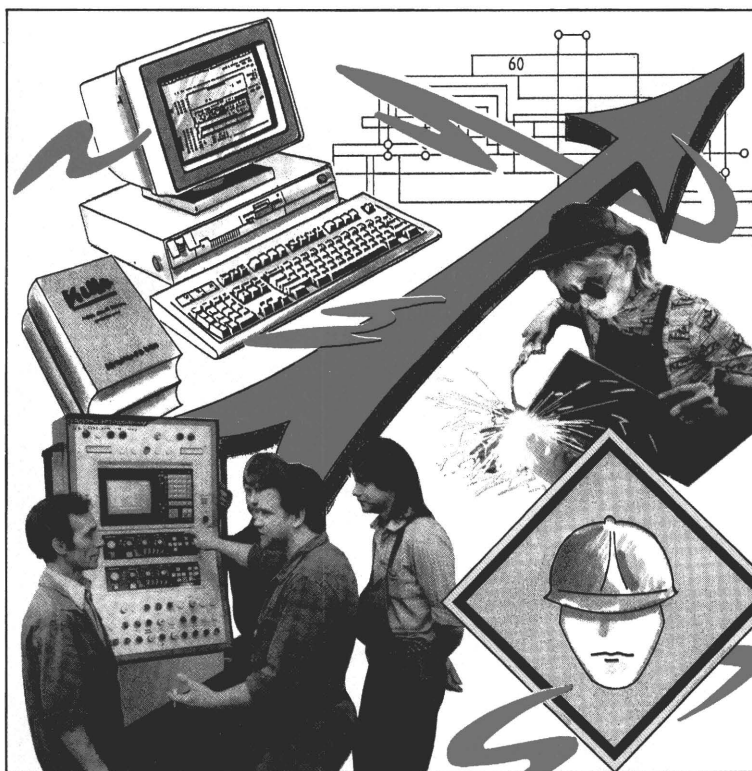


No 1/1991

**Tomorrow's training**  
**— A challenge**  
**for trainers**



Vocational training

1991



CEDEFOP  
European Centre for the Development  
of Vocational Training  
Jean Monnet House  
Bundesallee 22, D-1000 Berlin 15  
Tel.: (030) 88 41 20  
Telex: 184 163 eucen d  
Fax: (030) 88 41 22 22

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Ernst Piehl, Director  
Corrado Politi, Deputy Director  
Enrique Retuerto de la Torre,  
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*Editorial staff:*  
Content and structure  
Fernanda Reis  
Georges Dupont

Technical production,  
coordination  
Bernd Möhlmann  
Barbara de Souza

*Translation service*  
Alison Clark

*Layout*  
Werbeagentur  
Zühlke Scholz & Partner GmbH,  
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*Dear Readers,*

The range of general and vocational qualifications required today must include a special ability to face up to and manage change.

Whether the trainer's role is in initial or in continuing training, he is very much aware of this new flexibility in training systems. In his job profile too, his ability to adapt and change is – now and in the future – just as important as his knowledge, expertise and attitude.

In discussing the trainer's specific job skills, a number of questions must be answered:

- to whom are we referring when we talk about trainers?
- what are the new demands imposed by the roles they are now being called upon to perform, in the light of different training objectives and training structures?
- what factors lie at the source of the obstacles to the development of such skills?
- how are the "suppliers" of training for trainers (the schools, employers and private and public training centres) meeting the "demand" (from the authorities, employers, the unions, teachers and the trainers themselves)?

In trying to understand the developments in the trainer's role and profile, the first step is to determine what differentiates the concept of "pedagogy" in the field of vocational training, particularly the training of adults, from the pedagogical practices traditionally associated with education. Are the philosophy, strategies, methods and resources fundamentally different? If so, where do the differences lie?

A second question that must be answered for an understanding of the evolution in trainers' roles and profiles concerns developments in vocational training itself and the attitudes to be observed among

employers, individuals and the public sector: the specific training objectives (depending on the new needs), the changing content of training, its organization and the methods and resources applied in the context of training.

The question of trainers' qualifications also needs to be analysed and related to the way the labour market operates for this vocational group. Is "professionalization" the simple answer? There is by no means a general consensus on the point, and the debate is far from closed. There are different points of view, reflecting different lines of reasoning. The economy, for example, needs quality training, but has to contend with the constraints of cost and productivity. The trainers themselves naturally associate qualifications with their career development (internal and external mobility).

The debate on the "professionalism" of trainers is all the more important today since changes in approach, especially among employers, often generate new training strategies that are rarely stated in formal terms, and are certainly not institutionalized, with companies making use of their own internal staff to provide training. If this is in fact the trend, the relative importance of supervisory personnel seems to be growing. Their job profiles and training qualifications are certainly not of the same nature and scope as those of training professionals – and yet this supervisory function also calls for training skills.

In the provision of training, what type of answers should be found to this set of complex questions, particularly as regards the continuing training of trainers (which appears to be emerging as the main route whereby trainers acquire their skills)?

A "trainer" is above all a subject specialist who is asked to "transmit" his knowledge to others. It is usually at this point that he feels the need to acquire training skills through recourse to continuing training. But it should be borne in mind that there is a risk, in certain circumstances, of the trainer losing his technical skills (in his basic field of specialization), which also requires constant updating within the context of continuing training.

The provision of training for trainers is very diversified, ranging e.g. from very short, one-off courses or medium- or long-term courses, often fairly remote from the working world. A consistent, integrated pattern of further training in "training" and "subject" skills is not always possible for all trainers.

The variety of approaches to the training of trainers has different effects on the quality of training and the labour market for trainers. And trainers, it should be borne in mind, are often faced with the problem that their employment is of a temporary nature.

Now that Europe is facing the challenges of upgrading the skills of its human resources and the quality of training, the question of the training of trainers is a focal point in debates on strategies for the development of human resources and in national and Community initiatives. Several programmes launched by the Commission of the European Communities bear witness to this, as do national and transnational cooperative initiatives being set up more or less throughout Europe. In this issue, by agreement with the Commission of the European Communities Task Force: Human Resources, Education, Training and Youth, we publish accounts of such initiatives under the EUROTECNET and PETRA programmes.

In approaching these issues from a number of angles, we hope to shed some light on the subject and make a contribution to the development of the training of trainers in Europe.



**Ernst Piehl**  
Director of CEDEFOP

# Training personnel – the mainstay of success

## Trainers and their tasks in the pursuit of economic, social and cultural objectives

*Technical, economic and social developments are generating a growing need for education and vocational training and thus also for suitable teachers and trainers. The creation of the single European market, and in particular the importance of vocational training for the Federal Republic of Germany, call for a description of the contribution made by teachers and instructors to the quality of our vocational training and, above all, the crucial part played by trainers in this respect.*

In the framework of educational activity the contribution of teachers and instructors is generally of paramount importance. In the dual system, trainers determine the quality of initial training. Changes in the requirements to be met by vocational training are also changing and raising the level of demands on the training of trainers. The higher age, greater diversity and significant differences in the previous educational routes of trainees also play their part. Technical, methodological and social competence shapes the professionalism of trainers. Their initial and continuing training is extremely important.

Given the varied nature of their employment and the differences due to the size of firms and the sectors or regions in which they work, however, it would not be realistic or appropriate to establish a uniform career profile or to make a university education a general requirement. In practice, part-time trainers and specialist trainers are particularly important. They perform their training tasks alongside their everyday work in the firm. Although directly involved in the training of the individual, they are not engaged in large-scale training activities and/or do not assume ultimate responsibility. They make it possible for training to be integrated into the production process with the aim of familiarizing trainees with current and future developments and requirements during instruction at the workplace.

It is important for all trainers, including training managers, to view their role in a new light, the gap between teaching and learning having lost its validity and the trainer now being the trainee's learning partner. It will become increasingly important for full-time trainers, in their role as experts, counsellors, advisers and the trainee's superior, and part-time specialist trainers to work together as closely as possible. It is a particularly important task and a crucial investment for every firm to ensure that it has qualified training staff in all categories.

and the economic climate, in-company trainers play a central role in the success or failure of training. Especially where firms take overall responsibility for the outcome of training, as in the dual system in the Federal Republic, one of their major tasks is to ensure that they have qualified training staff. This means preparing them adequately for their tasks and constantly encouraging them to meet changing technical, economic and social challenges.

The recognition of the importance of vocational training for the firms and their competitiveness, the individual's ability to cope with life and employment and the welfare of society form, moreover, the basis of the motivation of the firms to invest in vocational training and thus in trainers. This motivation is extremely important. The trainer's job must not be regarded as second-rate. Trainers will be motivated if they can see that their work is appreciated by the management, by the young people they train and also by society. It cannot be denied, however, that even in the Federal Republic a great deal still needs to be done in this respect.

### Personal and professional aptitude of trainers

An approach which has proved to be successful in the German dual system is making the acceptance of responsibility for training dependent on the trainer's aptitude, which comprises his personal and professional qualities. Trainers with the necessary vocational skills and know-how and the necessary vocational teaching skills are considered professionally suitable. These requirements must be met by full-time trainers. As far as part-time trainers are concerned, vocational qualifications

### The training of trainers as a corporate task

Above all else, the training staff of firms determine the outcome of training. The outcome of training is influenced by very many different factors. Irrespective of the sector, the structure and size of the firm



**Helmut  
Brumhard**

*Chief Executive  
of the  
Committee of  
German  
Industry for  
Vocational Training, and Vice-  
Chairman of the Management Board  
of CEDEFOP*

are generally the determining factor. These trainers should be given special instruction to prepare them for their tasks, but beyond this they do not need to prove their aptitude.

Training usually takes place at a stage in the development of young people when they are still receptive to education. Training consists of the teaching of vocational skills, but it also shapes the general skills and qualities of young people and is a major determining factor in their future personal and professional competence.

By training and counselling, trainers lay the foundations for success in employment and life in the interests of both the young person (the basis for earning a living), the firm, the economy (economic performance) and society as a whole (productivity).

Trainers are expected to take account not only of the general factors mentioned above, but also of the specific challenges at any given time, e.g. technical developments, economic changes in the world market or in connection with the completion of the single European market, the increased importance attached to environmental factors and changes in plans for and expectations of life and employment.

Given the objectives and background described above, the training of trainers must above all be commensurate with the scale of their tasks, in particular with respect to knowledge, action and experience relating to the firm. To be professionally up-to-date, full-time trainers in particular need to make a special effort. It would therefore seem highly desirable for them to perform this function for only a fixed period or at least to exchange it for another activity in the firm at regular intervals so that they may refresh their knowledge of the work done in the firm.

Trainers' specific tasks may require teaching skills. Teaching and methodological competence helps to promote creativity, willingness, solidarity and the ability to work as part of a team, a sense of responsibility, cooperativeness and adaptability. Dealing with trainees from different educational backgrounds, older trainees, large proportions of young foreigners young women and persons with

learning difficulties require specific teaching skills from trainers.

However, the need for all trainers to possess human qualities such as open-mindedness, composure, commitment and tolerance in their day-to-day work should not be underrated.

In the Federal Republic, professional requirements usually mean that training is provided by qualified employees (skilled workers or journeymen) who have become familiar with the occupations in which they provide training through their own training and work. Master craftsmen in the craft sector (*Handwerksmeister*) and, recently, their counterparts in industry (*Industriemeister*) are considered to have the aptitude needed for full-time training when they are awarded their master craftsman's certificate. Employees are also deemed to have this aptitude if they pass an examination set by the chambers of industry and trade under the 1972 Trainer Aptitude Regulation (AEVO). Developed by the two sides of industry, this examination covers basic aspects of vocational training, the planning and provision of training, young people in training and legal bases.

An outline curriculum (recommendation of the Federal Committee for Vocational Training), originally drawn up with the cooperation of the two sides of industry, has meanwhile been updated by the German Industrial and Trade Association with the assistance of the chambers of industry and trade and corporate training practitioners, and now covers aspects such as girls in vocational training, the integration of young foreigners, the selection of applicants, life-long learning, new learning techniques such as the "guide text" and project methods and vocational training with specific reference to the age of the target group.

Since the AEVO was introduced in 1972, some 280 000 trainers have taken the aptitude examination.

All in all, it can be stated that it would be wrong to require university education for the occupation of trainer or to professionalize it further. Trainers occupy so many different positions in such a wide variety of firms that any attempt to standardize the function of trainer, to tie it down, to make it a separate entity or to remove it from the general structure of the firm's tasks could only lead to undesirable disintegration and remoteness from reality.



Manfred Vollmer



Peterhofen/STERN

## Complexity of the trainer's work

The aim of vocational training is to enable the trainee to take on a given occupation and to achieve vocational competence by enabling him to plan, undertake and monitor vocational activities. This means teaching him not only vocational but also social and general skills.

In the Federal Republic of Germany, training in occupations according to the dual system has proved successful. The method consists of integration into working practice. This means that knowledge of the professional and structural variety of employment is vital to the work of trainers. The training objective and closeness to practice determine the work of trainers before other factors such as the trainee's specific background or the sharing of the training tasks with schools.

The variety and complexity of the firm's activities and the different requirements ultimately determine the specific tasks to be performed by the individual trainer. The sector, the size and organization of the firm, the specific features of the occupations in which training is to be provided, the number of trainees and the level of technology give rise to specific forms of activity and areas of action. In small and medium-sized firms in the craft and retail trade sectors, for example, the trainer who assumes responsibility is very often the

proprietor himself, although the training will in fact be predominantly provided on a part-time basis by skilled workers. Training is largely on-the-job, forming part of the production process, and is merely complemented by short periods in off-the-job training institutions.

In large industrial firms, many of the training activities take the form of courses in training workshops and factory schools. The knowledge thus acquired by the trainees is augmented, consolidated and illustrated in on-the-job training sessions, where they are confronted with the real-life situation. This variation in the organization of training gives rise to variation in the tasks to be performed by training staff in the firms. Full-time trainers work as training managers in training workshops or as coordinators, while part-time trainers, like their counterparts in small and medium-sized firms, are usually responsible for ensuring that the trainees assigned to them learn skills in the daily round and so gradually become capable of performing tasks in the firm independently.

The role of the trainer will, of course, continue to change in the future as fresh demands are made on vocational training. It is likely that the "all-knowing master or instructor" will increasingly give way to the "advising and encouraging overseer of learning processes". Trainers are likely to become more heavily involved in continuing training.

Trainers who encourage trainees to become independent must grant them more and more independence during training, initiate self-regulated learning periods and give them the freedom to develop their own ideas. Trainers and trainees must increasingly see themselves as "partners in learning". Trainers will act as advisers on professional and personal matters. The training of trainers must allow for these factors.

Special requirements must be met in the case of young people who have learning difficulties or are underachievers. Experience shows that many of them are able to complete their vocational training successfully if they are given specific and strong encouragement. It has been found that, where production and work processes are not broken down, employees know each other and the superior, e.g. the foreman, is someone to whom these young people can relate, the learning conditions are such that they are more likely to succeed in practical training and are thus helped to learn the theory involved.

Coordination between the firm and the school, between trainers and teachers, a feature of general importance in the dual system, becomes particularly significant in these cases. Where social workers are involved, various pilot projects have shown that it is essential for them to attend joint deliberations on how to guide action.

## Initial and continuing training of trainers

It is also evident from the above that the trainers of trainers must, above all, be familiar with the latest technical advances and also trained in teaching methods. It is also vital for all continuing training institutions, including external ones, to be equipped in such a way that trainers are subsequently able to successfully transfer what they have learnt to their own practical situation.

As the success of training largely depends on the trainer's abilities, his initial and continuing training must be taken particularly seriously. There is no doubt that the initial and continuing training of trainers will continue to gain in importance

if they are to meet professional, technical, economic, teaching and social requirements. In addition, the demands made on trainers by new training regulations and occupations call for early support measures relating both to the technical side and to teaching methods. Here again, such measures should be taken primarily by the firms and by the employers' and employees' organizations and their institutions.

In the Federal Republic the employers' organizations and trade unions engaged in a joint initiative in establishing a special Trainer Promotion Centre (AFZ). The aim of the AFZ was to support the promotion of trainers by providing corresponding services and it thus developed curricula, methodological aids and media for trainer promotion measures and materials for teachers and participants in training courses for trainers. These aids were made available to the organizers of schemes for the promotion of trainers. On a limited scale, the AFZ arranged trainer promotion events to try out and build on new developments and to coach teachers for schemes run by other bodies. Its activities were exemplary. For organizational reasons, the promotion of trainers in the Federal Republic was taken over by the Federal Institute for Vocational Training (BIBB) in 1985, so that research findings might be directly

incorporated in the development of concepts for trainer promotion personnel in vocational training and assistance with their implementation. The BIBB now develops seminar concepts which are made available to the organizers of and teachers involved in the continuing training of trainers in and outside firms. These seminar concepts concern, for example, CNC instruction for training and workshop management staff in the metal industry, the training of young Turks and "guide texts" as a concept for independent learning in vocational training.

The closest link with training activities and the reality of the firm is forged by concepts of further training for trainers organized and implemented in firms. Firms and trainers are most likely to be motivated to provide for the training of trainers where the value of vocational training to the firm and the economy is recognized and trainers can see that their training work is appreciated. Many large firms therefore have an extensive concept covering seminars, working groups, meetings of trainers, training programmes, lectures for trainers, counselling and supervision.

A wide variety of continuing training courses for trainers is also provided by the chambers, an example being the courses

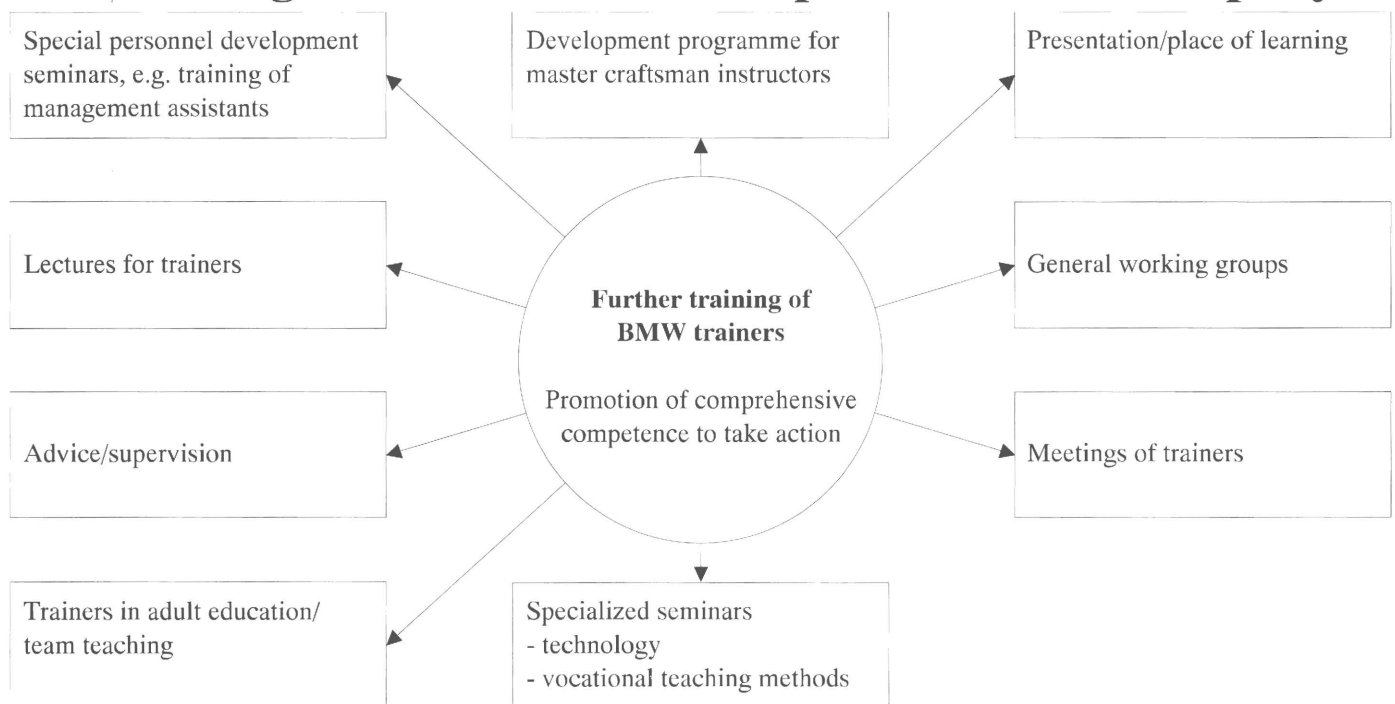
for trainers run by the chambers of industry and trade in the metal-working and electrical occupations, which are designed to teach the essential technological and methodological aspects of the reorganized metal-working and electrical occupations in a compact, comprehensive form, so that trainers are able to incorporate these elements in the training they provide in their firms.

In conclusion, it should be pointed out that for many years the work of trainers in the Federal Republic has been promoted through communication among associations and chambers or at national level.

Working groups of trainers were widespread as early as the 1950s. Geared as a rule to the commercial or industrial and technical fields, they provide a wide forum for the discussion of subjects relating to training in practice and serve to disseminate information on the latest developments.

Within the context of the Committee of German Industry for Vocational Training at national level, for example, two working groups are to be found in the framework of which 200-400 training managers meet each year for joint development work and an exchange of experience.

## The training of trainers – an example: the BMW company



# Training of trainers – an essential subject in the social dialogue

*Training capacity cannot be increased or its quality upgraded without trainers. Vocational training systems require full-time trainers; their professional status and initial and continuing training must be clearly defined. Trainers' first priority is training, for which both the state and the firms must have medium-term plans to enable the recruitment and planning of the necessary manpower. The state and social partners are responsible for defining the means of and resources required for training and for the implementation of training programmes.*

The firms are increasingly becoming aware of the importance of vocational training in their development; radical changes are taking place in training activities, the provision of which has increased. Europe is aware that it lags behind the U.S.A. and Japan in this respect. Emphasis is therefore



**João Proença**

*Secretary of the Portuguese General Workers Union, member*

*of the CEDEFOP Management Board, the Institute of Employment and Vocational Training, the Standing Committee for Employees' Negotiation and the ETUC Working Party on Education and Training*

being placed on the dissemination of information, the implementation of innovative programmes, research and development. Some harmonization, but not uniformity, of national vocational training schemes is however desirable.

Whereas in the past, skills tended to be acquired before the commencement of working life, knowledge nowadays very quickly becomes obsolete. The introduction of new technologies and processes and the change in specialization patterns has rendered the continuing training of workers essential. Training systems must therefore be suitable for the training of young people and the unemployed as well as for the purposes of continuing training.

Similarly, as a result of changing requirements, skills must now cover a wider range of subjects. This necessitates more extensive basic training to permit greater opportunities for initial training and a higher degree of flexibility in providing more thorough knowledge or in the development of new skills.

The location of training has also changed. Training, which was primarily of a public nature, previously took place in schools or centres outside schools; now either combined school-enterprise systems are being developed or training is company-based or takes place in the framework of programmes linked to specific jobs.

Changes are of greater necessity in countries such as Portugal where the original vocational training system was almost inoperative and obsolete. The urgent task of overhauling the education system clashes with the introduction of initial training schemes and the development of

in-company training, which is almost starting off from scratch. In addition to the almost complete lack of technical and technological training of young people, most workers are characterized by low skill levels (almost entirely acquired on the job), low academic standards and even a high rate of illiteracy.

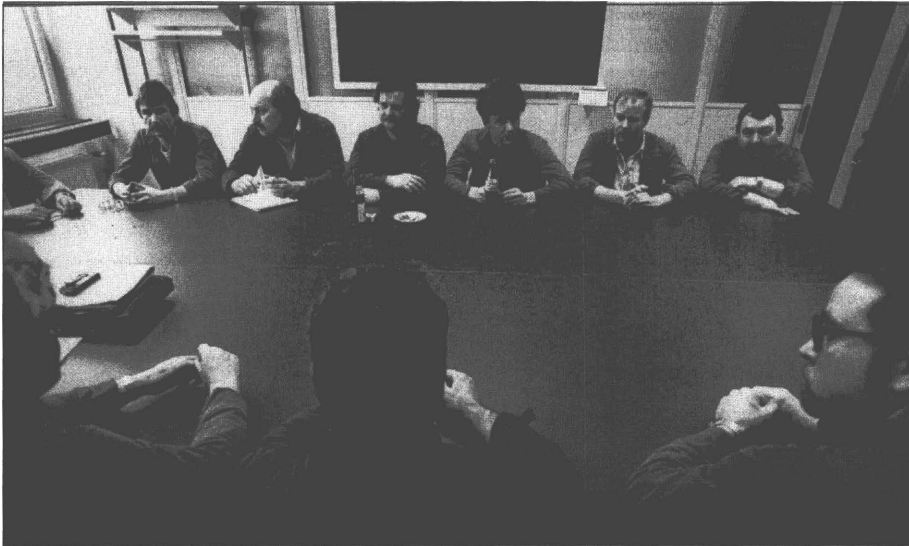
Portugal's membership in the European Community has enabled the provision of a much higher level of both national and Community financial resources for training purposes. The result has been a significant increase in the number of young people gaining access to training. However, in spite of the efforts made, courses are generally short, do not form part of suitable training programmes and rarely lead to recognized certificates.

In this situation it is becoming increasingly important to provide manpower, especially trainers, for training tasks. This group constitutes the driving force of change, but their inadequate numbers, lack of motivation and the dearth of skilled workers able to meet the requirements will probably be the principal factors limiting the increase in the volume and improvement of quality of training available.

De-specialization, involving a greater degree of flexibility and multiple skills, the relatively short life of skills and the ability to use certain skills in another job, enterprise or activity, means that it is increasingly important to make general training and technical training compatible before and during working life.

General school-based training includes processes and values to satisfy the social, cultural and scientific needs of young





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people as members of society and the attitudes and knowledge of technology required in the world of work. General training is not only provided at school; it includes the whole process of initial training or the updating of vocational knowledge.

At the same time, the demarcation lines between different jobs are increasingly fading as independent, relatively small teams gain in importance. These teams must be capable of undertaking a wider range of jobs; their members must be able to communicate, they must be versed in management and have the ability to work with others. The result is a growing demand for training in social skills.

Training often takes the form of an organized course at school, in the form of an apprenticeship programme or in industry. In the last case, it generally takes place under contract at an independent centre of a particular company. In addition, non-formal training is now being provided at the workplace in response to the direct needs of production and the use of new processes and equipment.

Three basic types of trainer are now identifiable:

■ **Teachers** who have acquired university skills which qualify them for their work, i.e. in general, technological and managerial training;

■ **Full-time trainers** who, since they have a technical background, have basic knowledge of general, technological and managerial training;

■ **Part-time trainers** who, since they have had basic but principally technical training, are qualified for technical training at training centres or at the workplace.

On the basis of this classification – which is necessarily a general one – it may be stated that the job of trainer can and must be associated with a skill, and even constitutes the essential element in the vocational training system.

The following conclusions may be drawn from the above:

■ The need to motivate trainers by making their careers and salaries attractive, recognizing their right to negotiation and offering them job security;

■ The essential nature of suitable basic and (necessarily) extended training in technology and teaching to prepare trainers for the training of adults, and the will to associate the requirements of individuals with development of group dynamics;

■ The need for the continuing training of trainers to enable trainers to adapt their basic technological knowledge to the new challenges and dynamics of the skill and types of jobs. We must overcome the lack of motivation, the precariousness of employment (largely the result of privatization measures) and the lack of skilled personnel in key sectors such as mathematics and science.

The consequences of demographic changes, with a reduction in the number of pupils in

primary and secondary education in many schools in Europe, does not imply a crisis in this vocational group. Teachers are probably the best qualified for the purpose of non-school-based vocational training, whether in public or private training centres or in the framework of in-company schemes.

However, a teacher must teach in order to be able to teach. For this reason, initial and continuing training must be dovetailed to the knowledge and constant changes anticipated at social, economic and technological levels and the development of teaching methods and new learning processes, the ability to prepare and implement programmes and to assess progress.

The training of trainers has been one of the principal concerns of the authorities. Experiments conducted on the creation of centres for the training of trainers have generally been successful. The difficulties encountered by trainers in obtaining training must be overcome under the joint responsibility of employers and the state. Although it must be recognized that employees in general have the right to training, it is even more important for trainers to enjoy this right; for them it is a right and a fundamental duty. Motivation also plays an important role in this context. It is a recognized fact that trainers have to be motivated to attend training courses. It is necessary to go beyond factors of a material nature (administration, geographic distribution, financial problems, etc.) and create a wish for trainers to attend courses (their association with professional status, extension of information, etc.). Training must also have a practical component. Simulated practice is not enough. Training at the workplace is vital; it very often involves travelling between training centres and the firms.

We believe that the role of the social partners is important since they know the needs of the firms and workers best of all. They are the players who are mainly interested in improving the quality of training. We therefore consider it important for the three parties to be involved in the management of centres for the training of trainers.

Training must also include a component enabling the better integration of workers



Manfred Vollmer

into company life. All courses must include subjects such as health and safety at the workplace, employment legislation, collective bargaining, knowledge of an enterprise and trade unions. For this reason it is also important for the social partners to work in close collaboration when recruiting and selecting trainers.

In addition to full-time teachers and other full-time trainers, there are sound arguments in favour of trainers becoming directly involved with the production system or engaging in activities enabling them to acquire a higher degree of specialization or specific knowledge of actual economic, social and cultural situations. An example of this is the university teaching staff, research workers and specialists to be found in employers' associations and trade unions.

However, here again the appropriate vocational authorities fail to provide suitable training in teaching methods and social relations. Negotiations must take place between the trade unions and training organizations to clearly determine their status and responsibilities in the field of training.

We must not forget the skilled operators working in the firms who can be deployed as trainers. Since they have the expertise and direct knowledge of the difficulties encountered in the workplace, they are particularly important in the context of

training activities. However, their basic education is clearly very often inadequate so that to train them as trainers requires special attention and causes particular difficulty.

This is also one of the major problems for a country such as Portugal. The introduction of training into many sectors and enterprises is limited due to the lack of trainers. Although a large number of middle managers have been trained in their jobs, they often have insufficient basic and cultural knowledge for training. This could lead to a fall in the status of vocational training, transforming trainees into workers with little or no remuneration.

Vocational training must lead to a suitable mixture of full-time and part-time trainers. Sound training will not be possible if production specialists and skilled operators are always being temporarily shifted from their normal duties to manage, organize and supervise training activities. Training is also highly specialized, which means that it is mostly carried out by appropriately skilled staff. This presents many difficulties for countries such as Portugal whose system is based on activities of a precise nature, financed from the European Social Fund and the social security budget. The existence of operational programmes should imply the existence of medium-term training plans in the firms and training centres, enabling the deployment and optimal use of a full-time team of trainers,

irrespective of the approval of every training activity in the medium-term plan.

Annual and medium-term training plans for enterprises must be prepared following discussion with the trade unions. The updating of knowledge and training to enable unskilled personnel to acquire skills must be discussed with the firms.

However, we must not forget that many enterprises plan to reduce their staff in the medium term as a result of modernization and restructuring measures and that the unemployed have the right to training just as those who have a job and that the former may or may not be first-time job seekers. Consequently, without prejudicing employers' responsibilities, the state must also assume responsibility for the right to training and must adapt to ensure a response to the need for an improvement in the quality of labour and to the short-, medium- and long-term requirements of the economy and society in general.

It is in this framework that the social dialogue at a European level is particularly important, especially in respect to education and training. The joint declarations by the European Trade Union Confederation, UNICE and the CEEP on continuing training and the transition from school to adult and working life and the new declaration (currently in the process of ratification) on access to training, open the way to dialogue and negotiation at national, sectoral and enterprise levels, enabling a thorough examination of vocational training policies.

In summary, we should like to recall one of the conclusions of the first joint declaration: "It is important to pay special attention to the training of teachers and trainers and at the same time to ensure that they are trained in sufficient numbers each year and that their training is of a high standard. Similarly, it is necessary to promote the development of the instruments and methods of training and to improve their quality and that of training resources. A greater effort should be made to encourage teachers and trainers to participate in exchange programmes, practical training, to familiarize teachers with the latest developments in industry and advanced technology and to provide in-company trainers with more thorough theoretical and pedagogical training".

# The trainers' labour market

*In recent years the boom in continuing training and the extension of compulsory schooling have expanded the training market.*

*New trainers, from or linked to the firms, have swelled the ranks of teachers at all levels, although this has led to problems in some cases.*

*The conflict between these two groups seems of little purpose given that new training and self-directed learning resources are redefining the trainer's role in the educational process.*

## Prospects

To a varying degree and more or less consciously, everyone reproduces the educational models inherited from their parents in the occupational context in which they develop. The role of the "trainer" is therefore universal. It is the permanent relationship between those who know, or at least think they know, and those who do not know. In all the various learning situations throughout life, everyone forges educational bonds with the other members of the group in which they are evolving. This informal hierarchy can be seen in the systems for the solution of problems of day-to-day learning in working environments. In these environments, this task is often linked to age, seniority or rank. These criteria are, however, increasingly giving way to other criteria linked to technical skills, knowledge of products, foreign language skills, knowledge of the corporate environment, etc.



**Pol Debaty**  
Technical  
Adviser,  
FOREM

Whatever reasons are put forward to explain the different roles of "amateur" trainers, they lead to a range of permanent schemes to adapt all the workers of an enterprise to the constraints of living together, which can be understood in the broad and in the strict sense. The sudden departure of workers forced into early retirement at the height of the economic crisis has often been deplored because they took with them the "spirit of the company" and its expertise without having had time to pass anything on to young people. This is an important aspect of the goals of this unconscious operation of a network of educational relationships which are often hidden by the technical or organizational aspects of content.

Companies often ignore, or even dispute, this type of action, fearing that it may lead some people to claim recognition in the form of promotion or an increase in salary.

This braking effect has, however, to give way in the face of the inescapable learning needs triggered not only by the development of technology, but also by in-company and inter-company modes of existence. In some cases, the amateur trainer is replaced by a training professional because the content of programmes is new or sophisticated, or because these programmes involve larger numbers of people. At this point, the educational task takes on the same importance as supervisory and management tasks and learning times occupy separate slots during working hours.

