

RESOURCE PACK

**Job counsellors/practitioners from the
public and private sector involved in
apprenticeships programs**

MODULE 3: WORKING WITH EMPLOYERS



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MODULE 3- Working with employers

1.1 Description and aim of the module:

The aim of this module is to provide the knowledge and skills that will allow job counsellors and professionals to cooperate effectively with employers and companies throughout the implementation of apprenticeship programmes.

The first part of the module will provide you with an overview of the challenges connected to the implementation of apprenticeship programmes as far as the cooperation with employers is concerned and the main educational gaps and needs that Masters curriculum will try to fill by designing an educational pathway that will allow current or future job counsellors to strengthen their competences and abilities to be able to manage apprenticeship programmes effectively.

The module is split into 4 units. In the **first unit**, you will learn **the main principles and stages of negotiation** and acquire useful negotiation skills to deal with companies and manage conflicts effectively; **the second unit** will then focus on the **different roles that sending and hosting institutions/companies** have in the implementation of apprenticeship programmes and how career counsellors can facilitate cooperation during the planning and the implementation phase; the **third unit** will then analyse the different **incentives and kinds of support that a company/employer can benefit from** by taking part in apprenticeship programmes and how a job counsellor can support an employer; through this unit, you will also learn how you can promote apprenticeship among companies; the **last unit** will then provide you with additional tips to make sure you are able to **establish and maintain a good relationship with the employer** in order to continue to implement apprenticeship programmes.

1.2 Initial needs assessment

Strengthening the competences of professionals involved in the implementation of apprenticeship programmes is key to promote apprenticeships. Nowadays, in fact, despite its benefits, companies appear not to understand and fully utilize the potential of apprenticeships; some of them consider that they require costs in terms of resources and are not motivated to host apprentices.

Specific support measures are needed to motivate SMEs and make apprenticeships more accessible to them; strengthening the competences of career professionals is key to achieve this goal.

Job counsellors need to acquire all the necessary knowledge and skills to promote apprenticeships and make apprenticeship programmes more attractive, ensuring that they meet companies' needs; they need to understand how to deal with and communicate with companies and collaborate with them to ensure high-quality and effective apprenticeships.

More often than not, limited communication and negotiation skills can negatively affect apprenticeship programmes. The job counsellor needs to be able to communicate effectively, provide continuous support to employers and strengthen his/her cooperation with the in-company tutor.

Training institutions often assume the entire responsibility of the apprenticeship management, although they have limited leverage and more often than not need to adapt learning outcomes to the needs of the companies to convince them to take apprentices; moreover, limited (quantity) or narrow (quality) company engagement often does not go beyond fulfilment of companies' manpower needs (Cedefop 2018).

In order to increase the level of involvement of companies and ensure effective cooperation between the training institution and the company on apprenticeship programmes, job counsellors need to learn how to promote the attractiveness of apprenticeships among companies and develop useful skills to cooperate with them effectively, ensuring the quality of apprenticeships.

1.3 EQF level

In this module you will acquire knowledge, skills and a level of autonomy and responsibility at level 5 of the EQF.

At the end of the course, you will possess a comprehensive, specialized, factual and theoretical knowledge in the field of career counselling, with a specific focus on the planning and management of apprenticeship programmes; you will moreover possess cognitive and practical skills required to develop creative solutions to abstract problems that you will face throughout your work, including strong communication, team working and negotiation skills. You will be able to carry out your tasks independently and supervise, review and develop the performance of others.

1.4 Content

Unit I- Negotiation skills

Description of the unit

In this unit you will learn what negotiation is and acquire essential skills to be able to apply negotiation while dealing with employers/companies hosting apprentices. Negotiation is important to manage conflicts and problems that can arise during the implementation of the apprenticeship programme.

Learning objectives:

- Acquire knowledge of the principles and stages of negotiation
- Recognize whether the employer is being cooperative or competitive
- Utilize effective interpersonal skills
- Develop the ability to listen and be listened to
- Develop calm and objectivity throughout the negotiation process

- Use negotiation skills in a variety of situations
- Deal with hostility and negotiate acceptable solutions
- Develop strategies to ensure positive outcomes

1.1 What is negotiation?

Negotiation is the process of discussion and give-and-take between two or more disputants, who seek to find a solution to a common problem. Negotiation is a process of communication in which the parties want to "send a message" to the other side and influence each other (Maiese 2003).

Negotiation is defined as a process of „give and take“. As negotiations evolve, each side proposes changes to the other party's position and makes changes to its own. This process of give-and-take and making concessions is necessary if a settlement is to be reached.



Source: <https://www.beefmagazine.com/animal-health/build-your-negotiation-skills-part-ii>

There are many different jobs where negotiation skills are valued and regardless of the job, however, being able to negotiate a solution is often a predictor of workplace success. As far as the career counsellor is concerned, having well-developed negotiation skills is important when dealing with companies and employers.

Within a work context, negotiation is defined as the process of forging an agreement between two or more parties—employees, employers, co-workers, outside parties—that is mutually acceptable (Maiese 2003).

Roger Fisher and William Ury (1991) wrote a seminal work on negotiation entitled “Getting to yes: Negotiating Agreement without Giving In”. In their book, they described a “good” negotiation as one which is wise and efficient and improves relationships. Wise agreements satisfy both parties’ interests and are fair and lasting, which is fundamental to preserve long-term relationships.

1.2 The Negotiation process

An individual can approach a conflict cooperatively or competitively, depending on the nature of the dispute and the goals each side seeks to achieve. According to Deutsch (2000):

- cooperation results from the positive interdependence between the goals of the parties involved meaning that the probability of one party to achieve its goal is increased by the fact that the other party achieves its goal (win/win relationship)

- competition results from negative interdependence therefore if one party achieves its goals the probability that the other party achieves its goals decreases (win/lose relationship)

It is therefore important that the career counsellors understand if the employer has a cooperative or competitive approach by identifying his/her goals.

1.3 The negotiation steps

Being able to „negotiate” will come in very useful for a job counsellor working on apprenticeship programmes in order to deal with the different problems that may occur. For example, s/he may need negotiation skills in case of conflicts between the



Source: <https://www.negotiationacademy.com/negotiation-tactics-techniques/master-negotiation-skills/>

apprentice and the company manager or in case the company manager is not very cooperative and does not want to allow apprentices to attend training courses outside the company, which are foreseen by apprenticeship programmes.

Below, you will get an overview of the different steps you need to take to ensure a positive outcome to your negotiation (Fisher and Ury 1991).

1. Separate People from the Problem and focus on solving the problem

When trying to negotiate, you need to separate yourself and your ego from the issues to address the problem without damaging relationships, in an objective way, trying to avoid considering different positions from yours as a personal attack.

In order to focus on the problem, you should:

- try to understand the other person's viewpoint by putting yourself in other people's shoes
- not assume that your worst fears will become the actions of the other party
- not blame or attack the other party for the problem
- acknowledge emotions and try to understand their source (understand that all feelings are valid even if you do not agree or understand them)
- allow the other side to express their emotions
- try not to react emotionally to another's emotional outbursts

- symbolic gestures such as apologies or expressions of sympathy can help to defuse strong emotions
- actively listen to the other party (give the speaker your full attention, occasionally summarizing the speaker's points to confirm your understanding)
- when speaking direct your speech toward the other party and keep focused on what you are trying to communicate
- try using “I” statements, such as “I feel” or “I think.”

2. Focus on Interests vs. Positions

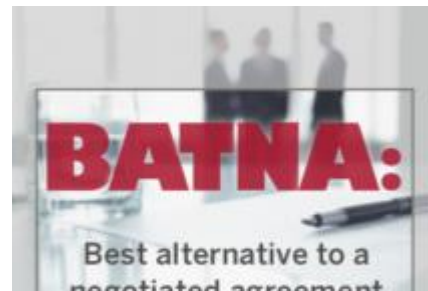
As a second step, you should try to understand and clarify the needs and interests that lay behind their positions.

