

## Retail Sector Competencies: Developing self and social competencies in vocational training for the retail sector

DE/11/LLP-LdV/TOI/147405

<http://www.adam-europe.eu/adam/project/view.htm?prj=8530>

## Project Information

Title: Retail Sector Competencies: Developing self and social competencies in vocational training for the retail sector  
Project Number: DE/11/LLP-LdV/TOI/147405  
Year: 2011  
Project Type: Transfer of Innovation  
Status: completed  
Country: DE-Germany  
Marketing Text: In many European countries, there are problems in the transition from the vocational training to the employment system, which result from deficits in self and social skills. This particularly affects low-skilled young people, who are right before the entry into professional life. The primary objective of the project ReSeCo was to improve the quality of vocational training in the retail sector.

Summary: The primary objective of the project was a qualitative improvement of education in the retail sector, in order to come up with the subsequent tasks of the apprentices in professional practice. The attention was focused on personal and social skills, so that a (further) development of specific skills in this area was considered to be necessary. The apprentices should be disposed for the training of personal and social skills as part of the teaching units, which are adapted to the operational needs of each country. At the same time, it provides trainers and teachers a tool to promote personal and social skills. In context of the transferred project, the components team competency, criticism, self-evaluation of the own performance potential and time management are relevant. Thereby, the identification of apprentices with their activities alternatively with the company was a central task of the projects. This goal was achieved through a support of motivation and enthusiasm of the activity as well as a higher individual responsibility. At the same time, an abortion of apprenticeships could be avoided and the opportunities in the labor market could be improved after the end of the apprenticeship. Thus, a short-term goal of the project was to establish the adapted learning units within two years in the professional schools. A long term anchorage for the national training structures (retail sector) was provided.

Description: Given the current difficult economic situation in Europe and the associated complex and challenging environment for young professionals, the project has improved the apprenticeship in 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 has been sought by implementing an adequate preparation and support regarding the personal and social skills. The innovation transfer project was based on the already completed research project "SeSoko-fit", which was developed for the eighth grade of secondary schools. Here, four teaching-learning arrangements (LLA) were developed, tested and evaluated to promote personal and social skills of eight graders (team competencies, criticism, time management, self-evaluation of ability). The ReSeCo-project was a development in the European context. In a first step, the four teaching-learning arrangements were translated from German into English. In addition to that, the general organization of the project and the coordination of the procedure took place. In the initial phase of the project there was a kick-off meeting in London, where all organizational things were discussed. Afterwards, there were interviews (with open questions) in order to identify the specific needs of each country and of each social partner in regard to the four teaching-learning arrangements. Thus, the development and adaptation of the teaching-learning arrangements to the new target group (students working in retail or in the "retail sector") and country specific features took place. The next step involved the adjustment of the teaching-learning arrangements based on the identified national and international needs of potential employers in the retail industry. Accordingly, the four teaching-learning arrangements were adapted on

## Project Information

supranational level and then translated into local languages. At the same time a nationally specific fine-tuning was also necessary.

In a further step, the implementation and evaluation in pilot facilities (vocational schools, retail sector) of the partner countries took place. It was planned to implement the teaching-learning arrangements at least at three different institutions in each country. Therefore, the partners provided the necessary materials and took over the questioning of teachers and students. Only then, an optimization could be conducted.

The final step involved the analysis of the evaluation and the optimization of the results at national and international level. In addition to that, it included the dissemination of the program by a printed publication.

During the innovation transfer project the concepts for the improvement of self and social competencies were refined. In the long term those results shall be made available to the general public (teaching personal of all kinds of European vocational training institutions). The most important addressees are apprentices from the retail sector and their instructors.

A website with broad information about the project was installed to grant access to the information to any interested (expert) audience. Hereby the latest project information and resulting teaching material could be published during the project and even more important will be announced in the future.

The dissemination of the innovated and adapted teaching and learning arrangements on the national and international level is a central result of the project.

During the implementation and evaluation over 1000 students and about 40 teachers in all participating countries could be interviewed about the teaching material and its application. Three pilot institutions participated in each partner country. These numbers show that already quite a lot of students and teachers could make use of the developed material. It is assumed that further vocational schools in each country will make use of the material and this will lead to an exorbitant rise of the number of users. The published media help to permanently manifest the developed concepts in each of the vocational training systems.

Another important point to support the lasting impact of the project is the aim of a continuous correspondence between all participants and instances in each country. This will be realized for example with regular gatherings. In particular practitioners from schools and subject educationalists will be involved in these meetings to ensure a long-term success.

Each partner received a number of free copies which will be handed on to selected multipliers to obtain an expedient and permanent distribution.

Themes: \*\*\* Quality  
 \*\*\* Lifelong learning  
 \* Vocational guidance  
 \* Continuous training

Sectors: \*\*\* Manufacturing  
 \*\*\* Other Service Activities  
 \*\*\* Education  
 \* Wholesale and Retail Trade; Repair of Motor Vehicles and Motorcycles

Product Types: evaluation methods  
 teaching material  
 website  
 material for open learning  
 distribution methods

Product information: The final product consists of four enhanced teaching-learning arrangements that serve as a tool for teachers and trainers who promote personal and social skills in the retail sector and thus improve vocational training in the retail sector. In the long term these learning units will be embedded into national training structures.

