



Lifelong  
Learning  
Programme



4

# Training company trainers on transversal skills

Practical guide

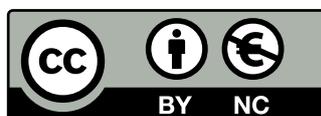
This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

**Coordination of the publication:**

Chamber of Commerce, Industry  
and Services from Zaragoza  
P<sup>a</sup> Isabel la Católica, 2  
50009 · Zaragoza (Spain)  
[www.camarazaragoza.com](http://www.camarazaragoza.com)

**Design and layout:**

Selenus ([www.selenus.es](http://www.selenus.es))



**Attribution** — You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.

**NonCommercial** — You may not use the material for commercial purposes.

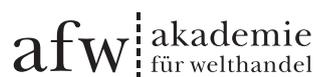
More info: [www.creativecommons.org](http://www.creativecommons.org)



# dualvet

Transfer of successful structures and guidance for implementing  
the dual VET system. Training company trainers

Partners:



# 4

## Training company trainers on transversal skills

Practical guide



## CONTENT

4.1	Introduction .....	7
4.2	Tasks and qualifications of the in-company instructor in the dual vocational education and training system (dual VET-systems) .....	9
4.3	Requirements to in-company instructors in the different fields of action .....	13
4.4	Transversal skills requested of in-company instructors	
	a. Cope with the different demands and roles .....	15
	b. How to lead young people? .....	16
	c. Motivation .....	18
	d. Convey occupational competence .....	24
	e. The four-step method: Allow to demonstrate and imitate .....	26
	f. Teaching conversation .....	28
	g. Learning order: Foster independency and creativity .....	30
	h. Conflicts .....	32
	i. Feedback .....	33
4.5	Train the in-company instructor .....	37
4.6	Recommendations for a successful transfer of in-company instructor training .....	39
4.7	Challenges for companies in Spain and Portugal .....	41



# 4.1.

## Introduction

Promotion of dual training is an essential goal in the European DUALVET-project “Transfer of successful structures and guidance for implementing the dual VET system. Training company trainers”, (2013 – 2015). The specific objective is to implement a real transfer of experienced knowledge on dual training systems from experienced players from Germany and Austria to Spain and Portugal focused on training company trainers on transversal skills and competences.

With this project the project partners also hope to reach their goals by sensitizing the society, the Public Authorities and enterprises on the advantages that a vocational education and training system, as the dual one, may provide to our youth making easier their access to employment.

This practical guide is directed to in-company instructors and deals with their competences and transversal skills requested in the training company. It refers on examples from Germany and Austria.

Three additional manuals and guides inform you about the following issues:

- » “An introduction to the dual VET system: The secret behind the success of Germany and Austria” is a general introduction on how dual vocational training systems function and which are the key elements,
- » “A practical guide for companies to organise and conduct training on dual VET system – Special focus on Tourism and Automotive sector” is directed to potential training companies serving with information on chances, tasks and duties, guiding the transformation process from a company to a successful training company and
- » “Key questions and formal requirements for companies to successfully implement dual training” contain important requirements and essential qualities of training companies.



Instructors are responsible for planning the training content and schedules and for conducting the entire in-company vocational training.



## 4.2.

# Tasks and qualifications of the in-company instructor in the dual vocational education and training system (dual VET-systems)

In “A practical guide for companies to organise and conduct training on dual VET system – Special focus on Tourism and Automotive sector” and especially in “Key questions and formal requirements for companies to successfully implement dual training” we already described the required operational, personal and technical suitability of training companies. One of the main requirements of training companies in dual vet-systems is the availability of qualified in-company trainers or instructors. Either this is the role of the entrepreneur himself / herself or an employee who is nominated to become instructor for the trainee.

Instructors are responsible for planning the training content and schedules and for conducting the entire in-company vocational training.

The instructor has mainly the following tasks:

- » Prepare and conduct the training period in consideration of the existing training regulations: occupational profile which include competencies of the occupation to be trained, general training plan of the training period and examination regulations
- » (Know how to) teach this occupation
- » Prepare an in-company training plan on basis of the general training plan for this occupation
- » Prepare on the examination standard (know what a trainee needs to know in order to pass the exam)
- » Cooperation with the vocational school
- » Develop the character of the trainee
- » Obligatory supervision of the trainees
- » Surveillance of safety (regulations)
- » Controlling and appraisal of progress of the trainees
- » Assessment of the performance



Only persons who have the requisite personal and professional qualifications may provide vocational training:

a. Personal qualification

Personally qualified are persons who have not come into conflict with the law or have violated against the prevailing legal act for vocational training.

b. Professional qualification

Instructors must be professionally qualified. They must have a good command of the occupational skills that they want to teach to young people.

Persons shall be deemed to have the necessary technical qualifications if they possess the vocational skills, knowledge and qualifications as well as the teaching skills, knowledge and qualifications required to give initial training in the occupation and processes concerned.

**Two examples from  
Germany and Austria**

In Germany it is normally assumed that a trainer who has earned corresponding recognized vocational qualifications with certificate of the chamber of commerce and industry or handicrafts or an examination for the masters (handicraft occupations) is professionally qualified. Even when he / she has no recognized vocational qualification an individual can be deemed to be professionally qualified. In this case he or she has to prove at least six years of relevant occupational experience.

In Austria the required professional qualifications cover apprenticeship and apprenticeship –leave examination, examination for the masters and several years of relevant occupation experience.

c. Educational qualification for vocational training

Instructors must understand something about planning and conducting vocational training and dealing with young people. A trainer or instructor can earn this qualification at a trainer seminar after passing an exam.

The competent body shall satisfy itself that training premises are suitable and that persons have the necessary personal and technical qualifications. This also includes vocational education and training qualifications.

### Two examples from Germany and Austria

In Germany it is suggested to attend a special course for several days where the necessary legal, professional and pedagogic basics are taught. The regulations for the qualification of training personnel are called "Ordinance on Trainer Aptitude"-Ausbild-ereignungsverordnung (AEVO).

Within the scope of the dual vocational training system, the Ordinance on Trainer Aptitude, "AEVO", recommends that there should be a trainer in each training company, who functions as the apprentices' contact person and who is in charge of their training.

§ AEVO: Vocational education and pedagogic training qualifications:

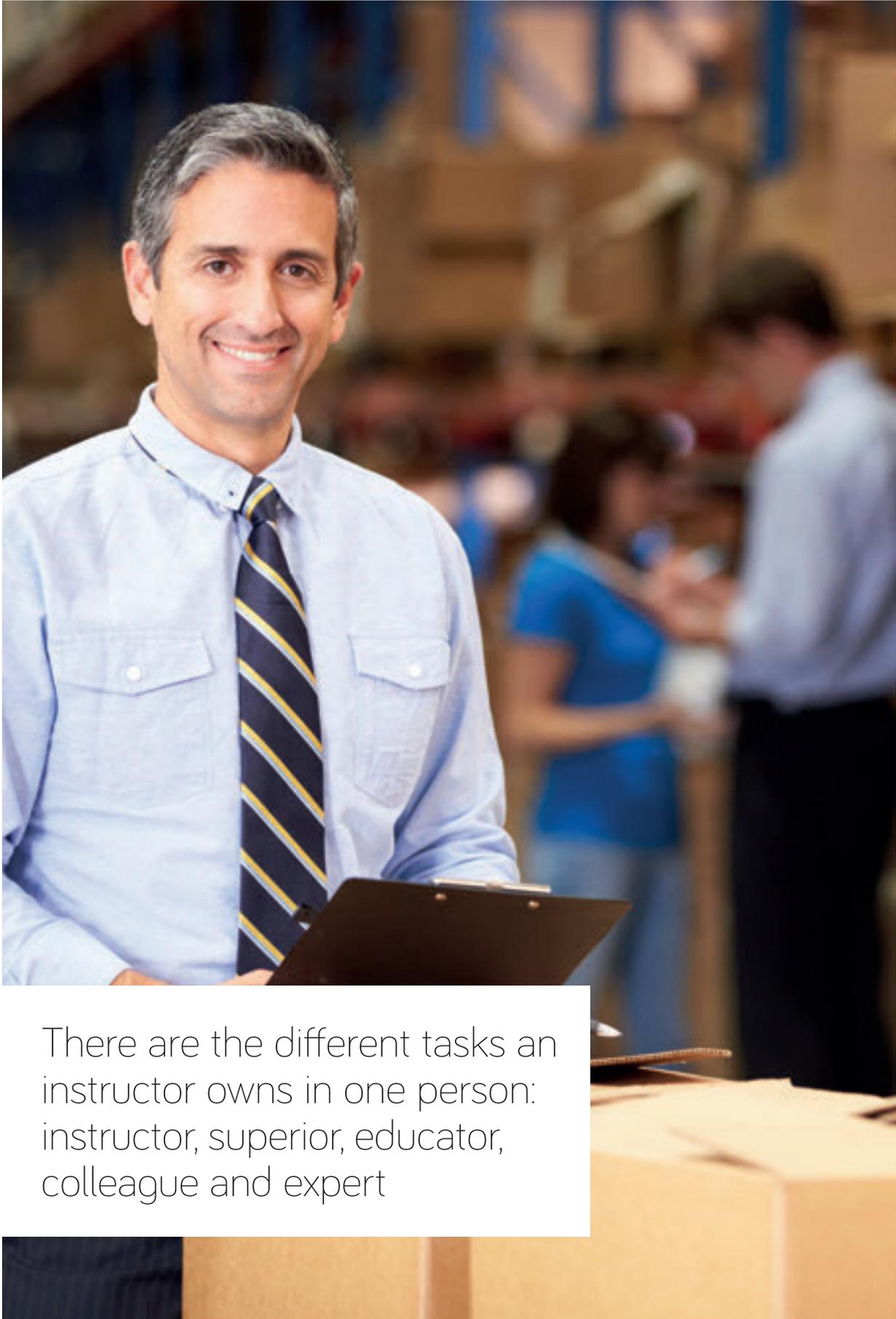
The vocational education and pedagogic training qualifications involve the ability to plan, to implement and to control independently the spheres of activities as follows:

1. General basics (e.g. regulatory framework)
2. Scheduling (e.g. organisation, coordination with the vocational school)
3. Assistance with the recruitment of apprentices (e.g. selection criteria)
4. Training in the company (e.g. practical advices, educational evaluation)
5. Encouragement in the learning process (e.g. different techniques of learning / work techniques)

6. Teamwork training (e.g. presentation, use of media)
7. Completing the training (e.g. exam preparation)

In Austria the examination is called "IVET trainer exam" and is described as "BAG trainer examination" in the vocational training act. It consist of a 40 hour course and a short oral exam. The course is voluntary, persons who are interested in becoming a trainer can also skip the course and directly take the exam. In addition a variety of other exams are recognised as equal qualification e.g. someone who has passed the master exam for a respective occupation. To pass the IVET trainer exam a person has to be able to/ know:

- » define training goals on basis of the occupational profile of a recognised occupation
- » plan, prepare and conduct the in-company training for trainees
- » to control the training and the progress of trainees
- » how to behave towards trainees
- » the differnt laws in relation to apprenticeship training e.g. the vocational training act, industrial safety act etc.
- » the role of the dual-VET-system in the Austrian education system



There are the different tasks an instructor owns in one person: instructor, superior, educator, colleague and expert

## 4.3.

# Requirements to in-company instructors in the different fields of action

For training in occupations defined in a dual training system instructors have to establish proof, that they have received pedagogical competences, knowledge and skills in vocational and work education. Pedagogical suitability in vocational and work education covers the competence to plan, conduct and control dual education in different fields of action:

### **a. Assess vocational training requirements and plan training**

In-company instructors are able to:

- » Portray and justify the advantages and benefits of company based vocational training.
- » Collaborate in planning and decision making concerning the company based requirement for dual training on the basis of legal, collective wage agreement and company based conditions.
- » Portray the structure of the vocational education system and its interfaces.
- » Choose suitable occupations for dual education in the company and justify.
- » Examine the suitability of the company for dual vocational training in the se-

lected occupation. Verify if some content of the dual training must be trained outside the training venue, especially training as collaborative training, in special workshops or as external vocational training.

- » Consider the use of prevocational education schemes, which prepare young people who need special preparation for taking up vocational training as an additional possibility.
- » Coordinate tasks of all persons in the company who are involved in the dual vocational training when taking into account their function and qualification.

### **b. Prepare training and participate in trainee recruitment**

In-company trainers are able to prepare the vocational training period in consideration of organisation and legal aspects:

- » Develop the in-company training plan on basis of the existing training regulation for the selected occupation. The plan orientates on typical working- and business processes in the company.

- » Take into consideration the possibilities of cooperation and determination of employee's in a group representing their interests during the training period.
- » Analyse the need for cooperation. Especially coordinate with the vocational school concerning content and organisation.
- » Use criteria and different methods for the selection process of potential trainees.
- » Prepare the contract between employee and trainee / apprentice and initiate the registration at the responsible competent body.
- » Examine the possibilities if part of the training can be conducted abroad.

### **c. Conduct vocational training**

In-company instructors are able to foster learning in the work process, the occupational competence of trainees in particular technical, methodological and social competences:

- » Create conditions, which foster learning and initiate a motivating culture for learning; give and receive feedback.
- » Organise, design and assess the trial period.
- » Develop and design operational learning- and working tasks on basis of the in-company training plan and from typical operational and business processes.
- » Choose and establish training methods and media suitable to the situation and your target group.
- » Support trainees /apprentices through individual advice in learning and individual design of the training if they have learning difficulties. If necessary install supporting measures and check the possibility to extent the training period.
- » Offer the possibility of further training, check if the reduction of the training period and the early admission to the exam is feasible.

- » Promote the social and personal development of trainees / apprentices. Realise problems and conflicts on time and work towards solutions.
- » Identify and assess efficiency of performance, analyse results of exams and performance rating of other persons. Give appraisals and draw conclusions for the ongoing training process.
- » Promote the intercultural competences of the trainees / apprentices.

### **d. Conclude vocational training**

In-company instructors are able to leading the dual vocational training to a successful final examination and point out perspectives for the further vocational development of the trainee / apprentice:

- » Prepare the trainees / apprentices to their exam in consideration of the examination date and bring the vocational training to a successful examination.
- » Provide for the registration of the trainee / apprentice at the competent body and point out relevant features of the exam.
- » Participate in the drawing up of a written testimonial on basis of the performance rating.
- » Inform trainees /apprentices on possible career chances in the company and on further education and training.

## 4.4.

# Transversal skills requested of in-company instructors



### What is the characteristic of a good instructor?

A good instructor demands and promotes. He is open, honest and communicates clearly and clearly as duties are to be worked on. He is accessible with problems and constructive criticised. He actively demonstrates motivation and the will to success.

### a. Cope with the different demands and roles

These are the different tasks an instructor owns in one person,

1. Instructor for professional and technical skills,
2. Superior – because you assign learning duties and working duties and control whose implementation and
3. Educator, you pay attention to the observance of rules of the cooperation, punctuality and reliability and must react to changes of the young people in the course of the training period,
4. Colleague if you work together and achieve an output
5. Expert in your company working in your normal job,

They can result in conflicts, because your different roles cause partly contradictory demands to you.

E.G. if the workload is high, it can be tempting to occupy trainees for a longer time with easy auxiliary and routine works to relieve you and your colleagues. Also you may lack of sufficient time to explain tasks to trainees in detail because you are occupied with other work you have to do. Then the quality of the training you are also responsible suffers because of the circumstances.

Thus a pally way of speaking may be measured in the working everyday life absolutely, however, it fits less if it is about an objective

assessment of the achievement or if the behaviour of the trainee offers any occasion for criticism.

Not for all possible conflicts exist easy patient recipes. Everybody must decide from case to case for her or himself which behaviour is the right one for the company and the trainees in the respective situation in order to find the right way which corresponds to your personality and to avoid strain and excessive demand.

It depends not least on the fact that you find understanding and support for your demanding job in the company – and that means through the management, the superiors and the colleagues.

## b. How to lead young people?

Young people still search for their place in society to become accepted as adult member. They should acquire occupational competence within the scope of the vocational training. Remain therefore, open for the interests and problems of young people. Show them as an example how to deal with feelings and challenges in a competent way. Enable freedom for initiative of one's own and make adequate demands. Above all keep calm and patiently with problems (see chapter "Motivation"), and if you carry on conversations, proceed as described in the chapter "Feedback".

Situation / Demands	Possibilities for (re)action
Problems at home	Offer an open ear, be ready to talk
Relationship problems	Offer an open ear, be ready to talk
Drugs	Recognise limits of own competence, consult training employer
Debts	Recognise limits of own competence, consult training employer
Appearance	Be an example, conduct a conversation and demonstrate consequences, consult training employer
Social behaviour	Be an example, conduct a conversation and demonstrate consequences, consult training employer
Communication	Be an example, conduct a conversation and demonstrate consequences, consult training employer
Illness / health reduction	Consult training employer



Young people still search for their place in society to become accepted as adult member. Remain therefore, open for the interests and problems of young people.

