

Result 2

T-TrainSME Guidelines and Tools

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This version of guidelines and tools contains the texts of the checked and adapted T-TrainSME materials; it is the basis for the development of the online (electronic) T-TrainSME toolkit. In the document we do not number pages but uses number codes for each chapter which refer to the respective section of the web-version.

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Not available yet

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011	'Getting started' guide
012	'Manual for professionals'

REMARK: The "home" entry page will be reworked/modified. The users guides will be written AFTER the online (electronic) version of the T-TrainSME Toolkit is available because in the guides references to the IT infrastructure shall be made. It is up to Gazi University / TR IT-partners to decide on how the T-TrainSME toolkit will be implemented "electronically" (CMS/DB, ...) - the introductions can be written and translated when the electronic version is ready.

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Not available:

400	Good practice examples / case studies	NOT INCLUDED
	Good practice example: ... a Bulgarian experience	NOT INCLUDED
	Good practice example: ... a Czech experience	NOT INCLUDED
	Good practice example: ... a German experience	NOT INCLUDED
	Good practice example: ... a Greek experience	NOT INCLUDED
	Good practice example: ... a Hungarian experience	NOT INCLUDED
	Good practice example: ... an Austrian experience	NOT INCLUDED

REMARK: New case studies – coming from our pilot tests – can be included if the consortium decides that it brings added value. Otherwise this section can be deleted.

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Theoretical Framework

The “theoretical framework” section of the T-TrainSME toolkit provides a brief overview on different topics related to vocational training. Besides an introduction on basic remarks on the demand for further education different materials about vocational training can be found.

The interested user can learn about different

- [self-training methods for employees](#)
- [working conditions conducive to learning](#)
- [requirements for new learning concepts](#)
- [analysis of training needs in chaired group talks and a personal interviews](#) and the
- [implementation of a personnel development strategy.](#)

Furthermore this section contains a brief overview on [corporate strategy](#) and ["employee evaluation"](#).

Methods and prerequisites for ascertaining further training needs

The principal aims are the development of demand- and employee-oriented measures for competence development.

1. Systematic analysis of educational requirements based on the comparison of available employee data with departmental requests from the view of the executives

First, the competences of the employees of the enterprise are assessed (current target analysis) using newly developed interview guidelines. Apart from the employee's academic and vocational qualifications and professional experiences, these include the strengths and abilities of the employees and completed further education. To support this employee-oriented approach, the employees are asked about their further training needs and their vocational development interests.

In parallel in discussions with executives of different levels, the aims, changes and pressing qualification needs of the various departments will be noted (future target analysis). The data from the current and future target analyses will be compared. Based on the result, the need for competence development in individual departments will be brought up in group workshops of managers and employees, discussed and recorded. This will serve as a basis for the implementation of qualified competence development measures for the different employee groups.

2. Systematic analysis of educational requirements based on the compilation of lists for certain activities

An alternative approach represents the concept of lists for certain activities. They make it possible to fully document production processes, to structure the single process steps and to describe all due partial activities systematically. Apart from technical requirements on the employees, all the necessary competences for the type of activities will be made transparent. In this way the recorded partial activities are analyzed with respect to their qualification requirements.

110_1_2

Creation and further development of working conditions conducive to learning

Apart from traditional further education and qualification measures, learning in the working process contributes especially to the development of competences. This form of studying can be supported by the design of the workplace according to learning-conducive criteria e.g. the creation of cooperation and communication opportunities, the participation of the employees, adequate feedback on personal work results and ergonomically suitable ambient conditions. To come to recommendations, instruments are made available to analyse existing workplaces on their suitability as learning locations. From the results, suggestions for changes or rearrangements of the workplaces are raised. By the examination of the workplaces among other things, hints will arise on how further education can be tied into the practical tasks.

Research levels:

Enterprise/ Management level

Management questionnaire to compile company data

Strategy questionnaire

(see also section on [corporate strategy](#))

Workplace level

Learning Promotion Inventory (observation and interview)

Questions to assess learning promotion in the workplace

(see also section on [organisational profiling](#))

Staff level

Questionnaire on the views and experiences of the staff, assessment of staff competences in the researched workplaces

(see also section on [appraisal interview](#))

Supervisor level

Questionnaire on the classification of learning promotion in the workplace from the view of the supervisors

(see also section on [organisational profiling](#))

110_1_3

Development of competence development objectives

After conclusion of the analyses of educational needs, based on current and future target analyses, concrete competence development objectives for the individual operational fields can be drawn up in workshops. Executives and employees decide jointly which forms of further training measures are required for their field of work.

Selection of further training measures for the development of competence apart from seminars:

1. Training on the job

- + Taking over responsibility by project cooperation/project management
- + Applications in other tasks
- + Expansion of the fields of activity e.g. taking over of management tasks
- + Traineeship in other fields
- + **Job rotation**
- + **Coaching** by internal/external experts
- + Participation in management conferences
- + Specific exchange/deployment in fields requiring intercultural competence
- + Other measures

2. Learning by teaching

- + Presentations, lectures (internal/external)
- + Introduction of new employees to new tasks
- + Preparation and management of events
- + Taking over of coaching functions on selected topics / working techniques
- + Taking over of executive duties in project topics
- + Other measures

3. Self-directed learning

- + Self-directed learning with media-supported programs
- + Information research on project topics, project assignments
- + Literature studies
- + Participation in specialist conferences, workshops, fairs
- + Other measures

4. Internal/external further education

- + Professional competence
- + Methodical competence
- + Behaviour competence
- + Leadership skills
- + Languages
- + Information technology
- + Other measures

110_2

Training needs

No modern enterprise can function well without providing continuous operational vocational training for its employees. The success of an enterprise depends on investment in the level of education of its employees. There is no established procedure to determine actual training needs and then take the necessary measures. The future of the enterprise must nevertheless be ensured by suitable training of the staff.

It is therefore a priority task of the management to investigate the training needs of the employees and address them with appropriate measures (within a wide limit of tolerance).

The following article should help the managing director or the employees responsible for vocational training in the enterprise to efficiently derive with minimum effort some essential clues on necessary decisions.

The identification of the training needs

- + must concentrate on the skills necessary in and for the enterprise in a certain period of time
- + must include creative, methodical, social and communicative skills besides the technical requirements
- + must start out with the existing individual levels of qualification of the employees and include persons personally affected in the process in the analysis of needs and the choice of training measures.

The following steps for the definition of the concrete and personally related training needs are suggested:

1. Analysis of the workplace with regard to its complex present and future qualification requirements (technical, creative-methodical, social-communicative) within the chosen time frame.
2. Analysis of the level of qualification of the employee in this workplace, if necessary based on a personnel survey.
3. Comparison between the necessary and the individually available qualifications of the present occupier of the workplace.
4. Making decisions under consideration of longer-term personnel planning for the respective workplace and the individual prospects of the employee concerned (age, motivation for training, intellectual prerequisites, individual scheme of life, etc.). These decisions do not have to be connected with training consequences for the employee concerned. They can also lead to the acceptance of the employee without training or to a necessary reshuffle of workplaces.

The following are some of the basic positions which are essential for the understanding of the approach chosen and which are important for the use of the suggested checklists:

- + A training measure as a consequence of a personnel survey and an analysis of needs always presupposes a concrete analysis, since subsequent financial resources (particularly in small and micro enterprises) must be deployed effectively.
- + Within training measures targeting a person it is particularly recommended to start out with the strengths and interests, if necessary also making available new and innovative workplaces with a change of perspective. The employee then has a personal perspective within the enterprise and a valid motivation to train.
- + Although an enterprise is, as experience shows, more keenly interested in workplace related training and further education and aims for operationally relevant additional qualifications, advanced vocational training must also be taken into account in the long-term in order to safeguard the middle management structure. Individual operational career planning has many advantages, since mutual familiarisation times and probationary periods as a rule do not appear. The disadvantage often lies in the lack of the necessary external impetus.

Basic aspects of an assessment of demand

Basic aspects of an assessment of demand are a central constituent of strategic training

Recording educational needs in the context of future-orientated employee training should take four basic aspects into account, regardless of which method of assessment is used.

1. The employee qualification – function-related

Function-related employee qualification defines the need from the function descriptions and the core activities.

Functions and tasks form the basis for the requirement profile of the worker. They provide information about the future target requirements for the necessary qualification for this job. By comparison with the current target the need for further training can be identified. Corresponding requirement profiles can then be quickly drawn up. They represent the future targets. On the other hand, the current target, the actual knowledge, the skills and experiences of the worker must also be considered.

2. The employee qualification – future targets

New qualifications are to be built up on time.

This concerns the inquiry into the educational needs related to future work requirements in the enterprise. It is wise to give some timely thought to training aims and measures. When planning a plant, the qualifications of the employees shall be planned as well. This is the only way to ensure an organised operation.

3. The employee training – systematic preparation

The employee training should not be carried out ad hoc. Different methods or instruments should be used to address needs systematically. For example, one crucial instrument is the [appraisal interview](#). A current and future target comparison must be implemented systematically and regularly. By this means the individual needs situation can be identified and requirements for the workplace or in the enterprise can be recognised, so that a suitable further education program can be organised.

4. The training needs – overall view

The inquiry into educational needs must be a solid component of the staff and organisation development.

Here the development of an enterprise and its personnel is merged in one training concept. The future target requirements of the enterprise are combined with current target qualifications, vocational experiences, education and the other qualifications of the individual employee. The future target side is determined by the company aims, the business processes and the change and development processes within the organization.

Determination of further training needs

A systematic analysis of needs which reveals the actual potential of the employees and reflects the current and future requirements of the enterprise is a most effective instrument.

Employee-oriented competence development

This approach calls for joint planning by employees and management of competence development measures.

The procedure consists of six project phases:

1. Information phase

To establish the requisite basis of trust in the enterprise, employees and management are first fully informed about the aims and procedures within the project. Information on current activities and interim results should be regularly provided e.g. publications, posters in the company, project internet pages, company-intranet and flyers.

2. Analysis of current targets

To assess the need for development the employees are first asked about their competences (analysis of current targets). Apart from academic and vocational qualifications they can also list their general strengths and abilities, any private studies they have completed and honorary involvement. In addition, they can be asked to define their personal development needs and offer suggestions on how the daily work can be improved. The data from this voluntary interview will be made anonymous for the rest of the procedure. Data of individuals will not be displayed any more. Also included in the analysis of current targets are instruments like interviews with employees and self-completion of questionnaires.

3. Analysis of future targets

In this phase of the analysis of needs, interviews will be conducted with the management from all levels from coaches to directors on future aims in their areas of responsibility, pending changes and the requirements for employees. These interviews should last about one hour.

4. Development phase

Based on the findings of current and future target analyses in an operational area, a comparison will be drawn which reflects the abilities required by the management as well as the existing qualifications, abilities and competences of the employees. This will be supplemented by suggestions for changes from the employees. This comparison serves as basis for targeted qualification planning. Here, in joint workshops with the management, personnel development managers and employees further training measures to address development needs will be discussed and determined.

5. Implementation phase

The measures laid down in the development phase are as a rule implemented in the enterprise itself. Internal/external personnel managers lend support.

6. Evaluation phase

Following the implementation, the success of the implemented measures will be evaluated. There the acquired experiences and their use at the workplace / in the enterprise are examined.

Basic remarks on the demand for further education

Manufacture of innovative products and services, work with new materials and procedures in changing organisations all call for new and different qualifications. A continuous process of development of technical, methodical, social and personnel competences is therefore necessary to master these tasks; it should include all personnel, further develop its abilities and experiences and demand and promote its self-organisation skills.

Operational development of competences is connected among other things to the reorganisation of personnel development and the changes in operational learning cultures. There is a trend leading from classical personnel development to a competence-oriented personnel management, which calls for a corresponding operational infrastructure as well as a new professionalism of technical and executive personnel.

Here the qualifications and competences of the employees become deciding factors for competitiveness of the entire enterprise as well as job security.

The present forms of further education alone are no longer adequate. Formal and specific technical training now have to be complemented by the development of competences and the strengthening of individual abilities to reach confident self-initiative. Study programmes integrated directly into the working process and aimed at vocational requirements are growing in importance. The T-TrainSME toolkit assists optimisation potentials and strategies, with which development of competences and processes of change can be initiated, implemented and evaluated long-term. Future changes and challenges are analysed to be able to support a long-term, demanding personnel development.

This section offers additional information on

1. [Training needs](#)
2. [Basic aspects of an assessment of demand](#)
3. [Work phases to determine further training needs](#)
4. [Implementation of a simplified workplace analysis](#)
5. [Creation and further development of working conditions conducive to learning](#)
6. [Competence development objectives](#)

111_1_1

Checklist – workplace analysis – training needs

Description of workplace:

Present requirements for the job	Future requirements for the job
Technical knowledge and abilities	Technical knowledge and abilities
Creative-methodical knowledge and skills	Creative-methodical knowledge and skills
Social-communicative knowledge and skills	Social-communicative knowledge and skills

Foreseeable consequences for the workplace			
	short-term	medium-term	long-term
Technical investment in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational qualification for the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reshuffle of the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restructuring of the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expansion of the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

111_1_3

Checklist – comparisons and conclusions

From the checklists one can derive some basic information for the decisions to be taken. However, some **leading questions** must be answered first:

	Present	Future
1. Should the comparison reflect the present or the future requirements?	<input type="checkbox"/>	<input type="checkbox"/>
2. If employees do not meet requirements, have you defined the causes? Do they relate to:	Yes	No
▪ Lack of qualifications of the employee concerned	<input type="checkbox"/>	<input type="checkbox"/>
▪ Organisational problems	<input type="checkbox"/>	<input type="checkbox"/>
▪ Inadequately equipped workplace	<input type="checkbox"/>	<input type="checkbox"/>
▪ Compatibility problems between employees and departments	<input type="checkbox"/>	<input type="checkbox"/>
▪ Lack of information	<input type="checkbox"/>	<input type="checkbox"/>
▪ Other:	<input type="checkbox"/>	<input type="checkbox"/>
If the causes are due to lack of qualifications, the following questions are relevant.		
3. Would it be possible to remedy the lack of qualifications with further training?	<input type="checkbox"/>	<input type="checkbox"/>
4. Is the employee willing to undergo further training?	<input type="checkbox"/>	<input type="checkbox"/>
5. What form should the training take?		
▪ in-house at the workplace:	<input type="checkbox"/>	<input type="checkbox"/>
▪ external:	<input type="checkbox"/>	<input type="checkbox"/>
6. What will be the cost for the company? (rough estimate in €)		
7. Is there any possibility of state-supported training? If so, which?		
Comments:		

Implementation of a simplified workplace analysis

(1) New requirements for available workplaces result in:

- + the technical progress
- + the economic growth and
- + the social change.

(2) A training need can be expected in the following areas:

Area	Changes / innovations
Technical area	<ul style="list-style-type: none"> • New products and services • Quality assurance and eco-audit • New machinery, processes and materials • Changes in labour organisation
Commercial area	<ul style="list-style-type: none"> • Enlarged customer base • Search for market niches • Customer care • Better marketing • Better presentation of the company image to the public • Introduction of new merchandising software • Use of new media
Management	<ul style="list-style-type: none"> • Development of a corporate culture • Company growth • Changes in enterprise targets and structures • Wider cooperation with new partners • Public relations • Staff management and motivation
Personnel	<ul style="list-style-type: none"> • Introduction of new employees • Personnel expansion • Personnel release • Personnel assessment

(3) Modern workplaces

- + are characterised by high financial and material investments which must be offset by corresponding requirements for the qualifications of the employees
- + change under the influence of the information society to multinational use of media
- + demand additional qualifications which could not and cannot be addressed by existing vocational training
- + are becoming increasingly more complex, connected with other workplaces and require more organisational knowledge
- + require more independence, self-initiative and increasingly cooperative learning and working

Suggestions and hints for the use of the checklists:

- + The occupier of the workplace should be included in the analysis of the workplace.
- + Further methods should also be considered to gain information on the workplace to be analysed, such as: group discussions, [appraisal interviews](#), interviews with external experts.
- + In addition to the workplace analysis, analyses of activities are frequently made to support the decision making process.

