



**Development Relationship in European
Apprenticeship Methodologies to Join
Organizational Best Practices**

Analysis of
apprenticeship
system



Dream Job

Development Relationship in European Apprenticeship Methodologies to Join Organizational Best Practices

ITALY

Case study:

“S.A.T.A.B. and C.A.P.S.A. soc. coop. a r.l.” consortiums

**M.C.P. - Santina Calzolari’s precision workshop
for special equipment**

CAMST

ATC Spa

Miserocchi & C. Sas

Panta Pubblicità Srl

Tumidei Spa

Estetica Claudia

IRIA Srl

Mareco Luce

Marzocchi Spa

Marchi

Fratelli Minghini

Reggiana Gourmet

Valli Srl



Case study: “S.A.T.A.B. and C.A.P.S.A. soc. coop. a r.l.” consortiums

BUSINESS ANALYSIS

The association as a whole

Confartigianato is one of the associations representing Craftsmen and Small and Medium Enterprises, in which labour actions combine with the commitment to provide companies with services.

In Italy, more than 520,000 artisans and small businessmen are members of *Confartigianato*. In particular, in Bologna, the Association has been existing for more than 50 years, characterized by its own cooperative organization that is able to ensure bargaining agency and assistance to more than 3,500 members.

Confartigianato Federimprese of Bologna includes a provincial head office and 27 area offices situated in the various communes of the province. These offices provide enterprises and citizens with a lot of services, through the Association itself and the cooperatives S.A.T.A.B., C.A.P.S.A. and Ar.Com. In detail, the supported services are the following ones:

- Accounting and Tax Administrative Management;
- Management Control and Balance Sheet Analysis;
- Human Resources Administrative Management – Assistance in the Relationships with Employees;
- “*Infocamere*” Service: on-line Chamber Certificates;
- Environment and Industrial Safety Service;
- Credits and Financial Counselling Service – Credit Consortium;
- Protection of productive categories;
- Legal advice for Enterprise, Family and Succession;
- Aid Society and Tax Assistance Centre;
- Training;
- Marketing, Sales and Organization of Manufacture;
- Internet Web Resources;
- Partners and Agreements.

S.A.T.A.B. and C.A.P.S.A. Consortiums were founded to give *Confartigianato* an opportunity to manage and invoice all the services it provides its members, while the Association, being a non-profit making organization, performs purely and typically labour activities for enterprises and aid actions for citizens.

Founded in 2001, the “**C.A.P.S.A. Consortium: - Cooperative of enterprises for the associate service**” is a limited cooperative with its head office in Bologna.

Artisan enterprises, small and medium industries, traders, wholesalers, retailers, as well as individual or associated professionals, and companies and firms of any legal form, may join the Cooperative.

This non-profit Cooperative set out the following targets:

- to help its members in performing their activities;
- to contribute to the economical improvement of its members, by favouring the increase of their production;

- to perform coordination for business placement and improvement, by cooperating with the Organizations that set out the same targets throughout the national territory;
- to contribute to the initiatives taken by its members, aimed at improving their tangible, cultural and professional conditions;
- to create for its members a tax administrative assistance, providing these services both directly and through *Confartigianato*.

The administrative bodies are:

- Board of Directors;
- Partners' meeting;
- Chairman;
- Auditors and Arbitrators;
- Manager.

The C.A.P.S.A. consortium manages all the services and vocational training for the members, within *Confartigianato*.

Founded in 2001, the “**S.A.T.A.B. Consortium – Limited cooperative**” – (Administrative tax services of Bolognese craftsmen), is addressed to the enterprises that are put on the Craftsmen register.

The Cooperative adheres to *Confartigianato Federimprese* by accepting its articles and recognizing its national and regional Organizations.

The Cooperative conforms to mutualistic principles provided for by cooperation laws and, within *Confartigianato*; in particular, it aims at providing small and medium enterprises with technical-administrative services in the field of tax, fiscal and labour legislation.

All the individual proprietorships and companies, consortiums and enterprises' cooperatives that want to use all or part of the services the Cooperative provides, may join it.

The cooperative bodies are the following ones:

- Partners' meeting
- Board of Directors,
- Chairman
- Board of Auditors
- Board of Arbitrators.

Business strategy

In the last five years, *Confartigianato Federimprese* invested particularly in human and technological resources.

In 1999, its staff consisted of 90 employees and collaborators, and it increased up to the current 200 employees. In order to manage better this development, the Association bought new provincial offices, opened 7 new area offices and renovated about 60% of the already existent ones.

Within the business reorganization plan, implemented after 1999, a lot of investments were also made with respect to technological and informatics fields. As a matter of fact, the management software systems were updated; more powerful and sophisticated servers were purchased; all the offices were equipped with new personal computers linked to a single network, creating a work station for every employee; an intranet network to manage communication and internal updating was created.

The most innovative technologies introduced are two: on the one hand, the opportunity to link directly associated companies with *Confartigianato*'s network for the administrative management of personnel. Like this, enterprises may introduce employee's worked hours into the system; at the *Confartigianato* office the coupon is worked out and all the documents are

printed and directly sent to the company. The second remarkable innovation is the videoconference system that, in case of meetings, workshops, courses and other activities, allows real-time linking between the area offices and the places where a similar system is available. In particular, videoconference is used for internal training and updating meetings for employees working in the area offices, in order to create connections with *Confartigianato* offices situated in other regions, for updates, especially in the wage sector, and for conferences and informative meetings addressed to the associate enterprises. Moreover, these instruments allow showing printed transparencies or projecting them by Powerpoint.

Thanks to this technology, some important events were organized. The most remarkable of them was the Conference at the European Parliament in Brussels called “***The Italian phenomenon of small enterprise. The supporting European politics***”. Many politic personalities attended the conference: from the Members of European Parliament, Giorgio Lisi and Guido Bodrato, to the Chairman of Bologna Province, Vittorio Prodi, and the Councillor of Productive Activities of Bologna commune, Enzo Raisi (in videoconference from Bologna). Galuco Lazzari, of the Regional Department of Productive Activities, Andrea Bonetti, Chairman of the European Association of small and medium enterprise, and Jean-Pierre Camus, of the “Chamber of Trade” of the “Nord Pas de-Calais”, a Northern French area that started cooperation with the Association of Bologna, participated in the debate as well. The European Commission was represented by managers dealing with policies supporting economy: Francesco Ianniello (General Management of Enterprise, Craftsmen Unit), Sebastiano Fumero (SME Manager of the General Management of Research and Innovation), Antonello Pezzini (Manager of Craftsmen Sector of Economic and Social Committee).

Management

The Association's Management is under the responsibility of the Provincial Secretary who is appointed every four years by associate craftsmen.

At present, the Provincial Secretary of *Confartigianato* is also the Manager of S.A.T.A.B. and C.A.P.S.A. consortiums, a role that entrusts him with the responsibility of services, but also of the employed and cooperating staff.

The manager, therefore meant as Managing Director, attends to the business strategy by implementing the ideas resulting from the confrontation with the provincial board and council of *Confartigianato* and of the Consortiums.

As to the management of services, there is a service Coordinator who has relationships, on the one hand, with the Provincial Manager of Services and, on the other hand, with the manager.

Finally, management, together with the managing staff (service coordinator and provincial administrative office) supervises all the area offices in order to find and debate the possible problems and development strategies.

Internal communications

The Provincial Managers of services, when regulatory and legislative changes concerning their field come into force, arrange informative updating circulars that are put at disposal of all sector operators, through a system of shared folders (intranet). In addition, each office has a manual regarding the management software to solve the simplest problems, such as the codification of accounting by input codes.

Recently, for a better internal communication at business level, a weekly internal newsletter has been created. It summarizes all the news, appointments and information concerning the association itself, and forums among employees, in order to maintain contact with all the employees working throughout the Bologna province.

Moreover, to strengthen the sense of belonging and of awareness of working in a wider organization than a single office among all staff members, for some years, two yearly residen-

tial meetings have been being organized. One is attended by all the operative employees, and the other by all the provincial and area managers, and the provincial officials.

During these conferences, the Management analyses last year's business situation, highlighting the relative problems and criticalities. The next step is the search and proposal of suitable solutions. Moreover, part of meeting time is devoted to motivating and transversal training of all employees.

The experience revealed to be positive because, on the one hand, employees participate and, on the other hand, they reinforce relationships with one another.

Involvement

The level of involvement in the business system is high, and the level of willingness to transmit information and knowledge is satisfying.

If one employee applies for attending a training path contextualized to his/her role, the management assesses the demand and, if it considers it as useful for work development, allows the attendance of the course even during working hours (training leave) and, sometimes, it refunds the expenses of the course itself.

(Possible good practice)

The organization is inclined to valorise the improvement proposals resulting from the employees of the whole organization.

Quality system

At present, a system of Quality certification for the proposed services does not exist yet, for the organization. However, it is being planned; as a matter of fact, the organization is working in order to achieve the quality certification.

HUMAN RESOURCES MANAGEMENT

Personnel selection

Within the growing and development process, that began 5 years ago, the organization planned for a prearranged procedure for the placement of new employed and cooperating staff.

Personnel selection and search for any type of professional skilled profile requires at least three interviews: the first one consists of a preliminary meeting with the personnel manager, in order to ascertain the real motivations driving the applicant to choose this kind of job, his/her past experiences, by assessing his/her transversal skills meant as "being able to be...".

The analysis of specific vocational skills is the purpose of the second interview. This meeting is performed by the Provincial Manager of Services (wage, accounting, environment, etc.) together with the personnel manager. During this interview, the applicant has to answer tests and technical-vocational questions, in order to get an objective assessment that could be compared with all the applicants.

The third interview consists of a meeting between the applicant and the manager of the area office. It is essential that these two people like and get along with each other, because one of them will be responsible for the other.

The management takes the final decision concerning the recruitment and the settlement of the economic aspect, according to the results of the three interviews.

Working placement

Within growth and development path concerning the organization, also training and updating activities are subject to continuous analysis and implementation.

During the placement stage of a new recruit having good technical-vocational skills, training is supervised by the Provincial Manager of Services, in different ways according to the concerned service. As to the accounting and tax field, the new recruit attends two meetings during which the accounting management software is introduced and the manual of the software itself is provided; then, other meetings aimed at solving doubts and problems resulting from the first working days are planned. As to the wage service and environment service, the initial training is completely different. The new recruit is trained at the Provincial office for a period that can range from 15 to 30 days, during which he/she learns the management software, the document filing system and the operative procedures.

Later, the new recruit is on-the-job trained at his/her work office by the most skilled and senior colleagues.

Professional and career development

The career plan within the organization provides for the opportunity to pass from a purely operative task in the services sector, to a consultancy task, up to become Manager of an Area Office or of a Provincial Office.

Assessment systems

A formalized and codified assessment procedure does not exist. The assessment system leading to the rewarding system is being settled (cards, reports). At present, the principle of purpose achievement and budget observance are the main basis. This analysis is assigned to the administrative manager and an external consultant for the management control.

Rewarding systems

The rewarding system is fixed by the management, with the aid of management and the consultant for the management control. The system bases itself on the achievement of the fixed targets and develops through an economic recognition: a bonus included in the involved employees' wage packet.

ALTERNANCE TRAINING PROCESSES

Placement procedures

In case of skilled vocational figures, the placement takes place according to what has been already explained in the previous paragraph, "Working placement".

But the placement of school-leaving or newly-graduated people, who do not have specific vocational experiences, is different. In this case, a 6-months period of training is planned for, during which the apprentice may integrate into an operational sector, such as wages, accounting, environment, etc. During this stage, the boy/girl learns how to act in the office, to have contact with customers and colleagues, he/she understands the first vocational concepts (on wages, accounting, etc.). When this path ends, if the trainee got a positive assessment by his/her business tutor and the management, he/she is offered an apprenticeship contract to continue his/her individual development for about 2 years.

Personnel management is organized as follows: for each employee, a dossier including the employee's history, from his/her recruitment to the end of the relations with the organization is created. This dossier registers pay increases, changes of working office, change of task, demands for reduction of working hours, expenditure of bonus for the achievement of targets, attendance certificates to training courses, etc. However, an actual certification concerning employee's development and growth does not exist yet.

Training opportunities

Training opportunities take place within the organization according to different methodologies and they are realized through the compulsory education with regard to:

- Compliance with law 626/94;
- 120 hours of theoretical off-the-job training for apprentices, as provided for by the regulations that rule apprenticeship contract. This training is carried out according to a calendar fixed by the training body to which the company bases on. In case of the above mentioned consortiums, the body is Form.Art scarl. The covered subjects are set out by regulations and are transversal; for the organization, the programme concerning informatics was very interesting;
- the off-the-job training that placement contracts and the previous work-training contracts, provide for;
- six months of pre-recruitment training for school-leavers/newly-graduated, for which a refund of expenses is provided for.
- All the employees are subjected to a three-months trial period before the recruitment.

Other training chances:

- Every three months, an organizational meeting among officials take place, in which the work development of the last quarter is assessed and the next one is planned.
- The officials attend training/updating cycles made by external consultants.

Professional update of associate enterprises

Within the organization, specialization, training and updating courses and workshops for associate enterprises belonging to various categories – for example, installers, dental mechanics, haulage contractors, hairdressers, car repairers, etc. - are organized.

Supporting systems and figures

Within the organization, there are a lot of professional figures who support and guide employees at various levels, such as Provincial Managers of Services, Area Managers and external consultants.

Case study: M.C.P. - Santina Calzolari's precision workshop for special equipment

BUSINESS ANALYSIS

The association as a whole

M.C.P. was founded in 1973 as one-man artisan family company producing vices and equipment on the basis of its own building designs.

Since 1980, on customers' requests, the company has started working for third parties, by mass-producing precision pieces for car industry: the cooperation with an important Italian sintering* (pieces to be used in car industry are drawn from iron powder) enterprise began while the production of vices and equipment for third parties progressively ended.

At first, M.C.P. began its new manufacture by carrying out the drilling and drilling screw thread, and turning and milling for medium and low productions (3,000-5,000 pieces per month).

Since 1995, the company has obtained the first important order for the production of precision pieces: sintered medium/high precision products (7,000 pieces per week).

Boosts coming from the market and customers' frequent pressures concurred to set up a technological development path that required the replacement of the park of machine tools and that drove the enterprise to invest in its experience and knowledge.

The rapid development process the company conducted was shared with employees, by informing them, through instructive meetings, on the business strategy. In order to allow employees to conform to ongoing changes, the first informative and, then, training meetings with all staff members took place.

M.C.P.'s customers are, for 90%, car-makers.

Business products are devoted, for about 30%, to the domestic market; the remaining percentage is addressed to the international market, which expands from Europe to Sweden, to Brazil and to Eastern European countries.

In 2000, the company had 7 employees and worked only for the leading international car-makers.

At present, it employs 15 people and its business development strategy plans to increase its workforce up to 16/17 people within the end of 2004.

** Sintered products are pieces drawn from a mixture of ferrous and non-ferrous powders that are pressed among them in a mould to give them the intended shape and, after a sintering cycle (in a high temperature furnace), the product is given the technological features that customer requires. The Buyer performs this process because M.C.P. only carries out purely mechanical workings of chip removal.*

In the sector, medium/low productions mean job orders from 1,500 to a maximum of 2,500 pieces, while medium/high job orders mean from 3,000 to 7,000 pieces.

On average, the lifespan of an automotive product is of 7-8 years about.

Business strategy

Customers' urgent requests to have at their disposal certified suppliers made M.C.P. perceive that Certification could have been a strategic tool for its development, since it meant the

arrangement of a standard structure and organization. This implied upsetting the old working method and giving an innovative mark of business organization that was more similar to small industry than to artisan enterprise.

In 2001, M.C.P. decided to make a remarkable improvement: it planned business development by projecting the strategy until 2006 and began to make its first investments by purchasing tools and machines.

It has invested in the purchase of very up-to-date machine tools that employ a robot for loading and unloading pieces. This way it gave people the chance to qualify themselves by taking on self-control in-process responsibility with specific advanced tools and management of quality software (MCP Stat), which was created by its partner company in order to guarantee that production remains steady over time and product quality is always high.

The company's core businesses are the following:

- oil gears;
- pistons for shock-absorbers;
- ring nuts to block bearings.

The business strategy is also aimed to employees' involvement by encouraging their work motivation and growth through individual and collective training opportunities and through continuous transferring of "know-how".

Management

The company established the following organization chart:

- Production Manager;
- Administrative Manager;
- Quality Manager.

The Quality Manager is business tutor, since he attended the compulsory course at Formart.

- He is an industrial engineering expert. He attended an Informatics course (Leonardo Project) and quality courses at the Chamber of Commerce CTC on ISO 9000 and Total Quality for two years.
- In 1999, he obtained the qualification of quality controller that, together with his training path and curriculum vitae, allows him to train employees. Moreover, he got a further certification with T.Q.M. training (*until 2 years ago, it was the largest training and consultancy organization in Italy to achieve the certification. It was a very professional body. Founded in Turin, it developed throughout Italy. Then, two years ago, a French group absorbed it*).
- In 2000, he attended a Master of Quality at the Chamber of Commerce; with the total of hours he achieved by attending the master and working in the company, he qualified for quality certification.

At present, the company is transforming the quality system ISO 9002 into QS 9000. This certification relates to car sector (management of non-conformance, products, human resources process...); some bureaucratic procedures are still lacking, but in fact, the company is already qualified for customers themselves.

M.C.P. is the only European reality working with a certification endorsed by customer in the automotive sector.

Internal communication

With regard to the business strategy that has been implemented since 2002, every 6 months a meeting for internal planning is fixed, in order to assess the production trend. Once a year, a meeting takes place during which the monitoring of data and results of productive

development is performed by using the seven tools of Total Quality, if they are provided for, and at least the four ones of Vision 2000. Every day, these data are monitored, allowing to find the possible negative trends in order to implement improvements and take new ideas into account.

At the end of each working day, all the employees, including managers, using the data output by the computer that each employee has near his/her workstation, make the statistics of the working process. Like this, if any problem has arisen in a particular area of production department, the attitude to be followed is discussed and decided communally.

In addition, there are some moments that are called “Flash”: they are rapid meetings taking place during the productive activity, in which the quality manager or the production manager are present. The purpose of these meetings is to give and receive short messages or to solve little problems.

All the meetings are minuted, except for the “Flash” ones.

Internal communication is very high. Employees feel integral part of the company, which has the precise task to transmit the “passion” for the job, allowing all the members to express themselves.

The existence of a conducive context to work and learning processes

In the company, involvement is high and the working environment is collaborative.

At the end of the working day, all the employees stay for a briefing; the organized meetings are highly attended, even though they are outside the working context and are not paid.

Willingness to transmit experiences and information is high.

This is true for the two people engaged with a provisional contract as well, who work two/three days a week and who, for two years, have always been the same. Also for them, training proved to be necessary since they are anyhow involved in the business process.

Working placement: training methods and opportunities

The business balance includes a specific budget that is allotted to training.

The Quality Manager is in charge of interviews for working placement and of the final decision for the recruitment.

In general, the company looks for young people holding a diploma from Technical Institutes or alternatively “young people who have will to learn”. When a person having remarkable experience arrives in the company, he/she is recruited in order to take advantage of his/her experience and, thus, to update the internal one.

Working placement is standard for all the new recruits.

Since the company makes great use of computer work, all the new recruits attend a training path of informatics that is usually performed after the working hours, in the quality office, which is fitted for training at all levels.

Training is specific for each new employee and is based on the cultural level of participants, by using a language that everybody can understand.

Training is also performed through the courses organized by the Chamber of Commerce of Bologna.

During the first days, the new recruit works with the Production Manager who shows him/her the job and, in particular, what and how he/she has to perform his/her task at the tool machine and to which person he/she can apply in case of necessity. After this first stage, the person works with a skilled operator for about one month.

Then, for about six/seven months, the Quality Manager is responsible for the new recruit's training: it is a One-to-One training and is carried out after the working hours. At first, it highlights the personal cultural background of the person and, later, he/she is explained how the company is organized, what quality is and how it is implemented in business job. Once this training path ends, the employee enters a quality group which meets when it is necessary (they

are working groups formed by 3-4 people who cooperate to solve or improve issues arisen within the company).

All the operators have at their disposal, on computer, the business procedures concerning: the business system as a whole, the production cycle, an informative text on all workings, the job that the employee has to perform, a card about the machine to which the employee is assigned and the related safety devices. It is possible to consult these procedures at all times through an access key the Quality Manager or the skilled operator provides.

Besides the above-mentioned training, apprentices are given the compulsory training at an authorized training centre. In general, employees are not enthusiastic about it since they expect a more professional and suitable path for the kind of job they have to carry out. Also for this reason, the company mostly implemented the internal training.

M.C.P. welcomes the “trainees” of the Technical Institute “ITC Paradisi” of Vignola periodically. They attend a training path agreed with their teachers and the Quality Manager: usually, this placement stage lasts about three weeks, during which the student is showed the business productive process.

Three yearly meetings for training concerning the information network are planned. Employees are divided into two groups, with the specific view to get more attention and, as a consequence, better acquisition of information.

Assessment systems

An assessment system specifically structured, with tests or questionnaires, does not exist in the company: in fact, experience has shown that by subjecting employees to this kind of assessment, a negative impact on working efficiency may occur.

For each person, a card concerning his/her working path and vocational training, both inside and outside the company, is worked out.

Rewarding systems

Every three/four months, the Quality Manager measures the employee’s performance and learning, and his/her level of commitment to the job: according to this assessment, a bonus can be paid. People are allowed production bonuses for respecting the paths provided for by the internal productive process and rules and for performing the surplus that employees who want to grow and learn are asked to.

Case study: CAMST

BUSINESS ANALYSIS

The association as a whole

Important company operating in catering, CAMST was founded in 1945, in Bologna, as a “cooperative of collective and traditional catering”.

In 1947, it inaugurated its place at the station, when others were already operative: the canteen in Via Ugo Bassi, the snack bar at the Local Theatre, the Stadium bar, the “Montagnola” pavilion, the bar at the Racecourse.

Between 1945 and 1994, CAMST highly developed throughout both the Bologna and the national territory.

Now, CAMST is a limited company (S.p.a.) formed by many enterprises and is organized according to a traditional structure, widespread all over the territory.

Its head office is situated in Villanova di Castenaso (Bologna) with a legal administrative office and about 10 territorial branches. In Emilia Romagna, there are 4 branches, 2 of which in Bologna (Emilia Centro and Emilia Fiere); Emilia Nord in Parma, and Romagna-Marche, which is under the control of municipality of Ravenna: this last one represents the “Bancheting” branch, that is to say parties and receptions, and it manages the organization of banquets.

In addition, there are other CAMST premises on the national territory, in Piedmont, Liguria, etc.

Because of its wide development throughout the territory, CAMST controls many companies, such as:

- Finrest: it manages the strategic shareholdings and financial resources of the Group;
- Ristoservice: it manages the alternative restaurant services and issues the “Day” meal vouchers;
- Summertrade: it manages catering at the fair district in Rimini and other banqueting services;
- Gerist Ricevimenti: it manages catering services of Fair, Palaffari and Conference Palace in Florence; in Tuscany, it organizes high level receptions;
- Lugo catering: for the creation of a centralized kitchen able to make meals for hospitals, schools and communes (it is a mixed semi-public – some communes of Ravenna Province – and private controlled company – CAMST);
- Due Castelli: it manages the creation of catering places formed by different typologies (restaurants, bars, pizzerias) within commercial centres situated in industrial and craft areas (company controlled by CAMST and an entrepreneur of Imola);
- Serimi: it manages the creation of a centralized kitchen. It is a mixed semi-public – Comune of Mira, in Venice Province – and private controlled company – CAMST). Since 2003, it has also been managing the local pharmacies, thus taking the path of multi-purpose company;
- Villa Cicogna: it manages its internal kitchen with the “PARTY Ricevimenti” brand, meeting the most demanding needs for coffee-breaks, business lunches, banquets, gala dinners and wedding receptions;
- Città del Mare Hotel & Resort S.p.a.: it manages the homonymous holiday village in Sicily;
- Orma: it manages the centralized D&CO kitchens, besides the network of catering places and structures with the “Pranzo Più”, “Nibbio” and “Primissimi” brands;
- Camst 2000 d.o.o.: founded in 2000 after taking-over the Capodistria ports (Slovenia), it currently manages: 1 self-service, 1 self-service terminal, 1 à la carte restaurant with its own cuisine, 3 bars-snack bars, 1 centralized kitchen;

- Ve-gra: it manages many cooking centres and self-services in the Triveneto area. At present, its core business is collective catering at private level (it has a lot of contacts with private companies of the Vicentine area). The first places were opened in Padua and Vicenza in the Eighties;
- Se.Ri.BO: since 2003, it has been managing school-meal service throughout the communal Bologna territory;
- Matilde Ristorazione: it is a public and private corporation between CAMST and the communes of San Giovanni in Persiceto, Sant'Agata Bolognese, Crevalcore and Sala Bolognese, in Bologna Province, and Nonantola in Modena Province.

BUSINESS STRATEGIES

Over the years, CAMST has been choosing to be present and remain completely in the market of collective catering for each one of its branches.

“Collective catering” means: school-meals, traditional catering, commercial catering (canteens), banqueting, hospital catering.

In detail, the two branches in Bologna territory have strongly functional and operative implications, partly because it is the territory where CAMST was founded, partly because it is the reality where it is mostly present. In particular, Emilia Fiere deals with all catering of fair district sector and manages all the shopping centres where CAMST is present in Bologna (Centro Nova, Centro Lama, Centro Borgo, Il Pianeta - E-Leclerc), besides a series of other places (“Bassotto” in the city centre, la “Galleria” at the end of via Indipendenza, the place at the bus stations, businesses, self-services, etc.).

The other branch (Emilia Centro) manages canteens in companies and schools and every activity that is controlled by contract works.

In addition to this, there is the “Bancheting” brand that is involved in the management and organization of banquets, receptions, etc.

One of the company’s flagships is the management of important events such as “Pavarotti and Friends”, “Pavarotti International”, etc., which are sensation shows not only at territorial level and allow great visibility.

Within the group, among the others, there is a big company, “Risto-Service”, that issues “Day” meal vouchers, boasts the highest turnover and is the most important company among the subsidiary ones.

All the other companies are small and medium enterprises that today work in the catering sector on the territory or widespread throughout Italy (such as “Orma”).

HUMAN RESOURCES

In Bologna territory, CAMST employs about 1,500 people, while, today, employees are little more than 6,000 in all; in the Group, currently, about 7,500/8,000 people are employed: one of the business targets is to achieve 10,000 units.

For a couple of years, CAMST has been following the path of social report that, every year, involves all the cooperative and funding members.

On report meetings, the previous year’s social report is shared and analysed.

The report balance include the 4 points of the examining mission, which allows the communication of business values to all CAMST members, in their different tasks.

As to the sharing and involvement in the business strategies and targets, the company aims at the vocational growth and requalification of employees and, as a consequence, at their vocational training.

Employees participate in setting out the vocational training purposes, even though organized tools and processes, aimed at the research of internal needs, do not exist yet.

The main system through which monitoring and control process takes place at the various levels, is that of Quality.

CAMST, which is certified according to UNI EN ISO 9001/2000 standards, was one of the first companies to get the certification in Italy in catering sector.

Every day, the design and supply of catering services concerning competitive tenders, is subjected to specific and very rigorous tests: from raw materials to food supply, to cooking methods and meals' distribution, in compliance with prearranged methods and procedures.

The highly specialized professionalism of all its operators ensures the implementation of each production function and stage.

Quality certification provides for monitoring the business activities, especially at operational level. Therefore, there is, for example, the figure of the specialized cook, who is present in every place where the direct preparation of meals takes place, but not where only distribution is performed (in general, here, there are one or two people who distribute the meals that have been already cooked).

The specialized cook, since he lives within the structure, is simultaneously the first and last person in charge of all the process and, in addition to this, he manages all the other human resources present.

The Manager, who is in charge of the management of many places, has the task of performing the general coordination.

The company considers learning and sharing as fundamental elements and it operates so that this activity could involve also new recruits.

Then, this principle has to be adapted to employees' individual jobs and tasks: for example, the person employed in wash department is provided with introductory information on his/her activity, instead of those concerning the whole company.

Another principle that CAMST takes into account very much is the transmission of values as a process that has not to be disconnected from operativeness. As a matter of fact, when the job is taught, also the working method is transmitted.

As to the human resources management, only quality procedures are structured.

The System provides for monitoring people's education/training process and, in compliance with this, a half-yearly assessment by the Manager is made, preceded by his/her collaborators' assessment (the specialized cook, the assistant cook and, then, all the other professional figures). On this assessment, an evaluation is made implying the effectiveness of collaborators' education/training. Following this assessment, it is possible to know if an action is required and its orientation.

Moreover, some internal meetings are regularly organized within each place between the manager and his/her collaborators: here, without having a prearranged plan of meetings, different problems are faced, according to the need of individual structures or when problems arise.

Within the company, the informal meetings occurring among employees, can be wrongly considered moments of organized training.

Moreover, members office organize another activity that is more social and implies the organization of events and parties (Woman's Day, Mother's Day, Christmas, etc.) that take place in a wide room often dedicated to this purpose.

In the company, educational classrooms and meeting rooms exist.

However, CAMST is considering the opportunity of creating a real training centre, with purpose-equipped classrooms and a specific structure.

New recruits

Over the last years, also because of the great development that the company had both on the regional and on the national territory, the number of employees has increased and this number is expected to increase further in the near future.

The age of new recruits is different according to the tasks they will be assigned to.

The business trend is to have young but already trained employees as to the specific jobs; however, the mission, values and guidelines that are specific to the company, are transferred to all people who enter CAMST.

The enterprise recruits already skilled staff, according to the various sectors and they attend a training path on specific subjects.

People entering CAMST have to attend a compulsory introductory training on fundamental areas: safety, hygiene, etc. This basic training activity is performed during the first month of business placement (in this sector, industrial safety has to be simultaneous with job integration).

Later, the new recruit is considered integrated to all intents and purposes, and all the next education/training steps are performed in consequence of further assessments, or of a revision of procedures having direct impact on work, or of resulting needs reported by a manager to a superior of his/hers. The manager will then relate the requirements during the interview to the assigned role (Human Resources). Like this, needs are formalized and, later, the action modalities are decided.

Therefore, as a rule, technical skills, which are considered as strategic, are acquired within about one month of training.

CAMST does not implement rewarding and/or incentive systems and, anyway, as to what concerns the training path.

Analysis of a process of H.R. management

CAMST developed many formalized organizational activities for the performance of processes concerning human resources management, as for training, vocational development and assessment systems.

As already mentioned, these differentiations depend on the role and task the individual is assigned to within the company.

Every two years, about 80 people attend a training path that has a different duration according to the played role and provides for a follow-up at a range of 4 weeks/1 month: for heads and managers, it is of two days, for collaborators of one day and a half.

To date, 4 editions of this training path have been organized with two enterprises, producing good results on the participation and attendance front; nonetheless, an analysis of its impact on work framework will be necessary, through interviews by which to collect data allowing the understanding of the actual situation, considering that this is a quite important area to be monitored.

Operational figures are referred to and training is simultaneous with safety and hygiene training.

Moreover, some training actions of “orientation to customer” are being implemented.

There are not formalized tools to notice needs or to record those that could be suggestions coming directly from employees; these signs are analysed by an intermediate level, that is, by the individual department managers.

To do this, a meeting with the manager of the various production/distribution levels is arranged. During this meeting, once each departmental head explained to the manager the requirements after having collected them from employees, it is possible to work out a planning and a programming with the manager.

This allows understanding where the company is going and planning the targets to achieve.

Analysis of a process of H.R. management: focus on business tutor's role and features as to apprentices' work placement

In comparison with the total number of employees of CAMST in Bologna territory, the number of apprentices actually employed is relatively low. Each apprentice is placed in a sector (for example, accounting, with a task of analytic accountancy) and, inside this, a person possessing specific skills (manager, head clerk, etc.) is identified to perform the new recruit's tutorship and on-the-job training path.

In order to optimize the apprentice's employment in the company, it is believed important a higher involvement of business tutor in planning the training path.

Usually, the business tutor role is played by an expert, such as the specialized cook who supervises kitchens and knows very well the job the apprentice will have to do, together with the manager who controls the performance of the whole place.

Therefore, a senior trains on-the-job the new recruit and welcomes and supports him/her, managing his/her placement path.

Conclusions

CAMST's success is the result of company's attention paid to the different fields of catering, at all levels, from take-away to self-service, to banqueting, canteens, parties, etc., and to the choice to supply a range of competitive services, both for mass and sector services (business and scholastic canteens).

This led the company to an increasing success that can be assessed by customer's satisfaction, in all the different fields, and to widen its horizons well over the provincial territory, creating synergies with other enterprises, Communes and other realities in the territory, at first at regional and, then, at national level.

Case study: ATC Spa

BUSINESS ANALYSIS

The association as a whole

ATC S.p.a. is a public transport company owned by Bologna Commune and Province. It is a service company and its activity, within communal and provincial territory, has a remarkable effect on quality of citizens' lives. ATC has been a limited company since 1 January 2001: the corporate transformation took place in compliance with the reform Laws on corporation public transport sector.

ATC serves Bologna town and some neighbouring communes with urban service, and all the provincial territory with suburban and interurban service. Thanks to the attention it pays to quality service and the orientation policy towards customers developed in the last years, together with the promotion and fidelization actions implemented, the whole number of passengers, that has continuously increased over the past three years, is now stabilized, while the number of regular customers is going on increasing (at present, the yearly subscribers are about 19,000).

Therefore, the public transport service represents its core business: around it, over the past years, ATC has defined an integrate offer of mobility, by providing citizens with further services, such as the management of some parking spaces, activities of traffic and waiting controls, information services, car sharing services and projects of mobility management. All these actions aim at managing the mobility demand coming from employees of organizations and companies operating in the Bologna area.

Since September 2001, ATC network has been renewed in order to reduce the environmental impact of the service, with limitation of traffic in the city centre of the heaviest means: a shuttle bus systems now serves the area of the old city centre, while some new lines arrive to the central interchange points.

The shuttle bus network (A, B, C, D, E) makes also possible direct and fast transfers within the old city centre and, at the same time, the interchange function is valorised between private and public means of Staveco (near the city centre and Rizzoli hospital) and Tanari (near the station and the city centre) car parkings.

The ATC Card represents a proposal of cooperation to the customer: the company, by basing itself on previously declared targets, commits itself to supplying a quality service to citizens, to whom it asks to participate actively by proposals, remarks, complaints, suggestions, to improve the transport offer.

The path began in 1999 with the first issue of the Card, is continuing also this year, through a "window" on ATC to strengthen and increase the citizens' knowledge of the company and its services.

The 2002 Card is the confirmation of cooperation relationship between the company and citizens: as a matter of fact, it was prepared, like last year's, also on the basis of indications and assessments expressed by the customers that ATC involved to set out their approval on the document, with respect to their concrete needs and expectations.

It is important to underline how the company, in these years, has invested on environment, with the renewal of the fleet of means and the introduction of vehicles having a very little environmental impact, such as electric, hybrid and methane buses. But the most significant investment, in terms of advanced technology, from the start of the first years of the Nineties, has been the telecontrol system of the network that, besides ensuring a more effective service, allowed the development of further information systems to users, both on board and at stops (intelligent

staffs and shelters) and, more recently, Hellobus, which allows receiving, in a few seconds, by a simple SMS, the actual bus arrival time on one's own mobile.

Contemporarily, through the services of waiting and car parking management, telephone booking for provincial areas (Prontobus), car sharing (Caracat) and mobility management, ATC repositions itself as a company for integrated mobility.

It is exactly this heritage that allowed ATC to enter fully the market competition to which today companies are called.

The first concrete action is the commercial network recently created with Trambus Roma, ATAF Firenze and CTM Cagliari, by which ATC contracted a strategic alliance to seize present and future opportunities in the public transport market, both at national and European level.

The company's employees know well its mission, that is to say the collective transport of people and mobility on the territory, while they know less the improvement plan implemented. ATC, which is certified ISO 9000, daily checks the individual processes and analyses the satisfaction level of customers, by using different tools and channels: complaints department, call centres, information "lodges", drivers' reports, etc. The last survey was carried out between the end of 2001 and the beginning of 2002, through telephone interviews (1,400) with respect to the urban service of Bologna, Casalecchio di Reno and S. Lazzaro di Savena, and through direct interviews made on board, for the suburban, interurban and urban service of Imola.

In order to check the quality level offered to citizens, ATC has been making, for some years, other surveys that integrate the results of those concerning customers' satisfaction. Information collection is made through the direct observation by a group of external operators that are specifically trained and remain anonymous who, by simulating customers' "typical" behaviours, can get a wide range of elements and aspects linked to the quality service, by assessing it.

Like this, even the smallest aspects are assessed, which, usually, customers do not catch but which have an impact on their perception and approval of the service.

Moreover, ATC wants to ensure the right of mobility, by fully respecting citizens' and environment's health.

Therefore, the company aims at limiting the consumption of energy and at reducing the causes of environmental pollution, in accordance with the principles ruled by national and community regulations on the subject, as well as with the undertaken engagements towards citizens by local institutions.

For these reasons, ATC is convinced of the necessity to face the Environment issues in a global and dynamic perspective, by resorting to a specific Management System of Environment. For a most effective administration, ATC founded a proper Steering Committee that:

- plans and coordinates the management and improvement plans of Environmental Protection;
- plans, manages and coordinates a check system of activities and the situation on Environmental sector;
- develops and disseminates suitable rules and operative procedures to be implemented in Environmental sector;
- develops the aware involvement of Employees; checks the understanding and implementation by Employees.

HUMAN RESOURCES

People working at ATC play a key role in providing, every day, citizens with a quality service. In fact, the quality offered to customers largely depends on the capabilities, also relational, of these people who represent for the company a key resource. ATC performs different actions

(training, internal communication, regular meetings) to sensitize and involve anyone participating in business activities, by valorising their contribution as an important element for the continuous improvement of the service.

The company, from 1997 to 2001, carried out yearly surveys about service approval by customers: the resulting assessment on how contact employees have relationships with passengers was very positive: the Crew represents for citizens a point of reference during their transfers.

For some years, the company has been prearranging an internal department dealing with the personnel selection, no longer devolving this task to external consultancy firms.

Moreover, it implemented a programme of intense training allowing an immediate practical application of learnt skills.

New recruits are chiefly trained when they enter the company: the Human Resources Manager is the first person the new recruits meet.

This training mainly concerns the quality service and the hauls of individual lines – both urban and interurban – the mechanics of means, the ways of driving and behaviours with passengers, etc.

At the beginning, the training paths are of about 200 hours and, after one year, some (compulsory) concept recalls take place.

The training supplied by the company, which is partly theoretical, is mainly focused on regulations, on the knowledge of the company and its rules and, as a consequence, its means (buses, trolley buses, articulated buses, etc.).

The company thinks that a new recruit can acquire the necessary skills to perform its tasks within 160/180 hours and, therefore, within a period shorter than 3 months.

At present, the company does not possess internal rooms specifically equipped for training, but it has spaces that, each time, are fitted for meetings, courses, etc.

The theoretical selections take place very often in external places the company has to rent because of the large number of participants.

In order to enter ATC, on enrolment in selection process, it is necessary to have particular driving licences for each typology of means: the KD licence for normal bus (12 meters), the E licence for 18-meter bus, while for the trolley bus a supplementary licence is required and the company lets the drivers who want to, obtain it. For all that concerns the most technical aspect (lines, means, business rules, etc.), the company supports firmly learning, by implementing courses with internal experts of each sector for what regards theory, and with practicals on means with respect to lines' hauls – both urban and interurban – the location of urban and not urban sheds, etc.

The company performs a “cascade” training policy that is highly structured.

Each manager is required to have the training needs of the specific sector, in order to be able to provide suitable answers to the expressed needs. As to executive cadres and Managers, they have to participate in a fixed number of yearly training days. These meetings are planned for the whole year and may be changed only in particular cases.

ATC provides for a money rewarding system for employees. In fact, employees receive a “productivity bonus”, divided into two parties, that is added to salary and motivates the presence at work (that is to say, it is paid according to the presence days at work, once leaves and sick leaves are deducted).

As to APPRENTICESHIP, ATC favours the placement in Repair shop department, that is to say that the apprentices present work in this sector.

A tutor (usually, the head of the repair shop of the shed where apprentices are placed) supports apprentices and will follow their technical training and progresses.

The tutor decides young people's placement processes, methods and times.

Like for the other figures that are placed through competitive public examination, also for apprentices a first short stage to know the company, its organization and relative needs (in this case, management times and methods of the fleet, that is the vehicles of each shed) is planned for.

At first, an introduction to the vehicle typologies present in the shed repair shop is provided; then, the apprentice is trained on-the-job by the tutor or by an expert for the first direct contacts with the problems concerning the means.

Finally, the apprentice is put in a position to work autonomously on vehicles, even though always under tutor's supervision.

Until now, this typology of action has led to optimization of times-methods-resources, allowing the company to have apprentices in repair shops and allowing the apprentices themselves to learn a job, with the opportunity to remain in the company, at the end of their apprenticeship path.

The various sectors manage independently operative meetings aimed at comparing and exchanging information, often also favoured by trade unions (especially for what concerns driver employees).

Nonetheless, the sector having the highest number of meetings and assemblies is the repair shop, where it is more frequent that problems or difficulties to solve together may arise: also like this, apprentices have the opportunity to learn and to interact better with other people working in their same department.

Employees socialization takes place informally within the Club (in Via S. Felice) and at the "Driver window".

The Club, which is usually opened throughout the week and has wide hours (from the earliest morning to the late afternoon) is the meeting place that ATC employees use more to exchange ideas, contacts, opinions, information and working shifts as well.

Case study: Miserocchi & C. Sas

BUSINESS ANALYSIS

Situated just outside Cesena, Miserocchi was founded at the beginning of the Sixties of the last century by two partners, Lucio Miserocchi and Paolino Cardi. At first, it was a sawmill specialized in the manufacture of boxes for the packaging of fruit and vegetables. Cesena territory was highly characterized by the existence of many companies, often organized as cooperatives, that were involved in fruit marketing: being closely connected with its own area, Miserocchi equipped itself for the supply service of wooden packages until, in the mid-Seventies, the plastic packages, which were more resistant and less expensive than the previous ones, required to transform the business activity in order to allow its survival.

In the area of Forlì-Cesena province, it was exactly in that period that the furniture district began to organize: a lot of small craftsmen developed the production of upholstered furniture and fittings for small and large rooms. So, in 1977, Miserocchi company was able to change its activity into the marketing of wooded panels that the small enterprises manufacturing furniture used to produce doors, wardrobe doors, shelving and fittings in general. At that time, besides the owner who had bought out all the company ownership, in the enterprise worked a driver/warehouseman and a clerk.

In the early Nineties, the need to control working times and the relative costs, persuaded small and medium-sized companies that it was better to turn to external companies for the first working of panels; at the same time, a lot of artisans were not able to have at their disposal the machinery for cutting large panels and were in no condition to orientate only towards the assembly, finish and polish of furniture.

Miserocchi understood the market requirement and was the first company of the territory to equip itself in order to make the panels sectioning, an activity that plating (assembly of two or more typologies of material) and beading have been being added to, for about two years.

At present, the company employs 15 people, its turnover is around 3 million Euros and its catchment area has expanded throughout the Region Emilia Romagna and Veneto; it is managed by the owner's son who is also responsible for sales and working processes.

Over the last five years, the company has developed a particular focus on the recycling of reject items that are reused for the manufacture of new panels. In fact, there is not a reduction of costs, but environment is assured of a closer attention and wastes are limited.

The sold products are plywood and multi-ply in poplar and okoumè, raw and melamine faced chipboards, medium density fibreboards (made with recycled materials), veneers, laminated, borders in wood, melamine, PVC and ABS, jambs, door-frames and glues. Also special workings on project are made.

The development possibilities, which are strictly linked to the opportunity of enlarging the warehouse, are directed towards the widening of processes and, in case, the small house working and hobbies.

The business philosophy and the human resources management.

The business features that allowed the survival and the development of the company were the attention to the market and its changes, and the flexibility and rapidity of response to customer's need.

The request of artisans and architects turning to Miserocchi is not simply limited to the supply of products but it is set out in the necessity of getting detailed information on materials' features and consultancies on their possibilities of employment.

For all these reasons, the management's commitment has become to:

- know the typology of customers' work, the instruments at their disposal, the development of their activities;
- know the features of marketable products, their possibilities of employment, the critical points and resources;
- get rapidly information on the new available materials;
- have a wide range of suppliers and carefully manage the warehouse;
- assure rapidity and regularity of delivery of goods.

Until a few years ago, the company was subjected to seasonal work peaks that were relatively foreseeable and depending on the beginning and the end of the tourist activities in the near seaboard, because of the necessity of renewal and arrangement of commercial premises and hotel accommodations. Nowadays, because of the widening of the area on which the company organizes its relationships, these peaks are less foreseeable, more occasional and, consequently, they oblige a high flexibility in job organization.

These are the reasons driving the company management to involve all the staff members in understanding and managing urgencies, thus implying the sharing of the work plan and the self-assumption of responsibility in order to comply with it.

Against staff's willingness to take upon them contingencies, the company is ready to agree flexible work schedules, allowing the concordance with people's private lives, for example, with respect to maternity leaves (the women employed in the company did not find it difficult to obtain part-time jobs) or to family needs.

The encouragement of a cooperation atmosphere is pursued through regular staff meetings to discuss the possible organizational issues, the care in disseminating and sharing the information, the definition of periodic conviviality opportunities, and is undoubtedly favoured by company's sizes.

This aspect regarding the concordance of times is particularly important because of the presence of foreign workers who present problems linked to the integration in the territory, their familiar reunion, and the periodic returns to their countries of origin.

Since some processes are not very complex, the company recruits with ease young unskilled foreign workers who do not have previous experiences, assuring a long period of support and a mediation behaviour between business and individual needs.

Therefore, for example, the company is involved in the solution of possible housing problems of its foreign workers, in the issues linked to bank domiciliation, in the willingness to advance the emoluments, in the search for job motivation as a result of a comfortable situation at work.

Like it sometimes happens in small sized companies, the employees have professionalisms that, over time, assure interchangeability of roles, so that drivers are also able to replace machine operators and the warehouse practices are known and shared.

The work placement

The attention paid to internal relationships, meant as a prerequisite to care for the external customer, makes it possible to foresee medium-long work placement terms, since the knowledge of typology, origin, efficiency capability of materials is fundamental to assure a quality response.

Depending on the working, all staff members have to be able to support the placement, even though it is the owner who is in charge of it, while foreign workers' placement is also attended from the point of view of their socialization.

One of the employees, who has been living in Italy for a long time, takes upon himself the mediation of young foreigners' placement, in particular from the point of view of the improvement of linguistic competences, an inevitable problem with respect to which neither the off-the-job training is able to assure a suitable support.

Therefore, the specific features of placement are the attention to the individual and the willingness to experiment different workstations, from the point of view of the enrichment of vocational skills, as a tool for a better integration in business life.

Conclusions

The analysis of Miserocchi case study shows that the conditions for company's success lie in the close attention paid to the market and the ability to redesign its mission in relation to the changes occurring in it.

