



Strengthening further  
training and  
qualifications

Practical opportunities  
to take action and  
exert influence

## Seminar - Materials



***Seminar “Vocational further training management in companies”  
with workers’ and employers’ representatives from  
Bulgaria, Lithuania and Romania***

22. – 25.04.2013  
Sofia (Bulgaria)

VS/2012/0458 (Bico-project)



With financial support  
from the European Commission

*Sole responsibility lies with the author and the Commission is not responsible  
for any use that may be made of the information contained herein*





---

## **FRAMEWORK INFORMATION ABOUT THE TOOL BOX “VOCATIONAL FURTHER TRAINING“**

### **WHAT IS THE PURPOSE OF THIS QUALIFICATION BOX?**

The Qualification Box is a collection of practise-oriented instruments which assist in the organisation of vocational further training in small and medium enterprises. Since enterprises of this size usually have no or only very limited capacities for the organisation of qualifications, these instruments should allow company-based “training promoters“ to organise the vocational qualification.

### **WHAT ARE TRAINING PROMOTERS?**

Qualification appointees are employees who use a part of their working time for the organisation of the vocational further training in their area. In this time, they are exempt from their usual work. Qualification relates to the various changes or problems in the company procedures. These changes/problems can appear on short notice (e.g. problems with the delivery reliability), intermediately (e.g. development of a new product) or as a long term development (e.g. a strategic reorientation of the enterprise development).

Accordingly, the qualification appointees should come from different departments and levels of the hierarchy of the enterprise. Thus, an employee from production can offer his or her expertise on qualification needs which results from the everyday occurring changes and problems in this area. A staff member from the planning department can include his information status for the organisation of the qualification about future implements of new materials or new engines. The qualification appointees work together in a qualification team, to organise the qualification in specific focuses, exchange their experiences and assess the internally or externally implemented further training activities.

## A.1. Indicators of training needs

Immediate negative or positive developments in the company are an important indicator of a need for training. Qualification counselling must be based on the identification of problems, future trends and objectives.

**Please check whether the problems listed concern your company.**

	Applicable	Quite applicable	Not really applicable	Not applicable
More complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Too many defective units / rejects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employees are not very flexible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We need new products. / Products must be adjusted to customers' needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tools are not used sufficiently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No implementation of internal recommendations for improvements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vacancies cannot be filled with qualified staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More complaints by employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We can hardly keep deadlines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sales have dropped recently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No implementation of external recommendations for improvements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff relations have deteriorated recently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many employees have left the company in the last few months.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sickness rate is high.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We must gain new customers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We must enter new markets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We must improve our cost management / controlling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We want to expand the company.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not enough co-ordination between departments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employees do not co-operate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## A.2. Everyday situations in the company

Immediate negative or positive developments in the company are an important indicator of a potential need for training programmes. Qualification counselling must begin with the identification of problems, future trends and professional goals.

Please check whether the following descriptions are applicable.

	Applicable	Quite applicable	Not really applicable	Not applicable
My working environment is characterized by permanent changes and adjustments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My work activities are repetitive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The tasks I have to handle are inspiring and are a permanent challenge to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I cannot cope with my job requirements and challenges any more.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time pressure in my job is high.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am often on sick leave due to my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I fear I might lose my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I manage processes and procedures on the job independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can take decisions quickly and confidently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to handle customers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I listen to criticism and know how to manage conflicts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I want to broaden my scope of action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My company offers different career options and professional perspectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colleagues and superiors often consult me because of my knowledge and competence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can contribute ideas and recommendations to the company.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Important changes and other developments are communicated within the company quickly and regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In-company co-operation is smooth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Worksheet B 1



## Groups of employees in active and passive training

What main groups of employees participate in further training programmes?

	Applicable	N/A
Skilled personnel	<input type="checkbox"/>	<input type="checkbox"/>
Executives	<input type="checkbox"/>	<input type="checkbox"/>
Semi-skilled and unskilled	<input type="checkbox"/>	<input type="checkbox"/>
Temps	<input type="checkbox"/>	<input type="checkbox"/>
Others	<input type="checkbox"/>	<input type="checkbox"/>

Of these benefit most:

	Applicable	N/A
Full-time employees	<input type="checkbox"/>	<input type="checkbox"/>
Part-time employees	<input type="checkbox"/>	<input type="checkbox"/>

Are there special programmes for returners?