In order to focus on interests, you must:

- ask yourself why the party holds that position
- explain your interests clearly

3. Develop & Know your BATNA

Does each party have a “best alternative to a negotiated agreement”? Do they have one or more alternatives that make them less eager to negotiate? When parties have many options other than negotiation, they have more leverage in making demands. Therefore, parties should develop a strong understanding of their alternatives before participating in negotiations (Maiese 2003).



Source: <https://www.pon.harvard.edu>

The stronger your BATNA, the greater your influence and leverage during the negotiation.

4. Invent Options for Mutual Gain

A good negotiator is someone who tries to generate many options for meeting as many of all parties' needs as possible. In order to do it, you should not focus on a single solution but broaden the options on the table and not judge them.

To invent options for mutual gain:

- brainstorm
- evaluate
- focus on shared interests, and when the parties' interests differ, seek options whereby those differences can be made compatible or even complementary

- make proposals that are appealing to the other side and with which the other side would ultimately find ease in agreement
- "look for items that are of low cost to you and high benefit to them, and vice versa"

5. Generate objective criteria to evaluate your interests and solve your differences

In order to make sure that the options you propose are acceptable and allow to solve your differences you should think about objective criteria to evaluate them. They can be represented by scientific findings, professional standards, or legal precedents. Of course parties, should agree to be bound to these criteria. In order to think objectively you should:

- ask for the reasoning behind the other party's suggestions
- never yield to pressure, threats, or bribes – only to principles. If the other party refuses to be reasonable, shift the discussion from a search for substantive criteria to a search for procedural criteria

6. Evaluate & Select Options based on the objective criteria

As a last step, the career counsellor, together with the employer and any other party involved in the process, should evaluate the options proposed to solve the conflict based on the set criteria and identify the best options for a negotiated agreement

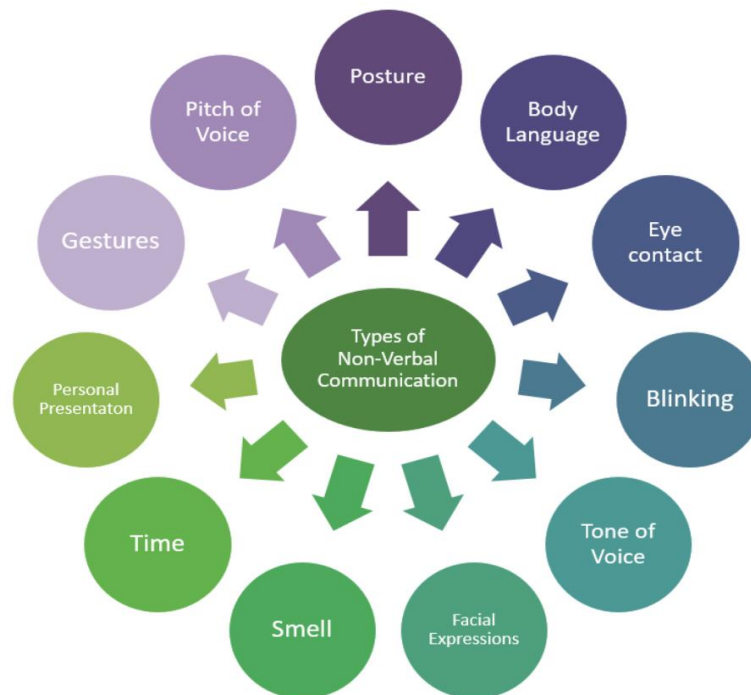
Please remember:

While facts and ideas are important in changing another person's opinions and perceptions, the effectiveness of persuasion depends on how these facts and ideas are selected and presented. To be persuasive, negotiators must consider the content of the message, the structure of the message, and the delivery style. Formulate a proposal, however minor, to which the other party can agree. This will put the other negotiator into the mindset of saying "yes" and will increase the likelihood that he or she will agree with a second, more significant proposal or statement.

Non-verbal communication in negotiation:

Pay attention to non-verbal communication during negotiation. Remember that up to 90% of the meaning transmitted during face-to-face communication is non-verbal, therefore paying attention on non-verbal communication will have an impact on negotiation¹.

¹ <http://peterstark.com/nonverbal-negotiation-skills/>



Source: <https://communicationblog06.wordpress.com/2016/04/20/types-of-non-verbal-communication-and-their-impacts-on-public-speaking/>

Look for the following signs.

- Someone who is trying to hide something will avoid eye contact
- Someone who is bored may gaze past you or glance around the room
- Someone who is angry or feels superior to you may maintain piercing eye contact
- Someone who is evaluating what you are saying may turn his head slightly to one side, almost as though trying to hear you better
- Someone who is in agreement may nod his head as you are speaking.
- Someone who is interested and in agreement with you will usually lean toward you or position her body closer to you
- Someone who is in disagreement with, uncertain about, or bored with what you are saying will generally turn her body away from you and lean back farther in her chair
- Someone who feels insecure, nervous or in doubt may move from side to side, shifting her weight

1.4 Additional tips for effective non-verbal communication

1. Mirror the other person²
2. Nod and keep eye contact to reduce tension and build relationships

² <https://www.game-learn.com/5-non-verbal-communication-tricks-be-successful-in-negotiations/>

3. Pay attention to your hands; If you are in the middle of a negotiation, you must avoid showing a feeling of restlessness. The best you can do is to keep your hands in a natural position to convey tranquility.

4. Relax your body to help you relieve tension.

5. Don't forget to smile, it will help for the agreement to succeed

The skills of a good negotiator:

<u>Listening:</u> <ul style="list-style-type: none"> - More than hearing. - Feelings behind words. - Seeking clarification with questions. - Repeating, paraphrasing, and checking. - Demonstrating listening 	<u>Speaking:</u> <ul style="list-style-type: none"> - Clear, pleasant, and natural - After listening – wait – slow down - Using “I” statements - Respectfully and honestly
<u>Persuading:</u> <ul style="list-style-type: none"> - Appropriate appeal - Sincerity - Without personal profit - Reputation as impartial 	<u>Empathizing:</u> <ul style="list-style-type: none"> - Caring effectively. - Honest sharing. - Expressing – no good unless they know
<u>Analyzing:</u> <ul style="list-style-type: none"> - Separating and sorting. - Seeking facts, reasons, and causes. - Clear thinking. 	<u>Problem-Solving:</u> <ul style="list-style-type: none"> - Numerous solutions possible. - Seeing solutions, not problems.

I.5 Final summative assessment of the unit.

Activity I – Brainstorming

Under the guidance of a more experienced career counsellor you will participate in a brainstorming session on “Conflicts and problems during the implementation of apprenticeship programmes and the role of a career counsellor in addressing them”

The facilitator will guide the discussion through a series of guiding questions

The following can be useful questions to stimulate the discussion:

1. What are the the kinds of problems/conflicts/challenges that are likely to occur during the implementaiton of an apprenticeship programme?
2. What are their causes?
3. How do you think the career counsellor should act in these situations?