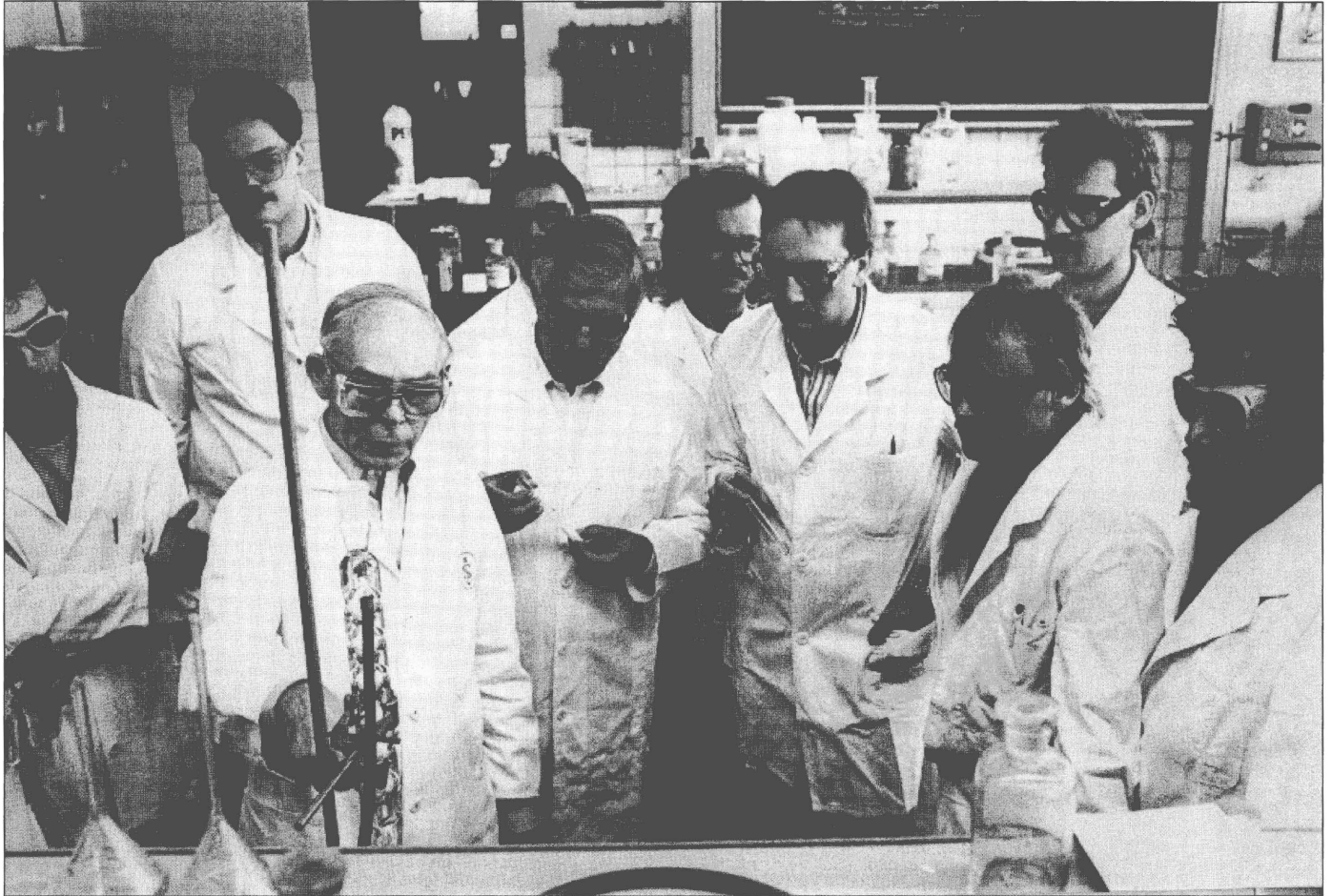
A recent study by the "Industry-University Foundation" in Belgium has thus highlighted the shift away from the "godfather" towards the "mentor", who, in contrast to the former, receives a supplementary bonus for his "educational" work in addition to his normal salary (20 mentors for 700 workers in the example discussed). The terminology used varies widely and the terms "tutor" and "instructor" are also frequently

encountered. Educational tasks of this type are also part of the occupational profiles of police sergeants, works foremen and head technicians and may even be taken into account when recruiting supervisory staff.

As soon as the term "teacher" is used, the function is external, whatever its importance for the life of the enterprise. Teachers are not part of the staff and act as sub-contractors or temporary consultants even when their work has become more or less permanent because they have done it so many times. University departments may be integrated into the training divisions of an enterprise to such an extent that they become part of these divisions. It is not rare for teachers to end up carrying out both educational and supervisory tasks. This was very much the case twenty years ago particularly in higher business colleges and polytechnic faculties. The appeal of an educational role to these practitioners, just as the use of personalities from industry and commerce by educational establishments, can be explained in the first instance by the prestige which this confers on diplomas or individuals. This is rarely the case nowadays. The proliferation of higher education and university establishments, along with the extended length of basic education, have closed the gaps between the social status of teachers at this level. The same was previously true for teachers in secondary and primary education.

Other situations have helped to demarcate the spheres of application of training and consequently the constituents of the trainers' world:

■ Substantial increases in the number of teachers responsible for educating younger children up to the end of compulsory schooling, followed by higher education, has led to the establishment of hierarchical bodies administered by numerous civil servants who may or may not have come from their ranks. Powerful teachers' unions



Manfred Vollmer

have arisen from this heterogeneous multitude brought together under the common denominator of education.

Teacher/pupil ratios are tending to fall. Following secondary education reforms in Belgium, the number of teachers has increased by over 100 000 in the ten years since 1970 leading to a teacher/pupil ratio of 1:9. This increase, combined with frozen or even reduced budgets, has helped to establish a body of teachers, socially independent, whose financial and therefore social status has continued to fall.

■ In the firms, on the other hand, at the height of the economic crisis (and during the same years), the “inadequacy of school curricula for the needs of the working world” was condemned since it led to the paradox of job vacancies which were impossible to fill, alongside massive numbers of unemployed young people with school certificates. Governments of all the industrialized countries have set up vocational training agencies with the task of “correcting” – to use their term – this

mismatch, either by training centres distinct from schools or by the firms themselves.

The firms were thus reviving the old tradition of the corporations or guilds in which educational tasks went hand in hand with production and management tasks.

The new “teachers”, often from the world of skilled workers in the firms, at least initially, will immediately be faced with problems arising from the opposition of democratic education – open to all, and offering prospects of personal development – and the firms faced with problems of immediate return.

■ In the golden sixties and even more so between 1970 and 1980, educational circles differentiated between short-, medium- and long-term vocational training objectives.

□ Long-term training objectives relate to individual personality development. The resources used are identical to those set in motion for the “aristocrats” of days gone

by. Since the evaluation of results cannot be immediate, it is possible only through projections in which the evaluators are the teachers themselves.

□ Medium- and short-term objectives concern the occupational situation. Distinguishing the medium from the short term is in itself a problem. Time itself has become a matter of dispute. Looking solely at vocational training, the short term is an immediate return and the medium term allows for profitable investment in a number of types of learning. In both cases, however, the evaluation of results is possible both because there is an automatic correlation between objectives and the final image (“I am learning to drive a lorry.”) and because the evaluator is a user of the learner whom he supervises in working life (the craft worker and his apprentice).

Teachers in basic education, responsible for young people as a whole during compulsory schooling and subsequent higher education which follows without any period of transition, claim to pursue

long-term objectives. The others are suspected of serving the interests of enterprise. In contrast, trainers endeavouring to pursue objectives linked to occupational aims make it their job to meet the immediate needs of young people leaving school so as to bring their occupational profiles into line with what is expected in the labour market (evaluation of the quality of training by placement rates in the firms).

■ In periods of full employment, the use of training agencies other than the Ministry of Education, focusing in particular on post-school training (a new concept in adult training) lay at the level of matching job vacancies and job-seekers. Between 1960 and 1975, the size and quantity of such schemes was in keeping with the needs expressed by the firms in particular and also by the workforce. The new trainers did not represent a threat in terms of numbers to the traditional body of teachers, especially as many of them were only temporarily employed and others accumulated training duties in various institutions including national education. Unemployment among young people leaving school as well as higher education

gave a new importance to continuing vocational training agencies which were the first to design, manage and coordinate training programmes linked to jobs. New trainers, in some cases job-seekers themselves, swelled their ranks and gave them a new numerical importance in what had become a new market, i.e. the training market.

■ New competition came about through the development, novel other than to countries such as Germany, Austria and Denmark, of alternance training in schools and training centres, on the one hand, and in the firms, on the other. It was no longer merely a question of continuing, but also of initial training.

There are many reasons for the discovery and then the veneration of the quality of alternance training. Essentially they are due to the positive results achieved with the German model in terms of employment and the desire to expand the provision of training to lesser-skilled job-seekers.

Once again, non-traditional trainers will be the first to build bridges towards the

firms where they often gain their initial professional experience.

■ Somewhat curiously, at the same time as initiatives are being developed to combat unemployment by associating industry with governmental schemes, the traditional school environment is becoming increasingly closed in on itself in an attempt to safeguard the priority of the long-term objectives dear to the majority of teachers involved. Technical and vocational teaching is increasingly giving priority to general objectives, to the detriment of objectives with occupational goals.

Teachers are abandoning what used to be known as "technical" colleges, genuine vocational schools where teachers of primary or secondary level taught a trade, and moving into higher education teaching in universities.

The trend which has been shaped in this way is bringing about a recognition of academic quality at university level, to the detriment of vocational education whatever the level of involvement of the teacher.



Paul Glaser

## What is the current situation?

In most industrialized countries, the education and training market is like an enormous cake, most of which is necessarily consumed by compulsory basic education. Higher education and universities then account for a fairly large slice, rendered tasty by the official recognition of the certificates awarded and the access they provide to secure jobs and positions.

The slice of the cake given to continuing training or anything involving the training of workers on or off the job is still very small when compared to the appetite of the guests.

The guests are the entire working population of a country, whether in or out of work or in the twists and turns of the economic and social structures set up to help people find a job.

The guests are therefore the life-blood of a country.

Teachers and trainers help to satisfy the needs of this life-blood.

The current struggle between the various players in the name of austerity, duplication of effort, overlapping of competence and, more rarely, the quality of training schemes, seems little more than a drop in an ocean of change in the response to the more numerous and more diversified training needs of the population as a whole.

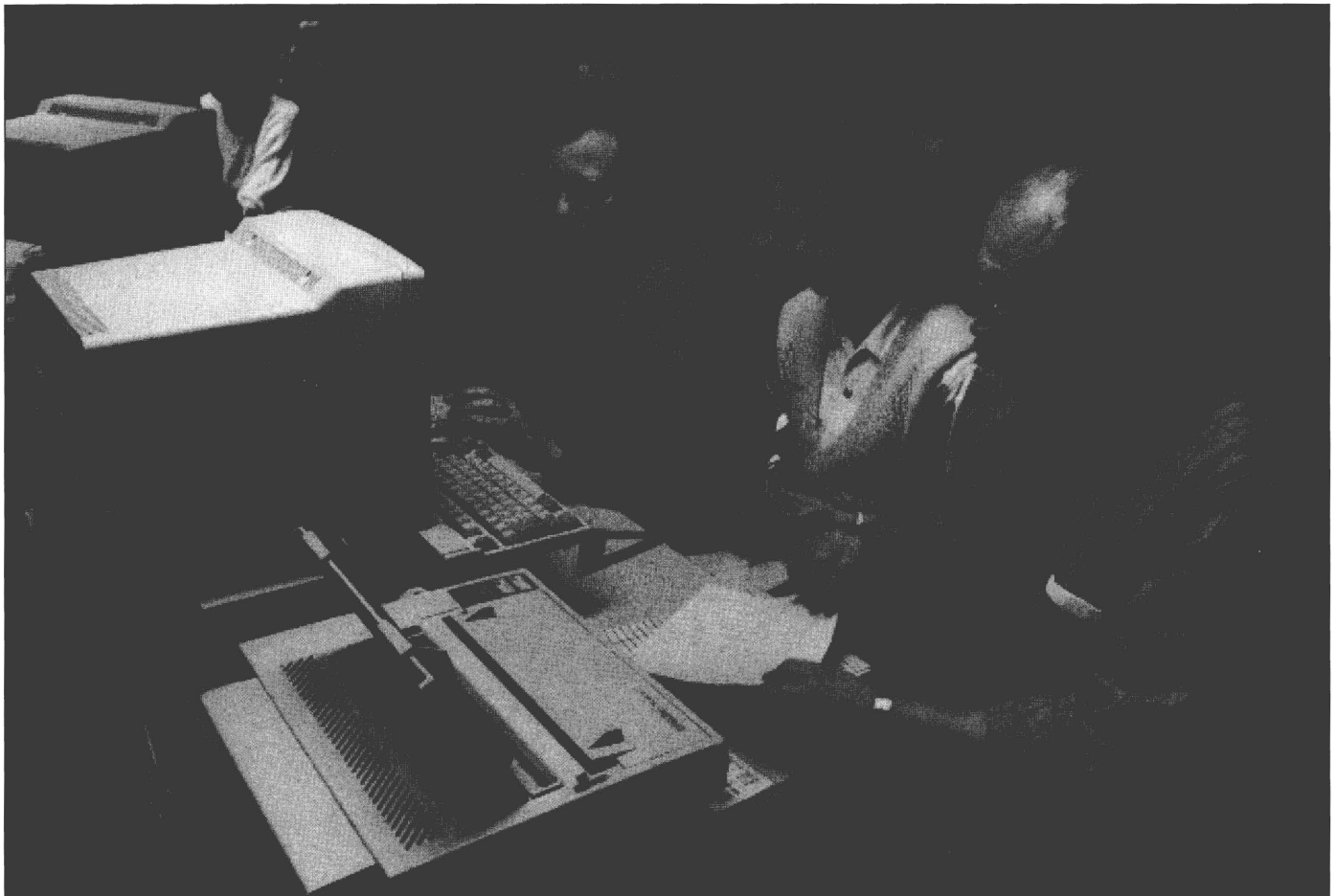
It seems that there will in effect be a slow but continuing decline in the number of traditional educators in schools and training centres. There are already shortages in some specialized fields due undoubtedly to the better salaries offered by private enterprise, as well as a lack of interest in the traditional teaching role on the part of the better trainers, attracted by new methods. These people will develop (and in some cases are already developing) educational resources able to meet many needs in basic education and continuing training.

This self-instruction capacity of which sufficient use has not yet been made, will

be increasingly turned to advantage, not only in centres for pupils or trainees (schools or industry), but also at home ("home knowledge", as the Canadians put it). A genuine manufacturing industry for audio-visual or computer-based learning resources will then take on dimensions which can already be evaluated in the countries of northern Europe and the USA and which is developing in other countries.

This industry will use the skills of a new type of trainer able – if he is to be competitive – to permanently call objectives and the means of achieving these objectives into question. Evaluation will take place at market level.

This supposes a greater participation by everyone in the choice of training resources which have become consumer goods, subject to the normal laws of supply and demand. This greater participation by individuals, not just in financial terms but also in terms of motivation, will make them more active in learning processes and more attentive to the results – and therefore the quality of the choices they make.



Paul Glaser

# Britain sets new standards and qualifications for trainers

*As Britain enters the 1990s, a revolutionary new approach to set a framework for occupational standards and vocational qualifications throughout industry and commerce is now taking shape in a bid to improve the quality of the British workforce.*

*The task of setting the standards has been assigned to Lead Bodies, which have been formed with employers, the Industrial Training Organizations and non-statutory training organizations. The work to set standards is taking place now across sectors employing over 70% of the working population including construction, engineering, retail and financial services, as well as covering cross-sectoral occupations such as management, training, administration and information technology.*

The initiative to set standards started some four years ago with the recognition that a new framework for vocational qualifications and related training programmes was vital if Britain's products and services were to meet the world's highest standards. To this end, in 1986 the Government produced a White Paper entitled, "Working Together – Education and Training", which gave the Training Agency the task of producing a system of occupational standards across all industry sectors by 1991.



**Alistair Graham**

*Chairman of the Training and Development Lead Body and Director of the Industrial Society, London*

At the same time, the National Council for Vocational Qualifications (NCVQ) was formed to establish a new framework of vocational qualifications to be based on occupational standards. For the first time all qualifications would link to a common framework of five levels.

The importance of these standards is that they will represent a new way of describing people's abilities at work and will enable organizations to identify and match their training needs much more effectively. With the support of the Training Agency, the Lead Bodies are examining in detail exactly what is required for effective performance.

It has been essential to establish the interpretation of the word "competence" on which these new standards are based, and this has been agreed between the NCVQ and all Lead Bodies as follows:

"Competence is defined as the ability to perform the activities within an occupation. Competence is a wide concept which embodies the ability to transfer skills and knowledge to new situations within the occupational area. It encompasses organization and planning of work, innovation and coping with non-routine activities. It includes those qualities of personal effectiveness that are required in the workplace to deal with co-workers, managers and customers."

In Britain this approach is anticipated to bring the following benefits:

**The nation:** There will be a common language of definition between work and education, embodied in a national qualification system, which will provide a framework for improvements in the quality of the workforce and the competitiveness of British industry.

**Employers:** Employers will have an accurate and relevant description of

employee capabilities, and there will be a common language for organization description, work role description, training and development objectives.

**Individuals:** For individuals, there will be a common language of employment capability, which will be recognized across industry sectors and which, through the new system of qualifications, can be approved and extended throughout life.

## The Training and Development Lead Body

One key Lead Body is the Training and Development Lead Body (TDLB) which was set up two years ago and is at an advanced stage of progress in defining the standards and qualifications for all those working in training and development. Chairman of the TDLB is Alistair Graham, the Director of the Industrial Society. Earlier this year at the Training Education Conference in Birmingham, he commented, "I believe the Training and Development Lead Body occupies a central position for the Standards Programme as a whole. Everyone who has a training function – from instructors to chief executives – is in a crucial position to make a success of the Standards Programme right across British Industry."

The TDLB is currently completing amendments to the standards framework following an extensive programme of consultation with industry to verify the training and development standards that have been identified. In conjunction with specialists such as the Centre for the Study of Management Learning, University of Lancaster, Industrial Training Services and Barbara Shelborn Developments, the TDLB first undertook a "comprehensive analysis of roles and key functions in the



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training and development field". This process has involved the identification of:

- the key purpose of an occupational area;
- the functions that deliver that key purpose;
- the key work roles and standards which make up the function;
- the quality expectations surrounding the performance of those functions.

Occupational standards have three components – an element, performance criteria and a range indicator.

The **element** describes what people are expected to be able to do. This is expressed not in terms of activities, but as outcomes of one or more activities comprising a distinct role or industrial/business functions.

The **performance criteria** are the specific quality parameters by which successful performance in the element may be measured and assessed.

The **range indicator** defines the scope of the elements; that is, the range of applications and contexts in work, in which performance of the outcome desired in the element would be expected.

The TDLB has had a challenging task to develop relevant standards for all the functions in training and development which range from instruction to the more esoteric level where training and development forms part of an organization's overall business strategy.

In developing the TDLB standards framework the analysis centred on the familiar training cycle:

- identification of training needs;
- design of training;
- delivery of training;
- evaluation.

In practice, different standards are combined together to form units of competence. These in turn may be used to construct work roles or to form building

blocks in the framework for national vocational qualifications.

The NCVQ framework is designed to allow an individual to enter at any level without having to attain the previous one.

The TDLB has proposed a qualifications framework which relates to levels 3, 4 and 5 of the generic NCVQ structure.

At level 3 the emphasis has been placed on the design and delivery of training programmes that meet either individual or organizational needs.

At levels 4 and 5 there is increased emphasis upon design and implementation of training systems as well as more advanced capability in the delivery and evaluation of all forms of training. In addition, the qualifications framework also embodies standards from other sources, e.g. management, and it is proposed to offer appropriate units of training and development for inclusion in other qualifications to cater for the increasing numbers of people who are



involved with training as a subordinate function.

In addition to providing a framework for full-time trainer qualification the TDLB has recognized there is a need to link their own TDLB standards to those from other occupational roles. It is hoped this will lead to the development of hybrid qualifications for people whose principal role is not training, but who have partial responsibilities in it, for example line managers and supervisors.

## The consultation process

Having defined a draft Standards and Qualifications framework in June of this year, the TDLB embarked upon a wide consultation programme with all the interested parties to check the framework's relevance and accuracy.

Throughout the summer a series of 10 workshops was organized to consult with

invited personnel from large employers, unions, the voluntary sector, training providers, representatives from the IPM, ITD, BACIE and awarding bodies. Delegates were given an update of the development prior to a forum for discussion. Some weeks later follow-up workshops were held to gain an in-depth response to the framework.

Running concurrently with the workshops, a wider consultation took the form of a document and questionnaire sent to over 5 000 people in a variety of training and development roles. Whilst the feedback was of a more general nature, it related nonetheless to similar issues.

In October, members of the Lead Body met to discuss the findings of the consultation. The results were extremely encouraging, as one delegate, Maggie Boyden, of Trusthouse Forte said:

"I feel that the TDLB's process of consultation has been a real attempt to gain

the views of industry. This is particularly vital for such a national employer as the hotel and catering industry. I believe the preparatory research to have been thorough, and after a fine-tuning exercise, the standards will provide a real practical code of practice for all trainers, thus providing consistency and quality across industries."

The consultation confirmed that, having broken new ground, the TDLB was on the right track and that the majority of participants felt the standards to be clear, comprehensive and able to provide a useful tool for describing the roles and responsibilities of those involved in training and development.

One of the key issues highlighted in the response from the workshops was that of the language used. In the draft standards some of the technical language caused confusion, and certain phrases and terms were considered ambiguous. The TDLB has been aware from the onset, of the importance of user-friendly language if



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the standards are to be readily accepted and thus major benefit gained. This problem has been rectified by amending the standards to accommodate all the difficulties identified and in some cases the standards have been rewritten.

A second area requiring further examination was that relating to training delivery when it was felt the emphasis between delivery and strategy was unbalanced. Some standards have been extended and elaborated to ensure the correct balance in these areas.

There was a wide recognition from both the workshops and questionnaires that the TDLB had gone a long way towards producing a concise set of standards bearing in mind the obvious difficulties involved in trying to encompass such a broad cross-sectoral field.

The response to the qualifications framework was particularly encouraging with an overwhelming majority finding the qualifications framework with its clearly defined levels useful and relevant. The subject of qualifications raised much concern about how workplace assessors will be trained and indeed where they will come from once the new system is in place. This is an issue for all the Lead Bodies to address not just the TDLB.

A key message repeated throughout the consultation was the need for the TDLB to provide further details on how the standards could be used. From the ITD, Ryland Clendon commented:

“Whilst we believe the draft standards and the qualifications framework are soundly based in broad principle, we recognize that there is still much work to be done in the area of range indicators and the TDLB’s approach to delivery, assessment and evaluation.” The TDLB has acknowledged for some time that this next stage is a crucial facet of the standards setting work, and that the requirements of those who will ultimately implement the standards must be met. The whole area of assessment is an area being frequently debated and much of the focus of the TDLB’s work throughout the next year will be committed to finding the right solution.

The consultation process confirmed the need for standards and new vocational

qualifications and established the TDLB’s credibility and authority in helping to raise the quality of training in Britain.

## The standards launch

The TDLB standards framework will be launched in January 1991 at a conference in London. Although the use of the standards without the qualifications framework will be very limited, it is hoped that other Lead Bodies, currently working to set standards and qualifications in their own industries, will be able to use standards from the TDLB to form hybrid qualifications. This will confirm the training element in jobs such as line managers and supervisors, where training is a small but nevertheless an important part of their job.

The launch of the standards represents a major landmark for the TDLB but only the first step towards producing a “full standards product” given the need for assessment and implementation guidelines to be incorporated.

## The future

Over the next nine months the TDLB will be working to develop and pilot guidelines for assessment and implementation of the standards and qualifications framework. The body is aiming to produce a qualification framework ready for accreditation by the NCVQ early next autumn. This is an ambitious timetable as there are many contentious areas to be resolved but it is essential that the TDLB does not build in rigidities into employment practice, but be sufficiently flexible to take into account the changes taking place in the trainers role over time. In the words of Andrew Moore of the CBI:

“It is of paramount importance if we are to achieve the skills revolution required to ensure this country’s future competitiveness, that we set in place a standards and qualifications framework which is not only responsive to the training specialists but recognizes the important role line managers and supervisors play in the training process.”

## Training as an investment

The TDLB is aware of the crucial role it has to play in ensuring that status of training and development is elevated and that the human resource element becomes an automatic part of an organization’s business plan. Organizations are frequently being told to change their attitude towards training in that training should be regarded as an investment not a cost factor. The standards will provide a benchmark against which the effectiveness of the training budget can be measured.

For trainers themselves, the training and development standards will mean that they can gain public recognition for their achievements and it is hoped that the standards will act as powerful motivators, by setting goals for individual improvement. A clear route will be set for career progression enabling individuals to prepare for promotion rather than the traditional path which is promotion first, training later. For employers the standards will also help with the inaccurate science of recruitment as individual competencies can be accurately matched to job requirements.

For industry and organizations facing constant changes in technology, the standards will provide an ever-increasing bank of highly qualified trainers whether full or part-time to carry out this task.

The TDLB holds a key to the acceptability of the whole standards programme and thus much of the responsibility of raising the standards of the British workforce rests with the TDLB. As Michael Howard, Secretary of State for Employment, said earlier in 1990 when talking about the new setting standards programme, “Our workforce must become one which can match the standards of the best quality, innovation, customer care, flexibility and adaptability. The days when individuals could get by with narrow, task-specific skills are over”.

The TDLB is in a unique position to bring tangible benefits to employers and individuals alike. Britain will have a better skilled and more motivated workforce – an essential resource if Britain is to maintain her competitiveness in the world market.

# Human resource change and the changing skill of the human resource professional

*This article provides a brief synopsis of the results of a series of research projects on human resource change carried out at the Centre for Corporate Strategy and Change, University of Warwick. The research draws on empirical studies of large and small and medium-sized enterprises. The article also examines the implications of these research results for the changing role of the human resource professional and the skills and knowledge necessary to operate in the human resource sphere in enterprises in the 1990s.*

This article has two purposes. The first is to provide a summary of the results of a series of research projects at the Centre for Corporate Strategy and Change, University of Warwick which explore the links between business change and human

resource change. The second part of the article examines the implications of these research results for the changing role of the human resource professional and the skills and knowledge necessary to operate in the human resource sphere in enterprises in the 1990s.

## Corporate strategy change and human resource management

Since 1985, the Centre for Corporate Strategy and Change has been financed by the Training Agency and now the Department of Employment in the United Kingdom to carry out a series of empirical studies of human resource change. The major results of this work are published in Pettigrew, Sparrow and Hendry (1988), Pettigrew, Hendry and Sparrow (1989), Hendry and Pettigrew (1990), Pettigrew, Hendry and Sparrow (1990), Hendry, Pettigrew and Sparrow (1989), Hendry (1990), Pettigrew, Arthur and Hendry (1990). The primary aims of this work were:

- To describe and analyse the relationship between changes in the economic and business environment of the firm and consequential alternations in business strategy, structure, and corporate culture.

- To describe and analyse any requirement for new policies and practices in the human resource management affairs of the firm occasioned by changes in business strategy and structure.

- In the light of 1 and 2 above to identify "good practice" in the management of human resources.

The original project was designed to explore the above objectives in some eight or nine organizations, representing declining, mature and growth sectors. In the event, success in gaining access resulted in ten firms being studied. These fell broadly within four sectors – retail banking and financial services, computer supply, retailing, and engineering/manufacturing.

Subsequent pieces of research have extended the findings from the original group of ten into a sample of twenty firms. Literature reviews have been completed on training and human resource management in small to medium-sized enterprises (Pettigrew, Arthur and Hendry, 1990) and the Centre is just about to complete a major study of human resource development in 22 small and medium-sized enterprises.

What are some of the broad conclusions to be derived from these empirical studies? The clear message of the research is that those firms that have made developments in their human resources have done so under competitive pressures. The pattern in many firms is of a dramatic stiffening of competitive environment since 1980, often a loss of competitive advantage, and rapid changes in business strategy, structure, and employment levels.

A complex set of business environment changes have led to a series of generic, strategic responses. We have detected seven, often interdependent, responses that have driven human resource developments:

- competitive restructuring;
- decentralization;
- internationalization;
- acquisition and mergers;
- "total quality" processes;
- technological change; and
- new concepts of service management.



**Andrew Pettigrew**

*Professor of Organizational Behaviour at Warwick Business School*



**Christopher Hendry**

*Principal Research Fellow in the Centre for Corporate Strategy and*

*Change, Warwick University*

These business responses have in turn triggered action in a range of human resource areas:

- skill supply;
- training and retraining;
- effecting organizational and cultural changes;
- work organization and system changes;
- human resource development;
- selection, appraisal and retention;
- employee relations and compensation; and
- managing outflows of people.

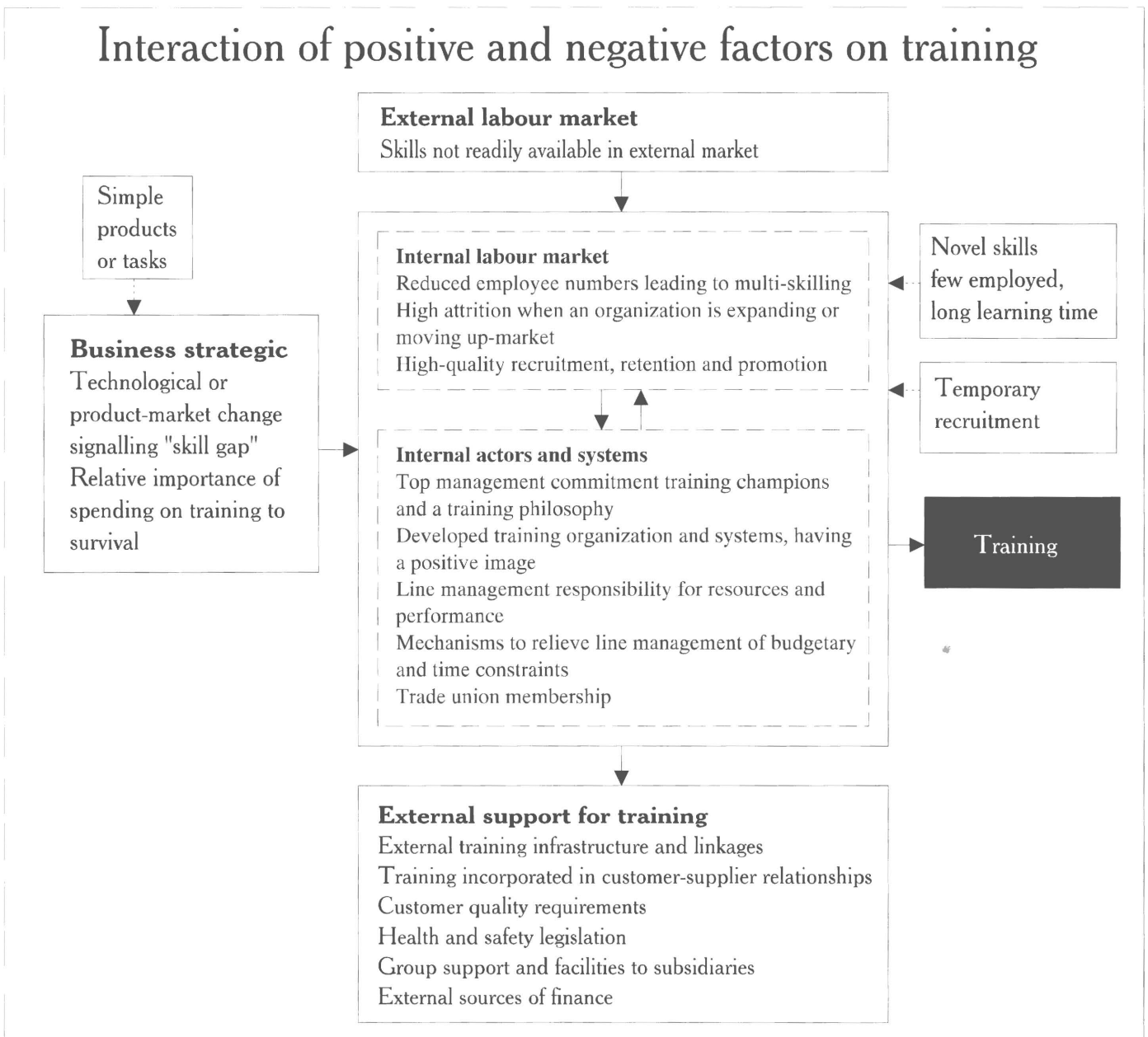
The overall pattern of change has been a reactive one, with human resource change following rather than leading or running in close association with business and technical change.

Put simply and generally, competitive pressures lead to the perception of a business performance gap. Firms generally responded to this gap in two ways. First, the development of their products and their market position. Second, technical change within the organization. These responses were made singly or together, and, in turn, led to a further perception of a skills performance gap. This, in turn, has led to responses to tackle issues such as skill supply, training and retraining, human resource development, organizational and cultural change, and managing outflows of people. The human resource issues triggered by business and technical change are complex and highly interrelated and challenge the firm across short, medium, and long-term perspectives. Few of the

issues can be tackled by pulling one human resource lever, be it training, recruitment, or compensation.

We have described how renewed human resource activity has been driven by strategic responses to the heightened competition that firms have experienced in recent years. However, this is only a part, although a significant part, of the whole picture. Reviewing the 20 case studies we developed, it became apparent that there was a host of factors in play; some were conducive to high levels of training concern and activity, and others had a distinctly negative impact. The outcome of our analysis is a model that sets out four types of positive factors which variously drive and stabilize training activity.

## Interaction of positive and negative factors on training





Ralph Rieth/ULLSTEIN

The distinction between “driving and stabilizing” forces is an important one for understanding firms’ inclination and capacity for generating training activity. While the initial trigger may be product market developments or technical change, leading to a recognition of a skill gap, other factors also need to be present to achieve effective and sustainable activity in training.

The factors involved fall into four categories:

- business/strategic;
- the external/internal labour market;
- internal actors, training systems, philosophy and management organization; and
- external training stimuli and support, including funding (see the table above).

Our research results have established that the propensity to train was enhanced where a sufficient combination of the above forces apply. By the same token, decay or inertia in training activity is the result of decline in

one or more of these forces, along with additional, specifically negative factors.

### Mobilizing for change

We have identified a great many factors which influence the extent of a firm’s training, and there may well be others. The point is that no single one by itself is sufficient – effective sustainable activity in training requires a rich array of influences which have to be built up additively in a way that links to features of local organizational context and management process.

Mobilizing training is often a question of internal politics and key personalities and of building up activities well linked to the business and exploiting openings created by subsequent product market and technical changes. The initiation of any new training or development usually starts a “learning by doing” process, creating opportunities to generate activities at various organizational levels and build multiple

pressure points for future more carefully focused expenditure.

Effective change (towards high levels of training) can therefore be seen as resulting from the mobilization of positive factors, and neutralization of negative ones. What distinguishes one firm from another is the extent to which the key “actors” have created a supportive context for training and development activity. The lesson from this is that there are receptive and non-receptive contexts. Training programmes may not get off the ground when inserted into non-receptive contexts. The management issue is, therefore, the need to build a receptive context in advance. Once that has been achieved training activity is more likely to build up incrementally even if at first it is decidedly *ad hoc*. In time evidence of training “successes” will accrue, contributing to a still more favourable context for future activity. When this is properly linked to business development, a positive spiral will have been established.

## The changing role of the human resource professional and the competencies required

A number of discernible trends point to a need for a reorientation of the human resource function and, with that, of directors and line managers to human resource activity.

Massive and interrelated skill changes have occurred and are continuing to occur, which are not solvable by single means. Technological and product market changes directly effecting one group have knock-on effects that need to be managed by forward thinking. Our human resource studies have found substantial evidence of skill change, driven ultimately by competitive pressure, as an underlying imperative.

This has been accompanied by a shift in the priorities and focus of the human resource function away from industrial relations problems towards training and development in the cause of upgrading skills. The two activities are qualitatively different, in that industrial relations is about "defending" the organizations while training and management development is about "advancing" them. Thomason (1978), began to develop a conceptualization of personnel management along these lines. The latter activity brings the human resource professional much closer to business strategy.