## c. Motivation



### How do you help there specifically, possibly if an apprentice is often unpunctual?

This depends on the isolated case. Sometimes I recommend to react quickly by disciplinary measures, also with a caution if it must be. However, the urgent appeal sometimes helps already to the trainee that we must simply keep everybody in rules in the professional life.

What can I do if my trainees are not motivated any more to do their work, not feel like doing something or to learn something?

You must always take into account that engagement and motivation of your trainees decrease. It is quite normal that someone does not every day go to work with fun and enthusiasm, but sometimes, instead, rather would like to stay at home or make something completely different. It becomes a problem when this reluctance becomes bigger and bigger and thus the successful conclusion of the training is endangered.

Therefore, it is important that you perceive signs of a lacking or declining motivation early. Such signs can be:

- » Expression and indications of annoyance or lack of attention as a reaction to allocations of tasks, verbally but often by respective face or gestures,
- » Negligence or unreliability when implementing transferred duties; execution of tasks is worse than expected from the present performance level,
- » More frequent delay and flimsy justification attempts or
- » Lack of readiness and initiative if participation in certain tasks is requested or if the evaluation of completed work must be dealt with.

The background of declining motivation and readiness to learn can vary and, depending on the specific reason, has to be dealt with in

different ways. Always keep in mind that you are not able to look behind the trainee's putative lack of attention. And above all it usually cannot be expected that they come to you and explain their behaviour. If such signs are recognised, don't draw rash conclusions and run the risk to react immoderately. Try to clarify occasion and backgrounds of such a behaviour. Furthermore it is always better to directly approach the trainee as soon as possible when problems are perceived than to wait and hope that inappropriate behaviour will change by itself.

### Occasions and backgrounds

The occasions and backgrounds of declining motivation can be very different:

- » Trainee is not challenged enough by "dull" or routine works,
- » Excessive demand and lack of assurance,
- » Distraction by private interests and problems,
- » Lacking interest in the occupation (wrong choice of career),
- » Discontent with the training conditions or terms of employment or
- » Missing vocational and operational perspectives.

Repeating and routine work tasks can easily cause boredom and inattentiveness. Often the trainees have difficulties to estimate for which activities make sense to develop the necessary routine and to collect experience. There-



fore, it can easily happen that trainees get the impression that some tasks are actually not part of the training and that they are misused only as cheap workers.

Therefore it is the job of the instructor, to explain that it is important to do tasks repeatedly because only that way it is possible to gain the necessary security and quickness of a skilled worker. Explain where and in which extend the trainees can and have to improve. Moreover, make clear that work not always only gives only pleasure, but also is connected with effort and strain and is sometimes also monotonous and tiresome (this may be natural for you and your experienced colleagues, however, it is not for young people). It is also important that the trainees see that they are not the only one's who have to carry out unpleasant duties. However, at the same time you should also try to avoid that trainees are not challenged sufficiently by providing settings of tasks that are rich in change and demanding.

However, sometimes it only seems as if the young people lack motivation: The trainees

evade some tasks, approach only slowly to work, appears not to be concentrated, and mistakes occur frequently. Reason for this can be that they are intellectually, psychically or physically overboredened by the type of problem:

- » They have not understood what exactly they should do.
- » They are not familiar with the use of tools / not yet used how to operate a machine
- » They are afraid to make mistakes (and, therefore, make rather first of all nothing at all or as less as possible).

If you have the impression, your trainees only work half-hearted, then try to clarify the backgrounds behind. Pay attention, however, to the fact that you make no reproach from your observation and your first impression:

"I see, you do not make some progress: How do you have you understood your setting of tasks? Do you still have additional questions? What do you have already done? What do you plan as next step? Which step probably will become difficult for you?"

Have a look on the first work result and let him / her explain. Agree together, when further (interim-)results should be discussed. If you find out in this manner that your trainees really feel demanded of the setting of tasks, think about how you could better adapt the work duties as well as the knowledge and achieved performance.

How do you handle with it? First you should be aware about the fact that a (temporarily) decreasing motivation is something “completely normal”. So calmness and patience is announced. This does not mean that you simply ignore negligence and mistakes. Point out, if duties have not been correctly performed; express your criticism in objective tone and formulate your demands clearly and unmistakably. If, however, such phases of the inattentiveness and disinterest continue longer (longer than one week or ten days), it is time for a conversation. It is a matter of clearing the backgrounds of this behavior and this attitude to the work. However do not talk to your trainee, when the behaviour of your trainee appears again negatively, but with some distance. Use the regularly appointment which you already noted for a conversation with your trainee.

Rules which are shown in the chapter “feedback” in greater detail are valid for this conversation:

- » Consider the aims of this conversation in advance.
- » Devote time for the conversation and create an atmosphere based on trust.
- » Describe your perception of the trainee’s behaviour and ask for the reasons of the behaviour.
- » Express your demands.
- » Close a corresponding arrangement with the trainee.

If signs increase that the trainee lacks a basic interest in the occupation and a wrong occupational choice was made it becomes problematical. In such cases you should turn to the responsible personnel department or

the training employer. His / her job is to find a solution together with the affected trainee and to take into consideration a change of job and / or company.

Your competences are also on limit if the reason of the lacking motivation can be found in the dissatisfaction with basic operational conditions by the trainee is to be seen above all in the dissatisfaction of the trainee – e.g. about the working hours, the remuneration, the working atmosphere or the relation to colleagues and superiors. Though their job is to recognise such problems, you can hardly solve this, however. Point out to the management if your trainees complain about such things and this affects their motivation negatively.

A difficult situation can also arise if the young people doubt about their professional perspectives because the company and / or the branch offer no possibilities for further professional development (advanced training, career, income). Especially in small enterprise and those affiliated to less attractive branches of industry are concerned by that. Above all efficient and productive young people can get lost early to the company – what means bad investment in education and affect the future ability of the company.

Only the management can indicate concrete operational and vocational perspectives. But you as a training expert have however, an important exemplary function. If you show enthusiasm and engagement with the matter, this attitude transfers to the trainee. You show the trainee that it is worthwhile to work in this company and in this occupation. With your personal identification you encourage the young people in their decision for the occupation and the enterprise.

## Consequences of lacking motivation

The results of lacking motivation can be radical:

- » Unreliability and low motivation easily lead to conflicts with other trainees, with colleagues, with superiors and under prevailing circumstances also with customers.
- » Declining performance cause bad assessments and marks in the vocational school. A failure in the examination is pre-programmed.
- » Finally it can also result in the drop out of the vocational training.

## Promotion of motivation

There are different possibilities and forms to promote the motivation of the young people from beginning of the training – and not only if the interest and performance decrease.

### a) Organisation of the training

When organising the training period and formulating training and working tasks you should pay attention to the following:

- » Pay attention that with start of the training trainees are not only allowed to watch work processes but are allowed to make something on their own.
- » Working on “real” orders and products are to be preferred to working on training examples. In this manner the trainees can see that their work is important and appreciated.
- » Thus you also can explain more easily the sense and the purpose of the tasks: the importance the work has for the company, for the cooperation with the colleagues and demands of clients have to be thought of. At the same time you should remember again and again explaining the importance that certain tasks contribute to the training progress of the trainees: Which are already available knowledge and skills to build up? Where is it a matter of attaining more security and routine through practice

experience? And in which cases it is a matter of appropriating quite new abilities?

- » Try to bring changes in the everyday training situation. Vary the degree of difficulty as well as extent and complexity of the tasks. Change between repetitions to save the trained skills and new problems. Use different training methods: Presentation, teaching conversation, 4-steps method and learning order.
- » By variation of the requirement level and the extent of the tasks you offer trainees (also with less performance) again and again the possibility of (little) experience a feeling of achievement. Success is necessary to keep on. (Repeated) failures frustrate and demotivate!
- » Confront your trainees also with quite new, demanding tasks without explaining too much. Challenge their creativity and own initiative! Offer your trainee enough freedom to develop initiative for self-learning. On the other hand you should always offer your support in case a trainee does not know how to proceed.
- » Control regularly the performance of your trainees. Check interim results of working and training tasks. Explain and offer assistance if necessary.

### b) Communication

For the motivation of trainees it is not only of great importance what you tell them and what tasks you assign to them, but also how you express it:

- » Of course it is necessary to indicate mistakes at work – but without a personal attack! Even if you are angry that he or she “again” has made the same mistake (although you have explained it already “a thousand times”): Remain objective (and patiently)!
- » A praise contributes more to motivation than a reprimand (or pressure or punishment). Therefore a “little” praise is also important if you ascertain a learning progress, even if these are low. Of course you should not exaggerate it

with the praise, then it becomes implausible (and seen through as means for the purpose). But rather once too much than once not enough praise!