The facilitator will write down on a flipchart the participants’ answers and will come up with a list of problems, their causes and a list of actions to address them

Participants will have the opportunity to agree or disagree

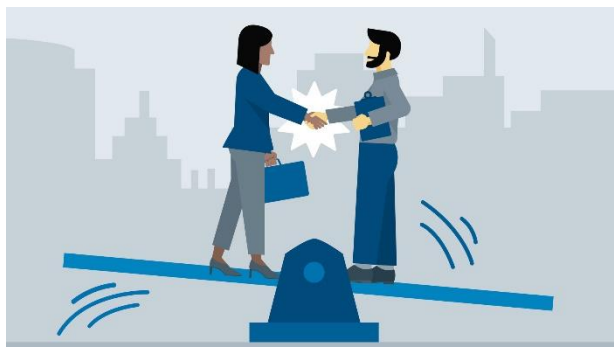
Activity II – Individual assignment

You are a job counsellor and provide counselling and employment services related to the implementation of apprenticeship programmes. One of your partner companies is specialised in accounting and bookkeeping and has recently hired an apprentice.

The apprentice after one month from the beginning of the contract has approached you and told you that what he is doing is not in line with the contract and his expectations.

After talking with the in-company tutor, you understand that he has not clarified the role and purposes of the apprenticeship contract and discover there was a misunderstanding between the two parties.

Nevertheless, the apprentice is not willing to carry out the same tasks he has carried out so far and would like to be assigned tasks that are



more in line with his profile. Imagine you have to negotiate an agreement between the two to avoid the termination of the contract.

Before approaching the two parties, consider what you have learned about negotiation, and try to identify for each party:

- 1) their position/demands
- 2) Interests/Concerns/Hopes and Fears

Based on this define:

- 1) Options for Mutual Gain
- 2) BATNA

You can use this table to write down your notes

Party	Position/demands	Interests/Concerns/Hopes and Fears	Options for Mutual Gain	BATNA

Activity III – Role-play

This activity is a role-play involving three people: a company manager, an apprentice and the job counsellor.

The manager is in charge of a local hairdresser shop that, through the support of the job counsellor, has recently hired 3 new apprentices. As part of the apprenticeship programme, the apprentices need to



attend compulsory training outside the company. This condition had been clarified before the signature of the apprenticeship contract. One of the apprentices has informed the job counsellor that the training occurs during working hours and the

manager is not very happy about the apprentices to leave the workplace to attend the training. The apprentice asked the job counsellor to talk with the company manager and try to find a solution that fits both parties.

Considering what you have learned in this unit, imagine you are the job counsellor and you decide you want to organize a meeting with the company manager and the apprentice to discuss about possible options. Each party will highlight their demands and interests and you, as the job counsellor/negotiator will lead the discussion and will try to make suggestions to reach a negotiated agreement.

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Unit 2- Cooperation between sending & hosting organizations

This unit will allow you to get a deeper insight into the cooperation between the sending and hosting organization and develop useful skills to cooperate effectively with companies and employers.

Learning objectives

- Understand the role of sending and hosting organizations in the design, management and implementation of apprenticeship programmes
- Integrate into mixed working teams and generate synergies through active participation.
- Share knowledge and information with colleagues and make oneself available to support when asked

2.1 Cooperation within apprenticeship schemes

Under the urge to make WBL more effective, the Council has approved a first Recommendation on a Quality Framework for Traineeships (2014/C 88/01), subsequently with the Recommendation 5.10.2017 COM(2017) 563 final, which aims at providing a coherent framework for apprenticeships on the basis of a common interpretation of what defines their quality and effectiveness, considering the variety of VET systems in Member States. According to the recommendation, there are specific criteria and working and learning conditions, in order for the traineeships and the apprenticeships to be qualitatively valuable and effective for the trainee's professional and personal growth.

The conditions are the following ones:

- Written contract
- Learning outcomes that ensure the evolution of the professional path
- Pedagogical support to in-company trainers
- Workplace component
- Pay and/or compensation
- Social protection
- Work, health and safety conditions
- Regulatory framework
- Involvement of social partners
- Financial Support for companies
- Flexible pathways that also include transnational mobility
- Career guidance and awareness raising
- Transparency
- Quality assurance and graduate tracking.

Systemic cooperation between VET schools or training centres and companies is essential in order to ensure good quality apprenticeships and enhance a smooth transition from school to work. This cooperation can benefit both sides:

- SMEs, especially those with limited administrative resources, can access to skilled and specialised labour, regional innovation networks or other opportunities to improve their business activities
- training agencies can benefit from a continuous update on the skill needs, job profiles and use of technology in companies (European Commission 2015b).

Cooperation can take the form of partnership that not only focus on apprenticeship, but also on other issues such as research, regional innovation or entrepreneurship. Cooperation between the two sides needs to be kept throughout the whole duration of the apprenticeship, from the design of the training project until the final evaluation of the apprentice (European Commission 2015b).

But how can you, as a career counsellor, ensure an effective cooperation between the training agency/VET school and the company hosting the apprentice?

- Keep constantly in touch with the company and also organise regular visits to the companies during the apprenticeship
- Promote long-term partnerships with companies that focus not only on apprenticeships but also on other topics such as research, regional innovation or entrepreneurship; this will increase opportunities for cooperation which will benefit both sides (European Commission 2015a).

A decisive factor in the cooperation among the company and the training institution is the mutual trust. The company has to trust the training agency's ability to select reliable and prepared apprentices, train them, and manage the bureaucratic obligations linked to contract implementation. The education and training institution, in turn, should trust the company's capacity to act as a training partner and not only as a workplace (European Commission 2015b).

- Professionalism and commitment will help the career counsellor gain the company's trust beside availability to provide relevant information on administrative and bureaucratic obligations. Therefore, be available to support and commit to your work!

Based on the CEDEFOP analytical framework for apprenticeship, effective cooperation between sending and hosting organization is ensured by:

- clear and balanced distribution of responsibilities between VET providers and employers
- feedback mechanisms that ensure continuous monitoring of the apprentice's learning progress by the VET provider
- close cooperation between VET providers and employers to support the apprentice in view of the final assessment (Cedefop 2019a).

Therefore, **agree with the employer on the tasks and responsibilities of each party before the beginning of the apprenticeship.** Many of the problems encountered during an apprenticeship stems from the fact that the apprentice does not receive information on the purpose of the contract and of his/her work and this is often


due to misunderstandings or lack of communication and cooperation between the sending and the hosting organization.

Cooperation among the key stakeholders (companies and training institutions) can be promoted through:

- information on company benefits
- building trust
- support in the implementation procedures
- distribution of responsibilities.


2.2 Roles of sending and hosting organization

A clear and balanced distribution of tasks is key to effective cooperation between sending and hosting organizations. Of course it will depend on the apprenticeship scheme adopted in each country.

 In Romania, according to CEDEFOP, the company is responsible for theoretical and practical training in cooperation with authorised professional training providers that are in charge of the overall supervision of the practical training and also organise qualification exams (Cedefop 2019c).

 In Poland, the employer is in charge of:

- designing the training programme on the basis of the core curriculum for a given profession;
- provide apprentices with trainers who are adequately qualified;
- monitor whether the apprentice takes compulsory theoretical training in a basic vocational school, in the centres of continuing education and professional development (ODiDZ) or in the employer's seat (Łopacińska 2014).