Checklists:

[Checklist on workplace analysis – training needs](#)

[Checklist on analysis of work](#)

[Checklist on comparison and conclusions](#)

Materials about vocational training

This section contains various documents (tools and background information) on vocational training. The user can learn about different [self-training methods for employees](#). This tool offers three possibilities how employees in small enterprises can be trained internally with a relatively low strain on staff and costs ([workplace instruction](#), [quality circles](#) and [coaching](#)). The enterprise does not need any particular educational proficiency for the application and use of these forms of organisation or procedure for in-house training of employees. At the same time, however, they also serve to sharpen the awareness of educational competence needs in the interest of the enterprise and the management process.

The next tool gives an overview about [working conditions conducive to learning](#). The term – work conducive to learning – means the conditions and possibilities to enable learning in the working process. Learning processes are consolidated by the implementation of the new knowledge gained in the process of working. Possible mistakes can serve as feedback and can also serve to modify behaviour, if the persons involved can learn from mistakes.

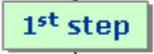
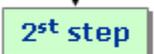
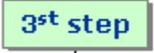
Small enterprises are under heavy pressure to change due to structural changes. These changes and the subsequent higher complexity of practical tasks place a heavy load on the learning and innovation potential of employees and executives (= [requirements for new learning concepts](#)). They have to be open-minded and flexible and learn to fit into permanent, lifelong and manifold processes of change and work content in new situations in order to assure individual development of competences and the success of the enterprise.

Only then will enterprises remain competitive in the long term, if they succeed to reach learning ability on the individual and organisational levels to continually develop new ideas and implement them in innovative products and services.

The next tool presents methods with which the [training needs of working groups or individual employees](#) can be defined. Training aims at enabling employees to master their practical tasks and teaching them to cope with unforeseen problems in production processes and changes in job requirements. To increase the motivation for further training and at the same time assure that the training meets the requirements, the following methods foresee the participation of both the immediate supervisor and the employee in the analysis of needs.

A flowchart for the development and implementation of a personnel development strategy can be found [here](#). The development of competences of the employees operationally relates to personnel development for the attainment of the business goals by optimum use of human resources. Personnel development is increasingly seen as decisive strategic success factor for competitiveness of an enterprise. It has to assure the permanent balance between the aims of the enterprise and those of the staff and the training and operational education and summarises all further training measures.

121_1**Flowchart for the development and implementation of a personnel development strategy**

Phase	Workflow	Activity	Participants	Documents
1.		Questions on corporate strategy	Management, directors of respective work areas	
2.		Workshop "Corporate and personnel development strategy"	Management, directors of respective work areas	Guidelines for corporate strategy
3.		Implementation of the analysis of training needs	Directors of respective work areas, employees	Job specifications, questionnaires
4.		Planning of personnel development measures	Management (personnel development), directors of respective work areas	Results of the analysis of training needs
5.		Agreement on advanced training measures with the employees	Management (personnel development), directors of respective work areas, employees	Appraisal interview form
6.		Formulation and release of the plan for advanced training	Management (personnel development), directors of respective work areas	Plan for advanced training

121_2_1

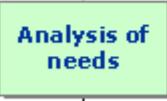
Chaired group talks

Definition of the further training needs in a chaired group talk

The group talk serves the aim of defining the training needs from the point of view of the employees. The conversation is led by an internal facilitator who is not supervisor of the group.

The following design is especially suitable for a group of unskilled and semi-skilled employees. If employees have little experience in group speaking, this must be taken into account during the preparation of the group discussion.

In this case, methods are used which encourage the participation of the reluctant group members e.g. work in small groups and questionnaires. The following scheme shows an overview of the procedure:

Phase	Workflow	Activity	Duration
			
1.		<ul style="list-style-type: none">▪ Questionnaires▪ Flip chart / moderation box▪ Overhead projector and/or laptop/beamer▪ Prepare information material▪ Prepare presentation content	1-4 h
2.			30 min
3.		<ul style="list-style-type: none">▪ Define objectives▪ Information on further phases and handling of the results	15 min
4.		<ul style="list-style-type: none">▪ Part 1: Work in small groups based on a leading question; documentation on the flip chart▪ Part 2: Consolidation of individual aspects; documentation on the flip chart	1 h
5.		<ul style="list-style-type: none">▪ Supplementation, clarification and questions▪ Information on possibility of personal interviews	15 min

Introduction to the group talks: Explanation of the objectives

The employees are familiarised in detail with the topic and informed about the aims of the analysis of needs at the beginning of the group talk (altogether 1.5 hours). The opportunity of personal interviews with the supervisor is also mentioned at this time.

The participants are also informed about the further work with the results of the analysis of needs. They learn for example, that it is used to develop further training modules. Since the employees can

air every training need in the conversation, it is important that the facilitator makes clear that, due to strategic, organisational or financial reasons, not each wish expressed for training can be fulfilled and that concrete training measures can only be agreed on in the personal interviews. As a rule, in the group talks the question arises as to whether participation in training measures will lead to higher pay. To dispel false expectations therefore, the difference between pay-related higher qualification and pay-neutral adaptation to job requirements must be explained. Training aimed at an adaptation to job requirements adapts the knowledge and skills of the employees to technological and organisational changes and does not as a rule have any effect on wages.

Part 1 of the analysis of needs: Small group work based on an open leading question

At the beginning of this main module the facilitator of the group asks the following leading question: "Is there training which would make your work easier for you?" In order to avoid misunderstandings, it will be explained that training means all forms of acquisition of knowledge and know-how i.e. education at the workplace or participation in workshops and seminars. The participants form small groups of two to four persons, discuss the leading question and present their results after about ten minutes.

The aim of this partial phase is to determine existing training needs directly from the respective field of work without interference from outside. The participants are activated in this way and initial discussions result.

Part 2 of the analysis of needs: Consolidation of individual aspects

There are frequently areas in which the enterprise senses a fundamental training need. It is important in the planning of training to know how the employees assess their training needs. For this reason the group members are asked, with the help of three questionnaires, whether they personally see a training need in the areas selected by the enterprise.

The questionnaires for the group talks should be prepared together with the immediate supervisors. These persons usually have the most knowledge concerning the special requirements of individual workplaces. The questionnaires should be formulated so that they are easily understandable and as clear as possible for all employees.

The first questionnaire includes general technical competences (Aid 1) within a field of work; the second targets the single manufacturing phases (Aid 2) and the third contains different dimensions of social-communicative skills (Aid 3).

Each employee receives the questionnaires one after the other and crosses one of the choices at every single point. The results are discussed jointly after each sheet and the training needs are written down on the flip chart. The questionnaires are then collected for further evaluation. Since the group talk serves to address the entire needs, the filled out sheets do not have to be assigned to single persons.

Conclusions of the group talks

After the questionnaires have been collected, the group is asked, whether there is a further training need which was neither mentioned nor listed in the questionnaires. Additional needs are written down on the flip chart. The participants then list all the needs on the flip chart in their order of importance. At the end of the talk the group is asked, whether the resulting picture "speaks" for them, if amendments or additions are necessary and whether there are any remaining open questions. Finally, the next procedure, the agreement on training measures in the personal interviews, is explained to the participants: anyone who sees a personal training need for himself has the opportunity to put his name on a list.

Arrangement of training measures in the personal interviews

Not only the employees can apply for a personal interview with their supervisor; the supervisor also has the opportunity to ask for an interview. This is meaningful, if the supervisor sees a training need and the employee does not seize the initiative himself. It is however a valid point here that it is impossible to train somebody against his will; participation in qualification measures is therefore purely voluntary.

In the group talk all employees are included in the topic. Time consuming personal interviews are only conducted, if there is an actual need.

In the personal interview concrete training measures are agreed on. The training needs determined in the group talk serve as a background.

Assessment of the procedure

The enterprise has a complete overview of the training needs of a group after the evaluation of the questionnaires and the training needs collated on flip charts. On the basis of these data – combined with the input of the supervisors from production and the results of the personal interviews – further training modules or other forms of knowledge and know-how acquisition can be developed for employees at the respective workplaces. A training plan can be established on this basis.

121_2_2

Personal interviews

This example illustrates the approach to analyse training needs in a personal interview.

Analysis of needs in personal interviews

Phase	Workflow	Activity	Duration
			
1.		<ul style="list-style-type: none">Further training of chargehands/craftsmen	1-2 h
2.		<ul style="list-style-type: none">Define objectivesExplain workflowDiscuss needsFill out forms	20 min per interview
3.		<ul style="list-style-type: none">Systematise further training needsDiscuss results in group talk	2 h
4.		<ul style="list-style-type: none">Present results in group talk	1 h

Objectives and preparation of personal interviews

The analysis of needs in the personal interview is quite time consuming but it offers two decisive advantages. The enterprise obtains an exact overview on the qualifications and lack of qualifications of individual employees. Moreover, individual development prospects show up clearly.

Some detailed information of the employees precedes the analysis of training needs. Here it is explained in which form the personal interviews are implemented, what purpose they serve and how the documentation is filled out. The use of the analysis of needs and the scope of the anticipated qualification measures are explained to the employees.

Conduct of personal interviews

The conversation takes place in private between the supervisor and the employee. The supervisor explains briefly the aim and the itinerary of the analysis of needs and also attempts to build up a relationship of trust. Here it is especially relevant to intensely explain everything to employees who are attending a personal interview on training needs for the first time and who may be sceptical and mistrustful at the beginning.

In the case of lack of experience with systematic training, it must be accepted that such employees express little need for training. Here it is the task of the executive to point out development possibilities and ask about problems at work which can be possibly resolved by training.

Evaluation of the conversations and establishment of training plans

The training needs are first thematically collated. This result is presented and discussed in the group talk. Concrete further training contents can then be defined.

Measure	Number of employees	Implementation
EDP basics (Introduction to PC, MS Office, SAP)		By trained employees
EDP- special applications: Corel, CAD-Software, operating software		By trained employees
Business basics, project management		Internal further training offer
Product knowledge		By departmental managers
Technical training at supplier		External at supplier

The control system for the analysis of further training needs

A control system which provides a continuous, controlled sequence of analyses of needs, training and further education should be introduced into further training activities so that further training measures do not confine themselves to one-off events. The following aims should be accomplished with this control system:

- + Further training should be carried out systematically and include the manufacturing staff.
- + Further training even if conducted "on the job" should be documented and assessed on its learning success.
- + Further training should target both the operational requirements and the wishes of the employees.

121_2

Analysis of training needs

Strategies and aims of the analysis of needs

In these times of rapid organisational and technological changes it is especially relevant that knowledge and skills once acquired in training do not suffice for the entire professional life. The increasing speed of changing processes for the employee means a continual need for adjustment to the training requirements.

This calls for efficient operational further training. However, training can only be effective, if it is conducted on the basis of a systematic analysis of training needs. Analysis of needs and further training in particular serve the purpose of enabling the employees to accomplish their current tasks and to independently and actively cope with new, unforeseen requirements or problems in production processes and changes in job requirements.

Further effects are:

- + An analysis of needs including the employees leads to a positive in-house working environment.
- + The analysis of needs provides information about the competences and development potential of the employees and is the basis for future technological and organisational changes in the enterprise.

The success of learning is the bigger and longer lasting the more the learning contents correspond to the training interests of the trainees. In the analysis of needs therefore it is important not just to integrate training interests of the enterprise, but also to involve the employees. Further training must exhibit a practical orientation and at the same time motivate the workers to participate in the training measures. Neither the group talks nor the personal interviews are bound to special prerequisites. A chaired or moderated group talk can also be implemented in enterprises where no group work can be found. It is a prerequisite that the employees work in an interrelated activity field.

Methods for the analysis of needs

Chaired group talks and personal interviews in a combined procedure
In the following we introduce an exemplary method for the systematic recording of the further training needs of employees in different fields of work. This method consists of two steps, an introductory, chaired group talk and optional personal interviews to follow.

The approach is characterised by:

- + First the training needs are investigated from the point of view of the employees.
- + The workplace as a whole is included.
- + Only in subsequent personal interviews the view of the employee is broadened by the opinions of the supervisors.

The employees are informed about the planned project before the introduction of the chaired group talk. The supervisor is involved in the preparation of the forms (questionnaires).

122_1_1

Workplace instructions

Training measures in the enterprise ensure that primarily practical skills are acquired and taught directly at the workplace. Practical exercises in particular are necessary for this.

There are two different features

1. If one distinguishes with regard to the "complexity" of work, then exercises can be divided into:

- + Exercises of single work activities
- + Exercises encompassing whole job operations
- + Exercises of complex work tasks

2. If one distinguishes with regard to the "productivity", according to economic viability, fulfilment of operational assignments or customer's wishes, exercises can be divided into:

- + Productive exercises which do not interrupt the work process and produce a direct economic profit;
- + Exercises with a training character where procedures exclusively depend on speed and safety;
- + Exercises under simulated conditions because the dangers from possible mistakes would be too great in the real process;
- + Unproductive exercises with no direct economic profit which are "only" of ideal use.

One cannot always implement the exercises in the real operating process; the particular features of the respective learning workplace must therefore also be taken into account. The exercises are only effective, if the instructor/mentor leads the learners systematically from the simple to the complicated, the easy to the difficult and slow to fast work and at first sets values on quality and not on quantity.

Prior considerations on training at the workplace

As with every activity, one must also systematically plan and prepare the working instructions. The general preparation is outlined in the following steps, which also represent the order of the related steps. These steps can be determined by the following questions:

1. To what end is the training?

→ The actual purpose of the work instructions should first be established.

2. What should be learned?

→ The learning content should be defined out of the objectives of the instructions.

3. How and with what media should the learning and teaching proceed?

→ The methodical procedure must afterwards be considered, based on the objectives and the content, i.e. how the learner and the instructor should work together to achieve the objectives and the content. In a methodical procedure the use of learning and teaching material or media can be planned and recorded.

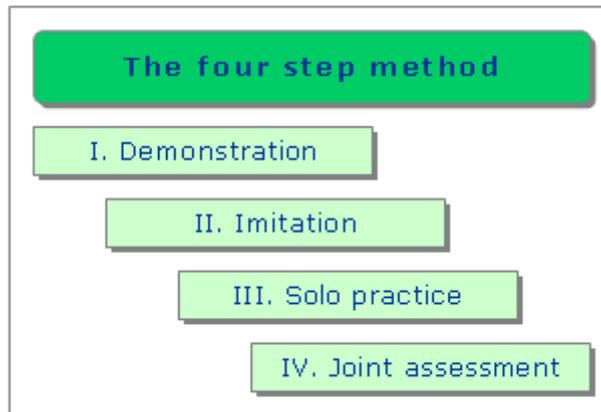
4. Where and when should be learned?

→ Only after the objectives, content and methodical procedures have been established should the questions of the organisation be addressed. Included in this is the provision of the necessary work and support materials, the work and practice time and ensuring that the working environment complies with all industrial health and safety standards.

5. How should it be supervised?

→ The last planning stage is the consideration of how the results of the exercise should be determined, assessed, and defined. Furthermore, provisions must be made for an eventual examination or certification.

The learning location is already determined in the workplace instruction. Thus primarily objectives will be met which can be met at this learning location. The same applies to the contents. During the implementation of the workplace instruction, the four-step method will be used, which is briefly described as follows.



I. Demonstration

The learning objectives and contents are explained to the learners before the exercise. Their prior knowledge must be taken into account to avoid undertaxing or overtaxing. The learners must also be informed on the form of supervision or assessment, so that they can adjust to this and will not be surprised at the end of the exercise.

The exercise begins with the demonstration: at first, the complete operation to be learned is demonstrated at a suitable speed. After this, the complete operation is demonstrated slowly in partial steps/actions. The learners are asked to watch the operation carefully and to put questions if necessary. The learner and instructor/trainer/coach should ensure that each work step is explained and supported verbally. It is important not only to point out how one does it but also to justify why it is done in that way.

The learner should, after several demonstrations, develop a feeling for the complete operation in order to be able to acquire the demanded skills with interest and high motivation.

II. Imitation

Under supervision and continuous observation the learner implements the operation and at first only takes care of the single work steps. The instructor does not interfere and only corrects the procedure, if it is not conform with health and safety guidelines. He makes no criticism or negative judgement but can give small hints if required. Recognition and praise however are definitely beneficial to this phase of acquisition and learning. After repeating single, more complicated work steps, the learner should be asked to explain the single steps, as verbal support during the exercise renders the learning process more effective and improves the retention of information.