Projecthomepage: <http://www.lehrstuhlwiapaed.uni-koeln.de/16303.html>

## Project Contractor

Name: Universität zu Köln  
City: Koeln  
Country/Region: Cologne  
Country: DE-Germany  
Organization Type: university/Fachhochschule/academy  
Homepage: <http://www.lehrstuhlwipaed.uni-koeln.de>

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Homepage: <http://www.lehrstuhlwipaed.uni-koeln.de>

## Partner

### Partner 1

Name: Westminster Business School, University of Westminster  
City: London  
Country/Region: London  
Country: UK-United Kingdom  
Organization Type: university/Fachhochschule/academy  
Homepage: <http://www.westminster.ac.uk/schools/business>

### Partner 2

Name: University of Southampton  
City: Southampton  
Country/Region: Hamshire, Isle of Wight  
Country: UK-United Kingdom  
Organization Type: university/Fachhochschule/academy  
Homepage: <http://www.southampton.ac.uk/>

### Partner 3

Name: Pedagogical University of Cracow  
City: Kraków  
Country/Region: Malopolskie  
Country: PL-Poland  
Organization Type: university/Fachhochschule/academy  
Homepage: <http://www.up.krakow.pl/geo/reseco.html>

### Partner 4

Name: University of Bergamo  
City: Bergamo  
Country/Region: Lombardia  
Country: IT-Italy  
Organization Type: university/Fachhochschule/academy  
Homepage: <http://www.unibg.it/>

## Project Files

### F.3.1. - 2a - Interviewergebnisse\_Deutschland (ENG).pdf

[http://www.adam-europe.eu/prj/8530/prj/F.3.1.%20-%202a%20-%20Interviewergebnisse\\_Deutschland%20%28ENG%29.pdf](http://www.adam-europe.eu/prj/8530/prj/F.3.1.%20-%202a%20-%20Interviewergebnisse_Deutschland%20%28ENG%29.pdf)

Based on the interviews with social partners in all countries, specific national needs, challenges and difficulties with regard to all four teaching-learning arrangements, were determined which allowed a subsequent adaption of the standardized documents.

Enclosed you will find summaries of the results of the interviews of Germany (1 page per teaching-learning arrangement) which include all essential notes of the social partners. In total, the results are about four pages per country.

### F.3.1. - 2a - Interviewergebnisse\_Italy (ENG).pdf

[http://www.adam-europe.eu/prj/8530/prj/F.3.1.%20-%202a%20-%20Interviewergebnisse\\_Italy%20%28ENG%29.pdf](http://www.adam-europe.eu/prj/8530/prj/F.3.1.%20-%202a%20-%20Interviewergebnisse_Italy%20%28ENG%29.pdf)

Based on the interviews with social partners in all countries, specific national needs, challenges and difficulties with regard to all four teaching-learning arrangements, were determined which allowed a subsequent adaption of the standardized documents.

Enclosed you will find summaries of the results of the interviews of Italy (1 page per teaching-learning arrangement) which include all essential notes of the social partners. In total, the results are about four pages per country.

### F.3.1. - 2a - Interviewergebnisse\_Poland (ENG).pdf

[http://www.adam-europe.eu/prj/8530/prj/F.3.1.%20-%202a%20-%20Interviewergebnisse\\_Poland%20%28ENG%29.pdf](http://www.adam-europe.eu/prj/8530/prj/F.3.1.%20-%202a%20-%20Interviewergebnisse_Poland%20%28ENG%29.pdf)

Based on the interviews with social partners in all countries, specific national needs, challenges and difficulties with regard to all four teaching-learning arrangements, were determined which allowed a subsequent adaption of the standardized documents.

Enclosed you will find summaries of the results of the interviews of Poland (1 page per teaching-learning arrangement) which include all essential notes of the social partners. In total, the results are about four pages per country.

### F.3.1. - 2a - Interviewergebnisse\_UK (ENG).pdf

[http://www.adam-europe.eu/prj/8530/prj/F.3.1.%20-%202a%20-%20Interviewergebnisse\\_UK%20%28ENG%29.pdf](http://www.adam-europe.eu/prj/8530/prj/F.3.1.%20-%202a%20-%20Interviewergebnisse_UK%20%28ENG%29.pdf)

Based on the interviews with social partners in all countries, specific national needs, challenges and difficulties with regard to all four teaching-learning arrangements, were determined which allowed a subsequent adaption of the standardized documents.

Enclosed you will find summaries of the results of the interviews of the UK (1 page per teaching-learning arrangement) which include all essential notes of the social partners. In total, the results are about four pages per country.

### F.3.1. - 2b - Interviewleitfaden (ENG).pdf

<http://www.adam-europe.eu/prj/8530/prj/F.3.1.%20-%202b%20-%20Interviewleitfaden%20%28ENG%29.pdf>

Es wurden Interviews mit allen Sozialpartnern in allen Partnerländern im Rahmen von Arbeitspaket Nr. 6 durchgeführt. Im Falle der vorliegenden Umfrage wurde bewusst die Form eines teilweise standardisierten Interviews gewählt. Zuvor wurden zentrale Frage vorbereitet. Das Ziel war, eine flexible Erinnerung anstatt nur eines starren Fragebogens zu konzipieren, um den natürlichen Redefluss bei der Durchführung der Interviews nicht zu unterbrechen.

