

Summary of Italy 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”

- Criticism is the capability to face with the reality and to be able to solve the problems. It is a tool favouring a personal growth. It should be considered an attitude. It is useful to teach students, trainees and employees the respect for the other people and for other people’s opinion. Criticism is a part of a social competence to face the problems.
- All the partners consider criticism very important, if not fundamental. It is not only important in the job fields, but in everyday life as well.
- Criticism recalls some other social competencies, such as *listening capability*. Unfortunately criticism is not often accepted by employees, and it is often ignored by the shops owners as well, because many of them cannot see its formative and educational goals. Students and trainees possessing this social competency are a step ahead of (1, 2) and they have more chances to be employed compared to people with greater technical competences (2).
- Criticism has also a deep impact over the look and over the behaviour, two main “critical” aspects of the trainees and employees operating in this sector. Trainees and employees should understand that forbidding the use of a personal cell phone or wearing a piercing is not a personal limitation to the freedom, but a form of respect towards the customer (1).
- Criticism competency is particularly important in the team works (1, 2) or for a management/leading role. It is important in all those situations in which student/trainee/employee must listen to the customer and must give him an immediate response to his requests. Through “criticism”, student/trainee/employee must also be prepared to the fact that “the client is not always right”. This kind of formation would be useful to teach student/trainee/employee to follow the customer and to help him in his choice (1).
- In the retail sector, “criticism” is always important in the relationship with the customer, with employer, with the colleagues and inside the whole structure (1, 2, 3).

2. Notions and options for modification

- They are very original and effective (4). They must represent a model (1), a paradigm to be followed. As for the partners directly involved in the retail sectors (sellers), they are considered very useful and in line with the internal formation strategies (3). Some of the tools proposed in this project are commonly used during the company’s conventions (3). Some of them are used for the managers training (3) or for the employees training (1, 2).

Summary of Italy 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”

- It is the capability to organise oneself (a self-organisation capability) and so a managerial skill. It is a mental organisation. Being able to give a correct priority index and to manage with the available time is a fundamental competence because it allows student/trainee/employee to achieve the demanded goals. In this sector “time is money” and so an employee must be able to do all the things a shop requires (1).
- It is definitely important (4). It is a priority (1, 2, 3). People operating in the retail sector should be able to “see” the work to be done. Time management, together with criticism and autonomy, is an essential competence for this sector. In the retail sector “time management” is deeply related to general management and to the team work. In the big shops or malls, time management is rigidly schematised, while in the smaller shops/ family owned business time management has a horizontal approach and it should envisaged all the aspects of the retail sector, from the suppliers to the sale (1). So vocational schools should take into consideration this difference and provide for different models of time management schemes.
- This social competence is fundamental for the whole retail sector, even if in some specific segments of the sector is unavoidable. As for the production branch (2), such as deli/gastronomy section, bakery, cake section, time management is essential. People must know when and how many goods must produce/cook. An employer of these sections must be able to manage his/her time, in order to avoid unsold products or not to keep customers waiting.
- Retail sector must be “re-stocked – organized – clean”. This is a fundamental axis for this sector (4) and student/trainer/employee must have a pattern of thought to allow this axis work. Time management is an essential competence to respond to the “re-stocked – organized – clean” rule.
- It is also important for the relationship with the colleagues and with the client. It is a fundamental competence in building the job setting (1).

4. Notions and options for modification

- With no doubt. The preparation of a time schedule will surely promote a good time management, the added value should be represented by the organisation capabilities of the student/trainee/employee (i.e. during the downtimes, student/trainee/employee should carry out the “re-stocked – organized – cleaned” tasks of his/her section). School does not teach students this competence.
- As actors operating in the retail sector consider it a fundamental competence, they are obliged to organize an internal formation to teach this competence. In some realities (Iper), the time schedule is prepared and organized with the sector manager and with the division manager. The competence is then spread and transmitted by “induction”. Some time management courses are organised internally. 1 and 2 notice that sales points of greater success are those in which time management formation has been made.
- This competence should be a tool that the student/trainee should have already acquired in the school (1).