Finally, first the learners and then the instructor should repeat the complete operation once again as fluidly and comprehensively as possible. In this way the requisite standards of quality and quantity are stressed on the learners once more, before they go on to the unsupervised exercise.

III. Solo practice

The learners practice mainly independently and acquire the necessary skills directly in the activity at the workplace. They develop a feeling for the pace of the work, become more secure in the handling of the work utensils, recognise their own weak points with the means for work, and begin to look independently for ways to arrange the work with less physical effort and more efficiency. The instructor must ensure through occasional checks and supervision at this stage that fundamental errors and lack of skills do not become fixed in the learners' minds as such mistakes may be difficult to adjust later.

This phase of the solo exercise is by far the longest and should take up about 70% of the allotted time, while for each of the other phases 10% of the time should be allocated.

IV. Joint assessment

All resulting learning performance should be evaluated. The development of vocational skills in the workplace instruction is central to the exercise so that the main emphasis of the evaluation also must lie on this. Each evaluation consists of two steps that must be clearly separated from each other.

- + First, the objective of the workplace instruction is determined as exactly as possible and what the learner has concentrated on during the exercise is determined as well.
- + Only after that should one evaluate what has been previously determined.

The assessment can be verbally conducted, documented or also kept in the form of notes. In general, no snap assessment is carried out during workplace instruction. The joint evaluation is however of high educational value which boosts self-confidence and promotes improved performance. One learns at the same time to recognise the standards applied to vocational skills. Joint evaluation also enables the instructor to assess himself and formulate an even more effective workplace instruction technique in the future.

122_1_2

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 train and support each other, as they work together. Quality circles have gained acceptance in many enterprises within the last few years and are eminently suitable for 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 quality circles should be encouraged and initiated for certain tasks by the enterprise.

Reasons for their formation could be:

- + specialised training-related deficits of 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 involvement of others is necessary;
- + forward looking tasks of the enterprise.

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 at the workplace

The work content in quality circles

Topics for quality circles:

- + Abolishing 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:

- + once monthly, maximum 1.5 hours
- + outside the workplace, at a separate venue

Rules for participation

- + Voluntary participation
- + Size of group: 6 to 8 employees
- + Lead by: supervisor, master, foreman, group leader, specialist, associate

Requirements for members of quality circles

The following requirements are valid for the members of the quality circles:

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

The leaders of quality circles

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

- + select the members of the quality circle (according to the needs and problems in the respective sector or working area),
- + maintain contact with the enterprise and the supervisors,
- + inform about operational conditions and objectives,
- + present and plan the methodical progression of consultations and provide 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 facilitator who

- + moderates the group 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.

Procedure:

- + The presenter explains the problem.
- + Working groups are formed where necessary.
- + The members pool ideas.
- + The suggestions are recorded. Basic principles are:
 - Quantity before quality
 - No limits to phantasy
 - No criticisms of others' suggestions
 - No assessment of the suggestions
 - The present ideas are read during any break
 - 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 jointly.

Conclusions of quality circles

The managing directors in the enterprise are informed of the results of the consultation in the quality circle. Different solutions are suggested and argued.

Summarising assessment

Quality circles were particularly further developed in Japan and used in the enterprises as a form of cooperation. The Japanese mentality and enterprise philosophy play an important role here, because group working and thinking are essential there.

Such methods are not unknown to the older employees in companies of the new federal states; they have already gained a great deal of experience (mostly positive) in operational suggestions and new developments in their working life. This knowledge is advantageous to them nowadays. The quality circle promotes a stronger identification with the enterprise and increased personal responsibility for the job on the part of the employees. Quality circles also make it possible to connect the existing informal groups with the management to the general advantage of the enterprise. Quality circles contribute to the qualification of employees, lead to in-house dialogue and generally improve the working environment.

122_1_3

Coaching

As already known, many of the methods currently being used to train employees in the enterprise are not new and have already been developed in recent years. Coaching is also part of the methods to foster leadership and to support 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 to take care that executives should be trained within the enterprise itself in order to be able to remain competitive in future markets. A suitable method is the afore mentioned coaching of employees. Coaching in the enterprise is a complex process of personal leadership and support of 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 aims of employee coaching

The aim of coaching is to help groups of employees or individual competent 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 for the development of self-learning and problem-solving abilities confronted with concrete operational tasks or the development of leadership qualities.

Content and elements of coaching

The content of coaching is as manifold as the operational problems themselves and can only be indicated by some 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
- + Vocational adjustments of 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/facilitator or an interested employee with sufficient professional and life experience.

A coach must:

- + be able to motivate the group or the employee;
- + 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 attitude and be able to spread 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 and life experience in his own field to be able to gain confidence and 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 discuss the life-stories of the employees.

Additional requirements on in-house coaches can also arise from the hierarchy in the enterprise and their own involvements in the working routine. Conflicts 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 assess the process of development from outside without being involved in the process. On the other hand, they cannot directly influence the process, so that they have a lower level of responsibility. External coaches are being increasingly called in by the management.

Requirements for the employees being coached

Certain requirements are also made for the groups or the 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 recognise and contribute to solutions and processes of change.

The choice of the employees who should be assimilated into the enterprise through coaching is a direct executive duty and bound with responsibility, i.e. the choice should if necessary be made with appropriate, psychologically relevant procedures or with special outside support.

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 including 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 coaching can be discussed and agreed among the partners.

As methods, established procedures of problem definition and precision, problem structuring 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 integrated and the coach can take on a much more active role as a facilitator.

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 continually be monitored and measured against own expectations. Objective assessments based on criteria or indicators are particularly helpful for this.

- + The coach gives only as much help as necessary and not as much as possible. He stays increasingly in the background and takes 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 checklist 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 interfere in the process and draw personal conclusions from the coaching to his own advantage and that of the enterprise.

122_1

Self-training for employees

Direct familiarisation with and training at the workplace often is in the responsibility of the enterprise itself. For an effective organisation of this task, the instructor not only needs technical knowledge but also methodical and social skills.

For training at the workplace, in small enterprises it is in most cases neither possible nor necessary to make use of trained and qualified instructors. Technically experienced employees of the enterprise already contribute the most important prerequisites to introduce other colleagues into an operational working routine: they are familiar with all the operational conditions. There is a number of proven procedures and methods how the introduction into an operational task can be prepared effectively, how employees can be convinced to participate in operational quality circles or how coaching for employees can be prepared and implemented.

The following documents shall support the managers and the persons responsible for operational training within the enterprise in this task.

Three possibilities for training employees within the enterprise are offered here:

1. [Workplace instruction](#)
2. [Quality circles](#)
3. [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 work, have long-standing professional experience and ability for self-paced individual learning (regardless of different levels).

Working conditions conducive to learning

Working conditions conducive to learning are arranged in a way that they promote and demand learning processes. Thus the corresponding operational tasks should contain planning, preparation, completion, control and organisation.

Important for the promotion of learning:

- + Independence at work
- + Participation opportunities for the employees
- + Complexity and variability of the activity
- + Communication and cooperation
- + Frequency and intensity of the feedback
- + Available information at the workplace

Example: Project work

Project work is development of competence, if people can interact with their different competences in the projects, if the project contains something new beyond what has already been known and the acquired knowledge is systematically structured:

- + Choice of projects for competence development and determination of the time-frame
- + Definition of the requirements on the projects and the employees
- + Clarification of the competences the employees shall acquire
- + Determination how the knowledge gained shall be documented and reflected

Example: Job rotation

Job rotation is competence development, when the operational contents are indeed different, there is a systematic sequence and interrelated knowledge can be gained:

- + Choice of activities to support competences (depending on the scope of activity)
- + Clarification of the time frame and objectives of the job rotation
- + Agreement on the activity/function perspective for the workplace
- + Clarification of cost absorptions or capacity compensations between the "rotating divisions"

Example: Systematic exchange of experience

Systematic exchange of experience is development of competence, if an exchange of information and transfer of knowledge takes place, i.e. by visits from other enterprises, divisions or fields:

- + Choice of customers, suppliers, fields/divisions or fairs i.e. to learn new working and manufacturing procedures
- + Clarification on which exchange of experience is important for which employee or which activity
- + Determination of costs and expected results of the visits in a standardised form
- + Dissemination of the acquired knowledge to colleagues, e.g. in workshops

Example: Learning islands

Support of decentralised learning directly at the workplace obviates the separation of working from learning:

- + Principle of partially autonomous teamwork
- + Integration of technology, organisation and people
- + Development of active vocational proficiency
- + Continual improvement process as an essential element
- + Embedding in the development of the complete enterprise
- + Support of a culture of self-critical reflection

Example: Self learning

- + Provision of suitable documentation, materials and working requisites

- + Consideration of which knowledge in which time frame should be acquired and how the acquisition of knowledge shall be reflected
- + Allowing sufficient temporal freedom
- + Application of the learned in the working routine
- + Documentation, exchange and reflection of the learning content e.g. with colleagues

Requirements for new learning concepts

Challenges for small and medium-sized enterprises

The situation in small enterprises is underlined by the following factors. On the one hand, they must react flexibly on developments on the market or recognise trends as quickly as possible. This means developing new products and services and finding new markets, competing with rival firms and introducing virtual organisational, working and learning structures. On the other hand, they must offer their employees a certain social security with regard to the continuity of the working relationship to keep the qualified employees in the enterprise.

A prerequisite for mastering these challenges is that executives like the employees see an entrepreneurial and individual opportunity for development and learning in the process of change.

This means for the individual employee:

- + Regular learning, primarily at the workplace
- + Personal recognition of training needs
- + Personal search of training opportunities
- + Seeking consultation (training consultants, coaches, personnel developers, training providers) on one's own initiative

On the part of the enterprises this means:

- + Alignment of the enterprise structures with personnel development by giving more emphasis to the special character of the employees and utilising them more for the development of the company
- + Change from a "blanket training program" to individual personnel development
- + Creation of frameworks which enable learning at the workplace (creation of learning structures at the workplace) and [self-paced learning](#)

Requirements for new learning concepts

These developments and challenges require new forms of learning, characterised by: the realisation of complex teaching/learning arrangements with practical problem definitions, the promotion of self-reliance and self-organisation in learning, higher emphasis on learning in groups, the assurance of dissemination by application of the acquired abilities in other learning processes and finally the evaluation and reflection of the learning process.

Such forms of teaching/learning take on a particular significance in which the approach to self-organised, self-paced learning is crucial. A change from supply-orientation to demand-orientation takes place.

The traditional forms of didactics are still centred however on homogeneous target groups, similar learning prerequisites and common learning results and are therefore interested in a uniform learning process. In contrast, constructivism emphasises more the individual background of experience. Knowledge cannot be "arranged" from a constructivist perspective, but has to be built up in concrete situations from personal experience (to be constructed), because only knowledge which is personally built up and integrated into personal structures is correctly understood knowledge.

The basic roles of learners and teachers change accordingly. The teachers create the conditions for self-organisation in learning.

Constructivist learning theories therefore target case and problem-related learning in real situations.

Development of strengths

Against the background of the developments outlined above, vocational education is accordingly given a new, additional direction. It must prepare the employees for change and support them in the development of vocational orientation.

It is task of the vocational initial and further training or personnel development to define and promote the competences under inclusion into the work process.

Competences are more than qualifications gained from professional study. They include the abilities, skills, methods, knowledge, experiences, attitudes, needs and values which a person acquires, develops and applies in life. They are bound to the individual and his personal ability for responsible action.

Competences are determined from two sides: from the situation (requirement side) and the person (personal resources). Core competences and competences to adapt are thus distinct from each other.

The personal resources of an individual are called core competences. They are abilities and skills which are mastered to a special degree and used in an unmistakable way by an individual. The core competences have three functions important to the employees:

1. They enable orientation: Knowing one's own strengths and experiencing them in different (vocational) real life situations becomes the motor of professional development.
2. They enable continuity: The individual keeps the core competences, independent of the kind of work carried out or where he works.
3. It forms the basis for technical qualifications: A core competence can only be used in a certain technical context. Technical qualifications are therefore required to use them.

Core competences in combination with a certain technical qualification alone therefore are not sufficient for practical vocational activities. They must rather be supplemented by the competence to adapt. This means the readiness and ability to pursue the various changing qualification-related requirements and to be able to apply these with regard to the personal biography. The competence to adapt can be applied on three levels: on the social, institutional-organisational and technical level.

The social level refers to the interaction processes and means the ability to interact in continually changing new situations with new people within and outside the enterprise e.g. to establish contact and communicate with customers.

On the organisational level it means the ability to move around confidently in an organisation (enterprise). This therefore includes recognising the respective systems of values and standards and assessing and coordinating them with existing experience.

The competence to adapt on the technical level means the ability to apply technical knowledge and skills acquired in other situations or at work.

Development of experience rooms

Didactic aspects to the acquisition of competence

The competence to adapt can be best acquired in relation to certain situations. Suitable experience situations additional to the working process should therefore be offered to the employees during vocational further training to promote the acquisition of competence to adapt. An experience room here means real social situations which are new and alien to the employees in technical, spatial and social terms and represent a learning challenge. Experience rooms can be set up or found outside and within the enterprise. Such an experience room outside an enterprise represents an activity dictated by time and distance. The employees are deployed in a branch office, an assembly plant or in a cooperating partner company for six to eight weeks.

They must then learn to organise their private and vocational lives and adjust to new activity requirements and new colleagues.

A further possibility is an activity abroad. The competence to adapt is enhanced here by intercultural competence.

There is however a variety of experience rooms within an enterprise too, such as changes into other departments and education/further training at different study locations.

The acquisition of competence to adapt can also be promoted by confronting employees with changing situational requirements and new roles in which they have to learn and work self dependent and self-directed e.g. in projects.

Some examples for experience rooms in initial and further training are:

Experience rooms

Outside the enterprise:

- + Activity in other enterprises at home and abroad
- + Joint further training or network training

Within the enterprise:

Organisational orientation:

- + Changes into other departments or team training
- + Further training at different study locations
- + Virtual learning in further training

Didactic orientation

- + Project work in further training
- + Learning islands
- + Competence-oriented seminars
- + Job rotation

Corporate Strategy

Strategy development and implementation is a process in which different employee groups should be involved. Corporate strategies and operational learning and development processes stand in close interaction. The aim of corporate strategy is to give suitable orientation to all sectors, define framework conditions for medium-term determination of marketing, development and sales activities and to enable the planning of all necessary resources for the implementation of these activities. Mission statements and visions are central to company development. They show the framework for alteration measures.

This section contains further information about:

1. [Determination of further training needs, based on the corporate strategy](#)
2. [Strategy development and personnel planning](#)
3. [Checklists about corporate strategy](#)

131_1

Determination of further training needs – based on the corporate strategy

1. Why a strategy-oriented analysis of further training needs is necessary

The scarcer the means of training, the greater the inclination to neglect the determination of training needs of employees. The employer knows his employees and must have the last word over all others on training and education without having to consult experts for a lot of money. This all too frequently encountered view is based on the following:

- + Further training not based on a strategy and demand-oriented elimination of deficits in knowledge and abilities is a waste of time and money.
- + The scarcer funds and time and the more urgent the need to remedy the lack of knowledge and ability, the more necessary it becomes to identify and address the deficits which can stand in the way of success.

It is not useful to single out some weak points and planning and implementing further training measures because “something has to be done for the staff” (training as mainstream trend). Operational further training cannot and may not be done according to the training wishes of the employees. All operational further trainings must be useful to the enterprise. The time and material costs are then justified and acceptable.

However, this is only feasible, if the further training need is determined considering:

- + employees
- + tasks and activities
- + strategies

Then it is guaranteed that the employees will have the required ability, knowledge and skills to adequately cope with the tasks they have to fulfil.

Thus corporate strategy forms the starting point and basis for a targeted analysis of training needs.

2. Corporate strategy as starting point

2.1 Factors of strategy development

Corporate strategies are by no means just something for major companies that can afford the costs (man-hours, qualified staff and monetary costs) for this work. A lot of ignorance and errors lie behind this popular opinion. Corporate strategy development is logically one of the routine tasks of the executives or the management. Everybody who is self-employed or responsible for his enterprise should dedicate himself and his enterprise to strategies.

