

## **Summary of Germany concerning teaching-learning arrangement “Criticism”**

*“The teaching-learning arrangement promotes the ability of pupils and students, to handle criticism of their own behaviour and to respond appropriately to these criticisms. As part of this, different dimensions of communication and conflict are dealt with and reflected by the students.”*

### **1. Importance of the teaching-learning arrangement “criticism”**

- The retail sector is characterized by the cooperation in teams and the direct contact to customers. Here, it is essential to handle criticism in an adequately, understandably and distantly way.
- All of the interviewed persons supported the promotion of criticism in the retail sector.
- An adequate dealing with criticism in the retail sector is essential and much more important than, for example detailed product knowledge.
- Quote from one social partner: “I define professionalism as ‘to learn from mistakes’.”

### **2. Notions and options for modification**

- All of the interviewed social partners agreed to transfer the illustrated photo story/film sequence to a typical situation in the retail sector. This should be an everyday situation, which makes you think, reflect and talk about it.
- The usage of the media (photo story/film sequence) in this branch and for this age is very good, due to the fact that the acceptance of the young people in regard to these media is very high.
- Another possibility would be a computer simulation. Here, a traditional communication situation in the retail sector could be represented in form of a digital photo story or digital film sequence, where the students can choose an answer (A, B or C) with the help of a special program. Thereby, the students should choose the answer where they feel the most comfortable. The aim is to find out the sender-receiver effect on students.

E.g.           A: “You are wearing the same trousers as yesterday.”  
                  B: “Peter, let’s have a look together on your clothes. I’m sure we’ll make it ...”  
                  C: “That’s the last straw! Please change your dirty clothes.”

- The majority of the social partners advocate making additional film sequences by the students due to the fact, that there will be a higher involvement of them. Thereby, there could be focus on mimic and gesture, which are essential as well in the context of criticism. Afterwards, these film sequences should be discussed in class.

### **Summary of Germany concerning teaching-learning arrangement “Time management”**

*“This teaching-learning arrangement supports the competency ‘time management’, with the goal, that students are able to handle tasks in an allowed time frame and that they are able to define and structure this time frame on their own.”*

#### **3. Importance of the teaching-learning arrangement “time management”**

- Due to the intense ‘personal dilution’ of the recent years, time management is an essential factor in the retail sector.
- In schools of general education, the daily life of students was structured very well. With the transition to the vocational education system, there is a big change.
- All of the interviewed partners supported the promotion of time management in the retail sector.

#### **4. Notions and options for modification**

- All of the interviewed partners agreed, that the comic is not appropriate to the age and too much outside of the subject area.
- The comic could be replaced by real photos of the retail sector with subsequent prioritization of appointments (similar procedure as in the already existing teaching-learning arrangement).
- Free time activities should also kept in mind, in order to represent the daily life as realistic as possible.
- Another possibility would be to promote ‘time management’ on a real example. The students could plan for example the welcome-day for new students or other festivities within the vocational school. Then, there would be real deadline pressure and it would be necessary to create a time schedule in advance in order to reach the goal.
- In terms of creating an own time schedule, the social partners noted that it would be difficult to do this in advance, because of the reason that the retail sector depends on the particular numbers of customers. The time schedule of the next day could be much more different than the one of the day before. Especially in the retail sector, there does not exist an ideal time schedule, which can be used every day (like for example in an office job).
- Anyhow, the social partners think that it would be a good idea to create a time schedule. Thereby, it should be created - if possible – afterwards, in order to identify so called ‘time devourers’.
- In the context of the promotion of time management, the students should bring in as much internal activity as possible.