A prerequisite for the success of this strategy is the flexibility of the organization and of people supporting it through their job.

Flexibility is the global feature of the company, both outwards and inwards, pursued with a special focus on people, from whom the capacity to care for the customer is expected.

The informative flow, as a tool of involvement and self-assumption of responsibility, is assured and the relationship is cultivated as an efficiency condition in supplying services outwards.

Case study: Panta Pubblicità Srl

BUSINESS ANALYSIS

The company

Panta pubblicità, which is located in Santarcangelo di Romagna (Rn), was founded twenty-five years ago by three shareholders, Wilson Ricci, Bruno Ricci and Luciano Pieracini. They realized that local productive reality could be greatly sensitized to the necessity to advertise their offer in terms of services and products, using techniques that were innovative for that time, in Romagna territory. So, they started an activity of silk-screen printing on various materials and opened a market by proposing to enterprises to diffuse their name through the offer to their customers of a product, and no longer, or not only, through paper advertising.

The successful idea consisted in the belief that a product quoting the company name and title, which could remain in customer's availability for a lot of time, was an excellent system to ensure higher fidelization margins and to transform customer himself into an advertising means through the possible "hand to hand" passages of the item.

The market of seasonal summer activities was the first one to show the need for this new advertising tool, together with the activities of street vendors market. As a result, the company strengthened its activity offering a hundred of different products and through its three promoters' and one employee's work.

The activities linked to coastal tourism still represent some of the most important customers for the enterprise, even though, today, Panta pubblicità addresses to any kind of manufacturing sector, from building to International Fitness Association, from ice-cream producers to fair organizations, by providing specialized catalogues that ensure the offer of twenty thousand custom-made articles, a meticulous planning of the image to be diffused, the possible study of logo and the guarantee of a rapid and highly competitive execution.

The development of traditional activity was added to the working of products for internal use of companies (for example, they silk-screen print working clothes) and the production of "trend" items for direct marketing.

Just this direct marketing activity brought to a "gemination" experience that allowed the incorporation of an independent company.

The mother company no longer addresses to local production workshops, except on most standardized items, but it makes use of a network of foreign, especially Chinese, suppliers; it carries out product studies that ensure it a rapid development of the offer, which is made of small innovative details, with a special attention even to the least changes of taste.

Workers that are directly involved in production processes are now twenty, while office-workers are twelve, in charge of administration or marketing. Moreover, there are various multifirm agents representing its sales network. The entry into the company of original shareholders' sons led to the management replacement.

The enterprise's turnover is about five million Euros and the company considers itself a leader in a sector that, at present, is highly competitive. This is due to its deep knowledge of the market, its ability to ensure high volumes of work and on-time deliveries, together with its great power to differentiate offer.

The enterprise thinks about its future in terms of strengthening of its current market position and of increase of sales network. Recently, it has tried out mail-order selling, but it is aware that its product requires a direct contact with customer, because he has to be able to handle the items he is interested in, and to talk directly about customizable opportunity: it is exactly cus-

tomization that needs recurring contacts over time, throughout the manufacture of finished product. These features conflict with the mediation imposed by mail-order selling, which is more suitable for the offer of standardized products, and they also oppose to a market imposing long distances between customer and supplier: the attempts to open sales offices that were very decentralized with respect to the regional territory or of subsidiary warehouses, in the past, did not bear encouraging enough fruits.

These observations, together with the business will to expand further its reference market, motivated the management's decision to make fairs the favoured meeting place for possible customers, thanks to a range of proposals that can satisfy the needs of the most varied productive sectors.

Business philosophy and human resources management

Business philosophy develops from the features that management wants to strengthen, making them the distinctive elements of its own production:

- Product customization;
- Rapidity of execution;
- Materials and working process quality.

As to the last feature, we can say that, in the last ten years, it imposed itself because market required it, in front of a rapid consumption product for which focus, previously, had always been only on its communicative effectiveness or, rather, on its capability "to show itself", to distinguish itself. Now, customers perceive the quality of material support and promotional message the company diffuses as a feature that cannot be separated from customization.

If these observations are added to the fact that the high number of items on they work impose diversified and complex knowledge and skills, not only as to the wide range of employed machinery but also to the features of materials and their "workability", to the inks structure and their efficiency, it is easy to understand why management, for ten years, have chosen to change its production system.

Both the study of promotional message or of a logo to realise, and the product working, previously focused on customer: design and production departments worked in parallel on single job orders. Nowadays, it is no longer possible for single operators to supervise all processes ensuring the performing quality required. This is why the company chose to specialize working activities according to the materials to be worked and machinery to be used. Therefore, on the one hand, focus is on customer of design department; on the other hand, focus is on products of manufacturing departments.

If this organization, on the one hand, pays for a considerable increase of working practices bureaucratization and of complication of relationships among departments, on the other hand, it favours a quicker professionalization of production workers who are not obliged to learn all processes and are allowed to dedicate themselves to quality performance and the improvement of their specialist knowledge.

Management accompanied specialization strategy through the creation of a "didactic department", that is to say the fitting-out of a specific room destined for documentation, where it is possible to find specialized magazines and texts of technical widening, pertaining not only to processes and equipment that are usually employed in the company, but also to those that are marginally dealt with or that are next to the most well-known ones.

The design department has no direct contacts with materials and this element implies that communication processes starting from productive departments have to be activated, contributing to confirm the feasibility of a project or to bring about changes, with regard to the knowledge of materials reactivity, machinery flexibility and inks' changes.

Within the company, these flows of communication are stimulated, as well as progress towards the employees' higher and higher critical ability, by favouring both not explicitly

organized daily meetings, and prearranged half-yearly planning and control meetings, among all departments.

As to this aspect, the Human Resources manager, states that “The existence of conflicts and feeling between production workers and designers is the signal that we are working well, that the exchange we expect takes place”.

The characteristic concerning the rapidity of job carrying out and on-time execution of orders sets other kinds of criticalities and resources.

If on the one hand a positive answer to a market such as the seasonal one – which is so important for the enterprise and which, because of its intrinsic features, is not able or does not want to make long-term planning with respect to the supply of a product like the one *Panta pubblicità* offers – is given, on the other hand, the company takes the burden upon itself of facing frequent and not completely foreseeable productive peaks that need high capacity of planning and the same high flexibility of employed human resources.

One of the strategies the company tried to work out in order to manage this criticality regards the working hours: each production unit has flexible working hours that allows a productive group to respect delivery times, thus managing, to some extent, one's working time.

Moreover, in summer, those who want it may reduce their daily work time by taking “daily holidays”.

Management aims at the fidelization of staff and the investment in specialization as a prerequisite to maintain its fixed production standard.

Working placement

For some time, *Panta pubblicità* has chosen apprenticeship contracts as preferred tool for working placement.

The Human Resources Manager complains of the distance existing between educational training and business needs with respect to skills, knowledge and capabilities. In the past years, Management made some efforts to place young people coming from technical and vocational scholastic paths that, at least in theory, seemed similar to processes implemented by the company (for example, paths preparing professionalisms for graphics sector), but it had to realize that educational paths are more orientated towards the creative aspect of the job than towards the industrial one. Moreover, sometimes, scholastic equipment is inadequate and obsolete and, in any case, not able to ensure a professionalization that can immediately be used in the specific sector: results of working placement were often disappointing because far from boys' and girls' expectations. The company planned to cooperate with the Organizations implementing training paths for apprentices by providing technical/technological knowledge, materials and tools to improve young people's professionalizing training.

As to the internal organization, each operative unit is structured as a pyramid and beside one manager, there is one apprentice who is continuously on-the-job supported throughout a learning path of at least one year that is necessary to become completely independent.

On-the-job training is considered as the most suitable way to favour specialization because, in the manager's point of view, it arouses curiosities and competitive spirit that are immediately satisfied. Nonetheless, it is also necessary a supervision process that allows overcoming a specific issue: the inability to make many professional figures turn over during the on-the-job training risks to transmit not only knowledge but also tutor's limits and this risk can be reduced through supervisor's action.

Half-yearly planning meetings include also sessions to assess the learning process of new placed people.

All apprenticeship contracts signed up to now have been changed into open-end labour contracts.

Conclusions

The features that so far have allowed Panta pubblicità success are the capability to hoard the realized experiences, with respect to market knowledge and offer widening, and the investment in human resources' skill as a guarantee to make a product that is able to differentiate at exponential level and to satisfy the most dissimilar needs, still maintaining a quality that allows it to establish on competitors.

Product and service customization is a powerful challenge the company accepted and to which it tries to answer through specialization, stimulation of employees' critical ability, people's involvement, a certain amount of aggressiveness and the capability to question the decisions that did not yield the expected results.

Case study: Tumidei Spa

BUSINESS ANALYSIS

The company

Tumidey Spa manufactures furniture for living rooms and children bedrooms. Formed in 1958, in Predappio of Romagna, by Alceo Tumidei and his wife Silvana Valli, as a family business, later it was transformed into a limited company still family managed.

At present, it employs 98 people and 2 collaborators, occupies a 15,000 square meters plant and its annual turnover is 8 million Euros.

Actually, the company provides the retailers, that is to say its customers, not with single pieces of furniture, but with the complete fittings for rooms. Its internal office of interior designers assures their design, while a network of small handicraft enterprises working for it supply all the components, both upholstered and not – such as sofas, armchairs, mattresses and curtains.

Its production was subjected to changes, as a consequence of the transformations occurred in end-consumers' preferences and the strong will to keep the standard of its products within a medium-high market range.

As a matter of fact, the first twenty years of the company activity were characterized by its commitment to manufacture sturdy pieces, built to go a long way and to carry various kinds of stresses, to answer the need of stability and strength of the furniture market.

Then, since the Seventies of the last century, the aesthetical research has been becoming more and more important, together with the suppleness of frames, the innovation of furniture solutions, the used materials and the colour gradations.

In order to maintain a leadership position on the market, over the last fifteen years, because of a higher customers' focus that has gradually turned out to be an urgent request, the development of close attention to the peculiar features of the raw materials employed during all the production stages, with a particular care on products' non-noxiousness, became essential.

For the company, product and manufacture quality is the main feature of its activity, and this is why it has recently passed from the quality certification ENI ISO 9002 to ISO 9001 and has developed a scrupulous search for ecological materials, both as to the assembly stage – by using ecological panels that are obtained from the recycling of working materials or that contain only an insignificant amount of noxious substances, such as formaldehyde – and as to the finish stage, during which water paints are employed, thus assuring the non-toxicity of the components, both for workers using them and for customers.

These are exactly the features that allowed Tumidei Spa to become the supplier, as to living rooms fittings, of a large franchising company, Roches Boubois, that sells its products all over the world, in particular in Europe, South America, Japan and China.

Roches Boubois assured its experts' support to Tumidei's designers, in order to implement the necessary adjustments to the production that pursue the satisfaction of very dissimilar customers' needs and this cooperation has proved to be successful to the extent that, at present, 30% of Tumidei's turnover is realized abroad.

The promotion of the products is performed through the exposition on the sector magazines and at the specialized trade fairs in Italy and abroad. As a matter of fact, the company is planning for the consolidation of its position on the domestic market and its expansion towards the opening of new trade marketing in the Eastern European countries. For this reason, for a couple of years, it has already been placing its representation in Moscow and is beginning to

get a sale success that can be certainly considered as encouraging for the purposes of the planned development.

The business philosophy and the human resources management.

With respect to the commitment to "...manufacturing a good and high level product, allowing us to be in the lead with an offer that others do not make", as the person in charge of human resources stated, Dr. Gianpiero Pazzi, the company management considers successful its ability to settle on the territory in a moment in which it opens out to wider market horizons. This is why it employs people who live in the country where it is based, and the companies from which it stocks up on components are all Italians and a lot of them are situated in the same region.

The company management's orientation towards working and product quality and towards the end-consumer's satisfaction changed somehow the approach of human resources management. During a phase preceding the current situation, the need to improve the aesthetical aspect of the product suggested a closer attention on designing – and, as a consequence, on the research of cooperation with design experts assuring the constant innovation capability – and subordinated manufacturing to the requirements of that creativity. Today, even though the investment on stylistic innovation has not decreased, the focus is clearly on the quality of materials and on the conditions of their employment, and this requires a careful management of the human resources that are assigned to the different manufacturing and storage processes, which are considered the main resources for the company.

The working processes are often complicated, the practices are irregular and depend on staff's involvement, care and self-assumption of responsibilities.

This means that there is a particular interest in employees' fidelization and their job satisfaction, pursued through a close attention on the aspects concerning industrial safety, the support during the work integration phases, the solid knowledge of the different processes, the dissemination of information regarding business practices, the involvement in job assessment and valorisation.

All the job seekers are directly selected by the owner, who has taken on the responsibility of managing the human resources with the assistance of a collaborator. This selection process pays more attention to individual features of willingness to an effective placement than to the range and complexity of vocational skills, with respect to which the company believes to be able to assure implementation over time, through the support in the situation.

Up to now, this choice turned out to be effective, according to the management, since all the work placements were transformed into open-end contracts.

Even though the company management is centralized in owners' and their family's hands, from the selection of materials to the human resources management, the members of staff are regularly consulted about the improvement of all manufacturing processes and are invited to make suggestions, to find difficulties and critical points in general, and to comply with the procedures enforced by quality certification.

Each week, on Tuesday, all the people in charge of the various departments attend a meeting on job assessment and design, and this has proved to be strategic from the point of view of the facilitation of relationships and of timeliness in approaching the possible weak points.

Social interaction, within the company, is also favoured by regular convivial meetings taking place in specially equipped rooms that are next to the place of work, with the involvement of all staff.

The work placement

As a consequence of the fidelization research on the one hand, and of the necessity to specialize particular tasks on the other hand, the company favours, as a tool of entry into the world of work in any of the manufacturing sectors it is structured, the apprenticeship contract, which

is extended up to two years, a period the management considers to be suitable for achieving its set training targets.

In each business area, a staff member – selected for his/her job knowledge on that specific area and for his/her seniority assuring an exhausted acquaintance of the whole production chain – is in charge of the apprentices that have to be integrated into the organization.

The business tutor has to:

- get the apprentice acquainted with the company, with a special focus on the general processes and not only on specific tasks, in compliance with the rules set by the business protocols on quality;
- assure the learning of the procedures linked to industrial safety;
- favour the participation in the off-the-job training;
- accompany the training on specific tasks of the role that the apprentice has to play;
- assess the apprentice's integration from the point of view of interpersonal relationships, both at vertical and horizontal level, and of the care of working tools assigned to him/her.

The tutor's training support is considered essential, even though the specific content of each job is described in tables of procedure that each worker has to respect, because they assure the comprehension of also the implicit aspects of the assignment and, through the observation, he/she can assess and correct the young apprentice.

Up to now, a tutorship-training path has never been implemented, but the company thinks it will be able to avail itself of opportunities like these, if they come up.

Every week, on the regular meeting of the people in charge of the departments, the tutors supporting apprentices discuss the state of the existing placement experience, with the management and their colleagues. According to the leadership, this working method assures the maximum involvement of the company as a whole, with respect to the present criticalities and resources, favours the responsibility of the new arrivals and their learning process, so that all the apprenticeship contracts opened until today have turned out into the recognition of second-degree titles and open-end contracts.

Conclusions

The deep analysis of Tumidei case study shows that the successful strategy was the resolute pursuit of coherence in realizing a high-quality product, thus widening the borderlines of the reference market with adjustments of a painstaking design, but also characterized by enough flexibility to adapt to different publics' needs.

The identification of effective synergy in the support of product marketing action, as well as the attention on the features assuring differentiation and valorisation within a very competitive market, revealed to be very important.

Finally, the search for employees' widespread involvement in the identification and pursuit of solution to criticalities, despite the presence of a centralized leadership, has been very significant exactly for the purposes of the maintenance of product quality.

Case study: Estetica Claudia

BUSINESS ANALYSIS

The enterprise: its history and activity

Estetica Claudia is a beauty parlour situated in Cattolica, in a small proprietary building that has recently been refurbished. It is managed by the owner, Claudia Magnani, with the support of four assistants.

Fifteen years ago, Estetica Claudia was born of the owner's passion for beauty. She decided to risk, by embarking alone on an activity that was still little-popular in a specialized manner and mostly confined to the role of accessorial service within hairdressing salons.

Over the years, the company expanded, supported by strong orientation towards its targets and impetus to the continuous development of skills.

Today, the company offers a wide range of beauty treatments for body and face that is favoured by state-of-the-art technologies, and is continuously enriched and updated over time through articulated services aimed at meeting customer's specific needs (specific programme for bride, mother, etc.), together with the semi-permanent make-up that the owner herself executes, for which the parlour is well-known also outside the local framework, even attracting demands at national level.

The fear of failure, which accompanied every important step, was overcome by the will to renew, not only because the market required it, but also to give the owner and her assistants new job impetus and satisfaction.

For the same reason, Claudia Magnani's activity has never stopped to the parlour management only, but it extended to teaching at a school for beauticians, to attend many meetings and to a book, in the belief that the impulse to job improvement and innovation has to be constantly supported through comparison, exchange of experiences, and search for stimuli outside the enterprise's "walls".

The orientation towards customers, who find the first important business expression in the supplied services, helped this process.

The enterprise distinguishes it from most beauty parlours thanks to a wide range of accessorial services aimed at favouring the customers' access (on request: baby-sitting, transport, etc.), as well as for the focus on the new "tendencies" in beauty sector, such as the massage with lava stones.

As mentioned above, the enterprise is specialized in semi-permanent make-up, that is to say a make-up lasting several years without having to make-up and to remove the make-up every day; it is a technique used also for the body, for example, after accidents or operations.

Contrary to what could be thought, in Claudia's opinion, the idea of semi-permanent make-up does not result from a hedonistic approach, but from the wish to meet the "common" woman's need of "waking up in the morning and being ready", having no time to spend for her, since she is engrossed in her job and family.

All the activities, and especially those of semi-permanent make-up requiring a make-up lasting many years, are supported by an information tool showing the customers the results before the treatment is made. From the customer's point of view, this represents a very important service.

The will to innovate, in order to gain new impetus and job satisfaction, has always characterized the owner in her professional commitment, since she founded the parlour.

All this is based on the practice to start from customers' needs and, to do this, the enterprise employs formal and informal procedures, from customer's direct care to the distribution

of satisfaction forms. In the case of both slight and considerable requests, the enterprise tries to give tangible signals and to take the provided suggestions into consideration: the offer of infusions at the end of treatments and the selection of background music are concrete examples of this approach.

From an operational point of view, in order to provide a service that is able to satisfy customers, the parlour has been equipped with a formalization level that is unusual for such a small enterprise. It goes from the written procedures concerning the service supply, to the employment of a resource exclusively devoted to supporting activities, which offers a valuable help, dealing with the management of customers' database, the booking and organization of appointments, the monitoring of business costs and results.

The target is to ensure the customer a high and constant quality service, throughout all its steps and regardless of the beautician who makes the treatment, and to ensure the operators themselves a certain point of reference on which to perform the job, even if the owner is absent, as well as the opportunity to follow a customer throughout her stay at the parlour.

The competitive framework

Today the sector is very changed: after the exponential growth favoured by new lifestyles, which are more orientated towards grooming and comfort, the beauty sector has reached a certain stability.

The full development of the sector asked the market for specialization and enterprises are specializing. But it is not the only thing.

This development saw the setting up, on the one hand, of big multi-service organizations (fitness, solarium, massages, etc.) and, on the other hand, of many small "artisan" centres, often formed by the owner only, thus creating a more and more competitive framework, characterized by very different levels of service and management structures.

Within this framework, Estetica Claudia's target, as it has always been, is to continue its growth by orientating towards the choice of a difficult balance between an informal atmosphere and a managerial administration, supported by a strategy of continuous investments in human resources, equipment and services.

The chosen path by the company is to try to keep the role of "beauty consultant" in the customers' minds, because they are increasingly informed and experienced in this field. This means to take care of the whole person by recommending her the appropriate treatment in order to improve her global image, according to her personality.

The challenge lies in the difficulty in making this role acknowledged by a customer who is used to a more traditional approach with respect to beauty.

But this way, the customer can be given a global solution, including products, with a consequent high impact on the business turnover and the customer's loyalty.

Aiming at this target, the first step was the creation of a cooperative relationship with a supplier through a project directed to the employees' vocational development and to the improvement of their motivation and, as a consequence, of productivity.

According to the undertaken path, the improvement of assistants' communication skill and their well-defined internal specialization, represent the elements on which to focus for a further operational improvement of Estetica Claudia.

Employee Involvement

The scarce number of specialized operators in the sector and their key role in business philosophy become a stimulus to pay particular attention to human resources by the enterprise.

Within the business, great attention is paid to all assistants, with regard to both the technical content of the job and the management of interpersonal relationships and the capability of working as a team.

The set management allows human resources employed in the enterprise to be in the best position to work and to get satisfaction from their job.

is based so that the human resources operating in it in the best condition to work and be satisfied with their job.

The assistants, all of them owner's old girls, contribute actively to the settlement of business goals and the choices concerning new products or services, with high level of devolvement of responsibility, but also with the opportunity to attend training courses and benefit from just incentives.

The total involvement of all the assistants in setting out the business goals, in particular during a monthly meeting, and the high sharing of the vision and values, are the concretization of an important internal activity of involvement.

Teamwork implies that every possible disagreement is immediately solved, aiming at continuing to keep a good relationship, in order to work in the best way.

According to the business goals, this orientation plans also for vocational development activities through the exchange of views among the assistants, managed by a consultant, in order to share the best practices used by each of them.

This involvement, together with a high focus on technical and relational training, rebounds on assistants' high devolvement of responsibility with respect to the customers, who ask directly for the beautician they want to be attended from, without consulting the owner.

As a matter of facts, the assumption of responsibility is strengthened by various courses the enterprise finances and that are chosen by the owner on the basis of each person's inclination/skill. They are both technical and relational courses since, in this kind of job, the psychological component is fundamental.

As above mentioned, each assistant is specialized in a treatment, but she can also provide the whole range of business services.

To support the delegation, the enterprise developed written procedures on protocols in which, for each type of treatment, the phases, procedures, possible problems and methodologies to solve them, are documented, in order to be prepared to take action in every situation towards the customer, without stopping or having to apply to the owner.

This strong delegation choice is due to the fact that it allows the owner not to worry about her assistants' activity and to act on hers.

Moreover, some incentives linked to the selling of products are provided: every day, the assistants show the takings achieved by selling products and, monthly, they receive a percentage of them.

In small enterprises, there is always a strong identification between the management and the activity, and also in this case, Claudia's individual features gave a deep imprint on the style of her beauty parlour.

In the case of Estetica Claudia, the main factor of success is the owner's skill at focusing really on the customer's needs and at being able to build on this basis distinctive service elements, and last but not least, her ability to involve the human resources in achieving this target, by favouring their participation, motivation and vocational development through an extraordinary leadership capability.

But, paradoxically, the "best" result has been to loose Estetica Claudia from the owner's figure, thus creating, in the management methods themselves, the prerequisites to allow it to function even when she is away, making it a small "industrial" enterprise.

Analysis of a process of Human Resources management: the work placement activity

In a company where the assistants' assumption of responsibility becomes fundamental with respect to customers, it is essential a well-planned placement path.

This also because, in order to become independent in supplying the services, one year at least is needed, not only as to the technical aspects but also to get respect and considera-

tion by customers and colleagues. This is true both for technical and for organizational roles.

At first, within the enterprise, a new employee has to aim at adapting herself to the work method of the business, looking at what happens, starting to be familiar with the management and organizational activities. She has to arrange the premises, welcome the customer, get into touch with the customer by telephone, manage the engagement diary, offer the infusion, etc. with the aim of being known by customers.

Meanwhile, the persons' technical skill in the different services is assessed, by testing it on other assistants or the owner.

Later, service is provided to customers. This happens, especially at the beginning, in emergencies or situations of special needs. Of course, only the services on which the assistant has been previously tested are supplied.

These first experiences allow the new employee to begin the creation of good relationships with customers. Once she has gained customer confidence, she is gradually placed within the business, at first always for urgent activities and, later, also for usual diary engagements, till she will be able to provide more than one service (of course, except for those in which other assistants are specialized).

In parallel, training is performed by starting from the simplest treatments gradually towards the most complex ones, also with regard to the relationship with customers.

The organization of work placement is an activity that increases its importance also in the perspective that it is not only a question linked to the service supply or to the relationship with customers, but it also impacts on the personal relationships with the other assistants, so that the new employee can be known and settled into the business environment.

Conclusions

In the future of *Estetica Claudia*, the target is to remain a small enterprise and to improve further its management practices. As a matter of facts, on the one hand, there is the awareness that growing would imply a revolution in the business organization and work environment, which is still familiar; on the other hand, there is the will to use the achieved results for a more efficient management and, if possible, to improve the balance between working and personal area.

“Setting aside some time for oneself means also performing better one's job, especially in our sector, where the provided service absorbs a lot of energy from the supplier, and it is important to contrive to regenerate them”.

But once again, *Claudia* does not only think of herself: it is not by accident that the parlour opening hours have been recently extended through the placement of a new resource and the shift working of assistants, so that both customers and employees can better manage their time.

In order to do this, the enterprise will have to improve further the organizational processes and to encourage its ability to propose always new services, on the basis of customers' needs, refining the monitoring of business results. Benchmarking tools can provide this path, which the enterprise has to follow, with a support able to show, on the field, the implemented methods and the results achieved by other companies that similar for size and faced problems.

Case study: IRIA Srl

BUSINESS ANALYSIS

The company, product and competitive environment

The Mancin Group (formed by Riccardo, Pietro and Gianpietro, all of them well-known entrepreneurs in the sector, who are Venezuelan but of Italian descent) founded IRIA s.r.l. on 21st September 1977.

In 1979, in the industrial area of Ferrara, the production of spare radiator cores for motor vehicle radiators began.

In 1980, the first complete spare radiators and for the first equipment of lorries, farm tractors, mechanical earth-movers and lift trucks are manufactured.

In 1985, IRIA s.r.l. widens its range of products, thanks to the introduction of aluminium “Skyve.Fin” exchangers production, manufactured under “P.o.A.” U.S.A. licence.

Product diversification stretches out in order to provide the market with more and more complete range and service.

In 1990, the manufacture of plate-type heat exchangers in stainless steel, for industrial and thermo-sanitary applications, is launched.

Today, IRIA s.r.l. represents an excellent and reliable point of reference in the field of radiators and heat exchangers for motor vehicles, endothermic engines and industrial applications.

On customer’s request, it provides also the service of dimensioning and designing of radiators and exchangers.

The company, which is relatively young with a median age of its human resources around 30-40 years old, employs 75 people and its manufacturing plants occupy an area of about 20,000 square meters, 10,000 of which indoor.

High quality services and products allowed it to strengthen its competitive position, distinguishing it considerably from its competitors.

Certified by BVQI in compliance with EN UNI ISO 9001 standards and near to get a new certification according to the new “Vision 2000” standards, the company commits itself to consolidating and improving the implemented Quality System, on the basis of the strategies planned and approved by all the involved Functions, aiming at a continuous improvement of product and process.

It is exactly the continuous improvement that today represents the main business purpose and a very important tool to assure the Customer of an increasingly efficient and qualified service.

IRIA, which is the sole enterprise at national level having a rich and well-organized Test Room fully designed and realized inside and arranged with high level technology, allows its customers to perform tests on radiators and heat exchangers, putting directly this area at their disposal.

At present, its reference market is divided as follows:

83% Italy

5% Germany

4.5% France

3% Spain

4.5% Other European countries + Israel.

The operational processes

The manufacture of aluminium radiators and exchangers can be dedicated to the “first equipment” segment or to the “after market” one (competitive spare parts). If with regard to the

“after market”, the company performs the process carrying out production plans that take account of the trends of the last years and of the market forecast for the immediate future, the operational process concerning the “first equipment” production seems to be much more complex.

The sector of spare parts has always been representing a specific skill of IRIA activity and, in effect, the distinctive sector during the first years of business activity.

This market requires a particular management, and this is why today, within the commercial function, there is a person who is exclusively in charge of this sector. New catalogues, with an increased range of products, a renewed commitment to the service and a continual presence in wider and wider reference customer base, produced results exceeding any kind of hopeful forecast.

In general, it is the commercial department that manages relationships with customer: people in charge of this task make regular visits to customers. Orders are firstly passed on the basis of broad quarterly forecasts: then, the formalization of analytical order is made monthly.

In this sense, the company’s efforts aimed at reducing the system lead times – these efforts allowed the enterprise to reduce its whole lead time from 40 to 25 days – were very important to assure the flexibility required by its customers.

It is a quantitative and, especially, qualitative flexibility: as a matter of fact, for more than 95% of supply cases of “first equipment”, Iria s.r.l. carries out specific product planning solutions for its customers, starting from basic technical data that Technical department reworks.

In order to facilitate the development of requested solutions, the enterprise can rely on its sophisticated internal Test Room that boasts 5 machines for testing in the field of measurement of fatigue, push pressure and vibration endurance, and for determining thermal exchange performances: the prototype business department supports the Test Room’s activity, producing brackets, templates and all the components that are necessary to fix the pieces to be tested on machinery.

Manufacturing extends over three plants, where equipments are distributed according a functional layout reflecting the process flow distribution.

Inside Iria 1 plant, the control of incoming and work-in-process materials, production of radiator cores, assembly of components, painting and quality control on products, are manufactured.

Iria 2 plant contains the department for manufacturing Skyve-fin product (including working of aluminium section, washing and greasing of manufactured piece, endurance test and, very important, product drying process), the forming department and the finished goods storehouse.

Finally, in Iria 3 plant, there are the shops for maintenance and tooling and for supporting R&D activity. Therefore, within these shops all the maintenance activities on existing equipment are performed and, in particular, the production of new components and dies: as we have already emphasized, this allowed Iria not only to design, but also to realize fully all the necessary equipment for the Test Room. The success of this project was ensured by the effectiveness by which the R&D area acts, cooperating closely with Quality, Safety and Environment department with respect to the necessary informative supports concerning the possible environmental impacts of planned solutions (for example, think about the painting equipment).

The incoming and outgoing materials flow is monitored through a radiofrequency system that assured the storehouse automation: this system (Stocksystem) allows the company to rationalize at best the use of spaces, to have correct and verifiable stock data on, above all, to reduce materials’ lead times.

Moreover, the enterprise concluded a series of agreements with its main customers, through which some trucks that are specific for customer and product typology, identifiable by dedicated colours and codes, were bought, sharing the relative investments.

This allows remarkable improvements in times and in the global order regarding the outgoing product flow (the average stock of products is about ten days at the maximum and orders are executed completely and on time).

The external environment

In the last years, the market showed a remarkable standstill with a reduction of orders by most Iria's customers with regard to first equipment (mechanical earth-movers, farm tractors and industrial applications in general), both in Italy and abroad.

Its competitors, especially companies employing 15/20 people, suffered from the effects of these changes as well, and the smallest of them were obliged to the closure.

Now, crisis is over and the encouraging recovery is beginning to counterbalancing the previous drops through the increase of demanded quantities and the foundation of some small companies.

As a consequence, changes of external context required a re-examination of business strategies that IRIA employed.

In order to strengthen the position achieved with respect to its competitors, Iria decided to carry out an actual relaunch of the company.

This took place through the strengthening of production techniques to optimize the "traditional" manufacture, through the opening to new markets beyond automotive sector, which can have good development chances with regard to the products the company offers and through the introduction of innovation and product diversification, as well.

In addition, in terms of product innovation, the specific resources are allotted to the development of new dies for large plates.

Iria worked on important and innovative projects concerning study, design and manufacture of exchangers to cool high-temperature fluids; study, design and manufacture of new solar collectors for sanitary water produced using the "Skyve-Fin" method, and a research project that plans for the manufacture of a prototype of an air-conditioner for industrial plants implying the use of CO₂ as refrigerant gas.

For Iria, customer is the main wealth, hence the awareness of developing it, dedicating it all the necessary resources and the greatest possible care.

The investment in internal resources, the implementation of new methodologies that allow being really flexible, and the promptness in meeting Customer's needs, represented and will remain the centre of continuous improvement that Iria fixed as target.

Product and service have to satisfy customers' needs, going beyond their explicit expectations. This fundamental has to induce to search for pro-active and evolutionary forms in the system structure that the enterprise offers.

With the introduction of the new "Kanban" supply system in the service provided to customers, Iria wanted to confirm its flexibility and proponent behaviour.

This method is based on the implementation of productive standards arranged with Customer, taking into account the needs, safety stocks and percentages of error by which the supplier, in this case Iria, produces the material and makes it available when Customer asks for it. For each specific production line, the request is made three days before starting manufacture.

For more than ten years, Iria has been cooperating with foreign companies, with a profitable exchange of components and work-in-progress materials.

With a Brazilian partner, the enterprise attended some fairs and the object of one of them was plate exchangers. Thanks to these exhibitions, Brazil was able to get remarkable demands and have very good future development prospects.

To support the Brazilian demands and to offer a more and more complete service to the greatest European customers, Iria delegated a commercial expert who attends exclusively to this task.

Moreover, for more than ten years, Iria has been cooperating with Romanian companies as well, with a consequent lucrative exchange of components and work-in-progress materials.

The acquired knowledge of Romanian market needs was the crucial mainspring. In 2002, “SICOS” was founded. It is a Romanian de jure corporation that Iria possesses completely and the new premises, in Cluj Napoca, were opened, covering an area of indoor 1,050 square meters, leading to interesting results and development prospects.

Decision-making processes and human resources management

Certainly, Iria s.r.l. is a company that “relies mainly on human resources, on the innumerable capabilities that every man and woman possesses within himself/herself”.

Human resources represent the actual motive of innovation, change and business development.

This is why management, according to human resources reappraisal perspective, during the last years, started real initiatives leading staff to higher retraining of their technical-vocational skills and the acquisition of a managerial view of their tasks.

Training is particularly esteemed and Management defined it as “an investment for change”.

In 1998, a first training course for welders began.

From then on, 15 projects were completed, 7 of which in 1999 and 8 in 2000, for an investment of, respectively, 53,712 and 70,755 Euros.

The hours spent in training during these last three years, were 6,304, with an attendance on the part of 218 people.

Besides the welding course, 3 projects were realized later, involving all employees.

Their purpose was to improve communication processes as an essential means to move human resources and to become more aware of the methods for the transmission of information.

As matter of fact, the continuous search for simplicity increases the complexity of tasks assigned to human resources that are asked to manage more and more challenging roles characterized by high technical/professional content and more complicated as to the relationship and communication level.

Finally, in 2001, the quality Circles – designed in 2000 – were activated. Their aim was to build a strong team spirit and to widen the way of thinking.

All the people employed within the enterprise, from workshop operators to Management members, were involved, forming 6 groups. Each group met monthly to talk about quality, climate, control efficiency and self-management issues.

The following figures were appointed: a coordination Committee formed by functional managers with the task of assessing the improvement proposals; a facilitator with the task of managing the relational-communicative component of each group was assigned; a moderator; a technical leader.

It was also thanks to the communication and formalization of business targets that the results were satisfactory in terms of sense of belonging, motivation, peaceful business climate, improvement of communication and, consequently, increase of productivity and reduction of faults in work processes.

Management decided to continue the undertaken path by developing the training Plan 2003 that, among its various actions, includes: a Master for salesmen at international level, techniques of staff management within the sector, addressed to Head of departments, courses for quality Circles.

Analysis of two management processes of H.R.: work placement and training

Iria developed different organizational formalized techniques to perform the processes concerning human resources management, at level of training, organizational placement and vocational development.

The organizational methodology developed for working placement is very important. It is an effective activity both because in some areas, the human resources availability (skilled workers and functional managers) is quite scarce, and because the business involvement is essential to reduce the mobility of some professional figures (in particular, functional managers and commercial figures, both very important with respect to the business organization and purposes).

Moreover, a good organization of working placement, both in technical and human terms, becomes fundamental for some employees, such as product or area managers, who have to possess high technical and human relationship skills that can be achieved only after one year of activity within the enterprise at least.

Of course, this path becomes important for each task that the arrival to the business will have to perform.

During the welcoming phase, which is the first one, the area manager leads the new arrival to his/her department, introduces him/her to business staff and, in general, to all working sectors of the company, involving both employees and workers, through different informal area meetings.

Then, the new arrival socializes, for a week, familiarizes himself/herself with his/her future job, using all the necessary tools and being supported by a colleague who knows the skills and knowledge to transmit.

During the third phase of working placement process, the new arrival spends half-day in each task that is directly linked to the job he/she will be assigned to.

The new arrival will be supported by the head of department and will spend half-day, respectively, in the technical, logistics and purchase area if he/she is destined for productive activities, while, if he/she is destined for office activities, will spend a day in production and half-days in the different managerial areas, supported by a colleague.

Finally, in the following 3/4 days, he/she will receive parts of activity inside his/her competence, that are increasingly complex, always under the control of his/her guide or of the area manager, and he/she will be assessed on the basis of time and quality of performed task.

At last, in order to make this person aware of his/her capabilities and skills, he/she will be asked to explain the problems met during the training path, especially in case of evident difficulty.

The training activity as well, which in Iria represents, as we have seen, a key element, is planned and organized according to a process that is very clear and reproducible, starting from the planning of a yearly training programme divided into areas by the human resources manager.

The human resources manager develops the programme basing himself/herself on business strategy and the requirements of single area managers, and recognizing if the skills required to perform these training activities can be found inside or outside the company and consequently finding the expert necessary people.

The next step consists, of course, in organizing and providing training and, two weeks later, a first assessment activity of training path.

During this phase, each person will have to develop a report in order to highlight the impact that training had on himself/herself, both in terms of technical skills ("know-how") and in terms of behaviour ("to be able to be").

Moreover, if training involved a whole business area, a meeting between the human resources manager and the area manager is planned for, beyond personal assessments.

In the last phase, there is the assessment of long-term effects of the various training activities, both through a meeting with area managers, and through personal meetings with people involved in the training action.

The keys to success

IRIA's competitive success is certainly the result of the introduction of change and innovation processes, besides the supply of high quality products and services.

Technological innovation is one of the company's flagships.

We can consider the use of technology with low environmental impact, such as, for example, the new powder painting equipment, realized within the "Cleaner Technology and Cleaner production" project, that was entirely designed in the company; the purchase of a new closed-circuit machine with the advantages of waste reduction (for example, perchlorethylene) and the total absence of emissions to the atmosphere.

Finally, technological innovation processes are associated with deep changes in organizational and managerial models and in managerial business practices: management is no longer based on functions, but on processes; human resources management is now aimed at motivating and qualifying staff and at involving all people; the systematic use of team work; the implementation of Product innovation management practices, such as the formalized integration and management of design activities.

Conclusions

Iria's success is due to its capacity of combining technological innovation with deep changes in organizational and managerial models. The improvement of business managerial practices was achieved through the implementation of process management, instead of function management, the introduction of a human resources management that is aimed towards staff motivation, qualification and involvement; the systematic employment of team work and the use of Product innovation management practices, such as the formalized integration and management of design activities.

Case study: Mareco Luce

BUSINESS ANALYSIS

Mareco Luce, situated in Bertinoro (FO), is a company involved in the production of interior and exterior illuminating elements.

It employs 48 people and its volume of output and turnover are about 200,000 units and 9 million Euros respectively.

The company was founded in 1972 by Roberto Maretti and is currently managed by his sons who protect carefully the most delicate processes, such as innovation, sales, and business administration and finance.

The company products are mainly (70%) addressed to the domestic market of high-medium range, which is evolving rapidly. As a matter of fact, over the last years, both a centralization of the offer in few large foreign groups' hands that bought the wholesalers, and strong merger and acquisition processes among customers that carried out a concentration process, have taken place.

The new regulations on light pollution differing from one Region to another, too, strengthen the complexity of competitive environment.

Simultaneously, the technological progress and the needs' development reduced the medium business product lifespan that, in the space of twenty years, passed from about ten years to five only.

This led the company to a profound re-examination, a sort of "thought revolution", characterized by some key factors:

- high technical/technological innovation
- total quality approach
- human resources' integration, involvement and rewards.

This "revolution" led the enterprise to act much more flexibly and quickly, allowing it to flourish in a rapid growing market.

Design, which is a task of Mareco Luce engineering department's experts, represents the leading element of the enterprise, considering the context and the low business life of its products. Design process relies also on the cooperation of some professionals who are appreciated at national and international level and are specialized in technical lighting field. This cooperation allowed the design of different products that are innovative for quality, building techniques and aesthetic features.

The key elements leading the creation of these products are: versatility, installation easiness, lines pleasantness and materials quality. Recently, the company has invested in this area, equipping itself with workstations for three-dimensional design and an IMQ certified laboratory, that is one of the most up-to-date and complete in Italy, allowing the processing of the most complex photometric curves and the realization of equipments' tests on watertight, on powders and heat tightness.

In parallel, customer's consideration, care, and support during each stage of business relation, are ensured by state-of-the-art instruments.

The development orientation of new products is led by a strategic idea to develop product niches. For example, in 2001, the target was to "make the garden jocular", while in 2002, the company addressed to the application, in the lighting field, of special films, designed by the American 3M company for the refraction and transmittancy of rays of light, as well as through the usage of Leds, developing high-technology machines.

Moreover, the product manufacturing has changed considering the chances offered by production technologies, so that the molding techniques are diversified (compression, injection or centrifugal molding), according to the specific features of each element.

The attention to quality (in 1996, it achieved UNI EN ISO 9002 Certification and in June 2003 the transition to Vision 2000), which dominated the way of acting and thinking of the whole company, implied immediately the need of better manufacturing, with more concern about details and effective controls on all products.

For this reason and for the great product innovation level achieved by the company, the molding techniques were developed and each assembly line is now equipped with sophisticated machines for checking the finished product.

Rigorous controls are carried out during each intermediate stage of the manufacturing cycle, on input raw materials and on semi-finished goods coming from contractors that are increasingly participating and influencing the design and production activities.

The process improvements implemented also allowed the time to market reduction, which has been led to about twelve months, including the testing activities for product approval, through a selected customer panel.

The effect on the management of H.R.

Therefore, during the last 5 years, the company invested in product and manufacturing development and in the optimisation of design, technology and conformation to the regulations. This led to a strong investment and growth of human resources employed into the technical area.

The planning of strategies to develop and improve business performance is a practice involving not only product design and manufacturing processes, but also those of the management of human resources, of their integration in “business improvement” and of the company introduction in the social framework.

Now, because of the great changes of market and of demand concentration, Mareco Luce’s development objectives are also addressing to marketing and sales areas, with the target to discover and break into new markets.

As to the human resources, this means to orientate recruitment and investments towards people, especially towards the business commercial department.

In the last years, the company increased the number of its employees, by means of new and different kinds of contracts, and it was able to keep the median age between 30 and 35 years old, especially in the technical and commercial areas.

Mareco Luce manages a budget earmarked for training, also through the organization of projects including training subsidized activities involving all the staff levels.

The company tends to recruit technicians and to train them internally, through supporting path and courses managed by enterprises providing hardware and software tools, by training organizations, or by universities. This is an important path since, to become independent in performing its own task, the technician needs up to two years.

On the contrary, as to the commercial figures, the company prefers placing well-trained people who, within one year at the longest, can achieve a good comprehension of market analysis. But a further risk of this figure derives from the high mobility level, that is to say the possibility the employee leaves the company with great facility.

In order to strengthen the sense of belonging to the business and share the goals with all its collaborators, Mareco Luce has committed itself to diffuse the business targets and to involve the whole staff in their settlement. This action takes place, in particular, through a yearly meeting with all the operators, during which all targets are communicated and shared at global business level.

Moreover, the internal organization of human resources includes systematic involvement practices through functional and poly-functional teams.

In particular, every three weeks a meeting for all the area managers is organized and is run by the quality manager. During this meeting, they present the faced problems, decide the solutions to resolve them, and plan the necessary steps to achieve these solutions.

These meetings are also repeated for the engineering department. Each beginning of the week, the technical manager meets the department managers and, together with the production manager, the programming of the week's job is defined.

As to the commercial area, meetings are organized specifically on the occasion of a return from a visit, before a trade fair and for promotional activities. In this area, the activities linked to training on a product or a market area, and meetings related to the knowledge of new products to be merchandised, take on a particular meaning.

Actually, the management of the company is "participatory" and aims at considering the request of staff members that are involved and rewarded for the improvements they can bring.

In this connection, there are different incentive typologies linked to general targets: from production bonuses related to delivery time reduction, to the productivity bonus, to that of maintenance of ISO 9002 Certification.

Employees' requirements are duly considered, trying to meet the manifested needs and requests.

Finally, Mareco Luce's management invested in social responsibility, carrying out a project addressed to the placement of people with handicaps in the company.

In collaboration with the trade unions, the social institutions and cooperatives, it has started a pilot project in Italy, redesigning the layout of some of its equipments, with a view to be able to accept in its departments disabled people, and the achievements, in terms of integration, have been very satisfactory.

The project has been successful to such an extent that "one of our most significant reasons of satisfaction is to know that, in Cesena, other enterprises have begun similar experiences to place disabled people and non-EU immigrants within their organization".

(Doctor Monica Maretti – Mareco Luce's shareholder).

Analysis of the management of H.R. process: the assessment process

Mareco Luce developed different formalized organization approaches for performing processes concerning the management of human resources, from the viewpoint of training, vocational development and assessment systems.

The organizational methodology developed for the operators' assessment is very interesting: it is a system used for all the business levels and reintroduced twice a year for a constant monitoring of staff's situation, weaknesses and improvements.

The activity is performed throughout the year and includes two meetings, in January and in June or July, within the executive assemblies among the shareholders, coordinated by the quality manager.

The first step that is made before the executive meeting takes place is to work out a written report, for each business area, summarising some key elements on employees' behaviour.

Through personal experience and input collection coming from employees themselves, each area manager carries out an analysis of his/her staff, with a particular attention on three elements for each of them: their workload, their efficiency (also in terms of used tools) and their motivation.

Secondly, these elements are shared in the executive meeting that is planned for this purpose, during which, through a documentation exchange and an internal comparison activity, some action proposals arise.

Then, the area manager, involving the person concerned (or the persons concerned), implements the real action, putting into practice the proposal come to light during the meeting and constantly monitoring the achieved improvements.

Six months later, during the next executive meeting and the area managers' involvement, the analysis of action is carried out in order to determine if the improvement activity's impact on the selected person is positive or negative.

For example, if the problem is the person's motivation, some possible solutions, that will have to be developed during the next six months, can be a re-training process or his/her allocation to another task. These situations have to be constantly monitored, because their effects cannot be assessed in a short space of time.

Analysis of the H.R. management process: focus on business tutor's roles and features as to the placement of young people with handicaps

The placement of young disabled people is achieved working in close synergy with some Social Cooperatives of Forlì-Cesena section (especially, with CISL).

The company applied to local authorities for specific permits to form and organize a manufacturing department allowing the placement of disabled people within a real and "normal", or rather "ordinary", work environment.

In the company, some young people belongs to the permanent staff, while another group works in turn, according to the needs of young people themselves.

In the process of placement of young people with handicaps, business tutor plays a key role.

At first, a supervisor (tutor) is identified with the task to ensure the young's training and to choose other collaborators who have to support the young disabled.