 In Italy, specific tasks are foreseen for the sending and hosting organization, which can vary according to the apprenticeship contract type implemented. Within the framework of the apprenticeship type I, the training provider/agency is usually in charge of:

- scouting of companies, promotion of the apprenticeship and monitoring compliance to relevant legislation
- definition of apprenticeship general curricula on the basis of company and apprentice profiles and in accordance with the curricula and final qualifications
- signature of the individual apprenticeship protocol with the employer/company
- definition of the individual training plan with the participation of employer/company, on the basis of VET/education relevant curriculum
- provision of apprentice individual tutoring (appointing a training tutor)
- delivery of external formal training
- monitoring the delivery of in-company training
- carrying out the formal final assessment and certification of learning outcomes

- delivery of final formal qualifications or diplomas (in accordance with the regulations of the different qualifications to be issued) (Cedefop 2017)

Employers/companies involved in type-I apprenticeship programmes in Italy are responsible for:

- signature of the individual apprenticeship protocol with the education and training institution
- apprentice selection and hire (usually on the basis of names provided by the education and training institutions or through direct contact with potential apprentices)
- participation in the definition of the apprentice's individual training plan together with the education and training institution
- delivery of in-company formal training
- provision of apprentice individual compulsory tutoring (appointing a company tutor)
- informal assessment of the learning outcomes covered by in-company formal training
- registration of apprentice's learning achievements (for company-based training) in the worker's individual electronic booklet (Cedefop 2017)

Career counsellors involved in the implementation of type-I apprenticeships are fundamental in the promotion of this kind of apprenticeship contract among companies; they provide information, free-of-charge, to companies and training institutions for the activation of the apprenticeship contract; they also support companies to ensure the content and duration of the apprenticeship defined in the protocol signed with the training institution complies with the relevant regulations in force.



In Spain, Royal Decree 1529/2012 indicates that, within the new system of integrated dual training, responsibilities should be shared between the training centre and the company and that at least 33% of the overall training has to take place in the company. Training and education centres have autonomy to adapt the training contents, methodologies and learning activities to their specific local contexts (Cedefop 2016).

Generally speaking, the company is responsible for the apprentice's training; in some countries there are sanctions in case the training company fails to train the apprentice. Similarly, companies need to be accredited in most cases. All schemes foresee several requirements that companies need to fulfil to engage an apprentice, the most common being the presence of a mentor or trainer. The volume and content of the in-company training of a specific apprenticeship programme is valid and binding for all companies delivering it.

2.3 Promoting apprenticeships among employers and companies

Education and training institutions are key actors in providing support to companies, informing them about the apprenticeship schemes and promoting the implementation of this kind of contract.

The important issue when marketing an apprenticeship to employers relates to the key messages that you pass to employers. You can find below some key messages that you can stress:

- Improved productivity and performance

Apprenticeships raise productivity and innovation within participating companies; although they may need to invest in the beginning, the investment will pay off later on, when trainees become productive

- Staff development

Apprenticeships do not only ensure the apprentice's competence development but also impact on the development of the other members of the staff, in particular, in-company trainers, who will develop their skills and competences as trainers and will become more aware of the value of work-based learning. Moreover, as learners bring new perspectives and challenges during the learning process, they can have a positive impact on the people they interact with

- Addressing skills gaps

For employers WBL represents an important tool to react in a flexible, efficient and concrete way to the needs of the company by developing tailored programmes which address specific skills gaps

- Enhanced corporate image

Providing workplace training can also enhance a company's image and build a positive reputation for the company.

According to the Kensington and Chelsea Colleges' employer information, apprenticeship have several advantages that need to be stressed to promote this kind of contract among companies:

- ☐ Apprenticeships allow the business to secure a supply of people with the specific skills and qualities that the business requires and that may not be available on the external job market
- ☐ Apprenticeships can help secure a supply of skilled young recruits - especially important for the replacement of an ageing workforce
- ☐ Apprentices tend to be more loyal and stay with the organization, which can reduce labour turnover
- ☐ Apprenticeship training could increase interest in training among other employees and create a 'training culture'
- ☐ Apprentices can bring new ideas and innovation to the business
- ☐ 80% companies that invest in apprentices have reported a significant increase in employee retention

- ☐ 77% of employers believe apprenticeships make them more competitive
- ☐ 76% of those employers that employ apprentices agree they make their workplace more productive
- ☐ 81% of consumers favour using a company that takes on apprentices.
- ☐ 92% of employers that employ apprentices believe that apprenticeships lead to a more motivated and satisfied workforce.
- ☐ 83% of employers that employ apprentices rely on their apprenticeship programme to provide the skilled workers they will need in the future (Cedefop 2015a)

2.4 Good practices

Dual Study programmes in Germany³

The German dual system is usually taken as a model of cooperation between employers and VET providers. High degree of employers' commitment, which includes financial help, as well as the commitment of other social partners to the process of education is the greatest asset of the German dual education system.

Dual Study Programmes are delivered by higher education institutions (most frequently Universities of Applied Sciences) and they lead to a Bachelor degree and a vocational qualification, or to a Bachelor degree alone. Hence, they follow the logic of traditional apprenticeships, but they foresee the class-based component of the programme to take place at a university. The Dual Study Programmes are therefore an example of higher VET characterised by close cooperation between employers and higher education institutions in course design and delivery with a strong work-based learning component.

In contrast to traditional apprenticeships, however, the cooperation is much less based on sectoral arrangements underpinned by employers' associations, instead it is organised at the company-level, i.e. between individual companies and individual higher education institutions. The Dual Study Programmes provide evidence of how business' entrepreneurial attitude towards the VET system might result in policy innovations and policy developments that keep VET attractive at times where VET is challenged by the expansion of academic education.

The roles of the actors involved in Dual Study programmes in Germany can be summarized as follows:

Specific Role and tasks within the WBL/Dual-VET System	Skills required of operators
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³ This good practice has been taken from the Curriculum programme for Job Counsellors/Professionals working with WBL Schemes developed within the framework of the Erasmus+ project "WBL GUARANTEE - Public-Private Alliance to GUARANTEE quality of Work Based Learning", PROJECT NUMBER – 2017-1-IT01-KA202 -006161

	requirements of organizations
Employers need to ensure that they hold qualified staff that take the role of vocational trainers/instructors. Employers are providing the training by their own decision and interest. They can provide the training in one or more vocational occupations.	Proven ability to cover the whole range of the vocational training as it is described in the national vocational training schemes specifically for each occupation
Students/Employees are active partner in the training system. They hold a contract with the employer that is proven by the chamber. The contract regulates duties as well as their rights and income. They can be member of the trade union and other bodies that care for employees' interest. They can make use of supporting institutions when they need support in terms of their training or the work-conditions. For all formal aspects, the chambers are the first address for their support.	Vocational maturity, educational qualification, key competences
Company trainers / tutors are qualified employees for the exercise of their profession who acquire an additional qualification to perform the functions of tutor. They have the task of supporting WBL users for the training process. They are in possession of pedagogical and didactic competences, acquired during the course for the qualification of tutor.	Tutor qualification, whose training and professional standard is described in the national repertoire
Professional school teachers. Teachers with guidance roles must have acquired specific training, which includes a broad curriculum with pedagogical and psycho-pedagogical skills, knowledge about the labor market and professional standards. They also play a supporting role for students in their personal development.	University education as educators ("Berufspädagoge" - Professional Educator)
Guidance professionals support students at different stages of career choice and development process. During the first level secondary school they offer professional orientation, help the student to find an internship in collaboration with the school. During vocational training, they follow the students who need support to change their professional choice or the employer with whom they follow the WBL. At the end of the WBL courses they help the students in the transition towards a stable job or to undertake further learning paths, through a professional re-orientation.	Degree in vocational guidance and consulting at work
The chambers of commerce have multiple roles. The most relevant is the supervision of companies that provide	The training and certification of the tutor qualification is

WBL routes. They are also the body responsible for the certification of professional training. They also play a mediation role in the event of a conflict between student and company.

issued by the chambers of commerce (**AEVO** training program for trainers)

Source: Weber & García-Murias (2018)

In the German system, all the actors involved in the WBL are valued and contribute to creating the backbone of the dual system. Each partner contributes with its own capabilities so that the WBL paths guarantee not only quality training, but also employment, social and economic innovation opportunities. Cooperation among the different actors is the result of bargaining and not compromise. The result is not a "perfect system", but a functioning system, oriented towards continuous improvement.

