the enterprise.

7.6 Modularisation as a basis for flexible vocational training

In vocational initial and further training further adaptation processes are being formulated to address the changing conditions in the labour market and employability. The changes in the working world are leading to new demands on the vocational competences of the employees and other staff in the company. In addition, the increasing difference in the requirements for modern workplaces is also contributing to the moves to design the system of vocational-operational initial and further training in the sense of vocationally associated lifelong learning.

A modern concept of vocational education consists of the unit of vocational training, occupationally associated learning and continual competence acquisition through further training.

This includes:

- the use of margins and the influence on the choice of contents by the company itself,
- the new role still to be defined of vocational schools in the context of further learning and working locations,
- the broader basic training that teaches the basics of further vocationally associated lifelong learning at work
- the embedding of additional qualifications in the vocational training so that the trainees can immediately fit into an innovative workplace in the company.

In the adaptation process to address the changing conditions in the labour market the principle of modularisation becomes a basis for flexible vocational training. The vocational qualification is subsequently gained through a system of modules/blocks with which a higher flexibility for rapidly changing requirements for modern workplaces in the company can be achieved.

A module can be defined as follows:

A module in vocational initial and further training is a self contained learning and teaching unit that leads from a defined entry level to a previously planned acquisition of competence by the trainees. A module represents in its structure the model of the pedagogic process with the personnel (learners and tutors) and the technical elements (objectives, contents, methods, forms of organisation and assessment of results).

Example of a module description

| | |
|--|--|
| Description of module | |
| Classification of superordinate modular systems (Learning methods) | |
| Objective | Acquisition of knowledge Judgment of abilities..... |
| Contents | |
| Methods | Introduction speech, project preparation, self paced learning, |

| | |
|------------------------------|---|
| Organisation form | Group learning, working alone, |
| Learning and teaching medium | |
| Assessment of results | Presentation of learning Evaluation talks Formulation of an article.... |
| Certification | |
| Time requirement | Introduction speech: Project work: |
| Access requirements | |
| Requirements for the tutor | |

In the following sections basic aspects of modularisation and example from the practice are outlined.

7.6.1 Basic aspects of modularisation

The following aspects apply in particular to the projection of a participant oriented module:

Each module is:

- *a task and project oriented module*
The trainees suit their vocational and interdisciplinary competences actively and independently to the implementation of concrete tasks or projects.
- *an interdisciplinary module*
The trainees become capable of holistic thought and action which enable the consideration and handling of complex problems in the appropriate manner. In a modular system the cooperative synergies must be assessed and used.
- *a knowledge based module*
The trainees adapt the requisite technical and procedural knowledge relating to necessary tasks and assignments in their company career to their activity.
- *a module to enable learning*
The trainees are taught self learning processes and methodical knowledge through the promotion and acquisition of thought and work processes.
- *a practice oriented module*
The competences to be taught and applied are company related and closely connected to the practical activity.

The didactic- methodical concept of a module is influenced by the following factors:

- The trainees must be prepared for self paced learning processes and methodically guided. The methodical and social competences should be emphasised through the method of acquisition of the contents, not in a detached way. This concerns above all such interdisciplinary competences as the self pacing of learning processes, interaction in the learning group to stress communication and teamwork abilities guidance into the problem solving processes.
- The participants with their different requirements and demands resulting from the concrete working situation are in the forefront of the teaching and acquisition processes.
- Learning and working tasks, projects, learning arrangements, discussions on problems, exercises, consultation and accompanying moderated workshops and further methods are sensibly combined. Such a method mix increases the efficiency of the single module.

7.6.2 Example of a modular concept for certified foremen in construction and civil engineering

The following modular concept was developed at abc Bau Ausbildungszentrum der Bauwirtschaft in Germany for certified foremen in construction and civil engineering.

Structural content of a modular concept

All contents are initially listed under construction and civil engineering sector. Contents with fundamental areas relevant to both technical disciplines, e.g. construction, must be taught to both construction and civil engineers. Only after that are specialised contents then in subsequent modules split between construction and civil engineers. This form allows a more precise differentiation of the technical contents. For the fundamental areas or specialisation contents the skilled worker or foreman can apply for a refresher course for further development.

Example for the formulation of a module (to ZIMOR)

1. Target groups und learning objectives (Z = decide on objectives)

Target groups are skilled construction workers who have learned a skilled trade and trainees in the third training year who can be offered the module as an additional qualification.