## **Summary of Germany concerning teaching-learning arrangement “Team competency”**

*“The teaching-learning arrangement ‘team competency’ focuses goal-oriented work together in teams. Thereby, the students should be enabled to work together with other students in cooperative-communicative and task-oriented situations.”*

### **5. Importance of the teaching-learning arrangement “team competency”**

- The retail sector is characterized by the cooperation in teams. Due to the fact that it is mostly characterized by shift work, an adjustment within the team is very important, so that the employers of the next shift are informed very well.
- One should keep in mind that the different patterns of goods are in charge of certain teams. Often, each member of such a team tries to gain the highest revenues, so that in practice there is no real team culture existing. Especially against this background, it is important to promote team competency.
- All of the interviewed partners supported the promotion of the competency “team competence” (especially in the retail sector). “The success of a company depends on its employees and their cooperation”, said one of the social partners.

### **6. Notions and options for modification**

- All of the interviewed partners agreed to promote team competency on a real case.
- The illustrated example (‘building a bridge’) was seen as a bit too abstract and too much outside of the subject area. Here it comes up the question of a latter transfer into everyday life. A situation, which is much more relevant and realistic for the retail sector would be much better.
- Mentioned examples could be: common building of a storage rack, loading of the storage rack with goods, presentation of the goods, or something like that.
- Thereby, it should be as much interesting as possible and not too trivial.
- Realistic retail sector specific exercises, which can only be solved in teams with a subsequent reflexion phase, would be very important.
- With regard to group assignment, it would be advantageous if this is done by the teacher in order to avoid building of peer groups.
- Within the groups, a latter rotation of the group members should take place with subsequent self and external assessment.
- Notation of one of the interview partners: He thinks, that building a bridge is just a diagnose instrument and no promotion of the competency. When selecting a method one should keep in mind, that there will be a promotion.

## **Summary of Germany concerning teaching-learning arrangement “Self-evaluation of the own performance potential”**

*“The teaching-learning arrangement ‘Self-evaluation of the own performance potential’ promotes the competency of students, to evaluate their own performance potential by themselves, to reflect these estimates and to align them with the complex environmental requirements.”*

### **7. Importance of the teaching-learning arrangement “Self-evaluation of the own performance potential”**

- The teaching-learning arrangement, which promotes the competency ‘Self-evaluation of the own performance potential’, is the most important one for all of the interviewed social partners.
- The majority said that this is a conglomerate of the other presented competencies (team competency, time management and criticism).
- Especially external assessment is very important when someone is in contact with customers. Therefore, it picks up the additional mentioned aspect “emphatic capacity”. The same applies to the self-assessment of individuals. In order to find out for oneself in which area he or she wants to work in future, it is essential to learn this as early as possible.

### **8. Notions and options for modification**

- All of the interviewed social partners agreed, that this teaching-learning arrangement is more complex and more difficult than the other ones.
- The social partners said that the usage of a fish is not appropriate to the age and too much outside of the subject area. This medium should be much more specific for the retail sector.
- In addition to that, the social partners were not sure, whether the students are ready to show oneself strengths and weaknesses in front of the whole class. The more heterogeneous the class, the more difficult to implement this. Here, if possible, should be made stronger anonymity.
- Furthermore, there should be a clear line: It is about analyzing the own strengths and weaknesses in regard to the occupation as a retailer.
- A possible implementation variant could be to play a role game in front of the class. This should be a typical situation of the retail sector. Afterwards, the role players note their own strengths and weaknesses in regard to this role play (self assessment). The same do the other class members (external assessment). Then, the teacher asks certain students to read aloud their external assessment in front of the class. Thereby, the teacher should pay attention to call on students who are no good friends and not “hostile” with the role players in order to guarantee a neutral and comfortable climate within the class.
- The ball of wool - as a second method - was not that accepted by the social partners. It is unpleasant in each job or age class to talk about the own strengths and weaknesses. In addition to that, the social partners asked, if this method is really that effective. It is strongly depending on the atmosphere between thrower and catcher. With regard to the target group, this method could be very difficult in case that it runs out of order.
- The social partner advised to skip this method completely.
- Unfortunately, a suitable alternative was not mentioned by the interview partners.