- » Often low motivation is caused through the fear to make something wrong. Try to strengthen the self-confidence of your trainee. Encourage your trainee: Mistakes are there to learn from them: "You make it! I will help you." Show that your trainees are important for the enterprise and it's competitiveness: „We need you!“ Look at the strengths of the trainees: Where are their special abilities and talents? What does distinguish their personality? Use and promote these strengths.

### c) Say and collaboration

Think of your function as role model: It is important that you and your colleagues communicate with respect to each other, listen to each other and take mutually seriously. Incorporate the trainees, give them opportunity to collaborate:

- » Incorporate the trainees as full members in the team. Assign to them the competence and responsibility for certain (smaller) tasks. Thus the trainees feel that they are useful to the company and that they are capable of doing something. Discuss the results of these independently conducted tasks: What has run well and less well?
- » Promote and demand constructive criticism of the trainees concerning the training: Where do they feel not challenged enough or demanded too much? What did they not understand? Which training methods are well accepted, which not? Where do the trainees wish more support? Where more freedom? Which are the tasks / work they have interest? Try to compile together improvements. Check together the feasibility of alternative suggestions.

Many of these tips may sound banal and natural. But just, therefore, one often does not remember. Therefore, you should get used to thinking regularly about your behaviour towards the trainees during the last days:

- » Have I taken care of the own responsibility of the trainees?
- » Have I demanded them without demanding too much of them?
- » Have I spoken often enough with the trainees? Did I gave them enough opportunity to talk and have I taken their statements seriously?
- » How is it with praise and criticism?
- » Have I made it clear, why they should do certain things and what they learn by it?
- » Have I not only admitted (also critical) inquiries, but have encouraged to question?
- » Are the trainees integrated into the team? Is their work also appreciated by the colleagues? Besides, it is important that you check such questions not only in your head, but also recall concrete examples to your memory: What exactly have I said when I have promised them? How they have reacted?

### **Checklist for support of the motivation:**

#### Organisation and methods of the training

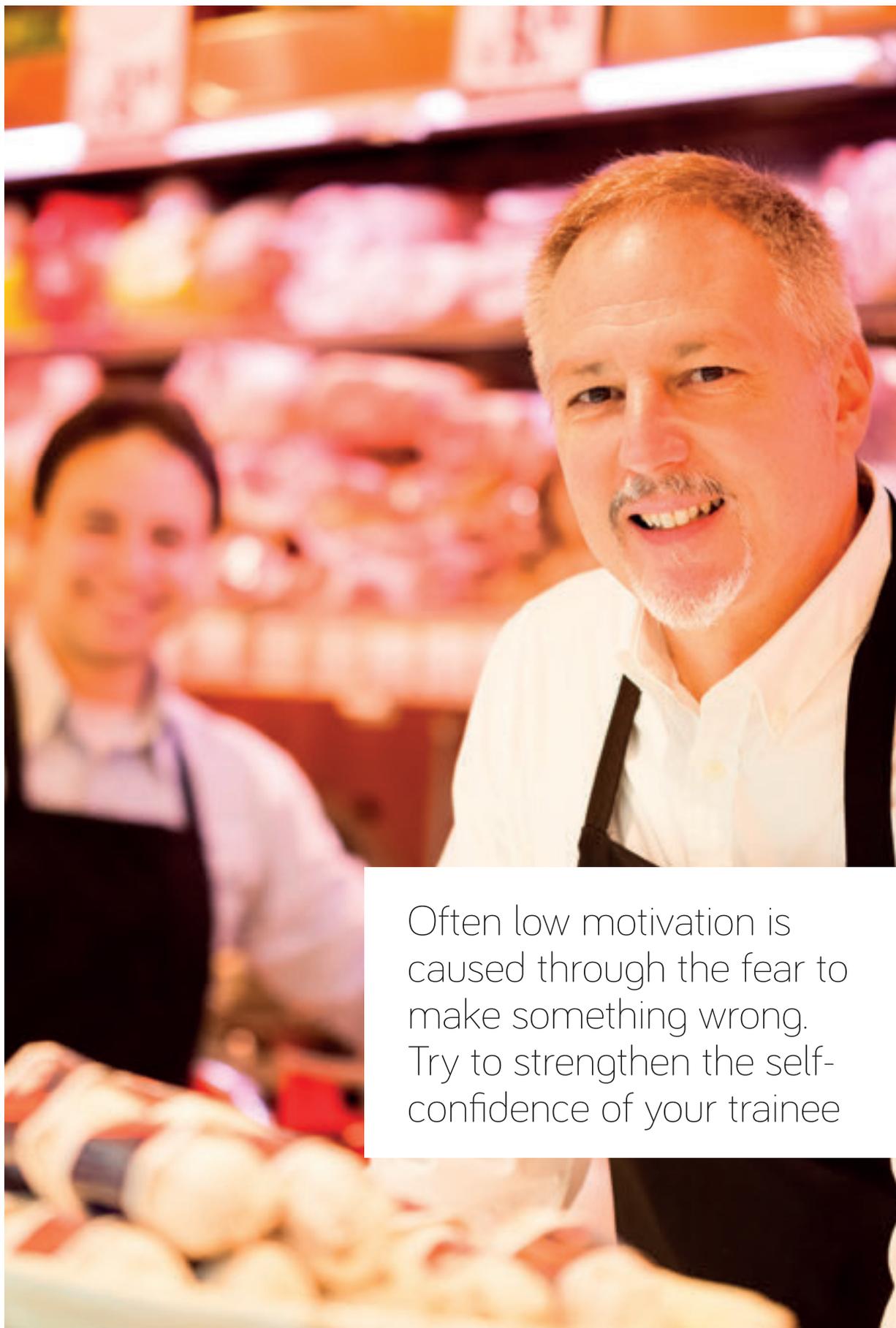
Allow making something on their own  
Work on real products  
Explain sense and purpose of tasks  
Provide for change  
Provide for feeling of achievement  
Promote and demand  
Control performance

#### Communication

Promote constructive criticism  
Praise when successful  
Strengthen self-confidence

#### Say / collaboration

Take up in the team  
Promote constructive criticism



Often low motivation is caused through the fear to make something wrong. Try to strengthen the self-confidence of your trainee

## d. Convey occupational competence

As an instructor you have the challenge to derive tasks and work for trainees out of your scope of work and from activities resulting in the working process:

- » These duties may neither not challenge enough nor demand too much.
- » The tasks have to fit into the in-company training plan.
- » Tasks should be part of the daily work and with usable results for the company.
- » It is not only about the fact that the trainees acquire new knowledge and skills to become perfect. The tasks transferred to them should be likely to convey occupational competence.

### Occupational competence

Obtaining occupational competence is an important aim of the vocational training. This means that the young skilled workers are able to master the entrusted work and tasks widely independently and responsibly. They should “follow”, are able and ready to conduct the entire process of an order: starting with the preparation over the realisation up to the control and assessment of the result.

### Instruction how to derive tasks for your trainee from your own tasks during the working day

1. Have a look at your own work: How looks a “normal” or a “typical” working day like? Which tasks occur daily? Which occur occasionally?
2. Elaborate written documents, which give explanations about your working duties: Is there a job description or a description of the work place? Do you document your work in the form of work proof? Are manuals available describing important working duties or the handling of working devices, machines or tools? Is there a quality management manual for your field of work?
3. Have a look in the in-company training plan: What is the knowledge, skills and abilities, which should be acquired by your trainees during the training period? Which skills do the trainees already master if they come to your field of work / department?
4. Conduct a comparison of your working duties with the in-company training plan: Where is something to do what your trainees have already learnt? Where is your work corresponding with content and skills the trainees should learn from you? And where is your work too much demanding for the trainees?
5. As a result of this comparison you have now a list of subjects with which your trainees should deal during the next days and weeks:
  - a. Some of it will belong to your everyday business. In this case it will be relatively easy to find the suitable time, to pass on suitable tasks to your trainees: at first easy parts of tasks, then more extensive orders and finally extensive working orders.



### **What is important when dealing with trainees?**

Instructors often place the same great demands they have to professional workers. They assume too much and demand too much of their charge. Education is a process in whose course a person becomes only more and more the expert – instructors must realize this. A lot of tasks must be explained two or even three times.

- b. Other training contents will occur in your field of work only sporadically.
- c. Maybe there are also subjects which are content of the training plan that are not, however, at all an object of your own work (at least in the time at the trainee is working under your responsibility): If necessary clarify with the training employer to what extent you should train these contents by suitable exercises beyond the incurred work.

To familiarise your trainee with new subjects; in the following three methods are introduced:

- » the four-step method,
- » the teaching conversation and
- » the learning order.

## e) The four-step method: Allow to demonstrate and imitate

A widespread procedure in the training practise is the four-step method giving trainees the opportunity to acquire new knowledge, with priority, however, new skills.