High levels of training in the organization are more likely where there is a philosophy of continuous development. A workable policy of continuous development means attention to a range of human resource levers. In this sense, training has to nest within human resource development. Coordinated activity of this kind, underpinned by a set of values that favours the development of people, is a central human resource development tenet.

Further pressures for change are emerging from demographic and international pressures. Changes in the structure of markets, particularly from the effect of the single European market in 1992, will have wide, unforeseeable impacts on skills and



Claudia Kenkel/ULLSTEIN

attitudes, and hasten the pace of change. The management of change has become a prime preoccupation of senior management. The increased complexity of the internal and external environment and the magnitude of change that organizations

have had to cope with mean that any change is likely to be a complex process. Apart from the need to equip managers with the breadth of perspective to address this, managing cultural transition is an important, though underrated task.



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## What are the needs for new human resource skills and knowledge?

The above pressures and opportunities signify a need for human resource professionals, including training professionals, to acquire new skills and knowledge. The first of these skills and knowledge relates to the development of broad training and experience across the full range of human resource activities. Research at the Harvard Business School (Beer, Spector, Lawrence, Mills and Walton, 1984) has conceptualized human resource management activity in terms of human resource flows, work systems, reward systems and employee relations. These are some of the critical areas of training and development for human resource professionals. The notion of human resource flows covers recruitment and selection, training and development, counselling and appraisal, career and succession planning, and is bound by personnel planning processes. The implication is that the latter should

transcend numbers-oriented manpower planning, by the level of detail about required skills and attitudes, and how these are to be obtained. The separate specification of "work systems" draws attention to a level of technical knowledge which is not always recognized in human resource work and not always present.

The separate specification of reward systems reflects the specialist status the management of pay or compensation systems has in many large organizations. Both the latter, however, are intimately related to elements in the human resource flow process.

Employee relations signifies a greater emphasis on positive policies like communications and consultation, rather than the defensive overtones of "industrial relations". While there has undoubtedly been a shift in the skills employed in this area in the United Kingdom, traditional industrial relation skills in bargaining remain highly valued.

A second major area of training and development for human resource

professionals relates to their ability to think in business and human resource management terms. This involves:

- Holistic conceptual thinking founded on a sound appreciation of changing business and human resource needs and on the interconnection between the two (including the impact of internationalization processes).
- Diagnostic skills to audit, or to take stock of, the inheritance of skills in the light of actual or likely business and technological changes.
- The ability to respond and be market or need driven, recognizing that it is often necessary first to sort out the business and organization structure.
- The ability to recognize a changing business situation, to adjust services and practices in anticipation, and to initiate a new style of human resource management. This may involve a broader set of linked human resource activities as when an organization grows by a reliance on

recruitment and then needs to give attention to training and career development.

■ The ability to identify and advise on business opportunities which the strengths of the skill base afford, thereby translating human resources into a perceived source of competitive advantage.

Our research on human resource change also points to the criticality of process skills for human resource professionals as they seek to introduce changes inside the firm. These process skills include the following strategic and tactical skills:

■ The ability to diagnose receptive and non-receptive contexts for human resource activity, and the political skills to mobilise internal and external forces to facilitate such activity.

■ The ability to recognize and exploit a wide range of pressure points for change, to build positive spirals of action.

■ Sensitivity to the changing internal situation during a major change programme, and the ability and systems to initiate timely adjustments in agreements and human resource practices.

■ Recognizing the role of “learning by doing” to the development of human resource strategy and training activities and their dependence often on the same learning by doing process in the evolution of business strategy.

■ Managing change implementation through a range of traditional skills (including counselling, transfers, and early retirement, that may mitigate its impact on people, as well as handling redundancy), with the object of preserving morale and communicating issues of morale to top management.

■ Involvement in managing the evolution of the culture by the balance between recruitment and training and development and the blending of old and new staff in appointments and promotions. Such culture change processes are often critical to the success of both business and human resource changes. The culture change processes need to be carried out in such a way that they meet new task requirements while being sensitive to individual job satisfaction and career aspirations, and

preserving what is valuable from a previous mission and values. Successful transition is a matter of promoting, controlling the pace of, and stabilising cultural change.

## The strategic role of the training manager

We have argued above that the institutionalization of training is much more likely to occur where training is itself part of a broader process of human resource thinking and action. Such broader processes of human resource development are also unlikely to occur if the people factor is not connected with the critical pathway of the business.

If a training manager is to acquire a more strategic role, that would clearly need to link both with the critical path of the business and also the broader thinking about human resource development going on in the organization. Where we have seen this occurring it has been underpinned by a number of factors:

■ The strong championing of human resource factors at the highest level in the organization.

■ A strong devolution of human resource matters down the line of the organization in such a way that human resource factors are integrated into the line managers' customary preoccupation with business and technological matters.

■ A human resource function which is itself well connected with the line management system and is working on problems that the line management system feels to be critical for the competitive success of the firm. Many human resource functions are now being led by senior line managers, with the human resource director post being a critical learning-post for fast-track line managers. In this context, a highly expert group of specialist human resource professionals with skills in all of the areas mentioned in the preceding part of this article are critical. The process requirement for the human resource function here may be to give up some of the fragmentation and overspecialization of the past and to organize personnel work in a much more task-related and network-based fashion.

■ For the training specialist part of this network, there are great opportunities if the trainer has the conceptual and practical skills in order to link thinking about business change to some of the critical management tasks for the firm and thence on to a diagnosis of critical training and development needs. Finding pathways and processes to link line managers and other human resource professionals into a diagnosis about business strategy change, critical management tasks and key training and development needs is a very important requirement for specifying training and development for the future. It is also a critical way of building up the commitment of line managers to continue to take training and development matters seriously as a business tool.

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# Foundations of the developments of “key skills”

## Social and professional skills of trainers

*The debate on the identification, learning and teaching of key skills emphasizes their importance for the training process. The highlighting of this concept with specific reference to the training of trainers is seen in this context as an integrative component of questions relating to the development of personnel and organization. Concepts of the regulation of action and the theory of problem-solving serve as framework models.*

A discussion of the identification, learning and teaching and the use of “key skills”, or extrafunctional skills, is appropriate only against the background of an integrative concept, extending beyond approaches based on the social sciences and educational theory, and features aspects of the development of personnel and organization (in the broad sense) and strategic management. Only then can a meaningful assessment be made of strategies designed to expand the individual’s abilities and skills and to make effective use of these elements in his own and his employer’s interests.

Since the early 1980s, if not earlier, there has been a change in “dealing with personnel” in firms which goes beyond the

instrumentalization of employees, reinforced by independent functional areas. The shift away from **personnel recruitment and personnel management** towards **human resource management** can be ascribed to external circumstances (the requirements of competition, new technologies, changes in the range of products or new markets, “1992”, etc.) and to concepts relating to people (changes in values, changes in motivational structures, etc.). The emphasis can be placed on various aspects. There is, firstly, legislation on continuing vocational training, which plays a leading role in the promotion of the development of appropriate skills. Secondly, rapid technological advances are raising the level of qualifications required and thus forcing employers to step up their initial and continuing training activities. As the human resources available externally will be limited in the short and medium term, appropriate internal measures must be taken. Thirdly, however, senior management’s attitude towards human resources has (necessarily) changed as far as motivational and integrative aspects are concerned. An improvement in employee motivation, job satisfaction or the working atmosphere, the promotion of identification with the firm and integration into the organization are becoming prime objectives (see, for example, Staehle, 1989).

Market saturation and political and social changes are making conventional corporate planning difficult. Events which are hard to predict (opportunities or threats) force firms to adjust constantly (e.g. advances in microprocessors, ecological problems, raw materials crises). This means corporate rethinking, which typically results in measures relating to organization (flexible, organic teams) and/or personnel (initial

and continuing training, selection of flexible, creative employees), and constant willingness on the part of firms to learn and to change.

Thus all firms need to discuss concepts of initial and continuing training that take account of this environment. Key words such as the training of trainers, social or collective learning, key skills, general or extrafunctional skills must be converted into practical concepts if the above-mentioned requirements are to be satisfied.

### The concept of extra-functional or key skills

In the debate on qualifications prime importance is attached to the concept of “key skills”. This is particularly evident in cases in which new technologies are introduced. It is very largely agreed that the concept of key skills should be discussed by analogy with Mertens (1974), who argues as follows: “... key skills thus comprise the know-how, abilities and skills which produce not a direct and restricted relationship with certain disparate practical activities, but (a) an aptitude for a wide range of positions and functions, as simultaneous, alternative options, and (b) an aptitude for coping with a sequence of (usually unpredictable) changes in requirements throughout life ...” (p. 40). Mertens also makes a distinction between **basic skills** (logical, critical, structuring, directing, thinking or an analytical, cooperative and creative approach), **horizontal skills** (knowledge of the essence of information and acquiring, understanding and processing information) and **lateral elements** (i.e. lateral abilities



**Detlev  
Liepmann**

*Chair for  
Industrial and  
Organizational  
Psychology,  
Freie Universität  
Berlin*



Paul Glaser

and skills relating to functional qualifications). It must be assumed, however, that extrafunctional skills, like functional skills, undergo change in the medium and long term. Extrafunctional or key skills, however, are exposed to a slower process of change than specific skills at the individual workplace (Gaugler, 1986). Different levels of acquiring skills should be regarded as a further distinction. Pieper (1989), for example, rightly points out that a distinction should be made between basic, key and pacemaker skills and that influence should be brought to bear on transitions and changes between the levels.

### The need for trainers to have extrafunctional skills

Given the different environments (see above), it must be assumed on the whole that effective personal development, optimal concepts of organizational development and appropriate strategic

management are only possible if all the members of the organization, but principally those involved in training, have a range of key skills in addition to professional competence. This is true not only of trainees but equally (in the German training system) of full- and part-time trainers.

A particular difficulty arises in on-the-job training. The effects of technological change, for example, become apparent far sooner in on-the-job training than in off-the-job training, provided by full-time trainers which therefore calls for an earlier response. However, firms often lack appropriate continuing training strategies or concepts for the training of trainers. The task of frequently or constantly meeting changing requirements itself requires appropriate skills.

These shifts in requirements and changes give rise to the need for the establishment of a modified training concept in two respects. On the one hand, trainees must

learn general skills and work methods. On the other hand, trainers must be taught appropriate teaching methods and new work methods that meet the new requirements.

The training process features three levels:

- 1) The specific tasks for which the trainees are to be trained.
- 2) The training activity itself.
- 3) The training of trainers for their teaching activities.

The training of trainers has to be categorized at this juncture. The purpose of this activity is to develop competence to take action. Trainers must have, firstly, appropriate competence in the specific technical field and, secondly, the competence to teach skills in this field. The object of the training of trainers is thus the development of competence to teach (in the broad sense). From this it is possible to derive initial learning objectives for the training of trainers:

- **substantive** (new techniques, environmental protection, industrial safety, etc.)
- **methodological** (problem-solving techniques, organizational techniques, learning strategies, etc.)
- **social** (discussion techniques, presentation techniques, conflict techniques, etc.).

## Psychological foundations of training measures

A major shortcoming in the debate on training measures is the lack of adequate and uniform theoretical conceptualization. Basic (primarily general and socio-psychological) approaches, for example, provide an explanation for successful concepts. The linking of training programmes directly to theories of intrinsic and extrinsic motivation will serve as an example. Application-oriented approaches in industrial psychology or educational psychology have become equally established.

Research efforts in the specific field of industrial psychology have recently focused on aspects of training concepts and their conversion into practical training methods. Approaches derived from the basic assumptions of the theory of the regulation

of action (Hacker, 1978; Oesterreich, 1981; Volpert, 1983), cybernetic views (see Miller, Galanter and Pribram, 1960) or the psychology of knowledge and problem-solving (Dörner, 1976; Newell and Simon, 1972) provide an opening for complex and integrative views.

One reason for this is that training is gaining in importance both as a means and as an object of job engineering that is appropriate to human beings and promotive of personality. An attempt is thus made to achieve a form of integration that includes the development of analytical and organizational concepts and takes up the area of psycho-regulative, cognitive and social training measures. Thus, **on the one hand**, the creation of scope for action in the shaping of tasks generates crucial potential for humanization, the detailed analysis of objective features of job requirements and the accompanying mental regulation needs or stress on the worker being the main component. **On the other hand**, it can be shown that this theoretical conceptualization is of central importance for the necessary teaching of general skills (see, for example, Felfe and Marggraf, 1989).

With the aid of the training concepts to be established, different areas of competence

can be purposefully fostered. While psycho-regulative courses primarily encourage the acquisition of sensomotory skills, the training measures referred to here focus on complex cognitive or social skills. For the development of research on training, this entails detachment from clearly defined requirements. It is increasingly a question of taking up, evaluating and integrating complex cognitive requirements unrelated to specific tasks. This is not possible unless appropriate account is taken of relevant methods, which must be considered critically in this context.

The analysis and shaping of tasks can no longer be based solely on past requirement profiles. Instead, additional qualification requirements arising from internal and external changes must be seen as part of the task(s), which must, however, be analysed and structured from similar viewpoints as traditional tasks (see, for example, Sonntag, 1989).

For employees at lower and middle hierarchical levels, in particular, general qualifications can be specified on the basis of the action that needs to be taken, with particular importance attached to the mental regulation requirements. Where the teaching of key skills is concerned, systematic promotion of the ability to think



Manfred Vollmer

and plan as the central regulative basis for the acquisition of the ability to act effectively and independently is particularly important.

The competence to take action to be created in this way must be based on substantive, methodological and social skills (see above). The substantive aspects of this competence cover different specialities, legislation, new technologies and knowledge of organizational and general links. The methodological aspect concerns not only general planning and decision-making procedures but, increasingly, work methods which enable situations, some unfamiliar and complex, to be handled independently and flexibly (e.g. heuristic rules, problem-solving techniques). Thirdly, consideration must be given to the **social** environment and processes in which work is performed (see the next section for further discussion). The need for cooperation due to the tasks to be performed is growing for various reasons. Concepts of teamwork, problem-solving groups and opportunities for social support and mutual learning must be converted into appropriate courses. This calls for such social skills as communication and conflict techniques and group work methods.

## Structuring of interaction in the training of trainers

An essential aspect of the structuring of social interaction is the description and allocation of different roles and the associated behaviour patterns and tasks. Given the objectives of the various training measures and the extensive previous experience of the trainers, a cooperative approach in which different areas of expertise complement each other and produce new solutions should be adopted. The trainer's role as an expert stems, on the one hand, from his knowledge of the practical aspects of training and his many years of experience in this field and, on the other hand, from his specific professional skills.

It follows, therefore, that the trainer's needs, experience and relationship with the practical world play a crucial part in the structuring of seminars, in that objectives and approaches are modified accordingly.

They must be developed to meet the needs of individuals and specific situations. The seminar leader's task is thus to support and present this development. For this he has both general strategies and techniques for solving the above-mentioned problems and structural knowledge which combines these individual aspects to form a concept. He demonstrates work and teaching methods that enable problems to be analysed and new working methods to be explored and introduced. An essential task in this context is to structure the process in substantive and methodological terms, to ensure the structure is respected and to provide guidance. In this connection on-going reflection on the way in which the seminar is proceeding by means of suitable feedback techniques is crucial.

Besides interaction between trainers and seminar leaders, the structuring of interaction among the trainers must be considered. Cooperation among the trainers should be encouraged for several reasons. Firstly, their heterogeneous experience and knowledge can be used as creative potential for the development of new solutions, thus enabling additional social skills, such as systematic feedback and discussion techniques, to be acquired and subsequently applied (e.g. during instruction). Secondly, cooperation provides additional opportunities for social support, i.e. mutual help during the practical application of the new concept.

## Spheres of application, transfer problems, aspects of evaluation

The debate on the context of the utilization of the concept of extrafunctional or key skills is reflected in numerous spheres of application. They include measures for both trainees and trainers. The concept is also becoming established in a wide variety of sectors and not only in large firms but, increasingly, in small and medium-sized firms. What must not be overlooked in this respect, however, is that some general problems connected with the transfer of training measures and their evaluation have yet to be solved.

In their comments on a future-oriented form of continuing training for trainers,

Heidack and Schulz (1989) focus on the PETRA pilot project (action programme for the vocational training of young people) (Klein, 1986). The skills referred to here concern the organization and performance of work, communication and cooperation, the application of learning techniques and mental work techniques, independence, responsibility and endurance. The project for the training of trainers at Siemens AG, for example, is described by the authors as follows: "... in extensive "cooperative self-training" with others and in the internal and external advisory committees two core problems emerged: (a) flexible applicability as the underlying problem and (b) the training of trainers as the priority problem ..." (p. 90).

Frieling and Klein (1988) refer to the establishment of extrafunctional skills in another sector. They identify three formal levels of training during the introduction of computer-aided design (CAD) in the automobile industry, making a distinction between (a) basic training, (b) on-the-job counselling and training and (c) further training. When functional skills are being taught, shortcomings in the sensomotoric sphere (change in motor skills, transition from drawing boards to input/output devices, etc.) and the cognitive sphere (functionality, design logic, understanding of technical links, mathematical foundations, the ability to think in three dimensions and the ability to abstract) are often detected as the transition is made to CAD methods. In addition, the trainers need to develop on-the-job technical, methodological and social competence. The new skills required of CAD designers are also required of the training staff. They are joined by requirements relating to social and communicative competence. It must be remembered in this context that programmes which prescribe and teach the necessary aspects of technical, methodological and social competence are not yet available in a form that is sufficiently relevant to CAD. Extrafunctional skill requirements concern, for example, social principles during training such as activation, motivation, etc., learning processes during training, the development of training sequences, the structuring of the teaching of the subject matter, the use of training methods, transfer problems and error management.

Where teaching methods are concerned, Felfe and Marggraf (1989) propose the use of learning tasks as a complex teaching stage. The learning task concept is a form of instruction that provides largely for active learning and is an efficient means of acquiring competence to take action since it permits the direct combination of planning and implementation, exacting thinking and planning requirements, a correlation with the practical activity and a graduated approach. They claim that a pilot project in the "General training of trainers and trainees in the chemical industry" provides empirical evidence of the superiority of this approach over other forms of teaching.

Two crucial questions which researchers and practitioners have yet to answer adequately concern aspects of the transfer and evaluation of training measures.

Baldwin and Ford (1988) discuss positive transfer as the extent to which participants are able to transfer the knowledge, skills, etc. they have acquired in training to the working environment. This transfer is more than just a **learning process**. Not even 10% of expenditure on training measures is currently devoted to checks on the transfer effect. The dearth of references to trainers endeavouring to maximize transfer problems therefore seems understandable. The emphasis should be placed, among other things, on (a) individual features of the participants and (b) the effect of training concepts on learning, retention, generalization and maintenance of the measures.

Besides final solutions to transfer problems, there is often a lack of appropriate evaluation of measures. The problems connected with the evaluation of training measures result from both methodological difficulties and the environment in which in-company continuing training (in the broad sense) takes place. In this context Münch and Müller (1988) refer not only to scarce organizational resources (costs, time, staff) but also to the dissonance between learning and work and the curricular vagueness of in-company continuing training.

In the evaluation of training programmes and training methods it seems helpful to make a distinction between internal criteria (measurement of performance, attitudes, behaviour patterns) and external criteria (measurements of qualitative and quantitative performance at the workplace). The four levels of criteria (reaction, learning, behaviour and results) proposed by Kirkpatrick (1960) increase this dichotomization. As Alliger and Janak (1989) point out, the advantages of this model (high degree of acceptance by practitioners because of the simplicity and classification of evaluation criteria) are outweighed by such disadvantages as excessive generalization and misunderstandings due to linguistic inaccuracies. Added to this, only one of the criteria is applied in most cases, and the expected empirical links can be demonstrated in only a few instances. On the whole, it can be said that conceptualizations, like those proposed by Kirkpatrick, must be seen primarily as heuristic evaluation models.



Regina Bermes/LAIF

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# Multi-media training – trainers' skills

*The future of multi-media training is in the hands of the trainers. As pointed out by Albertini (1990, p. 1), "only to a partial extent are these products as such; multi-media resources are essentially a component part of a training product ... multi-media training reaches the end beneficiary only through intermediaries, those who prescribe and determine the manner in which the training is used". In other words, more than anyone else, the trainer who uses multi-media resources must be competent both in the analysis of training situations and in the manner of his intervention. This article attempts to show the nature of the changing situation, identifying the need for "new-style trainers" and an overhaul of their professional expertise.*

## Recent changes in education and training

Today, with nine years to go until the year 2000, we have too great a tendency to feel that the major changes are yet to come. The radical upheavals have, however, already taken place. It is just that things evolve so slowly and gradually in education and training systems that their implications may not yet be apparent. These systems have admittedly "put the foot down on the pedal" over the past few years, but only in certain sectors.



**D. Leclercq**  
Director,  
Centre de  
Technologie de  
l'Education,  
University of  
Liège

The upheavals (some of them revolutions) to be discussed in the following are:

1. the need for self-training;
2. the restoring of learning to its central position;
3. the primacy of the process and the project;
4. modification of cognitive referents;
5. the explosion of media accessibility;
6. new forms of professionalism among trainers.

## The need for self-training

Mankind is distinguished from other species by "the ability to learn". Today, at the end of the 20th century, mankind is the species "that has to learn". With the rate of growth in knowledge (doubling in less than 20 years) and the acceleration in advances in information and production technologies, every professional has to devote a growing proportion of his time to learning, and lifelong learning.

Never has the fate of enterprises, social groups and individuals been more closely related to their capacity to learn than today.

Soon, however, neither society in general nor employers in particular will be able to meet the cost of training if that training entails a break in production. Thought should be given to the **manner of training**, and to training in the workplace. What is needed in the workplace, moreover, is self-training, as otherwise the employer would be at risk of having more trainers than producers: "We would be condemned to die of hunger, albeit well-educated" (Albertini, 1990, p. 3).

In addition to the manner of training, thought should be given to **training objectives**. The future is becoming less

and less predictable, and it is inconceivable that training should be confined to **specific** skills. Each person also needs to acquire internal resources on which he can draw when the time comes to "forge" his own solutions and to learn for himself (Leclercq, 1987).

These internal resources can, we feel, be broken down into a "**four-tier**" **architecture of skills**:

■ **specific** skills (in "subjects" such as physics, Portuguese, European geography, etc.).

■ **demultiplying** skills, such as reading, writing, speaking and the ability to use the telephone, library, resource banks, general software (for database management, word-processing, etc.), telematics, etc.

■ **strategic** skills, whereby the learner can adjust his response to a particular context and, for example, find out his own strengths and weaknesses, his centres of excellence and his own limitations (i.e. meta-cognition or self-knowledge – awareness of what one knows and what one hopes for, etc.).

■ **dynamic** skills or motivation, i.e. the capacity to become involved in and take pleasure in activities, accepting their drawbacks as well as their advantages.

To facilitate **learning** with reference to the four-tier architecture of skills, not only **through** but also **for** the media, it is necessary to **redefine the trainer's role**.

More than ever before, the trainer is the co-analyst of training needs. He co-defines projects, co-sets objectives, co-plans, co-executes and co-observes schemes, and in the final analysis reaches co-decisions. He becomes the co-partner in self-training.

## The central position of learning

For centuries, individual tutoring (one teacher to one pupil) was considered the ideal, the privilege of princes. Since the early 20th century, we have witnessed a growth in various attempts to individualize teaching (Parkhurst, Washburne, Dottrens, etc.) for the general mass of learners. They have, however, been minor efforts, not only in practice but in people's estimation. Sixty years of the century had to elapse before the work of Skinner and Piaget brought recognition of the central nature of learning in the training process.

Whereas in the past everything centred around teaching and the trainer (to take a simple example, think of the layout of desks in the traditional classroom), the trend then changed: to a Copernican revolution, with everything gravitating around learning and the trainee.

Programmed teaching had lost the battle, but the individualization of learning was winning the war. Only temporarily, however, for recognition was also about to be given to socialization and the importance of the group.

Now at last the "Learner – Trainer – Environment" triangle is changing. The trainer must no longer regard the media as being at his own service, making it easier for him to teach, but as being at the service of the trainee, making it easier for the trainee to learn. The trainer has **become an organizer of an environment that promotes learning.**

The trainer's roles are proliferating and becoming more specialized. Formerly a purveyor of knowledge, he has diversified to become a counsellor, facilitator, confronter and middleman, as well as a product designer and maker. Since no one person can combine all these talents, the training system is forced to bring about its own industrial revolution. Considering the relationship between the trainer and the media, for example, we find that the trainer has a "splintered" role, according to circumstances:

- an end user of the media, on precisely the same footing as the learner, so that

trainers and learners share a situation of "companionship";

- a specific user of media for teaching purposes;

- an intermediary, facilitating learners' access to the media;

- a creator of media products (the production chain itself breaks down into the work of the training designer, subject expert, scriptwriter, etc.).

## The primacy of the process and the project

For the past quarter of a century, cognitive psychologists (Norman, Ausubel, Novak, etc.) have stressed and re-stressed the importance of the personal structuring of what is acquired by the mind. **Project-based teaching** has come into its own again (Freinet, etc.): learning is perceived as **problem-solving** (where possible, a problem one has defined oneself), and the solving **process** is more important than the result because of its influence on working methods, self-image and the motivation to solve other problems. The integration of learning in personal strategies is just as applicable to adults as to children (Knowles, 1970).

Research on audiovisual processes, moreover (summarized by Schramm, 1977), has led to the conclusion that the impact of a given process **depends** on many factors, including the objectives, content, target group, etc. The only variable that always has a positive effect is **that the onlooker becomes an active participant**. One should be wary of a "medium that does it all for the learner": what the medium does might have been an opportunity for activity of which the learner has been deprived. As Craik and Lockhart (1972) have shown, the depth of (mental) processing has a positive effect on the memorization of content. Even more recent work by Kolb (1983) also points to the value of **learning by doing**.

These considerations affect training strategies in several ways:

- a. the tangible medium and format of information are of less importance than the

relevance of that information to the learner's project;

- b. since the project is the result of variables, associated not only with the individual but also with transitional circumstances (constraints, resources), it is the learner who is best placed to judge whether the information is relevant to his project;

- c. it is crucial to the learner to be able to manipulate, (re)construct or (re)discover information.

## Modification of cognitive referents

Audiovisual media are occupying a growing space in the life of the mind today. They have become what Vigotsky (1978) has called "humanity's artificial memory". According to Korac (1990), when the past is filmed and broadcast it is retained in a different manner from the past that has not been recorded in this way. Although only conjecture, this feeding of the episodic (event-based) memory of citizens in our western society, a memory far richer than in the past, may work to the detriment of semantic memory (which eliminates anecdotes) and its synthesis may be becoming harder.

The difference in medium does not necessarily invalidate Vigotsky's basic premise: that man's mental development is essentially based on an interaction with sign systems established in the social environment – in other words, the human being is "alloplastic" (shaped by his external environment). But the referents we now use may be music and images, just as much as the oral and written word. The parables, metaphors and messages of our culture are as likely to be found as often in photography and film as in stories and books – perhaps more likely for the man on the street.

The implications are of not inconsiderable significance for the trainer:

- a. The target group makes certain demands on audiovisual media. It has acquired the habit of incorporating much of the media's iconography in its mental make-up, exploiting the complementary nature of its semantic (abstract) and episodic (concrete) memory.



Jürgen Bindrim/LAIF

b. The target group has also acquired a reasonable level of audiovisual literacy. When it comes to images, it has a growing understanding of the distinction between live and recorded, on-line and batch, the problems of “information-handling”, anonymity, ethics, etc.

## The explosion of media accessibility

There are constraints on the availability of paper as a medium because of its **cost**. For example, valuable collections (colour pictures, photographs, etc.) exist in few copies. Hard copy as a medium also creates **storage** problems. Many books rapidly become obsolete, and at the same time they are hard to alter. Their physical **distribution** is costly because of their weight. And it is not easy to **find one's way** around them. Electronic copy provides a solution to many of these drawbacks, and this also has implications for training:

a. The trainer and learner of today are increasingly able to create an “electronic memory” for themselves by transposing the principles of photocopying and filing to the computing field (image digitalization and indexing). “Mass” memory is becoming steadily cheaper. There have been rapid advances in compression techniques.

b. Combining separate elements creates far fewer problems than in the past and is a process that can be carried out by the learner himself. Soon, when a training session is about to start, we shall be able to collect all the documents needed for the session ... and it will not be long before they can be obtained in real time.

c. The path one takes through a “semantic field” can be mapped and then used for “thinking about one's own thought” or, as Papert (1980) put it, to “engage in epistemology”.

## The trainer's new responsibilities

Certain constraints are declining in significance in the multi-media field (see b., under the heading of **The primacy of the process and project**), the process being crucial (section 2) and roles having evolved (section 1). This means that the trainer's professional expertise today is deployed more as an analyst of the ins and outs of a training course (Donnay, 1991).

This general view is complex, however, too complex unless it is structured in a readable configuration. This is why we are proposing here a configuration or “training

specification,” set out as a three-sided figure, each in turn having three facets.

## The specification facets

Each facet may be defined in terms of the trainer's tasks:

### Side 1: The training objectives

- co-define the **functional capabilities** (the practical expertise that is useful to and required by society) to be developed in the trainee(s);
- co-define the knowledge, the **mental processes**, that the learner must acquire and master so that he can display those capabilities;
- co-decide on the **content** to be mastered (which means that the trainer must also be a subject-expert).

### Side 2: The context

- allow for the variety of **target groups** (young people, adults, novices, experts, etc.) and their **projects**;
- allow for **resources** (human, spatial and material) and **constraints** (number, timing, level of demands);
- make optimum use of **in-house employees** and their **assignments** (which means no longer being confined to professional trainers).

### Side 3: Learning strategies and activities

- allow for **learning mechanisms**, general processes of assimilation and the different ways in which those mechanisms are mastered by different people (personal cognitive styles or individual learning profiles);
- evaluate according to a pertinent theory, since the findings may be viewed very differently depending on the theory or theories adopted (Leclercq, 1987);
- devise (and apply) the most propitious intervention **strategies** and **tactics** (or methods).





Paul Glaser

## The problems that arise at the interfaces

The problems created by research and development usually occur at the interface between two or more of these facets. Let us look at a few examples:

The new information technologies can be used to offer solutions to these problems (some of them long-standing), differing from past solutions either in concept or in implementation.

- How can it be made easier for the learner to set up a personal conceptual network as regards a discipline? **Intelligent monitoring and tutoring systems** are an invaluable resource here (Leclercq, 1990b).

- How can interaction be personalized while respecting, for example, the “**cognitive style**” or the individual approach? The **hypermedia** and the ease with which they can be navigated are paving the way for both globalist (holistic) and serialist (analytical) approaches.

- How can performance be pertinently evaluated? **Simulation** is one way, but there are other ways that can be used, for instance for the fine appraisal of **meta-cognition** (what one knows about one’s own skills).

- How can allowance be made for resources and constraints for staff and their assignment? The potential for tele-assignment puts the problem on a new footing.

## What should be the strategies for the training of trainers?

### Training objectives

The various **subjects** that should be familiar to the trainer can be put into the “Specification” given above (with its 3 sides and 9 facets).

The trainer’s own vocational **skills** can be defined in the light of the problems (Leclercq, 1990a), which in turn can be placed at the “interfaces” of two or more facets. A trainer’s **life experience** should give him a whole corpus of experience as

- a consumer,
- an analyst,
- a designer,
- a thinker,
- a researcher (experimenter),

as regards the desirable (the objectives), the premises (the constraints), the potential (strategies) and the means (the media).

As a result, the curriculum for a trainer’s training should place him in a situation in which he can **exercise these abilities**. Various **approaches** may help here.

## Methods or approaches

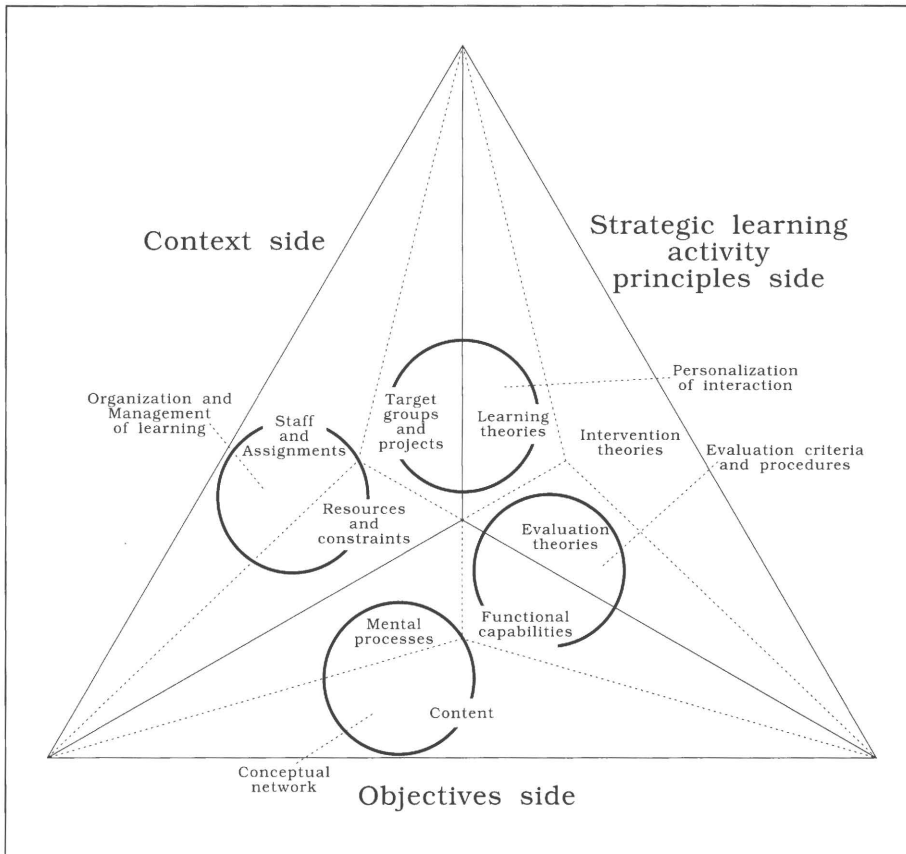
These are not necessarily original. Lectures, the trainer’s own reading, in-company placements, the design of experiments, the conduct of practical work, drawing up a report or memorandum: all these have their respective contributions to make. The important thing is that the trainer should first clearly state the nature of this contribution.

Other methods are more innovatory. One is what Boxus (1989) calls a “Système Adulte de Formation et d’Evaluation”, or SAFE (Adult training and evaluation system). It is based on the observation that most adults learn from documents (textbooks, users’ instructions, rules, etc.) plus their ability to find out additional information, track down sources, evaluate their reliability and then evade the “traps” set by life. But all this is not learned at once. This is in fact the aim of SAFE, a system based partly on systematic implicit questioning and that calls for cognitive vigilance.

The Personalized System of Instruction, or PSI (Keller, 1968), is well known. It is based on the pedagogy of mastery, the problems approach, free self-evaluation, self-training and recourse to more senior people (proctors).

Games, computer-assisted teaching (CAT), programmed learning and intelligent tutors, etc. (Leclercq, 1990b) may be related to various training objectives, thus creating a (double-entry) statement that the trainer should be capable of drawing up.

It is important, however, that the trainee should be able to draw up that statement on his own training with his trainer’s help.