For our task of determining the further training needs on the basis of the corporate strategy, the knowledge of the elements of a strategy and its composition is an essential prerequisite, hence the following comments.

Each strategy consists of three basic factors:

- + **The initial position:** These are the starting conditions of enterprise start-ups, usually the results of the last business year for older enterprises.
- + **The objective:** Includes the various aims, based on the initial position relating to economic conditions, market developments, ambient factors, targets, financial, technical and manpower resources etc.
- + **Measures for achievement of aims:** i.e. the planning of measures to assist in the achievement of aims

Simply put, the corporate strategy is:

- + the definition of the enterprise objectives based on the analysis of the initial position and
- + the planning of measures for the achievement of the aims.

2.2 Analysis of the initial position

Each analysis of the initial position will concentrate on four central issues:

1. Have the targets for the ended or ending financial year been reached or not?
2. What were the causes for a failure to hit the targets?
3. What were the external factors which influenced failure and how will external factors influence us in future?
4. What conclusions can be drawn for the future from the development of own products (by the enterprise), the market, competition, and recognisable (economic-political) development trends?

2.3 The development of enterprise targets

Targets are definitions of results which should be obtained by means of certain measures.

Here three questions have to be asked: (1) What (content of objectives) should be achieved? (2) When, by when, should something be achieved (time frame)? and (3) How much should be achieved (extent of aims)?

A target formulation under consideration of these requirements would therefore read approximately as in the following example:

“The turnover (what?) of our enterprise should, by the end of 2006 (by when?), increase by 10 per cent from 5 mill. € to 5.5 mill. € (how much?).”

The following additional requirements for objectives should also be stressed:

The objectives should be:

- + realistic (attainable, not overtaxing, not trivial)
- + unequivocal (clear, not liable to misinterpretation)
- + measurable/verifiable (quantified or operationalised where possible)
- + constant (serving the orientation, therefore unchanging)
- + complete (see above - requirements for establishing objectives)
- + identifiable (appropriate to the level the objective should address)

The last requirement calls for a breakdown of enterprise objectives. Underlying strategies with further underlying aims are developed to this end; their fulfilment is a prerequisite for the attainment of the enterprise objectives. This means at the same time that no underlying strategy and no underlying aim may contradict the enterprise strategy and its aims (avoidance of conflicts of objectives). Thus an aim hierarchy is built in the enterprise as shown in the following.



This list is not exhaustive.

In the context of the target control the targets have to be checked, whether they:

- + can be financed with the resources of the enterprise or the additionally scheduled funds,
- + are attainable with the available means (number, knowledge, skills?),
- + conform to the legal and economic limitations,
- + do not cause conflicts of objectives (investments, funds, production, employees?)

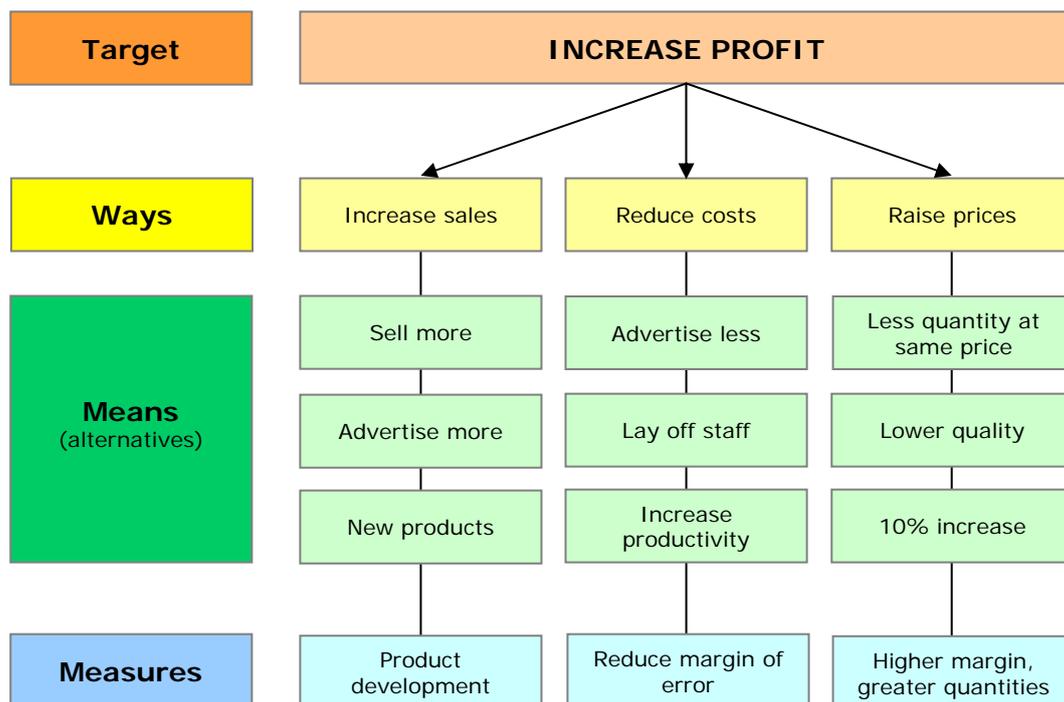
2.4 Planning of measures

All too often, there is the urge to spontaneously and instinctively take measures required to reach a vague objective (“We can introduce overtime, then we’ll cut costs”, “I’ll buy a new machine, then we’ll increase turnover”, “We can train the staff, then we’ll increase productivity”). With such procedures the result is very much determined by chance. However, if measures are to attain the objective with the greatest possible assurance of success, then the measures must be deduced from the aims.

Strategic i.e. targeted planning of measures proceeds accordingly as follows:

Target → Ways → Means → Measures

Example:



The example assumes that the entrepreneur or the management of the enterprise has decided to increase profits as an objective. There are three ways to achieve the aim (see diagram above): 1. Increase sales 2. Reduce costs and 3. Increase prices. Measures for achieving the aims were development of new products, reduction of margin of error and enlargement of the sales units, together with a simultaneous price rise to increase the profit margin.

After we have become familiar with the elements and the composition of a strategy, the formation of aims and the introduction of measures to achieve the aims, this example should then serve to determine the training needs based on the corporate strategy.

3. The derivation of training needs from strategic objectives

3.1 The methodology of defining further training needs

The methodology of research into further training needs is the target/actual comparison. The future target is the desired state of knowledge, proficiency and ability which must already be there to make a performance and the attainment of a certain result possible. This current target addresses the present existing status of knowledge, proficiency and ability.

From the comparison of current/future targets the following observations can be made:

Agreement	=	No further training needs
		<i>or</i>
Positive deviation	=	No further training needs
		<i>or</i>
Negative deviation	=	Probable further training needs

In general, agreement on the further training need is defined as a negative deviation between current and future targets. However, not every negative difference shows an actual further training need (hence the provision "probable" training need).

Two factors must be taken into account with regard to this:

1. *Performance motivation*

Knowledge and ability are available, but no performance is made. The cause therefore cannot lie in the lack of knowledge or ability, but is possibly due to a motivation problem which cannot be solved by further training.

2. *Problem areas independent from employees*

If knowledge and ability are as requested and there is no lack of performance motivation, then other factors must be the cause for the failure to reach the target. Such cases can occur, in the light of experience, due to shortcomings in the management or the organisation of labour (workplace characteristics). These can be addressed on the management level with training measures and on the organisational level with changes in the working conditions. However, other factors can also play a role. For example, political restrictions in health care (cost reductions, health reform bill, health structure bill) have led to considerable losses of turnover and production cutbacks in the pharmaceutical industry. These and other occurrences (natural disasters > hotel and restaurant industry, tourist industry, slump in prices > decrease in domestic demand etc.) do not call for training measures but rather quite another kind of business action. Only the latter can lead to further training needs.

3.2 Definition of future requirements from the strategy

Future targets with regard to further training needs are not defined anywhere in a corporate strategy. They must be developed from the objectives and the measures foreseen to fulfil the targets. This raises a question of crucial importance:

“What do the employees have to know and what abilities must they have in order to carry out the planned measures successfully according to strategy and requirements with the success expected?”

There is no special method for addressing this central issue for the different aspects in the planning of measures. The application of the conditional principle “if – then ...” has however proved itself in practice.

If the employees are to work without errors, then they must have precise work instructions and professional guidance in the application. As a result, there is a future target: working instruction and teaching.

Applying the conditional principle, we now take a look at our strategy example.

3.2.1 Questioning: planning of measures – innovation

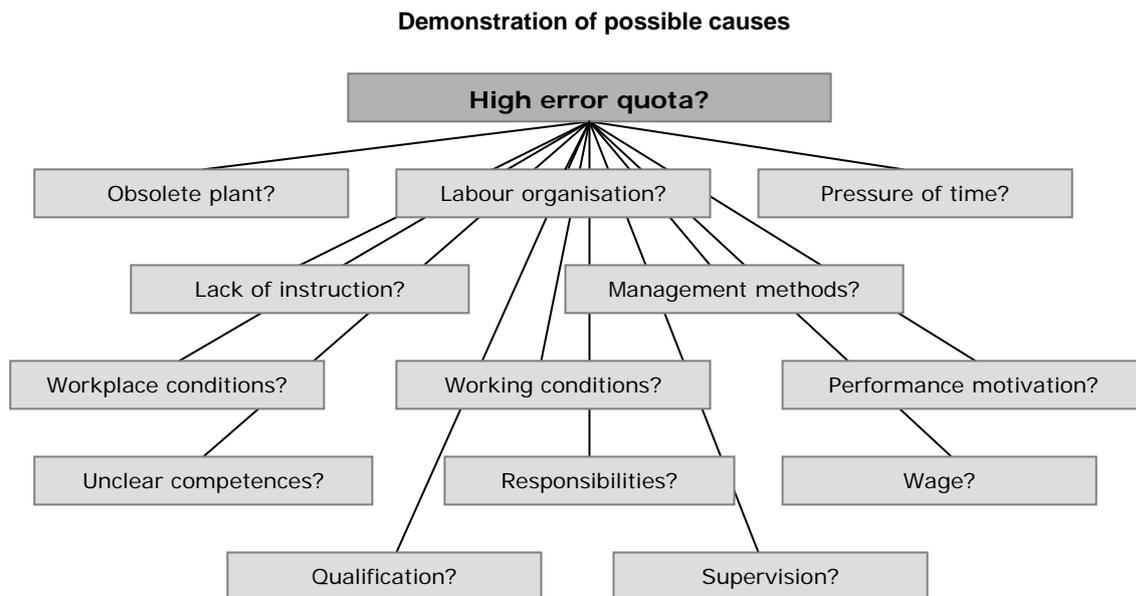
Question	Answer	Conclusion	Resulting requirements (future targets)
Does experience of innovation exist?	No	Further training is needed	Project management, coaching, know how to act. Organisation/time planning, acquisition and application of experience Know how to avoid errors
Should the task be assigned to external sources?	Probably not	Consultation necessary	Know cost-effective solutions Know external costs Know legal problems
Do ideas already exist?	Uncertain	Help is needed	Analyse the market, identify niches and trends and learn to exploit them
Are innovation techniques known?	Probably not	Further training is needed	Learning techniques and methods and learn how to use them
Are risk avoidance methods known?	No practical experience	Further training is needed	Know source of information of market Learn how to do own market research Learn about questioning techniques and how to apply them Learn how to evaluate
Is there experience in launching new products?	Probably not	Clarify at specified time	Trademark design, trademark protection, trade channels, agents, product launches, offers, sales argumentation, sales training

3.2.2 Questioning: planning of measures - reducing error ratio

Question	Answer	Conclusion	Resulting requirements (future targets)
In which area does the error ratio occur?	Production, commissioning	Define causes Possible need for training	Analysis of the production process, plants, organisation of labour, time studies, degrees of difficulties, nature and extent of error, localisation of error causes
Why have the errors not already been rectified?	Only just occurred? Insufficient instructions? Staff qualification?	Define causes Possible need for training	Analyse labour planning, description of functions, instructions, training management methods and assistance, motivation
What counter-measure has been applied up to now?	Unknown	To be asked for possible need for training	Measures? Results? Error ratio tolerance limits? Description of functions? Management methods conform to strategy. Improved cooperation (coping with technical problems) Employee motivation

Future targets cannot be formulated without extensive analysis of the product process, operational procedures, labour organisation, management methods and employee motivation. It can generally be assumed that the reduction of error ratios is a logical task of management and staff. The theoretical aim should be zero error. If the reduction of the error ratio is seen – as in this example – as a strategic measure, it can be assumed that more hidden factors are the cause of the difficulties and that they have not yet been recognised by the management. In this regard, the complex causes – present in most such cases – should not be overlooked.

Its simple demonstration can clarify research approaches:



3.2.3 Questioning: planning of measures - higher quantities + higher margins

Question	Answer	Conclusion	Resulting requirements (future targets)
Is a sales deal planned?	Probably	Consultation on campaign	Campaign preparation Packaging design Competitive measures
Does the sales plan exist?	Not yet	Consultation on planning	Campaign ideas Production plan Campaign plan (dates, preliminary talks with trade organisations) Advertising Sales strategy
Is the field staff prepared?	Not yet	Existing need for training	Sales training Discussion on campaign, products and support Price discussion Bulk offer Concluding arguments Training
Has a competition been considered to ensure targets are met?	Not known	Development consultation possible	Incentive system with on-target bonus Development / consultation

In this planning of targets and measures possible further training needs probably lie only in the area of sales training for employees. Telemarketing should also be examined, if it is relevant for campaign support and if there are further training needs (in-house sales).

3.2.4 Recognising connections

The analyses using the conditional principle only reveal, where further training needs may arise under certain circumstances. The requirements (future targets) found in the tables have therefore only a hypothetical working character. They serve a useful purpose as future target requirements in the definition of further training needs (current/future targets comparisons) and enable short cuts to recognise connections.

If we have recognised for example "pressure of time" as a possible factor for causing high error ratios, but also "lack of instruction", "management methods", "performance motivation" and "work planning", we can see interrelations all over.

This allows at the same time the consideration of other factors that have perhaps not been previously recognised i.e.

- + Run quantity in production
- + Late delivery of production goods
- + Overtime etc.

All of which must be considered under current targets.

4. Current target analysis for the definition of learning needs

4.1 Methods for implementing current target analyses

If problems are rather complex, different, self-supplementing methods are applied at the current target analysis. There is no certain that method, but the following methods have been tried and proved.

4.1.1 *The exploration*

Exploration is a special survey method for researching backgrounds, opinions, experiences and impressions and has proved very useful in addressing learning needs.

It consists of direct interviews with a guide (no questionnaire). In exploration, questions are asked on certain occurrences, events, courses, job performances, knowledge, application difficulties, attitudes etc. By asking a wider perspective is gained.

The special advantage is that the questioner focuses on the answers of the respondent (which is not the case in an interview with a questionnaire). A casual conversation develops in this way, in which the respondent often does not recognize what the questioner is deducing.

In this way, important answers or conceptions are noted literally and later compared with other answers in the analysis of findings.

- **Disadvantage:** Explorations take a lot of time and should always be conducted in quiet surroundings. The workplace or short work breaks are not suitable for this.
- **Advantage:** More detailed information, real opinions, views, motivation and attitudes.

4.1.2 *The survey*

The survey should be implemented as personally as possible with a questionnaire as well. Interviews conducted in writing have the disadvantage that difficult questions are not fully understood, tend to be left unanswered and – as experience shows – a large number of questionnaires is not returned at all.

The nature of the question has great influence on the answers. Therefore, care should be taken with the draft. It is recommended here that trial interviews are conducted in order to ensure that the answers given will really be helpful.

- **Disadvantage:** The scope of questions must not be too big. Information is therefore limited.
- **Advantage:** Less time-consuming. Simplifies evaluation by EDP.

4.1.3 *The participative observation*

Hereby personal participation (not subsequent information) at staff talks, educational measures and work processes is understood. The observer stays completely in the background and does not even interrupt with requests on clarification. He can (but not necessarily has to) make notes and ask questions later. The observer should in any case be present from beginning to end of the proceedings.

- **Disadvantage:** Time-consuming, in some circumstances intimidates the participants who then tend to hold back.
- **Advantage:** Direct observations (atmosphere, conflicts, cooperation, sales talk, management conduct).