For each learner there is a tutor, a person in charge within the business who is responsible for the success of the job placement process and who supports the disabled person, making him/her work.

Therefore, there is not one tutor only, but some people having relationship abilities and disposition for transmitting skills and knowledge.

The recruitment and placement procedures include the supporting path that lasts two months at least. If a training path lasts less than 2 months, it will not be able to help the trainee, because it is too short.

When it comes to introducing the young disabled, the tutor welcomes him/her, in order to support his/her placement and, then, manages the learning process, identifying the people that will take turns at the supporting path and will teach the job.

The ISO procedure has enforced the formalization procedure of guidance.

For the company, the tutor's role is considered as a global role, both from the "psychological" point of view and the job technical skill point of view ("tutor must be open, reassuring, and mentally agile").

For these reasons and to give a motivation to the task, tutor must be trained both in coaching and mentoring.

Conclusions

The analysis of Mareco Luce case study shows that the basis of its success is a firm and clear management's capability to perceive the strong market changes and to update and conform itself in order to compete more incisively, thanks to a new way of interpreting and managing the company (what the management defines: "thought revolution"). This organizational revolution was followed by its growing success, which can be assessed by customers' satisfaction and their loyalty. This success lies in its great innovation capacity, in the management of its human resources, in technology and co-design.

Case study: Marzocchi Spa

BUSINESS ANALYSIS

The enterprise: its history and activity

The Italian tradition of engines is rich in very important names, such as Ferrari, Lamborghini, Ducati and, above all, Marzocchi.

More than 50 years ago, properly speaking in 1949, Stefano and Guglielmo Marzocchi founded Marzocchi S.p.a., which today manufactures the most advanced and performing suspensions for motorcycles and mountain bikes in the world. The two brothers began their career as designers at the prestigious Ducati company, but they soon understood that they would have to set up a business of their own.

After a lot of successful years spent in designing and manufacturing complete motorbikes, the two brothers decided that hydraulic suspensions would have been Marzocchi's future.

At the end of the Fifties, Marzocchi began to be known as OEM supplier and after market of prestigious names such as Ducati, BMW, Cagiva, KTM and Aprilia.

Stefano and Guglielmo focused always their attention on performance, without any compromise.

Marzocchi goods were, and are still today, the best built and the most performing recognized products all over the world.

At the end of the Eighties, mountain bike industry began developing and Marzocchi responded immediately. Customers began requiring front cushioned forks for their mountain bikes. As a result, in 1989, Marzocchi introduced the first prototype of cushioned fork. The market grew and Marzocchi too did the same and, in 1995, the well-known Bomber fork arrived.

The company's main customers are the most renowned motorcycle manufacturers. Among its customers, it boasts Aprilia, BMW, Gruppo MV Agusta, Ducati, Polaris and, as to mountain bikes sector, Giant, Kona, Norco, Rocky Mountain, Trek, Specialized, Sintesi, Wheeler. Moreover, it manages a sales network widespread all over the world, and has also an office in the United States that deals with marketing of mountain bike forks.

For the company, customer and spare parts services represent undoubtedly best practices in the activity of customer management.

The plant situated in Zola Predosa (BO) occupies 17,000 square meters, divided into workshops, assembly bays and offices.

In July 1999, the company expanded remarkably and a new shed of 1,450 square meters containing offices, mountain bike assembly bay and part of despatch warehouse, was built.

Marzocchi S.p.a. is situated in Zola Predosa (BO) and it now employs about 190 people, including workers, clerks and management. Employees' median age is relatively low (35 years old) and the number of recruitments is highly increasing: these elements indicate the company is growing and developing very much.

Marzocchi S.p.a. is today the worldwide leader in designing and manufacturing suspensions for motorbikes and mountain bikes. The path that the two Marzocchi brothers began in 1949 now can see the incorporation of an important engineering group of which Marzocchi S.p.a. is only a share.

The Production department has two assembly lines that are exclusively dedicated to mountain bike, two lines for motorbikes and three for motor-scooters.

The assembly lines employ systems for size control and automated assembly.

The flagship of this department is the innovative assembly system of forks heads and crossbars by using nitrogen liquid at -190° C. Crossbars are cooled by liquid nitrogen and

crosses are heated. Like this, it is not necessary to use screws, thus allowing a considerable weight reduction and making the two parts inseparable.

Marzocchi Technical Department employs the most sophisticated and technologically advanced instruments for designing (CAD 3D with finished elements analysis). By using this type of tools, it is possible to design pieces, assembly them virtually and controlling their mechanical resistance, optimizing thickness, weight and critical points of each of them. This, together with “by projects” management, helps design and selection of materials very much. Consequently, the margin of error is slashed and the necessary times of introduction into manufacturing processes become faster.

All Marzocchi products are tested inside the company. As a matter of fact, the first sample of each Marzocchi project is bed-tested in order to verify its resistance further. Later, hydraulic calibrations for forks adjustment that will be used in production are bed-tested. Moreover, also testers make checks with the help of data acquisition, an instrument that is applied to the vehicle favouring the choice of calibrations.

Since 1970, Marzocchi Technical Department has been following the world of competitions, exactly aiming at experimenting with new solutions for product development. In effect, the experience on competition fields gave useful ideas and opened new paths in the suspension sector.

The shock-absorber with oil/air separator, which for ten years had been monopolizing the motocross championship, was signed by Marzocchi. One of the most recent Marzocchi “successful projects”, the Shiver fork, which was twice motocross world champion and several times Enduro world champion, was born on the competition fields.

The importance of attending many sporting competitions, the sponsorship of undertakings and a great focus on marketing activities is also linked to the high competitiveness of the market.

For a long time, Marzocchi S.p.a. has been actively committing to integrate Quality System within its business management system. Quality has always been considered of strategic importance for all the company departments and its main purpose was the full satisfaction of customer’s needs.

In November 1999, Marzocchi S.p.a., was very satisfied with getting the certification according to the UNI-EN-ISO 9001 standard, thanks to all its employees’ and collaborators’ commitment and, in December 2002, on the occasion of the expiration of the certificate, it gained, besides its renewal, also the adjustment to UNI-EN-ISO 9001: 2000 edition.

At present, the market is continuing to move towards a direction leading customers and, as a consequence, competitors, which are represented by well-known brands, to pay special attention to product prices and costs. The target of the company still remains the development of its competitive position with respect to its competitors.

The effect on the enterprise is that, since it has to carry on supporting the quality of its products, Marzocchi S.p.a. increased its focus on quality policies, by aiming at the improvement of internal efficiency and at a related reduction of production wastes.

The impact on H.R. management

As a proof of its great development, in the last two years, the company increased its workforce of 10 people, maintaining the median age, throughout its departments, around 35 years old.

It is exactly thanks to this continuous growth that the enterprise created a sort of organized “network” for personnel research (that is not easy, especially in case of skilled technicians) that, for the various areas, it finds specific points of reference.

For its personnel recruitment, Marzocchi makes use of word-of-mouth advertising and partnership with interim specific companies, as to workers and clerks; as to the figures of executive cadres and managers, it contacts personnel selection companies; it also uses web-

sites, in particular for medium-high level clerks and professional figures, and applications for job through curricula sent to the company, especially for the administrative and accounting areas.

Besides the courses for industrial safety and CAD updates (partly, through projects subsidized by the Region), Marzocchi organizes individual courses as well that are linked to the use of PC, English courses and technical-specialist area courses and, for part of this activity, it has an arrangement with a society of Milan, both for managerial and for technical aspects.

For the organization of training activities, area managers are involved through the management of a personal budget.

Marzocchi organizes continuous internal updating courses that are chosen also according to the criticalities found during the activity performances, in order to structure training courses that are aimed at reducing these weak points.

For the newcomers, the company identified a placement period of about 3-4 weeks, in order for them to familiarize with the business activities. As a matter of fact, a plan of working placement that requires the newcomer to work in different areas, so that he/she may know better the company as a whole, is drawn up.

Of course, it is a first step towards involvement that, for Marzocchi, represents another key element in human resources management.

This involvement starts, once a year, with a plenary meeting with management, at the end of the year, in the mess, during which all the company employees are involved, in order to communicate the business targets and strategy for the next year.

Therefore, during this activity, objectives are shared, and their dissemination is supported and carried out throughout the year, by their formalization in plain documents that everybody can see in each office or department.

Involvement continues also through monthly interfunctional meetings with area managers, decided according to the covered subjects, and meetings with employees summoned by the area managers themselves.

Every one or two years, the company makes also an assessment of business climate through the distribution of a specific questionnaire, together with the wage packet. This is necessary in order to keep the company continuously updated on its employees' behaviour, a key element for a dynamic and growing enterprise such as Marzocchi.

The low business turnover, measured with respect to the first two years of activity, reveals that the involvement methodologies structured by Marzocchi have a positive impact on business climate and on employees' morale.

Analysis of a process of H.R. management: selection of training activities

Marzocchi places itself as a leader company in a particularly competitive and dynamic sector, especially as to the field of mountain bikes. In addition, the current business targets require all the employees to pay attention on the optimization of their activity, in order to reduce wastes and downtimes as much as possible.

This has a direct impact on the choice of training activities in which to involve all the employees belonging to the commercial, technical and productive areas.

It is exactly for this reason that the organization of training activities for employees is handled by area manager (who, as we have already said, manage a specific budget), so that choice times can be speed up and requests are more targeted.

Training, according to the area needs, is yearly decided, on the basis of an analysis that individual area managers develop following a specific card.

Area managers, according to the existing and required vocational qualification levels, to meritocratic aspects or to the usual development of skills, identify training needs by highlighting, in particular, the period during which training should take place (so, possibly, a period that is less "full" for the involved area) and the subject-matters of the required training path.

Once filled the card, it is transmitted to the manager of personnel selection who, by using the above-mentioned structures, together with others that managers and experts know specifically, identify the required courses and develop a list that highlights its assessment and costs.

The last step is the approval, according to business budgets and targets, of the yearly training programme by general management.

In parallel to this path for training selection according to the area needs, there are the training paths that emerged from quality results.

For the management of training cycle, the assessment stage of operative performances and skills available within the company is fundamental. In particular, it is made through the benchmark between the internal and external situation, that is to say, a comparison between what the company actually possesses and what is available outside. It is exactly to give importance to this stage that Marzocchi prearranged a training project that is subsidized by the Region, in order to support the vocational skills and requirements of area managers, in order to assist their ability to assess human resources.

Case study: Marchi

BUSINESS ANALYSIS

Situated in Cesena, Marchi is a company dealing with civil and industrial electric installations. It was founded, with its current structure, in 1997, even though its history goes further back.

As a matter of fact, its activity began with the current owner's father, who has been working for many years as an electrician, at first in a company and later on his own, working alone and always for the same company, without any worker, in order to be as independent as possible.

The interviewee (the youngest son) was his father's first worker, then also his brother and others arrived, up to the current situation, in which the son is the enterprise's proprietor employing more than fifteen people.

One first important change within this enterprise took place thanks to the present leader, who began thinking about the company in a strategic perspective, organizing the activities so that they were divided into those that had to be performed on site / at the customer's, and those that, on the contrary, could be executed in a laboratory, that is to say within Marchi's premises.

This strategy allowed reconsidering many activities and the relative commitment that, until then, was assigned to them, with a remarkable saving in transferring times and spaces to be devoted to customers. As a matter of fact, this allowed optimising Marchi's laboratory spaces and making them more functional, in order to perform activities of preparation of electric cards and box assembly (small sized), thus avoiding to leave materials and reject items at customers'.

From this choice, defined as strategic by the owner himself, Marchi began developing, firstly with the proprietor's brother and, later, with some workers.

Since the market situation had changed as well, another strategic choice was made, that is to say to pass from a mono-customer activity to a company dealing with electrical systems and panels, both civil and industrial, for the largest territory.

In a few years, Marchi was able to diversify both the kind of work (civil and industrial) and its customers, with the result that it was able to work anyway, also in the difficult moments of a specific customer sector.

At present, Marchi works on two kinds of production processes:

- the assembly of components that, in part, is performed in the factory, and in part, on site;
- the electric wiring and testing, also these activities executed partly in the internal laboratory (for small components) and partly on site (large panels).

The style of human resources management

Marchi's leader states that the management style employed is very participated, dialogue is favoured and communication is always clear and straight, and this approach is also used with respect to those who know Marchi for the first time: the owner wants that interviews are always very clear about job features: the positive aspects and the difficulties have to be carefully showed, so that the applicant is aware of what might be the daily reality.

As to the staff management, an expert employee has been chosen to play the role of Superintendent of the laboratory, in order to manage the youngest resources working in the factory, but especially to understand if they are learning the different activities, since the owner, with the most experienced workers, often works on site or has relationships with customers and, therefore, he is not often in the plant.

For the internal exchange, one or two short meetings are organized each month, usually at the end of the working day, to talk about the job results and, in particular, to plan the next activities.

During these meetings, there is the opportunity of analysing the results of each worker, beyond the projects, checking what occurred and trying to understand, together, how to improve.

The owner's opinion with respect to these meetings is very positive and he acknowledges their value for the dissemination of information and priorities among all staff members, even though – in the last years – he perceived, in youngest people, a partial willingness to exchange ideas and to learn.

With respect to young people, in Marchi, it is essential the presence of other workers who, after having been employed as apprentices, in a short time, have learnt a job and now can transmit not only the technical aspects but also an image of the job that is positive, characterized by development and growth. Therefore, the willingness to dialogue and consideration is very high, and it is always aimed at giving answers to young people's questions, explaining carefully the reasons of requests.

From human resources' viewpoint, this last period met some difficulties in Marchi, because of a series of elements, among them the relocation to a new location, which is more comfortable and recent, but which also required a high economic investment by the company. This element made the economical workers' expectations increase. The owner is worried about this situation because of the presence of conflicting opinions within the enterprise, and of the current difficulty in meeting satisfactorily the workers' requests, due to the investments for the plant.

As mentioned above, with regard to the period of people's **work placement**, especially of young people, Marchi's owner states the use of a very open communication that implies the explanation of work logics and of business requests, such as the necessity of occasional overtime work, according to the customers' requests or the fixed dates.

Senior workers support young people at least during the first working months, and are willing to make them develop: only after some months, young people are prepared to perform some activities autonomously.

Usually, young people are given the opportunity to try performing both assembly and wiring activities, in order to understand their inclinations. In fact, in the owner's opinion, there are people who are inclined to finishing and precision works, and others who, on the contrary, are more suitable for jobs in which the execution speed is more important. For both activities, work rate is different and, in Marchi, all the various activities can be experienced, to understand the ones that young people prefer and, consequently, the ones that they will be able to perform at best, achieving better results.

Nonetheless, Mr. Marchi is aware that not all his staff are willing to perform more than one activity, or different activities: some of them prefer to do always the same job, even though in electricity and electronics sector, a continuous comparison with innovation is necessary, in order to offer the customer new solutions.

With regard to the assessment and rewarding systems, in Marchi, codified procedures or rewarding automatisms do not exist. Instead, they use a method that is appropriate for each person and able to gather and valorise his/her learning level and his/her job motivation. This way, it is essential to start a series of management interviews with the employees, in order to check all these elements, as well as the job results.

The most deserving employees, in Marchi, are rewarded also on the basis of what customers report. As a matter of fact, a lot of employees work at customers' and they represent a very important assessment element, because it is possible to understand how the employee acted when faced with the various needs.

This sort of *customer satisfaction* allows gathering judgements on the worker that are more complete and allows Marchi to reward not only results, but also behaviours.

Nonetheless, the owner's judgement with regard to the human resources is a bit critical, in this moment of business life, and the reason lies in the scarce availability of staff to increase the personnel: Marchi refers to lists of holders of a diploma from technical institutes and, at present, only six or seven young people out of the 150 names that are called each year, are interested in working, and among these, it is difficult to find someone who is really willing to learn a job and to stay within the company for training.

With regard to the **sandwich courses for apprenticeship**, Marchi employs, since the work placement, a very involving activity, by asking people their willingness to learn, to take part in all the business activities and its priorities, even though this, sometimes, means to perform activities also after the working hours (and for this, the economic reward is significantly higher).

Moreover, with respect to the working tools, in Marchi many investments are made, and each young apprentice is provided with his/her equipment for the job.

This level of devolvement of responsibility allows people, after some months of activity, to have the possibility of thinking about the achieved results (both the positive and the critical ones), and about the different ways of dealing with the same kind of work.

In Marchi, the value of used materials, which in the electricity and electronic sector is rather high, is very important: in the owner's opinion, it is not always simple to explain the elements of economic significance to young people, like Marchi's and customer's organization and the cost of some mistakes; at the beginning of their activity, a lot of young people work as the materials' cost were zero, having not yet developed the economic sensitivity that will allow them to work with the maximum results and at the minimum costs.

It is therefore important to explain the economic value of the different materials to young people, and what a waste of materials means from an economic point of view: they represent a type of mistake to be avoided as well.

As already mentioned, also with regard to the employment of materials, in Marchi, each young apprentice is supported by a skilled colleague to whom he/she can apply if necessary and – in Marchi – the expert's role is very valued, motivating his/her figure and action when faced to difficulties: this way, young people are explicitly asked to apply always to the expert when presented with a problem, rather than trying to face difficulties alone or with other young colleagues.

The primary opportunities of **training** are within the company itself and are implemented through meetings in which young people are asked to express their opinions on the job and the conditions encouraging the vocational development: usually, these meetings are held outside working hours and represent an important element of exchange between the company and the employees.

On the contrary, in the opinion of Marchi's owner, the off-the-job training is not positively considered by young people who not always participate (without informing the company), thus resulting in problems also for the training centre; the owner's general feeling is that young people are not able to get the sense and the significance of training for their future, because they are too orientated to "the present", the short term, without planning ability.

Of course, the best “job experts” are very busy on the sites and at customers’, and this is way the company tries always to build work teams that are formed by an expert and a young apprentice, with the precise purpose of allowing the young worker’s development.

For the activities performed in the internal laboratory, it is simpler to check the results and to correct mistakes, while at the customer’s or on sites, the issue is more delicate: gross errors are not allowed and it is necessary to give close attention.

Marchi case study allows identifying, as **transferable practice**, the analysis method of critical results and of economic orientation on the job: they are activities especially performed during the young apprentice’s placement period, favouring the learning process because they develop the awareness of the different methodologies by which the individual activities can be done.

From the business point of view, it is important that the employees think about the most suitable working methods and experiment actions aimed at improving the results.

The orientation toward the reduction of wastes of expensive materials also puts the company in the position to arrange a rewarding system that is more consistent with the workers’ requests.

This practice is implemented in Marchi, even though in an completely empirical way, where a lot of mistakes in job performing are probable (the control is immediate, thanks to the electronic test systems) and where criticality falls on the cost of the project, besides on customer, because of the materials that can be wasted (electric panels and materials).

In other words, it is a training–information practice in which the owner or the experts analyse the job that young people make in terms of improvement spaces, both as to the results and as to the employed material, by training people on costs of every kind of material or process.

This practice allowed Marchi, firstly, to achieve higher business effectiveness and efficiency, with lower wastes of expensive materials and, secondly, to be able to reward its workers according to objective indicators of result.

In order to implement properly this practice, it is necessary, first of all, to reconstruct the “map of mistakes” that are possible for each activity, ranking them according to importance / cost linkage, and highlighting the knots it is important to focus on, in order to avoid critical results.

This way, a formalization of these working paths is starting, highlighting also graphically the relevant phases and the operative instructions, and allowing waste reduction and job mistakes, thus reducing lead-times for customers.

In summary: the company is aiming at identifying not only the most suitable working methods, but also the adequate quantity of materials to be employed and, consequently, their limit cost.

Case study: Minghini Bros.

BUSINESS ANALYSIS

Situated in Cesena, Minghini Bros. is a company involved in the installation of civil and industrial hydraulic systems. It was founded in 1977 by the two Minghini brothers who, at the beginning, dealt with hydraulics only, with an employee and the wife of one of them in charge of the accounting. At present, the company employs 22 people, including the owners and the office workers, and its customers range up to Bologna district.

The **business strategy** has always been to place young people within the enterprise, in order to favour an internal development: apart from the placement of a few already skilled specialists in processes, since the beginning, Minghini Bros. has been employing apprentices.

Nonetheless, this practice, which is still ongoing, does not seem to have brought the expected results to the company since young people's turnover over the years has been very high: this caused a great sense of frustration within the enterprise, with the general feeling that the customers' increasing demands could not be duly satisfied, because of a chronic lack of staff.

The manufacturing typology that Minghini Bros. provides is mostly performed at customers', in yards of civil buildings or of industrial premises, under construction or reconstruction, and this, from the point of view of people's competences, implies a high attention in planning the job, in order to avoid being distant from the company without the necessary materials.

The owners have an industrial **development project**: they aim at being able, over the next years, to organize and supply turnkey services, with a working team composed by many professional figures, besides the one that is typical of hydraulics (such as: bricklayer, electrician, plastic expert). Nowadays, Minghini Bros. employs these professionalisms by creating each time a diversified team of different craftsmen who are called as the jobs begin, running the risk of activities that are not always organized. Therefore, Minghini Bros.' project is to widen its "value chain", by creating a diversified team of professionalisms, in order to meet more suitably the needs of a turnkey service that customers increasingly require.

As to the **Quality** system, Minghini Bros. is making valuable efforts to standardize work techniques and allow a continuous control approach about what occurs in yards (alterations, order variations, etc.): everybody within the company can see that procedures represent the most suitable tool to "monitor" the issues of a working team that is scattered all over the territory. This is why some Manuals (Testing, Manufacturing, etc.) have been compiled, also for customer's use, for transparency and professionalism.

Work technique required and expected by Minghini Bros. is particularly orientated towards performance quality (and certainly not to quickness) that allows avoiding mistakes ("to do well the first time") and a following action to correct what has already been done.

Minghini Bros. is certified Vision 2000 with procedures concerning also Human Resources, from the recruitment phase on, where also the employee's profile with respect to training meetings is arranged, tracing all his/her vocational development.

The impact on Human Resources' management

Minghini Bros.' **management style** is collegial; work climate is very open and problems are faced and solved through a dialogue engaging all business staff: the owners are directly involved in the activity and are completely open to argument.

As to the **internal communication**, this dialogue orientation expresses itself in a system of weekly formal-type meetings held in the head office, during which the commitments in the

various yards and the met or foreseen problems are planned, the techniques by which jobs have to be performed are discussed, and the tasks for the next week or period are assigned.

Within Minghini Bros. also monthly meetings are organised, aimed at talking about regulations (for example, Safety) and the linked problems: in these more formal meetings, a climate of respect of **rules** is favoured, by identifying also their value added. Alike, convivial and sports activities are organized involving all staff members.

Therefore, the participation and communication level is quite high within the enterprise and the owners aim at keeping it unchanged, according to an approach that takes into account the employees' ideas. It seems that the company's main purpose is a great sense of unity, considering it as the key-element of business performance, probably with regard to the fact that work is performed far from the office and "disseminated" over many yards.

Minghini Bros. aims at keeping good relationships also with the employees who, over the years, left the enterprise to set up on their own business. This is meant to "**create a network**" with these subjects, according to an approach aimed at valorising the "second circle" skills, of those who can make a contribution, even though they no longer belong to the business organization.

As to the staff **selection**, the owners, together with the management, follow the relationships with schools, societies of temporary appointments and employment office, by arranging a series of interviews to enter the company (two at least, one to describe the enterprise, its activities, tasks and the current development projects, and another one to verify the inclination of the person to be recruited).

For the apprentice, more than for other skilled figures, Minghini Bros. pays great attention to the placement, aiming at explaining to young people the opportunities of development, of job "completeness" that the enterprise offers.

This way, the first activities to perform are all-round and allow observing and testing a lot of aspects (from minor repairs to complete equipment): it is a process intended to provide skills but, above all, **visibility** of work processes, in order to provide the person with a complete picture of the situation and problems.

Skill transfer represents Minghini Bros.' strength. The company is very orientated towards the "global" management of young people, that is to say, it tries to make them feel in a protected environment that is able to involve them and to make them work at ease.

During the working activity, one skilled colleague and, often, one of the owners, support each apprentice, following him/her in the performance of his/her first tasks, and check the achieved results, orientating him/her towards the activities in which he/she can succeed at best.

Only later, the apprentice is proposed a development path, asking him/her to work on new or different activities, in order to check his/her response in terms of willingness and operating ability. Therefore, the **integration** process is especially aimed at assessing the apprentice's attitude, each time proposing him/her some job "segmentations", in relation to the apprentice's skills and predispositions, according to logic of consistent construction of apprentices' vocational independence and "assurance".

Both the integration and the **training** framework seem to be rather "studied" in Minghini Bros., where on-the-job initiatives are organized, with the most skilled people who allow testing the activities and, then, discuss the results with young people. Among the vocational elements, there are also many internal tests that have to be performed on equipments, before their assembly at the yards: this step allows correcting the mistakes and training on test tools and techniques (water and gas): young people can see what they have made, that is the results of their job.

This **maieutic method** gets apprentices to put themselves to the test and check their own inclinations towards the different activities; moreover, the business practice that is focused on results' quality allows the apprentice to concentrate on what he/she is doing, learning without worrying about the respect of fixed times.

Off-the-job image, which is traditionally intended as in classroom, is not completely positive: Minghini Bros. expresses needs of vocational updating on specific subjects (welding, equipment regulation, cold technology, etc.) that do not find correspondence in the current offer.

As to the **assessment** methods, the company revolves around results, with the explicit purpose of orientating people to the tasks that are most suitable for them. A formalized and codified evaluation procedure does not exist. The assessment is daily made, especially to concretize the **orientation** action that is within Minghini Bros.' interests.

The right framework for learning processes

As already mentioned, with respect to learning, Minghini Bros. suggests a development path aimed at specializing people. In order to favour this process, a supporting system has been arranged, with teams formed by experts and young people, aiming explicitly at improving their skills.

During the meetings, the owners themselves run short on-the-job courses of welding or concerning new materials, with the objective of making apprentices very aware of their responsibilities, providing them also with an equipment of working tools.

Minghini Bros.' main necessity seems to make young people aware, so that they can understand, as soon as possible, if this kind of job is suitable for their expectations and predispositions: in this sense, they are given the opportunity to gain experience on every working phase and activity.

Analysis of an internal communication activity orientated to learning

With respect to learning, therefore Minghini Bros. employs information tools that are currently compiled by the owners and its most skilled employees, in order to explain the sequence of activities and the attention factors for each phase to the new-placed young people. In this sense, they represent authentic training tools favouring the knowledge process and ensuring key information that are useful to understand the essential operations and the most suitable methods.

Impact on work culture and on customer's approach

This informative and training material affects, among other things, Minghini Bros.' work culture, codifying years' experience, collecting it and making it all employees' heritage, that is to say encouraging a more homogeneous, simple and economic working method.

As a matter of facts, towards customer, who often requires similar processes, this level of techniques sharing ensures a **univocal approach** by business professionals who become more easily "interchangeable" on the same yard and project.

For a company such as Minghini Bros., where in the past the working method was extremely "customized" (it is not negative in itself that an expert can always begin and finish the same project, instead of "leaving" it to the colleagues who work according to different methodologies), this is a crucial change factor allowing actions characterized by uniform methods.

Necessary conditions for project's success

From the operative point of view, the activities performed over the years by many experts have to be codified through an analysis that takes into account the strengths and weaknesses, and a codification of the individual phases, specifying the directions that have to be considered and the existing risks if the indicated rules are not respected. Among other things, these Manuals, of course, include also pictures and drawings in order to make their understanding easier.

Technological and materials' innovation in thermo-sanitary sector requires a yearly review concerning especially the testing methods of equipments.

The main success prerequisite of this initiative is the availability of many experts who, on the one hand, have to be orientated towards the dissemination of their successful and steady techniques (their “secrets of success”) and, on the other hand, have to be just as willing to change some of their activities, in favour of those considered (by everybody) as the most suitable for the customer’s expected results.

This project, among other things, has already allowed a high level of interchanges among the most skilled colleagues who had to discuss their experiences and “test” them with one another.

Also Minghini Bros.’ image seems to be improved, appearing as a tighter team in particular before the customers who require many processes or the intervention of many employees on the same yard.

Results affecting Human Resources

In summary, Minghini Bros. is aiming at work management methods allowing a structuring level that is typical of larger enterprises and this impinges on the management of people, who can follow training paths backed by:

- supporting experts to whom ask for information
- manuals from which get information, in order to understand the basic concepts and the main phases of each activity (hydraulic, electric, plant-engineering) and under-activities (welding, contacts, connections...) accompanied by an explanation of the suitable working methods, illustrative pictures or drawings, and analysis methods of the results.

These elements allow Minghini Bros. to face also ambitious plans, from the point of view of complexity and of the necessity of a team formed by employees with different skills, who are able to work in perfect agreement and without spending too much time to “negotiate” the working methods, an element that, on the contrary, is quite common in the case of specialist jobs like these.

These aspects and, especially, the achieved results allow affirming the positivity of this practice that Minghini Bros. has implemented.

Conclusions

The analysis of Minghini Bros.’ case study shows that success is based on the management’s great will to provide the customer with a high quality service, in reasonable time but paying attention to avoid redoing the activities that have already been done.

In this sense, the preparation and dissemination of some information tools (authentic Manuals) come into prominence. In these manuals, the specific working activities are codified: these tools are especially useful for the placement of young apprentices, but they can also concern the next working period and all employees.

The main result aimed at is to standardize a set of working techniques that today are still too diversified depending on the experts tackling them.

Case study: Reggiana Gourmet

BUSINESS ANALYSIS

Situated in Bagnolo in Piano (Reggio Emilia), Reggiana Gourmet is a food company that produces and packages stuffed pasta, egg pasta and first courses, by using fresh products and a packing system assuring the natural preservation of food.

At present, Reggiana Gourmet employs more than 30 people (including sales representative and administrative clerks), 16 of whom direct, such as cooks or packagers (the former at the “forming” process, the latter at the “end of production line”).

Reggiana Gourmet was founded 15 years ago and only during the last three years, it has been able to double its turnover through a series of contracts with large-scale retail trade (Coop, Metro, Esselunga) that required remarkable development in production processes.

Reggiana Gourmet’s strategy consists in providing also large-scale retail trade with very large quantities of handmade quality products. Business development, from this viewpoint, can be achieved by supplying new products that meet customer’s needs of product diversification. According to this logic, the customer is at the centre of the process, or rather, at Reggiana Gourmet, customer is considered in the middle of a “double pyramid”, between production and distribution.

Market requirements oblige Reggiana Gourmet to have very high flexibility, with products that differentiate according to their “life days” (20, 40 and 45 days), with products having a very close expiry date, since they are not pasteurized in order to assure the best possible flavour, and those with a longer expiry date, anyway without glutamate.

Large-scale retail trade required business efforts of Reggiana Gourmet also in terms of technological investments, with the purchase of a complete (very complex) line, where product comes to packaging in a continuous line, avoiding interruptions.

Reggiana Gourmet’s strategy regards price policy as well, that the company keeps at higher levels with respect to the average, since it employs raw materials that are quality certified and because the company itself has a certification resulting from its customers’ inspections: Reggiana Gourmet puts product quality first, even if this influences the final price.

For Reggiana Gourmet this is a highly demanding period of production (25,000 kilograms of product per week) that compels employees to work on Saturdays and, sometimes, also on Sundays, with a lot of overtime.

With regard to management style, Reggiana Gourmet’s owner works in the company, by dealing directly with business trading and development aspects.

Both the owner and the factory manager are shareholders; other figures are the Sales Manager, the Production Manager (the interviewee) and the Manager of Logistics – Informatics – Quality. These last two figures are both in charge of warehouse department.

As to the communication, all the managers usually meet at least twice a month, because Reggiana Gourmet’s declared style is very involving, by allowing each manager to talk freely about any matter and the owners’ approach is very orientated towards consideration of all made observations.

Within the Production department, plenary meetings are held twice a year (in the commercial sector they are more frequent): during these meetings, new productions for new customers are proposed, together with what they will imply at working level.

In the company, involvement is positive: only few people left it and they did it because of choices that were not related to the business work reality.

Reggiana Gourmet aims very much to training and believes in its importance to such an extent that a classroom has been equipped in order to allow the organization of courses directly within the company.

In the enterprise, during the personnel selection, interviews are directly made by shareholders with the manager of the department where the person could be placed. They are detailed interviews that last an hour and a half, and concerning all the applicant's experiences and expectations.

Later, a visit to the plant takes place (especially for people that should be placed into the production department) and a two-day trial period is required, during which both parties "look at each other" and "have a go": if this period is positive for both, the actual placement process begins. On the other hand, also the managers attended and continue attending training courses on subjects such as logistic, human resources management and internal communication.

In Reggiana Gourmet, the first professionalism level to be achieved is about work autonomy and the ability to use different moulding and/or packaging machines, managing to read and interpret both the control panels and, especially, products' recipes.

Ability to be versatile and exploitable on various machines throughout the production line and ability to catch the signals and "check" the product: these elements contribute to professional career in the production field.

In Reggiana Gourmet, assessment is made through the opinion of various departmental heads who talk with the manager and check results and capabilities by using the prearranged cards for Quality System. Then, an assessment is submitted to the management.

Bonuses are paid according to business results and the company tries to reward especially people's capability to learn and wish to grow.

As to the internal climate, in Reggiana Gourmet, before asking people for something, their agreement is pursued, and with respect to the **personnel management**, managers tries to take both a professional and human attitude simultaneously, even though this is considered as a very subjective task, which is difficult to codify; at any rate, the style the company aims at is characterized by straightforwardness and sincerity, fairness and willingness to accept mistakes, provided that people are willing to learn.

As to the staff placement, in Reggiana Gourmet, four people play the role of business tutor, and there is a "Job book" that is useful both for apprentice and tutor.

After the visit and the short trial period, placement is performed through an on-the-job training path with the assistant Production manager (as to the "packaging" sector) or directly with the Manager (as to the product "forming"), together with the head of forming department.

In Reggiana Gourmet, a very important element is the use of a **book** to note down the summary of interviews (knowledge, expectations), learning times for the various activities and the person in charge of each apprentice; all these elements are written on the book and young people seem to appreciate this very much, because the importance given to this training period increases.

Three-four weeks later, the young apprentice may work autonomously during his/her shift, even though he/she is left in a position in which only "manageable" mistakes can be made: during this stage, results are analysed and, after about another month (and after meetings aimed at explaining how to improve), in general, the person is independent enough to face a series of difficulties.

Recently, both male and female apprentices have worked in Reggiana Gourmet, where a lot of women are employed and, in Production manager's opinion, women are more scrupulous and sensitive in recognizing product features and in paying attention to quality level during manufacturing process.

Among Reggiana Gourmet's principles, there is willingness: company offers it and people are requested to do the same. It implies that people accept working hours, are willing to learn new things and, above all, to change activity during the working week or even the day itself.

As to the placement processes, in Reggiana Gourmet each Tutor is in charge of one or two young people and he/she supervises them, by noting down on the Book every knowledge or both positive and negative result: the Book allows other Tutors and the company as well to check the placement development. The rare cases in which relational problems between young people and experts occur, an interview is immediately made or directly requested.

As to training, in the company, some important courses on quality were organized, by using the manuals to describe and formalize "what to do" in a series of cases that are critical for production.

Training is a subject that involves also apprentices' courses that, during job "peaks", are quite difficult to manage (3 or 4 people are not available for whole days, with the consequent necessity to make flexible plans and compelling the enterprise to use an external company for unskilled labour that can be done if young people lack).

On the other hand, apprentices as well have different reactions with respect to training: some of them attend courses willingly while others would pay anything to avoid them.

In Reggiana Gourmet, it is thought that training, despite the efficacy of courses, is only useful if people want to learn and if they apply themselves.

Tutors and all the experts aim very much at letting young people grow: it is also in managers' interest, as well as in company's, that they learn good and quickly, for a better distribution of activities.

For Reggiana Gourmet, **the transferable practice** is the so-called apprentice Book, including business rules and development path, material concerning apprentices and, in general, all those who integrate into the company as new recruits.

The significance of this practice lies in the business necessity to communicate clearly what employees are expected to do, at any level. In this sense, apprentice has the "right-responsibility" to see that his/her learning and development path is formalized.

Moreover, it is important to have formal elements of assessment about work results, both for the rewarding system and for allowing further growth spaces.

Also tutors' and supporting figures' actions are valorised through this practice, by giving importance to the people who support a young apprentice to teach him/her a job.

This practice in itself is represented by a "book" that follows the apprentice from his/her entrance, with the summary of the job interview (experiences and expectations) and all the steps of his/her placement. It is the "historical record" of his/her integration and learning path about the various processes, including both positive and critical results, the training path and the various interviews made over time that, otherwise, would be lost.

This book can last forever, until the person works in the company, and it is an evidence of his/her professional development. It also includes some messages for the company: requests (values, important things for Reggiana Gourmet), the main procedures to perform the job, people who are assigned apprentice's training (Tutors, managers), customer's needs (organization and hygienic rules).

This tool is so important also because it is compiled by many subjects: the apprentice's tutor together with the other managers watching him/her while he/she does perform the job and who can provide a written assessment.

The main result is that the development path is visible for the company, but it also makes the apprentice aware of his/her growth and of opportunities of further improvement, by formalizing the opinions regarding the trainee and make them objective and not linked to single events.

The only instructions to use this system concern the necessity to note down even the "slightest" events that could be useful as record of work facts that are however important (experiences on different machines, various proxies, as well as the interviews with managers, and training courses).

Every year the Book has to be reviewed and the decisions concerning assignments of duties have to be checked. This element increases young people's satisfaction, because they can see the high attention the company pays to them.

Case study: Valli Srl

BUSINESS ANALYSIS

Situated in Novellara (Reggio Emilia), Valli S.r.l. manufactures special vehicles and employs more than 10 people.

It was founded by Loredana Valli's father (we interviewed her) and over time it has been involving the whole family. In particular, the company deals with fitting-out horseboxes or caravans for motorcycles and/or mixed transports (horse and the accompanying person, motorcycle and workshop, motorcycle and driver, large professional kitchens, etc.), for people attending various competitions and exhibitions.

Of course, it is a niche production and, in Europe, competitiveness is quite limited: only in England, there is a tradition of similar vehicles that are built still using very conventional materials (wood instead of synthetic materials).

In Valli, two typologies of processes exist: the horse area (or motorcycle, workshop) and the camper area that, in their turn, include light carpentry activities, and electric and hydraulic systems (only for the camper area), requiring various kinds of treatments and skills. Moreover, there is a niche process concerning trailers for hunting dogs, which are very much in demand also abroad.

Valli's strategy lies in dealing directly with all production aspects, from vehicle design to the manufacture of all the components, up to its type approval.

Currently, the company employs seven people in workshop, four in administration (for designing and production), and one apprentice.

Valli designs and manufactures both for private customers and for big customers (for example, the Ministry of Defence) that require many vehicles.

Today, Valli has an excellent reference market and achieves so positive results as it has the market makings of further development. The company is orientated towards development and growth even though at this stage, because of the high number of orders, it is almost compelled to make other companies (body shops) perform part of its processes, especially of carpentry and painting. The company would rather keep these activities "inside", but shortage of staff does not allow meeting all customers' needs.

For this reason, some synergies started. They are limited but significant and involve artisans who work mainly for Valli.

Valli's customers are very difficult, with requests that are always scarcely feasible, and it is important to be able to satisfy them with professionalism, even in case of unexpected changes of project and close obligations: thus, the relationship with the customer becomes a fundamental element of work.

As to human resources, Valli aims at organization and specialization. As a matter of fact, in the company, besides Production, there are people who are in charge of: Trade and Design (they are trained through courses of communication and relationship with customers), Purchase and External Trade (the German market is very developed), Administration, Human Resources Management, Industrial Safety, Tutor of courses addressed to apprentices (the interviewee, owner's daughter).

The declared management style in Valli is of responsiveness and willingness to dialogue; there is also a strong orientation towards training, which represents the opportunity to remain in line with innovations, by managing to satisfy customers better.

Within this logic, internal communications are fundamental, not only for people's motivation, but especially to be able to debate a project and assign the different tasks to involved employees (for this reason, it is essential the recruitment of Italian people or who know our language very well, in order to avoid misunderstandings that have already occurred with foreign workers).

A regular system of meetings is planned, to the extent that relationships among employees are very close, working in an intimate environment favouring exchanges.

As to learning process, in Valli, willingness to transmit knowledge, to pass on information, is high, even though the interviewee's opinion is that the situation could be improved through a better organization of experience dissemination.

Within the company, continuous training is performed: young people are always supported by an expert who supervises them and checks every activity and learning result they achieve: in Valli, people and their problems, even the personal ones, are carefully taken into account, in order to create mutual confidence, a basic element for good business performance.

As to apprenticeship, the company understood that costs are more than benefits, with a vocational training that is not appreciated and attended enough. Valli's request is for contracts that ensure continuity of work (part-time is not suitable): employees have to be always present in order to solve problems as they arise.

This element is due to the fact that Valli's customers are often seen at the workshop to monitor process progress and this, on the one hand, is a significant development element for young people who may personally listen to the requests and check what customer needs, even though, on the other hand, it represents an obligation of image as well as of result. At any rate, the owner supports all young people, in order to understand their inclination as soon as possible, and to teach them a job step by step.

In order to achieve the best results from artisanal works, in Valli's view, a high work motivation is fundamental. In Valli, work allows learning many aspects by acting, among other things, in a quite clean environment, without getting dirty very much.

In this sense, Valli's labour is very skilled and, as to business expectations, young employees have to grow together with the company by learning a specialist job. It is possible to specialize in hydraulic or electric tasks and, subsequently, for the company, vocational development means that the person can enter the camper area, dealing with complex and precise workings in a completely independent way.

In Valli, assessment is carried out by considering all the achieved results each time, during the project and on the order completion. The expert assesses young people as they work, in order to understand what kind of process they should be mainly addressed to (horse or camper area), according to the fact they are more or less precise and meticulous, and also to check their inclination to electricity, hydraulics or carpentry activities (this is usually the first one that Valli proposes and where the first results take place).

In Valli, acknowledgment of the best people is made through high wages, according to a logic aimed at keeping the cleverest elements within the company. In order to increase mutual confidence and preserve a positive atmosphere, in Valli, employees may use company's tools also for private small jobs (such as to polish the car and similar things) and this represents a very important motivational aspect, at least according to past experience.

Moreover, at the end of each year, bonuses are paid in accordance with business results and individuals' achievements, because of what everyone demonstrated and reached.

The internal climate, in Valli, is inclined to be very open and informal (after the first week of work, people are on first-name terms with one another), in order to create an environment where employees may feel at ease, where jokes are allowed and where everyone's problem can find sympathy.

Again, as to the business climate, dinners or convivial moments are organized as well: these elements have a positive impact on work.

Throughout the placement period, the various activities are explained to young people who, at first, are placed into the horse area, where precision is less important and where it is possible to see their inclinations and talents.

Young people's integration is implemented in such a way as they can feel within a team from the very beginning: in Valli, no distinction between skilled and unskilled people exists: all employees work side by side and young people may verify the experts' job.

Therefore, in Valli, both young people and experts talk about job and the different ways of performing it: at the outset, apprentices are assigned activities of internal panelling (carpentry) or parts of systems, in order to monitor their learning level and their results, and to guide them towards the task that are most suitable for them.

In Valli apprenticeship is considered rather ambivalently, implying positive aspects but also criticalities, because of the need of a training path that is considered as too "heavy" by young people themselves, who decide against attending it, notwithstanding both verbal and written warnings, from the company as well as the training body. On the other hand, in Valli's view, they are people who withdrew from educational path, sometimes with behavioural problems and difficult relationships with school, and they do not like finding themselves in a situation that is similar to that they left. As a consequence, courses on general subjects are considered not very useful, while technical – specialist, sector courses would be necessary.

For learning, the owner works with young people, as the most experienced employees do, trying to teach them the job: when young people attempts to perform an activity, somebody always supervises them and they can ask and get answers by the most experienced people.

In Valli, at the end of each activity that an apprentice was assigned to, a sort of assessment taking into account the results and the orientation of the person towards a certain job, is made.

The transferable practice resulting from Valli's case study is **the assessment of young employee's inclinations and the subsequent orientation towards specialization**. This practice regards the apprentice's placement period in the workplace and the analysis of a series of elements that indicate approximately his/her inclination towards one of the various tasks making up the working activity.

From the apprentice's point of view, this practice favours the integration process and strengthens the feeling of security with respect to one's own results, because it is aimed at valourising the most suitable features of a subject for a certain activity. This implies more motivation and a sense of belonging not only to the company, but also to a specialist (and not generic) job, an element that should reinforce the professional meaning of handicraft.

From the company's point of view, this practice allows making "targeted" investments, that is to say, orientating the subject to the most suitable activity for his/her aptitudes, thus reducing learning time and mistakes resulting from assignments of duties.

In addition, it gives the advantage of creating more homogeneous groups of professionalism, thus strengthening the company's "intellectual wealth" and the opportunity to face work with teams formed by specialized professionals.

In Valli, this practice is empirically tested, favoured by the fact that a lot of professional competences contribute to create the product (hydraulics, electrics, carpentry, insulation...) and different levels of attention and precision are required, implying specializations to speed up times and a good integration among professional skills.

In the company, the owner or the experts of the various jobs are the people in charge of the "orientation" choice, which is based on the observation of the first activities proposed to the apprentice and the interpretation of performance times and achieved results.

The opportunity to structure this orientation stage (through specific tests) should protect business investments, managing also to "keep" the resource within the company, through the motivation that can result from an activity that is suitable for the person.

To perform this practice, the company has to be equipped with:

- *a map of the activities performed in the company and the consequent specialization paths*
- *an analysis of the individual features that are more or less suitable for the various tasks, to be performed through interviews with "job experts", in order to reveal people's inclinations*
- *some "tests" and the relative suitability standards of answer.*

Finally, in order to check the effectiveness of this practice, it is necessary to analyse apprentice's autonomy times with respect to the identified job, that is to say the job results compared with the standard ones.



Dream Job

Development Relationship in European Apprenticeship Methodologies to Join Organizational Best Practices

FRANCE

Case study:
Bessede et Dupleix enterprise
Robert Bosch enterprise

Case study: Bessede et Dupleix enterprise

FOREWORD BESSEDE ET DUPLEIX ENTERPRISE

BESSEDE et DUPLEIX is a small regional enterprise situated in GAILLAC, 60 km outside Toulouse. It employs 48 people.

This precision mechanics company produces components from aluminium section bars, components for the air force and the army.

After a first successful experience with a trainee engineer coming from the Midi-Pyrénées College, Bessede et Dupleix hoped to go on like this. In June 2000, it asked the College to send it some candidates.

THE APPRENTICES' RECRUITMENT AT THE COLLEGE

The *Midi-Pyrénées* College recruits young people from the *bac* (certificate) and proposes them a first cycle of technological studies that is sanctioned by the BTS examination (Brevet de Technicien Supérieur, *Advanced Technical License*) of Informatics Applied to Production – Mechanics. Young people who do not necessarily take up the preparatory courses for the *Grandes Ecoles*, from the certificate, can also decide to integrate a five years engineering training characterized by high technological contents. It has to be noticed that this system allows attracting young people towards industry and management who, otherwise, would not have decided a different direction. The first cycle develops according to the traditional education system, out of apprenticeship.