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## Strategies

Like the rest of mankind, the trainer has a natural tendency to reproduce his own past experience. This is what English-speakers dub "teach as taught". The implication is that the methods of training for trainers will be as important as the content (sometimes more important). **The manner of training will be more relevant than the subject.**

It is in looking back over his own experience of being trained that the trainer will find examples of the classic problems. What **balance**, what compromise, then, has been found between the two opposing approaches: transmission and rediscovery? (Transmission maximizes the acquisition of specific skills, but not demultiplying skills. The reverse occurs with rediscovery.) Has his own style of learning been respected? Has he been allowed to explore that style himself? What opportunities has he been given to assimilate (practise skills already acquired on new subjects) and adapt (modify his schemes of action)?

We have not drawn up a detailed list of the objectives for the training of trainers based on multi-media approaches, for a specification of this kind would be lengthy and technical, but we hope that we have given an idea of the issues and the problems and indicated a few paths that can be taken.

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# Conception and application of new, holistic in-company and management training methods

*We know today that the survival of the firms very much depends on the quality of the continuing training of managers and employees. In the future, appropriate importance must therefore be attached by decision-makers in senior management and by corporate strategies to continuing training in specific and general subjects. This will be a particular challenge for small and medium-sized firms, since they account for the majority of jobs and also react more quickly to changes in market conditions than large firms. Continuing training has already become a new and growing investment factor. This change is the result, not only of rapid technological development, which constantly poses fresh challenges for employees in almost every sector, but of the increasingly changing image of man, which necessitates changes in management and communication structures in the daily routine of firms. This background illustrates the areas of in-company training methods with which research and theory mainly have to deal.*



**Theo Hülshoff**

*Head of the pilot project "Continuing training course in in-company*

*training methods" at the University of Koblenz-Landau*

The following focal areas indicate the thematic scale of in-company training methods, in which the "firm" is chosen as the institutional framework for a wide range of training activities. ("In-company training methods" thus differ fundamentally from "in-school teaching methods", which concern educational problems and activities in the educational environment from kindergarten to university.).

## Outline of in-company training tasks

- In-company training as part of a future-oriented corporate philosophy and corporate identity.
- In-company training as part of comprehensive investment planning for the future of the firm.
- In-company training as a concept and means of employee development or of the firm's personnel development planning, with particular reference to junior managers at all levels.
- Development of objectives of in-company training specific to the firm, and development of concepts related to situations and linked to learning places.
- Development of future-oriented qualification profiles specific to the firm for all management tasks.
- Development of acceptance strategies for all in-company training activities.
- Development of a comprehensive evaluation concept specific to the firm

from the angle of "training control" with an interdisciplinary, scientific approach, even as far as cost-benefit aspects are concerned.

This outline of in-company training tasks reveals that "in-company and management training methods" must be interdisciplinary, specific and general in design. Macro- and microeconomic, philosophical, psychological and sociological approaches must be linked scientifically and pragmatically to the complex technical and vocational requirements to be met by the players in the practical environment of the firm.

The times are favourable for an internal dialogue between the "human sciences" and the "natural and technical sciences". How necessary it is in this context to consider the innovative potential of the "old" and "new" fundamental discipline of "human philosophy" is evident from the tendency of almost all large firms to be sure of their own present and future "corporate philosophy" to remain capable of action in the narrow, microeconomic sense and profitable in the market, thus ensuring their survival.

## The concept of new "in-company and management training methods"<sup>1</sup>

- Ensuring the long-term competitiveness of a firm increasingly depends on the qualifications of its employees. Investment in a firm's "human capital" therefore forms part of the corporate strategy.
- Personnel planning and personnel development or, better, employee planning



Dirk Reinartz/STERN

and employee development must be systematically linked to in-company training tasks.

- As a rule, investment in training, i.e. investment in a firm's "human capital", is a long-term investment.
- Investment in training is generally only of benefit in the long term, and its effects cannot be accurately measured. Financial managers are therefore in constant danger of neglecting the need for investment in in-company training.
- The importance of long-term investment in training must have implications for the "image" and hierarchical position of initial and continuing training in the firm's organizational structure.
- The successful implementation of future-oriented training concepts in a firm's internal structure is greatly facilitated if the training sphere is able to interact with the corresponding practical spheres on the basis of at least equal partnership.
- Provided that a firm's "personnel management" is a central division represented on the management board, the training sphere could be made part of personnel management as a comprehensive "personnel development sphere". Otherwise, training should be a separate management responsibility. This organizational structure emerges from the considerable importance that is even now recognizably attached to increasing investment in "human capital". Similar organizational structures are emerging for small and medium-sized firms.
- From this hierarchical position, in-company trainers can tackle their main task of ensuring that the firm has adequately trained employees in the right place at the right time.
- The bitter experience of recent decades with short-term training concepts geared to isolated areas of activity has made it clear that employees must be seen not as "damage-prone cases in need of repair", but as living beings capable of development with individual features and extensive needs that should not be underestimated.
- With training measures, we can only ever create an environment in which employees continue to develop their intellectual, personal, individual potential as best they can. This is true of training in both specific and general subjects.
- In-company training concepts, in-company future-oriented initial and continuing training scenarios geared to long-term economic gain must be based on a comprehensive image of man, a management philosophy specific to the firm and a management identity developing on this philosophy.
- From this it follows, firstly, that the continuing training of employees, for example, cannot be promoted solely by isolated three-day seminars run by external trainers at hotels with sports facilities.
- Secondly, we depend on highly qualified in-company and management

trainers with developed personalities who are familiar with the particular interests of the firm from many years of experience and have also undergone high-level further training in in-company and management training methods.

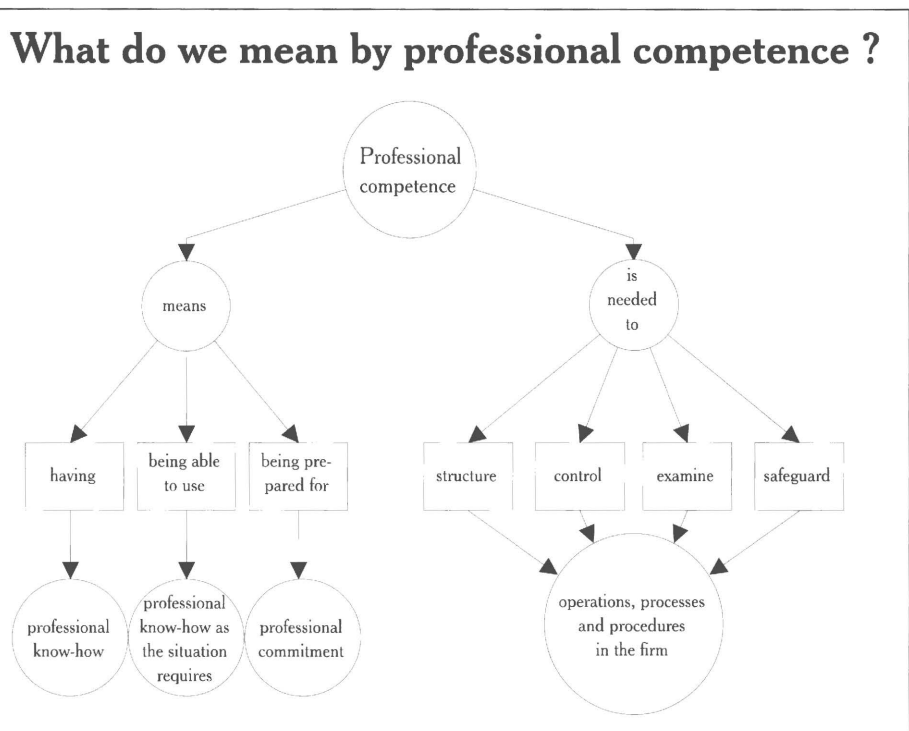
■ The in-company and management trainer must be an “organization developer” if he is able to reconcile the firm’s economic interests with working conditions that encourage motivation and creativity.

■ The in-company and management trainer is the “presenter” of internal processes aimed at the further development of a management philosophy and corporate identity. Within this intellectual framework, people have an opportunity to further develop their individual potential, which is also to the advantage of the firm concerned.

### Aims and implementation of WSB

The continuing training course in in-company training methods (WSB) has been developed for “practitioners”. It thus differs significantly from traditional courses at other universities and colleges.

The “practitioner” has completed his vocational training and has experience of employment and life. He has familiarized himself with the tasks arising and problems encountered in in-company training.



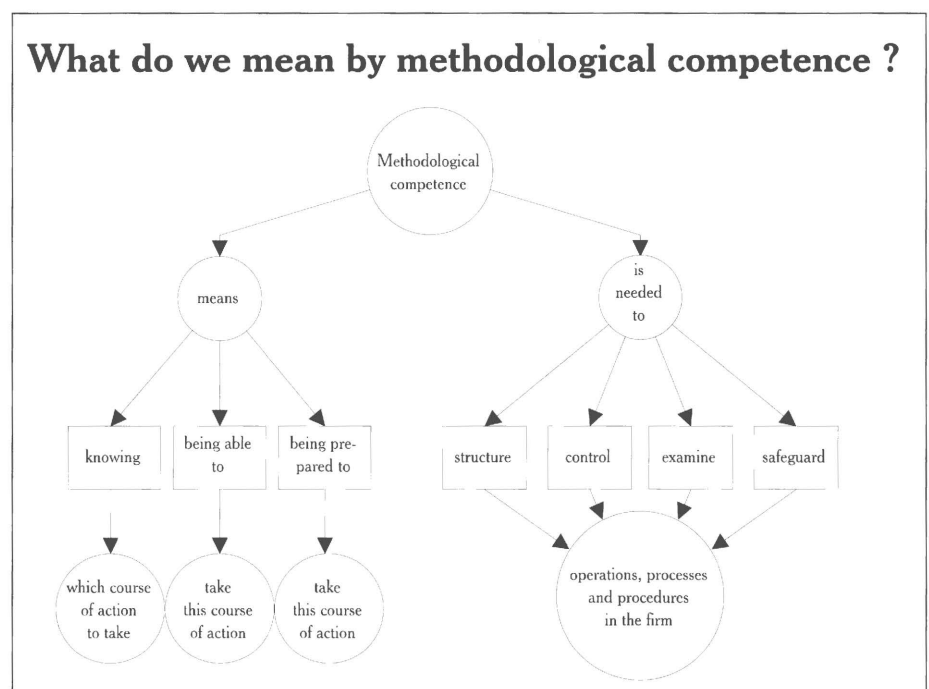
Clearly, then, we are introducing an outline didactic structure that presupposes practical skills. We begin by trying to make the student’s situation in employment and life the starting point for our course.

In this way we attempt to combine theoretical and scientific studies and reflection guided by theory with aspects of in-company training. This outline didactic structure presupposes close cooperation between the “firm” and the “university”.

Our students are themselves “representatives” of practical in-company training, who become partners of “representatives” of in-company training, action-oriented theory. Keeping this process alive is one of the principal challenges to be faced with each new “generation of students”.

The pace of technological development in all sectors of the economy and administration poses major problems for firms when it comes to the “teaching” of new knowledge and abilities and new, general skills, especially at “middle management level”, where there is a growing need for qualified managers capable of stimulating the development of the personality of employees and the practical introduction of future-oriented forms of cooperation. Hence the growing need for in-company trainers with practical experience and scientific training able to act as competent “teachers” of new skills in firms.

The course in in-company training methods, which is designed as a continuing training course, is intended for in-company practitioners. It is recognized by German industry because it is closely geared to the practical situation in firms. The course does not focus on the usual teaching of psychology, sociology and educational theory. Instead, the comprehensive range



of studies is based on four areas of competence as a framework for the fields in which the in-company and management trainer works:

- Professional competence;
- Methodological competence;
- Social competence;
- Personality competence.

The philosophy of the continuing training course in in-company training methods centres on the didactic goal of each module and its compact seminar being seen as an opportunity for all concerned to continue their development in these four areas of competence.

## Target group of WSB

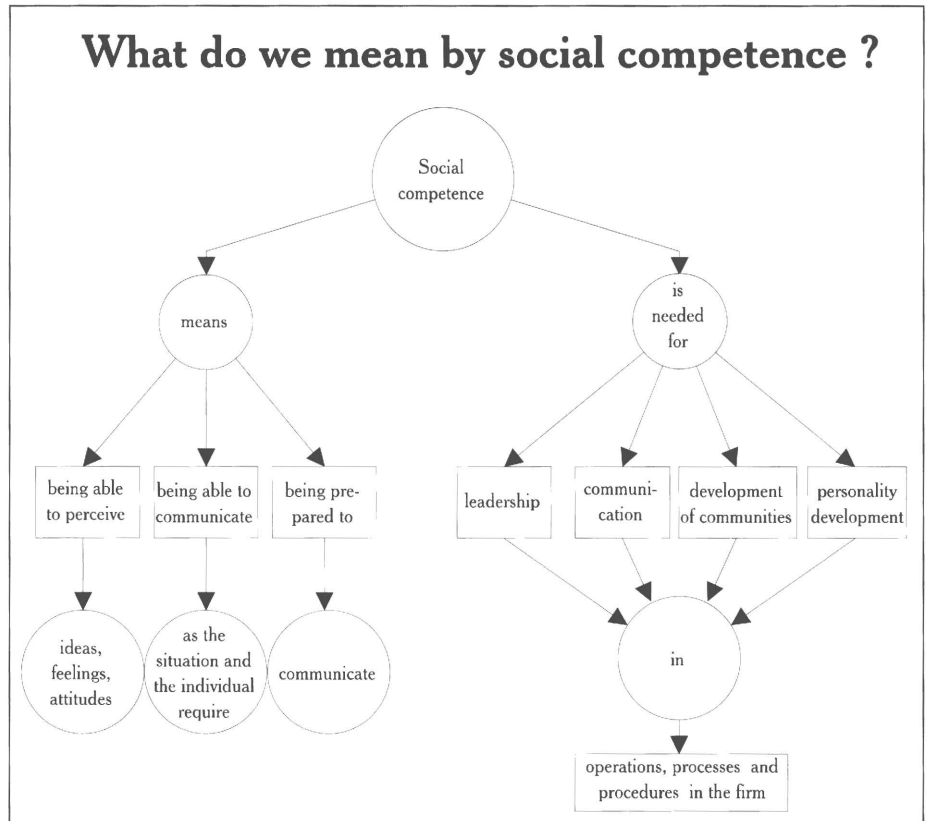
- Junior staff selected for management tasks in in-company initial and continuing training.
- Trainers.
- Personnel planning and personnel development staff.
- Heads of corporate training centres.
- Heads of in-company initial and continuing training.
- Instructors and training officers.
- Seminar leaders.
- Managers.

## Didactic organization of WSB

The WSB course in in-company training combines **distance studies** and **compact seminars**.

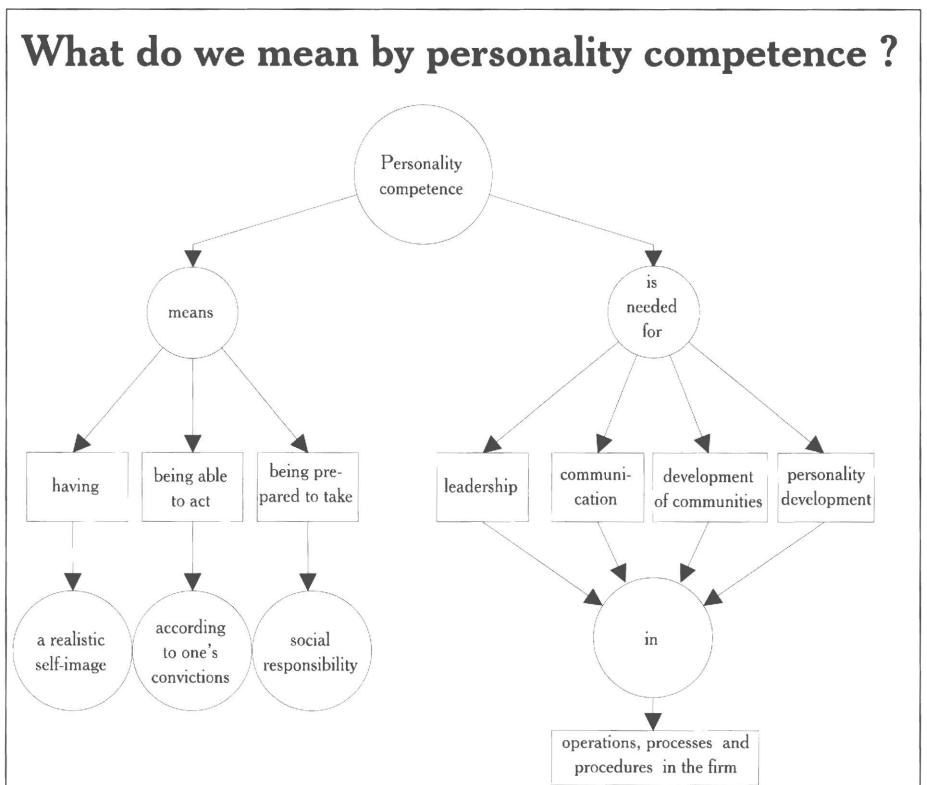
The participants are given study materials (modules and reading material), on which they work at home. The subjects are then considered in greater depth and expanded on at the three-day compact seminars. Attendance at the compact seminars is compulsory: participants must be present on all three days of the seminars, which usually last from 10.30 a.m. on a Thursday until 2.00 p.m. the following Saturday.

A **study module** is a didactic entity defined within the framework of the overall course in in-company training. As a didactic entity, a module can be compared with a weekly three-hour university seminar.



The study materials give participants an opportunity to digest at home and at their own pace the information that makes subject- and problem-oriented discussions

in the social group consisting of fellow students and the course leader effective. Ten module subjects are offered for each course in each year of study.



## WSB certificates

The WSB course leads to the award of two certificates:

The **university certificate in in-company training methods** (normally awarded after two years and attendance of at least 16 modules/compact seminars in "General foundations of in-company training methods").

The **university certificate in management training methods** (normally awarded after a further two years and attendance of at

least 32 modules in "General foundations of in-company training methods" and "Management training methods").

**Diploma in in-company training methods** (continuing training diploma) at the University of Duisburg (after attendance of at least 40 modules where participants have the general university entrance certificate or, after they have obtained the certificate in in-company training methods, pass the entrance examination at the University of Duisburg).

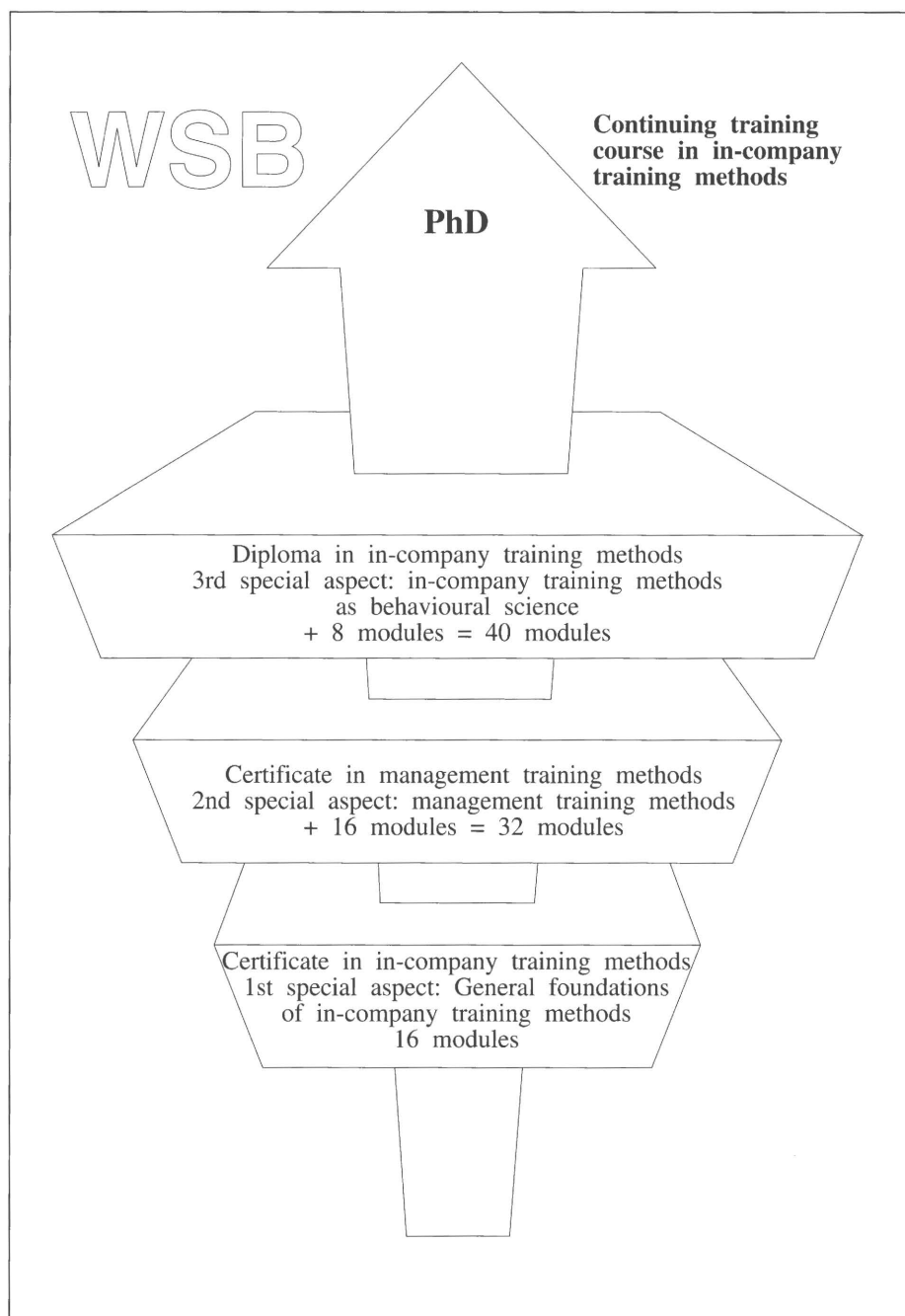
The draft examination regulation and the regulation on the entrance examination are

attached. Applications for admission to the entrance examination must be submitted by 20 January (spring deadline) or 1 September (autumn deadline).

## WSB admission requirements

Anyone who has completed his vocational training or a course of study qualifying him for an occupation and has been employed full-time in in-company initial and continuing training and/or personnel management for at least three years may enrol for the continuing training course in in-company training methods.

The examination in in-company training methods must be passed before the certificate in management training methods may be awarded. The examination leading to the award of the diploma in in-company training methods may be taken only by those who have passed the examination in in-company training methods and have a university entrance certificate or have passed the entrance examination.



<sup>1</sup> The continuing training course in in-company training methods (WSB) at the University of Koblenz-Landau has been developed on the basis of this concept. 1991 marks the tenth anniversary of the WSB course. Since 1990 it has been run in cooperation with the University of Duisburg. A further cooperation agreement with the University of Paris-Dauphine is currently in the process of ratification by the Senate of the University of Koblenz-Landau. By cooperating with the University of Paris-Dauphine, we are widening the range of skills of our graduates with the aim of qualifying them for posts as European experts in in-company training and personnel work.

# Continuing training of trainers by the Bundesinstitut für Berufsbildung

*The training of trainers is essentially determined by their participation in continuing training programmes. This can be explained by the fact that it is their task to prepare young people for the current demands of working life. However, in the light of the constant changes in job content and demands at the workplace, trainers must not only be oriented towards job content, but also towards the extension and change of their training resources. The following article describes the contribution of the Bundesinstitut für Berufsbildung to the solution of these problems.*

## Trainer-related tasks of the Bundesinstitut

The Bundesinstitut für Berufsbildung is engaged in research and development in the field of out-of-school vocational training. At the same time it offers service and advisory functions to the Federal government and in-company vocational training practice. The Institute's research activity provides the basis for the implementation of these services and advisory functions. The aim of our activities



**Reinhard  
Selka**

*Diplom-  
Soziologe,  
Scientific  
member of staff,  
Bundesinstitut  
für Berufsbildung*

is to develop foundations for the initial and further training of skilled blue- and white-collar workers and journeymen in industry and commerce, the crafts, agriculture, the liberal professions and public administration and to update and upgrade vocational training in the light of technical, economic and social developments. Cooperation with vocational training practitioners constitutes an essential element of our research and development activities.

A number of the Institute's key fields of activity are aimed at gaining an insight into the role, activity and attitudes of trainers from different points of view:

- Structural research examines the educational/training and occupational careers of individuals and the training behaviour of firms. The subject of research in this context is training programmes and the conditions of the utilization of skills in the firm including, in particular, research on the role of trainers and their influence on training processes for trainees.

- Research into training and learning processes: The key areas of research are on-the-job training, organizational forms of in-company training (e.g. training networks) and questions relating to assessment and examinations. Here again, trainers' activities are naturally the focal point of interest so that the results often constitute concrete aids for trainers.

Finally, the Institute has a specific "training personnel" department which is chiefly involved in research into questions relating to the activities of the various groups of training personnel and the framework conditions of their work.

Other key activities of the Institute are directly geared towards trainers, offering them concepts and material for their work:

- Design, follow-up and evaluation of Federal government pilot project programmes in various key areas: the individual pilot projects serve to test new concepts in the field of initial and continuing in-company training in the firms or non-school-based training institutions, directly involving trainers as players in this context.

- The development of placement concepts and training aids for in-company initial and continuing training: so far some 800 training aids have been developed in printed or audio-visual form, primarily for industrial and technical occupations (metal-working, electrical, civil engineering, joinery, etc.). Training aids for new technologies and commerce meet with particular interest.

Finally, the "training personnel" department's activities known as the "promotion of trainers" cover activities which serve to promote the continuing training of trainers. In this context the essential results of all the above-mentioned activities are centrally pooled and—insofar as they are suitable for continuing training in the framework of seminars for trainers—processed, tested and disseminated in an appropriate form.

A more detailed description of these activities follows below. However, for a better understanding of the following, a number of preliminary comments are necessary to elucidate the changes mentioned at the outset and to provide some points of reference on the continuing training of trainers, at the same time





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highlighting how the research activity of the Bundesinstitut serves the continuing training of trainers.

## The context of vocational training is changing

### New demands on trainers in a changing training world

Changes have taken place in many sectors of the economy in recent years leading to an extension of trainers' tasks:

■ The process of technological change is shifting the job spectrum of skilled workers and commercial clerical staff from implementation tasks to tasks involving more planning, control and evaluation functions. New, extended skills must therefore be imparted.

■ The process of technical and organizational change now demands a greater degree of independence and a higher sense of responsibility from skilled workers. This also has to be imparted.

■ On account of demographic and political developments, present-day trainees are characterized by a variety of previous educational/training routes and tend to be older than before. The counselling of individuals with respect to their learning process, as opposed to the classical form of group instruction, is gaining ground.

### The continuing training of trainers must offer resources to cope with these complex tasks.

A process of adaptation is taking place at the level of the organizational structures of training.

Two developments can be observed in this context:

■ Trainers can only impart process-oriented knowledge if they themselves are practitioners. Their task is therefore moving away from the imparting of content, towards the organization of learning processes. If consistently applied, this process has an impact on the organizational structures of training departments. Training phases are increasingly being transferred "into the job", i.e. the workplace, the shop floor or the office. The development towards the centralization of training over recent decades is therefore losing ground. This shift in training activities is not only accompanied by a change in the above-mentioned task structure of full-time trainers (towards the function of organizers of learning), but also of the part-time trainers at other places of learning in the company; their task is no longer merely to impart practical experience at the workplace: they now also have to elucidate the underlying theoretical training aspects.

■ Specialization in the field of technology is generating a new type of in-company trainer: the technology expert with a

qualification in pedagogics. Thanks to his expertise and in some cases cost-intensive facilities, he is no longer specialized in a specific target group (trainees), but is active in both initial and continuing training. The separation between initial and continuing training departments which tended to be the rule in most large-scale companies in the past is thus overcome.

### New concepts are finding their way into the field of training

In the course of the developments of recent years, in-company vocational training has begun to become more independent of concepts of school-based education or instruction. Project-based training, "guide texts", self-organization and problem-solving at the workplace (the Lernstatt approach) stand for this development. However they also demonstrate that they are more than simply new methodical or didactic approaches. The implementation of the above-mentioned aims presupposes a changed field of organizational action which must be developed and shaped by the trainer.

## The trainer's basic knowledge

In-company vocational education in the framework of the dual system essentially takes place on the job. The members of staff entrusted with training tasks are therefore skilled workers who have a varying degree of pedagogical knowledge. Most of them are designated as "skilled workers responsible for training/with training functions" (see table); as a rule they have not acquired a training qualification and are therefore not responsible for training. Responsibility for training falls on the shoulders of part- or full-time trainers (according to the size of the company) who, apart from technical skills, have also acquired basic knowledge of labour and vocational pedagogics. They have often taken further-reaching specialized certificates (some are, for example, master craftsmen, generally a precondition in the craft sector) and in larger companies the heads of training departments nearly always have a diploma in higher education.

The common pedagogical foundations of these trainers are described in a skeleton curriculum which provides the basis of training programmes. This plan, now considered to be out-of-date, is currently in the course of revision. This field also constitutes one of the tasks of the Bundesinstitut, whereby, as is the case of many other activities, cooperation takes place between the social partners, central government and regional administrations.

The guiding principles of these activities are the new demands of working life described above.

Even when the updated version of this skeleton curriculum comes into force, it will no longer be suitable as a common platform for all trainers. Despite its importance as a "tool" for trainers, it can nevertheless not be a substitute for ongoing continuing training.

## Continuing training of trainers

Like continuing training in general, the continuing training of trainers is not regulated. Course content and forms may be freely designed by the providers, whereby the market has a regulating function.

Due to their high degree of specialization and the constraints stemming from changes at the workplace, the demand for training courses among trainers is first and foremost for specialized vocational knowledge and only secondarily for training organization, didactics or methodology. A combination of technical and pedagogical content is very seldom to be found in the courses offered.

The reason for this lies in the structure of continuing training which is geared towards the principles of the market economy: the level of demand for certain courses—mainly from full-time trainers—is not very high due to the existence of a whole series of sub-markets, i.e. at the level of the individual training occupations, or at least the individual vocational groups. The high development costs for training programmes can therefore not be financed by private providers so that the development of courses necessarily becomes a public task. This is where the Bundesinstitut comes into play, for example, in the field of pilot projects or educational technology and in particular in the framework of the development of innovative "promotion of trainer" courses.

## Concepts of promotion of trainer seminars

### Framework conditions

The contents and design of the promotion of trainer seminars are focused on innovation, the object being to offer instruments of an exemplary character to organizers and course officers in the field of the continuing training of trainers and heads of training and further training departments in large-scale enterprises. These instruments should not only serve as direct tools but also provide an incentive for individual further development. Apart from pilot testing, the Bundesinstitut is not involved in the application of these concepts in training courses. The demands on the concept, content and design of these seminar materials are therefore high.

■ Because of the innovative character of the material, it cannot generally be

presented building on familiar approaches. The input necessary for explanatory purposes is therefore high and must moreover take account of the different backgrounds of the participants (seminar organizers, initial/continuing training trainers).

■ Since the sources of this innovation are frequently the results of the research of the Bundesinstitut or other bodies (see the key activities of the Bundesinstitut), the instruments for their practical application, which form the very core of continuing training, frequently have to be developed from scratch.

■ Although only subjects of particular relevance to vocational training are covered, the resistance to change at the level of the organizations in which they are implemented in company practice must be taken into consideration. A phenomenon generally observed in the field of continuing training is that the impetus triggered off by continuing training is of less practical importance, the less it is supported by the working environment of the continuing training participant. It is therefore of particular importance to prepare the trainers for the concrete situation "back home" in the course of their continuing training and to offer them practical resources they can actually use.

For these reasons, a uniform structure, known as the "seminar package", has been devised for continuing training materials.

### Structure of the seminar packages

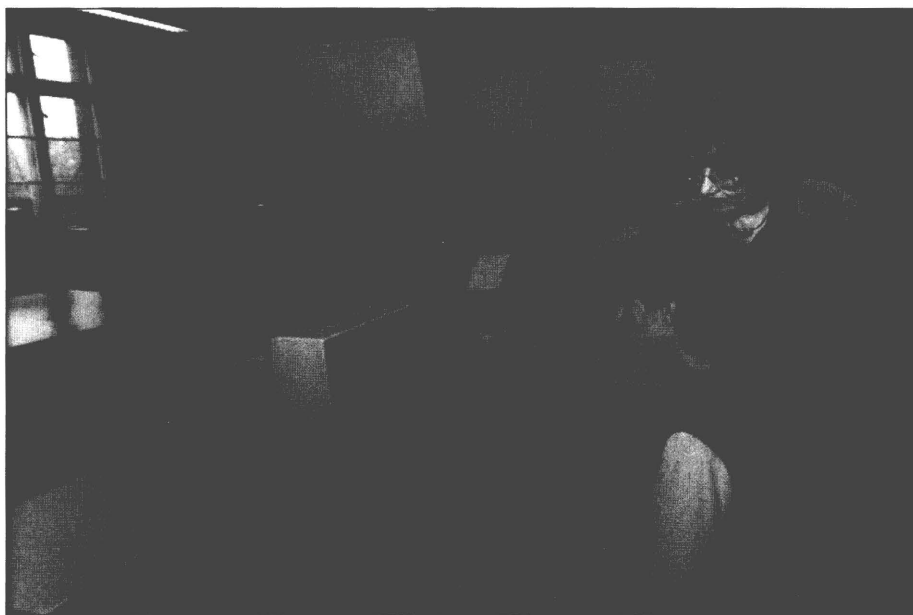
The seminar packages each cover a complete subject. In the light of their innovative character, it is not generally possible to refer to other literature. A comprehensive description addressed to the appropriate target group is therefore necessary, whereby since it is assumed that the packages are in the final analysis directed towards trainers, they are formulated with specific consideration for trainers' understanding, language and working environment.

Documents drafted in written form and then disseminated to other persons for further use—such as this one—may naturally be integrated into other contexts. This factor cannot and should not, however, be taken into consideration; the buyers can use the

## Training personnel in the Federal Republic of Germany

Total number of trainers (approx.)	669 000
– of which part-time (approx.)	40 000
skilled workers	
with training functions (approx.)	3 500 000

Berufsbildungsbericht 1991, the authors's survey



Paul Glaser

package as they wish. It is available for a fee and no royalties are envisaged.

To make them as user-friendly as possible, the seminar packages are divided into three volumes with specific information and aids directed towards the various players in the continuing training process:

An **organizer's package** is offered to the potential implementing bodies of continuing training. This package presents in detail the objectives, target groups and framework conditions of seminar implementation. Specimen tendering specifications are included. In the case of subjects requiring implementation at the level of an individual company with organizational counselling, information brochures are included as a guide for approaching company decision-makers and heads of training departments; these guides outline the advantage to the company of the relevant concept, expected input and risks, presented in the appropriate language of the target persons.

The second volume is the **guide for course officers**. On account of the innovative character of the subjects to be covered, it must be assumed that the course officer will require more than the usual information. This volume, therefore, gives proposals for seminar design and specimen worksheets and transparencies which can be duplicated; it also provides documentation on experience gained in the testing of the seminar files. References are made to the various approaches, media and

methods. References and materials are also indicated for organizational counselling, as appropriate.

