

## **ADVICES FOR THE PARTNERS CONCERNING WORKING PACKAGE NO. 6**

Dear partners,

in the context of working package no. 6 there will be interviews with national experts (employers, employment organisations and unions) in all countries in order to determine the specific needs in regard to the four teaching-learning arrangements.

The participating organizations of each country have already affirmed their collaboration. In a first step they have to be contacted in order to make an appointment and to explain the further steps.

The experts do not know the concrete content of the teaching-learning arrangement. Please bring the teaching-learning arrangements to the interview, in order to visualize the methods with the help of the listed schedule or the pictures for example. The social partners should not read the entire teaching-learning arrangement. Please sum up the content of each teaching-learning arrangement only in a few sentences (see overview on page 6).

The aim is, to find out whether the teaching-learning arrangements represent the needs of the retail sector in each country.

After finishing the interview, please note the key messages of the experts. Please try to write down only those things, which are really important and do not write more than one page per teaching-learning arrangement.

Afterwards, please send the analysis of the interview to me, in order to collect and prepare the following adaption on supranational level.

Michaela Brockmann has added some questions related to the wider context of vocational education and the labour market. They are necessary for a possible research paper. Please sum up these answers on a separate page (also approx. one page).

## I. INTERVIEWS WITH NATIONAL EXPERTS

Hello,

I'm happy that you have taken the time, to conduct this interview with me. First of all, I would like to give some information to the background and objectives of this project to you.

Potential employers bemoan a lack of readiness for vocational training, both in terms of technical skills and in terms of *personal* and *social* skills. This development leads to the situation that trainees are not employed on a permanent basis after they have finished their traineeship despite a high labor demand by enterprises.

The primary objective of the project ReSeCo (Retail Sector Competencies) is a qualitative improvement of education with focus on the **retail sector**. Thereby, the greatest possible fit of vocational education of young people in the field of key competencies to the current requirements of the job market will be sought by taking place an adequate preparation and support regarding the personal and social skills.

The innovation transfer project is based on the already completed research project, which was developed for the eighth grade of secondary schools. Here, four teaching-learning arrangements (LLA) were developed to promote personal and social skills at grade eight. The focus has been on the promotion of team competency, criticism, time management and self-evaluation of the own performance potential.

Now, these documents should be adapted to the traineeship of the retail sector. In order to not lose sight of the suitability of daily use and acceptability, it is important to gather the opinions of employers, employment organisations and unions. The goal is to find out the specific needs, country specific challenges and difficulties.

If you don't have any further questions about the project ReSeCo or operation of this interview, we can start.

I have prepared some key questions, but I want to make this interview preferably open. That means I will give some narrative impetus and ask if I'm interested in something closer.

Name of the social partner: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Date/Time of the interview: \_\_\_\_\_

Location: \_\_\_\_\_

\_\_\_\_\_

### **Part I - General questions**

1. How important would you say are social competencies in the retail sector today?
2. What, in your view, are the most important social competencies in the retail sector and why?
3. What in your view is the level of social competencies of young people entering the sector?
4. Are there already any efforts to strengthen self and social competencies in the retail sector (in vocational education/the workplace)?

### **Part II - 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. In your personal view, how important is this competency?
2. How important is it in the retail sector?  
(For example: in relation to particular sections of the sector/particular job roles)
3. In which situations is it especially important in your view?
4. What do you think about the intended tools (→ See overview)?

### **Part III - 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.

1. In your personal view, how important is this competency?  
(For example: in relation to particular sections of the sector/particular job roles)
2. How important is it in the retail sector?  
Where does this appear in the retail sector and why?
3. Do you think the preparation of a time schedule will promote a good time management (→ Other intended tools see overview)?

### **Part III - 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.

1. In your personal view, how important is this competency?
2. How important is it in the retail sector?  
(For example: in relation to particular sections of the sector/particular job roles)  
Can you give me some examples?
3. In the already developed teaching-learning arrangement, the students should build bridges with the help of paper. Do you think this activity is suited for prospective traders in the retail sector (age, group work, teambuilding...)?

### **Part IV - 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.

1. In your personal view, how important is this competency?
2. How important is it in the retail sector? Can you give me some examples?  
(For example: in relation to particular sections of the sector/particular job roles)

3. Which kind of techniques do you think are the best for promoting „Self-evaluation of the own performance potential“: single work, group work or teams of two?  
(Take care: Do students want to evaluate their own performance potential in front of the whole class?)
4. Do you think other (sub-) competencies will be necessary in order to promote “Self-evaluation of the own performance potential”?

Teaching-learning arrangement	Task	Tools
<b>Criticism</b>	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.	<ol style="list-style-type: none"> <li>1. Photo story and film clip (conversation between trainee and foreman), which highlights the difficulty of criticism in an asymmetric communication situation.</li> <li>2. Role games and pair work within the class, which sensitizes the students to the diverse meanings of messages by assigning and discussing different interpretations and statements.</li> </ol>
<b>Time management</b>	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.	<ol style="list-style-type: none"> <li>1. Comic Marc: the comic illustrates the normal day in the life of a student. <ul style="list-style-type: none"> <li>- Allocation of Marc's tasks and appointments to time and priority in small groups.</li> <li>- Classification of these tasks and appointments in a time schedule.</li> </ul> </li> <li>2. Creation of an own time schedule by the students.</li> </ol>
<b>Team competency</b>	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.	<ol style="list-style-type: none"> <li>1. Brainstorming "What makes a good team?" and clustering of the results.</li> <li>2. Team classification, role allocation within the teams and start building a bridge with the help of scissors, glue stick, pencil, ruler and paper sheets. <ul style="list-style-type: none"> <li>➔ In order to compare the built bridges, two tables will be moved together with a distance of 50cm, where the bridge is placed over the gap.</li> </ul> </li> </ol>
<b>Self-evaluation of the own performance potential</b>	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.	<ol style="list-style-type: none"> <li>1. Here a trustful atmosphere within class is necessary.</li> <li>2. Perception: Teaching-aid is a <i>fish</i> on which personal strengths and weaknesses and significant experiences of the student are written down. <ul style="list-style-type: none"> <li>- All fishes lay in a box, mixed well.</li> <li>- Each student takes a fish out of the box.</li> <li>- The students try to find the author of the fish with the help of their self-assessment and return it.</li> </ul> </li> <li>3. Students throw a wool ball to each other and describe a situation in which he/she can use his/her strength.</li> </ol>