Summary of Italy 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”

- Team competency means “communication” and “interaction”. If there is a lack of communication as a competence, it is impossible to develop team competency.
- Team competency is important in the whole retail sector and in all its supply chain. It is fundamental both in the production segment and in the non-food sector, in the logistic organisation and management of the spaces of a supermarket and of a single shop as well.
- If a student/trainee/employee is not able to work in team, the weight and the importance of all other competencies are wasted (1, 2, 4). According to Sephora, for example, if the seller packaging one-hundred Euros worth baskets, does not share his/her competencies with the other colleagues, is not considered a good seller by the company. Sometimes if a seller doesn't share his/her competencies, the company could decide to fire his/her off.
- As for the Orio managers “team competency” represents the basis to develop communication skills and all the actions put into practice to welcome the customer.

6. Notions and options for modification

- School trades judges this tool not so important, while other actors directly operating in the retail sector think that the bridge tool is very interesting (1, 2, 3). Some of the companies interviewed tell us that they usually use quite similar tools to develop team competencies. IPER, for example, interposes a wall between two groups, which must communicate each other. Their task is to build and link two bridges only through verbal communication. This competency is also considered very important as for the leadership competencies.
- The tool proposed put into practice the difficulties met by the student/trainee/employee during his/her job.
- It could be a very fruitful experience, if carefully and earnestly managed by teachers (1).

Summary of Italy concerning teaching-learning arrangement “Self-evaluation ...”

“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 ...”

- It means independence, criticism, “critical sense” and analytical skill. It could represent a test-bed for student/trainee/employees. The self evaluation of his/her own performances must concern the ability to do and the capability „to be“, and it should bring to a self realisation, through which a person could enter in the business world.
- It is really important. It is a strategic competence. It could help student/trainer/employee to be autonomous and independent. A useful tool which could help the seller to put his/her own different social competencies at the customer’s disposal. If this competence were transmitted to the employees, the directors/managers’ job would be easier (1 and 2).
- ‘Self-evaluation of the own performance potential’ is an essential competence for managers (2) even if some partners consider it a good social competence for the whole sector. Some partners have some difficulties to look for managers, because very few applicants possess this competence.
- It is considered particularly useful because companies employ managers possessing this competence to open new sales points. This competence should be taught in the schools. With an adequate formation, we could have at our disposal more operational managers.
- But it is also very difficult to teach it, because self-evaluation of the own performance potential’ requires the three other TLA here presented (1).

8. Notions and options for modification

- Some partners 1, 2, 4 suggest a mix (single work and group/team work). The team work would complete the single work. Single work is very positive, but the candidate should also demonstrate to be able to work in a team.
- Some partners express their doubts on the teams of two (1, 2), this because if one of two is a leader (a leading personality/character), he/she could inhibit the other. With the team work, one could have greater success.
- A student/trainee/employee must know his/her own potentialities and his/her own limits. He/she also could be able to manage his/her limits, so it should be important to organize some formation activities in order to teach students/trainees/employees to the need to know “who are you – what are you doing – who are you representing – do you know the value of the company you are working for” (3).
- The sense of belonging could be a useful tool in order to promote the self-evaluation. We must take into consideration that 13/14 years old students still have a quite weak sentimental and personal sphere and so promoting self evaluation is important for their own growth and background, but also very difficult. And this is the same for “criticism” (1, 4).
- Unfortunately in Italy (1, 2), many employers, employees and trade unions, but schools as well often try to justify improper behaviour or actions committed during the job activities. This is a Latin-countries behaviour (1, 2). Anglo-Saxon countries have more familiarity with an evaluation framework or an evaluation and meritocratic behaviour, sometimes to the detriment of creativity.