A third volume contains the **participant's file**. This file is focused on providing information on the subject, so that seminar participants can expand on the knowledge acquired in the course of the seminar. This information is on the one hand designed to promote understanding of the subject which is nevertheless not suitable for use in the course of the seminar itself and on the other hand it provides material for direct implementation by the seminar participant in his own field of activity. The aim of these "organizationally neutral" tools is to back up the transfer of the content of the seminar on the job. This is prepared in the course of the seminar itself as follows:

- the seminar should not so much serve the purpose of information intake, as provide the seminar participant with an insight into his own behaviour;
- the relevance and practical use of the above-mentioned documentation for the "back home" situation should be perceived.

The files can be obtained for a fee offering the possibility of wide dissemination. The fee for a seminar package, depending on the number of pages, is below DM 60. The participants' files can also be acquired separately. The materials are fully set and designed in two colours; all the documentation for transparencies or worksheets can be duplicated.

## Packages available

Seminar packages are currently available on six subjects.

Two of these topics concern training methods offering assistance in reacting to the new demands of the world of work. The packages illustrate how trainees can be guided towards independent action, planned problem-solving work and monitoring of the results of their own work. The packages are entitled:

■ **Leittexte – ein Weg zu selbständigem Lernen (Guides – a path to independent learning) and**

■ **Kreative Aufgaben zur Förderung der Motivation und Selbstständigkeit (Creative tasks for promoting motivation and independence).**

The participants' files of both these packages are also available in English.

The seminar package

■ **Türkische Jugendliche ausbilden (Training Turkish youngsters)**

has been developed to help cope with the social problems which may occur in the training of the largest group of migrant workers in the Federal Republic of Germany.

On the basis of the example of key changes in training in the wake of technological change, the packages entitled

■ **CNC-Technik: Ausbilden – aber wie? (CNC technology: training – but how?) and**

■ **Die neuen industriellen Metallberufe (New industrial metal-working occupations)**

offer assistance on how to react to technical methodological and organizational changes.

Finally, the package

■ **Aus der Situation lernen (Learning from the situation)**

offers a concept for more realistic and target group-specific course design.

# The continuing training of initial and continuing trainers

## Strategies for the establishment of a continuing training programme in the European Community

*The major role played by initial and continuing trainers in the economic and social development of the European Community is due to their function as multipliers in a changing world of work. The growing "Europeanization" of markets, firms and vocational qualifications indicates that the development of a Community component for initial and continuing trainers is as necessary as it is likely to be beneficial. A pilot centre for the "European" continuing training of initial and continuing trainers, forming part of a network of national institutions and activities, could become the core institution for testing, evaluation and implementation.*

### The role of initial and continuing trainers in the process of the economic and social development of the European Community

The economic prosperity and social welfare of a region, in this case the European Community, largely depend on the level of the vocational training of its citizens, their vocational and, equally, social competence and their ability and willingness to learn. National education and vocational training systems with their different structures make a contribution in this respect, with varying degrees of success.

Above all, however, it is the firms themselves, as the core institutions of economic activity, as it were, and as competitors in a free-market system, that lay the foundations for their competitiveness and innovativeness and for their ability to cooperate beyond national frontiers by training their personnel. Initial and continuing trainers thus have a key role to play, not only in the firms but also in the context of off-the-job training centres. The special interest that practitioners, academics and politicians have been taking in the continuing training of these trainers for some time has been primarily due to a number of factors which need to be described in the overall context of the subject under discussion. However, limited space means that no more than a few core statements can be made.

In general, the emphasis is tending to shift, to a greater or lesser degree, from physical

to human capital, depending on the firm and specific national culture. In post-industrial society, the firm is increasingly becoming more than just a technical, economic and organizational unit for the provision of economic services which, though shaped by human beings, has to be served by most of them in accordance with prescribed performance requirements and expectations. We know today, however, that the success of a firm depends above all on people, and not primarily on their functionality and their "functioning", but on their goals and expectations, on enabling and encouraging them to experience work as a worthwhile activity, on their satisfaction and on the development of their strengths. Viewed from this angle, organizational development and personnel development are integrative elements of an interdependent process which obeys a basic principle pervading all the firm's departments: the firm as a learning system. This is a vision and increasingly a fact. It is bound to have implications for the role and self-image of initial and continuing trainers. With the emergence of new corporate identities that hinge on participation and on co- and self-responsibility, learning in the firms is also changing to some extent, becoming a process that initially develops more or less spontaneously, but also needs to be consciously and deliberately promoted. At the same time, these changes of climate in the firms and the world of work are accompanied by specific changes

■ in the requirements and organization of work (reduction of the division of labour and combination of individual activities, formation of semi-autonomous or



**Joachim Münch**

*University of Kaiserslautern, Department of Social*

*Sciences and*

*Economics; Member of the board and full-time lecturer at the Landau/Duisburg Academy of Management Training Methods; Chairman of the Working Group for Research into In-company Continuing Training*

autonomous working groups to replace individual workplaces, enlargement and differentiation of areas of responsibility, reduction in the number of hierarchical levels in the structure of tasks and the workforce, etc.),

■ in skill requirements (object-oriented skills are increasingly giving way to process-oriented skills. Functional directing skills are replacing specifically operative skills. Traditional social virtues are not being displaced, but complemented to a very large degree by social competence. The isolated performance of functions is giving way to cooperative and self-determined work. The continuous performance of accurately defined tasks is increasingly being replaced by variable structuring of work and performance of tasks),

■ in initial and continuing training clients (on average of a higher level of education, search for identification in work and occupation, critical detachment from "technological and economic constraints") and

■ in the managerial and methodological competence of initial and continuing trainers (initial and continuing trainers as organizers, stimulators and presenters of learning processes as "enabling teaching methods").

The question is whether these and other changes should continue to take place at



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national level and at the level of individual firms – we do not have enough details on this or on each other – or whether a concerted effort should not be made more purposefully and on a wider scale in the context of a supranational vocational training policy to tackle the question of initial and continuing trainers and the increasingly urgent need for them to undergo continuing training. It must also be recalled in this context that initial and continuing trainers form a very large group of people with a varied multiplier effect, whether they are heads of in-company or out-of-company training centres, whether they are full-time or part-time initial and continuing trainers, advisers on initial and

continuing training, etc. In the end there is something to be said for the assumption that the growing "Europeanization" of the economies of the European Community countries, which will increase by leaps and bounds with the all but certain disappearance of the customs frontiers on 1 January 1993, is bound to have implications for the career profiles of this group of people. In other words, it should be considered whether the qualification requirements to be satisfied by future initial and continuing trainers should not be enriched by European components through a form of continuing training which, on the one hand, takes account of new conditions and requirements and, on the other hand, is likely to promote the "Europeanization" of vocational training, and thus of the economy.

### **The environment, need and opportunities for promoting a Community component in the training of initial and continuing trainers**

The single European market, which will be completed in legal terms on 1 January 1993, will bring the free movement of people, goods, capital and services. The resulting continuing growth in the proportion of cross-frontier firms and labour market flows will undoubtedly be a major factor of influence on the "Europeaniza-



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tion" of vocational training and thus of the initial and continuing training problem, with implications for training staff and their continuing training. The European Community has already responded to this with various activities. In 1985, for example, the Council of Ministers took a "Decision on the comparability of vocational training qualifications between the Member States of the European Community". Today, in 1991, after the unification of the two Germans and the military, political and economic "liberation" of the Eastern European countries, the growing internationality of vocational training policy has an additional feature. For the already very important area of continuing training, which will undoubtedly continue to grow, the Council, taking account of its conclusions of 5 June 1987 on the development of the in-company continuing training of adult employees, adopted a resolution on continuing vocational training on 15 June 1989. This resolution gives continuing training an important role in the strategy for the completion of the Single Market, as a decisive factor of economic and social policy. It is pointed out that investment, employment and labour market policy and the policy on continuing training are closely linked. The European Centre for the Development of Vocational Training in Berlin has long taken account of this assessment in its activities and role as a stimulator and a "clearing house". Comparative studies of continuing (and initial) trainers reveal how little we currently know, at both national and European level, about this important area of vocational training policy. This is also due to the fact that continuing training is largely confined to the firms and research on their training activities, especially in the field of continuing training, is still in its infancy. This was, moreover, the reason for the establishment of the Working Group for Research into In-company Continuing Training in the Federal Republic of Germany in the autumn of last year. For obvious reasons the Working Group is concentrating its present activities on regions and firms in the new Länder of the Federal Republic of Germany, i.e. what was formerly the GDR. In the medium term, however, it also sees an important field for its research in the other Community countries. A report proposed and published by the Federal Minister for Education and Science (In-company Continuing Training - Research



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Present and Future) refers to the following desiderata in the form of questions on the "international continuing training market", seen through German eyes:

- What continuing training opportunities are there for Germans abroad?
- Under what conditions can German skilled workers and managers participate in continuing training schemes in other countries?
- What continuing training opportunities are offered to non-Germans in the Federal Republic?
- What Community programmes are there for international cooperation in continuing training, and under what conditions can firms participate in such programmes?
- What advantage is taken of existing programmes? What is the assessment of their contents? Are existing programmes quantitatively and qualitatively adequate?
- What prospects are there for the establishment of a European satellite television network for (continuing) training?
- How successful have continuing training programmes for foreigners been? What evidence is there of transfer to their own countries? (p. 179)

These and other questions could equally be put by the other Community countries.

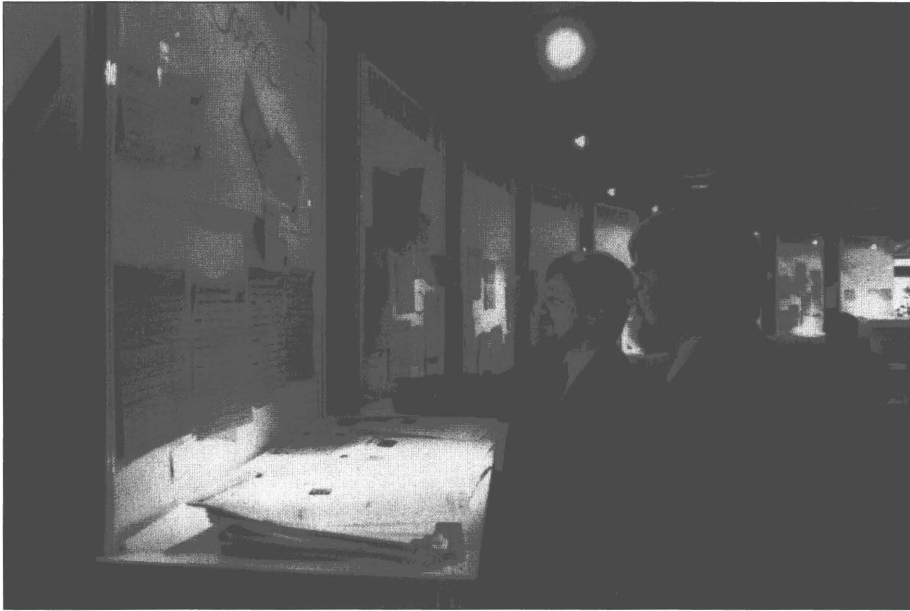
Major areas of initial and continuing training in the firms in all the Community countries escape the direct influence of

national, and thus of supranational vocational training policy to a greater or lesser extent. However, this does not in any way justify the eschewal of Community activities in the area of vocational training policy.

Although it has been clear since the enactment of the Treaties of Rome (1957) that vocational training policy in the European Community cannot and must not be geared to standardization, let alone centralization, it can be said of the problems connected with initial and continuing trainers in the field of tension between conditions in and the interests of individual firms and countries, on the one hand, and European integration, on the other, that progress can also be made via indirect influence and guidance in the form of supranational activities in:

- information,
- communication,
- cooperation,
- consultation,
- evaluation,
- implementation.

The aim must be to develop a network of ideas, strategies, models and achievements in the problem area under discussion. This would provide an opportunity for the development of this aspect of vocational training policy into a learning system with innovative dynamism at European level and in tune with European objectives. The main questions to be addressed in this context are:



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- What form could or should a European career profile for initial and continuing trainers take?
- What would the specific dimensions of a "Europe-wide qualification" be?
- What steps could or should be taken to develop a curriculum for a Europe-wide qualification?
- How could a curriculum of this kind be transformed into concrete qualifications?
- How could the greatest possible multiplier effect be achieved?

## Approaches to the development and spread of a continuing training programme for initial and continuing trainers in the European Community

The search for approaches capable of development in the training of initial and continuing trainers has not yet been very successful. This is firstly because there is still a considerable shortage of information in the Community on this aspect and, secondly, because this area of vocational training policy has been generally neglected even at national level. This situation indicates that activities in this field are all the more urgently required. There are, after all, institutions which have already successfully taken up this question and task or are preparing to do so. Initial, hesitant

steps are also being taken towards a European component. Examples of such institutions are the Academy of Management Training Methods (a continuing training course in in-company training methods at Landau and Duisburg) in Germany, the Aarhus Technical College, Denmark, the Local Government Training Board at Luton, United Kingdom, the Technical Teacher Training College at Eindhoven, Netherlands and the Université Dauphine in Paris. Initial, more or less close contacts have been established, information is being exchanged, and some agreements have even been reached, for example, between Paris and Landau/Duisburg, on exchanges of students and lecturers. However, these rather timid activities have yet to be incorporated in an overall strategic concept. This will require logistical and financial support from the European Community. Its terms of reference would indicate that the European Centre for the Development of Vocational Training in Berlin, which has already conducted extensive research in the field of initial and continuing trainers, would be the most suitable body for this purpose.

The possibility of the establishment of a pilot European centre for the continuing training of initial and continuing trainers as a joint venture between employers and trade unions, the individual Member States and the European Community should also be considered. With an international continuing training staff and clientele, a concept with a European bias could be

developed, evaluated and implemented on the basis of practical continuing training. As multilingualism is also playing a growing role in continuing training (as evident from European business schools, the training courses run by large firms and the training activities of firms employing foreign workers), particular emphasis should be placed on curricula on the further development of technical language skills. The interaction of people of different nationalities in initial and continuing training depends, however, not only on linguistic, technical, methodological and social competence, but also on intercultural education, i.e. the ability to perceive and respect the peculiarities and specific features of other cultures and nationalities. A pilot centre of this kind could and should therefore be an intercultural forum, as well as a place for teaching and learning. The possibility of this pilot centre for the continuing training of vocational trainers in and outside firms serving as a European database for methods and media used in continuing training should also be given due consideration. Such methods and media could not only be stored at the pilot centre, but also tested and retrieved by the various training bodies as required. Within a network of national institutions already in existence here and there, the pilot centre briefly described would or could become a core institution for the promotion of the European dimension in the continuing training of initial and continuing trainers and also assume the task of innovation transfer.

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# Training of trainers

## A policy of integration

*The development of products and technologies, occupations and methods of labour organization and the complexity of the problems which these developments raise are leading to a redeployment of the role and sphere of continuing training, characterized by a much greater assimilation, in organizational and strategic terms, into company policy. This redeployment is leading to new ways of thinking, more broadly based than in the past, with respect to the skills of trainers. Two key concepts can be pinpointed in this respect.*

*The five key stages of a training process: analysis, design, implementation, follow-up and monitoring and evaluation represent the training practitioner's operating model.*

*Integration know-how: the multi-disciplinary nature of the problems raised, the length of projects and the required interaction with other specialized fields make it necessary to deploy training practitioners' expertise within an analytical perspective (situating the part they play within a process among a multiplicity of complementary protagonists).*

### A training scheme for trainers.

- An inductive and analytical training strategy
- Collective ability
- Joint management of the collective dimension
- Internal project dynamics

A forward-looking approach to training of trainers systems only makes sense if it takes account of all the developments taking place in the socio-economic context of which these systems are part: the development of products themselves and of the technologies and new occupations to which they lead in all sectors of activity, changing working methods which make it necessary for everyone at all levels of the enterprise to modify his "professional culture", the increasing need for competitiveness as a result of the growing international dimension of markets and the acknowledgement of human factors as an essential part of the enterprise plan and of the performances assigned thereto.

These changes and their consequences on the enterprise's overall ability, resulting from the individual skills which it brings into synergy, are leading to new ways of

tackling training problems and of formulating the demands made on practitioners. From this point of view, growing importance is being attached to the stages of analysis, design and piloting of systems.

**Analysis stage:** analysis of demand, diagnosis of situations possibly extending as far as the training audit, analysis of needs possibly going as far as the creation of specific resources allowing an approach to occupational situations, jobs, trades, skills, etc.

**Systems design and piloting stage:** ability to implement complex training systems, articulating long-term project management, plurality of protagonists, handling of large numbers and individual follow-up.

### A strategic objective

The role and shape of vocational training is witnessing greater integration within enterprise strategy. This is evidenced by new organizational and strategic approaches:

■ **organizational** since training is increasingly being seen as an integral factor of enterprise operation and planning;

■ **strategic** since training makes it possible to increase the ability of enterprises to anticipate developments and provide effective responses.

This redeployment is leading to new ways of thinking, more broadly-based than in the past, about the skills expected from trainers. Two main concepts can be pinpointed: process management and integration know-how.



**Anne de Blignieres-Legeraud**

*Doctor of Letters and Human Sciences in*

*Educational Science; in charge of research in the Dept for Lifelong Education, University of Paris-Dauphine*



**Evelyne Deret**

*Responsible for the training of trainers in various institutions*

*(Ministry of Education, SNCF, CDC, University of Paris-Dauphine)*





Manfred Vollmer

## Process management

### The five key stages

In France, the trainer's profession consists of five stages: analysis, design, implementation, follow-up and monitoring and evaluation.

Due to the structure of demand, training practitioners tend to give priority to one of these five stages. In some cases this leads to specialization or even a division of labour into the following three stages:

- analysis and evaluation (research, diagnosis, audit),
- design (engineering),
- implementation (leadership).

The ability to carry out the five stages of a training process in different socio-economic contexts nevertheless remains the operating model for training practitioners, regardless of the institutions to which they belong (enterprises, training agencies), their job status (leader, training officer, consultant) or the stage at which they are involved (analysis, design, evaluation) since this logical continuity of which they are part allows them to act and organize their action.

## Integration know-how

The main aspect of the development of training lies in the multi-disciplinary nature of the problems which training has to tackle in order to provide overall responses. In many sectors of activity, evolving

technologies and materials are leading to a mismatch between the demand of the firms for skilled personnel and the supply available on the market. The training practitioner then has to operate at various levels, interacting with other specialists in management and labour organization. Before formulating the content and methods of training, it is necessary to establish which new skills are required and what impact new or changing jobs will have on labour organization.

This means that the expertise implemented in the context of training processes must be part of a broader-based professionalism which can be illustrated by three aspects:

- the ability to situate action within an overall process and link it to this process;
- the ability to situate one's own role among the roles of other protagonists;
- the ability to situate the role of training as a complementary part of other problem-solving methods and link it up to these methods.

## A training logic

The changing role of continuing training within the firms and of the trainer's profession, as sketched out above, has a very direct impact on the objectives, design and organization of the training of trainers.

These changes also determine its main feature, i.e. an evolving profession whose

contours and content must be subject to on-going observation and analysis.

## System

If this requirement is to be met, the training system implemented must have a twofold purpose:

- to train a group of individuals to practice the key skills needed for the application of training processes;
- at the same time to pinpoint and construct the new skills required by changing practices.

In other words, the training of trainers must be simultaneously regarded as both training, on the one hand, and as research into this training, on the other. It is for this reason that the Department for Lifelong Education of the University of Paris-Dauphine has set up an innovative university diploma for adult trainers. The training programme is organized in such a way that it alternates between four stages: work placement, method seminars, theoretical training and individual follow-up. These stages always follow one another in the same order according to a timetable drawn up at the beginning of the programme.

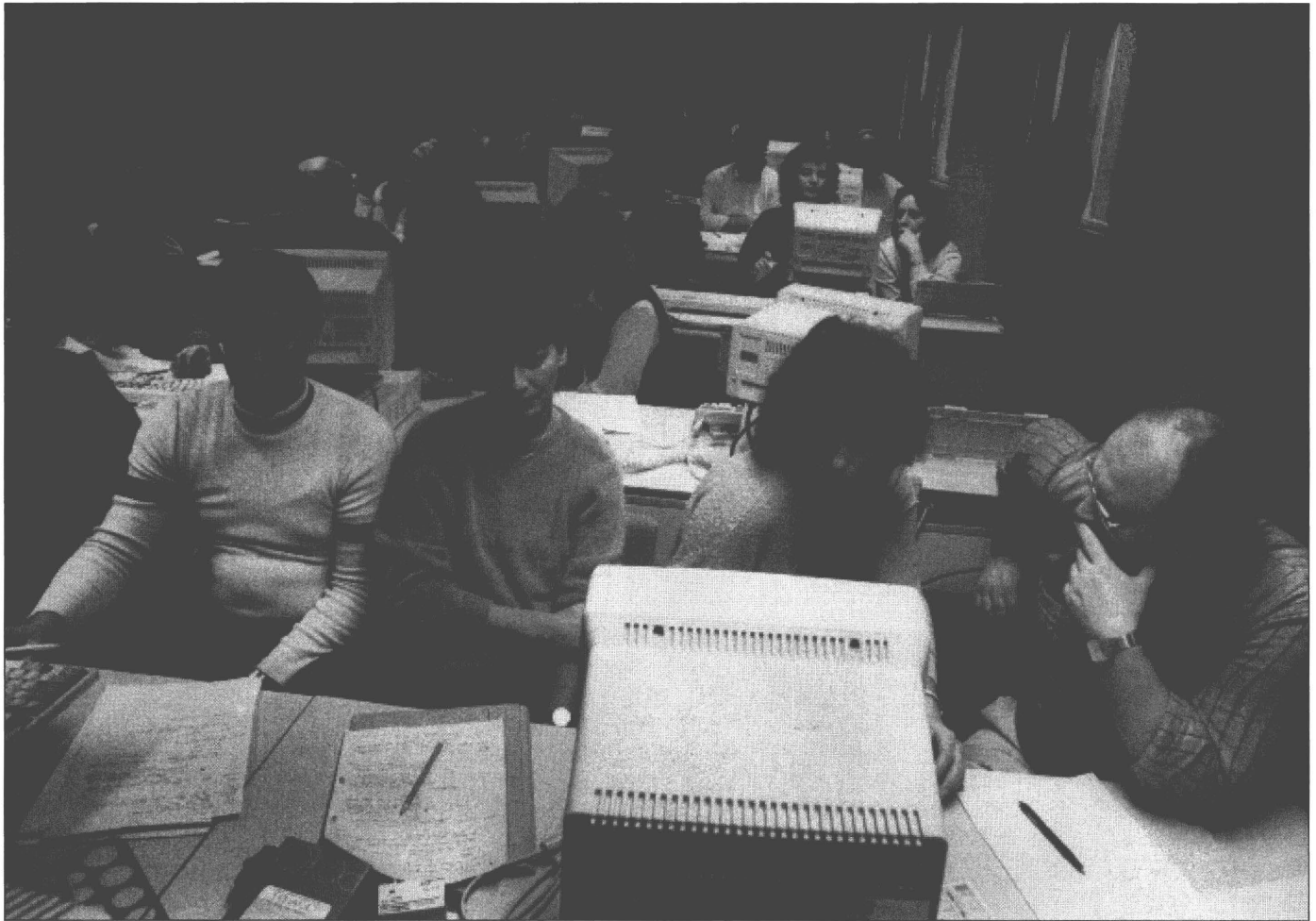
Each set of four stages forms a training cycle and a year's full-time course includes four to five cycles, depending on the length of time allocated to the various components. The place which each stage occupies within the cycle is defined by its own objectives.

In this context, the term "alternance" is used to mean a particular type of linkage between different learning methods as the following description will show.

## Description of the system

### Work placement

Throughout the course, work placements, the cornerstones of alternance, provide every trainee with training opportunities and resources, allowing them to discover their strengths and weaknesses. Work placements are periods during which the trainer's profession can actually be put into practice. Specific procedures govern their selection and organization, however,



Paul Glaser

so that these placements are an integral part of the training process and not just periods of practical work experience or a series of experiments.

**Five selection criteria**

The selection of work placements takes place following consultation between the course leader, the tutor at the host enterprise and the trainee. A number of criteria are taken into account during this consultation:

- trainees' career plans and overall skills;
- the training dimension of the activity: trainees should not simply observe or perform tasks; they should take part in and themselves create a whole activity;
- the envisaged output: all activities must lead to a concrete output defined by the tutor within the framework of the enterprise's requirements;
- the principle of progression: during their training, trainees must satisfactorily carry out activities of increasing difficulty

requiring growing skills, knowledge and autonomy on their part;

- the presence of a tutor: trainees are placed within the enterprise under the wing of a training practitioner who acts as a tutor. The tutor decides what to assign to trainees and their working conditions (i.e. alone or supervised); the tutor shows them what action is needed, provides explanations and counselling and helps to evaluate their output.

**Four organizational aspects**

Preparation for the placement takes place at several levels:

- Working out the length of the task: course organization allows for 20 to 30 days per placement;
- Ascertaining the stage of the job involved:
  - analysis of a demand, a need, an occupational situation (research, investigation, diagnosis);

- design of processes, training systems and educational materials;
- implementation: direct leadership, work with teaching teams;
- follow-up, supervision: follow-up, help in conducting a training process, recommendations on re-adjustments of processes and systems;
- evaluation of processes and systems, analysis of the impact of existing training.
- Determining output: defined by the tutor and negotiated with the course leader and trainee. The output provided by the trainee has a twofold status: it meets the client's requirements and forms part of the evaluation dossier;
- Organizing follow-up: the tutor appointed by the enterprise and the course leader jointly supervise the placement, the former being more concerned with ensuring that the output is accomplished and the latter that objectives and methods are respected. This joint supervision which starts with the negotiation of the placement continues up to the follow-up interview discussed below.

## Two analysis resources

Two particular resources come into play when the placement starts (**specification**) and ends (**analysis document**).

At the end of the initial negotiations which bring together the course leader, the enterprise and the trainee, the latter draws up the **specification** which details the circumstances and nature of the placement, the activities planned, the final output envisaged and the timetable and name of the tutor. This specification, which is the result of a tripartite negotiation, is a contract between the partners. Over and above its contractual value, the drafting of this specification is a training activity for the trainee. The initial description of the placement is an activity requiring the trainee to make projections about objectives, context and activities envisaged which immediately requires an attitude which is both anticipatory and analytical with respect to the actual work and is part of the training process. The transition from practice to its analysis would not in effect be possible if this analysis had not been instigated together with the placement.

At the end of the placement the trainee draws up the **analysis document**. This document, acting as preparation for the oral presentation of trainees' experiences at the method seminar, takes the form of a report on the experience and allows them to start interpreting this experience. Drafting this document provides an opportunity for a thorough review of the experience, highlighting any areas of divergence from the commission initially formulated and any developments. It also provides an opportunity for initial interpretation and reading of experiences in the language of training. The following questions are raised: "what skills did I put into practice, what knowledge and expertise did I use, transfer or develop during this placement? What shortcomings did I discern?"

These questions and their answers help **trainees in placement** to see themselves as **protagonists of their own training**.

Both of the resources described above give priority, as we have seen, to abilities of anticipation and analysis at two key moments of the action, i.e. its beginning

and end. The specific nature of these resources is shaped in this case by the theory according to which the training system and its tools are crucial factors in the acquisition of skills, explaining the particular attention paid to the design, implementation and observation of this procedure.

The placement – providing a time, a place and a method for training – consequently has a threefold purpose:

- **It is a venue for action** and therefore for discerning shortcomings, implementing knowledge and expertise, developing new skills and measuring the capacity to achieve results.

- **It is a venue for professional and social commitment** where contacts with other people are subject to the constraints of reality and production. For instance, industrial project leaders in the field of computer-aided maintenance commission the trainee to produce training and communication media from the work which they have carried out. To start with, the two camps watch each other and hide behind the specialist technical language, then the technicians discover and acknowledge that the trainee possesses genuine professional expertise which can help them to translate the technical message and can work out, with their help, the resources needed to communicate this message. This leads to genuine cooperation. The status of the trainee, who continues to be known as a "training assistant" to avoid any misunderstanding, is an important factor in the working relationship in this case. While the dual nature of the training assistant's status provides scope for development during the placement it is also uncomfortable. Even though he is a trainee, he must act as a professional committed to achieving the set objectives. This dual status underpins the training, however, since it forces trainees to work on two levels, that of action and of training through action. It forces them to be fully committed to action, aware of the fact that this is part of the training process and that is to be regarded as such.

This highlights a problem common to all alternance training: it is difficult for trainees to steer a middle course between these two aspects: action, which may lead to the

neglect of anything which does not come under the heading of "doing", is an open door to activism and training which may lead the trainee to reject any divergence from his training project suggested by the enterprise – an attitude which in some cases leads to impasses.

- The placement lastly provides a **venue for observing the organization of training** and training practices in the firm: this observation, conducted individually, gains meaning only when practices and the problems which underlie them are shared, analysed and perceived.

## The method seminar

After each placement, a four-day seminar is held for the training assistants and course leaders. This is consequently a collective stage.

The seminar takes place in four stages:

**Report:** each training assistant describes the placement on the basis of the analysis document.

**Questioning:** each presentation is followed by a discussion among the leaders and trainees for the purposes of comprehension and further analysis.

**Group discussion:** this is intended to link up the case studies and throw up common observations on training problems and policies within the enterprise.

**Information feedback:** at the end of the seminar, the leaders put forward a synopsis of the cases analysed, permitting assessment of the main results of the seminar.

The method seminar, which is an intermediate stage between production and theoretical training, has individual and collective objectives.

**Viewing the experience objectively is individual:** trainees have to distance themselves from their experience through the presentation and question sessions and have to make it into something which they and others can analyse.



Michael Kipp

This distance and detachment from practice, sometimes very difficult to achieve, provides, however, the main impetus towards the formulation of the experience in terms of skills.

**Determining training needs is also individual:** trainees become aware of their shortcomings and the expertise needed for work in the firm on the basis of their experience and analysis of the situation.

**Building the terms of reference of the skill is collective:** each seminar thus adds to the initial skill model, situations encountered, activities carried out, knowledge and expertise put to use, allowing the overall terms of reference to be gradually and collectively constructed.

**Identifying problems and development trends as regards training principles in French industry is also collective.** The network of enterprises linked to the course offers trainees a considerable range of experience as shown by the following examples:

- implementation of a retraining policy for low-skilled workers in a major industrial group;
- review of a self-directed learning centre within a computing group;
- design and implementation of training on environmental problems for the managers of a metallurgy firm;

- training engineering linked to the introduction of new automobile production systems;

- analysis of skills linked to the introduction of new technology in the paper industry.

Sharing of these experiences, each of which has been analysed in detail, within the group makes it possible to move on to a further stage of meta-analysis where it becomes possible to pin-point general notions relating to observation and development which are common to all the cases. This type of activity provides future training practitioners with the opportunity to try out their skills in **anticipating trends**, skills which occupy a key position among the new skills attached to the profession.

### Theoretical training

Theoretical training is a group stage and the third link in the learning chain coming immediately after the method seminar. Two main inputs go into its design and organization:

- the instruction needed for the practice of the profession as shaped by the general training objectives laid down at the outset;
- the requests of the training assistants arising from the analyses of placements during the method seminar. The inductive approach to knowledge which this provides

is in keeping with one of the founding principles of adult education.

Adults accept training only if it provides a response to the problems they face in their own particular situations; as a corollary, knowledge can be put to much better use when it takes the form of "knowing how to act", i.e. when it is linked to situations and its method of use is clearly illustrated.

Situation-based teaching gives priority as far as is possible to the conscious links between the situations themselves, the problems encountered and knowledge as a means of clarifying or resolving these situations.

The goal of linking placements and theoretical input, present throughout the course, obviously makes it necessary to plan content with some flexibility, leaving time free to provide a response to the needs expressed.

This type of approach to theoretical training, both deductive and inductive, takes account of the particular position which the acquisition of knowledge and resources through conventional methods of communication occupies within the system (lectures by experts or practitioners, training in the use of resources).

### Individual follow-up

While follow-up is not an autonomous stage of the system, it is **transverse** to all the training activities and needs special attention. When trainees are recruited, priority is given to people with professional plans which are likely to be developed through the training offered. The general aim of this follow-up is therefore to ensure consistency between individual plans, trainees' skills, the various tasks offered and carried out and training routes. The part played by the trainee and his future must not be neglected in a system which, as we have seen, manages the training process both individually and collectively. The main aspects of this follow-up are twofold:

- The skill review: conducted at the beginning of the course, each individual route is placed in a constructive sequence and trainees are given the resources to observe and capitalize on skill transfers;

□ The follow-up interview: when the placement is over, the three parties to the initial contract—trainee, tutor, course leader – meet for an interview where a joint assessment is worked out.

### Interaction dynamics

The four stages described above are not therefore a simple linear juxtaposition of theory and practice. They help to provide a genuine interaction dynamic in which each stage of the process arises from the preceding stage and shapes the following stage.

Is this not the main criterion for high-quality experience? **This interaction dynamic provides two advantages.** It makes it possible to anticipate changes in the role of training **within the firms**: in the case described it also generates its own evolution as regards a new skill in the world of training, i.e. that of the European market.

The strategy linking training and the creation of new skills seems the most appropriate way of making progress in identifying and building up a profile for an emerging trainer to tackle the new needs of Europe (see insets).

## A new diploma for a new skill

### “European training expert”

In order to meet the new needs generated by the progress of the Single European Market and the increasingly international nature of the economic and social environment, the Department for Lifelong Education of the University of Paris–Dauphine, which already has ten years of experience in the field of the training of trainers, has recently designed a new continuing training diploma.

This training programme, formulated in cooperation with CEDEFOP, is intended to promote a new trainer profile: “the European training expert”. It is open to adults with professional experience educated to baccalauréat level plus three years and speaking at least three European languages, including English.

### The course has three general objectives:

■ To allow training practitioners to use their key skills in a European context: mastery of the five stages of a training process (analysis, design, implementation, follow-up, evaluation); mastery of the complex range of situations in the Community market; mastery of the medium- and long-term application of training projects.

■ To construct a new qualification profile based on transnational skills in order to tackle the new problems emerging, and to anticipate the needs arising from these problems and design the necessary systems.

■ To establish a European network of training of trainers promoting a truly international partnership between training practitioners in industry and universities.

## Partnership networks

A double partnership will be developed so that this course can be set in motion and the corresponding European objectives achieved:

■ Inter-university: between higher education institutions offering comparable training courses in the Community and working towards a European dimension in the training of trainers;

■ Economy-university: between these institutions and enterprises and professional organizations tackling problems and qualification projects at European level.

## University partnership

### GB

University of Lancaster  
Programme: Master of Management Learning

### Germany

Akademie für Führungspädagogik  
Programme: Weiterbildender Studiengang Betriebspädagogik

### Spain

Polytechnic University of Catalonia  
Programme: Formació de Formadors: metodologies i gestió

### Italy

University of Bologna  
Programme: commissioned by the Italian Labour Ministry to set up a masters course in the training of trainers

### University of Florence

Programme: Continuing training of teachers

### Netherlands

Universiteit Rotterdam – ERASMUS

### Portugal

University of Lisbon

### University-Industry partnerships: COMETT programme

#### Alumed

Joint training project in the manufacturing of advanced aluminium products applied in the building industry.