### Step 1: Preparation

First of all you should prepare yourself: Clarify the previous experience of the trainees, what are the abilities they already possess and what should they learn additionally. Disassemble the task in single steps and consider which explanations are necessary for the single working steps. First of all you should try out everything without presence of the trainees.

Also the work space and the trainees have to be prepared: Lay out all required tools, materials and visual aids in a clear structure. Face to the trainees openly and friendly. Explain the upcoming subject and the aim of this learning unity. Try to stimulate their interest in learning and attention. If you are not sure, ask for their previous experience. Finally, make sure that the trainees are able to observe everything well.

### Step 2: Demonstration

First you carry out the whole operation quickly and in time of a skilled expert, so that the trainees get an impression of what they should master themselves in future.

Afterwards everything is demonstrated once again, this time, however – according to the preparation – slowly and disassembled in single working steps. Besides, you explain in each case what you just do as you do it and why you do it that way. Invite your trainees to ask questions if they do not understand anything. And point out over and over again what particularly has to be followed for reasons of working security.

Whether you still repeat the operation once more – quickly or again slowly with explana-

tions – depends on the previous experience of the trainees and also of whether they already have the confidence to try out themselves.

### Step 3: Copy

In the next step the trainee carries out the activity demonstrated before under your supervision – first concentrated on the operation without comments from the instructors side. You intervene only if it is absolutely necessary, for instance when the trainee does not know how to proceed or if the success is questioned or the working security is endangered. Also in such a case, give only instructions – no criticism or even reprimand! On the contrary, confirmation and recognition of correct work are motivating.

Then the trainees follow your example and explain each of their working steps: What they do, how they do it and why they do it in such a way! If the comments are too scanty or if they completely forget, then ask: „What have you just done, and why have you made like this?“ Intervene again only in case of heavy mistakes. Point out, however, afterwards what should be made different or better way.

Afterwards your trainee should repeat the entire process in your presence the third time and this time quickly and uncommented. Do not expect that now already everything runs off perfectly and fast enough.

### Step 4: Practice

Withdraw more and more and let the trainees practice independently. The learners thereby win security, routine and working velocity. You stay available for questions and can still promote the learning process, while you raise the degree of difficulty of the work or the working velocity. It could make sense to create alternate with other tasks. Thereby you also strengthen the learning effect and prevent boredom.



Besides, it is important that you check the correct realisation over and over again and correct if necessary the implementation. Avoid that mistakes are practiced. In any case, however, you have to remain patient! Remain constructive! Remarks like "This I have explained now already many times! Why do you make it still wrong?!" are absolutely inappropriate in this situation and do not help you and your trainees.

For conclusion of such a learning and practise unity you should discuss the result together with your trainees: Have you learnt everything what you should have learned? What should you have explained and emphasized more clearly at the beginning? What do the trainees already master? Where do they still lack perfection or quickness? Give at first the trainees a chance to speak and assess their performance by themselves and afterwards you take a position on it.

## f) Teaching conversation

### **The teaching conversation: check and develop knowledge**

The teaching conversation is suitable to introduce a new subject. Besides, previous experience of the trainees is clarified. At the same time they are inspired to argue with new questions and to develop interest in the subject.

Typical for this method are the recurring three steps:

- (1) You yourselves begin with a question or another impulse.
- (2) Trainees answer.
- (3) You react with confirmation, praise, correction or supplement.

Then you start again with a next question

The teaching conversation resembles only restricted a “natural” conversation: The interplay between question and answer is common to both forms of communication. However, in the teaching conversation the questions are posed above all from one person, namely from you as an instructor. The decisive point is: In the natural conversation someone usually poses no questions where he or she knows the answer already in advance – but this is exactly the criteria of the teaching conversation, and this is also the challenge!

You reach at least an approach to a natural conversation if you inspire the trainees to ask and also to ask “silly questions”. And remember: A teaching conversation is no exam conversation. It is not relevant what the trainees do not yet know. Give priority to the intention to wake up their curiosity and to lead them to new insights.

The entry in the teaching conversation is made by an impulse by the instructor. This usually is a question or also a request or an assertion (which may cause doubt or contradiction). Such a statement is also often accompanied

by a gesture or a suitable expression. Sometimes it is simply enough to show an object or to present something –without any comment.

Such impulses can be more or less open; they offer more or less room for own thoughts and ideas of the trainees. Corresponding the learning steps carried out are larger or smaller.

### **Rules for teaching conversations**

- » Do not leave the path. It requires a clear objective, a good preparation and high concentration, so that this does not happen.
- » Use the asking teaching conversation only if the learners already know so much that they are able to contribute. Certain experiences or training is a prerequisite for the trainees to be able to work with.
- » Consider when preparing the teaching conversation how much time you are able to invest in questions. Asking teaching talks are time-consuming.
- » Remember that the process of a teaching conversation cannot be planned to 100% in advance. Be adaptable and ready to improvise. Also dare to finish the teaching conversation earlier than planned if you find out that you expected too much from the trainees and you planned too much to carry out. Announce in such a case, to continue later with the instruction and request the trainees to prepare themselves with suitable material.

### **Questions in the teaching conversation**

- » Ask open questions. Open questions are questions to which several answers are possible and right. Inspire to express also supposition and speculations. A wrong or not quite right answer is better than none!
- » Avoid closed questions. With closed questions only one answer is possible and right, in the extreme case or “no”. Closed questions can be never avoided completely. Nevertheless, they spread the character



of exams. Besides, the learners call away simply available knowledge, without putting it in a connection to each other.

- » Put questions in the direction of the learning target. Divergent questions or answers of the trainees can be taken up if they enrich the conversation. Nevertheless, such detours have to happen consciously and also have to be marked for the learners as such. At the end you have to come back again to the “red thread”.
- » Ask only one question at the time. Also asking one and the same question several times repeatedly, only formulated differently, confuses rather than it creates clarity. Wait, give your trainee time to consider – at least three seconds, and also longer breaks can make sense.
- » Ask questions which are answerable. Questions serve to activate the trainees, and not to make a fool of the trainees.

The trainees should be able to answer the questions asked.

- » Listen exactly and dig deeper. Sometimes you receive answers which seem correct to you though – but only because you already know the correct answer and interpret the statements of your trainees “favorably”. Thus, e.g., results of a consideration are announced and, besides, jumped over “in-between thoughts”. Inquire: How did you hit on that? or Can you give me an example from the practise? or Can you state this more precisely? Thus you raise the transparency and revalue the learners.

#### **Questions of the trainees**

- » Listen well and let the questioner finish speaking – even if you mean to have understood the question already according to the first words. To ask a question and to be interested in facts is already an important step in the learning process.
- » When questions asked are unclear you dig deeper or you repeat the question before the answer (“If I have understood properly, then” ... make clear perhaps with an example).
- » Do not answer every question immediately by yourselves, but return them (“What do you mean?”). Or pass the question further to other trainees.
- » If the question leads away too far from the subject, take down the question well obviously and come later back on it (do not forget!).
- » If you cannot answer questions, admit. Note down the question and announce that you will give an answer later. It looks human and plausible if someone does not know everything and also admits it. Or transform the question to a job for the trainees: “Try yourselves to find an answer to it up to the next spot!” Give instructions to suitable information and sources of information at the same time.

## g) Learning order: Foster independency and creativity

Aim of the vocational training is that trainees obtain occupational competence. With priority it is a matter of enabling the trainees to act proper, independent and responsible in their professional framework.

A learning order is suitable to promote this independency and an action full of responsibility. It is characteristic for the learning instruction that it concerns a relatively complicated plan which orientates itself to a working order or customer order: beginning with the procurement of necessary information and the planning of the action about the realisation up to the control and assessment of the work results. Besides, one calls this action also "complete action".

It is optimum if you can take up a real working order or customer order and pass on as a learning order to your trainees: Thereby trainees extensively work under the real conditions of the everyday working life. They contribute with it to the company result, they find out that their work is "valuable". This promotes the motivation and with it the learning effect. And in the ideal case work is taken from you as a responsible expert. The education relieves you and causes no additional efforts.



### The model of the complete action

The following steps belong to the complete action:

1. Inform: The trainees make themselves familiar with the setting of tasks, they inform themselves what they have to do.
2. Plan: The trainees plan the course, the material regulation, the expenditure of time to the execution of the job.
3. Decide: The compiled planning is discussed with the training expert and the decision on the final procedure is made.
4. Realise: The trainees carry out the setting of tasks according to the planning. The task of the training expert is to observe the working method of the trainees, to give assistance and to pay attention to the observance of the security regulations.
5. Control: The result of working first is controlled from the trainees, if necessary with the on basis of a controlling sheet.
6. Evaluate: Finally the result of working and also the approach are discussed with the training expert.