Apprenticeship is proposed at Bac+2 Level. In this path, two kinds of candidate streams converge: a first one coming from the college technological cycle, provided that the admittance requirements are satisfied (achievement of BTS, satisfactory general grade point average and apprenticeship path), and a second one of school leavers with a Bac+2 at the minimum, coming from BTS or DUT (Diplôme Universitaire de Technologie, *Technological Degree*) with specialization in industry and mechanics.

At first, the selection process of candidates is based on the academic dossier and, then, on two individual interviews aiming at verifying the projects' suitability. A committee formed by educational representatives and people in charge, pronounces on the final admission. The admission becomes definitive from the apprenticeship contract's signature.

Therefore, the College extended the Bessede et Dupleix's proposal to all the successful candidates. The interested people got directly in touch with the company.

In July, Bessede et Dupleix made a decision and submitted an apprenticeship contract to Benoît. After fulfilling the legal formalities, Benoît entered the company signing a 3 years contract.

THE TRAINING ORGANIZATION

The subdivision and the relationships among the sandwich courses comply with a progression logic that takes into account a well-thought acquisition of skills and developing preparation for the placement in the industrial world.

Therefore, the first year, allowing a long business involvement, lays the basis for vocational training. It is during this first year that the apprentice is given the essential theoretical tools.

On the other hand, aiming at equilibrium, during the second year, the trainer company leads its apprentice to the experience and skill level that is necessary to the third-year role of pre-engineer, by concluding the pedagogical vis-à-vis cycle.

Precisely, during the third year the apprentice makes the most of his/her theoretical and practical skills in order to carry out two projects later: one of research and development and the other one that is technical and industrial, at pre-engineer level.

The first year

At school

Because of time division, volume and teaching typology, the first year is a period that can be certainly defined as a scholastic year. As a matter of fact, the scholastic periods go from October to December for the first year, and from the end of March to the beginning of July for the second one. They can be defined as long-term periods because they last twelve and fifteen weeks respectively.

Thanks to the fundamental subjects that are dealt with, these years provide the apprentice with the theoretical basic tools that are essential to any engineering training. Among the other subjects, mathematics, electronics, analogue automation, resistance of materials, general informatics and algorithmic are covered.

This year prepares also for the placement in the industrial and vocational framework, approaching educational units concerning industrial engineering (organization, management and optimization of manufacturing processes).

In the enterprise

The typical development of training implies one month to discover the enterprise – practically, a period of working apprenticeship – before starting the college course, in September. This short period represents a first contact with the work environment. It has to demystify the industrial world to the young apprentice's eyes, thus speeding his/her development.

The first significant sandwich courses within the company go from the end of December to the end of March. Throughout this stage – thirteen weeks – the apprentice has to be able to play the role of technician within the enterprise.

The assigned task must allow him/her to perform, as much as possible, the instructions and orders given by his/her hierarchy. This experience can be only a fruitful one when, later, the apprentice will play the role of engineer and executive. As a matter of fact, it is not necessarily simple to give orders so that the tasks are performed as best as they can.

During this first stage within the company, Benoît is proposed two projects: one on the implementation of a computerized stock management, the other one on quality assurance aiming at obtaining ISO 9001 Certification.

Throughout this period, Benoît understood the importance that stocks can have in production management. His participation to the achievement of ISO 9001 allowed him to know the other services and their relationships, as well as to integrate completely in the business organization. He also understood the significance of human relationships and that, in order to work peacefully with the different staff categories, it is necessary to act with great diplomacy and pedagogy.

The second year

At school

During the second training year, with respect to the first one, the apprentice spends few weeks at school.

As a matter of fact, even though the programme includes two theoretical sandwich courses, the overall length of attendance at school is not more than eighteen weeks (from which, on the other hand, at least the week going from Christmas to the New Year's Day has to be deducted).

The first of these two sandwich courses covers ten weeks (apart from those at the end of the year). The apprentice strengthens his/her theoretical training through specific, and consequently, more technical subjects, thus improving his/her preparation in industrial engineering.

The second and third sandwich courses represent a breaking phase, in the etymological sense of the word. They are short – only seven weeks – and intense, especially as to the projects. They complete the theoretical training and help the apprentice to refine his/her management, administration and communication tools.

In the enterprise

The second year, as to the number of weeks, is a “business year”. As a matter of fact, from the end of the first year, that is to say from the beginning of July, to the end of November, the apprentice is within the enterprise

During this 21-weeks period, the apprentice can be given some tasks in order to allow him/her to “express himself/herself over time”.

If the first sandwich courses were useful to discover the enterprise, this second stage has to allow the apprentice to establish himself/herself in the “role” of senior technician, to be interested in the business operation processes and the relationships with its vocational and economic environment.

At the end of these sandwich courses, the apprentice must have gained confidence in technical field. He/she must also have known the transversal functions of the enterprise and its management methodology.

During this period spent within the enterprise (from July to November), Benoît worked in the production department on industrial organization: “how to plan a productive department in a simple and reliable way”.

Throughout this experience, Benoît understood that is not simple to implement an organizational system that is beneficial both to the operators and to the executives, because some reluctance exists. He had to have great patience and, as a whole, he has been able to make everybody get involved in the project.

In the next period, from February to May, Benoît worked on the creation of a material for the Alpine troops (military project) that, actually, was the reply to an advertised bidding.

During these sandwich courses, Benoît showed to his general management his capabilities. He perceived that, within the enterprise, the relationships with the managers had changed and the hierarchy had fully accepted him.

This experience showed him that, in order to begin a project in a good way, a clear and accurate responsibility book is necessary, and that, later, it is essential to keep the traceability of the performed tasks, in order to allow other people to resume work, if required.

The third year

The third year's basis

The third year, which is divided into two periods, each one of five months, proposes the apprentice two challenges and offers him two tools.

The PPI (Projet Pré – Ingénieur, *Pre-engineer Project*) is the tool by which the apprentice shows to his/her enterprise the assimilation of the theoretical and practical skills of the two previous years and that he/she is ready to employ them as best as possible, within the framework of a mission at pre-engineer level.

The MFE (*Mémoire de Fin d'Etudes*, Dissertation at the End of Studies) is the second tool the apprentice is provided with. As a matter of fact, within the framework of an industrial contract between ICAM (Engineering school partner of the College) and an industrial company – which is necessarily different from that involved by the apprentice's contract – the trainee has to show to be able, on the one hand, to open to other business cultures and, on the other hand, to tackle a research and development subject for which nobody has found a definitive solution yet.

The third year's development

Between January and July, the apprentice is encouraged to choose, in agreement with his/her company, one of the following options:

- MFE from September to January
PPI from February to June

or

- PPI from September to January
MFE from February to June

The two options correspond significantly. One of the parameters intervening in the choice is the importance of PPI's subject. In order to get the validation, this subject has to be communicated to the pedagogical college people in charge, before the beginning of each period. It is important to notice that the College encourages very much foreign experiences within the MFE or the PPI.

The third year's assessment

The MFE's and PPI's assessment implies two similar steps: a project review in the middle of the path and a final written report. As to the project review, it is made at the ICAM, before the department manager, the industrial customer, the ICAM's and College's managers. The second task is performed in the enterprise, during the visit of a college manager.

The MFE is validated through the dissertation, in the presence of the departmental head, the industrial customer and the pedagogical College person in charge.

The PPI ends with a round table at the College, called "synthesis interview". It is an original exercise during which the apprentice, starting from his/her written report, reconsiders his/her experience in order to draw the positive results and progresses, as well as his/her future project.

Each phase, project review, dissertation or synthesis, is assessed using a specific grid. The same happens for the final written report.

From September to January, Benoît stayed in his enterprise to make his PPI. During these five months, his mission was very important. As a matter of fact, he had to:

- *find a solution to make more reliable and to computerize the elaboration process of customers' orders;*
- *relaunch the quality management system within the company;*
- *lead a development policy of responsiveness, that is to say, to study times of series changes.*

In this period, Benoît played the role of pre-engineer. He was led to assume responsibilities; he assessed his technical, relational and financial skills. He was faced with unforeseen situations, exactly like an engineer can do throughout his/her career.

Benoît decided to make his MFE abroad, from February to May.

He spent this period in a research and development laboratory in England. Benoît worked on the improvement of mechanical resistance of an artificial femur, in a framework that was completely different from that of his enterprise. This allowed him to know the medical environment, another kind of work environment. So, he could understand that his vocational training at the College, in the apprenticeship path, opened him every kind of opportunity and, in particular, that it could conform to many activity sectors.

THE ENTERPRISES-COLLEGE MEETINGS

Between the trainer companies and the College, two kinds of meeting, which can be defined as institutional, are planned. They are the Tutors - Trainers meeting and the College reporting members' visits to the enterprises. Each time, the purpose is to summarize the situation, to agree, in order to capitalize the experience and to orientate, if necessary, the decisions of the missions assigned to the apprentice.

The Tutors – Trainers meetings

Three meetings of this kind, in precise moments of the training path, are planned for.

The first meeting, before the first important sandwich course cycle (December) aims at presenting the training path – that is to say the programmes, the significant dates, the assessment methods – and, finally, at allowing the business and College stakeholders to meet.

The second meeting, at the end of the first year (June), deals with the role played by the trainer enterprise, without omitting, of course, to draw a balance of the situation.

The third meeting, in the middle of the second year (February), represents the opportunity for rereading the employed practices and tools more objectively. In particular, this meeting allows preparing the third year: choice of the period, PPI's subject, etc.

The visit of College representatives to the enterprise

The College's reporting member is the colleague, at school, of the business tutor. Therefore, both of them play a similar role: to lead the apprentice during his/her vocational training. The (business) tutor meets the apprentice when each meeting of tutors and trainers takes place, in the "educational" framework; the reporting member visits this same apprentice in the "work" framework.

Besides the visit to the apprentice, there is a meeting between the two guides who can compare their opinions and agree. The reporting member visits both the apprentice and his/her tutor in February of the first year, and in October and April of the second one.

THE HUMAN TRAINING

The Human Training is an important stage of the vocational training presented to apprentices. It includes courses and sessions and spans throughout the training path.

The human training courses

The human training courses – which are distributed between the first two years, like the others – take place in small groups and are based on the development of one's own personality, communication, culture and openness to others.

During these courses, the apprentice is led to develop his/her own communicative capabilities and managerial skills. Similarly, he/she will have to meditate on his/her identity of engineer who is engaged in a highly international economic and social environment.

The human training sessions

The human training sessions are a privileged place to read and revise experiences, to exchange and compare ideas.

These sessions are divided into two main typologies: the sessions of re-entry from the enterprise and the thematic sessions.

The sessions of re-entry from the enterprise

The College-coming after each sandwich course cycle, in general, starts with a session called of "re-entry".

Each of these sessions deals with a general subject that is specific with respect to the last sandwich courses within the enterprise, but concerning self-questioning, placement and vocational guidance. People outside the enterprise, who know very well the industrial environment, attend these sessions.

The first re-entry session, which is generally called “**Industry Report**”, has to help the apprentice to build or to reconsider his/her first representation of industry with its manufacturing organization and human resources.

It is also the place where, through his/her colleagues’ witness, he/she discovers the industrial vocations, as well as the engineer functions within the enterprise.

Ultimately, all this contributes to lead the apprentice to the confirmation of his/her vocational choice.

The second session takes place after two sandwich courses within the enterprise – the second of which is very long. Therefore, the apprentice’s vocational guidance is supposed to be definitive. The general subject, “**Relationships in the work environment**”, if it is mostly based on the acquisitions of the previous session, assumes the apprentice has already considerable experience and is prepared to pass from technician to senior technician role. Therefore, his/her business representation has to improve and clarify according to the realities and specificities of past experiences. The relationships with colleagues, assistants and managers have to be well defined and, above all, compared to other apprentices’ personal experiences.

In this manner, during this session, the apprentice shows he/she is responsive to the challenges of the business management.

The third session is more considerable, both as to quantity and quality: it takes place at the beginning of the third year and, instead of two days like the previous sessions, lasts four days. It begins with a simulation performed in small groups. The main purpose, as its title specifies, is **to make aware of the industrial decisions and capital**.

In the financial framework, the apprentice is informed about the different business functions, as well as about the decisions concerning this subject. In particular, he/she is led to be interested in challenges linked to finance, markets and economic and industrial environment of the enterprise.

The thematic sessions

They are a particular tool through which the engineer-to-be is sensitized to his/her job environment, to the difficulties, and to the management and administration methodologies.

Industrialists operating in the sector involved by each analysed theme animate these sessions.

For this reason, these meetings represent a sort of past experience, of witness, to the apprentice’s eyes.

The first of these three sessions addresses to **management**. It implies an explanation on the theoretical reference systems and the techniques concerning human and social relationships, and it presents a methodical approach to organizations’ sociology.

The fact that it takes place in the middle of the second year, supposes that apprentice’s past experiences and background are taken into account.

One year later, the apprentice will attend another one-week thematic session. It aims at giving clarifications derived from the animators’ vocational experiences on the aspects that the training plan does not explicitly include.

From year to year, the **industrial strategy, design, marketing...** are dealt with. Briefly, they are the “environment-job” aspects that an engineer cannot ignore in fulfilling his/her tasks.

The last thematic session represents also the last action of pedagogical comparison with the apprentice. This only fact is highly symbolic. In a word, it is the “viaticum” the apprentice is provided with throughout the path he/she will undertake in the industrial world and the society. Its title alone is a sort of project: “**Ethics of engineer profession**”.

Behind this title, which could appear to be pompous, there is the willing to provide the engineer-to-be with the minimum tools for a critical interpretation of the value system that industrial choices imply.

Reading between the lines, through this, there is the concern of leading the engineer-to-be to question himself/herself about certain situations. In a way, he/she is trained to the moral obligation of asking himself/herself a question, even though it is understood that the answers to these questions depend on the engineer, on his/her value system and the socio-cultural environment of the framework in which he/she has developed.

THE ASSESSMENT WITHIN THE ENTERPRISE

During his/her training path, the apprentice is assessed twice. One assessment is based on the “business” phase and the other one, which takes place at the College, on the aspects that can be defined as academic, that is to say on what he/she has learned from courses, TPs, projects, and so on. These two assessments centre on the continuous check’s rule.

At the end of the training path, the apprentice cannot qualify, unless he/she gets a final grade point average, in each of the assessments, that is higher or equivalent to thirteen out of twenty.

Needless to say that the two evaluations are separate and their marks and the respective grade point averages are not cumulative.

The business assessment

Aiming at ensuring the maximum level of consistency, the evaluation system proposed is presented to the tutors since the first institutional meetings between tutors and trainers.

This assessment focuses on the apprentice’s behaviour within the company, as well as on his/her development throughout the sandwich courses, his/her skills in communicating and explaining his/her activities, both in writing and verbally (dissertation before a commission). The College proposes a specific table for each aspect. Therefore, usually, there are three tables: the tutor’s, the table to assess the written report and the table of the oral dissertation.

The tutor’s table

It is valid for all the business sandwich courses and also for the PPI. It is used for all apprentices and, consequently, for all enterprises.

The tutor has to fill it in and, then, give it to the apprentice, before the end of each sandwich course within the enterprise. The interested person has to present it to the College, from the first day of his/her return to school.

The written report and the dissertation

Usually, the college makes the assessment of the report. The dissertation of the technical report takes place also before a College committee, at the College.

The College encourages very much the enterprises to attend these two assessments.

The College assessment

It implies marks on tasks, TPs, projects. The execution of all the assessments in the same place avoids producing inconsistencies due to different methodologies or manners.

CONCLUSIONS

Benoît ended his programme in July 2003. The sandwich courses allow him to be an engineer who can immediately begin performing his tasks. He has been an important element within this small enterprise that trained him and, at the end of his training path, engaged him to perform industrial management tasks.

After one year of sandwich courses spent to specialize in SMEs' administration and management, he is now the general manager of the company.

Case study: Robert BOSCH enterprise

ROBERT BOSCH ENTERPRISE

Situated in Rodez, 150 km from Toulouse, the enterprise Robert BOSCH employs 2,200 people. It is specialized in manufacturing injection systems for combustion petrol and, especially diesel, engines.

This factory belongs to the international BOSCH Group, the experience of which covers the following sectors:

- motor equipments (ABS, starting motors, injection systems);
- communication equipments (telephones, car radio sets);
- consumable goods (utensils, white goods)
- production goods:
 - division automation techniques (hydraulic and pneumatic)
 - division packing machines.

Every year, in July, this company engages three or four trainee engineers having a BTS in Informatics Applied to Production – Mechanics and knowledge of German language.

THE APPRENTICES' RECRUITMENT AT THE COLLEGE

The Midi-Pyrénées College recruits young people from the *bac* (certificate) and proposes them a first cycle of technological studies that is sanctioned by the BTS examination (Brevet de Technicien Supérieur, *Advanced Technical License*) of Informatics Applied to Production – Mechanics. Young people who do not necessarily take up the preparatory courses for the *Grandes Ecoles*, from the certificate, can also decide to integrate a five years engineering training characterized by high technological contents. It has to be noticed that this system allows attracting young people towards industry and management who, otherwise, would not have decided a different direction. The first cycle develops according to the traditional education system, out of apprenticeship.

Apprenticeship is proposed at Bac+2 Level. In this path, two kinds of candidate streams converge: a first one coming from the college technological cycle, provided that the admittance requirements are satisfied (achievement of BTS, satisfactory general grade point average and apprenticeship path), and a second one of school leavers with a Bac+2 at the minimum, coming from BTS or DUT (Diplôme Universitaire de Technologie, *Technological Degree*) with specialization in industry and mechanics.

At first, the selection process of candidates is based on the academic dossier and, then, on two individual interviews aiming at verifying the projects' suitability. A committee formed by educational representatives and people in charge, pronounces on the final admission. The admission becomes definitive from the apprenticeship contract's signature.

Therefore, the College extended the Robert BOSCH's proposal to all admitted candidates having knowledge of German language. The interested people got directly in touch with the company.

In July 2000, Lionel was chosen to enter BOSCH group with a three-year contract.

THE TRAINING ORGANIZATION

The subdivision and the relationships among the sandwich courses comply with a progression logic that takes into account a well-thought acquisition of skills and developing preparation for the placement in the industrial world.

Therefore, the first year, allowing a long business involvement, lays the basis for vocational training. It is during this first year that the apprentice is given the essential theoretical tools.

On the other hand, aiming at equilibrium, during the second year, the trainer company leads its apprentice to the experience and skill level that is necessary to the third-year role of pre-engineer, by concluding the pedagogical vis-à-vis cycle.

Precisely, during the third year the apprentice makes the most of his/her theoretical and practical skills in order to carry out two projects later: one of research and development and the other one that is technical and industrial, at pre-engineer level.

The first year

At school

Because of time division, volume and teaching typology, the first year is a period that can be certainly defined as a scholastic year. As a matter of fact, the scholastic periods go from October to December for the first year, and from the end of March to the beginning of July for the second one. They can be defined as long-term periods because they last twelve and fifteen weeks respectively.

Thanks to the fundamental subjects that are dealt with, these years provide the apprentice with the theoretical basic tools that are essential to any engineering training. Among the other subjects, mathematics, electronics, analogue automation, resistance of materials, general informatics and algorithmic are covered.

This year prepares also for the placement in the industrial and vocational framework, approaching educational units concerning industrial engineering (organization, management and optimization of manufacturing processes).

In the enterprise

The typical development of training implies one month to discover the enterprise – practically, a period of working apprenticeship – before starting the college course, in September. This short period represents a first contact with the work environment. It has to demystify the industrial world to the young apprentice's eyes, thus speeding his/her development.

The first significant sandwich courses within the company go from the end of December to the end of March. Throughout this stage – thirteen weeks – the apprentice has to be able to play the role of technician within the enterprise.

The assigned task must allow him/her to perform, as much as possible, the instructions and orders given by his/her hierarchy. This experience can be only a fruitful one when, later, the apprentice will play the role of engineer and executive. As a matter of fact, it is not necessarily simple to give orders so that the tasks are performed as best as they can.

During this first period spent to be familiar with the enterprise, Lionel worked on the implementation and job assignment process in the assembly line of injection pumps. The purpose was to reduce the manufacturing costs and to increase productivity, by offering the operator ease of work.

This first experience allowed Lionel to have direct relationships with different suppliers, both in tooling and in workshop equipments sector. So, Lionel learnt to use the enterprise's various tools, such as the SAP software for the production management.

The second year

At school

During the second training year, with respect to the first one, the apprentice spends few weeks at school.

As a matter of fact, even though the programme includes two theoretical sandwich courses, the overall length of attendance at school is not more than eighteen weeks (from which, on the other hand, at least the week going from Christmas to the New Year's Day has to be deducted).

The first of these two sandwich courses covers ten weeks (apart from those at the end of the year). The apprentice strengthens his/her theoretical training through specific, and consequently, more technical subjects, thus improving his/her preparation in industrial engineering.

The second and third sandwich courses represent a breaking phase, in the etymological sense of the word. They are short – only seven weeks – and intense, especially as to the projects. They complete the theoretical training and help the apprentice to refine his/her management, administration and communication tools.

In the enterprise

The second year, as to the number of weeks, is a “business year”. As a matter of fact, from the end of the first year, that is to say from the beginning of July, to the end of November, the apprentice is within the enterprise

During this 21-weeks period, the apprentice can be given some tasks in order to allow him/her to “express himself/herself over time”.

If the first sandwich courses were useful to discover the enterprise, this second stage has to allow the apprentice to establish himself/herself in the “role” of senior technician, to be interested in the business operation processes and the relationships with its vocational and economic environment.

At the end of these sandwich courses, the apprentice must have gained confidence in technical field. He/she must also have known the transversal functions of the enterprise and its management methodology.

This second period developed in a particular atmosphere, because the company had to face a sudden production collapse, from which a lot of discontent among the staff and a reinforced purpose of reduction of production costs – aimed at keeping unit costs compatible with the market – arose.

During this phase, Lionel was assigned three projects:

- *the organization of checkpoints for quality rules conformity;*
- *the improvement of productivity when checked;*
- *the implementation of actions aimed at reducing rejects when the final visual check takes place.*

This second experience allowed Lionel to improve his relationships with the various suppliers, in particular, by showing more determination at level of fixed terms and of expected work quality.

The management of these projects allowed him also to have contact with all the business departments and to achieve a certain degree of unity with his assistants. It was possible to identify better the role played by the technical departments that ensure the production support.

Finally, the work quality allowed Lionel to be acknowledged from the operators, as well as from the departmental heads and the management. During these sandwich courses, he realized that his assigned responsibilities no longer were senior technician's, but they were becoming engineer's tasks.

His deduction is that one of an engineer's essential qualities is to be a good manager who is skilled both from the human and the technical viewpoint.

In the third period spent within the enterprise, Lionel's job was to study the defective parts' costs, acting on the production and the typology of reject items, in order to cut back this budgetary element of 20%.

The project's purpose was achieved and even exceeded because the costs concerning the reject items decreased of 25%. Because of such a result, Lionel became responsible for the project to realize a followed magazine with the monthly diffusion of the achieved results to the senior hierarchy.

These sandwich courses allowed him to deepen the teamwork meaning with a partnership at two levels:

- data transferring and transversality of the solution of problems (the found solution can be useful also for other departments)
- relationship between engineers and operators and, consequently, a dialogue between the workshop and the management allowing the staff involvement.

The third year

The third year's basis

The third year, which is divided into two periods, each one of five months, proposes the apprentice two challenges and offers him two tools.

The PPI (Projet Pré – Ingénieur, *Pre-engineer Project*) is the tool by which the apprentice shows to his/her enterprise the assimilation of the theoretical and practical skills of the two previous years and that he/she is ready to employ them as best as possible, within the framework of a mission at pre-engineer level.

The MFE (*Mémoire de Fin d'Etudes*, Dissertation at the End of Studies) is the second tool the apprentice is provided with. As a matter of fact, within the framework of an industrial contract between ICAM (Engineering school partner of the College) and an industrial company – which is necessarily different from that involved by the apprentice's contract – the trainee has to show to be able, on the one hand, to open to other business cultures and, on the other hand, to tackle a research and development subject for which nobody has found a definitive solution yet.

The third year's development

Between January and July, the apprentice is encouraged to choose, in agreement with his/her company, one of the following options:

- MFE from September to January
PPI from February to June

or

- PPI from September to January
MFE from February to June

The two options correspond significantly. One of the parameters intervening in the choice is the importance of PPI's subject. In order to get the validation, this subject has to be communicated to the pedagogical college people in charge, before the beginning of each period. It is important to notice that the College encourages very much foreign experiences within the MFE or the PPI.

The third year's assessment

The MFE's and PPI's assessment implies two similar steps: a project review in the middle of the path and a final written report. As to the project review, it is made at the ICAM, before the department manager, the industrial customer, the ICAM's and College's managers. The second task is performed in the enterprise, during the visit of a college manager.

The MFE is validated through the dissertation, in the presence of the departmental head, the industrial customer and the pedagogical College person in charge.

The PPI ends with a round table at the College, called "synthesis interview". It is an original exercise during which the apprentice, starting from his/her written report, reconsiders his/her experience in order to draw the positive results and progresses, as well as his/her future project.

Each phase, project review, dissertation or synthesis, is assessed using a specific grid. The same happens for the final written report.

From September to January, Lionel could not go abroad because he did not succeed in concretizing, with an enterprise, his idea of going to Spain. In order to develop his MFE, he integrated into a research and development laboratory and worked on the modernization of a programmable robot.

This design job of industrial electronics and informatics led him to the improvement of his business experience focused on the manufacturing of mechanical series.

During his PPI, which took place from February to May, Lionel's mission was to decrease of 30% the maintenance costs of a group of complex manufacturing plants. The results were very encouraging leading to a reduction of 40%.

This experience allowed him to make an observation about the engineer's role, which has to be based on general technical skills acquired at the College:

- the engineer has to look for the necessary information to make decisions*
- he/she is the fundamental figure of a team and has to create cohesion within the work group with his/her assistants*
- the engineer has to be able to manage the disputes of everyday life*
- he/she is responsible for staff, materials and product accordance to the rules and to the customer's specification*
- the engineer is always seeking productivity profits and, therefore, has a great impact on business economy.*

THE ENTERPRISES-COLLEGE MEETINGS

Between the trainer companies and the College, two kinds of meeting, which can be defined as institutional, are planned. They are the Tutors - Trainers meeting and the College reporting members' visits to the enterprises. Each time, the purpose is to summarize the situation, to agree, in order to capitalize the experience and to orientate, if necessary, the decisions of the missions assigned to the apprentice.

The Tutors – Trainers meetings

Three meetings of this kind, in precise moments of the training path, are planned for.

The first meeting, before the first important sandwich course cycle (December) aims at presenting the training path – that is to say the programmes, the significant dates, the assessment methods – and, finally, at allowing the business and College stakeholders to meet.

The second meeting, at the end of the first year (June), deals with the role played by the trainer enterprise, without omitting, of course, to draw a balance of the situation.

The third meeting, in the middle of the second year (February), represents the opportunity for rereading the employed practices and tools more objectively. In particular, this meeting allows preparing the third year: choice of the period, PPI's subject, etc.

The visit of College representatives to the enterprise

The College's reporting member is the colleague, at school, of the business tutor. Therefore, both of them play a similar role: to lead the apprentice during his/her vocational training. The (business) tutor meets the apprentice when each meeting of tutors and trainers takes place, in the "educational" framework; the reporting member visits this same apprentice in the "work" framework.

Besides the visit to the apprentice, there is a meeting between the two guides who can compare their opinions and agree. The reporting member visits both the apprentice and his/her tutor in February of the first year, and in October and April of the second one.

THE HUMAN TRAINING

The Human Training is an important stage of the vocational training presented to apprentices. It includes courses and sessions and spans throughout the training path.

The human training courses

The human training courses – which are distributed between the first two years, like the others – take place in small groups and are based on the development of one's own personality, communication, culture and openness to others.

During these courses, the apprentice is led to develop his/her own communicative capabilities and managerial skills. Similarly, he/she will have to meditate on his/her identity of engineer who is engaged in a highly international economic and social environment.

The human training sessions

The human training sessions are a privileged place to read and revise experiences, to exchange and compare ideas.

These sessions are divided into two main typologies: the sessions of re-entry from the enterprise and the thematic sessions.

The sessions of re-entry from the enterprise

The College-coming after each sandwich course cycle, in general, starts with a session called of "re-entry".

Each of these sessions deals with a general subject that is specific with respect to the last sandwich courses within the enterprise, but concerning self-questioning, placement and vocational guidance. People outside the enterprise, who know very well the industrial environment, attend these sessions.

The first re-entry session, which is generally called "**Industry Report**", has to help the apprentice to build or to reconsider his/her first representation of industry with its manufacturing organization and human resources.

It is also the place where, through his/her colleagues' witness, he/she discovers the industrial vocations, as well as the engineer functions within the enterprise.

Ultimately, all this contributes to lead the apprentice to the confirmation of his/her vocational choice.

The second session takes place after two sandwich courses within the enterprise – the second of which is very long. Therefore, the apprentice's vocational guidance is supposed to be definitive. The general subject, "**Relationships in the work environment**", if it is mostly

based on the acquisitions of the previous session, assumes the apprentice has already considerable experience and is prepared to pass from technician to senior technician role. Therefore, his/her business representation has to improve and clarify according to the realities and specificities of past experiences. The relationships with colleagues, assistants and managers have to be well defined and, above all, compared to other apprentices' personal experiences.

In this manner, during this session, the apprentice shows he/she is responsive to the challenges of the business management.

The third session is more considerable, both as to quantity and quality: it takes place at the beginning of the third year and, instead of two days like the previous sessions, lasts four days. It begins with a simulation performed in small groups. The main purpose, as its title specifies, is **to make aware of the industrial decisions and capital**.

In the financial framework, the apprentice is informed about the different business functions, as well as about the decisions concerning this subject. In particular, he/she is led to be interested in challenges linked to finance, markets and economic and industrial environment of the enterprise.

The thematic sessions

They are a particular tool through which the engineer-to-be is sensitized to his/her job environment, to the difficulties, and to the management and administration methodologies.

Industrialists operating in the sector involved by each analysed theme animate these sessions.

For this reason, these meetings represent a sort of past experience, of witness, to the apprentice's eyes.

The first of these three sessions addresses to **management**. It implies an explanation on the theoretical reference systems and the techniques concerning human and social relationships, and it presents a methodical approach to organizations' sociology.

The fact that it takes place in the middle of the second year, supposes that apprentice's past experiences and background are taken into account.

One year later, the apprentice will attend another one-week thematic session. It aims at giving clarifications derived from the animators' vocational experiences on the aspects that the training plan does not explicitly include.

From year to year, the **industrial strategy, design, marketing...** are dealt with. Briefly, they are the "environment-job" aspects that an engineer cannot ignore in fulfilling his/her tasks.

The last thematic session represents also the last action of pedagogical comparison with the apprentice. This only fact is highly symbolic. In a word, it is the "viaticum" the apprentice is provided with throughout the path he/she will undertake in the industrial world and the society. Its title alone is a sort of project: **"Ethics of engineer profession"**.

Behind this title, which could appear to be pompous, there is the willing to provide the engineer-to-be with the minimum tools for a critical interpretation of the value system that industrial choices imply.

Reading between the lines, through this, there is the concern of leading the engineer-to-be to question himself/herself about certain situations. In a way, he/she is trained to the moral obligation of asking himself/herself a question, even though it is understood that the answers to these questions depend on the engineer, on his/her value system and the socio-cultural environment of the framework in which he/she has developed.

THE ASSESSMENT WITHIN THE ENTERPRISE

During his/her training path, the apprentice is assessed twice. One assessment is based on the "business" phase and the other one, which takes place at the College, on the aspects that

can be defined as academic, that is to say on what he/she has learned from courses, TPs, projects, and so on. These two assessments centre on the continuous check's rule.

At the end of the training path, the apprentice cannot qualify, unless he/she gets a final grade point average, in each of the assessments, that is higher or equivalent to thirteen out of twenty.

Needless to say that the two evaluations are separate and their marks and the respective grade point averages are not cumulative.

The business assessment

Aiming at ensuring the maximum level of consistency, the evaluation system proposed is presented to the tutors since the first institutional meetings between tutors and trainers.

This assessment focuses on the apprentice's behaviour within the company, as well as on his/her development throughout the sandwich courses, his/her skills in communicating and explaining his/her activities, both in writing and verbally (dissertation before a commission). The College proposes a specific table for each aspect. Therefore, usually, there are three tables: the tutor's, the table to assess the written report and the table of the oral dissertation.

The tutor's table

It is valid for all the business sandwich courses and also for the PPI. It is used for all apprentices and, consequently, for all enterprises.

The tutor has to fill it in and, then, give it to the apprentice, before the end of each sandwich course within the enterprise. The interested person has to present it to the College, from the first day of his/her return to school.

The written report and the dissertation

Usually, the college makes the assessment of the report. The dissertation of the technical report takes place also before a College committee, at the College.

The College encourages very much the enterprises to attend these two assessments.

The College assessment

It implies marks on tasks, TPs, projects. The execution of all the assessments in the same place avoids producing inconsistencies due to different methodologies or manners.

CONCLUSIONS

Lionel's apprenticeship contract ended in July 2003. The enterprise recruited him and proposed him to continue his integration within the BOSCH Group for over a year of practice in a production unit in Germany.

Apprenticeship, that is to say the sandwich courses between school and enterprise, for the company represented a tool to test Lionel, to train him according to the business policy and to recruit a skilled manager who is immediately in operation and able to maintain and develop the business activity.



Dream Job
Development Relationship in European
Apprenticeship Methodologies to Join
Organizational Best Practices

GERMANY

Case study:
LeiLa Project, University Bremen
Berufsinformationszentrum (BIZ) Nuremberg

Case study: LeiLa Project, University Bremen

ORGANISATION

The project LeiLa – “Passagen lebenslangen Lernens in beruflichen Qualifizierungsprozessen von bildungsbenachteiligten Zielgruppen“ (i.e. lifelong learning in processes of vocational education for furthering of disadvantaged groups) is coordinated by the “Institut Arbeit und Wirtschaft” at the University Bremen in cooperation with the “Arbeiter-Bildungs-Centrum” of the “Arbeitnehmerkammer Bremen” (ABC, i.e. employee’s association Bremen). Additional partner institutions are two vocational schools in Bremen.

LeiLa is part of the pilot study “lifelong learning” of the Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung (BLK, i.e. standing commission of the German government and the German Federal states for educational planning and research promotion). The project is promoted by the Federal Ministry of Education and Research, by the senator for labour, women, health, youth and social affairs Bremen, by the senator for education and science Bremen and by the European Social Fund (ESF).

Target of the BLK-pilot study is the development and testing of concepts, which mediate interest and ability for learning lifelong learning to disadvantaged young people, who are in preparation for vocational training, in vocational training or further education action. The additional ESF-project aims at an extension of coverage by targeting full-time vocational training actions and dissemination of products via qualification of multipliers (members of staff in furthering of disadvantaged groups).

PROJECT STRUCTURE

The pilot-project LeiLa started in April 2000 and runs until 31.12.2004. It has been planned as a broad and very ambitious approach to develop concepts of lifelong learning for disadvantaged young people. To give a rough overview at first, the project can be divided in three bigger steps or phases. The first phase is designed for young people in preparation for an elementary school leaving-examination and following vocational training. The second one provides an approach for supporting out-of-company training of young people in apprenticeship. The second upcoming phase will develop models for vocational further training of formerly disadvantaged persons in order to provide strategies for further development of their professional competencies. With regard to contents of dream job project, we will concentrate on display of experiences and results of the first and second phase in this case study.

Phase 1: Preparation for vocational training

In actions aiming to provide job orientation and preparation for vocational education, young people who are not yet involved in professional training are supposed to be trained in self-regulated acquirement of knowledge necessary for finding an apprenticeship place. The first step of this project-phase was an analysis of the main deficits of the disadvantaged group of young people concerning attitudes and previous experiences towards learning. Following the group of young people was trained in basics of use of the internet as a basis for subsequent autonomous enquiries of companies and classes of business plus exercises for self-organized communication with providers of practical training places.

Phase 2: External supporting actions accompanying vocational training

In order to improve out-of-company approaches of training and professional education actions, didactical innovations for mediation of key qualifications concerning use of media and methods are supposed to be developed and tested. Therefore apprentices are to be trained in self-regulated collection of job-relevant and additional comprehensive information and enabling them to use new media consciously (e.g. e-commerce, e-banking, e-government).

Phase 3: Models for vocational further training

During the last phase of the Leila project models for further training in vocational education shall be developed. The formerly disadvantaged group of young people and adults are supposed to strengthen their already acquired professional competencies with recourse to potentials of innovation information and communication techniques.

Support of working process insertion by the three phases of Leila Project

Regarding a model of working process insertion, the three phases of LeiLa project each supports different aspects of working socialization:

Phase 1 stresses preparation and orientation for professional training. Thereby it supports *recruiting selection* and *job insertion* in an apprentice-centred way. A current problem of youth employment are – in addition to missing apprenticeship places – potential places of employment, that cannot be filled adequately in spite of a great number of applicants. This problem not anymore concerns only high demand jobs, but also apprenticeship places for lower educated and disadvantaged young people. Personnel managers complain about applicants, performing poorly in application procedures and do not fulfill demands to be expected after passing general school education.

Phase 2 of LeiLa-Project provides external support during apprenticeship. Apprenticeship can be seen as the first phase of professional *organisational membership* in a company, preparing for a later regular employment. LeiLa emphasizes the meaning of key qualifications and new media competencies. These key competencies of modern working life can often not be provided by conventional in-company training and vocational schools. Phase 2 thus supports *formal learning* by additional *tutoring and practices*, while *training of trainers* is not provided by this project.

Finally, in phase 3 of Leila project former apprentices now are fully employed organisational members in a company. This phase thus regards external support of *human resources development* within working organisations. As this phase of the LeiLa pilot study is still running, it cannot be stressed explicitly in this case study.

Further elements of a model of working process insertion are *monitoring and evaluation*. How monitoring and evaluation are realized in LeiLa-project, is described in detail in chapter 5-6

THEORETICAL FRAMEWORK

Today vocational education and professional work is - as most other social sectors – subject to constant and rapid changes. As a consequence we all have to adopt and learn to get along with new topics, methods and organisation structures in our professional environment. Self-regulated learning is one of the most important key qualifications of professionalism. Many people have difficulties when leaving school and instantly having to learn in a significantly more self-regulated way. And these difficulties are in particular obvious, when regarding disadvantaged young people. So, techniques for self-regulated learning have to be integrated in furthering activities for disadvantaged groups in vocational education.

Disadvantaged groups in apprenticeship

As the term “disadvantaged” is often not clearly defined in education-relevant discussions, we first have to try a description, what is meant, when we are concerned with “disadvantaged” groups in apprenticeship. Peter Rau (2001) gives a survey by summing up a definition in a paper of the “Gewerkschaft Erziehung und Wissenschaft”, i.e. labour union education and science (GEW, 2000. Berufliche Bildung von benachteiligten jungen Menschen. Frankfurt am Main, p.12ff.):

The „original“ target group of disadvantaged young people has recently been extended. Also young persons, who have difficulties to find an apprenticeship place or a job are now often subsumed to the group of disadvantaged, even though this is mainly influenced by the critical situation of the German job market and a broad concept for providing a better supply of job faculties would meet their needs in a more adequate way than regarding this group as disadvantaged. Following subgroups are counted to the original group of disadvantaged young people:

1. Young people, who have difficulties in education and apprenticeship because of specific ethnic, social or gender-related characteristics.
2. School leavers without a certificate of the secondary level and most of special school leavers.
3. Young people denying to visit school or having left school during compulsory schooling time.
4. Young people from difficult social environments (e.g. familiar conflicts; single-parent families; unemployment, violence, addiction or delinquency in family).
5. Apprentices not having been able to finish vocational training.

Disadvantaged young people appear in a noticeable way in vocational school, whereby three main factors can be divided and most often not only one factor can be assessed. The following categorisation shows the appearance of these young people, not the causes (Fidian, 2001):

- a) Social problems (Behaviour in groups, handling of rules and limits, difficulties with social proximity and distance, lack of empathy and egoism, refusal in group processes)
- b) Personal problems (self control, language, concentration, traumatic experiences, self-evaluation, self-worth, delayed puberty, motivation, underdevelopment of aims in life)
- c) Cognitive problems (dyscalculia, literacy problems, bad competences in methods and work habits)

Impact of learning and media competencies for disadvantaged target groups

Missing competencies in learning and new media techniques is yet another risk factor for disadvantaged young people, what is often called a “digital gap”. These competencies nowadays are considered as key qualifications and are obligatory for a successful integration in working life. Additionally previous knowledge is in our modern information society an important condition for acquisition of new knowledge (Koch, 2001). Therefore without sufficient competencies in learning and media competencies disadvantaged young people bear a double risk and the gap between them and the rest gets wider in a fast and dramatic way.

Pedagogical and didactical reflections for training of self-regulated learning

The three parts of the competence of self-regulated learning are (1) professional competence, (2) methodical / formal competence and (3) social / personal competence (Koch, 2001). In addition to that for the target group of disadvantaged young people another important supposition is relevant. The competence of learning possesses an essential and basic requirement, a fundamental motivation for learning, which members of the target group lost or never build up and which first has to be (re)constructed (Koch, 2001). Consequences can be drawn for a integrated, action oriented approach in vocational pedagogy (e.g. project work), which includes didactical instruments - explorative and experimental learning, learning, that is independent

from locations, learning from practice and reference to reality – that are in particular important for disadvantaged young people for several reasons: First it is known, that applied processes of learning are more effective, because of a combined advancement of cognitive and formal competences, which are rather low within the target group. Second, through practical references the sense and the usability of knowledge acquisition gets clearer and enforces motivational processes. Third, the concept of action orientation is related to lifelong learning theory. Not details are emphasized, but methodical qualities and flexible provision of information (Koch, 2001).

Specifics of training new media competencies

When talking about media competencies, one should not confound the available or desired content with the medium, which is used to deliver content. The competence to use a medium does not automatically mean a sophisticated handling of information. As a consequence it is not enough to train pure media techniques when aiming to improve media and learning competencies. Koch (2002) specifies following components of a competent use of internet: the ability to abstract and synthesize information, the competence to differentiate, select and evaluate available data, the competence to communicate professionally and the competence to plan and systemize inquiries. Additionally two basic competencies have to be considered: the ability to read and write correctly and to understand and produce graphics and charts and the sufficient handling of necessary software.

Although experiences in new media within the target group of disadvantaged young people are lower, compared with other groups, there are anyhow several chances to use these media for training purposes with these groups. In addition to the mentioned motivational advantages and the possibility to compensate deficits, their use allows activating, self-regulated and action-oriented ways of learning, brings forward communication and cooperation skills and enables learning “by the way” (Koch, 2002).

METHODS

First Phase

In the course of the first phase of the LeiLa project, with the main aim to support vocational choice and search for apprenticeship places, four modules have been used:

1. Mediation and trying out of basic knowledge for doing internet-searches and e-mail-communication (exemplified by the search engine for craftsmen Bremen)
2. Independent testing of internet and e-mail (by an inquiry: What is a call-centre?)
3. Provision and transfer of information via the internet (for purpose of autonomous acquisition of a practical training place)
4. Integrated inquiry of information about the company proving the practical training place by multi-level communication (e-mail-dialogs with tutors and learning group)

The individual modules have been carried out in small groups of from 5 up to 8 participants. altogether 35 young people took part in this stage of the project (29 finished). Except for introduction sessions permanent moderation of the groups by trainers was not necessary. To enable self-regulated learning processes, it is important, that every participant had a personal computer. 1 day per week was reserved for the project, but it got clear, that time need differs from group to group. The learning subjects of the four modules each represented follow ups of the respective previous module.

Second Phase

At the beginning of the second phase of LeiLa, the project “the own website” was proceeded. In the course of this project every participant – now in his first year of apprenticeship

– should build up his own website, where he introduces himself, his future profession, contents of apprenticeship and private interests and hobbies. Again the action was structured in four modules:

1. Acquisition of knowledge about build-up of websites (by content analysis of different websites)
2. Selection of relevant individual and profession-related information for presentation on the website (by reflection, inquiries and group discussions)
3. Acquisition of knowledge and skills for construction of an own website (technical and content-related)
4. Development of competencies for intermediation of skills to others (by creation of a instruction manual for building a homepage)

This stage of the project premises pre-knowledge and experiences with the internet and related communication techniques. Supervision effort is higher than in the first phase and it is recommended to organize work in small groups of maximum 8 to 12 participants. Again every participant should be able to work alone at a personal computer. Due to high need of introduction, preparation, training and testing the whole first year of apprenticeship was scheduled for the project, whereby half of a day up to one day per week was worked on the project.

Within the second phase another project section in the second year of apprenticeship (set-up of an online shop by apprentices) will be started and further project sections in a **third phase** initiating models for further professional training will follow.

EVALUATION

The work in the projects with young people in the stage of vocational orientation and preparation was set off with an analysis of status and demand concerning attitudes and needs in regard to learning. Therefore interviews with 69 young people on the step between general and vocational education have been carried out. An instrument of questioning was developed in order to measure attitudes of disadvantaged young people towards learning and vocational education and to clarify their self-estimation of own deficits, expectations regarding the project and status of their professional orientation.

As instrument of inquiry was chosen a questionnaire, consisting of 7 main subject areas:

- Personal data
- Experiences in school (learning, subjects, learning conditions)
- Expectations towards own scheme of life, apprenticeship and future profession
- Expectations towards this project action
- Individual methods / habits of learning
- Two tasks from the context of career choice and search for training places
- Questions for media competencies and use of the internet

Standardised questions were evaluated quantitatively where possible, open questions were analysed qualitatively or coded and quantified. Hence lists of responses were generated and interpreted and - if possible and suggestive – correlations were built between personal data and responses. Additionally missing data was regarded in special.

In order to assess possible effects of developed and implemented didactic strategies, longitudinal analysis during the several sections of the project were arranged. Therefore interviews of the initial survey were repeatedly carried out with respective participants of individual project parts. Additionally observations of trainers contributed to the evaluation process.

RESULTS

Status analysis

The 69 interviewed young people in stage of vocational orientation all in all show considerable deficits in literacy and math. Half of the sample hold shortcomings, that are such immense, that urgent specific advancement is necessary.

As experiences in school first of all “boredom” and “abstractness” are mentioned. Seldom a principal negative attitude towards school is stressed. Instead the young people tell the awareness, that learning in general and specifically lifelong learning is necessary. But, according to their answers, these young people seem not to possess the key qualifications for lifelong-learning processes.

The attitude towards learning is obviously affected by stress and external pressure, which seems to be the source for experiences of failure and a barrier for development of an internal motivation for learning. A further consequence is a lack of adequate self-evaluation techniques.

Most of the asked young people had difficulties to specify their individual way of learning. Less than half of the sample was able to handle the simple planning task, which was related to vocational choice. All in all methodical competencies seem to be very low within the group of disadvantaged young people.

Use of new media or the internet for learning purposes is rare within this group of young people. Less than the half, who generally use the internet, makes use of it as a source of information or for learning purposes.