Obwohl dieser Erhebungsmethode vorgeworfen wird eine Voreingenommenheit aufgrund ihrer Subjektivität zu bedingen, ist sie sehr viel flexibler in der Ausführung. Darüber hinaus gibt diese Methode dem Interviewer die Möglichkeit spontane Fragen einzuwerfen, falls Antworten auftauchen die näher erläutert werden müssen. In diesem Fall ist der Interviewer in der Lage, spontan die Reihenfolge der Fragen des Handbuchs zu ändern, um eine natürliche Unterhaltung zu entwickeln.

Zwei so genannte "Pre-Tests" wurden zusammen mit den projektzugehörigen "critical friends" durchgeführt, um das ganze Instrument der Befragung im Voraus auf inhaltliche Konsistenz, Verständlichkeit der Fragen sowie Länge des Interviews zu prüfen.

Nach diesen Vorbereitungen wurden 22 Interviews mit den Sozialpartnern des jeweiligen Landes innerhalb einer Frist von ca. 8 Wochen durchgeführt.

Qualitative Interviews erfolgen vorzugsweise in dem täglichen Umfeld der befragten Person, mit dem Ziel eine möglichst natürlich Situation nachzustellen, um authentische Informationen sammeln zu können. Daher haben die Mehrzahl der Interviews in den Gebäuden der jeweiligen Institutionen stattgefunden.

Die Dauer der Erhebung variiert zwischen 45 bis 60 Minuten. Die unterschiedlichen Zeiten waren in der Regel in der kontextuellen Situation begründet, da einige der Sozialpartner weniger vertraut mit diesen Themen waren. Im Gegenzug konnten andere Testpersonen sehr detailliert berichten oder sich intensiver mit der Entwicklung neuer Ideen beschäftigen.

Die Inhalte der Lehr-Lern- Arrangements wurden, um Beeinflussungen auf die Antworten zu vermeiden, so objektiv und neutral wie möglich präsentiert. Nach Beantwortung der allgemeinen Fragen, wurden die Inhalte und Arbeitsweisen der einzelnen Lehr-Lern-Arrangements erläutert und in einem nächsten Schritt visualisiert. Es folgten die relevanten Fragen. An diesem Punkt war hohes Kommunikationpotential vorhanden, da die einzelnen Methoden im Detail diskutiert und mögliche Verbesserungsvorschläge gemeinsam diskutiert werden konnten.

### F.3.1. - 8a - Interviewleitfaden (ENG).pdf

<http://www.adam-europe.eu/prj/8530/prj/F.3.1.%20-%208a%20-%20Interviewleitfaden%20%28ENG%29.pdf>

As part of working package no. 7, the adaption of the basic documents was followed by the development of an open questionnaire as well as a standardized version in order to make a survey with involved teachers and students. The aim of this empirical survey is the evaluation of the implemented teaching-learning arrangements (see working package no. 9).

## Project Files

Enclosed you will find the open questionnaire for the interview with involved teachers (in English).

### F.3.1. - 8b - Interviewleitfaden (DEUT).pdf

<http://www.adam-europe.eu/prj/8530/prj/F.3.1.%20-%208b%20-%20Interviewleitfaden%20%28DEUT%29.pdf>

As part of working package no. 7, the adaption of the basic documents was followed by the development of an open questionnaire as well as a standardized version in order to make a survey with involved teachers and students. The aim of this empirical survey is the evaluation of the implemented teaching-learning arrangements (see working package no. 9).

Enclosed you will find the open questionnaire for the interview with involved teachers (in German).

### F.3.1. - 9a - Geschlossene Fragebögen (ENG).pdf

<http://www.adam-europe.eu/prj/8530/prj/F.3.1.%20-%209a%20-%20Geschlossene%20Frageb%C3%B6gen%20%28ENG%29.pdf>

As part of working package no. 7, the adaption of the basic documents was followed by the development of an open questionnaire as well as a standardized version in order to make a survey with involved teachers and students. The aim of this empirical survey is the evaluation of the implemented teaching-learning arrangements (see working package no. 9).

Enclosed you will find the standardized questionnaire for the interview with involved students(in English).

### F.3.1. - 9b - Geschlossene Fragebögen (DEUT).pdf

<http://www.adam-europe.eu/prj/8530/prj/F.3.1.%20-%209b%20-%20Geschlossene%20Frageb%C3%B6gen%20%28DEUT%29.pdf>

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Enclosed you will find the standardized questionnaire for the interview with involved students (in German).

### Lehrbuch ReSeCo.pdf

<http://www.adam-europe.eu/prj/8530/prj/Lehrbuch%20ReSeCo.pdf>

The textbook is the final product of the innovation transfer project ReSeCo. It contains the four developed teaching and learning arrangements to promote self and social competencies.

The aim is, to use it in vocational schools in order to improve the training maturity of young people.