4.1.4. Further methods

- + Analyses of contents of circulars, project/work plans, training leaflets, work reports, minutes of conferences etc.
- + Comparisons with future targets (descriptions of functions, requirement profiles, curricula etc.).
- + Examinations, which education and training measures for staff with which success have taken place (What was disseminated? Which is still "a loose end"? What is being applied?)
- + Evaluation of performance data/statistics, i.e. production reports, daily reports, activity lists, working days, days absent, delivery plans (dispatch).

4.2 Selection of employees to be interviewed

The selection of the employees to be interviewed in the enterprise is of considerable importance. Interviewing all the employees in an enterprise is usually out of question for time and cost reasons. Only a random sample selection is therefore considered practical. Then it is a question of the size of the sample and the selection criteria. A procedure such as in market and opinion research, which takes a statistical sample with a margin of error (5%+/- or similar), would make little sense. Selection procedures taking every 3rd or 5th employee or using the alphabet are also of little use.

The following methods have been proved as relevant:

1. *Form groups with joint tasks and work contents*
I.e. bricklayers, carpenters or plumbers, but not all workers from building trades. This method ensures that job specifications do not overlap. Moreover, it is then easier to identify possible task and group-specific problems and to recognise distinctions between the groups.
2. *Record average performances*
It is inadvisable to pick out only the reputed "bad apples", nor only "the best ones". This would lead to false conclusions, which can adversely affect all training measures.
3. *Age groups*
If further group structuring is still relevant, selection according to age group is useful, i.e. "under 35", "35 to 45" and "over 45".
4. *Staff membership in a company*
In view of the fact that certain behaviour patterns can stiffen and become routine over the years, energy and commitment can decrease the duration of staff membership in a company plays a major role. Thus it should be used as an additional criteria.

Not the least important is the consideration of feedback from the management and other executives (supervisors, technical specialists, head of department etc.), even if there are no apparent direct management problems. Since it is already well known that the manner of management has considerable influence on performance motivation, willingness, understanding of tasks and abilities, management and supervision should always be included in any action addressing further training needs.

Strategy development and personnel planning

Essential questions on strategy development in connection with personnel planning are:

Strategic market orientation

- + Which criteria would help to segment the customers as target groups?
- + Which customer potential does the enterprise already have and which customer potential can or should be newly developed?
- + With which customers can a long-term yield-oriented growth be assured and which employee potential (quantitative and qualitative) is necessary for this?

Structural organisation and workflow management

- + How should structures and workflow secure growth, flexibility and innovation?
- + How much freedom do the employees need for the fulfilment and development of the tasks?
- + What personnel requirements show up from the structures?

Personnel planning

- + Is the future need for employees known?
- + Are requirement profiles for individual employee groups available?
- + How are special performances remunerated?

Communication and information system

- + Has the enterprise a forward looking information and communication system to inform the employees in a demand-oriented and contemporary way and to enable an adequate transfer of knowledge?
- + Does the information system offer an interdepartmental transfer of information?
- + Are employees privy to this communication at as many levels as possible?

Enterprise culture and corporate identity

- + How can the outer phenotype support the enterprise culture?
- + What roles do customer orientation and service quality play in the enterprise culture?

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Basics

This section offers an article on the [determination of further training needs, based on the corporate strategy](#). Corporate strategy forms the starting point and basis for a targeted analysis of training needs. The reader can learn about the determination of further training needs on the basis of the corporate strategy, the knowledge of the elements of a strategy and its composition.

Furthermore a checklist on essential [questions on strategy development](#) in connection with personnel planning is provided in this section. Core elements of this checklist are:

- + Strategic market orientation
- + Structural organisation and workflow management
- + Personnel planning
- + Communication and information system
- + Enterprise culture and corporate identity

132_1_1

Checklist – brief characteristics of the enterprise

Name of firm:	
Number of employees:	Year of foundation:
Main fields of activities:	

	Yes	No
Does your firm have a further training programme?	<input type="checkbox"/>	<input type="checkbox"/>
Does your firm have a further training budget?	<input type="checkbox"/>	<input type="checkbox"/>

Vocational further training	Past/Present training?	Planned/Future training?
▪ Informal learning in the working process without certificate	<input type="checkbox"/>	<input type="checkbox"/>
▪ Practical learning at the workplace with certificate (new technologies)	<input type="checkbox"/>	<input type="checkbox"/>
▪ Project-integrated learning in the framework of development and modernisation processes	<input type="checkbox"/>	<input type="checkbox"/>
▪ In-house courses with own trainers	<input type="checkbox"/>	<input type="checkbox"/>
▪ In-house courses with external trainers and training institutions	<input type="checkbox"/>	<input type="checkbox"/>
▪ External courses at training institutions	<input type="checkbox"/>	<input type="checkbox"/>
▪ Individual learning with multimedia modules	<input type="checkbox"/>	<input type="checkbox"/>

Which factors hinder the further training most?	
▪ No suitable offers from training institutions	<input type="checkbox"/>
▪ Unsatisfactory experience with previous courses	<input type="checkbox"/>
▪ Lack of funds	<input type="checkbox"/>
▪ Lack of time	<input type="checkbox"/>
▪ Lack of interest in further training of employees	<input type="checkbox"/>

	Yes	No
Are internet accesses available?	<input type="checkbox"/>	<input type="checkbox"/>

Which online instruments were used?	
▪ Internet access (online research, e-mail)	<input type="checkbox"/>
▪ Internet exposure (homepage with company profile, contact possibilities)	<input type="checkbox"/>
▪ Electronic commerce (online merchandising possibilities)	<input type="checkbox"/>

132_2_2

Checklist – corporate strategy

How can your main products and services be attributed to the product life cycle?						
No.	Product / Service	Introduction	Growth	Maturity	Saturation	Decline
1		<input type="checkbox"/>				
2		<input type="checkbox"/>				
3		<input type="checkbox"/>				
4		<input type="checkbox"/>				
5		<input type="checkbox"/>				
6		<input type="checkbox"/>				

How do you rate the market chances of the principal products?		
No.	Product / Service	
1		<p>The diagram is a 2x2 matrix. The vertical axis is labeled 'Market growth' with 'high' at the top and 'low' at the bottom. The horizontal axis is labeled 'Market share' with 'low' on the left and 'high' on the right. The four quadrants are: top-left (orange) is 'Successor', top-right (yellow) is 'Star', bottom-left (green) is 'Scrap', and bottom-right (blue) is 'Milk cow'.</p>
2		
3		
4		
5		
6		

In which areas are modernisation processes being implemented in your company?				
Innovation sources	New products	New technologies	Organisational changes	Personnel development
Personal developments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From a "parent company"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From an enterprise association	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From supplier firms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From customers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From consultants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From institutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From further training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Where do the ideas and stimuli therefore come from?

	Yes	No
Are you planning international activities? (marketing, acquisition, personnel)	<input type="checkbox"/>	<input type="checkbox"/>
Is your company EN ISO 9000 certified?	<input type="checkbox"/>	<input type="checkbox"/>

Are there any signs of imminent crises in your company?	
Declining turnover	<input type="checkbox"/>
Diminishing market share	<input type="checkbox"/>
Declining promotional success	<input type="checkbox"/>
Declining orders	<input type="checkbox"/>
Accounting anomalies	<input type="checkbox"/>
Longer than usual delays in payments from customers	<input type="checkbox"/>
Diminishing cash flow	<input type="checkbox"/>
Increasing demands for guarantees	<input type="checkbox"/>
Increasing delays in deliveries	<input type="checkbox"/>
Increasingly inefficient work processes	<input type="checkbox"/>
Growing tendency to fluctuation	<input type="checkbox"/>
Breakdown in company communications	<input type="checkbox"/>
Breakdown in customer communications	<input type="checkbox"/>

Most serious external factors influencing company strategy	Detail description	Measures to be taken

What is your corporate strategy?	
Geographical expansion of activities (region/Europe)	<input type="checkbox"/>
Specialisation on fewer main products and services	<input type="checkbox"/>
Diversification of services (wider range of services)	<input type="checkbox"/>
Introduction of new products or technologies (processes)	<input type="checkbox"/>
Formation of new associations (consortia, trade associations)	<input type="checkbox"/>
Takeover of other companies	<input type="checkbox"/>
Establishment of subsidiary companies	<input type="checkbox"/>
Association with other companies / relinquishment of independence	<input type="checkbox"/>
Personnel changes (layoffs, acquisitions, exchanges)	<input type="checkbox"/>

What kind of modernisation (innovations) of your products, technologies or organisation are you planning or would you like to see?

Checklists on corporate strategy

Vocational further training of employees is becoming increasingly an important competitive factor for enterprises. It is however difficult, particularly in small enterprises, to recognize further training needs early and with an eye to the future.

For the further training of employees involved in technical/technological and operative organisational development it is inevitable that the further training focuses on the corporate vision and strategy. This section provides two short checklists which support the recognition of the requisite and useful development methods and innovation processes in the enterprise so that conclusions can be drawn for future requisite vocational competences.

With [Checklist 1 "Brief characteristics of the enterprise"](#), an overview on the general further training situation in the enterprise shall be given. The comparison of the concrete further training situation in the enterprise with regional and international experiences and trends points out the starting point and alternatives for future work in the field of education.

[Checklist 2 "Corporate strategy"](#) provides knowledge of requisite innovation processes and crisis management measures. For the interpretation of the product life cycle analysis and the portfolio analysis experienced business consultants or innovation managers should be consulted.

222_r

Requirements for new learning concepts short

Small and medium-sized enterprises (SMEs) are under heavy pressure to change due to structural changes. These changes and the subsequent higher complexity of practical tasks place a heavy load on the learning and innovation potential of employees and executives. They have to be open-minded and flexible and learn to fit into permanent, lifelong and manifold processes of change and work content in new situations in order to assure individual development of competences and the success of the enterprise. Only then will enterprises remain competitive in the long term, if they succeed to reach learning ability on the individual and organisational levels to continually develop new ideas and implement them in innovative products and services.

222_r

Self-training for employees short

For training at the workplace, in small and medium-sized enterprises it is in most cases neither possible nor necessary to make use of trained and qualified instructors. Technically experienced employees of the enterprise already contribute the most important prerequisites to introduce other colleagues into an operational working routine: they are familiar with all the operational conditions. There is a number of proven procedures and methods how the introduction into an operational task can be prepared effectively, how employees can be convinced to participate in operational quality circles or how coaching for employees can be prepared and implemented.

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Organisational profiling

The idea behind this tool is to provide an instrument to quickly assess the vocational training situation in an enterprise in general. Questions related to four subjects will be asked. It takes about 20 minutes to fill in the questionnaire.

The interactive [questionnaire for the diagnosis and optimisation of operational development of competence](#) includes an interpretation and recommendation section as well as some background and additional information providing recommendations for further reading.

210_0_1

Assessment of competences

The objective of using instruments for the assessment and detection of competence in the enterprise is to encourage the employees constructively and future-oriented and to support individual further development.

This calls not for standardised measures but rather for instruments targeting the individual strengths and weaknesses of the employee and the needs of the enterprise. The aim is the early recognition of the need for further training of the employees in order to successfully handle both current and future requirements at the workplace.

The detection and assessment of competences calls for instruments containing an individual definition of the state-of-the-art of personal competences and simultaneously drawing conclusions for further vocational development measures.

The most varied methods are used, such as skills audits, biographical questionnaires, work simulation or trials and fact finding through so-called portfolios or assessment centres. [For example: The German 'Centrum für Kompetenzbilanzierung' offers a great variety of such instruments.]

Different materials and exercises help in recognising one's own competences and to identify possibilities for improvement or development.

It is especially important in the context of change processes that enterprises address the question of how to assess the vocational proficiency of their employees and how existing deficits can be obviated. Apart from conventional forms of competence development (seminars etc.), also measures that take place within the work process or in close connection to the workplace are deduced. For example, existing processes and flows of work can be analysed in the form of workshops together with the employees. Thus, new approaches for improvements can result. Another possibility is the systematic job rotation of the employees i.e. a specific change of workplace. In this way the flow of information is improved and the ideas of the employees concerning other sectors are expanded and corrected where necessary.

210_0_2

Skills audit

A skills audit involves identifying the skills and knowledge (both used and latent) held by existing staff. The outcomes of a skills audit are existing skill and knowledge profiles for particular individuals or groups within the organisation.

Reasons for the application

The following reasons speak for the application of skills audits:

- + Skills audits are understandable without complicated methodical prerequisites and foreknowledge.
- + Approximately 80% of all staff decisions in enterprises today are still based on pure "good feeling" judgements. Skills audits help to dispel this subjectivity.
- + Skills audits take into account the formal, non-formal and informal acquisition of competences.
- + Skills audits combine recording, judgement and validation of competence analyses.
- + Skills audits, unlike most other methods, are suitable for the conception and initiation of appropriate further education and training steps in case of competence deficits.
- + Skills audits are very effective with suitable procedural combinations and can be implemented with relatively low effort in terms of assessment and time.

Competences

Competitiveness of enterprises is largely determined by the employees who are not only qualified but also competent. Employees who can due to their personal attributes and abilities – gained in the course of their lives – cope with the challenges of a working world that is becoming more and more complex.

Competences are therefore understood as the ability to self-organise. Self-organisation is accordingly any action in open problem situations and complex systems.

What are the key competences?

- + The general ability to be active and creative on a self-organised basis – to be reflexive concerning oneself, technical and methodical relating to the ambient conditions and communicative with other people: These attributes are called self-organisation and self-learning competences.
- + The ability to view oneself critically, a productive attitude and a sense of values: personal competences (questionnaire on personal competences).
- + The ability to master all knowledge, skills and results of social communication, to actively implement personal values and to integrate them with all other competences: activity and action competence (questionnaire on personal competences).
- + The ability to handle apparently insoluble problems creatively by proper use of technical and methodical knowledge: technical and methodical competence (questionnaire on technical and methodical competence).
- + The ability to debate with others from a personal perspective, to cooperate and communicate creatively: social-communicative competence (questionnaire on social- communicative competence).

To provide colleagues with an example of their competence it is necessary to assess, to measure and to develop competence with appropriate methods and instruments.

211_0

Example: the KODE ® Test – a method for the assessment of competences

The [Centrum für Kompetenzbilanzierung](#) (CeKom) uses a combination of instruments (KODE ®, PAS test and KODE ® X where necessary) that are coupled with the European biography and with short biographical interviews. This shortens the time needed for the compilation of a skills audit.

The KODE ® is first in line in a number of different procedures for quantitative and qualitative competence recording which culminate in individual skills audit sheets.

The KODE ® test alone is not a skills audit. The procedure is supplemented by two other self-assessment questionnaires. The PAS questionnaire determines important aspects of personal competence, activity and action proficiency and social/communicative competence. Examples are ability to cooperate and social compatibility.

Valid in all procedures: a low-profile competence is not yet a weakness. It then naturally follows, that whether and how someone should work on a competence on low gear or if an enterprise should introduce measures designed to promote competence, should be judged individually.

The quantitative procedures of the skills audit are always supplemented by qualitative procedures. The personal competence history is entered in the European biography, a manual developed at European level and enlarged by CeKom. The biography encourages a close look at personal leitmotifs, aims and strategies. Here the competences acquired within family activities, honorary activities, sports or hobbies are also taken into account. Such informally acquired competences can help to foster new vocational careers.

Measures such as coaching, training or individual tutorial programs can be added to the diagnostic approach.

With the results of a competence balance a person receives his individual test results, the European biography, the results from the personal interview, modular individual training programmes and a sealed certificate of his competence balance.

The objectives of the detection of competence in enterprises are:

- + the detection of organisation-specific competence requirements of strategic importance and their implementation as person-specific competence requirements;
- + the derivation of activity or task-specific competence requirements;
- + the diagnosis of person-specific competence potentials and competence distinctions and their perspectival use;
- + suggestions for self-organised development of competence.