France

In France, VET school representatives regularly visit the apprentices in companies during the apprenticeship; for example, the VET school Campus des Métiers et de l'Entreprise conducts these types of visits. The visits may help to solve problems concerning the apprentice's working conditions and the relationship between the apprentice and the company. During one of these visits, an assessment of the apprentice's personal and professional skills takes place. The visits do not only benefit the apprentice and the companies. They also provide very valuable information to the teachers and the school about changes in the job and the labour market in general (Cedefop 2015a).

Denmark

In Denmark, apprenticeship training is systematically monitored and assessed in cooperation between the VET school and the training company. The training companies must issue interim evaluations to the apprentice and the school at the end of each completed period of workplace practical training. The interim evaluation is written in cooperation with the apprentice. The evaluation indicates areas of work and job functions assigned to the apprentice by the company. If the apprentice has special needs for further instruction and training, this will also be indicated. Forms for interim evaluation are made by the trade committees, and can be obtained at the schools. (Danish Ministry of Education, 2008: The Danish Approach to Quality in Vocational Education and Training) <http://pub.uvm.dk/2008/vetquality2/hel.html> (Cedefop 2015a)

2.5 Final summative assessment of the unit. To evaluate student learning, skill acquisition, and academic achievement. Train the trainer sessions, activities and workshops

Activity 1 – Understanding the roles of sending and hosting institutions in apprenticeship schemes in your country

A job counsellor is illustrating the features of the apprenticeship contract to an employer who would like to hire new apprentices. In group, do some research on the apprenticeship schemes in your country and try to answer the following questions:

- 1) Who defines the training duration and modes?
- 2) How does training works in apprenticeship courses?
- 3) On which contents does the apprenticeship training need to focus?
- 4) Who is in charge of training for basic and transversal competences?
- 5) What are the requirements for the in-company tutor?
- 6) What does the apprenticeship training consist in?
- 7) How does the education level affect training?
- 8) What kind of qualification is acquired at the end of the apprenticeship?
- 9) Is it possible to hire an apprentice who has already been engaged in an apprenticeship contract?



Activity II – Case study

An experienced career counsellor chooses an apprenticeship scheme and present it to participants. Here you can find the description of different apprenticeship schemes in Europe



<https://www.cedefop.europa.eu/en/tools/financing-apprenticeships/map>

In groups, participants need to answer the following aspects and identify the essential features of the apprenticeship scheme described:

- 1) Who defines the training duration and modes?
- 2) How does training works in apprenticeship courses?
- 3) On which contents does the apprenticeship training need to focus?
- 4) Who is in charge of training for basic and transversal competences?
- 5) What are the requirements for the in-company tutor?
- 6) What does the apprenticeship training consist in?
- 7) How does the education level affect training?
- 8) What kind of qualification is acquired at the end of the apprenticeship?
- 9) Is it possible to hire an apprentice who has already been engaged in an apprenticeship contract?

Participants will then discuss about their answers in plenary session and afterwards they will be asked to identify the similarities and differences with the apprenticeship scheme/s of the country in which they live

At the end of the session, the experienced career counsellor will ask participants to highlight three weaknesses and three strengths of the foreign apprenticeship scheme and how it can help improve the national apprenticeship scheme

Activity III – Group work and role-play

Imagine that you have been invited by one of your partner companies to talk about the benefits and opportunities of the apprenticeship contract. You decided that you will make a presentation

Work with your team mates and use what you have learned through the unit and the analysis of your national context during previous activities to prepare a presentation in which you outline:

- the apprenticeship types in your country
- benefits and challenges of apprenticeships



When preparing your presentation you should consider:

- Your goals for the presentation and strategies for achieving them;
- How the company might respond;
- Problems the company might identify;
- Questions the company manager might ask;
- Ways in which you can encourage or persuade the company to use the apprenticeship contract

Remember the strategies to market an apprenticeship programme you have learned through this unit!

At the end of the activity, each group will present their work rehearsing the meeting at the company; the members of each group will either play the role of the career counsellor or the role of the company representatives

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Unit 3- Financial and non-financial support.

Financial and non-financial support for companies and employers is an essential element of an apprenticeship contract and can be fundamental in the promotion of this kind of contract among companies. In this unit you will learn about the kind of support foreseen in the different MASTERS consortium partner countries and develop useful competences to assist companies in accessing relevant support during the implementation of apprenticeship contracts.

Learning objectives:

- Know the types and features of financial support and safety nets in the different MASTERS countries
- Know the types and features of non-financial support in the different MASTERS countries
- Interpret the needs of the users (interests, motivations)
- Translate the needs identified in project ideas
- Suggest contract solutions in line with the company's needs
- Assist companies in accessing bonuses and incentives foreseen for the companies that hire employees enrolled in active labour market programmes

3.1 Financial support

According to the Education and Training 2020 Working Group on VET, even in Member States with a long apprenticeship tradition, such as Denmark, about 70% of all businesses have no apprentices. This means that there are still many companies who have not fully understood and are not utilizing the apprenticeship scheme.

The possibility to access financial incentives and other forms of administrative, organizational and learning support is key to motivate companies to invest in apprenticeships (Cedefop 2015a).

Responsibilities, governance structures and financing models for apprenticeships vary considerably among Member States. According to the European Commission (2012) two main financing models can be identified:

- 1) Public sector as the main source of finance
In countries such as Sweden, Poland, Slovakia and Spain, where apprenticeship schemes are predominantly school-based, the public sector, i.e. national public funds as well as European funds such as the ESF or the Lifelong Learning Programme are the main source of finance;
- 2) Sharing financing between enterprises, public sector, households and students
In other countries, such as UK, Denmark, Austria, Germany and France, apprenticeship schemes are funded by the different participants (enterprises, public sector, households and students), and the enterprises are playing financially a much more important role than in the countries in the first case (European Commission 2012).

These two different financing models make it difficult to compare the financial support between the Member States and there is not a "one size fits all" solution that can be recommended. However, a general principle is that the financing of apprenticeships should be shared in a way that provides motivation for companies, VET schools or training centres as well as learners to engage in apprenticeships. (European Commission 2015, p.18).

Many companies, especially SMEs, are reluctant to take on apprentices because they do not think the benefits outweigh the costs and because good-quality apprenticeships require large investments, which are difficult for small companies to make. In addition, employers may find the return on their investment uncertain if an apprentice subsequently moves to another employer. However, there is evidence of significant net benefits for companies, primarily through lower recruitment costs but also through positive effects on the skills of supervisors and other staff. There can also be improved perception of the companies' brand and community commitment. These long-term benefits outweigh the short-term costs of time-loss and efforts for staff to supervise the trainees (Wolter & Ryan 2011). According to Wolter (2012), offering apprenticeships may benefit an employer in at least three ways:


- as apprentices work (part-time) for the training firm, the value of their productive contribution may already offset the firm's costs of providing training (i.e. material and infrastructure costs, and wages for instructors and apprentices).
- a firm can use training as a screening device to identify the most talented and motivated apprentices; although the apprenticeship contract expires at the end of training, the firm can always offer a work contract to the most able individuals (based on superior knowledge of the trainee's aptitudes that is not available to other firms) and thereby avoid costly mismatches;
- a firm can train apprentices to its specific skills requirements and the costs associated with training an apprentice are substantially lower than the external hiring costs that are necessary to train workers who needs to acquire specific skills (European Commission 2015, p. 18-19).


Across the MASTERS partner countries, public subsidies are available and can help increase the provision of apprenticeships.




In Italy, for example, when a company hosts an apprentice, it can benefit from various incentives:

- a favourable duty scheme, in which the apprentice pays 5.84% of taxable wage for social security contributions, and the employer between 3% and 10%, or pays no contribution if the company has nine employees or fewer
- incentives directly related to the apprentice's participation in formal training: for external training hours, the employer does not have to pay a wage, while for the internal training hours the employer must pay the apprentice 10% of his/her wage (Cedefop 2017, 86-87).