The book can be ordered in the German language at: <http://www.bildungsverlag1.de/artikel/Selbst-und-Sozialkompetenzen-foerdern-Lehr-Lernarrangements-fuer-die-Ausbildung-im-Einzelhandel/978-3-427-24680-0>

### Newsletter2-England.pdf

<http://www.adam-europe.eu/prj/8530/prj/Newsletter2-England.pdf>

2. Newsletter Großbritannien - Partner P1

Anmeldung unter: [http://www.southampton.ac.uk/education/research/projects/retail\\_sector\\_competencies.page](http://www.southampton.ac.uk/education/research/projects/retail_sector_competencies.page)

### Newsletter\_EN[2].pdf

[http://www.adam-europe.eu/prj/8530/prj/Newsletter\\_EN%5B2%5D.pdf](http://www.adam-europe.eu/prj/8530/prj/Newsletter_EN%5B2%5D.pdf)

1. Newsletter United Kingdom - Partner P1

Registration under: [http://www.southampton.ac.uk/education/research/projects/retail\\_sector\\_competencies.page](http://www.southampton.ac.uk/education/research/projects/retail_sector_competencies.page)

### Newsletter No1.pdf

<http://www.adam-europe.eu/prj/8530/prj/Newsletter%20No1.pdf>

Newsletter Germany (Partner - P0)

Registration under: <http://www.great.uni-koeln.de/19551.html?&L=1>

### Newsletter No2\_Germany.pdf

[http://www.adam-europe.eu/prj/8530/prj/Newsletter%20No2\\_Germany.pdf](http://www.adam-europe.eu/prj/8530/prj/Newsletter%20No2_Germany.pdf)

Newsletter Deutschland (Partner - P0)

Anmeldung unter: <http://www.lehrstuhlwiopaed.uni-koeln.de/19553.html?&L=0>

## Project Files

### Newsletter\_Poland II.pdf

[http://www.adam-europe.eu/prj/8530/prj/Newsletter\\_Poland%20II.pdf](http://www.adam-europe.eu/prj/8530/prj/Newsletter_Poland%20II.pdf)

Newsletter Poland - Partner P2

Registration under: <http://www.up.krakow.pl/geo/reseco.html>

### Newsletter\_Poland.pdf

[http://www.adam-europe.eu/prj/8530/prj/Newsletter\\_Poland.pdf](http://www.adam-europe.eu/prj/8530/prj/Newsletter_Poland.pdf)

Newsletter Poland - Partner P2

Registration under: <http://www.up.krakow.pl/geo/reseco.html>

### Projektbeschreibung\_SeSoko-Fit.pdf

[http://www.adam-europe.eu/prj/8530/prj/Projektbeschreibung\\_SeSoko-Fit.pdf](http://www.adam-europe.eu/prj/8530/prj/Projektbeschreibung_SeSoko-Fit.pdf)

SeSoko-Fit bildet das Fundament für das Innovationstransfer-Projekt ReSeCo. Anbei ist eine Projektbeschreibung dieses Ausgangsprojekt aufgeführt.

### RESECO Newsletter 2.pdf

<http://www.adam-europe.eu/prj/8530/prj/RESECO%20Newsletter%202.pdf>

Newsletter Nr. 2 - Italien

### RESECO Newsletter\_UNIBG.pdf

[http://www.adam-europe.eu/prj/8530/prj/RESECO%20Newsletter\\_UNIBG.pdf](http://www.adam-europe.eu/prj/8530/prj/RESECO%20Newsletter_UNIBG.pdf)

Newsletter Partner P3-Italy

Registration under: [http://www.unibg.it/struttura/struttura.asp?cerca=dsfc\\_reseco](http://www.unibg.it/struttura/struttura.asp?cerca=dsfc_reseco)

### WorkingPaper10\_UK.pdf

[http://www.adam-europe.eu/prj/8530/prj/WorkingPaper10\\_UK.pdf](http://www.adam-europe.eu/prj/8530/prj/WorkingPaper10_UK.pdf)

Working Paper 10: Retail sector competencies project: English experiences. (English)

### WorkingPaper 11.pdf

<http://www.adam-europe.eu/prj/8530/prj/WorkingPaper%2011.pdf>

Working Paper no. 11: Teaching beyond the prescribed curriculum: limited possibilities in English vocational education?

### Working Paper\_5\_July 2012.pdf

[http://www.adam-europe.eu/prj/8530/prj/Working%20Paper\\_5\\_July%202012.pdf](http://www.adam-europe.eu/prj/8530/prj/Working%20Paper_5_July%202012.pdf)

Working Paper Nr. 5 - Cele i zaoenia projektu "ReSeCo - ksztatowanie kompetencji osobistych i spoecznych w szkolnictwie zawodowym dla sektora handlu detalicznego" w wietle opinii partnerów spoecznych (Polnisch)

### Working Paper\_8.pdf

[http://www.adam-europe.eu/prj/8530/prj/Working%20Paper\\_8.pdf](http://www.adam-europe.eu/prj/8530/prj/Working%20Paper_8.pdf)

### Working Paper\_9\_May\_2013.pdf

[http://www.adam-europe.eu/prj/8530/prj/Working%20Paper\\_9\\_May\\_2013.pdf](http://www.adam-europe.eu/prj/8530/prj/Working%20Paper_9_May_2013.pdf)

## Project Files

### Working Paper Nr. 1\_January 2012.pdf

[http://www.adam-europe.eu/prj/8530/prj/Working%20Paper%20Nr.%201\\_January%202012.pdf](http://www.adam-europe.eu/prj/8530/prj/Working%20Paper%20Nr.%201_January%202012.pdf)

Working Paper Nr. 1 - Retail Sector Competencies - Entwicklung von Selbst- und Sozialkompetenzen im Kontext der Berufsausbildung im Einzelhandel (Deutsch)

### Working Paper Nr. 2 April 2012\_II.pdf

[http://www.adam-europe.eu/prj/8530/prj/Working%20Paper%20Nr.%202%20April%202012\\_II.pdf](http://www.adam-europe.eu/prj/8530/prj/Working%20Paper%20Nr.%202%20April%202012_II.pdf)