## What is necessary for this?

The preconditions of the trainees must be given: The trainees must have the previous experience and the necessary basic skills, so that to them a widely independent treatment of the order is possible. Moreover, it must be expected that they can fulfil the order within the intended time and in the usual customer quality of the company.

The order must fit to the operational training plan and has to offer the possibility to develop the competences of the trainees: The new knowledge, competences and skills the trainees appropriate within the scope of the process of the order must be part of the training segment.

And, finally, you have to process the working order / customer order in such a way that it becomes usable as a learning order for the trainees.

## How do you proceed?

1. The learning order is to be formulated written. Orientate yourselves on the formulation of a "normal" customer order / work order.
2. Refer to continuing information (e.g., operating instructions, specialist literature, reference books, quality management manuals) which the trainees should procure.
3. Moreover, you should serve with other process materials (as for example leading questions, planning facilities, controlling sheets).
4. Make sure that the trainee receive access to the necessary tools, machines, raw materials / pre-products.
5. Hand over the learning order and the additional information. Explain, besides, the process of a learning order.
6. Accompany the procedure of the learning order (according to the course of the complete action):

- a. In the first two phases, while the trainees find out about the object of her order and plan of the procedure the trainees work independently. However, you are available if the trainees do not get on without your advice. However, in the case you better point out to where continuing information can be found, as that you solve the problem of your trainees.
- b. If the trainees have provided their working plan, they discuss this and decide together with you on the next action. Be reserved with corrections and improvements of the plan. Point out instead lacks of clarity, defects and demand – if inevitably – demand a reworking of the planning with the use of further information.
- c. The realisation of the working plan is again as much as possible in responsibility of the trainee. Also it is the job of the trainees to control to the completion of the working result and to value the quality of the implementation.
- d. Finally the trainees evaluate and the course and the result of the order together: Which experiences were gained? Which problems, to unexpected difficulties appeared? Where did one feel if necessary overtaxed? Where would have one wished other support? And to what extent does the result correspond, in the end, to the standard of the company.

## h) Conflicts

In the everyday life of the vocational training you very often have to deal with tasks not slightly to be mastered:

- » The trainee does not carry out a task in a satisfying way in spite of repeated training and multiple help. What can you do?
- » The trainee finds more or less persuasive reasons repeating and again to deliver tiresome works on other trainees or colleagues. How do you handle with it?
- » Position and manners of your trainee arrange your colleagues or superiors to critical remarks. To what extent are you able to deal with or to pay some attention?
- » The achievements of your trainees have decreased in the last time. Though the working results still correspond to the demands, but you are persuaded of the fact that they could be more productive. Do you wait further or do you take care of more engagement and motivation?

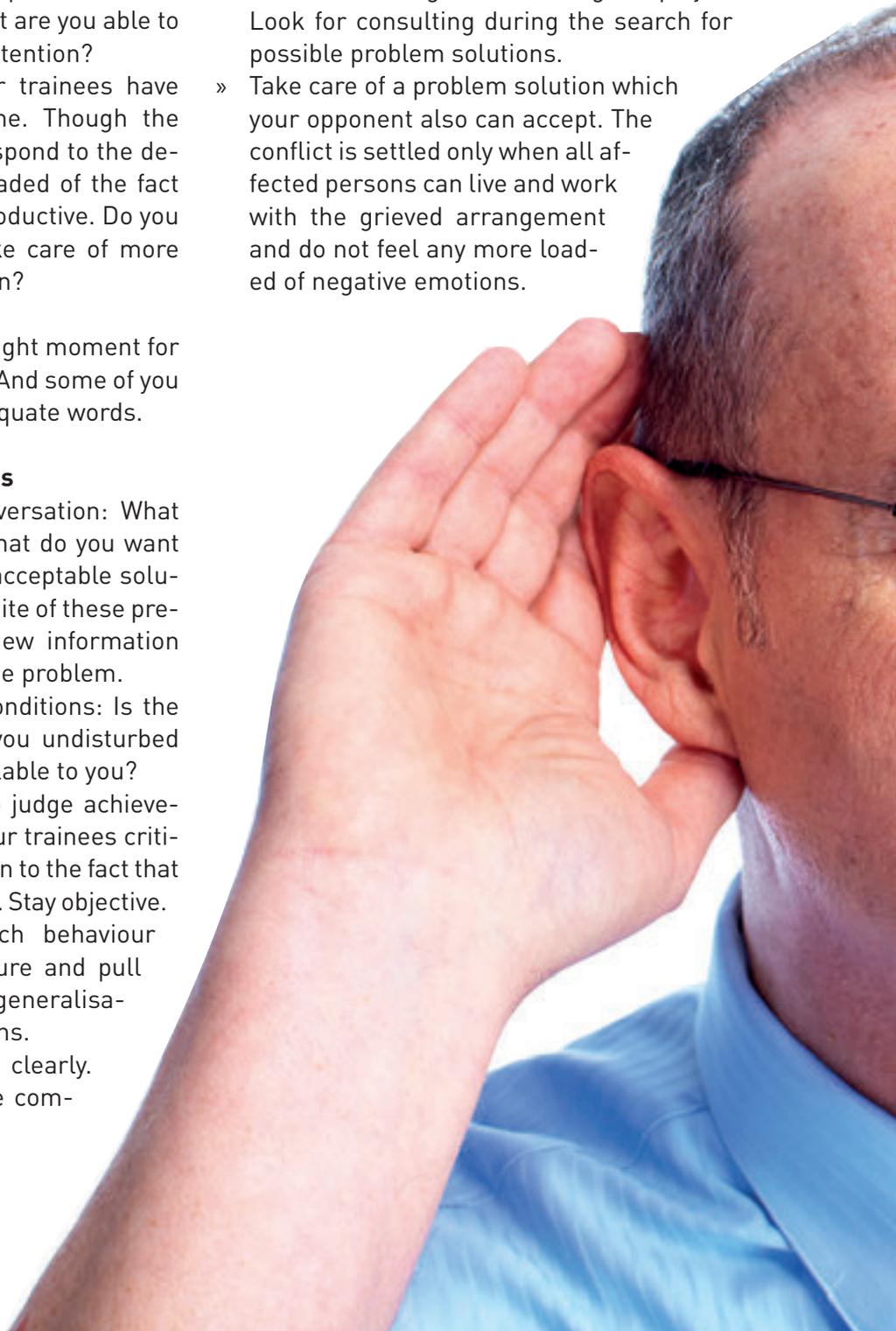
It may be difficult to find the right moment for a conversation in such cases. And some of you has difficulties to find the adequate words.

### Assistance for coping conflicts

- » Prepare to a conflict conversation: What exactly displeases you? What do you want to change? How could an acceptable solution look like? Remain in spite of these pre-considerations open for new information and creative solutions of the problem.
- » Create favourable basic conditions: Is the place suitable for it, are you undisturbed there? Is enough time available to you?
- » Natural your job is also to judge achievements and behaviour of your trainees critically: However, pay attention to the fact that you treat them with respect. Stay objective.
- » Describe specifically which behaviour has excited your displeasure and pull up verifiable facts. Avoid generalisations and vague suppositions.
- » Formulate your demands clearly. And do not forget to name com-

prehensible reasons for your expectations.

- » Clarify the perception of your trainees: Which wishes and hopes which worries and problems are behind the behaviour of the trainee?
- » If you are concerned too much by the conflict, be in fear not to stay objective but to contribute rather to the escalation than for the settlement of the conflict: Get support by a third, mainly the person responsible for the training, the training employer. Look for consulting during the search for possible problem solutions.
- » Take care of a problem solution which your opponent also can accept. The conflict is settled only when all affected persons can live and work with the grieved arrangement and do not feel any more loaded of negative emotions.



## i) Feedback

### **Regular talks allow security and prevent conflicts**

Several times it was already pointed out to the fact that it is important that you as a training expert and your trainees communicate “appropriately” with each other. That means that you communicate often and regularly with each other!

Starting points for such talks already arise within the scope of the everyday work:

- » The trainees report above the state of their work, they put questions or ask for additional information or support.
- » You deliver your appraisal of the work of the trainees, explain, to what extent your expectations were fulfilled and specify or complement your demands.