These then lend impulses to:

- + Support of a differentiated manpower planning and development and an extensive development of competence of employees and executives
- + Acquisition of longer-term prospects for high potential types and other key players
- + Reinforcement of team efficiency
- + Support for self-paced and self-organised further training, foresighted further training plans
- + Acceptance of wider responsibilities by the employees and a management that integrates the employees
- + Support of improved supervision, promotion and maintenance of leadership
- + Development of new insights into operational vocational further training

The procedures used are objective assessment procedures and contain tools to promote competence and instruments for advanced staff management with hinging functions to meet the following operational requirements:

- + Requirement analyses
- + Potential analyses
- + Analyses of training needs
- + Recognition of high potential types
- + Formulation and precision of assessment systems
- + Derivation of differential PE measures
- + Recognition of strengths and weaknesses (individual, team or enterprise in general)
- + Suggestions for self-organised learning

211_1

Questionnaire – personal competences

CONTENT	I do not need further training	Further training would be helpful	Further training is urgently needed
Loyalty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Normative-ethical attitudes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Readiness to act	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Credibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal sense of responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receptiveness to changes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Humour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Readiness to help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Readiness to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holistic thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotion of colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delegation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reliability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

211_2

Questionnaire – Social-communicative competences

CONTENT	I do not need further training	Further training would be helpful	Further training is urgently needed
Conflict resolving ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integration ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acquisitive ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem solving ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capacity for teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Articulation / customer orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experimental skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Readiness to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management of relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sense of duty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conscientiousness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

211_3

Questionnaire – activity and action competences

CONTENT	I do not need further training	Further training would be helpful	Further training is urgently needed
Decision-making ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organisational skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mobility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Innovative skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resilience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Optimism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social commitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Results-oriented action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goal-oriented leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quick-wittedness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insistence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consequence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

211_4

Questionnaire – technical-methodical competences

CONTENT	I do not need further training	Further training would be helpful	Further training is urgently needed
Knowledge orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analytical abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conceptual ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organisational ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Objectivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Judgemental ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diligence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Systematical and methodical approach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Obedience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Market knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognition of qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning attitudes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multidisciplinary knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

220_1

Intro / Organisational profiling

The idea behind the [organisational profiling questionnaire](#) is to provide a more holistic view on the vocational training situation in the enterprise. The interactive questionnaire for the diagnosis and optimisation of operational development of competence provides information in four different areas:

1. Enterprise strategy & training (Strategy towards provision of training and competencies development),
2. Training & incentive systems (Provision of incentives to encourage performance and skills improvement),
3. Learning & workplace (Activities conducive to learning at the workplace) and
4. Collaboration / information processes & competence (Collaboration and flow of information within the organisation).

It outlines a general overview and intends to raise questions and support critical thinking amongst management staff.

Procedure:

(1) Filling out the questionnaire:

Most questions in this questionnaire are based on your personal opinion. There are accordingly no right and wrong answers. It is important to answer openly and honestly.

The questions are so formulated that they can be answered with a simple cross, but only one cross per answer per question!

Read every question carefully but proceed promptly with the assessment. Your first impression is usually the right one.

For each statement you will have to distinguish between five values ranging from "I strongly agree" to "I strongly disagree".

1 I strongly agree	2 I agree	3 I partly agree	4 I disagree	5 I strongly disagree
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If possible, do not leave out any question unless you have no opinion at all about it.

Completion should take about 15 minutes.

(2) Documentation of results:

You'll be guided through the questionnaire to the section where you can obtain your results from the assessment. Graphical interpretations will help you to make your results more understandable.

(3) Recommendations:

In a next step you can also obtain some background information and recommendations for those questions or groups of questions where the system has detected some starting points for further improvement (further training measures and improvements in personnel and organisational development).

→ [to the questionnaire](#)

220_2

Questionnaire for the diagnosis and optimisation of operational development of competence

Topic: A. Strategy towards provision of training and competencies development

		I strongly agree	I agree	I partly agree	I disagree	I strongly disagree
A01	The development of employees' competencies is one of the company's strategic objectives.					
A02	Review and assessment of the employees' qualifications / skills is performed on a regular basis.					
A03	Projects are assessed beforehand with respect to requirements on further competences / need for training.					
A04	Benefits from training employees had undertaken in the past are utilised nowadays.					
A05	Opportunities to improve training are usually used.					
A06	Mutual respect and trust are keywords in our enterprise.					
A07	The rules and principles of quality control / quality management are actively pursued by all employees.					
A08	The decision chain and the responsibilities of all are clearly defined.					
A09	The employees involved are included in any decision-making process that is related to their workplace.					
A10	Part of the company's strategy plan is the planning of further training of employees.					
A11	The objectives of the development of competence are systematically followed through to a fixed deadline.					
A12	The management of our enterprise counts on its qualified and motivated employees and promotes their further trainings.					
A13	If employees signal a need for training, this is taken seriously into account and assessed.					
A14	Employees are well informed on further training / development of competence in our enterprise.					

Topic: B. Provision of incentives to encourage performance and skills improvement

		Degrees of agreement				
		I strongly agree	I agree	I partly agree	I disagree	I strongly disagree
B01	The tasks at the workplace place new skill requirements on the employees.					
B02	The tasks at the workplace are regarded as varied and interesting by the employees.					
B03	The work system is continually further developed insofar as tasks from other areas are integrated or activities are combined.					
B04	Adequate time is allowed for employees to learn on a self-organised basis while working.					
B05	The job grading and the amount of payment are regarded as reasonable by the employees.					
B06	The payment system offers incentives to the employees to pursue training, learn more and develop further their skills within or outside the company.					
B07	Failures and mistakes are evaluated and assessed and their causes are analysed in order to improve the working process.					
B08	The employees and the management jointly addressing failures and problems and work out improvements.					
B09	The employees make suggestions for improvements.					
B10	The promotional system is taking into account the further training / skills development an employee is undertaking.					
B11	The company advises / informs its employees to attend conferences / seminars that are related to the tasks they undertake / elaborate.					
B12	Special effort and commitment bring benefits to employees at the workplace.					
B13	Suggested improvements are promptly assessed and implemented.					

Topic: C. Activities conducive to learning at the workplace

		Degrees of agreement				
		I strongly agree	I agree	I partly agree	I disagree	I strongly disagree
C01	Our enterprise systematically pursues the development and refinement of new products / services.					
C02	Our enterprise is committed to the creation and maintenance of training places.					
C03	A high degree of responsibility is placed on employees.					
C04	As far as it is feasible, the employees at the workplace can exchange tasks.					
C05	The employees have the possibility to arrange work by themselves and to help each other.					
C06	The employees are informed regularly about available possibilities of further training offered by other organisations.					
C07	The employees at the workplace are accorded full recognition as competent employees of the enterprise.					
C08	Management supports and encourages self-organisation among its staff.					
C09	The employees are praised for good performance by their managers.					
C10	The management assesses the performance of its employees and actively encourages them to further develop their skills and competencies.					
C11	The information and communication technology in our enterprise is fully up to date (e.g. networks, e-mail, internet, intranet etc.).					
C12	The work plan targets learning in the process of working.					
C13	The employees take active steps on their own initiative to obtain all information important to the tasks they undertake / elaborate.					
C14	The employees are allowed adequate time for the exchange of information.					

Topic: D. Collaboration and flow of information within the organisation

		Degrees of agreement				
		I strongly agree	I agree	I partly agree	I disagree	I strongly disagree
D01	The present personnel and qualification structure does not harm collaboration.					
D02	Problems in collaboration between employees are promptly resolved.					
D03	Conflict of tasks and responsibilities among employees are promptly resolved.					
D04	The roles and responsibilities of team leaders are clearly defined.					
D05	Collaboration helps to obviate quality deficits.					
D06	All employees are informed well ahead of any changes at their workplace.					
D07	Information to employees is given in a form that is understood by everyone.					
D08	Suitable media (e-mail, special forms, etc.) are available for the exchange of information.					
D09	Decision-making process is transparent in our enterprise.					
D10	The employees can air their work-related problems independently in regular talks (e.g. team meetings, etc.).					
D11	Work schedules and projects are planned jointly with the employees who are directly involved in their implementation.					
D12	During pressure times the personnel collaborate towards the accomplishment of all tasks involved and the execution of tasks within deadlines.					
D13	The functions and procedures in our enterprise are efficiently organised (implementation of decisions; coordination of business activities etc.).					
D14	The enterprise has an open information policy.					

221_1

Short statements

A “Enterprise strategy and training”

Strategy towards provision of training and competencies development

<i>Value</i>	<i>Statement</i>
High	The red traffic light indicates that you have not yet implemented sufficiently in your organisation an overall strategy for the development of your employees' competences. The T-TrainSME toolkit can provide you with information on how to establish such a strategy.
Medium	The traffic light related to the importance of the development of competence shows yellow what indicates that there is awareness about the importance of competences development and training but that there could be improvements in terms of implementation and integration of competences development in the organisation. The T-TrainSME tools and documents could be a valuable contribution.
Low	The company considers the development of competencies as important therefore the traffic light in this section shows green. This indicates that further training and competence development is integrated in your organisational culture and that you are aware of the importance of human resources development.

221_2

Short statements

B “Training and incentive systems”

Provision of incentives to encourage performance and skills improvement

<i>Value</i>	<i>Statement</i>
High	The red traffic light indicates that your organisation does not provide incentives to encourage improvement of performance or that the system you are using is not as effective as it could be. Therefore, we suggest you to have a look at the following recommendations that describe different incentives you can provide to your employees.
Medium	Your responses in this part of the questionnaire indicate that incentive systems exist in your organisation but that could be further improved. Therefore, we suggest you to have a look at the following tools and documents which can help you improve the incentives you provide.
Low	Your responses indicated that your organisations provides incentives to your employees to improve their individual performance through the acquisition of further training and also that your employees are motivated to improve their skills and competencies and think and act innovatively.

221_3

Short statements

C “Learning & workplace”

Activities conducive to learning at the workplace

<i>Value</i>	<i>Statement</i>
High	Your responses indicate that the tasks carried out by your employees are not conducive towards the further enhancement of their skills and tasks. The T-TrainSME toolkit provides tools and methods to help you work out this situation.
Medium	The traffic light shows yellow which indicates that workplaces and the entrepreneurial culture allow learning in the workplace, but this could be further enhanced. Have a look at the following tools and documents to get an idea how and what to change.
Low	The green traffic light indicates that working conditions in your organisation are motivating employees to pursue informal and formal learning at the workplace.

221_4

Short statements

D “Collaboration / information processes & competence”

Collaboration and flow of information within the organisation

<i>Value</i>	<i>Statement</i>
High	The responses in this questionnaire show that there is room for improvement of the level of collaboration between the employees and the processes / media used for these purposes. Try the T-TrainSME toolkit to get some ideas on how to improve collaboration.
Medium	The yellow traffic light indicates that collaboration at the workplace is seen as important and/or that issues are addressed. A detailed analysis in the recommendation section can show you in which fields improvements could be.
Low	The green traffic light indicates that there is a collaborative climate in the organisation and that the teams are able to communicate efficiently.

222_1

A “Enterprise strategy and training”

Strategy towards provision of training and competencies development

Recommendation for questions:

A01, A08, A09, A10, A12

Referring to the sub-themes “strategic orientation and decision making” the T-TrainSME toolkit has identified a need for further activities and recommends to check the following sections of the toolkit:

- + [Corporate strategy](#)
- + [Organisational development](#)
- + [Personnel development](#)

Recommendation for questions:

A05, A06, A07. A14

Referring to the sub-themes “organisational atmosphere and environment” the T-TrainSME toolkit has identified a need for further activities and recommends to check the following sections of the toolkit:

- + [Operational analysis of training needs](#)
- + [Learning in the working process](#)
- + [Employee interview](#)
- + [Learning in the working process](#)
- + [Requirements for new learning concepts](#)

Recommendation for questions:

A02, A03, A04, A11, A13

Referring to the sub-themes “planning, review and assessment” the T-TrainSME toolkit has identified a need for further activities and recommends to check the following sections of the toolkit:

- + [Corporate strategy – personnel planning](#)
- + [Personnel development](#)
- + [Operational analysis of training needs](#)
- + [Development of competences](#)
- + [Action competence](#)
- + [Methodical competence](#)
- + [Cooperative development of competences](#)

222_2

B “Training and incentive systems”

Provision of incentives to encourage performance and skills improvement

Recommendation for questions:

B01, B02, B03, B07, B09

Referring to the sub-theme “tasks related incentives” the T-TrainSME toolkit has identified a need for further activities and recommends to check the following sections of the toolkit:

- + [Learning in the working process](#)
- + [Working models conducive to learning](#)
- + [Self-training for employees](#)
- + [Action competence](#)
- + [Methodical competence](#)
- + [Cooperative development of competences](#)

Recommendation for questions:

B05, B06

Referring to the sub-theme “financial incentives” the T-TrainSME toolkit has identified a need for further activities and recommends to check the following sections of the toolkit:

- + [Organisational development](#)
- + [Personnel development](#)
- + [Personal competences](#)

Recommendation for questions:

B04, B08, B10, B11, B12, B13

Referring to the sub-theme “managerial incentives” the T-TrainSME toolkit has identified a need for further activities and recommends to check the following sections of the toolkit:

- + [Operational analysis of training needs](#)
- + [Learning in the working process](#)
- + [Employee interview](#)
- + [Requirements for new learning concepts](#)
- + [Operational training management](#)
- + [Knowledge management](#)

222_3

C “Learning & workplace”

Activities conducive to learning at the workplace

Recommendation for questions:

C04, C05, C13

Referring to the sub-theme “initiatives pursued by employees” the T-TrainSME toolkit has identified a need for further activities and recommends to check the following sections of the toolkit:

- + [Learning enterprise](#)
- + [Personal competences](#)
- + [Learning in the working process](#)
- + [Working models conducive to learning](#)
- + [Self-training for employees](#)
- + [Action competence](#)
- + [Methodical competence](#)
- + [Cooperative development of competences](#)

Recommendation for questions:

C01, C02, C03, C06, C07, C08, C09, C10, C11, C12, C14

Referring to the sub-theme “initiatives pursued by employees” the T-TrainSME toolkit has identified a need for further activities and recommends to check the following sections of the toolkit:

- + [Corporate strategy](#)
- + [Personnel development](#)
- + [Learning enterprise](#)
- + [Organisational development](#)
- + [Working models conducive to learning](#)
- + [Operational analysis of training needs](#)

222_4

D “Collaboration / information processes & competence”

Collaboration and flow of information within the organisation

Recommendation for questions:

D01, D02, D03, D12

Referring to the sub-theme “collaboration between employees” the T-TrainSME toolkit has identified a need for further activities and recommends to check the following sections of the toolkit:

- + [Social competences](#)
- + [Employee interview](#)
- + [Informal learning](#)
- + [Learning enterprise](#)

Recommendation for questions:

D04, D05, D08, D09, D11, D13

Referring to the sub-theme “collaboration between employees and management” the T-TrainSME toolkit has identified a need for further activities and recommends to check the following sections of the toolkit:

- + [Social competences](#)
- + [Employee interview](#)
- + [Self-training for employees](#)

Recommendation for questions:

D06, D07, D10, D14

Referring to the sub-theme “flow of information” the T-TrainSME toolkit has identified a need for further activities and recommends to check the following sections of the toolkit:

- + [Corporate strategy](#)
- + [Working conditions conducive to learning](#)
- + [Forms of learning](#)

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Individual competence profiling

The idea behind this interactive tool is to provide an instrument to quickly assess if/how a target competence profile is matching with an actual or current profile. Around 30 questions have been selected for this quick assessment tool, addressing generic technical, methodological, communicative and social competences and skills. To fill in this questionnaire takes less than 10 minutes. The tool will beside the analysis of the current and target profile recommend checklists, articles and background information provided the toolkit and introduces additional European funded projects that have been working in these fields of interest.

More information about the procedure can be found [here](#).

Pop up/Explanation for relation 1:

Procedure for relation 1:

1. A target profile for an individual employee or a defined job description is defined by the user of the tool (manager, HR manager etc.) by answering the questions. This profile is stored as "target profile ...".
2. A current state / actual profile is defined by the employee. He/she assesses the current individual situation by answering the questions as serious as possible.
3. The two profiles (current and target) are matched by the profiling tool. The tool calculates matches and mismatches and provides feedback to the user (e.g. the HR manager who can use the results for preparing a detailed personal employee interview, a meeting about training needs and the yearly training programme etc.).