---

---

What, in your experience, is the main age group to participate in further training programmes:

	Applicable	N/A
Younger employees under 25	<input type="checkbox"/>	<input type="checkbox"/>
Employees between 26 and 35	<input type="checkbox"/>	<input type="checkbox"/>
Employees between 36 and 49	<input type="checkbox"/>	<input type="checkbox"/>
Employees above 50	<input type="checkbox"/>	<input type="checkbox"/>

What is the gender proportion among the participants in further training programmes?

	YES	NO
Male and female employees participate in further training programmes in equal proportion	<input type="checkbox"/>	<input type="checkbox"/>
More male than female employees participate in further training programmes	<input type="checkbox"/>	<input type="checkbox"/>
More female than male employees participate in further training programmes	<input type="checkbox"/>	<input type="checkbox"/>

Employees from the following working areas send the biggest group to participate in further training programmes:

---

Make sure that further training programmes respect the need for a reconciliation of work and family. (Flexibility in working and learning times)

# Worksheet B 2

## Form and structure of qualification programmes



Further training in the company has so far been organized as follows:

	Often	Rarely	Never
On the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internal seminars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External seminars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seminars by manufacturers, suppliers, customers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Long-distance courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eLearning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trade conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trade fairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other:

---

---

---

**Please ask why, if a certain form or structure is the dominant one!**

---

---

---

---

## Worksheet B 3

### “Older employees and further training”

#### Status survey “Older employees and further training”:

Does the company offer special programmes in order to include older employees in further training activities?

Are there special incentives to encourage the participation of older employees (e.g. employment guarantees, career prospects, job enrichment, etc.?)

Are older employees clearly underrepresented among the participants in further training programmes?

#### Status survey “Older employees and corporate integration / knowledge transfer”:

Does the company encourage a knowledge transfer between older and younger employees?

Do the development perspectives consider the aspect of age?

Does the company make sure that the workload corresponds to age-related capacities of the workforce (manual stress, time stress)?

Are workplaces designed according to age?

#### Topics of particular interest for older employees:

- IT
- Prevention in the context of health management
- “Stress” ergonomics, time management in the work process

#### Principles for the qualification of seniors

- In terms of the learning performance there is no fundamental age-related difference between younger and older employees.
- Because of the specific learning biographies, the learning groups of older employees are, however, less homogenous than groups of younger employees (differentiation of learning experiences).
- Therefore, please consider the respective professional and learning biographies and learning habits of older participants before beginning the qualification programme. This is particularly important with respect to seniors!
- Please respect these differences when determining the content and the methodology of the training, in order to avoid frustration, since too much or too little is asked of the participants.
- Older employees who are used to learning (training) do not show any learning differences in comparison with younger cohorts. The training must, however, depart from the experience and knowledge of the older participants in the group.
- Seniors, who are not used to learning (training) any more, require a qualification procedure which advances in small steps. Otherwise, they will suffer from the “fear of failure”.



- Qualification programmes for older employees with few learning (training) experiences need to refer to their job as much as possible. This reference needs to be stressed repeatedly. The experience of older employees must be identified carefully and systematized.
- Because of their professional experience, seniors are usually used to on-the-job learning. They know how to organize the processes well, and can therefore work well in learning groups. In such a setting the teacher tends to become a host (or teamer).
- Seniors, who are not used to learning (training) any more, often have difficulties in coping with lessons taught over a time span of several hours in a chalk-and-talk setting.



## Worksheet B 4

What problems, irrespective of his/her particular job, does the employee identify in the work processes, organization, implementation, customer care, co-operation and communication in the company?

---



---



---

Which solutions (organisational, technical (equipment), IT, planning and co-ordination/synchronization, shifting of responsibilities, etc.) does the employee consider to be helpful means to solve the problems mentioned above?

---



---



---

Does qualification in the broadest sense help here, and if so, how?

---



---



---

**In what fields does the employee see problems s/he has in the work process?**

(Specialized skills, methodology, operation and application of technologies, IT, data processing, soft skills, leadership skills, co-operation and coordination, quality, controlling, etc.)