 Social security exemption was introduced in Italy in 2016 for enterprises with fewer than 10 employees during the first three years of employing an apprentice.

 In Spain, under the YGP, when companies sign apprenticeship and training contracts, with people aged under 25, who are not in employment, education or training, the Ministry of Employment and Social Security may finance up to 100% of the total cost of training involved for the first year (ReferNet Spain 2017, p. 7).

 Also in Poland, state subsidies are foreseen for employers involved in apprenticeship programmes. Through the Labour Fund and according to the Act of 7 September 1991 on the Education System (Art. 70b), employers conducting the apprenticeship training are entitled to the co-financing of the training costs from the Labour Fund (on the condition that the apprentice passed the required vocational exams). Employers who have a contract for apprenticeship training with apprentices are also entitled to apply for the reimbursement of employment costs from the Labour Fund and also for the reimbursement of social security costs (Ludmiła Łopacińska 2014, p. 78).

In Poland, the costs and benefits of apprenticeships are shared by training companies, VET schools and training centres as well as learners. Employers that train apprentices in the occupations covered by the classification of occupations for VET have the opportunity, based on the Minister of National Education's regulation on practical training in an occupational field, to receive the funding for:

- the remuneration of the practical training instructor that teaches the apprentices;
- the training allowance for the practical training instructor;
- reimbursement of working clothes, shoes and other equipment needed for personal protection, required according to the specificity of work in a given profession and provided to apprentices.

Moreover, the practical training supervisor supervising students from technical schools at employer premises may be released from their duties for the period of students' placement in enterprises. In such cases, the training supervisor is entitled to the remuneration equal to the remuneration received during holiday leave. Additionally, the remuneration of apprentices is partially covered by the Labour Fund (European Commission 2015, p. 20).

Subsidies were introduced in Romania in 2015, where employers who sign an apprenticeship or traineeship contract may apply for subsidies to the public employment service (ANOFM). They can receive approximately EUR 483 (RON 2 250) per month for each apprentice/trainee for the entire duration of the programme (six months to three years in the case of apprenticeship programmes and six months in the case of traineeship). The subsidies are financed from the unemployment insurance budget or ESF (Cedefop 2019, p. 62).

3.2 Non-financial support

Non-financial support measures are important to qualify and prepare the training company for the responsibility of hosting apprentices, especially for those companies that do not have any experience in hosting apprentices. The training agency should therefore be able to support the company in carrying out administrative or other tasks related to the implementation of the apprenticeship such as:

- accreditation as a training company;
- identification of the company's skill needs;
- recruitment procedures, training and instruction of in-company trainers including the preparation of training guidelines;
- definition of the individual training plan and the protocol between the company and the training institution;
- administrative procedures (eg. keeping the attendance and training register);
- assessment and certification of apprentices (European Commission 2015, p. 29).

Education and training institutions are key actors in providing support to companies, informing them about the possibility to use apprenticeships and promoting this opportunity (Cedefop 2017, p. 85).

In certain cases, as in the implementation of type I apprenticeship in Italy, education and training institutions also play a leading role, from apprentice selection to the design of the Individual Training Plan and organisation of formal training, as well as in carrying out the necessary administrative tasks and bureaucratic obligations. In rare situations, small companies are supported by labour or fiscal experts, mainly for administrative and hiring-related obligations.

In order to facilitate the organisation and administration of work-based learning and avoid unnecessary administrative burdens and costs, it may be necessary to provide **information and toolkits that help SMEs access information on training regulations**; some Member States have developed guidelines providing user-friendly information or tool kits for SMEs without previous experience (European Commission 2015, p. 24).

VET providers can also offer **services to match the apprenticeships offered by companies better with apprentices searching for such opportunities**. Inclusion of disadvantaged learners is another important aspect that needs to be addressed by a career counsellor who has to be aware of the financial and non-financial support measures needed to enable companies to promote social inclusion. Most countries provide financial subsidies, but some of them are also concerned that such subsidies may be counterproductive. Non-financial support measures could help **inclusion of disadvantaged apprentices**, for example the support provided to in-company trainers in the use of special tools and equipment in learning situations (European Commission 2015, p. 30-31).

In order to ensure an **individualised apprenticeship programme** that matches the capabilities of the apprentice, the presence of highly qualified VET school trainers and

in-company trainers and support staff that cooperate is fundamental; in addition to this, the establishment of **cooperative structures between VET schools and local companies and policy makers** is necessary to help schools establish and maintain resilient connections with local employers (European Commission 2015, p.30).

3.3 Final summative assessment of the unit. To evaluate student learning, skill acquisition, and academic achievement. Train the trainer sessions, activities and workshops.

Activity I – Group work

Participants are split into groups and are invited to analyse the apprenticeship programmes implemented in their country and the kinds of financial and non-financial support foreseen for companies hosting apprentices.



Participants can use different tools to gather data and information on the national context

An example of tool that shows the apprenticeship financing mechanisms is available at the following website

<https://www.cedefop.europa.eu/en/tools/financing-apprenticeships/apprenticeship-schemes>

After the group work session, each group will present their findings in the plenary session. Participants will then discuss about the similarities and differences of their findings.

Activity II - Case studies

Participants are divided into groups, each group is assigned with a case study. Prepare a presentation in which you provide details about:

- the kind of financial support foreseen (you can find additional information at the link provided at the end of each case study)
- similar tools and practices existing in your country
- advantages of the practice presented and feasibility in your own country.

Case studies:



Denmark

The Employers' Student Reimbursement Fund in Denmark covers fully the wages paid by enterprises to apprentices during the time that the students attend school-based education and training (i.e. the main course or the basic course). Student wages are set in the collective agreements between the social partners. They are also paid during school periods in the main programme. In turn, the employer gets a refund corresponding to approximately 90% of the wages from the Employers' Reimbursement Fund. The employers finance the AER fund. All employers must pay a fixed sum per employee to the AER fund. All stakeholders appreciate the AER fund because it alleviates apprenticeship-derived costs for enterprises involved in this type of training, and at the same time, they share these costs with non-participating enterprises (Alizavova, 2013). For further information on the Danish VET system:

<http://eng.uvm.dk/Fact-Sheets/Upper-secondary-education/Initial-Vocational-education-and-training-programmes>

Netherlands

In the Netherlands, companies can benefit from a general tax benefit resulting in a reduction in tax and social insurance contributions paid for BBL apprentices. Moreover, enterprises in a number of economic sectors can benefit from specific grants per apprentice provided by the existing sectoral training funds (European Commission, 2012).



Estonia

In Estonia, the state mainly funds apprenticeship. However, there can also be other arrangements to fund an apprenticeship programme depending on the agreement between the vocational education institution and the enterprise. If the training of the students is in the interest of the employer, the company may take on the entire financial burden related to the company-based training, whereas if the apprentice is sent to the company by the school, the school pays the salary for the supervisor in the enterprise (Cedefop, 2009).



Germany

In Germany, the Intercompany Apprentice Training (IAT) at Intercompany Training Centres (ITCs) is a good example of a public-private partnership and cost sharing. The centres generally belong to the chambers of skilled crafts and assist companies to offer a high-quality standard in apprenticeship training. IAT helps to ensure that the full curriculum is covered, although the training company is highly specialised. It supports technology transfer, which prepares the skilled craft sector for the future. Moreover, by making use of practice-based and action-oriented training methods, inter-company instruction raises the quality of vocational education. IAT is publicly funded and the running costs are shared between the federal government, the regional government and the skilled craft enterprises. For further information: Inter-company vocational training centres,

<http://www.bibb.de/en/741.php>

Each group shows their presentation during the final plenary session and at the end of each presentation participants there will be:

- a Q&A session about each case study
- discussion about the strengths and weaknesses of each national model

Activity III – Individual assignment



Imagine you need to meet with an employer who is likely to hire a new apprentice, although he is not sure about it. Prepare a presentation on apprenticeship programmes in your country, focusing on the benefits they can produce for companies.