#### Target group:

Engineers, architects, technicians, managers of SMEs and craft firms

#### Countries:

Greece, Italy, Spain, Portugal, France

### Training for Aluminium Application Technology (TALAT)

#### Target group:

Engineers in initial and continuing training

#### Countries:

Germany, Norway, Scandinavia, Great Britain, Greece, Spain, Netherlands, Belgium, France

### European Metals Industry Training Action Programme (TAP)

Analysis of training needs in the non-ferrous metals industry.

#### Countries:

the 12 Member States.

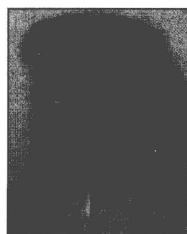
# Vocational trainers in a changing environment:

## The case of EUROTECNET

*This article describes the actions related to training of trainers which have been taken in the framework of the EUROTECNET programme. The starting point is that people are a vital component in the process of adaptation to, and anticipation of, environmental and internal changes within an organization. Unlike machines, people have the ability to be creative, to solve unexpected problems, etc. Investments in human resources are a priority for organizations focussing on the creation of a learning environment. In the EUROTECNET programme, training is approached as a holistic-integrated process which relates to a proactive training policy.*

Several evolutions have had an impact on training in the last decade. Technological evolutions, social and political changes and the internationalization of markets are rendering organizational management and planning increasingly difficult. Change and evolution go hand in hand with uncertainty, the inability to plan and unpredictability.

Where training was mainly an exclusive answer to change, it is now increasingly used to guide the process(es) of change, to monitor change and to prepare people for continuous evolution.



**Dominique Danau**  
Sociologist,  
EUROTECNET  
Technical  
Assistance Office

Within the framework of EUROTECNET – a European action programme, promoting innovation in the field of vocational training and new technologies – special attention has been given to trainers and the training of trainers since the beginning of the first phase of the programme. Following an action–research in 1987–1988 and several meetings with experts in this field, the EUROTECNET Development and Exchange Project for Vocational Trainers in New Technologies was launched in the beginning of 1990, at the same time as the start of the new EUROTECNET programme. The objectives of this project were closely related to the objectives of the programme and to the needs expressed by trainers and experts, i.e.

- to create a platform where information, ideas and experiences could be exchanged amongst trainers and experts;

- to promote innovative approaches in the training of trainers in order to have an impact on policy measures in the different Member States;

- to sensitize trainers to the European dimension in training, i.e. to make them aware of other models, other approaches to training developed in the different Member States.

Through the development of several activities such as information and training seminars for trainers, expert meetings and workshops, the achievement of these objectives will be effected.

This article, together with several other publications, is the result of three years intensive action–research and study not only for trainers, but most of all with trainers

and experts, on how continuous changes affect trainers and their work environment. In this article, a chronological sequence has been adopted to trace the evolution which has taken place within this period.

The effects of this evolution on training are approached from three angles:

- the effects on competencies required by industry;

- the effects on trainers, whether they have a supportive or an executive function;

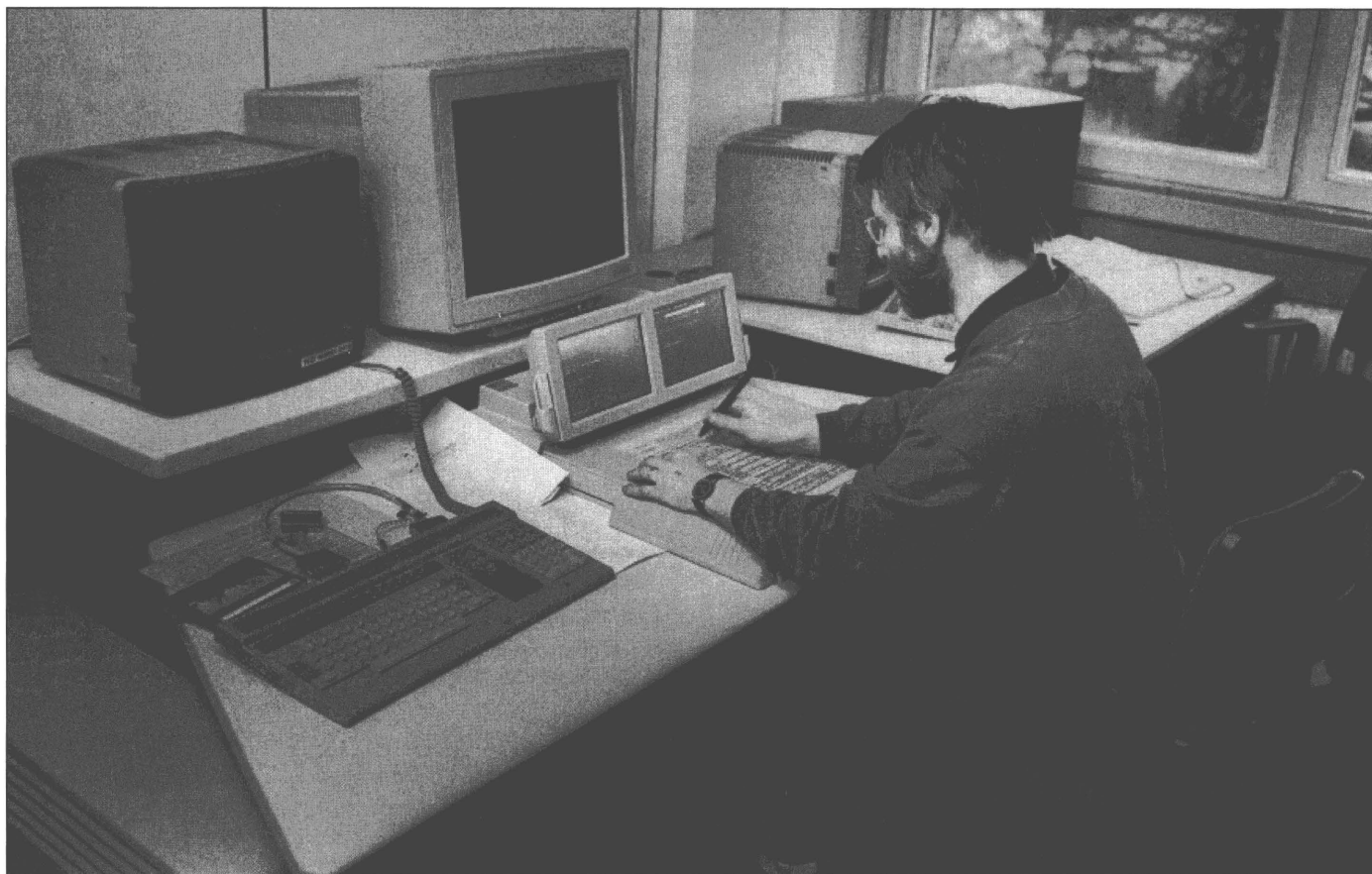
- the effects on the training of trainers.

### The action–research

The EUROTECNET research on the training of trainers is first of all an action–research, i.e. a form of experiment whereby not only facts and relations are shown, but possible solutions to circumstances perceived as unsatisfactory by the people involved (trainers in this case) are searched for.

In total, 238 trainers from 11 Member States took part in the study, which was based on the EUROTECNET network of projects. When interpreting the results and drawing conclusions, it must be said that the sample is too small to have any statistical relevance. Nevertheless, the interim results were presented to experts in the field at several meetings and the findings could in this way be compared with general trends.

The objective of the research was not to produce a comparative study of training of trainers in the EEC, but to give the main trends, as they were identified in a European



Manfred Vollmer

context, in trainers' training. The research was not the end but only the beginning of a process of continuous search for answers to pertinent questions in that particular domain.

### Identification of "the trainer"

It is certainly not right to talk about "the trainer"; it is a word used for different job titles and functions related to several training activities, supportive or executive. A majority of the trainers who participated in the study are based in an educational/training institute, are male and are employed full-time as direct trainers. To describe the professional profile of the trainers, an existing typology is used. The trainers were asked to describe their current professional profile on the basis of the four components of the typology:

- technological competencies,
- psycho-pedagogical competencies,
- on-the-job experience,
- social competencies.

From their answers it could be concluded that almost 50% of the trainers described

their own professional profile as one where technological and psycho-pedagogical competencies were the most important. The profile of the trainer will, of course, be different according to certain variables such as the target group, the objectives of the training, etc., but in general it can be said that the social component is not well developed.

Although trainers were well aware of the importance of social competencies, interpersonal skills, etc., a majority of those who wanted to develop their profile or to change it preferred to improve the technological component.

This can be related to the conflict of roles with which vocational trainers are confronted. On the one hand they must be good technicians, on the other hand they must be pedagogues with social competencies. This conflict of roles cannot easily be solved; a combination of both roles is inherent to a vocational trainer's profile. Most of the trainers in the study consider themselves primarily as experts in a certain technological field. They became trainers because they possessed a high level of technical skills (they were

good craftsmen), but they do not identify themselves as trainers. Others believe that becoming a trainer is important, but only a temporary step in their career evolution.

### Training of trainers

Figures of the research show that most of the training and retraining of trainers takes place through training courses which focus on technical aspects. 30% of the trainers said that they had acquired their competencies through self-learning and learning-on-the-job. Recent debates on the subject illustrate however that self-learning techniques and on-the-job learning are gaining in importance as training costs time and money, and in the response to continuous changes, continuous training and learning are vital.

The trainers were also asked to evaluate the training programmes they had followed. A majority identifies these programmes as positive, but with certain reservations. The content of the programme is not always adequate in relation to the needs of trainers. Previous knowledge and expertise are not taken into account, or the programme is too



ULLSTEIN/POLY-PRESS

general. There were only six cases in which the trainers involved had the opportunity to participate in the development and implementation of their training programme. More cooperation with industry is needed in training programmes, especially for trainers working in educational/training establishments. Courses should take place on a more regular basis, ad hoc training and retraining is not sufficient.

In the training programmes and courses followed by trainers participating in the study, traditional training techniques and methods were used (such as lectures, printed materials) in combination with computers, audio-visual and inter-active video.

### Recommendations

Five recommendations were made for further development of training and development programmes for trainers:

- qualitative continuous training programmes. There is much discussion on the training of trainers, but reality shows that training activities for trainers are not very

efficient and adequate in the sense that they do not always take into account the needs of the trainers and of the environment. There is certainly no lack of offers of training courses, but there is a lack in quality standards. These training programmes should help trainers to cope with changes in the different segments of society and in their professional domain. New pedagogical tools, for example, are sometimes introduced within an organization without preparing those who have to use them. These tools are consequently used in the same way as the traditional (known) ones purely due to ignorance of their potential. Vocational trainers need continuous retraining of technical skills, but this is no longer sufficient. Nowadays, people must be able to solve unexpected problems, to be creative, flexible, and must be able to cope with continual change. This has consequences for those who have to transfer these competencies when approaching training programmes.

- partnerships between training and industry. Since one of the major challenges of vocational trainers is to prepare people

for industry and/or to improve their position on the labour market, trainers should know the industrial and the labour-market situation. Cooperation between training and industry should not be seen as a one-way relationship. Traditionally the offer-side (training) has adapted to the demand-side (industry). This could be dangerous if the tasks content in some domains of industry is narrowly based. It is important to develop a negotiation model whereby all concerned parties have a role to play.

- capitalise on expertise. A lot of information exists on the training of trainers, but it is not always clear where to address oneself to find this information. Therefore the proposal was made to establish a European clearing house, where all information on the training of trainers (trends, training programmes, research studies, etc.) should be gathered and distributed to all interested parties.

- forum for trainers. Trainers expressed the need to have the opportunity for discussion with colleagues from their own and other countries, to exchange views and to pool their experience.

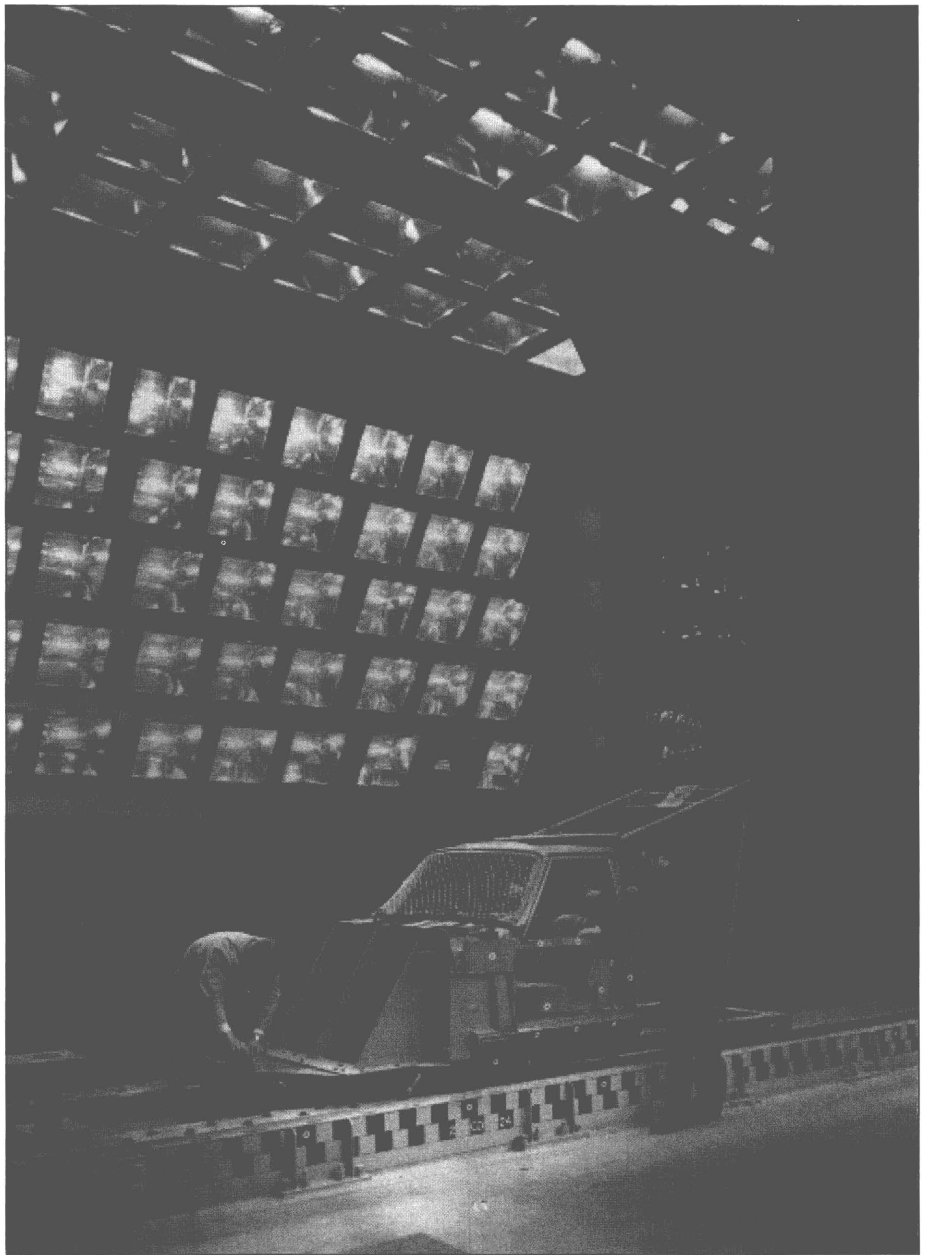


■ further research is certainly needed, especially on the impact of the European dimension on trainers, the future role of the trainer and the importance of key-qualifications.

On the basis of the research results, several meetings were organized with trainers and experts to translate these recommendations into actions. With an expert group (established within the framework of the EUROTECNET Development and Exchange Project for Vocational Trainers in New Technologies) discussions were held on the effects of these changes on trainers.

### Activities, tasks and competencies of trainers in the field of new technologies

Organizations are not only integrating the technological dimension in their processes; as a result of internationalization, technological evolution and innovation, questions of quality, anticipation, flexibility and analytical thinking are considered very important. Greater demands are placed on the competence of each individual employee. Life-long learning is the key-word for all levels of personnel within the organization. The development of human potential is leading to changes in the traditional boundaries between different segments of an organization, which will bring about changing organizational structures. This restructuring is changing the requirements of what the employee is expected to contribute. New conditions call for responsibility, loyalty, reliability, motivation and a readiness to learn continuously. Human qualities are more important in the enterprise of today. Training is often used to motivate and to develop human resources within the company. An optimal development of human resources should contribute to the achievement of collective corporate objectives and to the self-development of the employee. Training in this sense cannot only be linked to the technical functioning of the production process, but to the better functioning of the organization as an environment where opportunities to learn are optimized. But most of all, training is used as a response to the gap between the competencies that an individual has (available competencies), and the competencies that an organization requires.



Brinzer/OKAPIA

The extent to which there is an overlap between the required and the available competencies, will determine the way in which a person is able to carry out the tasks required by the organization. When changes take place relatively slowly, it is possible to adapt the available competencies to the required ones with one, or a limited number of, specific training actions. If changes take place quickly, as they have recently, continuous training is required.

Required competencies have in the past also changed, but the difference with recent changes is that they follow quicker. Recent changes go in a direction whereby more emphasis is put on non-routine work capacities, responsibility, group work, interactive work, initiative taking, problem

identification, analysis and problem-solving. This evolution will have an influence on the competencies that trainers have to transfer and consequently have to possess.

Many authors have described training functions and the competencies linked to these functions in several ways. In literature, concepts can be found which cover the same content, and several contents are covered by the same concept. The problem becomes even bigger when the European dimension is taken into account; vocabulary related to training functions is over-developed in some countries and under-developed in others. One of the tasks of the expert group was to develop a grid with activities, tasks and competencies for

vocational trainers. The starting point is a scheme with activities, related to the following stages:

- training needs analysis,
- conception of a training programme; translation of the results of the training needs, analysis in terms of training,
- establishment of the operational plan,
- implementation of the operational plan,
- evaluation.

Each of these stages is linked with tasks which require competencies. In turn, the tasks can be re-grouped into functions in the field of training. The purpose of the grid is to contribute to discussions on a European level about those involved in training activities.

Despite all efforts to establish glossaries with concepts used for trainers and the training of trainers, much confusion still exists. By structuring the problem field, this grid should support the development of an instrument which can be used on a European level.

## The effects on trainers

The place of the trainer in a context of life-long learning is essential but not always evident. With the introduction of new means and methods relying on self-activation and self-discipline:

- the role of the trainer is questioned. The traditional relationship between trainer and trainee is changing with the use of these new training means and methods;
- the trainer who traditionally was the person who arranged the content and pace of training, now has a more supporting role;
- the trainee who traditionally was undergoing training, now takes responsibility for his/her own training, his/her role gains new emphasis in the process of training.

Learning is often taken for granted when training takes place. However, learning takes place within the learner, training is not a synonym for learning. Telling somebody something does not guarantee that the message will be received and

understood. If a trainer does not create a learning climate, the efforts made are likely to be abortive.

In a context where change and innovation are key-words, the trainer is referred to as a "change agent". Organizational changes can give rise to a diversity of training needs. Instead of simply reacting to situations, which appear to have training implications, the trainer will adopt a proactive role, consciously setting out to seek opportunities for change and exploiting them by whatever means are appropriate.

The acceptance of training as a valid instrument of contributing to the achievement of strategic objectives has influenced the functioning of the trainer. If training is central within an organizational context, trainers can play a major role in influencing structures and strategies. Corporate objectives are achieved by people doing their jobs. In order to do this, they need continuous learning opportunities. Another task of the in-company trainer is to make latent training needs manifest. This implies that they have to be able to identify and relate management, supervisor and employee training needs to business problems and opportunities.

The trend towards more trainee-centred training approaches and models also influences the trainer. This trend fits well with the evolution towards the stimulation of self-development and responsibility of the individual. In trainee-centred training approaches, the responsibility for decision-making concerning what should be learned, and how it should be learned, remains with the trainee. An example of such an approach is "action-learning", whereby the essence is "to be able to do". The emphasis is not on the content of a problem, but on the process

used or questions asked to overcome a problem. "Trial and error" is another example of a trainee-centred approach, whereby the learner is experimenting. The learner tries out solutions to problems and observes whether or not they work.

Such a trainee-centred approach does not imply that the trainer is absent during the whole training process; the trainer will guide the trainee, will give information or indicate when it is available. To use trainee-centred approaches, the trainer should be able to coach people in their process of problem identification and analysis, which is different from traditional training/learning approaches.

In the new training approaches, the training process is considered as a process of negotiation, whereby the trainer's role is to be a facilitator, a mediator, a counsellor and programme organizer. The trainer is no longer seen as "an expert armed with authoritative answers and solutions to problems, but as an equal member of the group, a resource on which the individual or the group can draw when necessary".

Trainee-centred approaches are of a participative kind, which imply a two-way communication stream. Empirical studies show that these are more conducive to lasting learning. Nevertheless, these new styles have to be well prepared, i.e. it should be explained to trainees in advance why such an approach is used, as they differ from the traditional methods and techniques which they were used to; these participative methods require a more active engagement of the participants.

If a comparison is made between the learning objectives and the role of the trainer, it can be said that if the learning objective goes beyond "knowing that", (i.e. if the competencies to be acquired are

Learning objective	Competencies to be acquired	Role of the trainer
knowing that	knowledge	teacher/instructor
knowing how	problem-solving	facilitator
knowing where	investigative	guide
knowing what/why	analytical	broker

Source: Deltour, 1988; Heerman, 1988

based on knowledge), the role of the trainer is no longer to be only an "instructor"; he/she will also be a facilitator, a guide or a broker.

The internationalization process will also influence the role of the trainer. Multi-national target groups require specific approaches to the organization and the implementation of training programmes, especially if parts of the training programme are executed in different countries.

## The effects on training programmes for trainers

From the EUROTENET research carried out in 1987–1988 some key-words were deducted which have to be taken into account when training programmes for trainers are developed and implemented:

■ flexibility: strategies must be developed which allow training programmes to adapt to constantly changing requirements.

■ continuity: life-long learning should be the key-word not only for trainers, but for every individual. The development of self-learning competencies should be stressed in every training programme, whereby the emphasis is put on key-qualifications such as problem identification, problem analysis and problem solving. These key-qualifications enable a person to adapt easily to, or integrate in, a new situation.

■ a holistic, integrated approach. This approach to training programmes has been proposed in the framework of the EUROTENET Development and Exchange Project for Vocational Trainers in New Technologies, and comprises the following dimensions:

□ the integration of theory and practice in training situations. Theory and practice must be related to each other.

□ the integration of competencies related to the techniques of the production process and non-technical competencies (or key-qualifications),

□ the integration of training with other processes of an organization. Training

should not be seen as an isolated activity, but should be considered as a sub-system or sub-process of the organization, which has relations with other sub-systems. The training sub-system receives personnel, materials and information from other sub-systems. In this sub-system outputs are produced that include knowledge, skills and attitudes acquired by trainees,

■ the integration of training/learning in corporate strategies. In order to achieve its objectives, management will develop strategies. If training/learning is coupled with the goals of an organization, training is considered as an instrument or a tool of the management to realize the goals of the organization.

The trend is that training is evolving from a fragmented approach, whereby training is not linked to organizational goals and is perceived as a luxury, to a focused approach, whereby learning is linked to organizational strategy and individual goals.

Many articles have been written on this subject, and their conclusions are similar: investing in human resources is vital and trainers can play a major role in the way this investment is implemented. The investment must happen in such a way that, through learning, not only the collective goals of the organization are reached, but also individual professional needs (self-development) are fulfilled. On the other hand, trainers themselves are part of that investment, and this cannot be overlooked.

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# A method for the analysis of “training of trainer” needs

*In a recent research study, conducted within the framework of the European Community's PETRA programme, an attempt was made to conduct an exhaustive analysis of the training needs of teaching personnel in secondary and technological education in Spain.*

One is almost constantly hearing that the process of technological and social change is calling for the restructuring of the tasks and activities of organizations, and, in turn, leading to new needs with respect to the training of personnel. The same situation is taking place in “educational institutions”.

The concern to upgrade the quality of education became evident in Spain, as in other Member States of the European Community, some years ago. On the other hand, it is an acknowledged fact that teaching staff are one of the factors which influence and determine the quality of education. The training and continuing training of teaching personnel is therefore an essential aspect of any modern education system.

The idea of this study and the methodology used may serve as a model for examination of the same subject in any Member State of the European Community.



**Rosa Maria  
Gonzalez  
Tirados**

*Lecturer,  
Universidad  
Politécnica de  
Madrid, Spain*

Two methods were used in the reference study:

- a) the Delphi method,
- b) the “surveying” method.

■ The Delphi method involved asking a group of vocational training experts the following question: “What do you suppose are the training needs of vocational training teaching staff in the technical and practical sphere?”.

■ The “surveying” and analysis method involved 29 studies conducted by the same number of trainers following a course they attended on the training needs of this group of teachers in more than 700 Spanish establishments.

With the information obtained using the Delphi method, the mean values given for each reply were calculated and a second survey was carried out to analyse the consistency of the replies.

A study was drawn up on the basis of the final information and its analysis. This study offers ample information on the major training needs of teachers at this educational level in Spain and some of the possible corrective measures.

The second method consisted of analysis and processing of all the answers formulated by a large number of teachers from more than 700 establishments, following the course they had attended. The replies were then compared to those of the former group. A major degree of consistency was observed as far as training needs are concerned.

This information may be very useful for the programming of activities, the initiation of reforms and above all for the establishment of strategies to improve the quality of training.

## The training of trainers

Before elaborating on this subject, to which various papers and articles have already been devoted, a number of details must be specified.

Firstly, with reference to the study conducted in Spain, the terms “trainer, educator, lecturer or teacher” are used to describe those persons who, after a number of years in higher education in a given discipline and specialized field, enter the world of work in the field of education. Their task from this point onwards is to impart to others part or all the knowledge they have in their possession.

In our study (and in the context of this article), our aim was to focus on this group of persons, as opposed to other levels of trainer, to which an abundance of literature has been devoted, primarily in-company or adult trainers, etc., although this does not imply that there may not be certain common denominators in this respect.

As early as 1966, a document published by UNESCO stated that “the progress of education largely depends on the training and competence of the teaching staff, as well as their human, pedagogical and professional qualities”. This statement once again highlights the links which exist between “the quality of teaching and the qualification of the teachers imparting that teaching”.

With reference to training, one should therefore not forget that it must be divided into two dimensions: on the one hand, initial training, i.e. the preparation of a fresh graduate to enter a teaching job – since, as we all know, a young teacher will invariably begin his work in the classroom without any more preparation than his own common sense or “trial and error” – and, on the other, continuing training, i.e. the



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“re-training of someone who is already a practitioner”, involving ongoing, updating training, specialized training in a specific method or technique which will help the teacher to better develop his material, theories on communication, permitting the teacher to better relate to his pupils, or further scientific training keeping teachers up-to-date with high tech, etc.

### Regulated vocational education in Spain

For readers in other EC Member States, a brief reference to the definition of regulated vocational training in Spain at the time this research study was launched and implemented, i.e. during academic year 1989–90, may be necessary since it may be difficult to follow the contents of this article, above all the training needs of the teachers in question, without this background knowledge.

Until the recently adopted reforms are implemented, the Spanish education system consists of three successive cycles:

- general basic education, divided into stage 1 and stage 2 (4–14 years of age).
- the “Bachillerato Unificado y Polivalente” (BUP) – general secondary education (14–17 years of age) or vocational education, first and second stages (14–19 years of age).
- higher education (commencing at 18 or 19).

Regulated vocational education in Spain is conceived as a form of secondary education following on from compulsory basic education. This stream caters for students who wish to acquire job-related skills, as opposed to traditional general secondary education which basically only leads to higher education; it is also obligatory for students who have only attended, but not actually passed, basic education.

This cycle does not exclusively involve vocational education, it being considered that at the age of 14, students still require a cultural basis to help them mature and allow them to choose other occupational options at a later stage.

Regulated vocational training consists of two levels:

- Level 1 (14–16 years of age): two academic years. The subjects taught correspond to three subject areas: general studies, applied sciences and technology and practical studies.
- Level 2, comprising three academic years, is devoted to two subject areas: basic vocational training and technical and practical studies.

Level 1 students who pass the examination at the end of this cycle or students from the BUP stream are eligible for access to level 2.

Students switching over from the BUP stream are exempted from basic vocational

training and may complete the course in two years. Upon completion of the second level, students are awarded a certificate, academically equivalent to the upper secondary school leaving certificate, offering a certain guarantee of finding access to a job in industry. Many, but not all of these students participate in work experience in industry in the final years of their education; this always depends on the administration of the respective establishment.

The teachers or trainers in the field of regulated vocational education are graduates of higher education in a given discipline; they may also be persons who have completed vocational education.

In the framework of this research study, the teachers were teachers of technical subjects (either theory or practice), and their academic backgrounds tended to be studies of higher engineering or technical engineering and in some cases level 2 vocational education.

### Research objectives

- to identify the most relevant aspects of the training of trainers;
- to identify and diagnose the training needs of the vocational education teacher in the technological sphere;
- to determine priority areas to be developed both in the framework of initial and continuing training;
- to elaborate and devise an action plan to improve training on the basis of the findings of the previously conducted analysis (this will be part of a second project).

### Method

As has already been indicated, two types of method were used:

- a) the Delphi method,
- b) “surveying” of other studies.

### Subjects

The group of experts in the case of the Delphi method consisted of 38 persons



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from different working spheres. The surveying method involved 29 reports with information on 700 establishments from almost all over Spain.

**Procedure**

A strict procedure was respected in the compilation of data and information throughout the process. A questionnaire was drawn up to collect and compare the findings.

**Results**

Once the surveying was completed, a brief statistical study was compiled indicating the mean values for each answer in each surveyed group. The conclusions were then formulated for each question. The areas surveyed on training needs were as follows:

1. Science and technology.
2. Educational science and didactics.
3. Organization/administration of the establishment.
4. Knowledge of young people.
5. Supplementary training.

An example of one of the questions and the corresponding replies proposed for each of the groups was as follows:

“If you consider scientific and technical training inadequate, could you indicate the subjects in which in your opinion specific preliminary training would be necessary before commencement of teaching? Indicate the subjects:

- 3.1 Technology
- 3.2 Practical studies
- 3.3 Drawing
- 3.4 Educational science
- 3.5 Psychology
- 3.6 Sociology
- 3.7 Tutorials
- 3.8 Specialized technology (high tech)
- 3.9 Corporate organization and management
- 3.10 Safety and accident prevention
- 3.11 Others (please indicate).”

**Analysis of the results**

In general it can be stated that graduates from Spanish universities have an adequate

level of training to begin teaching. However, this is not the case for persons with a second-level vocational education certificate.

Greater training needs are perceived both in the field of initial training and in the form of supplementary training for teachers with respect to the programmes to be imparted in the fields of technological education, practical studies and teaching methods.

50–75% of teachers feel the need for refresher training and consider that this need stems from the pace of technological change and societal expectations.

The support of the educational administration for training actions is scarce – “little or nothing”, in the opinion of the experts and groups consulted, with the exception of the group from the Ministry of Education and Science.

Difficulties are discerned with respect to teachers being able to engage in refresher training during term-time, in parallel with their normal teaching activities.

The following are considered to be the most effective means of updating training:

- placements in industry;
- university placements;
- courses and seminars in institutions outside the establishment;
- courses and seminars in the establishment.

The most **viable** are:

- courses and seminars in the establishment;
- meetings with other colleagues;
- self-directed continuing training;
- courses and seminars in other institutions.

The methods most widely **accepted** by the teachers are :

- courses and seminars in the establishment or other institutions;
- university or industrial placements.

Meetings with other colleagues were generally given a low rating.

In the field of pedagogical and didactic training, there is a considerable need for the pedagogical preparation of teachers at this educational level in the various disciplines listed in the study.

There is also a need for training at the level of teachers occupying "managerial posts" in disciplines such as:

- organizational methods;
- applied psychology related to the management function;
- knowledge of management, etc.

Knowledge of psychology would facilitate the teaching activities of the teachers, relations with and knowledge of the students and other types of relations.

There are no special factors which particularly motivate practitioners to enter teaching at this level of education; the working day and timetable, as well as the positive status of the teacher in the eyes of the students, are the prime incentives among the surveyed groups.

No major promotion prospects seem to be offered to teachers in the technical and

practical field so that no aspects can be identified which would arouse interest in improving scientific and pedagogical training.

## General conclusions

As far as the findings are concerned, it can be stated for all the surveyed groups that there is a major need for scientific and technical training in various areas and disciplines to supplement training received at university and to adapt such training to the needs of the disciplines to be taught.

A greater need for further training in the various subject areas proposed is discerned by the group of practical studies teachers.

Training needs are also considered necessary to assume posts of responsibility in the establishments.

In general, the surveyed persons regard the support given to teachers for retraining purposes by the public administrations as very limited.

The most feasible means of covering training needs are courses, seminars, meetings, etc.

According to the answers of the surveyed teachers and in the opinion of the group of experts, the institutions which should deal with the training of teachers are universities or specialized training centres.

Initial training before commencement of teaching for the first time and continuing training of teaching staff in the five areas proposed in our survey are considered necessary.

A final conclusion which can be drawn is that many aspects related to training have been examined, all of which may serve as a basis of analysis for the responsible players in the organization of training programmes for teachers at this educational level both in Spain and other Member States of the EC.

This analysis implies that, as general guidelines, the planning of training activities should include the most adequate models and develop actions which cover the training needs encountered.

The conclusions drawn may be the same in other countries. The study, above all the "analysis method", conducted with trainers in Spain, may also be useful for other EC countries, for the subsequent planning of training actions which would no doubt lead to an improvement in the quality of teaching.

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# The commerce and industry element of Danish two-part training

## Exploration of unknown industry

### *Imprecise rules for the training of trainers*

*Hitherto the rules on the training of trainers in Denmark have been in very general terms and required nothing more of the trainer than the possession of a certificate of apprenticeship in the trade the apprentice is to be taught.*

*There are thus no obligatory educational requirements for training managers within firms or any government provision of courses or similar opportunities for trainers. Similarly, there are no rules on the training of unskilled adults employed by firms. Educational or training programmes for this group have accordingly been left to the firms concerned to organize for themselves. The training of trainers is therefore on the whole an unregulated sector in Denmark, which has so far not generated any specific professional or scientific interest. This meant that Denmark's work on the training of trainers project (PETRA, Strand 4) had to be started off from scratch.*

### Implementation of a new vocational training model

A process is under way in Denmark to reorganize basic vocational training which is expected to alter the capacity of the training system to keep abreast of development and respond to the challenges posed by technological and social changes.

Two new laws were passed in spring 1989, one concerning the management of vocational colleges, technical schools and business schools (Statute No 210 of 5 April 1989) and the other regulating the actual structure of vocational training and the advisory and management committees and boards concerned (Statute No 211 of 5 April 1989).

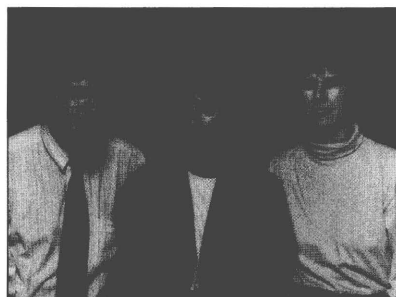
However, these measures did not come into force until 1 January 1991, and much has still to be done before their full implementation; the reforms themselves have focussed on both elements open to criticism and those regarded as valuable in the system up to the present time.