### Working Paper Nr. 3\_May 2012.pdf

[http://www.adam-europe.eu/prj/8530/prj/Working%20Paper%20Nr.%203\\_May%202012.pdf](http://www.adam-europe.eu/prj/8530/prj/Working%20Paper%20Nr.%203_May%202012.pdf)

Working Paper Nr. 3 - Retail Sector Context - United Kingdom (Englisch)

### Working Paper Nr. 4\_July 2012.pdf

[http://www.adam-europe.eu/prj/8530/prj/Working%20Paper%20Nr.%204\\_July%202012.pdf](http://www.adam-europe.eu/prj/8530/prj/Working%20Paper%20Nr.%204_July%202012.pdf)

Working Paper Nr. 4 - Retail Sector Context - Germany (Englisch)

### Working Paper Nr 6\_UNIBG.pdf

[http://www.adam-europe.eu/prj/8530/prj/Working%20Paper%20Nr%20%206\\_UNIBG.pdf](http://www.adam-europe.eu/prj/8530/prj/Working%20Paper%20Nr%20%206_UNIBG.pdf)

Working Paper Nr. 6 - ReSeCo - Retail Sector Competencies  
Sviluppare competenze sociali nelle scuole professionali per il settore delle vendite al dettaglio (Italian)

### Working Paper Nr. 7\_March 2013.pdf

[http://www.adam-europe.eu/prj/8530/prj/Working%20Paper%20Nr.%207\\_March%202013.pdf](http://www.adam-europe.eu/prj/8530/prj/Working%20Paper%20Nr.%207_March%202013.pdf)

## Products

- 1 Website
- 2 Interviews with national experts
- 3 Adaption of the teaching-learning arrangements
- 4 Development of evaluation instruments

## Product 'Website'

Title: Website

Product Type: website

Marketing Text: The establishment of a national and international internet presence ensured the continuous and constant flow of information.

Description: The establishment of a national and international internet presence ensured the continuous and constant flow of information. National and international dissemination of the interim and final results.

The websites were created by all participating countries (Germany, Poland, Italy and Great Britain).

Target group:

Result: German Website:  
<http://www.great.uni-koeln.de/16372.html?&L=1>

Website UK:  
<http://www.westminster.ac.uk/research/a-z/centre-for-employment-research/cer-current-projects>

Polish Website:  
<http://www.up.krakow.pl/geo/reseco.html>

Italian Website:  
[http://www.unibg.it/struttura/struttura.asp?cerca=dsfc\\_reseco](http://www.unibg.it/struttura/struttura.asp?cerca=dsfc_reseco)

Area of application:

Homepage: <http://www.great.uni-koeln.de/16372.html?&L=0>

Product Languages: German

## Product 'Interviews with national experts'

Title: Interviews with national experts

Product Type: procedure for the analysis and prognosis of the vocational training requirement

Marketing Text: Interviews with national experts were realized in the context of working package 6. Therefore, vocational schools, potential employers and social partners in all participating countries were interviewed concerning their country specific needs, challenges and difficulties within the teaching-learning arrangements time management, criticism, self-evaluation of ability and team competency. The elaborate answers obtained, made it possible to develop and to adapt the teaching-learning arrangements (see working package no 7) based on the requirements of the target group.  
Planning horizon for the agreement on the projects' framework was a six month period from October 2011 until March 2012.

Description:

Target group: Overall six social partners were personally interviewed in Germany (project partner P0). This includes the Chambers of Industry and Commerce in Cologne and Hannover, the Labour Union ver.di in Cologne and Berlin, the Retail Industry Association HDE in Berlin and one member of the executive committee of the Vocational Teacher Association in economics, called VLW. A functional and regional diversification in the assessment of interview experts also took place in the other cooperating countries (project partners P1- P3).  
Project partner P1 (UK) acquired eight national social partners for an interview. This included the retail company ALDI, Morrison's Supermarket and The Learning Shop, the organizations Skillsmart Retail, National Skills Academy for Retail as well as the Union of Shop, Distribution and Allied Workers (USDAW) and the University and College Union. Finally they got a member of the board of directors of German-British Chamber of Industry and Commerce as an interview partner.  
The polish project partner (P2) interviewed four national social partners. Besides the National Chambers of Commerce and Industry (Cracow Chamber of Commerce and Industry, The Polish Chamber of Commerce) the group of interview partners included the Cracow Guild of Merchants and the independent and self-governing Labour Union „Solidanosc“.  
Project partner P3 (Italy) acquired four interview partner as well. Three of them were Retail Companies called Orio Center Shopping Mall, IPER Supermarket and SEPHORA SpA LWHM, as well as the Italian Labour Union Confederazione Italiana Sindacati die Lavoratori.

The main goal was to examine the social partners' acceptance and willingness to use the teaching-learning arrangements in practice. This made it possible to see the need for developing the self and social competencies from the different angles of apprenticing companies and vocational schools.

Result: First, the TLA criticism was in the focus of execution. It required the lowest amount of modification. All social partners recommended adapting the photo story and the movie on the background of the working conditions in the retail sector. The visualized every day situation should inspire consideration and reflection of young apprentices. The used media was regarded as appropriate for the target group of young people.  
The next step conducted the development of time management. The used comic was seen as irrelevant in retail sector and not age-based. While some social partners supported the use of real pictures from the work environment of apprentices in retail sector, others advocated their abstinence. The obstacle of the introduction of a typical situation of daily work life lies in the different circumstances in the countries' apprenticeship programs. The idea of a daily routine of an apprentice was evaluated positively by the majority. This should be handled as a review of the daily routine, in order to analyse the actual time spent on tasks.  
Team competency was rated as extremely important. The assessed method "building bridges" was seen as outside of the subjects' area, in respect to the transferability

## Product 'Interviews with national experts'

Result: into daily working routine. The teacher should be in charge of group formation to avoid peer group formation.