Pop up/Explanation for relation 2:

Procedure for relation 2:

1. A target profile for an individual employee or a defined job description is defined by the user of the tool (manager, HR manager etc.) by answering the questions. This profile is stored as "target profile ...".
2. A current state / actual profile is also defined by the HR manager. He/she assesses the current situation of an individual employee by answering the questions as serious as possible.
3. The two profiles (current and target) are matched by the profiling tool. The tool calculates matches and mismatches and provides feedback to the user (e.g. the HR manager who can again use the results for preparing a detailed personal employee interview, a meeting about training needs and the yearly training programme etc.).

Pop up/Explanation for relation 3:

Procedure for relation 3:

1. An individual target profile is defined by the user of the tool for him/herself by answering the questions. This profile is stored as "target profile ...".
2. A current state / actual profile is also defined by the user of the tool for him/herself by answering the questions as serious as possible.
3. The two profiles (current and target) are matched by the profiling tool. The tool calculates matches and mismatches and provides feedback to the user. The results can be used for individual information and can support individual career and training planning.

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Procedure / Individual competence profiling

The tool can be used to check the following different relations:

Relation	"Target Profile"	"Current Profile"
1. <u>The tool is used by the HR manager who defines the "target profile" and an individual employee who defines the "current profile".</u>	The HR manager inputs a target profile for a position or an individual employee.	The employee inputs his current profile.
2. <u>The tool is used by the HR manager. The HR manager or person who is responsible for HR management defines the "target profile" and also defines his assessment of the "current profile" of an individual employee.</u>	The HR manager inputs a target profile for a position or an individual employee.	The HR manager inputs his rating for an individual employee.
3. <u>SELF ASSESSMENT: The tool is used by any person (manager, HR manager, employee etc.) for self assessment. The user defines a "target profile" for his/her position or future position and defines a "current profile".</u>	The employee (or HR manager) inputs his/her target profile.	The employee (or HR manager) inputs his/her current profile.

→ to the questionnaire

Questionnaire on Training Needs – Assessment of competence

Name of employee:

Checklist 1 – Technical and methodological competence / skills

for the determination and assessment of the technical and methodological skills of employee

Current profile

Fulfilment degree 1 = very good 2 = good 3 = satisfactory, 4 = sufficient, 5 = unsatisfactory, 6 = inadequate

Future target profile

Importance: 1 = very high, 2 = high 3 = medium, 4 = less important, 5 = unimportant 6 = not relevant

	Indicator	Current profile (actual state) Qualification status as assessed by supervisor						Future target profile Future requirements for the job from point of view workplace / strategy of SME					
		1	2	3	4	5	6	1	2	3	4	5	6
1.	Use of the competencies needed for tasks at workplace												
	The employee can handle tasks by himself/herself.												
	The employee uses materials (e.g. diagrams, technical instructions) properly.												
	The employee is able to find and select information from various sources (e.g. library, internet).												
	The employee is able to recognise arising problems.												
	The employee is able to solve problems / issues occurring during everyday work.												
2.	Adaptation to job requirements												
	The employee can assess requirements properly.												
	The employee can develop new ideas or concepts to solve problems.												
	The employee is able to implement new guidelines and directions.												
3.	Flexibility regarding his job specifications												
	The employee can quickly adapt to new working methods / technologies.												
	The employee can carry out multi-task activities (e.g. perform tasks in parallel, work simultaneously on different projects, work on projects in different positions).												

	Indicator	Current profile (actual state) Qualification status as assessed by supervisor						Future target profile Future requirements for the job from point of view workplace / strategy of SME					
		1	2	3	4	5	6	1	2	3	4	5	6
	The employee is able of multi-skilling (e.g. can take different tasks, change position within the company, replace a colleague).												
4.	Contribution to high quality-level work												
	The employee adheres to the predefined times / deadlines.												
	The employee is able to schedule the work / task he / she has to carry out.												
	The employee can meet internal quality standards.												
5.	ICT skills												
	The employee is able to use hardware equipment (e.g. plotter, scanner, digital devices).												
	The employee is familiar with basic IT-knowledge (e.g. office programmes, e-mail, INTERNET, search engines).												
	The employee is familiar with specialised software (e.g. CAD, DBs, e-commerce).												
	The employee is able to develop software programmes.												
6.	Language skills												
	The employee has adequate national language skills (e.g. spelling, grammar).												
	The employee has adequate foreign language skills.												

Checklist 2 – Social and communicative competence / skills

for the determination and assessment of social and communicative skills of employees

Current profile

Fulfillment degree 1 = very good 2 = good 3 = satisfactory, 4 = sufficient, 5 = unsatisfactory, 6 = inadequate

Future target profile

Importance: 1 = very high, 2 = high 3 = medium, 4 = less important, 5 = unimportant 6 = not relevant

	Indicator	Current profile (actual state) Qualification status as assessed by supervisor						Future target profile Future requirements for the job from point of view workplace / strategy of SME					
		1	2	3	4	5	6	1	2	3	4	5	6
1.	Team-work skills												
	The employee participates actively in solutions of the tasks / work items.												
	The employee accepts opinions of others.												
	The employee shares experience and knowledge with others (e.g. passes information on to others).												
2.	Communication skills												
	The employee is friendly and polite with customers / business colleagues.												
	The employee expresses himself clearly.												
	The employee disposes of presentation skills.												
	The employee communicates appropriately through different tools (telephone, e-mail, etc.).												
	The employee listens to others and asks questions.												
3.	Interpersonal skills												
	The employee formulates clear and convincing arguments.												
	The employee picks up on the thoughts of others.												
	The employee can act as informal leader.												
	The employee facilitates conflict resolutions.												
	The employee is able to accept critiques.												

[321_1_1]

Short statements

Checklist 1 - Technical and methodological competence/ skills

1_1. Use of competencies needed for (performing the) tasks at the workplace

<i>Value</i>	<i>Statement</i>
Negative; Current overall value does not meet the future expectations	The employee's skill level needs to be improved to match future needs or the tasks may be reorganized. Click here to get some ideas on tools that can be used respectively.
Neutral; Current overall value meets the expectations	The general level of task specific competencies of the employee appears to meet the future needs. However, please pay attention to any remarkable deviations concerning every individual question. In case you need ideas on how to further enhance them have a look at these tools. Click here!
Positive; Current overall value exceeds the expectations	The employee is well-equipped to meet the future requirements of his/her tasks. He/she might also be able to handle more demanding jobs.

[321_1_2]

Short statements

Checklist 1 - Technical and methodological competence/ skills

1_2. Adaptation to job requirements

<i>Value</i>	<i>Statement</i>
Negative; Current overall value does not meet the future expectations	The employee appears to have some shortcomings in his/her abilities to adapt him/herself to changes and new requirements. These abilities need to be improved or the tasks may be reorganized. The T-TrainSME toolkit can help you respectively.
Neutral; Current overall value meets the expectations	The general level of adaptation to new requirements meets the future needs. However, please pay attention to any remarkable deviations concerning every individual question. Also, you can check the T-TrainSME toolkit to find out about tools that can help you in case such deviations appear.
Positive; Current overall value exceeds the expectations	The employee is well-equipped to adapt the changing requirements of his/her job. He/she might also be able to handle more demanding jobs.

[321_1_3]

Short statements

Checklist 1 - Technical and methodological competence/ skills

1_3. Flexibility regarding his/her job specifications

<i>Value</i>	<i>Statement</i>
Negative; Current overall value does not meet the future expectations	The level of the employee's flexibility needs to be improved or the tasks may be reorganized. The T-TrainSME toolkit provides tools and ideas that can help you respectively.
Neutral; Current overall value meets the expectations	The general level of flexibility of the employee appears to meet the future needs. However, please pay attention to any remarkable deviations concerning every individual question where in such case you can visit the T-TrainSME toolkit to find tools and ideas that can help you respectively.
Positive; Current overall value exceeds the expectations	The employee appears to be very flexible regarding the job specifications. He/she exceeds the expectations concerning this issue and his/her strengths might be used in some more demanding duties.

[321_1_4]

Short statements

Checklist 1 - Technical and methodological competence/ skills

1_4. Contribution to high quality-level work

<i>Value</i>	<i>Statement</i>
Negative; Current value does not meet the future expectations	According to the responses, the employee is not capable of meeting all quality related requirements of his/her work. His/her abilities to reach the required quality-level need to be improved or the tasks may be reorganized. Check these tools for further assistance. Click here!
Neutral; Current overall value meets the expectations	Generally, the employee appears currently to be able to meet the quality-level requirements of his/her work that will appear in the future. However, please pay attention to any remarkable deviations concerning every individual question, in which case you can always consult the respective T-TrainSME tools .
Positive; Current value exceeds the expectations	The employee appears to reach easily the quality requirements of the future and thus no further action should be performed.

[321_1_5]**Short statements**

Checklist 1 - Technical and methodological competence/ skills

1_5. ICT skills

<i>Value</i>	<i>Statement</i>
Negative; Current overall value does not meet the future expectations	The current ICT skills of your employee will not be able to fulfil future respective requirements and there is a need to improve them or reorganise the tasks. Please consult the T-TrainSME toolkit to help you on this issue.
Neutral; Current overall value meets the expectations	The employee appears currently to be able to meet future requirements depending on his/her ICT skills. However, the T-TrainSME toolkit might be able to help you think about further enhancement of his/her skills even if currently no such need is observed.
Positive; Current overall value exceeds the expectations	The employee appears to meet the requested ICT skills level easily. He/she exceeds the expectations related to ICT skills and you might even consider assigning him/her more demanding assignments.

[321_1_6]

Short statements

Checklist 1 - Technical and methodological competence/ skills

1_6. Language skills

<i>Value</i>	<i>Statement</i>
Negative; Current overall value does not meet the future expectations	The current level of knowledge of foreign language by your employee will not be able to match the future requirements. His/her language skills need to be improved or the tasks may be reorganized. The T-TrainSME toolkit provides you tools that can help you respectively.
Neutral; Current overall value meets the expectations	The current level of the employee's knowledge of foreign languages seems to be able to meet future needs of his/her position. However, please pay attention to any remarkable deviations. In case you want to be aware of tools that can help you in case you wish your employee's level of foreign language to rise, click here!
Positive; Current overall value exceeds the expectations	The employee appears to meet the requested language skills level easily. He/she exceeds the expectations related to language skills and might be able to work in some more demanding assignments.

[321_2_1]

Short statements

Checklist 2 – Social and communicative competence / skills

2_1. Team-work skills

<i>Value</i>	<i>Statement</i>
Negative; Current overall value does not meet the future expectations	The employee's team-work skills will not be able to meet future demands. His/her capabilities of team-working need to be improved or the tasks may be reorganized. Click here to get information on how to improve this.
Neutral; Current overall value meets the expectations	Generally the current level of the employee's team-work skills seems to be able to match future needs too. However, please pay attention to any remarkable deviations. Also, you can click here to get more information on tools that can help you improve his/her team-work skills.
Positive; Current overall value exceeds the expectations	The employee appears to meet the requested level of team-work abilities easily. He/she exceeds the expectations and might be able to act even in some more demanding assignments.

[321_2_2]

Short statements

Checklist 2 – Social and communicative competence / skills

2_2. Communication skills

<i>Value</i>	<i>Statement</i>
Negative; Current overall value does not meet the future expectations	The employee's communication skills will need to be further improved in order to match future requirements. You may consult the T-TrainSME toolkit to help you improve them.
Neutral; Current overall value meets the expectations	Generally the employee appears to have the communication skills needed for his/her current position as well as for the future. However, in case you wish to know about tools that can help you improve them please click here!
Positive; Current overall value exceeds the expectations	The employee appears to meet the requested level of communication skills easily. He/she exceeds the expectations related to team-work skills and might be able to work in some more demanding assignments.

[321_2_3]

Short statements

Checklist 2 – Social and communicative competence / skills

2_3. Interpersonal skills

<i>Value</i>	<i>Statement</i>
Negative; Current overall value does not meet the future expectations	The employee presents some shortcomings in his/her interpersonal skills. His/her capabilities of team-working need to be improved or the tasks may be reorganized. You may check the list of tools available in the T-TrainSME toolkit to find some solutions.
Neutral; Current overall value meets the expectations	Generally the employee appears to reach the desired future level of interpersonal skills. However, please pay attention to any remarkable deviations. In case you wish to know more about ways in which you can enhance his/her interpersonal skills please click here!
Positive; Current overall value exceeds the expectations	The employee appears to meet the requested level of interpersonal skills easily. He/she exceeds the expectations related to interpersonal skills and might be able to work in some more demanding assignments.

[322_1_1]

Recommendations

Use of the competencies needed for tasks at workplace

Recommendations

The system provides on the one hand side some background information that is available from the toolkit and offers furthermore some links to additional projects that might be interesting for you!

Toolkit

[Training needs](#)

[Working conditions conducive to learning](#)

[Analysis of training needs in chaired group talks and personal interviews](#)

[Determination of further training needs, based on the corporate strategy](#)

[Checklists on corporate strategy](#)

[Organisational profiling](#)

European projects

[ProfilPASS](#)

The **ProfilPASS** helps identify and document individual skills and competencies regardless of how and where they are acquired. It stimulates people to intensively analyse their own actions and helps them become more aware of the personal strengths and weaknesses. Knowing one's own strengths is useful when

- planning continuing vocational education and training,
- preparing to (re-)enter working life,
- occupational and personal (re-)orientation and
- planning future learning.

[322_1_2]

Recommendations

Adaptation to job requirements

Recommendations

The system provides on the one hand side some background information that is available from the toolkit and offers furthermore some links to additional projects that might be interesting for you!

Toolkit

[Working conditions conducive to learning](#)

[Assessing and balancing competence](#)

[Questionnaire on technical – methodical competences](#)

European projects

[New learning pathways for adults](#)

The aim of this project, based on a cross-sectoral partnership is to provide an overview of lifelong learning strategies which encourage the adaptation and transfer of information and practice between formal and informal approaches and between different sectors of education and training and their associated professions.

[Soft Skills](#)

The project focuses on the implementation of personal key qualifications into the vocational qualification scheme in EU pre-accession countries.

[ORGANIC](#)

This project elaborates key success factors of innovative organisations. These factors are taken into account for the design of an innovation manager skill card. This skill card allows managers to browse required skills, do a self assessment, and receive guidance.

[CEMES](#)

Development of a European certificate for the management competences in small and medium-sized companies, acquired by professional further education and/or professional experiences.

Useful further offers / national level

[Germany](#)

[make it – project](#)

With the instrument "Learning Promotion Inventory", possible optimisations can be identified so as to introduce corresponding alteration measures. By the examination of the workplaces among other things, hints will arise on how further education can be tied into the practical tasks.

[322_1_3]

Recommendations

Flexibility regarding his job specifications

Recommendations

The system provides on the one hand side some background information that is available from the toolkit and offers furthermore some links to additional projects that might be interesting for you!

Toolkit

- + [Requirements for new learning concepts, development of experience rooms](#)
- + [Assessing and balancing competence](#)
- + [KODE ® Test](#)

European projects

[VQTS](#)

The specific aim of this pilot project is to create a systematic procedure to ensure international transfer of vocational qualifications (in terms of competencies and skills) at secondary level in order to increase mobility in VET.

Useful further offers / national level

Germany

The German Institute for Adult Education (DIE)

<http://www.die-bonn.de/portrait/english/index.htm>

[322_1_4]

Recommendations

Contribution to high quality-level work

Recommendations

The system provides on the one hand side some background information that is available from the toolkit and offers furthermore some links to additional projects that might be interesting for you!

Toolkit

[Self-training for employees](#)

[KODE ® Test](#)

European projects

[EQUIPE](#)

By developing, testing and promoting quality assurance and enhancement tools, this project network aims to increase confidence in and thus encourage innovative educational practices in lifelong learning in universities.

[KnowMan](#)

KnowMan intends to support European small and medium-sized enterprises (SMEs) in introducing knowledge management (KM) in a way that it really suits them. Therefore, the present toolbox has been developed and piloted in SMEs.

[INNOSUPPORT](#)

The INNOSUPPORT project aims to provide SMEs with business support in innovation.

Useful further offers / national level

Germany

The KODE ® Test

The KODE ® Test is a method for assessing and recording competence.