### Two-part training as a basic principle

By way of introduction, it should be emphasized that the basic principle of the Danish system of vocational training is the dual system. It has already been mentioned that the new legislation amalgamates the two hitherto competing forms of apprentice training (i.e. master training according to the Apprentice Act of 1956 and the EFG apprentice training according to the EFG act of 1977) in a new formula that incorporates principles from both the previous routes.

### Training contracts and training programme objectives

The common core of the establishment and completion of a course of industrial training remains the establishment of a training contract between the individual young person and a firm. The rules for training contracts are drawn up by the various trade committees, parity bodies with equal representation of employers' organizations and the trade unions. The industrial boards must authorize the firms to enter into training contracts and are also responsible for drafting the rules for the firms' side of the training within the commercial and industrial training programme. These training regulations must be formally authorized by the Minister of Education.



**John Houman Sørensen**

*Chief consultant at SEL.*

**Birgitte Elle**

*Lecturer at SEL.*

**Birthe Hedegaard**

*Sociologist, Project Manager at SEL.*



## The strengthened position of the industrial boards

Although the industrial boards also have a considerable influence on the scholastic aspect of vocational training, the creation of the amalgamated training plan also includes an obligation on the part of the industrial boards to include additional aims for vocational training as youth training.

The new vocational training reform stipulates that the industrial boards must maintain a division and balance between basic education, general training, special training and the specific trade in order to provide a certain "breadth" or "solidarity" between the related trades and gradual specialization.

The schools' part in apprentice training is thus subject to specific legislative and administrative regulation. Although the vocational training reforms lay considerable emphasis on the importance of practical in-firm training – and interaction between training by firms and school teaching – the practical aspects of the training programmes are only regulated in the form of an authorization in the law governing the industrial boards to establish rules for training.

## Imprecise rules for the training of trainers

Up to now the rules on the training of trainers in Denmark have been very general and required nothing more of trainers than the possession of a certificate of apprenticeship in the trade the apprentice is to be taught.

There are thus no obligatory educational requirements for those responsible for the teaching of trades – or any government provisions of courses or similar opportunities for trainers.

## Training of trainers – "a grey area"

Nor, of course, are there any rules governing the training of unskilled adult employees.

Educational or training programmes for this group have accordingly been left to the firms concerned to organize for themselves.

In Denmark, therefore, the training of trainers is on the whole an unregulated sector, which has so far not generated any specific professional or analytical interest. Denmark's work on the training of trainers project (PETRA, Strand 4) thus had to be started off from scratch.

It is our impression that our Dutch (CIBB in s'Hertogenbosch) and UK (IMS in Sussex) partners in the PETRA Strand 4 network have been working on these matters for a considerable time and thus have a tradition of research to build on.

The Danish group therefore used the first year to obtain a general overview, while in the second year, following an agreement with our Dutch and British colleagues, we shall concentrate on conditions in the building and construction industry.

## A pilot study of training as a part of industrial management's function

As already stated, vocational training in Denmark has been structured as a dual system in which EFG students/trainees alternate between school and practical in-firm training. The PETRA report for 1990



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therefore describes the training of *teachers* for vocational schools and training for the labour market, on the one hand, and gives details on the background of those *responsible for training* within the firms during the practical training period, on the other.

The pilot report is thus divided into two parts:

**Part I** describes the training of teachers for vocational schools, education for the labour market, and business schools.

**Part II** is a pilot study of training in industry and the background of those *responsible for training* in management and instruction. The lack of information in this sphere made a random sample type of study necessary.

## Definition of trainers

As education and training within the vocational and labour market training schemes take place partly at school, partly

in the firm, it is customary to use the term “teacher” for instructors in schools and “trainer” for those responsible for training at the workplace.

PETRA Strand 4 has the theme “Improving the Training of Trainers”. On the basis of the above, we have thus chosen the following definition of “trainers”:

■ Professional trainers (teachers) in commercial and industrial training and further education, i.e. teachers at technical colleges, business schools (for EFG trainees/apprentices and students), and in the AMU centres for unskilled workers. The teachers at the schools and colleges are full-time instructors.

■ In-company personnel who are responsible for training, i.e. *directly* responsible for:

- the practical training on the firm’s premises of EFG trainees/apprentices;
- newly employed personnel;
- further training of skilled and unskilled workers (in or outside the firm).

Personnel responsible for training at the workplace have different levels of concern with and time for the actual training effort. Practical instruction is often delegated. According to Varlaam *et al*, 1988, we can distinguish between:

■ *The senior training manager*, responsible for planning, organization and administration of training.

■ *“Dedicated” trainers* who spend most of their working hours devoted to training and educational activities.

■ *The integrated trainer*, chiefly concerned with the production side, but involved with training and education as an integral part of management responsibility.

In practice, these categories tend to overlap. In small firms the functions of the first and last may be assumed by one person. In larger enterprises they are often separate. Only the largest firms have special training departments or apprentice schools.

## Training managers in industrial firms

We shall concentrate in the following on the results of the pilot study; readers interested in teacher training should refer to the relevant report.

In order to obtain the maximum possible information on training practice in industry, we selected a total of 16 industries from the following sectors:

- electronics and metal-working;
- building and construction;
- food;
- the retail trade.

The selection ensured representation of both small and large firms; all the companies selected were to have EFG students/trainees and if possible also an unskilled workforce. The size of the firms ranged from 2 to 22 000 employees.

The information was compiled by means of structured interviews with training managers at the individual firms. This made it possible to involve the training managers, the "dedicated" trainers and the integrated trainers in the survey, depending on the size of the firm.

The interview was intended to show:

- who the training manager is (background and qualifications);
- description of the firm;
- details of general conditions for training in the firm;
- details of educational practice in the section;
- training managers' present and future training needs.

## Aims of the study

We wished to ascertain:

- who is responsible for training in the firm, what teaching qualifications they hold and what factors influence the administration of training;
- the main types of training patterns;
- the interaction between the roles of the firm and the school in vocational training.

## Differences between industries

The detailed report provides a review of the relationship between training and the training managers' background within each sector. In this context we shall restrict ourselves to the more obvious results of the pilot study, in order to pinpoint the differences in these conditions existing in large and small industries and between the various branches. It must be emphasized that the pilot study is in no way **representative**.

Not surprisingly, the larger the firm, the more formalized its internal training plan tends to be. This formalization of training increases with the degree of division of labour in the industry. In a small firm in the retail trade, the trainee will be integrated into all the working functions without the need for a pre-established plan—i.e. without formalized training. In a large business chain in the retail trade, there are internal regulations for training trainees and apprentices (an "apprentice book"), but as the various departments in the retail chain have structures corresponding to those of small firms, the division of labour is not particularly prominent in relation to the overall size of the firm. This gives the management and the integrated trainer the opportunity for individual training arrangements and interpretation of the internal regulations. In large firms, training is much more formally organized, for example, with fixed rotation, apprentice schools within the firm, etc. — a feature found in all sectors.

There are thus considerable differences between industrial training programmes. It is not clear which is the best arrangement as far as the trainee/apprentice is concerned. The strictly formalized type may provide a guarantee of all-round training which may be difficult to obtain in smaller firms.

But if formalization means a prevalence of "duty tasks", without any overall vocational cohesion for young trainees, the training effort loses its significance and comprehensiveness. In outline, the socializing effect may be:

**Small firms:** Meaningful units with adequate scope for independent working arrangements. But at the same time,

adjustment to a personally oriented norm system and limited all-round skills.

**Large firms:** All-round, but fixed training, which may seem less meaningful to the trainee and have limited contributory influence. Adjustment to the norm, emphasizing the subject, rather than the trainee's needs.

This kind of outline summary is subject to reservations. For example, the smallest firms in the food industry also provide the most varied training.

In-company training will naturally always be bound up with the specific firm's market economy interests. There will therefore only be elements of *general* training in a firm if this accords with these interests. But seen from this angle, the training may in fact be varied in character, for example, according to the different qualifications of the training managers (education, professional and personal qualifications, discernment, etc.)

## Training managers

The responsibility for training may be seen as part of a collective management responsibility. This means that the direct superior often has direct responsibility for training. There seem to be no formal internal requirements in firms as to who can function as training manager. Almost without exception, the qualifications demanded of the superior or directly responsible trainer are vocational in nature. The senior training manager is often the manager of the firm, the qualified master craftsman, or someone similar (in large firms there will be a separate training department). The integrated trainers are often heads of departments who delegate the work to the qualified workers. In larger firms, senior training managers may attend management courses but there is no such thing as a course in training. However, large firms have begun to emphasize the teaching qualifications and management skills of training managers, in accordance with a greater degree of service orientation (banks) and to focus on personnel development (electronics). One should expect to find the best-formulated awareness of the function of education and training in large firms (with formalized training programmes).



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According to the information available, the integrated trainers have no formal training qualifications apart from experience and knowledge of the industry concerned. A handful of these trainers have training and vocational experience as teachers and instructors in various subjects. Despite these teaching qualifications, the aim for future training managers is more in the direction of technical expertise – there is no mention of the desirability of teaching qualifications.

The importance accorded by the firm to training qualifications (apart from technical ones) seems thus to relate to:

■ **The size of the firm.** In large firms the actual training staff are distanced from the

direct production of goods, which can be “profitable” in evaluating the firm’s long-term interests (optimal development of staff who are not merely influenced by the short-term acquisition of orders).

■ **External factors.** The influx of orders in itself influences training, for example, in the timber trade. The training managers criticize the training for tending to produce “fitters”, but are obliged to go along with this.

■ **Personal qualifications** in training managers can be revealed as a greater or lesser degree of social competence. In larger firms, greater importance is attached to this factor when management appointments are made and accordingly, appointments

of training managers or delegation of training, than in the small firms. However, the primary criterion for training qualifications is:

■ **Technical proficiency** in regard to the total area of work of the training manager, which is naturally associated with the economic interests of the firm. But the concept of what technical proficiency means is determined by the branch of industry concerned. In manufacturing industries, technical/vocational qualifications are regarded as more important than in the service branches. But there are also internal differences within the branches – in the retail trade a large chain store business will not employ a skilled worker from a small shop – and *vice versa*. The results within the various branches may thus be a form of training for the trainee/apprentice geared to the specific industry, which cannot be easily utilized in other fields of activity.

## Education and training for EFG trainee/master apprentices

There is a shortage of educational and practical training places in Denmark. Places are in great demand and applications are particularly numerous for “spearhead” industries – which, on the other hand, are very critical of the school-based element of training and some firms are establishing their own schools to replace the state technical colleges.

Satisfaction/dissatisfaction with the scholastic element is closely associated with concrete production: in some cases the school is a guarantee of technical competence (declining in production) – in other cases, it is insufficiently equipped to meet the needs of the industry.

Interaction between training in the firm and school education is seen as ineffective by all industries. The training regulations for the various branches rest on the supposition that either the school or the firm will build on the education/training previously undergone. In practice it is difficult to combine the two aspects.

## Training courses

Only the larger industries (banks, electronics, supermarkets) provide internally organized management courses as well as internally organized continuing training programmes for their staff. Smaller industries make use of further education at vocational schools, courses offered by specific providers, etc. So the smaller industries have little chance of actively influencing the content of courses. However, Danish butchers are very active in the development of new products and changes in the existing training of pupils and apprentices.

## Certain trends

There seems to be evidence of increased separation and professionalization of the functions of education and training in the **larger industries**. This development does not originate from trade boards or legislation, but is associated with internal development in industries: production is becoming increasingly specialized, increasing the need for co-ordination and institutionalization of training in apprentice schools, departments and (the industry's own) courses.

There is a tendency towards reorganization processes within large industries (banks, supermarkets, electronics) with delegation of spheres of responsibility – for example, greater responsibility for departments, establishment of “trainer posts”, personnel development, job profile analyses, etc.

There is a trend towards greater integration between process-dependent and process-independent qualifications. This means that the productive potential of staff members plays a part in the development of the firm and socialization is moving away from “external control” towards “internal control” of staff. Apparently, in addition to vocational (and at management level also administrative) qualifications, firms want staff to have personal qualifications (social competence, capacity for teamwork, innovative qualifications, etc.) These requirements are gaining ground both in the recruitment of managers and the recruitment/evaluation and training of trainees and apprentices, and these trends are also evident, interestingly enough, both

in more service-oriented industries (banks and supermarkets) and in one specific technological spearhead industry (electronics).

These trends are not so marked in the **small industries**, perhaps because their organization is less complicated, so that explicit needs for changes cannot yet be so clearly formulated. These developments appear to show that there is a growing need for a teaching qualification for training managers in industry. In the electronics industry the necessary expertise is obtained from private firms from abroad.

## Projects for further research

In the first phase of the PETRA Strand 4 project, the Danish group focused on a wide selection of sectors to gain an overview of how firms seek to train those members of staff with both overall responsibility and direct teaching responsibility for trainees, other new employees and existing staff.

In the second phase of the project, the building and construction industry was selected for closer analysis. The choice of this branch of industry was made by agreement in the network with CIBB, the Netherlands, IMS, UK and SEL, Denmark, that the building and construction sector had numerous features in common. These common features were due to the particular structure characterizing the labour market in this branch, thus forming the framework for the available scope for qualification.

Swings in market trends cause considerable movement in employment figures and contribute to a division of the labour force into peripheral and central manpower. This also means that long-term conditions of employment by individual employers are less widespread than in other branches.

The branch employs both skilled and unskilled labour. The particular structure and forms of employment mean that the individual employer's immediate interest in training staff for long-term employment may make it difficult to satisfy the needs of the industry. This means that at branch level there is a generally acknowledged need for initiative to support the qualifying processes.

## Informal training in the building and construction branch in focus

The second year of the PETRA Strand 4 project therefore focuses on education and training in the building and construction sector implemented outside the framework of the actual educational system by “educators” and “trainers” who do not have this function as their main occupation.

In the case of Denmark, this means that the focus will be directed at the practical element of apprentice training in the firms, and at the types of training, both internal and external, utilized by firms for other members of staff. An essential aspect of this will involve the interaction between teaching implemented within the formal educational system and in-company training, both as regards vocational content and in a wider learning context.

### References:

- Elle, B. and Koefoed, E:  
Training of Trainers in Denmark.  
The Petra Programme. Research Strand on Vocational Training, Theme 4: Improving the Training of Trainers.  
Copenhagen, Denmark SEL 1990.
- Varlaam, C.  
“The Training Needs of Trainers in Industry and Commerce.”  
University of Sussex, 1988.



By

**CEDEFOP**

European Communities  
Produced by Maryse Peschel  
Documentation, CEDEFOP

## Bibliographical references

### Documentation dossiers on the training of trainers

This series of bibliographies and dossiers on the training of trainers has been produced for CEDEFOP by its network members. The aim is to bring the material available to the attention of researchers and practitioners in the field of training and provide assistance on sources of more detailed information on the relevant subject in the Member States.

Malosse, Ph. and Manceaux, F.  
Centre Inffo

**Dossier documentaire sur la formation des formateurs en France (Documentation dossier on the training of trainers in France)**  
Luxembourg, 1988, 23 pp., FR  
ISBN 92-825-8264-7

Office National de l'Emploi  
**Bibliographie commentée. Dossier sur la formation des formateurs en Belgique (Annotated bibliography. Dossier on the training of trainers in Belgium)**  
Luxembourg, 1988, 42 pp., FR  
ISBN 92-825-8115-2

Sharples, S.  
BACIE  
**The training of trainers in the United Kingdom**  
Luxembourg, 1986, 47 pp., EN  
ISBN 92-825-7605-1

Gravalas, B. and Meissner, V.  
**Ausbildung der Ausbilder – Eine Dokumentation (The training of trainers – a documentation dossier)**  
Luxembourg, 1989, 205 pp., DE  
ISBN 92-826-0675-0

Pedagogisch Centrum  
Beroepsonderwijs Bedrijfsleven  
**Training of trainers in the Netherlands – a documentation dossier**  
Luxembourg, 1987, 41 pp., EN  
ISBN 92-825-7775-9

ANCO  
**The training of trainers in Ireland: a documentary dossier**  
Luxembourg, 1986, 57 pp., EN  
ISBN 92-825-7604-3

Sojberg, H. K.  
SEL  
**Training of trainers in Denmark. An annotated bibliography**  
Luxembourg, 1987, 33 pp., EN  
ISBN 92-825-7776-7

Quere, M.  
**The training of trainers of young people in enterprises**  
CEDEFOP (European Centre for the Development of Vocational Training)  
Luxembourg: Office for Official Publications of the European Communities, 1989, 61 pp., FR, EN  
ISBN 92-825-9665-6

This is a synthesis of six national studies – covering Greece, Ireland, Italy, France, the Federal Republic and the United Kingdom – on the training of trainers of young people in enterprises, commissioned by CEDEFOP. The aim is to consider the differences in existing situations and provide a “group photograph” of in-company trainers in the apprenticeship system. The analyses conducted for each country provide the material for a discussion document which – with due account of the differences in context – gives a faithful picture of the problem of the initial training of young people and the role of trainers in the enterprise and also provides a basis for the definition of a possible role for Community players in this context and their approach to this problem.

**The six national studies commissioned by CEDEFOP and published by the Office for Official Publications of the European Communities are as follows:**

Frigo, F., Montedoro, C.,  
Dutto, A. *et al.*  
**The training needs of in-company trainers engaged in the training of young people in Italy**  
Luxembourg, 1989, 86 pp., EN, FR, IT  
ISBN 92-826-0643-0

Boru, J.J.

**Tutors and the development of the tutorial function in the enterprise in the alternance training of young people**

Luxembourg, 1989, 113 pp., EN, FR  
ISBN 92-826-0649-X

von Gillardi, R. and Schulz, W.

**In-firm trainers of young people in the framework of the dual training system in the Federal Republic of Germany**

Luxembourg, 1989, 96 pp., DE, EN, FR, IT  
ISBN 92-826-0652-X

McGennis, B. and Scott, L.

FAS, Ireland

**In-company trainers of young people in Irish industry**

Luxembourg, 1989, 79 pp., EN, FR  
ISBN 92-826-0646-5

Evans, K., Dovaston, V.,

Holland, D. *et al.*

University of Surrey

**In-company trainers for young people in the United Kingdom**

Luxembourg, 1989, 107 pp., EN, FR  
ISBN 92-826-0641-4

Constantinides, X., Makopoulos, J.,

Paleocrassas, S. *et al.*

IVEPE (employers' association for the vocational and industrial training of their employees)

**The training/development of in-company trainers/supervisors of young people – The case of Greece**

Luxembourg, 1990, 51 pp., EN, FR  
ISBN 92-826-0647-3

Rounding off this research series, CEDEFOP has recently published a monograph on the Netherlands:

van Dun, J.J.A.M. and Karthuis, L.B.J.  
CIBB

**Training the trainers: an investigation into the training and qualifications of practical instructors working in the apprenticeship system**

Luxembourg, 1990, 83 pp., EN  
ISBN 92-826-1707-6

The studies conducted by CEDEFOP on the training of trainers have so far been essentially concerned with trainers of young people. CEDEFOP is now embarking on a series of studies on the training of trainers at a time when developments are taking place in the field of continuing training, more specifically in the context of the firm. Five studies are currently being published as part of this research; a synthesis report on the studies covering the following Member States is to follow:

- France (EN, FR)**
- Netherlands (FE, EN, DU)**
- Germany (DE, EN, FR)**
- Italy (IT, EN, FR)**
- Great Britain (EN, FR)**

Thery, B.

**Professional situation and training of trainers in the Member States of the European Communities: synthesis report**

Luxembourg, Office for Official Publications of the European Communities, 1983, 169 pp., EN, FR, DE, IT; ISBN 92-825-3844-3

This report is based on the preliminary findings of a study carried out by CEDEFOP on trainers in alternance training. It covers the situation in France, the Netherlands and the United Kingdom and includes eight national reports on the professional situation and training of trainers. The report is in two parts: the first is a description of the employment conditions and training of teachers and trainers in young people's training, while the second outlines problems, trends and proposals relating to these trainers' qualifications and functions.

References of national reports commissioned by CEDEFOP and published by the Office for Official Publications of the European Communities:

- Delai, D. and Ferrari, A.  
**Vocational training staff in Italy. Current situation and future trends**  
Luxembourg, 1983, 88 pp., EN, FR, IT  
ISBN 92-825-3800-1

Schellekens, H.M.C.

**Teaching staff in Dutch vocational education**

Luxembourg, 1983, 80 pp., EN, FR, NL  
ISBN 92-825-3807-9

Carlier, E.

**Vocational training personnel in Belgium (their status, preparation and prospects)**

Luxembourg, 1983, 65 pp., EN, FR  
ISBN 92-825-3798-6

Koefed, E.

**Vocational training staff in Denmark**

Luxembourg, 1983, 102 pp., EN, FR  
ISBN 92-825-3805-2

Krais, B. and Krestakies, M.

**Trainers and teachers in vocational training in the Federal Republic of Germany**

Luxembourg, 1983, 108 pp., DE, EN, FR  
ISBN 92-825-3815-X

Coqblin, A. and Quincy, A.

**Teaching personnel in initial vocational training in France (conditions of service, qualifications, training tracks)**

Luxembourg, 1983, 83 pp., EN, FR  
ISBN 92-825-3803-6

Doyle, S.L. and McGennis, B.

**The vocational trainer of young people in Ireland**

Luxembourg, 1983, 88 pp., EN, FR  
ISBN 92-825-3810-9

Kelly, M.J.

**The vocational trainer of young people in the United Kingdom**

Luxembourg, 1983, 104 pp., EN, FR  
ISBN 92-825-3812-5

Rounding off this series of studies, CEDEFOP is about to publish:

Videira Vicente, M. G.

**The training of trainers in Portugal (provisional title)**

Berlin, 1989, 66 pp., PT, EN, FR

Münch, J.

**European Meeting of Public Sector Vocational Training Agencies on the Training of Trainers in the Member States of the European Community, 30–31 May 1989, Berlin.**

**Proceedings**

CEDEFOP

Berlin, unpublished, 1989, 47 pp., DE, EN, FR

These proceedings tackle the problem of the training of trainers systematically and by category, in the European context. There are five subject headings:

- the various names for trainers;
- the professionalization and professionalism of trainers: a problem as yet unsolved;
- developments in the activities and role of trainers;
- improvements in the training of trainers;
- the role of the state and the social partners, in conjunction with training systems, in the development of the training of trainers.

Donnay, J.

**Workshop on the “Training of Trainers”. Nouveaux médias pédagogiques: nouvelles voies pour la formation des formateurs (New teaching media: new paths in the training of trainers), Berlin, 6–7 December 1988.**

**Proceedings**

CEDEFOP, Berlin, unpublished, 1988, 55 pp., FR

The aim of this workshop was to examine the influence of new media on the training of trainers. The author summarizes the participants' contributions, attempting to integrate the individual papers with the workshop discussions. A simple approach has been adopted: examination of the subject from the points of view of the trainee, the trainer, the trainer of trainers, and the interactions between these three perspectives.

Danau, D.

**New technologies and the training of the trainers**

EUROTECNET

Presses Interuniversitaires Européennes, Maastricht, 1989, 146 pp., EN ISBN 90–5201–014–5

*Training of Trainers, Training Systems, Technological Change, Research Reports, Recommendations, EEC Countries*

This report outlines the findings and proposals of studies drawn up in the context of the Eurotecnet programme on the training of trainers. A total of 135 projects were selected by Member States on account of their originality. The purpose of the research was to show how the introduction of new technologies affects training programmes. The report gives a general description of the Eurotecnet programme, the methodology and the main problems raised by the introduction of new technologies into the trainer's profession and makes proposals for future action.

## A few examples of European partnerships

### GRETA LEMAN\*

In July 1989 GRETA LEMAN took the initiative of setting up a European network of continuing training agencies with the twofold aim of organizing transnational activities and “Europeanizing” and internationalizing its training programmes. As of this date, the network has set up agencies in Belgium, Germany, Hungary, Ireland, Italy, the Netherlands, Poland, Portugal, Spain, Switzerland and the United Kingdom.

\* GRETA – Groupement d'établissements publics d'enseignement pour la formation continue, Ministère de l'Education Nationale

#### GRETA LEMAN

BP 527

F–74107 Annemasse, France

Tel. 50 37 50 31

Fax 50 87 22 21

### The training of trainers with a European dimension

Four partners have set up a multinational centre, offering:

- a full-time European programme on the training of trainers and training consultants for any EC national;
- a European programme for specialists in training and the development of human resources;
- a European programme on the training of SME managers;
- a European consultancy service that can operate at both national and international level.

#### ITS

Contact: Lester Coupland

73/75 Mortimer Street

UK–London W1N 8HX, UK

### IFACE

Contact: Bruno Thiberge

79 avenue de la République

F–75543 Paris Cedex 11

Tel. 331/49 23 22 26

Fax 331/48 06 15 96

### MRD

Contact: Yves Monsel

133, rue du Viaduc

B–1040 Brussels

### Fundacio EMI

Contact: Silvia Suarez Balardi

Institut Estudis Impresarials

68, Torrent de les Flors

E–08024 Barcelona

Tel. 343/219 55 12

Fax 343/214 96 48



## The training of trainers

In 1987 four partners launched the production of a "training of trainers package". The project arose from a common desire to extend the existing field of cooperation, and also in response to encouragement from CEDEFOP for European partners to learn how to pool their expertise in the framework of a common project. The aims were as follows:

1. The joint creation of a package to be used for the training of trainers in four sectors: production technology, office technology, the marketing of small and medium-sized firms and tourism,

2. The creation of a product which could:

- benefit very many people differing in culture, training and environment;

- be a "foundation" product, aimed at different types of trainer: in-company

technicians, new trainers, generalist trainers, etc.;

- via the creation of suitable media, promote group training and distance training that might lend itself to alternance training in the workplace and transnational exchanges.

With financial support from the European Social Fund, this scheme for the training of trainers will be jointly tested by each of the four countries in the first half of 1991: in this way a single product can be used for the training and exchange of over 200 "European" trainers.

### AFPA

(Association Nationale pour la Formation des Adultes)  
13, Place du Général de Gaulle  
F-93108 Montreuil Cedex

### ENAIIP

(Ente Nazionale ACLI per l'Istruzione Professionale)  
Via Giuseppe Marcoza, 18/20  
I-00153 Rome

### INEM

(Instituto Nacional de Empleo)  
Ministerio de Trabajo y Seguridad Social  
Condesa de Venadito 9  
E-28027 Madrid

### IEFT

(Instituto do Emprego e Formação Profissional)  
Rua das Picoas 14, 9º  
P-1400 Lisbon

## Useful addresses

### REAF

(Réseau européen d'associations de formateurs)

In 1988 the Institut Européen pour la Formation Professionnelle took the initiative of setting up a European network of trainers' associations (REAF). The network of 14 trainers' associations is directing its attention to the training of trainers.

### IEFP

(Institut Européen pour la Formation Professionnelle)  
91, rue du Faubourg Saint-Honoré  
F-75008 Paris  
Tel. 331/42 66 90 75  
Fax 331/42 66 15 60

### CSEE

(Comité Syndical Européen de l'Education)  
33, rue de Trèves  
B-1040 Brussels  
Tel. 322/230 62 36  
Fax 322/230 60 46

### ATEE

(Association pour la Formation des Enseignants en Europe)  
51, Rue de la Concorde  
B-1080 Brussels  
Tel. 322/512 17 34

### IFTDO

(International Federation of Training and Development Organizations)  
Twenty-Two, Sapperton  
Near Cirencester, Glos GL7 6LQ, UK  
Tel. 44/285 76 305  
Fax 44/285 76 579

### WCOTP/CMOPE

(World Confederation of Organizations of the Teaching Profession)  
5, avenue du Moulin  
CH-110 Morges, Switzerland

## B

De Vries, R., Tegenbos, G.,  
de Ceulaer, D., *et al.*

**Onderwijswijzer. 2. Structuren**  
Brussels, Cod Samson, 1988, 222 pp.,  
Louizalaan 485, B-1050 Brussels

This book lists the authorities and organizations involved in both educational policy and the support and counselling of teachers. It also covers vocational training bodies at higher education level and post-graduate institutes.

### **Evaluatie van de driejarige opleiding in het pedagogisch hoger onderwijs**

Promoter: Janssens, S., Katholieke Universiteit Leuven,  
Faculteit Psychologie en Pedagogische Wetenschappen,  
Vesaliusstraat 2,  
B-3000 Leuven

**Aim:** This evaluation study considers how close junior teachers' training

By:

**FOREM** – L'Office communautaire et régional de la formation professionnelle et de l'emploi

**VDAB** – Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding

**CIDOC** – Centre intercommunautaire de documentation pour la formation professionnelle

**ICODOC** – Intercommunautair documentatiecentrum voor beroepsopleiding

Boulevard de l'Empereur 11, B – 1000 Bruxelles, Tel. 02 513 93 20 – Ext. 1001

colleges come to the ideal of personalized teacher training. The evaluation criterion applied is the degree to which the various aspects of training cater for students' concerns.

**Methodology:** Configuration research based on a questionnaire and interviews, case study: analysis of contents, interviews, observation in a teachers' training college.

Duration: April 1990–December 1991.

### **Initiatives innovatrices en matière de formation des formateurs dans/pour les entreprises**

Under the PETRA programme, the Association of Belgian Employers (VBO) was included in project BL3 as one of the main promoters in cooperation with four joint sectoral training institutions and the Ministry of Education. The activities undertaken include: technical updating training of teachers and the training of in-company trainers and instructors in educational

theory. Partnership with foreign projects is also sought. With the French project "Améliorer l'alternance a partir de l'entreprise" ("Improving alternance from company level") and the British "In-company initial vocational training", the VBO wants to place the emphasis, among other things, on the training of in-company counsellors and making firms suitable for training (VBO, Patrick Quinteller Ravensteinstraat 4, B-1000 Brussels).

The St Aloysius School of Economics has introduced a new programme "Basic Training for In-company Trainers", intended for persons wishing to work as trainers in firms and non-educational institutions. On the one hand, it treats training as an instrument of training policy; on the other hand, the programme is intended as a practical guide to training methods (EHSAL, Departement Didactiek, Stormstraat 2, B-1000 Brussels).

## Useful addresses

**Confédération générale des ensei- gnants (CGE)**,  
rue de Meridien 22,  
B-1030 Brussels

**Direction Générale de l'organisation des études (DGOE)**  
du Ministère de l'Education de la Communauté française,  
bd Pacheco 34,  
B-1000 Brussels

**Office regional et communautaire pour l'emploi et la formation professionnelle (FOREM)** – Pédagogie-recherche-développement (PIRD), rue du Viaduc 133,  
B-1040 Brussels

**Vlaamse Dienst voor Arbeidsbemiddel en Beroepsopleiding (VDAB)**–Centrum voor Pedagogische Opleiding en Studie,  
Viaducstraat 133,  
B-1040 Brussels

**Vereniging Vlaamse Leerkrachten (VVL)**,  
Zwijgerstraat 37,  
B-2000 Antwerp

**Vereniging van opleidings- en vormingsverantwoordelijken (VOV)**,  
Eekhoutstraat 46,  
B-8000 Bruges

<p>Budo, M.  <b>Formation en entreprise: quelles attitudes pour quel métier?</b>                  In Gestion 2000, No 3, 1988, Louvain-la-Neuve, pp. 11-120, ISSN 0773-0543                  The article describes the job profile of the in-company trainer, currently gaining a growing momentum. The author points out the distinctive features of the instructor and trainer and examines the trainer's skills. Although the ability to communicate is one of his essential skills, the ability to analyse needs is equally important. A capacity to negotiate will be a skill frequently demanded of the trainer in the future.</p>	<p>De Brier, Cl.  <b>Les pratiques de formation dans les entreprises belges</b>                  Louvain-la-Neuve, IST, 1990, 368 pp. and bibliography, Doctorate thesis for the UCL Faculté des Sciences économiques, politiques et sociales,                  No 194, ICHEC, Boulevard Brand Whitlock 2, B-1150 Brussels                  The author sets out to evaluate and describe the scale of the current effort by employers to train employees, and then to pinpoint and analyse the various</p>	<p>logical approaches adopted by employers, relating them to their styles of individual personnel management.                  The first part of the thesis is theoretical, analysing training practices as a personnel management tool as applied to the concept of skill acquisition for workers. The second part looks at the overall findings of a survey of personnel or training managers in 80 Belgian companies. A series of statistical tables and an exhaustive bibliography are a useful adjunct to this university research.</p>
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DK

By:

SEL

STATENS  
 ERHVERVSPÆDAGOGISKE  
 LÆRERUDDANNELSE

Rigensgade 13  
 DK-1316 København K  
 Tel. 01 14 41 14

<p>Elle, B. and Koefoed, E.  <b>Training of trainers in Denmark</b>  <b>The PETRA programme.</b> Research strand on vocational training, theme 4: "Improving the training of trainers". Copenhagen: Statens Erhvervspædagogiske Læreruddannelse, 1990. 61pp.</p>	<p>In Denmark, vocational training is structured as a dual system in which efg (basic vocational training)-trainees/apprentices alternate between school and work experience in industry during their training. This report therefore describes both the training of teachers for vocational colleges and labour market centres and the background of</p>	<p>the in-company trainers who train young people in the course of practical training. The report is divided into two parts: part 1 describes the training of teachers for technical vocational schools, and part 2 is a pilot examination of training in the enterprises and the background of the trainers.</p>
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<p>P47 - læreruddannelsen.  <b>Beskrivelse og vurdering af uddannelsens forløb.</b>                  Elle, B. <i>et al.</i> Copenhagen: Danmarks Lærerhøjskole-Institut for pædagogik og psykologi; Statens Erhvervspædagogiske Læreruddannelse, 1990. 87 pp.                  ISBN 87-87315-88-2</p>	<p>This report contains a description and an appraisal of a new training programme for teachers within the Danish vocational training system. The programme, drawn up as a special vocational training programme, consists of one year's vocational training for unemployed women - P47. The contents of the teacher training programme are</p>	<p>presented along with themes for project work and the special circumstances associated with the teaching of women on a relatively long training programme within job market training schemes. More specifically the subjects are: planning and execution of projects, the teacher's roles and functions, teaching processes, training and evaluation.</p>
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Dylander, B., Hedegaard, B.,  
Olesen, K.

## Medarbejderuddannelse.

Hvordan udvikles kvalifikationer i virksomheden. Tåstrup: Teknologisk Instituts Forlag, 1986. 133 pp. ISBN 87-7511-636-7

The firms must play an increasingly active role in efforts to provide trade and industry with skilled personnel. The development of human resources is an essential element of the strategic planning of the enterprises, and staff training is therefore becoming an important parameter determining the

competitive strength of the individual enterprise. The report examines the factors which must be considered within the enterprise in order to achieve optimal results from investment in training; it is based upon projects implemented at an earlier date, and includes the results of several studies.

## Useful addresses

### Danmarks Teknologiske Institut

Att. Birthe Hedegaard  
Gregersensvej  
DK-2630 Tåstrup  
Tel. 42 99 66 11

### Statens Erhvervspædagogiske Læreruddannelse

Att. John Houman Sørensen  
Rigensgade 13  
DK-1316 Copenhagen K  
Tel. 33 14 41 14

# D



### Fortbildung zum Weiterbildungslehrer

Praxisanforderungen, Qualifikationsprofil und Lehrgangskonzept  
Langenbach, M.-L., Loewisch, D., Scherer, A.