The teaching-learning arrangement self-evaluation of strengths and weaknesses was estimated as the most important one. The use of a visualized fish was seen as not age-based and outside of the subjects' area. The media chosen should be adjusted to the retail sector. In addition, the interviewed partners criticized the situation in which the students are forced to present their strengths and weaknesses in the plenum. For a better creation of a trustful environment, it should be anonymous. According to the experts the focus should be on practice on the job in the retail sector.

In respect to the learning effect, the ball of wool method was strongly criticized and did not find any acceptance within the group of social partners. They recommended abstaining from this method.

Area of application: The results gained from this project stage were published within the group of project partners to create a high level of transparency. Afterwards the teaching-learning arrangements were adapted to the target group and branch of the retail sector.

Homepage:

Product Languages: English

## Product 'Adaption of the teaching-learning arrangements'

Title: Adaption of the teaching-learning arrangements

Product Type: teaching material

Marketing Text: The adjustment of the teaching-learning arrangements immediately took place after completing the analysis of the interviews with the national experts. Those have been done in the framework of working package no. 6.

This was the most creative part of the implementation of the innovation transfer project, so that a continuous exchange between all project partners was important to meet the supranational requirement.

Description: Every teaching-learning arrangement was shortened in the introduction and the formatting was simplified to reduce the large scale and the complex use for the further course of the project. Additionally, national references were replaced by international ones. Numerous changes arose with regard to the teaching methods, which had to be matched to sector-specific requirements.

The core of modification of the teaching-learning arrangement "criticism" was the adaption of the photo-story. "SeSoko-Fit", the predecessor project, presented a typical situation in the industrial-technical field. This field was assessed to be unsuitable and contentual too far away from the retail sector. Consequently, it turned out that it was absolutely necessary to adapt the photo story into a typical situation in the retail sector. The updated version represents the trainee Ms. Michel and the customer Mr. Schmidt in a clothing store. It is an advantage for several reasons. On the one hand, the situation was matched to a new sector, retailing. On the other hand, it is a typical sales situation (complaint on goods), which can be found in all four EU-countries that are involved. It has been ensured that no fashion brands or other country specific letterings can be recognized, for translating-technical or trademark right reasons.

In the presented sales situation, a conflict arises during a conversation of complaint between the trainee and the customer. The (disordered) communication has been developed on the theoretical basis of the transmitter-receiver model following Watzlawick and of the communication model following Schulz v.Thun.

The production of a film sequence was renounced, since the expensive film shooting as well as the necessary synchronization in all four languages would not pay back the added value of this medium. Because of partially bad equipped schools, an unrestricted use in school lessons cannot be guaranteed. That is why an additional photo story was developed, which also took place in a fashion store for the same advantages as explained above. It presents an asymmetrical communication situation concerning the different views on training contents between the trainee Ms. Michel and the trainer Mrs. Berg. It was important to meet the proper tone, mimic and gestures both on national and on supranational level.

In the framework of the teaching-learning arrangement "time management", the originally illustrated "Comic Marc" was completely taken out of the teaching material for several reasons. For one thing, nearly all social partners stated that the illustration would not be suitable for the age group and consequently does not address the target group. Additionally it does not represent the typical daily routine of a vocational student.

The written formulated versions of Marc's daily routine was adjusted to the new sector and the new age group. It had been consciously paid attention to illustrate the reality including educational respectively vocational dates as well as free time activities.

Slight, country-specific modifications were required for the translation into the particular language due to the fact, that school- and working times are not the same in the involved countries.

Nevertheless, all project partners confirmed the form and structure as well as the associated exercises will be maintained to ensure a later comparison.

The core of the modification of the third teaching-learning arrangement "team competency" represents the adjustment of the original working method "Building a bridge". This method, dated back from the predecessor project "SeSoko-Fit", was mainly experienced as very good by all social partners (Quote: "To build a bridge for

## Product 'Adaption of the teaching-learning arrangements'

Description: another one so that he can fulfill his exercises"). Although it was denoted as a little bit too far away from the topic, the new working method should not deviate too much from the original one. In addition to that, some social partners stated that this method probably would not suit the age group.

In the adjusted teaching-learning arrangement, the class will be divided again into small groups each consisting of four people who will build a box out of paper together. This is useful in two ways: on the one hand it focuses a target-oriented team corporation and on the other hand the paper boxes present a connection to the new sector, the retail sector. In this sector goods are usually delivered in cardboard boxes (in all countries) so that a sufficient connection is given. It was chosen to allow a simple and cost-effective purchase of the materials and avoid issues with trademark rights.

Since this method could be assessed as being too simple - especially by students with higher performance - a second option was developed. In this option a case study taken from the retail sector was developed, in which the students, again in small groups of four, have to decide whether or not to take a new product and if doing so, where to place it in the assortment of goods.

On the basis of the level of the class, the teacher can individually decide which of the two methods is more suitable. The listed teaching materials were designed in a way that they can be used in both cases, either option 1, building a box or option 2, the case study. The subsequent evaluation phase should be used completely for the final decision on choosing one of the two options.