With the results of a competence balance a person receives his individual test results, the European biography, the results from the personal interview, modular individual training programmes and a sealed certificate of his competence balance.

Links:

- <http://www.act-regensburg.de/index2.html>

- <http://www.act-regensburg.de/pages-act/kode01.html>

- <http://www.act-regensburg.de/pages-act/kodeX01.html>

[322_1_5]

Recommendations

ICT skills

Recommendations

The system provides one the one hand side some background information that is available from the toolkit and offers furthermore some links to additional projects that might be interesting for you!

Toolkit

[KODE ® Test](#)

European projects

[Change2IT](#)

Change2IT offers a unique, individually customised career development service for people who are interested in changing careers to IT as well as for those who are already working in IT but wish to move to a different type of role.

[EUQuaSIT](#)

EUQuaSIT is a European project that aims at contributing to more transparency of ICT work, skills and qualifications and its relationship. It intends to analyze the specific demands of companies within their ICT workforce and to what extend and how different ICT qualification and training strategies in the partner countries fulfill the ICT work and skills requirements.

[E-Commerce Jobs](#)

The project's aim is to develop courses and materials concerning E-Commerce which can help to spread the know how in SMEs across Europe.

[BATCOS](#)

The aim of this project was to develop 5 blocks of multimedia educational courses, which will be available through the internet.

Useful further offers / national level

Germany

The KODE ® Test

The KODE ® Test is a method for assessing and recording competence.

With the results of a competence balance a person receives his individual test results, the European biography, the results from the personal interview, modular individual training programmes and a sealed certificate of his competence balance.

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- <http://www.act-regensburg.de/index2.html>
- <http://www.act-regensburg.de/pages-act/kode01.html>
- <http://www.act-regensburg.de/pages-act/kodeX01.html>

[322_1_6]

Recommendations

Language skills

Recommendations

The system provides on the one hand side some background information that is available from the toolkit and offers furthermore some links to additional projects that might be interesting for you!

European projects

[EPHRAS](#)

[Lingua in City](#)

[Plurilingua](#)

Multi-lingual communication needs for (technical) managerial staff.

Useful further offers

<http://www.language-learning.net/>

[322_2_1]

Recommendations

Team-work skills

Recommendations

The system provides on the one hand side some background information that is available from the toolkit and offers furthermore some links to additional projects that might be interesting for you!

Toolkit

[Questionnaire on social communicative competences](#)

[322_2_2]

Recommendations

Communication skills

Recommendations

The system provides on the one hand side some background information that is available from the toolkit and offers furthermore some links to additional projects that might be interesting for you!

Toolkit

[Organisational profiling](#)

European projects

[EUROPRESENT](#)

EuroPresent is a transnational pilot project for developing presentation methods for training and education in tourism in Europe.

[322_2_3]

Recommendations

Interpersonal skills

Recommendations

The system provides on the one hand side some background information that is available from the toolkit and offers furthermore some links to additional projects that might be interesting for you!

Toolkit

[Questionnaire on personal competence](#)

[Questionnaire on social communicative competences](#)

[Questionnaire on activity and action competences](#)

[500]

Glossary (overview)

Glossary

- 501 [Action competence](#)
- 502 [Coaching](#)
- 503 [Competence assessment](#)
- 504 [Competences](#)
- 505 [Cooperative development of competences](#)
- 506 [Development of competences](#)
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- 516 [Methodical competence](#)
- 517 [Operational analysis of training needs](#)
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- 520 [Operational work in the field of training](#)
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- 522 [Personal competences](#)
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- 525 [Self-organised learning](#)
- 526 [Self-paced learning](#)
- 527 [Social competences](#)
- 528 [Technical competences](#)
- 529 [Working models conducive to learning](#)

[501]

Action competence

Action competence

Action competence comprises all abilities, skills, knowledge and experience of a person which enable him to actively self-organise and master practical tasks appropriately, purposefully, adequate to the situation and responsibly.

Action competence means:

- + The ability to recognise a situation and the necessity of action
- + The technical knowledge and ability as a basis for making decisions
- + The ability to weigh risks
- + Assertiveness
- + The ability to control

Vocational action competence

The development of vocational action competence is important due to the processes of change and the attendant changes in requirements. Vocational active competence can be assessed in its application in the concrete vocational work. It is the task of the enterprise to define, assess and confirm it and develop it further.

[\(questionnaire on activity and action competences\)](#)

[502]

Coaching

Coaching

[Coaching](#) is used increasingly as accompaniment to measures for operational work in the field of company training.

As a new learning form it aims to promote individuals in their personal and vocational developments, also to support groups.

Coaching aims to reflect individual and collective developments, to enable processes of change and self-knowledge and to change behaviour.

[503]

Assessment of competences

Assessment of competences

Assessment of competences gives insight into an employee's qualities. It makes clear in which areas an employee may need to grow, adapt to changed circumstances or new professional developments.

We do not talk about standardised measures, but rather instruments oriented on the individual strengths and weaknesses of the employee and the needs of the enterprise. This is seen as an opportunity to early recognise the need for further development of the employees and handle both the current and future requirements of the workplace successfully.

[504]

Competences

Competences

Competences comprise all abilities to act and to self-organise of the individual that enable him to cope with tasks and projects (i.e. relating to the situation and the persons concerned).

Competences cover the abilities, skills, methods, knowledge, experiences, attitudes, needs and values which a person acquires, develops and applies in life. They are bound to the individual and his ability to act self-responsibly.

Competences always have to be described in relationship to the requirements on a person and his individual abilities or potentials. Competences are dependent on the conditions of the environment for their evolvment.

The development of competences results from individual learning and development processes and different forms of learning at work and in everyday life.

It is not only the acquisition or adaptation of knowledge and abilities. Most important is the readiness to allow the experience to be tested as well as the self-organised further development of the action competence in order to do justice to new requirements and tasks.

The ability and motivation for self-organised learning and acting and the further development of technical, methodical, social and personal competences are essential elements too.

[505]

Cooperative development of competences

Cooperative development of competences

This specific form of development of competences takes place e.g. in the process of exchange of experiences.

Cooperative development of competences means the possibility to learn with and from each other, how to cope with problems, new tasks and conflicts.

The exchange of experience plays an important role in cooperation structures like study groups or networks. Here the learning takes place in two different ways.

The speaker expresses his own personal problem definition and methods of coping. Difficulties which he hasn't recognised before can be pointed out to him by making particular enquiries. The listeners connect what they hear with their own experiences and are made more familiar to the respective problem. In this way the different technical knowledge and personal experiences have an effect. Such a mutual give and take situation is teaching and learning at the same time; this kind of learning can only be experienced in groups.

[506]

Development of competences

Development of competences

Development of competences in vocational training includes the existing competences gained in-house or elsewhere by the individual, groups and organisations.

As a constituent of personnel and organisational development, the development of competences is mainly identified, developed, implemented and judged in the work process. Development of competences can also be viewed in the context of processes of change (management of change processes).

Development of competences leads to the development and consolidation of extensive vocational action competence. Development of competences is an active process which is largely formed by the individuals themselves. Self-paced learning therefore plays a central role. Apart from traditional further training and qualification measures (e.g. seminars), learning in the process of work in particular contributes to the development of competences.

Development of competences at work calls for the existence of conditions conducive to learning, e.g. the existence of freedom of action at the workplace and tasks with problems that go beyond routine action.

[507]

Appraisal interview

Appraisal interview

The appraisal interview is an instrument for the guidance and the assessment of employees. Their motivation, participation and cooperation can be influenced and their performance profiles can be reported back to them.

In the realisation of modern work concepts which aim at the extensive use of potential, the main emphasis of the instrument has shifted so that the support of colleagues and personnel development has gained importance.

Contents of an appraisal interviews:

- + Feedback on the performance of the employee; analysis of bad meeting of objectives
- + Strengths, weaknesses and satisfaction of the employee
- + Agreement on objectives
- + Determination of further training and support measures

The communicative competences of the persons involved are decisive factors for the success of an appraisal interview.

[508]

Formal learning

Formal learning

In initial and further training, learning is conducted predominantly based on predefined curricula with a defined target within a framework of institutional offers. Learning is oriented on specifications and leads to recognised certificates.

[509]

Forms of learning

Forms of learning

Forms of learning refer to the question how learning can be organised and therefore tackle the organisational structural side of learning. A framework is created which supports, promotes and demands learning - mostly under didactic- methodical conditions. Apart from conventional forms of learning such as lessons and seminars, supplementary new forms of learning like [quality circles](#), [learning islands](#), [coaching](#) and online communities are finding increasing use in connection with new work and organisational concepts.

[510]

Informal learning

Informal learning

This takes place in the general living environment outside of formal training facilities. The learning is acquired informally in relation to current problems and task situations. It is cause and experience-related and occurs partly sporadically and more or less self-initiated. The results of the learning are frequently unconscious.

[511]

Knowledge management

Knowledge management

Operational knowledge management means all planning and measures which help to connect and develop implicit and explicit knowledge in the enterprise. The person is central to this process because only people can initiate knowledge. Technical systems can only store, process and utilize data.

Modern operational knowledge management should develop, identify and systematically process new knowledge in the enterprise and pass it on to the relevant departments.

At the same time it must be made possible for the employees to learn and develop new knowledge for themselves to the benefit of the entire enterprise. Knowledge management must be tied to the operational training management.

[512]

Learning arrangement

Learning arrangement

Learning arrangement is didactically prepared learning material for the independent and action-oriented acquisition of complex further training contents by the learner.

[513]

Learning enterprise

Learning enterprise

A learning enterprise is an economically based organisation system which enables continuous learning and knowledge processes between employees, groups and the entire organisation.

It stands out due to even hierarchies, decentralisation, groups and project organisation.

Six dimensions characterise a learning enterprise:

1. Learning has a strategic significance to assure competitive ability (economic dimension);
2. Work is integral and demands and promotes learning at the same time (organisational-qualified dimension);
3. Business goals and visions are pursued jointly, every employee is learning and teaching at the same time (enterprise cultural dimension);
4. Learning in the work process is increasing, learning locations and on-site learning combinations are becoming more manifold (organisational learning dimension);
5. Instructive learning is supplemented by constructive learning, experience-related and organised learning processes are combined (theoretical learning dimension);
6. New forms of learning and learning concepts result (didactic methodical dimension).

[514]

Learning in the working process

Learning in the working process

The acquisition of new knowledge can be promoted by other forms of learning, e.g. [quality circles](#), [learning islands](#), groups or project work, working out solutions and optimisation of work schedules.

[515]

Learning island

Learning island

A learning island was introduced as a decentralised learning form to the operational initial and further training and in the business sector.

Conceptional characteristics:

- + Learning islands are workplaces supplemented by learning materials in which real work assignments are carried out and training is conducted.
- + Work assignments suffice for the criteria of integral work, they offer good opportunities by learning with their complexity, problem content and variety riches.
- + Work is carried out in groups in the learning island in which the form of organisation is structured on the principle of partly autonomous teamwork.
- + Learning islands can also function as innovation points in the work process, primarily for innovations in work organisation and social and methodical fields.

[516]

Methodical competence

Methodical competence

Methodical competence describes the ability and readiness for the application of procedures and techniques (e.g. ability to solve problems or learning competence) which serve for the arrangement of one's own work, group work, personality development and the development of social relationships.

[\(questionnaire on technical – methodical competences\)](#)

[517]

Operational analysis of training needs

Operational analysis of training needs

The operational analysis of training needs targets the operational requirements (safeguarding continuity and company development) and the individual training needs of the employees. The operational training needs arise from the qualification requirements of the workplace and the work processes. A training need exists, if there is a gap between the requirements of the workplace and the competences of the employee in question.

The analysis of training needs forms the basis for extensive and lasting operational further training planning.

Instruments and methods of the operational analysis of training needs include the current and future requirements at the workplace and the competences of the employees.

[518]

Operational further training

Operational further training

The term further training describes the entire field of adult learning after the initial training. Vocational further training includes further education, retraining and work study.

Operational further training encompasses both conventional further training measures in the form of courses and seminars and forms of learning acquired through work (coaching, quality circles, Communities of Practice etc.). Informal learning plays an important role in these work-related further training forms.

Technical talks, conventions and other information forums in operational further training should be included, if they are offered by enterprises.

[519]

Operational training management

Operational training management

Operational training management targets the generation of information and communication technologies, development, utilisation and logistics of knowledge and experience, including the newer information and communication technologies. At the operational level this means primarily the continual updating and expansion of the knowledge base for staff and organisational development processes to reach planned product and process innovations and to increase the competences of the employees. Cooperation with other enterprises and institutions in joint projects and networks enables the fusion of knowledge of different disciplines/fields.

[520]

Operational work in the field of training

Operational work in the field of training

Operational work in the field of training contains the planning, implementation and evaluation of all measures of vocational training and qualification and training from initial up to executive level.

It targets both formal, organised learning and informal learning. The operational work in the field of training is increasingly characterised by the elements of vocational training, personnel development and organisational development (human resources development).

[521]

Organisational development

Organisational development

Organisational development asserts the claim to look at structures, processes and persons in organisations in a holistic way and to make changes in the interests of the strategic aims of the enterprises and its employees. The new work and knowledge concepts relating to current social and operational changes require continuous organisational development processes which are brought together in the operational work in the field of training, additionally including personnel development.

[522]

Personal competences

Personal competences

Personal competences, which are also described as self jurisdiction, display the readiness and ability to reflect on one's own development and to develop further with regard to individual and social moral concepts. However, they also cover attitudes, values, motives, self-confidence, self perception, self-organisation, reliability, responsibility and critical faculty.

(questionnaire on social communicative competences)

[523]

Personnel development

Personnel development

The development of competences of the employees operationally relates to personnel development for the attainment of the business goals by optimum use of human resources. Personnel development is increasingly seen as decisive strategic success factor for competitiveness of an enterprise. It has to assure the permanent balance between the aims of the enterprise and those of the staff and the training and operational education and summarises all further training measures.

Personnel development is closely connected to organisational development and operational work in the field of training.

Measures and concepts for personnel development are mainly oriented on the individual requirements of the employees. The training in the context of personnel development is no longer primarily technically oriented, but increasingly designed as extensive development of competences.

[524]

Qualification

Qualification

Qualification stands for abilities, knowledge and skills with regard to their utility for certain activities or professions.

Qualifications are determined from the view of demand and not subject. They are subordinated to the vocational competences and the vocational action competences or can be viewed as their integral elements.

[525]

Self-organised learning

Self-organised learning

Self-organised learning, unlike self-paced learning, means that the infrastructural and organisational frameworks of learning are determined essentially by the learners themselves. Apart from the framework the learners decide on the aims and content of the learning process as well as the methods, instruments and aid to regulate learning.

[526]

Self-paced learning

Self-paced learning

Self-paced learning means independent self-control of learning processes.

The learner alone determines the aims and content of the learning process and the corresponding methods, instruments and aids in a predefined framework. Unlike self-organised learning, the action framework is only partly determined by the learner himself, but is organised essentially from the outside.

[527]

Social competences

Social competences

Social competences describe the readiness and ability to solve conflicts, form, maintain and understand social relations and interests and the ability for communication, cooperation and information.

(questionnaire on social communicative competences)

[528]

Technical competences

Technical competences

Technical competences are understood as readiness and ability to solve professional and workplace-specific tasks and problems on the basis of existing technical knowledge and available skills in a direct, proper and methodical manner and assess the results independently.

[\(questionnaire on technical – methodical competences\)](#)

[529]

Working models conducive to learning

Working models conducive to learning

The term – work conducive to learning – means the conditions and possibilities to enable learning in the working process.

The arrangement of work conducive to learning is determined by the enterprise profile, such as the size of the plant or branch, the kind of practical tasks and the organisation of labour.

The concrete requirements of the workplace and the competence profiles of the employees form an essential basis for developing the workplace as a learning location.

The work is then particularly conducive to learning, if it poses problems, is variable, can be individually adapted and covers complete actions. In addition, the existing freedom of movement for the employees and support and recognition from their colleagues and supervisors are important for the taking hold of learning opportunities.

The starting point for the supervisors of operational learning processes is the analysis of the learning possibilities at the different workplaces and the identification of conditions which impede or promote learning.