Federal Institute for Vocational Training (BIBB), Berlin and Bonn, 140 pp., ISBN 3-88555-396-1

The study pursues two objectives:  
 ■ Establishment of qualification requirements for continuing training staff.

■ Evaluation of a course run by the Foundation for the Vocational Training for the Unemployed in Hamburg, in which unemployed teachers can train as "continuing training teachers."

### Fallorientierte Fortbildungsmaterialien zu Lernproblemen in der Berufsbildung Erwachsener

Braun, P., Freibichler, H., Harke, D.  
Federal Institute for Vocational Training (BIBB), Berlin and Bonn,

235 pp., ISBN 3-88555-378-3  
The study was drawn up during the research project "Advice on learning in the vocational training of adults" and contains wide-ranging information on conditions underlying the occurrence

of learning problems in adult vocational training, with the emphasis on educational and psychological aspects. The study, based on practical cases, is specifically intended for the further training of lecturers and trainers.

### Kreative Aufgaben zur Förderung der Motivation und Selbständigkeit. Seminarkonzept zur Ausbilderförderung

(Veranstalter-Info, Referentenleitfaden, Teilnehmerunterlagen)  
Brater, M.; Büchele, U.; Reuter-Herzer, M.; Selka, R.  
Federal Institute for Vocational Training (ed.), Berlin and Bonn, 304 pp., ISBN 3-88555-359-7

The seminar concept is intended for continuing training institutions and personnel who provide continuing training for trainers – and thus for trainers themselves, of course. The idea is to enable trainers to create training conditions and to set training tasks that tap the creative potential of their trainees. The field is restricted in three respects:  
 ■ The target group of this concept consists of in-company trainers (or trainers at off-the-job institutions) and

their superiors and, to a limited extent, vocational school teachers and other teachers of theory.  
 ■ The organizational framework within which creative encouragement is to be given is vocational training in the firms in all sectors and of all sizes and at other places of learning within the context of the dual system.  
 ■ The level and substance of the seminar concept is attuned to initial training in the industrial and commercial fields.

## Research projects

**Neue Führungs- und Kommunikationsstile in der gewerblichen Ausbildung. Kooperationsprojekt der Technischen Universität (TU) Berlin mit dem Bundesinstitut für Berufsbildung (BIBB).**

**Project leaders: Habbord (TU) and D. Grieger (BIBB)**

The research project is financed by the German Society for the Promotion of Research and the Federal Ministry of Education and Science and will be completed in 1992.

A research project assisted by the German Society for the Promotion of Research that focuses on the investigation and analysis of current leadership styles in commercial and industrial training was launched at the Technical University of Berlin in 1989. In this context, commercial and industrial trainees in Berlin firms were questioned about their trainers. Under the cooperation agreement with the Technical University, the BIBB has extended the project since 1990 to include interviews with the trainers of the trainees interviewed, the primary objective being to analyse the Technical University's survey of leadership styles and the supplementary interviews with trainers to determine the relevance of the findings with respect to:

- the planning and provision of vocational training;
- the teaching of general skills;
- the training of trainers in technical subjects and teaching methods.

**Weiterqualifizierung neben- und hauptberuflicher Ausbilder im Betriebseinsatz vor dem Hintergrund veränderter Ausbildungsanforderungen**

Pilot project: carried out by Bayer AG, Bildungswerk Leverkusen, 5090 Leverkusen/Bayerwerk (project leader: K. Vossen)

Scientific evaluation provided by Gesellschaft für Ausbildungsforschung und Berufsentwicklung, Bodenseestr. 5, D-8000 Munich 60 (project leader: M. Brater).

The pilot project will continue until 1992.

The main target of the pilot project is the continuing training of part-time trainers, with the aim of drawing didactic and methodological conclusions on the "learning relevance" of activities at the workplace. The continuing training concept for these trainers is based on their other activities, offering the possibility of "tapping" their learning potential. A continuing training concept is adopted combining approaches to the teaching of young people and adults with the trainer's own experience of learning/work and the substance to be taught. During the pilot project, seminar concepts, written teaching material and materials for decision-makers, seminar leaders/presenters/multipliers and participants are to be developed, the aim being to make the substance and forms of seminars accessible to a large number of initial and continuing training institutions and enabling them to offer schemes of this kind.

### Test group:

- 36 part-time and 30 full-time trainers in the technical and scientific sectors;
- 4 multipliers in the technical sector and 4 in the scientific sector.

**Kontinuierliche und kooperative Qualifizierung und Selbstqualifizierung von Ausbildern**

Pilot project: carried out by Volkswagenwerk AG, Abt. Bildungswesen, Postfach, D-3180 Wolfsburg 1 (project leader: H. Bongard)

Scientific advice provided by the University of Paderborn (project leader: P. Schneider)

The pilot project will continue until 1994.

The aims of the pilot project include the following:

Industries demand for skilled workers in the future shall include "key skills"

such as acceptance of responsibility, the ability to communicate and the ability to work as part of a team. For trainers this will mean coping with fundamental changes, for example, a shift from the principle of classroom instruction to the principle of advising the individual on the learning process. The necessary continuing training is to be based on a continuous, cooperative and self-controlled concept.

### Pilot project population:

- 12 teams of trainers at Volkswagen AG in various occupational fields and from plants in various *Länder*, with training divisions of varying size;
- a rota of 12 multipliers, each a member of one of the pilot project teams;
- 4 multipliers from the vocational training department of the Bremen plant of Klöckner AG.

**Qualifizierung des Ausbildungspersonals für den Umweltschutz**

Pilot project: implemented and scientifically evaluated by Arbeitsgruppe Umweltschutz und Berufsbildung am Institut für Berufspädagogik der Universität Hannover, Wunsdorfer Str. 14, D-3000 Hannover 91 (project leader: D. Jungck)

The pilot project will continue until 1993 and is intended for full- and part-time trainers in various functions, economic sectors, occupational fields, firms of varying size and places of learning.

The ultimate objective of the pilot project is, among others,

- to develop and sound out various concepts for the continuing training of trainers;
- to train trainers to take greater account of environmental protection in in-company training in both technical terms and the teaching methods used;
- to develop and try out teaching and learning aids for practical training (handouts, project proposals, check-lists, etc.).

## Addresses of professional associations:

**Bundesverband Deutscher Berufsausbilder (Federal Association of German Vocational Trainers)**

Ludwig-Thoma-Str. 5-7  
D-8510 Fürth 2  
Tel. 0911/797870

**Bundesverband der Lehrer an beruflichen Schulen (Federal Association of Vocational School Teachers)**

An der Esche 2  
D-5300 Bonn 1  
Tel. 0228/657879  
Fax 0228/637737

**Bundesverband der Lehrer an Wirtschaftsschulen (Federal Association of Commercial School Teachers)**

Flemmingstr. 11  
D-1000 Berlin 41  
Tel. 030/8214166  
Fax 030/8226423

# GR

By:

ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ  
ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ  
ΠΑΙΔΕΙΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ  
**ΠΑΙΔΑΓΩΓΙΚΟ  
ΙΝΣΤΙΤΟΥΤΟ**

Pedagogical Institute  
Ministry of National Education  
and Religion  
396 Mesogeion Street  
GR-Athens

Chalas, G.

**Trainers: the other side of training managers**

(Ekpaideftes: i alli opsi tis ekpaideftis stechelon)

Oikonomikos Tachydromos, 52(1912)  
27/12/1990, pp. 50-52

The personal values of trainers can determine their attitudes towards the training they give and at the same time the relevant reaction of trainees which may be extended from passive to active participation: In any case, trainees must play the main role in their training, that

is a satisfactory level of knowledge, responsibility, ability and a positive attitude towards learning. Moreover, a collaboration of trainees with their partners as well as their active participation in the training process is considered necessary.

## Research project

The Pedagogical Institute has been coordinating the PETRA project "Improving the training of trainers". Phase 1 of this programme has been completed through the preparation of a detailed manual.

This programme will be implemented by OAED (Manpower Employment Organization) in the training of trainers who, in turn, will train workers released from enterprises that are in financial trouble. The trainers will be peda-

gogically trained in SELETE (Institute for the Training of Vocational Education Teachers), because of the availability of the appropriate equipment. The training of the workers will take place in the premises of each enterprise.

## Training organizations

There are no professional associations of full or part-time trainers in Greece, but a useful address is

**SELETE**  
(Technical and Vocational Teacher Training Institute)  
Attikas Amarousion, GR-Athens  
Tel.(0030) 1/277 75 11-277 00 26

E

By:

**INEM**

Instituto Nacional de Empleo  
 Condesa de Venadito, 9  
 E-28027 Madrid  
 Tel. 408 24 27

**Strategies and policies for the training of teaching personnel in vocational training institutions in Latin America and Spain.**

Cinterfor/OIT – Instituto Nacional de Empleo (INEM) Madrid. 1990. 283 pp.

An overview of the training of trainers in Latin America and Spain. The study contains three chapters: the first is a summary of the approaches of the twelve institutions responsible for training in the context of reference. A description is given of the responsible agencies and the characteristics of trainers. The second chapter outlines the most relevant contributions of training agencies in European countries as far as the training of teaching personnel is concerned. The final chapter is a concrete proposal for training strategies: specific approaches for both initial and continuing training of trainers and proposals for lines of action for the implementation of a training system promoting the adequate integration of teaching personnel in every institution.

Birkembihl, M.  
**Formación de Formadores. Manual práctico para educadores, profesores y directivos de formación profesional en las empresas.**  
 Madrid. Paraninfo. 1989. 359 pp.  
 ISBN 84-283-1011-4

A practical manual for persons involved in the field of personnel training. The first chapter is devoted to individual psychology, i.e. study of the constitution and structure of the individual. The following chapter examines group dynamics. The study goes on to focus on communication in seminars, teaching and the learning process and the determination of learning targets and guidelines for the planning and implementation of a seminar. The practical part of the study is constituted by chapter 7 which gives an extensive overview of “role play”, “case studies” and “socio-dramas”.

Ferrandez Arenaz, A.  
**Formación de Formadores: El modelo contextual-crítico.**

In: “Herramientas Revista de Formación para el Empleo”,  
 No 4, March-April 1989, pp. 35-45.

Justification of the “contextual and critical” model for the training of trainers. Starting off with a characterization of teachers currently involved in vocational training, the study goes on to define the “contextual and critical” concept and continues with training content: scientific and technological aspects and professionalism. This second dimension includes theoretical knowledge of education and knowledge of the relevant context.

**Metodología didáctica para Formación Profesional Ocupacional.**

Madrid: Ministerio de Trabajo y Seguridad Social-Instituto Nacional de Empleo, 5 vols.  
 INEM (Instituto Nacional de Empleo),  
 Condesa de Venadito, 9  
 E-28027 Madrid

This study, an update of the manual for monitors at vocational training centres, is designed as a basic support document for the training of teachers of the Instituto Nacional de Empleo. It draws from experience gained and incorporates productive innovations in the field of educational technology.

The study has five volumes: the first deals with the psychology of learning; the three following volumes are devoted to educational technology – one to communication technology and audio-visual expression, the other two to training design; the final volume is on educational and vocational guidance.

# F

By:

centre



Tour Europe Cedex 07  
F-92080 Paris-la-Défense  
Tel. (1) 47 78 13 50

Barchechat, E. and Caillot, E.  
**Sur la formation des formateurs aux multimédias – Séminaire de recherche– développement DFP–CNAM–EUROTECNET**  
Paris: CNAM (Conservatoire National des Arts et Métiers)/Centre de recherche sur la formation, March 1990, 68 pp. CNAM, 2 rue Conte, F – 75141 Paris Cedex 03.

This report is the outcome of a review conducted by training agencies engaged in the multi-media training of trainers. It describes the multi-media concept, its impact on training methods and the skills required in the utilization of media for this purpose; it considers the funding of such training and the resulting development in vocational skills.

Blandin, B.  
**Formateurs et formation multi-média: les métiers les fonctions l'ingénierie**

Paris: Ed. d'Organisation, 1990, 250 pp. ISBN 2-7081-1210-4

This three-part publication on trainers and multi-media training is intended as a working aid for users of multi-media products. Part 1 reviews available techniques, giving examples of applications in France and Europe and describing the skills required by trainers. Part 2 outlines the prerequisites and skills needed to ensure the quality of multi media training. The final part is a guide to training with multi-media tools

**L'évolution des métiers de la formation: Formations qualifiantes pour les formateurs**

Actualité de la formation permanente, No 103, 1989, pp. 18-98  
ISSN 0397-331 X

This study reviews the changes in and diversification of training jobs and the professionalization of trainers. The findings of a survey shows that training agencies are adjusting their practices in line with this development. The study provides an analysis of initial and further training courses, and the variety of practices is illustrated by accounts written by trainers, trainees and training institutions. The study ends with a bibliography.

**Formation de formateurs: répertoire des formations 1990**

Paris: Centre INFFO, 1990, 117 pp. Centre INFFO, Tour Europe, F – 92049 Paris la Défense

A register of 690 training courses for trainers offered by 214 public and private-sector agencies. The courses, leading to initial or advanced qualifications, are classified by region. The particulars given for each course are its title, duration, target group and provider.

Centre Université. Economie d'Education Permanente (CUEEP)

**Publics du DUFA de Lille 1974-1987**  
Lille: CUEEP-USTL, 1989, 113 pp. (Cahiers d'études CUEEP, n. 13)  
CUEEP, 11 rue Angollier, F – 59046 Lille Cedex

The origin and development of the Diplome Universitaire de Formateur d'Adultes (DUFA – University diploma for trainers of adults). Sociological study of the diploma target groups, the results of training methods and the effects of decentralization.

**La formation des formateurs: l'expérience de l'AFPA**

(Association Nationale pour la Formation Professionnelle des Adultes)  
Education Permanente, No 5, 1989, 172 pp., Education Permanente 16 rue Berthollet, F – 94110 Arcueil  
The trainer's profession is changing. Faced with new needs and demands, trainers have to develop new skills. AFPA trainers describe their expertise and discuss their experience. Each personal account is accompanied by bibliographical references.

## Current or completed research-action

### ARBRACAS

ARBRACAS is a teaching product developed under research-action by the CNAM Centre de Formation de Formateurs.

ARBRACAS is a "case generator". A "case" is a micro-world through which

the learner navigates, making his own selection from the variety of tools provided. ARBRACAS offers trainers not a product for a specific target group but a matrix into which they insert content appropriate to the groups they are training.

For further details, contact Patrick Chevalier, C2F, CNAM (Conservatoire National des Arts et Métiers)  
2 rue de Conté,  
F – 75003 Paris,  
Tel. 40 27 26 02



## Professional organizations

### AFREF

Association française pour l'expansion par la formation  
56, rue de Londres, F – 75008 Paris  
Tel. 42 94 29 76

### CSN FOR

Chambre Syndicale Nationale des organismes de formation  
20, rue de l'Arcade, F – 75008 Paris  
Tel. 47 42 74 54

### GARF

Groupement des Animateurs et Responsables de formation d'entreprise  
12, rue Sainte-Anne, F – 75001 Paris  
Tel. 42 61 34 44

### ORGAFORM

Conseil National des Organismes de Formation Professionnelle  
153, blvd. Haussmann, F-75008 Paris  
Tel. 45 63 96 90

### UNORF

Union Nationale des Organismes de Formation  
37, quai de Grenelle  
F – 75015 Paris  
Tel. 40 59 30 32

# IRL

### Training managers in Irish Industry.

McGennis, B and Doyle, S.L.  
AnCO – Research and Planning Division, 1982.

192 companies surveyed in Ireland regarding the role of the training manager.

Two types of training manager were identified: 1) those regarding themselves primarily as training managers and who devote the major part of their time to the training function, 2) those who do not regard themselves primarily as training managers and who spend up to half their time on the training function. Three-quarters of the training managers in this survey were of this kind. The overall picture of training in Irish industry is given in this report together with the views of the managing directors and training managers regarding the function and role of the training manager.

### Innovative projects

#### Training programme for FAS training staff

Approximately four years ago FAS began to prepare a training programme for trainers with a view to having the programme certified to degree level by some third level educational institute, preferably an Irish university.

The purpose of providing such a programme was to provide FAS's own training staff with a properly authenticated qualification as trainers.

After two years work of a team assigned to the project the first part of the course has been finalized. Discussions with Maynooth and Galway Universities resulted in agreement on a programme extending over four stages. The first (foundation) level has been authenticated by Maynooth University, the second (certification) by University

By:



27-33 Upper Baggot Street  
Dublin 4  
Tel (01) 68 57 77

College Galway, while the third and fourth stages (consultancy, and management and administration) are still being developed.

#### Foundation level

This initial stage consists of five modules, and is carried out through the medium of open learning, workshops and projects. It is spread over a period of one year, and the estimated total time commitment is 320 hours.

On successful completion of the course participants should be able to carry out a wide range of training functions in both the application and management of training. They will have updated and extended their knowledge, skills and attitudes.

300 FAS staff have already successfully completed this initial stage, and other semi-state bodies have expressed interest in it.

For further information:

Mr Brendan Harpur

**FAS – The Training and Employment Authority**

27–33 Upper Baggot Street

IRL–Dublin 4

Fax (01) 68 26 91

**COMETT project – University College Dublin**

**“Interactive Materials for Advanced Training Skills”**

This project aims to help trainers to develop an understanding and appreciation of the latest training technology and acquire skills in using it.

The principal partners are:

**The Agricultural Bank of Greece**

**University College Dublin**

**CNRS (France)**

For further information:

Mr Aidan Mulkeen

**Audio Visual Centre**

University College Dublin

Belfield

IRL–Dublin 4

**PETRA project**

Under this project located at Thomond College 18 trainers from Community Training Workshops in the Limerick / Shannon region are following a course of study which aims to improve the quality of training in the area. Exchanges, involving some language study, with similar training facilities in Germany provide an insight into alternative approaches and work opportunities.

Further information from:

Mr Tim McGloughlin

**Thomond College of Education**

Plassey

IRL–Limerick

Tel. 061 33 44 88

Fax 061 33 14 99

A four-year part-time diploma in training and development is run at the **College of Commerce Dublin**. Participants must attend two nights of lectures each week and at the end of four years are awarded a diploma certified by the National Council for

Educational Awards (NCEA) and recognized by the Irish Institute of Training and Development (IITD).

For further information contact:

College of Commerce

Rathmines

IRL–Dublin 6

**Plassey Management and Technology Centre**

at the University of Limerick has just launched a new diploma in training and development programme. Recognized by the Irish Institute of Training and Development (IITD), the new diploma which will be awarded by the University of Limerick is available in modular form over a period of ten months.

For further information:

Ms. Sheila Hally

Head – Day Courses

Plassey Management and Technology Centre

University of Limerick

IRL–Limerick

Tel. 061 33 36 44

## Organizations of trainers

Irish Institute of Training and Development (IITD)  
(Foras Oiliuna agus Forbartha Eireann)  
14 Herbert Street; IRL–Dublin 2  
Tel. 01 61 55 88; Fax 01 61 18 96

A professional body catering for personnel engaged in human resource development in the industrial, commercial, educational and allied fields. Membership (currently 730) is

organized on a regional basis. Each region runs a programme of meetings, seminars and workshops for members.

# NL

Kiedviet, F.K. and Kwantes, N.J.M (eds)  
**Opleiden voor school en bedrijf**  
Lisse [etc.]: Swets and Zeitlinger, 1990,  
166 pp., ISBN 90–265–1062–4–0  
Collection of papers on the subject of  
“training of trainers and in-company

training” presented at the Education Research Conference in 1989. Part 1 discusses studies on the training of trainers; part 2 reports on studies concerning in-company training. The papers focusses on the following

aspects: continuing education; the labour market, learning processes and in-company training, and the organization of in-company training.

By:

**c i b b**  
centrum innovatie  
beroepsonderwijs  
bedrijfsleven

Verwersstraat 13–15  
Postbus 1585  
5200 BP 's Hertogenbusch  
Telefoon (073) 12 40 11

Kessels, J.W.M. and Smit, C.A.  
**Opleidingskunde: een bedrijfsgerichte benadering van leerprocessen**  
 Deventer: Kluwer bedrijfswetenschappen, 1990, 168 pp.,  
 ISBN 90-267-1380-0

The authors see this book as providing practical support for trainers. It contains references to theoretical background material and scientific foundations for their professionalism and discussed the following aspects: the theory of training,

the place and function of training in organizations, the development of training courses, the problem of formulating teaching objectives, and the design, implementation and evaluation of training programmes.

Peters, J. and Wichers, J.  
**Bedrijfsopleiders: taken en functies**  
 pp. 21-24, in: *Opleiding en Ontwikkeling*, No 4, 1990, The Hague: Delwel, ISSN 0922-895  
 The basic assumption of this study is that, if it is known what trainers (should)

do, conclusions can be drawn for the training of in-company 'trainers. The findings of a study of the tasks and functions of trainers are presented. The functional and occupational profiles of, primarily, educators working in the training sphere are considered. Subs-

tantive aspects of functions e.g. context, functional objective, tasks and the - required qualifications are investigated. Subject specialization and the teaching of key skills are advocated

Bekman, A.  
**Opleiders onderzoeken in de werksituatie,**  
 pp. 31-34, in: *Opleiding en Ontwikkeling*, No 4, 1990, The Hague: Delwel, ISSN 0922-895

Research into the question of training in the context of work means that trainers

feel at home with their subject and can go on to examine the question of teaching the relevant target persons. Questions of varying importance are raised: maintenance, problems, innovation, each requiring a different kind of learning process. Trainers can base their research on people's practical activities, carrying out their research by

putting questions, visiting people and working with them. The material is analysed with a view to answering the questions: "What is the present situation? What should it be?", so as to gain an insight into the nature of the tension between these two aspects; this provides the basis for the design of their training plans.

van Terwisga, H.B. and van Sluijs, E.  
**Opleiden voor de toekomst: onderdeel van bedrijfsbeleid**

Alphen aan den Rijn:  
 Samson, 1990, 169 pp.,  
 ISBN 90-14-04506-9

## Research projects

The following are two short reports that reveal the interest being taken in in-company training.

### **Nieuwe Specialisatie "Bedrijfsopleidingen" aan Katholieke Universiteit Nijmegen**

In September 1990 the Departments of General Education Theory and Interdisciplinary Didactics launched a special "incompany training" programme. The programme, lasting a total of 18 months,

is divided into six compulsory modules, a practical training period; the writing of an extended essay an extended essay and a number of optional modules. The subjects considered include research into training needs, functional profiles, the development of training programmes, evaluation, transfer and integration of training courses, the professionalization of trainers in adult (vocational) education, organizational development, training policy and labour market trends.

### **Stipendia veer opleidingskundig onderzoek**

The Board of the Foundation for Corporate Education (FCE) made 45 000 guilders available for research on in-company training and learning processes in 1990.

The FCE's aim is to promote research into in-company training and learning processes.

## Addresses of professional organizations

**Landelijke vereniging Paraktijkopleiders**  
 (National Association of Practical Trainers)  
 Jan Oomenstraat 39,  
 NL-4854 BB Bavel

**Nederlandse Vereniging van Opleidingsfunctionarissen**  
 (Netherlands Association of Training Officers) Dalenk 7a,  
 NL-7371 De Loenen (GLD),  
 Tel. 05765-1733

# P

By:



**MINISTÉRIO DO EMPREGO  
E DA SEGURANÇA SOCIAL**  
Serviço de Informação  
Científica e Técnica  
Praça de Londres, 2-1.º andar  
P-1091 Lisboa Codex  
Tel. 89 66 28

<p>Nunes, Maria Clara Ramos <b>Os media na formação.</b> Lisbon, IEFP, 1990, 26 pp. The author explains the evolution of education technology, its relationship with the media and its position in the changing world of work. The training of individuals, self-training for individuals and self-training respond to current requirements, as do the multi-media training systems. Individuals train themselves using the new methods and resources, such as audio-visual and interactive systems or computer assisted learning and distance learning, while the role of the trainer/tutor is to supervise and provide assistance.</p>	<p>Chagas, Sergio <b>Ação de formação de monitores do Programa Inforjovem:</b> interface de formação escolar com a formação profissional Expoformação, Lisbon, 1990, 15 pp. A description of a five-year experiment conducted by the firm NORMA on the training of monitors at INFORJOVEM centres. Trainers/facilitators were trained in information technology, with the use of computers and modern teaching technology and techniques, to create situations suited to different types of apprenticeship at the centres. (Submitted by a representative of NORMA).</p>	<p>Orvalho, Luisa <b>Formadores e formação multimedia:</b> novos desafios e novas competências no domínio da formação; in: Encontro Diagnóstico de Necessidades de Formação profissional, Lisbon, 1990, 9 pp.  Ideas on the evolution of training engineering practices for a better understanding of the new dimensions and difficulties acquired by training following the introduction of the latest technology, and the new skills required of trainers. (Submitted by a GETAP representative).</p>
<p>Sampaio, José S.L. <b>Avaliação na formação profissional.</b> Lisbon, IEFP, 1990, 30 pp. The aim of the author of this booklet, which deals with the techniques and resources used in the assessment of vocational training, is to give valid advice to trainers in their task of assessing their trainees.</p>	<p>Dias, José <b>Elaboração de programas de formação.</b> Lisbon, IEFP, 1990, 30 pp. A vocational training programme model which, according to the author, is designed to assist trainers and trainees in preparing new methods of teaching training.</p>	<p>Cardim, Luís <b>O metodo dos casos,</b> Lisbon, IEFP-CNFF, 1989, 18 pp. A monograph on one of the methods used in training, consisting of case study and analysis to provide trainers with a tool to assist them in bringing their practice and teaching knowledge up to date.</p>
<p>Tira-Picos, António <b>A avaliação da formação profissional</b> Lisbon, IEFP, 1990, 23 pp. The importance of assessing training is</p>	<p>examined from both the trainee's point of view and also as a training system. The following aspects are studied in detail to provide a better understanding</p>	<p>of the function of assessment: assessment and the effectiveness of vocational training, objectives, subjectivity, assessment types and levels.</p>
<p>Instituto do Emprego e Formação Profissional – Centro Nacional de Formação de Formadores. Divisão de estudos.</p>	<p><b>A autoscopia da formação</b> Lisbon, IEFP, 1989, 28 pp. The object of self-examination in the training or upgrading of trainers is to</p>	<p>improve the conduct of trainers by observing their work in normal or nearly normal teaching situations.</p>
<p><b>Papers given at the first national meeting on the training of trainers,</b> jointly organized by IEFP (Institute of Employment and Vocational Training) and the Interministerial Committee for Employment, on 12 and 13 January 1989:</p>	<p>Bento, José <b>Organização e gestão de ações de formação de formadores</b> Lisbon, 1989, 8 pp.</p>	<p>Braga, Carlos and Bilhim, João <b>A formação de formadores e o efeito da bola de neve</b> Lisbon 1989, 9 pp,</p>

Paramos, Pedro; Bica, Ana Maria; Macas, Hermínio Cencal,  
**Uma experiência de formação de formadores**  
 Lisbon, 1989, 9 pp.

Sousa, Marília Moto de; Moutinho, Maria Helena.  
**Formação de formadores**  
 5 años de experiência.  
 Lisbon, 1989, 17 pp.

Graca, Marina, Carvalho  
**A formação de professores das áreas tecnológicas e profissionais;**  
 tendências actuais.  
 Lisbon, 1989, 6 pp.

**UK**

By:



**British Association for Commercial and Industrial Education**

**16 Park Crescent  
 London WIN 4 AP  
 Telephone 01 636 5351  
 Telex 268350 ICSA**

Varlaam, C. and Pole, C.  
 Trainer Development Section of the Training Agency  
**The Training Needs of Trainers in Industry and Commerce:**  
 a feasibility study. Sheffield: Training Agency, 1988, 23 pp.  
 ISBN 0-86392-289-9  
 The Institute of Manpower Studies (IMS) carried out a broad-based feasibility study in 1988 into the training needs of trainers. This report is the outcome of that study. The main objectives were to outline the parameters of the current training market, in order to identify key areas for further study.

Phillips, K. and Shaw, P.  
**A Consultancy Approach For Trainers**  
 Gower, Aldershot, 1989, 166pp.  
 ISBN 0-566-02737-2  
 One of the consequences of rapid organizational change is that new demands are being made on training practitioners, who are more and more being called on to function as consultants. Many of them find this transition difficult because they are uncertain about the development they need in order to become effective in their new role. This book has been written specifically to help trainers plan their professional development within the new context.

**The Training and Development of Trainers**  
 Training Agency, Sheffield, 1990, 50pp.  
 Employment Department, Morfoot, UK-Sheffield S1 4PQ  
 The Policy Studies Institute looked in depth at 23 companies to examine the ways in which role of the trainer is changing and whether trainers themselves can be effectively managed and developed. The companies were drawn from the worlds financial services, hotels and catering, road transport, chemicals, clothing and textiles, and agriculture. They included small, medium and large organizations.

Saxena, A.P.  
 Commonwealth Secretariat  
**Training of trainers: a select annotated bibliography**  
 London, Commonwealth Secretariat, 1982, 240pp.  
 ISBN: 0-85092-218-6  
 A selected bibliography of the international literature on training drawn from all sections of published material including books, articles, monographs and papers.

Varlaam, C.  
 Institute of Manpower Studies.  
**Training Needs of Trainers**  
 Employment Gazette 97 (3).  
 March 1989, p122 (4 pages)  
 ISSN 0309-5043  
 This article presents a snapshot view of current practices and developments in training, with the focus on trainers' roles, and their place in organizations, derived from a study carried out by the Institute of Manpower Studies.

Campbell-Burns, T.  
**CBT: Training the Trainers**  
 Training Officer: Vol. 25 (5) May 1989, p144 (2 pages)  
 ISSN 0041-90X  
 The introduction of computer-based training has been painful, tentative and hesitant. This article looks at the constraints that have impeded its recognition and re-assesses its potential, looks at its successful application so far and discusses the way forward once more.

## Projects and research

Much of the work completed and being done on the training of trainers has been commissioned by what was the Training

Agency (TA) (now the Training, Enterprise and Education Directorates of the Department of Employment).

Details of the three major projects below have been taken from its Research Report 1990.

### Trainer Case Studies

Policy Studies Institute (PSI)

Project summary: This was the first part of a two-part project on the training needs of trainers. Twenty-three case studies were drawn from six sectors of industry, financial services, hotels and catering, road transport, chemicals, clothing and textiles, and agriculture. Organizations were chosen which were believed to exemplify some of the best training practices in their industry.

Report; Details from the TA contact.

Completion date: 30 September 1989

### Survey of Training Needs of Trainers

Policy Studies Institute (PSI)

Project summary: This survey follows case studies which were undertaken in six sectors of industry. Pilot surveys have shown that most private sector trainers have had little or no formal training for their role. About 100 firms are to be surveyed in each of three or four sectors of industry. The survey will explore how training is organized in each firm, who does the training and how the "trainers" are selected and trained for their role. A report will be prepared and published in 1991.

Completion date: 31 December 1990

### Technical Change in the 1990s

Science Policy Research Unit (SPRU)

Project summary: The study intends to draw together existing research on technological change and technological education and training in the UK. The principal aim is to produce a report which will be used to provide information and advise training planners on technological awareness. It will comment on principal new technologies, their diffusion in the economy and consequent employment and skill implications.

Completion date: 28 February 1990.

## Professional associations for trainers

In the United Kingdom there are three main professional bodies to which full or part-time trainers belong. These are:

### Institute of Training and Development (ITD)

Marlow House, Institute Road, Marlow, Bucks. SL7 1BN

Tel. 0628 890123; Fax 0628 890208

The Institute is the only professional qualifying body solely devoted to the development of trainers and vocational educationalists with a membership representative of training throughout commerce, industry and the public and armed services. Its aims are to represent training and the interests of the professional trainer, to promote the development and application of training, and to set and maintain high levels of knowledge, skill and performance for training staff. The qualifications awarded by the Institute are the Certificate in Training and Development and the Diploma in Training Management.

### Institute of Personnel Management (IPM),

IPM House, Camp Road, Wimbledon, London SW19 4UX

Tel. 081 946 9100; Fax 081 947 2570

The IPM with over 35 000 members (including students, graduates, fellows and affiliates) offers educational information and advisory services on all issues relating to personnel functions. The Institute organizes courses and conferences and is a major publisher in the personnel field.

### Association for Management Education and Development

21 Catherine Street,

UK - London WC2B 5JS

Tel. 071 4973264; Fax 071 8360295

Established in 1964 the Association is a voluntary body of more than a thousand professionals involved in management education and development. Its objective is to assist managers, and those who help develop managers, to make the fullest use of their talents and abilities.

### Training and Development Lead Body (TDLB)

The Training and Development Lead Body (TDLB) has been assigned the task of setting standards and the basis for vocational qualifications for all those with a training and development responsibility from trainers to training consultants, to line and human resource managers.

The standards are being set as a result of extensive research within industry into the real needs and activities of the training function. They will be relevant for any role involving training and development and will be used by organizations awarding National Vocational Qualifications in the UK.

For further information contact:

### Training and Development Lead Body,

81, Dean Street,

UK - London W1V 5AB

Tel. 071 287 9071

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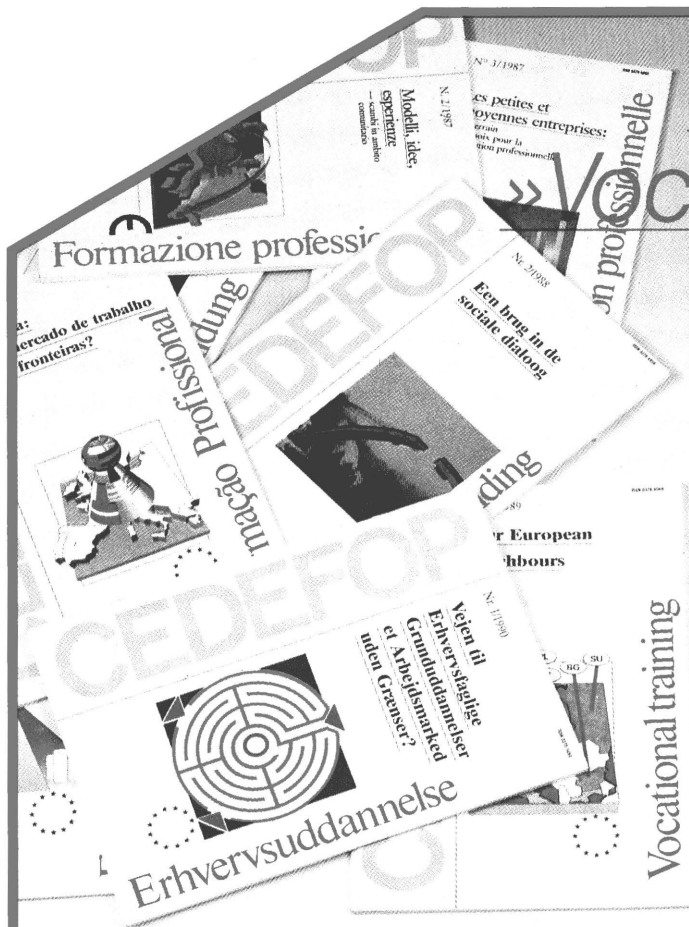
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