Both options have been found to be very good and appropriate for the target group by all social and project partners.

The teaching-learning arrangement "Self-evaluation of the own strengths and weaknesses" was regarded as one of the most important but also as one of the most complex arrangements by the social partners. Based on the fact that the original methods were consistently assessed to be too far away from the retail sector and not appropriate for the age group, a comparatively larger modification had to be accomplished.

On the basis of these theoretical basics (see chapter 3.1), the concrete exercises are explained in detail in chapter 3.2. These are three exercises of which one is optional.

Exercise no 1 consists of a role play, in which the students take roles of characters (employee, customer, floor manager and an external person) in a fictional setting. The class room is transformed into a shop and the teacher has the possibility, depending on the class' thematic focus and interest, to choose between two everyday selling situations from the retail sector (missing of a good, an exacting customer, unexpected demand on goods, etc.).

Followed by this role play, the students have to fill out a customer satisfaction questionnaire about the experienced customer service. By doing so, the reflection phase is introduced. On the one hand, it helps the students to improve their skills on criticism as well as to focus on a particular problem. On the other hand, the feedback of a fellow student can have a confirming or correcting effect on the self-perception.

Based on this, in exercise no 2, the class evaluates the characteristics an "employee of the month" should have. Each student should note them on a coloured card. All cards are tacked to a flip chart. That way a map is created that is still available to the students after the end of lesson. The young grownups can compare their own skills with those and reduce possible difficulties and mistakes in their everyday working life. In addition to that, the students create a SWOT table in terms of their strengths, weaknesses, opportunities and threats on their work in the retail sector.

The last exercise is optional for the teachers and could also be used as homework. For this, the students get a questionnaire, which activates them to think about their own strengths and weaknesses of their work in the training company.

Target group:

Result:

Area of application: Creation of new teaching-learning arrangements to promote personal and social skills in the context of 'readiness' for vocational training of secondary school students.

## Product 'Adaption of the teaching-learning arrangements'

Homepage:

Product Languages: English

## Product 'Development of evaluation instruments'

Title: Development of evaluation instruments

Product Type: evaluation methods

Marketing Text: Working package no. 7 required an adaption of the former project documents, the questions for the open teacher-interview as well as the standardized questionnaire for the involved students. The main aim of this empirical survey is the evaluation based on the new contents within the adapted teaching-learning arrangement (see also working package no 9). On the one hand, information about the involved teachers' opinion concerning the teaching materials' practical use in school should derive from this investigation. On the other hand, the students' acceptance, motivation and success in learning are tested throughout this procedure. Planning horizon for the survey of the persons involved and the following analyses was a two month period from February 2013 until March 2013.

Description: Within the preparation phase, the investigators focus was on screening relevant research literature, planning of analysis and finalization of the two survey instruments acquired for this transfer project.

The analysis and acquisition of what happened during the school lessons is a highly complex matter of investigation, which has been discussed in science for a substantial period of time. As a result, there was an ongoing controversy concerning the methods of analyzing data. The intensively discussed question was whether "quantitative" or "qualitative" methods are appropriate or – then again – learning focused models should be the center of consideration. Stachowiak (1980) gives a general orientation by stating, that none of the chosen models can ever represent the whole fullness of "original attributes". Only those are implemented, which are important to the interviewee.

Within this evaluation, different survey instruments were used in devotion to the unequal number of interviewed teachers and students and the divergent aims of interrogation and scientific interest. A semi standardized survey was chosen for the teachers' interrogation, as it was done before in working package no 6. Therefore, questions were developed at the meeting in Bergamo, Italy. This method of interrogation created two advantages. On the one hand, it was possible to ask questions spontaneously, without interrupting the native flow of conversation. On the other hand, it allowed the interviewed teachers' to talk freely and without limitation about difficulties, successes and suggestions of improvement concerning the teaching material. Beyond that, a survey instrument needed to be developed for the second target group namely the students. Therefore, in devotion to the higher volume of cases and the divergent intention of science, a standardized questionnaire proved to be appropriated. A critical reflection would cause difficulties with respect to the students' missing awareness of the EU-Innovation transfer project. Apart from the previous analysis of the teachers' experiences, the perceived reality of the students should be analyzed by perception of developed categories. Therefore, the center of consideration should be the involved students' motivation concerning the teaching learning arrangements implemented in school (category 1). In addition, the acceptance of self- and social competencies were under investigation. The focus of category 2 was on the relevant items duration, comprehensibility and accessibility. In conclusion, the self-evaluation of performance (category 3) was investigated. In doing so, the outcome was a formative learning process guiding evaluation. Throughout this, a so called before-after comparison from the perspective of the single individual is possible.

Target group: The target group consists of teachers and students who are participating in the implementation of the teaching-learning arrangement in school practice in the retail sector.

Result: The semi standardized interview guideline was developed by all participants on the basis of the set of goals fixed in the project application. Thereby, it is structured in three parts. The questionnaire starts with an introduction, explaining the background and aims of the project to the reader. The interview starts with general questions concerning the importance of self- and social competencies in the retail sector. The following two parts refer to a specific existing teaching-learning

## Product 'Development of evaluation instruments'

Result: arrangement. The center of consideration are questions linked to special difficulties, the use in school practice, suggestions of improvement and notable successes in learning for the students. During the interview, the participants have the chance to access the teaching-learning arrangement, which were implemented in practice of teaching in schools. Thus, it helps to bring the idea behind those teaching material in mind.