At large, results of this survey suggest to implement new structures of learning as supplementation to academic ways of teaching. Hereby the most promising approaches seem to be practice-oriented proceeding and learning in teams, whereby learning new media in the internet can be a method, that is able to include all relevant factors mentioned above.

Longitudinal analysis First Phase

In order to assess possible effects of developed and implemented didactic strategies, a longitudinal analysis was arranged. The group of 29 young people having passed through and finished the vocational preparation training again have been interviewed. Questions from the first interview were applied again and observations by trainers throughout the group phases were included to explore developments that can be ascribed to actions of the project approach.

Several effects have been measured indicating developments that can be ascribed to the didactical approach of learning with and through new media use:

- *Enhancement of subject- and job-relevant key qualifications*

By the way basic skills like literacy have been trained, previous deficits could be reduced through motivating interaction with net-based information and communication media.

- *Self-regulated learning*

The rate of young people favouring active and autonomous way of learning increased anyway to one third of participants of the preparation project.

- *Methodical competencies*

Beside extension of information relevant techniques additionally other methodical competencies like analytic and targeting thinking and the ability to differentiate and evaluate have been improved.

- *Social competencies*

Communicational competencies, work in teams and autonomous learning independent from a teacher have been trained within the project.

- *Positive attitude towards learning*

Negative attitudes towards learning because of excessive demands or lack of interest not emerged anymore after the project! Also the proportion of participants, believing to learn in response of external pressures, decreased from 15 to 10 percent.

Beside these most important effects of the project additionally a *better sovereignty in solving complex tasks*, *grown interest in media use for learning* could be observed and last but not least *advancement of chances not to miss connection to other educational groups* and a *reduction of the digital gap* are implicated.

Longitudinal analysis Second Phase

Profits for young people being introduced in net-based learning have already been displayed in connection with the internet-project in the first phase of vocational preparation. These effects could also been shown for the Homepage-project in course of the second phase of LeiLa project during apprenticeship.

Construction of an own homepage means active work with text-based material and enables to train basic key qualifications. These not primarily intended effects are perhaps more important for the target group than learning of new media techniques per se.

The complexity of the task additionally demands a at least minimum structured way of working. Making of notices, outlines is necessary and gets demanded by the task itself. In this point important progressions in the area of learning-relevant methodical competencies can be achieved.

Increase of media competencies has been remarkable throughout the project. Comprehension of basic structure of computer programs and modern PC applications could be acquired and harnessed for future purposes in school or professional context.

New constellations of groups and roles in comparison with school classes could be built within the project. Individuals, before often been lost in the concurrent system of grades in school, could be integrated in teams, get the chance to act as role models or even take over guiding functions. So old structures could be broken open and motivating advancement of learning in teams occurred.

Not only participants, also trainers and pedagogues gained new confidence in advancement of disadvantaged groups. Initial scepticism and fear of excessive demands got lost more and more as soon as first signs of success appeared. Through the project trainees realized that it is worth to gain knowledge, what turns out as an important contribution of the project within the process of lifelong learning.

ADDED VALUE

Innovating traditional training systems

Although lifelong learning today commonly is seen as a imperative and self-evident requirement in a modern professional career, institutional premises are not yet set by legal representatives, least at all for disadvantaged groups in education. Due to constant changes in professional world today further education has to go beyond institutionally organized education. Individuals are demanded to regularly adapt and extend their qualifications and portfolio of competencies. In this regard the potential of the internet as a source of information and learning will take over a increasing role. But, as mentioned above, the pure use of modern communication technologies does not predict the increase of knowledge or skill. Therefore a minimum ability of self-regulated learning is necessary, which is in low gear especially within the group of disadvantaged young people. The described project LeiLa is a good example how to overcome this obstacle.

Adoption of modern didactical methodologies

Theory of self-organized or self-regulated learning is a part of modern constructivistic theories of learning. The main difference to other cognitive theories is the amount of freedom the individual learner is granted and seen as wholesome. This freedom is related to the choice of

the learners, what, how, when, with whom and how long to learn. But freedom can be a burden, too. If individuals don't possess the prerequisites to learn in a self-regulated way, the trainer has to introduce and pre-structure contents and methods by reducing the amount of self-regulation step by step afterwards. Such a procedure is performed within the LeiLa-project in an exemplary way.

Better access to training paths for disadvantaged groups

Currently the main problem of the German system of apprenticeship is the deficit of apprenticeship places for young people. But there is another difficulty: Some free training places can only hardly be occupied, because of a lack of well-educated enough aspirants. Both problems come especially hard for disadvantaged groups. Better access to training paths can be on the one hand be established by creation of a greater number of job and training places, a task which has to be solved by policy and economy first of all. On the other hand it can be attempted to provide disadvantaged groups better chances in competition for training places. In LeiLa this is done by mediation of the most important key qualifications in modern job world, methodical, social and media-related competencies.

Advancement of lifelong learning and sustainability

A concept of lifelong learning should integrate a set of integrated policy initiatives designed to facilitate a higher level of general education; a mix of employment-linked vocational training; the creation of bridging courses and accreditation arrangements between education and training provider systems, all situated within a more open and flexible 'lifelong learning' system. Additionally a more 'socially contextualised' definition of informal learning could read: learning that adds value to personal and social development in addition to that generated by participation in formal learning. As a consequence the present vocational training system has to be supplemented by projects like LeiLa, providing opportunities for informal learning. In the next step, formal institutional learning supply and additional informal opportunities have to be integrated, both on the level of training paths and credit systems plus on the conceptual level concerning elements and models implemented successfully.

The three-phase concept of LeiLa realises the concept of lifelong learning even on an individual level. Vocational preparation, apprenticeship and further training are integrated in one theoretical and methodical framework providing a sustainable training supply for a group of disadvantaged young people fulfilling another more loose definition of lifelong learning: the process through which the self is re-defined in a sustainable way.

TRANSFER

Results of evaluation and experiences of the project are published and disseminated in multiple ways. Publications of project work are written and released regularly. These include reports of status analyses of target groups and presentations on the Web for specialists and interested public. The network of transfer consists above on initiatives for didactical innovations in external preparation and training institutions in the vocational education sector. Transfer into other projects for lifelong learning is aimed through active participation at nationwide conferences and information exchange via the world-wide-web. Additionally a transfer to regional training institutions shall be reached through qualification activities for multipliers, that is workshops, counselling for teachers and trainers, further training for trainers and contributions to regional conferences.

Transfer of theoretical concept and methods of the project LeiLa to other contexts than the vocational sector is imaginable. Disadvantaged groups could benefit already in general education or in special schools from an approach, leaving conventional methods of teaching and

training and at the same time focusing on motivational factors of learning. Thereby of course specific demands of target groups have to be considered precisely.

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Case Study:

Berufsinformationszentrum (BIZ) Nuremberg

ORGANISATION

The BIZ Nuremberg (Berufsinformationszentrum Nürnberg – career information centre) is one of the 178 centres established all over Germany by the Federal Employment Office (Bundesagentur für Arbeit – BfA) providing information on professions, apprenticeships and further training opportunities. The number of BIZs corresponds with the 181 employment offices throughout Germany (only three of them still have no BIZ established).

Since the beginning of the 1970s, it had become clear that the vast amount of information relating to careers, employment and training had become too complex and inaccessible to users. The main reason for this was the transformation of the economy, accompanied by a diversification of professional activities and a shift from producing activities towards service activities together with a large increase in vocational training and adjustment procedures.

The aim of the BIZ services is to provide every citizen with the fundamental right to choose an occupation, a profession, a vocational training or further training elements. In order to meet these demands it is vital that he/she gets access to adequate information concerning different occupations, training opportunities and professional choices as well as on the possible problems resulting from a career choice or change.

The BIZs were therefore established with the intention of making the huge amount of information available in a systematic, complete, clear and objective form, and based on the fundamental principle of self-service information by the users.

Two main groups of users have been identified:

- Young people seeking their first job or vocational training
- Adults seeking new employment or a new occupation

For young BIZ users in particular, the system had to enable them to recognize the context of the profession in which they were interested and to make their own alternative choices.

To satisfy the demands of its clients, the quality of services offered by the local employment agencies had to be improved. The system was first tested in a few large cities and, from 1984 onwards, was gradually extended to the rest of Germany on the authorization of the central authorities representing the Federal Employment Office, in accordance with its supervisory and administrative councils on which the social partners, such as the Ministry of Labour and Social Affairs, are represented. After the federal elections in 2002, the Federal Ministry of Labour and Social Affairs and the Federal Ministry of Economics and Technology have been unified. The new ministry is called 'Federal Ministry of Economics and Labour' (Bundesministerium für Wirtschaft und Arbeit). A secondary concern was to use the resources of the Federal Employment Office itself to better effect in the face of the increasing demands of its users.

A secondary concern of the project was to use the resources of the Federal Employment Office itself to better effect in the face of the increasing demands of its users.

In Nuremberg, the first BIZ was established in 1987 and moved to its actual location in 1991. On a surface of about 1200 square meters 10 employees offer services to about 300 clients every day. Of the clients, approximately 50% are students in secondary education and 50% other target groups. The BIZ disposes of 46 PCs with Internet access and printer each, meeting rooms and areas for events like job or apprenticeship markets and lectures.

In general all of the BIZs are organised in a similar manner:

- A media library offers free access to all information media. Places for both individuals and groups for reading and consulting documents, audiovisual resources (slides and films) and

opportunities for consulting information on-screen are made available to users. BIZ employees are on hand to provide help and answer questions relating to training and careers. In-depth documentation can be found on approximately 800 occupations and many types of training containing information related to tasks and activities, the level of training required, and to employment and promotion prospects. This information is available throughout Germany and is supplemented by local information. More than 700 videos lasting between 5 and 6 minutes and 350 sets of photographs present a brief picture of various work situations. These videos can be consulted directly by the users of the centre.

- The internal databases of the employment office, such as the *KURS*, *sis*, *asis* etc. (see below) can also be accessed.
- Information on jobs in the European states is available.
- Rooms equipped with audiovisual resources for groups such as school parties, students, parents of pupils, teachers, or for the organisation of occupational information sessions by various work groups relating to all topics relevant to the job market.

During the last years, there was a tendency to provide every BIZ with PCs and to integrate all types of media in the PC. For Example a part of the videos on apprenticeships has been converted into compatible files and can now be seen on the computer screens. Video and audio tapes will disappear step by step. This process is still ongoing.

PROJECT STRUCTURE/SERVICES SUPPLIED

Despite of the presence of vocational officers, the BIZ defines itself as a self-information institution. The users have the opportunity to use the different media on their own and even to print relevant information.

In the following section we will describe the different services and sources of information provided by the BIZ and their characteristics:

Media Library

The media library can be considered as the backbone of the BIZ. Usually it is the first department a client gets in contact with. It offers free access to all information media.

In addition to the video clips and audio tapes the media library offers a selection of 350 **portfolios** about university careers and 650 about apprenticeships, the latter with a regional focus. Some chapters of the portfolios are the same for all over Germany, some include regional information (e.g. income and unemployment rates).

Details about training courses, requisites, income, further training possibilities etc. are included in the portfolios. This information is not only relevant for students which are about to finish secondary education, but also for people who want to change the profession or partly for unemployed. For various professions, video and audio tapes complement this information.

The **internal databases** of the employment office can be accessed via the PCs. For different target groups different data bases are existing:

- ***sis – Stelleninformationsservice (Job Information Service)***

The service allows to look for vacant work places all over Germany and Europe (including Turkey and Russia). A detailed form enables to differentiate in terms of location, profession, working time (full-time/half-time) etc. It also provides links to profession-specific databases and offers for internships.

- ***ais – Arbeitgeberinformationsservice (Employer Information Service)***

This service offers the same features as the *sis*, but for employers looking for an employee. The employers can browse through various CVs and search for the employee matching their demands in terms of skills, experience, age etc.

- **asis - Ausbildungsstelleninformationsservice (Apprenticeship Places Information Service)**
With the help of this database, students can search for apprenticeship places in all sectors all over Germany, Austria and South Tyrol.
- **lis – Leistungsinformationsservice (Benefit Information Service)**
It gives an overview of the different payments administered by the labour offices (unemployment payment, child benefits, re-trainee payments, etc).
- **KURS – Datenbank f?r Aus-und Weiterbildung (Database Apprenticeship and Further Training)**
A database for all kind of further training courses in German language or in Germany (includes offers in countries which have a border with Germany or courses taking place in Germany but held in other languages)
- **BERUFEnet – Datenbank f?r Ausbildungs- und T?tigkeitsbeschreibungen (Database describing apprenticeships and occupations)**
It includes all professions that are recognized in Germany (all apprenticeships, all university careers, all professions without regulation). It can be seen as the general part of the portfolios mentioned above.
- **Europa**
It contains information on the working conditions and requirements in other countries, practical advice, etc. Also financial support programmes for staying abroad are presented.

Many of the databases include the possibility to get in contact with – for example – an employer and to exchange e-mails with him/her.

The Presence Library

The BIZ Nuremberg has a presence library with special reports, literature, press archive, books (e.g. about job interviews, curriculum writing, etc.)

The presence library gives information on general and extraordinary topics, as well as information for specific user groups (e.g. resettlers, extraordinary professions). This includes themes like curriculum writing and freelancing, but also information on jobs like acting or working in a circus. It also contains advice for foreigners living in Germany, handicapped people, etc. Some of the data are delivered by the Federal Labour Office or the Federal Institute for Vocational Training (*Bundesinstitut für Berufsbildung – BIBB*), some by private institutions (publishing houses, private research institutes) or by other enterprises.

Consultation Hours

The career officers of the BIZ offer regular consultation hours. In contrast to the labour office, this service does not want to give full advice and counselling for individual decision making. Its aims are to give a first, very rough idea of the apprenticeship searching process and to help immediately in case of unforeseen problems (e.g. if an apprenticeship is terminated before the exams – what consequences do arise in terms of payments, health insurance, etc.).

BIZ-Mobil

As many apprentices students have no driving license and public transport at the country side often does not exist, the BIZ disposes of a mobile version of the BIZ: a van with information which helps the BIZ to reach even the small villages. The van contains a selection of material for orientation and further material.

How BIZ services contribute to work insertion process

BIZ defines itself as a organisation for information and orientation providing services and sources for both apprentices and employers (see chapter 2). Job relevant information for future apprentices given in school (*formal learning*) is supplemented by the possibility of self-regu-

lated information seeking (e.g. asis) and coordinated services (e.g. organisation of visits for school classes and BIZ colleagues visiting schools). Additionally the Employer Information Service (ais) offers information for employers so that both sides, students and employers are supported in process of *work insertion* and *recruiting selection*. Although there are no special *tutoring* programmes, consultation hours enable students and apprentices to get active help in all phases of apprenticeship place seeking process. Thereby practice oriented and immediate help by specially trained career officers is provided. *Practical training* is not offered directly by BIZ itself, but a large database enabling students to get a detailed picture of every profession, apprenticeship or university career that are recognized in Germany (BERUFEnet).

Although BIZ concentrates on services for job seeking, offers for the phase of *organizational membership* are provided. The Benefit Information Service (lis) gives an overview of the different payments by labour offices, providing special help for students, apprentices, employees and employers in special situations of their working life (e.g. actual or imminent unemployment, child benefits, re-trainee payments, etc.). BIZ also provides information for organisations execution or planning *human resources management processes* or employees seeking for further training possibilities. KURS, a database for apprenticeship and further education and training offers an overview of all kind of further training courses in German language or in Germany.

Monitoring and Evaluation of BIZ' services and operators' responsibilities and qualifications is described in detail in chapter 4.

QUALITY ASSURANCE AND EVALUATION

Operators' Responsibilities and Qualifications

In general, there's a difference between the situation in the past and the developments of the last months. The service's training provision for its own staff was largely delivered by the academy (*Fachhochschule*) of the Federal Labour Office in Mannheim, imparting courses to prepare the personnel of the labour offices (mainly career and employment officers). After the abolishing of the labour offices' monopoly in 1998, also the regulations for career officers have been changed. The academy has been privatised (in September 2002) and access to the counselling professions has been liberalised. Up to now, this hasn't had an enormous impact on the system, but slight changes are already perceptible.

Talking about the personnel's qualification, one has to distinguish between their training and their position. Regarding the position, the members of the BIZ are mainly information administrators (*Infosachbearbeiter*). This implies that they are not allowed to give individual counselling, but only general information about professions and training opportunities.

Regarding their training, three members completed the university career as personnel administrator (*Diplom-Personalwirt*), four the three-year first-degree courses for both career counselling (*Berufsberatung*) and work counselling (*Arbeitsberatung*; their title: *Fachangestellter f?r Arbeitsf?rderung*). Three members came from different professions ("lateral hire").

The training at the academy implies practical work in labour offices and theoretical classes in different subjects as psychology, applied economics, business administration, law, pedagogy, counselling, educational and vocational training systems, etc.

Further training for the members of BIZ is provided through the regional labour office. Additional training courses usually fulfil the needs of the mass of career and work counsellors, but not of the BIZ members.

Service Monitoring

Feedback on the way in which the services are received, as well as their level of success is extremely important for an institution like the BIZ, whose main aim is to satisfy the needs of its clients.

Since 1988, a triennial survey has been carried out amongst sample groups of users. The last survey in 1997 included the BIZ of the “new L?nder” (the reunified Eastern federal states of Germany).

From November to December 1997, in 178 BIZ about 10,000 questionnaires were filled in by the visitors. The main results of the questionnaire were the following:

Age	Visitors (in %)
< 16	56.5
17 – 18	13.2
19 – 20	8.5
21 – 30	12.4
31 – 45	7.3
> 45	2.1
Totale	100.0

Concerning the age structure of the visitors, the main group is composed of students in secondary education (partly school classes visiting the BIZ with their teachers).

Nationality	%
German	89.6
Turkish	3.5
Former Yugoslavia	1.2
Italian	1.1
Greek	0.6
Polnish	0.4
Russian	0.3
Others	3.3
Total	100.0

The percentage of foreigners visiting the BIZ corresponds more or less to the percentage of foreigners in the population of Germany (8.9% in 2000).

Status	%
student	69.0
trainee	3.1
looking for job	2.4
re-trainee	1.3
currently working	5.1
unemployed	7.8
university student	3.6
others / not specified	7.7
Total	100.0

As already seen in the age structure table, the students are the biggest user group.

Reasons for visiting the BIZ	%
I have to opt for an apprenticeship	37.8
I want to get general information	36.4
I want to get information about further training possibilities	12.3
I have to opt for an university career	9.1
I'm unemployed and are looking for new working possibilities	5.2
I want to / have to retrain myself	4.1
I already have finished an apprenticeship, but want to go for another one	3.5
I want to /have to change my profession / my job	3.4
I think about leaving university / the actual apprenticeship	3.3
I am a parent and look for information for my child	1.3
I had a family break and want to start working again	1.2
other reasons	13.7

Kind of information the visitors are looking for	%
Pre-requisites for apprenticeships / university careers	40.5
Duration of certain apprenticeships / university careers	38.4
Conditions of work places: characteristics and skills required	36.9
Offers of apprenticeship places	36.5
Content / requirements during apprenticeships / university careers	34.3
Income	33.0
Current situation on labour market	26.7
Further training possibilities	24.5
Career opportunities	22.0
Current working place offers	14.5
health risks in certain professions	13.3
other information	6.4
total	327.9

Opinions about the self-information offers show a high rate of effectiveness on the one hand and a high satisfaction level of visitors:

Did you find the information you were looking for?	%
I found the information I was looking for	75.3
I found it only partially	21.6
I did not find it	3.1
Total	100.0

Total satisfaction with the service	%
very satisfied	26.4
satisfied	52.0
partly satisfied	18.7
not satisfied	1.7
absolutely not satisfied	1.3
total	100.0

TRANSFER

Territorial network for integrating the services

The BIZ has a variety of contacts to local enterprises in order to be able to offer practicals to young students looking for apprenticeships. Part of these contacts is established through the labour office.

Colleagues of the BIZ visit the schools of the region on a regular basis and explain their services to the students.

The BIZ as part of the labour office belongs to the hierarchical structure of the labour offices. The Federal Employment Office, the ten regional labour offices and the 181 labour offices maintain a continuous information exchange.

European BIZ

Within Germany, the BIZ Nuremberg has the task to give advice to job seekers and students who want to continue their education or training in Greece. For this purpose, they have regular information exchange with Greek colleagues. Also Greek guest-worker who want to return to Greece - or their children - can get information on payments, retirement pensions, etc.

ADDED VALUE / INNOVATION

Lifelong learning is a key issue in the offers of the BIZ. Especially databases like *sis* are addressed to all kind and all ages of citizens.

In order to use the full potential of these databases, PCs have been implemented in the concept of the BIZ. The databases can also be accessed from the Internet, so users do not necessarily have to come to the BIZ in order to look for information.

In general, the self-information services of the BIZ are considered to be “age-neutral”, given the fact that access to the centre is not restricted and that the range of information is enormous.

A limitation for the concept of lifelong learning was seen in the German educational and vocational training system, which is on the one hand very transparent and clear, but on the other hand quite impermeable: once a person has chosen a certain profession, a change is rather difficult. Employers are used to “straight forward” CVs, financial support for further training courses is usually restricted to courses building upon the former profession of the trainee and older apprentices have problems of integration at the workplace and at school.



Dream Job
Development Relationship in European
Apprenticeship Methodologies to Join
Organizational Best Practices

UNITED KINGDOM

Case study:
Nottingham City Building Works
Punchinellos restaurant
Entry to employment (“E2E”)

OVERVIEW OF THE PROJECT

The People's College Nottingham has identified three case studies for the Dream Job Project. Working with local employers within Nottinghamshire, we show three different programmes and how they work.

They are:

Nottingham City Building Works

This is a local authority employer, who has a set agenda of starts each year with an emphasis on working with young and ethnic minority groups within the City. Their training basis is on employer recruitment year on year, working with local Colleges for the training and funding to enable this to take place.

Punchinello's Restaurant

This is a small independent city centre restaurant within Nottingham. The hospitality industry is still one of the largest in the UK and in the top league of employment but is seen as a low paid, low skilled industry, although the skills needed for the industry are in fact of a very high level.

By Punchinello's working with The People's College, it has been able to set up a staffing base that is within their financial budget but that can also offer a high standard of training to young local learners. There is also a belief that the present Chefs would like to be able to put back in to the industry skills that they themselves learnt.

The funding available from the Colleges and other Training Providers for the Modern Apprenticeship programmes enables them to do this.

E2E. (Entry to Employment)

This is a new programme that has been set up by the government to assist young people from 16 to 18 years to learn skills needed to help them in to employment or full time education. The learners on this programme will be from disaffected backgrounds, have not been attending school, have not completed their school qualifications or will have some additional support needs. They are mentored throughout their learning and will have additional support from Connexions and other agencies.

The case studies will look at each example individually; identify their training methods, implementation and the benefits for employers and for learners.

Each company will be credited with their co-operation in this project, will be invited to take part in any further discussions if points from these case studies arise and asked for additional information as required. All the above have given their time freely and have been very helpful within the case studies.

The People's College Nottingham would like to thank the employers involved for their co-operation on this project.

Case study: Nottingham City Building Works

Nottingham City Building Works is a department within Nottingham City Council. The department provides a repair and maintenance service to over 35,000 City Council properties including homes, schools and other public buildings.

Nottingham City Building Works runs a successful Construction Apprenticeship Training Scheme with apprenticeships lasting from three to four years. Whilst employed by Nottingham City Council on this scheme, apprentices can earn a good wage and learn a trade at the same time.

Areas covered by Modern Apprenticeships include:

- Plumbing
- Electrical
- Bricklaying
- Plastering
- Joinery
- Bench Joinery
- Surveying
- Gas Engineering.

Modern Apprentices at Nottingham City Building Works receive the following.

- Wages (rates vary according to trade)
- Travel Allowance
- A nationally recognised trade qualification
- Fully financed day release at a local college (specific to trade area)
- Possibility of permanent employment at the end of training
- Valuable work experience.

Due to Nottingham City Building Works' standing in the local community and as part of the local City Council they have a high commitment to training but also to engaging ethnic minority groups from across the city.

With this in mind Nottingham City Building Works has produced very detailed information leaflets in a variety of languages to target these areas and carries out Open Days for schools, works with all the local Colleges and local Careers Service (Connexions) to enable year on year recruitment. They also work with local community groups, women's actions groups and all girl schools to encourage participation from these areas in to what is still seen as male dominated vocational areas.

Nottingham City Building Works has a commitment to take on Modern Apprentices each year; this is decided on at the beginning of each financial year and the number will depend on how many have left the programme and achieved their qualifications and the needs of the business. It is always hoped that across all areas of the business they will be able to maintain a figure of 50 Modern Apprenticeships.

THE FORMAT

Nottingham City Building Works cooperates with all the main colleges within the Nottingham area to ensure that all Modern Apprenticeships complete the correct qualification. Within Nottingham, The People's College would cover Engineering and Electrical whilst New College Nottingham covers the craft areas of Plumbing and Joinery.

All Apprentices are "Employed Status" at the start of their training, which will be set by Nottingham City Building Works themselves in this case and not as stated by the government. This payment is then also scaled throughout the training period, dependent on the job type, achievements at set stages (such as completion of NVQ level 2 at the correct timescale) and progression on to NVQ level 3 and technical certificates. Again these pay rates are set by the Council and the trade unions.

The apprentices will all work 4 days for the employer and attend college on a day-release basis of 1 day a week. All Apprentices are signed up to this programme for 3 years; this is an agreement between all the parties involved: Apprentice, Nottingham City Building Works and the College.

This ensures that the Apprentice should be able to complete all elements of the framework they are working towards and be within the set timescales from the Awarding Bodies and Sector Skills Councils, who govern the qualifications, and from the industries and colleges for funding. The 3 year indenture with Nottingham City Building Works would enable an Apprentice to complete up to Advanced Modern Apprenticeship Level 3, which would include technical certificates and the key skills agreed for each framework.

Nottingham City Building Works and the college work very much in partnership with each other to ensure that the Apprenticeship Programme covers all requirements and that the skills are that of industry requirements, as the City Council as a whole has moved to a more "Multi Skilled" workforce. This has been taken into account in the development of the training programmes.

As part of the initial stages of their training, all the Apprentices are taken through an Induction into work and the programme. Nottingham City Building Works carries out a 3 day induction programme which covers areas as personnel, Modern Apprenticeship Paperwork, timesheets, placements, qualifications and roles and responsibilities. They will also meet Senior Managers and the Director of Nottingham City Council. This is seen as a way of ensuring that the Apprentice has a feeling of being part of the City Council and starts to take ownership of their training.

They all have 3 monthly reviews with their Personnel Officer, who will together evaluate their progress both within work and college. As part of our role within the college, we monitor their progress every 8 weeks, both at college and at work, we feedback to tutors and the City Council any issues as well as any good practice, we ensure their Health and Safety and that they have a full understanding of their training and its requirements.

The College and the Work Based Learning team also carry out Induction Periods to the programme and to the college, so that all Apprentices know the DO'S AND DON'TS of the programme.

Due to the work that the City Council and Nottingham City Building Works carry out with all the ethnic groups and local community groups within the city, they have a priority to engage people who have not traditionally been associated with this type of work.

It is a high priority of the government that all employers and colleges widen the participation in training and this model is seen as a way forward. It is also recognised that this does involve a lot of work and time from the employer as well as resources and that the Council is in a very good position to do this, which is not always the case for a smaller business.

It also means that the Council as a local Employer has to be aware of all aspects of cultural and religious requirements for all the different groups and that this has to be taken on board by all of its employees also. This in turn means that training needs may be identified for other members of staff who are not directly involved in just the 'day to day' training.

The City Council spends a great deal of time on promoting placements within their departments for these groups; this is reflected in their publications, advertising and promotional information.

Case study: Punchinellos restaurant

Punchinellos Restaurant is a small independent Restaurant in the heart of the City of Nottingham. It has a seating capacity of 90 with a staffing complement of 15 full-time and 10 part-time staff. It also has a commitment to offering European high standard cuisine at affordable prices.

The staffing structure is:

Restaurant

Restaurant Manager

Restaurant Supervisor

Floor staff: 5 per shift.

Kitchen

Head Chef

Sous Chef who also has responsibility for HR.

Commis Chefs 5

Chef De Partie 2

Within this level of staff the following are undertaking qualifications.

Kitchen. 4 @ NVQ level 2 and 3 @ NVQ level 3

Restaurant 2 @ NVQ level 2 and 1 @ NVQ level 3.

This is a high percentage for such a small employer.

When the present Head Chef and Sous Chef joined the restaurant 3 years ago, they both recognised the importance of training and both had come from a very traditional College and Hotel training background. They also realised that this type of training would not benefit them as an employer in the financial sense. They also had an ambition to put back in to the industry some of what they had learnt.

With this in mind they discussed the normal routes with the college and also the Modern Apprenticeship programme. This they found would enable them as an employer to work with the training of young people but also become involved in that process and be a part of the 'on the job' training.

The restaurant worked with the college to put a programme together that would enable the Apprentice to attend college on a day release basis where they would learn the basic skills required for the kitchen, underpinning knowledge on how to do the job and also complete areas of cooking not covered within the restaurant. Assessments in the work place were also set up, so that evidence from their work would be used towards their qualification and it would be agreed that his work was carried out not only to the standard required by the restaurant but also to the industry standards set by the Awarding Body and the Sector Skills Council for Hospitality.

The assessments are arranged by the college who have their own occupationally qualified people and these are carried out in a planned and agreed timescale. The Apprentice is only assessed when all parties are happy that s/he is competent within that particular task or area of work.

Over the 2 years that the restaurant has implemented this training they have seen an improvement in staff retention in what is seen as an industry that has a low retention figure. It has also helped them to work with the college team to put together quality systems, health

and safety procedures and to identify short training programmes required by other members of staff.

The success rate for their staff achieving their qualifications is presently at 100%.

THE FORMAT

The work based learning team at the college works with the Restaurant to recruit new staff on to the Modern Apprenticeship programme. This will have involved the college in firstly collecting all applications from potential Apprentices, interviewing them and completing testing with them. The college then makes the decision whether that person has the ability to move on to a Modern Apprenticeship in an “Employed Status” placement with the employer, in what can be a very hard industry and with very long hours. The college will by this first stage be able to see if that Apprentice has the understanding and the commitment for the industry. After this stage they are then sent to the restaurant at an agreed time to complete an interview and a day’s trial with the Head Chef. It is at this point that the Chef and the Apprentice will make a decision.

The college will then work with the restaurant to identify the optional units within the NVQ Level 2 Food Preparation and Cooking units. The mandatory units are covered by the college on the day release programme with some aspects being developed within the restaurant. The first part of the qualification NVQ level 2 has a standard times scale of 15months. This will also include Key Skills and Technical certificates.

The Head Chef and Sous Chef set each Apprentice individual goals to achieve, suited to their needs. Practical sessions are organised within the kitchen with particular tasks to perform. These tasks will also cover areas within the NVQ Level 2 programme but the main aim is to check both understanding and maintaining the standards set by the restaurant.

The Apprentice will complete eight weekly reviews with the Head Chef and their Assessor and will also have a review carried out with their Tutor. These will be used to check progress both at work and at college to gain feedback from all parties, set targets, discuss any issues as well as discuss positives of the programme.

They are given particular items to prepare a dish with; this may include such things as Pheasant. This will also encourage them to find out information, look at books, websites or trends and think about the talents and skills they already have; this will in turn help them with their own social skills and development within an industry that is very customer based.

The Apprentice is also encouraged as part of their development to attend industry trade fairs, visit local meat suppliers, fishmongers and to learn butchery skills, which is not widely used anymore in the industry on a day to day basis. The Apprentice will also attend Hotelolympia in London with the college, both to see the new ideas and trends that are happening but also to meet some of the Chefs who they will have seen on television. The college will also encourage Apprentices to compete in local and regional competitions and to work towards the college’s own annual Awards. In its first year of training one of the restaurant’s Apprentices won the “FIRST YEAR STUDENTS AWARD”.

The Head Chef and the Sous Chef, who have both previously worked in London, will also as part of their training and as a reward for progress take the Apprentice to London for Dinner in one of the top restaurants. They will then be asked to complete a report on the dishes, menu and trends; this is then used by the college as evidence towards their NVQ, so that every aspect of their training either with the college or with the restaurant is used towards an element of their qualification.

This is a system that works very well for the small business. If they are committed to training and raising standards with the assistance of the college and the national funding through the Work Based Team, this can be achieved.

It is the aim of the Restaurant and the college that at the end of the two years' training the Apprentice will have his/ her qualification for NVQ level 2 and 3 as an Advanced Modern Apprentice, as well as the skills to move on to another restaurant or to move up a grade within the Kitchen.

For the Apprentices who are working within the restaurant food service side of the business, all of their qualifications are achieved out in the work place. They will attend college only on planned days through out their training for Technical Certificate courses and Key Skills test days.

The Assessor from the college will work on a ONE TO ONE basis with the Apprentice with planned time at work to complete underpinning knowledge and in-house assessments. They will also have eight weekly reviews but with the assessments slotting in between these, so that in fact the Assessor will see the Apprentice on a monthly basis. The Head Chef or Restaurant Manager will be involved in all stages of the training and target setting. Again this qualification is planned in line with the nationally set timescales: for NVQ Level 2 this is 12 months.

The restaurant and the college have also started to look at what is termed as "ADDED VALUE" to the programme for the Apprentice; this will be in the case of the Food Service staff achieving a Wine & Spirit Trust qualification that is not a requirement for the framework but is a benefit to the Apprentice and their future. This is seen as good practice for the college and, although it will not be funded by the framework funding, it can be funded from other college budgets.

These sorts of programmes can raise the profile of Modern Apprenticeships, as well as the industry, both locally and nationally. Through this also small business have the opportunity to access other areas of funding to assist their business; in fact Punchinello's Restaurant has recently achieved the "INVESTORS IN PEOPLE" award which is nationally recognised.

Through the college setting up Modern Apprenticeships in this way, working with employers and looking at both the educational and business needs this programme has grown in Nottinghamshire. It has also involved the employers more in the college and its activities. Both the restaurant and the college are now looking to work together with other businesses locally to set up an international exchange programme with colleges and business. They are presently, within the restaurant, looking to link with Spain within the Regional Administration of Murcia.

This whole programme is seen as the way forward to shape and train the chefs of the future and to ensure that the skills within the industry are not lost but carried on by the next generation. Both Des (Head Chef) and Craig (Sous chef) have a passion for their industry which is being passed on.

Case study: Entry to employment (E2E)

Entry to Employment (e2e) is a new programme that is for 16 – 18 year olds who are not ready for full time work, full time College or a Modern Apprenticeship programme.

It is an education and training programme that is for learners who have not completed their GCSEs or achieved the grades they needed for a progression on to any of the above.

The programme came about due to the number of learners leaving schools or not attending at all and a need to try to address some of their needs at Basic Skills level. But it is also an attempt to engage learners in a learning environment but not in a structured situation as in College or school. It is also for learners who themselves have special needs, either within the home environment or with their own personal development.

All learners complete Basic Skills in Nurmacey and English to at least Level 1 whilst with the e2e team.

Training providers were asked in 2003 to bid for the programme and funding but also had to show that the programme would offer a difference and was not just a Modern Apprenticeship by another name.

Peoples College Nottingham, through its Modern Apprenticeship programme, did put a bid forward for this and is now running a very successful programme with the highest numbers in the region. But it has involved investment and a lot of hard work.

We have set up a special centre that is called Peoples First, which is located in an area of the city that has a high percentage of these learners; it offers a unique customised learning environment to provide the opportunity to develop the learners and their independence.

The centre has been set up with a fully equipped kitchen, which offers the chance to learn independent living skills.

The fitness room provides an opportunity to tone up and improve general all-round health.

The IT study room provides internet access and opportunities to study on-line and self study as well as assisting with communication skills.

The open learning area is multifunctional and is used for a variety of projects and learning opportunities.

Music Technology and Motor Vehicle workshops are used for practical activities and projects.

The staff who work with the learners are very different from any of the College staff and work as Mentors rather than Tutors or Advisors; they also have a relaxed attitude with the learners but all learners are aware of the rules within the centre.

The e2e team work closely with Connexions to provide support and guidance for all learners as individuals throughout their learning and have a named mentor from Connexions who visits them at the centre and with Employers placements. It is the role of the Connexions Advisor to review progress and monitor performance and achievement dependant on what are the set achievements for that learner.

E2e @ Peoples offer the following vocational areas for Employer placements:

- Motor Vehicle
- Engineering
- Music & Sound Technology & Video
- Sport and Recreation
- Child Care
- PC Maintenance
- Art
- Basic Joinery and DIY

All learners, whilst they are on the programme, are paid a weekly allowance of £40.00. This payment is based on attendance for 16 hours per week, with additional bonuses paid for achievement and progression.

A £50.00 start bonus is paid after 4 weeks. The aim of the programme is progression to employment, further education or Modern Apprenticeships at a time to suit the individual needs of the learner.

As part of the work with the Modern Apprenticeship Team we have now linked up with the e2e team and have set up Modern Apprenticeships in I.T Pc Maintenance to enable the learners to progress on to our programme.

For this they will be placed with an Employer for 32hrs per week, attend college one day a week for 8 hours and receive from us a training wage of £50.00 plus travel expenses. This course in particular is seen to be for approximately 18 months and will hopefully ensure that they have a National Vocational Qualification at Level 2.

Each learner is assessed before joining the programme to identify their learning abilities; this would be by the learner completing a Gen-Ed test, which covers areas such as Maths, English, reading, reasoning and aptitude. From this we will be able to see if the learner is capable of the extra units within a FMA (Foundation Modern Apprenticeship) and the key skills or only the NVQ at Level 2 on its own.

During the first 8 weeks of the learner changing from e2e to the Modern Apprenticeship programme they still receive the support of their Mentor from e2e, of Connexions as well as of our own advisor for the Modern Apprenticeship programme.

We are presently in the process of putting together a full programme to enable this to carry over in to other areas within the vocational areas such as Motor Vehicle, Music and Sound.

Although this is seen as a small part of the programme it has developed into a very important aspect as we have to ensure that the learners are mentored and reviewed on a more one to one and in-depth basis than our other learners.



Dream Job

Development Relationship in European Apprenticeship Methodologies to Join Organizational Best Practices

SPAIN

Case study:
Escuelas taller e casas de oficios (CCOO)
Mentor Project

Case study: Escuelas Taller (et) y Casas de Oficios (CCOO)

DESCRIPTION

Since its creation in 1985, the programme of *Escuelas Taller* (Training Workshops) and *Casas de Oficios* (Craft Centres) of the National Institute of Employment (SAE, *Instituto Nacional de Empleo*) has been developing up to the current situation.

This Programme was planned in order to solve the problem of high unemployment rates among young people with poor levels of education and suffering from serious problems about not only working placement but also social integration. Therefore, two means were used: on the one hand, some craftsmen of professions that were dying out were employed as trainers and, on the other hand, it began the reconstruction of a very rich national historical-artistic inheritance needing actions aimed at stopping its deterioration. Like this, besides training young unemployed and providing them with experiences, old professions were recovered and a very important cultural work was started. This gave young people an added value of self-esteem and social integration by their communities, by virtue of the symbolic value of the monuments to be restored and the fact they were exactly in the territory where young people came from.

As a consequence, at the *Escuelas Taller* and at the *Casas de Oficios*, training, experience and information on techniques of job and self-employment search, complement each other and it is possible to work by learning and to learn by working on activities (monuments reconstruction, environment, gardening, etc.) and on public or social utilities for community (commitment to third-age people, nursery schools, etc.).

At the end of their training path, trainees who did not find a job during its development, have a qualification and work experience in a profession and, so, they are able to search for a job or to start a self-employment activity.

Target and methodology

The main target of *Escuelas Taller* and *Casas de Oficios* is to achieve the working placement of students – unemployed people aged under 25 – during the development of their training path or at its completion. In order to obtain this objective, a series of methods or processes, human means and technical supporting tools are available and all of them are especially addressed to the achievement of a job.

The fundamental methods and processes by which work placement is achieved are the following ones:

- **vocational training**, both theoretical and practical, in order for trainees to get a professional qualification in a real specialization;
- **professional experience** and concerning the world of work that can be achieved through the performance of real jobs and the supply of social or public utilities.

Both actions, training and experience are necessary so that an *Escuela Taller* or *Casa de Oficios* could exist. If one of the two elements lacks, the kind of service that young people have to be provided with will be different. For example, if only vocational training is required, an occupational training path will be provided, while if young people only want to perform an activity or supply a service, a contract aimed at favouring employment will be arranged (*contrato de fomento del empleo*), but in neither of the two cases it is necessary to found an *Escuela Taller* or *Casa de Oficios*.

For this reason, works or services realized have to include the prerequisites allowing learners to train in the specializations in which they have to get a qualification and the necessary professional experience. Therefore, performed works and supplied services have to be subordinate to students' training and not the other way round.

Besides these basic processes, there are others that are as important and are simultaneously provided:

- **information**, education and training in **techniques for an active search for an employment**, and preparation and **advice** to be able to **start a self-employment** (self-employed workers, cooperative societies, etc.).
- The **complementary training**, which provides a background aimed at achieving minimum level certificates (middle school certificate) by students who do not possess it yet. This training offers them the opportunity to integrate again in statutory system and to opt for a job with better conditions, through an alternative path of placement in the world of work.
- **Training for prevention of working risks** and implementation of industrial safety actions. For students, this action has a great importance, both during their stay at the *Escuelas Taller* and *Casas de Oficios*, and when their path ends, in order to get the necessary knowledge and experience for other activities.

Operators

In order to start the *Escuelas Taller* and the *Casas de Oficios*, it is necessary the participation of organizing bodies, managers, teachers, support staff and students. The management of *Escuelas Taller* and *Casas de Oficios* is performed by organizing bodies (collaborators of National Institute of Employment, within this Programme) with this staff that is recruited by SAE's financial support.

The SAE, on the one hand, plans and manages the Programme, imposes regulations, processes and functioning applicable criteria, subscribes the projects proposed by organizing bodies, pays the granted financial supports and, on the other hand, it carries out the follow-up and supervision of *Escuelas Taller* and *Casas de Oficios*, in order to ascertain that their management matches to what the subscribed projects provide for and to offer cooperation with respect to important issues.

Moreover, the SAE provides **the management with technical support**, by working-out technical tools and other practices:

- Information and guidance to institutions and private individuals
- Working-out of tools for the design of programmes and of training and teaching tools
- Working-out of **Guides** for the implementation of plans to prevent working risks, etc.
- Edition of information and dissemination **publications** of the Programme; exhibitions with live workshops, etc.
- Settlement of **training plans** for managers and **technical improvement** of teaching staff
- **Assessment of the results** achieved by the Programme. At present, two different systems exist:
 - assessment system of working placement of trainees. It assesses the job that young people found up to one year after the end of the training paths attended at *Escuelas Taller* and *Casas de Oficios*, and
 - Institutional Assessment System that assesses the qualitative aspects of the Programme as a whole (organization, training, participants' motivation and social dynamization of the context).

Besides the direct technical support provided by SAE (INEM since 1994, up to the transfer of functions to the SAE), there are the *Unidades de Promoción y Desarrollo* (UPD, Units of Promotion and Development) and the *Centros de Iniciativa Empresarial* (CIE, Centres of

Entrepreneurial Undertaking), which have been expressly created to support, from the technical point of view, the management of *Escuelas Taller* and *Casas de Oficios*, and to promote the working placement of their participants. Their respective functions are:

- the ***Unidades de Promoción y Desarrollo*** have to rationalize the actions performed by *Escuelas Taller* and *Casas de Oficios* in territorial and regional contexts, accomplishing tasks of preparation, on-the-job training and assessments of their projects, and finding out the employment potentials through the working-out of integral plans of local development.
- The ***Centros de Iniciativa Empresarial*** were created as guidance units for young people of *Escuelas Taller* and *Casas de Oficios* that aimed at entrepreneurial initiatives and were able to start a professional self-employment activity. The organizing bodies have to provide them with the suitable tools to start an activity.

Structure of the programmes

The Programme of ETs extends over two years and is divided into 4 half-years, while CCOOs' path extends over one year and is divided into 2 half-years. During the first half-year, students follow a full-time training. In the other three half-years (as to ETs) or in the last half-year (as to CCOOs), training is associated with a job, on the basis of a training-production system.

During the three half-years (ET) or the last half-year (CCOO), students will sign a Training Contract that will allow them to certify their working experience, besides the professional qualification achieved throughout the training period, that is continuous during the two years (ET) or the year (CCOO).

The structure is the following one:

During the first 6 months (that are common both to ET and to CCOO), students:

- develop the theoretical-practical knowledge of the specialization they are training in;
- learn to work in accordance with safety measures and to employ prevention actions in order to avoid risks in the chosen job;
- are provided with training and information to find a job or to start a self-employment, once the apprenticeship path ended and they got a professional qualification. Throughout these six months, each student has a grant of 750 pesetas per day;
- for young people who do not have a middle school certificate, a specific preparation is started, aimed at achieving it during the training path.

During the second stage (from 6 to 18 months for ETs, and from 6 to 12 months for CCOOs):

- learners sign a training contract with the organizing body; they provide public-social utilities and get, for this, a wage equivalent to 75% of minimum inter-professional yearly fixed wage;
- at the same time, they attend the training process started in the first stage, but in a more practical approach by working to the job or service that is the main purpose of the project. A trainer will continuously guide the job performed by each student, establishing the rules and correcting the possible faults.

The training programme provides for a series of common subject-matters (introduction to information technology, working placement, preparation to get the minimum certificates that the Educational National System requires, and technology), and specific subject-matters for each professional specialization that is available in the various *Escuelas Taller*.

For the development of practical training, each *Escuela Taller* set some targets to be achieved. So, the *Escuela Taller* for Building Trade aims at constructing communal buildings or public structures, at restoring the historical-artistic inheritance and so on.

Requirements

- To be between 16 and 25 years old.
- To be unemployed and looking for a job.

In general, no certificate is required to enter an *Escuela Taller* or a *Casa de Oficios*, even though for some specializations it could be necessary a minimum previous competence.

Professional prospects offered at different levels:

a) For young people participating as students:

- Vocational training in a specialization.
- Vocational practice and experience in the jobs they are training in.
- General training to achieve the compulsory education levels, if required.
- Information on **techniques for searching for a job and vocational guidance**.
- Training on **self-employment and creation of small enterprises**.
- Training for prevention of working risks.

b) For managers, teachers and support staff:

- An interesting job concerning training of young people and upgrading of its environment.
- Working experience and access to the first job for many holders of a diploma.
- New working placement for qualified professionals that are unemployed and that want to address themselves to vocational training areas.
- Technical improvement and training in educational methodology.

c) With respect to the **context in which they develop:**

- Upgrading and valorisation of rebuilt spaces.
- Promotion of service activities linked to third age and disadvantaged groups of people. Integration of young people in their social environment and urban settlement.
- Social dynamization of its area of influence, by strengthening the actions that create employment.

REGULATIONS

ROYAL DECREE 631/1993 of 3 May (BOE 4-50-1993) that rules the National Plan for Training and Vocational Placement.