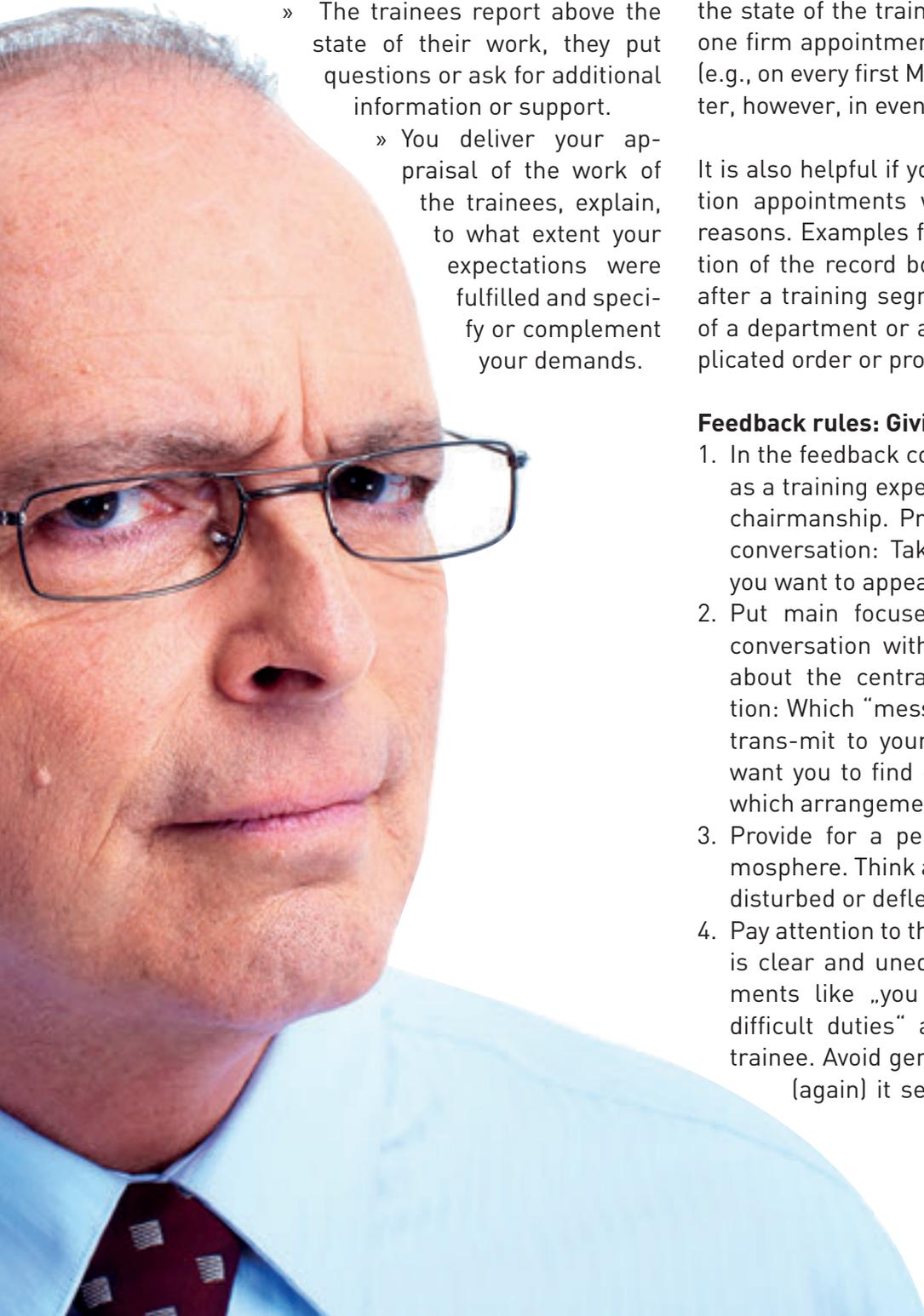
Or there arise special occasions, e.g. conspicuous behaviour of the trainees (negligent implementation of tasks, unreliability, immoderate contact with colleagues or customers). Then it is important that such occasions are appealed early and to avoid emotionally incriminating situations or conflicts.

It is advisable that you point out right to the beginning to your trainees the fact that you carry on at regular intervals a conversation about the state of the training. Agree in addition on one firm appointment: at least once a month (e.g., on every first Monday in the month), better, however, in even shorter distances.

It is also helpful if you connect the conversation appointments with regularly returning reasons. Examples for this are the presentation of the record book or assessment talks after a training segment (e.g., after the flow of a department or after end of a more complicated order or project).

### **Feedback rules: Giving feedback**

1. In the feedback conversation you take over as a training expert the active role and the chairmanship. Prepare, therefore, for the conversation: Take down to which points you want to appeal in which order.
2. Put main focuses, do not overload the conversation with trivialities. Understand about the central aim of the conversation: Which “message” do you want you to transmit to your trainees? What do you want you to find out from her or him? To which arrangements do you want to come?
3. Provide for a personal and pleasant atmosphere. Think a place where you are not disturbed or deflected by others.
4. Pay attention to the fact that your feedback is clear and unequivocal. Common statements like „you always squeeze before difficult duties“ are not helpful for your trainee. Avoid generalizations like „always (again) it seems that you ...“, „every



time you act ...“, „you never have ...“). Refer, instead, to concrete observations and incidents. Then the statement is easier to understand for your trainee: „To me it has struck that you have expelled the customer to your colleague when he wanted additional information.“

5. Tell him or her which behaviour you expect for the future. Remain, besides, realistic. Do not avoid, besides, excessive demands of your trainees („I expect from you that you make no more mistakes in future!“). Set priorities and concentrate on essential points.
6. Avoid moral evaluations of the behaviour of your trainees. Do not expose or humiliate trainees.
7. Appeal anyway always also to positive points of view. Though open view exaggerated praise looks implausible, but be aware about that: Dear several times too much, as once praise not enough!
8. Make clear that also you are ready to accept feedback. Request therefore, your opponent specifically to give feedback if it is time to enter his / her statement.

### **Feedback rules: Take feedback**

Primarily, your trainee will accept feedback of you. Besides, it is important that your trainees keep to some rules – just as you yourselves if you receive feedback from your trainees or also from other people (superior or colleagues). Make your trainees, therefore, familiar with the following rules:

1. Listen intently, and let the person who gives feedback finish her / his speaking (do not interrupt!).
2. If you have not understood anything, ask, and ask for an explanation or examples.

3. If you are not sure whether you have understood something properly, then repeat with your own words and make sure: „Have I understood properly?“
4. Renounce excuses or justifications as well as spontaneous explanations of your behaviour.
5. Accept praise! Do not relativize or curtail your achievements by own remarks.
6. Say, however, answer if it is too much for you and you have the impression that only negative aspects are presented.
7. Consider in silence what you can accept and want of what you have heard.
8. Inform at the end of the feedback, to what extent that what has been said was new for you, helped and helpful.

### **List of questions for self-reflection**

Just as your trainees also you will develop with every feedback conversation. To raise the use of the talks for yourself, you should go through their course and results afterwards for yourselves:

### **How I was prepared?**

- » Which unexpected situations have entered? What I had not counted on?
- » What has well run? What has run in such a way, as expected?
- » Why the conversation runs that way and not differently? What was my portion?
- » What could I have made different?
- » How have I felt during the conversation?
- » What it has brought to me? What have I missed?
- » What do I make the next time exactly the same? What differently?