The final standardized questionnaire for involved students covers 14 to 15 questions for each teaching-learning arrangement, which makes it a practical volume. The selected language was on the students' level to avoid uncertainties about technical terms and foreign words. A four step likert scale was introduced to measure the attitude from the positive ("agree") to the negative ("do not agree") extreme. A neutral position in the middle of the likert-scale was explicitly excluded. Many test persons tend to use this option to finish in a short period of time.

Both evaluation instruments were translated into the specific national languages, after all project participants agreed on the working packages' content. The execution of the evaluation could take place in spring, as it was planned.

Area of application:

Homepage:

Product Languages: English

## Events

### Conference "Journal of Vocational Education and Training"

Date 04.07.2013

Description The participation in an international conference allowed it to spread the project even beyond the 4 partner countries beyond. At this meeting an international audience (Europe, USA, Canada, uw) was represented.  
The presentation of the project and the presentation of interim results enabled a critical discussion, from which many useful ideas have been emerged.

Target audience International scientists of the sector vocational education and training

Public Closed event

Contact Information Sabrina.Theis@uni-koeln.de

Time and place Oxford/UK 07/04/2013 - 07/07/2013

### Final meeting in Cologne

Date 24.06.2013

Description In addition to the steady correspondence through technical ways, the personal face-to-face communication was an essential pillar of the project.

The final meeting took place from 06/24/2013 - 06/27/2013 in Cologne. Here, the final results were presented by the project partners and the final dissemination in schools was prepared.

Target audience All partners of the project ReSeCo (Germany, Great Britain, Poland and Italy) as well as take part in the Critical Friends kick-off event.

Public Closed event

Contact Information Sabrina.Theis@uni-koeln.de

Time and place University of Cologne  
06/24/2013 - 06/27/2013

## Events

### 5th National Conference of Entrepreneurship Teachers

Date 09.10.2012

Description On the "5th National Conference of Entrepreneurship Teachers" at the Pedagogical University of Cracow, the objectives and content of the innovation transfer project ReSeCo were presented. A special emphasis was placed on the interviews conducted with social partners in all countries with regard to the research project as well as a comparison of country-specific conditions and meanings.

Target audience

Public Event is open to the public

Contact Information T.Rachwal@up.krakow.pl  
S.Kurek@up.krakow.pl

Time and place University of Krakow

### Second meeting in Bergamo

Date 12.09.2012

Description In addition to the steady correspondence through technical ways, the personal face-to-face communication was an essential pillar of the project.

The second meeting took place from 09/12/2012 - 09/15/2012 in Bergamo. Here, the interim results were presented by the project partners and the following national implementation in schools was prepared.

Target audience All partners of the project ReSeCo (Germany, Great Britain, Poland and Italy) as well as take part in the Critical Friends kick-off event.

Public Closed event

Contact Information Sabrina.Theis@uni-koeln.de

Time and place University of Bergamo  
12th September - 14th September 2012

## Events

### Research Workshop at the Department of Leadership & Development, University of Westminster

Date 28.05.2012

Description The goals and objectives of the innovation transfer project were presented and discussed on a research seminar at the Department of Leadership & Development at the University of Westminster. Here, it was important to present the whole project in its individual steps and the uniqueness of the transfer content carefully.

Target audience

Public Closed event

Contact Information M.Brockmann@soton.ac.uk

Time and place University of Westminster

### Kick-Off meeting with the participating schools

Date 24.05.2012

Description Even before the project began, three schools have explained their willingness to cooperate as an active participant in the EU research project.

These schools were invited to a kick-off meeting, to inform them about the current status of the research project and the individual steps in the implementation phase.

Target audience

1. Freiherr-vom-Stein-Berufskolleg Minden
2. Berufsbildende Schule Handel der Region Hannover
3. Berufskolleg an der Lindenstraße, Köln
4. One Critical Friend of the innovation transfer project
5. Prof. Dr. Matthias Pilz
6. Sabrina Theis

Public Closed event

Contact Information Sabrina.Theis@uni-koeln.de

Time and place 24th Mai 2012, 11 o' clock  
University of Cologne  
Venloer Straße 151-153  
50672 Cologne  
Germany

## Events

### Presentation of the innovation transfer project ReSeCo to parent-teacher associations

Date 12.04.2012

Description The content and objectives of the innovation transfer project ReSeCo were presented to parent-teacher associations in the regions of Brescia and Bergamo, where they are implemented in the context of Work Package No. 9. During this lecture, the importance of the chosen research approach as well as the expected benefits and values for the students were underlined.  
All participants were enthusiastic and curious whether and how these would be adopted on the part of involved teachers and students.

Target audience

Public Closed event

Contact Information Michele.Brunelli@unibg.it

Time and place University of Bergamo

### First meeting in London

Date 11.01.2012

Description In addition to the steady correspondence through technical ways, the personal face-to-face communication was an essential pillar of the project.  
The aim of this first meeting was to meet each other personally, to discuss the objectives and framework of the project, to discuss financial issues and to have a discussion about the working packages.

Target audience All partners of the project ReSeCo (Germany, Great Britain, Poland and Italy) as well as the Critical Friends took part.

Public Closed event

Contact Information Sabrina.Theis@uni-koeln.de

Time and place University of Westminster  
11th January - 13th January