... the training offer set out to comply with the Constitutional Law 1/1990 of 3 October on General Regulations of Education System, although, to allow a gradual development and widening of the offer, by the Educational Administrations, actions are kept through the public programme of *Escuelas Taller* and *Casas de Oficios* or concrete training necessities – which are notified by enterprises that want to recruit people – are satisfied.

... this Royal Decree, by closely binding occupational training to work placement, provides for ensuring the adequate transparency of the world of work, through the issue of vocational certificates, at internal and community level, for the benefit of enterprises and employees, and favours the validation or correspondence with the knowledge developed throughout the occupational vocational training and vocational training teaching that the education system provides for.

(Article 1.1). The National Plan for Vocational Training includes the group of vocational occupational training actions addressed to unemployed people, in order to provide them with the qualifications the productive system requires and to place them in the world of work, if they do not possess the specific vocational training or their qualification is insufficient or inadequate.

The main purpose of *Escuelas Taller* and *Casas de Oficios*, that are regulated by the Order of 29 March 1998 and are established starting from the effective date of the present decree will be to qualify people aged under 25 who are looking for their first job.

National plan for occupational training

For unemployed people, actions aimed at implementing this mission took place through the National Plan for Training and Employment and Professional Placement, and programmes of *Escuelas Taller* and *Casas de Oficios*, *Unidades de Promoción y Desarrollo* (Units of Promotion and Development), *Centros de Iniciativa Empresarial*, (Centres of Entrepreneurial Undertaking), (...).

(...) The actions that, remaining within the arranged planning, set as their objective the supply of qualifications the productive system requires, to unemployed people, if they do not possess the specific vocational training or their qualification is insufficient or inadequate.

Order of 3 August 1994 (BOE 11-08-1994) that rules the programmes of escuelas taller and casas de oficios, Unidades de Promoción y Desarrollo and Centros de Iniciativa Empresarial, and the basis ruling the allowance of earmarked grants to the above-mentioned programmes

(...) they are public programmes of training-employment aiming at qualifying young unemployed people aged under 25, by a training path combined with professional practice through the performance of a real and productive job.

(...) they are temporary units in which apprenticeship and qualification alternate with a production work in activities linked to:

1. upgrading or promotion of artistic, historical, cultural or natural inheritance;
2. renovation of urban or environmental contexts;
3. upgrading and arrangement of public infrastructures as basis for centres of entrepreneurial initiative;
4. any other public or social activity that allows work placement through the development of vocational experience by participants. The planning of *Escuelas Taller* and *Casas de Oficios* will be integrated, as much as it is possible, into employment integral plans that satisfy market requirements and are able to realize territories development, to generate wealth and, consequently, employment.

(...) The projects will consist of two stages:

- six-months initial training stage for occupational and vocational training;
- stage of alternance training, by which the organizing body recruits trainees through the TRAINING CONTRACT, provided that they possess the conditions it requires.

(...) During the productive process, trainees will be provided with guidance, advice, vocational information and entrepreneurial training and, once the project of *Escuelas Taller* or *Casas de Oficios* is completed, technical support by the organizing body, in case both of self-employment and of subordinate job.

(...) for trainees who did not have completed the compulsory education that LOGSE provides for, specific education compensating programmes will be organized.

(...) At the end of his/her the path, each trainee will get a CERTIFICATE released by the organizing body that will attest the duration, in hours, of his/her involvement in the programme, the achieved qualification and the training modules he/she attended.

This certificate will be useful for the validation, in due time, of the CERTIFICATE OF PROFESSIONAL COMPETENCE provided for by the National Plan for Training and Professional Placement, and also for its validation concerning the modules complying with the specific vocational training ruled by LOGSE.

Royal Decree 797/1995 of 19 May that lays down the rules concerning the certificates of professional competence and the relative minimum contents of Vocational and Occupational Training

(...) without prejudice to the certification of vocational skills through the education system, the objective of the CERTIFICATE OF PROFESSIONAL COMPETENCE is to validate

the vocational skills developed by Occupational and Vocational Training actions, programmes of *Escuelas Taller* and *Casas de Oficios*, actions of continuous training or work experience. This means that it is possible to develop professional competence through training, experience, and the combination of both elements.

(...) Professional sectors: Commerce, Office Management, Chemicals Industry, Industries for the Manufacture of Electromechanical Equipments, Tourism and Hotel Industry, Transport and Communications, Mining and First Transformation Sector, Food Industry, Agriculture, Insurance and Finance Business, Building and Public Works, Wood and Cork Industry, Fishery and Aquaculture, Textile Industry, Leather Industry, Heavy and Metal Industry, Public and Individual Services, Maintenance and Repairs, Manufacture, Transformation and Supply of Energy and Water, Car Industry, Assembly and Installation, Services to Enterprises, Information and Artistic Public Performances, Teaching and Research, Handicraft, Graphic Industries.

Royal Decree 375/1999 of 5 March providing for the formation of the instituto nacional de las cualificaciones (National Qualification Institute)

(...) technical independent tool aimed at supporting the above-mentioned General Council in performing the functions and tasks it was assigned, in compliance with rules laid down by Law 1/1986 of 7 January, by which the General Council for Vocational Training, modified by Law 19/1997 of 9 June, is established.

(...) it considered as necessary the establishment of some general criteria concerning the fundamental regulations to be worked out, ruling the national system of Qualifications.

(...) it is meant to enable the articulation of vocational training politics resulting from the State General Administration, Autonomous Communities and social parties.

(...) remarks:

- Transparency of accreditations, in order that all people involved in productive and market process, both at national and European level, understand them.
- Reliability of accreditations.
- Stimulus of vocational training and guarantee of its quality, within the framework of development of the European Union social politics.

(...) the fundamental features of National System of Qualifications are the development of vocational qualification integration, promotion of integration in the various ways of developing vocational skills, and the achievement of integration of vocational training offer.

(...) the widening of a suitable methodology will have to allow the system to reflect faithfully the qualification requirements, be used as reference framework for working-out and articulation of training offers of the three sub-systems and its permanent adaptation, besides favouring vocational guidance and qualification of people looking for a job, without forgetting the significant mission of supplying systematized information on both domestic and foreign market.

(...) assigned to the Ministry of Labour and Social Affairs and functionally depending on the General Council of Vocational Training.

(...) targets:

- Observation of qualifications and of their development
- Settlement of qualifications
- Accreditation of qualifications
- Development of vocational qualification integration
- Follow-up and assessment of the National Plan for Vocational Training.

(...) functional structure:

- Area of Vocational Observatory
- Area of Methodological Research and Articulation of National System of Vocational Qualifications
- Area of Designing

ESCUELAS TALLER AND CASAS DE OFICIOS AT THE LOCAL INSTITUTE FOR TRAINING AND EMPLOYMENT IN GRANADA.

Escuela Taller “C.I.E. “GRANADA”

Performance: **CONSTRUCTION OF A COMPLEX OF ENTERPRISES**

Number of students: **40**

Specializations:

- Building I: 12 students
- Building II: 12 students
- Metal carpentry: 8 students
- Equipments: 8 students

The *Escuela Taller “C.I.E II”* was founded in December 2001 to construct one Centre of Entrepreneurial Undertaking (*Centro de Iniciativa Empresarial*, from which our name resulted) that had already been started by the members of the *Escuela Taller “C.I.E. II”*. For this reason, we rely on financial support of the European Social Fund, of INEM and of our Organizing Body, the Local Institute of Training and Employment of Granada.

Our target is to train young people in different sectors linked to Building by real practice, that is to say, by constructing a building that society needs within a short space of time: the *Centro de Iniciativas Empresariales* of the Northern area, situated in Calle Gobernador Pedro Temboury, very close to the Bus Station. This Centre will admit enterprises, giving preference to those that were created by young people coming from the programmes of *Escuelas Taller* and/or *Casas de Oficios*, New Technologies enterprises, innovative enterprises or that creates new jobs.

The *Escuela Taller* consists of 40 young people between 16 and 25 years old, with training levels that range from certificates up to the beginning of university courses, passing through students having the middle school certificate. These young people are divided into three training areas: building (24 students), metal carpentry (8 students) and hydraulic and electric systems (8 students).

These students' training path is divided between 25% of theoretical-practical training and 75% of on-the-job training.

General targets: they can be divided into three implementation groups:

- Achieving all students' training, not only in the specific specialization of each module, but in all the sectors helping to improve their general culture that, in most cases, is almost absent.
- Favours working and social integration of students through training, by helping us in every stage of the mission performed by people carrying out working placement. This mission is favoured through tutorship, not only with students but also with trainers, in order to work out the certificates of professional competence and the supplied training approaches to the requisites of these certificates.
- The creation of a *Centro de Iniciativas Empresariales* that, when it is used for practical training in each of our modules, gives undoubtedly an advantage for the entrepreneurial structure of the area where we are. By focusing only on the work performance, it is necessary to underline that we are in stage of completion of administrative organization. When the path of the *Escuela Taller* ends, the above-mentioned building as a whole, the urbanization of its entries and 50% of its perimetral fence, the roofing structure of cement blocks of the first unit of warehouses, will have to be completed and, if possible, the cementation of the second unit as well, which underwent remarkable changes with respect to the original project.

During the theoretical training path, the following subjects, together with many others, are taught:

- Recovery lessons given by a holder of a Diploma in Teaching who participates in the programme during the scholastic path, thanks to an agreement between the Further Education System and the *Escuela Taller*.
- Technology lessons given by the Auxiliary Teacher, the aim of which is that student develop skills in reading working plans, using scales, knowing the various regulations of application, acquiring knowledge on the different building techniques, training in prevention of working risk ...
- Working placement lessons, given by the Tutor for placement. During these lessons, it is possible to learn what a contract, a wage, the Statute of Labourers, a dependent employment or self-employment, are; the necessary abilities to compile a curriculum and for a job interview, for searching for a job, for making contact with the organizations that help to place young people in the world of work, such as Acceder, Andalucía Orienta, etc., are practised; conferences on current topics, such as Drug Addiction, Nutrition, venereal diseases, ... take place; sometimes, films on current topics that are then discussed in the classroom, are projected. Moreover, it is possible to make visits to the Social Security Centres, to the Information Centre for Young People in Granada, and to the INEM.

During the remaining 75% of the path, students learn a job that is different according to the chosen module, through the construction of the Centre of Entrepreneurial Undertaking.

When the *Escuela Taller* started, we were before a building with foundations, external covering, part of the roofing and the works corresponding to a unit of industrial warehouse annexed to the building had been started.

Now, the building is nearly finished. We realized almost all exterior parts: marble and grès floor slab; partitions; double windows fixing; hydraulic, reclamation, electric, telephone and heating system; partition coverings with tiling and *monocapa*; completion of the external covering, which was not finished and with no lining; placement of false ceilings; placement of lighting and illuminations; building of railings, gratings and winding staircases; laying of steps; external and internal painting; completion of the roofing; completion of the annexed unit of warehouse by placing the external covering; completion of metal structure and building of large windows and main doors; adaptation of external entries to the building, including the necessary earth movements, the building of the perimetral fence with its entrance doors, etc.

Moreover, throughout this period, for the good of students and of the area itself, we tried to perform other works of social utility that, today, people can benefit from. The most well-known ones are:

- Building and laying of metal railings in all stairs for disabled people, in Casería de Montijo.
- Repairs of the parapet and laying of metal railings for the protection of a high drop in Casería de Montijo.
- Partial repairs of acieration in Casería de Montijo.
- Building of fence for its placement in the football field of the Asociación de Vecinos Campoverde.
- Repairs of swings in C.P. "Miguel Hernández".
- Repairs of tiling and part of the electric system of C.P. "Miguel Hernández".
- Building and laying of metal guards for Campoverde's trees.
- Repairs of a door for the Aid Society for the Escuelas Infantiles.
- Installation of conditioned air in some IMFE centres.
- Hydraulic, electric, telephone, compressed air and intercommunication systems and screens for the equipment that the Centre Albayzín has in the Northern area (warehouse of Santa Inés at the Saracena crossroads).

- Repairs of gratings and building of metal guard structure for the solar panels of the Training Centre “Las Parcelas” that belongs to the IMFE and is situated in the Northern Area as well.

Example of time structure of the modules:

- Daily hours of training and working: from Monday to Friday, from 7.30 a.m. to 3.30 p.m.
- Two days per week that may vary according to the selected module, students will attend Training Lessons of Recovery, Technology and Working Placement.
- One day per week, a group of support classrooms articulates (it is addressed to all the students of the four modules who need it), during which the Teacher for Recovery gives lessons to the most disadvantaged students, in order to standardize increasingly the training levels.
- One group, because of its academic education, and after having required it voluntarily, replaced its Recovery lessons with more advanced Technology lessons with respect to subjects that, even though they are not included in the training programme, we consider very important to perform the future job of builders (for example: foundations, cement structures, chimney construction, swimming pools, solutions for damp problems, etc.).
- Two days per week, students attend theoretical-practical lessons with their respective trainers.

OTHER SUBSIDIARY ACTIVITIES

Students were also allowed to participate, completely free of charge, in other activities we consider important for their individual training:

- Visit to a maker of bricks and ceramic roof-tiles to Las Gabias, in order for them to learn how the most employed material for the builder job is made.
- Visit to the Alhambra and Charles V Palace.
- Course of basic informatics organized by IMFE at its Centre of Divina Pastora.
- Specialization course of informatics and Internet usage organized by IMFE at its Centre of Las Palomas
- Visit to Seville to know, among other things, the Centre for Safety and Health that the *Fundación Laboral de la Construcción* possesses in the Dos Hermanas area, the Giralda, Sevilla Cathedral, the royal Alcazar, the Andalusian Parliament, and to spend a day with the students of the *Casa de Oficios* “El Reclicado” and with those of the *Escuela Taller* “C.I.E.” in Bol-lullos de la Mitación.
- Visit to Dresden (Germany) by five students with the aim of organizing 9 days of cohabitation with young people coming from Italy, Poland and Germany that participate in similar training and employment programmes.
- Participation into an Entrepreneurial Gymkhana organized within the “Emprésate” Programme, so that all the students may know the tools depending on them that are required in order to found an enterprise of their own.
- Visit to the sample fair of Armilla.
- Guided visit organized by Emasagra for the module of equipment, in order to know the hydraulic infrastructures of the Alambra and the use of tanks in the Albayzín.

AT THE END, WHAT DID WE ACHIEVE?

Now the project is nearly finished. We all professionals that we participated in it, are pleased to have cooperated in opening up new prospects to these young people, in transforming them into real skilled professionals in each of the training paths we developed, in having performed an important work for the area, which is nearly finished, even though we relied on

workers that were being trained at our centre. This will undoubtedly be the best advertising among citizens.

In particular, for some months, we have been in contact with entrepreneurs of the capital and neighbouring areas, so that they may know our work and ask for the worker profile they need, because among our Placement Tutor's tasks there is also the guarantee of a job that is worthy for most students, before ending the path of the *Escuela Taller*. This way, enterprises are sure to find the profile they look for and that he/she has a strong vocational background. Moreover, companies have the opportunity to receive funding for the recruitment of these young people, while our students have the chance to pour their enthusiasm and vocational knowledge into a real job, in a responsible way. In effect, if we consider figures, now that only one month is left over to finish the project (we are going to finish on the 10th December), we achieved that more than 50% of students who attended the *Escuela Taller*, are in work.

Case study: Mentor Project

PROJECT ANALYSIS

Definition:

Aula Mentor is an **open and remote** training system through Internet and is promoted by the National Centre of Educational Information and Communication of the Department for Education, Culture and Sport, in cooperation with many others organizations (Ministries, Independent Communities, Educational Centres, Local Governments and NGOs). It assures great flexibility in apprenticeship and direct and close attention towards students.

Description

This project is based on a training structure including the last Internet progress and offers a wide range of on-line courses that are continually updated.

The training system bases itself on two main infrastructures:

- Aula Mentor, with the tools that are required to follow the course;
- A work virtual environment in Internet, where the training course materials are at users' disposal and where the interactions among students take place.
- Telematic tutorship.

Aula Mentor is characterized by some fundamental elements. As a matter of fact, this system is:

- **Open:** the only requirement to enrol in the courses is to be not under 16 years old;
- **Flexible:** courses begin when students want, in any day of the year (except for August). A student may choose his/her training path and follow his/her own work rate;
- **Without distances thanks to Internet:** it is possible to choose to attend the course in a classroom, in any place with Internet connection or directly from one's own home.

There is a control, assessment and analysis system of students', tutors', classrooms' and system's activities.

Antecedents

In 1991-1992, before being implemented, Mentor Project passed through a stage of feasibility, design and training study. In 1993, an experimental stage began and it was then assessed in 1995-1996. Mentor Project is now expanding its borders: new Institutions, Independent Communities and South-American countries enter it and the number of Aula Mentor is rapidly increasing.

Training process

A person who wants to improve his/her cultural level, to make ready for a job or to update his/her training, in Aula Mentor Project will find a wide range of training possibilities allowing the fulfilment of his/her expectations.

In order to follow the course, the student will have at his/her disposal:

- Virtual working environment: "working office"
- Telematic tutors
- Aula manager

VIRTUAL WORKING ENVIRONMENT: THE “WORKING OFFICE”

Student's **working environment** is virtual and includes a “working office” which puts at his/her disposal all the tools he/she will need during the course:

- Information
- Training
- Communication

The first option, by which students are introduced to the working office, provides complete information about the course and the working telematic environment.

Information

Information concerning the course includes contents, methodology, reference materials, assessment system, telematic tutorship and data regarding the tutor...

Training

The virtual area for students allows accessing many didactical materials:

- Introduction to the course
- Reference materials
- Apprenticeships
- Bibliography
- Useful data ...

Communication

During his/her path, student has a very interesting opportunity: he/she may contact his/her tutor in order to resolve any doubt.

There are also other communication possibilities, through different telematic tools in Internet, which allow the interaction with all the course mates.

Some of these means are used for deferred communication: electronic mail, forum, boards, poste restante; others, for direct communication: written and oral conversation, with images, sharing of programmes.

Assessment

Courses include checking, assessment and analysis systems about students' activities.

The student has to send his/her tutor the proposed activities; each message has to include only one activity and he/she will not be allowed to send the next one, until the tutor sends him/her the answer.

Tutors propose subsidiary activities, according to the student's working rate.

Therefore, there is an exhaustive control of apprenticeship rate, thus assuring student's continuous feedback.

When the course ends, it is necessary to perform a presence test, in order to ensure that knowledge has been correctly acquired.

Telematic tutors

Telematic tutorship represents a fundamental element in remote training. The **tutor** specializes in the course subject and he/she will orientate the student towards his/her apprenticeship process. Mentor Project has more than 300 tutors to give the fixed lessons.

The most used telematic tool in the tutor-student relationship is electronic mail. It is a deferred communication allowing the overcoming of space-time barriers and that tutor employs directly from his/her residence, using his/her tools and whenever he/she wants.

Tutors have the following qualifications:

- Specialization in the contents that are the subject-matters of the training course
- Good command of technological application of the system
- Knowledge of all student's materials that are included or not in the working plan of the course
- Teaching experience
- Training on telematic communication system through Internet
- Training on telematic tutorship

Tutor's tasks are the following ones:

- To follow individually each student in order to orientate his/her apprenticeship process through a continuous assessment
- To favour communication among his/her course members, inviting them to participate in discussion and news forums, interchange activities, live conferences with or without voice, cooperation remote work, sharing of remote programmes, video-conferences ...
- To answer the different point of views about the course contents, within 48 hours
- To assess his/her student(s)'s apprenticeship

Aula manager

He/she is responsible for:

- Disseminating Mentor training proposals
- Giving advice and enrolling students in the various courses
- Providing students with technical support with regard to the environment operation
- Checking the correct course development
- Favouring apprenticeship and supporting communication with tutor
- Solving any problem that may arise

Statistics

In 1993, there were 18 Aula Mentor; now, they are, globally, 280, in Spain and Ibero-American countries, and this number is more and more growing. 300 tutors are responsible for following students in the different available specializations.

At present, more than 60 Mentor courses are working.

AULA MENTOR IN GRANADA

Antecedents

In April 2000, Granada's local government and the Department for Education, Culture and Sport signed the cooperation agreement to start Aula Mentor Project.

At first and as experimental project, Aula proposed the contents to the Centre of Open Training and of Telematic Resources, approved in the executive committee of May 1999 as a remote training tool for disabled people.

Aula Mentor is chosen because of three main reasons: wide range of training offer, accessibility and suitability of the project with respect to structure and contents, low cost and attestation of the Ministry. The centre complements training with disabled people, through programmes of self-training, "customized" training and individualized processes of orientation and guidance to search for a job.

In 2001, the agreement was renewed with the aim of launching Mentor training offer to all citizens in general.

Available courses

SPECIALIZATION	COURSE	ATTESTED HOURS
Education for Health	Nutrition	60 hours
	Sexuality	60 hours
	Drug addiction	60 hours
	Prevention of drug addiction	80 hours
SME management	Basic taxation system	60 hours
	Advanced taxation system	80 hours
	SME foundation and management	70 hours
	Foreign commerce	90 hours
	Marketing for SME I: Marketing Plan	
	Marketing for SME II: Communication Plan	
	Quality Management	60 hours
	Introduction to Accounting	
	Contaplus	
	Wages and Social Security	
Office automation	Windows 98	60 hours
	Word 2000	80 hours
	Excel 2000	75 hours
	Access 2000	90 hours
	PowerPoint 2000	75 hours
	Word 2002	80 hours
	Excel 2002	75 hours
	Access 2002	90 hours
	PowerPoint 2002	75 hours
	Introduction to Office 2000	80 hours
	Introduction to Office XP	90 hours
	Introduction to OpenOffice	70 hours
Programming	HTML	65 hours
	SQL	90 hours
	Introduction to Java	60 hours
	Elaboration of Java	80 hours
	Introduction to Javascript and DHTML	
	PHP	120 hours
	Advanced PHP	
	Database design	70 hours
	Introduction to programming	90 hours
	Programming in Access 2000	100 hours
Information Technology	Introduction to Information Technology	40 hours
	Maintenance of informational equipment	90 hours
Design	Autocad 2000	150 hours
	Autocad 2002	
	Auto-Publishing	120 hours
	CorelDraw 10	80 hours
	Computer Graphics with CorelDraw	100 hours
	DreamWeaver 4 (Basic)	90 hours
	DreamWeaver 4 (Advanced)	90 hours
	DreamWeaver MX (Basic)	90 hours
	DreamWeaver MX (Advanced)	90 hours
	Flash 5	90 hours

Internet	Introduction to Internet	40 hours
	Advanced Internet	60 hours
	Teleworking and e-commerce	90 hours
Tourism	Farm holidays	180 hours
Audiovisual aids	Television	60 hours
	Photography	60 hours
	Moving images	60 hours
	Advanced Photography	
Education	Children education	180 hours
	School for parents	40 hours
Environment	Organic agriculture	60 hours
	Renewable sources of energy	130 hours
	Solar thermal energy	
Others	Spanish civilizations through Archaeology	80 hours
	History of art	
	International conflicts	

Statistics

The number of students enrolled in Aula Mentor Project from its start, grew remarkably.

	Year 2000	Year 2001	Year 2002	Year 2003
Students	40	141	375	499

Focusing on **year 2003**, we can see the data reported below.

The following is the distribution of students according to their sex:

	Female	Male	% Female	% Male	Total
Students	256	243	51.3%	48.7%	499

The following is the distribution of students according to their age:

	From 16 to 25 years old	From 26 to 45 years old	From 46 to 65 years old	More than 65 years	Total
Students	159	326	14	0	499

The following is the distribution of students according to their educational level:

	Elementary	Diplomates	Vocational training	University	Total
Students	159	109	61	301	499

We can say that, in Granada, the typical student is a woman with university studies and an age between 26 and 45 years old.

The following is the distribution of students according to the available courses:

COURSE	MALE	FEMALE	TOTAL
Maintenance of informational equipment	28	5	33
Renewable sources of energy	21	12	33
Farm holidays	7	21	28
Children education	2	23	25
Introduction to Internet	5	16	21
Introduction to Java	17	3	20
DreamWeaver MX (Basic)	13	7	20
SQL	12	6	18
Flash 5	9	9	18
Nutrition	3	13	16
Introduction to Office 2000	5	11	16
Organic agriculture	12	4	16
Introduction to Information Technology	6	9	15
Basic taxation system	7	7	14
Autocad 2002	8	6	14
Drug Addiction	5	7	12
Prevention of Drug Addiction	2	10	12
Introduction to Office XP	3	9	12
Photography	8	4	12
Word 2000	2	8	10
Access 2000	5	5	10
Autocad 2000	5	4	9
School for parents	2	7	9
Access 2002	4	4	8
Introduction to Programming	6	2	8
Excel 2002	5	2	7
PHP	7	0	7
DreamWeaver MX (Advanced)	5	2	7
Excel 2000	2	4	6
Teleworking and e-commerce	4	2	6
Sexuality	2	3	5
Word 2002	4	1	5
Auto-Publishing	3	1	4
SME foundation and management	1	2	3
Foreign commerce	2	1	3
HTML	2	1	3
CorelDraw 10	0	3	3
Computer Graphics with CorelDraw	1	2	3
Advanced Internet	0	3	3
Television	1	2	3
Quality Management	1	1	2
Windows 98	1	1	2
PowerPoint 2000	0	2	2
PowerPoint 2002	0	2	2
Introduction to Javascript and DHTML	1	1	2
Database design	0	2	2
Programming in Access 2000	1	1	2
Spanish civilizations through Archaeology	0	2	2

Advanced taxation system	0	1	1
Marketing for SME I: Marketing Plan	0	1	1
Introduction to OpenOffice	0	1	1
Elaboration of Java	1	0	1
DreamWeaver 4 (Advanced)	1	0	1
Moving images	1	0	1
Marketing for SME II: Communication Plan	0	0	0
DreamWeaver 4 (Basic)	0	0	0
Contaplus			
Advanced Photography			
Solar Thermal Energy			



Dream Job

Development Relationship in European Apprenticeship Methodologies to Join Organizational Best Practices

BELGIUM

Case study:

The experience of tutorship training

Case study:

The experience of tutorship training

CONTEXT

At present, within the IFAPME network, training tutorship projects are developed as experimental plans and within the framework of European projects:

- ESF: Objectives 1 and 3
- ESF: Equal Control of alternance training
- ESF: Equal Tutorship – directions for use
- ESF: Equal Safran
- LEONARDO: Redac.

The elements leading the IFAPME to the creation of a tutorship training path are various:

- the number of severances of business contracts is increasing,
- the quality of on-the-job vocational training is not very high,
- the value of tutor's role is not increased (recognition of human, technical and pedagogical skills),
- tutor is not always aware of the importance of his/her training task, of the availability and time to spend for apprentice's training, and of the space he/she has to leave to apprentice's development,
- tutor does not know the IFAPME network in which he/she has been working for many years, or in which he/she is employed,
- ...

Presentation of the project

The project is meant to implement a pilot training for tutors.

It is a pilot training that, after the experimental phase, will be:

- integrated into the educational planning of public of 2nd CE year,
- proposed (within a short space of time) to the new entrepreneurs demanding approval, and highly recommended to the tutors demanding a deviation from age or seniority terms,
- proposed to all entrepreneurs within the IFAPME network.

The tutor is a key figure within the alternance training system of the IFAPME network: he/she is the person responsible for training the young apprentice within the company.

The tutor can be:

- the company's owner himself/herself,
- the leader, that is the person delegated by the owner to train the learner.

The tutor's role is to organize the job apprenticeship within the company; the training centre perfects the business education.

Therefore, the tutor is an essential stakeholder of alternance vocational training. His/her teaching is based on the job analysis, as it is performed within the enterprise.

For that reason, he/she has to be responsible for:

- implementing apprenticeship situations, in order to make the apprentice more and more operative within the company,
- developing his/her skills that are most directly linked to the job and the way he/she has grown,
- acting to develop the right behaviours that are necessary for the apprentice.

The training purposes

The main purpose of training is, of course, the improvement of practical training quality in the company, in order to maximize the adjustment between the two poles of alternance training, and the supply of an actual pedagogical qualification to the business tutor.

The improvement of pedagogical qualification will help tutor in his/her task and will allow him/her to transmit, in the most suitable way, his/her knowledge:

- knowledge: all knowledge acquired through a mental activity;
- know-how: ability to carry out a non-verbal or conceptual aptitude and the knowledge that are necessary to accomplish an activity properly;
- behavioural know-how: ability to show aptitudes or behaviours adapted to working situations.

These pedagogical qualifications will allow tutor to join practical and vocational knowledge, taking into account the economic and social changes, the evolution of target public, the new entrepreneurial obligations ...

Alternance is at the core of the paths performed by learners:

- **Apprenticeship** assures a general, both technical and practical, training for young people from 15 years old, through the stipulation of an apprenticeship contract. The subject of this contract is the practical apprenticeship of a job within a company, completed through a general and vocational theoretical training at a training centre. It leads to the achievement of a vocational qualification and of a certificate validated by French Community.
- **Entrepreneur's training** prepares for the practice of a self-employment or of a managerial role within a SME. The IFAPME network developed an alternance training system that, through the training agreement, includes some management and vocational knowledge courses that prepare to the general, technical, commercial, financial and administrative direction of a company. This training leads to the achievement of a qualification validated by French Community.

The two poles of alternance training

This paragraph is meant to identify the fundamental principles of alternance that will lead us through tutor's actions and, consequently, his/her training's contents. The alternance is based on the existence of two training poles: the training Centre and the Enterprise. Therefore, they are not only two places, but two "environments" and two typologies of activity for the learner who is integrated into the training path.

Each of the two environments is characterized for its own culture, rules, organization and hierarchical structure.

On the one hand, there is the *educational environment*, which is centred on the **logic of process**, of knowledge to be transmitted to the learners that have to be trained on-the-job, with its own professionals, that is to say the trainers.

On the other hand, there is the *enterprise*, an environment that is organized around the **logic of result**, the production of goods and services and financial profitability, is based on specific professionalism and is subject to market obligations.

Sometimes, these two logics may come into conflict with each other.

The trainee, therefore, passes alternately from an environment to the other.

Alternance is exactly the linking between these two poles and the strengthening of one through the other: complementarity of roles and interaction among times.

Tutor's task is to favour the integration of young people into the enterprise and to help the implementation of alternance training.

For the enterprise, having at its disposal skilled tutors who are able to integrate effectively and train each new learner represents a long term opportunity

In order to make this aspect professional, it is useful to implement a training path addressed to tutors.

In order to define the training purposes and what tutors have to be trained to, it is convenient to define, first of all, what they are expected to do.

TUTOR'S ROLE

Tutor's double mission.

Transmitting a job.

In general, it is the most known aspect, since it is based on the vocational skills the learner has to develop.

The tutor trains the apprentice directly on-the-job. He/she has to show, explain and check performances and follow their development. His/her knowledge has to be transmitted and work has to become « educational ».

Favouring the integration into professional environment.

The new learner enters a framework he/she does not know: it is the discovery itself of the world of work, with its requirements and its ways of creating relationships.

When tutors describe their activity, they tend to underestimate this aspect, probably because it is the most complex one, is not technical and, therefore, is more difficult to explain.

Tutors' activity areas.

Welcoming and on-the-job training:

- preparing the new arrival,
- welcoming him/her,
- training him/her on-the-job.

Training and organizing the development.

Assessing progress and achievements.

Taking part in consultation with the training body.

Tutor's field of competence.

Tutors' three competence fields are:

- technical: the tutor has to be a good professional,
- pedagogical: the tutor has to be able to fix a succession of apprenticeships, to explain plainly, to organize situations,
- relational: the tutor has to be able to relate to the learner, to be encouraging, to offer a positive feedback, ...

USEFULNESS OF TRAINING FOR TUTORS

A good performance of tutor's role implies the development of specific skills.

The tutor's role is complex and fundamental and even though it is often left to goodwill only, it is now necessary to professionalize it.

Considering impartially one's own job

In order to train, it is necessary to consider one's own working situation objectively. It is necessary to be able to formalize one's own skills; the tutor often has neither time nor is in the habit of doing it.

Breaking with traditional educational models

The pedagogical references of many professionals are linked to scholastic and authoritarian methods. The pedagogical relationship is often that between master and student, being founded on the transmission of knowledge. If an inductive method based on experimentation and analysis of problems has to be developed, a lot of tutors have to question their spontaneous approach towards apprenticeship.

Being familiar with one's own public

Sometimes, learners live some situations that could be far from tutors' experience. Moreover, there is an increasing cultural distance between tutors and learners, in particular with regard to the idea of job and business. Tutors need to analyse these gaps and to link them to unexpected or even irksome behaviours they could meet.

Identifying tutorship framework

Tutors often do not know the alternance training system, as well as the various partners. Tutors, in order to be able to integrate, need to be informed and to understand the logic of these mechanisms.

METHODOLOGICAL APPROACH OF THE PROJECT

Step I: Research

Documentary research

We carried out two kinds of research:

- a research of documents within the network, at the partners' and other training operators',
- a bibliographic research of reference books.

Data collection at reference experts

We met some reference experts:

- inside the network: pedagogical advisors, the tutelage coordinator, territorial managers, tutelage delegates, directors of Centres, main trainers, B trainers, training advisors, ...
- outside the network (partners): CCW, Educam, Forem, IAWM, FAC Centre, Bruxelles-Formation, Sysfal, ...

These reference experts are privileged witnesses, because they rank in different levels within the training « chain ».

This collected information is even more precious because it comes from witnesses that consider the « tutorship role » according to their position within the alternance training system, each of them with their own personal view of this role.

Step II: Elaboration of a first draft of training programme

This training programme was:

- realized starting from the data collected during step I,
- subjected and validated by the tutelage coordinator and the A pedagogical Advisors.

Step III: Selection of training Centres

Four training Centres were selected:

- two in the Hainaut region (Target 1): Charleroi and Tournai,
- two in the remaining Walloon region (Target 3): Liège and Namur.

Step IV: four pilot experiences starting from different data

We launched four pilot experiences starting from data that were different from one another.

This method allows comparing the placements in a situation and identifying the one that meets better involved people's needs:

- trainees at 2nd CE year in building sector (painting section): Formatpme Namur,
- tutors of car industry: Formation PME Liège,
- tutors belonging to all grouped activity sectors: Centre PME of Charleroi,
- tutors and listeners of 2nd CE year belonging to all grouped activity sectors: FOCLAM and Tournai.

Step V: Training Methodology

We opted for a **methodology that the four pilot experiences share.**

Training will not be assured as *ex cathedra* courses:

- creating dynamics of collective observation, starting from tutors' knowledge, know-how and behavioural know-how,
- giving observations, so that all participants question themselves,
- answering the questions put by participants,
- starting from the group's « past experiences » and lead it to reflect and reopen the issues,
- working with tutors.

The speakers

We chose to apply to three categories of speakers on *voluntary* basis:

- psycho-pedagogist trainers: guides attending to trainers' training,
- pedagogical advisors,
- speakers of the sector:
 - main trainers or B trainers,
 - tutelage delegates.

The participants faced with the Institute's and Centre's speakers.

The active presence of Centre operators and of Institute operators falls into a constructive and positive approach of the network. For the apprentices, it is essential to assure unity between the Institute and the training Centres.

Step VI: implementation of pilot training

We organized some work meetings:

- meeting of tutelage delegates interested in the project,
- meeting with the 4 managers of the Centres to launch the pilot experience,
- meeting of the speakers of the training Centre, to prepare the training implementation: who will animate this meeting? How will we proceed?,
- meeting of the speakers of the training Centre to prepare the last training session: sharing of impressions and of speech contents, with a view to realize the assessment and the conclusions.

Step VII: Sensitization of target public and promotion of pilot training

1) Forwarding post and brochure to the target public (with receipt):

- specific for tutors,
- specific for listeners.

2) Distribution of programmes and brochures to the training Services and Centres of the network.

3) Phone contact to the tutors « recommended » by tutelage delegates (and by the main trainers), thus assuring the follow-up of trainees.

4) Phone contact to the participants some days before each training session.

Step VIII: Assessment of pilot training

Considering the small number of participants, it is a **qualitative assessment**.

- 1) Questionnaire addressed to participants.
- 1) Oral assessment of participants on the basis of questions / answers.
- 2) Questionnaire addressed to speakers.

Meeting of all speakers, in order to share the content of their speeches, with a view to « standardize » training. As a matter of fact, for this first experience, each speaker worked and prepared his/her own speech on himself/herself.

At first: sharing according to speakers' typology:

- tutelage delegates
- psycho-pedagogist trainers,
- Centres' representatives
- pedagogical advisors.

A mouthpiece for each work group.

Later: plenary session of all the speakers and general sharing.

In the short run, these assessments will allow reconsidering the programme background and/or form, aiming at improving and developing it in the other training Centres.

In the long run, an assessment will be similarly made, thanks to the tutelage delegates. Since they are always in contact with young people and tutors, they will be able to assess the training impact.

SUMMARY

Presentation of training within the IFAPME network

To be a « tutor » means:

- To train an apprentice or a trainee in an enterprise for 3 or 4 days per week, within the framework of an alternance training contract.
- To transmit one's own knowledge, know-how and behavioural know-how to the apprentice, and to follow his/her development throughout the training path.
- A value added in his/her job of self-employed or artisan.

To whom is training addressed?

To the **voluntary** tutors belonging to all grouped activity sectors.

Why a training path?

- To improve the quality of on-the-job training.
- To help the tutor to understand better his/her specific role, responsibilities, obligations, rights, ... throughout the training path.
- To provide concrete answers to the difficulties the tutor meets with an apprentice, in the company.
- To valorise the tutors' role, recognizing his/her human, technical and pedagogical skills.
- To develop further the positive image of the company within a citizen approach.

Training targets

Training aims at **improving the quality of on-the-job training**, with a view to maximise the adjustment between the two poles of alternance and to provide the business tutor with a real pedagogical qualification.

The following skills are developed:

- To identify the tutor's role within the training system.
- To know the public.
- To train the apprentice within a company.

ASSESSMENT

Considering the small number of participants, it is a **qualitative assessment**.

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- 4) Questionnaire addressed to speakers.

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Later: plenary session of all the speakers and general sharing.

In the short run, these assessments will allow reconsidering the programme background and/or form, aiming at improving and developing it in the other training Centres.

In the long run, an assessment will be similarly made, thanks to the tutelage delegates. Since they are always in contact with young people and tutors, they will be able to assess the training impact.

DEVELOPMENT

THE FUNDAMENTALS OF TRAINING

Fixing the targets but allowing free choice of methods.

All the speakers have to pursue the fixed targets.

The speakers choose freely the way the targets are achieved and the performed activities, according to their skills and personality.

« We all are going to Rome, but everyone chooses one's own transport ».

Orientating training towards the skills to be developed.

Throughout the whole training path, the speakers have to follow the main transversal theme, that is to say the skills concerning the tutorship role:

- welcoming, integrating and on-the-job training,
- training,
- assessing.

Within this training path, the main role is not played by theories, but by the **tools** that will allow tutors to act more concretely.

Proposing an individualized on-the-job training, as far as possible.

The tutelage delegates could be particularly attentive to:

- the way by which tutors implement training achievements,
- the solution to the difficulties they met.

Refraining from setting tutor's behaviour as a model.

There are not **typical behaviours**.

It is tutor's responsibility, according to his/her situation and personality, **to create the answer**. The tutor's trainer provides all the means that are necessary to express and analyse the behaviours and, this way, to make them more coherent with respect to the pursued objectives.

Basing oneself on tutors' achievements.

To help tutors to identify these achievements and implement the transferring of the new tutorship condition.

What are the difficulties that tutors met?

What are the good practices that have been already implemented?

Favouring the reflection by tutors.

To leave space for discussion, exchange of experiences; to allow making questions.

It is consideration on experience that allows the development of skills.

Basing oneself on the group.

Training aims at expressing and making conceptual what is experienced, what is empirically practiced and what belongs to the category of consequences. **The group**, by allowing exchanges, comparisons and collective research, **is an effective tool for building this knowledge**. It develops the aptitude to **communicate**, one of the bases of tutor's action.

Favouring the active involvement of tutors throughout the training path.

For tutor, training represents the opportunity to take possession of the alternance tools or to create them at collective level (as the tutorship Charter ...).

The active methods are preferred: exercises, simulations, games of roles, discussions, exchanges ...

Working in group.

The work in group is based on the **complementarity of speakers**, where each of them provides his/her contribution for a successful training.

Experience has shown that, in particular, the psycho-pedagogue / tutelage delegate pair is essential for an effective implementation of training.

GENERAL ORGANIZATION OF TRAINING

1 st MODULE Two 3-hour sessions	Introductory session. <u>First skill:</u> To place the tutor's role within the training system.
2 nd MODULE One 3-hour session	<u>Second skill:</u> To know the public.
3 rd MODULE Three 3-hour sessions	<u>Third skill:</u> To train the learner within the enterprise. <i>Sub-skill no. 1:</i> To welcome and train on-the-job the learner. <i>Sub-skill no. 2:</i> To learn the business job. <i>Sub-skill no. 3:</i> To assess achievements.

DESCRIPTION OF THE MODULES

FIRST MODULE: two three-hour sessions.

Introductory session

PURPOSES	ACTIVITIES (suggestions)	TOOLS – TASKS (suggestions)
1. To commit oneself in an active approach.	To realize a cycle of speeches.	<i>Who are you?</i> Personal folder reporting the participant's and the Society's name.
2. To know the group members: participants and speakers.		<i>What are you looking for?</i> In groups or subgroups, according to the participants' number.
3. To adapt the content to participants' needs and expectations.	To present the purposes and contents of training.	Discussion: questions / answers.

First skill**To place the tutor's role within the training system.**

PURPOSES	ACTIVITIES (suggestions)	TOOLS – TASKS (suggestions)
1. To identify the difficulties the tutor met in practical situations.	To make an inventory of difficulties. To arrange these difficulties in classes.	To make a META-PLAN: a work of individual writing on cards. <u>Rules:</u> - only one difficulty for each card, - 3 lines at the maximum (if necessary, to add one example overleaf), - to write in block capitals, - to be concrete.
2. Identify the tutor's role and his/her obligations.	To elaborate a tutorship Charter.	SAVARY's work (Foucher): «Charte du tutorat» (Tutorship Charter) - pp. 70 - 71.
3. To talk with the training and tutelage centre.	To visit the training centre. To think about the common points, and about the business tutors' and centre trainers' specificities, with respect to the apprentice's training.	To make a diagram Tutor – Trainer, represented by two sets with an intersection.

SECOND MODULE: one three-hour session.

Second skill

To know the public

PURPOSES	ACTIVITIES (suggestions)	TOOLS – TASKS (suggestions)
1. To analyse the difficulties the tutor met in his/her relationship with the trainee.	To describe meaningfully the tutors' awareness of learners: - strengths - weaknesses - difficulties.	
2. To identify learners' features.	Explain apprentices' psychological, sociological and cultural features. To identify tutor's specific motivations.	SAVARY's work (Foucher): «Les motivations au travail» (Job motivations) - pp. 88 - 89. 3.
3. To identify tutor's ideas in the training field.	To compare one's own representations with those of all the members of the group.	INRP work: Q-Sort of 20 items: p. 511 - pp. 533-538, pp. 549-553.
4. To adopt a behaviour favouring apprenticeship.	To identify the tutor's spontaneous behaviour in a support relationship.	SAVARY's work (Foucher): «Réfléchir sur l'accompagnement» (Thinking about on-the job training) - pp. 114 – 115. SABON's work (ESF): Section Knowledge of the problem: «Figure 5: Attitudes de Porter» (Figure 5: Behaviours to be followed) - p. 50. Section Practical applications: «Exercice d'écoute et de reformulation» (Listening and reformulating exercise) - pp. 13-14.

THIRD MODULE: three 3-hour sessions.**Third skill****To train the learner within the enterprise.**Sub-skill no.1: To welcome and train the learner on-the-job.

PURPOSES	ACTIVITIES (suggestions)	TOOLS – TASKS (suggestions)
1. To welcome the apprentice.	To plan welcoming: - To make an <u>inventory of activities</u> to be performed. - To make an <u>inventory of information</u> to be supplied.	To make a checklist.
2. To sign a contract with the apprentice.	To identify rules and elements of a contract between tutor and apprentice.	SABON's work (ESF): Practical Applications section: «Mise en situation – jeu de rôle» (Placement in a situation – game of roles) - p. 17. POLET – MASSET's work (Lamarre): «Le contrat» (The contract) - pp. 43-54.
3. To integrate the apprentice into the enterprise and the team.	To think about the obstacles and the facilitators for apprentices' integration.	Brainstorming.

Development of the aspect concerning safety throughout the apprentice's on-the-job training path

Sub-skill no.2: to learn the business job.

PURPOSES	ACTIVITIES (suggestions)	TOOLS – TASKS (suggestions)
1. To plan the sequence of tasks assigned to the apprentice.	To identify the progression criteria of a task. To distinguish the production target from the apprenticeship target.	SAVARY's work (Foucher): «Quelques notions de pédagogie» (Some elements of pedagogy) - pp. 118 – 119. SAVARY's work (Foucher): «Repères méthodologiques» (Methodological references): p. 148. BARJOU's work (ESF): Theoretical section: «Fixer des Objectifs» (To fix purposes) - pp. 41-67. Practical applications section: pp. 11-49.
2. To show and explain professional actions and technical approaches.	To organize a sequence of apprenticeship. To describe: - training through experience (it is not experience that trains, but thinking about the experience). - The pedagogical methods. - The ethical principles.	SAVARY's work (Foucher): «Séquence pédagogique»: (Pedagogical sequence) p. 125. OR placement into a situation: somebody learns something by somebody else. SAVARY's work (Foucher): «La formation par l'expérience» (Training through experience): pp. 126-127. Idem: «Trois méthodes pour former» (Three methods to train): pp. 128-129. SABON's work (ESF): Section Knowledge of the problem: pp. 84-85.

Sub-skill no. 3: to assess achievements.

PURPOSES	ACTIVITIES (suggestions)	TOOLS – TASKS (suggestions)
1. To identify the purposes, the objects and the phases of assessment.	To identify the difficulties met during the assessment. To describe: - The definition of assessment. - The three phases of the assessment.	Speeches cycle: to listen to the met difficulties. IFA's work: «Evaluer en cours de formation» (Assessing a training course) - pp. 75-82. SAVARY's work (Foucher): «Les trois temps de l'évaluation» (The three assessment phases) - p.135.
2. To employ the formalized assessment IFAPME documents.	To present these documents.	Development plan. Training book. Pedagogical book. ...
3. To assess capabilities.	To identify the capabilities required in a vocational framework. To work out the behaviour indicators.	SAVARY's work (Foucher): «Faire le point sur les attitudes au travail» (Summarizing job capabilities) - pp. 143-144.
4. To provide a feedback.	To identify the terms and principles of a constructive feedback.	Placement into a situation followed by formalization. formalizzazione. SAVARY's work (Foucher): «Les entretiens Tuteurs/stagiaire» (The interviews Tutor/apprentice) - p.145.

Summary of developed actions

First half of 2002

From February to May 2002, four training sessions took place:

- at Foclam of Tournai: 7 participants (all grouped activity sectors),
- at the Centre PME of Charleroi: 5 participants (all grouped activity sectors),
- at Formation PME Liège: 6 participants (car sector),
- at Formatpme Namur: 8 participants (construction sector).

