

C01 **Complex C: Company integration of the learning and working process**

Staff development in SME's concentrates on a relatively small number of employees. The development of a core staff that can quickly adapt to respective tasks is crucial for successful company development. With solid vocational training new demands in the workplace can be readily addressed.
 Close cooperation between the management and the staff promotes the personal responsibility and self organisation of the staff for sustained further learning.

Question

How important in your firm is a close cooperation between the management and the staff in emphasising personal responsibility and self organisation of the staff for sustained further learning?

Points relating to the implementation of this theory and the resulting need for action

| No  | Medium  | Strong  |
|--|--|---|
| The problem and the question are not relevant to our company | The problem and the question are certainly of importance to our company but have up to now been seldom addressed | The problem and the question are certainly of importance to our company and are continually addressed |

Modules, instruments, support material, etc.

Modules (see appendix)



- 3.2 Didactic-methodical pointers on self organised learning
- 3.4 The content of self organised learning
- 3.5 Methods in self organised learning
- 3.6 Self organised learning with digital media (E-Learning)
- 3.7.2 Framework conditions for self paced learning
- 3.8 Training course for self organised learning processes in the working process

Support material (see CD)

S05 - Requirements for new learning concepts, development of experience rooms - Challenges for small and medium-sized enterprises

Modules (see CD)



Support material (see CD)

S05 - Anforderungen an neue Lernkonzepte – Herausforderungen an kleine und mittlere Unternehmen

Notes and remarks

C02 **Complex C: Company integration of the learning and working process**

Flexibility, learning and adaptability are decisive factors for the successful development of enterprises and are crucial for customer relations ability, innovative ability and entrepreneurial flexibility of thought and action.
 The provision of flexible structures to promote the ability to react to external change is highly dependent on how firmly open thought and action structures are anchored in the firm.

Question

How important in your firm is the provision of suitable structures for flexibility of thought and action, learning and adaptability?

Points relating to the implementation of this theory and the resulting need for action

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Modules, instruments, support material, etc.

Modules (see appendix)



- 7.2.3 Formal and informal structures an organisation
- 7.4 Business process oriented learning
- 7.5 Self qualified employees
 - 7.5.1 The quality circle
 - 7.5.2 Coaching
- 7.6 Modularisation as a basis for flexible vocational training

Support material (see CD)



Modules (see CD)

Support material (see CD)

S12 - Module in der beruflichen Bildung

Notes and remarks

C03 **Complex C: Company integration of the learning and working process**

The continual further development of equipment, technologies and materials and the scarcity of staff in SME's means that the staff must be motivated to take personal responsibility for further training in the working process.
 Self organised learning processes and situations conducive to learning in the working process are important elements for the integration of vocational training and company training. Other elements of self organised learning are business process oriented learning, problem solving processes and cooperative learning.

Question

How important in your firm are self organised learning processes for the staff for personal responsibility for further training in the working process?

Points relating to the implementation of this theory and the resulting need for action

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Modules, instruments, support material, etc.

Modules (see appendix)



- 2.3 The creation of structures conducive to learning
- 2.3.2 The learning conducive situation
- 2.7 The action oriented design for further training
- 3.3 The learning objective of self organised learning
- 7.4 Business process oriented learning

Support material (see CD)

S10 - Workplace-oriented learning by education services for small and medium-sized enterprises

Modules (see CD)



Support material (see CD)

Notes and remarks

C04 **Complex C: Company integration of the learning and working process**

The integration of vocational and company training also calls for an analysis of the workplaces concerning the need for further training and the use of information and communication technologies for further training. The comparison of workplace analyses with existing staff competence is helpful here.

Question

How important to you is the implementation of workplace analyses and a comparison with existing staff competence? What roles do modern information and communication technologies play in workplace integrated further training in your firm?

Points relating to the implementation of this theory and the resulting need for action

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Modules, instruments, support material, etc.

Modules (see appendix)



- A 01 Guidelines for the determination of the need for competence in the company based on company strategy
- A 02 Professional and operational active competence - Test yourself
- 2.9.2 The workplace as a learning location
- 3.6 Self organised learning with digital media (E-Learning)

Support material (see CD)

S04 - Assessing and balancing competence



Modules (see CD)

Support material (see CD)

S04 - Kompetenzmessung und Kompetenzbilanzen
S07 - Beispiele für den Einsatz von neuen Medien auf Baustellen

Notes and remarks

C05 **Complex C: Company integration of the learning and working process**

The cooperation of experienced staff with colleagues new to the job in a team is a proven concept for imparting personal competence in the interests of the firm. The imparting of competence concerns not only the matter of skills but also the imparting of a working and learning culture and social skills. This form of group learning is characterised in its motivation and activity structure by the age disparity regarding vocational and social skills.
There are various forms of learning and organisation for a constructive combination of the competence of older and younger staff members.