On your own, use what you have learned through the unit and the analysis of your national context during previous activities to prepare a presentation in which you outline the financial and non-financial

support that the different apprenticeship schemes foresee for companies.

When preparing your presentation you should consider:

- Your goals for the presentation and strategies for achieving them;
- How the company might respond;
- Problems the company might identify;
- Questions the company manager might ask;
- Ways in which you can encourage or persuade the company to use the apprenticeship contract

At the end of the activity, present your work to the other participants and be ready to answer to their questions!

Activity IV – Role-play

This activity will be carried out in the form of a role-play involving a person acting as the job counsellor and a company owner looking to hire new employees.



Scenario: Your training agency has been working on the promotion and management of apprenticeship programmes for years now. You are approached by the owner of a company that makes and sells furniture. The company has lost some employees who have recently retired and is looking for new staff. The owner of the company is looking for the support of your agency in order to recruit new employees and identify the best contract option to hire them.

- 1) Would you suggest the company owner to hire apprentices? Why?
- 2) If yes, consider the apprenticeship schemes in your country and develop a list of advantages and disadvantages that the company may face if they hire an apprentice within one of the existing schemes?

3) Which apprenticeship scheme do you consider the best option for the company? Why?

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Unit 4: How to establish and maintain good relationships with employers.

Description of the unit

Creating a long-lasting relationship with employers based on trust is fundamental for a career counsellor in order to build a network of partners available to be involved in apprenticeship programmes. In this unit you will develop some useful skills to learn to interact with employers and communicate with them effectively.

Learning objectives

- communicate effectively with employers
- operate within networks and build partnerships
- engage with stakeholders
- create a relationship of trust with the employer
- interpret the employer's needs and translate them into project ideas

A common challenge that needs to be addressed by a career counsellor in order to allow the implementation of apprenticeship programmes is obtaining and keeping a network of potential employers that can be involved in the process.

4.1 Useful competences to build relationships with companies

Communication and facilitation skills are among the foundation competences that a professional in career guidance needs to possess to perform his/her work tasks including interacting with companies (Cedefop 2009, p. 76).



Source: <https://blog.smarp.com/top-5-communication-skills-and-how-to-improve-them>

A career counsellor engaged in an apprenticeship programme, in order to improve his/her communication skills to collaborate effectively and build a solid and long-lasting relationship with an employer needs to possess:

1. Listening skills
2. Ability to talk straight
3. Assertiveness

Listening is one of the most important aspects of communication. Successful listening is not just an understanding of spoken or written information, but also an understanding of how the speaker feels during communication. If a speaker can see and feel that someone is listening and understanding that can help build a stronger, deeper relationship between interlocutors. Careful listening can also create an environment in which everyone feels safe to express ideas, opinions and feelings, or plan and solve problems in a creative way.

Conversation is the basis of communication, and one must not neglect its importance. Even a simple, friendly conversation with colleagues can build mutual trust and even detect problems before they become serious. A healthy dose of chatting with an unknown person can lead to a business opportunity. **Be accessible and friendly because then you will be able to talk to almost anyone!**⁴

⁴ <https://blog.smarp.com/top-5-communication-skills-and-how-to-improve-them>

Direct, **assertive expression** ensures clear communication and can help boost your self-esteem and decision-making skills. Being assertive means expressing your thoughts, feelings and needs in an open and honest way, while standing up for yourself and respecting others. It does NOT mean being hostile, aggressive, or demanding. Effective communication is always about understanding the other person, not about winning an argument or forcing your opinions on others.

To improve your assertiveness:

- Value yourself and your options. They are as important as anyone else's.
- Know your needs and wants. Learn to express them without infringing on the rights of others
- Express negative thoughts in a positive way. It's OK to be angry, but you must remain respectful as well.
- Receive feedback positively. Accept compliments graciously, learn from your mistakes, ask for help when needed.
- Learn to say "no." Know your limits and don't let others take advantage of you.
- Look for alternatives so everyone feels good about the outcome⁵



Passive



Assertive



Aggressive

Cedefop (2009) lists partnership building and engagement with stakeholders as supporting competences which describe the range of supporting actions needed to enable client interactions to be performed to a high standard. As a career counsellor working on apprenticeship programmes you need to be able to build and use a network of professional, employment, training and education contacts.

Focusing on quality information is fundamental to build a solid partnership and collaborate effectively with companies on current and future apprenticeships. When approaching a company, you don't need to delve into legislations and schemes. Keep your information focused! You need to provide information that is relevant to illustrate what an apprenticeship is and what it can bring to the company.

Focus on things that are:

⁵ <https://www.helpguide.org/articles/relationships-communication/effective-communication.htm>

- relevant (tell them a story that they would care about)
- unexpected (tell them something they don't already know)
- negative (people pay more attention to things that could harm them)⁶

Keep the communication flow regular and ask for feedback, which can help improve the quality of the apprenticeship.

Strong and long-lasting relationships are based on trust. Make sure that the company trusts you and you will be able to build a solid relationship that will stand the test of time and overcome difficulties.

4.2 Interpreting employers' needs

Below you can find a questionnaire that you can use with companies to learn about the company reality; it focuses on the detection of information relating to the skill needs that can be met by hiring apprentices.

It should be noted that the information collected in the questionnaire does not only concern the characteristics of the duties / positions available within the production context and their professional requirements. They refer to some factors within general organizations that may affect the integration of new individuals into the workplace at various levels.

In particular, the questionnaire has two distinct purposes:

- acquire information on organizational variables (climate, culture, attitudes, etc.) which can favor or hinder the access to work of apprentices;
- acquire information on the needs / problems / difficulties of the organization related to the integration of new hires.

The questionnaire is addressed to private and public companies, cooperative enterprises, social cooperatives, etc.

The administration of the questionnaire is preferably addressed to human resources managers or business managers. The questionnaire can be used during face-to-face interviews with company managers or sent by e-mail to the interested party, accompanied by a message that illustrates its purposes and the methods of reply. The duration of the compilation takes max. 1 hour and 30 minutes.

1. General description of the company and its needs

Interviewer's data	
Name and Surname	
Date	

⁶ <https://hiring.monster.com/employer-resources/workforce-management/company-culture/effective-communication-skills/>

Place	
Company's data	
Name	
Operational premises	
Town	
Province	
Address	
Phone	
Fax	
E mail	
Website	
Decription of the company's activities	
Name and role of the legal representative	
Name of the person interviewed	
Role within the organization	
Overall number of workers	
Overall number of employees	
Other (es. consultants, professionals etc.)	
Professional figures needed by the company	
Decription of the figure needed by the company	
Field	<input type="checkbox"/> Administrative <input type="checkbox"/> Technical <input type="checkbox"/> Commercial <input type="checkbox"/> Production <input type="checkbox"/> Research and development <input type="checkbox"/> Other (specify)

Tasks to be carried out within the company	
Level of autonomy needed	<input type="checkbox"/> Fully autonomous <input type="checkbox"/> Autonomous <input type="checkbox"/> Predominantly autonomous <input type="checkbox"/> Partially autonomous <input type="checkbox"/> Not autonomous
Max. age	<input type="checkbox"/> Not applicable <input type="checkbox"/> Max []
Place of work	
Degree required	
Knowledge of foreign languages	<input type="checkbox"/> English (specify the level): <input type="checkbox"/> French (specify the level): <input type="checkbox"/> German (specify the level): <input type="checkbox"/> Spanish (specify the level): <input type="checkbox"/> Other (specify the level):
Other competences required	<input type="checkbox"/> Language certification <input type="checkbox"/> IT certification <input type="checkbox"/> driving licence <input type="checkbox"/> Other

2. Most needed competences

Please define on a scale from 1 to 5 if each competence is:

- essential (1)
- quite important (2)
- needed but not essential (3)
- not required (4)
- useless (5)

Attitudes on the workplace – personal values - Presentation	COMPANY'S NEEDS
CHARACTERISTICS	
AREAS	Scores

Questions 1-3. Personal values, Questions 4-6. Commitment, Questions 7-10. Reliability, Questions 11-13. Presentation					
	1	2	3	4	5
RESPECT FOR OTHERS (1)					
HONESTY – PERSONAL ETHICS (2)					
LOYALTY TO THE COMPANY (3)					
AVAILABILITY TO CARRY OUT TASKS (4)					
AVAILABILITY TO WORK MORE THAN EXPECTED (TIME FLEXIBILITY) (5)					
MOBILITY (AVAILABILITY TO WORK IN DIFFERENT LOCATIONS) (6)					
TAKING UP RESPONSIBILITIES (7)					
AVAILABILITY TO SHARE KNOWLEDGE AND EXPERIENCES (8)					
OPENNESS TOWARDS OTHER PEOPLE'S PROBLEMS – (9)					
COMPETITIVENESS – (10)					
FRIENDLINESS (11)					
POSITIVE PERSONAL PRESENTATION (12)					
CONTINUING THE FAMILY TRADITION (13)					
OTHER, PLEASE SPECIFY					
OTHER, PLEASE SPECIFY					

Comments

(Please comment on your choice of competences, skills and personal characteristics and explain why you have chosen them)

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Most needed competences CHARACTERISTICS			COMPANY'S NEEDS				
AREAS	ABILITIES	INDICATORS	Scores				
			1	2	3	4	5
Interpersonal skills	Communication	Focus while listening					
		Provision of clear and correct answers and explanations					
		Transparent writing					
		Reading comprehension					
		Effective negotiation					
		Creation of a positive atmosphere					
	Team work	Comprehension and acceptance of leadership					
		Comprehension and acceptance of group rules					
		Help and support to group members					
		Working with customers and supervisors					
		Working with people from different age, gender and culture groups					
		Easy movement from individual to group work					

Sense of initiative and entrepreneurial spirit	Problem-solving	Diagnosis and analysis of problems					
		Provision of alternative solutions					
		Showing a practical approach					
		Estimations and calculations					
		Comprehension and interpretation of tables, graphs and charts					
		Comprehension of easy budget and business plans					
	Sense of initiative	Search for opportunities and turning them into concrete actions for the company					
		Use of convincing arguments					
		Use of strategic thinking					
		Adaptation to new situations					
		Acceptation of new challenges					
		Creative thinking					
		Resilience					
		Leadership (during the accomplishment of tasks)					
Learning ability	Planning and organization	Time management					
		Autonomous organization of work					
		Access to resources					

		Making decisions					
		Comprehension of processes and systems					
		Leading and managing projects					
		Staff and resource management					
	Self-awareness	Development of the career path					
		Evaluation and monitoring of one's own performances					
	Learning	Critical thinking					
		Openness to new ideas and techniques					
		Desire to learn					
		Acquisition of new contents with different methods					
		Group work and interactive activities to facilitate learning					
Working abilities	Technologies	Application of new technologies to work					
		IT skills to carry out routine tasks					
		Availability to improve one's own IT skills					
		Availability to improve one's own technological skills					
		Availability to use different technologies					
		Use of technologies to look for, manage					

		and present information					
		Practical ability to use new technologies					
		Acquiring certificates that provide evidence of the practical ability to apply new technologies					

Comments

(Please comment on your choice of competences and explain why you have chosen them)

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4.3 Final summative assessment of the unit. To evaluate student learning, skill acquisition, and academic achievement. Train the trainer sessions, activities and workshops.

Activity I – Brainstorming session

A more experienced career counsellor will guide the session and ask participants to brainstorm on the following issues:

- 1) the main problems and challenges they encounter in their interaction with employers
- 2) suggestions to solve them
- 3) suggestion for a positive and long-lasting relationship with companies and employers



Participants will be invited to share their views and personal experiences and will discuss with the other groups about the most appropriate ways to interact with and build a strong relationship with employers.

Activity II – Role play

Imagine you are a career counsellor and you are approached by a company manager that is looking for support and advice on the most advantageous contract types as he wants to hire new employees.



Present the apprenticeship contract by telling him:

- A story that they would care about
- An unexpected fact (tell them something they don't already know)
- A negative fact (people pay more attention to things that could harm them)⁷

In the end the company manager will decide whether to activate an apprenticeship contract or not.

Each group will share the career counsellor's strategies and its outcomes in the final plenary session at the end of which participants will be asked to identify the most effective strategies.

Activity III – Role play

Imagine you are approached by a company that is looking for new employees. You are a career counsellor and you need to assess the company's needs in terms of competences, using the tools you have been provided in this unit.



Participants are divided into couples: in each couple there will be the representative of the company who will be asked to fill in the questionnaire and the career counsellor.

The career counsellor will explain the company representative the aim of the questionnaire, after the company representative has filled in all the questionnaires and forms, the career counsellor will analyse the company's needs and develop a brief report about them.

⁷ <https://hiring.monster.com/employer-resources/workforce-management/company-culture/effective-communication-skills/>

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Final summative assessment of the module

QUESTIONNAIRE (10 questions in total)- multiple choice, true or false,

- 1) Negotiation is
 - ☐ **discussion and give-and-take between two or more disputants, who seek to find a solution to a common problem**
 - ☐ discussion and give-and-take between two or more disputants, who seek to find a solution to a common problem through the help of a mediator
 - ☐ a conflict management strategy only applicable at the macro level (conflicts between countries)

- 2) A good negotiator is someone who tries to generate many options for meeting as many of all parties' needs as possible.
 - ☐ **True**
 - ☐ False

- 3) According to the Council of the European Union, a clear definition of the learning outcomes of an apprenticeship path is fundamental for them to be qualitatively valuable and effective for the trainee's professional and personal growth.
 - ☐ **True**
 - ☐ False

- 4) Cooperation between sending and hosting organizations during the implementation of apprenticeship programmes needs to focus exclusively on cooperation on apprenticeship programmes
 - ☐ True
 - ☐ **False**

- 5) In order to market apprenticeships among companies, career counsellors should
 - ☐ **Highlight the contribution that they can make to the company's increased productivity, as the initial investment will pay off later on when trainees become productive**
 - ☐ Focus on the fact that an apprenticeship is temporary
 - ☐ Underline that apprentices undergo a very strict recruitment procedure

- 6) Financial support for training companies can include:
 - ☐ **A favourable duty scheme for employers and apprentices**
 - ☐ Incentives for the training of the other people working in the company (not as apprentices)
 - ☐ Incentives for the renovation of the working area

- 7) Non-financial support for training companies can include:
 - ☐ **Support to the company in the recruitment, training and instruction of in-company trainers**
 - ☐ Supervising the company manager
 - ☐ Incentives for companies hiring apprentices

- 8) Being assertive means being able to persuade other people and make them do what you want them to do
- ☐ True
 - ☐ **False**
- 9) Partnership building and engagement with stakeholders are defined by Cedefop (2009) as a career counsellor's supporting competences
- ☐ **True**
 - ☐ False
- 10) When approaching a company, a career counsellor needs to clarify in detail the apprenticeship legislations and schemes
- ☐ True
 - ☐ **False**

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