A group oral assessment and a written one presented as a questionnaire, **addressed to participants and speakers**, allowed reconsidering the background and structure of training, before developing it during the second half of 2002.

Second half of 2002

In November and December 2002, four training sessions took place:

- at the Centre PME of Charleroi: 8 participants (all grouped activity sectors),
- at the Luxembourgish Centre: 11 participants (all grouped activity sectors),
- at Formation PME Liège: 40 participants (all grouped activity sectors),
- at Formatpme Namur: 27 participants (all grouped activity sectors).

A group oral assessment and a written one presented as a questionnaire, **addressed to participants and speakers**, allowed reconsidering the background and structure of training, before developing it during the first half of 2003.

First half of 2003

In May and June 2003, five training sessions took place:

- at the Centre PME of Charleroi: 14 participants (all grouped activity sectors),
- at the Luxembourgeois Centre: 4 participants (all grouped activity sectors),
- at the Formation PME Liège: 9 participants (all grouped activity sectors),
- at Formatpme Namur: 15 participants (all grouped activity sectors),
- at INFOP (Braine-le-Comte region): 12 participants (all grouped activity sectors).

A group oral assessment and a written one presented as a questionnaire, **addressed to participants and speakers**, allowed reconsidering the background and structure of training, before developing it during the first half of 2004.

Information action on « Welcoming the apprentice in the enterprise »: 2nd half of 2003

Public:

The tutelage delegates meet tutors from the end of August to the middle of October 2003:

- on the business agreement,
- on the signature of a new contract,
- on the signature of a new agreement.

The tutelage delegate gives the tutor a presentation brochure on tutorship and invites (strongly recommends) him/her to take part in a sensitization session.

Planning:

Three sensitization sessions for each centre (5 centres involved), at a rate of one three-hour session per month: October, November and December 2003.

Number of sessions:

3 sessions X 5 = 15 sessions.

Centri di formazione:

Infop (Braine-le-comte region), Centre PME Charleroi, Formatpme Namur, Luxembourgeois Centre, Formation PME Liège.

Speakers:

A psycho-pedagogue, a tutelage delegate and a representative of the Centre.

Extension of tutorship training

Trained tutors apply for extending the training. At present, this training is funded by the European Social Fund (limited budget).

Therefore, we intend to develop some complementary modules within the field of continuing education: the psycho-pedagogists that provided the tutorship training are willing.

The pedagogical preparation of trainers (of theoretical courses at the Centre) is a possible extension (widening of the matter) with respect to tutorship training.

SPEAKERS

STANDING SPEAKERS

Psycho-pedagogist:

He/she is an *expert on communication*.

His/her role:

- to illustrate training to the participants at the beginning of the session,
- to animate training on the basis of pedagogical frame of reference of tutor's training.

He/she attends 6 sessions.

The tutelage delegate:

He/she is a *sector operator* that is in contact with enterprises and target public of training (tutors), learners, training Centres and trainers.

His/her role:

- to provide the psycho-pedagogist with his/her knowledge about tutors and the sector,
- to assist the psycho-pedagogist for the most specific issues according to his/her task and regulation,
- to be able to favour the contact / dialogue between tutor and psycho-pedagogist,
- to act as an intermediate in case of difficulties between tutor and psycho-pedagogist.

He/she attends 6 sessions.

The representative of the training Centre:

He/she participates in training apprentices within the training Centre: B trainers, main trainer ...

His/her role:

- to present the training Centre and trainers' tasks,
- to present the classes (visits),
- to present the A and B courses, and C examination,
- to answer the most specific questions concerning his/her sector.

He/she attends the first and the last session.

The pedagogic advisor: he/she attends a session in the middle of the training path.

He/she animates the vocational Committees in which the training plans and the concerning tools are worked out; he/she approves and advises the Centre's trainers.

His/her role:

to present the IFAPME network.

He/she attends one session.

SPECIFIC SPEAKERS

Occasionally, other partners can intervene in training, in order to provide concrete, living and constructive proofs with respect to the skills developed throughout the training path.

They are:

- tutors who participated in training,
- learners.

RESULTS

The results reported below concern the experience developed during the training year 2002 – 2003.

SOME FIGURES

FORMATPME NAMUR

TARGET PUBLIC:

2nd CE year trainees of construction sector.

This pilot training falls into the framework of staff management course and of commitment in creating business of 2nd CE listeners.

LIST:

Trainees through Formatpme Namur.

NUMBER OF FORWARDING:

0.

NUMBER OF POST RECEIPTS:

0.

NUMBER OF ANSWERS:

0.

PHONE CONTACT:

0.

Number of participants:

8.

6 trainees in painting.

1 trainee in electrics.

1 trainee in sanitary sector.

PRESENCES:

- 1st session: 6,

- 2nd session: 7,

- 3rd session: 6,

- 4th session: 6,

- 5th session: 5.

One attended 5 sessions out of 5 (1x100%)

Four attended 4 sessions out of 5. (4x80%)

Two attended 3 sessions out of 5. (2x60%)

One attended 2 sessions out of 5. (1x40%)

Average percentage of attendance: 72.5%.

FOCLAM (TOURNAI)

TARGET PUBLIC:

Business tutors belonging to all grouped activity sectors.

Listeners at 2nd CE year of all grouped activity sectors.

Voluntary public.

LIST:

Tutors' list: obtained by the Service of Tournai.

2nd CE year listeners' list: obtained through Foclam.

NUMBER OF FORWARDING:

Tutors: 147.

Listeners: 137.

NUMBER OF POST RECEIPTS:

12.

NUMBER OF ANSWERS:

Tutors:

- positive: 4,
- negative: 4.

Listeners:

- positive: 1,
- negative: 0.

PHONE CONTACT:

9 tutors: no answer.

Number of participants:

7.

6 tutors: 3 in bakery, 1 in heating and sanitary sector, 1 in construction sector and a florist.

1 listener: carpentry sector.

PRESENCES:

- 1st session: 7,
- 2nd session: 7,
- 3rd session: 4,
- 4th session: 5,
- 5th session: 6.

One attended the first two sessions and, then, withdrew.

Three attended 5 sessions out of 5. (3x100%)

Three attended 4 sessions out of 5. (3x80%)

One attended 2 sessions out of 5.(1x40%)

Average percentage of attendance: 83%.

FORMATION PME LIÈGE

TARGET PUBLIC:

Business tutors in car industry: body repairmen, mechanics and sellers of accessories.

Voluntary public.

LIST:

Obtained through the Service of Liège.

NUMBER OF FORWARDING:

157.

NUMBER OF POST RECEIPTS:

0.

NUMBER OF ANSWERS:

- positive: 3,
- negative: 2.

PHONE CONTACT:

11 tutors: no answer.

Number of participants:

6.

PRESENCES:

- 1st session: 5,
- 2nd session: 4,
- 3rd session: 4,
- 4th session: 3,
- 5th session: 5.

One attended 5 sessions out of 5. (1x100%)
Two attended 4 sessions out of 5. (2x80%)
Two attended 3 sessions out of 5. (2x60%)
One attended 2 sessions out of 5. (1x40%)
Average percentage of attendance: 70%.

CENTRO PME CHARLEROI

TARGET PUBLIC:

Business tutors belonging to all grouped activity sectors.
Voluntary public.

LIST:

Obtained through the Service of Charleroi.

NUMBER OF FORWARDING:

284.

NUMBER OF POST RECEIPTS:

6.

NUMBER OF ANSWERS:

- positive: 5,
- negative: 5.

PHONE CONTACT:

18 tutors: no answer.

Number of participants:

5.

PRESENCES:

- 1st session: 5,
- 2nd session: 3,
- 3rd session: 2,
- 4th session: 2,
- 5th session: 2.

Two attended 5 sessions out of 5. (2x100%)

One attended 2 sessions out of 5. (1x40%)

Two attended 1 session out of 5. (2X20%)

Average percentage of attendance: 56%.

ASSESSMENT BY PARTICIPANTS: SIGNIFICANT ELEMENTS

TRAINING AS A WHOLE

Environment and organization

- divided between « very satisfactory » and « positive as a whole »,
- 92.30% appreciated very much the phone contact,
- promotion of training: mail signed by stakeholders of the sector in direct contact with tutors.

TRAINING QUALITY

- divided between « very satisfactory » and « positive as a whole »,
- surprised by the low number of participants,
- vocational, familiar and personal usefulness,
- lack of supports (instalments, notes ...),
- too lengthy presentation of the IFAPME and of its network,
- contents should be expanded further.

Training in particular

- divided between « very satisfactory » and « positive as a whole »,
- more pedagogy.

Speakers in general

- divided between « very satisfactory » and « positive as a whole »,
- more pedagogy courses,
- practical contribution of sector speakers is important (awareness of tutelage delegate's availabilities).

Relationships with others

- divided between « very satisfactory » and « positive as a whole »,
- inadequate number of participants.

The vocational usefulness

- this training is very useful from the vocational point of view, but ...
- training should be extended,
- training should be provided at the beginning of the school year,
- to consider participants' expectations,
- more psycho-pedagogy.

Proposed subjects

- to express more in detail the trainee's and trainer's obligations,
- to make participants aware of the « advantages » and « disadvantages » of apprentice's training: does P/F feel able to accept it and is he/she able to do it?
- management of « present-day adolescents' crises » that we no longer know,
- analysis of the relationship
- relationships between apprentice's parents and tutor,
- to have a discussion with learners (apprentices and/or trainees).

Other remarks and suggestions

- to strengthen the contacts among the Centre, the tutelage delegates and the enterprise, in young learner's interest,
- the pedagogical tools are rarely employed,
- apprentices' expectations with respect to their tutor,
- there is not always the adjustment between what apprentices learn at the centre and what they learn in the business,
- unsatisfied by the system, but there is nothing better,
- not very informed on the system they work in,
- more psycho-pedagogy.

ASSESSMENT BY SPEAKERS: SIGNIFICANT ELEMENTS

TRAINING AS A WHOLE

Environment and organization

- divided between « very satisfactory » and « positive as a whole »,
- calendar selection should be revised.

QUALITY TRAINING

- divided between « very satisfactory » and « positive as a whole »,
- to get to the heart of the matter more quickly

- the presentation of the network is necessary, but it should be shorter,
- to prepare notes,
- necessary training that should become compulsory,
- contents should be reworked.

The coordination of the pilot project

- divided between « very satisfactory » and « positive as a whole »,
- mail with tutors is too little customized,
- working-out of an instalment.

Training contents

- divided between « very satisfactory » and « positive as a whole »,
- low number of participants,
- more psycho-pedagogy,
- content to be improved,
- content to be structured,
- content should be made more concrete.

Training purposes

- 75% of speakers achieve them, but ...,
- psycho-pedagogical aspect has to be deepened further.

Methodology

- divided between « very satisfactory » and « positive as a whole »,
- sector speakers' practical contribution is considered necessary by 75% of speakers.

The relationships with others

- divided between « very satisfactory » and « positive as a whole ».

Vocational usefulness for participants

- divided between « very satisfactory » and « positive as a whole »,
- this training should be compulsory,
- participants need to be trained on-the-job.

87.50% of speakers would accept to intervene in another session and advise:

- to have an elaborate support,
- to prepare further the training with other speakers,
- to present the programme of courses and the assessment periods (of apprentices and trainees).

Proposed subjects

- follow-up of pedagogical tools
- safety and its observance within the enterprise,
- more psycho-pedagogy: to learn how to manage positively a conflict, to deepen the pedagogical relationship tutor / learner, ...

Other remarks and suggestions

How is it possible to lead the apprentice to manage his/her relationship with the owner?

CONCLUSIONS

General results of the experience:

In general, the participants in the training path, that were all aware and sure of their role of tutor and who were all entrepreneurs:

- explain that this training is a good start, but it has to be developed,
- hope that there will be **more psycho-pedagogical sessions**: they recognise that, in front of specific situations, they feel unprepared. More psycho-pedagogy on adolescents, in order to understand better the « behaviour » of the young learner: to be trainer, owner, parent (more than one task) ... what words to use, what behaviours to adopt in some problematical situations, how to motivate young people when they have capabilities, ...
- underline the « deficiencies » of the network with respect to the information concerning P/F: to strengthen contact and communication between the Centre (trainers) and the Enterprise (tutors), in young learner's interest = **lack of proximity**,
- ask for a **larger number of tutelage delegates** within the enterprises: the presence of this figure at the moment of training sessions allowed them to assess better their availabilities,
- ask for **more help, proximity in everyday situations**, « for help »,
- admit the **scanty usage of pedagogical tools**: the pedagogical tools are rarely used ... somebody even ignores their existence (see with CP),
- are not really satisfied with the way by which the system is currently performing, « but there is nothing better »,
- do not know the network,
- are disappointed and surprised because of the low number of participants,
- (...)
- hope that **an instalment will be worked out**: the participants ask for supports,
- consider positively the idea to make this training compulsory.

In effect, this pilot experience shows the necessity of this training by both participants and speakers.

Some parallels with the « IFAPME 2001 Satisfaction survey » carried out by SONECOM

- 52.10% of the owners, interviewed within the satisfactory survey, « declare they are willing to attend a short pedagogical training path specifically addressed to them, allowing to ensure an arrangement of better quality, against 47.90% declaring they are not interested (because they do not feel the need or because they think it exceeds their mission). This percentage of potential mobilization is quite encouraging, even though they are only declarations of intents » - p. 26. *As a matter of fact, the percentage of answers when the sensitization campaign was launched and the pilot tutorship training was promoted, is clearly lower than 50%. The participants were already sensitive to learners' pedagogical follow-up.*
- « Owners/trainers express their most critical voice with regard to their place within the network ... The owners-trainers seem to aim for a better recognition of their role. In general, owners are satisfied with the services provided by the network » - p. 34. *These elements confirm the data expressed by tutors.*
- « ... Therefore, the delegate is exactly the stakeholder around whom the owner organizes his/her relationship with the network. ... One owner out of two would be in favour of an increased development of partnership with the centres » - p. 39-40.

« Always according to owners, another « black mark » is about the place they are reserved in the training path. Outside the narrow limits of their enterprise, they find some difficulties in placing themselves as active stakeholders of this training. ..., they lament the deficiency of information they have at their disposal on courses and the limited role they play in assessment » - p. 46. *These data confirm the need of proximity the tutors ask for. They hope their role will receive more notice, in particular, with respect to the assessment phase.*

DOCUMENTS

Worked-out documents

- an assessment report of tutorship pilot project: first half of 2002,
- an assessment report of tutorship pilot project: action of second half of 2002,
- an assessment report of tutorship pilot project: action of first half of 2003,
- an instalment for tutors of enterprises included in the IFAPME network, a document that is devoted to the participants of tutorship training, under the BIEF expertise.

Bibliography

ANTONI Eric, « Entre » le marteau et l'enclume: analyse d'une expérience d'accompagnement. Strasbourg: CRAPT – CARRLI, 1999, 60 p. (Collection « Paroles d'acteurs »).

This document, which is a testimony of a professional experience, explains the experimental action performed by an intermediary between the CFA and the enterprise. The author aimed at revealing to 33 involved young people the relationship existing between the theoretical apprenticeship provided by the course and the practical life. He aimed at making them aware of the collective dimension of job and encouraging them to reconsider differently their job.

BARJOU B., Savoir transmettre son expertise et son savoir-faire, ESF éditeur, Paris, 1995.

CERF J-M., MICHEL Y., Guide du tuteur en entreprise. Foucher, CAFOC de Nantes, 1995, 64 p.

Practical guide. The first section provides the informative basic elements on the general framework of alternance training, its stakeholders and fundamentals. The second section proposes some tools for the stakeholders of tutorship mission.

DAFCO – CAFOC de Strasbourg. Eurotuteur. 1999. (CD – ROM with a booklet).

The main challenge of Eurotuteur project is to propose a basic training path for tutors who accept young people coming from four European countries: Germany, Spain, France and United Kingdom. The training CD-ROM covers tutors' difficulties in outlining the framework in which the apprentice develops and provides them, together with basic information useful for the comprehension of the young's cultural environment, with a method to be implemented, so that welcoming and training are performed in the best possible way.

DARVOGNE C., NOYE D., Organiser le travail pour qu'il soit formateur. INSEP Editions, 1993, 208 p.

The authors propose 12 rules, so that working situations become occasions to learn: formalizing operative methods to memorize skills; widening the activity fields; giving shape to personal projects; developing tutorship; organizing advance paths; organizing the working units at expanded responsibility ...

DE PERETTI A., Encyclopédie de l'évaluation en formation et en éducation, Practical guide, Paris, ESF, 1998.

DRTEFP Bretagne, Guide méthodologique de l'alternance à l'usage des formateurs et des tuteurs d'entreprises, La documentation française, 1997, 90 p.

This work proposes a methodology and practical means for a better performance of alternance training by presenting, for each analysed phase, some dossiers for trainers, others for tutors and some for both of them. The first section focuses on the preparation of alternance approach. In the second section, the integration of young apprentice into the company is dealt with. In the next section, the authors analyse the management and implementation of alternance training. Finally, they describe the advantages resulting from the application of knowledge at the training centre, within the enterprise and within social-economic environment. A glossary is included at the end of the book.

GERARD Françoise, A l'écoute des tuteurs: 26 entretiens pour mieux comprendre l'expérience des tuteurs en entreprise, Centre Inffo, 1997, 278 p.

This work presents 26 reports of common tutorship, starting from the interview with 26 tutors, both male and female, in 19 companies that are different for size and activity sector.

Institut Formation Administration (IFA), Projet tuteur, 2000.

INRP, Recueil d'instruments et de processus d'évaluation formative, Tome II, juillet 1983.

PELPEL P., Guide de la fonction tutorale. Les éditions d'organisations, 1995, 208 p. (Collection « Les guides du métier d'enseignant »).

Starting from a typology of apprenticeships and a consideration on first and second level trainers' identity of the sector, the author defines the specification of the task. Thanks to the theoretical approaches, some concrete examples and purpose-built exercises are provided, together with the tools necessary to carry out the training observation, the assessment and the consultancy interview.

POLET – MASSET, Passeport pour l'autonomie, Paris, Editions Lamarre, 1993.

SABON Guy., La formation des tuteurs et des maîtres d'apprentissage: pour une intégration réussie des jeunes dans l'entreprise. ESF Editeur, 1995, 170 p. + 61 p.

This work, which is organized like a self-training manual, provides the tutors and people in charge of apprenticeship who want to improve themselves, with both practical and theoretical suggestions. A first section, « Knowledge of the problem » provides the theoretical information, while the second one, « Practical applications » proposes some concrete exercises presented progressively. In the middle of the book, readers will find a programme of personal self-training allowing a rational organization of knowledge developments.

SAVARY Emile. Former et accompagner les tuteurs. Foucher, 1995, 155 p.

This work covers the different training steps, from ideation to implementation, and includes 45 different dossiers that tutors can use directly.

TUGAL Marie. Repères bibliographiques: tutorat et alternance. Centre Inffo, 1995, 58 p.

This bibliography consists of two parts. The first one collects references on alternance training and apprenticeship, on alternance pedagogy. The second part groups many subjects on tutorship challenges and development, in particular: the task of business tutorship, tutor's role in new qualification actions, European approaches, tools and guides for tutorship, etc.

Tuteur: le savoir partagé – Les jeunes comptent sur vous. France OPCAREG, 1998. CD– ROM, booklet and dossiers/tools.

Sensitization tool concerning the system defined by OPCAREG for tutorship development. Its purpose is to help tutors with their mission of knowledge sharing. It gives advices to act: welcoming, preparing the training path, transferring one's own skills, managing relationships with the training body, following and training learners on-the-job, assessing the achievements and helping young people to think about their vocational projects.

SOME BRIEF CONSIDERATIONS AND OPEN ISSUES

The time of conclusions is the time to consider and assess the work done, the achieved results and the explored paths. At the end of our project, we can certainly say that it allowed us to develop an important experience on the state of the art of apprenticeship and the systems of alternance training at European level, especially with respect to the network of involved partners. In this regard, some observations can be made, both to emphasize and valorise the work we did during the three years of DREAM JOB project, and to hope that the achieved results will help to create a heritage of shared and European knowledge on apprenticeship and on working placement processes involving young people.

First of all, we can say that, from the analysis and comparison of apprenticeship systems of involved partner countries (Italy, France, Belgium, Spain, United Kingdom, Germany, Greece), apprenticeship represents a very diversified experience at European level: as a matter of fact, well-established experiences, such as the German Dual System or the French one, alternate with new experiences that are still in course of implementation and consolidation, such as the Italian and Greek ones¹.

Nonetheless, it is clear that, even though within this multifarious framework, the different country – systems are investing to develop and strengthen an apprenticeship and alternance training system. This also results in the light of the changes that are in progress in the training sceneries and in the education systems of some countries (United Kingdom, Italy). Alternance and apprenticeship systems in particular are increasingly becoming structures that allow young people to be placed in the labour market and to acquire and develop professionalizing skills, exactly through alternance training. Furthermore, these training-job paths represent also the access to alternance system and to lifelong continuous learning. It is from the study carried out within the project, from the interviews with institutional witnesses and with operators of training systems, from the assessment of remarkable experiences concerning the working placement processes that the vocational training acquired throughout alternance training paths results to be particularly effective to learn a job and organizational skills, thanks to the integration of the settings and dimensions from which learning can derive (learning resulting from working practice, from being placed in a real situation and being immersed in organizational and relational systems).

In our opinion, another important observation to be made is that in all the analysed systems, apprenticeship is changing and no longer represents only a “rehabilitation” system for disadvantaged young people or who met difficulties in their educational paths. It is changing to the extent that it offers also people who want to start specialization and “high training” paths, even though they already possess a certificate, chances of professionalization and specialization. The interested subjects are no longer very young people, but also young adults who have recently entered the labour market. This leads us to say that apprenticeship paths are changing, determining a shift “from alternance pedagogy to what we can define as alternance andragogy”.

By analysing the project’s results, it can also be said that it is possible to start talking about a **European apprenticeship system** and this is possible by relying on a language that the involved stakeholders (trainers, institutional subjects, etc.) share. The different countries recognize themselves in apprenticeship processes, in the relevant stages composing them. They unanimously consider the essential managing figures of training paths (business tutors, tutors of Vocational Training Centres) and think that, with respect to the design and structure of training paths, it is necessary to plan suitably the alternance on the basis of the people’s specific needs to whom paths are addressed. They also recognize the necessity to be able to structure the paths following a individualization logic of actions by introducing flexibilization elements of the actions themselves (design of paths for self-established and combined training units), even by

disengaging training from specific times and spaces of use, that is to say by employing e-learning and remote training methodologies.

As to the assessment stage of learning, there is the need to implement assessment strategies that are consistent with the assessment object that, usually, is the skill acquired also on the job and through the participation in working practices. It is fundamental to implement a certification system of skills and of non formal learning that, in their turn, lead to the acknowledgement of training credits that each person obtained and converging on the skill portfolio that will accompany the subject throughout his/her vocational and training life. In fact, this point still remains very critical, because not all the analysed countries present a standard codified system of skills to allow credit recognition with respect to alternance training and job paths. **The comparative glossary** enclosed to this volume includes all the key words shared by partners, which transversally characterize all the apprenticeship local systems. In summary, the glossary is the list of references of European apprenticeship system. For further details and controls, see the website www.dream-job.org and the national glossaries².

From the analysis of the experiences considered as relevant on the subject of working placement processes and apprenticeship paths, a field analysis involving all the partner countries, it follows that actions aimed at supporting the creation and strengthening of continuous learning culture within the enterprise are essential, as well as the presence of people that are suitably trained in order to manage the placement processes, so that paths themselves can be successful. These supporting figures are the business tutors, sometimes called “job experts”, and the tutors of Vocational Training Centres, who are in charge of monitoring the placement paths, of ensuring the success of training experiences inside and outside the enterprise, of assessing the newly-recruited young people’s learning. They are the “integration trainers” who participate in alternance training paths and who have to be trained, in order to perform their task properly. From the analysis of case studies³, it results that small enterprises, in particular, and small organizations still need supports to manage their new human resources so that they can become skilled experts for the company. From this perspective, tutors of training companies or of vocational training centres can do an accompanying task that is very important for the company and for the newly-recruited young people, in particular, in co-designing the apprentice’s individual training plan that will have to be consistent with business strategies and the personal and professional project of the young recruited. To “accompany” means to provide the enterprise with advice and, consequently, this implies the need to rethink the trainers’ figure and to redefine his/her skills and role.

All that we stated above aims at giving all people working in apprenticeship some ideas for reflection, and wants to provide a contribution to the creation of a European and alternance system. For the future, the DREAM JOB project’s partners commit themselves to keep the skill Centre alive, to disseminate and enhance the achieved results, in order to widen the transnational network realized through the project and to enrich further the data banks and virtual library, so that the portal can continue to represent a useful resource for all the apprenticeship stakeholders.

¹ For further details, see the analysis and comparison of apprenticeship systems included in this volume and available on the website www.dream-job.org.

² A further source to verify the state of the art of apprenticeship in the different countries that form the network of project’s partners is the library that can be accessed through the website www.dream-job.org and where it is possible to refer to sources, regulations, reference texts, institutional publications and research reports on apprenticeship and paths of work socialization.

³ For a detailed analysis of the case studies, see the repertory of this volume, besides the project website.



Dream Job
Development Relationship in European
Apprenticeship Methodologies to Join
Organizational Best Practices

Attachment 1
Analysis of business case studies
and good practices

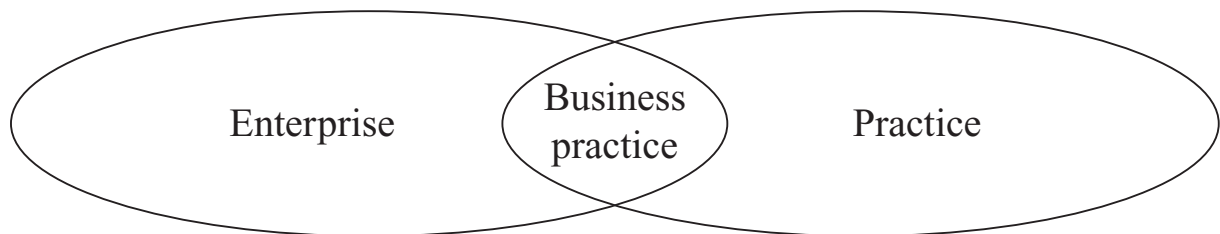
Suggestions for notice and description

Application areas

The analysis carried out on enterprises and practices may refer to one or more of the application areas that the project provides for

- ♦ Training systems
- ♦ Skills
- ♦ Training methodologies
- ♦ Resources and contexts for learning and training

Analysis of enterprises and analysis of practices



Identifying enterprises

- ♦ Enterprise's importance with respect to the processes of placement, working socialization, on-the-job training, training of apprentices and of other employees, within an alternance path of training and job
- ♦ Distribution of enterprises on many dimensional ranges, by supposing that business size has a significant impact on the practical layout of processes that are relevant for the project
- ♦ Identification resulting from direct knowledge or from suggestions

Business analysis/1

The business analysis can be carried out with respect to many levels:

- ♦ The company as a whole
- ♦ Human resources management (more specifically)
- ♦ Elaboration on the processes concerning alternance training

Business analysis/2

To analyse a company as a whole means to reconstruct concisely:

- ♦ **The business strategy** (Does the company have a strategy? Is it aimed at maintaining its positions or at developing? Does the company consider itself as innovative? What is human resources' importance within the business strategy? Is the strategy well-known? Is it shared?)
- ♦ **The management** (Is the company managed according to a centralized or distributed approach? Is the leadership authoritative or dictatorial? Are steady delegation processes implemented?)
- ♦ The internal communication (Do information circulate or are they frustrated? Does the company have internal communication flows? Do communication systems allowing direct access by employees exist?)
- ♦ The human resources management (see the elaboration)
- ♦ The involvement (Is it supported and encouraged?)
- ♦ The presence of a favourable context to job and to learning processes

Business analysis/3

The analysis on human resources management may regard:

- ♦ Working placement
- ♦ Vocational and career development
- ♦ Assessment systems
- ♦ Rewarding systems

Business analysis/4

The analyses on the enterprise as a whole and that on human resources management are necessary to reconstruct the overview in which the processes of alternance management have to be read more specifically. The transition to these elaborations may imply, in some business contexts, a narrowing of the field of investigations to a specific task or organizational unit, such as to a specific process.

This is not a compulsory choice but it can be useful to focus better on the next elaborations and to describe the possible good practices that might be identified.

Business analysis/5

The analysis of processes for alternance training may regard some specific fields for which indicators (if possible, quantifiable) have to be identified in order to support the peculiarity of the indicated process:

<i>Processes and systems</i>	<i>Assessment indicators</i>
Placement methods	Times and methods of stay in the company
Working socialization	Times and methods of integration
On-the-job training methods	Times and effectiveness of learning
Training opportunities	Training hours, results
Assessment of alternance training	Existence, periodicity
Supporting systems and people	Existence, qualification

Transferable practice's main features

- ♦ To be a practice (something that is concretely realized and not only imagined or wanted, that is a system of practices, actions, structured and lasting acts that are really operating; something that one would like to indicate as “the best that we can do” in a specific field)
- ♦ To function and give better results (in comparison with the past, to another department or another company)
- ♦ To be describable and allowing its codification
- ♦ To be transferable or adaptable to other contexts

How a transferable practice can be defined

- ♦ In which application fields it places itself
- ♦ Why it is proposed
- ♦ In which kind of context it has been tested
- ♦ How it works
- ♦ Who realizes it
- ♦ With respect to whom
- ♦ To achieve what results
- ♦ By which tools
- ♦ For how long
- ♦ Indications for implementation and adjustment
- ♦ What the benchmarks to assess its effectiveness are



Dream Job
Development Relationship in European
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Attachment 2
Terminological comparison

ITALIA – IT	BELGIO - BE	FRANCIA – FR
APPRENDIMENTO Processo attraverso cui un soggetto acquisisce nuove conoscenze, competenze, comportamenti, mutandole dall'ambiente circostante o sviluppandole attraverso un atto creativo. - Apprendimento formale (Formal learning): si acquisisce all'interno di un contesto organizzato e strutturato (istruzione, formazione professionale, etc.), viene designato come vero e proprio apprendimento e può portare a un riconoscimento formale (titolo, qualifica, ...); - Apprendimento non-formale (Non formal learning): è incluso in attività pianificate che contengono importanti elementi di apprendimento (esperienza di lavoro); - Apprendimento informale (Informal learning): si sviluppa nelle attività della vita quotidiana ed è frutto dell'esperienza personale.	APPRENTISSAGE Fait de modifier durablement ses représentations et ses schèmes d'action.	APPRENTISSAGE Processus, activité ou ensemble d'activités qui permettent à une personne de développer des compétences ou d'acquérir des connaissances à l'intérieur d'un cours ou d'un programme de formation. APPRENTISSAGE FORMEL Notions acquises dans le cadre d'inactivité ayant pour objectif d'acquérir de l'expérience, de la compétence. Apprentissage informel: identification de toutes les activités qui contribuent de façon connexe à l'organisation de nouvelles compétences
CREDITO FORMATIVO Valore, risultato di un processo di riconoscimento e di messa in valore, attribuibile a saperi/competenze comunemente acquisite dall'individuo (percorsi formali, attività professionale, esperienza personale), che può essere riconosciuto ai fini dell'inserimento in percorsi di istruzione o di formazione professionale, determinandone la personalizzazione e/o la riduzione della durata.	VALIDATION DES ACQUIS DE LA FORMATION ET DE L'EXPÉRIENCE Ce processus est en cours de mise en place en Belgique, au travers du Consortium de validation des compétences et de la mise en place des Centres de Compétences. Possibilité pour un individu de faire reconnaître des compétences acquises de façon formelle (par le biais d'une formation reconnue, voire certifiée) ou de façon informelle (expérience personnelle, expérience professionnelle) en vue soit d'intégrer un parcours de formation soit de s'insérer dans le marché du travail. La validation permet ainsi de prendre en compte certains acquis de l'expérience professionnelle d'une personne en lui accordant la dispense d'une ou plusieurs unités de formation, lui permettant ainsi d'accéder plus rapidement à l'obtention d'un diplôme complet ou d'un emploi.	UNITÉ DE VALEUR Élément de base de l'enseignement supérieur. Valeur résultant d'un processus de reconnaissance attribuable à une compétence acquise par un individu.
MONITORAGGIO Un controllo assiduo, ravvicinato, analitico. È l'analisi costante e sistematica del contesto e del percorso formativo all'interno del quale si realizza l'apprendimento. Il monitoraggio implica: - il controllo dei fattori critici (materiali e immateriali); - l'individuazione dei problemi manifesti o latenti; - la predisposizione di quanto necessario per prevenirli e/o risolverli. Il monitoraggio del contesto ha come obiettivo di predisporre le condizioni per l'apprendimento del gruppo in formazione. L'analisi del contesto di apprendimento si basa sulla comprensione dei fattori che favoriscono e ostacolano la motivazione ad apprendere e delle relative relazioni tra di essi.	ÉVALUATION DE LA FORMATION	ACCOMPAGNEMENT Pendant la réalisation de la formation, la notion de suivi du jeune a une place essentielle. Ce suivi permet de réajuster les choix initiaux, de contribuer à assurer la continuité de l'action de formation et d'accompagner vers l'emploi.

SPAGNA – ES	INGHILTERRA - UK	GERMANIA - DE
APRENDIZAJE El proceso de APRENDIZAJE es aquel por el cual una persona adquiere los nuevos conocimientos, capacidades, comportamientos. Se adquiere en el interior de un contexto organizado y estructurado (instrucción, formación profesional, etc.). El aprendizaje informal se desarrolla en las actividades de la vida de cada día y es fruto de la experiencia personal.	STRUCTURED LEARNING Learning which takes place at a learning establishment, or is delivered by or in partnership with a learning establishment outside its own environment, to enable a learner to gain accreditation. These are normally partnerships with Further Education College's that have the underpinning knowledge and the skills from Tutors to offer all aspects of learning. All tutors have to be qualified to Certificate of Education, have industry certificates and knowledge.	LERNEN Die relativ überdauernde Veränderung einer Verhaltensmöglichkeit, die durch Beobachtung oder Übung zustande kommt. Die moderne konstruktivistische Lerntheorie definiert Lernen als mentalen zirkulären Prozess von Selbstorganisation und Konstruktion, der eigenverantwortlich, selbstgesteuert und kommunikativ abläuft. Darüber hinaus wird zwischen Prozessen des formalen, informellen und non-formalen Lernens unterschieden.
CRÉDITO FORMATIVO Valor, resultado de un proceso de reconocimiento y de valor, atribuible al saber y competencias adquiridas.	PORTFOLIO OF EVIDENCE A set of materials that provides evidence of learning activities, for example, that produced by learners for the purposes of assessment or accreditation. Rather than being based on a test or examination, National Vocational Qualifications are awarded once learners have assembled documentary evidence that they have demonstrated the necessary competencies at the appropriate levels.	BILDUNGSNACHWEISE Kredit-, Nachweis- oder Gutscheinsystem, das (Aus-)Bildungsleistungen qualitativ oder quantitativ bescheinigt. Im Hochschulbereich setzt sich mehr und mehr das europäische Punktesystem ECTS durch, das den Nachweis von universitären Leistungen und den Besuch von Veranstaltungen auf europäischer Ebene übertragbar macht.
VALORACIÓN DEL APRENDIZAJE Proceso de reconocer la participación y los resultados del aprendizaje (formal, no formal o informal), de modo que se potencie su valor intrínseco, y de recompensarlo.²³¹ EVALUACION Valoración que se efectúa para determinar que la formación ha cumplido con los objetivos establecidos o ha mejorado el rendimiento inicial del alumno. Proceso de medición del impacto y efectividad de la acción formativa.	TRACKING The process of monitoring the progress of people and documents, often electronically, for example, the tracking of students' progress through a course of study. REVIEW PROCESS The review process is on-going throughout the learning programme and carried out by the assessor or training provider with the learner and their employer. These are planned formal meetings up to every 12 weeks, to ensure that progress is being made, set targets towards achievements, identify skill requirements or additional support. At the end of the programme an Evaluation of the learners programme is carried out to determine the success or achievements of the programme. Evaluation may be conducted by programme organisers and tutors and be requested as student self evaluation. Evaluations can be programme specific and /or applied in accordance with externally determined criteria i.e. LSC or ALI.	MONITORING Formativer Teil der Evaluationsprozesse von Bildungsmaßnahmen oder –projekten. Bereits im Verlauf einer Maßnahme oder eines Projektes wird die Qualität des Entwicklungsprozesses intern oder extern überwacht und als gesonderter Teil der Maßnahme durchgeführt. Im Gegensatz dazu bewerten summative Evaluationsmaßnahmen den Erfolg von abgeschlossenen (Teil-)Maßnahmen.

ITALIA – IT	BELGIO - BE	FRANCIA – FR
ORIENTAMENTO Processo attraverso il quale un individuo è posto nelle condizioni di definire obiettivi di istruzione, formazione, lavoro, etc. ed alla conseguente scelta dei percorsi più idonei per il loro raggiungimento, tenute in conto personalità, attitudini dimostrate, competenze maturate, condizioni familiari, locali ed ambientali, tendenze del sistema produttivo, possibilità formative ed occupazionali. Parte del processo di orientamento è rappresentata dalle pratiche di bilancio di competenze (vedi voce), relativamente alla messa in trasparenza all'individuo delle proprie risorse spendibili verso il sistema formativo ed il lavoro.	ORIENTATION Pour l'IFAPME, l'orientation se fait au travers du Dispositif d'Aide à la Décision ou DAD (pour l'Enseignement subsidié par la Communauté, ce travail se fait par le biais des Centres psycho-médico-sociaux ou PMS). Ces services ont entre autre pour objectif de guider toute personne dans la définition d'un projet de vie cohérent qui débouche sur une formation adaptée à son parcours individuel → prise en compte des données familiales, sociales, affectives, financières, des compétences individuelles et professionnelles, de la localisation économique, ...	DROIT À L'ORIENTATION PROFESSIONNELLE Il fait partie intégrante des missions du système éducatif. Les élèves doivent pouvoir bénéficier de l'ensemble des informations de nature à permettre l'élaboration d'un projet d'orientation scolaire ou professionnelle et notamment d'une information sur les formations qui y préparent. Cette information est destinée à faciliter le choix d'un avenir professionnel. Elle est organisée sous la responsabilité des chefs d'établissements. Elle est réalisée par les conseillers d'orientation psychologues, les personnels enseignants, les conseillers de l'enseignement technologique et les représentants des organisations professionnelles et des chambres de commerce et d'industrie, de métiers et d'agriculture. Elle s'accompagne de la remise d'une documentation.
CERTIFICAZIONE Attribuzione di un valore legale e generale ai saperi comunque acquisiti (vedi competenze possedute da un soggetto) quale condizione per una loro migliore spendibilità sul mercato del lavoro (anche in relazione al riconoscimento della qualifica professionale) e verso il sistema educativo e formativo (in relazione alla possibilità di riconoscimento dei crediti formativi). La certificazione come pratica estesa è possibile solo in presenza di un sistema di standard che costituiscano il riferimento nazionale e regionale per riconoscere il possesso di competenze in modo univoco e confrontabile. Una competenza certificata non è necessariamente un credito formativo.	CERTIFICATION Certificates and diplomas are awarded at the end of a training, in the name of the Government of the French-speaking community. CERTIFICATE Document proving the apprenticeship has been successfully completed. DIPLOMA Document proving the business administration training has been successfully completed.	CERTIFICATION Attribution d'un titre, certificat ou diplôme reconnu par un organisme, une branche professionnelle ou autre. CERTIFICAT Le certificat de qualification professionnelle (CQP) est un titre créé et délivré par les partenaires sociaux dans une branche professionnelle déterminée. Il prépare à une qualification directement opérationnelle en entreprise. C'est une réponse souple à l'évolution des besoins de la profession en matière de compétences. Il permet de combler un vide de certification. C'est un moyen de renforcer la qualification des salariés. FORMATION DIPLÔMANTE Formation sanctionnée par un diplôme délivré au nom de l'état et un titre professionnel inscrit au Répertoire des certifications professionnelles. Les formations sous contrat d'apprentissage sont obligatoirement des formations diplômantes. Les formations sous contrat de professionnalisation peuvent être qualifiantes ou diplômantes.
APPRENDISTATO Rapporto di lavoro contrattuale a causa mista in forza del quale l'apprendista riceve la formazione necessaria per diventare un lavoratore qualificato. Accanto alla formazione impartita sul luogo di lavoro a cura dell'imprenditore l'apprendista deve frequentare corsi di formazione esterni all'azienda. Al termine del periodo di apprendistato il datore di lavoro attesta le competenze professionali acquisite dai lavoratori, dandone comunicazione alla struttura territoriale pubblica competente in materia di servizi all'impiego. La Regione regola le modalità di certificazione dei risultati dell'attività formativa.	APPRENTICESHIP Method of alternation training, that provides a general, technical and practical training and prepares for business administration training (in the sector of self-employed workers with a possible representation in the "Higher Council for the Middle-Classes"). It is geared to youngsters aged 15 or more (having satisfied the full-time compulsory schooling requirements). Normally apprenticeship lasts for 3 years. APPRENTICESHIP AGREEMENT Contract under the terms of which an employer-trainer (head of company) undertakes to give or have someone give an apprentice a professional and technical training, preparing him for business administration training, and an apprentice commits himself to learn theoretical subjects and practical skills, useful for the exercise of his job, under the guidance of the employer-trainer, and to attend the complementary courses. This contract is concluded through a training supervisor. In the case of successful examinations, the candidates receive a certificate from the training centres: it is accredited by the Government of the French-speaking community.	APPRENTISSAGE Système qui consiste à associer une formation théorique - générale, technologique et professionnelle à une expérience pratique, acquise en entreprise. L'apprentissage fait l'objet d'un contrat conclu entre un apprenti et un employeur. Les temps de formation hors production sont comptés comme temps de travail; le contrat se déroule sous la responsabilité d'un tuteur ou d'un maître d'apprentissage.

SPAGNA – ES	INGHILTERRA - UK	GERMANIA - DE
ORIENTACIÓN Conjunto de actividades encaminadas a ayudar a la gente a tomar decisiones sobre su vida (educativa, profesional o personal) y a llevarlas a la práctica.	INDUCTION A process of introduction and orientation carried out at the beginning of a course or learning activity. Learners are given guidance and advice concerning their programme or qualification, Health & Safety and Equal Opportunities. It is also part of the process for identifying learner's needs and future requirements and encourages ownership by learner of their programme.	ACTION ORIENTATION The theoretical concept of action orientated vocational training means vocational training in Germany should be geared to demands and required qualifications of the world of work. There is a general agreement with the orientation of vocational training towards the concept of action orientation among the persons responsible for vocational training within the dual system. As a consequence the demands of occupational qualifications are to be defined on the level of the general vocational education, and appropriate framework curricula are to be developed. Components of action orientated qualifications are vocational expertise as well as personal and social competence.
CERTIFICACIÓN Proceso de expedir certificados o diplomas que reconozcan formalmente los logros de un individuo, tras un procedimiento de evaluación. CERTIFICADO DE PROFESIONALIDAD Normativa que regula todo lo relacionado con la planificación, evaluación, itinerario formativo, recursos materiales e infraestructura de una serie de especialidades de formación ocupacional, dando carácter homogéneo a la certificación obtenida en todo el territorio nacional CERTIFICADO Documento oficial que acredita formalmente los logros de un individuo.	QUALIFICATION A certificate of achievement or competence that specifies the awarding body, the type of qualification and its title and level.	ZERTIFIKATION Formaler Nachweis von Bildungsleistungen. Auf den unterschiedlichen Ebenen des deutschen Bildungssystems sind verschiedene Begriffe üblich: z.B. Zeugnis, Diplom, Zertifikat, Examen
APRENDIZAJE - APRENDIZ Relación del trabajo contractual por el cual el aprendiz recibe la formación necesaria para hacerse un trabajador cualificado. Junto la formación dada en el lugar del trabajo, el aprendiz debe aprovechar la formación externa de la compañía. Al término del período del aprendizaje el empresario certifica las capacidades profesionales adquiridas de los trabajadores en una comunicación a la estructura territorial pública competente en la materia de servicios al empleo.	APPRENTICESHIPS Reforms have been made to the Apprenticeship programmes. They are now under the heading of The Apprenticeship Family. This in- corporate Young Apprenticeships for the 14-16 year olds. This will be a high quality route at Key Stage 4 for good ability and well-motivated pupils who will pursue industry specific vocational qualifications with employers and training providers. It is expected that many will want to learn and earn when they leave school and progress to level 2 Apprenticeships. FOUNDATION DEGREES A new initiative to encourage Apprentices who have completed level 3 to move on towards a level 4. University linked qualification. A two year programme linked to occupational competence and vocational training. HIGHER NATIONAL DIPLOMA (HND) This is a two year full- time course that equates to the first two years of a degree course. Offered in many subject areas mostly with a vocational application. HND's may also have an industrial or commercial placement as part of the course.	BERUFSAUSBILDUNG – LEHRE Berufsausbildung findet in Deutschland im sekundären und tertiären Bildungsbereich statt. Berufsschulen, Berufsfachschulen, Berufsaufbauschulen und staatliche sowie private Berufsakademien greifen an jeweils unterschiedlichen Stellen des hierarchisch gegliederten Berufsausbildungssystems. Das deutsche System ist grundsätzlich dezentralisiert und vorwiegend durch die einzelnen Bundesländer organisiert und somit im Vergleich zu anderen europäischen Staaten vielfältig und heterogen. Das immer noch vorherrschende Prinzip der Kostenfreiheit für Auszubildende wird zur Zeit auf politischer Ebene diskutiert. Die zweite Besonderheit ist das duale System eine zweigleisige Organisation der Berufsausbildung durch Vermittlung theoretischen Wissens in Schulen und praktischer Arbeitserfahrung in Betrieben.