---



---



---

What qualification programmes would the employee propose in order to reduce/solve his/her own problems and to improve the situation?

Problems	Qualification theme / Competence	Priority

## Worksheet B 5

### Choice of provider

The choice of the provider is a key success factor in the further training planning process, the main question being: What provider is particularly skilled in the respective field of qualification. The overall performance of the provider is equally important, i.e. his/her organizational quality, the skills of his/her team, continuity and steady presence as a provider of further training solutions, flexibility concerning customer demands, etc.

#### Key criteria for the choice of the provider: Content

- Does the provider have proven access to the industry?
- Is s/he competent in the field required?
- Can s/he organize company-specific events?
- Is s/he experienced, or is s/he a “new” provider?
- Is the provider renowned for his/her methodologically flexible approach?
- Does the provider offer “innovative” contents?

#### Organizational criteria:

- Has the provider been certified (quality of organization)?
- Do the provider’s corporate structure and size allow for a good performance?
- Is s/he flexible in terms of times?
- Can s/he react in view of “new needs” which come up during the event?
- How does the provider deal with customers’ wishes in general?

#### Further criteria:

- Does the provider have a good reputation?
- Is the provider cost-efficient? Does s/he charge reasonable prices?
- How does the provider sell his/her services to the market?
- Is the provider “discrete”, i.e. can you rely on his/her confidentiality concerning corporate information?
- How attractive is the communication culture of the provider in negotiations and during the planning process?

#### Advice:

**Whether the provider of the training programme can offer comprehensive consulting services to a company should be a key criterion. In order to judge his/her capacity in this field, s/he should be asked to roughly describe the structure and fields of the consulting services s/he offers.**

# Worksheet B 6

## Training feedback



### Feedback sheet:

The training event \_\_\_\_\_

at (provider) \_\_\_\_\_

was held from \_\_\_\_\_ to \_\_\_\_\_ (date)

from \_\_\_\_\_ to \_\_\_\_\_ o'clock.

The following contents were focused on in the training unit:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

	YES	NO
The programme corresponded to the announcement:	<input type="checkbox"/>	<input type="checkbox"/>

	Clearly recommend him/her	Recommend him/her	Not recommend him/her
I would/would not recommend the trainer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

because: \_\_\_\_\_

	Clearly recommend him/her	Recommend him/her	Not recommend him/her
I would/would not recommend the provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

because: \_\_\_\_\_

These expectations were not fulfilled, because: \_\_\_\_\_

\_\_\_\_\_

The following teaching materials were used: \_\_\_\_\_

\_\_\_\_\_

I can/cannot use what I have learned on the job	<b>Can use it</b> <input type="checkbox"/>	<b>Cannot use it</b> <input type="checkbox"/>
---	--	---

**because:** \_\_\_\_\_

I see the following barriers to implementation: \_\_\_\_\_

\_\_\_\_\_

The greatest success of the event was: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I would recommend / not recommend the training unit to my colleagues:	<b>Would recommend</b> <input type="checkbox"/>	<b>Would not recommend</b> <input type="checkbox"/>
---	---	---

All in all, the event has been / has not been motivating. I will / will not participate in further training courses.	<b>Has been motivating</b> <input type="checkbox"/>	<b>Has not been motivating</b> <input type="checkbox"/>
--	---	---

Employee

\_\_\_\_\_

# Candidates for the Qualification Team

Selection Pattern /Part 1



Name	Department	Age	Job Tenure	Specific Competences for the Task	Experiences with Groups in the Company				
					Moderation of quality circles	Group Speaker	Fore-man	Shop Counsel activities	Additional

Please fill out the fields or check applicable items



Formation of the Qualification Team

# Candidates for the Qualification Team

Selection Pattern /Part 2



Name	Experiences with social groups			Notes	Priority
	Engage ment for a youth group	Training/ coaching in a sports club	Activities in the board of directors, associations, trade union, initiatives or a party		

Developed: \_\_\_\_\_ by: \_\_\_\_\_



Formation of the Qualification Team

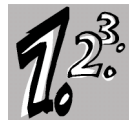
# Working Areas, Focussed Topics, Target Groups

## Comparison Matrix, Part 1



Activity Focus, Topical Focus, Target Group	Need results from changes in the field of			Need results from	
	Production Techniques	Labour Organisation	Produkt Development	General Personnel Development	Change of Staff Members

Please fill out the fields or check applicable items





# Working Areas, Focussed Topics, Target Groups



## Comparison Matrix, Part 2

Activity Focus, Topical Focus, Target Group	Need is linked to a concrete event: New location / product etc.	Changes are going to appear / Need becomes accute:				Concerns how many employee			Priority
		Immediatly	1/2 year	1 year	> 1 year	<5	5-10	>10	

Development Date: \_\_\_\_\_

by: \_\_\_\_\_



Determine Topics and Target Groups

# Explanation for Filling in The Following Work Sheets

Please fill out the circles on the work sheets 3.3 to 3.6 and 4.2 and 4.3 according to the following pattern:

Activity:	I can fulfil the activity	Activity:
I have not yet done it	With instructions	I handle the activity well enough to train/teach others
I want to learn it within the next 6 months	According to standards self-reliant	
	In special cases / exceptions as well	



**Activity:**

**I can fulfil the activity**

**Activity:**



I have not yet done it



With instructions



I handle the activity well enough to train/teach others



I want to learn it within the next 6 months



According to standards self-reliant



In special cases / exceptions as well

# Activity Compilation

Department \_\_\_\_\_



Lfd.No.	Appellation
1	(Activity 1)
2	( Activity 2)
3	( Activity 3)
4	( Activity 4)
5	( Activity 5)
...	...
...	...
...	...
...	...
...	...
...	...
...	...
...	...
...	...
...	...
...	...
...	...
...	...
...	...
...	...
...	...
...	...
...	...
...	...
n	(Activities)



# Assignment of Functions

Department \_\_\_\_\_

		(Function 1)	(Function 2)	(Function 3)	...	...	(Function n)
1	(Activity 1)						
2	(Activity 2)						
3	(Activity 3)						
4	(Activity 4)						
5	(Activity 5)						
...	...						
...	...						
...	...						
...	...						
...	...						
...	...						
...	...						
...	...						
...	...						
...	...						
...	...						
...	...						
...	...						
...	...						
...	...						
...	...						
n	(Activity n)						

Assign the activities to the various functions /fields of responsibility (mark with an X)



# Individual profile of qualification

(Actual status)

Name: \_\_\_\_\_





































Function/ Field of work	Qualification
(Function 1)	
(Function 2)	
(Function 3)	
...	
....	
...	
...	
(Funktion n)	

See explanation 3.0 to fill in this form

Written on : \_\_\_\_\_ by: \_\_\_\_\_

# Profile of qualification field of work \_\_\_\_\_

(Actual status)

Function / Field of work	(Name)	(Name)	(Name)	(Name)	(Name)	(Name)
(Function 1)						
(Function 2)						
(Function 3)						
....						
...						
(Function n)						
...						




See explanation 3.0 to fill in this form

Written on: \_\_\_\_\_ by: \_\_\_\_\_





**Demand of qualification**  
**Field of work** \_\_\_\_\_  
 (theoretical status)




Function/ Field of work	Theoretical number of employees per level of qualification		
			
(Function 1)			
(Function 2)			
(Function 3)			
....			
...			
(Funktion n)			
...			

See explanation 3.0 to fill in this form



# Demand of qualification Working field \_\_\_\_\_

(Comparison of actual and theoretical status)

Function/ Working field	Employees per level of qualification					
						
	Ist	Soll	Ist	Soll	Ist	Soll
(Function 1)						
(Function 2)						
(Function 3)						
...						
...						
(Funktion n)						
...						

See explanation 3.0 to fill in this form



Written on: \_\_\_\_\_ by: \_\_\_\_\_



# Check List Qualification Needs Analysis

Area \_\_\_\_\_

No.	Task	Implemen- ted	still open
<b>Introduction: References to Prerequisites</b>			
1	Collection of documents which inform about the future qualification requirements in the area		
2	Expert survey		
3	Invitation to a meeting of the employees in the area		
4	Mutual development of an activity list		
5	Assignment of tasks to functions		
<b>Continuation: Relation to the Development</b>			
6	Gathering information about the incoming product developments		
7	Gathering information about future production process developments		
8	Gathering information about trends of the enterprise development		
9	Gathering information about the development trends on the regional job market		
10	Implement information meetings about the personal development possibilities of the colleagues		
11	Mutual development of a list of future requirements in the regarded area		
<b>Current Status of the Qualification</b>			
12	Self-assessment of every colleague concerning the developed list of requirements		
13	List of all Self-assessments and debate about the assessments of the colleagues		
14	Development of a mutually adjusted list with the current status of the qualification in the area (present status)		
<b>Assess the Qualification needs</b>			
15	Development of a list with quantitative qualification needs (target status) in the area (eventually including the management)		
16	Comparison of the target status list with the present status list to determine the quantitative qualification needs .		
<b>Qualification Plan (see chapter 4)</b>			
17	Adjustment of the quantitative qualification needs with the individual qualification objectives		
18	Specification of a qualification plan		

Development Date: \_\_\_\_\_ by: \_\_\_\_\_

# Structure Assistance for Individual Further Training Counsel



No.	Task	mentioned/ cleared
<b>What should the interested colleague ask himself/herself:</b>		
1	What are my talents which I could strengthen through further training?	
2	Are there other activities or topics which I have done outside of work but which I could now use for my work through a further training activity?	
3	What are my drawbacks which I could improve through further training?	
4	Do I want to improve my skills in the current labour area I am active in?	
5	Do I want to change / expand my labour area through further training?	
<b>Which information must be available from the company side:</b>		
6	Overview about the possible applications for employees with specific qualification profiles,	
7	Declarations which chances of upward mobility are linked with certain qualification profiles	
<b>Which informationen should be available from outside third party sources:</b>		
8	Declarations about regional focuses for the job market policy of chambers, employer associations, trade unions, employment office	
9	Results of regional qualification needs analyses	

# Individual aims of qualification

Working field \_\_\_\_\_

Function/ Working field	(Name)		(Name)		(Name)		(Name)		(Name)		(Name)	
	Is	Aim	Is	Aim	Is	Aim	Is	Aim	Is	Aim	Is	Aim
(Function 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Function 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Function 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Function n)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...												

See explanation 3.0 to fill in this form

Written on: \_\_\_\_\_











































by: \_\_\_\_\_



# Plan of qualification



Working field: \_\_\_\_\_

Function/ Working field	Participant/Period					
	(Name 1)	(Name 2)	(Name ...)	(Name ...)	(Name ...)	(Name n)
(Function 1)	 till _____	 till _____	 till _____	 till _____	 till _____	 till _____
(Function 2)	 till _____	 till _____	 till _____	 till _____	 till _____	 till _____
(Function 3)	 till _____	 till _____	 till _____	 till _____	 till _____	 till _____
...	 till _____	 till _____	 till _____	 till _____	 till _____	 till _____
...	 till _____	 till _____	 till _____	 till _____	 till _____	 till _____
...	 till _____	 till _____	 till _____	 till _____	 till _____	 till _____
(Function n)	 till _____	 till _____	 till _____	 till _____	 till _____	 till _____

See explanation 3.0 to fill in this form

Written on: \_\_\_\_\_

by: \_\_\_\_\_





# Cost Calculation Individual Measure

Title of the Measure: \_\_\_\_\_

Date from: \_\_\_\_\_ to: \_\_\_\_\_ Number of Training Days: \_\_\_\_\_

Appellation	Individual Costs in Euro	Number x	Total Costs in Euro
Trainer/Consultant			
Training Rooms/ Access to Technology			
Training Documents			
Catering/Accommodation/ Travelling Costs			
Participation Fee			
Leave of Absence Costs			
Others			
<b>Total Sum</b>			

Development Date: \_\_\_\_\_ by: \_\_\_\_\_



# Cost Overview Qualification Measures

## Overview Table

Business Year: \_\_\_\_\_

Budget Approach: \_\_\_\_\_ Thousand Euro

Title Specific Measure	Date	Number of Participants	Total Costs in Euro
<b>Total Costs</b>			

Development Date: \_\_\_\_\_

by: \_\_\_\_\_





# Choice of the general methods to learn

## Rating system

Title of the activity: \_\_\_\_\_

Fate from: \_\_\_\_\_ to: \_\_\_\_\_ Number of training days: \_\_\_\_\_

Please mark with a cross one of the fields between the extreme positions "totally applies" and „applies not at all“

Criterion		
The contest of learning are mostly for the practical work	Totally applies	applies not at all
The aim of qualification is just intermediation of knowledge	Totally applies	applies not at all
The content of qualification are mostly for social-competences	Totally applies	applies not at all
The learning content is refered for new processes and methods in the company	Applies not at all	Totally applies
Experienced colleagues are available as teachers	Totally applies	applies not at all
There are possibilities for practicing in the production-process and in the organisation of work	Totally applies	applies not at all
It is possible to create a learning area or alike in the company	Totally applies	applies not at all
Participants are not experienced in learning/did not learn for a long time	Totally applies	applies not at all
	Totally applies	applies not at all
	Totally applies	applies not at all

For analysis: The position on the left of the table are for **learning on the job**, one the right for **laerning in the seminar (off-the-job)**.  
 With the number auf the reviews, which point more to one or the other extreme position, you can decide, which method of learning should be chosen.

Written on: \_\_\_\_\_ by: \_\_\_\_\_



# Choice of the location for learning

## Rating system

Title of the activity: \_\_\_\_\_

Date from: \_\_\_\_\_ to: \_\_\_\_\_ Number of training days: \_\_\_\_\_

Please mark with a cross one of the fields between the extreme positions "totally applies" and „applies not at all“

Criterion				
Learning close to the work place is aspired as method				
	Totally applies			applies not at all
Release for the participants is limited				
	Totally applies			applies not at all
The costs for the activities have to be very low				
	Totally applies			applies not at all
Participants can/want not leave their homes because of family reasons				
	Totally applies			applies not at all
Corporate exchange of experiences in the training would be useful				
	Applies not at all			totally applies
Distance to the company is necessary because of sensitive contents of learning				
	Applies not at all			totally applies
Learning in the company is possible without interruption				
	Totally applies			applies not at all
Trainer/educator are available in the company				
	Totally applies			applies not at all
Adequate locations are available in the company				
	Totally applies			applies not at all
	Totally applies			applies not at all
	Totally applies			applies not at all

For analysis: The position on the left of the table are for **learning in the company**, one the right for **external learning**. With the number auf the reviews, which point more to one or the other extreme position, you can decide, which location for learning should be chosen.

Written on: \_\_\_\_\_ by: \_\_\_\_\_

# Adjustment Training Contents/ Comparison of Bids

## Comparison Matrix

Title of the Measure: \_\_\_\_\_

Date from: \_\_\_\_\_ to: \_\_\_\_\_ Number of Training Days: \_\_\_\_\_

	Compa- rative Bid A	Compa- rative Bid B	Compa- rative Bid C	Compa- rative Bid D
<b>Criteria</b>				
Measure is no standard offer				
The offer includes the relevant contents for the participants (see qualification needs analysis)				
Offer does not exist for long, which means it is still up to date				
The trainer/consultant has experiences with the sector				
Previous to the measure, the experiences and preparatory training of the participants are ascertained				
The concept or contents are adjusted accordingly to the needs of the participants				
The offer includes several different aspects of vocational activity competences (professional, methods, social competence)				
Measures includes a certificate				
The ratio between content and training time is appropriate				
Different training methods appropriate for adult learners are applied				



Please mark every applicable criteria for each bid

Development Date: \_\_\_\_\_ by: \_\_\_\_\_



# Implementation of the Qualification Measures

## Task Plan

Name of the Measure: \_\_\_\_\_

Date from: \_\_\_\_\_ to: \_\_\_\_\_ Number of Training Days: \_\_\_\_\_

Task	responsible	until	done
Participants are picked and are informed			
The date/schedule is scheduled with the participants and the concerned departments			
Trainers/Consultants for the measure are picked, dates are coordinated			
Leave of absence of the participants are cleared according to the applied rules			
Duration and sequence of the teaching modules are decided			

### Learning at the Work Place

Learning objectives and tasks are formulated according to the qualification plan			
Introduction/handle of basics is organised			
Allocation of trainers and trainees among the colleagues			
Practice phases for learning colleagues are coordinated .e.g. through job rotation			
Self-protocol sheets are developed for the participants			
Feedback meetings for trainers and trainees are organised			

### Learning in a Seminar

The locations are booked or rented close to the company			
The technical equipment of the location is ascertained			

Development Date: \_\_\_\_\_ by: \_\_\_\_\_

# Assignment for external Qualification Measures

## Task Plan

Title of the Measure: \_\_\_\_\_

Date from: \_\_\_\_\_ to: \_\_\_\_\_ Number of Training Days: \_\_\_\_\_

Tasks	responsible	until	done
Participants are picked and are informed			
Leave of absence of the participants are cleared according to the applicable rules			
The date/dates are coordinated with the participants and the concerned departments			
Participants are announced to the educational provider			
Travel and accommodation of the participants are cleared			

Guaranteeing the Implementation of the specific Qualification Measures



Development Date: \_\_\_\_\_ by: \_\_\_\_\_

# Transfer Support of the Work Area Evaluation System

Name of the Measure: \_\_\_\_\_

Date from: \_\_\_\_\_ to: \_\_\_\_\_ Number of Training Days: \_\_\_\_\_

Please mark the applicable of the five fields between the extreme positions  
"definitely applicable" and "not applicable at all"

Criteria					
The new learned matter can be applied directly at the work place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	definitely applicable			not applicable at all	
The new learned material can be used in some work situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	definitely applicable			not applicable at all	
The work place offers the possibility to try out the new learned material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	definitely applicable			not applicable at all	
The working material covered by the qualification are present at the work place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	definitely applicable			not applicable at all	
The working material is not present at the work place, but through systematic job rotation, the learned matter can be exercised regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	definitely applicable			not applicable at all	
A competent colleague or executive is available to answer further enquiries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	definitely applicable			not applicable at all	
The direct supervisor has a positive attitude towards the qualification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	definitely applicable			not applicable at all	
The colleagues see the qualification as an improvement of the potentials in the mutual labour area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	definitely applicable			not applicable at all	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	definitely applicable			not applicable at all	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	definitely applicable			not applicable at all	

For the evaluation: The positions on the left side of the table speak for **good transfer possibilities**, the ones on the right side of the table for bad **possibilities of transfer**. Based on the number of assessments which tend more towards one or the other extreme position, the transfer supportiveness of the work place can be ascertained and approaches for improvements can be found.

Development Date: \_\_\_\_\_ by: \_\_\_\_\_





# Assessment of the Measure by the Participants

## Evaluation System

Name of the Measure: \_\_\_\_\_

Date from: \_\_\_\_\_ to: \_\_\_\_\_ Number of Training Days: \_\_\_\_\_

Please mark the applicable of the five fields between the extreme positions  
"definitely applicable" and "not applicable at all"

Criteria					
The measure has fulfilled my expectations					
	definitely applicable				not applicable at all
The material to be studied was consistent with the announcements					
	definitely applicable				not applicable at all
The measure was too challenging for my previous knowledge					
	definitely applicable				not applicable at all
The trainer/consultant was competent in the matter at hand					
	definitely applicable				not applicable at all
The trainer/consultant was able to impart the knowledge					
	definitely applicable				not applicable at all
The proportion between teaching and training was appropriate					
	definitely applicable				not applicable at all
The mixture of used teaching methods was appropriate for the topic					
	definitely applicable				not applicable at all
The available training was well suited for the topic					
	definitely applicable				not applicable at all
The training rooms and the (technical /medial) equipment was appropriate					
	definitely applicable				not applicable at all
The accommodation/catering was acceptable					
	definitely applicable				not applicable at all
	definitely applicable				not applicable at all

For the evaluation: The positions on the left side of the table speak for a **positive perception of the measure**, the ones on the right side of the table for a **negative perception of the measure**. Based on the number of assessments which tend more towards one or the other extreme position, the transfer supportiveness of the work place can be ascertained and approaches for improvements can be found.