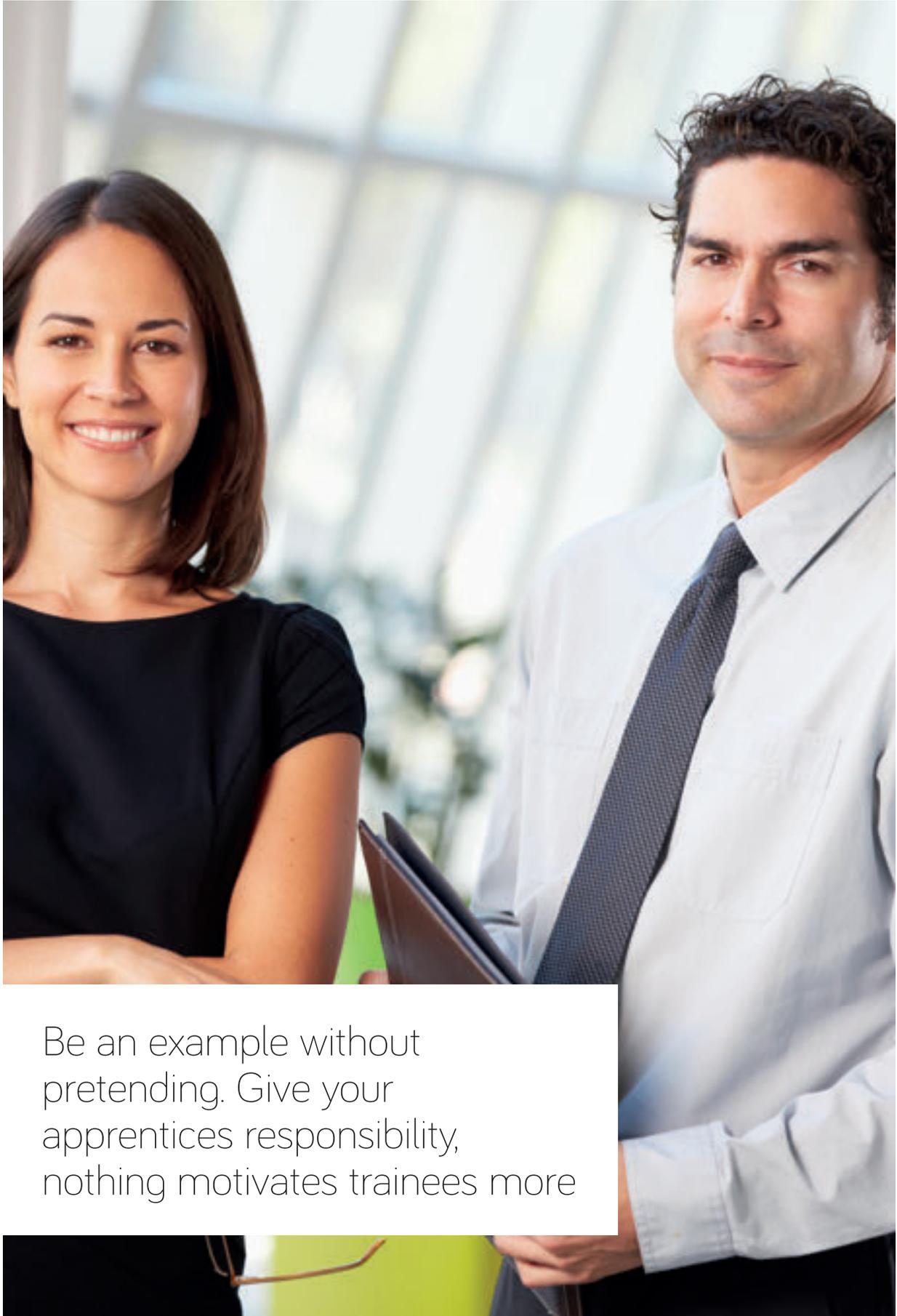
### How do I become a good instructor?

Learn first the necessary craft stuff. The train the trainer certificate creates there a good basis. Then after the check one says: Collect experiences. Besides, it is all-important, regular to reflect in which does it lie if it does not run sometimes so? Are these own mistakes? If there are conflicts, one should concern them and hatch on no account or avoid consciously. Moreover, it is a matter of bringing itself in this subject over and over again on the newest state. But this does a good master anyway.

### The perfect instructor

There is not one perfect instructor with certainty. People have strengths, however, also weaknesses – each of us. But if we gather once the qualities which a perfect instructor should embody, then these would probably be the following 15 criteria which an instructor should fulfil:

1. communicatively
2. in this subject competently
3. if the knowledge can mediate clearly and understandably
4. able of criticism
5. fair and deferential contact with the trainees
6. dutiful
7. empathetically
8. friendly and well-balanced
9. cooperatively
10. motivating
11. independently
12. if an exemplary function fulfils
13. Contact with problems
14. for the trainee present
15. exerts itself for the trainee



Be an example without pretending. Give your apprentices responsibility, nothing motivates trainees more

# 4.5.

## Train the in-company instructor

### Two examples of train the trainer seminars in Germany and Austria:

In Germany exists a legal training regulation, the ordinance on trainer aptitude (AEVO). The content of the trainer seminars and the examinations are detailed in a framework plan that is appended to the AEVO. A trainer seminar from different suppliers prepares to the trainer aptitude examination at the chamber of commerce and industry (in the handicrafts master exam the training is already included). Seminars usually take 50 – 90 lessons in dependence of the prequalification. The required skills and competences assessed in the exam are outlined in four areas of activity which follow the structure of the vocational training, see II. Requirements to in-company instructors in the different fields of action:

1. Assess vocational training requirements and plan training, (15 lessons, 16,67%)\*
2. Prepare training and participate in trainee recruitment, (20 lessons, 22,22%)\*
3. Conduct vocational training, (45 lessons, 50%)\*
4. Conclude vocational training (10 lessons, 11,11%)\*

\*= recommended distribution of content

The examination comprises a written and a practical test. The practical test contains a presentation of a typical situation during the dual vocational training and a conversation on the subject.

Activities of apprentice's instructors require in Austria an obliging basic education which is regulated in the vocational training act (BAG). During the last years the so-called "instructor's academies" initiated by regional economic chambers support the quality of the continuing education of instructors and increase the quality of the apprentice's education. The BAG regulates all areas of the apprentice's training and determines the content for the instructor's training. The training for instructors contains:

- » Determination of the vocational training aims on basis of the job profile
- » Planning of the in-company training period
- » Preparation, realisation and control of the training
- » Behaviour patterns of the instructors towards the apprentice
- » Questions, concerning the vocational

training act, children and youth employment law, the employee's protection and the position of the dual vocational training system within the Austrian education system.

In Austria the trainer seminar (called IVET-course) has a duration of 40 hours and covers 60% legal content and 40% pedagogic content. The seminar concludes with a conversation on the subject.

The success of company-based apprenticeship training is mainly determined by the IVET trainer's professional competence and pedagogical (teaching) skills. IVET trainers have to prove their knowledge and skills related to vocational education and law. This knowledge is proven by passing the oral IVET trainer exam. Participation in the seminar is voluntary. Trainers can also take the exam without participating in the course.



### **Are there some tips for a newly-wed instructor on his / her way?**

Be an example without pretending. Give your apprentices responsibility – nothing motivates trainees more. Deal openly with conflicts and appeal to what disturbs you, appropriately. Remain fair, even if it is sometimes difficult. And all-important: Do not fall from your role as an instructor. You are responsible for the qualification of trainees and should be neither mate nor bosom-friend.

## 4.6.

# Recommendations for a successful transfer of in-company instructor training

1. Determine minimum standards with regard to personal, technical and pedagogic suitability of the training personnel.
2. Seminars preparing in-company trainers towards their future tasks should teach at least the following contents:
  - » Legal basis know-how important for training companies and employers.
  - » Train pedagogical competences, knowledge and skills in vocational and work education including typical situations, examples and role play of the companies working everyday life, e.g. when motivating young people, in conflicts and when giving feedback.
  - » Train how to plan the entire training period and develop the in-company training plan on basis of existing documents in your country, e.g. general training regulations or occupation profiles.
  - » Develop and train how to use controlling instruments like record books or training checklists.
  - » Train how to assess the performance of trainees.
  - » Train how to convey occupational competence because this is the most important training aim for the learning at the workplace.
3. Even in countries with successful running dual VET-systems does not exist a formal process for recruitment of in-company instructors. The selection occurs informal. Think about how enterprises can motivate employers to take over the task as trainer. Here are some arguments:
  - » Ask employers who are interested in interpersonal relations, persons who are suitable to become a mentor.
  - » The guidance of trainees is very often seen as enrichment beside the technical work.
  - » The recognition of trainees can be an important source for motivation increasing the own satisfaction of work.
  - » In-company trainers are personally involved in their task to train and solve structural problems during the training period with personal commitment.
4. Develop a national platform directed to in-company trainers concerning all questions of vocational training (e.g. [www.foraus.de](http://www.foraus.de)). This platform can build up on the DUAL VET network.



Think about how enterprises can motivate employers to take over the task as trainer.



## 4.7.

# Challenges for companies in Spain and Portugal

A standardized qualification for the company tutor is important, but the EVO exam would be difficult to accept by the Spanish companies at the moment unless this involves getting a different professional or economic status in the company.

Companies recognize that the work with the trainees will evolve, but now they are meeting young people with a low level of professionalism, very close to the school habits and who have great difficulties in integrating into the culture of the company.

In the Spanish companies, the Tutor from the Dual Company is identified unequivocally with the person in charge of Human Resources from the company or with a similar position,

but these people, in turn, delegate to dual training instructors who work directly with apprentices and that will require a training that offers a pedagogical mean to teach the apprentice, as well as the development of transversal competences for learning within the dual system.

In this way, the Tutor of the Spanish Dual Company takes linking roles between the school and the company, and between the company and the instructor, and between company and government. This is not a common role in the German or Austrian dual system; this is why the Spanish and Portuguese dual system will have to take into account these particular characteristics of their tutors.







dualvet

Transfer of successful structures and guidance for implementing  
the dual VET system. Training company trainers

[www.dualvet.eu](http://www.dualvet.eu)

*This project has been funded with support from the European Commission. This publication  
(communication) reflects the views only of the authors, and the Commission cannot be held  
responsible for any use which may be made of the information contained therein.*

Partners:

