

PERSONAL CONVERSATION WITH THE INVOLVED TEACHERS

School/acronym: _____

Interview date/time: _____

Part I - General questions

1. In your opinion, how important is the support of social skills in the retail sector?
2. From your point of view, what are the most important social skills in the retail sector and why?

Part II – The teaching-learning arrangements in general

1. What do you think about the practical suitability of these teaching-learning arrangements?
2. How do you judge the given methods in general in terms of application in class (time, duration, number of students within the group works, ...)?
3. Where did you have particular difficulties? / What worked well?
4. Where do you see potential for improvement? / What and how would make changes?
5. Have you reduced or missed out any parts? Why?
6. Did you make any changes before implementation? / What did you change?
7. Are the teaching-learning arrangements suitable in terms of teacher preparation?
8. Do you think that the students learnt something? / Did you observe any changes in their behaviour?

Part III – The teaching-learning arrangements in detail

a) Teaching-learning arrangement “Dealing with Criticism”

1. How do you judge the illustrated photo-story in terms of application in class: does it fit with the target group? Does it fit with the age group? Is it possible to use these photo stories for retail students that do not work in a fashion store?
2. What do you think about the exercises concerning the theory “four sides of a message”? Was it suitable in terms of teacher preparation? Do you think these exercises were appropriate to the level of students (complexity factor, duration, ...)?

3. Where did you see potential for improvement in the teaching-learning arrangement “criticism”?

b) Teaching-learning arrangement “Time management”

1. What do you think about Mark’s daily routine? Is it appropriate to the age group and suitable to the retail sector in your country?
2. Are the worksheets and schemes useful for developing the time management method? Would you suggest any changes to these teaching aids?
3. Where did you see potential for improvement in the teaching-learning arrangement “time management”?

c) Teaching-learning arrangement “Team competency”

1. How do you view the box building activity? Does it work in terms of furthering team competency? Is it appropriate to the age group?
2. How do view the case study exercise? Is it suitable to the retail sector in your country? Was it appropriate in terms of the level of student ability?
3. Where did you see potential for improvement?

d) Teaching-learning arrangement “Self-evaluation of strengths and weaknesses”

1. How do you judge the role play in terms of application in class: does it fit with the target group of students? In your view, was it useful in helping students to recognise their strengths and weaknesses? Do you propose any changes in order to improve this activity?
2. What do you think of the use of a SWOT Analysis as a tool for promoting self-evaluation skills? Is it suitable in terms of student preparation? Do you think these exercises were appropriate to improve a face-to-face approach with the student? Is a face-to-face method useful and easily achievable?
3. Where did you see potential for improvement in the teaching-learning arrangement “Self-evaluation of strengths and weaknesses”?