Development Date: \_\_\_\_\_ by: \_\_\_\_\_





# Assessment of Potential Characteristic Figures

## Evaluation System

Name of the Measure: \_\_\_\_\_

Date from: \_\_\_\_\_ to: \_\_\_\_\_ Number of Training Days: \_\_\_\_\_

Please mark the applicable of the five fields between the extreme positions  
"definitely applicable" and "not applicable at all"

Criteria				
The percentage of wastrel has been reduced	Significant			not at all
The frequency of reclamations has declined	Significant			not at all
The ability to substitute has increased	Significant			not at all
An increased ratio material savings can be assessed	Significant			not at all
The processing time could be reduced	Significant			not at all
Absences from work have become rarer	Significant			not at all
The working climate has improved	Significant			not at all
The employment fluctuation has been reduced	Significant			not at all
	Significant			not at all
	Significant			not at all

For the evaluation: The positions on the left side of the table speak for **the effectiveness of the qualification**, the ones on the right side of the table for **a low effectiveness**. Based on the number of assessments which tend more towards one or the other extreme position, the transfer supportiveness of the work place can be ascertained and approaches for improvements can be found.

Erstellt am: \_\_\_\_\_ von: \_\_\_\_\_

## Concept for the Training Plan



No.	Subject of the trainings measures	Contents of the training measures/ learning target	Way / Method of the training measure	Participants	Location of the training measures	Duration of the training measure	Consultant	Evaluation
1	Basic knowledge	Mechanical / electrical operating mode of the installation	<ul style="list-style-type: none"> <li>▪ Workshop</li> <li>▪ Information event</li> </ul>			During working hours	External	
2	Exercise	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	<ul style="list-style-type: none"> <li>▪ Seminar</li> <li>▪ Conference</li> <li>▪ Congress</li> </ul>		<ul style="list-style-type: none"> <li>▪ Internal</li> <li>▪ External</li> </ul>	Outside of working hours	After call back in the end of the seminar	Development of questionnaires with the work council
3	Structure	Development of a program	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ Briefing</li> <li>▪ Team working</li> </ul>		<ul style="list-style-type: none"> <li>▪ Where exactly?</li> </ul>	Just after coordination and planning with the work council/ the employees	Evaluation of the consultant, development of future trainings based on that	Reworking the questionnaire if necessary
4	Exercise	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	<ul style="list-style-type: none"> <li>▪ Exercise</li> <li>▪ Reporting</li> </ul>					

# Questionnaire about the Development of the Seminar



Yes    no    do not know

## Professional

- I mainly like to hear a lecture
- I like to have an exchange of experiences with each other, with the support of an external counsellor
- I like examples which are close to practical work
- I expect professional counselling about my personal questions

## Methodical approach

- I wish to have exercises (e.g. role playing)
- I think that mutually developed checklists would be helpful
- I wish to hear a professional lecture which shows how it had to be done
- I would like to work in small groups

## General Framework

- The seminar should take place during the working hours
- It should be implemented on location of the workplace
- A common dinner after the seminar would be nice

I quantify the success of the seminars with:

.....  
.....  
.....

- I am interested in the seminar

## Topics for training organisation and management



	<b>Qualification for Adaptation</b> (rather imparting)	<b>Learning on the Problem</b> (imparting/working out)	<b>Experienced-based Learning</b> (working out/testing)	<b>Orientation</b> (introducing/imparting/testing)
<b>Work Examples</b>	new computing new machines new tools new...	Internal and costumer complaints Problems Failings Occupational injuries	Learning by doing Possibility of practising Getting and keeping knowledge	Tasks determine the requirements  job training plan
<b>How? Individual, in groups?</b>	In the group of individuals	Group or individual, if it is "my" problem	Individual exchange of experiences, doing it yourself	Individual or in the group as a tandem
<b>By who?</b>	Someone who has the knowledge and can explain it	Common working out	Internal experts, making the listened knowledge useable	Someone, who has got the knowledge and can explain it Common working out
<b>Form Method</b>	Lecture Showing Computer based	Group session or 2 persons are working on the problem	Kommunikation an konkreten Beispielen organisieren	Kurzfristiger Wechsel zwischen vermitteln und anwenden
<b>Where?</b>	Internal or external	Internal	Internal	Internal
<b>Support</b>	I can ask for a list of people with the knowledge here	Group and/or „experts“		I can ask for a list of people with the knowledge here
<b>Aimed at:</b>	Updated status, constant necessity of adaption, guarantee of further development	Learn to deal with problems, working on problems	Passing of know how Becoming more flexible, because too many heads keep much knowledge in the company	Fast introduced employees