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	PRACTICAL APPRENTICESHIP BOOKLET Document for the monitoring of the apprentice in his practical training. Drawn up for each trade, it is an inventory of the tasks that an apprentice must be able to carry out alone and in the enterprise all along his training. This document aims at- helping the employer-trainer to organize the practical training of his apprentice according to the objectives of the booklet; making a permanent inventory of the knowledge and skills learned in the enterprise and in the centre; allowing a regular assessment of the practical training in the enterprise.	
STANDARD FORMATIVI Gli standard formativi sono intesi come i requisiti minimi (contenuti, metodologie didattiche, durata, condizioni di accesso, ...) necessari perché un individuo raggiunga attraverso un percorso formativo un risultato prefissato.	RÉFÉRENTIELS Les référentiels sont des outils qui permettent de définir un contexte métier et les conditions de réalisations d'une formation pour atteindre cet objectif métier. <u>Référentiel métier</u>: liste des activités professionnelles observables en entreprises et qui représentent le coeur du métier, c'est-à-dire la liste des activités principales exercées par un professionnel accompli. <u>Référentiel de compétences</u>: liste des compétences associées aux activités-clés du métier (descriptif du coeur du métier). <u>Référentiel de formation</u>: traduction pédagogique des activités et compétences telles que définies dans les référentiels métier et de compétences; = structure de formation, contenus, méthodologies, moyens pédagogiques, durées, durées et moments des évaluations, ... <u>Référentiel d'évaluation</u>: définition des procédures et méthodes de vérification générales et propres aux ensembles de compétences.	RÉFÉRENTIEL Ou programme de formation est un plan descriptif détaillé des contenus théoriques et pratiques qui sont nécessaires pour l'atteinte d'un objectif de formation donné. Ce document analyse les tâches attribuées au titulaire d'un diplôme et leur contenu dans le cadre de chaque secteur professionnel. Le référentiel d'activité professionnel est la base à partir de laquelle est élaboré le référentiel de diplôme

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	APPRENTICESHIPS Delivering a level 3 qualification, covering NVQ's, Key Skills and technical certificates. There are two other developments affecting this structure. First, Entry to Employment will become a more important pre Apprenticeship route, and second, the LSC is preparing to pilot special arrangements for Adults who can capitalise on their prior learning and experience in achieving an Apprenticeship qualification. See also Portfolio of evidence. CURRICULUM The curriculum is understood as the totality of the experiences of the learner has, as a result of the provision made. The curriculum framework is the planned curriculum, which sets out the entitlement to learning against which clear and small steps of progress can be planned and monitored.	
LOS ESTÁNDARES DE FORMACION son los contenidos mínimos o requisitos (contenido, metodologías didácticas, duración, condiciones del acceso...) necesarios para que un individuo adquiera una formación prefijada.	NATIONAL OCCUPATIONAL STANDARDS Standards of occupational competence are developed by a standard setting body and are approved by the regulatory bodies over-seen by QCA (Qualifications and Curriculum Authority) NATIONAL VOCATIONAL QUALIFICATIONS (NVQS) National Vocational Qualifications are a series of vocational awards, achieved through assessment and training. An NVQ is a vocational rather than academic qualification and is acquired by producing evidence of work-based learning and experience. A set of national qualifications (UK) geared towards training people in the essential skills needed for particular jobs. They are often taken by school-leavers who do not wish to go on into higher education but prefer training directed at particular occupations. NVQ's are competence based clearly relevant to work and incorporate the ability to perform in a range of work-related activities and the underpinning skills, knowledge and understanding required for performance in employment. They are available at five levels. A candidate at level 1 needs to demonstrate foundation skills in a range of work activities, many of which may be routine and predictable. To achieve Level 5 requires a candidate to demonstrate competences at chartered, professional or senior management level, often exercising a very substantial degree of personal autonomy. SECTOR SKILLS COUNCIL These have taken over from the (NTOs) National Training Organisations. 9 occupational area Sector Skills Councils are in the final phase of being set-up ready for 2005. LEVEL A framework of qualifications from. Level 1 Foundation Level 2 Craft Level 3 Supervisory Level 4 Lower Manager Level 5 Senior Managers	BILDUNGSSTANDARD Minimalanforderung, die an Schulen eines bestimmten Typs gerichtet werden muss, um einen gesetzten Standard, der z.B. zum Übertritt an eine weiterführende Schule, einen bestimmten Beruf oder Ausbildung erforderlich ist, zu erreichen.

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VALUTAZIONE Insieme di attività attraverso le quali sono esaminati i diversi aspetti dell'erogazione del servizio formativo e dei risultati da esso ottenuti. La valutazione è un processo riferito ad una pluralità di soggetti (il sistema cliente, gli erogatori, gli assessor esterni, ...) e di dimensioni (soddisfazione del cliente, conformità a standard e requisiti definiti in fase di progettazione e formalizzati nell'offerta, esiti dell'apprendimento a livello individuale ed organizzativo, spendibilità delle conoscenze/competenze trasmesse in rapporto al mercato del lavoro, efficienza e ritorno economico dell'investimento formativo, ...).	PROCESSUS QUALITÉ Étude et mise en place de dispositifs qui visent à développer l'efficacité et l'adaptation d'une entreprise quelle qu'elle soit aux besoins du contexte : développement interne, rapports à la satisfaction de la clientèle, rapports aux développements économiques.	EVALUATION Phase au cours de laquelle on vérifie si les acquis sont conformes aux objectifs de la formation. C'est un outil pédagogique qui doit être utilisé tout au long du parcours de formation afin d'aider l'intéressé à progresser tant à partir de ses difficultés qu'à partir de ses succès. Inspection de l'apprentissage : il a pour mission le contrôle pédagogique, administratif et financier des Centres de Formations d'Apprentis et le contrôle de la formation donnée aux apprentis dans les entreprises.
COMPETENZA Insieme di risorse (conoscenze, abilità, comportamenti) dinamiche, in funzione dei processi di apprendimento dell'individuo, di cui un soggetto deve disporre per affrontare efficacemente il proprio sviluppo professionale e personale, specificamente per l'inserimento in contesti formativi e di lavoro.	COMPETENCE (SKILL) Know-how combining different resources, in order to face a work situation. PRACTICAL ASSESSMENT Assessment carried out during the 1st and the 2nd year of apprenticeship, aiming at measuring the progress made by the apprentice in his practical training. It includes two parts: - exercises carried out in a workshop-class or in the company; - an interview with the apprentice. The Territorial Director and the training supervisor are entrusted with the monitoring of this assessment, in order to remedy possible shortcomings.	COMPÉTENCE C'est une capacité d'action efficace face à une famille de situations, qu'on arrive à maîtriser parce qu'on dispose à la fois des connaissances nécessaires et de la capacité de les mobiliser à bon escient, en temps opportun, pour identifier et résoudre de vrais problèmes.

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EVALUACIÓN FORMATIVA Destinada a determinar el grado en el cual la persona conoce o es capaz de realizar una tarea de aprendizaje, y que identifica partes que no fue capaz de realizar y que por lo tanto pueden ser objeto de capacitación. EVALUACIÓN SUMATIVA Se realiza después de la conclusión de una o varias unidades de estado o de actividades específicas, para determinar el conocimiento y habilidades con el fin de culminar el proceso de aprendizaje.	ASSESSMENT A judgement about the value of student's achievements at the completion of a task, course of study or learning activities visually judged in terms of increased knowledge, skills and /or understanding that arises from a critical examination by set criteria. Assessment can be formative i.e. made during the course of a programme of study and used to inform a student about his/her progress, i.e. judgements that take place on the completion of a programme of learning activities. Within work-based learning Assessments are carried out on an on-going basis at planned stages to ensure consistency of skills levels. The process through which evidence of candidate's achievements is evaluated against agreed National Occupational criteria which enables the evidence to be provided for an award. For example, the NVQ assessor examines the portfolio of evidence at intervals as well as carrying out regular observations. This enables the assessor to determine whether individual elements/ units have been completed satisfactorily. Before an NVQ unit is "signed off", the assessor will test the candidates underpinning knowledge, understanding and work-based performance to ensure they can demonstrate competence in the workplace. Assessor may work for the employer, the training provider or another party, but must have the appropriate TBLB qualifications and occupational competence to carry out this task. EVALUATION The use of criteria that are frequently applied at the end of a learning programme or learning activities in order to determine the success or achievements of such programmes or activities in relation to pre-specified objectives. Criteria may be applied to the course, including its design, content and organisation, as well as to learning outcomes for individual students. Evaluations may be conducted by programme organisers and tutors, and be requested as student self-evaluations. Evaluations can be programme, course or situation specific and/or applied in accordance with externally determined criteria. VERIFICATION To ensure assessors are working to a uniform standard, all National Vocational Qualifications must be verified before the NVQ award is made. An approved centre appoints internal NVQ verifiers; the awarding body appoints external verifiers. Verifiers must hold the appropriate qualification. If an internal verifier is used, the awarding body is likely to send an external verifier as well.	EVALUATION Gesonderter Teil eines Projekts oder einer Maßnahme im Bildungsbereich, der die Durchführung oder den Erfolg der Maßnahme nach qualitativen oder quantitativen Kriterien bewertet. Es wird im allgemeinen zwischen formativer und summativer Evaluation unterschieden. Formative Evaluation greift schon zu Beginn einer Maßnahme und überwacht die internen Entwicklungsprozesse (Monitoring). Summative Evaluation bewertet den Erfolg einer Maßnahme nach inneren oder äußeren Kriterien.
COMPETENCIA GENERAL Es la expresión global de la profesionalidad requerida para el desempeño pleno de la ocupación, en la que se explicitan las grandes funciones que la caracterizan junto a las capacidades que permiten ejercerlas eficazmente en relación con el entorno profesional en que se desarrollan. COMPETENCIA PROFESIONAL Conjunto de conocimientos y capacidades que permitan el ejercicio de la actividad profesional conforme a las exigencias de la producción y el empleo	BASIC SKILLS 1) Primary-level expertise usually in reading, writing, and literacy that are considered essential in order that individuals can participate fully in a society. 2) A set of literacy and numeracy skills designed for use with adult learners, which start at pre-entry level with the earliest stages of development of communication through to level 2 of the qualifications framework KEY SKILLS Key skills are generic skills, the skills that are used in all jobs and have been identified as being required for all people during their working life. There are 3 mandatory Key skills. - Communication. - Taking in information by reading and learning and providing information by speaking and listening. - Application of number – being confident about using, interpreting and manipulating numbers quickly and accurately. - Information Technology – Using computers to source, select and present text, data and images. All Apprenticeship frameworks contain Key skills.	KOMPETENZEN Im allgemeinen wird unter Kompetenz die Fähigkeit einer Person verstanden, eine bestimmte Tätigkeit erfolgreich ausführen zu können. Kompetenz wird dabei von der Performanz unterschieden. Im beruflichen Bereich wird der Begriff häufig mit anderen Begriffen wie z.B. Qualifikation vermischt. Außerdem bezeichnet er eine bestimmte Zuständigkeit einer Person innerhalb einer Institution.

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BILANCIO DI COMPETENZE Insieme di pratiche, differenziate in termini metodologici, finalizzate alla messa in trasparenza ad un individuo delle proprie competenze e, in alcuni casi, alla loro migliore spendibilità rispetto a soggetti terzi (formazione, mercato del lavoro). Il bilancio ed i relativi prodotti correlati (p.e. portafogli individuali) sono strumenti centrali nello sviluppo di sistemi di orientamento basati appunto sul riferimento delle competenze. Il suo approccio è fortemente orientato all'individuo ed al rafforzamento della propria immagine con alto valore orientativo e con un'implicita valenza motivante e d'empowerment.	ASSESSMENT Process consisting in the collecting of information and in its confrontation with various criteria, in order to make a decision. PROFESSIONAL COMPETENCE Measurable capability to make use of the knowledge necessary for the carrying out of a task in a work situation: knowledge, know-how, behaviour that a person must acquire to carry out a task. COMPETENCE CENTRE For organizations, enterprises, job seekers, workers, teachers, students and apprentices. A competence centre aims at fulfilling the training needs in an integrated way, within the framework of a partnership between the Walloon Region, the training operators, the social partners in the professional sectors, research centres and universities. Competence centres benefit from the support of European structural funds. The main features of a competence centre are: - an integration in the development process of the Region; - a promotion of partnership and opening to the world of enterprises; - a widening of the training field; - a helping role for everyone. The main missions of a competence centre are: - training; - a monitoring of the evolution of trades and of the training needs; - information and raising awareness; - helping to define the needs in the field of training (audit); - development and research in the field of pedagogic tools; - helping to integrate job seekers; - support of economical development; - quality approach; - continuing training of trainers and teachers.	BILAN DE COMPÉTENCES Il a pour objet de permettre à chaque salarié, quel que soit son âge, d'analyser ses compétences professionnelles et personnelles ainsi que ses aptitudes et ses motivations afin de définir un projet professionnel et, le cas échéant, un projet de formation. L'entreprise ne peut réaliser elle-même un bilan de compétences pour ses salariés; elle doit faire appel à un organisme agréé par un organisme paritaire agréé au titre du congé individuel de formation (OPACIF); le bilan de compétences ne peut être réalisé qu'avec le consentement de la personne; les résultats lui appartiennent et ne peuvent être communiqués à un tiers sans son accord.
ACCREDITAMENTO Riconoscimento di idoneità dei soggetti che si candidano a gestire iniziative di formazione nell'ambito dei bandi provinciali e regionali, dando "sufficienti garanzie" di competenze e di dotazione di risorse strumentali. Si tratta di un riconoscimento di requisiti minimi (di processo e di risultati pregressi), a prescindere dalle scelte organizzative autonome degli organismi di formazione.	ORGANISME ACCRÉDITÉ Organisme qui répond aux normes fixées par une autorité (en matière d'enseignement et de formation, les gouvernements communautaires, régionaux et fédéral), normes garantissant la qualité du service produit.	ACCRÉDITATION D'UN CENTRE DE FORMATION D'APPENTIS (CFA): Les CFA dispensent aux jeunes travailleurs sous contrat d'apprentissage une formation générale. Celle-ci est associée à une formation technologique et pratique qui doit compléter la formation reçue en entreprise. La création d'un CFA fait l'objet d'une convention conclue avec l'Etat ou avec la Région. Cette convention précise les modalités d'organisation administrative, pédagogique et financière, le contenu et la progression des formations, les conditions d'encadrement pédagogique des apprentis, l'aire normale de recrutement, le nombre minimal et maximal d'apprentis admis annuellement et le coût de formation par apprenti.

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EVALUACIÓN DE LA COMPETENCIA Proceso por el cual un trabajador realiza demostraciones de competencia que son recogidas por un evaluador autorizado para juzgar si la evidencia de competencia es suficiente para la obtención de un certificado. ESTANDAR DE COMPETENCIA Nivel de realización del trabajo que se requiere para lograr el cumplimiento de las funciones y objetivos de la producción tal y como se especifica en los criterios de realización. EVALUACIÓN DE COMPETENCIAS Proceso a través del cual se verifica la capacidad de una persona con relación al desempeño requerido, que puede estar traducido en una norma. Puede ser efectuada mediante pruebas, tests prácticos, observación o examen de evidencias. Proceso de recolección de evidencias sobre el desempeño laboral del trabajador, con el propósito de formarse un concepto sobre su competencia, a partir de un padrón (normas) e identificar aquellas áreas de desempeño que requieren ser fortalecidas mediante capacitación para alcanzar la competencia	INITIAL ASSESSMENT The process of determining for a given individual their ability before or on entry to a programme. It also covers what qualification aims will be appropriate, individual needs, length of their programme and what particular training interventions will be needed. Initial assessments will also take in to account prior attainment, practical skills and vocational training through schools. ASSESSMENT 1) A judgement about the worth of a student's achievements at the completion of a course of study or learning activities in terms of increased knowledge, skills, and/or understanding that arises from a critical examination of the same. Assessment can be formative i.e. made during the course of a programme of study and used to inform a student about his/her progress, or summative i.e. judgements that take place on the completion of a programme of learning activities. 2) The process through which evidence of candidates' attainments is evaluated against agreed criteria to provide the evidence for an award. For example, the NVQ assessor examines the portfolio of evidence at intervals and determines whether individual elements have been completed satisfactorily. Before an NVQ unit is signed off, the assessor will test the candidate's underpinning knowledge, understanding and work-based performance to ensure they can demonstrate competence in the workplace. Assessors may work for the employer, the training provider or another party, but must have the appropriate qualifications.	ASSESSMENT Einschätzung oder Persönlichkeitsbeurteilung im Sinne einer multimodalen Diagnostik im beruflichen Sektor. Ein Assessment Center (AC) ist ein diagnostisches System, in dem mehrere Personen zum Zwecke einer Personalauswahl oder vorgesehenen internen Personalentwicklung mittels mehrerer diagnostischer Verfahren eingeschätzt werden. Neben beruflichen Kompetenzen werden auch die Persönlichkeit und Schlüsselqualifikationen von mehreren Beobachtern beurteilt.
ACREDITACIÓN DE ORGANISMOS CERTIFICADORES Procedimiento por el cual una entidad autorizada reconoce formalmente que un órgano o persona es competente para desarrollar tareas específicas de certificación.	AWARDING BODIES Organisations that have decision making responsibilities for granting approval to run NVQ's and to monitor and ensure quality within NVQ's within skill areas. APPROVED CENTRE This is an organisation that has been accredited by an awarding body to assess and verify National Vocational Qualifications. It could be a training provider, an employer or a Further Education College. THE ADULT LEARNING INSPECTORATE The Adult Learning Inspectorate is responsible for inspecting provision in Further Education College, Work-based learning providers and Adult & Community learning centres.	AKKREDITIERER Institutionen, die von einer höheren Organisation die Erlaubnis oder Befähigung offiziell zugesprochen bekommen, bestimmte anerkannte Bildungsmaßnahmen durchführen und zertifizieren zu dürfen. Das können Unternehmen, Schulen oder andere öffentliche oder private Lernzentren sein.

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APPRENDISTA Possono diventare apprendisti i giovani in possesso di qualsiasi titolo di studio, di età compresa tra i 16 e i 24 anni. Il limite sale: - a 26 anni se la sede dell'azienda si trova nel sud Italia o nelle zone depresse del centro e del nord. - a 29 anni nel settore artigiano tali limiti sono tutti elevati di due anni per gli apprendisti portatori di handicap. I giovani apprendisti tra i 15 e i 17 anni compiuti che non hanno ancora assolto l'obbligo scolastico, sono tenuti a frequentare ulteriori 120 ore annue in aggiunta alle 120 ore normalmente previste per la formazione degli apprendisti.	APPRENTI Jeune de 15 ans ou plus engagé dans une formation professionnelle régie par un contrat d'apprentissage. <u>Contrat d'apprentissage:</u> Contrat par lequel un chef d'entreprise s'engage à donner ou à faire donner à un apprenti, une formation générale et technique, préparatoire à la formation de chef d'entreprise et par lequel un apprenti s'engage à s'initier aux matières théoriques et au savoir-faire utiles à l'exercice de la profession, sous la direction et la surveillance du chef d'entreprise de même qu'à suivre les cours nécessaires à sa formation. Le contrat est conclu par l'intermédiaire d'un secrétaire d'apprentissage. Les candidats qui ont satisfait à l'évaluation obtiennent un certificat délivré au nom du Gouvernement de la Communauté française par les Centres de Formation.	APPRENTI Jeune entre 15 et 25 ans sous contrat d'apprentissage qui reçoit une formation générale, associée à une formation technologique et pratique en lien avec une entreprise.
TUTOR Figura sempre più diffusa nelle attività orientative e formative, con il compito di facilitare il processo di scelta e di apprendimento. Egli agisce: - sul piano formativo, facendo sì che il progetto-percorso di formazione si sviluppi in forma armonica e finalizzata; - sul piano organizzativo, intervenendo in maniera da facilitare le condizioni di apprendimento (spazi, tempi, materiali...); - sul piano didattico, collaborando con i formatori in specie per la didattica attiva e per le verifiche (iniziali, in itinere, finali) ed i follow-up; - sul piano relazionale, agendo in maniera da facilitare la comunicazione tra le figure coinvolte, il gruppo-classe, i singoli allievi.	TUTOR Person in the training enterprise, specially entrusted with the monitoring of the apprentice (trainee). The tutor has to enable the apprentice to acquire the necessary professional know-how, according to the progression determined with the "training pole", and to be the reference of the apprentice in the SME. The apprentice must know that the tutor's role is to answer his questions, to help him to understand what happens around him and to solve the possible problems with him. In a quality alternation training system, the apprentice or trainee is in the centre of this system. (Education and Training Council). The tutor can be the head of company himself or a staff member appointed by him. He must fulfil the following conditions: - be aged 25 or more; - prove a training or a professional activity of 6 years at least (in the profession). (There are possibilities of derogation, especially for the holders of a diploma of business administration training, but the tutor must be aged 23 or more). DÉLÉGUÉ À LA TUTELLE Agent chargé d'opérer la tutelle globale des apprentis et des futurs chefs d'entreprise qui ont entrepris une formation en alternance dans le réseau de formation pour les PME. Il constitue l'interface entre l'entreprise, l'apprenant, son représentant légal et le centre de formation. L'objectif essentiel de cette fonction est de renforcer l'accompagnement des jeunes en formation en alternance, de mieux suivre leur évolution en cours de formation, d'anticiper les difficultés et d'établir un lien accru avec les entreprises qui offrent des places pour la formation pratique. Les missions du délégué à la tutelle englobent: - une mission de guidance et d'orientation des candidats à une formation en alternance; - l'établissement du plan de formation en accord avec le candidat; - la conclusion des contrats d'apprentissage et des conventions de stage; - le contrôle administratif des contrats et conventions et la surveillance de la formation pratique en entreprise; - la guidance des apprentis sur le plan social, et l'accompagnement et l'encadrement des stagiaires; - une mission de médiateur en cas de désaccord entre le chef d'entreprise et l'apprenti ou le stagiaire; - la constitution des dossiers pour l'agrément des entreprises et la proposition d'agrément des entreprises et de la capacité formative de celles-ci; - une mission de prospection et de promotion auprès des entreprises susceptibles d'engager un apprenti ou un stagiaire. Le délégué à la tutelle est un agent contractuel de l'Institut. Il gère entre 200 et 250 contrats et conventions.	RÉFÉRENT ÉCOLE Personne à l'intérieur de l'école ou du centre de formation qui suit l'apprenti tout au long de son cursus. TUTEUR OU MAÎTRE D'APPRENTISSAGE Personne dans une entreprise qui est chargée d'accueillir, d'aider, d'informer et de guider l'apprenti, d'organiser sa formation en entreprise, d'assurer la liaison avec l'organisme de formation, de veiller au respect de son emploi du temps et de participer à son évaluation. Il doit justifier d'une expérience professionnelle. Il ne peut pas avoir plus de 2 apprentis en charge.

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APRENDIZ Persona que presta sus servicios a una empresa bajo un modelo de contrato laboral de aprendizaje en el que se regula una alternancia entre la práctica profesional y la formación. Dicha condición laboral tiene una limitación en tiempo y edad.	APPRENTICE An eligible person who has commenced a Modern Apprenticeship. An ex-apprentice whose Modern Apprenticeship has terminated is also referred to as an Apprentice with respect to his terminated course.	AUSZUBILDENDER – LEHRLING Person, die sich gerade in der Berufsausbildung befindet. In Deutschland werden mit diesem Begriff in Abgrenzung zu Studenten hauptsächlich Schüler bezeichnet, die die klassische duale Berufsausbildung mit Berufsschule und Ausbildung in einem Betrieb absolvieren.
TUTOR Persona responsable de supervisar y guiar a los estudiantes durante la formación. El tutor es guía en la trayectoria académica. TUTOR DE LA EMPRESA El tutor de la empresa tiene la tarea de asistir al aprendiz y de facilitar la formación, servirle de punto de referencia constante y de ayuda para hacer frente de cara a resolver los problemas personales, relaciones sociales, y a su actividad profesional.	STAKEHOLDERS Individuals or groups who have a significant interest in the successful outcome of a learning initiative or activity. In educational institutions, for example, stakeholders may include funding agencies, staff, potential employers and learners. Tutor is the referent person inside the SME	TUTOR - AUSBILDER Person, die innerhalb eines beruflichen Ausbildungsgangs die Rolle des Trainers, Ausbilders oder Lehrers übernimmt. Üblicherweise bezeichnet der Begriff Tutor einen Ausbilder, der im Gegensatz zur klassischen Lehrerrolle keinen Frontalunterricht hält, sondern kurs- oder Ausbildungsbegleitend fortdauernd initiativ und/oder reaktiv unterstützend zur Seite steht. Im dualen System der Berufsausbildung wird die Rolle des Tutors meist von Meistern oder ähnlich gestellten Ausbildern übernommen.

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ALTERNANZA FORMATIVA Percorso formativo nel quale si integrano reciprocamente attività formative di aula, di laboratorio ed esperienze di lavoro pratico svolte presso un'impresa. Essa si può svolgere in due differenti modi: a) quando si interrompe il corso dell'istruzione-formazione per permettere agli studenti (allievi, stagisti) di entrare in contatto diretto con la realtà lavorativa e professionale; b) quando si integrano i percorsi di inserimento lavorativo (apprendistato, contratti di formazione-lavoro) con moduli formativi d'aula e di laboratorio.	ALTERNATION TRAINING Vocational training that combines a practical training in a company and a theoretical training in a training centre, including general and professional subjects. It is organized in the framework of a partnership between a training operator, a trainee and an enterprise. The enterprise contracts to develop the professional skills of the trainee. ALTERNATION TRAINING CONTRACT Under the terms of this contract, an employer undertakes to give or have someone give a trainee a practical training in his company and the trainee commits himself to follow a training in the place of work, under the guidance of the employer, and to attend systematic courses in a training centre.	ALTERNANCE Système qui consiste à associer une formation théorique - générale, technologique et professionnelle - à une expérience pratique, acquise en entreprise. L'apprentissage est la plus ancienne des formes d'alternance. Les temps de formation hors production sont comptés comme temps de travail; le contrat se déroule sous la responsabilité d'un tuteur ou d'un maître d'apprentissage. Le terme d'alternance est également employé à propos des stages en entreprise qu'effectuent des élèves ou des étudiants, dans le cadre de leur scolarité.
PERCORSO FORMATIVO Insieme delle azioni, articolate per fasi e/o delle iniziative finalizzate allo sviluppo intellettuale e cognitivo della persona, che ha come risultato finale l'acquisizione di competenze spendibili in ambito lavorativo. Il processo di trasformazione è costituito dall'elaborazione attivata dal destinatario, che reagisce di fronte alle informazioni ricevute e le trasforma in comportamento professionale e in prodotto. Per minimizzare lo scarto fra risultato ottenuto e quello atteso è necessaria una progettazione didattica, un sistema di feedback sistematico.	MODULARISATION Setting up of teaching units with an own function, which are as well independent as integrable in various training sets. MODULE Mono- or multidisciplinary unit, which is part of or can be integrated in a training process - possibly with several operators - and contributes to the achievement of a professional project. A module is as well independent as capitalizable.	PLAN DE FORMATION C'est l'ensemble des actions de formation, de bilan de compétences et de validation des acquis de l'expérience retenues par l'employeur à destination des salariés de son entreprise. Cependant, l'employeur est incité à organiser la formation de ses salariés. En effet, il doit participer au financement de la formation professionnelle continue et la mise en place d'un plan de formation est l'une des modalités permettant à l'employeur de s'acquitter de cette obligation légale.
FORMAZIONE A DISTANZA Attività strutturata ed in generale assistita di apprendimento, svolta secondo differenti modalità tecniche ed organizzative, accomunate dalla non coincidenza dell'unità di tempo e/o di luogo (la "distanza") rispetto all'azione (l'apprendimento). La FAD nasce non solo in relazione all'innovazione tecnologica (con la quale intrattiene evidentemente rapporti sempre più stretti), quanto come risposta strategica ad un bisogno di apprendimento sempre più personalizzato nei contenuti e nelle modalità di fruizione, e sempre più connesso all'esercizio dei diritti di accesso alle competenze e mantenimento dell'occupabilità. Per la centralità che in essa assume il soggetto in apprendimento (il singolo individuo), la FAD si presenta almeno in senso teorico fortemente coerente con l'approccio per competenze, crediti formativi, unità capitalizzabili.	FORMATION À DISTANCE Acronyme pour Formation à Distance. Celle-ci couvre l'ensemble des dispositifs techniques et des modèles d'organisation qui ont pour but de fournir un enseignement ou un apprentissage à des individus qui sont distants de l'organisme de formation prestataire de service. Ce mode de formation requiert des techniques spéciales de formation, de conception des cours, et des moyens de communication reposant sur une technologie électronique ou autre.	FORMATION OUVERTE ET/OU À DISTANCE (FOAD) C'est un dispositif souple de formation organisé en fonction de besoins individuels ou collectifs. Elle comporte des apprentissages individualisés et l'accès à des ressources et compétences locales ou à distance. Elles est régie par un protocole individuel de formation qui permet au stagiaire de connaître les conditions de réalisation de l'action de formation et en particulier: le calendrier, les différentes modalités pédagogiques, la durée estimée nécessaire pour effectuer les travaux ainsi que les modes d'évaluation. Enseignement à distance ou par correspondance: c'est un enseignement ne comportant pas, dans les lieux où il est reçu, la présence physique du formateur chargé de le dispenser ou ne comportant une présence que de manière occasionnelle. Il ne répond pas rigoureusement à la notion d'action de formation telle qu'elle est définie par les textes. Il constitue, cependant, un moyen important de perfectionnement ou de promotion.

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FORMACIÒN EN ALTERNANCIA Programa de formaciòn que se desarrolla en periodos estructurados de formaciòn en una empresa y, en su caso, en un centro o establecimiento de formaciòn, cualquiera que sea el estatuto, con contrato laboral, contrato de aprendiz, escolar o estudiante, del beneficiario, en el marco de la Formaciòn Profesional o enseñanza superior.	WORK-BASED LEARNING Learning and training in vocational, occupational or general areas by people employed, or based largely, at a workplace. Apprentices and trainees who are employed by the company develop and consolidate their skills and abilities through supervised tasks, training, mentoring and learning while at work. WORK EXPERIENCE This is a placement on employer's premises in which a student/learner carries out a particular task or duty, or a range of tasks and duties, more or less as would an employee, but with the emphasis on the learning aspects of the experience. It provides opportunities for learning about the skills and personal qualities, careers, roles and structures that exist within a workplace or company.	ALTERNIERENDE AUSBILDUNG – DUALE AUSBILDUNG Ausbildungssystem, das die Vermittlung von theoretischen Inhalten in einer schulischen Umgebung (Berufsschule) mit praktischen Erfahrungen in einem betrieblichen Umfeld kombiniert. In Deutschland das herkömmliche berufliche Trainings- und Ausbildungssystem.
ITINERARIO FORMATIVO Es el conjunto de módulos correspondientes a una ocupaciòn que, secuenciados y ordenados pedagógicamente, capacitan para el desempeño de la misma. MODULO PROFESIONAL O FORMATIVO Bloque coherente de FPE. Es la unidad de oferta educativa y la parte más pequeña de FPE que puede acreditarse y capitalizarse para la obtención de un título profesional. Pueden estar asociados a una o varias unidades de competencia, o bien a objetivos socioeducativos	COURSE DESIGN The structure, aims, prescribed procedures and content of an education or training programme as conceived and delivered by those who have created it. PROGRAMME (OF STUDY) This is a planned course of study with a distinct start and end point, designed to meet the requirements of an individual or group of learners. It may or may not be externally accredited. This term is sometimes used interchangeably with "course". UNITISATION The process of structuring the framework in terms of units as basic building blocks rather than full qualifications.	TRAINING PROGRAMMES Regarding the in-firm training within the dual system in Germany there are nationally validated minimum standards that are specified in the so-called training regulations. These programmes were developed by teachers in accordance to the "assistance for formulation of general curricula of the conference of the minister of education for the occupational education". The training regulation only regulates that the apprenticeship should mediate fundamental vocational knowledge on the one hand, and the acquirement of the necessary professional skills of the particular vocational field on the other hand. The apprenticeship should also additionally qualify for the required practical vocational experience.
BLENDED LEARNING Proceso de formaciòn que combina métodos de la formaciòn a distancia y de la presencial. ELEARNING eLearning es el conjunto de actividades necesarias para la creaciòn y uso de un entorno de formaciòn a distancia online mediante el uso de tecnologías de la informaciòn y comunicaciones. CBT (COMPUTER BASED TRAINING) Formaciòn basada en el ordenador. Normalmente el material formativo se presenta en soporte CD-ROM y a diferencia de la formaciòn en línea, no necesita conexiòn a Internet. WBT (WEB BASED TRAINING). Formaciòn basada en la Web. Provisiòn de contenido educativo a través de un navegador web, ya sea en Internet, en una intranet. VIDEOCONFERENCIA Sistema que permite la transmissiòn en tiempo real de vídeo sonido a través de una red. Permite comunicar a a personas que se encuentran en lugares remotos, por ejemplo a un tutor y sus alumnos, etc. El hardware utilizado es una videocámara, micrófono y altavoces.	DISTANCE LEARNING A mode of delivery in which learning is delivered electronically in print, on radio and television or via the internet. Distance learning means that tutors no longer have to be present with a learner or within the same geographical area. Learners complete work – books, which are marked and given robust feedback by occupationally competent tutors.	FERNSTUDIUM – DISTANCE LEARNING Art des Studiums oder allgemein Lernens, bei dem keine oder nur verhältnismäßig geringe Anteile an Präsenzunterricht durchgeführt werden. Lerninhalte werden in schriftlicher oder elektronischer Form an die Lerner verschickt und im durch Tutoren begleiteten Selbststudium erarbeitet. Das klassische Fernstudium wird heute immer mehr durch moderne Formen des e-learning, web-based training oder durch andere elektronische und netzgestützte Formen des Lernens (z.B. Videoübertragung) ergänzt.

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UNITÀ FORMATIVA CAPITALIZZABILE Standard formativo basato sul concetto di competenza, sviluppato e proposto dall'Isfol. Ogni UFC esprime l'articolazione formativa minima (prerequisiti, contenuti, durata, metodologie, modalità di verifica dell'apprendimento) corrispondente ad una o più Unità di Competenza di soglia. Differentemente dal tradizionale approccio formativo "per moduli di materie", l'UFC è orientata a garantire l'effettiva acquisizione da parte del soggetto in formazione della capacità di ottenere una performance lavorativa. Il superamento di ogni UFC consente all'individuo la capitalizzazione della relativa Unità di Competenza sotto forma di credito formativo. Ogni UFC va intesa come standard formativo minimo, funzionale a creare i presupposti per l'integrazione di sistema tra formazione professionale, sistema educativo scolastico, impresa e lavoro, nonché a favorire trasparenza e comparabilità dei percorsi formativi delle diverse Regioni e degli Enti.	UNITÉ DE FORMATION CAPITALISABLE Toute unité de formation peut être associée à d'autres en vue d'atteindre un ensemble global de compétences liées à une profession, à une qualification professionnelle ou à un titre d'études. L'ensemble des unités ainsi associées constitue une formation. Dans le découpage de la formation à l'IFAPME, une unité capitalisable correspond à un module.	UNITÉS CAPITALISABLES (UC) Système qui permet à un candidat d'obtenir un diplôme en passant l'examen à son rythme, épreuve par épreuve, au lieu de les passer toutes en une seule session. Ce système permet une individualisation de la formation et de la progression vers le diplôme.
FORMAZIONE CONTINUA Le persone possono partecipare ad un processo di formazione che comincia con la scuola materna e continua nelle varie fasi personali e professionali della propria esistenza, accompagnando lo sviluppo delle persone per tutta la vita. Nell'ambito più strettamente professionale, la formazione continua si riferisce alla possibilità delle persone di avviare un percorso formativo professionalizzante che cominci dall'apprendimento programmato delle conoscenze e competenze di base per una professione, e che continui dopo l'inserimento lavorativo sotto la forma di formazione sul lavoro (affiancamento ad altri, alternanza tra momenti di lavoro e momenti di formazione, corsi di aggiornamento veri e propri); nei casi di professionalità obsolete, la formazione continua ha il compito di riprofessionalizzare le persone.	CONTINUING TRAINING Training that enables self-employed, SME-managers and their staff to develop their professional competences, to discover new techniques and to adapt to the economical and social evolution.	FORMATION CONTINUE Désigne toute formation tout au long de la vie suivie par une personne engagée dans la vie active: salariés, y compris jeunes sous contrat en alternance, sauf l'apprentissage qui fait partie de la formation initiale. La formation continue des salariés est financée par une contribution obligatoire des entreprises.
ANALISI DEI FABBISOGNI FORMATIVI Individuazione della distanza esistente fra le competenze professionali già possedute e le competenze professionali necessarie al cliente, nel caso in cui il cliente sia esistente o individuato. Essa consente di stabilire una scala di priorità dei fabbisogni del cliente e di verificare se tali fabbisogni sono adeguati rispetto ai cambiamenti organizzativi o tecnologici previsti o in atto. Nel caso di cliente potenziale, l'analisi dei fabbisogni formativi consiste nell'individuare le esigenze di formazione dei potenziali clienti-partecipanti in relazione alla domanda di competenze professionali espressa dal mercato, a livello generale/di settore quanto di bacini locali di impiego. Essa consente di verificare il dimensionamento di massima della domanda e di stabilire una scala di priorità dei fabbisogni del cliente potenziale.		ANALYSE DES BESOINS DE FORMATION Identification des écarts existants entre les compétences d'un individu et les compétences requises pour une activité professionnelle. La réduction de ces écarts se traduit par l'expression de besoins de formation.

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UNIDAD DE COMPETENCIA Habilidades concretas relacionadas con una profesión, que necesitan desarrollarse mediante un programa modular de contenidos que incluyan prácticas para conseguir una capacitación profesional. Sistema de indicadores para procesos de evaluación en competencias profesionales.	UNIT The smallest part of a qualification that can be separately certified.	LERN-/AUSBILDUNGSMODUL Bildungs- oder Lerneinheit, die zusammen mit anderen Modulen zusammen in einen Ausbildungs- oder Studeingang integriert ist. Meist in einem System aus Pflicht-, Wahlpflicht- und Wahlmodulen horizontal und vertikal organisiert.
FORMACIÓN CONTINUA Programas de Formación destinados a los/as trabajadores/as con la finalidad de actualizar los conocimientos y destrezas correspondientes a los puestos de trabajo para aumentar la cualificación y formación de los recursos humanos de las empresas y centros de trabajo. En España está regulada en los III Acuerdos de Formación Continua y a través del Plan de Formación Continua para la Función Pública en el caso de los/as trabajadores/as que prestan servicios en la Administración Pública.	LIFELONG LEARNING A view of education that stresses the provision of flexible learning opportunities for all generations and through life. It describes an individual's capacity to continue to learn and, by implication, to respond positively through learning and development to changing circumstances. Lifelong learning is helped by a capability in ICT, so that learning can be undertaken by self-study, remote access and distance learning, at times and in places convenient to the learner.	LEBENS-LANGES LERNEN – LIFELONG LEARNING Lernpsychologisch betrachtet der Prozess induzierter Verhaltensänderung während der gesamten Lebensspanne. Sicht des Lernens, die Lernen in allen Lebensaltersstufen als möglich und notwendig betrachtet. Aus bildungspolitischer Sicht wird systematisches lebenslanges Lernen als immer wichtiger angesehen, da aufgrund der Veränderungen in der modernen Arbeitswelt, lebenslange Flexibilität der Erfahrungsbildung im beruflichen Bereich als notwendiger Faktor angesehen wird.
ANÁLISIS DE REQUERIMIENTOS FORMATIVOS Identificación de la distancia que existe entre las capacidades profesionales poseídas ya, y las capacidades necesarias profesionales. Se establece una escala de la prioridades requeridas del cliente y se verifica si tales requerimientos se adaptan en relación con los cambios de organización o tecnológicos o en la empresa.	TRAINING NEEDS A process to determine what people need to learn and how training may help. The result of the analysis is a training needs report which identifies prioritized training/learning needs and interventions needed to reduce key performance gaps.	BILDUNGSBEDARFSANALYSE Systematische Erhebung des innerhalb einer Organisation (z.B. Nation, Region, Betrieb) notwendigen Bedarfs an Weiterbildungsmaßnahmen. Eine solche Analyse sollte größer angelegten Weiterbildungs- und Personalentwicklungsmaßnahmen stets vorausgehen.

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ACCOGLIENZA Prassi formativa volta a rendere possibile l'implicazione personale nel gruppo e finalizzata a definire un "contratto formativo" consapevole e partecipato. Si colloca pertanto all'ingresso di un percorso formativo e può essere gestita sia con modulo a sé sia come parte di una fase più ampia che prevede anche attività di orientamento, analisi delle motivazioni, delle aspettative e dei requisiti personali. La metodologia di realizzazione può inoltre prevedere sia la presenza dell'intero gruppo classe sia dei momenti in sottogruppi sia, infine, la modalità individualizzata. L'accoglienza, in base alla tipologia di progetto e ai suoi obiettivi, si propone pertanto le seguenti finalità : - conoscenza della persona e prima analisi della domanda (con verifica di eventuali prerequisiti minimi, se previsti dal progetto formativo); - valorizzazione del suo "portato" culturale, sociale e professionale; - conoscenza del progetto formativo e delle sue finalità, del centro e dei suoi operatori; - integrazione nel gruppo classe; - delineazione di un "contratto formativo".		ACCUEIL/ORIENTATION/FORMATION Dispositif qui permet à un organisme de formation d'organiser un accueil personnalisé des candidats pour leur apporter toute information non seulement sur la formation dispensée mais aussi sur les possibilités d'accès à la formation et sur ses objectifs. Les modalités d'accès, les pré-requis et le processus de leur évaluation sont formalisés en amont de la formation, communiqués aux candidats et mis en oeuvre. Une phase de reformulation par les candidats peut être prévue afin de s'assurer de la bonne compréhension du dispositif et des différents paliers
FORMATORE	TRAINER Person entrusted with the organization of the training activity in the centre (which includes presentational, preparation, research and training). Trainers are engaged by the training centres and acknowledged by the pedagogic advisers of the Institute before they take up their duties. Trainers must prove pedagogic skills. Besides, trainers giving vocational knowledge courses are professionals in activity.	FORMATEUR Personne qui conçoit, organise ou anime des activités de formation. En éducation professionnelle, le formateur est une personne de formation technique travaillant en établissement d'éducation ou dans l'entreprise et dont l'expérience pédagogique et professionnelle lui permet de donner une formation pratique comprenant une part limitée de notions théoriques.
FORMAZIONE PROFESSIONALE	FORMATION PROFESSIONNELLE	FORMATION PROFESSIONNELLE CONTINUE Elle a pour objet de permettre l'adaptation des travailleurs au changement des techniques et des conditions de travail, de favoriser leur promotion sociale par l'accès aux différents niveaux de la culture et de la qualification professionnelle et leur contribution au développement culturel, économique et social (Art. L.900-1 du Code du Travail)
OBIETTIVO DELL'APPRENDIMENTO		OBJECTIF DE L'APPRENTISSAGE Il a pour but de donner à des jeunes travailleurs ayant satisfait à l'obligation scolaire une formation générale, théorique et pratique, en vue de l'obtention d'une qualification professionnelle sanctionnée par un diplôme ou un titre à finalité professionnelle enregistré au répertoire national des certifications professionnelles

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ACEPTACIÓN La autoestima positiva se da cuando el individuo se respeta y estima, sin considerarse mejor o peor que los otros y sin creerse perfecto, es decir, cuando el sujeto reconoce sus capacidades y sus limitaciones esperando mejorar. Por otra parte, la baja autoestima implica insatisfacción y descontento consigo mismo, incluso el individuo puede llegar a sentir desprecio y rechazo de sí mismo. El autoconcepto se refiere al conjunto de características que el individuo asocia a sí mismo, nace de la diferenciación yo-mundo	INDUCTION A process of introduction and orientation carried out at the beginning of a course or learning activity. Learners are given guidance and advice concerning their programme or qualification, Health & Safety and Equal Opportunities. It is also part of the process for identifying learner's needs and future requirements and encourages ownership by learner of their programme.	BEHINDERTENGERECHTE AUSBILDUNG Neben Behindertenwerkstätten, das sind speziell für Behinderte ausgestattete Arbeitsplätze, wird die behindertengerechte Ausstattung von Arbeitsplätzen vom Arbeits- und Integrationsamt gefördert. Grundvoraussetzung für eine Förderung ist zunächst die "Schwerbehinderten-Eigenschaft", also einen Behinderungsgrad von mindestens 50 Prozent. Zum Vergleich: Rollstuhlfahrer liegen bei 100 Prozent.
FORMADOR/A Persona responsable de la enseñanza de contenidos, habilidades y destrezas, así- como del asesoramiento y evaluación del alumnado que participa en cualquier acción formativa. Puede proceder de cualquier ámbito profesional siempre que haya obtenido la correspondiente capacitación docente.	TRAINER an eligible person who has commenced Training. An ex-Trainee whose Training has been terminated is also referred to as a Trainee with respect to his terminated course	TRAINER Person, die innerhalb eines bestimmten Ausbildungsgangs oder –moduls für die Ausbildung und Betreuung der Auszubildenden verantwortlich ist. Der Begriff Trainer wird in Abgrenzung zu Lehrer und Tutor eher für Ausbilder in praktischen Arbeitsbereichen verwendet.
FORMACION OCUPACIONAL Cursos subvencionados por la Junta de Andalucía y el Fondo Social Europeo, en diversas especialidades profesionales destinados al colectivo de desempleados/as y ocupados/as para la mejora u obtención de una cualificación profesional. Formación regulada mediante el Decreto 204/1997 publicado en el Boletín Oficial de la Junta de Andalucía (BOJA nº 116 de 4/10/1997) y la Orden 12 de Diciembre de 2000 (BOJA nº 146 del 19/12/2000)	VOCATIONAL TRAINING Instruction that is designed to prepare trainees for a specific occupation, trade, or job, or to enhance their development, expertise, and/or skills in the same. In recent years the term has become almost synonymous with vocational education (although important distinctions remain). VOCATIONAL QUALIFICATION These are qualifications that introduce learners to a broad sector of industry and business, encouraging understanding of the sector and developing capability in some skills to the industry standards of competence. Vocational training ensures that Apprentices complete all skills and formal nationally recognised qualifications to enable them to do the job required and raise standards within the occupational sectors.	BERUFLICHE AUSBILDUNG Bezeichnet in Abgrenzung zu „Lehre“ die Gesamtheit der beruflichen Ausbildungsmöglichkeiten, also neben der klassischen Berufsausbildung im dualen System beispielsweise auch Berufsaufbauschulen, Berufsaufbaugänge oder bestimmte berufspraktisch angelegte Studiengänge.
OBJETO DE APRENDIZAJE Mà-nima expresi3n de contenido formativo con entidad por sà- mismo, etiquetado con metadata para permitir su búsqueda y recuperaci3n, y que puede ser agregado a otras SCOs para crear unidades de instrucci3n de mayor entidad.	LEARNING OUTCOMES Used to describe what it is anticipated a learner will be able to do, know or understand as a result of a course of study. The way learning turns out in the end, or its final results for the learner in terms of achievement. In education, learning outcomes frequently refer to attainment results such as examination pass rates. However, they may also include what students can be said to have gained from the whole programme of learning, in terms of their personal, intellectual or professional development. TARGETS These are short-term and medium-term, achievable and tangible learning outcomes that are likely to be achieved over a few weeks or months. They give direction to a Programme and support individuals in achieving their goals. Targets are staging posts towards a goal.	LERNERGEBNISSE – LERNEFFEKTE In Prüfungen oder anschließenden praktischen Tätigkeiten feststellbare, messbare oder beobachtbare Resultate formaler oder informeller Lernprozesse. Im Gegensatz zu Reifungsprozessen müssen Lerneffekte aufgrund vorausgegangener Übung oder Erfahrung zustande gekommen sein.



Dream Job

Development Relationship in European Apprenticeship Methodologies to Join Organizational Best Practices

Glossary - Keywords

All the partner countries involved in the project cooperated in the compilation of a glossary including the most used words in the apprenticeship system. In each glossary, words are arranged in alphabetical order and in the original version.

The terminological comparison in attachment 2 was created starting from the glossary.

On-line library

The documentation in the original version that all partners enclosed forms this library. For each enclosed document, a short introduction summary has been written out and, if possible, the website where the complete document and further information are available has been provided as well.

The documents are available on: www.dream-job.org



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