The participants should on completion of the module be able to master basic theoretical knowledge of supply and waste disposal systems in civil engineering and canalisation. They will be able to construct shored and unshored pipe trenches, free fall conduits and pressure mains supplies, understand canalisation plants and special purpose structures, carry out theoretically pipe driving work and understand sewerage reconditioning methods.

In addition the participants acquire the ability to commute this new knowledge to actual practical tasks in their respective companies. They are able to make decisions and act appropriately in different working situations.

The competence profile for a foreman in civil engineering is in the first instance technical competence. In addition, there is a certain amount of social and personal competence development. On the project site all participants are required to cooperate, communicate and behave both critically and self critically. Short talks will be delivered by the participants in groups at the end of the training day.

This should train the group in joint communication and articulation. Hints and tips can be aired directly in the assessment talks.

The participants should not just know but should also be able to apply, analyse and assess. Only with these acquired competences are the participants able to act professionally on site to decide on and correctly apply definitive techniques and procedures in certain situations and conditions.

2. Learning contents (I = define contents)

The module covers the following learning contents in a curriculum:

- Supply and waste disposal systems
- Shored pipe trenches
- Unshored pipe trenches
- Installation of free surface pipes
- Installation of pressure mains
- Canalisation plants and special purpose structures
- Pipe trench backfilling
- Underpinnings
- Presses and pipe driving

- Subterranean pipe driving
- Sewerage reconditioning
- Water and land development, hydraulic engineering terminology, power stations

These contents should all be comprehensively learned as this module should teach all the necessary fundamentals and is seen by some participants as the module for acquisition of basic knowledge and by others as a refresher of existing technical knowledge.

3. Methodical strategy (M = method)

The presentation, moderation, brainstorming, short talk and ex-cathedra lessons are the methods used throughout the course of the entire module. They can then be consolidated independently by individual participants in actual tasks in their own company.

Beginning with the fundamentals of civil engineering and canalisation, a small component of each subject cannot be avoided in an ex-cathedra lesson. For adults in further training it is of paramount importance that they work principally with practical examples as the comparison with their own companies is then more obvious and easier for trainees to see.

In a subsequent presentation by the tutors and participants of individual case examples the tutor assumes the role of moderator in order to lead the discussion. A DVD player is used as a medium showing for example a camera view of a sewerage system. Using this as a basis, damage can be detected, analysed, documented and solutions can be suggested. In this way the participants learn to solve problems as a group. All group members take part in this process. Here the tutor is of course required to support the communication and problem solving ability of the group with his techniques.

By using brainstorming as a further method, the tutor can elicit many ideas optional solutions to a topic in a very short time. The participants who already have many years of building experience are invited to comment on their examples and experience and the trainees profit from these valuable tips. Due to the heterogeneity of the participants, the tutors like to work with small groups who work on brainstorming. The ideas of the different participants produce surprising results that can be subsequently visualised en bloc.

4. Organisation of the module (O = organisation)

The module consists of 56 teaching hours and runs with about 10 participants. The number of participants should not exceed 15 as this would leave less available individual hours. As extra-occupational the lessons are run on Friday with 6 hours and Saturday with 8 hours. The module would be completed in four weekends, each with 14 teaching hours. As full time the course is offered from Monday to Friday with 8 hours.

The brief projection of the hours with the appropriate vocational and private activities gives all other participants and tutors a brief overview of the different personalities.

5. Determining the results (R = result)

The attendant risk of fragmenting the contents of a modular system should be avoided by using situational examination tasks and implementation of complex practice situations in further training. In addition, different learning contents from the curriculum of single learning groups (not more than 3 participants) are transferred to add to their results in the last learning group session. The presentation should not take longer than 10 minutes.

The participants subsequently assess their presentation themselves and receive feedback from the tutors. By compiling different topics in the form of presentations, 56 hours of lesson content are summarised as effective revision for all participants.

An examination in the classical sense is not necessary for the single modules as the participants take the examination for foremen after passing all the modules.

Conclusion

The module was developed on the basis of the training contents of the foreman qualification. This enables interested parties, depending on the respective technical discipline (construction or civil), to collect requisite and necessary modules for their own special qualification. A rotation participants system should enable the participants to learn a module that was perhaps not yet completed at a later date at another location. After completing all modules in the target technical subject the participants have acquired the prerequisites to apply for a foreman examination at the responsible office.

Source: BUGGENHAGEN, Hans Joachim: Grundanforderungen in der beruflichen Bildung. itf-Schriftenreihe „Weiterbildung in der Region“, Schwerin, Heft 35, 2003