Question

What roles do the cooperation of experienced staff with colleagues new to the job in a team and the imparting of a working and learning culture play in your firm?

Points relating to the implementation of this theory and the resulting need for action

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Modules, instruments, support material, etc.

Modules (see appendix)



MODULE 4 Heterogeneous forms of learning regarding age and vocational and all round experience, simultaneous interlinking of initial and further training

Support material (see CD)



Modules (see CD)

Support material (see CD)

Notes and remarks

C06 **Complex C: Company integration of the learning and working process**

The unification of working and learning to a uniform process will become important, in particular for innovation and new developments in firms. Enabling the staff to find creative solutions is therefore a part of business strategy in SME's too and will contribute to the performance of a firm and its staff.

Question

How important to you is the promotion of innovative ability for your staff and the search for innovative solutions as a learning element to initiate learning processes in the firm?

Points relating to the implementation of this theory and the resulting need for action

| | | |
|--|--|---|
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Modules, instruments, support material, etc.

Modules (see appendix)



- A 01 Guidelines for the determination of the need for competence in the company based on company strategy
- 2.3 The creation of structures conducive to learning
- 2.3.2 The learning conducive situation
- 7.1 Action guidelines for the systematic development and provision of innovative training services for SMEs

Support material (see CD)



Modules (see CD)

Support material (see CD)

S11 - Bedarfsanalyse von KMUs für eine unternehmensbezogene Weiterbildung „Aktivierung vorhandener innovativer Kompetenzen in KMUs“

Notes and remarks

C07 **Complex C: Company integration of the learning and working process**

The infrastructure for the unification of working and learning to a uniform process includes material prerequisites such as working, teaching and learning facilities which support the teaching and learning processes, the further expansion of learning facilities, a learning ambience with suitable equipment conducive to learning and access to information and communication technologies.

Question

What role does the creation of an infrastructure with the necessary material prerequisites play in the unification of vocational training and company training in your firm?

Points relating to the implementation of this theory and the resulting need for action

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Modules, instruments, support material, etc.

Modules (see appendix)



- 2.2 The design of the infrastructure as a prerequisite for the realisation of interlocking
- 2.3.1 Examples of structures conducive to learning
- 2.3.2 The learning conducive situation
- 4.13 Learning form BLENDED LEARNING - Media competence

Support material (see CD)



Modules (see CD)

Support material (see CD)

S18 - Der Einsatz mobiler Ausbildungseinrichtungen

Notes and remarks

C08 **Complex C: Company integration of the learning and working process**

Successful SME's use contact with external cooperation partners/experts in the form of informal groups which can make an effective contribution to the firm. This cooperation in informal groups, e.g. through contact with customers, suppliers and cooperation partners, can help employees to acquire valuable experience and knowledge. The support for formal working groups (teams) in the firm from informal groups outside the firm is therefore an opportunity for developing competence and improvements in commercial efficiency.

Question

Do you use and promote cooperation in your staff with informal groups for developing competence in your firm?

Points relating to the implementation of this theory and the resulting need for action

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Modules, instruments, support material, etc.

Modules (see appendix)



- 7.2.3 Formal and informal structures an organisation
- 7.2.6 Organisational development in cooperation with companies and training services
- 4.6 Learning form QUALITY CIRCLE
- 4.11 Learning form CREATIVE Team
- 4.15 Learning form KNOWLEDGE NETWORK informal
- 4.16 Learning form CUSTOMER CONFERENCE

Support material (see CD)



Modules (see CD)

Support material (see CD)

Notes and remarks

C09 **Complex C: Company integration of the learning and working process**

Most recommendations for improvements concerning work organisation, quality assurance, material application, production technologies and the necessary learning processes come directly from the employees. They understand best the relationships, reserves and solutions from the daily working process.
 One prerequisite to motivate the staff to make recommendations for improvements is the availability of information and access to communication. Due to the short routes and the absence of hierarchies good prerequisites for this result in SME's.

Question
 Do information from the staff on the need for changes and problem areas and the promotion of communication play a role in your firm for the initiation of recommendations for improvements and recognition of the need for training?

Points relating to the implementation of this theory and the resulting need for action

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Modules, instruments, support material, etc.

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|---|---|--|
|  | Modules (see appendix) | |
| | 4.6 Learning form QUALITY CIRCLE 4.11 Learning form CREATIVE Team 4.14 Learning form NEWER Team | |
| | Support material (see CD) | |
|  | Modules (see CD) | |
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| | Support material (see CD) | |

Notes and remarks

C10 **Complex C: Company integration of the learning and working process**

By combining work with sustained further training the operative development becomes noticeable and there are also an individual components. The staff develops more self confidence and higher demands on the company itself.
 The moral recognition of further training activities and the emphasis on vocational perspectives from the management are important motivation aspects for the staff.

Question

How important in your firm is the recognition of further training activities in the working process and the emphasis on vocational perspectives for learning motivation of the staff?

Points relating to the implementation of this theory and the resulting need for action

| | | |
|--|--|---|
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Modules, instruments, support material, etc.

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|---|--|--|
|  | Modules (see appendix) | |
| | 3.7.3 Forms of control of learning success in self paced learning 5.5 Outcome oriented design for the training - measurability of acquired technical and personal competences | |
| | Support material (see CD) | |
|  | Modules (see CD) | |
| | | |
| | Support material (see CD) | |

Notes and remarks

C11 **Complex C: Company integration of the learning and working process**

Combining work with sustained further training calls for the appropriate pedagogic competence. As a general rule, the support of external training providers is necessary and effective in assessing the level of competence, the recognition of the individual need for training for all employees, the organisation of modular training courses and the organisation of working process integrated learning.

Question

Has the firm considered implementing staff development and further training management from an external training provider?

Points relating to the implementation of this theory and the resulting need for action

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Modules, instruments, support material, etc.

Modules (see appendix)



- 2.1.1 Fields of action for the external training management
- 2.1.2 Support services from external training management
- 7.2.6 Organisational development in cooperation with companies and training services
- 7.6 Modularisation as a basis for flexible vocational training

Support material (see CD)

S09- The service trainer –a new profession in the SAZ

Modules (see CD)



Support material (see CD)

- S12 - Module in der beruflichen Bildung
- S17 - Aus- und Weiterbildung als Dienstleistung für die Wirtschaft am Beispiel SAZ Schwerin

Notes and remarks

C12 **Complex C: Company integration of the learning and working process**

Professionalisation strategies and qualification concepts for vocational training personnel in training facilities and companies are highly significant for active and targeted organisation of the integration processes. The organisational development in training facilities must always meet these requirements.

Question

How important to you are professionalisation strategies and qualification concepts for vocational training personnel?

Points relating to the implementation of this theory and the resulting need for action

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|--|--|---|
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Modules, instruments, support material, etc.

Modules (see appendix)



- 7.1 Action guidelines for the systematic development and provision of innovative training services for SMEs
- 7.2 Points on organisational development of training providers
- 7.2.1 Fields of actions for forward looking personnel und organisational development

Support material (see CD)



Modules (see CD)

Support material (see CD)

Notes and remarks

C13 **Complex C: Company integration of the learning and working process**

Training segments or placements abroad call for the development of competence of vocational training personnel, skilled workers and trainees and play an important role in the integration of vocational training and company further training.
The aim is the acquisition of vocational experience, the consolidation of vocational qualifications, social-communicative competence and the acquisition of intercultural competence.

Question

What significance have mobility projects in your firm for use in training segments or placements abroad for trainees and the vocational training personnel?

Points relating to the implementation of this theory and the resulting need for action

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Modules, instruments, support material, etc.

Modules (see appendix)



- 6.1 The meaning of international competences and foreign experience
- 6.2 Priorities and trends of mobility in the European vocational initial and further training
- 6.4 Utilisation of the mobility of skilled labour in vocational training (VETPRO-Mobility)
- 6.5 Success factors for the personal development of vocational training personnel through mobility
- 6.10 Practical experience from learning stays in the context of EU projects

Support material (see CD)

Modules (see CD)



Support material (see CD)

Notes and remarks

C14 **Complex C: Company integration of the learning and working process**

Combining vocational training and company further training also calls for the compilation, dissemination and evaluation of learning results, performance points (ECVET) and competence acquired in the working process. This then calls for the identification of the credit potential of learning results and competence, the definition of the different learning units and the development of practicable assessment criteria of the acquired competence.

Question

What roles do the compilation and evaluation of learning results and performance points (ECVET) and competence acquired in the working process play in your firm?

Points relating to the implementation of this theory and the resulting need for action

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Modules, instruments, support material, etc.

Modules (see appendix)



- 5.1.1 The ECVET Programme
- 5.1.2 Outcome and competence orientation
- 5.2 Identification of possible potential accreditation of learning results - derivation from an interdisciplinary learning unit
- 5.3 Suggestions for defining different learning units - structure of a learning unit
- 5.4 Example of a training oriented practical task with suggestions for practicable evaluation criteria praktikabler
- 5.7 Performance points system in the building industry - example of clay brick construction

Support material (see CD)



Modules (see CD)

Support material (see CD)

- S15 - Entwicklung eines Leistungspunktesystems in der beruflichen Bildung
- S16 - Indikatoren, an denen outcomes in der Kunststoffbranche bezogen auf die drei Berufe Verfahrensmechaniker/in, Mechatroniker/in, Werkzeugmechaniker/in erkannt werden

Notes and remarks